

Learning Disability: Beacon Street Girls (Novel) Est. Time: 2 Hours Viewing/45 Minutes Class

Objective

Better understand the social challenges that students with disabilities might encounter in school.

Synopsis

The first of the Beacon Street series for pre-teen girls, this book introduces readers to four spunky 7th-grade girls who are all facing different challenges, from sibling rivalry to having a learning disability. Forced to sit together at lunch every day as part of a classroom assignment, these girls initially find that not only do they have nothing in common but they also don't even like each other! In their collective pursuit to wrangle out of the assignment, they find they have more in common than they first thought.

Activity

Read the following book and be prepared to discuss the questions below in class.

Title: *Beacon Street Girls: Worst Enemies/Best Friends* (2005)

Author: Annie Bryant

Publisher: B*tween Productions, Inc. • Lexington, MA

For Your Information

To learn more about learning disabilities (LD), visit:

- [Learning Disabilities \(LD\)](#) (Center for Parent Information and Resources)
- [What Are Learning Disabilities?](#) (Understood)
- [Defining Dyslexia](#) (National Center on Improving Literacy)

Questions/Discussion Topics

1. Why do you think Ms. Rodriguez place Charlotte, Katani, Avery, and Maeve in the same lunch group?
2. Katani was sometimes embarrassed by her sister Kelly.
 - a. Explain why Katani was embarrassed.
 - b. What could have helped Katani overcome her embarrassment?
3. Maeve used a laptop.
 - a. Why was Maeve using a laptop?
 - b. How did Maeve feel about using a laptop?
 - c. What did Charlotte, Katani, and Avery initially think of Maeve's laptop?

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4. In Chapter 23, Ms. Rodriguez called Maeve to the board. Discuss your thoughts on this.
5. In PE class, why did Katani ask to play a game of basketball with different basket heights?
6. Describe the similarities and differences in Maeve's and Kelly's school experiences.
7. Think about the New Tower Rules that the girls established.
 - a. How do these rules address each of the girl's differences?
 - b. Which of these rules could be useful in an inclusive classroom?