



# Teacher Guide

## My Friend Lucy

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### Using The Series In Your Classroom

As a teacher, I understand how difficult it is to fit additional teaching moments into an already busy day. Here are a few ideas on how to incorporate The My Friend Series into your classroom.

**\*Remember this book does not have to be read in order and each page does not have to be read. Read the situations that relate to your classroom or that you want to discuss.**

- If you are a teacher that works with exceptional children, try to introduce these books at the start of the school year. This will help to promote understanding and foster positive peers relationships with your students from the beginning.
- You may also introduce these books as the situation presents itself during the school year. Such as with students that have transferred, students with new individual education plans, students that are being served under section 504, or students that share similar characteristics of students with attention deficit hyperactivity disorder.
- Use similar situations from the book during those teachable moments throughout the day and school year. Refer back to the story and discuss how the characters in the book acted and reacted and how this integrates into your classroom.
- Use the book during whole group lessons or part or a small group reading lesson.
- When teaching social skills or classroom rules in both whole group and small group sessions, refer back to the books to encourage students to discuss challenging behaviors or feelings.

# Extension Discussion Topics

*ADHD is a condition marked by persistent inattention, hyperactivity, and sometimes impulsivity. ADHD begins in childhood and often lasts into adulthood. This can look very different from individual to individual but certain characteristics are present.*

*Children with ADHD often have trouble functioning at home and in school and can have difficulty making and keeping friends. If left untreated, ADHD may interfere with school and work, as well as with social and emotional development.*

## Scenario 1

- Discuss similarities of students in your classroom. Examples, same hair color, book bag, shirts, shoes, smiles, favorite toys, foods, etc. Use these similarities to build connections.

## Scenario 2

- If this is a situation that occurs in your classroom, discuss with the students how they are to react if this happens.
- Talk about how to help a student or friend that is having difficulty focusing.

*\*To increase focus, seat kids with ADHD away from distractions, such as doors, windows, and high-traffic areas. Surround them with well-behaved classmates. Arrange the room furniture so you can circulate freely and have access to all students — your movement will hold their interest and allow you to redirect a student whose attention drifts.*

*\* Make lessons exciting, funny, mysterious. Turn off the lights and use a flashlight to illuminate objects or words on the blackboard. Invite a surprise guest. Draw silly stick figures to illustrate key points, and invite students to the board to do the same. Whenever possible, plan lessons around current events or topics of interest to students*

*\* Vary teaching methods to increase focus. Limit the amount of time that you talk while students listen.*

## Scenario 3

- Take this time to discuss the classroom rules and expectations for speaking and voice volume in your classroom.
- Discuss how interrupting someone can be considered rude and unkind. Talk about how this may feel if it happens to you.

*\* Classroom rules should be clear and concise and reviewed regularly with the student. It is helpful to have the child repeat back rules, expectations, or other instructions to make sure they are understood. These rules should be posted prominently in the classroom.*

*\* Give the student frequent and immediate feedback or consequences about behaviors.*

#### Scenario 4

- Discuss with the class how this can happen to anyone. Talk about ways you can help with this such as trying to pay attention when someone is speaking by looking in their direction and not doing something else.
- Talk about strategies that can be used to help with this, visual schedules, post its reminders, or using resources around you to help remember what is being asked.

*\* Because students with ADHD are susceptible to distractions, seat the student close to the teacher. Make sure he or she is seated away from easy distractions, such as doors, windows, cubby areas or pencil sharpeners.*

*\*Limit distractions, excessive noise, distracting visual stimuli, clutter, etc. (For some kids with ADHD listening to "white noise" or soft background music can help concentration and focus.)*

*\*Give concise one- or two-step directions. Avoid "overloading" with too much info.*

#### Scenario 5

- Ask the students if they have ever felt like they just wanted to get something finished. Talk about examples or times this has happened to you or them. Discuss that while this is a feeling that many people have, we must also try and do our best.
- Academic and testing strategies could also be discussed or referenced at this time, such as checking your work or reading over an assignment again before deciding it is complete.

*\* Use timers, taped time signals, or verbal cues to show how much time the student has remaining for an activity.*

*\* Use rewards and incentives before punishment to motivate the student and to help keep school feeling like a positive place. Change up the rewards frequently to help prevent the student from becoming bored.*

#### Scenario 6

- This is a great time to discuss your classroom climate, how to treat each other, feelings, and friendships.
- Discuss the concept of being sorry and what to do when you have made a wrong choice.

*\* Catch students being good and give immediate praise. Ignore negative behaviors that are minimal and not disruptive. Provide opportunities for students to resolve conflict on their own after appropriate examples have been given.*

### Scenario 7

- This is a wonderful time to talk about how everyone learns differently.
- What is your favorite learning style?
- Give some examples of different learning styles.

*\* Allow the student to hold a small squishy ball, silly putty or something tactile for them to manipulate. This slight stimulation often helps keep an ADHD child focused.*

*\* Some students also benefit from chewing gum to release energy and keep concentration.*

### Scenario 8

- Talk about the organization of the classroom. Discuss how can the class make it a safe and pleasant place to learn. Ask for examples of how students can help each other do this.

*\* Provide folders and baskets of supplies to keep desk organized or color-code materials for each subject.*

*\* Try and provide a structured classroom environment in order to set a good example and to set students up for success.*

*\* Pair the student with a "buddy"—a kind and mature classroom peer who can be a good example or help give reminders to the child.*

### Scenario 9

- Talk about how everyone needs breaks. Give examples or how you as a teacher may require a break during the day. Allow the class to give examples as well.
- Discuss the different ways that you take breaks as a class. Ask the students if they have any suggestions.

*\* In addition to structured breaks, allow students frequent physical breaks to move around (to hand out or collect materials, run errands to the office or other areas in the school building, erase the board, get a drink of water at the water fountain, etc.).*

### Scenario 10

- This is the perfect page to help continue a discussion about acceptance and inclusion of everyone. Discuss how we all have similarities and differences and how to celebrate those and learn from each other.
- At this time ask if there are any questions about situations or characteristics that were talked about in the book.
- Ask what connections the students made to their lives or classroom environment.
- Task the students with finding one way for each of them to be kind to someone else everyday. Discuss examples and what they may look like.

Thank you for helping to spread awareness and promote acceptance inclusion of all students by sharing a book from The My Friend Series.

I hope that this teacher guide has been useful. For more information about other books in the series please visit [www.themyfriendseries.com](http://www.themyfriendseries.com)

If you like our product we would love to hear how you shared it with your class and others. Please leave any feedback or pictures on The My Friend Series Facebook page or leave a review through one of the following outlets

Facebook, Barnes and Noble, Amazon, Teachers Pay Teachers, Google.

Any questions, comments, or concerns? Please feel free to email me, Eve Lawrence  
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