

***Paul and His Beast***  
**by Sarah Stup**

**Common Core Standards-based  
Teacher's Guide**

*Grade 4*

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# Pre-reading Activities

## Pre-reading Activity #1 – Same/Different Venn Diagram

**CCSS.ELA-Literacy.SL.4.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

- A. Group students who share a characteristic (e.g., eye or hair color). Have them work in pairs.
- B. Provide students with a list of questions to ask one another. Include questions about physical characteristics and favorite foods, activities, etc.
- C. Provide each pair of students with a Venn Diagram template to document characteristics they share and characteristics that are unique to each of them.
- D. Reflection questions:
  - Is it possible for two people to be exactly the same?
  - Think of someone you care about very much, such as a friend or family member. Make a list of at least 10 ways you are different from that person (think of interests, skills, physical characteristics, etc.).

## Pre-reading Activity #2 – Introductory Information on Autism

**CCSS.ELA-Literacy.SL.4.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

- A. People with autism are not all the same, just as people with blue eyes are not all the same. In *Paul and his Beast*, two of the characters, Paul and Timmy, experience autism in different ways.

The term “spectrum” is used to show that just as there is a spectrum (or wide range) of colors in a rainbow, there is a spectrum of ways that people are affected by autism.

It is important to understand that autism is *not* “bad.” People with autism perceive the world and interact with the world in different ways. People with autism also contribute to the world as friends, citizens, and professionals in many fields (arts, science, literature, technology, medicine, etc.).

## B. Autism overview materials

- About Autism  
[http://www.sarahstup.com/about\\_autism.htm](http://www.sarahstup.com/about_autism.htm)
- Explaining Autism Using Everyday Examples  
<http://www.pathfindersforautism.org/articles/view/parent-tips-explaining-autism-using-everyday-examples>
- Autism Friendship Poster (From Sarah Stup's book, *Do-Si-Do With Autism*)  
[http://www.sarahstup.com/downloads/7\\_Ways.pdf](http://www.sarahstup.com/downloads/7_Ways.pdf)
- Public Service Announcement Video – Autistic Self Advocacy Network  
<http://www.youtube.com/watch?v=mR37CvpPYUk>

## C. YouTube vidoes by young people with autism

- My Autism and Me by Rosie King  
<http://www.youtube.com/watch?v=FeGaffIJvHM>
- Interview with teen animator and entrepreneur Dani Bowman  
<http://www.youtube.com/watch?v=t6vmL8pkxDA>
- Autism and Me by Rory Hoy  
<http://www.youtube.com/watch?v=POIJG3qmV9Q>

## D. Some key points about autism

### *Communication:*

Some people with autism communicate verbally; others use technology or pictures to communicate. It is important to remember that even when a person doesn't communicate verbally, he or she still has worthwhile things to say.

### *Sensory:*

We experience the world through our senses. The sensory experiences of people with autism are often more intense than the sensory experiences of people who do not have autism. It can be very stressful for people with autism to experience sights, sounds, touch, smell, and taste in such an intense way. This additional stress and anxiety can lead to unusual behaviors.

### *Routines and knowing what to expect:*

People with autism often feel less stressed if they do things at the same time of day and in the same way. When routines change, it is important for people with autism to know about the change beforehand so they do not feel too anxious.

*Interpersonal skills:*

Those without autism may find it easier to understand how to “read” people’s facial expressions and body language and know how to respond. People with autism may have difficulty understanding how to appropriately interact with other people.

*Understanding idioms and other expressions:*

Idioms, which are abstract or non-literal expressions, can be tricky for those on the autism spectrum, even though their basic language skills may be highly advanced. This is because those on the autism spectrum tend to understand language literally and cannot understand the abstract concepts of idioms.

*Skills and Knowledge:*

Individuals with autism have skills and knowledge to contribute. Just as with other classmates, the more you get to know a person with autism, the more you find out what he is interested in, and all the ways that he can be a great friend, partner, and teammate. Also, by getting to know a person, you learn how he or she may be like you, as well as how they may be different from you.

### **Pre-reading Activity #3 – Meet the Author – Sarah Stup**

A. Sarah’s *Are your eyes listening?* YouTube video

[http://www.youtube.com/watch?v=O1W3q-N8o7s&feature=player\\_embedded#at=173](http://www.youtube.com/watch?v=O1W3q-N8o7s&feature=player_embedded#at=173)

Related questions:

- Why do you think Sarah asks the question “Are your eyes listening?”
- Have you ever met someone who communicates without using his or her voice?
- How does Sarah communicate?
- What does Sarah mean by “my body is peace opposite?”
- When Sarah talks about a “Beast” and a “naughty animal,” does she mean that she is a Beast or that people with autism are naughty animals?

B. See Q&A in *Paul and his Beast* to learn about why Sarah wrote this book.

C. To learn more about Sarah, visit her website at [www.SarahStup.com](http://www.SarahStup.com).

## Pre-reading Activity #4 – What is the meaning of the word “Beast” in this story?

CCSS.ELA-Literacy.RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

- A. Identify and list on the board characteristics the students associate with the word “Beast.”
- B. Ask students to consider books and movies they have read or watched. What are some examples of “beasts”? Were they real, actual creatures?
  - *Beauty and the Beast*
  - *Where the Wild Things Are*

Show a photo of Max and the “wild things.”



Source: <http://www.philnel.com/wp-content/uploads/2013/10/sendakwildthingsbestill.jpg>

- C. Were the “wild things” part of Max’s imagination or personality? Do all of us have a bit of “beast” or “wild thing” in us?
- D. Can the students remember a time when they found themselves acting like “a wild beast,” even when they tried to follow the rules? How did they feel when this happened?
- E. Sometimes in a story or poem, metaphors are used. What is a metaphor? Provide examples of metaphors and ask class to provide examples.
- F. In the story, *Paul and his Beast*, “Beast” is a metaphor; there is no actual wild animal. The author is not saying that people with autism are “beasts.” When you see the term “beast,” ask yourself what the author is trying to tell the reader about Paul’s thoughts and feelings.
- G. Others with autism may choose a different metaphor to describe their experiences. See if one of your students with autism, whom you would have spoken to ahead of time to ask permission, is willing to share with the class his perspective on a different metaphor.

# During Reading Activities

## **During Reading Activity #1 – Vocabulary**

**CCSS.ELA-Literacy.LS.4.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

- A. The students will use a dictionary to define the vocabulary words in the chart on the following pages and write the definitions on a sheet of paper. This may be done individually or working in groups.
- B. The teacher may give the students the option to write down other unknown words as they are reading and add these to their vocabulary lists.
- C. Synonym activity:
  - As a supplemental activity to learning vocabulary words, the teacher will provide synonyms for students to match to the vocabulary words.
  - Using the attached worksheet, list the vocabulary words in random order in the “New word” column. Then, list the synonyms in random order under the “Word you already know” column.
  - Students will draw a line to match the synonyms with vocabulary words. See attached worksheet.



**Chapters 1-4**  
**(pp. 1-22)**

clamor  
compulsions  
breach  
gritty  
loped  
diesel  
protruding  
lanyard

**Chapters 13-16**  
**(pp. 51-65)**

pod  
developmental  
sensory

**Chapters 5-8**  
**(pp. 23-39)**

canal  
incinerated  
furrowed  
taunted  
seclusion  
residential  
harnessed

**Chapters 17-21**  
**(pp. 66-81)**

intervals  
threshold  
idiom  
literal

<b><u>Chapters 9-12</u></b> <b>(pp. 40-50)</b>	<b><u>Chapters 22-24 and</u></b> <b><u>epilogue</u></b> <b>(pp. 82-94)</b>
advocates	imperceptible
alternative	subdued
wisteria	acoustics
intermittently	summon
gawking	insolent
tresses	
competent	

## **During Reading Activity #2 – Imagery**

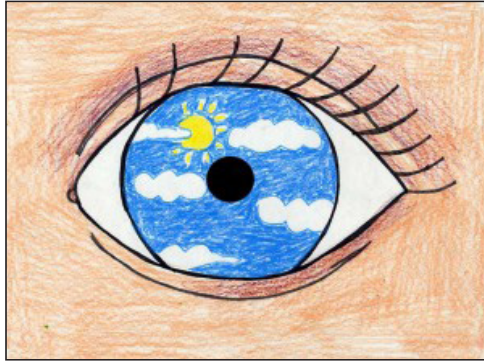
This activity is inspired by the work of René Magritte, a Belgian surrealist artist, and more specifically, his painting, “The False Mirror.” Surrealist artists’ paintings are often from their imaginations and may look bizarre or dreamlike.

Integrate art into the language arts and have students use their imaginations by drawing from a character’s perspective. Use the perspective (point of view) of the main character from *Paul and his Beast*, and sketch what may be seen through his eyes.

What does he see? Repeating patterns? Fay? Jason? His classmates staring at him?

- A. Take an old CD and trace both the inner and outer circle in the center of an 8.5” x 11” piece of paper.
- B. Add lines above and below the circle to make it look like an eye. Then draw an eyelid and eyelashes.
- C. Trace all the pencil lines with a black marker.
- D. Color the center circle black.
- E. In the eye’s large white “iris,” draw an image that reflects something that Paul may be seeing. The more detailed, the better! Use mediums like colored pencils or markers.





Lesson plan inspired by: <http://artprojectsforkids.org/an-eye-for-magritte/>

### During Reading Activity #3 – Music and the Senses

For children with autism, sounds sometimes overstimulate their senses; or, as with music, can have a calming effect. This is seen in the story with both Paul and Timmy. In this lesson, students will listen to different types of music and respond to how their senses are affected.

- A. Working in groups, the students will skim the text for passages where music, sounds, or reactions to sounds or music are mentioned. Each group will be assigned either one chapter or several chapters, depending on the number of groups. Decide whether the sound or music is perceived as pleasant or unpleasant.
- B. The groups will share their findings with the class.
- C. A chart of music or sounds from *Paul and his Beast* is provided for you below.

Chapter 1	Classroom sounds
Chapter 2	The sound of rain and bus noise
Chapter 3	Cafeteria noise
Chapter 6	The music Paul is listening to
Chapter 8	Classroom sounds
Chapter 9	Timmy's violin music, the music Paul is listening to
Chapter 10	Crinkling of gum wrapper
Chapter 15	Autism Simulation
Chapter 16	Timmy's scream
Chapter 18	Paul's humming, Timmy's violin case clicking
Chapter 22	Beacon Playoffs – violin, clapping, tamborines
Chapter 23	Whispers, coughs, bells

- D. Next, have students close their eyes and play short clips of different types of music.
- E. After each type of music, the students will respond to how the sounds and rhythms make them feel. They may write their evaluations on paper or, to tie the activity into the Arts, they may paint or draw as they listen.

**Genres of music** (choose as many as you would like):

Lullabies	Hip-Hop/Rap
Classical	Instrumental
Country	Jazz
Dance	Folk



# **Discussion Questions**

**CCSS.ELA-Literacy.SL.4.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

Use one or all of the following activities to help you get more out of *Paul and His Beast* and its discussion questions. More detailed discussion questions can also be found in the Reader's Guide at the end of the novel.

- A. Book clubs – Students will work in small groups of 4-5 to discuss the questions below. Although the teacher may provide basic guidelines such as length of time for discussion and different roles of the group members, the discussion is primarily student-led and centered. The groups will share their findings with the class.
- B. Discussion Web – Choose one of the questions below and plug it into a discussion web. In small groups, students can discuss and defend their positions on whether they agree or disagree with the question. Listing supporting statements, the group will then come to a conclusion.
- C. Two-way journals – Students will respond to a discussion question by writing in a journal. Students will then turn in their journals to their teachers, who will offer their thoughts. This may be done for several discussion questions.

## **Discussion Questions**

1. How would the story have been different if told by another character? Give a few examples.
2. What is the Beast in this story?
3. Which of your personal behaviors or routines make you feel secure in much the same way the Beast does for Paul?
4. What character do you most relate to? Why?
5. During the gym class try-outs, Pete is described as a student with a red leather jacket and bright purple hair. Why do you think Pete is accepted although he is 'different' and Paul is not?
6. The beach is a place where Paul felt his Beast could relax. Why do you think he felt this way? Can you relate?

7. In what ways did the Autism Simulation help Miss Topper and Paul's classmates?
8. Paul wants his classmates to be accepting of his behaviors. Why do you think Paul was not as accepting of Timmy's behaviors?
9. By the end of the story, what has or has not changed for Paul? What about Timmy?



# **End of Unit Activities and Projects**

## **Activity #1 – Writing Prompts**

CCSS.ELA-Literacy.WS.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

Using a well-constructed single paragraph, answer the one of more of the following writing prompts.

1. Will Paul go to college? Imagine what Paul's life will be like in the future.
2. Paul is attracted to Fay. Do you think Paul and Fay would ever have a romantic relationship? Why or why not?
3. Pick an activity that you enjoy such soccer, dance, debate club, etc. Now that you understand Paul's behaviors, describe some ways you could include him in that activity.
4. Timmy's parents decide to take him out of Harbor Special School and send him to a residential home away from his family and community. Is this where Timmy is best suited, or will he ever be able to return home? Write a possible scenario for Timmy's future.

## **Activity #2 – Research Ideas**

CCSS.ELA-Literacy.W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Explain to students that they may have encountered terms or ideas that they'd like to know more about. The students should list three things they read in *Paul and his Beast* and would like to further research. Working in groups or individually, they will research a term or idea listed, or any of the words below having to do with the theme of the novel.

Have them share with the rest of the class in an oral presentation.

### **Sample research topics:**

- inclusion
- sensory disorder
- autism
- disability

- Asperger’s syndrome
- advocate

### **Activity #3 – School Newspaper**

CCSS.ELA-Literacy.W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

Write a newspaper article for the Beacon Middle School newspaper. Have it cover a main event of the story that could be reported on.

#### **Examples:**

- the Autism Simulation in Miss Topper’s classroom
- Paul and his team winning the the Beacon Middle School Playoffs
- Timmy running away from the bus

Include an attention-grabbing headline and an illustration. You may also choose to use quotes from the story to enhance your story. Use the attached template.

### **Activity #4 – If our Characters had Instagram**

CCSS.ELA-Literacy.W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Imagine if the characters in *Paul and His Beast* had Instagram. What would they take a photo of? Where would the setting/location be? Which characters would “like” their picture and leave a comment?

This activity allows students to put themselves in the lives of their characters. The story begins to come to life as students visualize what they’re reading. They also naturally begin to make inferences about how the characters would respond to each other. Two corresponding worksheets are attached.

#### **Directions:**

Worksheet A (Cell phone):

- Choose one character for whom you will make an “Instagram” from his or her perspective. Think about what photo they may take a picture of. What would it be? Where would it take place?

- Write the character's name on the top box of Worksheet A. In the box below the name, write the location of the photo after considering the setting in the scene of the book.
- Sketch a character thumbnail image in the small box to the left of the name and location.
- Now, in the large square, draw a picture of what your character would have photographed, making sure it is supported by the text of the story.

Worksheet B (Comment page):

- At the top of the page, in the blue box, write the characters' name from Worksheet A.
- Now, you get to think from other characters' perspectives. Which other characters from the story may "like" the photo? For example, Jason may "like" Paul's photo of their Play-offs, or perhaps Fay may "like" a selfie that Jason took with his sunglasses on.
- Next to the small heart on the first line, choose other characters that "like" the photo and write their names.
- Finally, next to the small conversation bubble, write the name of a character and the comment that he or she might have made on the photo.

The lesson plan that inspired this activity and the worksheets were found at: <https://www.teacherspayteachers.com/Product/If-the-Characters-in-Your-Story-had-Instagram-492577>

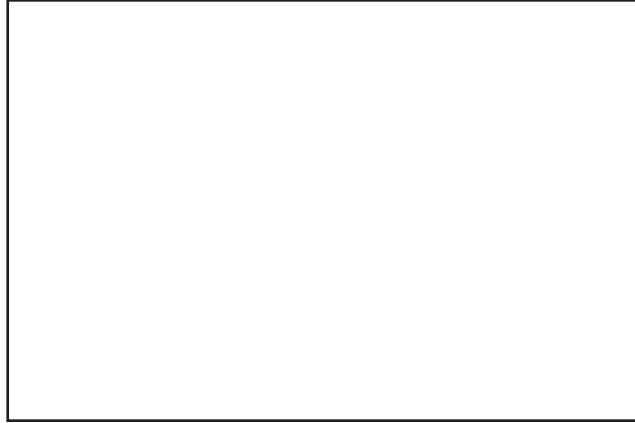




**EXTRA! EXTRA!**

**READ ALL ABOUT IT!**

# Beacon Middle School Newspaper



Draw a picture

Write a headline for an article about "Paul and his Beast"

By: \_\_\_\_\_ Date: \_\_\_\_\_

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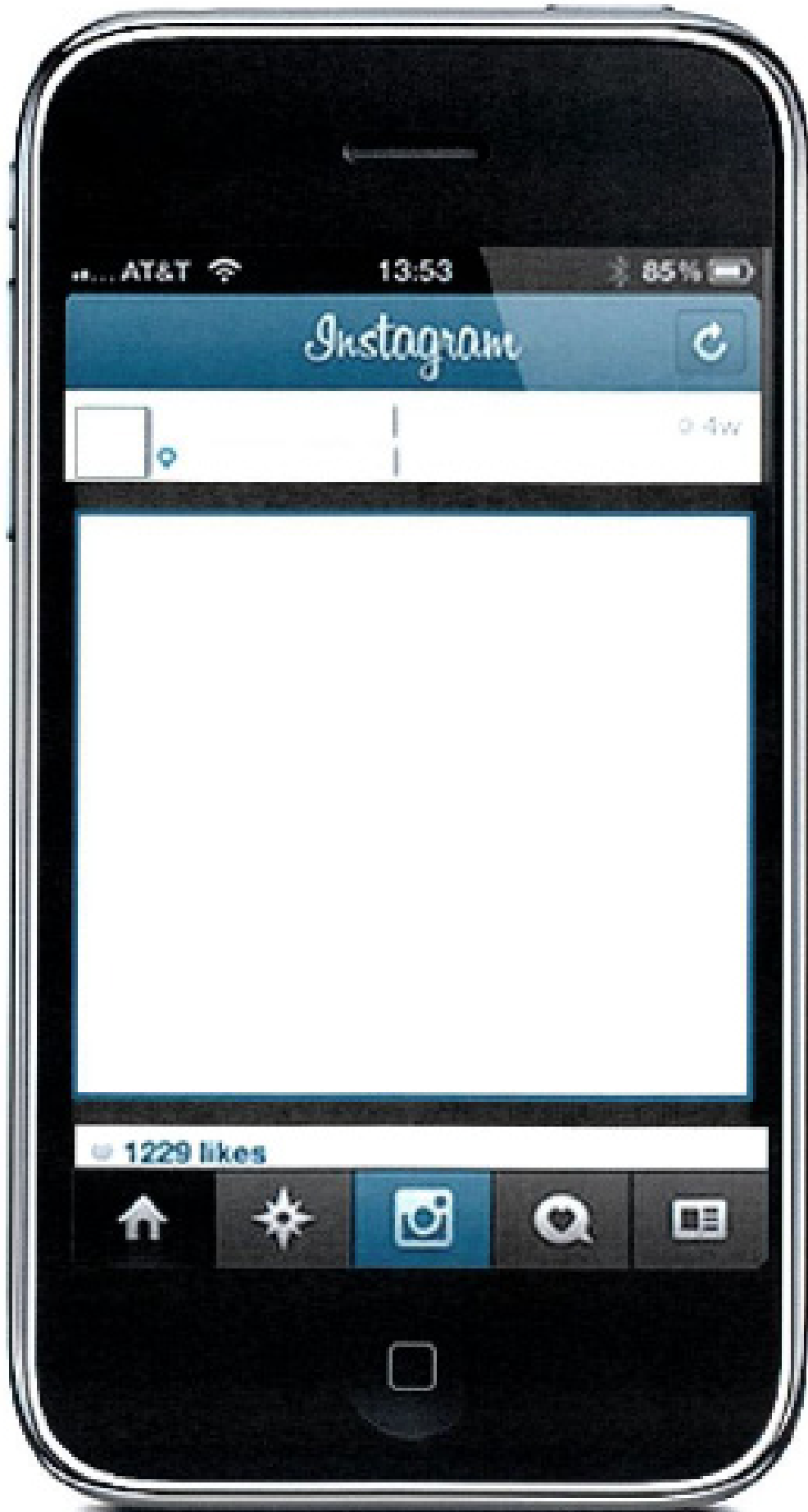
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If Our Characters Had Instagram  
Worksheet A



Instagram Comment Sheet  
Worksheet B

