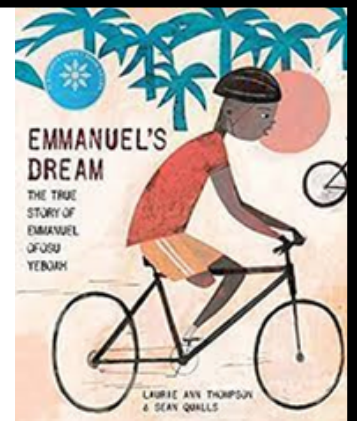


Emmanuel's Dream: The True Story of Emmanuel Ofosu Yeboah

By Laurie Ann Thompson



Before Reading: Get Ready

Review the book synopsis with the student to confirm interest in reading the book. Share the title, author, and illustrator. Talk about the cover.

Activate comprehension and set a purpose for reading. Our book today tells the true story of a young man named Emmanuel Ofosu Yeboah. He was born being able to move only one of his legs. What may be difficult to do if you could only move one of your legs? We are going to learn how to answer different types of questions to help us understand this book. We will read to find out what he accomplished and how he achieved his dream!

Introduce important vocabulary and ask your student to listen for these words during reading.

- **cursed:** Some people believe that people who are unlucky or have something bad happen to them are cursed.
- **disabled:** Some people in our story today called Emmanuel disabled because he could only move one of his legs. When a person is disabled or has a disability, they may move or think differently than other people.
- **beg:** In our book, Emmanuel's mother did not want him to ever beg. When you beg, you ask someone to do something for you or give something to you that you don't pay back.

During Reading: Read Together

Sit side-by-side to share the book. Follow the conversation prompts and invite your student to ask questions or comments connected to the text to ensure their comprehension.

- **Explain to your student briefly the four types of questions (Question-Answer Relationships or QAR) readers often are asked and need to be able to answer (e.g., Raphael, 1982), using this graphic organizer as a guide.**
 - You will record the questions and your student's answers on this sheet:
https://www.readwritethink.org/sites/default/files/resources/lesson_images/lesson980/student.pdf

- **After reading p. 8:** I am going to write down our first question, a “Right There” question: How did Emmanuel get to and return from school?
 - Reinforce that your student can find the answer “right there” in one sentence. Emmanuel hopped to school and returned from school on one leg.
- **After reading p. 16:** Here is our second question, a “Think and Search” question: How did Emmanuel get a job?
 - Reinforce that your student can find the answer by putting information together from multiple sentences. Emmanuel got a job because he kept on asking people for a job and would not beg.
- **After reading p. 28:** Our third question is an “Author and Me” question: Why did Emmanuel want people to see and hear him?
 - Encourage your student to explain how Emmanuel wanted to teach people that, just because someone may look different, that does not mean that they cannot achieve their dreams and accomplish many things in their life.
- **After finishing the book and reading the final quote and “Author’s Note” on the last page:** Our last question is an “On My Own” question: What did you think about this book?

NOTE: This book does not have page numbers. These conversation prompts will be marked in the book for your use.

After Reading: Discuss and Extend

After reading, briefly discuss the text and revisit vocabulary words to ensure your student understands the text. Review how asking questions helped your student understand the book.

- **Let’s write to respond to this story.** (Choose a prompt for student response and copy the selected frame into your student’s notebook.)
 - Emmanuel achieved his dream because _____.
 - I can achieve my dreams by _____.
 - One thing I learned from this book is _____.