



# ADHD AND ME

An interactive lesson Plan  
for your classroom by  
Chelsea DiCicco, author of  
ADHD and Me

Ages 5-8   
Kindergarten-3rd grade 



## Pre-Book

- Before reading the story, start by setting the tone and asking a few questions to engage your classroom.

**Q 1: Does anyone know what ADHD is? (Allow response.) ADHD is a type of learning difference. Name some other types of learning differences.**

**Q 2: What do you think it means to have a learning difference? (Allow response.)**

**Q 3: When you think of something being "different," do you think it's a good or bad thing? Why or why not? (Encourage class discussion.)**

- **Read the story aloud with the class.**

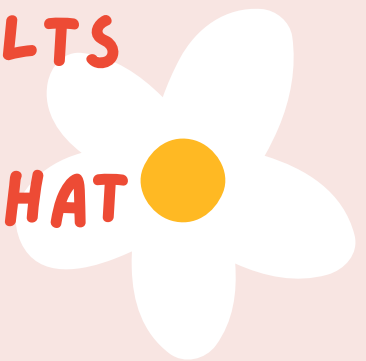
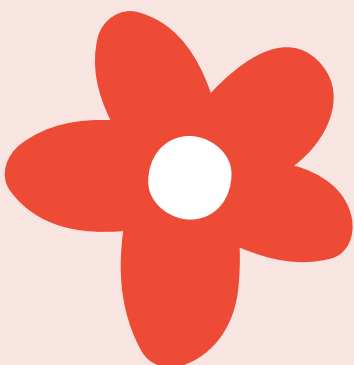
## POST BOOK




Q 4: What feelings did Malory have throughout the book? (Allow response.)

Q 5: Who did Malory share her feelings with? Why do you think? (Allow response.)

Q 6: Who do you think you can share your feelings with? Why? (Allow response.)

- **HAVE YOUR CLASS IDENTIFY THEIR "SUPPORT GROUP" OR ADULTS THAT THEY CAN TRUST AND EXPRESS WHY THEY FEEL THAT WAY.**



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- PULL UP THE IMAGE FROM THE BOOK OF MALORY ON THE PLAYGROUND FOR VISUAL AID.



Q 7: How do you think Malory felt when she was on the playground? Do you think she was happy or sad? (Allow response.)

Q 8: Why do you think Malory was crying? (Allow response.)

Q 9: Why do you think Malory was not playing with the other kids? (Allow response.)

Q 10: Can you think of a time where you have ever felt sad or lonely? (Allow response.)

Q 11: When you were feeling lonely, what do you wish someone would have done for you? (Allow response.)



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- ***Pull up pictures of Malory with Ms. Julie.***

*Q 12: How did Malory feel around Ms. Julie? Why? (Allow response.)*

*Q 13: How did Ms. Julie treat Malory? (Allow for response.)*

*Q 14: How does it make you feel when people include you? How does it make you feel not to be included?*

*Q 15: If Malory was in your classroom, what do you think you could do to make her feel included? (Allow response.)*

# ACTIVITY

- Have your class gather in a circle with a ball/object and think of something that makes them different or special. (Toss/pass) the (ball/object,) from one to another. When a student is holding the ball/object, it is their turn to share something that makes them different. Have them express how their difference makes them feel, say one positive thing about it, and tell why it makes them proud.



# HOMEWORK for the week

- When you leave school today, think of \*at least\* (it can be more than) two people who might be shy or different from you in some way.
- This week, find ways to try and include them in an activity (examples: it can be sitting together at lunch, playing a game together at recess, drawing a picture together, or reading a book together, or something else.)

*If you need help figuring out a good activity, you can ask your teacher or parent to help you decide.*



*At the end of the week  
discuss as a class*

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- HAVE YOUR CLASS SHARE WHAT ACTIVITIES THEY CHOSE TO DO.

Q 16: HOW DO YOU THINK IT MADE THAT PERSON FEEL TO BE INCLUDED? WHY?

Q 17: HOW DID IT MAKE YOU FEEL TO INCLUDE SOMEONE? WHY?

Q 18: WHAT HAS MALORY'S STORY TAUGHT YOU ABOUT LEARNING DIFFERENCES?