

LEADS

Lesson Plan

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Four Eyes



LEADS Connection: Look & Listen Explore points of view Act Did it work Seek Help

Story Summary:

Entering sixth grade, Rex is excited for all he'll experience alongside his best friend but, things don't turn out as he thought. He's the only kid who hasn't had a growth spurt, and his friend ends up aligning with the bullies that won't let him forget it. When Rex finally comes to terms with needing glasses, he's devastated that his family can only afford the ugliest pair. In this story, the reader follows Rex in his quest to fit in, and all the lessons he learns about himself, friendship and what matters most along the way.

Teacher's Notes:

Resources:



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Pre-Reading

Questions:

1. Have you ever been to the eye doctor? What was your experience?
2. Do you still like some of the things you enjoyed when you were younger?
What are some examples?
3. What are some things you didn't like when you were younger, but you enjoy now?
4. How would it make you feel if your friends judged you because they outgrew something you once both liked, but now they don't and you do?

While Reading

Questions:

1. How would you describe Rex and Drew's friendship before middle school?
How does it start to change early in the book? How do you think Rex and Drew are each feeling?
2. Why doesn't Rex want glasses? What is he nervous about?
3. What's special about the way Rex's abuela treats him compared to others?
4. Why do you think Rex doesn't stand up to Victor and the other bullies?
5. What did you think about how Scott and Rex become friends?
 - a. Scott feels like Rex stood up for him with Victor and the others. What do you think?
 - b. What qualities of a good friend does Scott have?
6. How do you think he would have handled wanting to go on the trip before his abuela shared her experience. How do her wise words shift his perspective?



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Activities:

Pause reading after the following scenarios to complete the activity outlined below:

- P.59 – Teased for eating cafeteria food
 - P.164 – Given a hard time about where his mom works
1. Lead a brief discussion about LEADS strategies
 2. Divide the class into small groups
 3. Instruct the group to imagine how Rex could have used LEADS in different scenarios in the book.
 4. Write and/or draw notes on their discussion to remember for later.
 - a. Alternative: If appropriate for your class, have them script out a new response with their strategy, or act out the response they discussed.
 5. Ask each group to share back with the class (or act out)
 6. After each group has shared, discuss how LEADS could have led to different outcomes and feelings for everyone involved in the situation.



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Post-Reading

Questions:

1. What feelings did this book bring up for you? Give examples of the scenes that brought up those feelings to help explain why.
2. How did you feel about how Drew handled bumping into Scott and Rex at the movies? What made you proud of Rex in that situation?
3. How does Rex get Scott to forgive him after disappearing on him for so long? In what ways is this similar to, or different from, how Rex's mom makes up with her family after leaving the restaurant?
4. In what ways did Rex change in sixth grade (seen and unseen)?
5. What lesson about perspective did this story teach us?

Activity:

1. In a sharing circle, go around the class and reflect on things you are grateful for. Challenge students to use the perspective Rex gains in the story to recognize "big" (like Rex going on the school trip) and really "small" (having supportive classmates) things to be grateful for.
2. Give students an opportunity to reflect on gratitude individually by writing a journal entry about or drawing something that leads them to feel grateful.