

Educator Resources

Thanks for visiting my website, I'm Handy; No Cap. I do hope you enjoy the free downloadable read-aloud kit for my book *Britney Has a Brachial Plexus*, which is the first in the I'm Handy; No Cap series. This kit provides you with vocabulary, SEL prompts, and accessibility considerations associated with the book, *Britney Has a Brachial Plexus*.

- Aligned to common SEL frameworks
 - Suggested adaptations for diverse learners
 - Family take-home letter
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★ EDUCATOR RESOURCE KIT FOR *BRITNEY HAS A BRACHIAL PLEXUS*

This free, downloadable-style read-aloud kit includes:

- Vocabulary and kid-friendly definitions
- SEL discussion prompts and framework alignment
- Accessibility considerations and adaptations for diverse learners
- A family take-home letter and classroom-ready extension activities

📖 1. Read-Aloud Kit (Educator Version)

Use this as a script during whole-group or small-group reading.

A. Before Reading

- **Activate background knowledge:** “Today we’ll read about Britney, a girl whose arm works differently because of something called a *brachial plexus injury*. We’ll explore how she grows, learns, and shines.”
- **Set purpose:** “As we read, notice how Britney solves problems, keeps trying, and believes in herself.”

B. During Reading

- **Pause for connection moments:**
 - When Britney faces a challenge (buttons, handwriting, bike riding), ask: “What strategy is Britney using here?” “Have you ever had to practice something many times?”
 - When Britney hears whispers or giggles: “How might she feel? What could classmates do differently?”

C. After Reading

- **Reflection:** “What did Britney teach us about courage, determination, and accepting differences?”

2. Vocabulary List (Kid-Friendly Definitions)

Use for word walls, anchor charts, or pre-teaching.

- **Brachial Plexus** – A group of nerves near the shoulder that help your arm move.
- **Nerves** – Tiny messengers in your body that help you feel and move.
- **Congenital** – Something you are born with.
- **Determination** – Not giving up, even when something is hard.
- **Resilience** – Bouncing back after challenges.
- **Purpose** – Something important you feel called to do.
- **Unique** – Something special that makes you different from others.
- **Giggles/Whispers** – Sounds people make that can sometimes hurt feelings.
- **Bravery** – Doing something even when it feels hard or scary.

3. SEL Prompts (Aligned to CASEL Competencies)

Self-Awareness

- “Britney says, *‘I’m wonderfully made.’* What does that mean to you?”
- “What is something about you that makes you one-of-a-kind?”

Self-Management

- “Britney practiced tying her shoes and writing. What is something you are practicing right now?”
- “How do you stay calm or keep trying when something is difficult?”

Social Awareness

- “How can we show kindness to someone who does things differently?”
- “What does it look like to be a good friend when someone feels discouraged?”

Relationship Skills

- “Britney’s family encouraged her. How can we encourage each other in class?”
- “What words help people feel supported?”

Responsible Decision-Making

- “Britney chose to keep dancing even when others whispered. What choices help us stay true to ourselves?”
- “How can we make our classroom a place where everyone feels safe and included?”

4. Accessibility Considerations (UDL-Aligned)

Ensure all learners can access the story and activities.

Representation

- Provide audio read-aloud or text-to-speech.
- Offer visuals showing what the brachial plexus is (simple diagrams).
- Use gestures or props to demonstrate challenges Britney faces (buttons, laces).

Engagement

- Allow students to respond verbally, through drawing, or using AAC devices.
- Provide fidget tools or flexible seating during read-aloud.

Expression

- Let students choose how to share reflections:
 - Drawing Britney doing something brave
 - Recording a video message
 - Writing a sentence or dictating to an adult
 - Creating a “strengths poster”

5. Adaptations for Diverse Learners

For Students with Disabilities

- Break tasks into small steps (e.g., “First draw Britney, then add one challenge she overcame”).
- Provide hand-over-hand support only if appropriate and consented.

- Offer alternative fine-motor options (stickers instead of writing, stamps instead of coloring).

For English Language Learners

- Pre-teach vocabulary with pictures.
- Provide sentence starters:
 - “Britney is brave because...”
 - “A challenge I overcame is...”
- Allow responses in home language.

For Neurodivergent Learners

- Provide predictable structure and visual schedules.
- Offer quiet reflection spaces.
- Use social stories about kindness and differences.

For Gifted/Advanced Learners

- Invite them to research real brachial plexus injuries.
- Encourage writing a “next chapter” imagining Britney as an adult helping others.
- Let them create posters or mini-lessons on inclusion.

6. Letter to Families / Parents

Educators can print or email this home.

Dear Families,

This week, our class read *Britney Has a Brachial Plexus* by Clarissa Davis-Lindsey. The story follows Britney, a young girl born with a brachial plexus injury that affects how her arm moves. Through courage, practice, and a strong sense of self, Britney learns to overcome challenges and celebrate what makes her unique.

We used this book to talk about:

- Accepting differences
- Showing kindness
- Practicing resilience

- Encouraging one another
- Understanding that everyone learns and grows in their own way

Please consider asking your child:

- “What did Britney teach you about being brave?”
- “What makes you unique?”
- “How can we support people who do things differently?”

Thank you for partnering with us to build an inclusive, compassionate learning community.

Warmly, [Teacher Name]

7. Alignment to Common SEL Frameworks

CASEL

- **Self-Awareness:** Britney’s acceptance of her arm and identity.
- **Self-Management:** Her perseverance through handwriting, bike riding, and dance.
- **Social Awareness:** Understanding how whispers and giggles affect feelings.
- **Relationship Skills:** Family encouragement and supportive dialogue.
- **Responsible Decision-Making:** Choosing courage over fear.

Second Step

- **Growth Mindset:** “She never gave up.”
- **Empathy:** Recognizing feelings when others treat you differently.
- **Kindness & Inclusion:** Building supportive peer communities.

Responsive Classroom

- **Morning Meeting Connections:** Sharing personal challenges and successes.
- **Interactive Modeling:** Demonstrating inclusive behaviors.

8. Optional Extension Activities

- **“My Strength Story” mini-book** — students illustrate a challenge they overcame.
- **Inclusion Pledge Wall** — students write one way they will support others.
- **Movement Activity** — practice “brave poses” inspired by Britney’s dancing.

- **STEM Connection** — simple model showing how nerves send messages.