

Contents



TEACHER GUIDE

• Assessment Rubric	4
• How Is Our Literature Kit™ Organized?	5
• Graphic Organizers	6
• Bloom's Taxonomy for Reading Comprehension	7
• Teaching Strategies	7
• Summary of the Story	8
• Vocabulary	9



STUDENT HANDOUTS

• Spotlight on Cece Bell	10
• Chapter Questions	
<i>Chapters 1 - 2</i>	11
<i>Chapters 3 - 4</i>	14
<i>Chapters 5 - 6</i>	17
<i>Chapters 7 - 8</i>	20
<i>Chapters 9 - 10</i>	23
<i>Chapters 11 - 12</i>	26
<i>Chapters 13 - 14</i>	29
<i>Chapters 15 - 17</i>	32
<i>Chapters 18 - 19</i>	35
<i>Chapters 20 - 21</i>	38
• Writing Tasks	41
• Word Search	44
• Comprehension Quiz	45



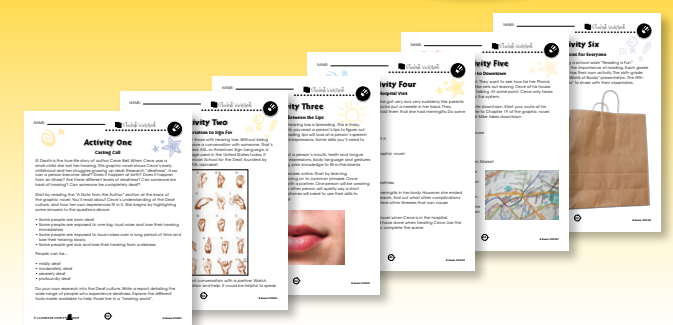
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GRAPHIC ORGANIZERS

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Cece Bell

To learn about Cece Bell's early life in full, one just needs to read her Newbery Honor-winning graphic novel, *El Deafo*. The story is based on her childhood and the real-life nickname she gave herself. Although the events may not be completely accurate, the feelings that Cece depicts in her novel mimic exactly the feelings she remembers having as a child.



Cece Bell was born Cecelia Carolina Bell on December 26, 1970 in Richmond, Virginia to parents George and Barbara Bell. After a short illness when she was four years old, Cece became deaf. Her childhood was spent struggling to cope with this disability that made her feel different from everyone else. Today, she no longer sees her deafness as a disability, but more as an "occasional nuisance" and a gift that allows her to shut off the world whenever she wants.

graduate degree in illustration and design from Kent State University in 1991. Before becoming a full-time author and illustrator, Cece worked as a freelance commercial artist, illustrator and designer.

After her childhood, Cece went to Paier College of Art, where she graduated with an art major. Following this, she received a

Did You Know?

- *El Deafo* is a visual autobiography of the author Cece Bell.
- Cece Bell believes that "our differences are our superpowers".
- Cece Bell lives in an old church in Virginia with her husband.



Chapters Three to Four

Answer the questions in complete sentences.

1. How do you think Cece's friends will react to her new hearing aids?

2. How do you think Cece will handle her hearing trouble?

Vocabulary

With a straight line, connect each word on the left with its meaning on the right.

1	terrifying	Worrying about something.	A
2	mysterious	From outside your own country.	B
3	gestural	A secret, or not knowing something.	C
4	exaggerated	To stop or avoid.	D
5	foreign	Something very scary.	E
6	phonic	Having to do with the ears.	F
7	avert	A humming sound.	G
8	feedback	Not being able to hear.	H
9	fussing	Using body language to give a message.	I
10	deaf	Bigger than the truth.	J



Chapters Five to Six

1. Fill in each blank with the correct word from these Chapters.

- a) First grade is really _____ at first.
- b) The night before the first day of third grade, I say a little _____.
- c) Wherever I am it feels like I'm always inside my _____.
- d) An evil smile crosses our hero's face as she _____ Laura.
- e) Our hero _____ with frustration!

2. Put a checkmark (✓) next to the answer that is most correct.

- a) Who is Cece's best friend?
 - A Lucy
 - B Ginny
 - C Blair
 - D Laura
- b) What does Cece call her stuffed animal?
 - A Miss Ikleberry
 - B Miss Bunn
 - C Miss Wakeley
 - D Miss Scarry
- c) What group does Cece join?
 - A Girl Scouts
 - B Frontier Girls
 - C Camp Fire
 - D Girl Guides

Chapters Nine to Ten

Answer each question with a complete sentence.

1. How does Cece describe summer?

2. Describe the misunderstanding Cece has with Bonnie.

3. Why do you think Cece doesn't want to learn sign language?

4. What do you notice about how Martha treats Cece? How is this different from everyone else so far?

5. How does Cece feel about eating fish? Why does she order it from the restaurant?

6. What are Martha's superpowers?



Journaling Prompt

Cece avoids Ginny in the gym at the start of fourth grade. She wants to sit with kids who don't know her, and don't know that she's deaf. Was there a time you avoided someone or something? What was the reason? Did you ever overcome this? Explain.



Chapter 1

Setting Research

The setting of the story is the time and location in which a story takes place. For some stories, the setting is very important. When and where a story takes place can dictate plot points, theme, and characterization. Do some research to find out what time period this story is taking place. Find evidence from Chapter One that proves your theory. Some hints include: the *Batman* TV show, the song "Yellow Submarine" by The Beatles, and dates listed on the photographs of Cece and Emma. Once you've figured out the right time period, imagine why the author may have chosen this time? How would the Chapter be different set today?



Chapter 4

The Sense of Superpowers

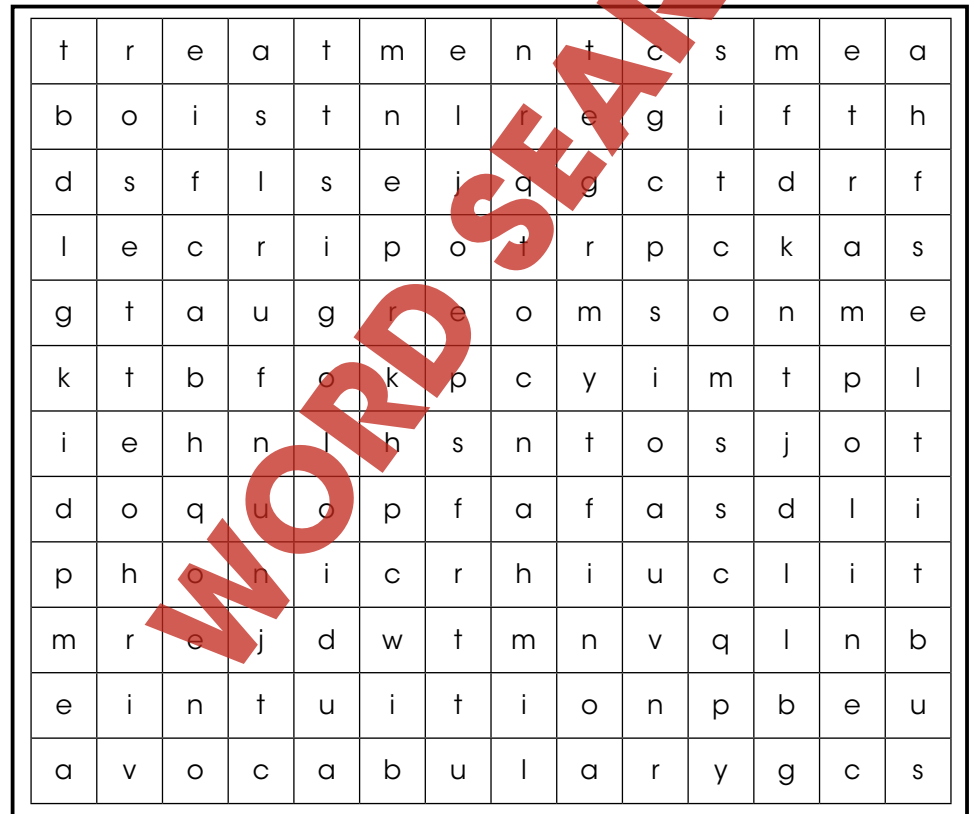
The Phonic Ear gives Cece special abilities. With it, Cece compares herself to Batman. Like her hero, Cece uses technology to enhance abilities she may not already have. Her superhero power is super hearing. Imagine something that makes you different. How does this give you superpowers? Imagine lacking in another sense (taste, smell, touch, sight). What superpower could you have from this?



Word Search Puzzle

Find the words from the story. The words are written across, down, on an angle, and some are written backwards.

audiologist	nifty	sitcoms	treatment
deaf	phonic	spectacles	unfurls
intuition	regift	subtitles	vocabulary
microphone	rosette	trampoline	



Comprehension Quiz

Answer each question with a complete sentence.

28

- What is the cause of Cece's illness at the beginning of the graphic novel? What is the result of this? 2
- How old is Cece when she loses her hearing? 1
- What color and flavor lollipop does the doctor give Cece after her hearing test? 2
- What device does Cece use at school to help her hear? Why does it work better in that setting? 2
- What act does Cece's teachers do in school that makes her giggle every time? 1
- When Cece starts first grade, she feels lonely. Why is that? 1
- What are the names of the three friends Cece makes during the course of the graphic novel? 3

SUBTOTAL: /12

Anatomy of a Character

Pick a character from the graphic novel. It can be Cece, her mom, Mike, Martha, Laura, Ginny, or anyone else. Complete a study of the character using the diagram below.

NAME: _____

After You Read 



Chapters One to Two

Answer each question with a complete sentence or short paragraph.

1. As we meet the main character, what TV show does her and her siblings watch? How do we know this?

2. What season do you think it is in Chapter 1? How can you tell?

3. What are the first signs that something is wrong with Cece's hearing?

4. What does Cece describe as "miracle of miracles"? Why?

5. Describe the test that the ear doctor performs.

6. What do you think the goop that the ear doctor puts in Cece's ears are for?



Journaling Prompt

Cece begins the story with examples of things that made her a "regular little kid". What does it mean to be regular? Make a list of things that show you are a regular kid. Now, think of things that may be irregular about you. What sets you apart from others? What makes you special? Is it better to be regular, or be unique?

1.

Cece and her siblings are watching Batman on TV. The word "Batman!" with musical notes is shown coming out of the TV set. This is the theme song of the Batman TV show.

2.

In Chapter 1, it is Summer. Cece is wearing a bathing suit. Her sister, Sarah, is eating a popsicle.

3.

When she's at the hospital, the speech bubbles of the people around her start to get lighter until they appear empty.

4.

Cece says "miracle of miracles, my siblings are being nice to me". They may not always be nice to Cece, maybe because of their age difference.

5.

While blindfolded, the ear doctor rings a bell to see if Cece can hear it. Then he has her wear a pair of headphones that play a series of beeps. She must raise her hand whenever she can hear the beep.

6.

The goop in Cece's ears get hard and is used to make a mold of her ears. This is then used to make custom-fit earphones.

13

1.

Answers will vary.

2.

Answers will vary.

Vocabulary

1. E

2. C

3. I

4. J

5. B

6. F

7. D

8. G

9. A

10. H

14

1.

a) T

b) T

c) F

d) F

e) F

f) T

2.

a) 6

b) 3

c) 2

d) 4

e) 5

f) 1

15

1.

Cece hides the hearing aid underneath "real" clothes.

2.

Cece imagines herself and Emma underwater as a comparison to hearing Emma speak with her new hearing aids.

3.

Answers will vary, but may include: One upside to Cece's hearing problems is that she mistakes some normal things for some funny things, like Shoes instead of Juice, or a Goat instead of a Coke, which makes her laugh.

4.

Cece discovers that in order to lip-read, she must see the person's face. Exaggerated mouth movements and shouting are confusing. Mustaches, beards, hands in front of the mouth, and in the dark make it hard to read lips. Group discussions are hard to understand.

5.

The neighborhood kids think playing the radio very loud will help Cece hear better. This is not the case because Cece can't see the lips of the people talking on the radio, so she can't understand it.

16



El Deafo

- **RSL.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- **RSL.3.2** Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- **RSL.3.3** Describe characters in a story and explain how their actions contribute to the sequence of events.
- **RSL.3.4** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.
- **RSL.3.5** Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
- **RSL.3.6** Distinguish their own point of view from that of the narrator or those of the characters.
- **RSL.3.7** Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story.
- **RSL.3.10** By the end of the year read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.
- **RSL.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RSL.4.2** Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- **RSL.4.3** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.
- **RSL.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.
- **RSL.4.6** Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
- **RSL.4.10** By the end of the year read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **RSFS.3.3** Know and apply grade-level phonics and word analysis skills in decoding words. **A)** Identify and know the meaning of the most common prefixes and derivational suffixes. **B)** Decode words with common Latin suffixes. **C)** Decode multi-syllable words. **d.** Read grade-appropriate irregularly spelled words.
- **RSFS.3.4** Read with sufficient accuracy and fluency to support comprehension. **A)** Read grade-level text with purpose and understanding. **B)** Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings **C)** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **RSFS.4.3** Know and apply grade-level phonics and word analysis skills in decoding words. **A)** Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.
- **RSFS.4.4** Read with sufficient accuracy and fluency to support comprehension. **A)** Read grade-level text with purpose and understanding. **B)** Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. **C)** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **WS.3.1** Write opinion pieces on topics or texts, supporting a point of view with reasons. **A)** Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. **B)** Provide reasons that support the opinion. **C)** Use linking words and phrases to connect opinion and reasons. **D)** Provide a concluding statement or section.
- **WS.3.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. **A)** Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. **B)** Develop the topic with facts, definitions, and details. **C)** Use linking words and phrases to connect ideas within categories of information. **D)** Provide a concluding statement or section.
- **WS.3.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. **A)** Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. **B)** Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. **C)** Use temporal words and phrases to signal event order. **D)** Provide a sense of closure.
- **WS.3.4** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- **WS.3.7** Conduct short research projects that build knowledge about a topic.
- **WS.3.8** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- **WS.4.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. **A)** Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose. **B)** Provide reasons that are supported by facts and details. **C)** Link opinion and reasons using words and phrases. **D)** Provide a concluding statement or section related to the opinion presented.
- **WS.4.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. **A)** Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. **B)** Use dialogue and description to develop experiences and events or show the responses of characters to situations. **C)** Use a variety of transitional words and phrases to manage the sequence of events. **D)** Use concrete words and phrases and sensory details to convey experiences and events precisely. **E)** Provide a conclusion that follows from the narrated experiences or events.
- **WS.4.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- **WS.4.7** Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- **WS.4.8** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
- **WS.4.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. **A)** Apply *grade 4 Reading standards* to literature. **B)** Apply *grade 4 Reading standards* to informational texts.



Chapters Five to Six

1. Fill in each blank with the correct word from these Chapters.

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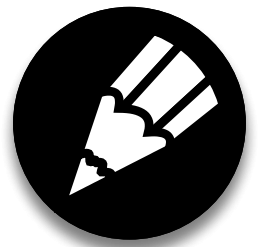
- A Lucy
- B Ginny
- C Blair
- D Laura

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Chapter 1

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Chapter 4

The Sense of Superpowers

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Anatomy of a Character



Pick a character from the graphic novel. It can be Cece, her mom, Mike, Martha, Laura, Ginny, or anyone else. Complete a study of the character using the diagram below.

Dialog:

Character:

Thoughts:

Reaction to Others:

Actions:

Physical Description: