

## *Strength Between Friends*



Chase, Landon, Christian and Brice have been friends since they attended preschool together. From the ages of 3-6, all of the boys were in the same preschool program because they all had unique needs. Because of their special needs, they've participated in various school and social **functions**, or activities, together throughout the years. Now, they're all eighteen years old and, they're the best of friends.

Chase, although quite smart, is very **reluctant**, or not willing to participate in school or social discussions. Chase's problem is that he is stutters. Sometimes, he has blocks in which he has a hard time making any sounds come out of his mouth. Other times, he "gets stuck" and says the same sounds, words, and/or phrases repeatedly. In addition to having a hard time speaking fluently, he often has secondary behaviors that **accompany** or go along with his stuttering. Sometimes when Chase is having a moment of struggling, his body jerks and his eyes blink rapidly, or quickly. Despite his frequent **dysfluencies**, or breaks in the flow of his speech, Chase's friends listen to whatever he has to say; and, they encourage him to **advocate**, or speak up for himself, and to teach others about his disability. Chase works hard in school and makes all "A"s. He plans to attend college and major in video game design.

Landon, the most talkative of the group of friends, is extremely social and talks all of the time in social settings. In class, during group discussions, Landon has difficulties **comprehending** or understanding. When the teacher or other students are talking; Landon listens attentively and tries to take notes. Sometimes he's able to get all of the information, and sometimes he's not. Luckily for Landon, Chase takes great notes, and shares with him. Even though, Landon has difficulty understanding information provided orally, or spoken aloud, he comprehends much better when he reads. Landon reads over his notes and studies every day. Like Chase, Landon makes all As. Landon plans to attend college, and eventually become a researcher.

### **Strength Between Friends (cont).**

Christian, the hands-on learner of the group, is not as quiet as Chase or as talkative as Landon. He has a hard time understanding both oral and written material. Despite comprehension problems, Christian works very hard in school and is passing all of his classes. To compensate, or make up for his comprehension problems, Christian records his class lectures. After school, he and Brice, listen to the recorded lectures together to complete outlines and study guides provided by the teachers. Once these study aids or materials are complete, he and Brice use them for the purpose intended. Like Chase and Landon, Christian has plans for life after high school. Instead of attending a traditional college or university, Christian plans to attend a technical school, where he will major in Auto Mechanics. Christian plans to work in his uncle's repair shop to **sharpen** or improve his mechanical skills, and to learn the business essentials, or necessities, for owning and managing an auto repair shop. After that, he plans to move to a big city where there are numerous cars.

Last, but not least, is Brice. Brice, the least disciplined of the group, has ADHD or Attention Deficit Hyperactivity Disorder. Brice is very social, and has no problems talking in or out class. When he was younger, he used to be **disruptive** and distracting to the other students; however, now that he's older and more mature, he has learned not to disturb others who are trying to learn. While in class Brice often daydreams and sharpens his "cartooning" skills. Because of his internal distractions, Brice often misses information provided in class. He would record the class lectures; however, most of the time he forgets the recorder because he's so unorganized. Brice is **fortunate**, lucky even, that while he and Christian are not in the same classes, they take the same classes. After school he and Christian listen to the lectures, take notes and complete study guides. This is easier for Brice because he can take breaks when he needs to; and, if he starts to daydream or "cartoon", he can review or listen to the material as many times as he chooses. Brice has decided on his plans for life after high school; however, he hasn't shared his plans with his parents or his friends. Brice plans to have a career that will allow him to utilize the skills that he has **sharpened**, or improved, while engaging in his hobby during class time and free time.

While all four friends are very different and have special needs, over the years they've figured out ways to help themselves, as well as each other. Like these young men, we all have strengths and weaknesses. It's very important to **acknowledge**, or admit our problems, and find ways to help **compensate**, or make up, for them. Additionally, it's very important to develop long, lasting friendships with **reciprocity**, where everyone gives and receives.

### **Hmmm... Which word?**

- Means to have an equal exchange of giving and receiving \_\_\_\_\_

## **Strength Between Friends Comprehension**

**Context clues:** Use the context clues to determine the word meanings. Underline the context clues. Then, write YOUR definition on the indicated line. After you have determined the word meaning, write a sentence using the word.

- Chase, although quite smart, is very **reluctant**, or not willing to participate in school or social discussions

- **reluctant** means- \_\_\_\_\_

- Sentence: \_\_\_\_\_

- Because of their special needs, they've participated in various school and social **functions**, or activities, together throughout the years.

- **functions** means- \_\_\_\_\_

- Sentence: \_\_\_\_\_

- In addition to having a hard time speaking fluently, he often has secondary behaviors that **accompany** or go along with his stuttering.

- **accompany** means- \_\_\_\_\_

- Sentence: \_\_\_\_\_

- Despite his frequent **dysfluencies**, or breaks in the flow of his speech, Chase's friends listen to whatever he has to say; and, they encourage him to advocate, or speak up for himself, and to teach others about his disability.

- **dysfluencies** means- \_\_\_\_\_

- Sentence: \_\_\_\_\_

- Despite his frequent dysfluencies, or breaks in the flow of his speech, Chase's friends listen to whatever he has to say; and, they encourage him to **advocate**, or speak up for himself, and to teach others about his disability.

- **advocate** means- \_\_\_\_\_

- Sentence: \_\_\_\_\_

**Strength Between Friends Comprehension** (cont.)

- In class, during group discussions, Landon has difficulties **comprehending**, or understanding.

- **comprehending** means- \_\_\_\_\_  
\_\_\_\_\_

- Sentence: \_\_\_\_\_  
\_\_\_\_\_

- When he was younger, he used to be **disruptive** and distracting to the other students; however, now that he's older and more mature, he has learned not to disturb others who are trying to learn.

- **disruptive** means- \_\_\_\_\_  
\_\_\_\_\_

- Sentence: \_\_\_\_\_  
\_\_\_\_\_

- Brice is **fortunate**, lucky even, that while he and Christian are not in the same classes, they take the same classes.

- **fortunate** means- \_\_\_\_\_  
\_\_\_\_\_

- Sentence: \_\_\_\_\_  
\_\_\_\_\_

- Brice plans to have a career that will allow him to utilize the skills that he has **sharpened**, or improved, while engaging in his hobby during class time and free time.

- **sharpened** means- \_\_\_\_\_  
\_\_\_\_\_

- Sentence: \_\_\_\_\_  
\_\_\_\_\_

- It's very important to **acknowledge**, or admit our problems, and find ways to help compensate, or make up, for them.

- **acknowledge** means- \_\_\_\_\_  
\_\_\_\_\_

- Sentence: \_\_\_\_\_  
\_\_\_\_\_

**Strength Between Friends - Articulation**

<b>vocalic /r/ words</b>	<b>/r/ blends</b>	<b>/l/ words</b>	<b>/l/blends</b>
materials	friends	reluctant	blink
participate	preschool	learner	plans
encourage	comprehends	Landon	disciplined
fortunate	struggling	disability	problems
sharpened	Brice	luckily	uncle's
information	great	eventually	fluently
stuttering	traditional	repeatedly	dysfluencies
university	Christian	rapidly	<b>/th/ words</b>
cartooning	daydream	college	they've
researcher	reciprocity	attentively	they
<b>/f/ and /v/ words</b>	<b>/s/ words</b>	<b>/s/ blends</b>	their
functions	jerks	special	together
difficulty	Chase	stuck	that
deficit	sounds	disturb	mouth
often	sometimes	school	strength
advocate	compensate	best	<b>/sh/ &amp; /ch/</b>
various	necessities	skills	social
improve	classes	speech	addition
video	disorder	studies	lectures
disruptive	numerous	instead	comprehension

## **Strength Between Friends – Sentence Combining**

Combine the sentences below to make one sentence. Use your conjunctions (i.e. and, but, etc.). Check for subject/verb agreement: Singular: is/has. Plural: are/have

- ❖ **Example:** Chase has special needs. Landon has special needs.  
▪ Chase and Landon have special needs.

1. Chase is eighteen years old. Landon is 18 years old. Christian is 18 years old. Brice is 18 years old.

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2. Chase is going to college. Landon is going to college.

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3. Brice is very talkative. Landon does not talk very much.

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4. Christian plans to go to technical school. Chase and Landon plan to go to college.

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5. After school Brice reviews the recorded lectures. After school, Christian listens to the recorded lectures.

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**Strength Between Friends- Deductive Reasoning**

Read each scenario below to answer the questions below. Refer back to the story if needed.

1. Jason attends classes with the four young men in the story. He has a project due; but, he didn't write down the assignment. Jason doesn't remember exactly what the assignment is, or when it is due. Which of the young men mentioned in the story can probably help Jason? \_\_\_\_\_ Why?

\_\_\_\_\_

2. Rachel is also a classmate of the four young men mentioned in the story. Rachel has been reading her homework assignment over and over; however, she still does not understand what she's reading. Which of the 4 young men mentioned in the story should Rachel ask to help her? \_\_\_\_\_ Why?

\_\_\_\_\_

3. Look back in the story and reread the paragraph about Brice. Based on the information about his hobby, and him planning to pursue a career related to his hobby, name one kind of occupation or job Brice might pursue.

\_\_\_\_\_ Why?

\_\_\_\_\_

4. Allison is classmates with the four boys. She has a crush on one of them, and she thinks he likes her as well. The only problem is when she smiles and speaks to the boy, he just smiles and waves. She notices that when he's with his friends he talks a little bit; but, overall he doesn't talk much. On which boy, does Allison have a crush?

\_\_\_\_\_ How do you know? \_\_\_\_\_

\_\_\_\_\_