

EDUCATOR'S GUIDE



EXTRAORDINARY

Craig and Samantha Johnson
Illustrated by Sally Garland





ABOUT THE BOOK:

On every colorful page of *You Are Extraordinary*, Champion Club founders Craig and Samantha Johnson tell every child that God has a purpose for their lives, that they are loved, and that each of them is *extraordinary*. This book is a beautiful message for all children, especially those with special needs, health challenges, or other differences.

Every child needs to know he or she is exceptional, loved, and has a purpose. As the parents of a child with autism, Craig and Samantha Johnson understand that kids who are a bit different from others sometimes need extra reassurance that God has an amazing purpose for them - not just despite their differences but because of them!

In *You Are Extraordinary*, Pastor Craig and Samantha use fun rhymes and colorful pictures to celebrate all children, including kids who have unique challenges and gifts. Every page in this book focuses on a different ability or diverse circumstance, such as autism, Down syndrome, different ethnicities, unique sizes and body types, physical limitations, cancer, adoptions, and more. And a letter to parents at the beginning of the book will encourage parents and caregivers and remind them that they're not alone.

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CONTRIBUTORS:

Craig Johnson is currently the senior director of ministries at Lakewood Church with Joel Osteen, overseeing all pastoral ministries and staff, and is the founder of Champions Foundation and the Champions Club developmental centers for special needs, with over 75 centers across the world. Craig is the author of *Champion: How One Boy's Miraculous Journey Through Autism Is Changing the World*. Craig and his wife of 29 years, Samantha, have three children: Cory, Courtney, and Connor.

Samantha Johnson is the cofounder of Champions Foundation and the Champions Club developmental centers for special needs, with over 75 centers across the world. Sam serves on staff with the Lakewood Missions Team and Lakewood Champions Club. Sam is a special needs advocate and inspiration to mothers with special needs all around the globe.

Sally Garland was brought up in small town in the Highlands of Scotland and studied illustration at Edinburgh College of Art, before moving to Glasgow. Sally has always loved drawing and had a passion for children's literature and illustration.

TITLE: *YOU ARE EXTRAORDINARY*
AUTHOR: *CRAIG AND SAMANTHA JOHNSON*

(Genre: Fiction) Lexile: 300-400L

Suggested Grade Level	Kindergarten and First Grade
Key Vocabulary	<ul style="list-style-type: none">• Extraordinary pg. 2, 26• Exceptional pg. 14• Unique pg.15• Incredible pg. 8
Enduring Understanding	Everyone is extraordinary, unique, and worthy of love.
Essential Questions	<ol style="list-style-type: none">1. What is the author trying to teach us through this text?2. How is this text written differently than other texts you've seen or read?3. How do the illustrations of this text support what the text is saying?

EXTRAORDINARY

Going beyond what is regular or normal
You are extraordinary! (pg.27)



Synonym: wonderful **Antonym:** regular

EXCEPTIONAL

Not usual or normal
I always will love my exceptional you! (pg.14)

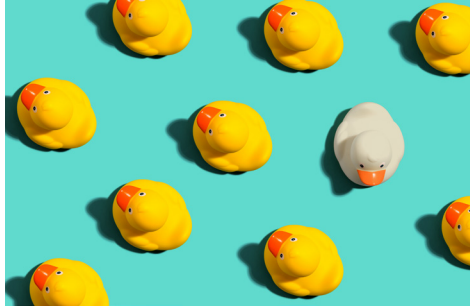


Synonym: rare **Antonym:** average

UNIQUE

One of a kind

I know that you learn in your own unique way. (pg.15)



Synonym: special **Antonym:** common

INCREDIBLE

Impossible to believe

I love this amazing, incredible you! (pg.8)



Synonym: unbelievable **Antonym:** likely

TASK 1

Standard Strand	Reading: Literature
Standard Category	Key Ideas and Details
Task 1 Objectives	<ul style="list-style-type: none">• Students will infer the author’s message within a text• Students will infer the author’s purpose in writing a text
Task 1	<p>Author’s Message (Theme) Graphic organizer</p> <p>Directions: Have students complete the graphic organizer after reading the text together.</p> <p>Options:</p> <ul style="list-style-type: none">• The teacher may have students complete the organizer by giving them the message of the story and identify the evidence to support this thinking as a whole class, with partners, or individually.• Teachers give the students the evidence, and students must use the evidence to infer the author’s message.
Task 1 Questions (While Reading)	<ol style="list-style-type: none">1. Using evidence from page 2, why does the author write “your life is so precious”?2. What makes each family “delightfully different”? (pg. 6)3. Identify a challenge you have faced in your life. Based on what the author has told us on pages 9-14, how do we know we will make it through these times?4. From pages 15-22, what are some reasons the author says we are different, and why does the author say we all deserve love?5. How do we know that it is ok to be unique? (pg. 24-26)

Name: _____

Author's Message

Text Evidence #1

Text Evidence #2

Text Evidence #3

TASK 2

Standard Strand	Reading: Literature
Standard Category	Craft and Structure
Task 2 Objectives	<ul style="list-style-type: none">• Students will identify and explain an author's use of words.• Students will identify and explain why the author uses words that suggest feeling or appeal to the senses.
Task 2	<p>Students will receive a copy of 2-3 pages from the text. Students will read the text and then highlight words the author uses to give a sense of emotion; then students will write which emotions they are sensing and explain why.</p> <p>Options:</p> <ul style="list-style-type: none">• Complete individually, partners, or groups• Use additional texts for practice
Task 2 Questions (While Reading)	<ol style="list-style-type: none">1. Why would the author describe you as "a gift from above"? Pg. 12. Why does the author say each family is "delightfully different and unlike the rest"? Pg. 63. How do you feel when you read the way the author wrote the words "manage to smile"? Pg. 104. Why would the author describe God's love as big on this page? Pg. 125. Since we have talked about what the word exceptional means, how does it make you feel when the author uses it in this sentence? Pg. 146. Why did the author use the word extraordinary on the opening and closing page of the text?

TASK 3

Standard Strand	Reading: Literature
Standard Category	Integration of Knowledge and Ideas
Task 3 Objectives	<ul style="list-style-type: none"> • Students will notice that details in pictures often reveal feelings • Students will make connections between the body of the text and illustrations • Students will talk about illustrations and book and print features
Task 3	<p>Have students create a page for a class book. They are to illustrate what makes them extraordinary and then follow the author's creative style of writing and describe what makes them unique.</p> <p>Options:</p> <ul style="list-style-type: none"> • Have students choose a vocabulary word to incorporate into their descriptions. • Have students present their page from the book and why they chose to write their description the way they did.
Task 3 Questions	<ol style="list-style-type: none"> 1. Which word on this page stands out to you the most? Why? (Read page 1 without showing text first, get answers, then reread while showing, then ask the question again) 2. How does the illustration on page 5 support what the author is saying on this page? 3. What do you notice about the way the author wrote the text on these two pages? Why did the author choose to write it this way? Pg. 7&8 4. What do you believe the author's purpose was for writing it that way? Pg. 10 5. How does the illustration on pg. 20 help you to understand what the text means on this page?
Additional Task Options (While Reading)	<ul style="list-style-type: none"> • Have students write a prayer to God thanking him for the reasons they feel extraordinary and the uniqueness of their family. • Have students write about a challenge they have had to face. Then use text evidence to support how the author feels you can overcome the challenge. • Make an anchor chart of character traits a friend would have based on what the text says. Then use those traits to explain how you could be a good friend to others who are different from you.