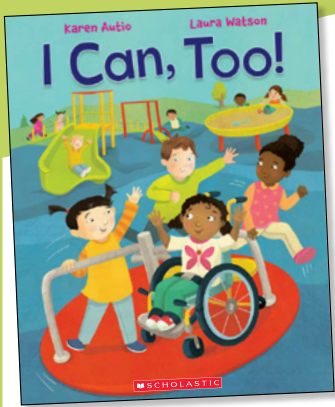


# Amazing Ways to Move!

Adaptive Equipment Activities for students in K - Grade 3



## *I Can, Too!*

Written by Karen Autio • Illustrated by Laura Watson  
ISBN 978-1-4431-9008-4 • For ages 3–7

Activities created by Eileen Holland, retired elementary school teacher and author of the award-winning Sophie Trophy books, and Karen Autio, author of *I Can, Too!* and other books for young readers.

Meet Piper and Kayla, two girls who love to move - each in their own way. You'll see all kinds of adaptive equipment featured in *I Can, Too!* The backmatter explains how adaptive equipment can help people stand or get around if they have mobility issues. Other names for these tools are mobility aids and assistive devices.

Inclusive design allows everyone to participate! Be as inclusive as possible in your classroom. For example, if creating an audio or video recording is more accessible than writing or drawing, a student may choose that option.

Here are class activities to accompany your reading of *I Can, Too!*

### Connections

**Show 3 to 5 scenes from *I Can, Too!***

**Ask:** Do you use adaptive equipment or know anyone who does? Share about using one piece of equipment or share about someone you know or someone on TV using one piece of equipment.

**Say:** Always ask permission before touching anyone's wheelchair or other adaptive equipment.

**Activity:** Invite children to choose one type of adaptive equipment and draw it being used.

### Anti-tippers on Wheelchair

**Show Kayla using her wheelchair on the title page of *I Can, Too!* and point to the anti-tippers — the small wheels at the back.**

**Ask:** What do you think these are used for?

*(To prevent tipping backwards when popping a wheelie to get over a curb or when wheeling uphill or up a ramp)*

**Hint:** They are called anti-tippers.

### Sit-Skiing

**Show Kayla using the sit-ski on page 7 of *I Can, Too!***

**Ask:** How many of you have skied, sit-skied or seen someone sit-skiing before?

**Ask:** How is it done? What is the adult doing in the illustration?

*(Possible prompts: helping steer, keeping the sit-ski balanced and skiing at a safe speed)*

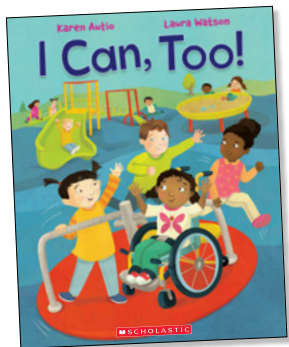
**Say:** When Kayla can steer, balance and sit-ski safely, she won't need the adult anymore.

**Ask:** What makes skiing fun?

*(Possible prompts: excitement of moving quickly; feeling the rush of air on your face; skiing down slopes; joining in winter sports with family and friends)*

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### Swimming with Armbands

**Show pages 16 and 17 of *I Can, Too!***

**Ask:** Who has used armbands to swim? What do you like about yours?

**Ask:** Some armbands have pictures of frogs on them — what animal do Kayla and Jackson have on theirs? (Sea otters) How would you pretend to be a sea otter in the water? What other swimming animals might be on armbands?

**Activity:** Invite children to draw themselves pretending to be a swimming animal.

### Wheelchair

**Show pages 18 and 19 of *I Can, Too!***

**Ask:** Why are Piper, Jackson and Neema having so much trouble getting the extra wheelchair to roll straight ahead? Look at their expressions — how are they feeling?

**Say:** We are all good at something, aren't we? You might be good at soccer, ballet, math, gymnastics, drawing or using a wheelchair. For fifteen seconds, think about what you are good at doing. It can be a sport, subject at school or hobby. Then I will say, "3 . . . 2 . . . 1," and you can all call out what you are good at doing. (Have children call out their answers.)

**Say:** Kayla shows her friends how she moves her wheelchair straight ahead. When they get the extra wheelchair to move forward, they feel like they are zooming. But can they zoom as well as Kayla can? No — they have only just started to learn how to use a wheelchair. It takes a lot of practice. Kayla has been learning since she was one year old, first with a mobility cart (show page 4 of *I Can, Too!*) then a wheelchair, so she is far more skilled.

**Ask:** How do you think Kayla feels about how well she uses her wheelchair? How can you tell?

(Possible prompts: proud, strong, happy)