

# Peter's Rockin' Ear

A Story of Self-Acceptance



S.T.R.E.T.CH Activity Resource Guide

# Peter's Rockin' Ear

A Story of Self-Acceptance



BY **Dede Dankelson**

ILLUSTRATED BY **Pratyush Chaterjee**



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## Peter's Rockin' Ear

A Story of Self-Acceptance



Grades K-2

Dede Dankelson

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Illustrated by: Pratyush Chaterjee

### Story Summary

Peter wishes he could be like everyone else, but he was born with only one ear. He tries to make one himself, but nothing works until his parents take him to an ear store. But will it stay on long enough for him to rock out at Shredapalooza?

Based on the true story of Peter Dankelson, this picture book encourages rock stars everywhere to embrace what makes them different.

### Skill Development Aligned to:

Kindergarten, Grade 1 & Grade 2 in:

#### English Language Arts Standards: Reading Informational Text

Key Ideas and Details

Craft and Structure

Integration of Knowledge and Ideas

#### Social Emotional Learning Standards:

Use social awareness and interpersonal skills to establish and maintain positive relationships.

CCSS- RL K.1-K.4, K.6, K.7, K.9, K.10; 1.1-1.4, 1.7, 1.10, 2.1-2.3, 2.5, 2.7

RI K.1-K.7, 1.1-1.3, 1.6, 2.1,2.6

# Detailed Skills This Story Reinforces

In addition to addressing Social Emotional Learning Standards,

## Peter's Rockin' Ear

fosters specific Reading skill development in:

### Key Ideas and Details

**Kindergarten:** With prompting and support: Ask and answer questions about key details in a text; Retell familiar stories, including key details; Identify characters, settings, and major events; Describe the connection between two individuals, events, ideas, or pieces of information.

**First Grade:** With prompting and support: Ask and answer questions about key details in a text; Retell stories including key details understanding the central message; Describe characters, setting, and central message in a story; Identify words and phrases in stories that suggest feelings or appeal to the senses; Use illustrations and details in a story to describe its characters, setting, or events.

**Second Grade:** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding; Retell stories from diverse cultures and determine their central message; Describe how characters in a story respond to major events and major challenges.

### Craft and Structure

**Kindergarten:** Ask and answer questions about unknown words in a text; Recognize common types of texts and characteristics of their structure; Explain that reading the cover or title page is how to find out who created a book; Name the author and illustrator of a book and define the role of each in telling the story; Explain that reading the cover or title page is how to find out who created a book; Name the author and illustrator of a book and define the role of each in telling the story.

**First Grade:** Identify words and phrases in stories or poems that suggest feelings or appeal to the senses; Identify who is telling the story at various points in a text.

**Second Grade:** Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action; Explain what dialogue is and how it can reveal characters' thoughts and perspectives.

### Integration of Knowledge and Ideas

**Kindergarten:** With prompting and support, describe the relationship between illustrations and the story.

**First Grade:** Use illustrations and details in a story to describe its characters, setting, or events; Compare and contrast the adventures and experiences of characters in stories.

**Second Grade:** Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

# Detailed Skills This Story Reinforces

In addition to addressing Reading Skill Learning Standards,

## **Peter's Rockin' Ear**

fosters specific Reading skill development in:

### **Social Emotional Learning Standards**

#### **Critical Concepts**

Develop positive relationships with peers and adults.

Use communication and social skills to interact effectively with others.

Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.

Recognize the feelings and perspectives of others.

Recognize individual and group similarities and differences.

Identify verbal, physical, and situational cues that indicate how others may feel.

Describe the expressed feelings and perspectives of others.

Identify differences among and contributions of various social and cultural groups.

Promote and enhance health and well-being through the use of effective communication and decision-making skills.

Demonstrate procedures for communicating in positive ways, resolving differences, and preventing conflict.

Differentiate between positive and negative behaviors.

Identify positive verbal and nonverbal communication skills (e.g., body language, manners, listening.)



# S.T.R.E.T.CH Activities BEFORE Reading

## Peter's Rockin' Ear

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### New Vocabulary Review

**thunderstruck, amped, muttered**

**prosthetics:** an artificial body part usually made out of silicone. Silicone is a lot like plastic, but more durable. Prosthetics are made from silicone. Silicone is sometimes molded to look like an ear, and then attached with glue or sometimes magnets.

Band Language: **air guitar, mic, shredded, solo, tuned up**



### High frequency sight words\* included in the story

and, as, new, you, he, was, one, two, for, the, they, are, do, what,  
nor, of, when, said, know, who, all, off, how, to, from, what, out

*\*High frequency sight words are words do not follow conventional letter-sound rules.*



### Spark Interest and Build Background Knowledge

Do a 2 minute Picture Book Walk to allow children to anticipate story events, and begin to make connections. Ask questions such as "Look at this book cover. Can you predict what this book will be about?" "What does this picture tell us?" "How many band members are there?" "How do you think Peter is feeling in this illustration?" to allow children to anticipate story events, inference, and begin to make connections.



### Build Empathy and Understanding

Some people are born with physical differences.

Do you know someone with a physical disability or difference?

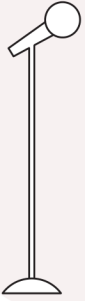
*Peter was born with microtia. (show illustration) Microtia means 'a small ear.' Some kids are born with one and sometimes 2 small ears. This doesn't happen often, and most times they can still hear, although hearing may sound muffled.*

Demonstrate how muffled hearing may sound. Pass out paper or plastic cups. In pairs students place cups over their ears. Tell them to talk to each other about ways to show kindness, or how to appropriately react when they are with a person with a physical disability.

Refer to the list of **BEFORE READING** Questions on page 9

# S.T.R.E.T.CH Activities DURING Reading

## Peter's Rockin' Ear



Enjoy First Read stopping when child(ren) express interest in what they see or hear

Future Reads: Use voice inflection to emphasize verbs or action words (played, tightened, cranked), adjectives or describing words (little, exact, secret), and feeling words (growled, loved, afraid.) Emphasize a different concept with each read!

**Think-alouds** are when a teacher or parent shows what reading comprehension looks like. The reader describes their own thought process as they read the text. Think-alouds during reading will engage, encourage language, turn-taking, and active use of cognitive thinking.

### EXAMPLE

From the words and the illustrations, I can tell something about Peter's brother Jacob. I remember a time when I yelled 'STOP IT' when a friend was making fun of another person I cared about. I felt angry. I can also tell from the illustration that Angus feels angry. I am going to make an assumption that Jacob and Angus love Peter and want to protect him.

**Explore Feelings** of the characters: Peter is feeling excited here...Have you ever felt excited?

Can you show me what excited looks like? Why is Peter feeling excited? Where was he?

Where were you when you felt excited?

How is Mac feeling in this part of the story? How do you know? Why is he feeling this way?

### Feeling Words

Happy, calm, cheerful, confident, delighted, excited, glad, loved, proud, relaxed, silly, terrific, thankful, ashamed, awful, disappointed, gloomy, hurt, lonely, miserable, unhappy, annoyed, disgusted, furious, grumpy, irritated, afraid, anxious, bored, confused, embarrassed, jealous, moody, scared, shy, worried



Refer to the list of [DURING READING Questions](#) on page 9

# S.T.R.E.T.CH Activities AFTER Reading

## Peter's Rockin' Ear



Encourage retelling and sequencing by looking at the illustrations. Ask who, what, where, why, how questions.

What happened first? Next what happened?

How do you think Peter felt when the crowd said "Eww" or pointed and stared at him?

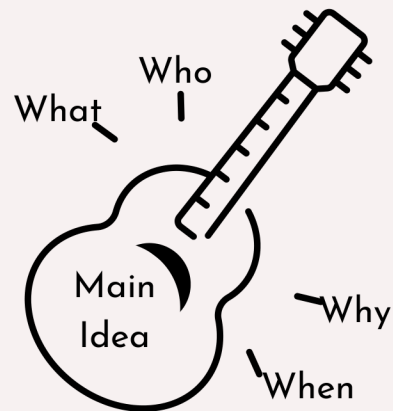
How does Jacob help Peter? How does it make Jacob feel when people point and stare at his brother?

Why did Peter want a 'big ear'?



### 5-Finger Retell

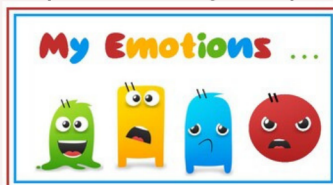
1. Characters
2. Setting
3. Beginning
4. Middle
5. End



Develop emotional intelligence. Ask What does irritated look like?

What does proud feel like?

Identify Zones of Regulation. When Peter was feeling excited what zone was he in (green)? In the middle of the story Peter felt gloomy; what zone was he in (yellow)?



When is Communication needed for success in your life?

Why is communicating in positive ways necessary for success?

How can you Communicate support in non-verbal ways?

Problem
Solution

Refer to the list of [AFTER READING Questions](#) on page 9

# S.T.R.E.T.CH Activities for Music, Movement, Art

## Music Games

Improving coordination skills and sense of timing, Increasing self-confidence, Enhancing social skills, Encouraging participation in group activities., Improving motor skills, Improving verbal communication

Play The Hokey Pokey, Hot Potato, Limbo, Animal Dance, Bear Hunt, Musical Chairs, Follow the Musical Leader, What Instrument do you Hear?

### Play Artistic Relay

This drawing game involves music, coloring, and collaborating. Kids work together while accepting classmates different styles and abilities. Provide each student with a sheet of paper and crayons. Tell students to begin drawing when the music plays and stop drawing when the music stops. Then each student leaves their desk, moves to another desk and draws on that sheet until the music stops again. Continue until each student has an opportunity to draw on each classmates' paper. Students return to their own desk and see what the picture looks like.

### Play What Do You Hear?

This activity is wonderful for teaching students how to write descriptive words and phrases. It also teaches them to concentrate and listen very carefully to the music related sound.

## Movement Activities

### Let's Rock!

Staging a pretend Rock band will get kids moving.

Show photos of a variety of instruments. Play rock music.

Kids pretend they are rockin' with an air guitar, air drums and air mics!

### Freeze Dance

Play music. Kids dance.

when the music stops, kids freeze in place.  
A hilarious activity to get the sillies out.

### Shake Rattle and Roll.

Just Dance!



## Art Activities

### Decorate Musical Instruments

with precut guitars, drums, and paint, paper, glitter.

### Musical Note Window Art

Sun Catchers! Black card stock, laminating or wax paper, tissue paper. Let the sun shine in!

Free Paint while listening to music- Paint the way the music makes you feel.

Microphone Craft tape a Styrofoam or tin foil ball to the top of a toilet paper roll.

Corn Shakers Kids add corn kernels to a small empty plastic water bottle, decorate with streamers, and shake to the music.





## S.T.R.E.T.CH Discussion Questions

**Specific Purpose Comprehension Questions** based on one small piece of the story including detail or fact based, following directions, main idea, Inference, and sequence questions.

### BEFORE READING QUESTIONS:

After doing a picture walk of Peter's Rockin' Ear, what do you think will be the author's purpose in writing this book?

What do you think the problem will be?

Why do you think the illustrator chose these images for the book cover?

Looking at the cover, what do you think the book will be about?

Just from reading the title, what do you think the story will be about?

Just from this picture predict what Peter's problem is.

### DURING READING QUESTIONS:

Can you share any type of connection you have so far with this book?

Are there any words that are confusing you?

What are some of the similarities and differences between Peter and his band?

Based on what we have read so far, what do you think will happen next?

Do you relate to any of the characters? Why or why not?

How would you summarize what we have read so far?

Why did Peter want a big ear?

What happened at Shredapalooza?

### AFTER READING QUESTIONS:

Can you summarize the story in just two or three sentences?

If you could step into this book, what's the first thing you would do? Why?

What part of the book did you find most interesting? Why?

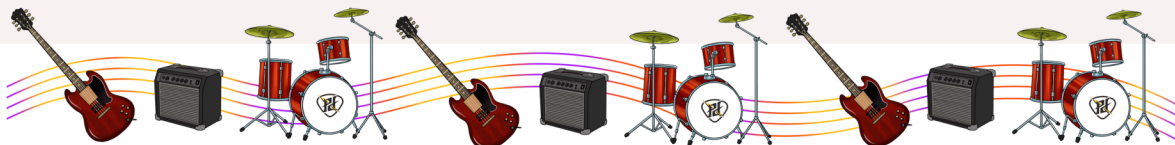
Did you learn any new vocabulary?

What questions would you ask the author?

What should you do when you see someone who looks different?

What did Peter do after Angus caught his ear? Did he cover his head and run off stage (like previously in the park)?

What was your favorite part of the story? Why?



# S.T.R.E.T.CH Discussion

## Big Picture Comprehension Questions based on whole story from Author Dede Dankelson

### **What did Peter learn about himself?**

Peter learned that wanting to blend in and look like everyone else is normal. But being yourself makes you feel good. It's empowering and builds your confidence. When you aren't scared of being different, it shows others that you're proud of yourself. Peter was the same guitar player with or without the prosthetic ear. It didn't change who he was on the inside.

### **What should you do when you see someone who looks different?**

It's okay to take a second look when you see someone who looks different. It's a normal reaction when something is not what you expect to see. It is not okay to point and stare or use mean words. We are all the same on the inside, and we all want to feel safe, included, and loved. We are all unique. Differences are nothing to be afraid of.

### **How do family and friends support Peter?**

When Peter was teased in the park, it affected his whole family. Everything we say or do impacts someone else. The teasing made Jacob and Angus angry. It made Peter's parents sad. When Peter's ear fell off at Shredapalooza, his bandmates reacted quickly by keeping the song going. This showed Peter that they would be there for him no matter what. Their actions made Peter feel safe, and it gave him the confidence to be proud of himself with or without the fake ear.

### **Did you know?**

Paul Stanley from the band Kiss also has microtia? This is why Angus the dog has the star patch around his right eye.

Angus is named after Angus Young, the lead guitar player in a rock band called AC/DC. The lightning bolt patch is part of the band's logo. AC/DC is Peter's favorite band.

There is a real concert held every year in Chicago called Lollapalooza. When someone plays a fast guitar solo, it is sometimes referred to as shredding. The author combined these two words to create the concert in the story called Shredapalooza.

### Additional Resources

Children's Craniofacial Association  
National Organization for Rare Disorders - Goldenhar Syndrome

About the Book Creators  
**Peter's Rockin' Ear**

**A Story of Self-Acceptance**



**About the Author**

Dede Dankelson began writing in her oldest son's voice shortly after his premature birth and diagnosis of Goldenhar Syndrome. Her daily updates from Peter's hospital bedside were the early version of what is now known as Pete's Diary. Dede writes to encourage others to be their own hero.



**About the Illustrator**

Pratyush Chatterjee is an illustrator and cartoonist. Pratyush has been working as an illustrator for fifteen years and, after serving private clients around the world, he started working as a freelance illustrator. In his free time he enjoys listening to music and watching movies.

**Inspired by the Real Peter Dankelson**



Peter Dankelson is the inspiration and musician behind Pete's Diary. He was born with multiple birth defects, including a missing left ear (microtia/atresia). Peter is twenty-two years old and proud of his differences. His autobiography, *How I Learned to Rock My Life*, is available everywhere books are sold online.

# Motivational Speaking & Contact Information

## Peter's Rockin' Ear

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### Pete's Diary Motivational Speaking

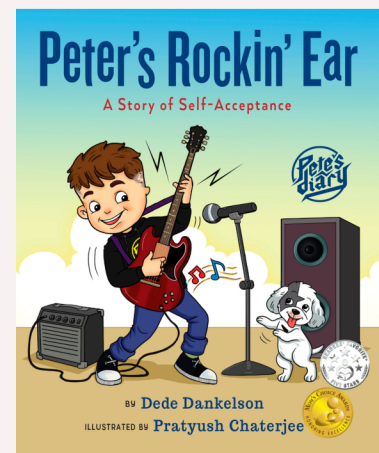
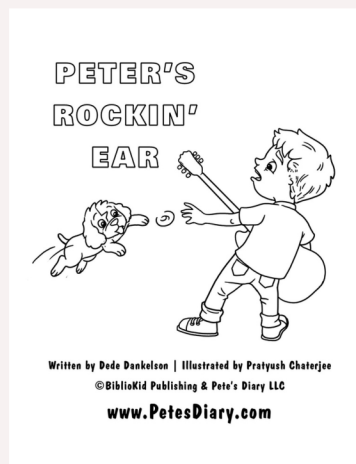
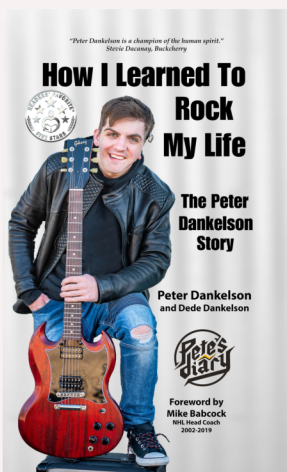
Pete's Diary amplifies kindness, inclusion, and self-acceptance.

Peter Dankelson encourages students to be the best version of themselves by practicing positivity and self-acceptance. He shares his medical journey with Goldenhar Syndrome, living life with a facial difference, and overcoming his hearing loss and other disabilities to teach himself how to play the guitar.

Peter demonstrates how music helps him express his emotions, and he encourages audiences to find their own creative outlet.

Bring this inspiring story and the energizing power of rock and roll to your next event.

Contact [Dede@PetesDiary.com](mailto:Dede@PetesDiary.com) to book now.



***"Some people can teach us better than others how to make a difference in our lives, and Peter Dankelson is one of them."*** Astrid Lustulin, Reader's Favorite 5-Star Review

Scan to view all  
K-12 school programs



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