



# EXPRESS YOURSELF!



A 2nd Grade Literacy Curriculum



## **Table of Contents**

[Lesson Title: Being Strong Readers](#)

[Lesson Title: Amazing Grace Day 1](#)

[Lesson Title: Amazing Grace Day 2](#)

[Lesson Title: The Dot Day 1](#)

[Lesson Title: The Dot Day 2](#)

[Lesson Title: The Word Collector Day 1](#)

[Lesson Title: The Word Collector Day 2](#)

[Lesson Title: The Day the Crayons Quit Day 1](#)

[Lesson Title: The Day the Crayons Quit Day 2](#)

[Lesson Title: Library Mouse Day 1](#)

[Lesson Title: Library Mouse Day 2](#)

[Lesson Title: The Book Tree Day 1](#)

[Lesson Title: The Book Tree Day 2](#)

[Lesson Title: Sofia Valdez, Future Prez Day 1](#)

[Lesson Title: Sofia Valdez, Future Prez Day 2](#)

[Lesson Title: Sofia Valdez, Future Prez Day 3](#)

[Lesson Title: Harlem Grown Day 1](#)

[Lesson Title: Harlem Grown Day 2](#)

[Lesson Title: Hey, Wall Day 1](#)

[Lesson Title: Hey, Wall Day 2](#)

[Lesson Title: Understanding Stories](#)

[Lesson Title: Building Stories](#)

[Lesson Title: Planning Stories](#)

[Lesson Title: Making Stories Day 1](#)

[Lesson Title: Making Stories Day 2](#)

[Lesson Title: Making Stories Day 3](#)

[Lesson Title: Sharing Stories](#)





**Lesson Title:** Being Strong Readers  
**Lesson Duration:** 1 session



**Grade Level:** 2nd grade



**Student Objective:**

- Students will be able to understand and follow the routines of a literacy read-aloud lesson.



**Learning Standards:**

- 2SL1: Participate in collaborative conversations with diverse peers and adults (e.g., in small and large groups).



**Vocabulary:**

- Turn and Talk – talking to a partner about what you are thinking
- Stop and Jot – expressing what you are thinking by writing or drawing
- Act it Out – acting out what you are thinking or what is happening in the story



**Social Emotional Components:**

- Self awareness: developing interests and a sense of purpose
- Relationship skills: communicating effectively, developing positive relationships



**Materials & Space:**

- Chart paper and markers
- Handheld whiteboards, dry erase markers, and erasers **OR**
- Notebooks and pencils

**Prep:**

- Prepare a piece of chart paper titled “Things We Like to Read About”
- Prepare the trifold board or poster board titled “\_\_\_ (class number) Word Wall”

## Lesson Instruction

**SEL Check-In and Intro:** Welcome students to class. Tell them that when they come to literacy class they will be listening to fun stories, working on special projects, and becoming strong readers.

- Ask students if they know how to get strong. *Answers may include drinking milk, eating vegetables, exercising, etc.* Tell them that one way to get strong is to build muscles. For example, runners have to make sure their legs muscles are strong and basketball players have to make sure their arm muscles are strong. Tell them that as readers, we have to make sure our brains are strong.
- Ask students to strike a pose they can make sitting down that makes them feel strong. Give them an example of your pose. Call out, "1, 2, 3, POSE!" (or create your own callout) so they can practice theirs. Tell them that with every book they read, their brains will be getting stronger and stronger.

### Procedure:

- Tell students that before they start reading books, they are going to get ready to be strong readers by sharing what kind of books they like. Ask them to turn and tell a partner what kind of books or stories they like to read or hear. Model for students by sharing what you like to read.
  - Model: "My favorite books are about \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_. I like these types of books because \_\_\_\_\_."
  - Make sure the students know who their partners are before they start sharing to avoid confusion while everyone is talking.
  - Remind the students to be respectful while their partner is sharing and to listen carefully. Tell them that when their partner is talking, their mouths should be closed and their ears should be open. Their bodies should also be facing each other.
  - Give students 2-3 minutes to talk. Ask students pairs to share what their partner said. Record their answers on the chart paper.
- Tell students that whenever they read books in this class, they are going to sit in the Reading Rectangle/Reading Circle. (*If there is a round rug or carpet in your room, use this and refer to the space as the Reading Circle. If there is no rug or carpet, assign a clean and comfortable section of the room and refer to the space as the Reading Rectangle. If possible, use this space for every read-aloud.*) Tell students that they are going to practice walking to the Reading Rectangle/Circle and sitting criss-cross applesauce.
  - Count off the students in groups of four-five. The first group of five students will sit near the front. Remind students to sit down criss-cross applesauce when they get to the carpet/rectangle. Continue counting by fours or fives and having each group sit behind each subsequent group.
  - Make sure to consider which students are sitting next to each other and keep the following in mind:
    - Do these students get along?
    - Are these students likely to be disruptive when together?

- Is there a student who is an English language learner paired with someone that does not speak their language?
- Tell students that one thing they are going to do in literacy class is “Turn and Talk.” Explain that this means that they will get to talk to a partner about what you are thinking, which they already practiced doing earlier. Explain that they will practice being good speakers and listeners by turning and talking with a partner.
  - Tell them to share what kind of ice cream is their favorite and why. Give students 2-3 minutes to turn and talk. After 1 minute, tell students to switch partners.
  - Tell students that you are going to count down from five and when you get to one, everyone’s mouths should be closed and they should be facing you. Countdown from five. Ask 2-3 groups to share what their partner’s favorite ice cream is and why they like it. Thank everyone for sharing their opinions and being respectful listeners.
- Tell students that the second thing they will be doing in literacy class is “Stop and Jot.” Explain that this means students will get to express their thinking in their notebooks or on their whiteboards. Sometimes they will write things and sometimes they will draw.
  - Pass out notebooks and pencils or whiteboards and dry erase markers.
  - Tell students to stop and jot on their whiteboard or notebook an answer to the following question: “Would you rather have a lizard as a pet or a polar bear? Why?”
  - Give students 3-5 minutes to write. Younger students can be instructed to draw.
  - Tell students to share their answers with their partners. Let 2-3 pairs share out with the whole group about why they chose what they did.
  - Thank everyone for sharing their opinions and being respectful listeners. Tell students you are going to count down from five again and when you get to one, their whiteboards should be wiped off (if using) and the whiteboards/notebooks should be in their place. Count down from five.
- Tell students that the last thing they will be doing in literacy class is, “Act it Out.” Explain that this means that they will get to act out what they are thinking or what is happening in the story.
  - To practice, tell students to imagine there is a dragon hiding in the closet, and to act out just using their faces how they feel when you find out. Respond to some of the faces you see being acted out:
    - “I see some scared faces! I think I would be scared too.”
    - “Wow, some of us are being very brave right now!”
    - “I even see some excited faces! I guess some of us really want to meet a dragon.”
  - Thank everyone for sharing their acting faces with the class.
- Tell students that the last thing they are going to practice today is walking back to their desks. Explain that most days after reading a book, they will be going back to their desks to create fun projects and work on special activities. Dismiss rows to walk back to their desks one by one.
- Once students are back at their desks, tell them they are going to quickly review “Stop and Jots,” “Turn and Talks,” and “Act it Outs.” Ask students the following:
  - “If I ask a question and I want you to speak with your partner, what is that called?”

- "If I want you to draw a picture of what you think the character is going to do next, what is that called?"
- "If I ask you to show me how a character feels using your face, what is that called?"

**Share & Reflect:**

- Ask students, "What was your favorite way to respond to the questions?"
- Thanks students for a great class. Ask them to show you their reading poses again. Say, "Wow, look at all these strong readers! I bet those poses will be even stronger in our next class!"

**Assessment:** Observe students and pay close attention to student responses in order to adjust future lessons or questions.



**Specialist Notes:** *Include post lesson reflection and ideas for future planning.*



**Lesson Title:** Amazing Grace Day 1  
**Lesson Duration:** 1 session



**Grade Level:** 2nd grade



### Student Objective

- Students will better understand and identify positive qualities about themselves by describing their particular strengths and skills.



### Learning Standards

- 2R9: Make connections between self and text (texts and other people/ world). (RI&RL)
- 2W4: Create a response to a text, author, theme or personal experience (e.g., poem, dramatization, artwork, or other).
- 2SL1: Participate in collaborative conversations with diverse peers and adults (e.g., in small and large groups and during play).



### Vocabulary

- Perseverance: doing something even when it is difficult or challenging
- Imagination: using your mind to make believe or to see something that isn't there



### Social Emotional Components

- Self awareness: Identifying personal, cultural, and linguistic assets, recognizing one's strengths with a well-grounded sense of confidence and purpose
- Social awareness: Taking others' perspectives, demonstrating empathy and compassion, identifying diverse social norms, including unjust ones

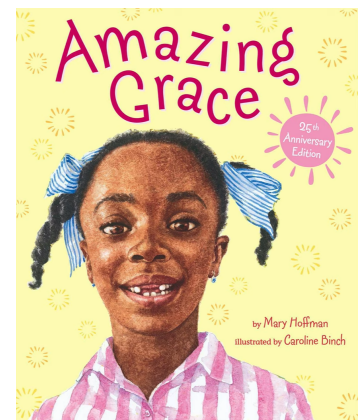


### Materials & Space

- [Amazing Grace](#) by Mary Hoffman
- Chart paper and markers
- Crayons
- Pencils
- Brainstorm sheet copies
- Tri-fold board or heavy poster paper to create word wall

### Prep:

- Read the book ahead of time and add post its to pages with questions
- Choose your question response modality (turn and talk, stop and jot, act it out, whole class)
- Write vocabulary words and objective on chart paper
- Make copies of brainstorm sheet



## Lesson Instruction

### SEL Check-In and Intro:

- Welcome students back to class. Ask, "Have you ever played pretend or make believe? Who did you pretend to be? How did it make you feel?" Allow students to discuss in pairs or small groups for a few minutes. Ask one or two students to share what another person in their pair/group said.
- Explain that playing pretend is something everyone does - even grown ups! Tell students that soon they will read a story about a young girl who plays pretend and wants to be Peter Pan. Ask students if they know the story of Peter Pan. Choose one or two students to share. If students are not familiar, explain that Peter Pan is a young boy who lives on an island named Neverland and goes on adventures where he battles pirates.

### Vocabulary:

- Explain that when people play make believe they are using their **imagination**. Ask students to repeat the word after you.
- Tell students another fun word they are going to learn today is **perseverance**. Ask students to repeat the word after you. Explain that perseverance means to do something even when it is difficult. Ask students if they can share an example of a time they kept trying to do something even if it was difficult. Take one or two responses. Tell students to repeat the word again and keep it in mind as we read the story.
- Add these vocabulary words to your word wall. Explain that you will be adding to this word wall over the next few months.

### Read Aloud:

- Sit students on the rug or floor in a comfortable corner of the classroom and ask students to show you their "Strong Readers' pose. Remind them that they are becoming strong readers every day! Tell them the title, author, and illustrator of the book. Remind students of the rules for reading time before starting the book.
- Read the book aloud, pausing to ask questions, clarify any confusing moments, and review vocabulary words as they arise.
  - Utilize Popcorn, Stop and Jot, and/or Turn and Talk responses as needed.
- Questions that can be asked before/during/after the read aloud can include the ideas below. Remember to choose 4-5 questions that are most appropriate for your class or create your own.
  - "Why do you think Grace loves stories so much?" ([pg. 2](#))
  - "What does Grace do after she reads her stories?" ([pg. 5](#))
  - "Do you recognize any of those characters?" "Let's use our imagination! Pretend to be your favorite character!" Ask 1-2 students to share why they chose that character. ([pg. 6](#))
  - "Why do you think Grace's classmates don't think Grace could play Peter Pan?" ([pg. 8](#))
  - "How do you think that makes Grace feel? How would you feel if your classmates told you that you can't be someone or do something?" ([pg. 8](#))

- "Why do you think Nana took Grace to see the ballet?" ([pg. 11](#))
- "Why does Grace practice on the weekends?" ([pg. 12](#))
- "Why do you think Grace decides to try out for the play anyway?" ([pg. 12](#))
- "What made her classmates change their minds?" ([pg. 12](#))
- "How did Nana and Ma help Grace?" "How did the trip to the ballet help Grace?" ([pg. 13](#))
- If students give answers that seem disconnected from the story, guide them by using further questions and prompts.
  - "That's interesting, does anyone else have a different idea?"
  - "Can you tell us what in the story makes you think that?"
  - "Let's look back at what the book says..."
- If students give basic or generic answers, guide them by using deeper questions and prompts.
  - "Can you explain what you mean by that?"
  - "Does anyone want to add on to this idea?"
  - "What did you hear or see in the story that makes you think that?"

#### **Brainstorm:**

- Dismiss rows to walk back to their desks one by one.
- Hand out the brainstorm sheet copies and read the questions aloud for the class. Allow students time to complete.
- Students may need help spelling. Those who have difficulty writing may use a combination of pictures, labels, and verbal explanation.

#### **Share & Reflect:**

- Ask students to share their responses in small groups. .
- Collect the sheets. Ask students, "Who do you think Grace should play next?"
- Thank students for their participation and explain that they will be using the last two questions of their brainstorm sheets to help them write a positive message about themselves in the next class.

#### **Assessment:**

Use the brainstorm sheet to check for understanding of the story, theme, or message and the students' ability to make connections to themselves. If a student/students show limited understanding, consider engaging in a class or small group discussion in the following class.



**Specialist Notes:** *Include post lesson reflection and ideas for future planning.*

Name \_\_\_\_\_

Date \_\_\_\_\_

# BRAINSTORM SHEET



Amazing Grace by Mary Hoffman

WHAT IS GRACE REALLY GOOD  
AT?

WHAT DOES GRACE LIKE  
ABOUT HERSELF?

WHAT ARE YOU REALLY GOOD  
AT?

WHAT DO YOU LIKE ABOUT  
YOURSELF?







**Lesson Title:** Amazing Grace Day 2  
**Lesson Duration:** 1 session



**Grade Level:** 2nd grade



### Student Objective

- Students will better understand and identify positive qualities about themselves by describing their particular strengths and skills.



### Learning Standards

- 2R9: Make connections between self and text (texts and other people/ world). (RI&RL)
- 2W4: Create a response to a text, author, theme or personal experience (e.g., poem, dramatization, artwork, or other).
- 2SL1: Participate in collaborative conversations with diverse peers and adults (e.g., in small and large groups and during play).



### Vocabulary

- Affirmation - a positive message about someone or something



### Social Emotional Components

- Self awareness: Identifying personal, cultural, and linguistic assets, recognizing one's strengths with a well-grounded sense of confidence and purpose
- Social awareness: Taking others' perspectives, demonstrating empathy and compassion, identifying diverse social norms, including unjust ones

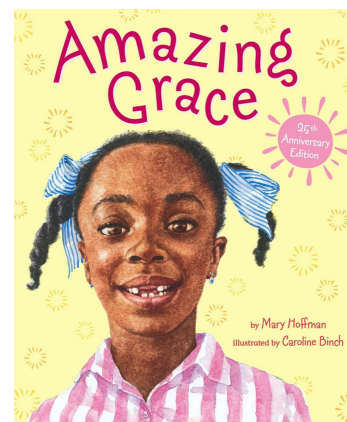


### Materials & Space

- [Amazing Grace](#) by Mary Hoffman
- Chart paper and markers
- Crayons and pencils
- Brainstorm sheet copies (completed in previous class)
- Materials for puppets (instructor/student choice: paper plates, paper bags, construction paper, or template, yarn, popsicle sticks, etc.)
- Word wall

### Prep:

- Write vocabulary words and objective on chart paper
- Make any copies necessary
- Make a sample puppet and gather all materials for student puppets



## Lesson Instruction

### SEL Check-In and Intro:

- Welcome students back to class. Ask, “What are some positive words that describe you?” Allow students time to share in small groups. Ask a few students to share answers about another student’s response.

### Vocabulary:

- Explain that these positive messages about themselves are called **affirmations**. Ask students to repeat the word after you. Tell students that they are going to use their brainstorm sheets from the last class to help them create positive affirmations about themselves.
- Add these vocabulary words to your word wall. Explain that you will be adding to this word wall over the next few months.

### Extension Activity:

- Distribute completed brainstorm sheets and materials to make the puppets. Consider whether students will have to share in small groups, pairs, or if there are enough supplies for everyone.
- Show an example of a completed puppet and share your positive message about yourself on the back.
- Allow students time to create their puppets. While they work, circulate around the room to offer support and to check in with student progress. Remind each table that they should write their positive message about themselves on the back of their puppet.

### Share & Reflect:

- When the puppets are completed, tell students to share out in their small groups. Model sharing yours by holding it up and saying, “My name is (your name). I am (your positive message) or I am good at (your message).”
- Take pictures of the puppets and send them to [emisoshnik@newyorkedge.org](mailto:emisoshnik@newyorkedge.org).
- If there is time remaining, or as an additional extension option, encourage students to use the puppets to tell a story or act out a character.
- Ask students, “What did you learn about yourself after reading Grace’s story?”
- Thank students for their participation and dismiss class.

### Assessment:

Use the project to check for understanding of the story, theme, or message and the students’ ability to make connections to themselves. If a student/students show limited understanding, consider engaging in a class or small group discussion in the following class.

 **Specialist Notes:** *Include post lesson reflection and ideas for future planning.*



Image Credit: [AuntAnnie](#)



Image Credit: [Crayola](#)



**Lesson Title:** The Dot Day 1  
**Lesson Duration:** 1 session



**Grade Level:** 2nd grade



**Student Objective:**

- Students will identify sources of frustration and how encouragement helped them.
- Students will understand that they don't need to be perfect at something to feel confident or proud.



**Learning Standards:**

- 2R9: Make connections between self and text (texts and other people/ world). (RI&RL)
- 2W4: Create a response to a text, author, theme or personal experience (e.g., poem, dramatization, artwork, or other).
- 2SL1: Participate in collaborative conversations with diverse peers and adults (e.g., in small and large groups and during play).



**Vocabulary:**

- Encourage: to give hope or help
- Gallery: a room or building in which people look at works of art
- Frustrated: an unhappy feeling when you think you can't do something



**Social Emotional Components:**

- Self- Awareness: Having a growth mindset
- Responsible Decision-Making: Identifying solutions for personal and social problems

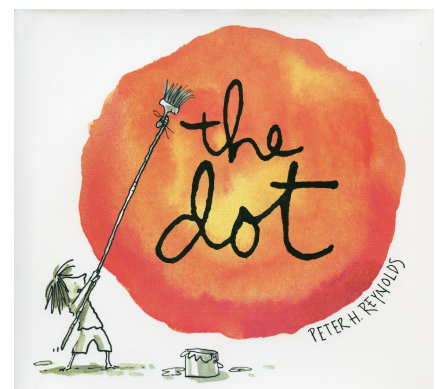


**Materials & Space:**

- [The Dot](#) by Peter H. Reynolds
- Chart paper and markers
- Crayons and pencils
- Brainstorm sheet copies
- Word wall

**Prep:**

- Read the book ahead of time and add post its to pages with questions
- Choose your question response modality (turn and talk, stop and jot, act it out, whole class)
- Write vocabulary words and objective on chart paper
- Make any copies necessary



## Lesson Instruction

### SEL Check-In and Intro:

- Welcome students back to class. Ask, "Have you ever felt like you couldn't do something? What were you trying to do? How did it make you feel?" Allow students to discuss in pairs or small groups for a few minutes. Ask one or two students to share what another person in their pair/group said.
- Explain that everyone has moments where they think they can't do something and sometimes we just have to believe in ourselves and try! Tell students that soon they will read a story about a young girl who doesn't believe she can make art, but with a little encouragement she begins to love it and experiment making new art.

### Vocabulary:

- Explain that being **frustrated** is an unhappy feeling where we think we can't do something. Ask students to repeat the word after you. To move past that unhappy feeling, we try to **encourage** ourselves and others by giving hope or help. Ask students to repeat the word after you.
- Tell students that another fun important word they are going to learn today is **gallery**. Ask students to repeat the word after you. Explain that a gallery is a room or building in which people look at works of art. Ask students if they can share an example of a time that they visited a place that showed artwork. Take one or two responses. Tells students to repeat the word again and keep it in mind as we read the story.
- Add these vocabulary words to your word wall. Explain that you will be adding to this word wall over the next few months.

### Read Aloud:

- Sit students on the rug or floor in a comfortable corner of the classroom and ask students to show you their "Strong Readers' pose. Remind them that they are becoming strong readers every day! Tell them the title, author, and illustrator of the book. Remind students of the rules for reading time before starting the book.
- Read the book aloud, pausing to ask questions, clarify any confusing moments, and review vocabulary words as they arise.
  - Utilize Popcorn, Stop and Jot, and/or Turn and Talk responses as needed.
- Questions that can be asked before/during/after the read aloud can include the ideas below. Remember to choose 4-5 questions that are most appropriate for your class or create your own.
  - How does Vashti feel? Have you ever felt like this? ([pg. 3](#))
  - Why do you think the teacher asks Vashti to sign her name? ([pg. 5](#))
    - Follow up about who signs things: artists sign their work, celebrities sign autographs, etc.
  - Why do you think her teacher puts her picture in a frame? ([pg. 6](#))

- How do you think Vashti feels when she sees her work on the wall? How would you feel? ([pg. 7](#))
- How does Vashti's teacher encourage her? ([pg. 7](#))
- How does Vashti feel when she sees her work in the gallery? ([pg. 10](#))
- What do you think she is going to say to the boy? ([pg. 11](#))
- How does Vashti encourage the boy? ([pg. 14](#))
- If students give answers that seem disconnected from the story, guide them by using further questions and prompts.
  - "That's interesting, does anyone else have a different idea?"
  - "Can you tell us what in the story makes you think that?"
  - "Let's look back at what the book says..."
- If students give basic or generic answers, guide them by using deeper questions and prompts.
  - "Can you explain what you mean by that?"
  - "Does anyone want to add on to this idea?"
  - "What did you hear or see in the story that makes you think that?"

#### Brainstorm:

- Dismiss students to walk back to their desks.
- Hand out the brainstorm worksheets and read the questions aloud for the class. Allow students time to complete.
- Remind students that they don't have to choose someone from their own lives or families; it can be something they read, saw on tv, heard, etc. (We don't want to trigger students who may not have encouraging people around them at home.)
- Students may need support while spelling. Those who have difficulty writing may use a combination of pictures, labels, and verbal explanation.

#### Share & Reflect:

- Ask students to share out their responses in small groups.
- Collect the sheets.. Ask students, "Does this story remind you of another story we read? How?"
  - Look for connections to Amazing Grace.
- Thank students for their participation and explain that in the next class, they will have the opportunity to be artists, just like Vashti!

**Assessment:** Use the brainstorm sheet to check for understanding of the story, theme, or message and the students' ability to make connections to themselves. If a student/students show limited understanding, consider engaging in a class or small group discussion in the following class.



**Specialist Notes:** *Include post lesson reflection and ideas for future planning.*





Image Credit: [CBS Denver](#)



Image Credit: [Shopify](#)



Image Credit: [Artnet](#)

Name \_\_\_\_\_

Date \_\_\_\_\_

# BRAINSTORM SHEET



The Dot by Peter H. Reynolds

WHAT FRUSTRATED VASHTI IN  
THE BEGINNING OF THE STORY?

WHO ENCOURAGED VASHTI TO  
KEEP TRYING?

WHAT FRUSTRATED YOU WHEN  
YOU COULDN'T DO SOMETHING  
RIGHT AWAY?

WHAT ENCOURAGED YOU TO  
KEEP TRYING?







**Lesson Title:** The Dot Day 2  
**Lesson Duration:** 1 session



**Grade Level:** 2nd grade



**Student Objective:**

- Students will identify sources of frustration and how encouragement helped them.
- Students will understand that they don't need to be perfect at something to feel confident or proud.



**Learning Standards:**

- 2R9: Make connections between self and text (texts and other people/ world). (RI&RL)
- 2W4: Create a response to a text, author, theme or personal experience (e.g., poem, dramatization, artwork, or other).
- 2SL1: Participate in collaborative conversations with diverse peers and adults (e.g., in small and large groups and during play).



**Vocabulary:**

- Encourage: to give hope or help.
- Gallery: a room or building in which people look at works of art.



**Social Emotional Components:**

- Self-Awareness: Having a growth mindset
- Responsible Decision-Making: Identifying solutions for personal and social problems

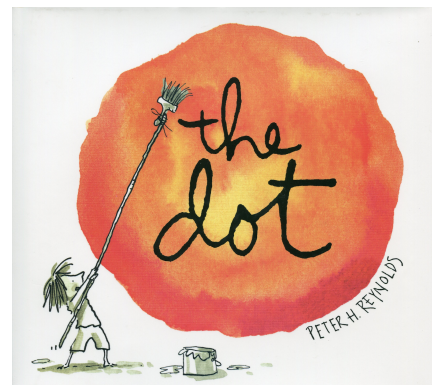


**Materials & Space:**

- [The Dot](#) by Peter H. Reynolds
- Chart paper and markers (completed in previous class)
- Pencils
- Brainstorm sheet copies (completed in previous class)
- Paper
- Art supplies (instructor/student choice: paint, markers, colored pencils, crayons, etc.)
- Word wall

**Prep:**

- Write vocabulary words and objective on chart paper (completed in previous class)
- Make any copies necessary
- Make sample artwork and gather all materials



## Lesson Instruction

### SEL Check-In and Intro:

- Welcome students back to class. Ask, "How does creating art make you feel?" Allow students to discuss in pairs or small groups for a few minutes. Ask one or two students to share what another person in their pair/group said.
- Explain that today, everyone will have an opportunity to create art, just like Vashti in our story.

### Vocabulary:

- Explain that when students are finished with their artwork, they are going to display it around the room, like a **gallery**. Ask students where they heard that word in the story. Turn to the page in the book to remind them. Tell students that when they walk around the gallery later, they should **encourage** their fellow artists.
- Add these vocabulary words to your word wall. Explain that you will be adding to this word wall over the next few months.

### Extension Activity:

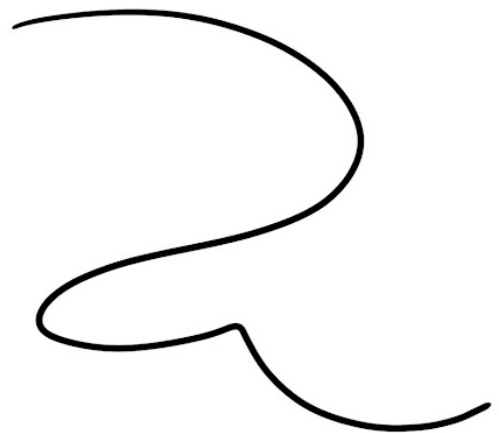
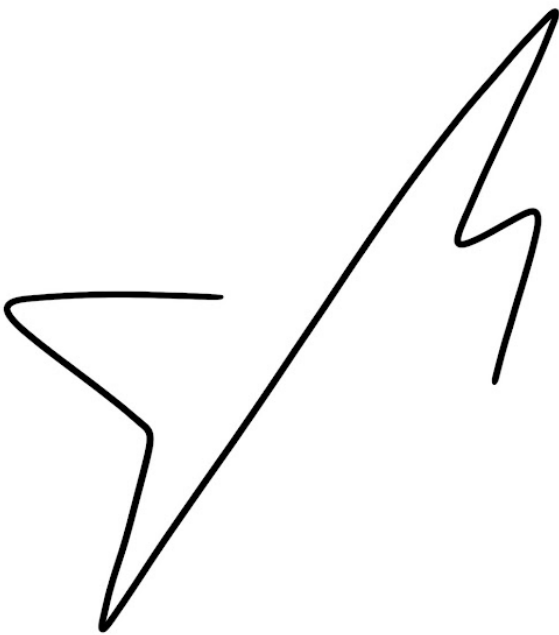
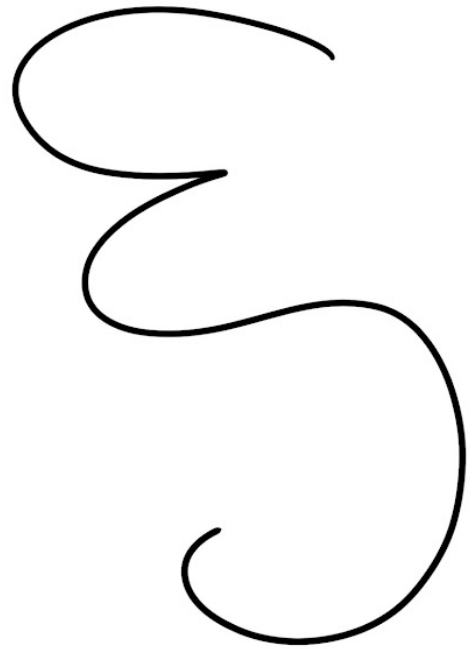
- Distribute materials to complete "Finish the Drawing". Consider whether students will have to share in small groups, pairs, or if there are enough supplies for everyone.
- Show an example of a completed "Finish the Drawing" and share your ideas as to what the line reminded you of or inspired you to create. Remind students that this is an example and they should make their own version.
- Allow students time to create their drawings. While they work, circulate around the room to offer support and to check in with student progress. Remind each table that they should sketch in pencil first and add color afterwards. Encourage students to keep their ideas a secret so everyone's drawing can look unique.

### Share & Reflect:

- When the drawings are completed, have all student work displayed in a gallery. Encourage students to freely move around and examine others' work. Take photos of student artwork and send them to [emisoshnik@newyorkedge.org](mailto:emisoshnik@newyorkedge.org).
- Ask students, "was there another drawing you really enjoyed? Why?" and "how did the gallery walk make you feel?"
- If there is time remaining, or as an additional extension option, encourage students to make their own frame. If possible, invite another group to come and view the gallery or ask your director to display the work.
- Thank students for their participation and for being encouraging artists.

**Assessment:** Use the extension activity to check for understanding of the story, theme, or message and the students' ability to make connections to themselves. If a student/students show limited understanding, consider engaging in a class or small group discussion in the following class.

 **Specialist Notes:** *Include post lesson reflection and ideas for future planning.*





**Lesson Title:** The Word Collector Day 1

**Lesson Duration:** 1 session



**Grade Level:** 2nd grade



**Student Objective:**

- Students will identify words from around their classroom or literacy materials and create a written piece that shares an idea or feeling with others.



**Learning Standards:**

- 2R9: Make connections between self and text (texts and other people/ world). (RI&RL)
- 2W4: Create a response to a text, author, theme or personal experience (e.g., poem, dramatization, artwork, or other).
- 2SL1: Participate in collaborative conversations with diverse peers and adults (e.g., in small and large groups and during play).



**Vocabulary:**

- Collect:** to gather similar things from different places
- Syllable:** a single, unbroken sound of a spoken (or written) word
- Powerful:** having strength or the ability to affect or change something or someone



**Social Emotional Components:**

- Self Awareness:** Having a growth mindset
- Responsible Decision-Making:** Demonstrating curiosity and open-mindedness

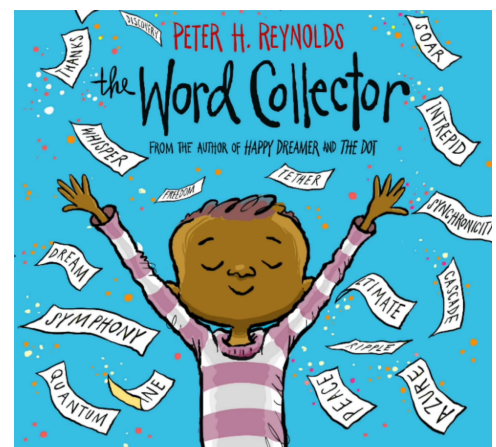


**Materials & Space:**

- [The Word Collector](#) by Peter H. Reynolds
- Chart paper and markers
- Crayons and pencils
- Brainstorm sheet copies
- Word wall board

**Prep:**

- Read the book ahead of time and add post its to pages with questions
- Choose your question response modality (turn and talk, stop and jot, act it out, whole class)
- Write vocabulary words and objective on chart paper
- Make any copies necessary



## Lesson Instruction

### SEL Check-In and Intro:

- Welcome students back to class. Ask, "What is your favorite word and why?" Remind students to give school appropriate answers! Allow students to discuss in pairs or small groups for a few minutes. Ask one or two students to share what another person in their pair/group said.
- Explain that words help us express ourselves! Tell students that soon they will read a story about a young boy who collects different words and realizes that the words can be used in lots of fun and interesting ways.

### Vocabulary:

- Explain that **collecting** something means gathering things that are alike, sometimes from different places. Share that an example is when you collect their work at the end of class. Ask students to share another example of something that is collected.
- Explain that a **syllable** is an unbroken sound of a spoken word. Ask students to repeat the word after you. As words get longer, sometimes we all need help sounding them out, syllables allow us to speak the word slowly and clearly. "For example, the word syllable has three syllables. Let's clap them out. Syl-a-ble." "Do you know a two-syllable word? three-syllable word? Four or five-syllable words?" Take one or two responses for each question.
- Tell students that another fun important word they are going to learn today is **powerful**. Ask students to repeat the word after you. Explain that powerful means having strength to change something or someone. Ask students if they can share an example of a time that they saw someone or something powerful. Take one or two responses.

### Read Aloud:

- Sit students on the rug or floor in a comfortable corner of the classroom and ask students to show you their "Strong Readers' pose. Remind them that they are becoming strong readers every day! Tell them the title, author, and illustrator of the book. Remind students of the rules for reading time before starting the book.
- Read the book aloud, pausing to ask questions, clarify any confusing moments, and review vocabulary words as they arise.
  - Utilize Popcorn, Stop and Jot, and/or Turn and Talk responses as needed.
- Questions that can be asked before/during/after the read aloud can include the ideas below. Remember to choose 4-5 questions that are most appropriate for your class or create your own.
  - "Can you say another multi-syllable word?" ([pg. 5](#))
  - "How do you think Jerome feels when he finds a word he likes?" ([pg. 6](#))
  - "Why do you think these words are powerful?" ([pg. 12](#))
  - "What do you think he's going to do?" ([pg. 14](#))
  - "Why do you think Jerome shares his collection?" ([pg. 15](#))

- "How do you think the other kids feel when receiving the words?" ([pg. 16](#))
- "What are some words that you like the sound of?" ([end](#))
- If students give answers that seem disconnected from the story, guide them by using further questions and prompts.
  - "That's interesting, does anyone else have a different idea?"
  - "Can you tell us what in the story makes you think that?"
  - "Let's look back at what the book says..."
- If students give basic or generic answers, guide them by using deeper questions and prompts.
  - "Can you explain what you mean by that?"
  - "Does anyone want to add on to this idea?"
  - "What did you hear or see in the story that makes you think that?"

#### **Brainstorm:**

- Appropriately dismiss students to walk back to their desks.
- Hand out the brainstorm sheet copies and read the questions aloud for the class. Allow students time to complete.
- Students may need help spelling. Those who have difficulty writing may use a combination of pictures, labels, and verbal explanation.

#### **Share & Reflect:**

- Ask students to share their responses in small groups.
- Collect the sheets. Ask students, "Did you learn an exciting new word today?"
- Thank students for participating and tell them that next class they will collect their own words, just like Jerome!

**Assessment:** Use the brainstorm sheet to check for understanding of the story, theme, or message and the students' ability to make connections to themselves. If a student/students show limited understanding, consider engaging in a class or small group discussion in the following class.



**Specialist Notes:** *Include post lesson reflection and ideas for future planning.*

Name \_\_\_\_\_

Date \_\_\_\_\_

# BRAINSTORM SHEET



The Word Collector by Peter H. Reynolds

WHY DO YOU THINK JEROME  
COLLECTS WORDS?

HOW DID JEROME FEEL WHEN  
HE SHRED HIS WORDS?

WHAT KINDS OF WORDS  
WOULD YOU WANT TO  
COLLECT?

HOW COULD YOU USE WORDS  
TO SHARE AN IDEA OR FEELING  
WITH OTHERS?





**Lesson Title:** The Word Collector Day 2  
**Lesson Duration:** 1 session



**Grade Level:** 2nd grade



**Student Objective:**

- Students will identify words from around their classroom or literacy materials and create a written piece that shares an idea or feeling with others.



**Learning Standards:**

- 2R9: Make connections between self and text (texts and other people/ world). (RI&RL)
- 2W4: Create a response to a text, author, theme or personal experience (e.g., poem, dramatization, artwork, or other).
- 2SL1: Participate in collaborative conversations with diverse peers and adults (e.g., in small and large groups and during play).



**Vocabulary:**

- Collect: to gather similar things from different places
- Syllable: a single, unbroken sound of a spoken (or written) word
- Powerful: having strength or the ability to affect or change something or someone



**Social Emotional Components:**

- Self Awareness: Having a growth mindset
- Responsible Decision-Making: Demonstrating curiosity and open-mindedness

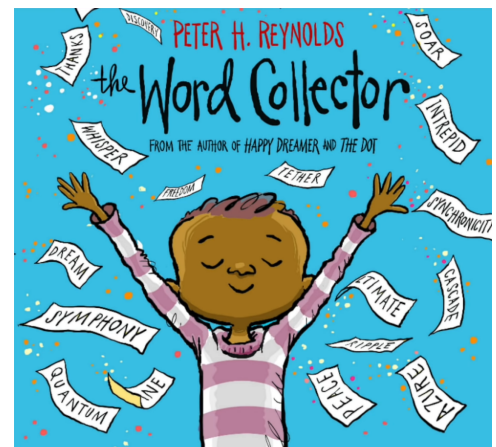


**Materials & Space:**

- [The Word Collector](#) by Peter H. Reynolds
- Chart paper and markers (completed in previous class)
- Crayons
- Pencils
- Word wall board
- Magazines (optional)

**Prep:**

- Write vocabulary words and objective on chart paper (completed in previous class)
- Make a sample 3 sentence story/poem and picture using 3 words from the existing word wall
- Gather all materials





## Lesson Instruction

### SEL Check-In and Intro:

- Welcome students back to class. Ask, "What do you like to **collect**?" Allow students to discuss in pairs or small groups for a few minutes. Ask one or two students to share what another person in their pair/group said.
- Explain that today, students will be word collectors, just like Jerome.

### Vocabulary:

- Ask students to give an example of a **powerful** word, either from the story or one that they know. Ask students to clap out the **syllables** of that word.

### Extension Activity:

- Distribute materials for students to jot down the words they will discover around the room.
  - Students will have 10-15 minutes to go on a word scavenger hunt around the classroom. Students will find 6 words in different places or on objects, some good searching areas include: (if possible, play music)
    - Book
    - Posters/signs
    - Supplies
    - Technology
    - Clothes/shoes
    - Backpack
- Students will write each word they find on a post and share it back in small groups. Take one or two interesting words from each group and add them to a word wall.
- Distribute child appropriate magazines to small groups. Students will have 5 -10 minutes to cut out 3 words from their magazines. Consider whether students will have to share in small groups, pairs, or if there are enough supplies for everyone.
  - Circulate and write down the words students pick to add to the word wall. Be prepared to possibly look up and define words they may not be familiar with (you can use your phone).
    - If you cannot access magazines, skip this step and proceed below, allowing students additional time to work.
- Choose 3 words from the list and write a 3 sentence story or a poem that uses each of the words and shares a feeling or idea.
  - Add a picture to accompany the story or poem.
  - Show an example of a completed magazine poem/story with an accompanying picture and share your thought process in creating your work.
- Allow students time to create their magazine word poems/stories. While they work, circulate around the room to offer support and to check in with student progress. Remind each table to have fun and to choose words they will enjoy writing or learning about.

**Share & Reflect:**

- When the poems/stories are completed, tell students to share out in their small groups. Model sharing yours by holding it up and saying, "the three words I found were (say the words)."
- Scan or take pictures of student work and send them to [emisoshnik@newyorkedge.org](mailto:emisoshnik@newyorkedge.org).
- If there is time remaining, or as an additional extension option, encourage students to work collaboratively in pairs to create a story from 3-4 more words they discover in magazines/around the room.
- Ask students, "Whose story /poem made you laugh? Whose story/poem made you wonder about something?"
- Thank students for being powerful word collectors and for sharing their writing with others.

**Assessment:** Use the extension activity to check for understanding of the story, theme, or message and the students' ability to make connections to themselves. If a student/students show limited understanding, consider engaging in a class or small group discussion in the following class.



**Specialist Notes:** *Include post lesson reflection and ideas for future planning.*



**Lesson Title:** The Day the Crayons Quit Day 1  
**Lesson Duration:** 1 session



**Grade Level:** 2nd grade



**Student Objective:**

- Students will understand that they can express themselves through speaking or writing to help solve a problem.
- Students will identify the way others feel and respond appropriately.



**Learning Standards:** *Note the standards of learning used for this lesson.*

- 2R9: Make connections between self and text (texts and other people/ world). (RI&RL)
- 2W4: Create a response to a text, author, theme or personal experience (e.g., poem, dramatization, artwork, or other).
- 2SL1: Participate in collaborative conversations with diverse peers and adults (e.g., in small and large groups and during play).



**Vocabulary:**

- Picket sign - a board that states your opinion or message
- **Communicate** - to share or exchange messages, information, or ideas
- Creative - able to invent or produce new and original things



**Social Emotional Components:**

- Self awareness: identifying one's emotions, linking feelings, values, and thoughts
- Social awareness: taking others' perspectives, demonstrating empathy and compassion, showing concern for the feelings of others

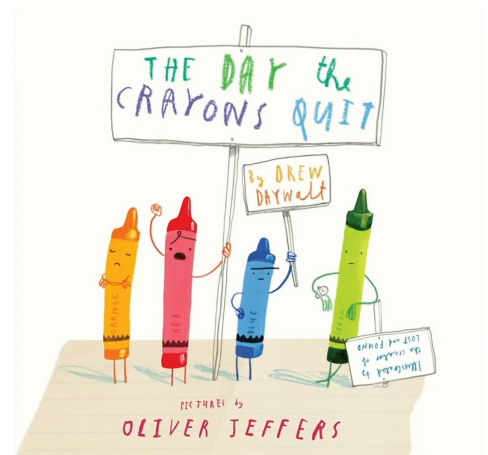


**Materials & Space:**

- [The Day the Crayons Quit](#) by Drew Daywalt
- Crayons and pencils
- Chart paper and markers
- Brainstorm sheet copies
- Word wall board

**Prep:**

- Make any copies necessary
- Write vocabulary words and objective on chart paper
- Read the book ahead of time and add post its to pages with questions
- Choose your question response modality (turn and talk, stop and jot, act it out, whole class)



## Lesson Instruction:

### SEL Check-In and Intro:

- Welcome students back to class. Ask, "Which crayon color do you use the most and least? Why do you think that is?" Allow students to discuss in pairs or small groups for a few minutes. Ask one or two students to share what another person in their pair/group said.
- Explain that we all have different opinions and reasons as to why we use certain colors, and it's important to listen and understand how others feel and think. Tell students that soon they will read a story about a young boy who gets written letters by all the crayons in his box, and he learns how each of them feels differently.

### Vocabulary:

- Explain that to **communicate** with others means to share your ideas and thoughts openly. Ask students to repeat the word after you. When we are **creative** and inventing or making new and original things, it can be really fun to communicate those ideas!. Ask students to repeat the word after you.
- Tell students that another fun important word they are going to learn today is **picket sign**. Ask students to repeat the word after you. Explain that a picket sign can be used to communicate your opinion or a message. Ask students if they have seen these signs in their lives, it can be something they read, saw on tv, etc. Take one or two responses.

### Read Aloud:

- Sit students on the rug or floor in a comfortable corner of the classroom and ask students to show you their "Strong Readers' pose. Remind them that they are becoming strong readers every day! Tell them the title, author, and illustrator of the book. Remind students of the rules for reading time before starting the book.
- Read the book aloud, pausing to ask questions, clarify any confusing moments, and review vocabulary words as they arise.
  - Utilize Popcorn, Stop and Jot, and/or Turn and Talk responses as needed.
- Questions that can be asked before/during/after the read aloud can include the ideas below. Remember to choose 4-5 questions that are most appropriate for your class or create your own.
  - "Why do you think the crayons are holding those signs?" ([cover](#))
  - "How do you think \_\_\_ crayon feels? What makes you think that?" ([pg. 2-13](#))
  - "Can you show me with your face how \_\_\_ crayon feels?" ([pg. 2-13](#))
  - "What do YOU think is the true color of the sun? Why?" ([pg. 10](#))
  - "What do you think Duncan's idea is/what do you think he will do to solve the problem?" ([pg. 14](#))
  - "What do you notice in this picture? How did Duncan help solve the problem?" ([pg. 15](#))
  - "Is there a color you wish was included in this book?" ([end](#))
  - "Do you think there is a color/crayon that is more important than any other color/crayon?" ([end](#))

- "How were the crayons in this story like people?" [\(end\)](#)
- If students give answers that seem disconnected from the story, guide them by using further questions and prompts.
  - "That's interesting, does anyone else have a different idea?"
  - "Can you tell us what in the story makes you think that?"
  - "Let's look back at what the book says..."
- If students give basic or generic answers, guide them by using deeper questions and prompts.
  - "Can you explain what you mean by that?"
  - "Does anyone want to add on to this idea?"
  - "What did you hear or see in the story that makes you think that?"

#### **Brainstorm:**

- Appropriately dismiss students to walk back to their desks.
- Hand out the brainstorm sheet copies and read the questions aloud for the class. Allow students time to complete.
- How could you use words to share an idea or feeling with others?
- Students may need help spelling. Those who have difficulty writing may use a combination of pictures, labels, and verbal explanation.

#### **Share & Reflect:**

- Ask students to share their responses in small groups.
- Collect the sheets. Ask students, "Does anyone feel like they want to use different crayon colors after reading this story?"
- Thank students for their participation and explain that in the next class they will be connecting even more to how a crayon feels.

**Assessment Idea:** Use the brainstorm sheet/project to check for understanding of the story, theme, or message and the students' ability to make connections to themselves. If a student/students show limited understanding, consider engaging in a class or small group discussion in the following class.



**Specialist Notes:** *Include post lesson reflection and ideas for future planning.*

Name \_\_\_\_\_

Date \_\_\_\_\_

# BRAINSTORM SHEET



The Day the Crayons Quit by Drew Daywalt

CHOOSE A CRAYON FROM THE  
STORY. HOW DID IT FEEL?  
WHY?

HAVE YOU EVER FELT THE WAY  
THAT CRAYON DID? EXPLAIN.

HOW WOULD YOU TELL  
DUNCAN TO SOLVE THE  
PROBLEM?

IS THERE AN OBJECT IN YOUR  
LIFE THAT MIGHT FEEL THE  
SAME AS ONE OF THE  
CRAYONS?





**Lesson Title:** The Day the Crayons Quit Day 2  
**Lesson Duration:** 1 session



**Grade Level:** 2nd grade



**Student Objective:** *By the end of the entire lesson, students will have learned skills of... The outcome of this lesson will be...*

- Students will understand that they can express themselves through speaking or writing to help solve a problem.
- Students will identify the way others feel and respond appropriately.



**Learning Standards:** *Note the standards of learning used for this lesson.*

- 2R9: Make connections between self and text (texts and other people/ world). (RI&RL)
- 2W4: Create a response to a text, author, theme or personal experience (e.g., poem, dramatization, artwork, or other).
- 2SL1: Participate in collaborative conversations with diverse peers and adults (e.g., in small and large groups and during play).



**Vocabulary:**

- Communicate - to share or exchange messages, information, or ideas



**Social Emotional Components:** *Students will explore social emotional skills through...*

- Self awareness: identifying one's emotions, linking feelings, values, and thoughts
- Social awareness: taking others' perspectives, demonstrating empathy and compassion, showing concern for the feelings of others

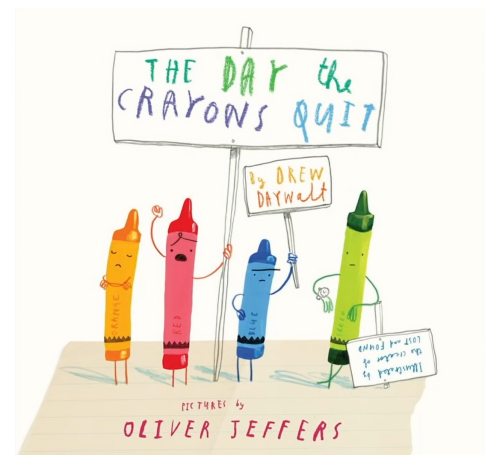


**Materials & Space:**

- [The Day the Crayons Quit](#) by Drew Daywalt
- Crayons and pencils
- Chart paper and markers
- Brainstorm sheet (completed in previous class)
- Loose leaf paper

**Prep:**

- Write vocabulary words and objective on chart paper (completed in previous class)
- Make a sample picket sign for a crayon of your choice
- Gather all materials



## Lesson Instruction:

### SEL Check-In and Intro:

- Welcome students back to class. Ask, "What color are you feeling like today and why?" Share your example first. Allow students to discuss in pairs or small groups for a few minutes. Ask one or two students to share what another person in their pair/group said.
- Explain that today, students will connect to how a crayon from the book feels.

### Vocabulary:

- Remind students that we **communicate** in many different ways. Ask students how the crayons communicated with Duncan. When students respond that the crayons communicated by writing notes, explain that today, students will get to do the same thing.

### Extension Activity:

- Ask students to remind you of some of the crayons from the story and what they were upset about. Refer back to the book if needed. Write their answers on chart paper.
- Tell students that today, they will pretend to be Duncan and write a letter back to the crayon of their choice. They can refer to the list or their memory.
- Distribute the loose leaf paper.
- Model writing a letter by writing on chart paper:

○ *Dear \_\_\_\_\_ (crayon color),*  
*Thank you for your letter.*

-----  
-----  
-----

*Your friend,*  
*Duncan*

- Allow students time to write their letter. Check in with students as they work to help formulate ideas, assist in spelling if asked, and encourage those who may need additional support.

### Share & Reflect:

- Tell students to share their letters in small groups, with partners, or as a whole class.
- Ask students, "What color are you feeling like now and why?"
- Scan or take pictures of student letters and send them to [emisoshnik@newyorkedge.org](mailto:emisoshnik@newyorkedge.org).

**Assessment Idea:** Use the extension activity to check for understanding of the story, theme, or message and the students' ability to make connections to themselves. If a student/students show limited understanding, consider engaging in a class or small group discussion in the following class.

 **Specialist Notes:** *Include post lesson reflection and ideas for future planning.*





**Lesson Title:** Library Mouse Day 1  
**Lesson Duration:** 1 session



**Grade Level:** 2nd grade



**Student Objective:**

- Students will understand that their experiences and stories are unique, and by listening to others stories we can find connections and inspiration within each other.



**Learning Standards:**

- 2R9: Make connections between self and text (texts and other people/ world). (RI&RL)
- 2W4: Create a response to a text, author, theme or personal experience (e.g., poem, dramatization, artwork, or other).
- 2SL1: Participate in collaborative conversations with diverse peers and adults (e.g., in small and large groups and during play).



**Vocabulary:**

- Library: a place where books, records, and other materials are kept and from which they may be borrowed
- Genre: a particular type, sort, or category
- Reference: a source of information
- Flattered: to feel admiration or respect from others
- Biography: the written story of the facts and events of a person's life
- Autobiography: the story of a person's life written or told by that same person
- Express: to make known your ideas, thoughts, or feelings



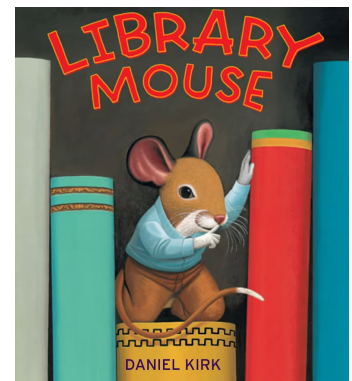
**Social Emotional Components:**

- Self awareness: integrating personal and social identities
- Social awareness: taking others' perspectives
- Relationship skills: communicating effectively



**Materials & Space:**

- [Library Mouse](#) by Daniel Kirk
- Crayons
- Pencils
- Chart paper and markers
- Brainstorm sheet copies
- Word Wall board



### Prep:

- Read the book ahead of time and add post its to pages with questions
- Choose your question response modality (turn and talk, stop and jot, act it out, whole class)
- Write vocabulary words and objective on chart paper
- Make any copies necessary

### Lesson Instruction:

#### SEL Check-In and Intro:

- Welcome students back to class. Ask, "What is your favorite kind of book/story?". Allow students to discuss in pairs or small groups for a few minutes. Ask one or two students to share what another person in their pair/group said.
- Explain that books are fun, that they all tell a story, and can teach us new things! Tell students that soon they will read a story about a mouse who decides to try writing books, and as more people read his books, he inspires himself and others to tell their stories.

#### Vocabulary:

- Explain that a **library** is a place where books, movies, and other materials are kept so people can borrow them. Ask students to repeat the word after you. Inside the library, books can be sorted by **genre**, which are different categories depending on what the book contains. Ask students to repeat the word after you. Important genres that will be mentioned in our book include: **Biographies**, which are written stories of the facts and events of a person's life. **Autobiographies**, the story of a person's life written or told by that same person. Ask students if they have ever been to the library, either the school library or a library in their community. Take one or two responses.
- Tell students that another fun important word they are going to learn today is **express**. Ask students to repeat the word after you. Explain that express means to make your ideas, thoughts, or feelings known to others. Ask students if they can share a way that they enjoy expressing themselves. Take one or two responses. Tells students to repeat the word again and keep it in mind as we read the story.

#### Read Aloud:

- Sit students on the rug or floor in a comfortable corner of the classroom and ask students to show you their "Strong Readers" pose. Remind them that they are becoming strong readers every day! Tell them the title, author, and illustrator of the book. Remind students of the rules for reading time before starting the book.
- Read the book aloud, pausing to ask questions, clarify any confusing moments, and review vocabulary words as they arise.
  - Utilize Popcorn, Stop and Jot, and/or Turn and Talk responses as needed.
- Questions that can be asked before/during/after the read aloud can include the ideas below. Remember to choose 4-5 questions that are most appropriate for your class or create your own.

- "Why do you think Sam loves the library so much?" ([pg. 3](#))
- "Have you ever felt that way about a place? Tell us about it." ([pg. 3](#))
- "What kind of book do you think Sam will write?" ([pg. 4](#))
- "Do you think it's hard to write a book? Why?" ([pg. 6](#))
- "Why do you think the librarian shared Sam's story?" ([pg. 7](#))
- "How do you feel when you read or hear something scary?" (act it out) ([pg. 10](#))
- "How do you think Sam feels after reading the letter?" ([pg. 11](#))
- "How do you think Sam feels about being a mouse? Have you ever felt that way?" ([pg. 12](#))
- "Why do you think Sam put the mirror in the "Meet the Author" box?" ([pg. 15](#))
- If students give answers that seem disconnected from the story, guide them by using further questions and prompts.
  - "That's interesting, does anyone else have a different idea?"
  - "Can you tell us what in the story makes you think that?"
  - "Let's look back at what the book says..."
- If students give basic or generic answers, guide them by using deeper questions and prompts.
  - "Can you explain what you mean by that?"
  - "Does anyone want to add on to this idea?"
  - "What did you hear or see in the story that makes you think that?"

#### Brainstorm:

- Appropriately dismiss students to walk back to their desks.
- Hand out the brainstorm sheet copies and read the questions aloud for the class. Allow students time to complete.
- How could you use words to share an idea or feeling with others?
- Students may need help spelling. Those who have difficulty writing may use a combination of pictures, labels, and verbal explanation.

#### Share & Reflect:

- Ask students to share their responses in small groups.
- Collect the sheets. Ask students, "What do you think the Library Mouse's next book should be about?"
- Thank students for their participation and explain that in the next class, students will be inspired by books just like Sam the mouse!

**Assessment:** Use the brainstorm sheet check for understanding of the story, theme, or message and the students' ability to make connections to themselves. If a student/students show limited understanding, consider engaging in a class or small group discussion in the following class.



**Specialist Notes:** *Include post lesson reflection and ideas for future planning.*

Name \_\_\_\_\_

Date \_\_\_\_\_

# BRAINSTORM SHEET



Library Mouse by Daniel Kirk

WHY DID SAM WRITE ABOUT  
BEING A MOUSE?

HOW DID SAM FEEL WHEN HE  
SAW HIS STORY BEING READ  
ALOUD?

IF YOU COULD WRITE ABOUT  
ANYONE, WHO WOULD YOU  
WRITE ABOUT? WHY?

IF YOU COULD WRITE ABOUT  
SOMETHING THAT HAPPENED IN  
YOUR LIFE OR THAT YOU  
LEARNED ABOUT, WHAT  
WOULD IT BE?





**Lesson Title:** Library Mouse Day 2  
**Lesson Duration:** 1 session



**Grade Level:** 2nd grade



**Student Objective:**

- Students will understand that their experiences and stories are unique, and by listening to others stories we can find connections and inspiration within each other.



**Learning Standards:**

- 2R9: Make connections between self and text (texts and other people/ world). (RI&RL)
- 2W4: Create a response to a text, author, theme or personal experience (e.g., poem, dramatization, artwork, or other).
- 2SL1: Participate in collaborative conversations with diverse peers and adults (e.g., in small and large groups and during play).



**Vocabulary:**

- Library: a place where books, records, and other materials are kept and from which they may be borrowed
- Genre: a particular type, sort, or category
- Cover: the front of the book
- Express: to make known your ideas, thoughts, or feelings



**Social Emotional Components:**

- Self awareness: integrating personal and social identities
- Social awareness: taking others' perspectives
- Relationship skills: communicating effectively

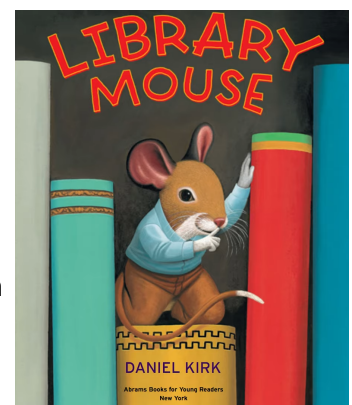


**Materials & Space:**

- [Library Mouse](#) by Daniel Kirk
- Chart paper and markers (completed in previous class)
- Supplies for book covers (instructor/student choice: construction paper, markers, colored pencils, crayons, paint, etc.)

**Prep:**

- Write vocabulary words and objective on chart paper (completed in previous class)
- Make a sample book cover and gather all materials for student's book covers
- Gather all materials



## Lesson Instruction:

### SEL Check-In and Intro:

- Welcome students back to class. Ask, "Have you ever written a story before? If so, what did you write about? If not, what would you like to write about?". Allow students to discuss in pairs or small groups for a few minutes. Ask one or two students to share what another person in their pair/group said.
- Explain that students will be inspired by books just like Sam the mouse!

### Vocabulary:

- Explain that today students will be creating book covers for the story they just talked about. Remind them that a **cover** is the front part of the book and should make someone excited to read it.

### Extension Activity:

- Distribute materials to make book covers. Consider whether students will have to share in small groups, pairs, or if there are enough supplies for everyone.
- Show an example of a completed book cover and share the reason why you chose your title, and what your illustrations shows.
- Allow students time to create their book covers. While they work, circulate around the room to offer support and to check in with student progress. Remind each table that everyone's cover will be unique!
  - Students should think about a story about their lives/ experiences/ something they learned. Students will choose/create a title for their story and create a cover illustration to go with it.

### Share & Reflect:

When the book covers are completed, display students work in a gallery walk or share out in their small groups/whole classes. Model sharing yours by holding it up and saying, "The title of my book is (your title). My title and cover illustration are about (your experience)."

- If there is time remaining, or as an additional extension option, encourage students to meet with a fellow author and share why that experience is important to them.
- Take photos of the student's book covers and send them to [emisoshnik@newyorkedge.org](mailto:emisoshnik@newyorkedge.org).
- Ask students, "Who's book title/illustration do you enjoy?", and "Why would you read someone's book?"
- Thank students for sharing about themselves and respectfully listening and learning about others.

**Assessment:** Use the extension activity to check for understanding of the story, theme, or message and the students' ability to make connections to themselves. If a student/students show limited understanding, consider engaging in a class or small group discussion in the following class.

 **Specialist Notes:** *Include post lesson reflection and ideas for future planning.*



**Lesson Title:** The Book Tree Day 1  
**Lesson Duration:** 1 session



**Grade Level:** 2nd



**Student Objective:**

- Students will express their thoughts about the importance of books and stories in their lives.



**Learning Standards:**

- 2R9: Make connections between self and text (texts and other people/ world). (RI&RL)
- 2W4: Create a response to a text, author, theme or personal experience (e.g., poem, dramatization, artwork, or other).
- 2SL1: Participate in collaborative conversations with diverse peers and adults (e.g., in small and large groups and during play).



**Vocabulary:**

- Preposterous: totally unlikely or unbelievable
- Community: a group of people who live close together or have shared interests
- Dangerous: not safe
- Banned: to have an official rule against; not allowed



**Social Emotional Components:**

- Self awareness: developing interests and a sense of purpose, linking feelings, values, and thoughts
- Social awareness: identifying diverse social norms, even unjust ones
- Relationship skills: practicing teamwork and collaborative problem solving



**Materials & Space:**

- [The Book Tree](#) by Paul Czajak
- Chart paper and markers
- Crayons and pencils
- Brainstorm sheet copies
- Word Wall board

**Prep:**

- Make any copies necessary
- Write vocabulary words and objective on chart paper
- Read the book ahead of time and add post its to pages with questions
- Choose your question response modality (turn and talk, stop and jot, act it out, whole class)





## Lesson Instruction:

### SEL Check-In and Intro:

- Welcome students back to class. Ask, "Would you want to live in a world without reading? Why or why not?" Allow students to discuss in pairs or small groups for a few minutes. Ask one or two students to share what another person in their pair/group said.
- Explain that reading is something that everyone experiences differently, and it's important for understanding books, communicating to others, and even playing video games! Tell students that soon they will read a story about a young boy who realizes just how important reading is, in the world around him.

### Vocabulary:

- Explain that a group of people who live close together or have shared interests are a **community**. Ask students to repeat the word after you. Have students discuss in pairs or small groups what communities they are a part of. Allow one or two students to share their partner's response.
- Tell students that another fun important word they are going to learn today is **banned**. Ask students to repeat the word after you. Explain that banned means something is not allowed and there is usually a rule against it. Banned things can be seen as **dangerous** or not safe. Ask students to repeat the word after you. On the other hand, some people also think these rules or bans are **preposterous**. Ask students to repeat the word after you. Preposterous means something is totally unbelievable.

### Read Aloud:

- Sit students on the rug or floor in a comfortable corner of the classroom and ask students to show you their "Strong Readers" pose. Remind them that they are becoming strong readers every day! Tell them the title, author, and illustrator of the book. Remind students of the rules for reading time before starting the book.
- Read the book aloud, pausing to ask questions, clarify any confusing moments, and review vocabulary words as they arise.
  - Utilize Popcorn, Stop and Jot, and/or Turn and Talk responses as needed.
- Questions that can be asked before/during/after the read aloud can include the ideas below. Remember to choose 4-5 questions that are most appropriate for your class or create your own.
  - "Why do you think the Mayor said the books were dangerous?"
  - "How does Arlo feel when the books get destroyed?"
  - "Why is the worst part of any book the end
  - "How does the community feel in this town without books?"
  - "What do you think Arlo is writing?"
  - "What do you think Arlo hears?"
  - "Why do you think the community doesn't listen to Arlo's story?"
  - "What made the Mayor change his mind? "



- "What does Arlo mean when he says, 'The book was just the seed?'"
- "How can books change our lives? Why do people need books?"
- "Do you think this is the end of the story? What do you think would happen next in this town? What do you think will happen to all the books on the book tree?"
- If students give answers that seem disconnected from the story, guide them by using further questions and prompts.
  - "That's interesting, does anyone else have a different idea?"
  - "Can you tell us what in the story makes you think that?"
  - "Let's look back at what the book says..."
- If students give basic or generic answers, guide them by using deeper questions and prompts.
  - "Can you explain what you mean by that?"
  - "Does anyone want to add on to this idea?"
  - "What did you hear or see in the story that makes you think that?"

#### **Brainstorm:**

- Dismiss rows to walk back to their desks one by one
- Hand out the brainstorm sheet copies and read the questions aloud for the class. Allow students time to complete.
- Students may need help spelling. Those who have difficulty writing may use a combination of pictures, labels, and verbal explanation.

#### **Share & Reflect:**

- Ask students to share their responses in small groups.
- Collect the sheets. Ask students, "Do you feel differently about living in a world with no books after reading this story?"
- Thank students for their participation and explain that in the next class, students will think about how much they really use reading in their lives, just like Arlo!

**Assessment:** Use the brainstorm sheet to check for understanding of the story, theme, or message and the students' ability to make connections to themselves. If a student/students show limited understanding, consider engaging in a class or small group discussion in the following class.



**Specialist Notes:** *Include post lesson reflection and ideas for future planning.*

Name \_\_\_\_\_

Date \_\_\_\_\_

# BRAINSTORM SHEET



The Book Tree by Paul Czajak

WHY DO YOU THINK SOME  
TOWNSPEOPLE DIDN'T CARE  
ABOUT NOT HAVING BOOKS AT  
FIRST?

HOW DID ARLO/THE  
COMMUNITY HELP THE MAYOR  
CHANGE HIS MIND?

WHAT WOULD BE MISSING  
FROM YOUR LIFE IF YOU HAD  
NO BOOKS?

WHY DO YOU THINK IT'S SO  
IMPORTANT TO SHARE WORDS  
AND STORIES?





**Lesson Title:** The Book Tree Day 2  
**Lesson Duration:** 1 session



**Grade Level:** 2nd grade



**Student Objective:**

- Students will express their thoughts about the importance of books and stories in their lives.



**Learning Standards:**

- 2R9: Make connections between self and text (texts and other people/ world). (RI&RL)
- 2W4: Create a response to a text, author, theme or personal experience (e.g., poem, dramatization, artwork, or other).
- 2SL1: Participate in collaborative conversations with diverse peers and adults (e.g., in small and large groups and during play).



**Vocabulary:**

- Preposterous: totally unlikely or unbelievable
- Community: a group of people who live close together or have shared interests
- Dangerous: not safe
- Banned: to have an official rule against; not allowed



**Social Emotional Components:**

- Self awareness: developing interests and a sense of purpose, linking feelings, values, and thoughts
- Social awareness: identifying diverse social norms, even unjust ones
- Relationship skills: practicing teamwork and collaborative problem solving



**Materials & Space:**

- [The Book Tree](#) by Paul Czajak
- Chart paper and markers (completed in previous class)
- Crayons
- Pencils
- Looseleaf

**Prep:**

- Write vocabulary words and objective on chart paper (completed in previous class)
- Make a sample page for the class book
- Gather all materials



## Lesson Instruction:

### SEL Check-In and Intro:

- Welcome students back to class. Ask, "If you could be any character from your favorite story, who would you be?" (Movies, tv shows, or games can also be considered.) Allow students to discuss in pairs or small groups for a few minutes. Ask one or two students to share what another person in their pair/group said.
- Explain that today we will focus on why books are important for each of us, just like Arlo!

### Vocabulary:

- Ask students to give an example of a **community** that they and all their classmates are part of. (Grade, age, school, nyedge, etc.) Remind students of the word **banned**. Ask students where they heard that word in the story. Turn to the page in the book to remind them.

### Extension Activity:

- Tell students that now they are going to pretend to be members of the community in the story by writing about what they would do next if they were in the book.
- Distribute paper, pencils, and crayons.
- Allow students time to write a short passage describing what their character would do if they were in the book. Encourage them to add a picture to illustrate what they wrote about.
- While they write, check in with students to discuss ideas, assist with spelling if asked, and encourage those who may need additional support.

### Share & Reflect:

- Tell students to share their work in pairs, small groups, or as a whole class.
- Collect the pages and bind them together to create a class book. Scan or take photos of the student book and send to [emisoshnik@newyorkedge.org](mailto:emisoshnik@newyorkedge.org).
- Ask students, "What was your favorite part of someone else's story?"
- Thank students for their participation.

**Assessment:** Use the extension activity to check for understanding of the story, theme, or message and the students' ability to make connections to themselves. If a student/students show limited understanding, consider engaging in a class or small group discussion in the following class.

 **Specialist Notes:** *Include post lesson reflection and ideas for future planning.*



**Lesson Title:** Sofia Valdez, Future Prez Day 1  
**Lesson Duration:** 1 session



**Grade Level:** 2nd grade



**Student Objective:**

- Students will recognize areas of improvement for their communities/environment, share their ideas with others, and advocate for change.



**Learning Standards:**

- 2R9: Make connections between self and text (texts and other people/ world). (RI&RL)
- 2W4: Create a response to a text, author, theme or personal experience (e.g., poem, dramatization, artwork, or other).
- 2SL1: Participate in collaborative conversations with diverse peers and adults (e.g., in small and large groups and during play).



**Vocabulary:**

- Petition: a formal, written request by many people that is made to a person in authority.
- City Hall: the building that houses the offices of people in charge of a city.
- Teamwork: Working together to achieve a goal.
- Spanish translation: abuelo - grandfather, "Te amo, mi vida" - I love you, my everything.



**Social Emotional Components:**

- Self awareness: linking feelings, values, and thoughts, developing interests
- Social awareness: recognizing situational demands and opportunities
- Responsible decision making: identifying solutions for personal and social problems, reflecting on one's role to promote personal, family, and community well-being



**Materials & Space:**

- [Sofia Valdez, Future Prez](#) by Andrea Beaty
- Chart paper and markers
- Crayons and pencils
- Brainstorm sheet copies

**Prep:**

- Write vocabulary words and objective on chart paper
- Make any copies necessary
- Read the book ahead of time and add post its to pages with questions
- Choose your question response modality (turn and talk, stop and jot, act it out, whole class)



## Lesson Instruction

### SEL Check-In and Intro:

- Welcome students back to class. Ask, "Have you ever helped someone else? How did it make you feel? How do you think it made them feel?" Allow students to discuss in pairs or small groups for a few minutes. Ask one or two students to share what another person in their pair/group said.
- Explain that helping leaves others feeling good, and ourselves feeling good! Tell students that soon they will read a story about a young girl who decides to help her town by speaking out about an important problem.

### Vocabulary:

- Explain that when people work together to make an important change, they use **teamwork**. Ask students to repeat the word after you. Tell students another fun word they are going to learn today is **petition**. Ask students to repeat the word after you. Explain that a petition is a formal, written request by many people that is made to a person in authority, this person is usually part of the **government**. People in charge of the city can usually be found in the offices inside the **city hall**. Ask students if they can share an example of people in government. Take one or two responses. Tell students to repeat the word again and keep it in mind as we read the story.

### Read Aloud:

- Sit students on the rug or floor in a comfortable corner of the classroom and ask students to show you their "Strong Readers" pose. Remind them that they are becoming strong readers every day! Tell them the title, author, and illustrator of the book. Remind students of the rules for reading time before starting the book.
- Read the book aloud, pausing to ask questions, clarify any confusing moments, and review vocabulary words as they arise.
  - Utilize Popcorn, Stop and Jot, and/or Turn and Talk responses as needed.
- Questions that can be asked before/during/after the read aloud can include the ideas below. Remember to choose 4-5 questions that are most appropriate for your class or create your own.
  - Why is it important to help others? ([pg. 3](#))
  - What do you think Sofia's idea is? (after seeing mount trashmore) ([pg. 7](#))
  - How does Abuelo support/show love to Sofia? Is there someone in your life who supports/shows love to you that way? (CE - make mention that if students can't think of someone in their own lives that CE is that person) ([pg. 11](#))
  - How do you think Sofia feels going to City Hall alone? ([pg. 12](#))
  - How would you feel if you were Sofia? (scene with different rooms) ([pg. 13](#))
  - Why do you think the clerk changed her mind? ([pg. 14](#))
  - What do you notice in the picture (pg with all the kids and signs). ([pg. 18](#))
  - Where do you think the trash went before they built the park? ([pg. 19](#))

- Do you think Sofia was brave/courageous? Why or why not? [\(end\)](#)
- How was Sofia a leader? [\(end\)](#)
- Why do the people of Blue Creek think Sofia can be president one day? Would you vote for Sofia for president? [\(end\)](#)
- If students give answers that seem disconnected from the story, guide them by using further questions and prompts.
  - "That's interesting, does anyone else have a different idea?"
  - "Can you tell us what in the story makes you think that?"
  - "Let's look back at what the book says..."
- If students give basic or generic answers, guide them by using deeper questions and prompts.
  - "Can you explain what you mean by that?"
  - "Does anyone want to add on to this idea?"
  - "What did you hear or see in the story that makes you think that?"

#### **Brainstorm:**

- Appropriately dismiss students to walk back to their desks.
- Hand out the brainstorm sheet copies and read the questions aloud for the class. Allow students time to complete.
- Students may need help spelling. Those who have difficulty writing may use a combination of pictures, labels, and verbal explanation.
- Ask students to share their responses in small groups.

#### **Share & Reflect:**

- Ask students to share their responses in small groups.
- Collect the sheets. Ask students, "Does this story remind you of another story we read?"
- Thank students for their participation and explain that in the next class, students will think about how they can make their ideas into a reality, just like Sofia!

**Assessment:** Use the brainstorm sheet to check for understanding of the story, theme, or message and the students' ability to make connections to themselves. If a student/students show limited understanding, consider engaging in a class or small group discussion in the following class.



**Specialist Notes:** *Include post lesson reflection and ideas for future planning.*

Name \_\_\_\_\_

Date \_\_\_\_\_

# BRAINSTORM SHEET



Sofia Valdez, Future Prez by Andrea Beaty

WHAT ARE SOME WAYS SOFIA  
HELPED OTHERS?

WHAT INSPIRED THE  
COMMUNITY TO WORK  
TOGETHER?

WHAT PROJECT COULD YOU  
START TO IMPROVE YOUR  
COMMUNITY?

WHAT IS SOMETHING YOU  
WANT TO ADD, CHANGE, OR  
IMPROVE AT YOUR NYE SITE?







**Lesson Title:** Sofia Valdez, Future Prez Day 2  
**Lesson Duration:** 1 sessions



**Grade Level:** 2nd grade



**Student Objective:**

- Students will recognize areas of improvement for their communities/environment, share their ideas with others, and advocate for change.



**Learning Standards:**

- 2R9: Make connections between self and text (texts and other people/ world). (RI&RL)
- 2W4: Create a response to a text, author, theme or personal experience (e.g., poem, dramatization, artwork, or other).
- 2SL1: Participate in collaborative conversations with diverse peers and adults (e.g., in small and large groups and during play).



**Vocabulary:**

- Government: a group of people that has power and authority
- Petition: a formal, written request by many people that is made to a person in authority
- City Hall: the building that houses the offices of people in charge of a city
- Teamwork: working together to achieve a goal.
- Persistence/ Perseverance: to keep trying and continue despite difficulties
- Spanish translation: abuelo - grandfather, "Te amo, mi vida" - I love you, my everything



**Social Emotional Components:**

- Social awareness: recognizing situational demands and opportunities
- Responsible decision making: identifying solutions for personal and social problems, reflecting on one's role to promote personal, family, and community well-being



**Materials & Space:**

- [Sofia Valdez, Future Prez](#) by Andrea Beaty
- Chart paper and markers (completed in previous class)
- Crayons and pencils
- Brainstorm sheet copies (completed in previous class)

**Prep:**

- Write vocabulary words and objective on chart paper (completed in previous class)
- Make any copies necessary
- Gather all materials for student's petition writing



## Lesson Instruction

### SEL Check-In and Intro:

- Welcome students back to class. Ask students to draw something about afterschool that brings them joy. Draw for a few minutes and discuss in pairs or small groups (5 minutes total). Ask one or two students to share what another person in their pair/group said.
- Explain that today we will be working to make our ideas a reality inside our NYEdge program!

### Vocabulary:

- Explain that today students will work together to create a formal, written request made to our NYEdge Program Director. This request is called a **petition**. Ask students where they heard that word in the story. Turn to the page in the book to remind them. Tell students that when they begin discussing ideas and writing, they should remember to use **teamwork**.

### Extension Activity:

- Distribute completed brainstorm sheets so students can be inspired by their previous responses as well as blank paper for brainstorming ideas.
- Allow students time to discuss what they would like to see changed, improved, or added to their site.
  - Explain to students that as they write down ideas, they should also discuss why that idea is important and/or would provide a helpful change.
- While they work, circulate around the room to offer support and to check in with student progress. Remind each table that this is a way to offer ideas and thoughts to the NYE program in order to offer solutions to problems or issues that could help everybody.
- Tell students to narrow down their ideas as a group to one idea that they will share with the class.

### Share & Reflect:

- Allow one person from each group to share their top idea for the class. Write down their ideas as they share them.
- Take a class vote to narrow it down to one item that the whole class will try to accomplish.
- Ask students, "How do you think you think this would help make things better?"
- Thank students for their dedication.

**Assessment:** Use the extension activity to check for understanding of the story, theme, or message and the students' ability to make connections to themselves. If a student/students show limited understanding, consider engaging in a class or small group discussion in the following class.

 **Specialist Notes:** *Include post lesson reflection and ideas for future planning.*



**Lesson Title:** Sofia Valdez, Future Prez Day 3  
**Lesson Duration:** 1 session



**Grade Level:** 2nd grade



**Student Objective:**

- Students will recognize areas of improvement for their communities/environment, share their ideas with others, and advocate for change.



**Learning Standards:**

- 2R9: Make connections between self and text (texts and other people/ world). (RI&RL)
- 2W4: Create a response to a text, author, theme or personal experience (e.g., poem, dramatization, artwork, or other).
- 2SL1: Participate in collaborative conversations with diverse peers and adults (e.g., in small and large groups and during play).



**Vocabulary:**

- Government: a group of people that has power and authority
- Petition: a formal, written request by many people that is made to a person in authority
- City Hall: the building that houses the offices of people in charge of a city
- Teamwork: working together to achieve a goal
- Spanish translation: abuelo - grandfather, "Te amo, mi vida" - I love you, my everything



**Social Emotional Components:**

- Social awareness: recognizing situational demands and opportunities
- Responsible decision making: identifying solutions for personal and social problems, reflecting on one's role to promote personal, family, and community well-being



**Materials & Space:**

- [Sofia Valdez, Future Prez](#) by Andrea Beaty
- Chart paper and markers (completed in previous class)
- Crayons
- Pencils
- Petitions (completed in previous class)

**Prep:**

- Write vocabulary words and objective on chart paper (completed in previous class)
- Make a petition presentation sample
- Gather all materials for student presentations



## Lesson Instruction

### SEL Check-In and Intro:

- Welcome students back to class. Ask students, “How do you feel when you have to present or read in front of other people? How can you help someone who may be nervous about that?” Allow students to discuss in pairs or small groups for a few(5) minutes. Ask one or two students to share what another person in their pair/group said.
- Explain that everyone has different experiences and emotions speaking in front of class, but what’s important is that we all support each other.

### Vocabulary:

- Explain that sharing our thoughts and ideas is a brave and **courageous** act. Ask students, “How was Sophia able to be courageous when presenting her petition?” Turn to the page in the book to remind them after you take a few answers.
- Explain that as we finish with the purpose of our petitions, students have shown a lot of **perseverance** in executing all the different steps to building one.

### Extension Activity:

- Remind students of the vote the class took previously. Narrate filling out the petition template and ask for student responses.
- Read the completed petition aloud and ask students to sign/write their names.
- Present your completed sample petition and model how students could speak when explaining their ideas.
- Decide as a group whether multiple students want to present their petition or if they want to elect one student.
- When students feel confident with their presentations allow groups or classes to present in front of the entire class and/or available counselors.
- If there is time remaining, or as an additional extension option, encourage students to present to the site director, assistant director, or education specialist and possibly make a change for their afterschool program. Encourage the site director to share their thoughts on the petition and discuss with the students.

### Share & Reflect:

- Collect petition/s. Ask students, “How do you feel about the results of the petition? What is something you could do next?”, and “How did you feel presenting to your Site Director/Assistant Director/Education Specialist?”
- Thank students for their participation and hard work in creating and sharing their petitions!

**Assessment:** Use the extension activity to check for understanding of the story, theme, or message and the students’ ability to make connections to themselves. If a student/students show limited understanding, consider engaging in a class or small group discussion in the following class.

 **Specialist Notes:** *Include post lesson reflection and ideas for future planning.*

Date: \_\_\_\_\_

What can we change, improve or add to our NYEdge site?



think that \_\_\_\_\_

2. \_\_\_\_\_

### 3.

[illegible]



**Lesson Title:** Harlem Grown Day 1  
**Lesson Duration:** 1 session



**Grade Level:** 2nd grade



**Student Objective:**

- Students will identify areas in need of improvement around their school or neighborhood, discuss the importance of community involvement, and create a model garden designed to transform the classroom.



**Learning Standards:**

- 2R9: Make connections between self and text (texts and other people/ world). (RI&RL)
- 2W4: Create a response to a text, author, theme or personal experience (e.g., poem, dramatization, artwork, or other).
- 2SL1: Participate in collaborative conversations with diverse peers and adults (e.g., in small and large groups and during play).



**Vocabulary:**

- Dreary: dark and sad
- Bustling: moving quickly and energetically
- Nurture: to help something or someone grow



**Social Emotional Components:**

- Self-awareness: developing interests and a sense of purpose
- Self management: using planning and organizational skills
- Relationship skills: communicating effectively

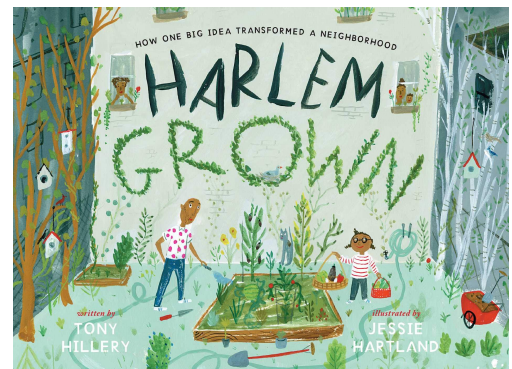


**Materials & Space:**

- [Harlem Grown](#) by Tony Tillery
- Chart paper and markers
- Crayons
- Pencils
- Brainstorm sheet copies

**Prep:**

- Write vocabulary words and objective on chart paper
- Make any copies necessary
- Read the book ahead of time and add post its to pages with questions
- Choose your question response modality (turn and talk, stop and jot, act it out, whole class)



## Lesson Instruction

### SEL Check-In and Intro:

- Welcome students back to class. Ask, "Have you ever seen something grow? How did it make you feel? Did you help it grow? How?" Allow students to discuss in pairs or small groups for a few minutes. Ask one or two students to share what another person in their pair/group said.
- Explain that growth happens in lots of different ways, and it happens in all different amounts of time! Tell students that soon they will read a story about a teacher who decides to help his school grow and change into a better place.

### Vocabulary:

- Explain that **nurture** means to help someone or something grow. Ask students to repeat the word after you. Ask one or two students to share what another person in their pair/group said.

### Read Aloud:

- Sit students on the rug or floor in a comfortable corner of the classroom and ask students to show you their "Strong Readers" pose. Remind them that they are becoming strong readers every day! Tell them the title, author, and illustrator of the book. Remind students of the rules for reading time before starting the book
- Read the book aloud, pausing to ask questions, clarify any confusing moments, and review vocabulary words as they arise.
  - Bustling means to move quickly and energetically. Dreary means dark and sad and haunted means spooky or abandoned.
  - Utilize Popcorn, Stop and Jot, and/or Turn and Talk responses as needed.
- Questions that can be asked before/during/after the read aloud can include the ideas below. Remember to choose 4-5 questions that are most appropriate for your class or create your own.
  - "Why do you think the garden was full of trash?" ([pg. 3](#))
  - "Have you ever seen a haunted place?" ([pg. 3](#))
  - "Why do you think they put a fence around the garden?" ([pg. 4](#))
  - "Where are some places you could grow a garden around your school/neighborhood?" ([pg. 7](#))
  - "Why do you think Mr. Tony decided to plant a garden?" ([pg. 10](#))
  - "How did the students help to nurture the garden?" ([pg. 14](#))
  - "Do you think this could happen in real life?" ([pg. 20](#))
  - If you could speak to Mr. Tony, what is one thing you would ask him? ([end](#))
- If students give answers that seem disconnected from the story, guide them by using further questions and prompts.
  - "That's interesting, does anyone else have a different idea?"
  - "Can you tell us what in the story makes you think that?"
  - "Let's look back at what the book says..."

- If students give basic or generic answers, guide them by using deeper questions and prompts.
  - "Can you explain what you mean by that?"
  - "Does anyone want to add on to this idea?"
  - "What did you hear or see in the story that makes you think that?"

#### **Brainstorm:**

- Dismiss rows to walk back to their desks one by one.
- Hand out the brainstorm sheet copies and read the questions aloud for the class. Allow students time to complete.
- Students may need help spelling. Those who have difficulty writing may use a combination of pictures, labels, and verbal explanation.
- Ask students to share out their responses in small groups.

#### **Share & Reflect:**

- Ask students to share out their responses in small groups.
- Collect the sheets. Ask students, "Do you think your school should have a garden? Why?"
  - Look for connections to other books the class has read.
- Thank students for their participation and explain that in the next class, they will have the opportunity to be gardeners just like Nevaeh, Mr. Tony, and the other students!

**Assessment:** Use the extension activity to check for understanding of the story, theme, or message and the students' ability to make connections to themselves. If a student/students show limited understanding, consider engaging in a class or small group discussion in the following class.



**Specialist Notes:** *Include post lesson reflection and ideas for future planning.*





Name \_\_\_\_\_

Date \_\_\_\_\_

# BRAINSTORM SHEET



Harlem Grown by Tony Tillery

HOW DO YOU THINK MR. TONY  
FELT WHEN THE COMMUNITY  
NURTURED THE GARDEN?

HOW DO YOU THINK THE  
STUDENTS FELT SEEING THE  
GARDEN FINISHED?

HOW WOULD YOU FEEL ABOUT  
HAVING A CLASSROOM OR  
SCHOOL GARDEN?

IF YOU COULD GROW  
ANYTHING IN A CLASSROOM  
GARDEN, WHAT WOULD YOU  
GROW? DRAW A PICTURE.





**Lesson Title:** Harlem Grown Day 2  
**Lesson Duration:** 2 sessions



**Grade Level:** 2nd grade



**Student Objective:**

- Students will identify areas in need of improvement around their school or neighborhood, discuss the importance of community involvement, and create a model garden designed to transform the classroom.



**Learning Standards:**

- 2R9: Make connections between self and text (texts and other people/ world). (RI&RL)
- 2W4: Create a response to a text, author, theme or personal experience (e.g., poem, dramatization, artwork, or other).
- 2SL1: Participate in collaborative conversations with diverse peers and adults (e.g., in small and large groups and during play).



**Vocabulary:**

- Pruning: to cut away dead or overgrown branches, this helps the plant grow more
- Dreary: dark and sad
- Haunted: an spooky area where people don't usually go
- Bustling: moving quickly and energetically
- Nurture: to help something or someone grow



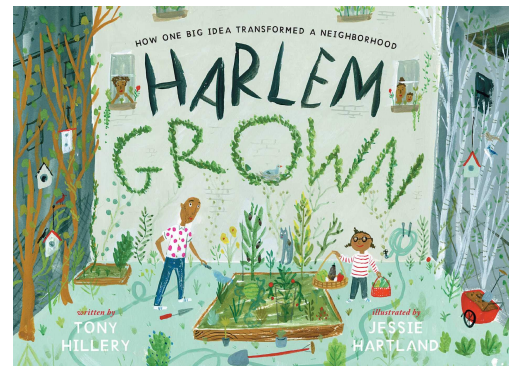
**Social Emotional Components:**

- Self-awareness: developing interests and a sense of purpose
- Self management: using planning and organizational skills
- Relationship skills: communicating effectively



**Materials & Space:**

- [Harlem Grown](#) by Tony Tillery
- Chart paper and markers (completed in previous class)
- Crayons
- Pencils
- Plant emoji sheet
- Brainstorm sheet copies (completed in previous class)
- Clay (optional)
- Small beads
- Envelopes



- Scissors (optional)
- Construction paper (optional)

#### Prep:

- Write vocabulary words and objective on chart paper (completed in previous class)
- Make a sample plant sculpture and/or sample seed packet
- Gather all materials

### Lesson Instruction

#### SEL Check-In and Intro:

- Welcome students back to class. Have the plant emoji chart(attached) available for all students to see. Ask, "What plant best describes how you are feeling right now? " Allow students to discuss in pairs or small groups for a few minutes. Ask one or two students to share what another person in their pair/group said.
- Explain that today we will be gardeners, just like Mr. Tony and Neveah!!

#### Vocabulary:

- Explain that as students take on the role of gardener, it's important to think of different ways we can **nurture** our plants, this way when we write our instructions others can easily follow them! Ask students where they remember Mr. Tony and Neveah nurturing their garden in the story. Turn to the page in the book to remind them.

#### Extension Activity:

- Distribute completed brainstorm sheets to students. Explain that today they will be bringing their flower/plant creations to life.
- Distribute envelopes and coloring supplies. Explain that students will create a flower/plant seed packet with instructions for growing. The completed envelope should include:
  - An image of the plant and name of the plant (on one side)
  - Instructions for nurturing your plant from seeds and an explanation of what grows (on the other side)
    - Example: "Doritoculus - small orange plant that needs lots of sunlight and water every morning. When leaves fall, you can harvest nacho doritos."
- Allow students time to create their seed packets. While they work, circulate around the room to offer support and to check in with student progress. Remind each table that your plants can be based on anything that brings them joy, or could bring others joy.
- If different sized/shaped beads are available, have students partially fill their seed packets and seal them, to create the illusion of actual seeds!
- If students finish quickly or you want to extend this lesson further, follow the remaining instructions.
- Distribute materials to make a unique plant sculpture. Consider whether students will have to share in small groups, pairs, or if there are enough supplies for everyone.
- If creating the 3D sculpture:

- Every student will create and build/sculpt a NEW plant, flower, or food that grows something they love (encourage students to be creative, it doesn't have to be real) out of clay.
- Show an example of a completed plant sculpture and share your process and the purpose of your plant.
- If creating a paper model:
  - Every student will cut and paste a NEW plant, flower, or food that grows something they love (encourage students to be creative, it doesn't have to be real) out of construction paper.
  - Show an example of a completed paper plant and share your process and the purpose of your plant.

### Share & Reflect:

- When the plant sculptures and seed packets are completed, tell students to share out in their small groups. Model sharing yours by holding it up and saying, "The name of my plant is (your plant name) and it can grow (what your plant can grow). To grow and nurture my plant you have to follow (your plant's instructions)."
- If there is time remaining, or as an additional extension option, encourage students to make botany drawings of their plant. If possible, invite another group to come and view the garden or ask your director to display the work.
- Ask students, "If you could grow any other plant besides yours, which would you grow and why?"
- Thank students for participating and creating a lovely garden!

**Assessment:** Use the extension activity to check for understanding of the story, theme, or message and the students' ability to make connections to themselves. If a student/students show limited understanding, consider engaging in a class or small group discussion in the following class.



**Specialist Notes:** *Include post lesson reflection and ideas for future planning.*



**Lesson Title:** Hey, Wall Day 1  
**Lesson Duration:** 1 session



**Grade Level:** 2nd grade



**Student Objective:**

- Students will discuss the value of community effort in transforming a space.
- Students will showcase their importance in the classroom community by creating a class mural that depicts their strengths.



**Learning Standards:**

- 2R9: Make connections between self and text (texts and other people/ world). (RI&RL)
- 2W4: Create a response to a text, author, theme or personal experience (e.g., poem, dramatization, artwork, or other).
- 2SL1: Participate in collaborative conversations with diverse peers and adults (e.g., in small and large groups and during play).



**Vocabulary:**

- Stoop: a small staircase leading to the entrance of a building
- Canvas: an empty space where you can create something; similar to a painter's canvas
- Mural: a large picture painted on a wall
- Transform: to change



**Social Emotional Components:**

- Self-awareness: identifying personal, cultural, and linguistic assets
- Social Awareness: recognizing strengths in others
- Relationship skills: developing positive relationships

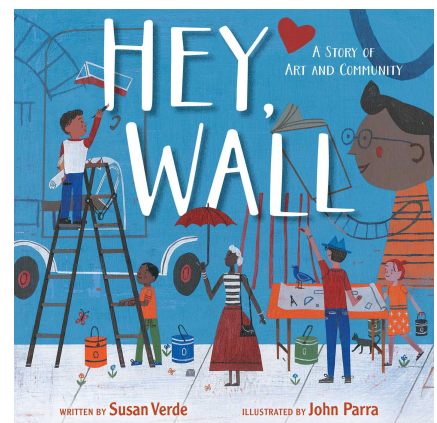


**Materials & Space:**

- [Hey, Wall](#) by Susan Verde
- Chart paper and markers
- Crayons and pencils
- Brainstorm sheet copies

**Prep:**

- Read the book ahead of time and add post its to pages with questions
- Choose your question modality
- Write vocabulary words and objective on chart paper
- Make any copies necessary





## Lesson Instruction

### SEL Check-In and Intro:

- Welcome students back to class. Ask, "If you could paint anything on your classroom wall, what would it be and why?" Allow students to discuss in pairs or small groups for a few minutes. Ask one or two students to share what another person in their pair/group said.
- Explain that sometimes people paint or draw on walls to help inspire the people who see them! Tell students that soon they will read a story about a young boy who decides to change a wall in his community so everyone can enjoy it.

### Vocabulary:

- Explain that when people paint a large picture on the wall it is called a **mural**. Ask students to repeat the word after you. Show examples of murals by using the ones included in this curriculum, or take pictures of murals in your neighborhood.
- Tell students another fun word they are going to learn today is **transform**. Ask students to repeat the word after you. Explain that transform means to change. Ask students if they can share an example of a time they have seen something or someone transform. Take one or two responses. Tell students to repeat the word again and keep it in mind as we read the story.

### Read Aloud:

- Sit students on the rug or floor in a comfortable corner of the classroom and ask students to show you their "Strong Readers" pose. Remind them that they are becoming strong readers every day! Tell them the title, author, and illustrator of the book. Remind students of the rules for reading time before starting the book.
- Read the book aloud, pausing to ask questions, clarify any confusing moments, and review vocabulary words as they arise.
  - Utilize Popcorn, Stop and Jot, and/or Turn and Talk responses as needed.
- Questions that can be asked before/during/after the read aloud can include the ideas below. Remember to choose 4-5 questions that are most appropriate for your class or create your own.
  - "Is there a wall like this in your neighborhood? ([cover](#))"
  - "How do you think the wall used to look?" ([pg. 5](#))"
  - "Why do you think he says the wall is lonely?" ([pg. 6](#))"
  - "What do you think he is going to do to change the wall?" ([pg. 9](#))"
  - "Show with your face or explain out loud how you think he feels. How would you feel if you were starting a big art project?" ([pg. 10](#))"
  - "How did they work together to transform the wall?" ([pg. 12](#))"
  - "How does the wall tell the story of the neighborhood?" ([pg. 14](#))"
  - "In the beginning, the main character described the wall as lonely. What word would you use to describe the wall now?" ([pg. 14](#))"
  - "How can we tell the story of our class through art?" ([end](#))"

- If students give answers that seem disconnected from the story, guide them by using further questions and prompts.
  - "That's interesting, does anyone else have a different idea?"
  - "Can you tell us what in the story makes you think that?"
  - "Let's look back at what the book says..."
- If students give basic or generic answers, guide them by using deeper questions and prompts.
  - "Can you explain what you mean by that?"
  - "Does anyone want to add on to this idea?"
  - "What did you hear or see in the story that makes you think that?"

#### **Brainstorm:**

- Dismiss rows to walk back to their desks one by one.
- Hand out the brainstorm sheet copies and read the questions aloud for the class. Allow students time to complete.
- Students may need help spelling. Those who have difficulty writing may use a combination of pictures, labels, and verbal explanation.
- Ask students to share out their responses in small groups.

#### **Share & Reflect:**

- Start a class brainstorm about what to add to the class mural, list some answers from brainstorm sheets.
- Collect sheets. Ask students to look at the last illustration in the book, "What is your favorite part of their mural?", and "What are you most excited to add to our class mural when we meet next?"
- Thank students for their participation and explain that in the next class, students will have the opportunity to create a mural together!

**Assessment:** Use the brainstorm sheet to check for understanding of the story, theme, or message and the students' ability to make connections to themselves. If a student/students show limited understanding, consider engaging in a class or small group discussion in the following class.



**Specialist Notes:** *Include post lesson reflection and ideas for future planning.*



## Examples of Murals

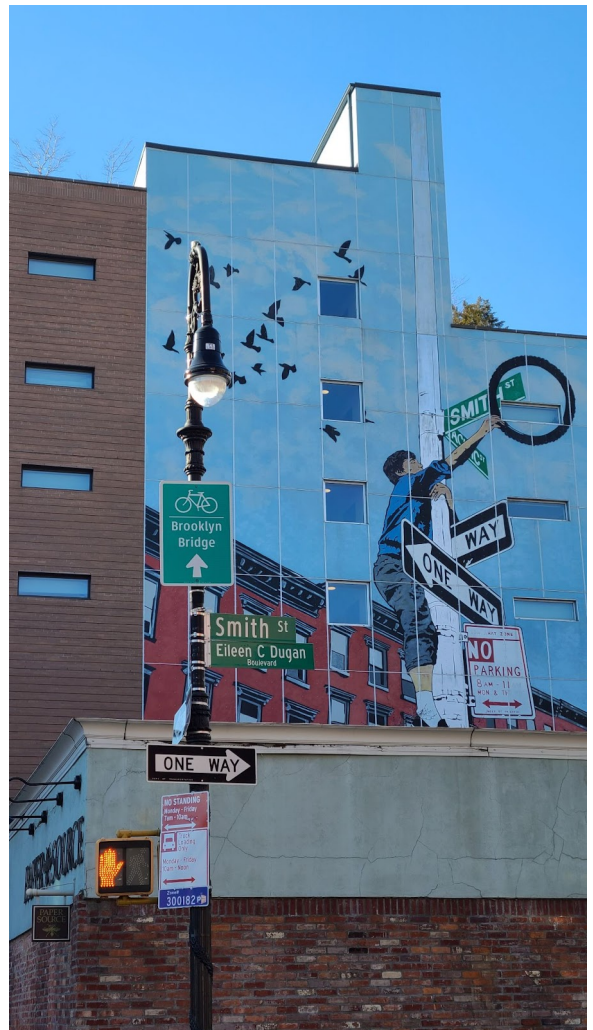


Photo Credit: Erica Misoshnik

Name \_\_\_\_\_

Date \_\_\_\_\_

# BRAINSTORM SHEET



Hey, Wall! by Susan Verde

WHAT DO YOU NOTICE ABOUT  
THE MURAL?

HOW DO YOU THINK THEY FELT  
WHEN THEY TRANSFORMED  
THE WALL?

WHAT PICTURE OR IMAGES  
WOULD YOU ADD TO A CLASS  
MURAL?

WHY IS IT IMPORTANT TO THE  
CLASS MURAL?





**Lesson Title:** Hey, Wall Day 2  
**Lesson Duration:** 1 session



**Grade Level:** 2nd grade



**Student Objective:**

- Students will discuss the value of community effort in transforming a space.
- Students will showcase their importance in the classroom community by creating a class mural that depicts their strengths.



**Learning Standards:**

- 2R9: Make connections between self and text (texts and other people/ world). (RI&RL)
- 2W4: Create a response to a text, author, theme or personal experience (e.g., poem, dramatization, artwork, or other).
- 2SL1: Participate in collaborative conversations with diverse peers and adults (e.g., in small and large groups and during play).



**Vocabulary:**

- Canvas: an empty space where you can create something; similar to a painter's canvas
- Mural: a large picture painted on a wall
- Transform: to change



**Social Emotional Components:**

- Self-awareness: identifying personal, cultural, and linguistic assets
- Social Awareness: recognizing strengths in others
- Relationship skills: developing positive relationships

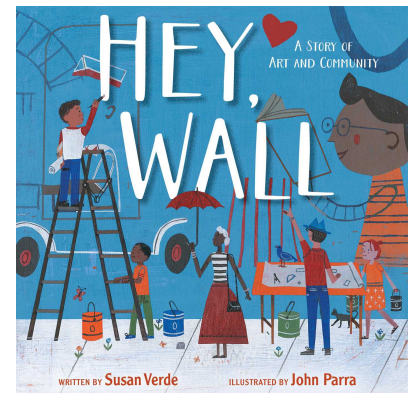


**Materials & Space:**

- [Hey, Wall](#) by Susan Verde
- Chart paper and markers (completed in previous class)
- Coloring supplies (instructor/student choice: paint, markers, crayons, collage material, etc.)
- Examples of murals
- Kraft paper roll

**Prep:**

- Gather all materials
- Write vocabulary words and objective on chart paper (completed in previous class)
- Create/draw/design a picture of what you would add to the class mural





## Lesson Instruction

### SEL Check-In and Intro:

- Welcome students back to class. Ask, "What do I do to help the class?" They can answer by saying, "I help my class by \_\_\_\_\_. " Share your own example to start.
- Students' responses will be used to help create their drawing on the class mural!

### Vocabulary:

- Explain that when students are finished with their artwork, they are going to display it in the school or during an event, like a **mural**. Ask students where they heard/saw that word in the story. Turn to the page in the book to remind them. Tell students that when they see their work later we can notice how their work **transforms** a space..

### Extension Activity:

- *If sites cannot access kraft paper rolls, students can work on individual papers that can be connected with tape.*
- Show an example of a completed mural and ask what different parts/designs of the mural might mean.
- Show an example of a picture of how you help the class, and explain why it is important to the group. Distribute completed brainstorm sheets so students can review their response to "what picture or images would you add to the class mural?" Ask if they would make any changes based on their check-in today. Give the class 5-10 minutes to sketch their modified design, if necessary. Those who do not wish to modify their designs, can move on to the next step.
- If creating a large mural on kraft paper roll:
  - Assign a section of the kraft paper for each student. Instruct them to draw a larger version of their brainstorm image that takes up their assigned space.
- If students are working on individual papers:
  - Instruct them to draw a larger version of their brainstorm image that takes up their entire paper or to include additional images that represent them..
- Distribute materials to color the class mural. Consider whether students will have to share in small groups, pairs, or if there are enough supplies for everyone.
- Allow students time to complete the mural. While they work, circulate around the room to offer support and to check in with student progress. Remind the class that they are all working together to create something beautiful, and they will each have something unique on the mural to represent themselves.

### Share & Reflect:

- When the mural is completed, tell students to share out in their small groups. Model sharing yours by holding it up and saying, "I help the class by (your way of helping) and I drew (your design) to represent that."
- Take a photo of the completed mural and send it to [emisoshnik@newyorkedge.org](mailto:emisoshnik@newyorkedge.org).

- If there is time remaining, or as an additional extension option, encourage students to think of an area/wall within their school where they would enjoy seeing their mural hung.
- Ask students, "How did it feel to work together with the whole class?"
- Thank students for their participation and for creating a beautiful piece of art by working together!

**Assessment:** Use the extension activity to check for understanding of the story, theme, or message and the students' ability to make connections to themselves. If a student/students show limited understanding, consider engaging in a class or small group discussion in the following class.



**Specialist Notes:** *Include post lesson reflection and ideas for future planning.*



**Lesson Title:** Understanding Stories  
**Lesson Duration:** 1 session



**Grade Level:** 2nd grade



**Student Objective:**

- Students will understand the structure of fictional stories by writing a beginning, middle, and end of their own.
- Students will develop problems and resolutions for their stories.
- Students will identify morals/lessons in fables and will apply that understanding to their own lives and stories.



**Learning Standards:**

- 2W4: Create a response to a text, author, theme or personal experience (e.g., poem, dramatization, artwork, or other).
- 2SL1: Participate in collaborative conversations with diverse peers and adults (e.g., in small and large groups and during play).
- 2W3: Write narratives which recount real or imagined experiences or events or a short sequence of events.



**Vocabulary:**

- Fable: a short story; usually with animal characters, telling a message or lesson
- Moral: a lesson that can be learned from a story or experience and applied to your own life



**Social Emotional Components:**

- Responsible Decision Making - Demonstrating curiosity and open-mindedness, identifying solutions for personal and social problems, anticipating and evaluating the consequences of one's actions
- Self awareness
- Relationship Skills - communicating effectively, resolving conflicts constructively,



**Materials & Space:**

- [The Lion and the Mouse](#), [The Tortoise and The Hare](#), [The Boy Who Cried Wolf](#), Aesop's Fables (or choose your own fable to read aloud)
- Chart paper and markers
- Pencils
- Brainstorm sheet copies
- Word Wall poster/tri board
- Paper

## Lesson Instruction:

### Prep:

- Choose one fable that best suits your class from the options below or another of your choosing. Create questions to ask during the read aloud if you choose your own fable.
  - [The Lion and the Mouse](#)
  - [The Tortoise and the Hare](#)
  - [The Boy Who Cried Wolf](#)
- Make any copies necessary and gather all materials
- Write vocabulary words and objective on chart paper
- Make "Moral Class List"
- Gather all materials

### SEL Check-In and Intro:

- Welcome students back to class. Ask, "Do you have a favorite memory? What happened?" Allow students to discuss in pairs or small groups for a few minutes. Ask one or two students to share what another person in their pair/group said.
- Explain that our memories are what makes each of us unique! "The memories and past experiences we have can impact us enough to motivate how we act and treat others."

### Vocabulary:

- Explain that a **fable** is a short story that tells a message or lesson, usually with animal characters. Tell students that today they will be reading a fable and later using their important memories to help create a story. Ask students to repeat and/or spell the word after you.
- Tell students that another fun important word they are going to learn today is **moral**. Ask students to repeat the word after you. Explain that a moral is a lesson that can be learned from a story or experience and applied to your own life. Ask students if they can share an example of a time that they have learned a moral. Take one or two responses. Tells students to repeat the word again and keep it in mind as we read the story and during the activity.

### Read-Aloud:

- Sit students on the rug or floor in a comfortable corner of the classroom and tell them the title and author of the fable. Remind students of the rules for reading time before starting the story..
- Read the book aloud, pausing to ask questions, clarify any confusing moments, and review vocabulary words as they arise.
  - Utilize Popcorn, Stop and Jot, and/or Turn and Talk responses as needed.
- Questions that can be asked before/during/after the read aloud can include the ideas below. Remember to choose 2-3 questions that are most appropriate for your class or create your own.
  - Tortoise and the Hare:

- "Have you read this story or heard this story before?" Remind students not to spoil the ending for those who may not have heard it already.
  - "Why do you think the Hare thinks he is going to win the race?"
  - "What is the moral of the story?"
- The Boy Who Cried Wolf:
  - "Have you read this story or heard this story before?" Remind students not to spoil the ending for those who may not have heard it already.
  - "Why didn't the people come back to help the boy the last time?"
  - "What is the moral of the story?"
- The Lion and the Mouse:
  - "Have you read this story or heard this story before? Remind students not to spoil the ending for those who may not have heard it already."
  - "Why does the lion think the mouse can't help him?"
  - "Why is it important to help someone even if they're bigger/stronger than you are?"
  - "What is the moral of the story?"
- If you choose another fable, ask the questions below along with any questions you create:
  - "Have you read this story or heard this story before?" Remind students not to spoil the ending for those who may not have heard it already.
  - "What is the moral of this story?"
- If students give answers that seem disconnected from the story, guide them by using further questions and prompts.
  - "That's interesting, does anyone else have a different idea?"
  - "Can you tell us what in the story makes you think that?"
  - "Let's look back at what the book says..."
- If students give basic or generic answers, guide them by using deeper questions and prompts.
  - "Can you explain what you mean by that?"
  - "Does anyone want to add on to this idea?"
  - "What did you hear or see in the story that makes you think that?"

#### Brainstorm:

- Appropriately dismiss students to walk back to their desks.
- Hand out the brainstorm worksheets and read the questions aloud for the class. Allow students time to complete.
- Remind students that these could be small moments that happened in their lives; it can also be something they read, saw on tv, heard, etc.
- Students may need support while spelling. Those who have difficulty writing may use a combination of pictures, labels, and verbal explanation.
- Ask students to share out their responses in small groups.



- As a class, share out responses to the 3rd question. Create a class list of important messages and/or lessons. ( Hold on to the list/chart paper so that students can refer back to this when they write their own fables!)
  - Examples: Honesty, good manners, respect, to lose gracefully, responsibility, compassion and forgiveness, No act of kindness is ever wasted, never give up, work hard and play hard, there's always a way, etc.

**Share & Reflect:**

- Collect brainstorm sheets and thank students for participating.
- Ask students, "Why do you think morals are important to include in stories?"
- Tell students that in the next class, they will start brainstorming their short stories, based on the work they did today!

**Assessment:** Use the extension activity to check for understanding of the story, theme, or message and the students' ability to make connections to themselves. If a student/students show limited understanding, consider engaging in a class or small group discussion in the following class.




**Specialist Notes:** *Include post lesson reflection and ideas for future planning.*

Name \_\_\_\_\_

Date \_\_\_\_\_

# BRAINSTORM SHEET

Aesop's Fable










WHAT DO YOU THINK THE  
MESSAGE OR LESSON OF THE  
SHORT STORY IS?

IS THERE A CHARACTER THAT  
CHANGED IN THE STORY?  
HOW?

HAS THIS LESSON EVER  
HAPPENED TO YOU? IF NOT,  
WHAT IS ONE MOMENT IN YOUR  
LIFE WHERE YOU LEARNED AN  
IMPORTANT LESSON? WHAT  
WAS THE LESSON?

HOW DO YOU THINK YOU  
CHANGED AFTER EXPERIENCING  
THAT?



 <b>Lesson Title:</b> Building Stories <b>Lesson Duration:</b> 1 session	 <b>Grade Level:</b> 2nd grade
 <b>Student Objective:</b> <ul style="list-style-type: none"> <li>Students will understand the structure of fictional stories by writing a beginning, middle, and end of their own.</li> <li>Students will develop problems and resolutions for their stories.</li> <li>Students will identify morals/lessons in fables and will apply that understanding to their own lives and stories.</li> </ul>	
 <b>Learning Standards:</b> <ul style="list-style-type: none"> <li>2W3: Write narratives which recount real or imagined experiences or events or a short sequence of events.</li> </ul>	
 <b>Vocabulary:</b> <ul style="list-style-type: none"> <li>Character: who a story is about</li> <li>Setting: where and when a story takes place</li> <li>Problem: what a character wants that they can't do/have. Needs to solve, make better</li> <li>Solution: how the problem is solved</li> <li>Moral: a lesson that can be learned from a story or experience and applied to your own life</li> </ul>	
 <b>Social Emotional Components:</b> <ul style="list-style-type: none"> <li>Self awareness: developing interests and a sense of purpose</li> </ul>	
 <b>Materials &amp; Space:</b> <ul style="list-style-type: none"> <li>Chart paper and markers</li> <li>Pencils</li> <li>Word Wall poster/tri board</li> <li>Paper</li> <li>Story Map sheet copies</li> <li>Art supplies (instructor/student choice: markers, colored pencils, crayons, etc.)</li> </ul> <b>Prep:</b> <ul style="list-style-type: none"> <li>Make any copies necessary and gather all materials</li> <li>Write vocabulary words and objective on chart paper</li> <li>Make sample Story Map</li> <li>Gather all materials</li> </ul>	

## Lesson Instruction:

### SEL Check-In and Intro:

- Welcome students back. Remind them that they will be starting the process of creating their own stories. Ask students to discuss in small groups, "What is your favorite story and why? Remember, a story does not have to be written down or in a book. It can be a story that your family tells, a fable like the one we read, a myth, a movie, a video game, etc."

### Vocabulary:

- Thank students for sharing their favorite stories. Explain that while all stories are different, all good stories have the same thing in common. Today, students are going to learn about what makes a good story so they can write the best stories possible.
- In our stories, students will focus on one or two **characters**. Characters are who your fable will be about. "Let's think about the fable we read in our last class (say the name of the fable). Who were the characters in that story?"
  - Write student responses on the board or on chart paper
- In order to inspire our illustrations, students will also need a **setting**. A setting is where and when your fable will take place. "Let's think about the fable we read in our last class (say the name of the fable). What was the setting in that story?"
  - Write student responses on the board or on chart paper
- The next important thing that every good story has is a **problem**. A problem is something that your characters want to have or do. "Let's think about the fable we read in our last class (say the name of the fable). What was the problem in that story?"
  - Write student responses on the board or on chart paper
- Stories can also have a **solution**. A solution is how your character's problem will be solved. "Let's think about the fable we read in our last class (say the name of the fable). What was the solution in that story?"
  - Write student responses on the board or on chart paper
- "Like we talked about in our last class, fables also have morals. Who can remind us what moral means? Let's think about the fable we read in our last class (say the name of the fable). What was the moral of that story?"

### Extension Activity:

- "What we just did together was create a story map for the fable we read last class (say the name of the fable). Now it's your turn!"
- On a story map sheet, students will brainstorm characters, a setting, the problem, the solution, and their chosen moral. Distribute materials. Students can use important morals they may have experienced in their own lives or from the list as inspiration. Students can choose between different animal and human characters.
- Students should fill out each section on the worksheet and can create a few sketches for each element.
  - After completing the story maps, students should create a title.

**Share & Reflect:**

- Students can share their ideas in small groups.
- Ask students, "What did you notice about the other morals in your group? How were they similar or different from yours?"
- Collect storymap sheets, thank students for their work, and tell them that in the next class, they will move on to the next step in creating their stories.

**Assessment:** Use the extension activity to check for understanding of the story, theme, or message and the students' ability to make connections to themselves. If a student/students show limited understanding, consider engaging in a class or small group discussion in the following class.



**Specialist Notes:** *Include post lesson reflection and ideas for future planning.*

# Your Story Map

Problem

Solution








Setting

Characters



Title:

Name:

 <b>Lesson Title:</b> Planning Stories <b>Lesson Duration:</b> 1 session	 <b>Grade Level:</b> 2nd grade
 <b>Student Objective:</b> <ul style="list-style-type: none"> <li>Students will understand the structure of fictional stories by writing a beginning, middle, and end of their own.</li> <li>Students will develop problems and resolutions for their stories.</li> <li>Students will identify morals/lessons in fables and will apply that understanding to their own lives and stories.</li> </ul>	
 <b>Learning Standards:</b> <ul style="list-style-type: none"> <li>2W3: Write narratives which recount real or imagined experiences or events or a short sequence of events.</li> </ul>	
 <b>Vocabulary:</b> <ul style="list-style-type: none"> <li>Beginning: the first part of something, used to capture a reader's interest and introduce important information</li> <li>Middle: the problem is presented or beginning to get solved</li> <li>End: everything comes together or the problem is solved</li> <li>Storyboard: a way of planning by using sketches, that shows how a story will look</li> </ul>	
 <b>Social Emotional Components:</b> <ul style="list-style-type: none"> <li>Self awareness: identifying interests and a sense of purpose</li> <li>Self management: using planning and organizational techniques</li> </ul>	
 <b>Materials &amp; Space:</b> <ul style="list-style-type: none"> <li>Chart paper and markers</li> <li>Pencils</li> <li>Word Wall poster/tri board</li> <li>Paper</li> <li>Story Map sheets (completed)</li> <li>Storyboard sheet</li> <li>Art supplies (instructor/student choice: markers, colored pencils, crayons, etc.)</li> </ul> <p><b>Prep:</b></p> <ul style="list-style-type: none"> <li>Make any copies necessary and gather all materials</li> <li>Write vocabulary words and objective on chart paper</li> </ul>	

- Make sample storyboard on chart paper or on the whiteboard
- Gather all materials

## Lesson Instruction:

### SEL Check-In and Intro:

- Welcome students back. Remind them that they will be continuing the process of creating their own stories. Ask students to discuss in small groups, "What is more interesting to you in a good book, the words or the illustrations? Why?" Students should think about what they like to see or hear when reading a book. "There is no wrong or right answer, we all have different opinions! Did students agree/disagree with their group? Show of hands!" Take a few answers from the class.

### Vocabulary:

- Thank students for sharing their thoughts. Explain that as they create their stories, students' ideas may start as illustrations and/or words, and it's fine to begin whichever way! Both words and illustrations are equally important in telling a good story. "Today, we are going to learn how to make our story come alive by planning out all the pages of our fable."
- To plan out how our story will look in our book, students will focus on making a **storyboard**. A storyboard is made of some boxes, which are called panels. Students will use these panels to organize their stories and plan how their pages will look. *Show example.* Let's think about the fable read in the last class (say the name of the fable) and look at the storymap sheet created for it. Let's start at the **beginning** of the story. The beginning will introduce us to the characters and setting. "What would you draw on this page? What sentence(s) do you think would best describe what is happening?"
  - Write and sketch student responses on the board or on chart paper.
- Let's move onto the **end** of the fable read in the class (say the name of the fable). The ending should include all the characters and our problem should be solved. "What would you draw on this page? What sentence(s) do you think would best describe what is happening?"
  - Write and sketch student responses on the board or on chart paper.
- Let's move onto the **middle** of the fable read in the class (say the name of the fable). The middle will show us the problem in the story. "What would you draw on this page? What sentence(s) do you think would best describe what is happening?"
  - Write and sketch student responses on the board or on chart paper.
- Use the remaining panels to fill in important details/moments of the story. "What happened between the beginning and middle panels we've drawn? What about the middle and end panels?"
  - Write and sketch student responses on the board or on chart paper.
- Double-check the storyboard to make sure students have all the elements that they created in their storymap! Use the story map as a checklist!
  - "Read" the storyboard of the fable read in class aloud and ask the class if they see/hear all the parts of the story map represented in the panels. By the end, has the class checked everything off? Is the moral clear?



### Extension Activity:

- "What we just did together was create a storyboard for the fable we read last class (say the name of the fable). Now it's your turn!"
- On a storyboard sheet, students will brainstorm the pages for their fables. Distribute materials.
- Explain that storyboards are a way for students to experiment with the way they plan to tell their stories. If students make a mistake they can always renumber boxes to change the order of panels or try again on a new sheet! Hand out materials.
  - Students might also be inspired to plan their story differently and start at the end or middle instead of the beginning. "You can create your story in a way that makes sense to you!"
- Hand out previously completed story map sheets so students can reference it.
- Encourage students to focus on pacing the story and guide them in creating sentences that support the illustration or vice-versa. Remind students that they will be able to add details to their drawings in the next few classes.
- Limit the short story to 5 or 6 pages (panels) MAX.
- Students should double check their work and make sure that their storyboard includes everything they have created in their story map!

### Share & Reflect:

- Students can share and/or checklist their ideas in pairs. Collect storymap and storyboard sheets, thank students for their work, and tell them in the next class, they will move on to the next step in creating their books.
- "What is your favorite panel on your partner's storyboard? Why?"

**Assessment:** Use the extension activity to check for understanding of the story, theme, or message and the students' ability to make connections to themselves. If a student/students show limited understanding, consider engaging in a class or small group discussion in the following class.

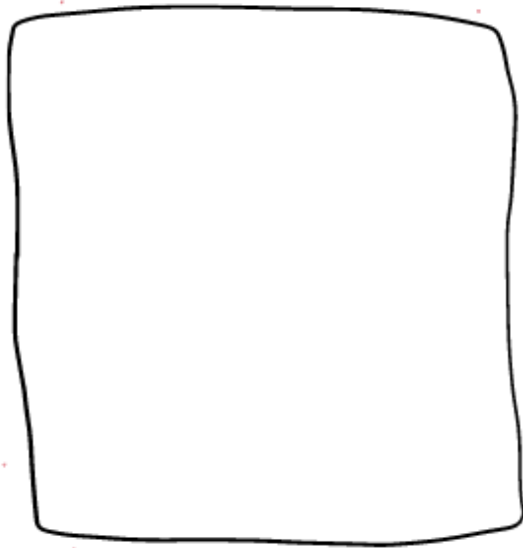
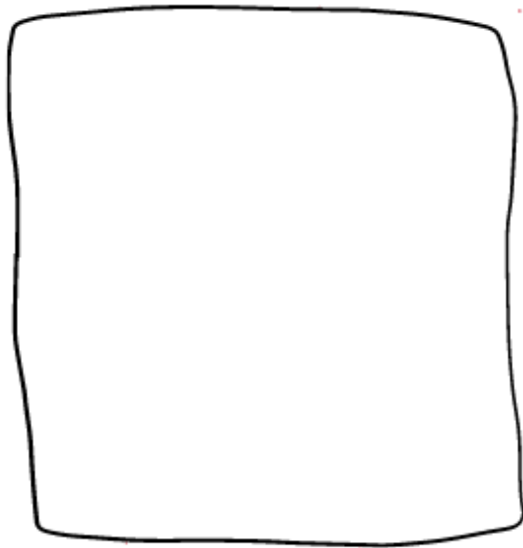
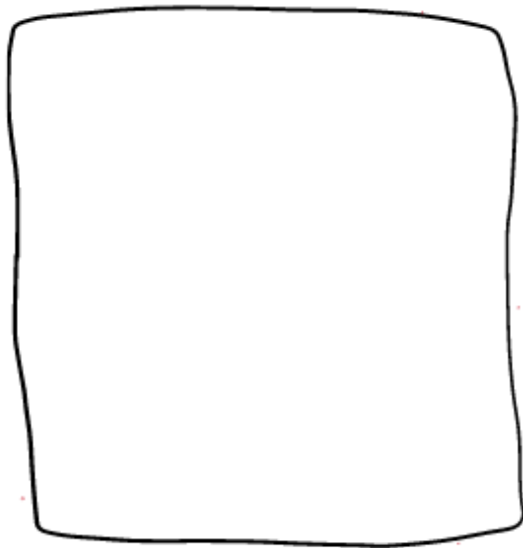
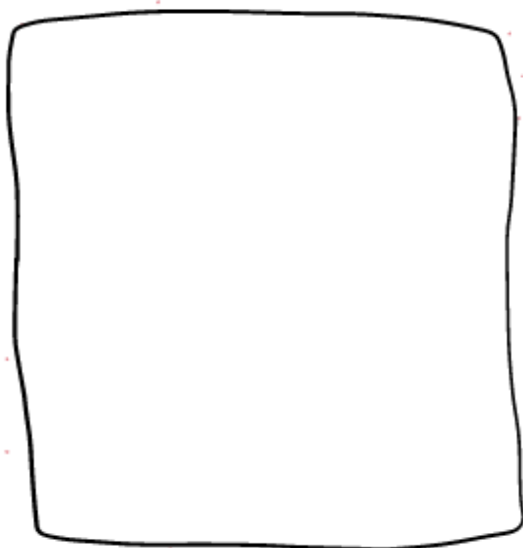
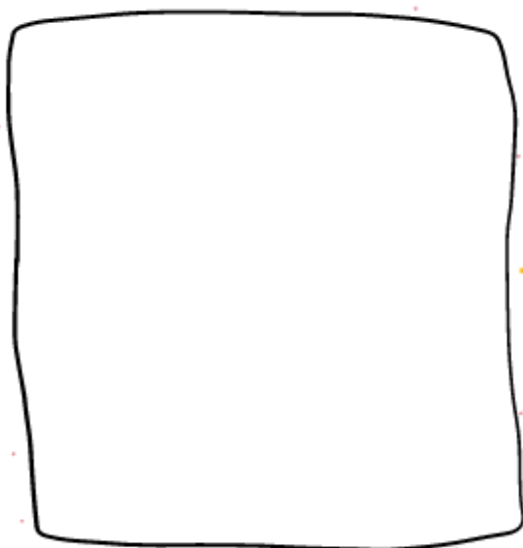
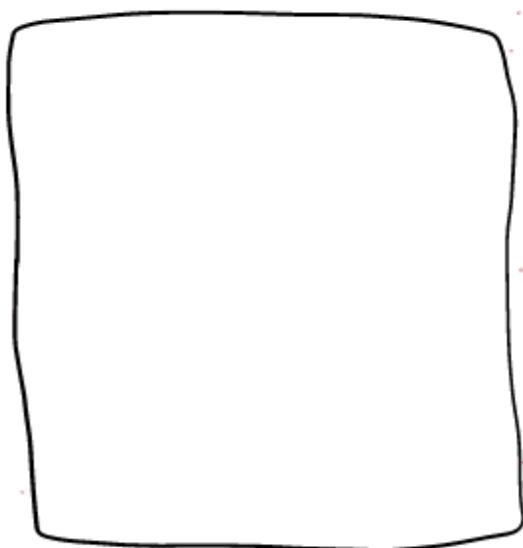


**Specialist Notes:** *Include post lesson reflection and ideas for future planning.*

NAME: \_\_\_\_\_



TITLE: \_\_\_\_\_





**Lesson Title:** Making Stories Day 1

**Lesson Duration:** 1 session



**Grade Level:** 2nd grade



**Student Objective:**

- Students will understand the structure of fictional stories by writing a beginning, middle, and end of their own.
- Students will develop problems and resolutions for their stories.
- Students will identify morals/lessons in fables and will apply that understanding to their own lives and stories.



**Learning Standards:**

- 2W4: Create a response to a text, author, theme or personal experience (e.g., poem, dramatization, artwork, or other).
- 2SL1: Participate in collaborative conversations with diverse peers and adults (e.g., in small and large groups and during play).
- 2W3: Write narratives which recount real or imagined experiences or events or a short sequence of events.



**Vocabulary:**

- Fable: a short story; usually with animal characters, telling a message or lesson
- Moral: a lesson that can be learned from a story or experience and applied to your own life
- Editor: a person who helps a writer improve their story



**Social Emotional Components:**

- Responsible Decision Making - Demonstrating curiosity and open-mindedness, identifying solutions for personal and social problems, anticipating and evaluating the consequences of one's actions
- Self awareness
- Relationship Skills - communicating effectively, resolving conflicts constructively,



**Materials & Space:**

- Chart paper and markers
- Pencils
- Word Wall poster/tri board
- Paper
- Story Map sheets (completed)
- Storyboard sheets (completed)

- Book supplies (either purchase blank, pre made books or use paper to create your own)
- Art supplies (instructor/student choice: paint, markers, colored pencils, crayons, construction paper, etc.)

#### Prep:

- Make any copies necessary and gather all materials
- Write vocabulary words and objective on chart paper
- Make sample book/ pages
- Gather all materials

#### Lesson Instruction:

##### SEL Check-In and Intro:

- Welcome students back. Remind them that they will be starting the process of putting together their books. Ask students to discuss in small groups, "What is your favorite part of a story? The beginning, the middle, or the end? Remember, that all three parts are important to a good story, but we can all have different opinions!" "Did students agree/disagree with their group? Show of hands on which part is your favorite!" Take a few answers from the class.

##### Vocabulary:

- Thank students for sharing their thoughts. Explain that they should be proud of creating a story with all these different elements! "Soon, people who read our fables may have a favorite part to read in our own stories!" Today, students are going to begin putting their books together and creating the final version. Distribute storyboards and story maps so students can review them one last time.
- Before students create their final versions, let's get the approval of our **editor**. An editor is someone who will give us advice so we can prepare our book for the public to read. Ask students to repeat the word after you.
- Students will now play the role of an editor! Let's think about the fable read in our last class (say the name of the fable) and look at the storyboard one final time. "You're going to pretend to be editors and I'm going to pretend to be the author. I want someone to ask me "why is this book important to you?" Allow a student to stand up and ask the question. Respond out loud. "Thank you for asking that, editor! Now, can someone else ask me "what can others learn by reading your book?" Allow a student to stand up and ask the question. Respond out loud. *If there is another instructor or Group Leader/Tutor Counselor in the room, ask them to play the role of the editor.*
- Students will now do the same amongst themselves. Pair students who have not been in pairs/groups before. In turns, have students share their storyboard as the author and respond to the editor's questions, the author will also ask their questions to the editor. Editors and authors will switch roles and repeat!
- Editors will ask:
  - Why is this book important to you?
  - What can others learn by reading your book?

- Authors will ask:
  - What stands out in my story to you?
  - Would you publish my book? Why?

#### **Extension Activity:**

- “What we just did together was get the advice of our editors so we can produce our books. Now that our editors have agreed, we can begin the final step of creating our book!”
- Distribute materials so students can begin to draw and write on the premade book or final paper, students will start with pencil so any mistakes can be erased.
  - Remind students to be thoughtful when they place text, so that others can read it. Guiding lines can be drawn for students who may find them helpful.
  - Students will also create their accompanying illustrations, and leave room for text if they begin with this step.
- Once books have been completed in pencil, check to see if students can move onto outlines and color.
  - Make sure to notice if supplies bleed to the other side of the page, smudge easily, or rip through the paper.

#### **Share & Reflect:**

- Students can share their progress in small groups.
- Ask students, “What was challenging about creating your story?”
- Collect all materials and thank students for their work, and tell them that in the next class, they will continue to produce their book and add color to the pages!

**Assessment:** Use the extension activity to check for understanding of the story, theme, or message and the students’ ability to make connections to themselves. If a student/students show limited understanding, consider engaging in a class or small group discussion in the following class.



**Specialist Notes:** *Include post lesson reflection and ideas for future planning.*



**Lesson Title:** Making Stories Day 2

**Lesson Duration:** 1 sessions



**Grade Level:** 2nd grade



**Student Objective:**

- Students will understand the structure of fictional stories by writing a beginning, middle, and end of their own.
- Students will develop problems and resolutions for their stories.
- Students will identify morals/lessons in fables and will apply that understanding to their own lives and stories.



**Learning Standards:**

- 2W3: Write narratives which recount real or imagined experiences or events or a short sequence of events.



**Vocabulary:**



**Social Emotional Components:**

- Self awareness: identifying interests and a sense of purpose
- Self management: using planning and organizational techniques



**Materials & Space:**

- Chart paper and markers
- Word Wall poster/tri board
- Storyboard sheet (if necessary for children to reference)
- Book supplies (either purchase blank, pre made books or use paper to create your own)
- Art supplies (instructor/student choice: paint, markers, colored pencils, crayons, construction paper, etc.)

**Prep:**

- Gather all book and coloring materials to distribute



**Lesson Instruction:**

**SEL Check-In and Intro:**

- Welcome students back. Remind them that they will be continuing the process of creating their book. Ask students to discuss in small groups what has been challenging about creating their stories. Encourage the group to give advice. "Remember that we all have

different challenges and strengths, so it's okay if classmates have a different opinion than yours!" Take a few answers from the class.

**Extension Activity:**

- Distribute materials so students can continue to draw and write on the premade book or final paper.
  - Students should be close to finished or complete with their penciling and can be finishing their coloring and outlining.
  - Make sure to notice if supplies bleed to the other side of the page, smudge easily, or rip through the paper.
- Once students complete their book, remind them to review it to make sure that everything is outlined and colored in, and that students are happy with their results!








**Share & Reflect:**

- Students can share their progress in small groups.
- Ask students, "What was your favorite part about making your book?" Ask a few students to share out.
- Collect books, thank students for their work, and tell them that in the next class, they will move on to the final step in finishing their books!

**Assessment:** Use the extension activity to check for understanding of the story, theme, or message and the students' ability to make connections to themselves. If a student/students show limited understanding, consider engaging in a class or small group discussion in the following class.



**Specialist Notes:** *Include post lesson reflection and ideas for future planning.*

 <b>Lesson Title:</b> Making Stories Day 3 <b>Lesson Duration:</b> 1 session	 <b>Grade Level:</b> 2nd grade
 <b>Student Objective:</b> <ul style="list-style-type: none"> <li>Students will understand the structure of fictional stories by writing a beginning, middle, and end of their own.</li> </ul>	
 <b>Learning Standards:</b> <ul style="list-style-type: none"> <li>2W4: Create a response to a text, author, theme or personal experience (e.g., poem, dramatization, artwork, or other).</li> </ul>	
 <b>Vocabulary:</b> <ul style="list-style-type: none"> <li>Autobiography: a book or passage about a person's life that they write themselves</li> <li>Author bio: a page of information about the author shared with readers, it's how readers get to know you</li> </ul>	
 <b>Social Emotional Components:</b> <ul style="list-style-type: none"> <li>Self awareness: identifying interests and a sense of purpose</li> <li>Self management: using planning and organizational techniques</li> </ul>	
 <b>Materials &amp; Space:</b> <ul style="list-style-type: none"> <li>Chart paper and markers</li> <li>Pencils</li> <li>Word Wall poster/tri board</li> <li>Meet the Author template</li> <li>Books (with the story complete)</li> <li>Art supplies (instructor/student choice: paint, markers, colored pencils, crayons, construction paper, etc.)</li> <li>Glue or tape</li> </ul> <b>Prep:</b> <ul style="list-style-type: none"> <li>Make any copies necessary and gather all materials</li> <li>Precut the author's page templates</li> <li>Write vocabulary words and objective on chart paper</li> <li>Make sample author's page and book cover</li> <li>Gather all materials</li> </ul>	



## Lesson Instruction:

### SEL Check-In and Intro:

- Welcome students back to class. Ask, “Why are authors and illustrators important?” Allow students to discuss in pairs or small groups for a few minutes. Ask one or two students to share what another person in their pair/group said.
- Explain to students that everyone is an author and illustrator! Students should be proud of themselves for creating and sharing their stories since that takes a lot of courage.

### Vocabulary:

- Explain that in order to truly appreciate all the hard work students have done to create their fables, they will spend time focusing on two important elements of their book, the book cover and the **author bio**! Explain that the author bio is a short **autobiography** usually found at the end of the book and it gives us information about the writer and illustrator.

### Extension Activity:

- Show an example of your completed book cover. Explain the process of choosing which elements from the story to put on the cover. Hand out materials.
  - Remind students that covers don’t tell the full story inside, they are used to capture our attention as readers and tell us important information about the book.
  - Students should include the title of their short story and “Written and Illustrated by...”
  - If possible, introduce different or more art materials, so covers appear distinct to the inside of the books.
- On the inside of the back cover, create or fill out an author’s page! Show an example of your own author’s page.
  - Have students draw a self-portrait of themselves or collect photos of all the students and paste.
  - Students should glue or tape the author’s page permanently to their book.

### Share & Reflect:

- Students can share their work in small groups.
- Ask students, “What is an interesting fact you learned from someone else’s author’s page?”
- Collect books and thank students for their hard work. Tell students that in the next class, they will share the amazing fables they have created!

**Assessment:** Use the extension activity to check for understanding of the story, theme, or message and the students’ ability to make connections to themselves. If a student/students show limited understanding, consider engaging in a class or small group discussion in the following class.

 **Specialist Notes:** *Include post lesson reflection and ideas for future planning.*

Portrait

# MEET THE AUTHOR



Biography








..... is ..... years-old  
and in the ..... grade. .... likes

to ..... and also

..... This story was  
written and illustrated on

.....  
by this amazing young author at

.....

 <b>Lesson Title:</b> Sharing Stories <b>Lesson Duration:</b> 1 session	 <b>Grade Level:</b> 2nd grade
 <b>Student Objective:</b> <ul style="list-style-type: none"> <li>Students will celebrate and share their stories with others.</li> </ul>	
 <b>Learning Standards:</b> <ul style="list-style-type: none"> <li>2SL6: Express thoughts, feelings, and ideas clearly, adapting language according to context.</li> </ul>	
 <b>Vocabulary:</b> <ul style="list-style-type: none"> <li>Achievement: a goal reached through hard work, courage, and skill</li> <li>Publish: to make a book available for everybody to read</li> </ul>	
 <b>Social Emotional Components:</b> <ul style="list-style-type: none"> <li>Self awareness: recognizing one's strengths</li> </ul>	
 <b>Materials &amp; Space:</b> <ul style="list-style-type: none"> <li>Word Wall poster/tri board</li> <li>Completed books</li> <li>Culminating event materials (hot cocoa/beverage, etc.)</li> </ul> <b>Prep:</b> <ul style="list-style-type: none"> <li>Gather all materials</li> </ul>	

## Lesson Instruction:

### SEL Check-In and Intro:

- Welcome students back to class. Ask, "What is something important you learned about yourself by writing your fable?" Allow students to discuss in pairs or small groups for a few minutes. Ask one or two students to share what another person in their pair/group said.
- Explain that creating a book was the goal students wanted to reach, and everyone did! Students have all grown as writers and readers and they can use all that they learned in anything they try to do!

### Vocabulary:

- Thank students for sharing their thoughts. The books they have created are all an **achievement!** Explain that an achievement is a goal reached through hard work, courage, and skill. Ask students to repeat the word after you.
- Now that our books are complete, students will display their books for everybody to read! This means that all our books are ready to be **published**. The class will be having a publishing party/event to celebrate our achievement! Add words to the word wall. Take a photo and send it to [emisoshnik@newyorkedge.org](mailto:emisoshnik@newyorkedge.org)

### Share & Reflect:

- As a separate culminating event or in class publishing party:
  - Have students collect their books and read through them to appreciate all the work they have accomplished! Return books to the front of the class and display them in a "library".
  - Distribute hot cocoa! Students can settle down around the classroom in a comfy and safe space with their hot cocoa. Students will take turns to read-aloud their book to the class, if they are unwilling, ask if you can read the book aloud for them.
  - After everyone has shared, ask question prompts to the class:
    - "Is there someone's short story you enjoyed? Why?"
    - "What was your favorite moral from another story?"
    - "How did the process of creating a fable feel? How do you feel now that it is complete?"
    - "What do you enjoy about your own story? Is there anything you would like to improve?"
    - "Do you feel inspired to create your own stories or sequels later on?"
  - Take photos of student books and send them to [emisoshnik@newyorkedge.org](mailto:emisoshnik@newyorkedge.org),
- As part of a culminating event or as an extension of the culminating event:
  - Display all books in a "class library."
  - Encourage students to read their fables aloud to an audience.

**Assessment:** Use the extension activity to check for understanding of the story, theme, or message and the students' ability to make connections to themselves. If a student/students show limited understanding, consider engaging in a class or small group discussion in the following class.



**Specialist Notes:** *Include post lesson reflection and ideas for future planning.*

