



# EXPRESS YOURSELF!



A Kindergarten Literacy Curriculum



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**Lesson Title:** Being Strong Readers

**Lesson Duration:** 1 session



**Grade Level:** Kindergarten



**Student Objective:**

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



**Learning Standards:**

- KSL1: Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.



**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
- Tri-fold board or large heavy poster board

**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 stories they like. Ask them to turn and tell a partner what kind of books or stories they like to hear. Model for students by sharing what you like to read.
  - Model: "My favorite stories are about \_\_\_\_\_. I like these types of stories 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 student 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 draw their response.
  - 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 they know about it. 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 to show you how they would respond to the following:
  - “If I ask you to Turn and Talk, what would you do?”
  - “Show me how you would Stop and Jot.”
  - “Let’s Act it Out. When I count to three, I want everyone to act out being silly. 1-2-3!”

**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:** Kindergarten



### Student Objective

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



### Learning Standards

- KR9: Make connections between self, text, and the world. (RI&RL)
- KW4: Create a response to a text, author, or personal experience (e.g., dramatization, artwork, or poem).
- KSL 1: Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.



### Vocabulary

- Perseverance: doing something even when it is hard
- 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

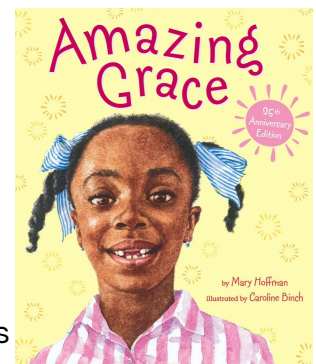


### Materials & Space

- [Amazing Grace](#) by Mary Hoffman
- Chart paper and markers
- Crayons and pencils
- Brainstorm sheet copies
- Tri-fold board or heavy poster paper to create a world 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 Neverland, an island, 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 hard. Ask students if they can share an example of a time they kept trying to do something even if it was hard. Share your own example first. 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](#))
  - "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 do you think Grace decides to try out for the play anyway?" ([pg. 12](#))
- "What made her classmates change their minds?" ([pg. 12](#))
- 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 one at a time. Allow students time to draw their responses before moving on to the next question.
- Circulate around the room to support students as needed.

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

- Encourage students to share out one of their responses with the class. Keep in mind that not all students may feel comfortable with this yet. Don't force students to share their work if they are not ready.
  - Ask if they would allow you to share their responses. Use uplifting language when describing student work.
- 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:** Kindergarten



### Student Objective

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



### Learning Standards

- KR9: Make connections between self, text, and the world. (RI&RL)
- KW4: Create a response to a text, author, or personal experience (e.g., dramatization, artwork, or poem).
- KSL 1: Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.



### Vocabulary

- Affirmation - a nice 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

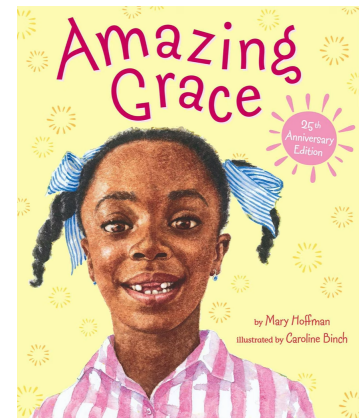


### Materials & Space

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

### Prep:

- Write vocabulary words and objective on chart paper (completed in previous class)
- Make any copies necessary
- Make a sample puppet and gather all materials for student puppets. See below for examples.



## Lesson Instruction

### SEL Check-In and Intro:

- Welcome students back to class. Ask, “What are some nice 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 the nice things they said 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 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/words 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/words 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 affirmation) 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:** Kindergarten



**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:**

- KR9: Make connections between self, text, and the world. (RI&RL)
- KW4: Create a response to a text, author, or personal experience (e.g., dramatization, artwork, or poem).
- KSL1: Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.



**Vocabulary:**

- Encourage: to give hope or help
- Gallery: a room or building where people can 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

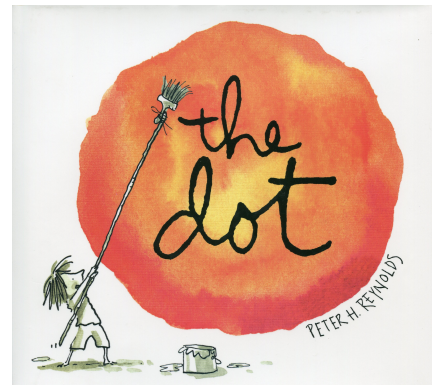


**Materials & Space:**

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

**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 help she begins to love it and tries making new art.

### Vocabulary:

- Explain that being **frustrated** is an unhappy feeling that happens when 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. Share an example of a time that you saw one of your students being frustrated and how you encouraged them. Ask students to share if they have their own example of encouraging someone else or being encouraged.
- 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 where people look at works of art. Show examples of galleries.
- Add vocabulary words to the word wall.

### 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 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 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 wrong answers, guide them to the correct answers using deeper 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 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 one at a time. Allow students time to draw their responses before moving on to the next question.
- Circulate around the room to support students as needed.

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

- Encourage students to share out one of their responses with the class. Keep in mind that not all students may feel comfortable with this yet. Don't force students to share their work if they are not ready.
  - Ask if they would allow you to share their responses. Use uplifting language when describing student work.
- 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:** Kindergarten



**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:**

- KR9: Make connections between self, text, and the world. (RI&RL)
- KW4: Create a response to a text, author, or personal experience (e.g., dramatization, artwork, or poem).
- KSL1: Participate in collaborative conversations with diverse peers and adults 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

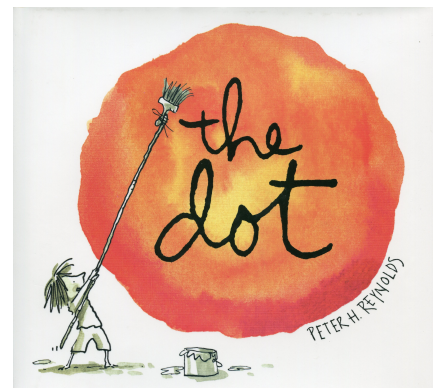


**Materials & Space:**

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

**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 drawing 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 dot art. Consider whether students will have to share in small groups, pairs, or if there are enough supplies for everyone.
- Have students make a dot on their page, any where, any size, any color. Have students expand on their dot, and allow students time to create their drawing. Share your completed example and encourage students not to copy yours, but to create their own. While they work, circulate around the room to offer support and to check in with student progress.
- After drawings are complete, provide multimedia materials so students can create/decorate their own unique frame for their work.
  - Have students sign the bottom of their drawing.

### 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. Afterwards, ask question prompts as a group, “Was there another drawing you really enjoyed? Why?” and “How did the gallery walk make you feel?”
- Take pictures of the completed artwork 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 make another drawing, this time inspired by a squiggle. 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 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: [PinImg](#)



Image Credit: [PinImg](#)



Image Credit: [Wassily Kandinsky](#)





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

**Lesson Duration:** 1 session



**Grade Level:** Kindergarten



**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:**

- KR9: Make connections between self, text, and the world. (RI&RL)
- KW4: Create a response to a text, author, or personal experience (e.g., dramatization, artwork, or poem).
- KSL1: Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.



**Vocabulary:**

- Collect: to gather things that are alike, sometimes from different places



**Social Emotional Components:**

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

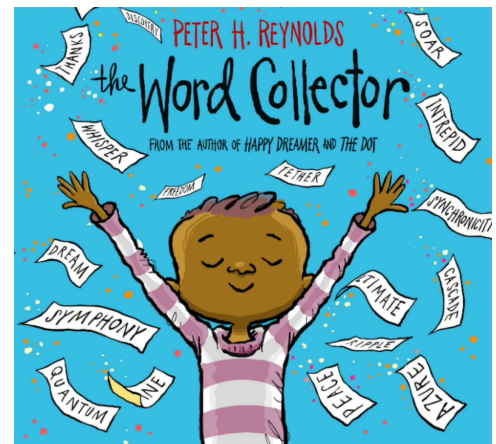


**Materials & Space:**

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

**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. Distribute one mood meter per pair or load an image of the mood meter on a Smartboard, Ipad, etc. Explain that students are looking at something called a mood meter, which is a fun way to share how the class is feeling. Allow students a minute or two to identify how they are feeling according to the mood meter and then share it with their partner.
- Thank students for using pictures to share how they are feeling. Explain that another way people share their feelings or thoughts is with words. Tell students that soon they will read a story about a young boy who collects different words from many interesting places.

### 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.
- 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 do you think Jerome feels when he finds a word he likes?" ([pg. 6](#))
  - "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:**

- 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 one at a time. Allow students time to draw their responses before moving on to the next question.
- Circulate around the room to support students as needed.

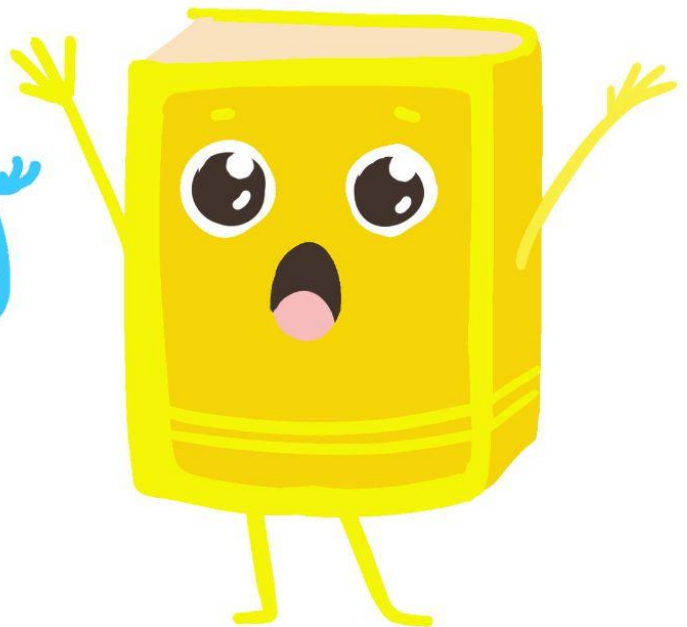
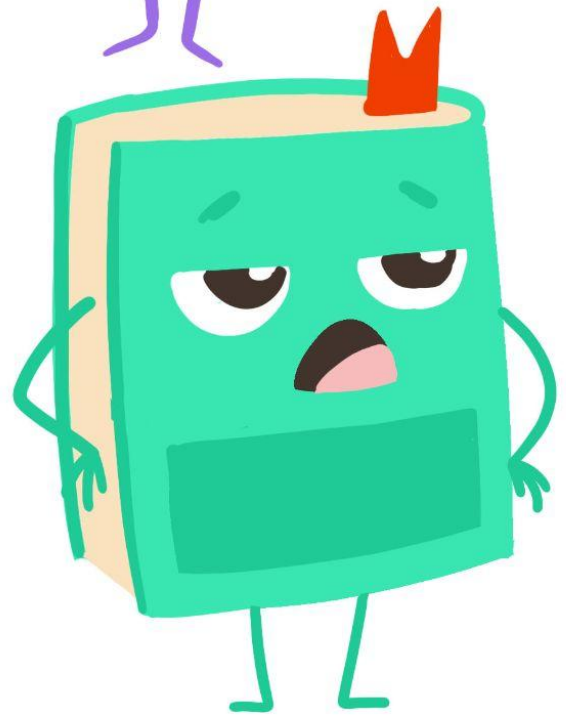
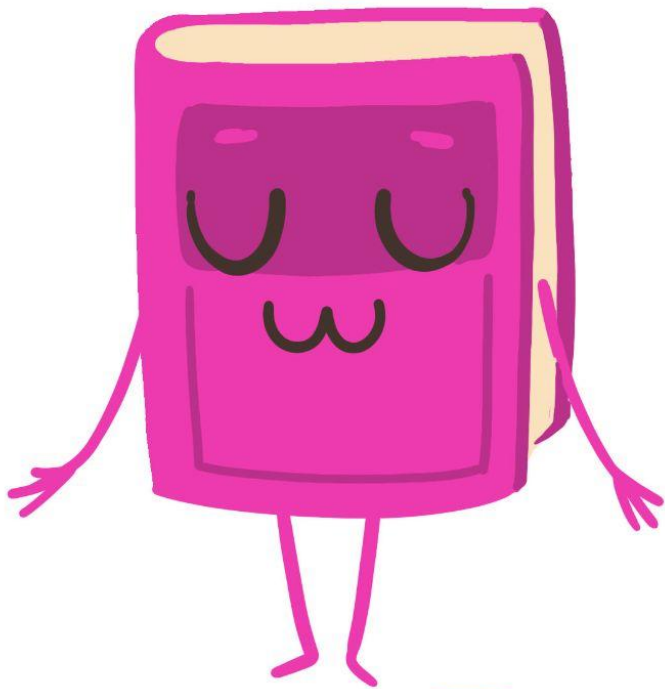
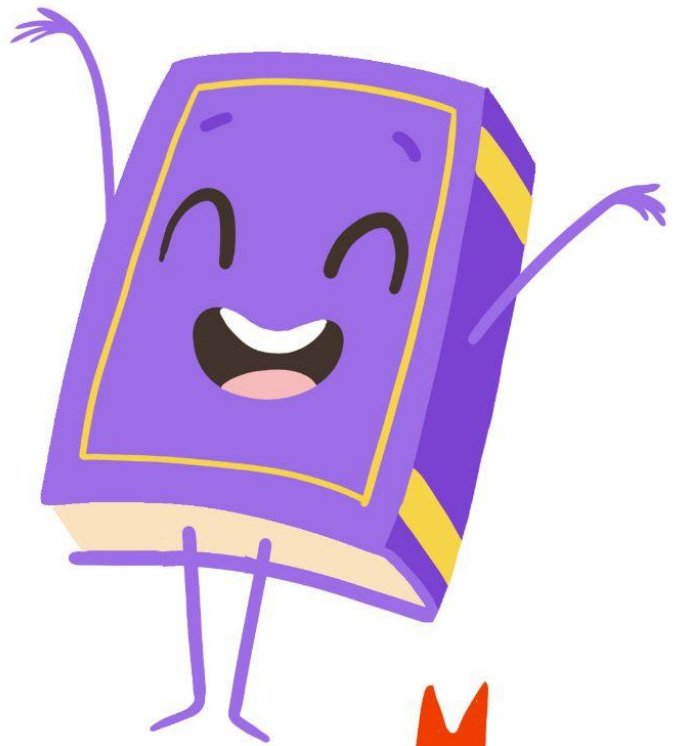
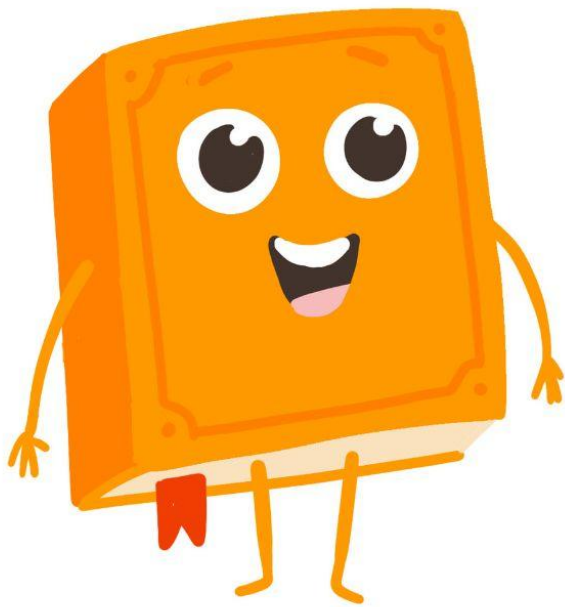
**Share & Reflect:**

- Encourage students to share out one of their responses with the class. Keep in mind that not all students may feel comfortable with this yet. Don't force students to share their work if they are not ready.
  - Ask if they would allow you to share their responses. Use uplifting language when describing student work.
- Collect the sheets. Share the mood meter again and tell students to identify how they feel now. Ask, “Can anyone share how they felt at the beginning of class and how they feel now?”
- Thank students for participating and tell them that next class they will be collectors, 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

HOW DOES JEROME FEEL  
WHEN HE COLLECTS A WORD?

HOW DOES JEROME FEEL  
WHEN HE SHARES HIS WORDS?

WHAT WOULD YOU WANT TO  
COLLECT?

HOW WOULD YOU FEEL  
SHARING YOUR COLLECTION?







**Lesson Title:** The Word Collector Day 2

**Lesson Duration:** 1 sessions



**Grade Level:** Kindergarten



**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:**

- KR9: Make connections between self, text, and the world. (RI&RL)
- KW4: Create a response to a text, author, or personal experience (e.g., dramatization, artwork, or poem).
- KSL1: Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.



**Vocabulary:**

- Collect: to gather similar things from different places



**Social Emotional Components:**

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

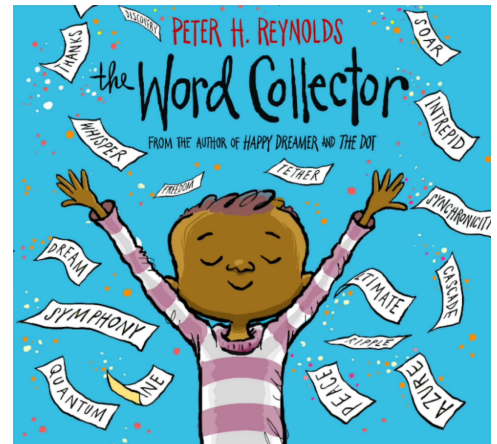


**Materials & Space:**

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

**Prep:**

- Write vocabulary words and objective on chart paper (completed in previous class)
- Gather all materials



## Lesson Instruction

### SEL Check-In and Intro:

- Welcome students back to class. Distribute one mood meter per pair or load an image of the mood meter on a Smartboard, Ipad, etc. Explain that students are looking at something called a mood meter, which is a fun way to share how the class is feeling. Allow students a minute or two to identify how they are feeling according to the mood meter and then share it with their partner.
- Explain that today, everyone will get to collect letters like the ones on the mood meter from all around the classroom.

### Vocabulary:

- Remind students that to **collect** means to gather similar things from different places. Ask, "Who remembers what Jerome collected in our story?"
- 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:

- Divide students into small groups of no more than 4. Distribute post-its and crayons to students to jot down the letters they will discover around the room. If it is not safe to share supplies, each student should get their own crayon and stack of post-its.
- Instruct students to look for letters on signs, materials, supplies, etc. around the room. Create parameters such as, "You can only choose 3 letters from the same object, you can only use letters that you see without touching or opening something, you can't choose the same letter twice, etc."
  - Students will have 15-20 minutes to go on a letter scavenger hunt around the classroom. Once time is up, groups will have 5-10 minutes to put all their letters in alphabetical order. The group that either completes the alphabet or has the most letters, and/or has them in the correct order wins! Choose the strategy that makes the most sense for your group.
- Consider the following:
  - No more than 5 students should be out of their seats at the same time.
  - If there are alphabet anchor charts in the classroom, make sure students know those charts can't be used for the scavenger hunt.
  - Remind students not to touch the classroom supplies or materials that do not belong to New York Edge.
  - Adjust the amount of time needed for the amount of students present.
  - Some students may require assistance from staff in writing the letter down on their post-it.
- For an extra challenge, if needed:
  - Encourage students to say the letter sound out loud while working as a group.
  - Encourage students to think of a word that starts with each chosen letter.
  - Encourage students to create a word with some or all of their chosen letters.

- If possible, take photos or videos of the letter scavenger hunt and send to [emisoshnik@newyorkedge.org](mailto:emisoshnik@newyorkedge.org).

**Share & Reflect:**

- Ask students, "What letter was the easiest for you to find? What was the hardest?"
- Thank students for being letter collectors and for working as teammates 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.*



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

**Lesson Duration:** 1 sessions



**Grade Level:** Kindergarten



**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.*

- KR9: Make connections between self, text, and the world. (RI&RL)
- KW4: Create a response to a text, author, or personal experience (e.g., dramatization, artwork, or poem).
- KSL1: Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.



**Vocabulary:**

- 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

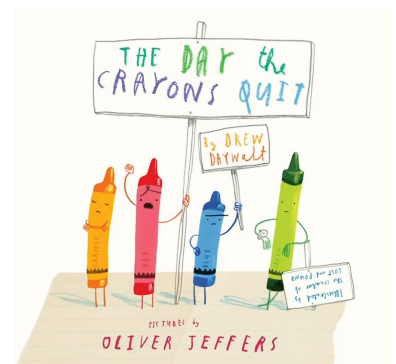


**Materials & Space:**

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

**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 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.
- 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.
- Add vocabulary words to the word wall.

### 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.
  - "What do you notice about the cover?"
  - "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](#))
- 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 one at a time. Allow students time to draw their responses before moving on to the next question.
- Circulate around the room to support students as needed.

**Share & Reflect:**

- Encourage students to share out one of their responses with the class. Keep in mind that not all students may feel comfortable with this yet. Don't force students to share their work if they are not ready.
  - Ask if they would allow you to share their responses. Use uplifting language when describing student work.
- 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 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 DID THE CRAYON FEEL  
THAT WAY?

HOW WOULD YOU MAKE THE  
CRAYON FEEL BETTER?

WHAT CRAYON DO YOU LIKE  
THE MOST?







**Lesson Title:** The Day the Crayons Quit Day 2

**Lesson Duration:** 1 sessions



**Grade Level:** Kindergarten



**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:**

- KR9: Make connections between self, text, and the world. (RI&RL)
- KW4: Create a response to a text, author, or personal experience (e.g., dramatization, artwork, or poem).
- KSL1: Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.



**Vocabulary:**

- 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

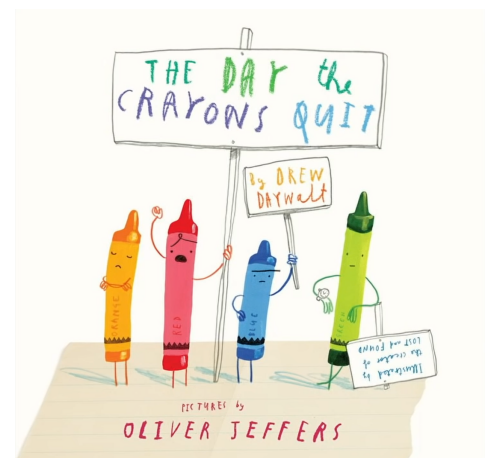


**Materials & Space:**

- [The Day the Crayons Quit](#) by Drew Daywalt
- Word wall
- Crayons and pencils
- Chart paper and markers (completed in previous class)
- Paper/Drawing Paper

**Prep:**

- Write vocabulary words and objective on chart paper (completed in previous class)
- Gather all materials



## 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.

### Vocabulary:

- Ask students to think about how they can **communicate** their feelings and ideas using their voices and body. Tell students to act out the same sentence using different tones of voice and body movement to show that feeling over emotion.
- Tell students to repeat “Yes, I can” for the different emotions, such as happy, mad, sad, excited, etc. Ask students to get **creative** and use their faces, hands and voice in whichever way they think they will get across their feelings!
- Add these vocabulary words to your word wall.

### Extension Activity:

- Divide students in groups of 4-5 and distribute one crayon color for each student, making sure every student has a different color.
- Instruct students to use their crayons to draw images that they wouldn’t normally use that color for. For example: a pink fire truck, a green cloud, a purple stop sign, etc. Remind students to be creative.

### Share & Reflect:

- Once groups are finished, tell students to share at their tables how they think the crayon feels now. If there is time remaining, or as an additional extension option, encourage students to act like their crayon.
- Take photos of the student’s artwork and send them to [emisoshnik@newyorkedge.org](mailto:emisoshnik@newyorkedge.org).
- Ask students:
  - “Is there a crayon color you would use more now? Why or why not?”
- Thank students for their participation and for communicating their feelings and ideas.

**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:** Kindergarten



**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:**

- KR9: Make connections between self, text, and the world. (RI&RL)
- KW4: Create a response to a text, author, or personal experience (e.g., dramatization, artwork, or poem).
- KSL1: Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.



**Vocabulary:**

- Library: a place where people can borrow books and other material
- 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

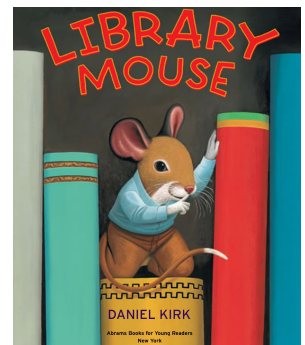


**Materials & Space:**

- [Library Mouse](#) by Daniel Kirk
- Crayons and pencils
- Word wall
- 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.
- 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.
- Add words to the word wall.

### 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? Have you ever felt that way about a place? Tell us about it." ([pg. 3](#))
  - "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:**

- 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 one at a time. Allow students time to draw their responses before moving on to the next question.
- Circulate around the room to support students as needed.

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

- Encourage students to share out one of their responses with the class. Keep in mind that not all students may feel comfortable with this yet. Don't force students to share their work if they are not ready.
  - Ask if they would allow you to share their responses. Use uplifting language when describing student work.
- 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/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



Library Mouse by Daniel Kirk

HOW DID SAM FEEL WHEN HE  
WROTE HIS STORIES?

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

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:** Kindergarten



**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:**

- KR9: Make connections between self, text, and the world. (RI&RL)
- KW4: Create a response to a text, author, or personal experience (e.g., dramatization, artwork, or poem).
- KSL1: Participate in collaborative conversations with diverse peers and adults 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
- Express: to make known your ideas, thoughts, or feelings
- Cover: the front of a book



**Social Emotional Components:**

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

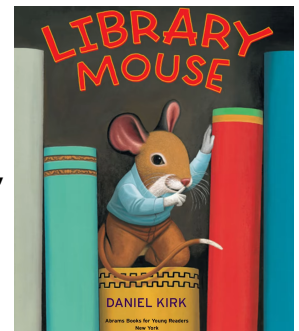


**Materials & Space:**

- [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.)
- Word wall

**Prep:**

- Write vocabulary words and objective on chart paper (completed in previous class)
- Make a sample book cover on chart paper 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, "If you could write a story about anything, what would you 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.

### Vocabulary:

- Tell students, "Thank you for **expressing** your ideas for stories. One day, your books may be in a **library**, just like Sam's!"
- 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.
- Add any new words to the word wall.

### Extension Activity:

- Show your sample book cover. Point out that it has the title of your story, your name, and an illustration. Do the same with Library Mouse. Ask students, "What do you notice about this cover now that you have read the book?"
- 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.
- 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!

### 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, "Whose book title/illustration did you enjoy?"
- Thank students for sharing about themselves and respectfully listening and learning about others.

**Assessment:** Use the book covers 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:** Kindergarten



**Student Objective:**

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



**Learning Standards:**

- KR9: Make connections between self, text, and the world. (RI&RL)
- KW4: Create a response to a text, author, or personal experience (e.g., dramatization, artwork, or poem).
- KSL1: Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.



**Vocabulary:**

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



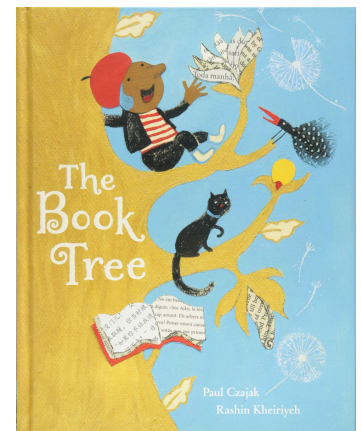
**Social Emotional Components:**

- 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
- Markers
- Crayons
- 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, "Would you want to live in a world without stories? 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 to 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. Ask students to repeat the word after you.
- Add vocabulary words to the word wall.

### 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?"
  - "How does the community feel in this town without books?"
  - "What do you think Arlo is writing?"
  - "What made the Mayor change his mind?"
  - "How can books change our lives? Why do people need books?"
- 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 one at a time. Allow students time to draw their responses before moving on to the next question.
- Circulate around the room to support students as needed.

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

- Encourage students to share out one of their responses with the class. Keep in mind that not all students may feel comfortable with this yet. Don't force students to share their work if they are not ready.
  - Ask if they would allow you to share their responses. Use uplifting language when describing student work.
- 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

HOW DID ARLO FEEL WHEN  
THE MAYOR BANNED BOOKS?

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

HOW WOULD YOU FEEL IF ALL  
BOOKS WERE BANNED?

WHAT IS YOUR FAVORITE BOOK  
OR STORY?







**Lesson Title:** The Book Tree Day 2

**Lesson Duration:** 1 session



**Grade Level:** Kindergarten



**Student Objective:**

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



**Learning Standards:**

- KR9: Make connections between self, text, and the world. (RI&RL)
- KW4: Create a response to a text, author, or personal experience (e.g., dramatization, artwork, or poem).
- KSL1: Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.



**Vocabulary:**

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



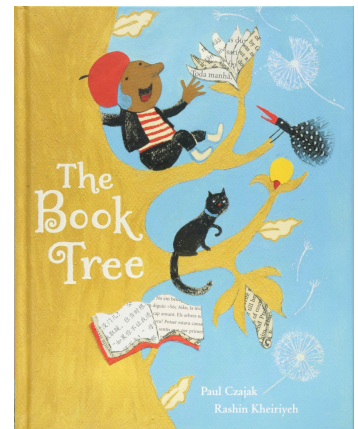
**Social Emotional Components:**

- 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)
- Word wall
- Crayons
- Pencils
- Book template
- Butcher/ craft paper
- Tape or glue
- Scissors (optional)



**Prep:**

- Write vocabulary words and objective on chart paper (completed in previous class)

- Assemble/design/create a book tree to which students can add their work. This can be done on large chart paper, butcher paper, oak-tag, a bulletin board, a tri-fold board, etc. See the pictures following this lesson for examples.
- Cut out book template in advance (if needed)
- 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.
- Add these vocabulary words to your word wall.

### Extension Activity:

- Explain that just like the characters in the story learned about the importance of telling stories, students will get the opportunity to share their favorite stories and create their own class book tree!
- Distribute copies of "My Favorite Book" template. Allow students time to fill out and color.

### Share & Reflect:

- When the books are completed, tell students to share out in their small groups and explain why they chose that story.
- Add books to the class book tree using tape or glue. Take a picture of the tree and send it to [emisoshnik@newyorkdge.org](mailto:emisoshnik@newyorkdge.org).
- Ask students, "What book from the tree do you want to read?"
- Thank students for their participation and understanding of how books are used in many different ways!

**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.*

I love  
this part:



My favorite book is

because

because \_\_\_\_\_



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

**Lesson Duration:** 1 session



**Grade Level:** Kindergarten



**Student Objective:**

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



**Learning Standards:**

- KR9: Make connections between self, text, and the world. (RI&RL)
- KW4: Create a response to a text, author, or personal experience (e.g., dramatization, artwork, or poem).
- KSL1: Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.



**Vocabulary:**

- Government: a group of people that has power and authority
- City Hall: the building that houses the offices of people in charge of a city
- Elderly: older or aging
- Teamwork: working together to achieve a goal
- Improve: to make something better
- 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 and sense of purpose
- 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
- Word wall
- Crayons
- Pencils
- Brainstorm sheet copies



### 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 helped someone else? 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 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 and share some examples of teamwork that they have been a part of or that they have seen. Take two responses. Share your own examples of teams that you have been a part of (ie, the NYE staff are a team).
- Explain that sometimes you need teamwork to **improve** or make things better. Ask students, "What is something you have improved on in school?" Take two responses.
- Add vocabulary words to the word wall.

#### 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.
  - Government: a group of people that has power and authority
  - City Hall: the building that houses the offices of people in charge of a city
  - Elderly: Older or aging
  - Spanish translation: abuelo - grandfather, "Te amo, mi vida" - I love you, my everything
- 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 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. 18](#))
- How did Sofia work with her community? ([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 one at a time. Allow students time to draw their responses before moving on to the next question.
- Circulate around the room to support students as needed.

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

- Encourage students to share out one of their responses with the class. Keep in mind that not all students may feel comfortable with this yet. Don't force students to share their work if they are not ready. Ask if they would allow you to share their responses. Use uplifting language when describing student work.
- Collect the sheets. Ask students, "Does this story remind you of another story we read?" Point of the connections to The Book Tree, which also involves a group of people working together to improve their community.
- 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 Beat

WHAT ARE SOME WAYS SOFIA  
HELPED OTHERS?

DRAW SOME WAYS THAT  
SOFIA FELT DURING DIFFERENT  
PARTS OF THE STORY.

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 session



**Grade Level:** Kindergarten



**Student Objective:**

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



**Learning Standards:**

- KR9: Make connections between self, text, and the world. (RI&RL)
- KW4: Create a response to a text, author, or personal experience (e.g., dramatization, artwork, or poem).
- KSL1: Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.



**Vocabulary:**

- Teamwork: working together to achieve a goal
- Improve: to make something better



**Social Emotional Components:**

- Self awareness: linking feelings, values, and thoughts, developing interests and sense of purpose
- 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)
- Word wall
- Crayons and pencils
- Blank paper
- Brainstorm sheet copies (completed in previous class)

**Prep:**

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



## 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:**

- Review the vocabulary from the previous lesson.

### **Extension Activity:**

- Distribute completed brainstorm sheets so students can be inspired by their previous responses. Ask students to share out loud some ideas they had about changing, adding, or improving their NYE group. Write down their responses on chart paper.
- Suggest some ideas of your own. Keep in mind that the goal in the next class will be to compromise on things that benefit the group as a whole and make the students excited. Remember to follow safety guidelines and procedures that cannot be compromised on, such as always needing to remain in ratio, etc.
  - More time to play with toys
  - Candy/sweets every day
  - Sit in the teacher's chair
  - Playing music during class
  - Dancing/moving around
- Ask students to vote for their top three changes. Take an anonymous vote by having students keep their heads down and raising their hands. Read each proposed change one at a time and ask students to raise their hands if they agree with the change. Tell students they can only raise their hands once. Count how many votes each item gets and write down the number. The three items with the most votes win.
- On a new piece of chart paper, write down the three voted on items.
- Hand out paper and crayons, and instruct students to draw what each of these changes could look like in the class. When they are done, ask them to label how each change would make them feel. This response can also be drawn.
- While students work, circulate around the room to offer support and to check in with student progress. Remind each table that this is a first step to bringing more joy to our class.

### **Share & Reflect:**

- Collect all papers. Ask students:
  - "How is this similar to what Sophia did in the story?"
  - "Why was it important to Sophia to help her community?"
  - "Why is it important for us to help our class/group community?"
- Thank students for all their hard work and explain that in the next class, they will have a chance to convince you (or another adult in the room) to implement one of the changes.

**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 sessions



**Grade Level:** Kindergarten



**Student Objective:**

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



**Learning Standards:**

- KR9: Make connections between self, text, and the world. (RI&RL)
- KW4: Create a response to a text, author, or personal experience (e.g., dramatization, artwork, or poem).
- KSL1: Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.



**Vocabulary:**

- Improve: to make things better
- Compromise: when all sides change something or give something up in order to come to an agreement
- Teamwork: working together to achieve a goal



**Social Emotional Components:**

- Self awareness: linking feelings, values, and thoughts, developing interests and sense of purpose
- 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 or pencils
- Word wall

**Prep:**

- Write vocabulary words and objective on chart paper (completed in previous class)



## Lesson Instruction

### SEL Check-In and Intro:

- Welcome students back to class. Ask students, “Has there ever been a time when you wanted to do something or have something that you had to talk about with someone else? Did both of you agree? Let me share an example. When I was little, my brother and I used to argue over a shark Hot Wheels car. We both wanted to play with it all time but neither one of us wanted to give it away to the other. We decided to take turns and each play with it for 15 minutes and then switch off.” Share your own example to make it more personal.
- 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.

### Vocabulary:

- Explain that what they just discussed was an example of **compromise**. Tell students that when people compromise, both people give something up or change something so that they can come to an agreement. Ask students to share why they think compromise is important.
- Add the vocabulary word to your word wall.

### Extension Activity:

- Remind students of the top three changes they voted for in the previous class. Ask students to share an idea for a short sentence that describes each idea. For example:
  - If students voted on having candy every day - “MORE SWEETS!”
  - If students voted on having dance parties - “WE NEED TO MOVE!”
  - If students voted on playing music during class - “MUSIC FOR ALL!”
- Instruct students to choose one area of change that they care most about.
- Hand out paper and crayons. Tell students to copy the short sentence that connects their idea. Remind them to only choose one.
  - Once they have copied the sentence, tell students to draw what that change could look like and how it would make them feel on the back of their paper.
- When students complete their signs, group them according to their chosen sentence. Encourage each group to chant their sentence while holding their signs as they walk around the room.
- Once every group has walked around the room, decide how to compromise on what the students want and what you as the adult think would be best for the classroom. For example:
  - “While we can’t have candy every day, we can have a treat day once a month.”
  - “I think it’s so important that we all move more, so we can have a three minute dance party at the beginning of class.”
  - “We can’t play music the whole time, but at the end of class, we can listen to one song to wind down or clean up.”

### Share & Reflect:

- Collect petition/s. Ask students:



- "How do you feel about the results of the petition? What is something you could do next?"
- Thank students for their participation and hard work in creating and sharing their petitions!

**Assessment:** Use the petitions 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:** Harlem Grown Day 1

**Lesson Duration:** 1 session



**Grade Level:** Kindergarten



**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:**

- KR9: Make connections between self, text, and the world. (RI&RL)
- KW4: Create a response to a text, author, or personal experience (e.g., dramatization, artwork, or poem).
- KSL1: Participate in collaborative conversations with diverse peers and adults 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
- Word wall
- 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 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 seen something grow? Did you help it grow?" 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 when you help something or someone grow, you **nurture** it or them. Ask students to repeat the word after you.
- Add vocabulary words to the word wall.

### 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: to move quickly and energetically
  - Dreary: dark and sad
  - Haunted: 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 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](#))
  - "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 one at a time. Allow students time to draw their responses before moving on to the next question.
- Circulate around the room to support students as needed. As you circulate, ask students to explain their responses and why they chose them.

**Share & Reflect:**

- Encourage students to share out one of their responses with the class.
  - Ask if they would allow you to share their responses. Use uplifting language when describing student work.
- Collect the sheets. Ask students, “Do you think your school should have a garden? Why?”
- 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 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



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:** 1 session



**Grade Level:** Kindergarten



**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:**

- KR9: Make connections between self, text, and the world. (RI&RL)
- KW4: Create a response to a text, author, or personal experience (e.g., dramatization, artwork, or poem).
- KSL1: Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.



**Vocabulary:**

- Nurture: to help something or someone grow



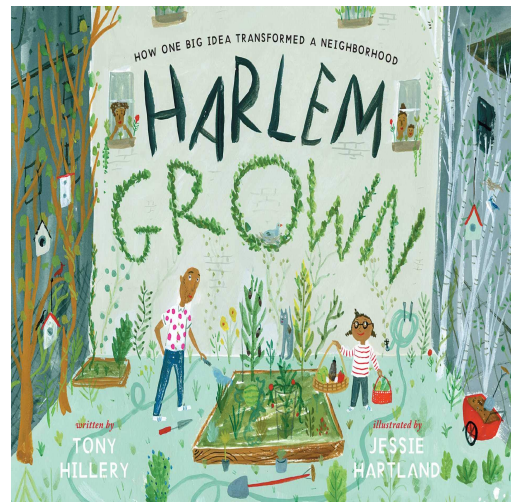
**Social Emotional Components:**

- 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
- Word wall
- Chart paper and markers (completed in previous class)
- Crayons
- Pencils
- Brainstorm sheet copies (completed in previous class)
- Small beads
- Envelopes
- Scissors (optional)
- Construction paper (optional)
- Glue (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 students 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.
- Add the vocabulary word to your word wall.

#### 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. The completed envelope should include:
  - An image of the plant and name of the plant (on one side)
  - 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 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/or seed packets are completed, put them all together to take a picture of your “classroom garden.” Send this photo to [emisoshnik@newyorkedge.org](mailto:emisoshnik@newyorkedge.org).
- If possible, invite another group to come and view the garden or ask your director to display the work.
- Ask students, “How would you nurture your new plant creation?”
- 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:** Kindergarten



**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:**

- KR9: Make connections between self, text, and the world. (RI&RL)
- KW4: Create a response to a text, author, or personal experience (e.g., dramatization, artwork, or poem).
- KSL1: Participate in collaborative conversations with diverse peers and adults 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



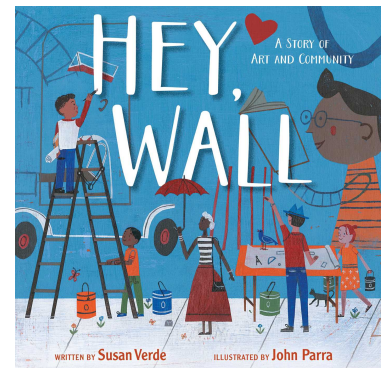
**Social Emotional Components:**

- 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
- Word wall
- Chart paper
- Markers
- Crayons
- 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.
- Add vocabulary words to the word wall.

### 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.
  - 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
  - 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](#))
  - "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](#))
- “What do you notice? What does the mural tell other people about the neighborhood?” ([pg. 14](#))
  - Guide students towards understanding that the mural shows the people in the neighborhood, what they like, who they are, what they do, etc. The mural is a depiction of a moment in time for this neighborhood and a celebration of the lives they lead.
- 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 one at a time. Allow students time to draw their responses before moving on to the next question.
- Circulate around the room to support students as needed.

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

- Encourage students to share out one of their responses with the class. Use uplifting language when describing student work.
- Start a class brainstorm about what to add to the class mural, list some answers from brainstorm sheets.
- Collect sheets. Ask students, “Why is your picture important to add to a class mural?”
- 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.



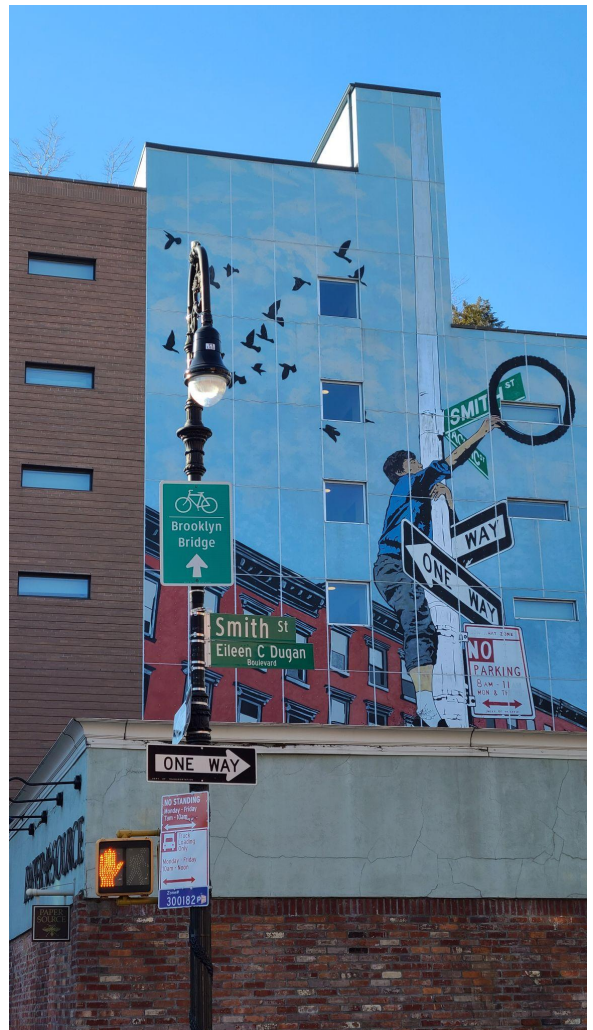
**Specialist Notes:** *Include post lesson reflection and ideas for future planning.*



## Examples of Murals



Photo Credit: Erica Misoshnik



Name \_\_\_\_\_

Date \_\_\_\_\_

# BRAINSTORM SHEET



Hey, Wall by Susan Verde

WHAT IS YOUR FAVORITE  
THING ABOUT THE MURAL?

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

WHAT PICTURE WOULD YOU  
ADD TO A CLASS MURAL?

HOW DO YOU THINK THE CLASS  
WOULD FEEL WORKING  
TOGETHER ON A MURAL?







**Lesson Title:** Hey, Wall Day 2

**Lesson Duration:** 1 session



**Grade Level:** Kindergarten



**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:**

- KR9: Make connections between self, text, and the world. (RI&RL)
- KW4: Create a response to a text, author, or personal experience (e.g., dramatization, artwork, or poem).
- KSL1: Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.



**Vocabulary:**

- Mural: a large picture painted on a wall
- Transform: to change



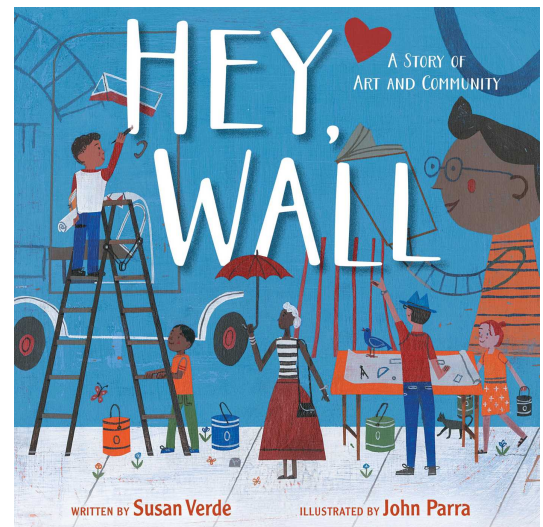
**Social Emotional Components:**

- Self-awareness: identifying personal, cultural, and linguistic assets
- Social Awareness: recognizing strengths in others
- Relationship skills: practicing teamwork and collaborative problem solving



**Materials & Space:**

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



### Prep:

- 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
- Gather all materials

### 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.
- Add these vocabulary words to your word wall.

#### 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 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 mural 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:** Kindergarten



**Student Objective:**

- Students will identify morals/lessons in fables and will apply that understanding to their own lives and stories.



**Learning Standards:**

- KR9: Make connections between self, text, and the world. (RI&RL)
- KW4: Create a response to a text, author, or personal experience (e.g., dramatization, artwork, or poem).
- KSL1: Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.



**Vocabulary:**

- Fable: a short story; usually with animal characters, telling a message or lesson



**Social Emotional Components:**

- Self awareness: linking feelings, values, and thoughts



**Materials & Space:**

- [The Lion and the Mouse](#), [The Tortoise and The Hare](#), Aesop's Fables (or choose your own fable to read aloud)
- Previously read books from the season (or printed pictures of the covers)
- Word wall
- Chart paper and markers
- Pencils
- Brainstorm sheet copies

**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](#)
- Make any copies necessary and gather all materials
- Write vocabulary words and objective on chart paper

## Lesson Instruction

### SEL Check-In and Intro:

- Welcome students back to class. Display all the books or printed covers so they are visible to the whole class. Ask, "Which character from the stories we read would you like to meet?" 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 met so many characters over the last few months who helped to solve many problems.

### 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.
- Add vocabulary to the word wall.

### 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 did the Hare learn?"
  - 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 did the lion learn?"
  - 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 did \_\_\_\_\_ learn?"

- 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:**

- Hand out the brainstorm sheet copies and read the questions aloud for the class one at a time. Allow students time to draw their responses before moving on to the next question.
- Circulate around the room to support students as needed.

**Share & Reflect:**

- Encourage students to share out one of their responses in pairs, small groups, or as a whole class. Use uplifting language when describing student work.
- Tell students that in the next class, they will start brainstorming their short stories, based on the work they did today!

**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



Aesop's Fable

WHO WAS YOUR FAVORITE  
CHARACTER?








WHAT DID THE CHARACTER  
LEARN?

IF YOU WERE THAT  
CHARACTER, WHAT WOULD  
YOU DO NEXT?

WHAT OTHER ANIMALS WOULD  
YOU USE TO TELL THIS STORY?





 <b>Lesson Title:</b> Building Stories <b>Lesson Duration:</b> 1 session	 <b>Grade Level:</b> Kindergarten
 <b>Student Objective:</b> <ul style="list-style-type: none"> <li>Students will develop problems and resolutions for their stories.</li> </ul>	
 <b>Learning Standards:</b> <ul style="list-style-type: none"> <li>KW3: Use a combination of drawing, dictating oral expression, and/or emergent writing to narrate an event or events in a sequence.</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 OR something they needs to solve or make better</li> <li>Solution: how the problem is solved</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</li> <li>Previously read fable or book</li> <li>Story Map sheet copies</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> <li>Make sample Story Map</li> <li>Choose which previously read book or fable to use in your class example</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. Explain that today they are going to learn about what makes a good story so they can write the best stories possible. Tell students:
- "In our stories, we will focus on one or two **characters**. Characters are who your fable will be about. Let's think about \_\_\_\_\_ (choose a fable or picture book the class has read together). Who were the characters in that story?"
  - Write student responses on the board or on chart paper
- "In order to inspire our illustrations, we will also need a **setting**. A setting is where and when your fable will take place. Let's think about \_\_\_\_\_ (choose a fable or picture book the class has read together). 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, or something they want to fix or make better. Let's think about \_\_\_\_\_ (choose a fable or picture book the class has read together). 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 the problem will be solved. Let's think about \_\_\_\_\_ (choose a fable or picture book the class has read together). What was the solution in that story?"
  - Write student responses on the board or on chart paper
- Add vocabulary words to the word wall.

### Extension Activity:

- Tell students, "What we just did together was create a story map for \_\_\_\_\_. Now it's your turn!"
- Distribute story map sheets and allow time for students to complete. They can either write or draw responses where necessary.
- Circulate around the room while students are working. Ask them to dictate what the problem and solution will be in their stories. Write down what they say in the appropriate section.
- After completing the story maps, instruct students to create a title.

### Share & Reflect:

- Encourage students to share out one of their responses in pairs, small groups, or as a whole class. Use uplifting language when describing student work.

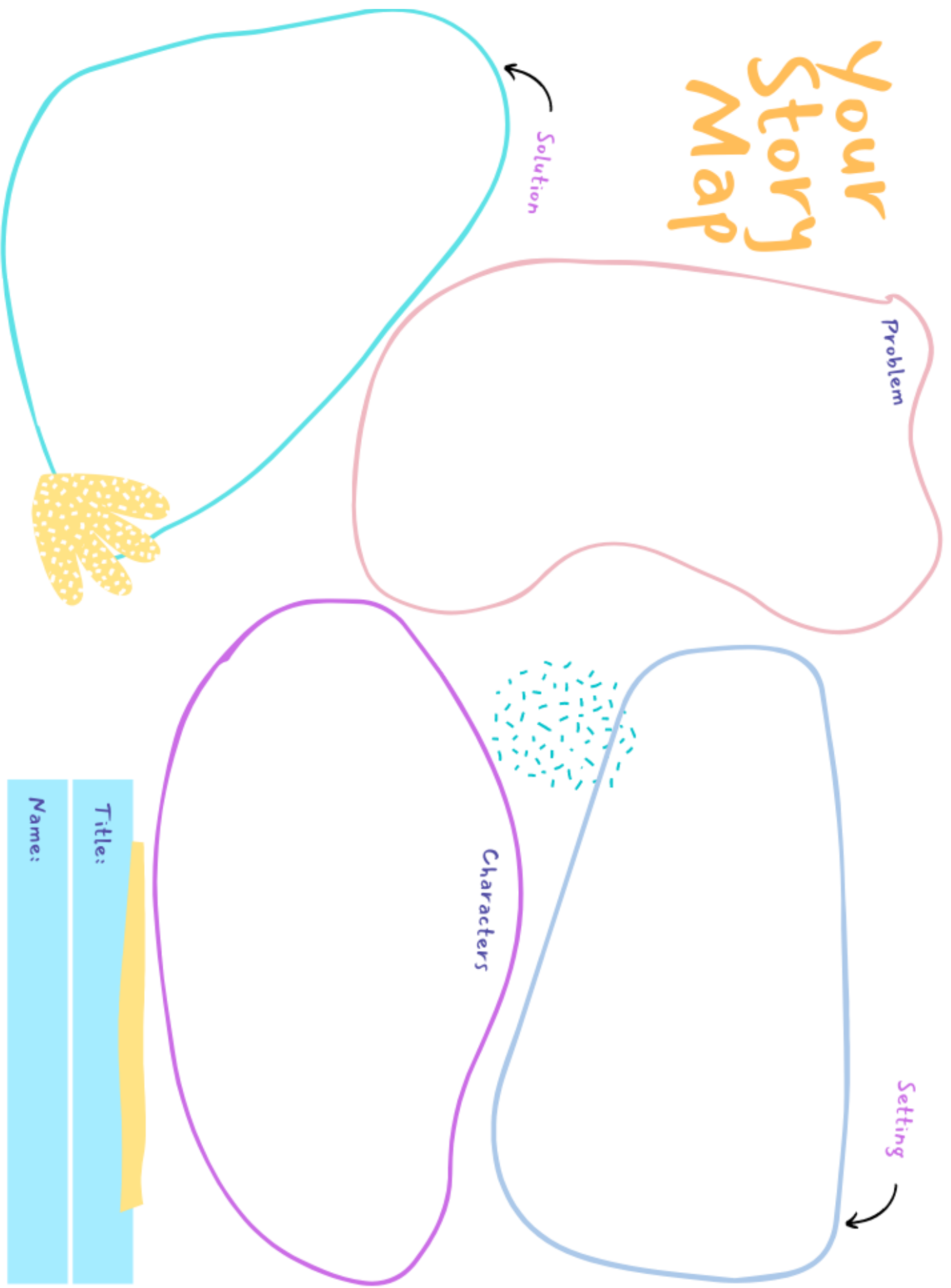
- Ask students, “What did you notice about the other characters? How were they similar or different from yours?”
- Collect storymap sheets, thank students for their work, and tell them that in the next class, they will move on to the next step in creating their stories.

**Assessment:** Pay close attention to student responses for understanding. 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



Title:

Name:



**Lesson Title:** Planning Stories

**Lesson Duration:** 1 session



**Grade Level:** Kindergarten



**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:**

- KW3: Use a combination of drawing, dictating oral expression, and/or emergent writing to narrate an event or events in a sequence.



**Vocabulary:**

- Beginning: the first part of something, used to capture a reader's interest and introduce important information
- Middle: the problem is presented or beginning to get solved
- End: everything comes together or the problem is solved
- Storyboard: a way of planning by using sketches, that shows how a story will look



**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
- Pencils
- Word Wall
- Story Map sheets (completed)
- Storyboard template
- Art supplies (instructor/student choice: markers, colored pencils, crayons, etc.)

**Prep:**

- Make any copies necessary and gather all materials
- Write vocabulary words and objective on chart paper
- 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.
- Explain that today, students will focus on making a **storyboard**. A storyboard is made of some boxes, which are called panels. Show the blank storyboard and explain that the panels are used to organize stories and plan how the pages will look.
- Say, "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.
- "No, 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 story map. 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?
- Add vocabulary words to the word wall.

**Extension Activity:**

- Tell students, "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!"
- Distribute the storyboard sheets and pencils. Tell students if they make a mistake they can always renumber boxes to change the order of panels or try again on a new sheet.
  - Students might also be inspired to plan their story differently and start at the end or middle instead of the beginning.
- Hand out previously completed story map sheets so students can reference it.
- Circulate around the room while students are working. Ask them to dictate what they are drawing in each panel. Write down what they say in the appropriate section.
- Remind students to double check their work and make sure that their storyboard includes everything they have created in their story map!

**Share & Reflect:**

- Tell students to share their story board with a partner. Ask, "What is your favorite panel on your partner's storyboard? Why?"
- 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.

**Assessment:** Pay close attention to student responses. If a student/students show limited understanding, consider engaging in a class or small group discussion in the following class.



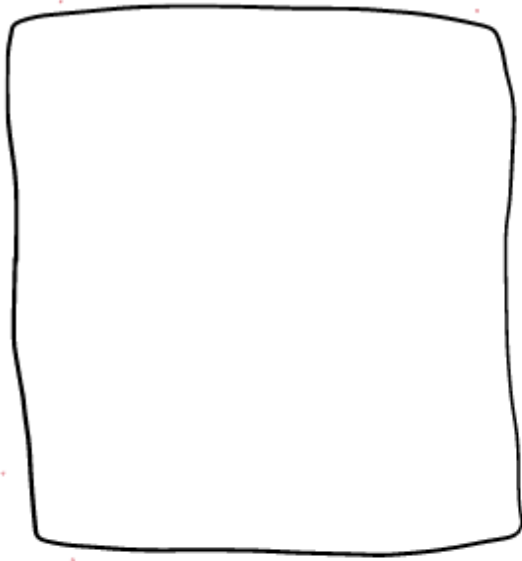
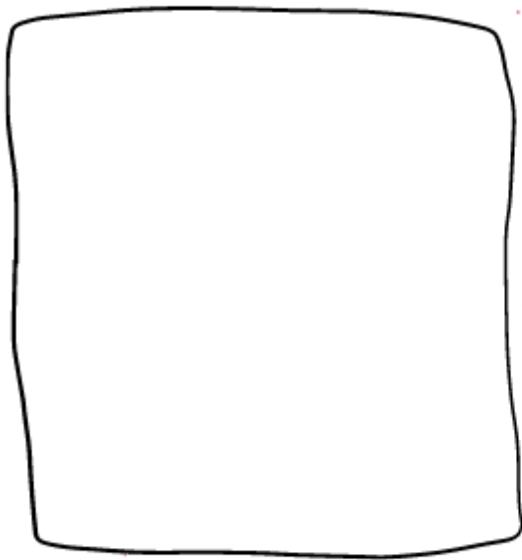
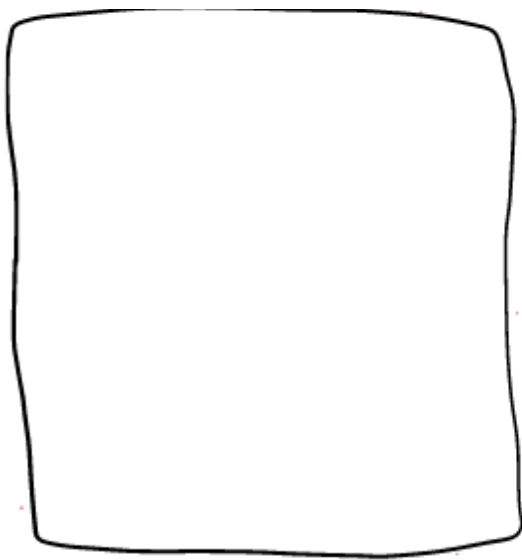
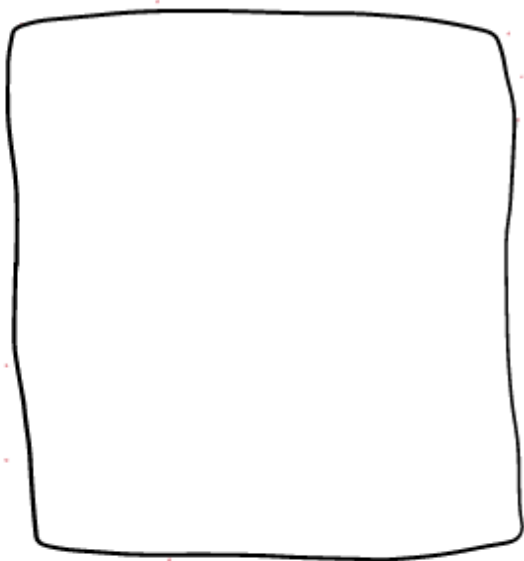
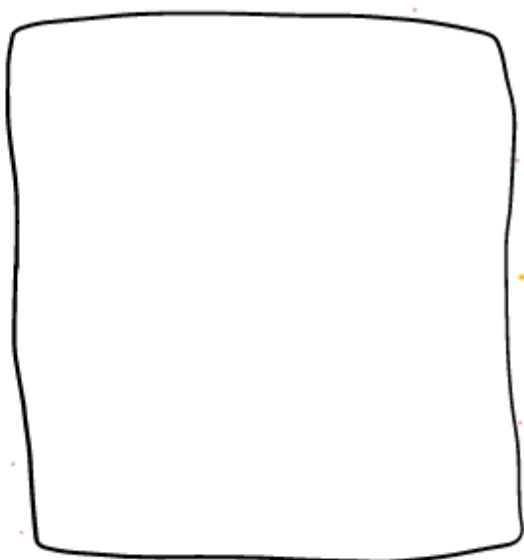
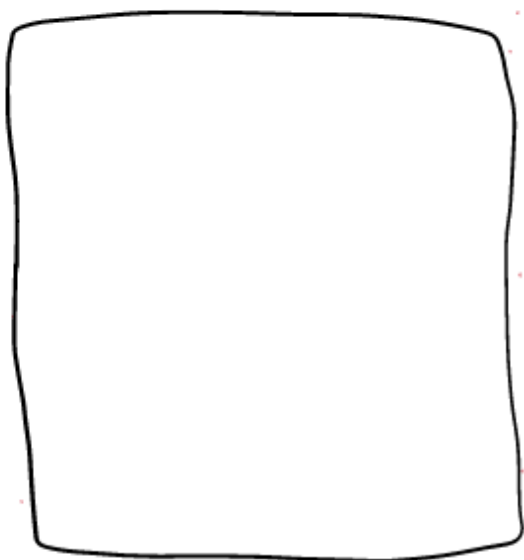
**Specialist Notes:** *Include post lesson reflection and ideas for future planning.*



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



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





**Lesson Title:** Making Stories Part 1

**Lesson Duration:** 1-2 sessions



**Grade Level:** Kindergarten



**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.



**Learning Standards:**

- KW3: Use a combination of drawing, dictating oral expression, and/or emergent writing to narrate an event or events in a sequence.



**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
- Storyboard template (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 starting 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 draw and write on the premade book or final paper.
- Circulate while students work in order to check in, assist with writing and/or spelling if necessary, and to encourage those who may need it.

**Share & Reflect:**

- 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:** Pay close attention to student work. 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 Part 2

**Lesson Duration:** 1 session



**Grade Level:** Kindergarten



**Student Objective:**

- Students will understand the structure of fictional stories by writing a beginning, middle, and end of their own.



**Learning Standards:**

- KW4: Create a response to a text, author, or personal experience (e.g., dramatization, artwork, or poem).



**Vocabulary:**

- Autobiography: a book or passage about a person's life that they write themselves
- Author bio: a page of information about the author shared with readers, it's how readers get to know you



**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
- Pencils
- Word wall
- Meet the author template
- Completed books
- Art supplies (instructor/student choice: paint, markers, colored pencils, crayons, construction paper, etc.)
- Glue or tape

**Prep:**

- Make any copies necessary and gather all materials
- Precut the author's page templates
- Write vocabulary words and objective on chart paper
- Make sample author's page and book cover
- Gather all materials

## 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 in this class, everyone is an author and illustrator!

### Vocabulary:

- Explain that in order to truly appreciate all the hard work students have done to create their stories, 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.
- Add vocabulary words to the word wall.

### Extension Activity:

- Show an example of your completed book cover.
- Hand out materials.
  - Remind students that covers 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..."
- Show an example of your own author's page.
  - Tell students to draw a self-portrait of themselves or ask students to bring a photo from home that they can use.
  - Assist students in glueing or taping the author's page 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 stories they have created!

**Assessment:** Pay close attention to work. 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

.....



**Lesson Title:** Sharing Stories

**Lesson Duration:** 1 session



**Grade Level:** Kindergarten



**Student Objective:**

- Students will celebrate and share their stories with others.



**Learning Standards:**

- KSL6: Express thoughts, feelings, and ideas.



**Vocabulary:**

- Achievement: a goal reached through hard work, courage, and skill
- Publish: to make a book available for everybody to read



**Social Emotional Components:**

- Self awareness: recognizing one's strengths



**Materials & Space:**

- Chart paper and markers
- Pencils and paper
- Word wall
- Culminating event materials (hot cocoa/beverage, etc.)

**Prep:**

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



**Lesson Instruction:**

**SEL Check-In and Intro:**

- Welcome students back to class. Ask, "What is something important you learned about yourself by writing your 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.

**Vocabulary:**

- Tell students that creating books is an **achievement**! Explain that an achievement is a goal reached through hard work, courage, and skill. Ask students to repeat the word after you.



- Tell students that they will display their stories for everybody to read! Explain that this means that the books are ready to be **published** and that they will all be celebrating with a publishing party.
- Add these words to the word wall. Display the word wall at the culminating event/publishing party. Take a photo of your completed word wall 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 on?"
    - "Do you feel inspired to create your own stories or sequels later on?"
- Take a photo of the completed books and send them to [emisoshnik@newyorkedge.org](mailto:emisoshnik@newyorkedge.org).

**Assessment:** Pay close attention to students as they share their story with others.



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