



Feeling Good, Doing Good:

A K-2 Social/Emotional Literacy Curriculum



Fall 2019

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Introduction

Welcome... to the 2019/2020 Season 1 K-2 Literacy Curriculum!

As always, we have tried to improve upon previous curricula to make this more relevant to kids and easier to implement than before.

Our Education Department Team started this process by brainstorming –based on our experience with kids—which issues we thought NYC youth would find most compelling and helpful. We then thought about how these intersected with social/emotional learning goals. When writing lessons, we drew on current research (on the importance of focusing on the story’s larger messages, and less on mechanics). Finally, books with these themes and life lessons were found. They address:

- **Self-Awareness**
 1. Self-confidence
 2. Recognizing strengths
 3. Identifying emotions
 4. Accurate self-perception
- **Self-Management**
 5. Impulse control
 6. Self-discipline
 7. Regulating emotions, thoughts, and behaviors
- **Social Awareness**
 8. Perspective-taking
 9. Empathy
 10. Appreciating diverse backgrounds
 11. Respect for others
 12. Recognizing community resources and supports
- **Relationship Skills**
 13. Social engagement
 14. Cooperating with others
 15. Offering help
 16. Communication
 17. Relationships with diverse individuals
- **Responsible Decision-making**
 18. Constructive choices about personal behavior
 19. Honesty
 20. Evaluating and reflecting
 21. Analyzing situations

The curriculum starts with some information about literacy, followed by information about questioning, followed by a third page about classroom management. After this are the lessons, two per week, which are self-explanatory and easy to follow. Where there is a hand-out for a lesson, it appears immediately after that lesson.

We hope this makes sense to you and is simple to follow. Please go through it and contact us at the emails below if you have any questions or if we can help you in any way.

Important notes:

- Some of the lessons will require that you **purchase materials beforehand**. Make sure to read the material's page at the end carefully so that you have enough time to gather what is needed.
- Some of the lessons will require that you **assemble materials beforehand**. Make sure to read the next week's lessons every week so that you are not caught by surprise on the day of a lesson.

Thank you... for all you do for the children and youth of New York Edge!

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About Literacy

- At the most basic level, literacy is anything that involves

<i>Receiving info through language</i>	Listening	Reading
<i>Communicating</i>	Speaking	Writing

- ANYONE can get good at these skills if they **want to** and if they **practice**: human beings are ***"wired"*** for language.
- Many kids don't do well in literacy because
 - They don't have access to INTERESTING books that reflect their *reality* (learning always start with where we're at).
 - They are discouraged by tests and teachers.
- Research demonstrates that children/youth **who are read to do better in school**. This is because they are *unconsciously* learning about
 - the differences between written and spoken language
 - vocabulary (in context)
 - the way that stories are structured
 - the topic of the story that's being read to them
- Many schools no longer allow teachers to have read-aloud time
- Many classrooms no longer have REAL books that are interesting to kids.

YOU

can make a big difference in a kid's life by...

- ✓ *exposing them to good books that reflect their reality and*
- ✓ *guiding them in talking and writing about the ideas in those books.*

Literacy doesn't have to be a chore...

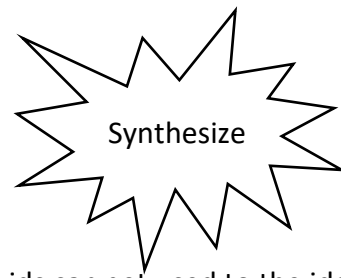
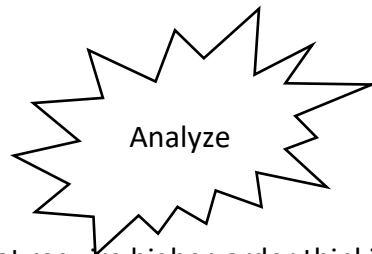
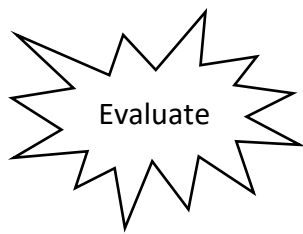
Everybody likes a good story.

Asking Thought-provoking Questions

- Nowadays, most students get a lot of practice answering mindless questions that don't require much thought (parroting back what is in a book).
- Many kids are not getting practice answering questions that require them to

THINK CRITICALLY

(needed for leadership & taking charge of one's life, *btw*)



- By asking questions that require higher-order thinking, kids can get used to the idea that

*they are **smart** and their opinions matter!*

When you are discussing books with students, ask them questions that require them to

- ✓ Distinguish between...
- ✓ Classify
- ✓ Generate alternatives to...
- ✓ Evaluate
- ✓ Critique
- ✓ Defend
- ✓ Interpret
- ✓ Prove

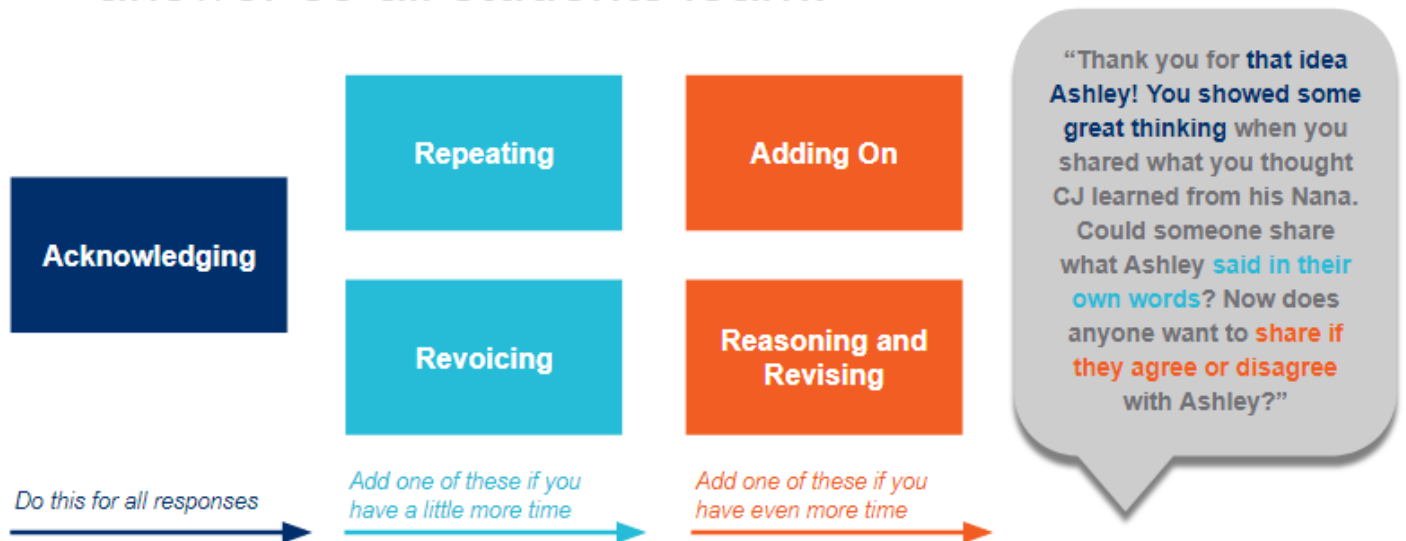
Ideas, characters, events

“Talk Moves” to Deepen Comprehension

Talk Move	Sample Prompts
Acknowledging	<ul style="list-style-type: none"> • “That’s an interesting idea...” • “Thank you for sharing that idea.” • “I see that you are using your knowledge from school/the real world/other stories. That’s a great strategy to help understand our story.” • “That’s an interesting way to think about it...”
Revoicing	<ul style="list-style-type: none"> • “What I’m hearing is....” • “So you’re saying...” • “It sounds like you think...” • “I’m hearing...” “Is that right?”
Repeating	<ul style="list-style-type: none"> • “Can someone share what (name) said in their own words?” • “What is (name) idea in your own words?”
Adding On	<ul style="list-style-type: none"> • “Does anyone want to add on?” • “Can anyone add on to his/her/their idea?” • “What else do we think about this?” • “What makes you think that?” • “What did you hear or see in the story that makes you think that?” • “(Name) what do you think?”
Reasoning and Revising	<ul style="list-style-type: none"> • What do you think about his/her/their idea?” • “What do you think about that?” • “Do you agree or disagree?” “Why or why not?” • “Has your idea or opinion changed?” • “How has your idea or opinion changed?”
Clarifying	<ul style="list-style-type: none"> • “When I think about this, I think...” • “Let’s all look back at what the text says...”
Rephrasing / Breaking Down the Question	<p>Think about what the student might not understand about the question, and what smaller pieces of knowledge are embedded in the question. Ask rephrased / guiding questions to help students get to the correct answer.</p>

How to Use Talk Moves

If a student gives a **correct** answer, the goal is to acknowledge their answer and reinforce their answer so all students learn.



If a student gives **incorrect or unclear answer**, the goal is to acknowledge their answer and prompt / guide them (along with the other students) to the correct answer.



The Basics of Classroom Management

The most important things to keep in mind are:

Be a Role Model

- ✓ Be professional & polite
- ✓ Be up-beat, not sarcastic
- ✓ Be organized and prepared
- ✓ Be open to learning and curious about the world!

Create Routines

- ✓ Get their attention (for instance, “One, two, three: eyes on me!”)
- ✓ For cell-phone use (for instance, “No cell phone use in class.”)
- ✓ To go to the bathroom (for instance, “Students can only go to the bathroom in pairs, with an adult” and “We will take a bathroom break every day after snack, before Leadership.”)
- ✓ For a turn to talk (for instance, “Everyone has to raise their hand and wait to be called upon” and “one mike.”)
- ✓ Store their personal belongings (for instance, “Everyone has to put their backpacks on the back of their chairs.”)

When dealing with kids who are misbehaving, remember to...

- ✓ Redirect (try to distract them with another activity)
- ✓ Speak calmly (DO NOT SHOUT)
- ✓ Be consistent
- ✓ Choose your battles
- ✓ Ask the Site Director for help when you need it\
- ✓ Involve parents when needed
- ✓ Nip bullying at the bud! DO NOT TOLERATE cruelty, violent behavior or language.

Repairing and Restoring

- ✓ Make consequences immediate and logical:
 - Dirtied something? Make them clean it!
 - Broke something? Make them fix it!
 - Hurt someone? Make them apologize, make reparations
- ✓ Model apologizing and making reparations when YOU make a mistake.
- ✓ Facilitate conversations between conflicting parties – aim for apologies and seeing things from the others’ perspective
- ✓ Strive for re-integration into the community, NOT shaming or disproportionate punishment.

Weekly Summary

Week 1: Introduction & Self –Awareness: *Self-confidence*

Text: *Ish*, by Peter Reynolds

Lesson objectives:

- Students will be able to understand and follow the routines of a literacy read-aloud lesson.
- Students will understand the meaning of confidence and will be able to identify traits that make them feel self-confident.

Week 2: Self –Awareness: *Recognizing strengths*

Text: *Niño Wrestles the World*, by Yuyi Morales

Lesson objectives:

- Students will be able to identify, recognize, and celebrate their own strengths.

Week 3: Self-Awareness: *Identifying emotions, accurate self-perception*

Text: *The Day You Begin*, by Jacqueline Woodson

Lesson objectives:

- Students will demonstrate awareness of how they are unique & how valuable individuality is.

Week 4: Self-Management: *Impulse control, self-discipline*

Text: *My Mouth is a Volcano*, by Julia Cook

Lesson objectives:

- Students will understand the importance of patience and waiting their turn to speak.

Week 5: Self-Management: *Regulating emotions, thoughts, and behaviors*

Text: *Even Superheroes Have Bad Days*, by Shelly Becker

Lesson objectives:

- Students will understand that it is okay to feel sad, upset, or angry, but it is not okay to make others feel bad. Students will be able to identify different things they can do to help when they have a bad day.

Week 6: Social Awareness: *Perspective-taking*

Text: *Big Red Lollipop*, by Rukhsana Khan

Lesson objectives:

- Students will understand that people may have different perspectives of the same event.

Week 7: Social Awareness: *Empathy*

Text: *A Sick Day for Amos McGee*, by Philip C. Stead

Lesson objectives:

- Students will understand the concept of empathy and will be able to show empathy for others.

Week 8: Social Awareness: *Appreciating diverse backgrounds*

Text: *Drum Dream Girl*, by Margarita Engle

Lesson objectives:

- Students will understand that everyone should have the same opportunities to achieve their dreams and will be able to identify what their own dreams are.

Week 9: Social Awareness: *Respect for others, recognizing community resources and supports*

Text: *Last Stop on Market Street*, by Matt de la Peña

Lesson objectives:

- Students will understand that neighborhoods are made up of people who support each other.

Week 10: Relationship Skills: *Social engagement, cooperating with others, offering help*

Text: *The Smallest Girl in the Smallest Grade*, by Justin Roberts

Lesson objectives:

- Students will understand that it is important to support each other and will generate ideas about how to show their support.

Week 11: Relationship Skills: *Communication, relationships with diverse individuals*

Text: *My Two Blankets*, by Irena Kobald

Lesson objectives:

- Students will be able to understand some of the difficulties of moving from another country and the importance of offering support to those that do.
- Students will understand the importance of sharing their unique backgrounds, experiences, and important items in order to come together as a whole.

Week 12: Responsible Decision-Making: *Constructive choices about behavior, honesty*

Text: *Tell the Truth, B.B. Wolf*, by Judy Sierra

Lesson objectives:

- Students will be able to identify the harm done by lying and make suggestions for making amends.
- Students will be able to understand the importance of apologizing and trying to fix a problem.

Week 13: Responsible Decision-Making: *Ethical responsibility, identifying problems*

Text: *Say Something*, by Peter Reynolds

Lesson objectives:

- Students will understand that their voices matter and can be used to help themselves and others.

Week 14: Responsible Decision-Making: *Evaluating, reflecting, analyzing situations*

Text: *Even Superheroes Make Mistakes*, by Shelly Becker

Lesson objectives:

- Students will understand that making mistakes is okay and why is it important to take responsibility for them.

Week 1/Lesson 1 – Being Strong Readers

Objective *(What students will understand or be able to do)*

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

Materials *(list of materials needed for the lesson)*

Chart paper

Whiteboards, dry erase markers, and erasers OR notebooks and pencils

Vocabulary *(new and/or unusual words used in the lesson/to be introduced at beginning of lesson)*

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

Preparation *(what needs to be done in advance of the lesson)*

1. Prepare a piece of chart paper titled, “Things We Like to Read About.”

Procedures *(steps teacher will follow to deliver the lesson)*

“I do” *(Teacher Introduction, Explanation and/or Demonstration)*

1. Welcome students to class. Tell them that when they come to literacy class they will be listening to fun stories, working on special projects, 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.
 - a. Ask students to make 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!” so they can practice theirs. Tell them that with every book they read, their poses should get stronger and stronger, just like their brains will be.
2. Tell students that before they start reading books, they are going to get ready to be strong readers by sharing what kind of books they like. Ask them to turn and tell a partner who what kind of books they like to read. Model for students by sharing what you like read.
 - a. Model: “My favorite books are about _____, _____, and _____. I like these type of books because _____.”

- b. Make sure the students know who their partners are before they start sharing to avoid confusion while everyone is talking.
 - c. 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.
3. Give students 2-3 minutes to talk. Ask 2 or 3 pairs to share what their partner said. Record their answers on the chart paper.

“We do” *(Students work with teacher support)*

1. 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 carpet and sitting criss-cross applesauce.
 - a. Count off the students in groups of 5. The first group of five students will sit near the front. Remind student to sit down criss-cross applesauce when they get to the carpet/rectangle. Count five students to sit in the first row. Continue counting by five’s or four’s and having each group sit behind each subsequent group.
 - b. Make sure to consider which students are sitting next to each other and keep the following in mind:
 - i. Do these students get along?
 - ii. Are these students likely to be disruptive when together?
 - iii. Is there a student who is an English language learner paired with someone that does not speak their language?
2. 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.
 - a. Tell them that they will practice being good speakers and listeners by turning and talking with a partner.
 - b. 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.
3. 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. Count down 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.

“They Do” *(Students do on their own or in groups, w/o teacher support)*

1. 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. Inform

students that when they are at the carpet they should sit on their whiteboards/ notebooks OR place them face down in front.

- a. Pass out notebooks and pencils or whiteboards and dry erase markers. Students should place them where you instructed.
- b. 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?"
- c. Give students 3-5 minutes to write. Younger students can be instructed to draw.
2. 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. Count down from five. 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.
3. Tell students that the last thing they will be doing in literacy class is, "Act it Out." Explain that this means that they will get to act out what they are thinking or what is happening in the story. To practice, tell students to imagine there is a dragon hiding in the closet, and to act out just using their faces how they feel when you find out. Respond to some of the faces you see being acted out:
 - a. "I see some scared faces! I think I would be scared too."
 - b. "Wow, some of us are being very brave right now!"
 - c. "I even see some excited faces! I guess some of us really want to meet a dragon."
4. Thank everyone for sharing their acting faces with the class. Tell students that the last thing they are going to practice today is walking quietly back to our 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.
5. Once students are back at their desks, tell them they are going to quickly review "Stop and Jots," "Turn and Talks," and "Act it Outs." Ask students the following:
 - a. "If I ask a question and I want you to speak with your partner, what is that called?"
 - b. "If I want you to draw a picture of what you think the character is going to do next, what is that called?"
 - c. "If I ask you to show me how a character feels using your face, what is that called?"
6. Thanks students for a great class. Ask them to show you their reading poses again:
 - a. "Wow, look at all these strong readers! I bet those poses will be even stronger in our next class!"

Evaluation *(how teacher will know if students have learned/reached objective)*

Formative Assessment: circulate while students are working to redirect them if they are following procedures incorrectly.

Week 1/Lesson 2 - Ish

Objective *(What students will understand or be able to do)*

Students will understand the meaning of confidence and will be able to identify traits that make them feel self-confident.

SEL Competency Explored: Self-Awareness

Materials *(list of materials needed for the lesson)*

Ish by Peter Reynolds

Chart paper & markers

Whiteboards, dry erase markers, and erasers OR notebooks and pencils

Copies of “My Confidence Cookies” graphic organizer

Pencils

Crayons

Vocabulary *(new and/or unusual words used in the lesson/to be introduced at beginning of lesson)*

Confidence – a feeling of trust or belief

Self-confidence – a feeling of trust or belief in yourself

Sneer – a disrespectful facial expression or remark

Crumpled – pressed or crushed out of shape

Savor – to delight in; to deeply enjoy

Gallery – a room or picture in which people look at works of art

Preparation *(what needs to be done in advance of the lesson)*

1. Read the story.
2. Write vocabulary words and objective on white board or chart paper.
3. Make copies of “My Confidence Cookies” graphic organizer.
4. Make a chart titled “What Makes us Confident” on the white board or chart paper.

Procedures *(steps teacher will follow to deliver the lesson)*

“I do” *(Teacher Introduction, Explanation and/or Demonstration)*

1. Sit students on the rug or floor in comfortable corner of the classroom and tell them the title and topic of the book you will be reading.
2. Introduce the vocabulary above.
3. Remind students of the rules for reading time before starting the book.

“We do” *(Students work with teacher support)*

1. Read the book aloud, pausing to ask questions, clarify any confusing moments, and review vocabulary words as they arise.
Turn and Talk: “What is something you like to do that makes you feel good about yourself?” (before reading)
Act it Out: “Show me with your face how Ramon feels.” (pg. 7) *After acting, ask students why they think he feels that way.*
Whole Class: “What happened to Ramon’s confidence? Why does he say he’s done?” (pg. 10)
Stop and Jot: “What do you think is in Marisol’s room?” (pg. 12) *Younger students can draw their response.*
Turn and Talk: “How do you think Ramon feels now? Why?” (pg. 18)
Whole Class: “Do you think Ramon is confident at the end of the story? What happened in the book to make you think that?” (pg. 28)
2. If students give wrong answers, guide them to the correct answers using deeper questions and prompts.
 - a. “That’s interesting, does anyone else have a different idea?”
 - b. “Can you tell us what in the story makes you think that?”
 - c. “Let’s look back at what the text says...”
3. If students give basic or generic answers, guide them using deeper questions and prompts.
 - a. “Can you explain what you mean by that?”
 - b. “Does anyone want to add on to this idea?”
 - c. “What did you hear or see in the story that makes you think that?”
4. Dismiss rows to walk back to their desks one by one.

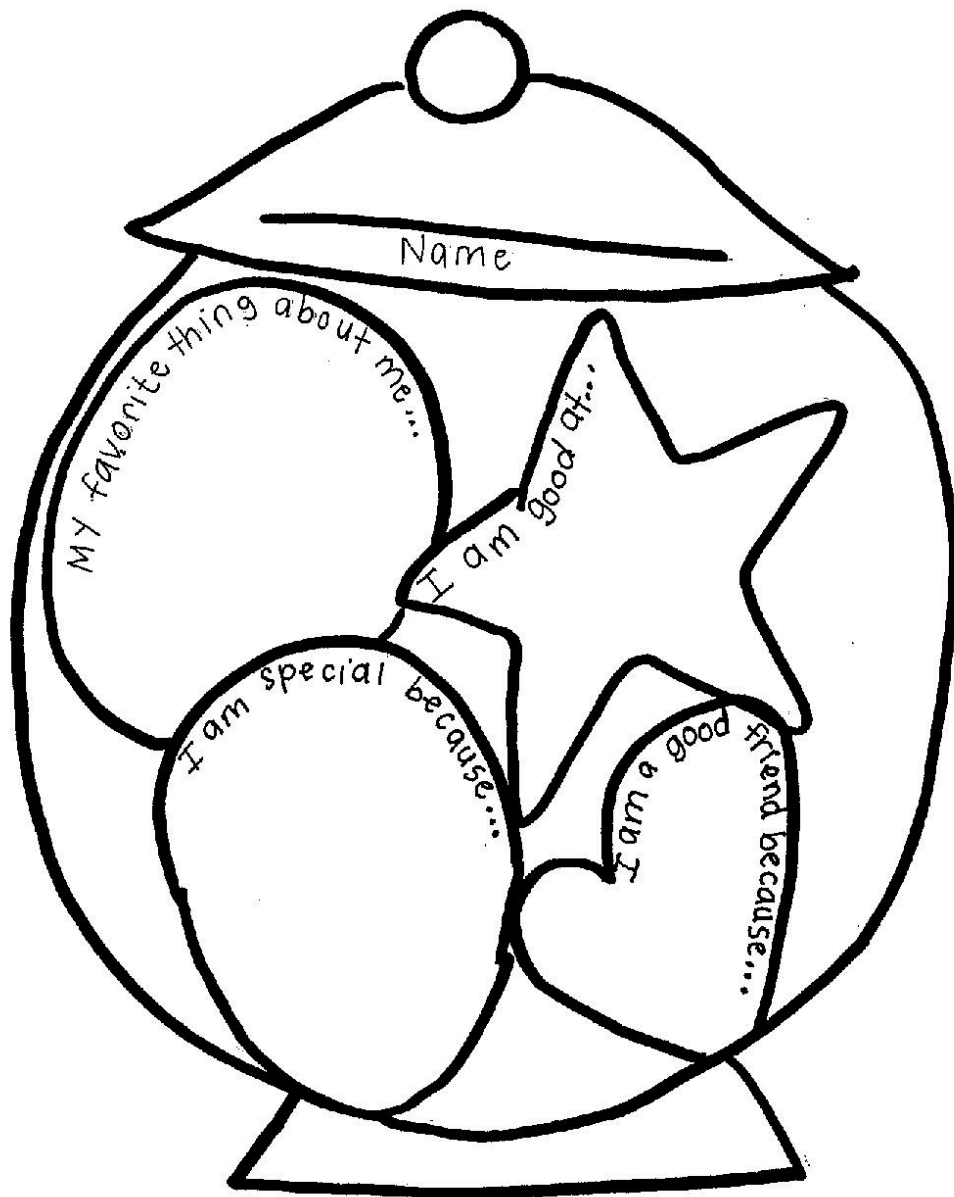
“They Do” *(Students do on their own or in groups, w/o teacher support)*

1. Explain that students are going to complete a project to discover their own self-confidence and set up a gallery, just like in the book!
 - a. Ask students to share what makes them feel self-confident and write answers on the chart or whiteboard.
 - b. Share an example of your own to start the brainstorm.
2. Distribute the “My Confidence Cookies” graphic organizer and instruct students to fill in their answers. *Younger students may draw their answers and explain them orally.*
3. Once the class is finished, post student work around the room and instruct students to walk carefully and look at each student’s finished product.
4. Ask students to share what they noticed about their classmates’ projects. End class by telling students that you feel confident that about what a creative class you have!

Evaluation *(how teacher will know if students have learned/reached objective)*

Formative Assessment: circulate while students are working to redirect them if they are following procedures incorrectly.

My Confidence Cookies



Week 2/Lesson 1 – Niño Wrestles the World: Day 1

Objective *(What students will understand or be able to do)*

Students will be able to identify, recognize, and celebrate their own strengths.

SEL Competency Explored: Self-Awareness

Materials *(list of materials needed for the lesson)*

Niño Wrestles the World by Yuyi Morales

Chart paper & markers

Crayons

Whiteboards, dry erase markers, and erasers OR Notebooks and pencils

Copies of luchador trading cards (found on the inside of each book)

“My Shield” Graphic organizer (found after lesson)

Vocabulary *(new and/or unusual words used in the lesson/to be introduced at beginning of lesson)*

Strength – a strong or positive quality

Lucha libre – a term used in Mexico for professional wrestling

Luchador – a professional wrestler

Temperament – a person’s attitude; how they act or speak

Superb – outstandingly excellent, impressive, or beautiful

Challenge – to invite or dare to take part in a contest

Contender – a person who competes with others

Guanajuato – a city in Mexico

Olmec – the earliest known civilization in Ancient Mexico

Opponent – a person or thing that takes the opposite position in a fight or contest

Preparation *(what needs to be done in advance of the lesson)*

1. Practice reading the book aloud.
2. Write vocabulary words and objective on chart paper.
3. Create a sample luchador trading card.
4. Make copies of luchador trading cards.
5. Make copies of graphic organizer.

Procedures *(steps teacher will follow to deliver the lesson)*

“I do” *(Teacher Introduction, Explanation and/or Demonstration)*

1. Review vocabulary words.

2. Explain that the book students read today will have a lot of words in Spanish that they may or may not already know. *Review these words as they come up in the reading.* Tell them that this is because the book they are reading is about a little boy named Niño who competes with different luchadores. Ask students to remind you what that word means. Show them a picture of Mexico on a map as well as pictures of luchadores.
3. Remind students of the rules for reading time before starting the book.

“We do” *(Students work with teacher support)*

1. Read the book aloud, pausing to ask questions, clarify any confusing moments, and review vocabulary or words in Spanish.
Whole Class: “What do you notice Niño playing with?” (pg. 2)
Turn and Talk: “How do you think Niño feels about the contenders? What makes you say that?” *Tell students to focus on the illustration if they get stuck.* (pg. 6)
Stop and Jot: “What do you think Niño is going to do?” (pg. 8) *Students can either draw or write their response.*
Stop and Jot: “What word would you use to describe Olmec Head?” *Younger students can share out. Tell students that there are actual Olmec Heads displayed at the Museum of Natural History.* (pg. 12)
Turn and Talk: “How do you think Niño feels now? What makes you think that? Is it any different compared to how he felt earlier in the story?” (pg. 12)
Whole Class: “How do you think Niño is able to defeat his opponents?” (pg. 18)
Stop and Jot: “How would you describe the characters? How do you think they feel?” (pg. 25)
Turn and Talk: “Why do you think Niño is more worried about his sisters than the other characters?” (pg. 26)
Whole Class: “What do you think *rudas* means in English? What makes you think that?” (pg. 28)
Whole Class: “Niño does not defeat his sisters like does with the other characters. What does he do instead?”
2. If students give wrong answers, guide them to the correct answers using deeper questions and prompts.
 - a. “That’s interesting, does anyone else have a different idea?”
 - b. “Can you tell us what in the story makes you think that?”
 - c. “Let’s look back at what the text says...”
3. If students give basic or generic answers, guide them using deeper questions and prompts.
 - a. “Can you explain what you mean by that?”
 - b. “Does anyone want to add on to this idea?”
 - c. “What did you hear or see in the story that makes you think that?”

“They Do” *(Students do on their own or in groups, w/o teacher support)*

1. Tell students that just like Niño, they will be creating their own Luchador personalities! Hand out the copies of the luchador training cards. Ask students in groups to make a list of

things they notice. *This may have to be read aloud to younger students while they share out what they notice instead of writing it down.*

2. Tell students that in the next class they will get to make their own Luchador trading cards. Show your example card. To start, they will be filling out the graphic organizer at the end of this lesson. *For younger students, work with the Tutor/Counselor to spell words or write them for the students after they dictate their answers.*
3. Allow students to share out their answers in small groups after the shields have been completed.

Evaluation *(how teacher will know if students have learned/reached objective)*

Formative Assessment: circulate while students are working to redirect them if they are following procedures incorrectly.

My Shield

A large shield shape is divided into four equal quadrants by a vertical line and a horizontal line. Each quadrant contains a prompt for self-reflection. The top-left quadrant is for a self-portrait, the top-right for strengths, the bottom-left for hobbies, and the bottom-right for goals.

Self-portrait: <i>What I look like</i>	My strengths: <i>What I am good at</i>
Hobbies: <i>What I like to do</i>	Goals: <i>What I want to do</i>

Week 2/Lesson 2 – Niño Wrestles the World: Day 2

Objective *(What students will understand or be able to do)*

Students will be able to identify, recognize, and celebrate their own strengths.

SEL Competency Explored: Self-Awareness

Materials *(list of materials needed for the lesson)*

Niño Wrestles the World by Yuyi Morales

Vocabulary and objective chart paper from previous class

Copies of luchador trading cards (found on the inside of the book)

Copies of blank trading card template (found after lesson)

Crayons/Colored pencils

Pencils

Masks (optional)

Vocabulary *(new and/or unusual words used in the lesson/to be introduced at beginning of lesson)*

Strength – a strong or positive quality

Lucha libre – a term used in Mexico for professional wrestling

Luchador – a professional wrestler

Temperament – a person’s attitude; how they act or speak

Superb – outstandingly excellent, impressive, or beautiful

Challenge – to invite or dare to take part in a contest

Contender – a person who competes with others

Guanajuato – a city in Mexico

Olmec – the earliest known civilization in Ancient Mexico

Opponent – a person or thing that takes the opposite position in a fight or contest

Preparation *(what needs to be done in advance of the lesson)*

1. Make copies of the blank trading card templates.
2. Cut out enough for each student to have one, plus a few extras.
3. Post the vocabulary and objective chart from the previous class, adding new vocabulary if applicable.

Procedures *(steps teacher will follow to deliver the lesson)*

“I do” *(Teacher Introduction, Explanation and/or Demonstration)*

1. Welcome students back and ask them to remind you which book they read in the previous class. Introduce the book again and re-read, only stopping for the following questions:

- a. "Who can remind the class what a luchador is?" (before reading)
 - b. "How has Niño shown strength so far?" (pg. 16)
 - c. "Why do you think joining Niño's sisters was his best move? Do you agree with it?" (pg. 30)
2. Tell students that today they will get to design their own luchador trading cards based on their work from the previous class.
 3. Distribute their completed graphic organizers. *If students did not finish in the last class, allow a few moments for finishing touches.*

"We do" (Students work with teacher support)

1. Tell students that they should choose their own luchador name based on their hobbies. For example, if a student put "sports" as a hobby, their luchador name could be, "The Athlete." This can be done in small groups and will likely require support from all adults in the room, particularly for younger students.
2. Distribute the blank trading card templates. Instruct students to write in their new luchador name underneath the large empty square. When that is complete, guide them to fill out the other side of the template. Tell students to be creative when creating their "lucha style" and battle cry. Distribute the trading card copies from the book to groups that may need more help.

"They Do" (Students do on their own or in groups, w/o teacher support)

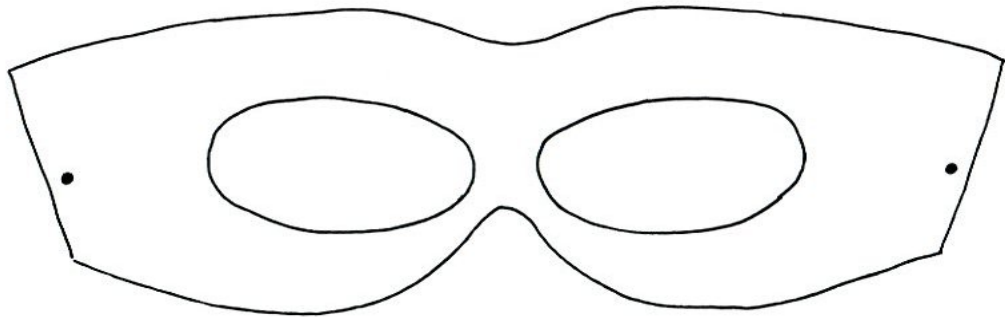
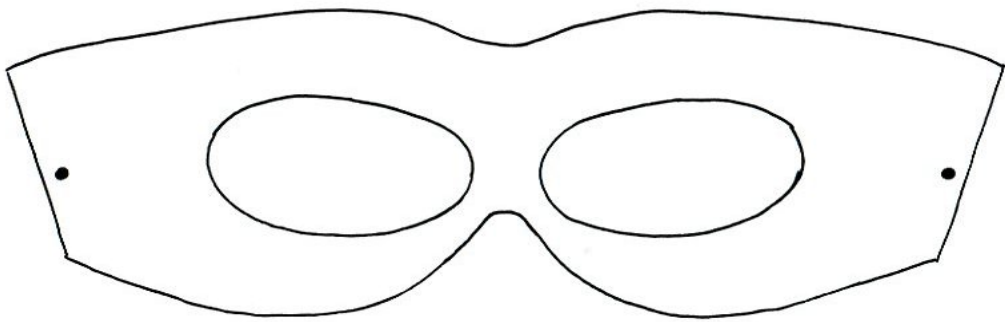
1. Once students have finished writing, instruct them to draw a picture of what they might look like as a luchador, including a costume. Remind them to be creative!
2. After completing the card, tell students to carefully cut around the rectangular shape so that there is no extra white border, if this has not already been removed. If it is, skip this step and proceed to next one.
3. Distribute index cards and instruct students to fold their template in half, covering the index card. This will just be used to ensure the trading cards are not flimsy. The template should be glued down to the index card on both sides so that the index card is no longer visible. Any extra bit of index card that sticks out may be trimmed off. *Younger students may need more support from the activity specialist to complete this step.*
4. Allow students to "trade" their cards by switching in small groups.
5. OPTIONAL – If there is extra time, students can also design their own masks.

Evaluation (how teacher will know if students have learned/reached objective)

Formative Assessment: circulate while students are working to redirect them if they are following procedures incorrectly.

<p>Age: _____</p> <p>Location: _____</p> <p>Strengths: _____</p> <p>_____</p> <p>_____</p> <p>Lucha style: _____</p> <p>_____</p> <p>Battle cry: _____</p> <p>_____</p>	<div></div> <div></div>
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<p>Age: _____</p> <p>Location: _____</p> <p>Strengths: _____</p> <p>_____</p> <p>_____</p> <p>Lucha style: _____</p> <p>_____</p> <p>Battle cry: _____</p> <p>_____</p>	<div></div> <div></div>
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Week 3/Lesson 1 – The Day You Begin: Day 1

Objective *(What students will understand or be able to do)*

Students will demonstrate awareness of how they are unique and how valuable individuality is.
SEL Competency Explored: Self-Awareness

Materials *(list of materials needed for the lesson)*

The Day you Begin by Jacqueline Woodson
Copies of “What I Love About Me” handout (found after lesson)
Chart paper & markers
Pencils

Vocabulary *(new and/or unusual words used in the lesson/to be introduced at beginning of lesson)*

Honor – to respect and value
Unique – unlike anything or anyone else
Individuality – the way each individual is unique

Preparation *(what needs to be done in advance of the lesson)*

1. Read the story.
2. Write vocabulary words and objective on white board or chart paper.
3. Make copies of the “What I Love About Me” graphic organizer.

Procedures *(steps teacher will follow to deliver the lesson)*

“I do” *(Teacher Introduction, Explanation and/or Demonstration)*

1. Sit students on the rug or floor in comfortable corner of the classroom and tell them the title and topic of the book you will be reading.
2. Introduce the vocabulary above.
3. Remind students of the rules for reading time before starting the book.

“We do” *(Students work with teacher support)*

1. Read the book aloud, pausing to ask questions, clarify any confusing moments, and review vocabulary words as they arise.
Whole Class: “What do you notice about the cover? Where do you think the girl is? What makes you say that?” (cover, before reading)

Turn and Talk: “How does Rigoberto feel when his teacher says his name? Does he feel any different when the class responds to his name? Why do you think that is?” (pg. 6)

Turn and Talk: “What makes her feel that there is “no one else quite like her?” (pg. 12) *If students get stuck, flip back to the previous page where everyone shared stories about their summer travels.*

Whole Class: “Do you think Nadja is trying to hurt her friend’s feelings? Why do you think it makes her friend feel uncomfortable?” (pg. 16) *While students may answer this question in different ways, guide them into a discussion. Nadja may not be trying to hurt her friend’s feelings or be mean, but the way Nadja asks about her friend’s food makes her feel embarrassed and different in a bad way.*

Act it Out: “Can you show me with your face how Angelina and her friends are feeling now?” (pg. 26)

Turn and Talk: “Tell your partner why you think they feel that way.” (pg. 26)

Whole Class: “What did Angelina do that made the other children start sharing their stories, too?” (after reading)

2. If students give wrong answers, guide them to the correct answers using deeper questions and prompts.
 - a. “That’s interesting, does anyone else have a different idea?”
 - b. “Can you tell us what in the story makes you think that?”
3. If students give basic or generic answers, guide them using deeper questions and prompts.
 - a. “Can you explain what you mean by that?”
 - b. “Does anyone want to add on to this idea?”
4. Dismiss rows to walk back to their desks one by one.

“They Do” *(Students do on their own or in groups, w/o teacher support)*

1. Explain that just like Angelina realized “every new friend had something a little like her – and something else so fabulously not quite like her at all,” students will get to explore what makes them so fabulously unique too!
2. Distribute the “What I Love About Me” graphic organizer and instruct students to complete the outline. *Younger students may need support spelling words or writing sentences.*
3. Once completed, tell students to share their outlines in small groups at their desks.

Evaluation *(how teacher will know if students have learned/reached objective)*

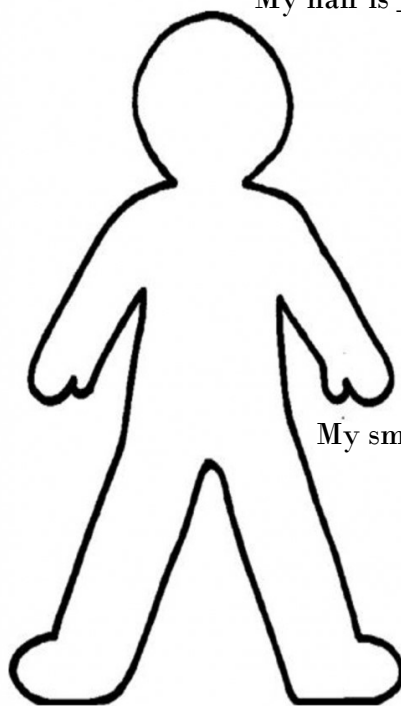
Formative Assessment: circulate while students are working to redirect them if they are following procedures incorrectly.

Name: _____

What I LOVE About Me!

My eyes are _____.

My hair is _____.



My smile is _____.

I love my _____.

Week 3/Lesson 2 – The Day You Begin: Day 2

Objective *(What students will understand or be able to do)*

Students will demonstrate awareness of how they are unique and how valuable individuality is.
SEL Competency Explored: Self-Awareness

Materials *(list of materials needed for the lesson)*

The Day You Begin by Jacqueline Woodson
Vocabulary and objective chart paper from previous class
Copies of “Today We Will Begin!” sheet (found after lesson)
Chart paper & markers
Pencils
Crayons

Vocabulary *(new and/or unusual words used in the lesson/to be introduced at beginning of lesson)*

Unique – unlike anything or anyone else
Individuality – the way each individual is unique
Interview – to question and talk with someone to get information

Preparation *(what needs to be done in advance of the lesson)*

1. Post the vocabulary and objective chart from the previous class, adding new vocabulary if applicable.
2. Make copies of the “Today We Will Begin!” sheet.
3. Create a large chart of the “Today We Will Begin” sheet on the whiteboard or a piece of chart paper.
4. Create a chart titled “Interview Questions” on the whiteboard or a piece of chart paper.

Procedures *(steps teacher will follow to deliver the lesson)*

“I do” *(Teacher Introduction, Explanation and/or Demonstration)*

1. Welcome students back and ask them to remind you which book they read in the previous class. Introduce the book again and re-read, only stopping for the following questions:
 - a. “What makes Rigoberto unique?” (pg. 8)
 - b. “How else could Nadja ask her question in a way that does not make her friend feel badly?” (pg. 16)
 - c. “How do you think the new friends felt about being able to share their stories with one another?” (pg. 28)

2. Tell students that just like Angelina, Rigoberto, and their friends told their stories, the class will tell their stories too!

“We do” *(Students work with teacher support)*


1. Tell students that today they will be interviewing each other so that they can all hear everyone’s stories and find out what makes their classmates unique. Explain that interviewing someone means asking them questions and listening carefully to their answers.
2. Ask students what kind of questions they would ask someone new to get to know them. Chart their answers, which can include:
 - a. “What is your name?”
 - b. “How did you spend your summer?”
 - c. “What language or languages do you speak?”
 - d. “What is something unique about you?”
 - e. “Do you have a secret talent or something you’re really good at?”
3. Model conducting an interview by asking the tutor/counselor some of the questions the group created. Write something special about the tutor counselor on the large “Today We Will Begin” chart. *For younger students, draw a picture.* For example, if the tutor/counselor shares that they were a lifeguard on the beach this summer, write the tutor/counselor’s name and draw a picture of a lifeguard at the beach in the first row of the chart.

“They Do” *(Students do on their own or in groups, w/o teacher support)*

1. Assign students to work in groups of 4. As best as possible, assign groups of students that may not know each other too well. Explain that they will have to take turns asking questions and listening to their classmates. *You may have to assign an order for younger students or for classes in which students typically fight about being first.*
2. Set up a 5 minute timer for each interview and a two minute timer for the writing/drawing. *Adjust this time as needed for the age group, but be mindful of allowing all 4 students in each group to share to make sure that every story is heard.*
3. Once all students have shared their stories and filled out their interview sheet, ask one student from each group to share what unique things they learned about their group with the whole class.
4. Tell students you are so proud that they all began to share their stories today and that you hope they continue to do so for the rest of year.

Evaluation *(how teacher will know if students have learned/reached objective)*

Formative Assessment: circulate while students are working to redirect them if they are following procedures incorrectly.



Name: _____

Today We Will Begin!

Today is the day we will begin to listen to everyone's stories! Find three classmates and listen to their stories. Write their name and something special about each below.

Week 4/Lesson 1 – My Mouth is a Volcano: Day 1

Objective *(What students will understand or be able to do)*

Students will understand the importance of patience, and waiting their turn to speak without interrupting.

SEL Competency Explored: Self-Management

Materials *(list of materials needed for the lesson)*

My Mouth is a Volcano by Julia Cook

Chart paper & markers

“My Mouth is a Volcano” practice sheet (found after lesson)

Pencils

Vocabulary *(new and/or unusual words used in the lesson/to be introduced at beginning of lesson)*

Erupt – to burst out suddenly

Interrupt – to begin to speak over someone

Patience – remaining calm or waiting

Preparation *(what needs to be done in advance of the lesson)*

1. Practice reading the book aloud.
2. Write vocabulary words and objective on chart paper.
3. Create a sample chart of the practice sheet with one line down the middle, the words “Volcano Mouth” on one side, and “Better Choice” on the other.
4. Make copies of the “My Mouth is a Volcano” practice sheet.

Procedures *(steps teacher will follow to deliver the lesson)*

“I do” *(Teacher Introduction, Explanation and/or Demonstration)*

1. Sit students on the rug or floor in comfortable corner of the classroom.
2. Introduce the vocabulary above. Ask students to raise their hands if someone has ever interrupted them while they were talking about something. Then ask them to raise their hands if they have ever interrupted someone while another person was talking. Explain that while everyone has interrupted someone else, being patient and waiting to speak is something that everyone can try to do better.
3. Remind students of the rules for reading time before starting the book.

"We do" (Students work with teacher support)

1. Read the book aloud, pausing to ask questions, clarify any confusing moments, and review vocabulary words as they arise.
Whole Class: "Look closely at the cover. What do you think this book might be about?"
Turn and Talk: "How is his mouth like a volcano?" (pg. 8)
Turn and Talk: "How do you think the other students feel about Louis interrupting the story? Why?" (pg. 13)
Act it Out: "Can you show me with your face how you think Louis feels about being interrupted?" (pg. 22)
Whole Class: "Let's see who predicted correctly! Give me up a thumbs up if you thought Louis would be angry." (pg. 23)
Act it Out: "Let's pretend we're Louis and we want to interrupt someone. Can we practice this? Let's all take a deep breathe in and push the words out by breathe out through our nose. Great! Now, the words are waiting for us when we're ready. So let's take a deep breath and when we breathe out through our mouths, we're all going to say the word ready." (pg. 29) *This may require you to demonstrate for the students first. Explain that they can use this breathing technique every time they feel like need a little more patience.*
Whole Class: "Do we think Louis never interrupted anyone else ever again? Why?" *Explain that no one is perfect and no one expects Louis or the students themselves to be perfect either. Have a discussion about how even adults have a hard time not interrupting but the more they practice the easier it will be!*
2. If students give wrong answers, guide them to the correct answers using deeper questions.
 - a. "That's interesting, does anyone else have a different idea?"
 - b. "Can you tell us what in the story makes you think that?"
 - c. "Let's look back at what the text says..."
3. If students give basic or generic answers, guide them using deeper questions and prompts.
 - a. "Can you explain what you mean by that?"
 - b. "Does anyone want to add on to this idea?"
 - c. "What did you hear or see in the story that makes you think that?"
4. Dismiss rows to walk back to their desks one by one.

"They Do" (Students do on their own or in groups, w/o teacher support)

1. Tell students that they are going to brainstorm better choices to make when wanting to interrupt. Write their answers on the sample chart.
2. Distribute the practice sheet for students to complete. *Younger students may draw.*
3. Tell students that they will be using them to make their own volcanoes!

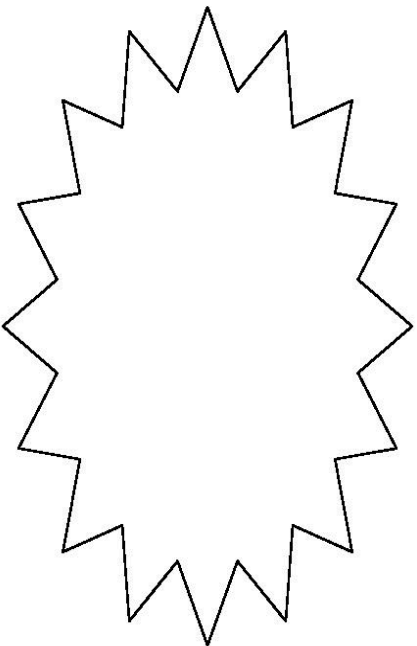
Evaluation (how teacher will know if students have learned/reached objective)

Formative Assessment: circulate while students are working to redirect them if they are following procedures incorrectly.

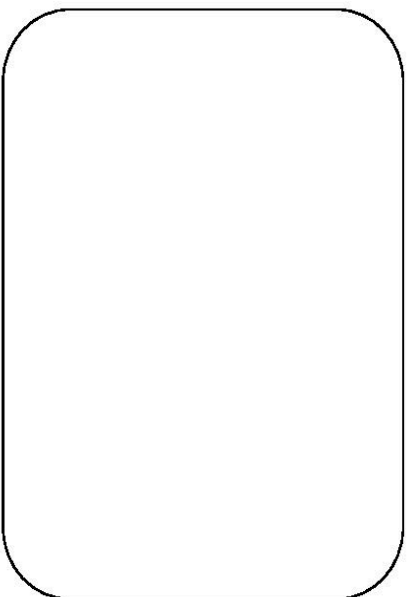
Name _____

My Mouth is a Volcano! Practice Sheet

Volcano Mouth



Better Choice



Week 4/Lesson 2 – My Mouth is a Volcano: Day 2

Objective *(What students will understand or be able to do)*

Students will understand the importance of patience and waiting for their turn to speak without interrupting.

SEL Competency Explored: Self-Management

Materials *(list of materials needed for the lesson)*

My Mouth is a Volcano by Julia Cook

Vocabulary and objective chart paper from previous class

Completed practice sheets (from previous class)

Brown construction paper

Yellow construction paper

Red construction paper

Pencils

Tape

Vocabulary *(new and/or unusual words used in the lesson/to be introduced at beginning of lesson)*

Erupt – to burst out suddenly

Interrupt – to begin to speak over someone

Patience – remaining calm or waiting

Preparation *(what needs to be done in advance of the lesson)*

1. Post the vocabulary and objective chart from the previous class, adding new vocabulary if applicable.
2. Cut out the volcano template and use to trace the template on brown construction paper for each student.
3. Cut small strips of yellow and red construction paper, enough for each student to have 4 strips in total, plus some extra in case of mistakes. *See volcano example page.*
4. Create a sample volcano to show the class. *See volcano example page.*

Procedures *(steps teacher will follow to deliver the lesson)*

“I do” *(Teacher Introduction, Explanation and/or Demonstration)*

1. Welcome students back and ask them to remind you which book they read in the previous class. Introduce the book again and re-read. *Skip this step for the younger students so they have time to complete the activity. If they finish early, re-read the book at the end.*

2. Distribute the completed practice sheets from the previous class and tell students that today they will get to make their own volcanoes. Show them your example.

"We do" *(Students work with teacher support)*

1. Distribute the red and yellow strips. Every student should get two red and two yellow strips. Instruct students to pick two examples from their practice sheet, write the "volcano mouth" examples on the red strips, and write the "better choices" examples on the yellow strips.
2. Distribute the brown construction paper with the traced volcano templates. Tell students to carefully cut out the shape. *Younger students may need help cutting.* Make sure all scrap paper is thrown out before moving on to the next step.

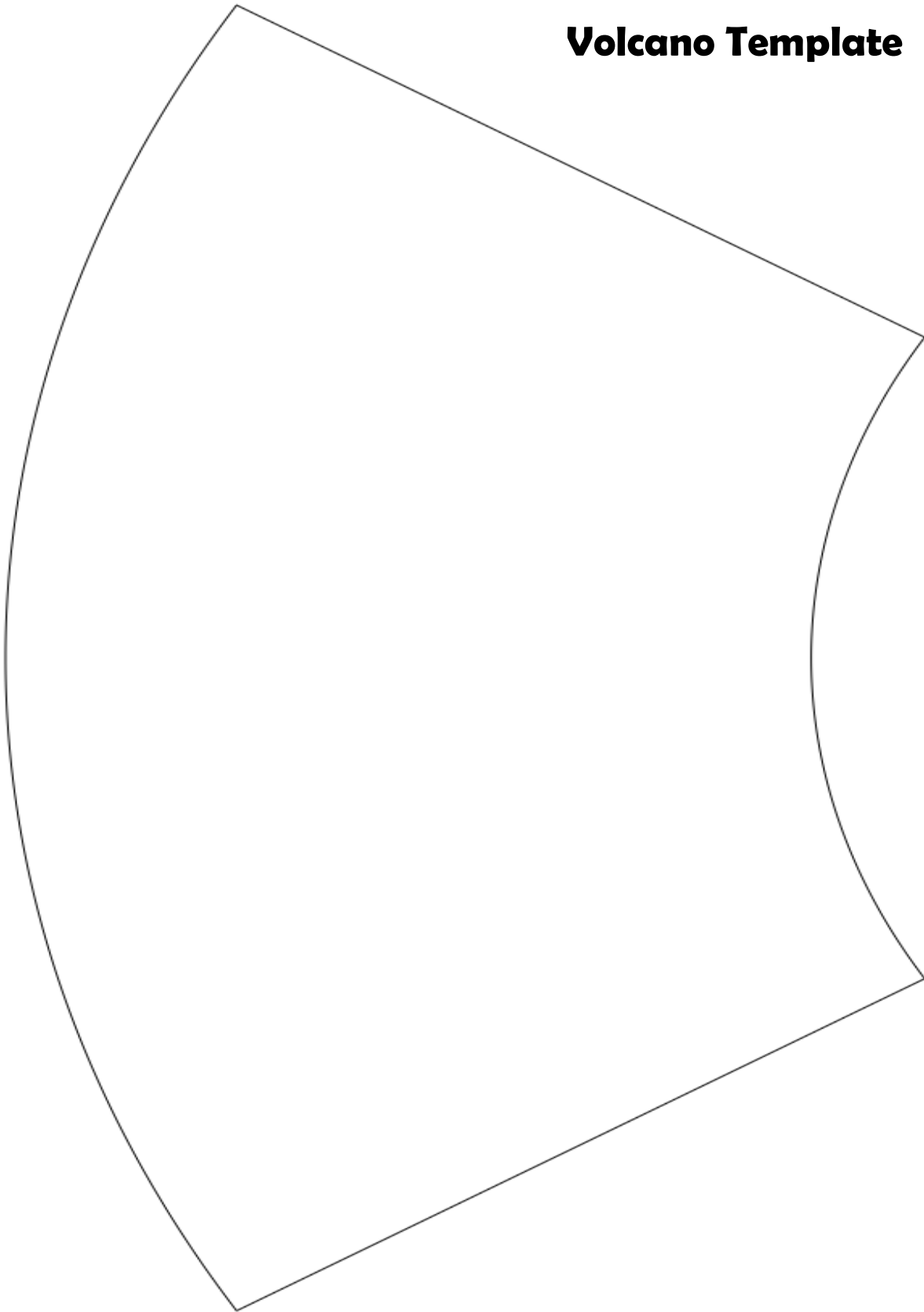
"They Do" *(Students do on their own or in groups, w/o teacher support)*

1. Tell students to create their volcanoes by taping the two ends together, with the smaller opening at the top and the larger opening at the bottom. Remind them to leave enough space at the top to have room for their strips.
2. Instruct students to tape their strips into the smaller opening at the top.
3. Once completed, students can share their volcanoes and better choices with the whole class or in small groups, depending on time.

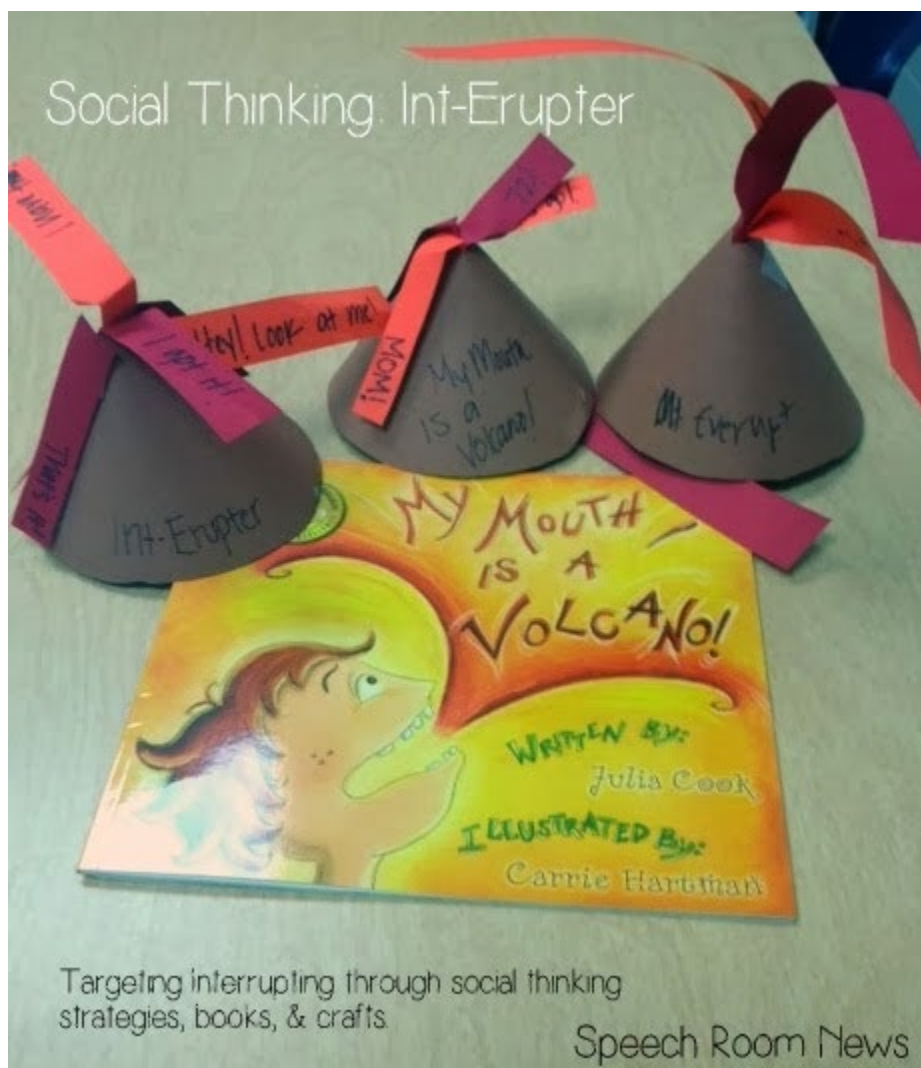
Evaluation *(how teacher will know if students have learned/reached objective)*

Formative Assessment: circulate while students are working to redirect them if they are following procedures incorrectly.

Volcano Template



Example volcanoes



Week 5/Lesson 1 – Even Superheroes Have Bad Days: Day 1

Objective *(What students will understand or be able to do)*

Students will understand that it is okay to feel sad, upset, or angry, but it is not okay to make others feel bad. Students will be able to identify different things they can do to help when they have a bad day.

SEL Competency Explored: Self-Management

Materials *(list of materials needed for the lesson)*

Even Superheroes Have Bad Days by Shelly Becker

Chart paper & markers

Whiteboards, dry erase markers, and erasers OR notebooks and pencils

Copies of “Design Your Own Superhero Cape” sheet (found after lesson)

“Positive Actions for Bad Days” chart

Pencils

Crayons

Vocabulary *(new and/or unusual words used in the lesson/to be introduced at beginning of lesson)*

Positive – a good or useful feature or quality

Action – doing something

Choice – the act of picking between two or more things

Transform – to change

Serene – calm and quiet

Acknowledge – to admit the truth

Preparation *(what needs to be done in advance of the lesson)*

1. Practice reading the book aloud.
2. Write vocabulary words and objective on chart paper or whiteboard.
3. Make copies of “Design Your Own Superhero Cape” sheet.
4. Create a chart titled “Positive Actions for Bad Days” on chart paper or whiteboard.

Procedures *(steps teacher will follow to deliver the lesson)*

“I do” *(Teacher Introduction, Explanation and/or Demonstration)*

1. Sit students on the rug or floor in comfortable corner of the classroom and ask them to raise their hands if they’ve ever had a bad day. *Most, if not all, hands should be up, including the activity specialist’s and the group leader’s.* Emphasize that this means that

everyone has bad days and that's okay! Explain that today they will be reading a book about a group of people who have bad days and how they choose to act because of it.

2. Introduce the title, author, and illustrator of the book.
3. Introduce the vocabulary above.
4. Remind students of the rules for reading time before starting the book.

"We do" (*Students work with teacher support*)

1. Read the book aloud, pausing to ask questions, clarify any confusing moments, and review vocabulary words as they arise.

Whole Class: "How do superheroes act?" (before reading) *Answers can include: superheroes help people, superheroes make others feel safe, superheroes save the day, etc.*

Turn and Talk: "How are the superheroes acting? Are their actions positive? Why or why not?" (pg. 4)

Act it Out: "Show me with your face how the superheroes are making other people feel." (pg. 8) *After verbally responding to the students' facial expressions, ask them to turn and talk to a partner about why they feel that way.*

Whole Class: "How did the superheroes choose to act differently? How did that make the other people feel?" (pg. 12)

Stop and Jot: "What can he do instead of yelling at the cars?" (pg. 18) *Younger students can draw their answers instead of writing.*

Reinforce a concept: emphasize that superheroes don't ignore how they feel when they're sad or mad. Instead, they think about how they feel (because how they feel is okay!) and *choose* to act in a positive way. ***Make sure students understand that feelings are not wrong – actions are.*** (pg. 26)

Whole Class: "What did the superheroes learn about how to behave when they have bad days?" (pg. 30)

2. If students give wrong answers, guide them to the correct answers using deeper questions and prompts.
 - a. "That's interesting, does anyone else have a different idea?"
 - b. "Can you tell us what in the story makes you think that?"
 - c. "Let's look back at what the text says..."
3. If students give basic or generic answers, guide them using deeper questions and prompts.
 - a. "Can you explain what you mean by that?"
 - b. "Does anyone want to add on to this idea?"
 - c. "What did you hear or see in the story that makes you think that?"
4. Dismiss rows to walk back to their desks one by one.

"They Do" (*Students do on their own or in groups, w/o teacher support*)

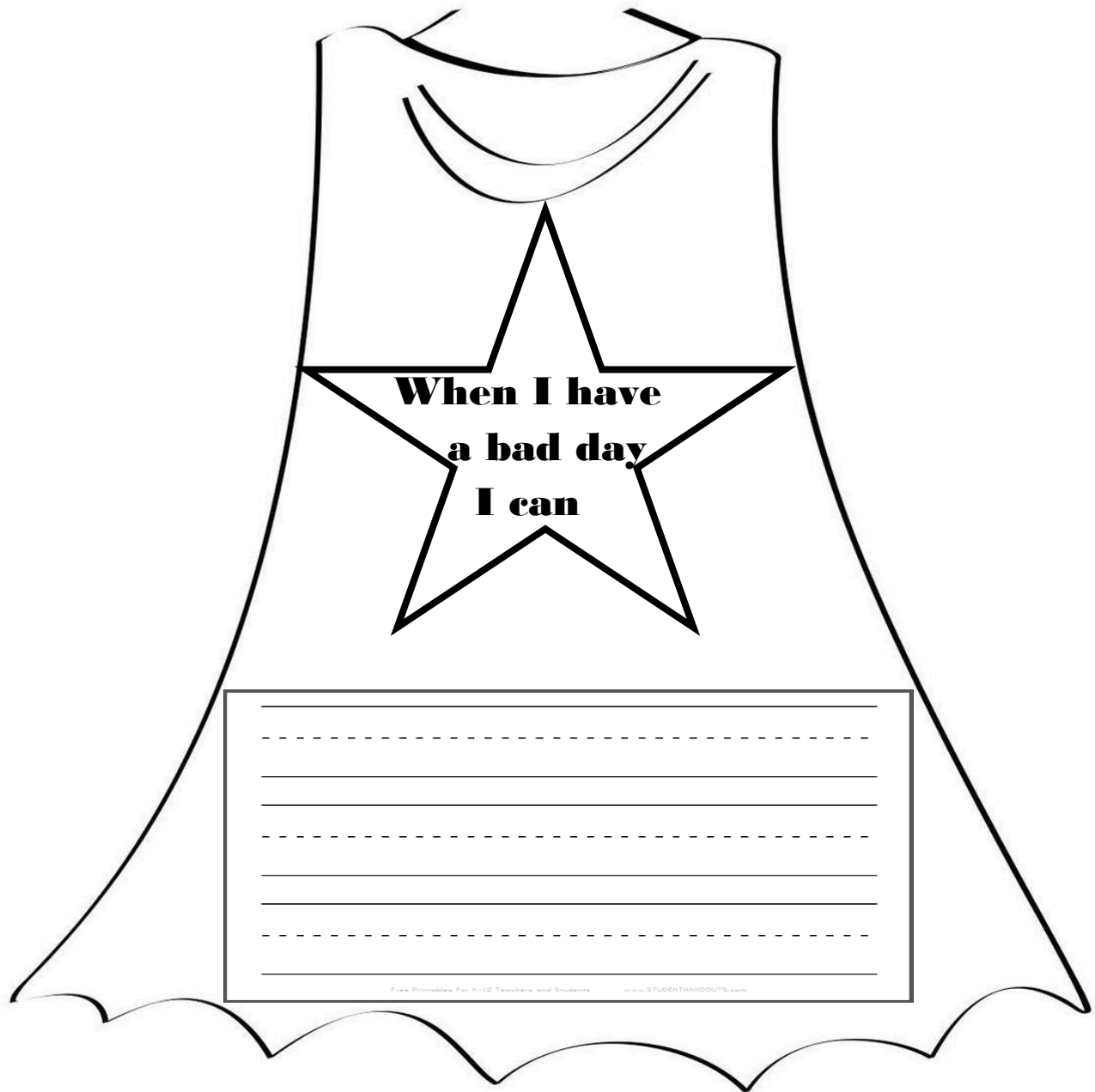
1. Explain that students will now get to be superheroes, just like the ones in the book! Ask the whole class to share ideas of what positive actions they can take when they have bad days.
 - a. Write their answers on the chart titled "Positive Actions for Bad Days."
 - b. Share your own example to start off.

2. Distribute the “Design Your Own Superhero Cape” sheet and instruct students to fill it in and color it in. *Help younger students spell words or write sentences.*
3. Once completed, tell students to share their capes in small groups at their tables.

Evaluation *(how teacher will know if students have learned/reached objective)*

Formative Assessment: circulate while students are working to redirect them if they are following procedures incorrectly.

DESIGN YOUR OWN SUPERHERO CAPE



Name: _____

Week 5/Lesson 2 – Even Superheroes Have Bad Days: Day 2

Objective *(What students will understand or be able to do)*

Students will understand that it is okay to feel sad, upset, or angry, but it is not okay to make others feel bad. Students will be able to identify different things they can do to help when someone has a bad day.

SEL Competency Explored: Self-Management

Materials *(list of materials needed for the lesson)*

Even Superheroes Have Bad Days by Shelly Becker

Vocabulary and objective chart paper from previous class

“My Superhero Actions” sheet (found after lesson)

“Positive Actions for Bad Days” chart

Class cape (made out of chart paper, example found after lesson)

Pencils

Markers/crayons

Tape or glue

Vocabulary *(new and/or unusual words used in the lesson/to be introduced at beginning of lesson)*

Positive – a good or useful feature or quality

Action – doing something

Preparation *(what needs to be done in advance of the lesson)*

1. Post the vocabulary and objective chart from the previous class, adding new vocabulary if applicable. Post the “Positive Actions for Bad Days” chart or make a new one.
2. Create a class cape using chart paper and trimming the edges into the desired shape. Write the following on top:
When superheroes don’t get their way, when they’re sad, when they’re mad, when they’ve had a bad day...
...they dig down to their super-best part, the strong super-powers contained in their heart!
3. Make copies of the “My Superhero Actions” sheet.

Procedures *(steps teacher will follow to deliver the lesson)*

“I do” *(Teacher Introduction, Explanation and/or Demonstration)*

1. Welcome students back and ask them if anyone remembers which book they read in the previous class. Introduce the book again and re-read, only stopping for the following questions:
 - a. "Have the superheroes made the right choices so far? Why not?" (pg. 10)
 - b. "What did they decide to do instead?" (pg. 16)
 - c. "How can we save the world with positive actions?" (pg. 30)
2. Explain that just like the superheroes in the story, they are going to create ways they can help other people who have bad days through positive actions.

"We do" *(Students work with teacher support)*

1. Ask students to share ideas of things they can do for someone who is having a bad day. Write their answers on chart paper. Explain that sometimes helping someone else makes your own bad day better, too.
2. Distribute the "My Superhero Actions" sheet.

"They Do" *(Students do on their own or in groups, w/o teacher support)*

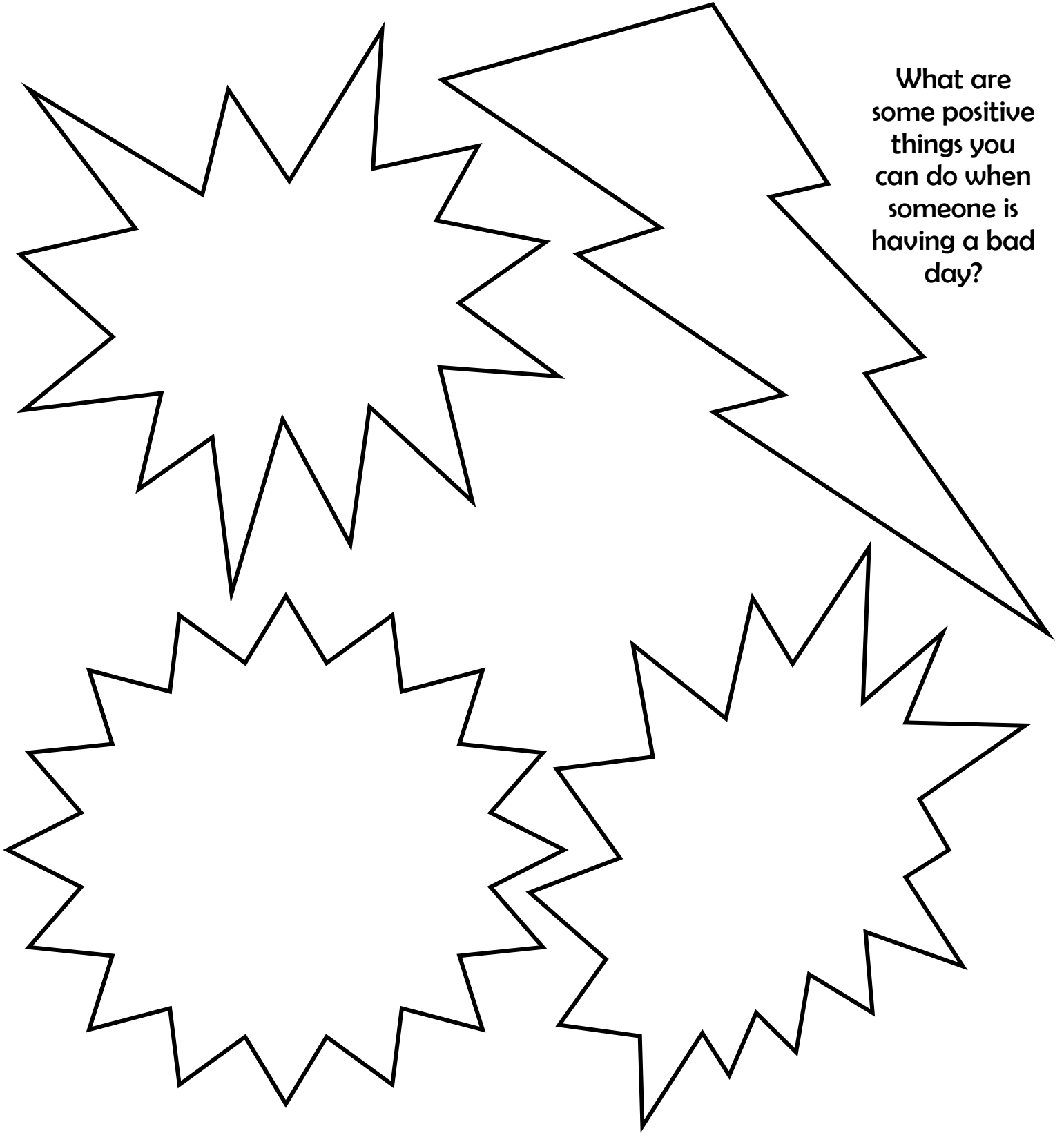
1. Instruct students to write 4 different things they can do for others OR tell others to do when they have a bad day. *Younger students can draw their examples. Be prepared to help students spell words.* After they finish writing their examples in the shapes, they can color them in.
2. Tell students to carefully cut out each shape. *Younger students may need assistance, especially around the shapes with many edges. Encourage them that the shapes don't need to be perfect.*
3. Use either glue or tape to stick the shapes on the class cape. If possible, keep this cape displayed in the classroom or the director's office. Refer to it throughout the year whenever students need a reminder.

Evaluation *(how teacher will know if students have learned/reached objective)*

Formative Assessment: circulate while students are working to redirect them if they are following procedures incorrectly.

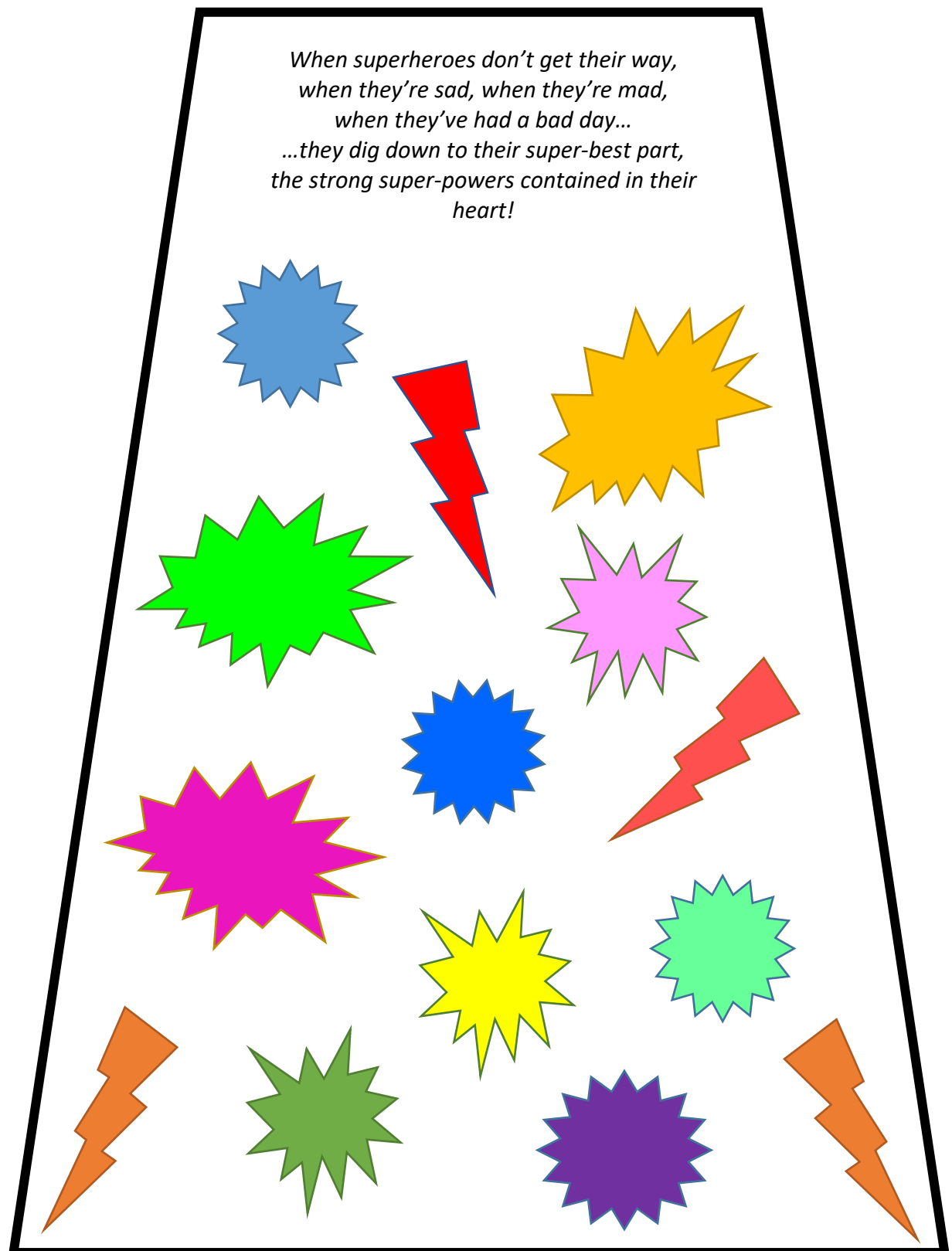
My Superhero Actions

What are
some positive
things you
can do when
someone is
having a bad
day?



Name: _____

Example of class cape



Week 6/Lesson 1 – Big Red Lollipop: Day 1

Objective *(What students will understand or be able to do)*

Students will understand that people may have different perspectives of the same event or events.

SEL Competency Explored: Social Awareness

Materials *(list of materials needed for the lesson)*

Big Red Lollipop by Rukhsana Khan

Chart paper & markers

Map of Pakistan, USA, and Canada (found after lesson)

Whiteboards, dry erase markers, and erasers OR notebooks and pencils

Vocabulary *(new and/or unusual words used in the lesson/to be introduced at beginning of lesson)*

Perspective – the way that you see or think about something; your point of view or opinion

Preparation *(what needs to be done in advance of the lesson)*

1. Practice reading the book aloud.
2. Write vocabulary words and objective on chart paper.
3. Print a copy of the map of Pakistan, USA, and Canada

Procedures *(steps teacher will follow to deliver the lesson)*

“I do” *(Teacher Introduction, Explanation and/or Demonstration)*

1. Sit students on the rug or floor in comfortable corner of the classroom and tell them the title and topic of the book you will be reading.
2. Introduce the vocabulary above.
3. Remind students of the rules for reading time before starting the book.
4. Tell students the book they will be reading today is about two sisters, Rubina and Sana, and how they treat each other. Explain that the two sisters are from Pakistan and have recently moved to Canada with their family. *Show map and point out Pakistan, USA, and Canada.*

“We do” *(Students work with teacher support)*

1. Read the book aloud, pausing to ask questions, clarify any confusing moments, and review vocabulary words as they arise.

Turn and Talk: “How do you think these sisters feel about moving to a new country? What might be important to them at their new school?” (before reading)

Whole Class: “Can someone remind me – why would Ami (the mom) ask what a birthday party is?” (pg. 2) *Reinforce that the family just moved to Canada from Pakistan where they might not have the same type of traditions.*

Stop and Jot: “How does Rubina feel right now?” (pg. 4) *Guide students to understand that Rubina is annoyed that her mother is telling her to bring her younger sister to a birthday party that only Rubina has been invited to.*

Turn and Talk: “How are Rubina and Sana different?” (pg. 13) *Guide students to understand that Rubina is older and more patient. She knows how to make things last. Sana is impatient and ate all of her candy and broke all her toys right away.*

Turn and Talk: “Have you ever had an argument like that with a brother, sister or friend? How did it make you feel?” (pg. 21)

Whole Class: “Why do you think Rubina decided to stick up for Sana?” (pg. 29)

Turn and Talk: “How did Rubina’s perspective change about her sister?” (after reading) *Guide students to understand that Rubina was upset and annoyed with her sister, but her perspective changed when she saw Sana being made to take Maryam to the party just like Rubina had to take Sana. Rubina say that Sana was just like her and chose to treat her how she wanted to be treated. This led to them being closer sisters and friends.*

2. If students give wrong answers, guide them to the correct answers using deeper questions and prompts.
 - a. “That’s interesting, does anyone else have a different idea?”
 - b. “Can you tell us what in the story makes you think that?”
3. If students give basic or generic answers, guide them using deeper questions and prompts.
 - a. “Can you explain what you mean by that?”
 - b. “Does anyone want to add on to this idea?”

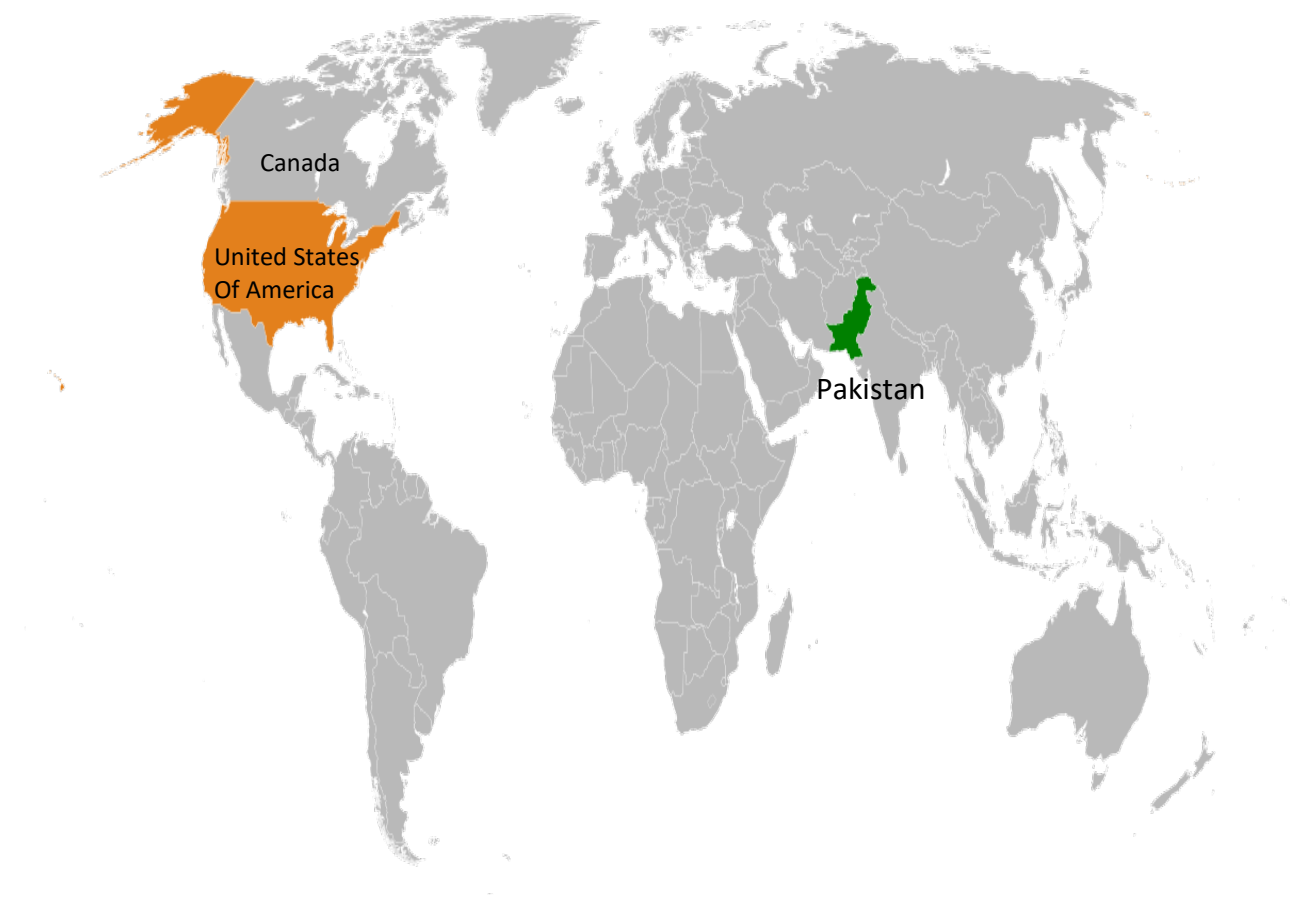
“They Do” *(Students do on their own or in groups, w/o teacher support)*

1. Dismiss rows to walk to their desks one by one. Tell students that they are going to think about the big events that happened in the story.
2. Distribute one piece of chart paper for each group, which should have 4 students. Instruct the group to brainstorm and write a list of important events in the story. *Youngers students may draw pictures of the events.* The list should include: Rubina and Sana attending the birthday party, Sana eating Rubina’s lollipop and their argument the next day, Sana being invited to a birthday party and Rubina sticking up for her. Explain that in each of these events Rubina and Sana might have a different perspective on what happened and how they felt. Tell students that in the next class, they will get to explore those perspectives further.

Evaluation *(how teacher will know if students have learned/reached objective)*

Formative Assessment: circulate while students are working to redirect them if they are following procedures incorrectly.

Map of Pakistan, USA, and Canada



Week 6/Lesson 2 – Big Red Lollipop: Day 2

Objective *(What students will understand or be able to do)*

Students will understand that people may have different perspectives of the same event or events.

SEL Competency Explored: Social Awareness

Materials *(list of materials needed for the lesson)*

Big Red Lollipop by Rukhsana Khan

Vocabulary and objective chart paper from previous class

Important events chart (student work from previous class)

Diary sample

Chart paper & markers

Diary template (found after lesson)

Pencils

Vocabulary *(new and/or unusual words used in the lesson/to be introduced at beginning of lesson)*

Perspective – the way that you see or think about something; your point of view or opinion

Diary – a place for someone to record what happened to them during the day and how they felt

Preparation *(what needs to be done in advance of the lesson)*

1. Post the vocabulary and objective chart from the previous class, adding new vocabulary if applicable.
2. Make copies of the diary template.
3. Create a started diary sample on a piece of chart paper or white board that says:
Dear Diary,
Today was interesting.

Procedures *(steps teacher will follow to deliver the lesson)*

"I do" *(Teacher Introduction, Explanation and/or Demonstration)*

1. Welcome students back and ask them to remind you which book they read in the previous class. Introduce the book again and re-read.
2. Remind students that Rubina and Sana might have felt differently about the important events that happened in the story.

3. Distribute the student's important events charts from the previous class and pair up students in each group. Explain that each pair will be writing a diary entry from the perspective of either Rubina or Sana about one event from their list.

"We do" *(Students work with teacher support)*

1. Ask students if anyone has ever kept a diary. Explain that a diary is a place for someone to record what happened to them during the day and how they felt. Tell students that they will be helping you write an example diary entry from the perspective of Ami, the mother.
2. Ask students what Ami might have been thinking the day that Rubina came home from school with the invitation. Write sentences down as students say them. Remind students that diary entries should describe events and feelings. An example might be:

Dear Diary,

Today was interesting. Rubina told me she was invited to a birthday party. I did not know what that was and Sana wanted to go to. I don't know why Rubina did not want to take her. When I was little, I always took my sister places with me! I hope when Rubina and Sana grow up they spend more time together.

3. Tell students that they will do the same thing with Rubina and Sana's diary. Choose one student in each pair to write as either Rubina or Sana.

"They Do" *(Students do on their own or in groups, w/o teacher support)*

1. Distribute the diary templates to each pair. Allow them 2 minutes to pick one event from their group list to write about. *Younger students may draw if they are unable to write yet. The tutor counselor and activity specialist should circulate to ask how their characters feel differently about the event chosen.*
2. When students are done writing, instruct them to read their entry aloud to their partner or group (depending on time), or share their pictures.

Evaluation *(how teacher will know if students have learned/reached objective)*

Formative Assessment: circulate while students are working to redirect them if they are following procedures incorrectly.

Rubina's Diary

Dear Diary,

Sana's Diary

Dear Diary,

Rubina's Diary

Dear Diary,

Sana's Diary

Dear Diary,

Week 7/Lesson 1 – A Sick Day for Amos McGee: Day 1

Objective *(What students will understand or be able to do)*

Students will understand the concept of empathy and will be able to show empathy for others.
SEL Competency Explored: Social Awareness

Materials *(list of materials needed for the lesson)*

A Sick Day for Amos McGee by Philip C. Stead
Chart paper & markers
Empathy Scenarios sheet (found after this lesson)
Whiteboards, dry erase markers, and erasers OR notebooks and pencils

Vocabulary *(new and/or unusual words used in the lesson/to be introduced at beginning of lesson)*

Empathy – the ability to understand and share the feelings of another person.
Amble – walk in a slow or relaxed way
Perch – to sit or rest in a raised seat or position

Preparation *(what needs to be done in advance of the lesson)*

1. Practice reading the book aloud.
2. Write vocabulary words and objective on chart paper.
3. Print out the “Empathy Scenarios” sheet and cut out each scenario.

Procedures *(steps teacher will follow to deliver the lesson)*

“I do” *(Teacher Introduction, Explanation and/or Demonstration)*

1. Sit students on the rug or floor in comfortable corner of the classroom and tell them the title and topic of the book you will be reading.
2. Introduce the vocabulary above. Explain that to show someone empathy, you first have to look and notice how they might feel, then imagine how you would feel in the same situation, and then show them you care.
3. Remind students of the rules for reading time before starting the book.

“We do” *(Students work with teacher support)*

1. Read the book aloud, pausing to ask questions, clarify any confusing moments, and review vocabulary words as they arise.

Whole Class: “Look closely at the cover of the book. How do you think the elephant, the penguin, and the man know each other?” (before reading)

Stop and Jot: “We just learned what Amos McGee does every morning before work. Can you draw a picture of what you do before you come to school in the morning? (pg. 3)

Turn and Talk: “Who do you think Amos’ good friends are?” *Listen for students making a prediction that his friends are the animals.* (pg. 5)

Turn and Talk: “How has Amos shown empathy to his friends?” *Answers can include letting the tortoise win the race even though he is faster, sitting with the shy penguin, giving a tissue to the rhino with the runny nose, reading stories to the owl who is afraid of the dark, etc.* (pg. 10)

Stop and Jot: “Where do you think the animals are going?” *Younger students can draw a picture.* (pg. 19)

Whole Class: “Why are the animals going to visit Amos?” (pg. 21)

Turn and Talk: “How did the animals show empathy for Amos?” (after reading) *Write down student answers on chart paper.*

2. If students give wrong answers, guide them to the correct answers using deeper questions and prompts.
 - a. “That’s interesting, does anyone else have a different idea?”
 - b. “Can you tell us what in the story makes you think that?”
 - c. “Let’s look back at what the text says...”
3. If students give basic or generic answers, guide them using deeper questions and prompts.
 - a. “Can you explain what you mean by that?”
 - b. “Does anyone want to add on to this idea?”
4. Dismiss rows to walk back to their desks one by one.

“They Do” *(Students do on their own or in groups, w/o teacher support)*

1. Tell students that they will be working in groups of 4-5 to create a list of ways they can show empathy to the people they care about in specific situations. Give each group one of the following scenarios to work on:
 - a. Your friend got hurt on the playground.
 - b. Your sibling broke their favorite toy.
 - c. Your classmate gave a wrong answer and someone else started laughing.
 - d. Your friend lost a game and started crying.
2. Distribute one piece of chart paper per group and tell students to create a list of ways they could show empathy in each situation. *Younger students can draw examples.*
3. When each group is finished, post the charts around the room. Tell students to walk carefully with their groups and take turns looking at each chart.

Evaluation *(how teacher will know if students have learned/reached objective)*

Formative Assessment: circulate while students are working to redirect them if they are following procedures incorrectly.



**Your friend
lost a game
and started
crying.**



**Your sibling
broke their
favorite toy.**



**Your classmate
gave the wrong
answer and
someone
laughed at them.**



**Your friend
got hurt on the
playground.**

Week 7/Lesson 2 – A Sick Day for Amos McGee: Day 2

Objective *(What students will understand or be able to do)*

Students will understand the concept of empathy and will be able to show empathy for others.
SEL Competency Explored: Social Awareness

Materials *(list of materials needed for the lesson)*

A Sick Day for Amos McGee by Philip C. Stead
Vocabulary and objective chart paper from previous class
Paper
Pencils
Crayons

Vocabulary *(new and/or unusual words used in the lesson/to be introduced at beginning of lesson)*

Empathy - the ability to understand and share the feelings of another person.

Preparation *(what needs to be done in advance of the lesson)*

1. Post the vocabulary and objective chart from the previous class, adding new vocabulary if applicable.
2. Create a sample card to show students.

Procedures *(steps teacher will follow to deliver the lesson)*

"I do" *(Teacher Introduction, Explanation and/or Demonstration)*

1. Welcome students back and ask them to remind you which book they read in the previous class. Introduce the book again and re-read, only stopping for the following questions:
 - a. "How does Amos show empathy for his friends?" (pg. 10)
 - b. "How do the animals show empathy for Amos?" (after reading)
2. Explain that just like the animals made Amos McGee feel better and showed that they cared about him, students will show that they care about the people in their lives by creating empathy cards for them.
3. Give an example from your life for the students. (e.g. "My best friend is nervous about moving to a new city and I want to send her a card telling her that it's going to be okay!") Model on a piece of chart paper or the white board how you would write a simple message to the person you are thinking about. Talk through your ideas as you write your sentences. Reinforce the idea that empathy means understanding how another person feels and showing them that you care.

Dear Leslie,

I know you are nervous about moving to Washington, D.C. I understand that it might be scary. I think you will have lots of fun in your new home. I can't wait to visit.

Love,

Anne

"We do" *(Students work with teacher support)*

1. Tell students that for this activity they will need to think of someone in their life who they care about a lot and who could use a message of kindness. Ask them to discuss who they want to make cards for in small groups.
2. Ask a few students to share what the group discussed. Write their answers on the whiteboard or on a piece of chart paper.
3. Pass out pieces of paper and show students how to fold them in quarters for a small card. *These can be pre-folded for younger students.*

"They Do" *(Students do on their own or in groups, w/o teacher support)*

1. Instruct students to write their messages on the inside of the card. Once they write their message, tell students to decorate the front of the card with pictures of the things the person they are writing the card to likes. For younger students, ask them to share a few ideas for messages. Write down what they say on a piece of chart paper or on the whiteboard. Tell students to copy that down inside their card.
2. After the cards are finished, ask students to share their cards in small groups or with the whole class, depending on the amount of time left in class.
3. Tell students you are so proud of how much empathy they have shown over the last two classes and that you want them to continue to show it.

Evaluation *(how teacher will know if students have learned/reached objective)*

Formative Assessment: circulate while students are working to redirect them if they are following procedures incorrectly.

Week 8/Lesson 1 – Drum Dream Girl: Day 1

Objective *(What students will understand or be able to do)*

Students will understand that everyone should have the same opportunities to achieve their dreams and will be able to identify what their own dreams are.

SEL Competency Explored: Social Awareness

Materials *(list of materials needed for the lesson)*

Drum Dream Girl by Margarita Engle

Chart paper & markers

“My Dream” sheet (found after lesson)

Pencils

Crayons

Vocabulary *(new and/or unusual words used in the lesson/to be introduced at beginning of lesson)*

Dream – a goal that is wished for

Courage – the ability to meet danger or difficulties by being brave

Fair – not favoring one over another

Preparation *(what needs to be done in advance of the lesson)*

1. Practice reading the book aloud.
2. Write vocabulary words and objective on chart paper.
3. Make copies of the “My Dream” sheet.

Procedures *(steps teacher will follow to deliver the lesson)*

“I do” *(Teacher Introduction, Explanation and/or Demonstration)*

1. Sit students on the rug or floor in comfortable corner of the classroom and tell them the title and topic of the book you will be reading. Ask students if there are any examples of things that boys can do that girls can’t and vice versa. Explain that they are going to read a story about a little girl who wanted to be drummer in a time and place when only boys were allowed to be drummers.
2. Introduce the vocabulary above.
3. Remind students of the rules for reading time before starting the book.

“We do” *(Students work with teacher support)*

1. Read the book aloud, pausing to ask questions, clarify any confusing moments, and review vocabulary words as they arise.
Whole Class: “Do you think it’s fair that only boys could be drummers? Why?” (before reading)
Turn and Talk: “How do you think this makes her feel? How would you feel if you were her?” (pg. 6)
Turn and Talk: “What is she always thinking about? Can you give some examples from the story?” (pg. 18)
Whole Class: “How do you think other people on the island are going to react to the all-girl band?” (pg. 26)
Whole Class: “Why do you think her father changed his mind?” (pg. 32)
Turn and Talk: “Did the girl show courage? How?” (after reading)
Whole Class: “Did anyone else show courage? How?” (after reading)
Reinforce a concept: Have discussion about how sometimes there are rules that are not fair because one group is treated better than another. Explain that to change things, people have to show courage, like the girl, her sisters, her father, and even the music teacher and do what they feel is right. Sometimes, this means that things can change and be better for everyone!
2. If students give wrong answers, guide them to the correct answers using deeper questions and prompts.
 - a. “That’s interesting, does anyone else have a different idea?”
 - b. “Can you tell us what in the story makes you think that?”
 - c. “Let’s look back at what the text says...”
3. If students give basic or generic answers, guide them using deeper questions and prompts.
 - a. “Can you explain what you mean by that?”
 - b. “Does anyone want to add on to this idea?”
4. Dismiss rows to walk back to their desks one by one.

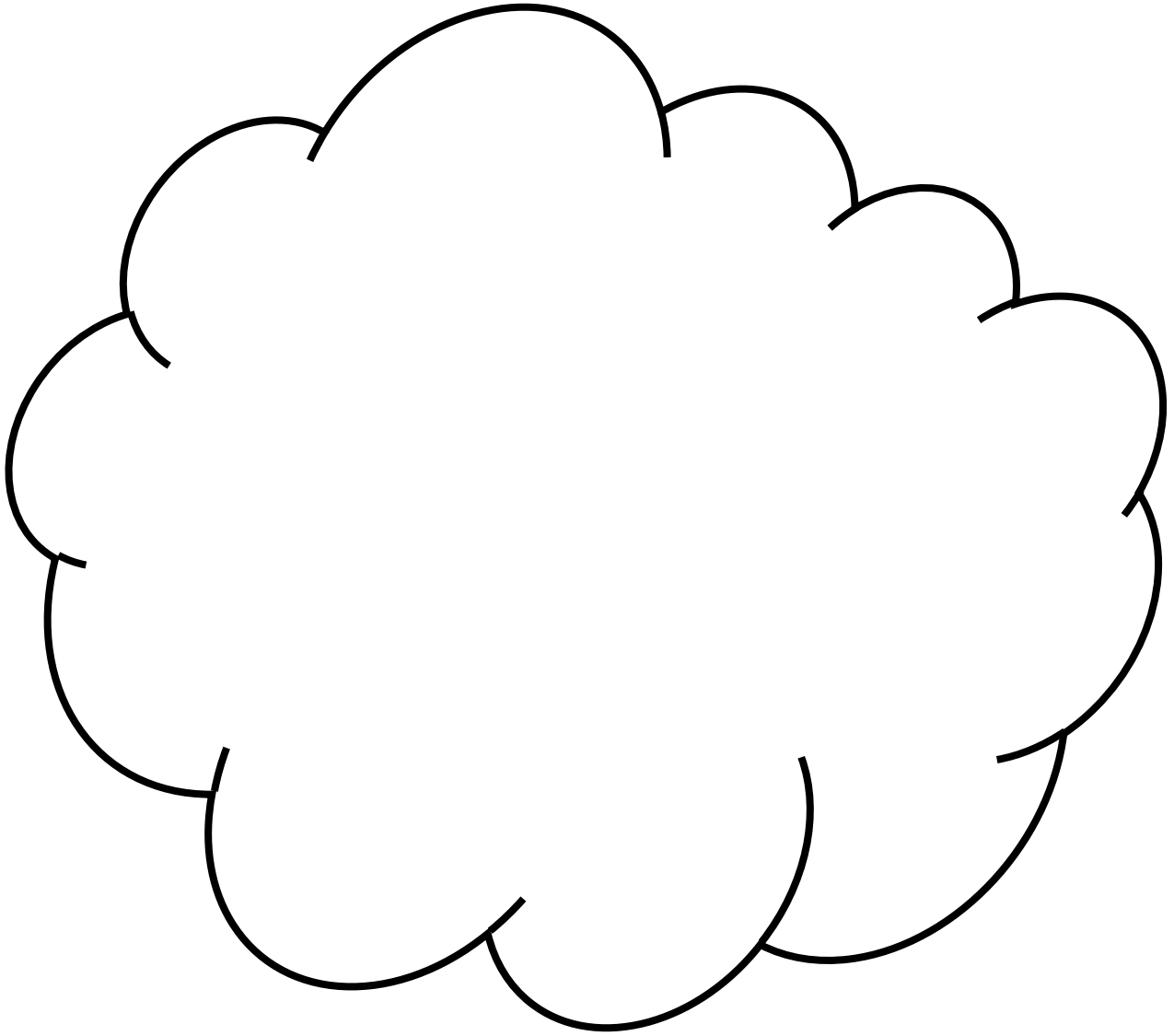
“They Do” (*Students do on their own or in groups, w/o teacher support*)

1. Tell students that the little girl in the book is based on a true story of a girl named Millo Castro Zaldarriaga who performed with her older sisters in Cuba’s first all-girl dance band! Explain that just like Millo, they can all grow up to make their dreams come true and that the first step is figuring out what those dreams are.
2. Distribute the “My Dream” sheet and instruct students to complete it. *Younger students may need help spelling or writing sentences.*
3. Once complete, students can share their dreams with the class or in small groups.

Evaluation (*how teacher will know if students have learned/reached objective*)

Formative Assessment: circulate while students are working to redirect them if they are following procedures incorrectly.

Name: _____



My dream is _____

because _____

_____.

Week 8/Lesson 2 – Drum Dream Girl: Day 2

Objective *(What students will understand or be able to do)*

Students will understand that everyone should have the same opportunities to achieve their dreams and will be able to identify what their own dreams are.

SEL Competency Explored: Social Awareness

Materials *(list of materials needed for the lesson)*

Drum Dream Girl by Margarita Engle

Vocabulary and objective chart paper from previous class

Chart paper

Copies of “My Dreams” sheet (found after lesson)

Plain paper cups (solid color, preferably white)

Paper

Crayons/Markers

Scissors

Rubber bands

[Music from Anacaona](#) *OPTIONAL*

Vocabulary *(new and/or unusual words used in the lesson/to be introduced at beginning of lesson)*

Dream – a goal that is wished for

Courage – the ability to meet danger or difficulties by being brave

Fair – not favoring one over another

Preparation *(what needs to be done in advance of the lesson)*

1. Post the vocabulary and objective chart from the previous class, adding new vocabulary if applicable.
2. Make copies of “My Dreams” sheet.
3. Cut squares of paper for each child that large enough to cover a cup’s opening, with some room for overlap. *See craft drum example page following this lesson.*
4. Make a sample craft drum. *See craft drum example page following this lesson.*
5. *Optional* – pre-load the video above. If you cannot access the hyperlink, search “Anacaona 1937” on YouTube. The video is 6:31 in length. If you do not have smartboard access to play the video, you can play the music on your phone.

Procedures *(steps teacher will follow to deliver the lesson)*

“I do” *(Teacher Introduction, Explanation and/or Demonstration)*

1. Welcome students back and ask them to remind you which book they read in the previous class. Introduce the book again and re-read.
2. Remind students that the book is based on a true story. Read the historical note at the back of the book for older students.
3. *Optional:* If there is smartboard or internet access, play the video or music. It can also be played quietly while the students work.

“We do” (*Students work with teacher support*)

1. Tell students that they are going make their own drums and fill them with their dreams.
2. Ask students to share some dreams they have, big or small. Write their answers on a piece of chart paper or the whiteboard. Share your own examples to start off.
3. Distribute the “My Dreams” sheet. Tell students to write (or draw, for younger students) one dream in each cloud, color the cloud in, and carefully cut them out when they are finished. *Younger students may need help cutting.* Make sure all scrap paper is thrown away before moving on to the next step.

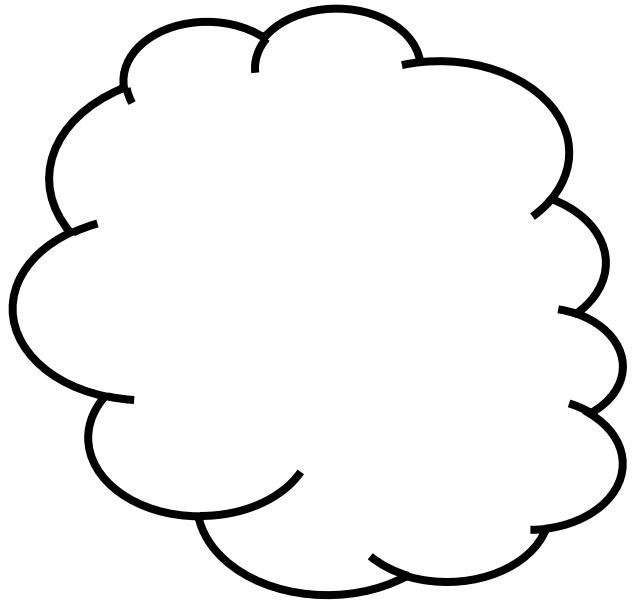
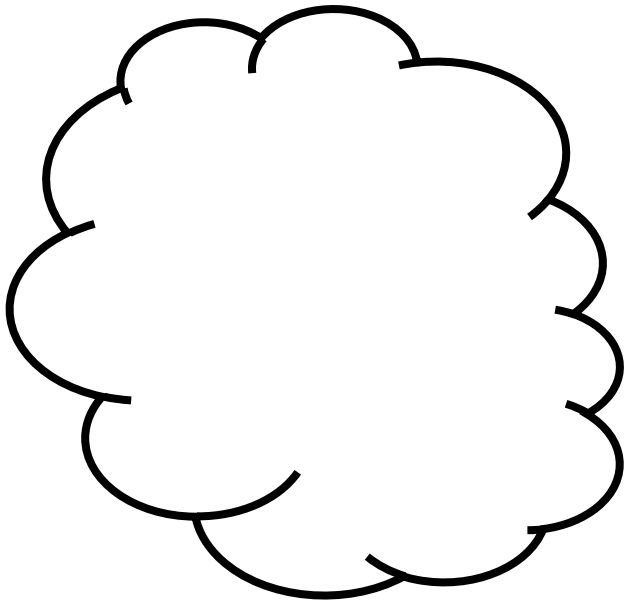
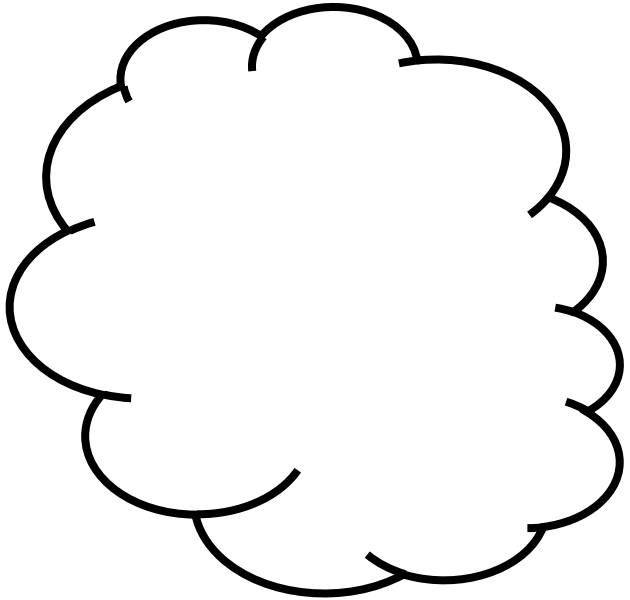
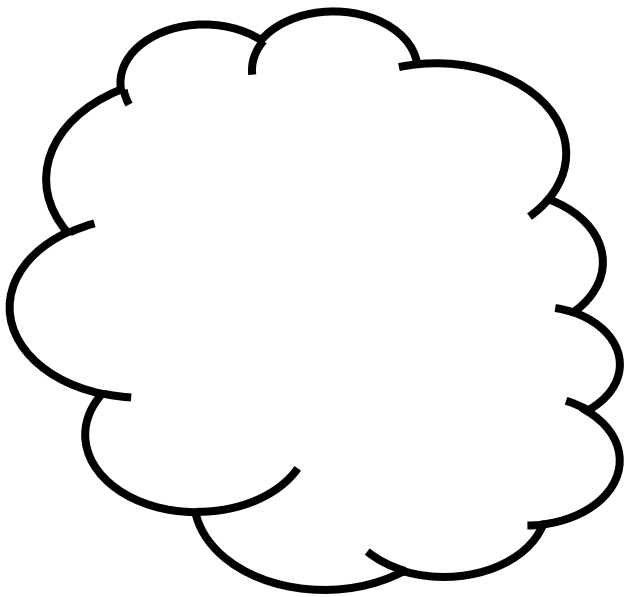
“They Do” (*Students do on their own or in groups, w/o teacher support*)

1. Distribute the paper cups and instruct students to decorate them based on their dreams. When cups are decorated, the dream clouds can be placed inside.
2. Give out the pre-cut paper squares and tell students to place them over the opening of their cups, hold it tight, and place a rubber band to secure it. Show your pre-made cup as an example. The edges may be trimmed if desired. *Younger students may need help with this step.*
3. Students can share their drums in small groups or with the whole class, depending on time. Explain that every time students beat their new drums, they should be reminded of their dreams.

Evaluation (*how teacher will know if students have learned/reached objective*)

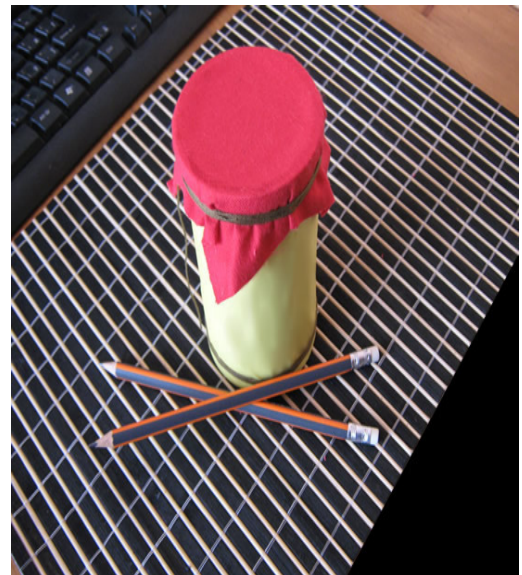
Formative Assessment: circulate while students are working to redirect them if they are following procedures incorrectly.

My Dreams



Name _____

Examples of craft drums



Week 9/Lesson 1 – Last Stop on Market Street: Day 1

Objective *(What students will understand or be able to do)*

Students will understand that neighborhoods are made up of people who support each other.
SEL Competency Explored: Social Awareness

Materials *(list of materials needed for the lesson)*

Last Stop on Market Street by Matt de la Peña
Chart paper & markers
Whiteboards, dry erase markers, and erasers OR notebooks and pencils
“My Neighborhood” sheet
Pencils
Crayons

Vocabulary *(new and/or unusual words used in the lesson/to be introduced at beginning of lesson)*

Neighborhood – where people live
Familiar – someone you know well
Soup kitchen – a place where people can eat for free

Preparation *(what needs to be done in advance of the lesson)*

1. Practice reading the book aloud.
2. Write vocabulary words and objective on chart paper.
3. Make copies of “My Neighborhood” sheet.

Procedures *(steps teacher will follow to deliver the lesson)*

“I do” *(Teacher Introduction, Explanation and/or Demonstration)*

1. Sit students on the rug or floor in comfortable corner of the classroom and tell them the title and topic of the book you will be reading.
2. Introduce the vocabulary above. Ask students what they see in their neighborhoods and tell them to make a list on their whiteboards/notebooks. *Younger students can draw pictures.* Ask a 2-3 students to share their responses.
3. Remind students of the rules for reading time before starting the book.

“We do” (Students work with teacher support)

1. Read the book aloud, pausing to ask questions, clarify any confusing moments, and review vocabulary words as they arise.
Whole Class: “Look closely at the cover of this book. What do you think CJ is going to in his neighborhood?” (before reading)
Act it Out: “Show me with your face how CJ is feeling right now. Why do you think he is sad or frustrated right now?” (pg. 5)
Stop and Jot: “Nana tells CJ that some people watch the world with their ears. If you closed your eyes in your neighborhood, what is a sound that you would hear?” *Younger students can draw a picture.* (pg. 13)
Turn and Talk: “What gives CJ the feeling of magic?” *Listen for students discussing that the music played by the guitar makes CJ feel that way. They should remember that on the previous page, it said that “the guitar player was already plucking strings and beginning to sing.”* (pg. 18)
Turn and Talk: “What makes CJ feel glad that he came?” *Listen for students discussing that CJ is glad because he sees people he knows.*
Whole Class: “Look at this picture. What are CJ and Nana doing?” *Students should note that they are serving food to people at the soup kitchen.* (pg. 27)
Whole Class: “Thinking about how Nana and CJ went to the soup kitchen, what lesson do you think CJ learned from Nana?” *Guide students to understand that CJ learned how important it is to help your neighborhood or community, that you can find beauty anywhere, and that is important to pay attention to the world around you.*
2. If students give wrong answers, guide them to the correct answers using deeper questions and prompts.
 - a. “That’s interesting, does anyone else have a different idea?”
 - b. “Can you tell us what in the story makes you think that?”
 - c. “Let’s look back at what the text says...”
3. If students give basic or generic answers, guide them using deeper questions and prompts.
 - a. “Can you explain what you mean by that?”
 - b. “Does anyone want to add on to this idea?”
4. Dismiss rows to walk back to their desks one by one.

“They Do” (Students do on their own or in groups, w/o teacher support)

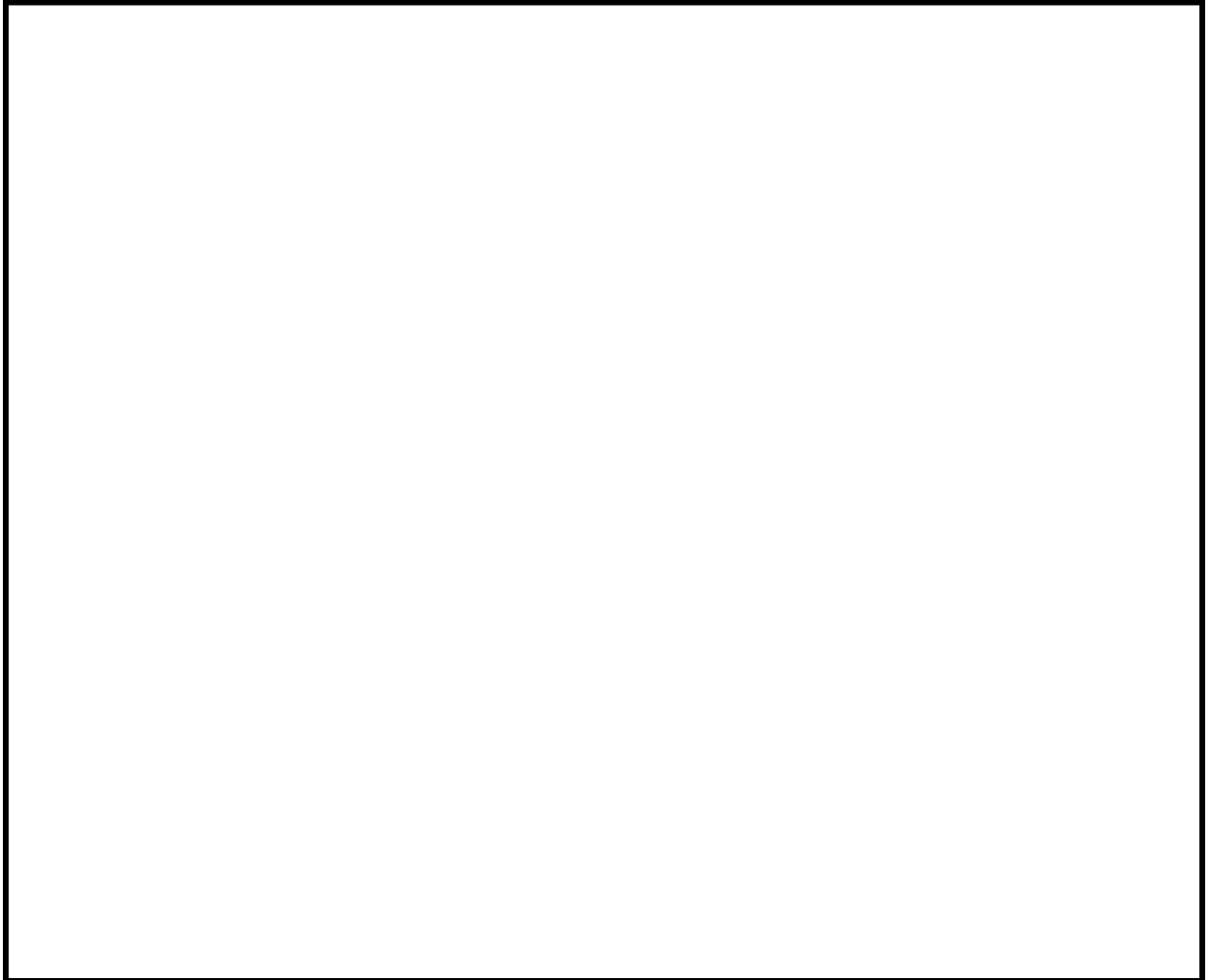
1. Explain that CJ learned how important it is to notice the beauty of your neighborhood and what makes it unique. His Nana and the passengers on the bus helped him see, hear, and smell different things in the neighborhood. Tell the students that just like CJ, they are going to think about their neighborhoods and what makes them special.
2. Distribute the “My Neighborhood” sheet and tell students to complete. *Younger students may need help spelling or writing the sentence.*

Evaluation (how teacher will know if students have learned/reached objective)

Formative Assessment: circulate while students are working to redirect them if they are following procedures incorrectly.

My Neighborhood

By _____



My neighborhood is special because

Week 9/Lesson 2 – Last Stop on Market Street: Day 2

Objective *(What students will understand or be able to do)*

Students will understand that neighborhoods are made up of people who support each other.
SEL Competency Explored: Social Awareness

Materials *(list of materials needed for the lesson)*

Last Stop on Market Street by Matt de la Peña
Vocabulary and objective chart paper from previous class
Chart paper
“Five Senses Brainstorm” graphic organizer (found after lesson)
“My Neighborhood Poem” template (found after lesson)
Pencils

Vocabulary *(new and/or unusual words used in the lesson/to be introduced at beginning of lesson)*

Neighborhood – where people live
Senses – the ways our bodies allow us to be aware of the world: sight, smell, touch, taste, and hearing

Preparation *(what needs to be done in advance of the lesson)*

1. Post the vocabulary and objective chart from the previous class, adding new vocabulary if applicable.
2. Make copies of the “Five Senses Brainstorm” and “My Neighborhood Poem.”
3. Write the example poem on a piece of chart paper or whiteboard.

Procedures *(steps teacher will follow to deliver the lesson)*

“I do” *(Teacher Introduction, Explanation and/or Demonstration)*

1. Welcome students back and remind them that in the last class they learned about the importance of seeing beauty in their neighborhoods. Re-read the book.
2. Tell students that today they will get to create poems all about their neighborhoods using the five senses. Review what the five senses are:
 - a. “What do you use to see?” *Students should point to their eyes.*
 - b. “What do you use to hear?” *Students should point to their ears.*
 - c. “What do you use to smell?” *Students should point to their nose.*
 - d. “What do you use to taste?” *Students should point to their tongue/mouth.*
 - e. “What do you use to touch?” *Students should raise their hands.*

“We do” *(Students work with teacher support)*

1. Distribute the brainstorm graphic organizer and tell students to complete it by listing things they interact with in their neighborhoods using the five senses. *Younger students may draw pictures instead of writing.*
2. Help students come up with detailed ideas and examples. For instance, if a student says, “I see a tree,” push them to describe the tree: “I see a tree filled with purple blossoms” or “I see a green, leafy tree.”

“They Do” *(Students do on their own or in groups, w/o teacher support)*

1. After brainstorming, tell students that they should put their ideas into a poem format. Read the example poem and not for students how lines of the poem start with “I see...” “I hear...” etc. and that they should use this structure in their poem.
2. Hand out “My Neighborhood Poem” template and instruct students to complete based on the criteria above.
3. When completed, students can share in small groups or for the whole class, depending on time.






Evaluation *(how teacher will know if students have learned/reached objective)*

Formative Assessment: circulate while students are working to redirect them if they are following procedures incorrectly.

Name _____

Five Senses Brainstorm

Instructions: For each line, write something you see, hear, smell, taste and touch in your neighborhood.

Things I see 	
Things I hear 	
Things I smell 	
Things I taste 	
Things I touch 	

My Neighborhood Example Poem

I see golden sunflowers in the middle of the street
and the bright blue building at the corner of St. Marks

I taste spicy curry chicken, rice, and peas

I hear skateboards on the sidewalk,
the bus slowing down at the corner,
and my dog barking at squirrels in the park

I smell stinky garbage on the street
and sweet buttery croissants from Frenchy's food truck
I feel the shiny smooth doorknob that tells me I'm home

My Neighborhood Poem

Author: _____

Week 10/Lesson 1 – The Smallest Girl in the Smallest Grade: Day 1

Objective *(What students will understand or be able to do)*

Students will understand that it is important to support each other.

SEL Competency Explored: Relationship Skills

Materials *(list of materials needed for the lesson)*

The Smallest Girl in the Smallest Grade by Justin Roberts

Chart paper & markers

“Support” graphic organizer (found after lesson)

Pencils

Crayons

Vocabulary *(new and/or unusual words used in the lesson/to be introduced at beginning of lesson)*

Support – to provide help or encouragement to

Preparation *(what needs to be done in advance of the lesson)*

1. Practice reading the book aloud.
2. Write vocabulary words and objective on chart paper.
3. Make copies of the “Support” graphic organizer.
4. Create a sample graphic organizer on a piece of chart paper.

Procedures *(steps teacher will follow to deliver the lesson)*

“I do” *(Teacher Introduction, Explanation and/or Demonstration)*

1. Sit students on the rug or floor in comfortable corner of the classroom and tell them the title and topic of the book you will be reading.
2. Introduce the vocabulary above.
3. Remind students of the rules for reading time before starting the book.

“We do” *(Students work with teacher support)*

1. Read the book aloud, pausing to ask questions, clarify any confusing moments, and review vocabulary words as they arise.

Whole Class: “Look closely at the cover. What do you think this book might be about?”
(before reading)

Whole Class: “What do you notice happening in this picture?” (pg. 2)

Turn and Talk: “Why do you think the other students didn’t notice Sally?” (pg. 6)

Act it Out: “Show me with your face how Tommy feels. Why do you think that?” (pg. 8)

Whole Class: “Why do you think the other classmates aren’t saying anything about Kevin getting pushed off the slide?” (pg. 12)

Turn and Talk: “What do you think Sally is going to do next?” (pg. 20)

Turn and Talk: “Why is it ‘super extra special’ that Howard O’Henry supports Sally?” (pg. 22)

Whole Class: “How is this picture different from the first one? What made the students change?” (pg. 30) *Turn back to the first two pages if students get stuck or confused.*

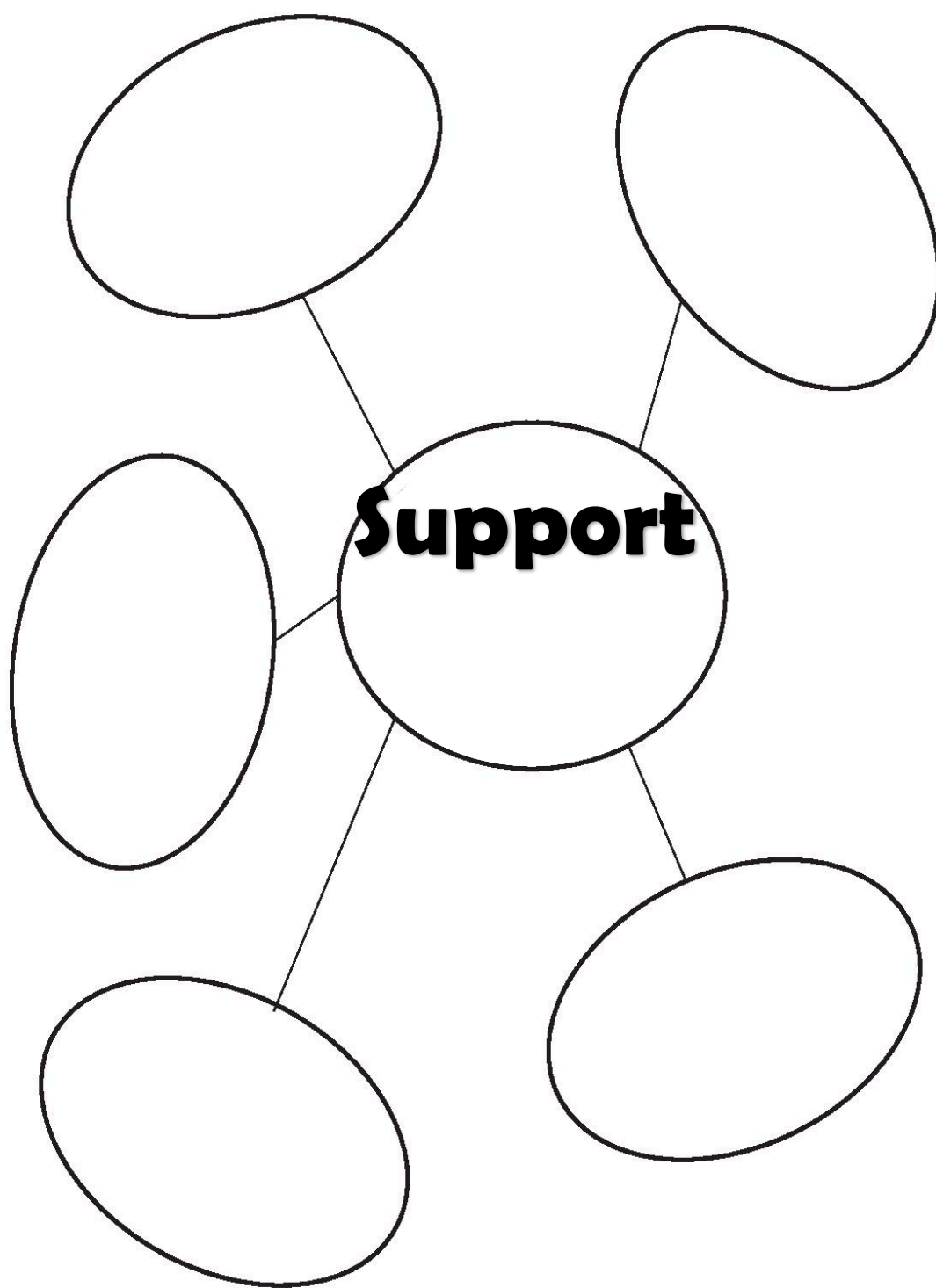
2. If students give wrong answers, guide them to the correct answers using deeper questions and prompts.
 - a. “That’s interesting, does anyone else have a different idea?”
 - b. “Can you tell us what in the story makes you think that?”
 - c. “Let’s look back at what the text says...”
3. If students give basic or generic answers, guide them using deeper questions and prompts.
 - a. “Can you explain what you mean by that?”
 - b. “Does anyone want to add on to this idea?”
4. Dismiss rows to walk back to their desks one by one.

“They Do” (*Students do on their own or in groups, w/o teacher support*)

1. Distribute the “support” graphic organizer and instruct students to fill it in with examples of ways that they can show support to someone. Share your own example on the sample chart paper. *Younger students can draw their examples.*
2. When completed, ask students to share their answers with the whole class. Add the answers to the sample chart paper.

Evaluation (*how teacher will know if students have learned/reached objective*)

Formative Assessment: circulate while students are working to redirect them if they are following procedures incorrectly.



Week 10/Lesson 2 – The Smallest Girl in the Smallest Grade: Day 2

Objective *(What students will understand or be able to do)*

Students will understand that it is important to support each other and will generate ideas about how to show their support.

SEL Competency Explored: Relationship Skills

Materials *(list of materials needed for the lesson)*

The Smallest Girl in the Smallest Grade by Justin Roberts

Vocabulary and objective chart paper from previous class

Bucket filler and dipper flash cards (found after lesson)

“Bucket Filler Compliments” sheet (found after lesson)

Glue or tape

Crayons

Buckets, cups & pipe cleaners, or construction paper *(See page following lesson for instructions)*

Vocabulary *(new and/or unusual words used in the lesson/to be introduced at beginning of lesson)*

Support – to provide help or encouragement to

Bucket filler – someone who uses their actions or words to show they care, to do something kind, or to help.

Bucket dipper – someone who uses their actions or words to hurt someone’s feelings, to be mean, or to bully.

Preparation *(what needs to be done in advance of the lesson)*

1. Post the vocabulary and objective chart from the previous class, adding new vocabulary if applicable.
2. Make buckets – *see page following lesson for instructions.*
3. Print and cut bucket filler and dipper flash cards. *Choose the flash cards you feel your students would most relate to/or connect with. Only make 15 cards.*
4. Make a chart that says “bucket filler” on one side and “bucket dipper on the other side.”
5. Print out “Bucket Filler Compliments” sheet and cut out one drop per student.

Procedures *(steps teacher will follow to deliver the lesson)*

“I do” *(Teacher Introduction, Explanation and/or Demonstration)*

1. Welcome students back and remind them that in the last class they learned about being supportive of each other. Explain that one way to show support is by being a bucket filler.

2. Explain to students the difference between bucket fillers and bucket dippers.

“We do” *(Students work with teacher support)*

1. Read the following pages of the story over again: pgs. 11-12, pgs. 15-16, pgs. 27-28. Ask students to point out in each scene who is being a bucket filler and who is being a bucket dipper.
2. Use the flashcards to ask students if the person in each example is being a bucket filler or a bucket dipper. Carefully use a piece of tape to attach each example to the correct portion of the chart.
3. Explain that students will make their own buckets and will write notes to each other so they can fill someone else’s bucket.

“They Do” *(Students do on their own or in groups, w/o teacher support)*

1. Distribute “Bucket Filler Compliments” templates. Each student should have one. Instruct students to write a small note or compliment to a classmate. Assign each student a classmate to write to, ensuring that everyone will receive a note in their bucket.
2. Collect the compliments and distribute buckets and decorating supplies. As each student decorates their bucket, place the compliments inside.
3. Allow students to read and share their compliments. Explain that now that their buckets are filled, it is their job to fill others’ buckets by being supportive.

Evaluation *(how teacher will know if students have learned/reached objective)*

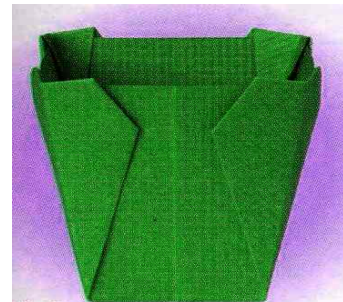
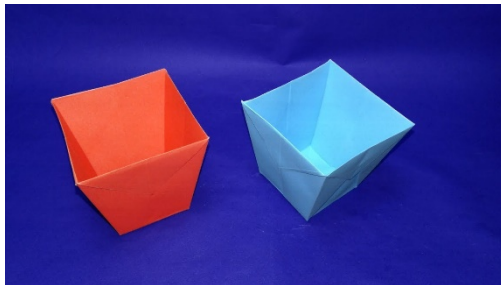
Formative Assessment: circulate while students are working to redirect them if they are following procedures incorrectly.

Bucket Options

1. Purchase plastic buckets that students can decorate.



2. Make paper buckets (instruction on next page).

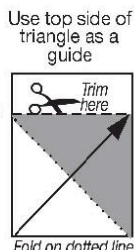


3. Use cups to make buckets by either:
 - a. Punching two holes on both sides and looping a pipe cleaner through.
 - b. Stapling a strip of paper across the top.

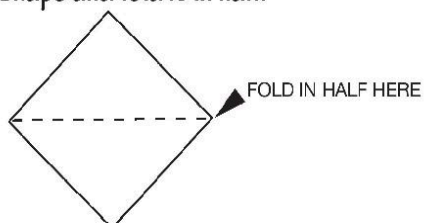


HOW TO MAKE A PAPER BUCKET

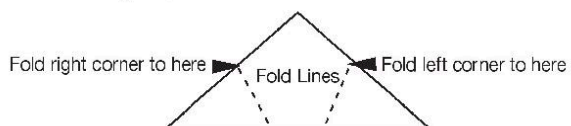
1. Make your paper square. Rectangular paper (8 1/2" x 11" or larger) can be folded as shown and the leftover paper can be saved to make your bucket's handle.



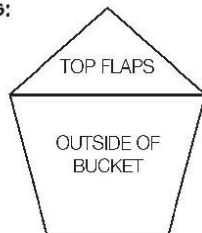
2. Place the trimmed and folded triangle on the table or desk in front of you. If your paper didn't need to be trimmed and is already square put it down in a diamond shape and fold it in half.



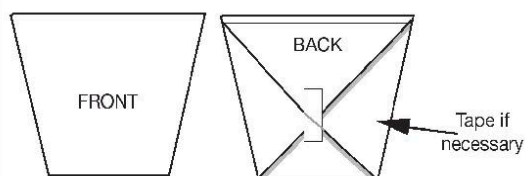
3. Fold the right corner of folded triangle so that it touches the middle of the left edge of the triangle.



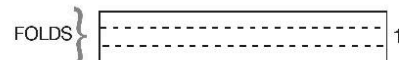
4. Fold the left corner over the folded right corner so it touches the right edge of the triangle. The front of your bucket should now look like this:



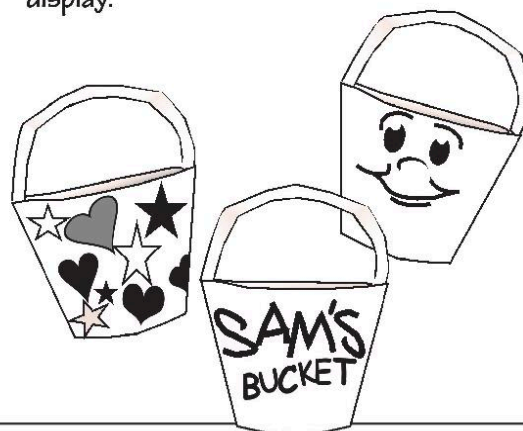
5. Fold the front top flap into the bucket. Fold the back top flap down on the outside of the bucket. If necessary, tape the back flaps on your bucket together. The two sides of your bucket should now look like this:

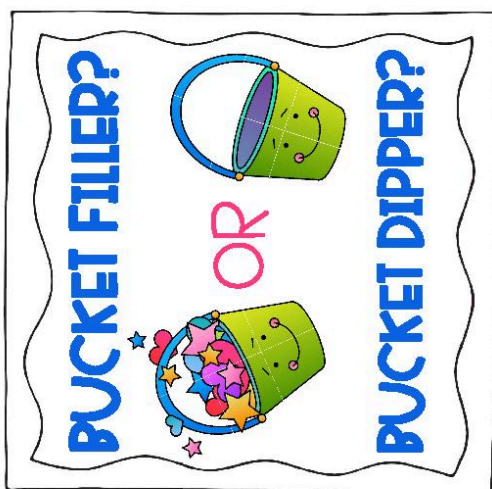
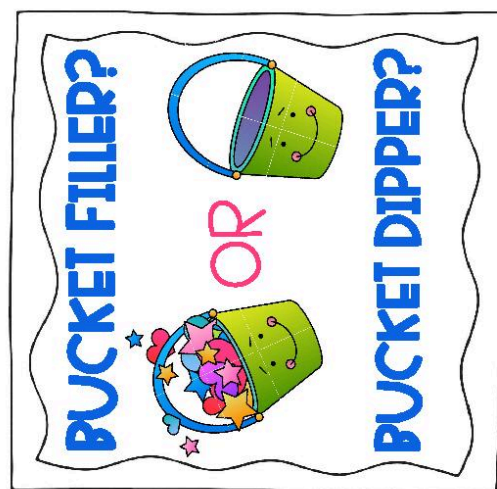
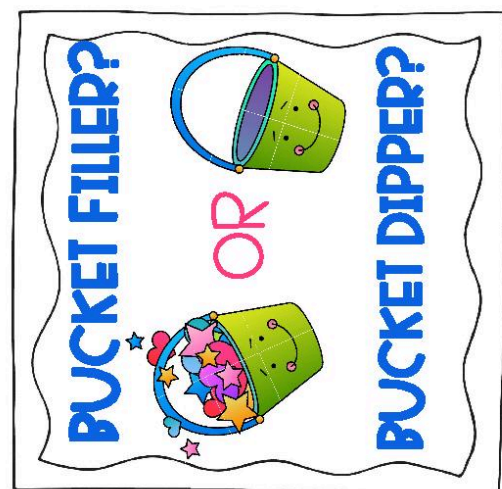


6. Using the extra piece of paper from step 1, cut one inch off its long side and fold it three times to create a handle for your bucket. Tape each side of the handle to the inside of your bucket. (If you have no extra paper, cut a piece 1" wide and approximately 2 times the height of your bucket.)

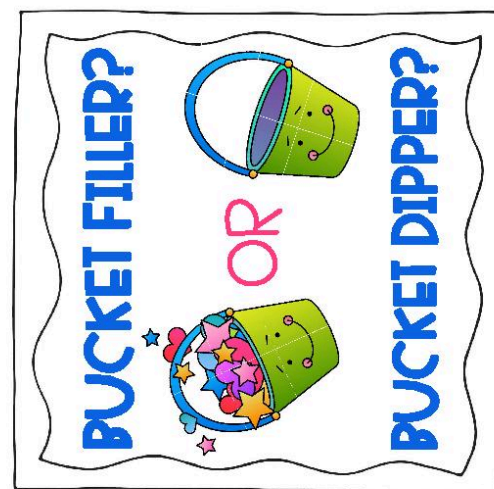
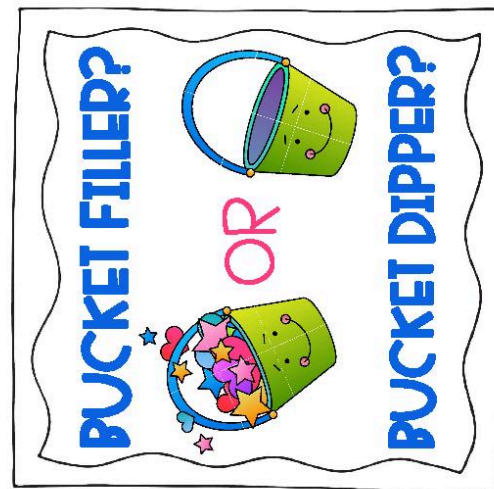
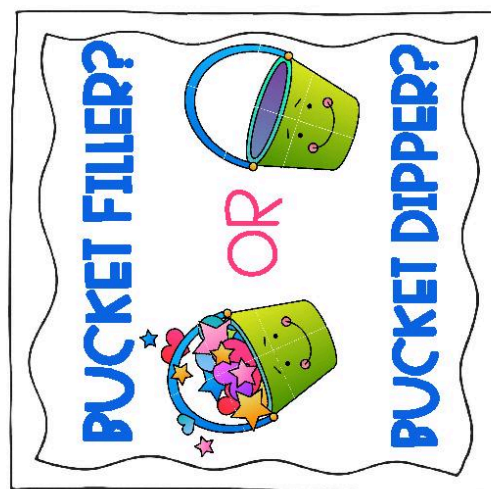


7. Now, it's time to have some fun finishing your bucket with a face, your name, or a special design. Your bucket is ready for display.





Instructions: Print double sided to bucket filler/dipper examples



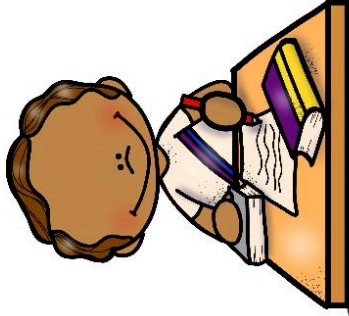
Good listening



Angry about math score



Following Instructions



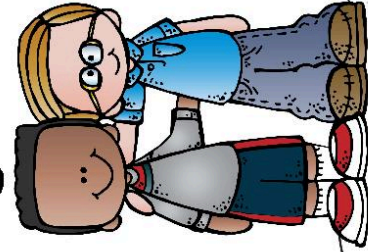
Angry about having to clean up



Working Together



Being a Friend



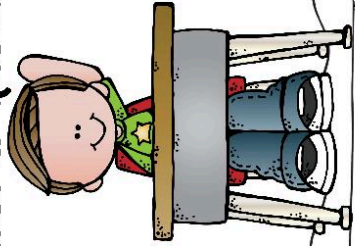
**Having fun
together**



Hurling Others



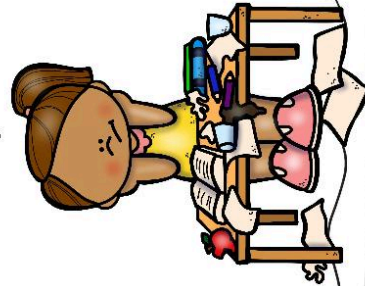
**Raising hand to
answer a question**



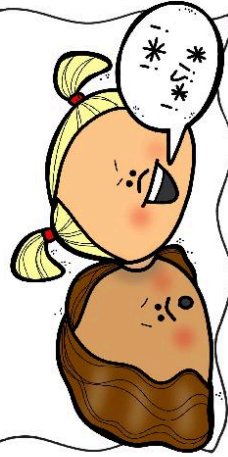
Mean Teasing



Messy Desk



**Calling someone
a mean name**



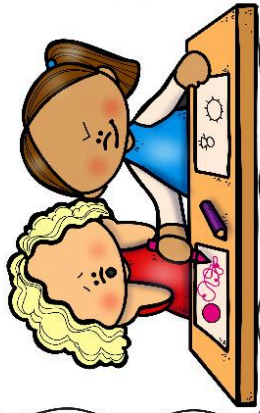
Picking up Trash



**Thinking of ways
to show kindness**



**Scribbling on
someone's paper**



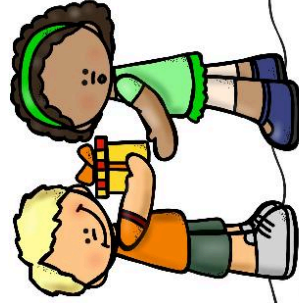
**Cheering up a
friend that is sad**

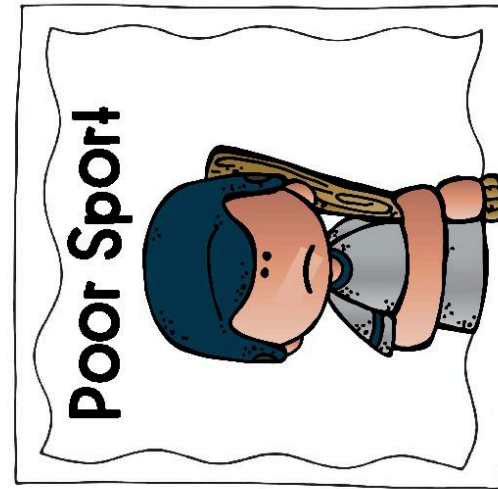
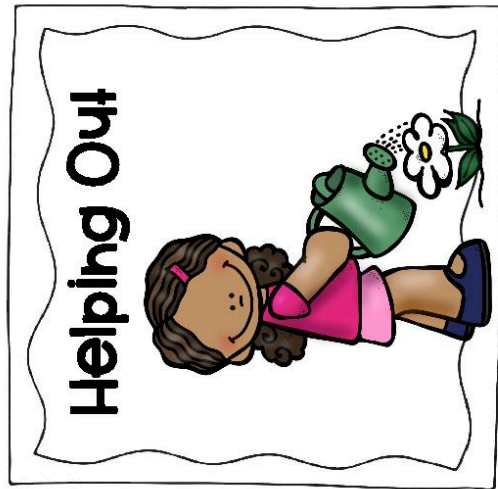
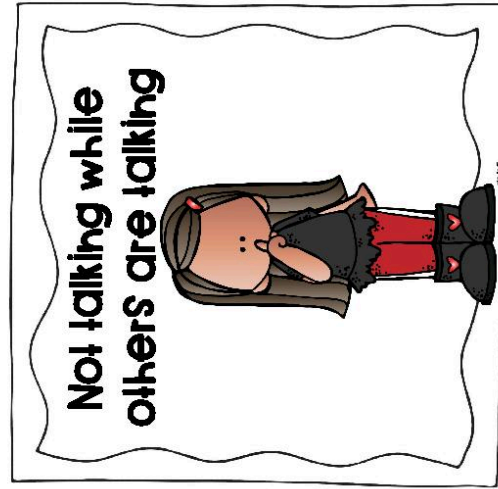
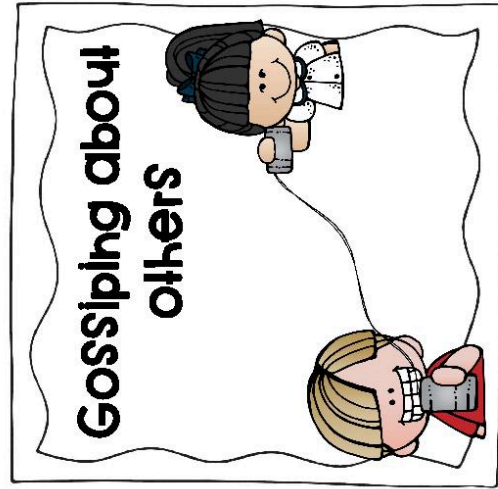


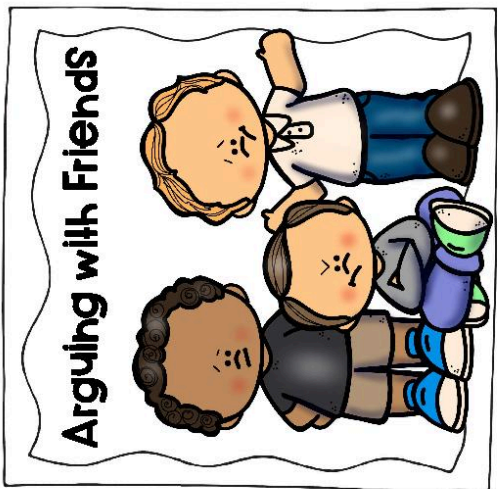
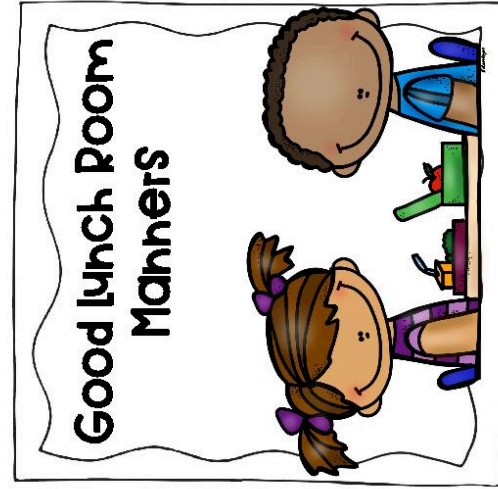
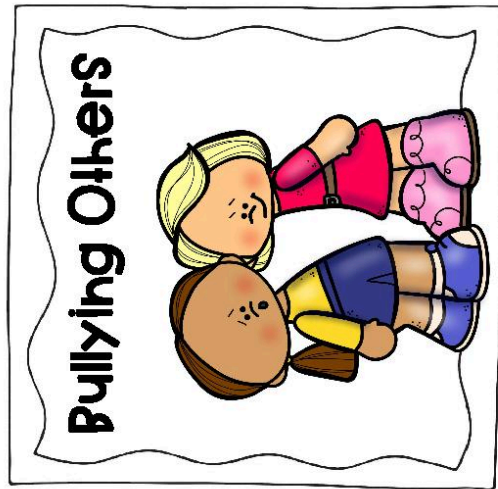
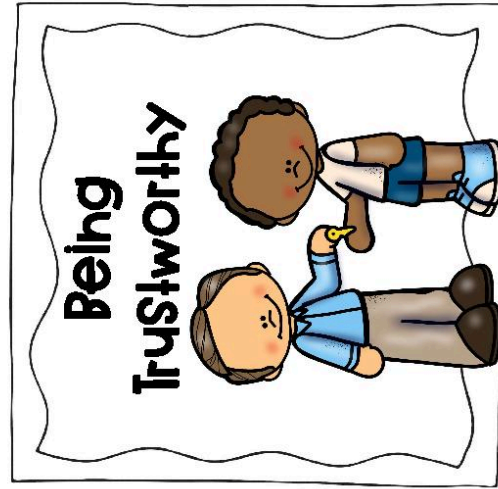
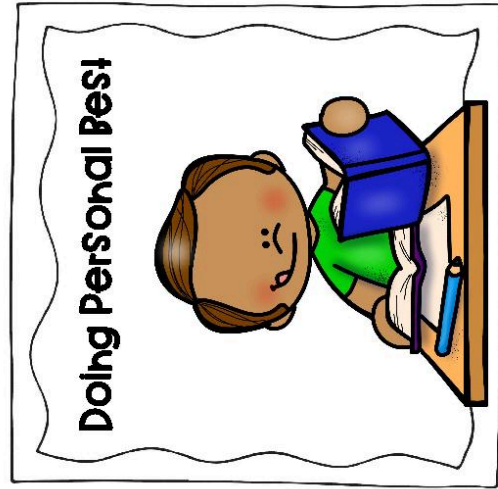
Throwing a Fit



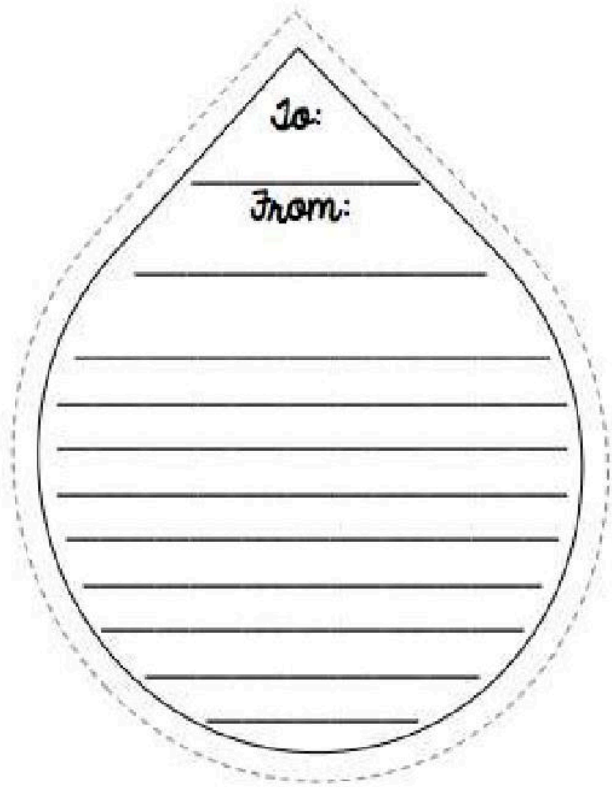
**Giving a friend a
gift**







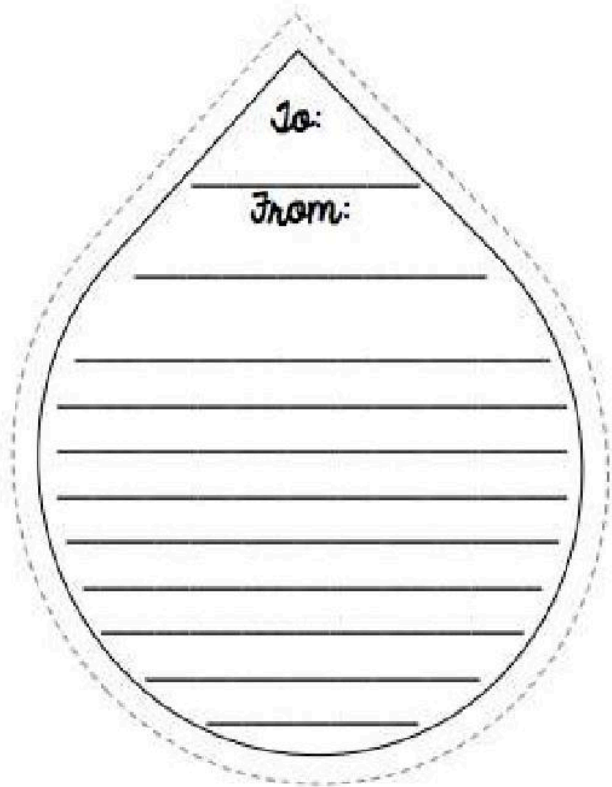
Write compliments for different
classmates using the bucket fillers.




A teardrop-shaped bucket filler template with a dashed outer border. Inside, the top section is a triangle containing the text "To:" above a horizontal line, and "From:" below it. The main body of the bucket is filled with ten horizontal lines for writing.



A teardrop-shaped bucket filler template with a dashed outer border. Inside, the top section is a triangle containing the text "To:" above a horizontal line, and "From:" below it. The main body of the bucket is filled with ten horizontal lines for writing.



A teardrop-shaped bucket filler template with a dashed outer border. Inside, the top section is a triangle containing the text "To:" above a horizontal line, and "From:" below it. The main body of the bucket is filled with ten horizontal lines for writing.



A teardrop-shaped bucket filler template with a dashed outer border. Inside, the top section is a triangle containing the text "To:" above a horizontal line, and "From:" below it. The main body of the bucket is filled with ten horizontal lines for writing.

Week 11/Lesson 1 – My Two Blankets: Day 1

Objective *(What students will understand or be able to do)*

Students will be able to understand some of the difficulties of moving from another country and the importance of offering support to those that do.

SEL Competency Explored: Relationship Skills

Materials *(list of materials needed for the lesson)*

My Two Blankets by Irena Kobald

Chart paper & markers

Map of USA and Sudan (found after lesson)

Paper

Pencils

Vocabulary *(new and/or unusual words used in the lesson/to be introduced at beginning of lesson)*

Comfort – something that makes a person feel comfortable and safe

Weaving – to make by lacing parts together *(use an example of a spider weaving a web)*

Preparation *(what needs to be done in advance of the lesson)*

1. Practice reading the book aloud.
2. Write vocabulary words and objective on chart paper.
3. Print map.

Procedures *(steps teacher will follow to deliver the lesson)*

"I do" *(Teacher Introduction, Explanation and/or Demonstration)*

1. Sit students on the rug or floor in comfortable corner of the classroom. Explain that today they will be reading a story about a young girl who moves from Sudan to Australia. Show them the map of USA and Sudan.
2. Introduce the vocabulary above.
3. Remind students of the rules for reading time before starting the book.

"We do" *(Students work with teacher support)*

1. Read the book aloud, pausing to ask questions, clarify any confusing moments, and review vocabulary words as they arise.

Whole Class: “Have you ever been new to a school, neighborhood, or country? How did it feel?” (before reading)

Turn and Talk: “What do you think it means to wrap herself in a blanket of her own words and sounds? Is she using a real blanket?” (pg. 7) *If students get stuck, tell them to think about the word comfort and what it might mean to feel safe hearing certain words.*

Turn and Talk: “Why do you think the girl is waving at Cartwheel?” (pg. 10)

Whole Class: “Why you think Cartwheel feels sad even after she’s made a new friend?” (pg. 17)

Turn and Talk: “What do you think it means that the girl brought Cartwheel words?” (pg. 22) *If students get stuck, ask them to explain what the girl is teaching Cartwheel.*

Reinforce a concept: Explain that Cartwheel isn’t actually laying under a blanket, but feeling comforted by the words and language that she knows. Ask students what they think it means that Cartwheel is “weaving” a blanket with her new words. Discuss that this means she is getting more comfortable with her new language. (pg. 24)

Whole Class: “What did Cartwheel learn in this book? How did her new friend help her?” (pg. 30) *Discuss that even though Cartwheel is in a new home and learned a new language, her first home and first language are important too. She let her new friend help her discover new words and but did not forget her old ones.*

2. If students give wrong answers, guide them to the correct answers using deeper questions and prompts.
 - a. “That’s interesting, does anyone else have a different idea?”
 - b. “Can you tell us what in the story makes you think that?”
 - c. “Let’s look back at what the text says...”
3. If students give basic or generic answers, guide them using deeper questions and prompts.
 - a. “Can you explain what you mean by that?”
 - b. “Does anyone want to add on to this idea?”
4. Dismiss rows to walk back to their desks one by one.

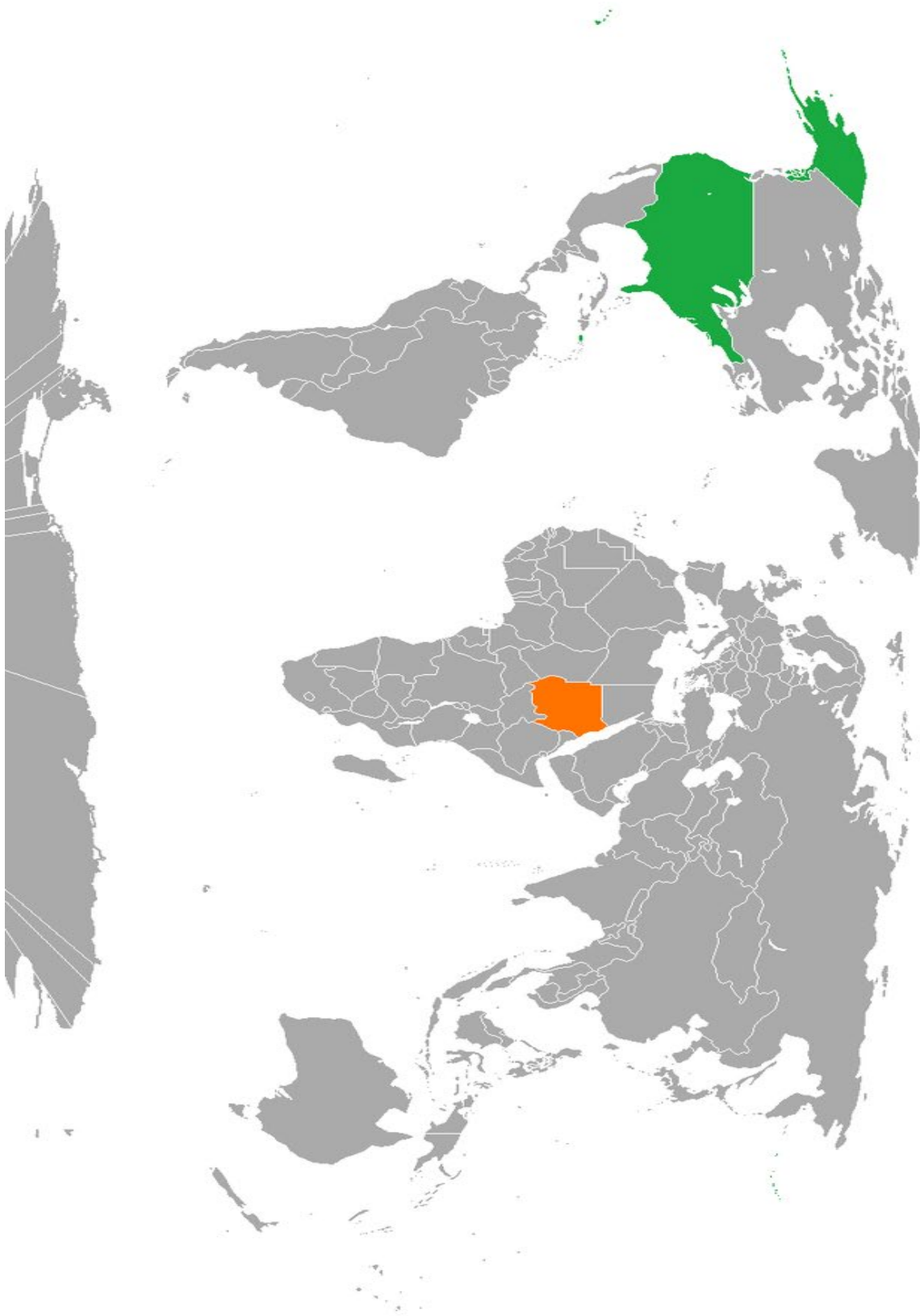
“They Do” (Students do on their own or in groups, w/o teacher support)

1. Explain that Cartwheel’s “blanket” was full of comforting things. Tell students to make a list of the things and people that make them feel safe and at home. This list can include people, foods, landscapes, pets, etc. Share a sample list of things that make you feel safe. *Younger students can draw pictures and explain them orally.*
2. Tell students that they will be using their list in the next class to create squares for a classroom quilt. Collect the lists when completed.

Evaluation (how teacher will know if students have learned/reached objective)

Formative Assessment: circulate while students are working to redirect them if they are following procedures incorrectly.

Map of USA and Sudan



Week 11/Lesson 2 – My Two Blankets: Day 2

Objective *(What students will understand or be able to do)*

Students will understand the importance of sharing their unique backgrounds, experiences, and important items in order to come together as a whole.

SEL Competency Explored: Relationship Skills

Materials *(list of materials needed for the lesson)*

My Two Blankets by Irena Kobald

Vocabulary and objective chart paper from previous class

Quilt Examples (found after lesson)

List of comforting things (completed in previous class)

Quilt Square template (found after lesson)

Pencils

Crayons

Construction paper

Scissors

Glue

Tape

Hole-punch* *Optional*

String or ribbon* *Optional*

Vocabulary *(new and/or unusual words used in the lesson/to be introduced at beginning of lesson)*

Comfort – something that makes a person feel comfortable and safe

Weaving – to make by lacing parts together *(use an example of a spider weaving a web)*

Quilt – a bedcover made by stitching smaller pieces together

Preparation *(what needs to be done in advance of the lesson)*

1. Post the vocabulary and objective chart from the previous class, adding new vocabulary if applicable.
2. Print the quilt examples.
3. Make copies of the quilt square template.
4. Create a completed example quilt square.

Procedures *(steps teacher will follow to deliver the lesson)*

"I do" *(Teacher Introduction, Explanation and/or Demonstration)*

1. Welcome students back and ask them to remind you which book they read in the previous class. Introduce the book again and re-read.
2. Hand out the completed lists and the quilt square templates. Show them your example square.

“We do” (*Students work with teacher support*)

1. Instruct students to draw a picture of themselves and write their names in the middle. Tell them to pick 4 things from their list to include in their quilt square. They should draw a picture of person, food, pet, etc. and write a description.
2. Encourage students to write their descriptions in any language they speak/write. *Younger students may need help writing or spelling.*

“They Do” (*Students do on their own or in groups, w/o teacher support*)

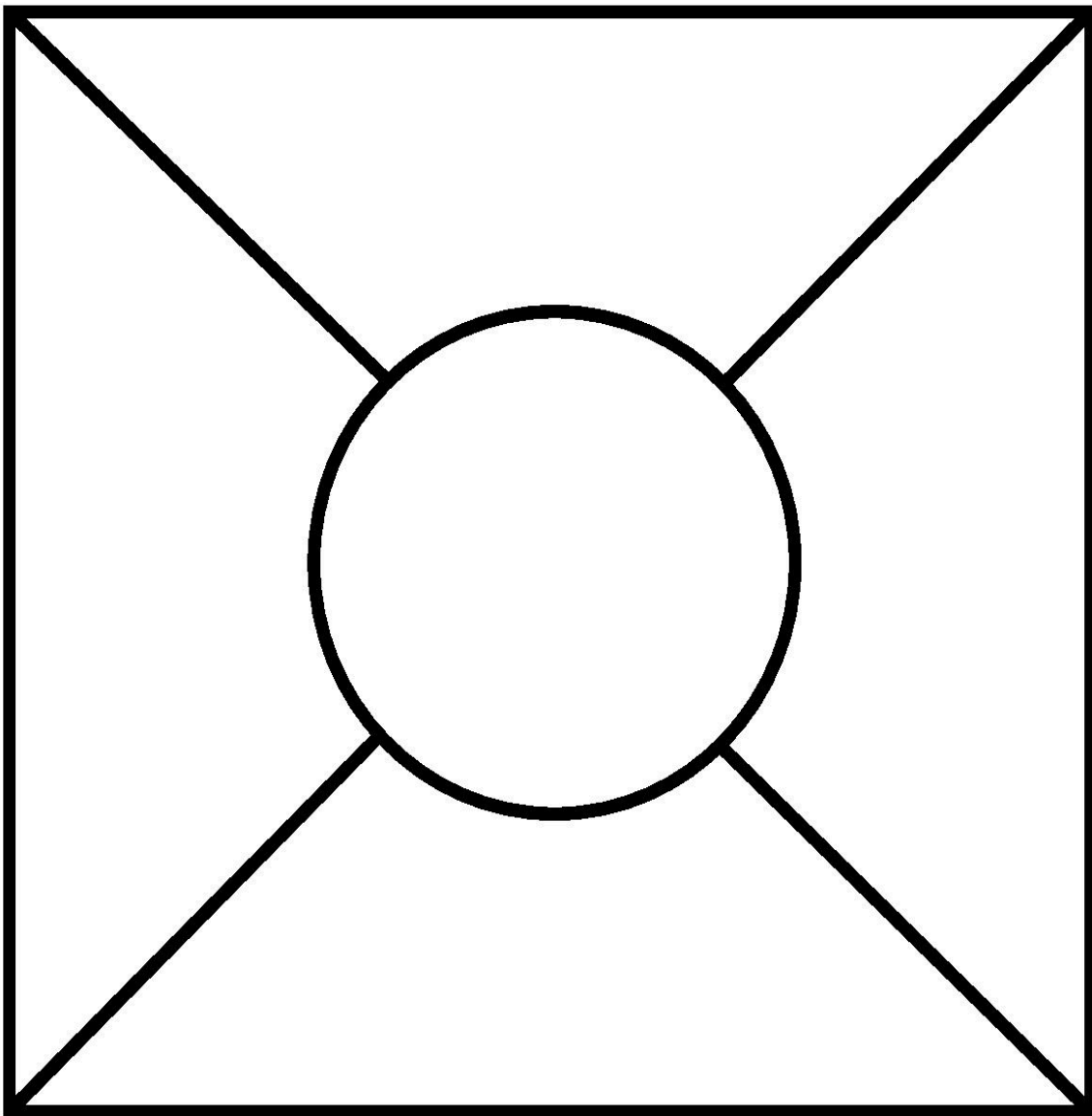
1. Tell students to color and decorate their square as they wish. After coloring, instruct students to carefully cut their square out, glue it on to a piece of construction paper, and then cut the same shape again. This will create a sturdier square. *Younger students may need help cutting.*
2. Once all the squares are cut they can be assembled together by either taping the backs together or punching holes in each corner and using string to tie them together.
3. Show students the completed quilt and explain that each of their squares represent the things that are special to them and that is important to see how all those squares come together to form a beautiful quilt. In the same way, each student represents their own language, culture, and home, and it is important that they all come together to form a community.

Evaluation (*how teacher will know if students have learned/reached objective*)

Formative Assessment: circulate while students are working to redirect them if they are following procedures incorrectly.

My Quilt Square

In the circle, write your name and draw a picture of yourself. The other sections are for you to write about and draw your favorite things.



Our Class Quilt

A large quilt square made of smaller squares, each containing a drawing of a child's face. The quilt is decorated with red bows at the corners. The quilt is made of 6 rows and 6 columns of squares, totaling 36 squares. Each square contains a drawing of a child's face, and the squares are surrounded by a border of smaller squares. The quilt is decorated with red bows at the corners.

Week 12/Lesson 1 – Tell the Truth, B.B. Wolf: Day 1

Objective *(What students will understand or be able to do)*

Students will be able to identify the harm done by lying and make suggestions for making amends.

SEL Competency Explored: Responsibility

Materials *(list of materials needed for the lesson)*

Tell the Truth, B.B. Wolf by Judy Sierra

Chart paper & markers

Paper

Pencils

Vocabulary *(new and/or unusual words used in the lesson/to be introduced at beginning of lesson)*

Villain – bad guy

Dismal – gloomy

Bodacious – outstanding, remarkable

Gingerbread- a type of sweet bread or cookie made with ginger and other spices.

Mud wallow – a pit filled with mud (pigs like to sit in mud)

Vicious – cruel

Benevolent – good

Menace – dangerous person or thing

Making amends – doing something to fix a mistake you’ve made in the past

Preparation *(what needs to be done in advance of the lesson)*

1. Practice reading the book aloud.
2. Write vocabulary words and objective on chart paper.

Procedures *(steps teacher will follow to deliver the lesson)*

“I do” *(Teacher Introduction, Explanation and/or Demonstration)*

1. Sit students on the rug or floor in comfortable corner of the classroom. Ask students if they know the story of The Three Little Pigs. Review the story briefly so all students are familiar. Explain that today students will be reading a story about what happens to the Big Bad Wolf after the story everyone knows.
2. Introduce the vocabulary above.
3. Remind students of the rules for reading time before starting the book.

“We do” (*Students work with teacher support*)

1. Read the book aloud, pausing to ask questions, clarify any confusing moments, and review vocabulary words as they arise.
Whole Class: “What are B.B. Wolf’s friends telling him to do? Do you they are giving him good advice? Why or why not?” (pg. 6) *Make sure students understand that this friends are telling him to lie.*
Turn and Talk: “Why do you think B.B. Wolf is lying?” (pg. 12)
Whole Class: “Why do you think B.B. Wolf is embarrassed of the truth?” (pg. 20)
Turn and Talk: “What do you think B.B. Wolf going to do next? (pg. 26)
Turn and Talk: “Why did B.B. Wolf build the pigs a new home?” (pg. 31)
Whole Class: “What did B.B. Wolf learn?” (after reading) *Have a discussion about the importance of apologizing and making amends.*
2. If students give wrong answers, guide them to the correct answers using deeper questions and prompts.
 - a. “That’s interesting, does anyone else have a different idea?”
 - b. “Can you tell us what in the story makes you think that?”
 - c. “Let’s look back at what the text says...”
3. If students give basic or generic answers, guide them using deeper questions and prompts.
 - a. “Can you explain what you mean by that?”
 - b. “Does anyone want to add on to this idea?”
4. Dismiss rows to walk back to their desks one by one.

“They Do” (*Students do on their own or in groups, w/o teacher support*)

1. Tell students they will be working in groups of 4-5 to brainstorm some other ways B.B. Wolf could have made amends.
2. Distribute one piece of chart paper per group and instruct students to discuss and write down their ideas. *Younger students can draw a picture and explain them orally.*

Evaluation (*how teacher will know if students have learned/reached objective*)

Formative Assessment: circulate while students are working to redirect them if they are following procedures incorrectly.

Week 12/Lesson 2 – Tell the Truth, B.B. Wolf: Day 2

Objective *(What students will understand or be able to do)*

Students will be able to understand the importance of apologizing and trying to fix a problem.
SEL Competency Explored: Responsibility

Materials *(list of materials needed for the lesson)*

Tell the Truth B.B. Wolf by Judy Sierra
Vocabulary and objective chart paper from previous class
Apology Letter template (found after lesson)
Pencils

Vocabulary *(new and/or unusual words used in the lesson/to be introduced at beginning of lesson)*

Villain – bad guy
Dismal – gloomy
Bodacious – outstanding, remarkable
Gingerbread- a type of sweet bread or cookie made with ginger and other spices.
Mud wallow – a pit filled with mud (pigs like to sit in mud)
Vicious – cruel
Benevolent – good
Menace – dangerous person or thing
Making amends – doing something to fix a mistake you’ve made in the past
Apology – being sorry for having done or said something wrong

Preparation *(what needs to be done in advance of the lesson)*

1. Post the vocabulary and objective chart from the previous class, adding new vocabulary if applicable.
2. Make copies of the apology note templates.
3. Write a sample apology note.

Procedures *(steps teacher will follow to deliver the lesson)*

“I do” *(Teacher Introduction, Explanation and/or Demonstration)*

1. Welcome students back and ask them to remind you which book they read in the previous class. Introduce the book again and re-read.
2. Tell students that they are going to practice apologizing and making amends, just like B.B. Wolf.

“We do” *(Students work with teacher support)*

1. Explain that it is important to say sorry when you apologize, but that it is also important to do something to fix or explain how you will do better next time.
2. Model writing your sample apology note on the white board or a piece of chart paper. For example:

Dear Brother,

I am sorry for hitting you when we were playing. I was upset because you broke my toy.

Next time I will make better choices by telling you how I feel.

From,

Your name

“They Do” *(Students do on their own or in groups, w/o teacher support)*

1. Hand out the apology letter templates. Circulate and support while children are writing. Encourage them to explain how they felt, why they did what they did, and how they can do better.
2. Ask students who are comfortable to share their letters in small groups.

Note: If students are uncomfortable or cannot think of something to apologize for, allow them to write their letter from the point of view of a book character. Remind them about several books they have read this season, such as Big, Red Lollipop, My Mouth is a Volcano, Ish, and The Smallest Girl in the Smallest Grade.

Evaluation *(how teacher will know if students have learned/reached objective)*

Formative Assessment: circulate while students are working to redirect them if they are following procedures incorrectly.

Apology Letter Template

Date _____

Dear _____,

I am sorry for _____

Next time I will make better choices by _____

From,

Week 13/Lesson 1 – Say Something: Day 1

Objective *(What students will understand or be able to do)*

Students will understand that their voices matter and can be used to help themselves and others.

SEL Competency Explored: Responsibility

Materials *(list of materials needed for the lesson)*

Say Something by Peter Reynolds

Chart papers & markers

Whiteboards, dry erase markers, and erasers OR notebooks and pencils

“What Will You Say?” graphic organizer (found after lesson)

Pencils

Vocabulary *(new and/or unusual words used in the lesson/to be introduced at beginning of lesson)*

Express – to make something known

Voice – the right to express a wish, choice, or opinion

Action – doing something

Lonely – sad feelings from being alone

Injustice – unfair treatment

Inspire – to cause something to occur, be created, or done

Preparation *(what needs to be done in advance of the lesson)*

1. Practice reading the book aloud.
2. Write vocabulary words and objective on chart paper.

Procedures *(steps teacher will follow to deliver the lesson)*

“I do” *(Teacher Introduction, Explanation and/or Demonstration)*

1. Sit students on the rug or floor in comfortable corner of the classroom and tell them the title and topic of the book you will be reading.
2. Introduce the vocabulary above.
3. Remind students of the rules for reading time before starting the book.

“We do” *(Students work with teacher support)*

1. Read the book aloud, pausing to ask questions, clarify any confusing moments, and review vocabulary words as they arise.
Whole Class: "Saying something means getting a message across; it doesn't always mean talking out loud. Can someone share an example of a way to communicate with someone without talking?" (before reading)
Turn and Talk: "What do you think it means to speak from the heart?" (pg. 2)
Whole Class: "How can you say something through action without using your words?" (pg. 4)
Stop and Jot: "Draw a picture on your whiteboard or notebook that says how you feel right now." (pg. 8)
Act it Out: "Act like you just had a great idea and show me your strong, confident poses." (pg. 16)
Turn and Talk: "What do you think she's trying to say with her outfit?" (pg. 18)
2. If students give wrong answers, guide them to the correct answers using deeper questions and prompts.
 - a. "That's interesting, does anyone else have a different idea?"
 - b. "Can you tell us what in the story makes you think that?"
 - c. "Let's look back at what the text says..."
3. If students give basic or generic answers, guide them using deeper questions and prompts.
 - a. "Can you explain what you mean by that?"
 - b. "Does anyone want to add on to this idea?"
4. Dismiss rows to walk back to their desks one by one.

"They Do" (*Students do on their own or in groups, w/o teacher support*)

1. Hand out "What Will You Say?" graphic organizer. Allow students to work in pairs to complete the sheet. *For younger students, create a chart on the whiteboard or construction paper. Ask students to share their ideas, write them on the board, and allow students to copy the answers on their sheets.*

Evaluation (*how teacher will know if students have learned/reached objective*)

Formative Assessment: circulate while students are working to redirect them if they are following procedures incorrectly.

What Will You Say?

Your words are important! Think about what you would say if someone says the following phrases to you.

If someone says...

I will say....

That kid can't
play with us!



You hurt my
feelings.



Her hair looks
so bad!



We broke it! What
should we do?



Haha, he gave
the wrong
answer!



Week 13/Lesson 2 – Say Something: Day 2

Objective *(What students will understand or be able to do)*

Students will understand that their voices matter and can be used to help others.
SEL Competency Explored: Responsibility

Materials *(list of materials needed for the lesson)*

Say Something by Peter Reynolds
Vocabulary and objective chart paper from previous class
Chart paper and markers
“Say Something” pledge (found after lesson)
Pencils
Crayons

Vocabulary *(new and/or unusual words used in the lesson/to be introduced at beginning of lesson)*

Express – to make something known
Voice – the right to express a wish, choice, or opinion
Action – doing something
Lonely – sad feelings from being alone
Injustice – unfair treatment
Inspire – to cause something to occur, be created, or done
Pledge – a promise or agreement

Preparation *(what needs to be done in advance of the lesson)*

1. Post the vocabulary and objective chart from the previous class, adding new vocabulary if applicable.
2. Make copies of “Say Something” pledge. Choose the write version for the age group.
3. Create a chart titled “Action Examples.”

Procedures *(steps teacher will follow to deliver the lesson)*

“I do” *(Teacher Introduction, Explanation and/or Demonstration)*

1. Welcome students back and ask them to remind you which book they read in the previous class. Introduce the book again and re-read.

2. Tell students that today everyone will “sign” a pledge promising to use their voice without using words. Explain that is because sometimes actions speak louder than words.

“We do” *(Students work with teacher support)*

1. Ask students for examples of actions they can take. Share your own example and write their answers on chart paper.
2. Remind students to think of previous lessons, activities, and discussions for ideas if they get stuck.

“They Do” *(Students do on their own or in groups, w/o teacher support)*

1. Distribute the copies of the pledge and allow students time to complete. *Younger students can draw their examples.*
2. When complete, instruct students to share in small groups or whole class, depending on time.

Evaluation *(how teacher will know if students have learned/reached objective)*

Formative Assessment: circulate while students are working to redirect them if they are following procedures incorrectly.

.. Name: _____ **SAY SOMETHING** ..

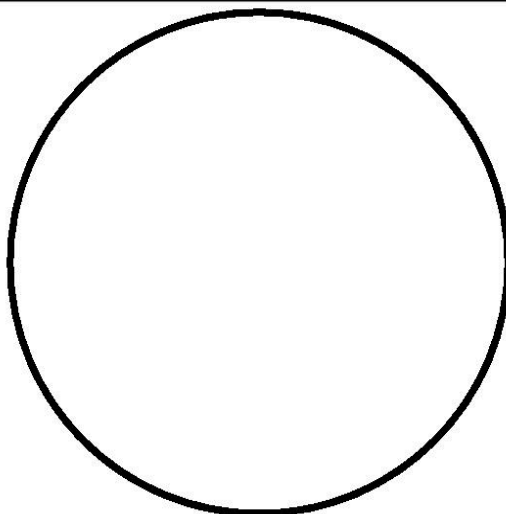
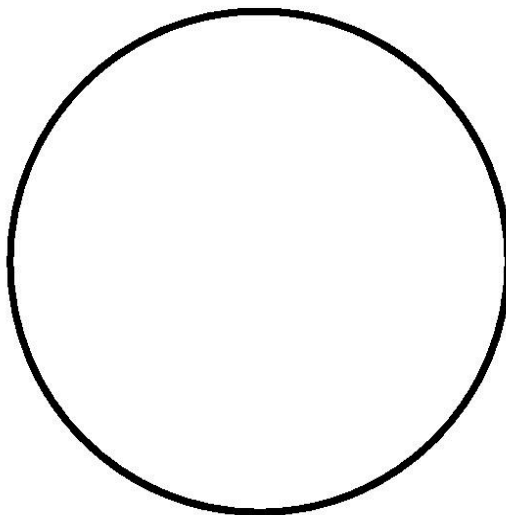
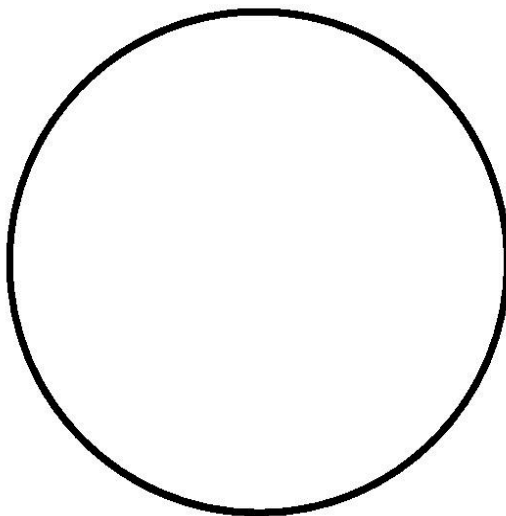


I can say something without words by...

If I see
someone lonely...

If I see
an injustice...

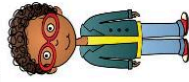
If I see
something beautiful...



THE WORLD NEEDS MY VOICE! ..

© Emptied To Be Filled Again ..

.. Name: _____ **SAY SOMETHING** ..



I can say something without words by...

If I see
someone lonely...

If I see
an injustice...

If I see
something beautiful...



.. **THE WORLD NEEDS MY VOICE!** ..

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Week 14/Lesson 1 – Even Superheroes Make Mistakes: Day 1

Objective *(What students will understand or be able to do)*

Students will understand that making mistakes is okay and why is it important to take responsibility for them.

SEL Competency Explored: Responsibility

Materials *(list of materials needed for the lesson)*

Even Superheroes Make Mistakes by Shelly Becker

Chart paper & markers

Copies of “It’s Okay to Make Mistakes” graphic organizer (found after lesson)

Pencils

Crayons

Vocabulary *(new and/or unusual words used in the lesson/to be introduced at beginning of lesson)*

Mistake – a wrong action; something that is incorrect

Responsible – getting the credit or blame for actions or decisions

Error – a failure to be correct

Preparation *(what needs to be done in advance of the lesson)*

1. Practice reading the book aloud.
2. Write vocabulary words and objective on chart paper.
3. Make copies of the “It’s Okay to Make Mistakes” graphic organizer.

Procedures *(steps teacher will follow to deliver the lesson)*

“I do” *(Teacher Introduction, Explanation and/or Demonstration)*

1. Sit students on the rug or floor in comfortable corner of the classroom. Tell students that they have spent a lot of time over the last few months talking about different ways to show they care for each other, to feel good about themselves, and to help. Explain that even though each and every one of them is a good person, they will still make mistakes because everyone does. Make it clear that mistakes are okay and a part of life, but that it is important to take responsibility for them.
2. Introduce the vocabulary above.
3. Remind students of the rules for reading time before starting the book.

“We do” *(Students work with teacher support)*

1. Read the book aloud, pausing to ask questions, clarify any confusing moments, and review vocabulary words as they arise.
Whole Class: "Why do you think they want to quit after making a mistake? What do you think they should do?" (pg. 4)
Turn and Talk: "Why do you think the superheroes are doing here? Why do you think they are taking those actions?" (pg. 10)
Whole Class: "What is the superhero doing in this picture? Why do you think he is hiding?" (pg. 18) *Remind students to think of what happened in the story and flip back to previous pages if necessary.*
Turn and Talk: "What do you think superheroes should do when they make mistakes?" (pg. 24)
Whole Class: "How are the superheroes showing responsibility in this picture?" (pg. 26)
2. If students give wrong answers, guide them to the correct answers using deeper questions and prompts.
 - a. "That's interesting, does anyone else have a different idea?"
 - b. "Can you tell us what in the story makes you think that?"
 - c. "Let's look back at what the text says..."
3. If students give basic or generic answers, guide them using deeper questions and prompts.
 - a. "Can you explain what you mean by that?"
 - b. "Does anyone want to add on to this idea?"
4. Dismiss rows to walk back to their desks one by one.

"They Do" *(Students do on their own or in groups, w/o teacher support)*

1. Explain that just like the superheroes learned to take responsibility for their mistakes, students will too. Share an example of a mistake you have made, what you did about it, and what you learned from it. Write your example on the board or a piece of chart paper. For example:
When I was in college I gave in an essay late to my professor because I did not remember when it was due. I told my professor the truth and asked if they would still grade the paper. I learned to always write down my due dates in a calendar so that it would not happen again.
2. Distribute the graphic organizer and allow students to complete. *Younger students may need help spelling or writing.*
3. Allow students to share their work in small groups.

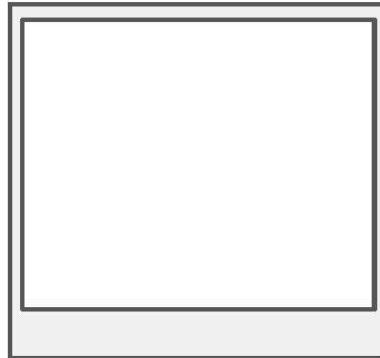
Evaluation *(how teacher will know if students have learned/reached objective)*

Formative Assessment: circulate while students are working to redirect them if they are following procedures incorrectly.

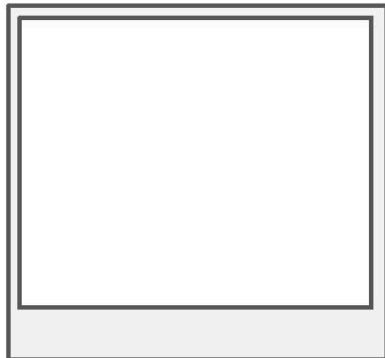
Name _____ Date _____

It's Okay to Make Mistakes

Think of a time in your life when you made a mistake.
What happened?



When the mistake happened, what did you do about it?



What did you learn from your mistake?

Mrs. Unger's Unbelievable Elementary Experiences

Week 14/Lesson 2 – Even Superheroes Make Mistakes: Day 2

Objective *(What students will understand or be able to do)*

Students will understand that making mistakes is okay and why is it important to take responsibility for them.

SEL Competency Explored: Responsibility

Materials *(list of materials needed for the lesson)*

Even Superheroes Make Mistakes by Shelly Becker

Vocabulary and objective chart paper from previous class

Chart paper & markers

Comic strip templates (found after lesson)

Completed “It’s Okay to Make Mistakes” graphic organizer (from previous class)

Pencils

Crayons

Vocabulary *(new and/or unusual words used in the lesson/to be introduced at beginning of lesson)*

Mistake – a wrong action; something that is incorrect

Responsible – getting the credit or blame for actions or decisions

Error – a failure to be correct

Comic strip – a series of cartoons that tell a story or part of a story

Preparation *(what needs to be done in advance of the lesson)*

1. Post the vocabulary and objective chart from the previous class, adding new vocabulary if applicable.
2. Make copies of the comic strip templates. Choose the template that would best word for the age group of your students.
3. Create a sample comic strip on a piece of chart paper.

Procedures *(steps teacher will follow to deliver the lesson)*

“I do” *(Teacher Introduction, Explanation and/or Demonstration)*

1. Welcome students back and ask them to remind you which book they read in the previous class. Introduce the book again and re-read.

2. Tell students that today they will get to make comic strips and turn themselves into superheroes. Explain that a comic strip is a series of cartoons that tells a story.

“We do” *(Students work with teacher support)*

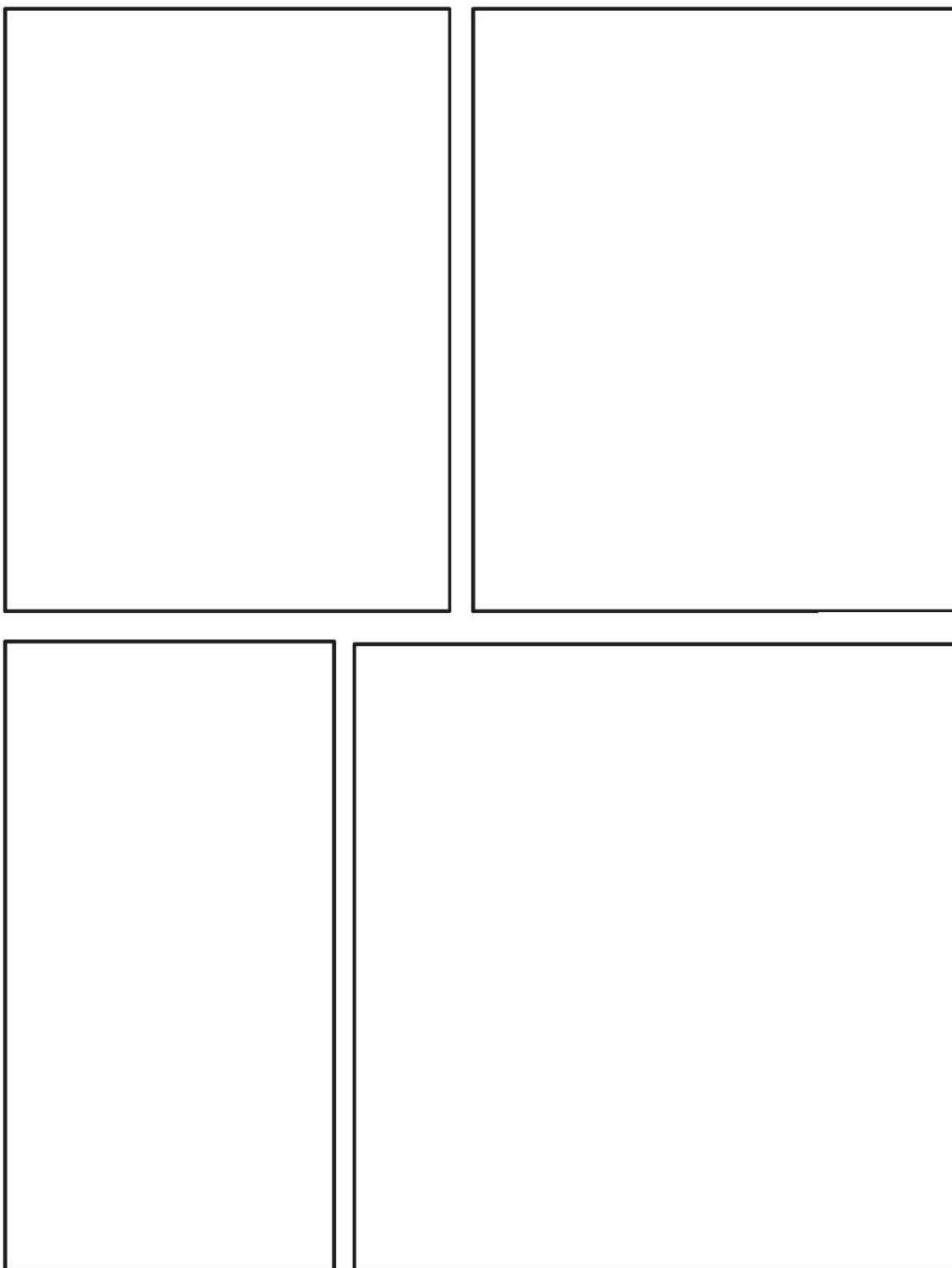
1. Model how to turn a story into a comic strip using a simple example with the same number and layout of frames as chosen for the class.
2. Ask students for ideas of how to show an idea using pictures and few words. Incorporate those ideas in your sample comic strip.

“They Do” *(Students do on their own or in groups, w/o teacher support)*

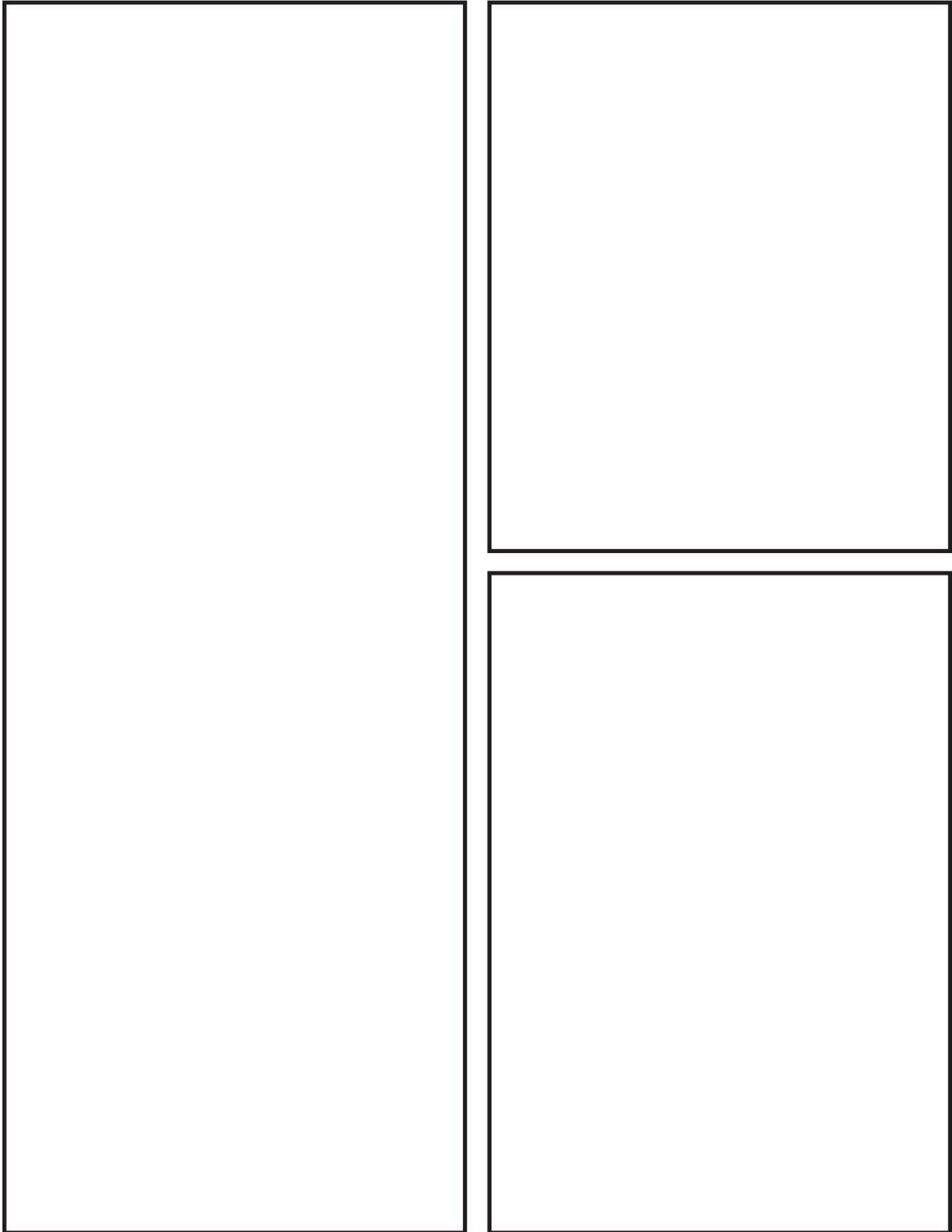
1. Hand out the comic strip templates and completed graphic organizers from the previous class. Circulate and support while students complete them. Make sure they are not just re-writing words in the template.
2. Once students are completed, allow them to share their comics in small groups or whole class, depending on time.

Evaluation *(how teacher will know if students have learned/reached objective)*

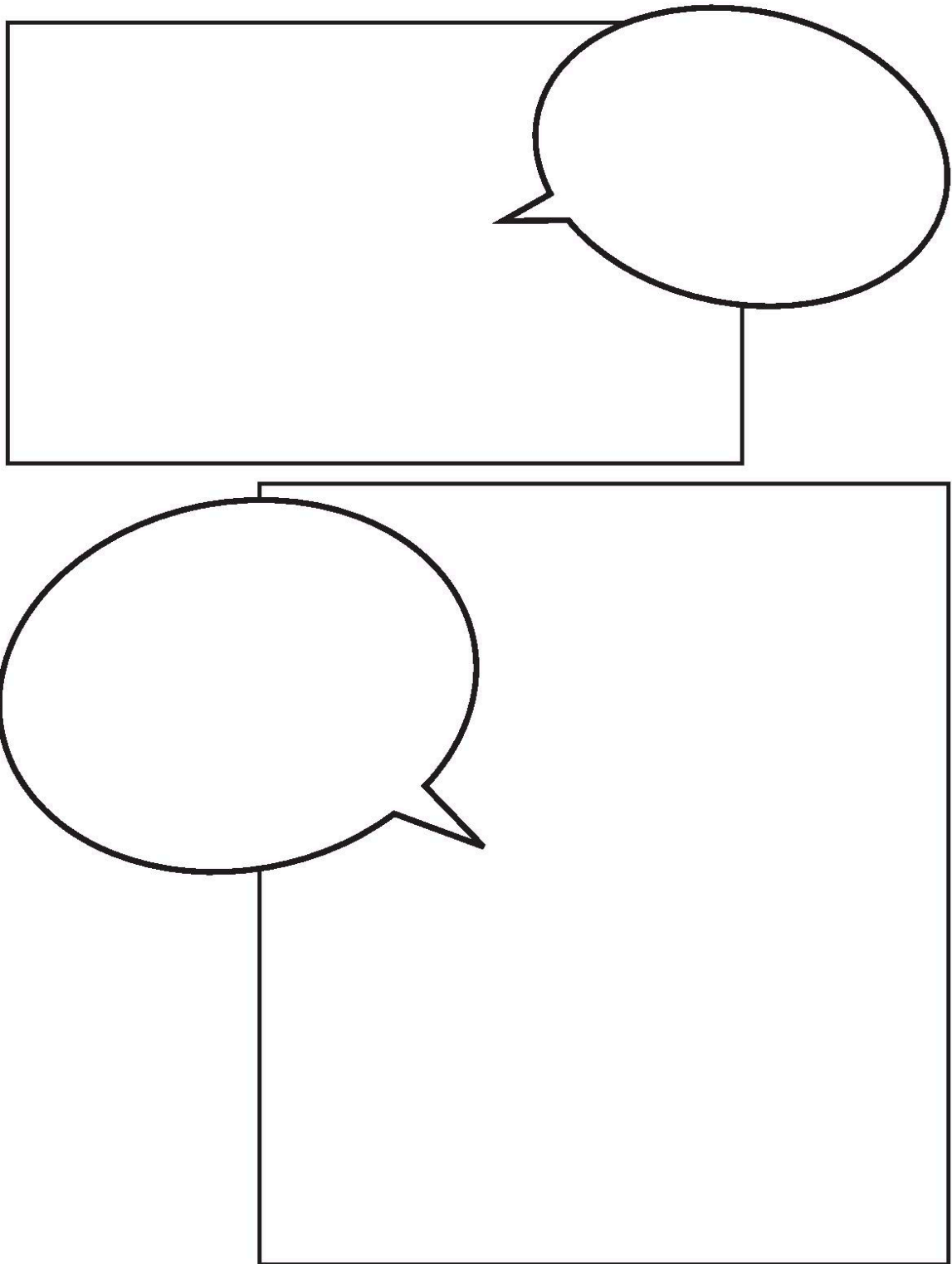
Formative Assessment: circulate while students are working to redirect them if they are following procedures incorrectly.



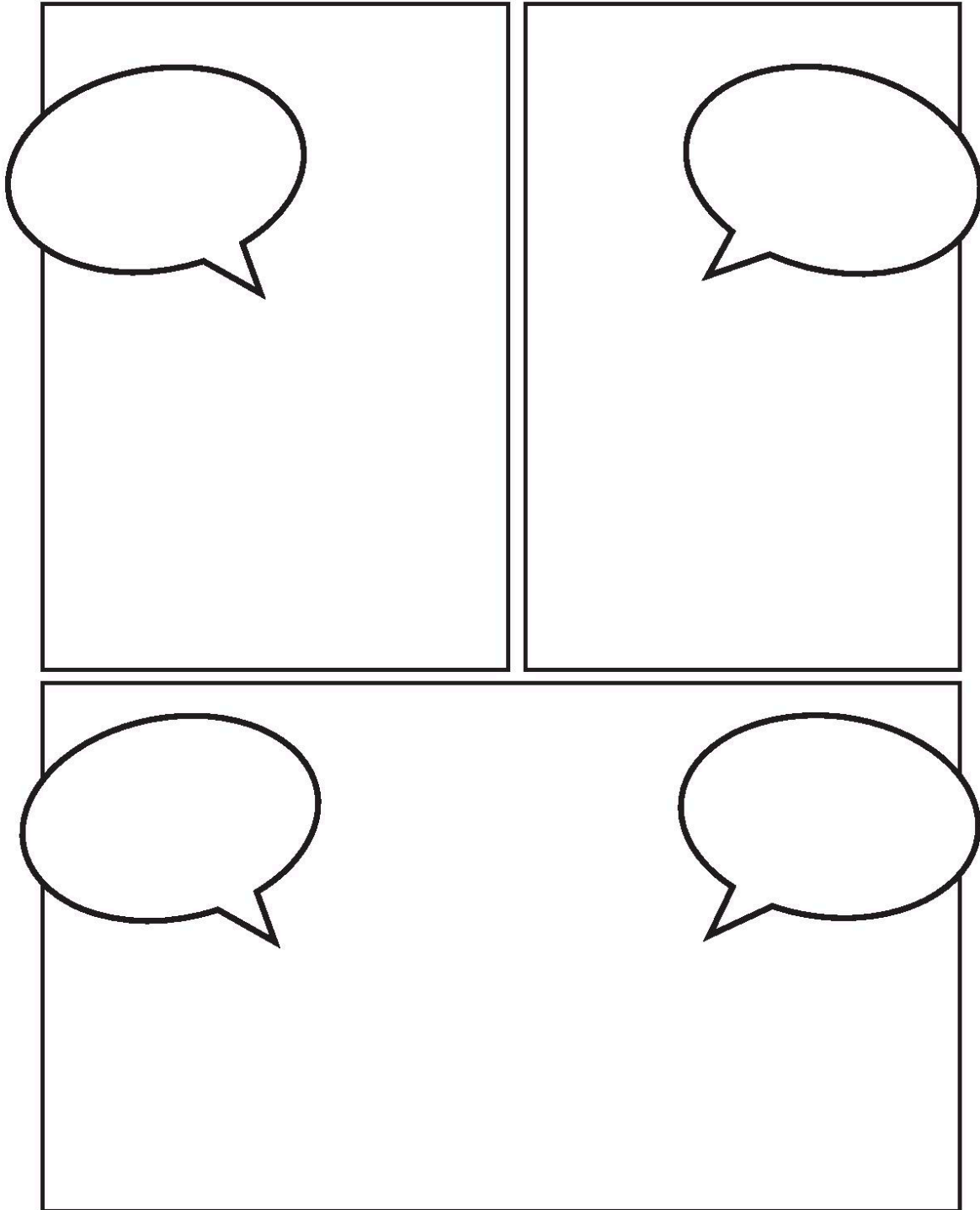
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Materials List

Week 1

Chart paper & markers, student whiteboards, dry erase markers, and erasers OR notebooks and pencils, crayons

Week 2

Chart paper & markers, crayons, student whiteboards, dry erase markers, and erasers OR notebooks and pencils, crayons

Week 3

Chart paper & markers, pencils, crayons

Week 4

Chart paper & markers, brown construction paper, yellow construction paper, red construction paper, pencils, tape

Week 5

Chart paper & markers, student whiteboards, dry erase markers, and erasers OR notebooks and pencils, crayons, markers/crayons, tape or glue, pencils

Week 6

Chart paper & markers, student whiteboards, dry erase markers, and erasers OR notebooks and pencils

Week 7

Chart paper & markers, student whiteboards, dry erase markers, and erasers OR notebooks and pencils, crayons

Week 8

Chart paper & markers, pencils, crayons, plain paper cups (solid color, preferably white), construction or computer paper, scissors, rubber bands

Week 9

Chart paper & markers, student whiteboards, dry erase markers, and erasers OR notebooks and pencils, crayons

Week 10

Chart paper & markers, glue or tape, crayons, pencils, small plastic buckets OR paper cups and pipe cleaners

Week 11

Chart paper & markers, pencils, crayons, construction paper, scissors, glue, tape, hole-punch (recommended, but optional), string or ribbon (recommended, but optional)

Week 12

Chart paper & markers, paper, pencils

Week 13

Chart paper & markers, student whiteboards, dry erase markers, and erasers OR notebooks and pencils, crayons

Week 14

Chart paper & markers, pencils, crayons

Book List

Week 1: Introduction & Self –Awareness: Self-confidence

Ish, by Peter Reynolds

Week 2: Self –Awareness: Recognizing strengths

Niño Wrestles the World, by Yuyi Morales

Week 3: Self-Awareness: Identifying emotions, accurate self-perception

The Day You Begin, by Jacqueline Woodson

Week 4: Self-Management: Impulse control, self-discipline

My Mouth is a Volcano, by Julia Cook

Week 5: Self-Management: Regulating emotions, thoughts, and behaviors

Even Superheroes Have Bad Days, by Shelly Becker

Week 6: Social Awareness: Perspective-taking

Big Red Lollipop, by Rukhsana Khan

Week 7: Social Awareness: Empathy

A Sick Day for Amos McGee, by Philip C. Stead

Week 8: Social Awareness: Appreciating diverse backgrounds

Drum Dream Girl, by Margarita Engle

Week 9: Social Awareness: Respect for others, recognizing community resources and supports

Last Stop on Market Street, by Matt de la Peña

Week 10: Relationship Skills: Social engagement, cooperating with others, offering help

The Smallest Girl in the Smallest Grade, by Justin Roberts

Week 11: Relationship Skills: Communication, relationships with diverse individuals

My Two Blankets, by Irena Kobald

Week 12: Responsible Decision-Making: Constructive choices about behavior, honesty

Tell the Truth, B.B. Wolf, by Judy Sierra

Week 13: Responsible Decision-Making: Ethical responsibility, identifying problems

Say Something, by Peter Reynolds

Week 14: Responsible Decision-Making: Evaluating, reflecting, analyzing situations

Even Superheroes Make Mistakes, by Shelly Becker