

AVENUE



BOOKS™



ADVENTURES of the Center City Kids

INSTRUCTIONAL GUIDE

ADVENTURES

of the Center City Kids

Center for Responsive Schools, Inc., is a not-for-profit educational organization.

© 2023 by Fly Five: The Social and Emotional Learning Curriculum

All rights reserved. No part of this book may be reproduced in any form or by any electronic or mechanical means, including information storage and retrieval systems, without permission in writing from the publisher, except by a reviewer, who may quote brief passages in a review.

Fly Five Team:

Jazmine Franklin, Chief Program Officer
Anjail Kenyatta, Director of Content and Curriculum Development
Samantha Nacht, Creative and Art Director
Ellie Cornecelli, Director of Marketing and Engagement
Janessa Martin, Curriculum and Instructional Designer
Najah Hijazi, Curriculum and Instructional Designer
Clay Caricofe, Graphic Designer
Josh Frederick, Graphic Designer
Negene Cord-Cruz, Graphic Designer

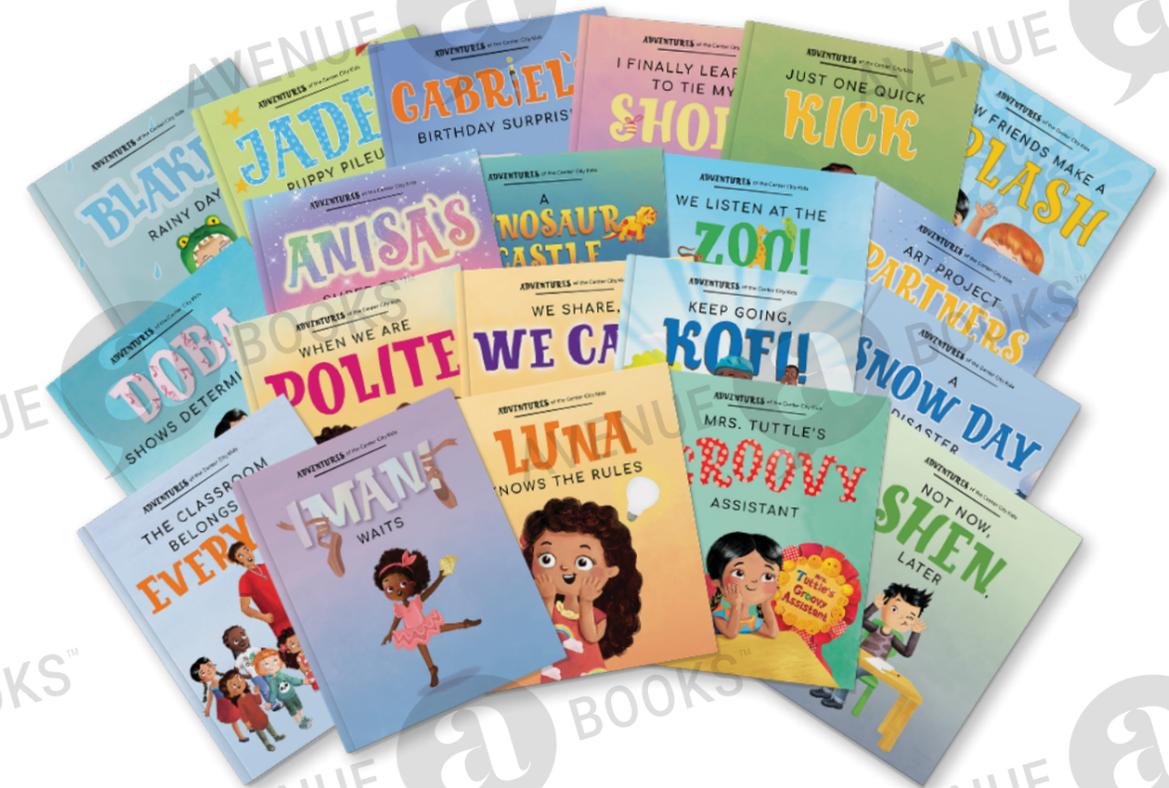
Contributing Writers: Janessa Martin and Najah Hijazi

Contributing Illustrators: Christina Dill, Samantha Jo, Kenny Kiernan, Lauren Scott, Kaitlyn Terrey, Ernon Wright

Book Layout & Design: Jeff Miller

Avenue A Books

An imprint of
Fly Five: The Social and Emotional Learning Curriculum
85 Avenue A, P.O. Box 718
Turners Falls, MA 01376-0718
800-360-6332
flyfivesel.org



AVENUE  BOOKS™

Integrating SEL and Literacy

Literacy is a critical and inspirational way to link social-emotional learning to the educational experience. Reading, writing, and storytelling bring together the social-emotional learning skills children need to grow and flourish academically, emotionally, and socially. Research found that “reading aloud to children every day puts them almost a year ahead academically of children who do not receive a daily read-aloud” (Allyn, 2018). The consistent practice of reading aloud to students can also grow a student’s confidence, develop their social and life skills, improve their physical and mental wellbeing, and enhance their sense of identity, among many other benefits (Johnston, 2016).

What Is SEL?	What Is Literacy?
Social and emotional learning (SEL) is defined as the process through which people learn, develop, and demonstrate the social, emotional, behavioral, attitudinal, and academic skills that lead to success in learning, play, friendships, relationships, life, work, and business.	Literacy is the ability to read, write, speak, and listen effectively to be able to communicate with others and understand the world around us (Peterson, 2020). It plays an important role in students’ academic development and long-term success.
<p>SEL is important because it:</p> <ul style="list-style-type: none"> • Promotes social skills • Supports emotional skills • Develops students’ self-awareness • Enables appropriate behavior 	<p>The main goals of literacy in elementary school are to develop students’:</p> <ul style="list-style-type: none"> • Reading proficiency • Ability to comprehend and discuss texts • Knowledge of the concepts of print • Understanding and use of the conventions of written English <p>(Common Core State Standards Initiative, 2010)</p>
SEL Supports Literacy	
<p>SEL supports literacy specifically by developing the following skills students use during reading, writing, speaking, and listening:</p> <ul style="list-style-type: none"> • Critical thinking • Problem-solving for self and groups • Effective communication • Sound decision-making • Appreciation of diverse perspectives • Understanding of the world and themselves <p>(Al-Mansour & Al-Shorman, 2011)</p>	

Aligning With the Common Core State Standards™

This series purposely aligns the exploration of SEL skills with the development of literacy and academic skills. Each read-aloud book connects to a reading, writing, and listening/speaking Common Core standard. The K-12 Common Core State Standards for English Language Arts & Literacy help ensure that all students are college and career ready no later than the end of high school (Common Core State Standards Initiative, 2010). Teachers can use the alignment to integrate the read-aloud books into their preexisting literacy instruction.

The Adventure Series SEL Read-Aloud Books

Read-Aloud Title	SEL Competency	SEL Standard	SEL Skill Focus	Reading Lexile Level	Common Core State Standard
<i>New Friends Make a Splash</i>	Cooperation	Able to make and keep friends	Uses multiple strategies to welcome or invite others to join in	620L	Reading: K.1, 1.1, 2.1, 3.1, 4.1 Listening/Speaking: K.6, 1.6, 2.6, 3.6, 4.6
<i>Anisa’s Super Special Sparkle Markers</i>	Cooperation	Works with others toward a common goal	Shows characteristics of a good team player	640L	Reading: K.3, 1.3, 2.3, 3.3, 4.3 Listening/Speaking: K.1, 1.1, 2.1, 3.1, 4.3
<i>A Dinosaur Castle Compromise</i>	Cooperation	Resolves differences quickly	Compromises while playing with others	630L	Reading: K.9, 1.9, 2.3, 3.3, 4.3 Writing: K.5, 1.5, 2.5 Listening/Speaking: K.2, 1.2, 2.2, 3.2, 4.2
<i>We Listen at the Zoo! Do You?</i>	Cooperation	Cooperates as a group leader or a member of the group	Participates as a member of a group by listening and asking questions as well as by following directions	510L	Reading: K.1, 1.1, 2.1, 3.1, 4.1 Listening/Speaking: K.3, 1.3, 2.3, 3.3, 4.3

Read-Aloud Title	SEL Competency	SEL Standard	SEL Skill Focus	Reading Lexile Level	Common Core State Standard
<i>I FINALLY Learned to Tie My Shoes</i>	Assertiveness	Expresses strong emotions and opinions effectively	Expresses emotions of anger, frustration, and sadness without causing harm to themselves and others	520L	Reading: K.7, 1.7, 2.7, 3.7, 4.7 Writing: K.8, 1.8, 2.8 Listening/Speaking: K.2, 1.2, 2.2, 3.2, 4.2
<i>Jade's Puppy Pileup</i>	Assertiveness	Able to seek help	Acknowledges and accepts help while learning to become independent	620L	Reading: K.1, 1.1, 2.1, 3.1, 4.1 Listening/Speaking: K.1, 1.1, 2.1, 3.1, 4.1
<i>Just One Quick Kick</i>	Assertiveness	Shows openness and honesty	Diplomatically expresses the reasons behind their actions when asked	520L	Reading: K.2, 1.2, 2.2, 3.2, 4.2 Writing: K.5, 1.5, 2.5 Listening/Speaking: K.2, 1.2, 2.2, 3.2, 4.2
<i>Gabriel's Birthday Surprise!</i>	Assertiveness	Persists through challenging events	Takes a risk and applies patience with themselves when learning new tasks	530L	Reading: K.3, 1.3, 2.3, 3.3, 4.3 Listening/Speaking: K.1.a, 1.1.a, 2.1.a, 3.1.b, 4.1.b
<i>Mrs. Tuttle's Groovy Assistant</i>	Responsibility	Selects the best option among choices for a suitable outcome	Recognizes examples of what is fair and unfair with adult support	640L	Reading: K.1, 1.1, 2.1, 3.1, 4.1 Listening/Speaking: K.1.b, 1.1.b, 2.1.b, 3.1.c, 4.1.c
<i>A Snow Day Disaster</i>	Responsibility	Holds oneself accountable	1. Identifies a mistake or poor decision-making behaviors 2. Understands how to make atonement for a mistake or poor decision-making behaviors	540L	Reading: K.7, 1.7, 2.7, 3.7, 4.7 Listening/Speaking: K.4, 1.4, 2.4, 3.4, 4.4
<i>Luna Knows the Rules</i>	Responsibility	Demonstrates social, civic, and digital responsibility	Acknowledges and follows rules that are important for self and others	600L	Reading: K.2, 1.2, 2.2, 3.2, 4.2 Listening/Speaking: K.1, 1.1, 2.1, 3.1, 4.1
<i>The Classroom Belongs to Everyone</i>	Responsibility	Takes care of property	Demonstrates how to put things away, handles classroom items with care, and accepts their role within the classroom community	550L	Reading: K.3, 1.3, 2.3, 3.3, 4.3 Writing: K.5, 1.5, 2.5 Listening/Speaking: K.4, 1.4, 2.4, 3.4, 4.4

Read-Aloud Title	SEL Competency	SEL Standard	SEL Skill Focus	Reading Lexile Level	Common Core State Standard
<i>Keep Going, Kofi!</i>	Empathy	Recognizes and manages one's own emotions and recognizes the emotions of others	Identifies the purpose of emotions	570L	Reading: K.3, 1.3, 2.1, 3.3, 4.3 Listening/Speaking: K.1.b, 1.1.b, 2.2.b, 3.1.c, 4.1.c
<i>Art Project Partners</i>	Empathy	Respects and values diversity in others	Works with peers who show the same or different interests	540L	Reading: K.3, 1.3, 2.3, 3.3, 4.3 Writing: K.5, 1.5, 2.5 Listening/Speaking: K.1.b, 1.1.b, 2.2.b, 3.1.c, 4.1.c
<i>We Share, We Care</i>	Empathy	Respects differing cultural norms	Recognizes how culture can be used in a variety of ways and purposes	590L	Reading: K.7, 1.7, 2.7, 3.7, 4.7 Writing: K.8, 1.8, 2.8 Listening/Speaking: K.4, 1.4, 2.4, 3.4, 4.4
<i>When We Are Polite</i>	Empathy	Aware of the impact of one's actions on others	Practices showing common courtesy to all	550L	Reading: K.3, 1.3, 2.1, 3.3, 4.3 Writing: K.8, 1.8, 2.8 Listening/Speaking: K.2, 1.2, 2.2, 3.2, 4.2
<i>Not Now, Shen, Later</i>	Self-Control	Adheres to social, behavioral, and moral standards	Expresses and demonstrates behavior aligned with classroom norms	570L	Reading: K.2, 1.2, 2.2, 3.2, 4.2 Listening/Speaking: K.5, 1.5, 2.5, 3.5, 4.5
<i>Blake's Rainy Day</i>	Self-Control	Manages overwhelming thoughts or emotions	Identifies positive and negative thoughts that shape behaviors and interactions with others	590L	Reading: K.3, 1.3, 2.3, 3.3, 4.3 Writing: K.5, 1.5, 2.5 Listening/Speaking: K.2, 1.2, 2.2, 3.2, 4.2
<i>Imani Waits</i>	Self-Control	Controls impulses and delays gratification	Explores different ways to wait during daily routine activities	550L	Reading: K.1, 1.1, 2.1, 3.1, 4.1 Writing: K.5, 1.5, 2.5 Listening/Speaking: K.2, 1.2, 2.2, 3.2, 4.2
<i>Doba Shows Determination</i>	Self-Control	Shows hope and perseverance	Holds interest with a task or activity that may seem unattainable	540L	Reading: K.3, 1.3, 2.1, 3.1, 4.1 Writing: K.8, 1.8, 2.8 Listening/Speaking: K.2, 1.2, 2.2, 3.2, 4.2

How to Make This Instructional Guide Work for You

Adventures of the Center City Kids read-aloud series and accompanying instructional guide can be used in a multitude of settings by parents or teachers. View the chart below to see examples of how you can create a learning experience that works best for you and your student's needs.

Using the Adventure Series in Your Classroom	<ul style="list-style-type: none"> • To introduce and teach an SEL concept • To practice or review literacy skills • To promote positive student behavior • To support social and emotional learning across grade-level teams
Using the Adventure Series in Your Home	<ul style="list-style-type: none"> • To foster the parent-child connection • To support a nighttime reading routine • To support meaningful dinner discussions • To reinforce SEL skills in home and community settings • To support a love of reading

Tips for Implementing a Read-Aloud With Success

You can engage your students in activities and discussions that focus on building SEL and literacy skills. Read below for tips on how to implement a read-aloud story with your students.

Instructional Tips

Before Reading	During Reading	After Reading
<ul style="list-style-type: none"> • Allow students to make predictions based on the title, cover, and illustrations • Set the purpose for reading by introducing the SEL standard and the SEL skill • Review the academic reading standard and aligned literary skill • Introduce the new SEL vocabulary by providing the definition and sharing a relatable real-world example 	<ul style="list-style-type: none"> • Pause throughout the book and ask questions to see if your student understands the text • Allow students opportunities to interact with the text and illustrations • Allow students to make personal connections with the characters, settings, and problems of the story 	<ul style="list-style-type: none"> • Extend the learning through planned and engaging activities related to the read-aloud. See our SEL mini-lessons and Literacy mini-lessons! • Continue practicing using the new SEL vocabulary throughout your day in various settings such as recess, lunch, home, and during transitions • Provide opportunities for students to reflect on the text and the SEL skill through open-ended questioning, devoted reflection time, and/or journaling

Check for Understanding—Bloom's Taxonomy

As you read . . .

Check for Understanding

Use these questions to help your students engage with the read-aloud and to monitor their comprehension as the story unfolds. Refer to the sample student responses (in *italics* following each question) as needed.

1. What is Jade's big problem in the story? (*She has too many puppies.*) (pgs. 4-5) **Level 1: Remembering**
2. How did Jade try to solve her problem by herself? Explain or demonstrate why the strategies did or did not work. (*She gives them water, she walks them on a leash, and she puts them to sleep.*) (pgs. 13-16) **Level 2: Understanding**
3. In the beginning, why didn't Jade like to ask for help? (*She didn't want to seem like a little baby. She didn't want to look like she couldn't do things by herself.*) (pg. 20) **Level 1: Remembering**
4. Why couldn't Jade spend time with her friends? How did that make her feel? (*She was too busy with the puppies, and her puppy list was too long. This made Jade feel frustrated and sad.*) (pg. 29) **Level 2: Understanding**
5. Do you think Operation Puppy Fun will change Jade's mind about asking for help in the future? Why or why not? (*Answers will vary.*) (pg. 37) **Level 4: Analyzing**

The check for understanding questions for each read-aloud book follow Bloom's Taxonomy's levels of thinking. Bloom's Taxonomy classifies the various ways people learn and think about new information. All the levels serve to develop critical thinking, from the ability to remember and recall to the ability to analyze and evaluate. Use Bloom's Taxonomy to help choose the types of questions that can be asked during a read-aloud and to prepare different types of conversations and promote higher-order thinking (Varlas, 2018).

- **Level 1: Remembering**—Students recall basic information from the story by showing memory of facts, terms, and concepts. They showcase an ability to answer basic questions about the story.
- **Level 2: Understanding**—Students show understanding of information by identifying the main idea of the story and restating it in their own words. They can organize, interpret, and describe information from the text.
- **Level 3: Applying**—Students take the information from the story and can use it to solve problems. They showcase an ability to apply their new knowledge in a different way.
- **Level 4: Analyzing**—Students examine and break down information from the story. They make inferences, notice patterns, and find evidence to support their understanding.
- **Level 5: Evaluating**—Students make judgments about information from the story. They can voice an opinion and they can also defend it to others.

Extending the Adventure Series

SEL Mini-Lessons

Teachers and parents may choose to conduct both the whole-group and small-group mini-lessons or choose only one.

1. *Whole-Group Lessons:* Through an engaging and interactive activity, the whole-group SEL mini-lesson provides an opportunity for students to engage with the social or emotional skill in a highly collaborative setting with more teacher guidance. Consider the tips below as you engage students in the whole-group activities.



Whole-Group Lesson Tips:

- Reinforce behavioral norms to ensure smooth implementation
- Model and scaffold any new strategies or skills when needed
- Provide opportunities for all students' voices to be heard through strategies such as Turn and Talk.
- Listen carefully to student responses to check for understanding and reflect as a class on the story and the SEL skill being taught

2. *Small-Group Lessons:* The small-group SEL mini-lesson is a collaborative activity that encourages deeper learning and retention of information (Johnson et. al., 2014) while reinforcing the SEL skill. Depending on students' understanding and needs, teachers may choose to implement the small group mini-lesson in a teacher-led or student-led setting. Consider the tips below as you facilitate the SEL mini-lessons.



Small-Group Lesson Tips:

- Reteach students that are struggling to grasp the concept
- Ensure effective student grouping that allows students to collaboratively work with one another
- Check that students understand the instructions before beginning

Literacy Mini-Lessons

The Adventures of the Center City Kids read-aloud series is geared toward a diverse age range including most elementary readers and learners. All K-4 students can utilize these books as part of their grade-level reading instruction. Third and fourth graders can engage with the books beyond the teacher-led read-aloud; they can read and interact with the books independently as all twenty books are on a third grade reading level, approximately 520L to 650L (Lexile level).

To align to academic standards and deepen student understanding, we have created a reading-aligned student practice piece called Literacy Mini-Lessons. Literacy Mini-Lessons are reading activities aligned to the Common Core State Standards for English Language Arts & Literacy for Literature. The ten mini-lessons promote the development of reading comprehension skills utilizing the Adventures of the Center City Kids book series. The following reading skills are included:

- Character traits
- Cause and effect
- Drawing conclusions
- Story elements
- Vocabulary/Word meaning
- Making inferences
- Compare and contrast
- Main idea and supporting details
- Summarizing
- Text-to-self connection

Consider the practice tips below to assist in implementation and help meet your students' needs:

ENGAGEMENT TIP

- Educators can make copies of the literacy activity pages and use them for any of the 20 books.
- Students can engage in the reading and literacy activities independently or with a partner.
- The reading and activity pages can be implemented as small-group literacy instruction.

Meeting the Needs of All Learners

The SEL read-aloud mini-lessons include strategies, tips, and modifications in order to meet the needs of diverse learners. Students may be at different levels in terms of social-emotional skills and academic skills, and some students need explicit teaching or modification to the lesson in order to grasp a new concept.

There are *Differentiation Tips* following the small-group SEL mini-lesson that offer a modified activity, allowing you to meet the varying levels of your learners.

DIFFERENTIATION

For modification of the small-group activity *Putting It Together* instruct students to complete the *I Need Help* activity found on page 63. This activity page provides students with an opportunity to recognize what asking for help looks like in their everyday settings. This deepens student understanding and prepares students for real-world application.

For *English language learners*, there are tips and lesson extensions that allow these students to engage and learn the SEL skill successfully. These additional activities may be utilized as an alternative to an SEL mini-lesson or as another opportunity to reinforce or reteach the SEL skill.

Provide sentence stems for the Table Talk activity to help prompt student responses. For example:

Making an apology sentence stems

I am sorry for . . .

I didn't mean to . . .

Responding to an apology sentence stems

Thank you for apologizing . . .

I am happy you said . . .

ELL TIP

To help ELL students engage with content, multiple learning modalities should be provided. Listed below are scaffolding tips to help accommodate your English language learners.

- When introducing new vocabulary, use visual aids, gestures, role-play, and acting to better illustrate and explain the meaning of each vocabulary word.
- Provide sentence stems and a word bank to help guide student response.
- Provide examples of instruction, responses, completed activity, etc.
- Speak slowly and clearly and allow think time.
- Chunk and repeat instructions if necessary.
- Allow ELL students to use language translation tools if needed.

ELL TIP

The Classroom Belongs to Everyone

The activities below are designed to help your students better understand and practice the SEL standard *takes care of property* through the introduction of the SEL skill *demonstrate how to put things away, handle classroom items with care, and accept their role within the classroom community*.

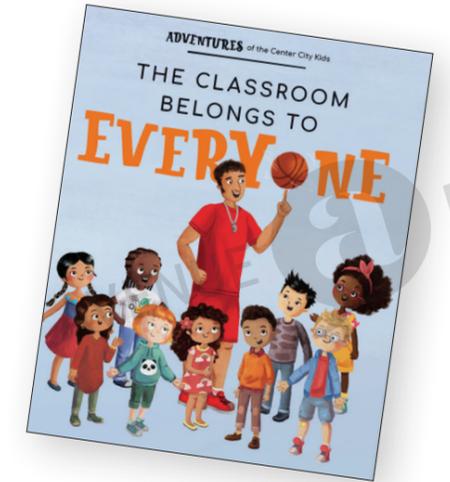
Before you begin . . .

Read-Aloud: *The Classroom Belongs to Everyone*

Featured Fly Five Characters:

- *Main Characters:* Fly Five students, Mr. Whirley
- *Supplemental Character:* Mrs. Tuttle

Book Summary: Oh no! PE will be held in the classroom today with a substitute teacher . . . Mr. Whirley! He only wants to have fun and he ignores the rules. Can the students in room 103 show Mr. Whirley that they can have fun while also following their classroom rules?



SEL Standard	SEL Skill Focus	SEL Vocabulary
Takes Care of Property	Demonstrate how to put things away, handle classroom items with care, and accept their role within the classroom community.	Responsibilities (pg. 8, pg. 11) Property (pg. 8, pg. 13, pg. 28)

Before reading . . .

Use the discussion questions below to prepare your students to engage with the SEL skill *demonstrate how to put things away, handle classroom items with care, and accept their role within the classroom community.*

DISCUSSION PROMPTS

- Why is it important to take care of classroom materials?
- As a student, what is your responsibility in taking care of the classroom?

As you read . . .

Check for Understanding

Use these questions to help your students engage with the read-aloud and to monitor their comprehension as the story unfolds. Refer to the sample student responses (in *italics* following each question) as needed.

1. How did Mrs. Tuttle's students feel about having a new substitute PE teacher? (*They were nervous. They didn't know what to expect. They were frustrated. They were disappointed Coach Khan was out.*) (pg. 5) **Level 2: Understanding**
2. How were Mr. Whirley's rules different from Mrs. Tuttle's special classroom PE rules? (*Mrs. Tuttle's rules are "use kind words, share with others, and take care of classroom property"; Mr. Whirley's rule is to have fun.*) (pg. 11) **Level 5: Evaluating**
3. What went wrong when Mrs. Tuttle's students didn't follow the rules? (*The students were not kind to each other, the students didn't share, the classroom got messy, and classroom items were misplaced.*) (pg. 27) **Level 4: Analyzing**
4. How did Mrs. Tuttle's students show responsibility? (*They cleaned up the mess in the classroom, and they followed Mrs. Tuttle's rules.*) (pg. 31) **Level 2: Understanding**
5. Do you think Mr. Whirley was being responsible? (*Answers will vary.*) (pgs. 36–37) **Level 4: Analyzing**

After reading . . .

Use these activities to allow your students to explore and *demonstrate how to put things away, handle classroom items with care, and accept their role within the classroom community.*

WHY THESE SKILLS MATTER

When students learn to put things away, handle classroom items with care, and accept their role within the classroom, they are developing the ability to independently serve the greater community by displaying responsible behaviors, being accountable for shared items, and engaging in multiple roles that support the functioning of the community.

We Take Care of Our Classroom

- Review the text *The Classroom Belongs to Everyone*.
- Revisit the idea that the students took responsibility for their classroom and its items when they had a substitute teacher.
- Facilitate a class discussion about Mr. Whirley, the substitute teacher. Use the following prompting questions to prompt student thinking:
 - Was Mr. Whirley taking care of the classroom?
 - What was Mr. Whirley's one classroom rule? Do you agree with his rule?
 - What happened when Mr. Whirley did not follow the special PE classroom rules?
- Instruct students to imagine Mr. Whirley as their substitute teacher for the day. Tell them to think about how they might behave if they were his students and discuss it with a *Shoulder Partner*. 
- On a chart paper write the sentence stem: If Mr. Whirley was my substitute teacher . . .
- Allow students to draw or write their responses to the prompt using markers.
- Finally, share out student responses with the class.

Instead of markers, students may draw or write on a sticky note for the whole-group drawing/writing activity. This will provide students who need more think time with an opportunity to respond before walking around the room. Using sticky notes also allows chart paper to be reused for multiple classes.

ENGAGEMENT TIP

I Am a Responsible Student

- Place students in groups of three to five.
- Revisit the idea that the students took responsibility for their classroom and its items when they had a substitute teacher.
- Review the idea that taking care of items and property often involves multiple steps.
 - Example: When taking care of the backpack area, a student must ensure that their backpack is hung on a hook, zipped all the way up, and put in its correct place.
- Model how to take care of a classroom area using multiple steps. Use the following prompting questions to model the activity:
 - How do I keep this area clean?
 - Where does each item in this area belong?
 - What is my responsibility for keeping this area tidy?
- Direct students to work with their small group to complete the *I Am a Responsible Student* activity page found on page 119. They will create a goal that will help take care of an area of the classroom. Then students will come up with a three-step process to meet the goal.
- Allow students to share their goals and their three-step process with the class.

Feel free to add more classroom area options on the *I Am a Responsible Student* activity page to match your specific needs and classroom layout.

ENGAGEMENT TIP

Being Responsible—ELL Extension

- Revisit the idea that the students took responsibility for their classroom and its items when they had a substitute teacher.
- Introduce the vocabulary word *responsibility* and review its definition. Write the word in the center of a *Circle Map*. 
- Discuss how responsibility is shared by all members of a classroom community and that there are very specific responsibilities when taking care of a classroom.
- Review the text *The Classroom Belongs to Everyone* by finding examples and counter-examples of responsibility in action.
- Together, complete the *Circle Map*, allowing students to share their own examples from the text.

DIFFERENTIATION

For modification of the small group activity, *I Am a Responsible Student*, allow students to complete the *My Classroom Dream Job* activity found on page 121. This activity allows students to apply the newly learned concept in a relevant setting. Students will think about how to take care of the classroom through their individual role. Instead of coming up with a classroom dream job, some students may find it easier or more relevant to come up with a home dream job (chore).

I Am a Responsible Student

Name _____

Directions: Choose an area of the classroom that you would like to take care of. Choose from the options listed below. Determine a goal that you can meet that will help this area of the classroom. Then draw and write a three-step plan to reach the goal.

Choose and circle one area of the classroom:

- Reading Corner/Library Student Desk Coat/Backpack Area
Work Stations/Centers Carpet/Reading Rug

Our Goal _____

We plan to _____

Step One	Step Two	Step Three



My Classroom Dream Job

Name _____

Directions: Think about your class dream job or your favorite way to help take care of the classroom. Draw what your classroom dream job looks like inside the ribbon. Then answer the questions below.



My classroom dream job is _____

I would be good at it because _____



Third and Fourth Grade Literacy Mini-Lessons

The Literacy Mini-Lessons are aligned to the Common Core State Standards for Literature. Each activity page can be utilized flexibly for any Adventures Series book. The following chart displays how each activity page connects to the Common Core State Standards for English Language Arts & Literacy for Literature in third and fourth grade. Use this chart as a tool to align the SEL read-aloud stories to academic standards and reinforce literacy skills taught in the classroom. We have given a list of recommended Adventures series books that strongly align with each literacy skill. Feel free to use our recommended book suggestions or plan your literacy instruction around a book that best fits your needs.



Activity Page	Literacy Skill	Page #	Recommended Adventures Series Read-Alouds	Common Core Reading Standards for Literature
All About My Character	Character Traits	202	<i>Blake's Rainy Day</i> <i>Not Now, Shen, Later</i> <i>Luna Knows the Rules</i> <i>Jade's Puppy Pileup</i> <i>Doba Shows Determination</i>	Key Ideas and Details 3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. Key Ideas and Details 4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details.
What Happened Next?	Cause and Effect	204	<i>Jade's Puppy Pileup</i> <i>Just One Quick Kick</i> <i>A Snow Day Disaster</i> <i>The Classroom Belongs to Everyone</i> <i>Not Now, Shen, Later</i>	Key Ideas and Details 3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. Key Ideas and Details 4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
I Am a Detective	Drawing Conclusions	206	<i>Mrs. Tuttle's Groovy Assistant</i> <i>Anisa's Super Special Sparkle Markers</i> <i>A Dinosaur Castle Compromise</i> <i>Gabriel's Birthday Surprise!</i> <i>Blake's Rainy Day</i>	Integration of Knowledge and Ideas 3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). Integration of Knowledge and Ideas 4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
All About My Story	Story Elements	208	<i>We Listen at the Zoo! Do You?</i> <i>New Friends Make a Splash</i> <i>When We Are Polite</i> <i>Imani Waits</i> <i>A Dinosaur Castle Compromise</i>	Key Ideas and Details 3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. Key Ideas and Details 4.2 Determine the theme of a story, drama, or poem from details in the text; summarize the text.
What Does It Mean?	Vocabulary/ Word Meaning	210	<i>Imani Waits</i> <i>When We Are Polite</i> <i>We Share, We Care</i> <i>We Listen at the Zoo! Do You?</i> <i>Luna Knows the Rules</i>	Craft and Structure 3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. Craft and Structure 4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology.

Activity Page	Literacy Skill	Page #	Recommended Adventures Series Read-Alouds	Common Core Reading Standards for Literature
I Can Infer	Making Inferences	212	<i>Just One Quick Kick</i> <i>Imani Waits</i> <i>A Snow Day Disaster</i> <i>Jade's Puppy Pileup</i> <i>Art Project Partners</i>	Key Ideas and Details 3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. Key Ideas and Details 4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
Same and Different	Compare and Contrast	214	<i>New Friends Make a Splash</i> <i>A Dinosaur Castle Compromise</i> <i>Art Project Partners</i> <i>We Share, We Care</i> <i>I FINALLY Learned to Tie My Shoes</i>	Integration of Knowledge and Ideas 3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). Integration of Knowledge and Ideas 4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
What It's All About	Main Idea and Supporting Details	216	<i>Doba Shows Determination</i> <i>Keep Going, Kofi!</i> <i>I FINALLY Learned to Tie My Shoes</i> <i>Anisa's Super Special Sparkle Markers</i> <i>When We Are Polite</i>	Key Ideas and Details 3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. Key Ideas and Details 4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
In My Own Words	Summarizing	218	<i>We Listen at the Zoo! Do You?</i> <i>A Snow Day Disaster</i> <i>The Classroom Belongs to Everyone</i> <i>Gabriel's Birthday Surprise!</i> <i>Keep Going, Kofi!</i>	Key Ideas and Details 3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. Key Ideas and Details 4.2 Determine the theme of a story, drama, or poem from details in the text; summarize the text.
My Story Connection	Text-to-Self Connection	220	<i>We Share, We Care</i> <i>Mrs. Tuttle's Groovy Assistant</i> <i>Doba Shows Determination</i> <i>Just One Quick Kick</i> <i>Not Now, Shen, Later</i>	Key Ideas and Details 3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. Key Ideas and Details 4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Drawing Conclusions

CCSS RL 3.7 Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

CCSS RL 4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

- Explain to students that they are going to practice drawing conclusions.
 - Tell students that authors don’t always explain everything explicitly in a story, and this is why knowing how to draw a conclusion is important. When drawing a conclusion, you use story clues, illustrations, a reader’s tone of voice, and what you already know about the topic to make predictions about the text. This is an important skill to develop in order to understand how and why a character is feeling or acting a certain way in a story.

- Practice drawing conclusions with students by reading and discussing the scenarios below:

Today when I looked out the window, I noticed that the weather was different. It looked dark, and it was only 9 a.m.! I heard the wind whistling. And I saw the tree branches quickly swaying back and forth.

- I know that . . .
- Story clue . . .
- Story clue . . .
- I can conclude that . . .

During PE class, we ran in three circles and did fifty jumping jacks, twenty-five leg lifts, fourteen crunches, and fifteen toe touches. And our teacher gave us more exercises to do for homework.

- I know that . . .
- Story clue . . .
- Story clue . . .
- I can conclude that . . .

- Choose a quote or sentence from one of the Adventures Series read-aloud books. Display the quote or sentence on the board so students can complete the activity.
- Next, have students complete *I Am a Detective* on pg. 207.

Name _____

I Am a Detective

Directions: Drawing conclusions is much like being a detective. Think about all the events that happened in the story. Read the quote provided by your teacher to draw a conclusion about the event in the story.

Pg #: _____

Quote: _____

I know that . . .	➔	My conclusion

Clue	➔	

Clue	➔	

Story Elements

CCSS RL 3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

CCSS RL 4.2 Determine the theme of a story, drama, or poem from details in the text; summarize the text.

- Explain to students that they are going to practice identifying the elements of a story.
 - Story elements are the parts that make up a story. Stories include characters, a setting, a problem, a solution, a theme, and a plot.
 - Characters can be people or animals.
 - The setting is where and when the story takes place.
 - The problem is an issue that the main characters are trying to solve.
 - The solution is how the problem is resolved or fixed.
 - The plot is the sequence of events that happen within the story.
 - The theme is the central message or lesson of the story.

- Practice identifying the story elements with the scenario below:

Mr. Bumps was Lily’s pet turtle. She kept him in her room. Mr. Bumps lived inside of a blue fish tank. Sometimes Lily would let him out of the fish tank for some exercise. On this particular Friday, when Lily placed Mr. Bumps onto the floor, he ran across the carpet quickly. She tried to catch him but he was just too fast.

“Oh no!” she groaned. Mr. Bumps disappeared. She couldn’t find him anywhere! Lily had not cleaned her room like she was supposed to. She knew she had to do something. First she began picking up all of her dirty clothes. Then she started putting away all of her toys. Lily found Mr. Bumps peeking out from underneath the bed. “There you are, Mr. Bumps!” Lily said.

- Characters
- Setting
- Problem
- Solution
- Plot
- Theme

- Choose one of the Adventures Series read-aloud books to practice identifying story elements. Have students complete *All About My Story* pg. 209.

Name: _____

All About My Story

Directions: If you want to understand a story better, you need to know all the elements of a story. Story elements are the character(s), setting, problem, solution, theme, and plot (or key events). Think about the story you just read. Next, using sentences and illustrations, fill in the sections below. Then sequence the plot by writing three main events that happened in the story.

Characters	Setting
Theme	
Problem	Solution

Plot

Beginning: _____

Middle: _____

End: _____

AVENUE  BOOKS™



650-LIB-F5RP