# BIGIDEAS for little learners

# EDUCATOR **GUIDEBOOK**





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**BIG IDEAS FOR LITTLE LEARNERS** 

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#### **About this Resource**

The following curriculum guide contains activity plans, resources, and guidance for implementation of Big Ideas for Little Learners (BILL), a family literacy program for children ages 3-8 and their caregivers.

The materials within this guide were developed and produced in partnership between the National Liberty Museum (NLM) and the Early Childhood Education Center (ECEC) at the Salvation Army Kroc Center of Philadelphia, with support from the William Penn Foundation (WPF).

This resource is intended for use by early childhood educators interested in promoting informal learning and family literacy. Each session contains instructional materials for in-class read-alouds plus activity plans and resources that can be used in a classroom setting or by caregivers at home.

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INTRODU

#### ABOUT THE NATIONAL LIBERTY MUSEUM

Founded in 2000, the National Liberty Museum (NLM) is a concept museum located in Philadelphia's Historic District. For more than 20 years, NLM has brought the idea of liberty to life through exhibitions and educational programs designed to foster deep thinking and inspire positive change.

#### Mission

Through a compelling lineup of programs and exhibitions, the National Liberty Museum illuminates both the strength and fragility of liberty — as well as the inspirational stories of people whose positive actions protect and expand the boundaries of freedom for all.

#### Vision

The National Liberty Museum envisions a world where all people embrace the contemporary meaning and deep significance of liberty — and where individuals are empowered to take transformative actions that ensure the lasting freedom of future generations.

#### ABOUT THE SALVATION ARMY KROC CENTER OF PHILADELPHIA

The Salvation Army Kroc Center of Philadelphia is a community center located in the Nicetown-Tioga neighborhood of Philadelphia. The state-of-the-art facility offers educational, health and wellness, and spiritual resources to the surrounding community.

The Early Childhood Education Center (ECEC) at the Philadelphia Kroc Center provides a high-quality early childhood education program for infants, toddlers and pre-kindergarten children. ECEC provides an educationally enriching, nurturing and safe environment that encourages curiosity and building self-confidence in children through reading readiness, exploration, and play. ECEC teachers facilitate exploration and nurture key social and emotional skills, engage children in activities that require cooperation and self-awareness, and encourage communication with peers. Through independent and group learning, children gain the important personal and social skills needed for a successful transition into school.

#### **ABOUT THE WILLIAM PENN FOUNDATION**

For over 70 years, the William Penn Foundation (WPF) has been committed to improving the quality of life in the city of Philadelphia and the surrounding region. The Foundation's mission is to help improve education for children from low-income families, ensure a sustainable environment, and foster creative communities that enhance civic life and advance philanthropy in the Greater Philadelphia region.

WPF's Informal Learning Initiative launched in 2017 with the aim to expand learning opportunities outside of schools and education centers by supporting the creation, refinement, or expansion of informal literacy programming. Over five years, the program created and supported partnerships between 24 cultural institutions and organizations with deep-roots in low-income communities in order to provide underserved families with literacy-rich experiences and access to the city's rich cultural assets.

#### About the Program

Big Ideas for Little Learners introduces reading fundamentals through stories, games, and hands-on activities for children and their caregivers to explore and learn together.

The program has three core components, each explored in more depth below: a read-aloud of a thematic story, activity stations, and at-home activities. Thematic stories promote prosocial learning and introduce "Big Ideas" — respect, responsibility, perseverance, empathy, integrity, and courage — to young children. Modular activities for each theme extend learning and can be introduced in the classroom setting or packaged for at-home use.

The "Big Ideas" introduced in the program are personified by Lila Liberty, a child superhero with special tools that she uses as a hero of liberty. They are:

- > Respectacles (respect)
- > Giving Gloves (responsibility)
- > Energy Boosting Boots (perseverance)
- > Sense-oscope (empathy)
- > Power Pencil (integrity)
- > Courage Cape (courage)

#### How to Use this Resource

The activities in this Educator Guidebook were developed and refined by a team of education specialists from the National Liberty Museum and the Early Childhood Education Center at the Salvation Army Kroc Center. The stories and activities were shared with participating children and their families, who provided feedback and insight for further development.

The Guidebook is divided into a series of Sessions. Each Session focuses on one thematic story and includes guided instruction for a read-aloud and follow-on extension activities. Each story introduces one attitude or behavior associated with the practice of liberty. There are suggested prompts and activities for the read-aloud and activities, as well as a set of "Lila's Literacy Tips." Lila Liberty, her tools, and the thematic story serve as a framing device for introducing the particular characteristic to be discussed and align directly with the activities for each Session. For example, Session 1: Respect features literacy activities inspired by Lila's Respectacles and the storyline of *Red: A Crayon's Story* by Michael Hall.

Throughout the Guidebook, children participating in the program are identified as "Little Learners" (children ages 3-8). The Guidebook consistently distinguishes between "Educators" (in-class teachers or caregivers facilitating the program) and "Caregivers" (at-home caregivers, i.e. parent, grandparent, guardian, etc. working alongside a Little Learner). The curriculum provides instruction for Educators who are facilitating the program and for Caregivers who are participating in the program alongside a Little Learner and supporting continued learning at home.

#### **SESSION COMPONENTS**

#### Read-Aloud: Introducing the "Big Idea"

Each session is structured around one concept or "Big Idea" and opens with a read-aloud activity that introduces that concept through a story. Over 10 minutes, the read-aloud includes questions and prompts for Little Learners and Caregivers to respond and engage with Educators and other participants, reinforcing key ideas and learner comprehension through conversation, role playing, or movement. This activity is important not only for introducing themes and ideas to be explored, but also for allowing Little Learners and Caregivers to "warm up" and (re)connect with each other, program Educators, and other families.

#### Activity Stations: Engaging in Deeper Exploration

Smaller group activities that follow the read-aloud create space for deeper discussion. In each activity, Little Learners and Caregivers have the opportunity to learn and explore together. Activities prompt deeper exploration of key concepts, and encourage conversation as Little Learners, Caregivers, and Educators engage in play-based activities together.

#### Take-and-Do Bags: Reinforcing at Home

Activities included in each session can be re-imagined as take-home materials, allowing Little Learners and Caregivers to continue learning at home. Activity sheets and resources are included as loose-leaf sheets for easy photocopying.

#### **GUIDELINES FOR PROGRAM DEVELOPMENT AND IMPLEMENTATION**

Big Ideas for Little Learners was created through a successful partnership between a community center and a cultural institution. Its success depended on:

- > Ongoing partner collaboration: setting and agreeing to clear expectations and outcomes from the outset; regular communication and check-ins throughout
- > Stakeholder engagement: inviting participating Caregivers and Little Learners to share their hopes and wishes for the project
- > Ongoing evaluation: surveys distributed after every session and at the end of the programmatic year; feedback from participants incorporated into ongoing refinement

#### **National and State Education Standards**

The BILL curriculum addresses a variety of required content and skill objectives for early learners within the Common Core State Standards (CCSS) and the Pennsylvania Department of Education Standards Aligned System (PDESAS) Core Standards and Early Childhood Education Standards. Many skills are used throughout the program and are noted in the list below. Specific "Guiding Standards" that are more unique to each session can be found on the session title pages throughout this curriculum guide. The standards that have been selected are geared toward the Pre-K and Kindergarten level. Educators are encouraged to refer to the Common Core and PDESAS websites to find other standards, if needed.

The aligned standards focus on the following content areas:

| Common Core State Standards (for Kindergarten) | PDES  |
|--|-------|
| Reading: Literature                            | Appro |
| Reading: Foundational Skills                   | Langi |
| Writing  | Socia |
| Speaking and Listening                         | Creat |
| Language                                       | Socia |
|  | Dartn |

**PDE Standards Aligned System (for Pre-K)** Approaches to Learning through Play Language and Literacy Development Social Studies Thinking Creative Thinking and Expression Social and Emotional Development Partnerships for Learning

#### **COMMON CORE STATE STANDARDS**

**Reading: Literature** 

- RL.K.1 > With prompting and support, ask and answer questions about key details in a text.
- RL.K.3 > With prompting and support, identify characters, settings, and major events in a story.

RL.K.4 > Ask and answer questions about unknown words in a text.

**RL.K.6** > With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

**RL.K.7 >** With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

**RL.K.10** > .Actively engage in group reading activities with purpose and understanding.

#### **Reading: Foundational Skills**

RF.K.1 > Demonstrate understanding of the organization and basic features of print.

- **RF.K.2** > Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- RF.K.3 > Know and apply grade-level phonics and word analysis skills in decoding words.

#### Writing

**W.K.1** > Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).

**W.K.2** > Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

**W.K.3** > Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

**W.K.5** > With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

**W.K.8** > With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

#### Speaking & Listening

**SL.K.1** > Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

**SL.K.2** > Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

SL.K.3 > Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

SL.K.5 > Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL.K.6 > Speak audibly and express thoughts, feelings, and ideas clearly.

#### Language

L.K.1 > Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.K.2 > Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**L.K.4 >** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

L.K.5 > With guidance and support from adults, explore word relationships and nuances in word meanings.

L.K.6 > Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

#### PDE STANDARDS ALIGNED SYSTEM

#### Approaches to Learning through Play

AL.1 PK.A > Explore and ask questions to seek meaningful information about a growing range of topics, ideas, and tasks.

**AL.1 PK.B** > Demonstrate a willingness to participate in new and challenging experiences.

AL.1 PK.C > Engage in complex play sequences with two or more children.

AL.2 PK.A > Work toward completing a task, even if challenging, and despite interruptions.

AL.2 PK.C > Attempt to accomplish challenging tasks by employing familiar and new strategies as needed.

AL.2 PK.E > Retain and recall information presented over a short period of time.

AL.3 PK.A > Use music, art, and/or stories to express ideas, thoughts, and feelings.

AL.4 PK.A > Relate knowledge learned from one experience to a similar experience in a new setting.

#### Language and Literacy Development

**1.1 PK.A >** Practice appropriate book handling skills.

1.1 PK.B > Identify basic features of print.

- 1.1 PK.C > Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- 1.1 PK.D > Develop beginning phonics and word skills.
- 1.3 PK.A > With prompting and support, retell a familiar story in a sequence with picture support.
- 1.3 PK.B > Answer questions about a particular story (who, what, how, when, and where).
- 1.3 PK.C > With prompting and support, answer questions to identify characters, settings, and major events in a story.
- **1.3 PK.D** > With prompting and support, name the author and illustrator of a story.
- **1.3 PK.F** > Answer questions about unfamiliar words read aloud from a story.
- 1.3 PK.G > Describe pictures in books using detail.
- **1.3 PK.I** > With prompting and support, clarify unknown words or phrases read aloud.
- 1.3 PK.] > Use new vocabulary and phrases acquired in conversations and being read to.
- **1.3 PK.K** > With prompting and support, actively engage in group reading activities with purpose and understanding.
- **1.4 PK.A >** Draw/dictate to compose informative/explanatory texts examining a topic.
- **1.4 PK.B** > With prompting and support, draw/ dictate about one specific topic.
- 1.4 PK.C > With prompting and support, generate ideas to convey information.
- **1.4 PK.D** > With prompting and support, make logical connections between drawing and dictation.
- **1.4 PK.W** > With guidance and support, recall information from experiences or books.
- **1.5 PK.A** > Participate in collaborative conversations with peers and adults in small and larger groups.
- 1.5 PK.B > Answer questions about key details in a text read aloud or information presented orally or through other media.
- **1.5 PK.C >** Respond to what a speaker says to follow directions, seek help, or gather information.

**1.5 PK.D** > Use simple sentences; share stories, familiar experiences, and interests, speaking clearly enough to be understood by most audiences.

**1.5 PK.E** > Use simple sentences; express thoughts, feelings, and ideas, speaking clearly enough to be understood by most audiences.

#### **Social Studies Thinking**

5.1 PK.A > State rules and their consequences.

5.2 PK.A > Identify self-membership of a group such as the class or family.

5.2 PK.B > Identify a problem and discuss possible solutions with adult assistance.

**5.3 PK.F** > Identify appropriate behaviors for responsible classroom citizens.

6.1 PK.D > Identify a choice based on individual interest.

#### **Creative Thinking and Expression**

9.1.V PK.A > Know and use basic elements of visual arts.

9.1.V PK.E > Use imagination and creativity to express self through visual arts.

9.3 PK.G > Formulate and share an opinion about others' art products.

9.4 PK.B > Demonstrate an emotional response to viewing or creating various art works.

#### **Social and Emotional Development**

16.1 PK.A > Distinguish between emotions and identify socially accepted ways to express them.

16.1 PK.B > Recognize that everyone has personal traits which guide behavior and choices.

**16.1 PK.C >** Recognize that everyone makes mistakes and that using positive coping skills can result in learning from the experience.

16.1 PK.D > Establish goals independently and recognize their influence on choices.

16.2 PK.A > Interact with peers and adults in a socially acceptable manner.

**16.2 PK.B** > Identify similarities and differences between self and others.

16.2 PK.C > Engage in reciprocal communication with adults and peers.

16.2 PK.D > Recognize that conflict occurs and distinguish between appropriate and inappropriate ways to resolve conflict.

**16.2 PK.E >** Ask for and accept offers of help when needed or appropriate.

16.3 PK.A > Interpret the consequences of choices.

16.3 PK.B > Recognize there are socially acceptable ways to behave in different places.

**16.3 PK.C >** Actively engage in assisting others when appropriate.

#### **Partnerships for Learning**

**PL 2. >** Families experience relationships with early care and education programs that are affirming, reciprocal, and build upon their strengths.

PL 3. > Families have the support and information they need to encourage their children's learning and development.

PL 4. > Family members have support from other families.

**PL 6. >** Families grow in their leadership and use these skills in many different ways.

#### **Scope and Sequence**

The following Scope and Sequence outlines the content and learning objectives of the program and provides details at a glance. The order of session themes is intended as a suggestion, but can be easily reorganized to accommodate existing curriculum or instruction. Session 7 serves as a capstone to the program and should only be presented after all other 6 sessions have been held, but Sessions 1-6 are flexible and can be presented in any order.

| Session 1: Respect                                   |  |   |   |
|--|--|---|---|
| <b>Lila Liberty Tool</b><br>Respectacles             | <b>Read-Aloud Book</b><br><i>Red: A Crayon's Story</i><br>by Michael Hall      | Activities<br>> Lila Liberty's Respectacles<br>> Color Hunt<br>> There's More to Me Than<br>What You See    | <ul> <li>Objectives</li> <li>Little Learners will be able to:</li> <li>&gt; Describe the concept of respect</li> <li>&gt; Identify ways to show respect to others</li> <li>&gt; Distinguish between different colors and categorize objects by color</li> </ul>   |
| Session 2: Responsil                                 | oility   |   |   |
| <b>Lila Liberty Tool</b><br>Giving Gloves            | <b>Read-Aloud Book</b><br>What If Everybody Did<br>That?<br>by Ellen Javernick | Activities<br>> Lila Liberty's Giving Gloves<br>> "Letter" Bug Clean-Up<br>> Mr. No Excuse Moose            | <ul> <li><b>Objectives</b></li> <li>Little Learners will be able to:</li> <li>Describe the concept of responsibility</li> <li>Identify responsible actions and responses to different scenarios</li> <li>Identify letters and letter sounds</li> </ul>  |
| Session 3: Persevera                                 | nce  |   |   |
| <b>Lila Liberty Tool</b><br>Energy Boosting<br>Boots | <b>Read-Aloud Book</b><br><i>Izzy Gizmo</i><br>by Pip Jones                    | Activities<br>> Lila Liberty's Energy<br>Boosting Boots<br>> Reading Toolbox<br>> Vocabulary Trace and Draw | <ul> <li>Objectives</li> <li>Little Learners will be able to:</li> <li>Describe the concept of perseverance</li> <li>Identify ways to persevere through obstacles to improve their skills and knowledge</li> <li>Read high frequency words on their own</li> <li>Write and define new vocabulary</li> </ul> |

| Session 4: Empathy |
|--------------------|
|--------------------|

| <b>Lila Liberty Tool</b><br>Sense-oscope | <b>Read-Aloud Book</b><br><i>Last Stop on Market Street</i><br>by Matt de la Peña                 | Activities<br>> Lila Liberty's Sense-oscope<br>> Understanding Emotions<br>> Beauty on the Bus                | <ul> <li>Objectives</li> <li>Little Learners will be able to:</li> <li>&gt; Describe the concept of empathy</li> <li>&gt; Identify ways to show empathy to others</li> <li>&gt; Understand different emotions and<br/>identify empathetic responses to them</li> </ul>                                 |
|--|---|---|--|
| Session 5: Integrity                     |   |   |  |
| <b>Lila Liberty Tool</b><br>Power Pencil | <b>Read-Aloud Book</b><br>The Smallest Girl in the<br>Smallest Grade<br>by Justin Roberts         | Activities<br>> Lila Liberty's Power Pencil<br>> Small, Smaller, Smallest<br>> IntegriKey Rhyme Unlocking     | <ul> <li>Objectives</li> <li>Little Learners will be able to:</li> <li>Describe the concept of integrity</li> <li>Identify ways to show integrity and explain why it is important</li> <li>Identify rhyming sounds and match rhyming words</li> </ul>  |
| Session 6: Courage                       |   |   |  |
| <b>Lila Liberty Tool</b><br>Courage Cape | <b>Read-Aloud Book</b><br>After the Fall: How Humpty<br>Dumpty Got Back Up Again<br>by Dan Santat | Activities<br>> Lila Liberty's Courage Cape<br>> Parts of a Story<br>> Putting Humpty Dumpty<br>Back Together | <ul> <li>Objectives</li> <li>Little Learners will be able to:</li> <li>&gt; Describe the concept of courage</li> <li>&gt; Identify ways to show courage</li> <li>&gt; Retell a story in order and make<br/>inferences about what happened before<br/>and after</li> </ul>                              |
| Session 7: Community                     | Superheroes   |   |  |
| <b>Lila Liberty Tool</b><br>All          | <b>Read-Aloud Book</b><br><i>Sofia Valdez, Future Prez</i><br>by Andrea Beaty                     | Activities<br>> My Community Superhero<br>> Cause and Effect<br>> Community Walk                              | <ul> <li>Objectives</li> <li>Little Learners will be able to:</li> <li>&gt; Describe the concept of community</li> <li>&gt; Identify ways to show respect,<br/>responsibility, perseverance, empathy,<br/>integrity, and courage in their community</li> <li>&gt; Identify cause and effect</li> </ul> |

#### **BIG IDEAS FOR LITTLE LEARNERS**

# RESPECT

#### Аидіеисе

Little Learners ages 3-8 and their Caregivers

#### Тіме

50-60 minutes

#### Guiding Standards

#### PDESAS

> 5.1 PK/K.C Define respect for self and others.

#### > 9.1.V PK/K.E

Use imagination and creativity to express self through visual arts.

#### >16.1 PK/K.B

Recognize that everyone has personal traits which guide behavior and choices.

#### >16.2 PK/K.B

Identify similarities and differences between self and others.

#### Objectives

Little Learners will be able to:

- > Describe the concept of respect
- > Identify ways to show respect to others
- Distinguish between different colors and categorize objects by color

#### Materials

- "Meet Lila Liberty" Introduction Sheet
   (optional, but recommended if introducing Lila for the first time)
- > "Respectacles" Introduction Sheet
- Red: A Crayon's Story by Michael Hall
   (a read-aloud video of this book is available at <u>https://libertymuseum.org/bill</u>)
- > Timer (optional, to time rotation of activities)
- > Activity 1 Lila Liberty's Respectacles
  - Respectacles Template
  - Crayons or markers
  - Pencils
  - Safety scissors

#### > Activity 2 – Color Hunt

- 5 sheets of construction paper in different colors
- 5-10 objects to match each piece of construction paper
- > Activity 3 There's More to Me Than What You See
  - "There's More to Me Than What You See" Crayon Template (printed on various color paper, if possible)
  - Crayon Wrapper Template
  - Glue stick
  - Crayons
  - Safety scissors

#### **Procedures**

#### **INTRODUCTION** (10 minutes)

Gather all Little Learners and Caregivers in a group to introduce Lila Liberty, her Respectacles, and today's theme – respect.

If this is the first session in the series, use the "Meet Lila Liberty" Introduction Sheet to introduce Little Learners to the character and the concept of liberty.

I want to introduce you all to our friend who is going to help us learn throughout this program – Lila Liberty! Lila is a kindergartener, who is also a young superhero. Together, we will learn about all her superhero tools that she uses to stand up for liberty.

Facilitate a short discussion about the meaning of liberty.

> What is liberty? What does liberty mean to you? To me, liberty means the freedom to think and act as you choose, while letting others do the same.

Introduce the theme of respect and Lila's Respectacles by facilitating a short discussion.

> Today, we are going to help Lila use her Respectacles. These special glasses are a tool that Lila uses to respect everyone and everything she sees. What is respect? How can we show respect to others?

**Respect:** being kind to and accepting someone for who they are, even when they are different from you or you do not agree with them

Some examples of showing respect include:

- > Listening when someone is speaking
- > Being kind to others
- > Accepting someone's differences
- > Speaking up if someone is being hurt or bullied
- > Being polite

#### **PEDUCATOR TIP**

If appropriate, record some of the Little Learners' answers on chart paper or a whiteboard – these can serve as norms or expectations for the rest of the session. If you are able to keep them up, you can add more norms or expectations as Little Learners explore each new theme.

#### **READ-ALOUD** (15-20 minutes)

The purpose of this story is to encourage Little Learners to be true to their inner self, despite obstacles, and respect others for who they are. While reading, provide Little Learners with the opportunity to notice and speak up about what's happening between Red and his friends.

Before reading, introduce the book and show children the cover.

> What do you notice about the cover? What do you think this book will be about?

Read or play the read-aloud video of the book *Red: A Crayon's Story* by Michael Hall. During the read-aloud, pause for moments of exploration. Highlight and define tough vocabulary and ask questions about what is going on in the story to test the Little Learners' comprehension.

Some possible questions include:

- > What do you notice about Red?
- > Why does the pencil tell us that Red wasn't very good at being red?
- > How do you think Red feels when everyone has something to say? How do you think you might feel?
- > What do the masking tape, scissors, and pencil think about Red? (something is wrong with him) Why do they think that? (because he can't color in red) How do you think this makes Red feel?
- > How does Berry show Red respect? How does that make Red feel?

Transition to activities related to the session's theme and read-aloud book. If appropriate, activities can be set up in 3 stations with Little Learners and Caregivers rotating between each station. Each activity will take about 10-15 minutes.

#### FEDUCATOR TIP

If low on time, any of the activities can be packed up and given to Little Learners and Caregivers as a Take-Home Activity.

#### ACTIVITY I – LILA LIBERTY'S RESPECTACLES (10-15 minutes)

Caring about other people and understanding their differences are important parts of showing respect. For this activity, Little Learners will be making and using their own Respectacles to identify the ways they can be respectful to others.

**Prepare:** Print enough copies of the Respectacles Template for each Little Learner. Set up an area with the Respectacles Templates and some pencils, crayons, markers, and scissors.

**Facilitate:** On the Respectacles Template, the Little Learner will write or draw two ways they can show respect, one on each of the lenses. If time, Little Learners can further decorate their Respectacles. When finished, learners can cut out their Respectacles and share their actions with the rest of the group.

**Caregiver Role:** Encourage Little Learners to try. Be patient with learners and allow them to make and attempt to fix mistakes. Ask open-ended questions to guide the learner's thinking. Assist Little Learners with using scissors, if needed.

#### **ACTIVITY 2 – COLOR HUNT** (10-15 minutes)

This activity provides an opportunity for Little Learners to further explore colors by finding items and categorizing them by color.

**Prepare:** Place objects of different colors in a pile or bin and place sheets of construction paper (in corresponding colors) around the objects.

**Facilitate:** Each Little Learner will select an object and place the object on the piece of construction paper that has a matching color. After selecting and matching 5-10 objects, Little Learners should be encouraged to put all the objects back so the activity is ready for the next group.

**Caregiver Role:** Encourage Little Learners to try. Be patient with learners and allow them to make and attempt to fix mistakes. Ask open-ended questions to guide the learner's thinking. Narrate their actions to provide them with new vocabulary.

#### **Optional Extensions or Modifications:**

- > Include items whose colors do not match any of the construction papers.
- > Encourage Little Learners to think of different ways to sort the items (i.e. size, beginning letter, type of object).

#### ACTIVITY 3 – THERE'S MORE TO ME THAN WHAT YOU SEE (10-15 minutes)

For this activity, Little Learners will create a crayon to identify and share characteristics about themselves that others may not see or know. This activity was adapted from a lesson by *Welcoming Schools: A Project of the Human Rights Campaign Foundation*.

**Prepare:** Print enough copies of the "There's More to Me Than What You See" Crayon Template and Crayon Wrapper Template for each Little Learner. Set up an area with the templates, glue sticks, and some crayons.

#### **FEDUCATOR TIP**

Create your own crayon before facilitating this activity, so Little Learners and Caregivers have an example to refer to as they work on their own crayons. For the activity, you can use the Crayon Template that has pre-written prompts, or use the blank one so that Little Learners can write whatever characteristics they want - feel free to use what's best in your learning environment.

**Facilitate:** Each Little Learner will have their own Crayon Template and Crayon Wrapper Template to create a "There's More to Me Than What You See" crayon. Begin by guiding each Little Learner to identify characteristics about themselves that others may not see and writing or drawing those characteristics in the boxes on the Crayon Template. Then, Little Learners can write their name on the Crayon Wrapper Template and color or decorate the wrapper. Glue the crayon inside the wrapper and fold the edges around so that you can easily open the wrapper and see the Little Learner's characteristics inside. If they feel comfortable, have each Little Learner share their crayon with the group and tell them about their "There's More to Me Than What You See" characteristics.

**Caregiver Role:** Ask open-ended questions to guide the learner's thinking. Narrate their actions to provide them with new vocabulary. Help learners identify characteristics about themselves that others may not see. This can be as surface level or as deep as they are comfortable.

#### SESSION CLOSURE (5 minutes)

At the conclusion of the session, it is important to facilitate a short wrap-up discussion so that you can address any misconceptions that the Little Learners may have and so that learners can show that they understand the themes and ideas.

Facilitate a short discussion about respect.

> Why is respect important? What did you learn or do during our session today that showed you that? How would you describe respect to someone who is first learning about it?

**Caregiver Role:** Listen carefully to learners' responses to the questions. Redirect their thinking by using open-ended questions and examples as needed. Prompt learners to think back to the book and activities to help them answer the questions.

#### **Optional Extensions**

- > Draw a picture of how to show respect in your home, school, or community.
- > Write a story about Lila Liberty and how she respects her community.
- > Read other books about respect:
  - Do Unto Otters by Laurie Keller
  - Respect and Take Care of Things by Cheri Meiners
  - Why Should I by Sue Graves

#### **Sources & Additional Resources**

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# Lila's Literacy Tip Picture Walk

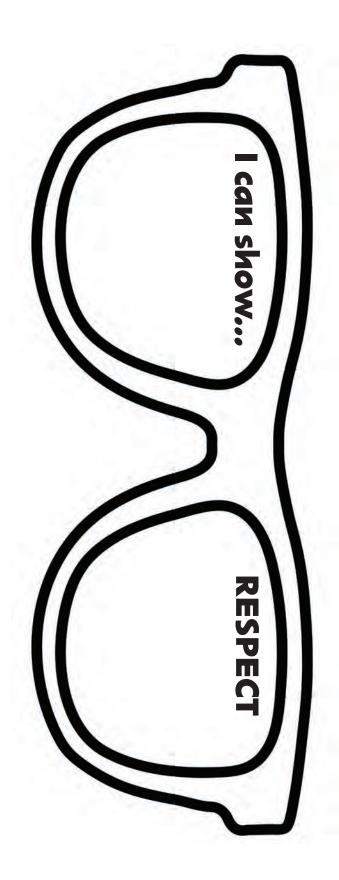
Lila's Literacy Tips introduce various ways adults can encourage Little Learners to engage in stories while building essential literacy skills. These tips can be used in any context or environment where stories are being read.

This Literacy Tip can help Little Learners build skills to use pictures as clues to understand the meaning and context of a story. Go through the book page by page without reading the text immediately. Allow the Little Learner to guide the experience as much as possible while incorporating the following prompts and discussions:

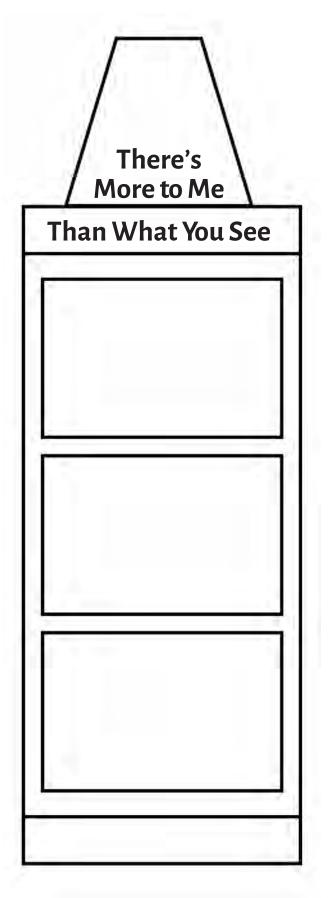
- > Model looking closely at the illustrations. Talk about what you notice and what you are wondering about. Then, ask your Little Learner what they notice, and what they wonder about.
  - I notice that this crayon has a red wrapper but blue wax. I wonder why that is.
  - I notice that there is a pencil writing the words on the page. I wonder if we will learn more about the pencil.
- > Point out any important text features or book structures that might help in the Little Learner's understanding.
  - This is the front cover. It has the title, author, illustrator, and the cover image. We might be able to guess what the book is about by looking at the cover.
  - This is the spine of the book. It tells us what the book is called and who the author is. This way, we can see the information without taking the book off the shelf!
- > Highlight some of the objects or images from the book that might be new or challenging.
  - This looks like something you may not have seen before. Do you know what this object is? What do you think it does or is used for?

- > Highlight some of the objects or images from the book that are repeating or come up a lot in the book.
  - This looks like something we have seen before in this story! Why do you think it comes up so often? What might this tell us about the story?
- > Ask questions about the images. Allow your Little Learner to ask questions back. This is one of the main components of a Picture Walk!
  - Who do you think the story is about?
  - Where is the story taking place?
  - What is happening?
- > Respond to your reader's replies vaguely, so this activity doesn't seem like a quiz! Try not to respond with "correct" or "incorrect," but rather things like...
  - It does look that way! Let's come back to that idea when we read fully.
  - Hm, I wonder if that will happen!
- > Try to remember some of the comments and predictions made during the Picture Walk and return to these ideas while you are reading. This reinforces their thinking and supports their enthusiasm!

## Activity I – Lila Liberty's Respectacles



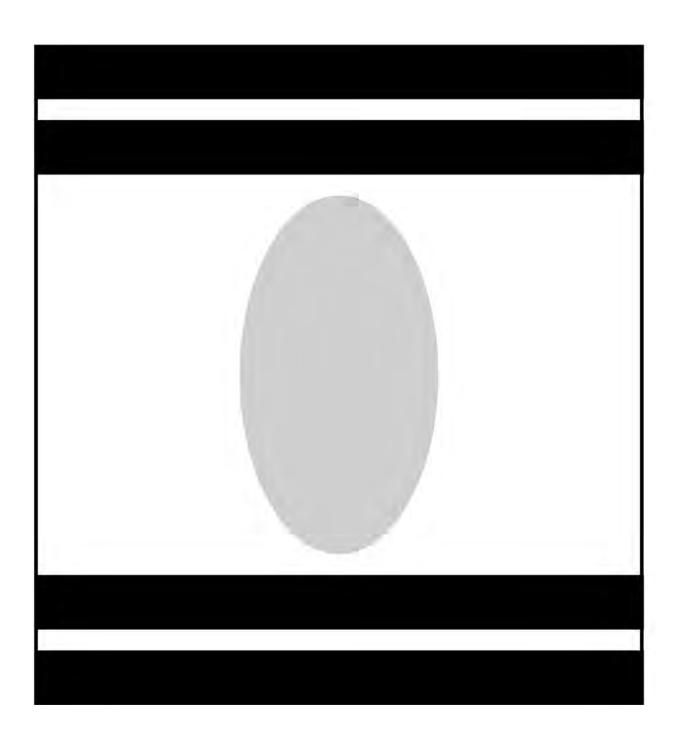
# Activity 3 – There's More to Me Than What Уои See



# Activity 3 – There's More to Me Than What Уои See

| Tł | There's<br>More to Me | See |
|----|-----------------------|-----|
| 1  | l like                | 1   |
|    |                       |     |
| -  | l don't like          |     |
|    |                       |     |
| ī  | I feel                |     |
|    |                       |     |
|    |                       |     |

# Activity 3 – There's More to Me Than What Уои See



#### **BIG IDEAS FOR LITTLE LEARNERS**

# RESPONSIBILITY

#### Аидіеисе

Little Learners ages 3-8 and their Caregivers

#### **Time** 50-60 minutes

Guiding Standards

#### PDESAS

- > AL.1 PK/K.C Engage in elaborate, interactive play sequences that include acting out roles and negotiating play themes.
- >1.1 PK/K.D

Know and apply grade-level phonics and word analysis skills in decoding words.

> 5.2 PK/K.B Identify responsibilities at school.

#### > 5.2 PK/K.D

Explain responsible classroom behavior.

#### Objectives

Little Learners will be able to:

- > Describe the concept of responsibility
- > Identify responsible actions and responses to different scenarios
- > Identify letters and letter sounds

#### X Materials

- > "Meet Lila Liberty" Introduction Sheet (optional, but recommended if introducing Lila for the first time)
- > "Giving Gloves" Introduction Sheet
- What If Everybody Did That? by Ellen Javernick
   (a read-aloud video of this book is available at <u>https://libertymuseum.org/bill</u>)
- > Timer (optional, to time rotation of activities)
- > Activity 1 Lila Liberty's Giving Gloves
  - Giving Gloves Template
  - Crayons or markers
  - Pencils
  - Safety scissors
- > Activity 2 "Letter" Bug Clean-Up
  - Random objects that have some commonalities in their names (same beginning letter, same end sound, same number of letters, etc.)
  - Bins or boxes labeled with the commonalities ("starts with G," ends with "-ar," "has 4 letters," etc.)

- Mr. No Excuse Moose Task Cards
- Moose Antler Template
- Construction paper strips (for headbands)
- Stapler

#### **Procedures**

#### **INTRODUCTION** (10 minutes)

Gather all Little Learners and Caregivers in a group to introduce Lila Liberty, her Giving Gloves, and today's theme – responsibility.

If this is the first session in the series, use the "Meet Lila Liberty" Introduction Sheet to introduce Little Learners to the character and the concept of liberty.

> I want to introduce you all to our friend who is going to help us learn throughout this program – Lila Liberty! Lila is a kindergartener, who is also a young superhero. Together, we will learn about all her superhero tools that she uses to stand up for liberty.

Facilitate a short discussion about the meaning of liberty.

> What is liberty? What does liberty mean to you? To me, liberty means the freedom to think and act as you choose, while letting others do the same.

Introduce the theme of responsibility and Lila's Giving Gloves by facilitating a short discussion.

> Today, we are going to help Lila use her Giving Gloves. These special gloves are a tool that Lila uses to practice responsibility and take care of herself, take care of others, and take care of the world around her. What is responsibility? How can we be responsible at school, at home, and in the community?

Responsibility: doing the right thing at the right time, so others can trust and depend on you

Some examples of showing responsibility include:

- > Doing chores around the house to help the family
- > Taking good care of yourself and your belongings
- > Admitting when you have done something wrong and taking steps to do better next time
- > Completing your assignments for school
- > Sticking to your commitments (sports, musical instruments, scouts, etc.)

#### 'EDUCATOR TIP

If appropriate, record some of the Little Learners' answers on chart paper or a whiteboard – these can serve as norms or expectations for the rest of the session. If you are able to keep them up, you can add more norms or expectations as Little Learners explore each new theme.

#### **READ-ALOUD** (15-20 minutes)

The purpose of this story is to imagine what the world would look like if everyone ignored their responsibilities or acted selfishly. While reading, it can be helpful to give Little Learners time to answer the question "what if everybody did that?" by examining the pictures in the book.

Before reading, introduce the book and show children the cover.

> What if everybody did that? Have we heard anyone say that before? What do you think it means?

Read or play the read-aloud video of the book *What If Everybody Did That?* by Ellen Javernick. During the read-aloud, pause for moments of exploration. Highlight and define tough vocabulary and ask questions about what is going on in the story to test the Little Learners' comprehension.

Some possible questions include:

- > What is happening in the picture on the page on the right? Why is this happening?
- > Does this look like a good thing or a bad thing?
- > What should the person in the story do differently?
- > How can the people in the story be more responsible?

Transition to activities related to the session's theme and read-aloud book. If appropriate, activities can be set up in 3 stations with Little Learners and Caregivers rotating between each station. Each activity will take about 10-15 minutes.

#### **7 EDUCATOR TIP**

If low on time, any of the activities can be packed up and given to Little Learners and Caregivers as a Take-Home Activity.

#### ACTIVITY I – LILA LIBERTY'S GIVING GLOVES (10-15 minutes)

One of the ways to show responsibility is to give back and take care of your community. For this activity, Little Learners will use Lila's Giving Gloves to identify responsible actions they can take.

**Prepare:** Print enough copies of the Giving Gloves Template for each Little Learner. Set up an area with the Giving Gloves Templates and some pencils, crayons, markers, and scissors.

**Facilitate:** On the Giving Gloves Template, the Little Learner will write or draw five ways they can be responsible and give back to their community, using the five fingers of the glove as the space for their answers. If time, Little Learners can further decorate their Giving Glove. When finished, learners can cut out their Giving Glove and share their actions with the rest of the group.

**Caregiver Role:** Ask open-ended questions to guide the Little Learner's thinking. Provide examples, especially of actions they have seen others do, to help kickstart their ideas. Assist Little Learners with using scissors, if needed.

#### **FEDUCATOR TIP**

Create your own Giving Gloves before facilitating this activity, so Little Learners and Caregivers have an example to refer to as they work on their own gloves.

#### ACTIVITY 2 – "LETTER" BUG CLEAN-UP (10-15 minutes)

The purpose of this activity is for Little Learners to practice phonics and word analysis through the identification of similar words.

**Prepare:** Place random objects around the room that have some commonalities in their names (same beginning letter, same end sound, same number of letters, etc.). Line up bins or boxes labeled with the same commonalities ("starts with G," ends with "-ar," "has 4 letters," etc.) in one area of the room.

**Facilitate:** Little Learners will clean up the "litter" (the random objects) by selecting an object and placing it in the correct bin or box labeled with the characteristic for the word. For example, a car and a star would go in a bin labeled "ends with -ar." Adults can model sorting 1-2 pieces of "litter" to get the learners started. After selecting and matching 5-10 objects, Little Learners should be encouraged to put all the objects back so the activity is ready for the next group.

**Caregiver Role:** Encourage Little Learners to try. Be patient with learners and allow them to make and attempt to fix mistakes. Ask open-ended questions to guide the learner's thinking. Narrate their actions to provide them with new vocabulary.

#### **Optional Extensions or Modifications:**

- > Include items that could go in multiple bins/boxes (a star could go in the bin "ends with -ar" and could also go in the bin labeled "has 4 letters").
- > Instead of using random objects scattered around the room, this activity could also be done on a tabletop with different objects printed on cards.

#### ACTIVITY 3 – MR. NO EXCUSE MOOSE (10-15 minutes)

For this activity, Little Learners will be introduced to Mr. No Excuse Moose and help him identify the most responsible ways to tackle the tasks presented to him. This activity was adapted from a lesson in the Dilworth Elementary School Character Education program.

**Prepare:** Print copies of the Mr. No Excuse Moose Task Cards. Cut some strips of construction paper that can fit around the Little Learners' heads as a headband. Print enough copies of the Moose Antler Template for each Little Learner. Set up an area with the Task Cards, construction paper strips, Moose Antler Templates, and a stapler.

**Facilitate:** Introduce Mr. No Excuse Moose to the Little Learners and explain that we are going to help Mr. Moose be responsible. Using the Mr. No Excuse Moose Task Cards, introduce a that is being given to Mr. Moose and share his initial excuse for not completing the task (in the thought bubbles on each card). Encourage the Caregivers to participate by "playing the part" of Mr. Moose's thoughts. Ask the Little Learners to help Mr. Moose become Mr. *No Excuse* Moose by coming up with more responsible ways to respond to the task. Ask them what Mr. No Excuse Moose should say instead. After each Little Learner has successfully responded to 3 tasks, they have earned their No Excuse Moose Antlers. Measure each learner's head with a construction paper strip and staple it end-to-end, making a headband, while Little Learners cut out their antlers. Little Learners can write "No Excuse" on one antler, and their name on the other. If time, Little Learners can decorate their antlers.

**Caregiver Role:** Participate in the role play by "playing the part" of Mr. Moose's thoughts. Ask open-ended questions to guide the learner's thinking. Assist the Little Learner with cutting and creating the No Excuse Moose Antlers, as needed.

#### **Optional Extensions or Modifications:**

- > Choose some tasks that Little Learners can actually do in the classroom or learning environment to make the activity more active and relevant. Once the Little Learners have identified a responsible way to respond to the task, encourage them to complete the task to earn their No Excuse Moose Antlers.
- > On each Task Card, there are one or two bolded words that can be used as vocabulary for further literacy skill development. Ask the Little Learner to point to the bolded words and read and/or write the word on a paper or dry erase board. Ask them to sound out the vowels and identify the vowel teams (more information about vowel teams can be found in the "What Is A Vowel Team?" resource listed below).

#### SESSION CLOSURE (5 minutes)

At the conclusion of the session, it is important to facilitate a short wrap-up discussion so that you can address any misconceptions that the Little Learners may have and so that learners can show that they understand the themes and ideas.

Facilitate a short discussion about responsibility.

> Why is responsibility important? What did you learn or do during our session today that showed you that? How would you describe responsibility to someone who is first learning about it?

**Caregiver Role:** Listen carefully to learners' responses to the questions. Redirect their thinking by using open-ended questions and examples as needed. Prompt learners to think back to the book and activities to help them answer the questions.

#### **Optional Extensions:**

- > Draw a picture of how to show responsibility in your home, school, or community.
- > Write a story about Lila Liberty and how she is a responsible member of her community.
- > Read other books about responsibility:
  - Even Superheroes Make Mistakes by Shelly Becker
  - The Berenstain Bears and the Trouble with Chores by Jan & Stan Berenstain
  - Do I Have To?: Kids Talk About Responsibility by Nancy Loewen
  - Be A King by Carole Boston Weatherford

#### Sources & Additional Resources

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- "What Is A Vowel Team? What Are Some Ideas for Teaching Vowel Teams?." Learning at the Primary Pond. June 21, 2021. <u>https://learningattheprimarypond.com/blog/what-is-a-vowel-team-what-are-some-ideas-for-teaching-vowel-teams/.</u>



# Lila's Literacy Tip Choral Reading

Lila's Literacy Tips introduce various ways adults can encourage Little Learners to engage in stories while building essential literacy skills. These tips can be used in any context or environment where stories are being read.

This Literacy Tip gives Little Learners the opportunity to practice reading and receive support before reading independently. It improves their ability to read sight words and provides a model for fluent reading as learners listen to the adult and, in some situations, their peers. This activity works best with a book that is familiar to the Little Learner or a book that has repetition.

- > Read the story aloud and model fluent reading for the Little Learner.
- > Ask the learner to use their finger to follow along with the text as you read.
- > After each page or every few pages, reread the passage and have the Little Learner read the story aloud with you.
- > If a full book is too much, start with a book that has a repeating phrase, like *What If Everybody Did That?*, and invite the Little Learner to say the phrase along with you each time you read it.
  - If the learner is hesitant, try leaving one of the words blank or swapping one of the words with an incorrect word they will usually be quick to correct you.
- > Another way to practice Choral Reading is by doing karaoke! Start with songs the Little Learner already knows by heart. Pull up the lyrics and have them follow along as they sing, which will help improve their ability to read sight words. In this situation, the singer is the model of fluent reading.

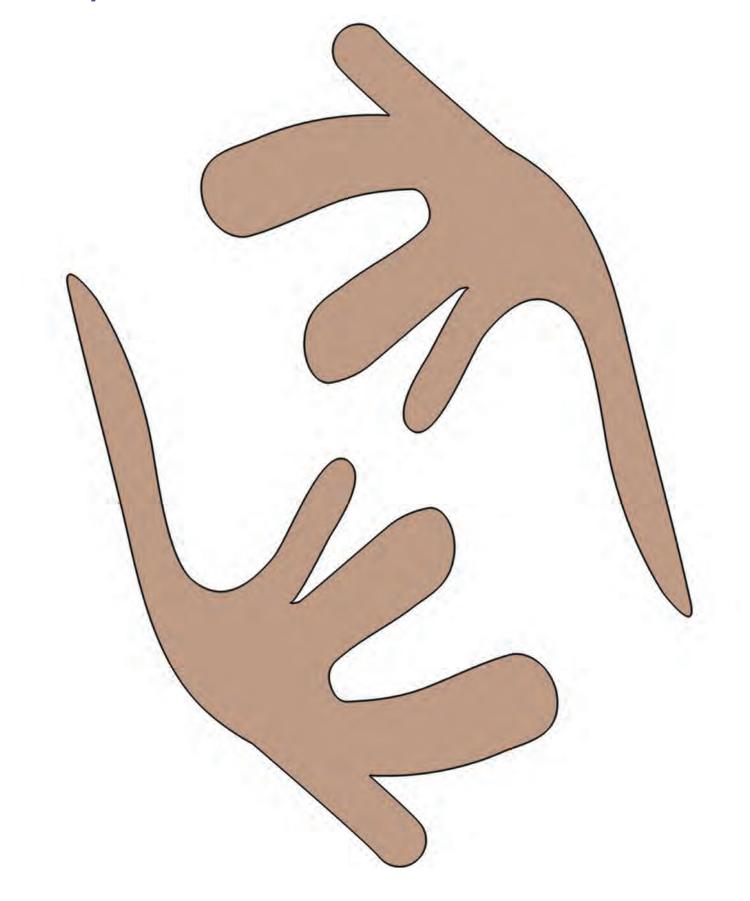
## Activity I – Lila Liberty's Giving Gloves











#### **BIG IDEAS FOR LITTLE LEARNERS**

# SESSION 3 PERSEVERANCE

#### Аидіеисе

Little Learners ages 3-8 and their Caregivers

#### **Time** 50-60 minutes

Guiding Standards

#### PDESAS

#### > 5.2 PK/K.B Identify a problem and discuss possible solutions with adult assistance.

>16.1 PK/K.C

Recognize that everyone makes mistakes and that using positive coping skills can result in learning from the experience.

#### >16.1 PK/K.D

Establish goals independently and recognize their influence on choices.

#### >16.2 PK/K.E

Ask for and accept offers of help when needed or appropriate.

#### Objectives

Little Learners will be able to:

- > Describe the concept of perseverance
- > Identify ways to persevere through obstacles to improve their skills and knowledge
- > Read high frequency words on their own
- > Write and define new vocabulary

#### Materials

- "Meet Lila Liberty" Introduction Sheet (optional, but recommended if introducing Lila for the first time)
- "Energy Boosting Boots" Introduction Sheet
- > Izzy Gizmo by Pip Jones (a read-aloud video of this book is available at <u>https://libertymuseum.org/bill</u>)
- > Timer (optional, to time rotation of activities)

#### > Activity 1 – Lila Liberty's Energy Boosting Boots

- Energy Boosting Boots Template
- Crayons or markers
- Pencils
- Safety scissors

#### > Activity 2 – Reading Toolbox

- Toolbox Activity Sheet
- High Frequency Word Cards
- Bowl
- > Activity 3 Vocabulary Trace and Draw
  - Vocabulary Activity Sheet
  - Pencils

#### PERSEVERANCE

#### **Procedures**

#### **INTRODUCTION** (10 minutes)

Gather all Little Learners and Caregivers in a group to introduce Lila Liberty, her Energy Boosting Boots, and today's theme – perseverance.

If this is the first session in the series, use the "Meet Lila Liberty" Introduction Sheet to introduce Little Learners to the character and the concept of liberty.

> I want to introduce you all to our friend who is going to help us learn throughout this program – Lila Liberty! Lila is a kindergartener, who is also a young superhero. Together, we will learn about all her superhero tools that she uses to stand up for liberty.

Facilitate a short discussion about the meaning of liberty.

> What is liberty? What does liberty mean to you? To me, liberty means the freedom to think and act as you choose, while letting others do the same.

Introduce the theme of perseverance and Lila's Energy Boosting Boots by facilitating a short discussion.

> Today, we are going to help Lila use her Energy Boosting Boots. These special boots are a tool that Lila uses to practice perseverance and keep going, even when things seem hard. What is perseverance? How can we show perseverance at school, at home, and in the community?

Perseverance: continuing to try or to keep doing something, even if it seems hard

Some examples of showing perseverance include:

- > Practicing sports or a musical instrument to get better
- > Completing difficult assignments at school
- > Trying to read words you may not recognize
- > Learning how to ride a bike
- > Taking a break when you need to so you have energy to try again later

#### **EDUCATOR TIP**

If appropriate, record some of the Little Learners' answers on chart paper or a whiteboard - these can serve as norms or expectations for the rest of the session. If you are able to keep them up, you can add more norms or expectations as Little Learners explore each new theme.

#### PERSEVERANCE

#### **READ-ALOUD** (15-20 minutes)

The purpose of this story is to empower Little Learners to keep trying, overcome frustrations, and think creatively to solve problems. While reading, help Little Learners identify all the solutions Izzy invents to help the crow.

Before reading, introduce the book and show children the cover.

> What do you notice about the girl on the cover? What do you think she will be doing in this book?

Read or play the read-aloud video of the book *Izzy Gizmo* by Pip Jones. During the read-aloud, pause for moments of exploration. Highlight and define tough vocabulary and ask questions about what is going on in the story to test the Little Learners' comprehension.

Some possible questions include:

- > Is Izzy showing perseverance here?
- > What does Grandpa want Izzy to have?
- > What is Izzy going to use her perseverance to help the crow do?
- > Why does Izzy want to give up? How do you think she feels?
- > How does Grandpa ask Izzy to show responsibility at the end of the book?
- > How was Izzy able to show perseverance in the book?

Transition to activities related to the session's theme and read-aloud book. If appropriate, activities can be set up in 3 stations with Little Learners and Caregivers rotating between each station. Each activity will take about 10-15 minutes.

#### **EDUCATOR TIP**

If low on time, any of the activities can be packed up and given to Little Learners and Caregivers as a Take-Home Activity.

#### ACTIVITY I – LILA LIBERTY'S ENERGY BOOSTING BOOTS (10-15 minutes)

One of the ways to show perseverance is to keep working on skills and tasks to get better. For this activity, Little Learners will use Lila's Energy Boosting Boots to identify ways they can persevere and strengthen their own skills.

**Prepare:** Print enough copies of the Energy Boosting Boots Template for each Little Learner. Set up an area with the Energy Boosting Boots Templates and some pencils, crayons, markers, and scissors.

**Facilitate:** On the Energy Boosting Boots Template, the Little Learner will write or draw one skill they would like to improve on one of the boots, and write or draw one way they can persevere and get better on the other boot. When finished, learners can share their actions with the rest of the group.

**Caregiver Role:** Ask open-ended questions to guide the Little Learner's thinking. Provide examples, especially of actions they have seen others do, to help kickstart their ideas. Assist Little Learners with using scissors, if needed.

#### **EDUCATOR TIP**

Create your own Energy Boosting Boots before facilitating this activity, so Little Learners and Caregivers have an example to refer to as they work on their own boots.

#### ACTIVITY 2 – READING TOOLBOX (10-15 minutes)

During this activity, Little Learners will strengthen their vocabulary by identifying words they can read easily and words they need to practice. This game can be played continuously, with learners gaining new vocabulary as they play.

**Prepare:** Cut out the High Frequency Word Cards, fold them in half, and place them in a bowl or box. Print enough copies of the Toolbox Activity Sheet for each Little Learner.

Facilitate: Each Little Learner will pick out a word from the bowl, open it, and see if they can easily read it. If they can, they will place or write the word in their Toolbox under "Words I Can Read." If they cannot read the word yet, the will place it on the sheet labeled "Words I Need to Practice." Continue picking words until the learner has filled up their Toolbox or the bowl is empty. When finished, place the words back in the bowl and continue playing. Each time they play, Little Learners may discover more vocabulary that they can read.

**Caregiver Role:** Allow Little Learners to try reading the word on their own first, without any prompting. After they have played once, go back and help them sound out the words they still need to practice so they can grow their vocabulary each time.

#### **Optional Extensions or Modifications:**

> Depending on the reading level of the Little Learner, certain words can be added or removed to modify the activity.

#### ACTIVITY 3 – VOCABULARY TRACE AND DRAW (10-15 minutes)

For this activity, Little Learners will practice their writing and vocabulary by tracing, defining, and drawing words from the book.

**Prepare:** Print enough copies of the Vocabulary Activity Sheet for each Little Learner. Set up an area with the activity sheets and some pencils, crayons, and/or markers.

**Facilitate:** Using the activity sheet, Little Learners will trace the letters of vocabulary words from the book. Then, they will engage in a discussion with other Little Learners and the adults in the group to define the new vocabulary words and draw a picture representing each word.

**Caregiver Role:** Encourage Little Learners to try. Be patient with learners and allow them to make and attempt to fix mistakes. Ask open-ended questions to guide the learner's thinking and help them define the new vocabulary.

#### SESSION CLOSURE (5 minutes)

At the conclusion of the session, it is important to facilitate a short wrap-up discussion so that you can address any misconceptions that the Little Learners may have and so that learners can show that they understand the themes and ideas.

Facilitate a short discussion about perseverance.

> Why is perseverance important? What did you learn or do during our session today that showed you that? How would you describe perseverance to someone who is first learning about it?

**Caregiver Role:** Listen carefully to learners' responses to the questions. Redirect their thinking by using open-ended questions and examples as needed. Prompt learners to think back to the book and activities to help them answer the questions.

#### **Optional Extensions:**

- > Draw a picture of how to show perseverance in your home, school, or community.
- > Write a story about Lila Liberty and how she shows perseverance while trying to make a change in her community.
- > Read other books about perseverance:
  - The Little Engine That Could by Watty Piper
  - She's Got This by Laurie Hernandez
  - Hana Hashimoto, Sixth Violin by Chiere Uegaki
  - Malala's Magic Pencil by Malala Yousafzai

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## **Lila's Literacy Tip** Read Aloud, Then Retell

Lila's Literacy Tips introduce various ways adults can encourage Little Learners to engage in stories while building essential literacy skills. These tips can be used in any context or environment where stories are being read.

This Literacy Tip helps Little Learners strengthen their reading comprehension by learning how to retell a story. When learners understand the basic components of a story, then they have a strong foundation to begin making inferences about the story. First, read the story aloud with the Little Learner. When finished, ask the learner to retell the story to you or another friend or family member. Little Learners should have access to the text so they can refer back to it to get details for their retelling, if needed. Encourage them to include the following components:

#### > Characters

- Who are they?
- What do they look like?
- How do they act?
- Do they remind you of anyone you know?

#### > Settings

- What places are featured in the story?
- When does the story take place?

#### >Events

- What happened during the story?
- How did the story start?
- How did the story end?
- Encourage them to use sequence words like: first, then, last, before, after, next

#### > Problems and Solutions

- What problem(s) did the characters face?
- How did the characters solve the problem(s)?

#### Activity I – Lila Liberty's Energy Boosting Boots

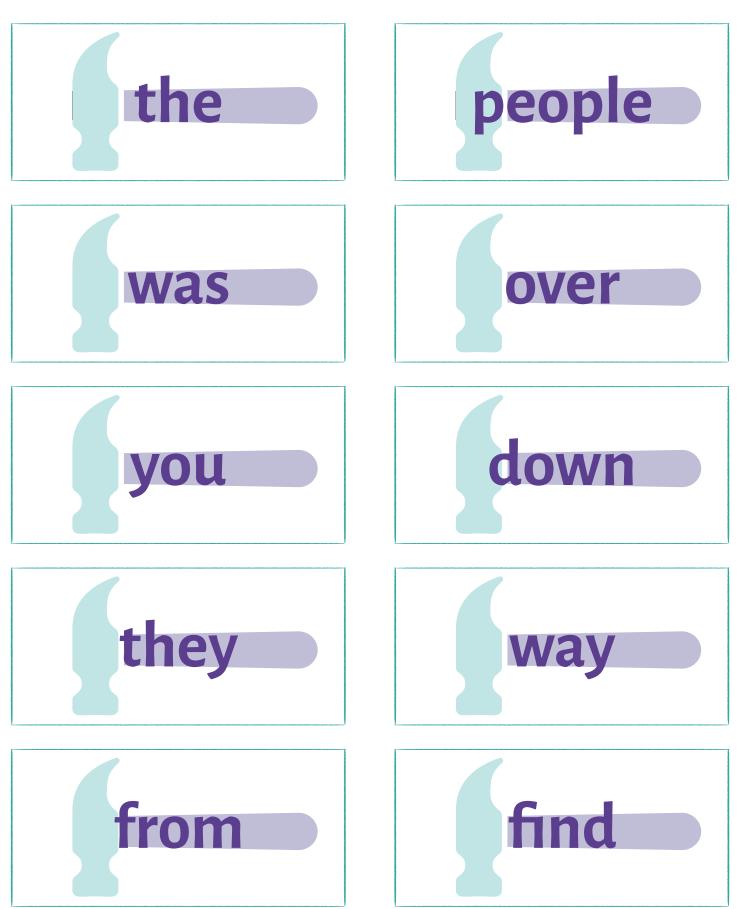


Activity 2 – Reading Toolbox

# Words I Need to Practice

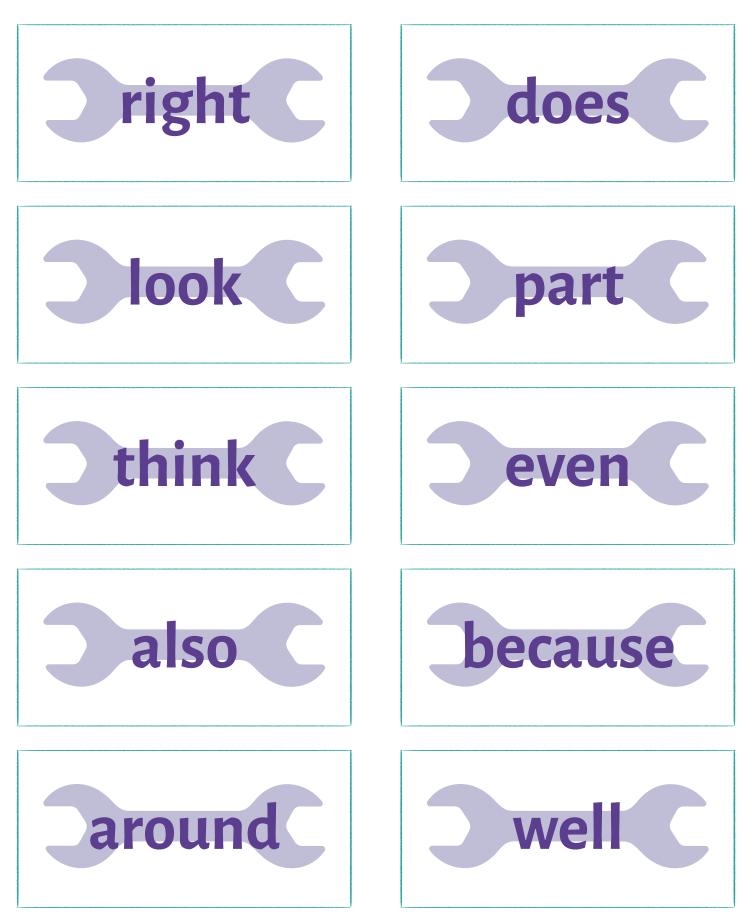
# Words I Can Read

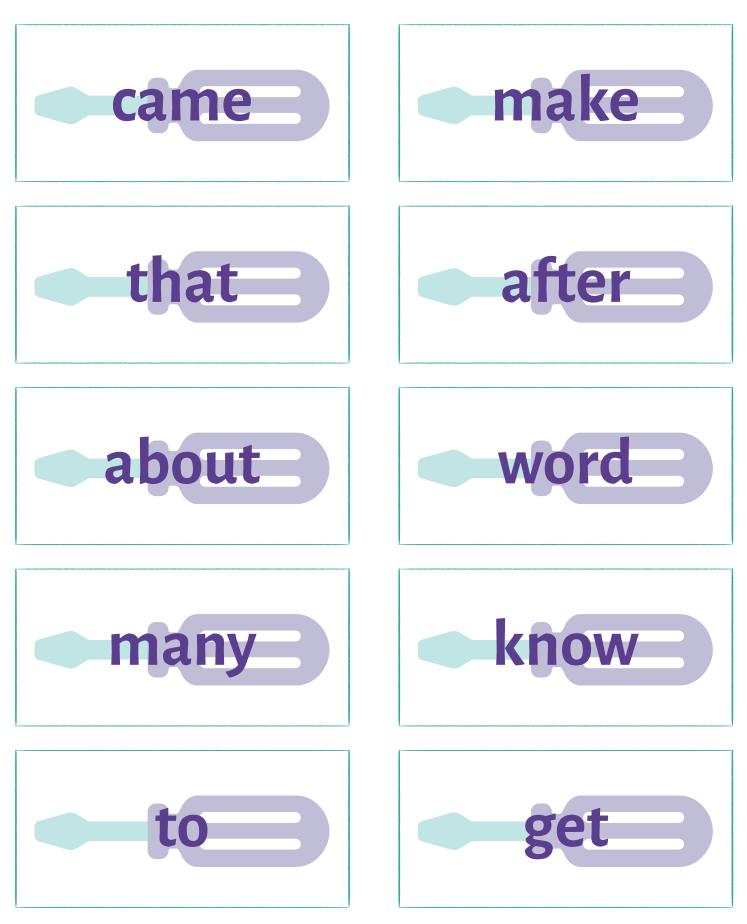


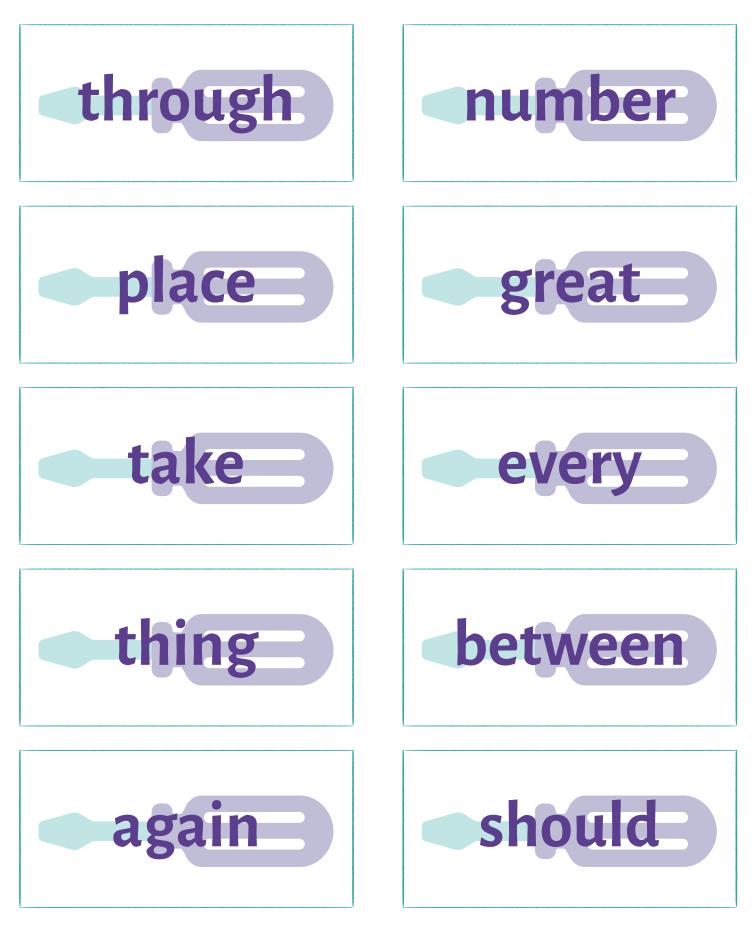










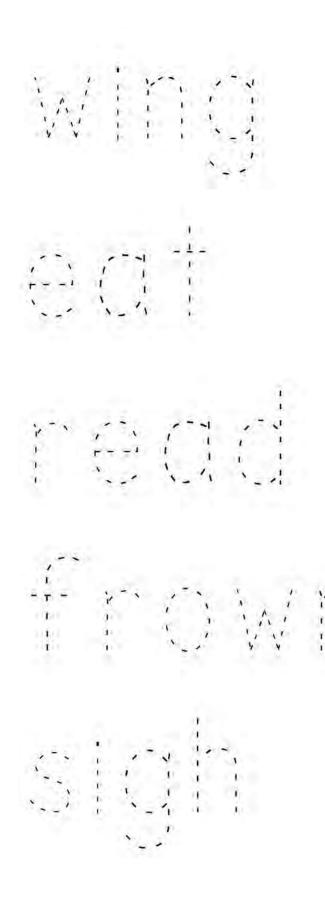


#### Activity 3 – Vocabиlary Trace and Draw





#### Activity 3 – Vocabиlary Trace and Draw





#### **BIG IDEAS FOR LITTLE LEARNERS**

# SESSION 4 EMPATHY

#### Аидіеисе

Little Learners ages 3-8 and their Caregivers

#### Тіме

50-60 minutes

#### Guiding Standards

#### PDESAS

#### >7.2 PK/K.A

Describe the characteristics of home and frequently visited locations to gain and understanding of physical features.

#### >16.1 PK/K.A

Distinguish between emotions and identify socially accepted ways to express them.

#### >16.2 PK/K.B

Identify similarities and differences between self and others.

#### >16.3 PK/K.C

Actively engage in assisting others when appropriate.

#### Objectives

Little Learners will be able to:

- > Describe the concept of empathy
- Identify ways to show empathy to others
- > Understand different emotions and identify empathetic responses to them

#### Materials

- "Meet Lila Liberty" Introduction Sheet (optional, but recommended if introducing Lila for the first time)
- > "Sense-oscope" Introduction Sheet
- > Last Stop on Market Street by Matt de la Peña (a read-aloud video of this book is available at <u>https://libertymuseum.org/bill</u>)
- > Timer (optional, to time rotation of activities)

#### > Activity 1 – Lila Liberty's Sense-oscope

- Sense-oscope Template
- Crayons or markers
- Pencils

#### > Activity 2 – Understanding Emotions

- Emotions Activity Sheet
- Crayons or markers
- Pencils

#### > Activity 3 – Beauty on the Bus

- Beauty on the Bus Template
- Crayons or markers
- Pencils



#### **Procedures**

#### **INTRODUCTION** (10 minutes)

Gather all Little Learners and Caregivers in a group to introduce Lila Liberty, her Sense-oscope, and today's theme – empathy.

If this is the first session in the series, use the "Meet Lila Liberty" Introduction Sheet to introduce Little Learners to the character and the concept of liberty.

I want to introduce you all to our friend who is going to help us learn throughout this program – Lila Liberty! Lila is a kindergartener, who is also a young superhero. Together, we will learn about all her superhero tools that she uses to stand up for liberty.

Facilitate a short discussion about the meaning of liberty.

> What is liberty? What does liberty mean to you? To me, liberty means the freedom to think and act as you choose, while letting others do the same.

Introduce the theme of empathy and Lila's Sense-oscope by facilitating a short discussion.

> Today, we are going to help Lila use her Sense-oscope. This device is a tool that Lila uses to practice empathy and understand the thoughts and feelings of others. What is empathy? How can we show empathy to others?

Empathy: understanding and caring about the feelings of others

Some examples of showing empathy include:

- > Listening carefully when someone tells you something important
- > Being curious about someone's life and experience
- > Feeling sad when someone else is experiencing pain or sadness
- > Caring for someone who is going through a tough time
- > Accepting and understanding someone's differences



#### **EDUCATOR TIP**

If appropriate, record some of the Little Learners' answers on chart paper or a whiteboard – these can serve as norms or expectations for the rest of the session. If you are able to keep them up, you can add more norms or expectations as Little Learners explore each new theme.

#### **READ-ALOUD** (15-20 minutes)

The purpose of this story is to introduce the concept of empathy through the feelings and actions of the characters. While reading, help the Little Learners to make inferences about how the characters are showing empathy.

Before reading, introduce the book and show children the cover.

> What do you notice about the people on the cover? What do you think this book will be about?

Read or play the read-aloud video of the book *Last Stop on Market Street* by Matt de la Peña. During the read-aloud, pause for moments of exploration. Highlight and define tough vocabulary and ask questions about what is going on in the story to test the Little Learners' comprehension.

Some possible questions include:

- > Who is telling the story? How do you know?
- > How are CJ and Nana showing empathy to the people in their community?
- > How does CJ's mood change throughout the book?
- > What is the difference between wanting something and needing something?
- > Why do you think Nana volunteers?
- > What do we learn about the different settings from looking at the pictures?

Transition to activities related to the session's theme and read-aloud book. If appropriate, activities can be set up in 3 stations with Little Learners and Caregivers rotating between each station. Each activity will take about 10-15 minutes.

#### **EDUCATOR TIP**

If low on time, any of the activities can be packed up and given to Little Learners and Caregivers as a Take-Home Activity.

#### ACTIVITY I – LILA LIBERTY'S SENSE-OSCOPE (10-15 minutes)

One of the ways to show empathy is to listen closely to and understand the experiences of others. For this activity, Little Learners will use Lila's Sense-oscope to identify ways they can use their listening skills to show empathy.

**Prepare:** Print enough copies of the Sense-oscope Template for each Little Learner. Set up an area with the Sense-oscope Templates and some pencils, crayons, and/or markers.

**Facilitate:** On the Sense-oscope Template, the Little Learner will write or draw in the hearts to show three ways they can listen to others to show empathy. When finished, learners can share their actions with the rest of the group.

**Caregiver Role:** Ask open-ended questions to guide the Little Learner's thinking. Provide examples, especially of actions they have seen others do, to help kickstart their ideas.



#### EDUCATOR TIP

Create your own Sense-oscope before facilitating this activity, so Little Learners and Caregivers have an example to refer to as they work on their own Sense-oscope.

#### ACTIVITY 2 – UNDERSTANDING EMOTIONS (10-15 minutes)

The purpose of this activity is for Little Learners to build their understanding of emotions and identify empathetic ways to respond to emotions in other people.

**Prepare:** Print enough copies of the Emotions Activity Sheet for each Little Learner. Set up an area with the activity sheets and some pencils, crayons, and/or markers.

**Facilitate:** Using the Emotions Activity Sheet, Little Learners will complete the table by filling in the missing word or image. If the word is missing, Little Learners will look at the image and write the name of the emotion they think the person is showing (each learner's answer may be different and that's okay, as long as it is accurate for the image presented). If the image is missing, ask Little Learners to read the emotion in the box and draw a picture of someone showing that emotion. When finished, Little Learners should discuss the emotions with the rest of the group and/or their Caregiver to define what the emotion means, and identify empathetic ways to respond to the emotion when it is shown by others.

**Caregiver Role:** Encourage Little Learners to try. Be patient with learners and allow them to make and attempt to fix mistakes. Ask open-ended questions to guide the learner's thinking. Narrate their actions to provide them with new vocabulary.

#### ACTIVITY 3 – BEAUTY ON THE BUS (10-15 minutes)

For this activity, Little Learners will create their own bus story by identifying things in their community that they find beautiful, but may be uninteresting to other people. This activity fosters respect for their community and understanding of different perspectives.

**Prepare:** Print enough copies of the Beauty on the Bus Template for each Little Learner. Set up an area with the activity sheets and some pencils, crayons, and/or markers.

**Facilitate:** Little Learners will draw their family members and/or friends who will be riding the bus with them in the bus template on the Beauty on the Bus sheet. On the back, Little Learners will identify the things in their community that they find beautiful, but other people may find uninteresting or not beautiful, by answering the questions in the graphic organizer. If they need ideas, Little Learners can be provided with examples that may fall into that category (dandelions, graffiti, sidewalks, buildings, etc). When finished, they can tell their "bus story" to the rest of the group by sharing the people that are on the bus ride and the beautiful things they see on their ride.

**Caregiver Role:** Ask open-ended questions to guide the learner's thinking. Remind them of things that they see in their community and why they may be special or beautiful to the learner, but not to others.

#### **Optional Extensions or Modifications:**

> For early writers, they can dictate their responses to the questions in the graphic organizer and their Caregiver can write the responses for them.

#### SESSION CLOSURE (5 minutes)

At the conclusion of the session, it is important to facilitate a short wrap-up discussion so that you can address any misconceptions that the Little Learners may have and so that learners can show that they understand the themes and ideas.

Facilitate a short discussion about empathy.

> Why is empathy important? What did you learn or do during our session today that showed you that? How would you describe empathy to someone who is first learning about it?

**Caregiver Role:** Listen carefully to learners' responses to the questions. Redirect their thinking by using open-ended questions and examples as needed. Prompt learners to think back to the book and activities to help them answer the questions.

#### **Optional Extensions:**

- > Draw a picture of how to show empathy in your home, school, or community.
- > Write a story about Lila Liberty and how she shows empathy to her neighbor or to someone else in her community.
- > Read other books about empathy:
  - The Invisible Boy by Trudy Ludwig
  - Be Kind by Pat Zietlow Miller
  - Chocolate Milk, Por Favor by Maria Dismondy
  - One by Kathryn Otoshi

#### Sources & Additional Resources

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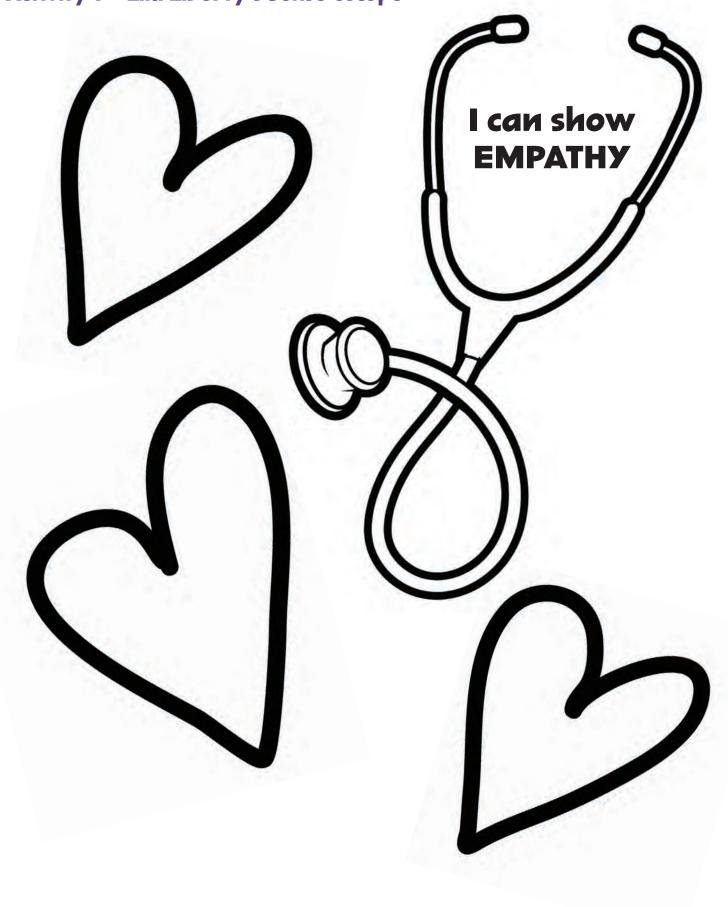
### Lila's Literacy Tip Read It and Experience It

Lila's Literacy Tips introduce various ways adults can encourage Little Learners to engage in stories while building essential literacy skills. These tips can be used in any context or environment where stories are being read.

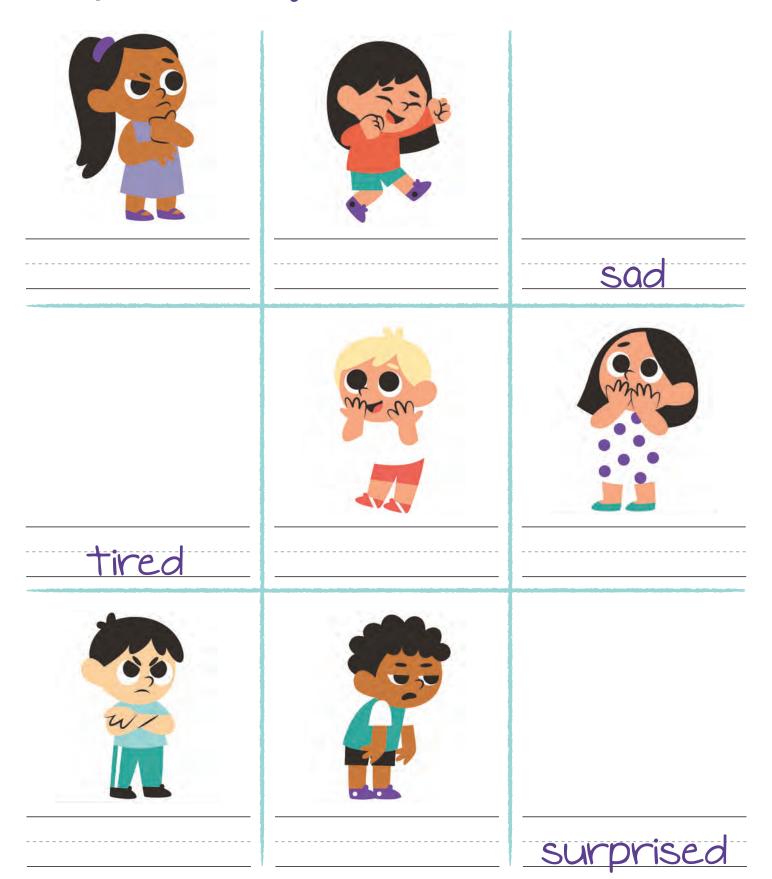
This Literacy Tip gives Little Learners the opportunity to make connections between their learning through reading and learning in real-life experiences. Seeing parts of the story in action can deepen the learner's understanding of the material and build their comprehension for future reading experiences. Take a theme or activity that the Little Learner reads about in a book and create an experience where they can participate. Be sure to make direct connections to the story for the learner by having them to reflect on what they read and asking questions about what they are experiencing now.

- > Paper Bag Mystery Person: Put a few items into a brown paper bag. Tell the Little Learner the bag belongs to a certain type of person. Take out each item one by one and talk about it. With each item, the learner's job is to tell you something about the person.
  - Example #1: goggles, a swim cap, a swim ribbon, a stopwatch
  - Example #2: a bookmark, a library card, a stuffed animal, a book
- > 20 Questions: Think of an object and have the Little Learner ask up to 20 "yes or no" questions to try to discover what the object is. Encourage them to avoid asking direct questions like "is it a dog?" but to instead ask broader questions like "does it walk on four feet?" These clues help them to make inferences that lead them to the correct answer. When they figure it out, ask them to tell you the clues that helped them the most.
- Scenarios: Create scenarios in which the Little Learner must use what they already know to predict an outcome.
   Example: Present various scenarios in the process of growing a seed (a seed will be given water and sunlight, a seed
  - will get no water, a seed will be in a dark room). Ask the learner to predict whether the seed will grow. Help them understand that they used information they knew about growing seeds, combined with new information, to predict or make inferences about what would happen.

#### Activity I – Lila Liberty's Sense-oscope



#### Activity 2 – Understanding Emotions



#### Activity 3 – Веанту он the Виз



# What are some things that you find beautiful that other people may find uninteresting or not beautiful?

#### Describe how you think most people view these things.

Describe how you view these things and why you find them beautiful.

#### **BIG IDEAS FOR LITTLE LEARNERS**

# SESSION 5

#### Аидіеисе

Little Learners ages 3-8 and their Caregivers

#### **Time** 50-60 minutes

#### Guiding Standards

#### PDESAS

> 16.1 PK/K.B Recognize that everyone has personal traits which guide behavior and choices.

>16.3 PK/K.A Interpret the consequences of choices.

> 3.2 PK/K.A.1 Sort and describe objects according to size, shape, color, and texture.

#### Objectives

Little Learners will be able to:

- > Describe the concept of integrity
- Identify ways to show integrity and explain why it is important
- > Distinguish between different sizes and categorize objects by size
- > Identify rhyming sounds and match rhyming words

#### Materials

- "Meet Lila Liberty" Introduction Sheet (optional, but recommended if introducing Lila for the first time)
- > "Power Pencil" Introduction Sheet
- The Smallest Girl in the Smallest Grade by Justin Roberts
   (a read-aloud video of this book is available at <a href="https://libertymuseum.org/bill">https://libertymuseum.org/bill</a>)
- > Timer (optional, to time rotation of activities)
- > Activity 1 Lila Liberty's Power Pencil
  - Power Pencil Template
  - Crayons or markers
  - Pencils
  - Glue sticks
  - Safety scissors
- > Activity 2 Small, Smaller, Smallest
  - Size Vocabulary Word Cards
  - Random objects in various sizes
- > Activity 3 IntegriKey Rhyme Unlocking
  - IntegriKey Word Cards
  - Lock Word Cards

#### **Procedures**

#### **INTRODUCTION** (10 minutes)

Gather all Little Learners and Caregivers in a group to introduce Lila Liberty, her Power Pencil, and today's theme – integrity.

If this is the first session in the series, use the "Meet Lila Liberty" Introduction Sheet to introduce Little Learners to the character and the concept of liberty.

> I want to introduce you all to our friend who is going to help us learn throughout this program – Lila Liberty! Lila is a kindergartener, who is also a young superhero. Together, we will learn about all her superhero tools that she uses to stand up for liberty.

Facilitate a short discussion about the meaning of liberty.

> What is liberty? What does liberty mean to you? To me, liberty means the freedom to think and act as you choose, while letting others do the same.

Introduce the theme of integrity and Lila's Power Pencil by facilitating a short discussion.

> Today, we are going to help Lila use her Power Pencil. This special pencil is a tool that Lila uses to practice integrity and make sure her actions match her words and beliefs. What is integrity? How can we show integrity at school, at home, and in the world?

Integrity: doing the right thing because you believe it is important, even when no one is watching

Some examples of showing integrity include:

- > Being honest and telling the truth
- > Showing respect for others
- > Doing something good without expecting a reward
- > Keeping promises to others
- > Being trustworthy



#### **EDUCATOR TIP**

If appropriate, record some of the Little Learners' answers on chart paper or a whiteboard – these can serve as norms or expectations for the rest of the session. If you are able to keep them up, you can add more norms or expectations as Little Learners explore each new theme.

#### **READ-ALOUD** (15-20 minutes)

The purpose of this story is to understand that it is important to be a good person and be kind to others, even if no one is noticing. While reading, bring attention to the rhyming words and see if Little Learners pick up on the rhyming structure.

Before reading, introduce the book and show children the cover.

> Can you find the smallest girl in the smallest grade? What do you think this book may be about?

Read or play the read-aloud video of the book *The Smallest Girl in the Smallest Grade* by Justin Roberts. During the read-aloud, pause for moments of exploration. Highlight and define tough vocabulary and ask questions about what is going on in the story to test the Little Learners' comprehension.

Some possible questions include:

- > What words would you use to describe Sally McCabe?
- > Why didn't other students notice Sally McCabe?
- > What did Sally notice that happened to Kevin on the playground?
- > What kinds of things does Sally notice?
- > Why did Sally step out of the lunchroom line? How do you think she felt?
- > Why do you think she decided to step out of the lunchroom line? How were things different after that?
- > Have you ever noticed the kind of behavior that Sally notices? Can you describe what you have seen?
- > What can we do as individual people or as a community when we see mean or bullying behavior?

Transition to activities related to the session's theme and read-aloud book. If appropriate, activities can be set up in 3 stations with Little Learners and Caregivers rotating between each station. Each activity will take about 10-15 minutes.

#### **EDUCATOR TIP**

If low on time, any of the activities can be packed up and given to Little Learners and Caregivers as a Take-Home Activity.

#### ACTIVITY I – LILA LIBERTY'S POWER PENCIL (10-15 minutes)

One of the ways to show integrity is by putting your words into action. For this activity, Little Learners will use Lila's Power Pencil to identify ways they can show integrity at home, in school, and/or in their community.

**Prepare:** Print enough copies of the Power Pencil Template for each Little Learner. Set up an area with the Power Pencil Templates and some pencils, crayons, and/or markers.

**Facilitate:** On the Power Pencil Template, the Little Learner will write or draw one thing they can do to show integrity and put their words into action. If time, Little Learners can further decorate their Power Pencil. When finished, learners can cut out their Power Pencil and share their actions with the rest of the group.

**Caregiver Role:** Ask open-ended questions to guide the Little Learner's thinking. Provide examples, especially of actions they have seen others do, to help kickstart their ideas. Assist Little Learners with using scissors, if needed.



#### **EDUCATOR TIP**

Create your own Power Pencil before facilitating this activity, so Little Learners and Caregivers have an example to refer to as they work on their own pencil.

#### ACTIVITY 2 - SMALL, SMALLER, SMALLEST (10-15 minutes)

In the story, Sally is the smallest girl in the smallest grade. Smallest (and other sizing words) are important math vocabulary words for Little Learners to know. For this activity, Little Learners will sort objects by size to further understand this vocabulary.

**Prepare:** Place random objects in various sizes in a pile. Print the Size Vocabulary Word Cards and place them in groups near the objects, with similar words together (small, smaller, smallest; big, bigger, biggest; etc.)

**Facilitate:** Little Learners will select objects from the pile and place them near the correct vocabulary words in relation to one another. For example, if the pile of objects includes a softball, a tennis ball, and a golf ball, the Little Learner may place them in the grouping of softball = small, tennis ball = smaller, and golf ball = smallest.

**Caregiver Role:** Encourage Little Learners to try. Be patient with learners and allow them to make and attempt to fix mistakes. Ask open-ended questions to guide the learner's thinking. Narrate their actions to provide them with new vocabulary. Guide them in understanding the endings of "-er" and "-est" in determining size.

#### **Optional Extensions or Modifications:**

- > Once the Little Learner has grouped items in one sizing sequence, encourage them to move them to another sequence and regroup them (the softball now becomes "biggest").
- > Instead of using random objects scattered around the room, this activity could also be done on a tabletop with different objects printed on cards.

#### ACTIVITY 3 – INTEGRIKEY RHYME UNLOCKING (10-15 minutes)

For this activity, Little Learners will practice their rhyming skills by matching IntegriKeys with their corresponding locks.

**Prepare:** Print copies of the IntegriKey Word Cards and Lock Word Cards. Place the Lock Word Cards around the table so Little Learners can access each card and place the IntegriKey Word Cards in a pile.

**Facilitate:** Each Little Learner will start with an IntegriKey Word Card and read the word aloud while identifying the ending sound. Then, they will find the lock (or locks) that rhyme with their IntegriKey word and match them up. If there are enough cards, Little Learners can collect the Lock Word Cards as they go, and set them back up for the next player or group. If not, they can keep moving around until they find all the matching locks. Once they have found each match, they can pick another IntegriKey Word Card and continue playing.

**Caregiver Role:** Encourage Little Learners to try. Be patient with learners and allow them to make and attempt to fix mistakes. Ask open-ended questions to guide the learner's thinking. Narrate their actions to provide them with new vocabulary. Help them sound out the words and identify the ending sounds, as needed.

#### **Optional Extensions or Modifications:**

> Instead of using cards, use real locks and keys with the vocabulary words taped to them. This modification encourages development of motor skills.

#### SESSION CLOSURE (5 minutes)

At the conclusion of the session, it is important to facilitate a short wrap-up discussion so that you can address any misconceptions that the Little Learners may have and so that learners can show that they understand the themes and ideas.

Facilitate a short discussion about empathy.

> Why is integrity important? What did you learn or do during our session today that showed you that? How would you describe integrity to someone who is first learning about it?

**Caregiver Role:** Listen carefully to learners' responses to the questions. Redirect their thinking by using open-ended questions and examples as needed. Prompt learners to think back to the book and activities to help them answer the questions.

#### **Optional Extensions:**

- > Draw a picture of how to show integrity in your home, school, or community.
- > Write a story about Lila Liberty and how she shows integrity by putting her words into action.
- > Read other books about integrity:
  - A Bad Case of the Stripes by David Shannon
  - Lilly's Purple Plastic Purse by Kevin Henkes
  - Say Something by Peter H. Reynolds
  - A Bike Like Sergio's by Maribeth Boelts

#### Sources & Additional Resources

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- "Kindness in the Classroom: Kindergarten." The Random Acts of Kindness Foundation. Accessed June 13, 2023. https://www.randomactsofkindness.org/individual-lesson-downloads/grade-k.
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- > Scholastic Editors. "10 Read-Aloud Tips." Scholastic. October 25, 2022. https://www.scholastic.com/teachers/teaching-tools/articles/resources/read-aloud-tips.html.



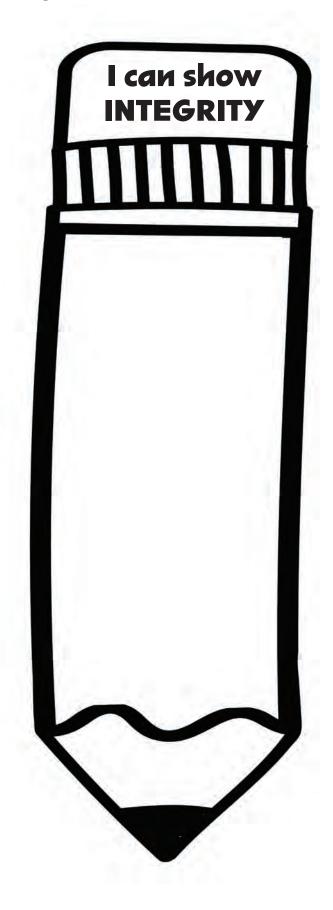
## Lila's Literacy Tip Making Inferences

Lila's Literacy Tips introduce various ways adults can encourage Little Learners to engage in stories while building essential literacy skills. These tips can be used in any context or environment where stories are being read.

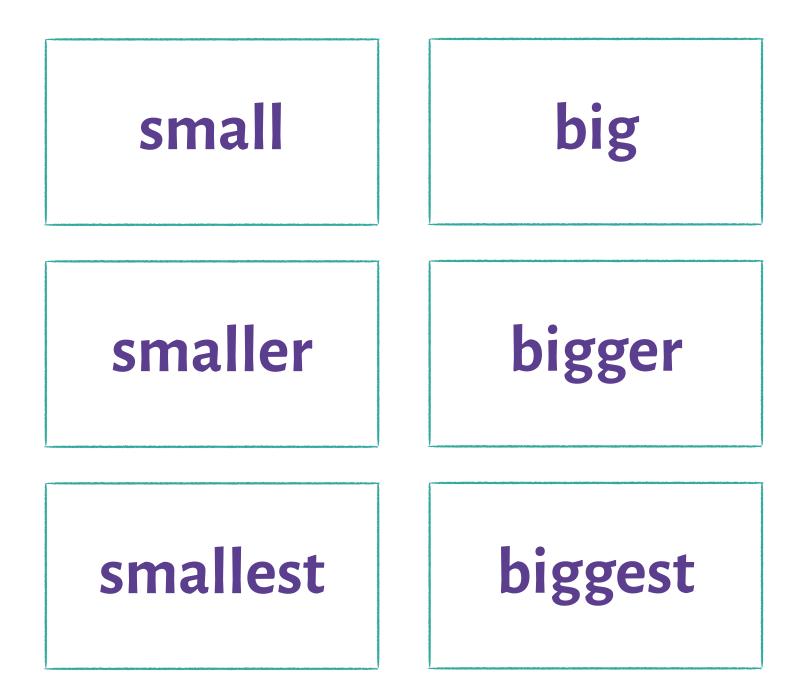
This Literacy Tip gives Little Learners the opportunity to practice making inferences and gain fuller comprehension of a story. Inferences happen when taking what is known from the text and pairing it with what is known from personal experience, then drawing a conclusion. It's important to help Little Learners understand when information is implied, or not directly stated. The following activities are a few ways to practice making inferences:

- > Paper Bag Mystery Person: Put a few items into a brown paper bag. Tell the Little Learner the bag belongs to a certain type of person. Take out each item one by one and talk about it. With each item, the learner's job is to tell you something about the person.
  - Example #1: goggles, a swim cap, a swim ribbon, a stopwatch
  - Example #2: a bookmark, a library card, a stuffed animal, a book
- > 20 Questions: Think of an object and have the Little Learner ask up to 20 "yes or no" questions to try to discover what the object is. Encourage them to avoid asking direct questions like "is it a dog?" but to instead ask broader questions like "does it walk on four feet?" These clues help them to make inferences that lead them to the correct answer. When they figure it out, ask them to tell you the clues that helped them the most.
- Scenarios: Create scenarios in which the Little Learner must use what they already know to predict an outcome.
   Example: Present various scenarios in the process of growing a seed (a seed will be given water and sunlight, a seed will get no water, a seed will be in a dark room). Ask the learner to predict whether the seed will grow. Help them understand that they used information they knew about growing seeds, combined with new information, to predict or make inferences about what would happen.

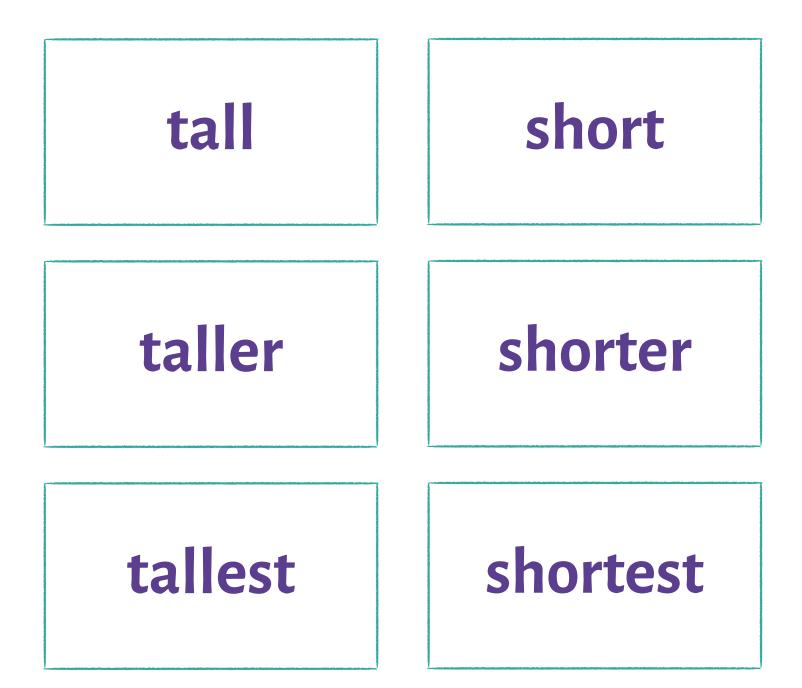
#### Activity I – Lila Liberty's Power Реисі



#### Activity 2 – Small, Smaller, Smallest



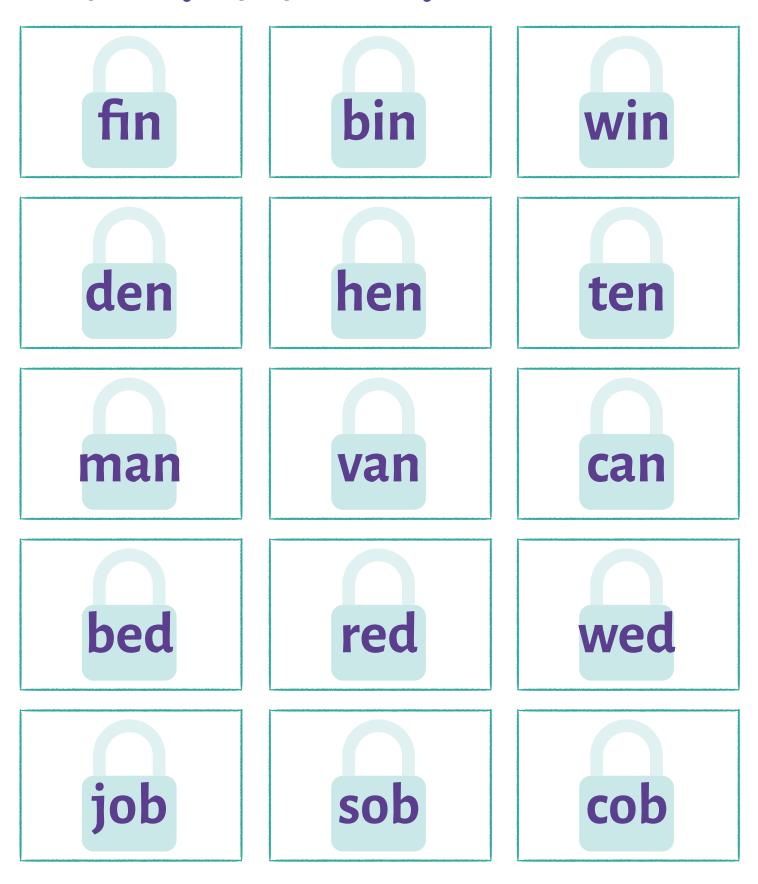
#### Activity 2 – Small, Smaller, Smallest



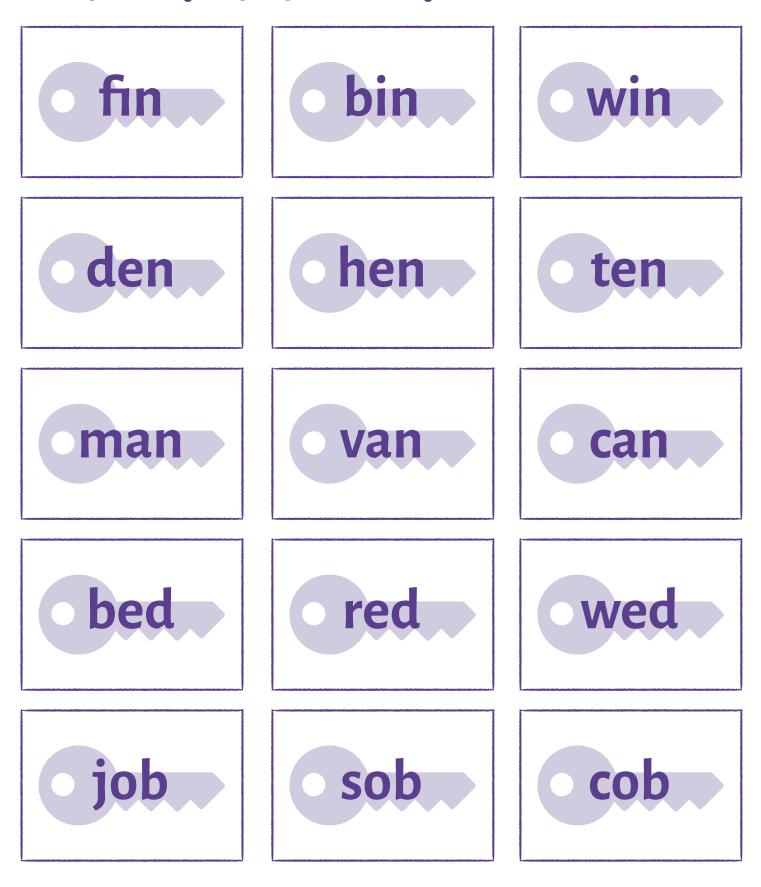
#### Activity 2 – Small, Smaller, Smallest











#### **BIG IDEAS FOR LITTLE LEARNERS**

# SESSION 6

#### Аидіеисе

Little Learners ages 3-8 and their Caregivers

# Тіте

50-60 minutes

### Guiding Standards

#### PDESAS

#### >1.3 PK/K.A

With prompting and support, retell a familiar story in a sequence with picture support.

#### >1.4 PK/K.P

Recount a single event and tell about the events in the order in which they occurred.

#### >16.1 PK/K.C

Recognize that everyone makes mistakes and that using positive coping skills can result in learning from the experience.

# Objectives

Little Learners will be able to:

- > Describe the concept of courage
- > Identify ways to show courage
- > Retell the story in order and make inferences about what happened before and after

# Materials

- "Meet Lila Liberty" Introduction Sheet (optional, but recommended if introducing Lila for the first time)
- > "Courage Cape" Introduction Sheet
- > After the Fall: How Humpty Dumpty Got Back Up Again by Dan Santat (a read-aloud video of this book is available at https://libertymuseum.org/bill)
- > Timer (optional, to time rotation of activities)
- > Activity 1 Lila Liberty's Courage Cape
  - Courage Cape Template
  - Crayons or markers
  - Pencils
  - Safety scissors
- > Activity 2 Parts of a Story
  - Parts of a Story Activity Sheet
  - Crayons or markers
  - Pencils

#### > Activity 3 – Putting Humpty Dumpty Back Together

- Humpty Dumpty Template
- Crayons or markers
- Safety scissors
- Glue sticks

#### **Procedures**

#### **INTRODUCTION** (10 minutes)

Gather all Little Learners and Caregivers in a group to introduce Lila Liberty, her Courage Cape, and today's theme – courage.

If this is the first session in the series, use the "Meet Lila Liberty" Introduction Sheet to introduce Little Learners to the character and the concept of liberty.

> I want to introduce you all to our friend who is going to help us learn throughout this program – Lila Liberty! Lila is a kindergartener, who is also a young superhero. Together, we will learn about all her superhero tools that she uses to stand up for liberty.

Facilitate a short discussion about the meaning of liberty.

> What is liberty? What does liberty mean to you? To me, liberty means the freedom to think and act as you choose, while letting others do the same.

Introduce the theme of courage and Lila's Courage Cape by facilitating a short discussion.

> Today, we are going to help Lila use her Courage Cape. This special cape is a tool that Lila uses to practice courage and stand up for what she believes in, especially against obstacles. What is courage? How can we show courage at school, at home, and in the world?

Courage: being brave and making good choices in the face of fear or obstacles

Some examples of showing courage include:

- > Trying new things, even if they seem scary
- > Speaking up for something you believe in, even if someone disagrees with you
- > Admitting when you have done something wrong
- > Speaking in front of your class or a large group
- > Defending someone who is being bullied or picked on



#### **EDUCATOR TIP**

If appropriate, record some of the Little Learners' answers on chart paper or a whiteboard – these can serve as norms or expectations for the rest of the session. If you are able to keep them up, you can add more norms or expectations as Little Learners explore each new theme.

#### **READ-ALOUD** (15-20 minutes)

The purpose of this story is to show that you can still have courage if you are afraid and that it's okay to fail as long as you keep trying. Learners may already be familiar with the main character of the story and what has happened to him. While reading, bring attention to the things that Humpty Dumpty wasn't able to get fixed and what he needs to keep working on.

Before reading, introduce the book and show children the cover.

> What do you notice about the character on the cover? What do you already know about Humpty Dumpty? What do you think this book will be about?

Read or play the read-aloud video of the book *After the Fall: How Humpty Dumpty Got Back Up Again* by Dan Santat. During the readaloud, pause for moments of exploration. Highlight and define tough vocabulary and ask questions about what is going on in the story to test the Little Learners' comprehension.

Some possible questions include:

- > Who is telling the story? How do you know?
- > What part of Humpty Dumpty do you think couldn't be healed with bandages and glue?
- > How do you think Humpty Dumpty is feeling?
- > Why did Humpty Dumpty sleep on the floor?
- > What does being scared stop Humpty Dumpty from doing?
- > How is Humpty Dumpty continuing to try?
- > What happens to Humpty Dumpty at the end of the story?

Transition to activities related to the session's theme and read-aloud book. If appropriate, activities can be set up in 3 stations with Little Learners and Caregivers rotating between each station. Each activity will take about 10-15 minutes.

#### EDUCATOR TIP

If low on time, any of the activities can be packed up and given to Little Learners and Caregivers as a Take-Home Activity.

#### ACTIVITY I – LILA LIBERTY'S COURAGE CAPE (10-15 minutes)

Sometimes objects or words are needed to remind us to be brave and courageous. For this activity, Little Learners will use Lila's Courage Cape to identify things that help them show courage or feel courageous when they are scared.

**Prepare:** Print enough copies of the Courage Cape Template for each Little Learner. Set up an area with the Courage Templates and some pencils, crayons, and/or markers.

**Facilitate:** On the Courage Cape Template, the Little Learner will write words or phrases or draw pictures of things that inspire or remind them to be courageous. When finished, learners can cut out their capes and present them to the rest of the group and compare their ideas.

**Caregiver Role:** Ask open-ended questions to guide the Little Learner's thinking. Provide examples, especially of moments they have shown courage, to help kickstart their ideas. Assist Little Learners with using scissors, if needed.



#### EDUCATOR TIP

Create your own Courage Cape before facilitating this activity, so Little Learners and Caregivers have an example to refer to as they work on their own cape.

#### ACTIVITY 2 - PARTS OF A STORY (10-15 minutes)

For this activity, Little Learners will practice retelling stories by sharing what happened in the beginning, middle, and end, and making inferences about what happened before the story and after the story.

**Prepare:** Print enough copies of the Parts of a Story Activity Sheet for each Little Learner. Set up an area with the activity sheets and some pencils, crayons, and/or markers.

**Facilitate:** Each Little Learner will fill in the graphic organizer with words, phrases, and/or pictures of what happened in each of the story parts. Facilitate a discussion about the book as learners are thinking and ask prompting questions such as:

- > What happened first?
- > What happened after that?
- > What happened at the end?
- > What do you think happened before the story started?
- > What do you think happened after the story ended?

**Caregiver Role:** Encourage Little Learners to try. Be patient with learners and allow them to make and attempt to fix mistakes. Ask open-ended questions to guide the learner's thinking and remind them of what happened in the story and what must have happened before and after.

#### **Optional Extensions or Modifications:**

- > If Little Learners are not at the level to make inferences about what happened before the story, read the Humpty Dumpty poem and have learners draw a picture of it.
- > If Little Learners are not at the level to make inferences about what happened after the story, have them draw a picture of what they think could be inside Humpty Dumpty's egg.

#### **ACTIVITY 3 – PUTTING HUMPTY DUMPTY BACK TOGETHER** (10-15 minutes)

In the story, Humpty Dumpty is already put back together, but he has new fears that he needs to work through. For this activity, Little Learners will create their own Humpty Dumpty and think about hard things that they can and cannot do yet, as inspiration to keep having courage. This activity was adapted from a lesson by Debi Salazar from *Sunshine and Rainbows in Teaching*.

**Prepare:** Print enough copies of the Humpty Dumpty Template for each Little Learner. Set up an area with the Humpty Dumpty Templates, scissors, glue, and some crayons and/or markers.

**Facilitate:** Little Learners will assemble their own Humpty Dumpty by gluing his arms, legs, and clothes onto his egg-shaped body. On the back, learners will write or draw examples of hard things that they can and cannot do.

**Caregiver Role:** Ask open-ended questions to guide the learner's thinking. Provide examples to help kickstart their ideas. Help them assemble their Humpty Dumpty, as needed.



#### **EDUCATOR TIP**

Create your own Humpty Dumpty before facilitating this activity, so Little Learners and Caregivers have an example to refer to as they work on their own. If low on time, or if Little Learners do not quite have the skill yet, cut out the Humpty Dumpty parts ahead of time.

#### SESSION CLOSURE (5 minutes)

At the conclusion of the session, it is important to facilitate a short wrap-up discussion so that you can address any misconceptions that the Little Learners may have and so that learners can show that they understand the themes and ideas.

Facilitate a short discussion about courage.

> Why is courage important? What did you learn or do during our session today that showed you that? How would you describe courage to someone who is first learning about it?

**Caregiver Role:** Listen carefully to learners' responses to the questions. Redirect their thinking by using open-ended questions and examples as needed. Prompt learners to think back to the book and activities to help them answer the questions.

## **Optional Extensions:**

- > Draw a picture of how to show courage in your home, school, or community.
- > Write a story about Lila Liberty and how she shows courage by being brave in the face of fears or obstacles.
- > Read other books about courage:
  - Flamingo is Brave by Sue Graves
  - Skater Cielo by Rachel Katstaller
  - Courage by Bernard Waber
  - Jabari Jumps by Gaia Cornwall

### Sources & Additional Resources

- > Parlett, Rachael. "Reading Comprehension Strategy Series: How To Teach Students to Make Predictions While They Read." *The Classroom Nook*. Accessed June 13, 2023. <u>https://www.classroomnook.com/blog/predicting</u>.
- "Reading Workshop." Children's Literacy Initiative. Accessed June 13, 2023. https://learn.cli.org/best-practices/reading-workshop/overview/.



- > Salazar, Debi. "After The Fall Book Activities & Craft and Humpty Dumpty." Teachers Pay Teachers. Accessed June 13, 2023. https://www.teacherspayteachers.com/Product/After-The-Fall-Book-Activities-Craft-and-Humpty-Dumpty--4822734.
- > Scholastic Editors. "10 Read-Aloud Tips." Scholastic. October 25, 2022. https://www.scholastic.com/teachers/teaching-tools/articles/resources/read-aloud-tips.html.

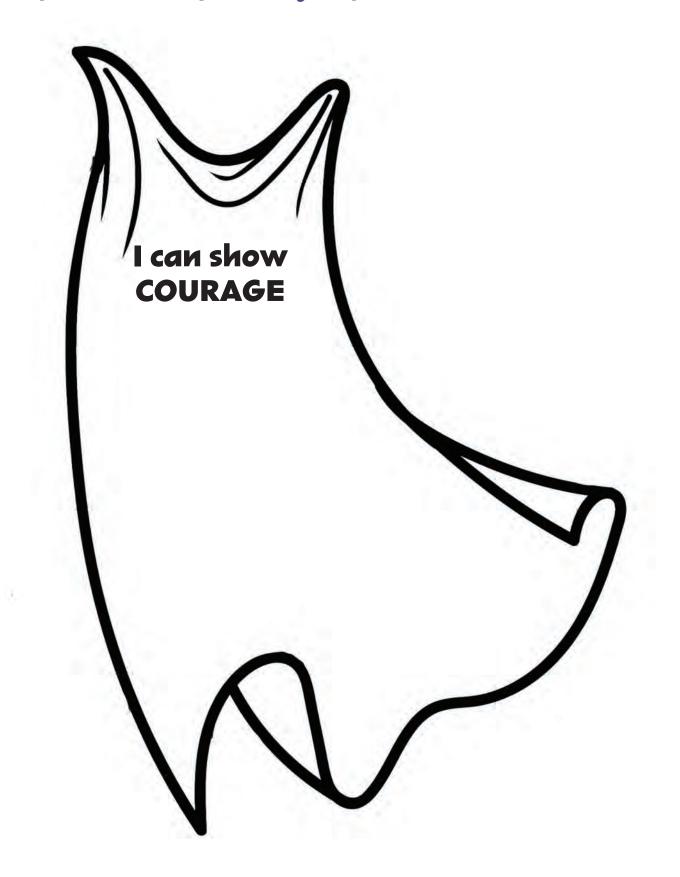
# Lila's Literacy Tip What Happens Next

Lila's Literacy Tips introduce various ways adults can encourage Little Learners to engage in stories while building essential literacy skills. These tips can be used in any context or environment where stories are being read.

This Literacy Tip gives Little Learners the opportunity to show their comprehension of a story by making predictions. This is a skill of proficient readers and needs to be taught intentionally to Little Learners before they are able to do it on their own. When reading a story, using the following steps to help learners understand how and why to make predictions:

- > Model how to make predictions. You might say, "I think \_\_\_\_\_\_\_ is going to happen next in the story. I think that because \_\_\_\_\_\_." Refer back to the text and pictures as clues.
- > Stop a specific portion of the text that has a lot of clues about what will happen next and ask learners to make a prediction.
- > After learners continue in the story and see what happens, have them reflect on the prediction. Ask them why it did/ didn't come true. Ask them to identify the clues from the previous parts of the story. This will help learners to make better predictions in the future.

# Activity I – Lila Liberty's Соигаде Саре



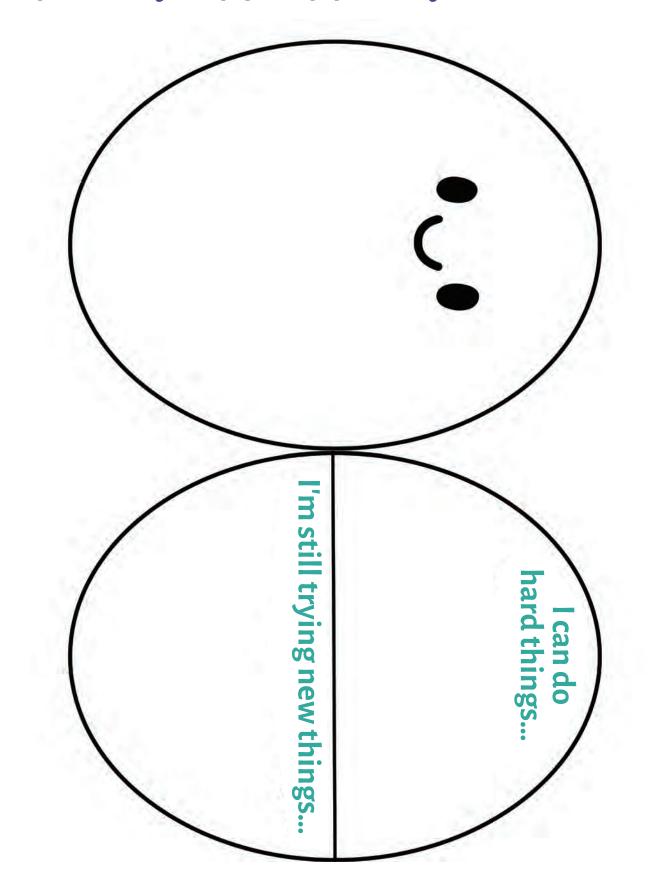
# Activity 2 – Parts of a Story

| Beginning | Middle | End |
|-----------|--------|-----|
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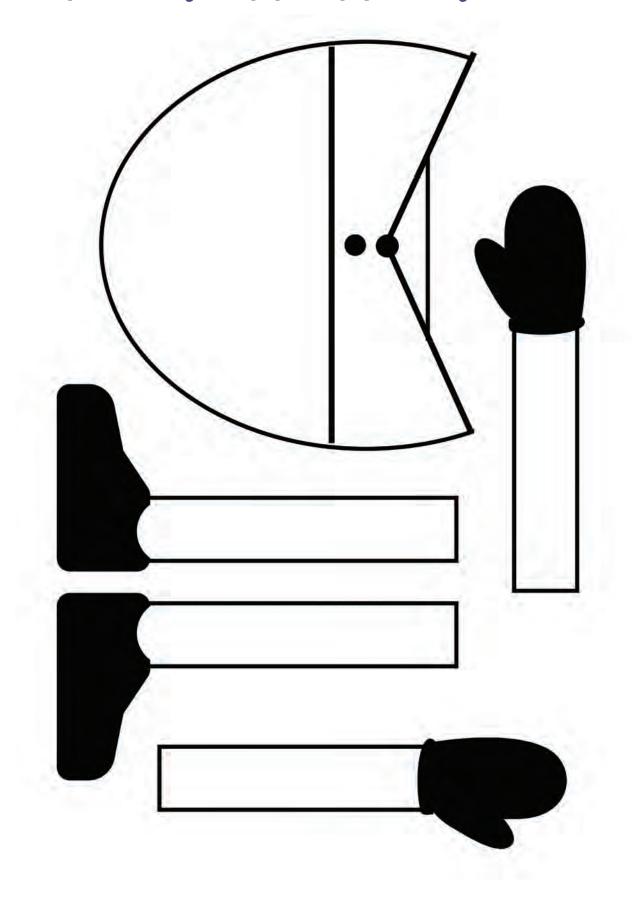
# Before the Story Started



# Activity 3 – Putting Humpty Dumpty Back Together



# Activity 3 – Putting Humpty Dumpty Back Together



#### **BIG IDEAS FOR LITTLE LEARNERS**

# SESSION 7 COMMUNITY SUPERHEROES

# EDUCATOR TIP

This session serves as a capstone to the program and should only be presented after all other 6 sessions have been held.

#### Аидіеисе

Little Learners ages 3-8 and their Caregivers

#### Тіте

50-60 minutes

### Guiding Standards

#### PDESAS

- > 5.3 PK/K.C Identify community workers through their uniforms and equipment.
- > 5.3 PK/K.F

Identify appropriate behaviors for responsible classroom citizens.

#### > 7.2 PK/K.A

Describe the characteristics of home and frequently visited locations to gain an understanding of physical features.

# **Objectives**

- Little Learners will be able to:
- > Describe the concept of community
- Identify ways to show respect, responsibility, perseverance, empathy, integrity, and courage in their community
- > Identify cause and effect

# Materials

- > "Respectacles" Introduction Sheet (optional, for review)
- > "Giving Gloves" Introduction Sheet (optional, for review)
- > "Energy Boosting Boots" Introduction Sheet (optional, for review)
- > "Sense-oscope" Introduction Sheet (optional, for review)
- > "Power Pencil" Introduction Sheet (optional, for review)
- > "Courage Cape" Introduction Sheet (optional, for review)
- > Sofia Valdez, Future Prez by Andrea Beaty (a read-aloud video of this book is available at <u>https://libertymuseum.org/bill</u>)
- > Timer (optional, to time rotation of activities)
- > Activity 1 My Community Superhero
  - Community Superhero Activity Sheet
  - Lila Liberty Coloring Sheet
  - Crayons or markers
- Pencils
- > Activity 2 Cause and Effect
  - Cause and Effect Activity Sheet
  - Crayons or markers
  - Pencils
- > Activity 3 Community Walk
  - Notebook (optional)
  - Crayons, markers, and/or pencils (optional)

#### **Procedures**

#### **INTRODUCTION** (10 minutes)

Gather all Little Learners and Caregivers in a group to reflect on the program and introduce today's theme – community superheroes.

Ask Little Learners to reflect on what they learned during the program and to share the things they remember about Lila Liberty and her superhero tools.

> Throughout our Big Ideas for Little Learners program, we have learned about our new friend, Lila Liberty, and helped her use her superhero tools to practice good actions at home, at school, and in the community. Do you remember all of Lila's superhero tools? Which one is your favorite? Which one do you think you use the most? Which one do you think you need to use more often?



EDUCATOR TIP

You can use the Introduction Sheets for Lila Liberty and all her tools to help review the materials for this discussion.

Facilitate a short discussion about the meaning of liberty and the 6 session themes: respect, responsibility, perseverance, empathy, integrity, and courage.

- > What is liberty? What does liberty mean to you?
- > What is respect? How can we show respect?
- > What is responsibility? How can we show responsibility?
- > What is perseverance? How can we show perseverance?
- > What is empathy? How can we show empathy?
- > What is integrity? How can we show integrity?
- > What is courage? How can we show courage?

Liberty: the freedom to think and act as you choose, while letting others do the same

**Respect:** being kind to and accepting someone for who they are, even when they are different from you or you do not agree with them

Responsibility: doing the right thing at the right time, so others can trust and depend on you

Perseverance: continuing to try or to keep doing something, even if it seems hard

Empathy: understanding and caring about the feelings of others

Integrity: doing the right thing because you believe it is important, even when no one is watching

Courage: being brave and making good choices in the face of fear or obstacles



#### **EDUCATOR TIP**

If you have been writing down norms and expectations based on the session themes, ask Little Learners to reflect on their behavior and actions during the program and share whether they feel they have upheld those norms and expectations.

#### **READ-ALOUD** (15-20 minutes)

The purpose of this story is to encourage Little Learners to take everything they have learned throughout the program and put it into action to be a responsible member of their community. While reading, highlight moments that Sofia is showing respect, responsibility, perseverance, empathy, integrity, and courage.

Before reading, introduce the book and show children the cover.

> What do you notice about the cover of the book? What do you think this book will be about?

Read or play the read-aloud video of the book Sofia Valdez, Future Prez by Andrea Beaty. During the read-aloud, pause for moments of exploration. Highlight and define tough vocabulary and ask questions about what is going on in the story to test the Little Learners' comprehension.

Some possible questions include:

- > Who does Sofia spend a lot of time with? What does Abuelo mean?
- > Who does Sofia help? Why do you think she helps them?
- > How does Sofia show empathy after Abuelo gets hurt? How does she show empathy for the elderly people in her town?
- > How does Sofia show integrity when she decides to clean up the trash in her town?
- > How does Sofia show **respect** when she asks her neighbors about their ideas for the park?
- > How does Sofia show courage after she gets scared about trying to make the park happen by herself?
- > How does Sofia show perseverance when it seems like no one at City Hall wants to help her?
- > How does everyone in Blue River Creek take responsibility for building the park?

Transition to activities related to the session's theme and read-aloud book. If appropriate, activities can be set up in 3 stations with Little Learners and Caregivers rotating between each station. Each activity will take about 10-15 minutes.

#### <sup>7</sup> EDUCATOR TIP

If low on time, any of the activities can be packed up and given to Little Learners and Caregivers as a Take-Home Activity.

#### ACTIVITY I – MY COMMUNITY SUPERHERO (10-15 minutes)

Using Lila Liberty as inspiration, Little Learners will create their own community superhero that uses the same character traits that have been explored throughout the program. This activity helps to strengthen their understanding of the themes and think creatively about how they can be put into action.

**Prepare:** Print enough copies of the Community Superhero Activity Sheet for each Little Learner. Set up an area with the activity sheet and some pencils, crayons, and/or markers.

**Facilitate:** On the Community Superhero Activity Sheet, the Little Learner will create their own superhero and identify the ways their superhero shows the character traits identified throughout the program by taking action in their community. When finished, learners can present their superheroes to the rest of the group and compare their ideas.

**Caregiver Role:** Ask open-ended questions to guide the Little Learner's thinking. Provide examples, especially of moments they have seen or shown the character traits in action, to help kickstart their ideas.

#### **Optional Extensions or Modifications:**

> As a Session Closure activity, facilitate a Gallery Walk where Little Learners hang up their Community Superheroes around the room or spread them on a large table and walk around looking at each other's creations. After the Gallery Walk, facilitate a short discussion to reflect on the group's creations and allow Little Learners to ask questions of each other.

#### FEDUCATOR TIP

Create your own Community Superhero before facilitating this activity, so Little Learners and Caregivers have an example to refer to as they work on their own superhero.

#### ACTIVITY 2 - CAUSE AND EFFECT (10-15 minutes)

For this activity, Little Learners will practice inference skills by identifying the causes and effects present in the story. This type of skill-building helps learners understand that their action can cause something to happen, which is an important component of social communication.

**Prepare:** Print enough copies of the Cause and Effect Activity Sheet for each Little Learner. Set up an area with the activity sheets and some pencils, crayons, and/or markers.

**Facilitate:** Each Little Learner will fill in the graphic organizer with words, phrases, and/or pictures of the causes and/or effects that occur in the story. Facilitate a discussion about the book as learners are thinking and ask prompting questions such as:

- > What happened that caused this event?
- > What was the effect of this event, or what happened because of it?
- > What was the big final effect that happened at the end of the book?

**Caregiver Role:** Encourage Little Learners to try. Be patient with learners and allow them to make and attempt to fix mistakes. Ask open-ended questions to guide the learner's thinking and remind them of what happened in the story.

#### **Optional Extensions or Modifications:**

> Depending on the level of the Little Learners, you can fill in all the causes and they complete the effects, or fill all the effects and they complete the causes, or a mix of both.

#### ACTIVITY 3 – COMMUNITY WALK (10-15 minutes)

A sense of community and understanding of the world around them is essential for Little Learners' social emotional learning. For this activity, learners will become more familiar with their community by going on a discovery walk, identifying key places and people, and thinking of ways to make positive change.

**Prepare:** Identify a location or multiple locations to visit in the community that can spark conversation and ideation among the group of Little Learners. If applicable, ask Little Learners and/or their Caregivers about places that are important to them and foster a strong community environment.

**Facilitate:** Go for a walk in a local park or around the community. Make observations about what you see and facilitate conversations about opportunities for positive change, using questions such as:

- > What makes this place special for people in our community?
- > What do people do at this place?
- > What people do we see gathering at this place? Do they have specific roles in our community? How do you know?
- > What can be done to make a positive change to this place?
- > What people in our community can help us make this positive change?

**Caregiver Role:** Point out places and people in the community that are particularly special to you and your Little Learner. Ask open-ended questions to guide the learner's thinking.

#### **Optional Extensions or Modifications:**

- > If it is not feasible to go on a walk, do an "indoor walk" through the community using Google Maps and/or images of recognizable places and people.
- > Have Little Learners draw a picture of their plans for an updated park or community space, highlighting things they think will benefit as many people as possible. Ask them to think about and make a list of people that could help put their plans into action.

### EDUCATOR TIP

Encourage Little Learners and their Caregivers to bring a notebook and some crayons, markers, or pencils with them on the walk to write down "field notes" as they make their observations.

#### SESSION CLOSURE (5 minutes)

At the conclusion of the session, it is important to facilitate a short wrap-up discussion so that you can address any misconceptions that the Little Learners may have and so that learners can show that they understand the themes and ideas.

Facilitate a short discussion about community.

> Why is it important to be part of a community? How can we show respect, responsibility, perseverance, empathy, integrity, and courage within our community? What can we do to make sure our community is safe and welcoming? What can we do to better our community?

**Caregiver Role:** Listen carefully to learners' responses to the questions. Redirect their thinking by using open-ended questions and examples as needed. Prompt learners to think back to the book and activities to help them answer the questions.

### **Optional Extensions:**

- > Teach cross-curricular lessons within the context of community using *One Community*'s lesson plans: <u>https://www.onecommunityglobal.org/community-lesson-plan/</u>
- > Read other books about community and social emotional learning:
  - Hey Wall: A Story of Art and Community by Susan Verde
  - The Curious Garden by Peter Wall
  - A Chair for My Mother by Vera B. Williams
  - Dear Street by Lindsay Zier-Vogel and Caroline Bonne-Müller
  - What Should Danny Do? (The Power to Choose Series) by Ganit Levy and Adir Levy
  - Have You Filled a Bucket Today?: A Guide to Daily Happiness for Kids by Carol McCloud

#### Sources & Additional Resources

- "Community Lesson Plan." One Community Inc. Accessed June 13, 2023. https://www.onecommunityglobal.org/community-lesson-plan/.
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- > Scholastic Editors. "10 Read-Aloud Tips." Scholastic. October 25, 2022. https://www.scholastic.com/teachers/teaching-tools/articles/resources/read-aloud-tips.html.



# Lila's Literacy Tip Curiosity Journals

Lila's Literacy Tips introduce various ways adults can encourage Little Learners to engage in stories while building essential literacy skills. These tips can be used in any context or environment where stories are being read.

This Literacy Tip helps Little Learners reflect on what they read and extend their thinking on a theme or story. Journaling allows learners to connect and grow their reading and writing skills while also sparking curiosity. Follow these recommendations to create a Curiosity Journal that can be used for books, as well as experiences:

- > Allow the Little Learner to pick out and decorate their own journal.
- > After reading a book, encourage the Little Learner to write or draw any thoughts or questions they have about the story.
- > Give the Little Learner some privacy to work out their thoughts in the journal. Ask them if they are willing to share their thoughts with you so you can discuss.
- > Keep your own Curiosity Journal to model the activity for the Little Learner.
- > Extend the activity to reflect on other areas of discovery and learning:
  - Going on a walk around the community
  - Going to a zoo or museum
  - Listening to music
  - Watching a movie
  - Going on a hike

# Activity I – My Community Superhero

# **Superhero Name:**

# My Community Superhero shows...

RESPECT

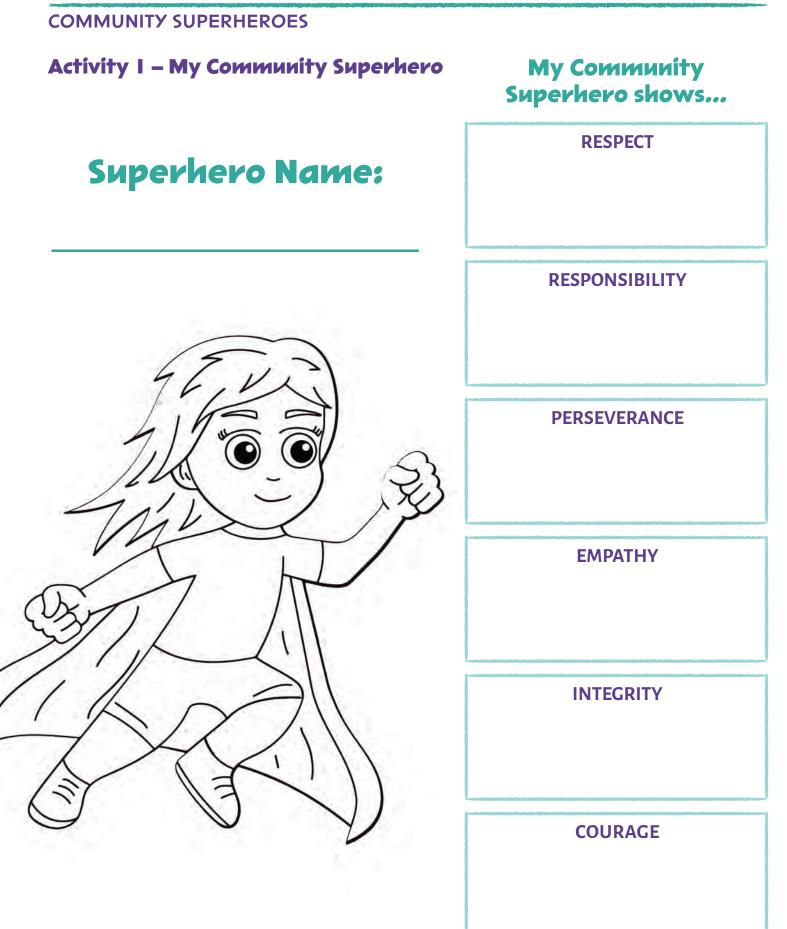
**RESPONSIBILITY** 

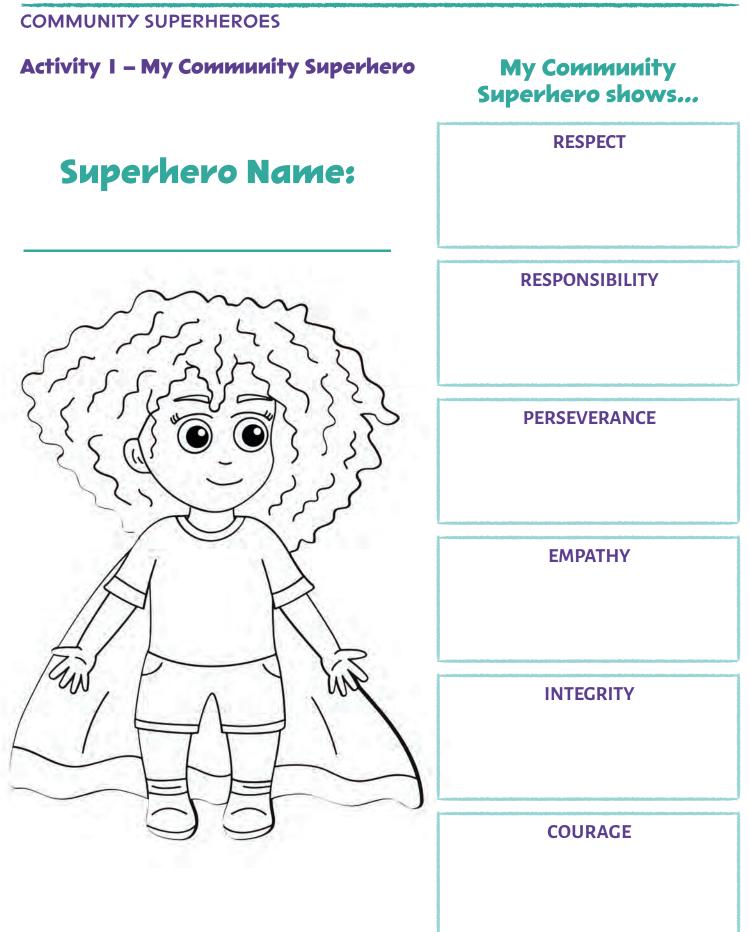
PERSEVERANCE

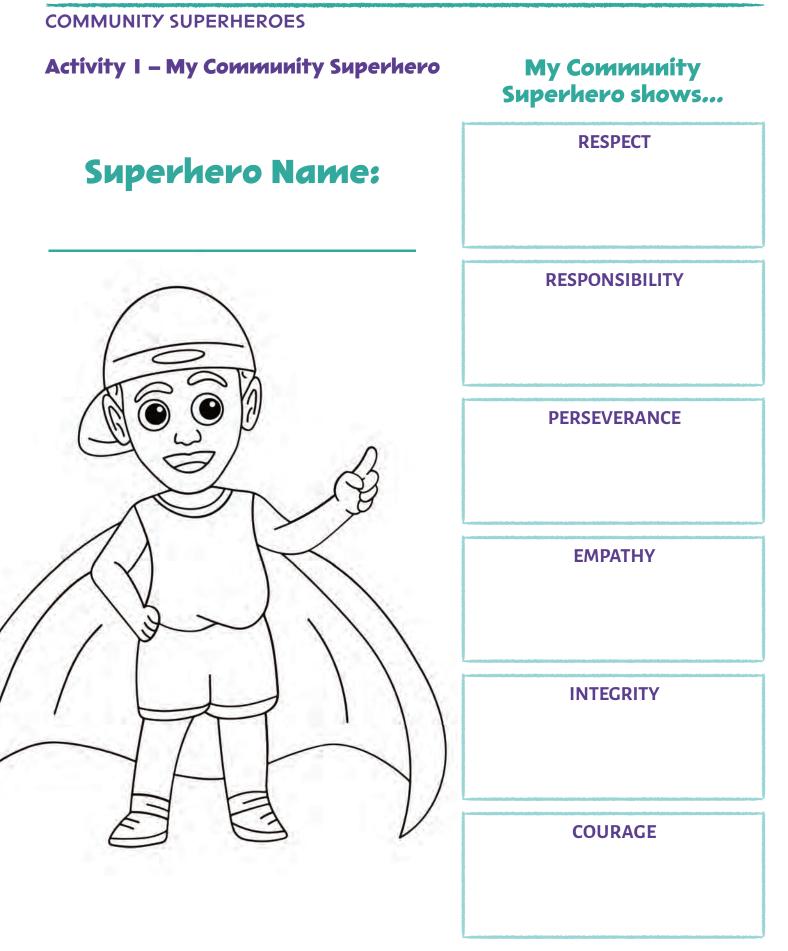
**EMPATHY** 

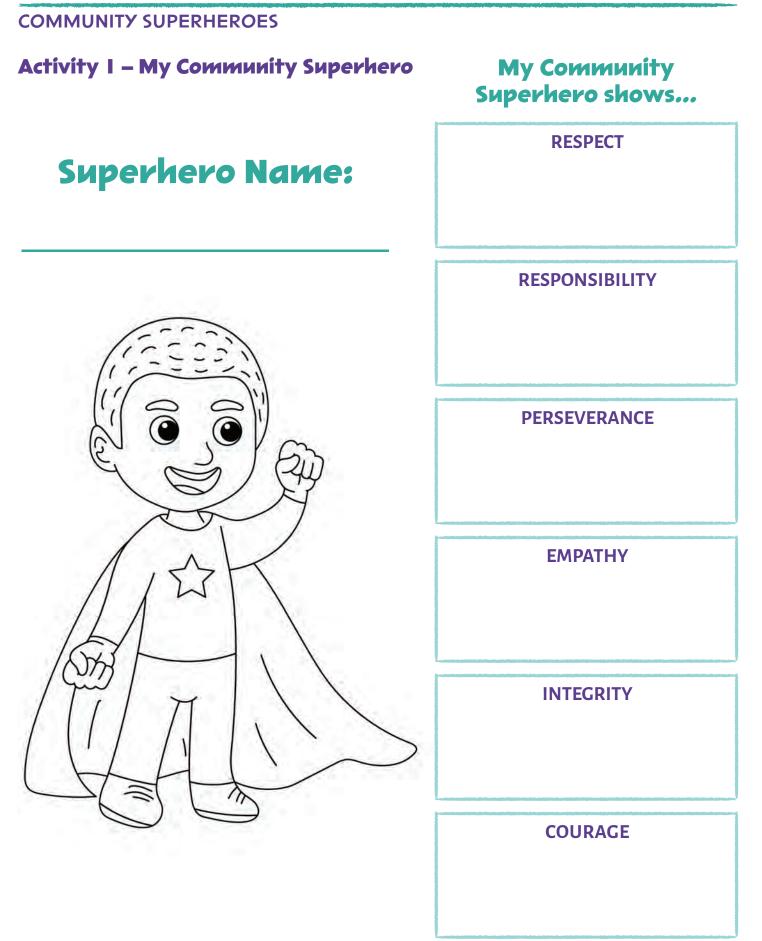
INTEGRITY

COURAGE





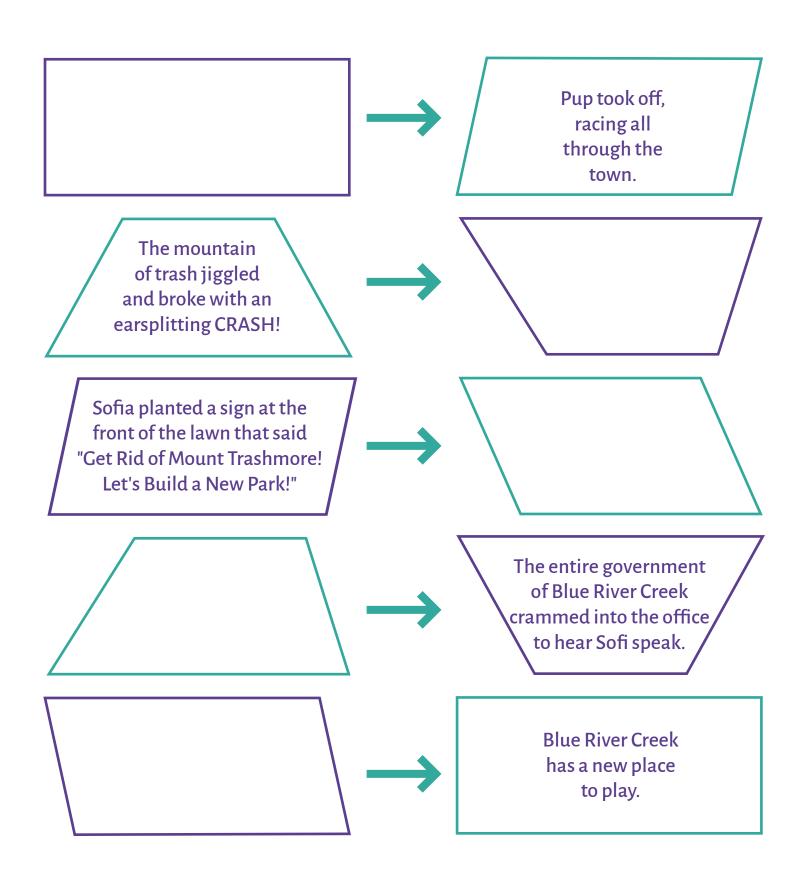




# **COMMUNITY SUPERHEROES** Activity I – My Community Superhero Му Сомминіту Superhero shows... RESPECT **Superhero Name: RESPONSIBILITY** PERSEVERANCE **EMPATHY INTEGRITY COURAGE**

# **COMMUNITY SUPERHEROES** Му Сомминіту Activity I – My Community Superhero Superhero shows... RESPECT **Superhero Name: RESPONSIBILITY** PERSEVERANCE **EMPATHY INTEGRITY** COURAGE

## Activity 2 – Саизе and Effect



# Hi! My name is Lila Liberty.



INTRODUCTION // MEET LILA LIBERTY 98

# LILA'S SUPERHERO TOOL Respectacles





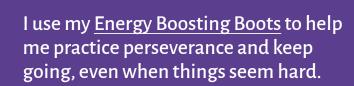
I use my <u>Respectacles</u> to help me practice respect and show kindness to everyone and everything I see.



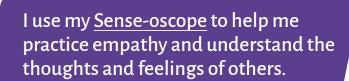


I use my <u>Giving Gloves</u> to help me practice responsibility and take care of myself, take care of others, and take care of the world around me.

# LILA'S SUPERHERO TOOL Energy Boosting Boots



# LILA'S SUPERHERO TOOL Sense-oscope



# LILA'S SUPERHERO TOOL Power Pencil





I use my <u>Power Pencil</u> to help me practice integrity and make sure my actions match my words and beliefs.



I use my <u>Courage Cape</u> to help me practice courage and stand up for what I believe in, especially against obstacles.

SESSION 6 // COURAGE CAPE 104



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