

AVENUE



BOOKS™



SAMPLE

# ADVENTURES of the Center City Kids

## ASSERTIVENESS

*Coaching Guide*



Dear Teachers and Parents,

Adventures of the Center City Kids, an Avenue A read-aloud series, supports student SEL growth and development with Fly Five’s core social and emotional competencies—**cooperation, assertiveness, responsibility, empathy, and self-control**. This series also includes an instructional guide with flexible SEL and literacy mini-lessons as well as exploratory activities that are meant to extend student learning beyond the page.

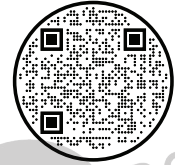
This competency coaching guide integrates the development of two key content areas: SEL and literacy. It can be used in the classroom or at home to enhance SEL skills and reinforce reading comprehension skills. Research states that incorporating social and emotional learning into the educational experience improves student outcomes, student behavior, skill development, academic achievement, and personal growth (National Commission on Social, Emotional, and Academic Development, 2019; Mahoney et al., 2018; Zins et al., 2004). With this knowledge, Avenue A created the Adventures of the Center City Kids read-aloud series and this quick coaching guide as resources to support the integration of social and emotional learning and literacy skill development.

Happy reading,  
The Fly Five Team



# Introducing the Adventures of the Center City Kids Series

Adventures of the Center City Kids is an Avenue A read-aloud SEL series that is aligned to Fly Five’s C.A.R.E.S. competencies. Each C.A.R.E.S. competency contains four anchor standards that serve as learning targets and describe what a socially and emotionally competent learner should know and be able to do. Each standard includes developmentally appropriate skills that students should learn and practice.



Cooperation			
Able to make and keep friends	Works with others toward a common goal	Resolves differences quickly	Cooperates as a group leader or a member of the group

Assertiveness			
Expresses strong emotions and opinions effectively	Able to seek help	Shows openness and honesty	Persists through challenging events

Responsibility			
Selects the best option among choices for a suitable outcome	Holds oneself accountable	Demonstrates social, civic, and digital responsibility	Takes care of property

Empathy			
Recognizes and manages one’s own emotions and recognizes the emotions of others	Respects and values diversity in others	Respects differing cultural norms	Aware of the impact of one’s actions on others

Self-Control			
Adheres to social, behavioral, and moral standards	Manages overwhelming thoughts or emotions	Controls impulses and delays gratification	Shows hope and perseverance

# How to Make This Instructional Guide Work for You

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

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

## Tips for Implementing a Read-Aloud With Success

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

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

## Check for Understanding—Bloom’s Taxonomy

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

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

# Assertiveness

Fly Five defines the competency of assertiveness as the ability to take initiative, to stand up for one’s ideas without hurting others, to seek help, and to persevere with a challenging task. Fly Five supports growth in this competency through four books that explore the developmentally appropriate SEL skills students need to engage with assertiveness successfully.

Book	SEL Standard	Skill Focus	Why These Skills Matter
 <p>ADVENTURES of the Center City Kids I FINALLY LEARNED TO TIE MY SHOES</p>	Expresses Strong Emotions and Opinions Effectively	Express emotions of anger, frustration, and sadness without causing harm to themselves and others.	When students learn to identify the representations of their emotions or what their emotions might look like as images, they build emotional regulation skills and the ability to name and specify exactly what they are feeling and its corresponding intensity.
 <p>ADVENTURES of the Center City Kids JADE'S PUPPY PILEUP</p>	Able to Seek Help	Acknowledge and accept help while learning to become independent.	When students learn to acknowledge and accept help, they discover that help is beneficial in many different ways. These skills support students’ ability to assert themselves whenever they need assistance and understand that accepting help is not a weakness.
 <p>ADVENTURES of the Center City Kids JUST ONE QUICK KICK</p>	Shows Openness and Honesty	Diplomatically express the reasons behind their actions when asked.	When students diplomatically express the reasons behind their actions, they are engaged in the act of being honest—even if it may be difficult. This skill also supports personal accountability and effective communication.
 <p>ADVENTURES of the Center City Kids GABRIEL'S BIRTHDAY SURPRISE!</p>	Perseveres Through Challenging Events	Take a risk and apply patience with themselves when learning new tasks.	When students learn to take risks and apply patience with themselves while learning new tasks, they develop perseverance and the ability to overcome challenges. They also showcase the ability to regulate their thoughts and emotions when things become difficult. This skill supports a growth mindset and having compassion toward oneself.

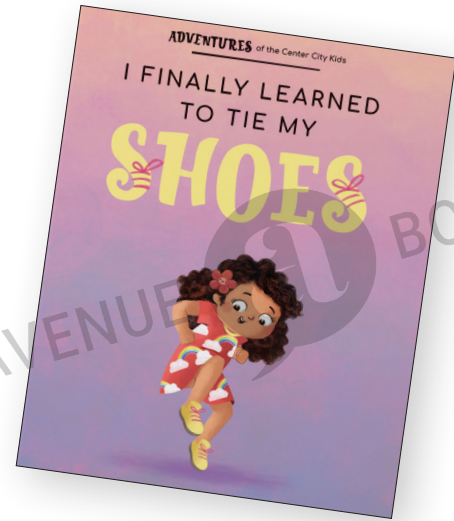
# Expresses Strong Emotions and Opinions Effectively

## SEL Vocabulary

- **Emotions** (pg. 8, pg. 20)
- **Frustration** (pg. 20)
- **Sadness** (pg. 15, pg. 20, pg. 29)

## SEL Skill Question

How do you know if you are angry, frustrated, or sad?



## Check for Understanding

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

1. How did Luna express anger, frustration, and sadness? What clues from the story support this? (*Her cheeks burned, she took a deep breath, and she moaned.*) (pgs. 15–17) **Level 2: Understanding**
2. Why is it important to manage your strong emotions in a positive way? (*Answers will vary.*) (pg. 36) **Level 4: Analyzing**

## SEL Mini-Lesson

### My Emotions Look Like...

- Place students in groups of three to five.
- Revisit the idea that Luna felt different emotions throughout the story while trying to learn to tie her shoes. Review Luna's colorful emotions in *I FINALLY Learned to Tie My Shoes*. Specifically review what the emotions looked, sounded, and felt like for her in the story.
- Students will complete an emotion exploration activity. The teacher should create a four-quadrant anchor chart on chart paper with the following labels:
  - Joy, Sadness, Anger, Calm/Serenity
  - Add the accompanying emotion emoji to the charts as a visual aid.
- In their small groups, students should draw an image that represents that emotion for them.
  - Example: At the Calm square, a student might draw a beach, a hug, a tree, or their parent.
- Allow students to share their image representations for each emotion and why they chose that image.

#### Tips for a successful emotion exploration activity with your students:

1. Remind your students of the scenarios and situations they may have experienced at home related to the four emotions from the activity. Ask them questions such as:
  - How did you feel when . . . ?
  - Remember the time when . . . ?
2. Give your students an opportunity to act out the four emotions (joy, sadness, anger, and calm/serenity) from the activity. Role-playing will allow them to use gestures and dialogue instead of writing and drawing, and will give them an opportunity to practice the speaking skills related to the emotions. This will help reinforce the meaning of the emotions. Ensure student understanding and reteach if needed.



## Text-to-Self Connection

**CCSS RL 3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**CCSS RL 4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

- Explain to students that they will practice making personal connections to a story.
  - A personal connection is how the reader relates to the story through their own lived experiences. These experiences are unique to the reader. Readers can connect to various story elements including the character(s), setting, problem, and theme.
  - Making personal connections to a story makes the story more relevant to the reader and promotes a stronger engagement with the text. By making personal connections, students can understand the story better and more readily engage in higher-order thinking.
- Choose one of the Adventures Series read-aloud books to practice making text-to-self connections. Prompt students to consider the following questions:
  - What does this story remind me of?
  - Who does this story remind me of?
  - How am I similar to the characters in the story? How am I different?
  - How is the setting of the story similar or different from where I live?
  - Have I had a similar or different experience to the characters in the story?
  - How can I connect to this story?
- Next, have students complete *My Story Connection*.

Name: \_\_\_\_\_

## My Story Connection

**Directions:** When we make personal connections to a story it can help us understand the story better. We can connect what we know and have experienced in our own life with the character(s), the setting, the problem, and the theme. Fill in the circles below with your personal connection to the story.

This reminds me of . . .

I can connect to this by . . .

Story: \_\_\_\_\_