

AVENUE



BOOKS™

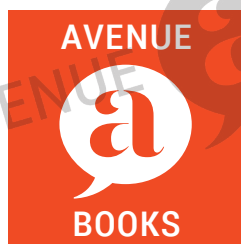


SAMPLE

ADVENTURES of the Center City Kids

COOPERATION

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.

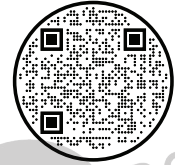
This competency coaching guide integrates the development of two key content areas: SEL and literacy. It can be used in the classroom or at home to enhance SEL skills and reinforce reading comprehension skills. Research states that incorporating social and emotional learning into the educational experience 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 cooperation 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>Using the Adventure Series in Your Classroom</p>	<ul style="list-style-type: none"> • To introduce and teach an SEL concept • To practice or review literacy skills • To promote positive student behavior • To support social and emotional learning across grade-level teams
<p>Using the Adventure Series in Your Home</p>	<ul style="list-style-type: none"> • To foster the parent-child connection • To support a nighttime reading routine • To support meaningful dinner discussions • To reinforce SEL skills in home and community settings • To support a love of reading

Tips for Implementing a Read-Aloud With Success

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

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

Check for Understanding—Bloom’s Taxonomy

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.



Cooperation

Fly Five defines the competency of cooperation as the ability to establish new relationships, to maintain positive relationships and friendships, to avoid social isolation, to resolve conflicts, to accept differences, and to be a contributing member of the classroom and community in which one lives, works, learns, and plays. Fly Five supports growth in this competency through four books that explore the developmentally appropriate SEL skills students need to engage with cooperation successfully.

Book	SEL Standard	Skill Focus	Why These Skills Matter
	Able to Make and Keep Friends	Use multiple strategies to welcome or invite others to join in.	When students learn to work and play with others, they learn how to build friendships, how to form trusting relationships, and how to work cooperatively when expected.
	Works With Others Toward a Common Goal	Show characteristics of a good team player.	When students learn how to be team players, they learn how to prioritize a team goal over individual interests, work collaboratively, and allow everyone's strengths to benefit the shared goal.
	Resolves Differences Quickly	Compromise while playing with others.	When students learn to compromise while playing with others, they learn how to communicate effectively, problem-solve, resolve conflicts, and play cooperatively.
	Cooperates as a Group Leader or a Member of the Group	Participate as a member of a group by listening and asking questions, as well as by following directions.	When students learn how to actively listen, they develop valuable communication skills such as listening, asking questions, and following directions. These skills lead them to meet expectations, be self-sufficient, and be independent learners.

Able to Make and Keep Friends

SEL Vocabulary

- **Conversation** (pg. 9)
- **Invite** (pg. 11)

SEL Skill Question

What are some ways you can welcome or invite someone to join in to play or work with you?



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. In the beginning of the story, how did Jade feel when she first met Doba at the splash park? (*Shy, nervous.*) What clues from the story support this? (*Jade was peeking out from behind Coach Khan, she was fidgeting with her hair, and she was looking down.*) (pg. 7) **Level 2: Understanding**
2. Which emotions did Jade and Doba show each other when they played together? Explain. (*Joy, trust.*) (pgs. 36–37) **Level 4: Analyzing**

SEL Mini-Lesson

My Emotions Look Like...

- Gather students in small groups.
- Revisit the idea that Doba and Jade were learning how to become friends.
- Have students create or review the emotions and feelings word web.
- Instruct small groups to act out real-world scenarios by identifying with a character, their behavior, and their emotions and feelings (feel free to choose your own examples as well):
 - Scenario 1: Pretend you are at recess playing tag with your friends and you notice a classmate standing alone. They are looking down at the ground. How do you think they feel? How would you invite your classmate to play with you?
 - Scenario 2: Pretend you are at lunch with your friends. You notice a classmate looking for a place to sit. They look unsure of where to go next. How do you think they feel? How would you invite your classmate to join in at your table?

Tips for a successful role-play activity with your students:

1. Check to see if they understand the story. Ask questions such as:
 - Who were the characters?
 - What was the problem?
 - How was the problem solved?
2. Share a brief, developmentally appropriate connection to the social and emotional learning skill that is being taught.
3. If you are a parent, you can change the scenarios to home settings to make them more relevant for you and your child.
4. Remember to model the expected role-play behaviors.
5. If your students are off task, it is okay to shorten the activities or revisit them later.

Cause and Effect

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 are going to practice identifying cause and effect.
 - Cause and effect describes the relationship of two events. The cause is why something occurs and the effect is what happens as a result. This skill allows students to recognize the relationship between two events or characters within a story. Cause and effect supports their understanding of consequences based on a character's choices, actions, and behaviors and helps them identify the positive and/or negative effects of an event.
 - Introduce cause-and-effect relationships with the following scenarios:
 - Cause: It is raining outside.
 - Effect: You use an umbrella, a raincoat, or rain boots.
 - Cause: You tried to save your scoop of vanilla ice cream for later. You left it in a bowl on the table.
 - Effect: The scoop of vanilla ice cream melted.
 - Cause: You left all of your pencils at home.
 - Effect: You have to ask a classmate if you can borrow one.
- Review the details within one of the Adventures Series read-aloud books. If your students need further guidance, provide either the cause or the effect of three different scenarios and complete an example on the *What Happened Next* activity page.
 - For example:
 - Read-Aloud Title: *Anisa's Super Special Sparkle Markers*
 - Cause: Anisa loved her markers very much.
 - Effect: She didn't share them.
 - Cause: Anisa shared her markers with Gabriel and Shen.
 - Effect: They made a glitzy and glittery poster together.
 - Next, have students complete *What Happened Next*?

Name: _____

What Happened Next?

Directions: The cause of an event is what makes something happen (the why), and it usually comes first. The effect is the resulting action (the what), and it usually comes after the cause.

Think about the events that happened in the story. Complete the chart below by filling in each cause and effect.

Cause	Effect
Pg #: _____ _____	Pg #: _____ _____
Pg #: _____ _____	Pg #: _____ _____
Pg #: _____ _____	Pg #: _____ _____