

AVENUE



BOOKS™



SAMPLE

ADVENTURES of the Center City Kids

SELF-CONTROL

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.

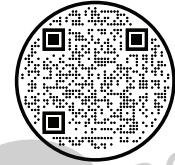
This competency coaching guide integrates the development of two key content areas: SEL and literacy. It can be used in the classroom or at home to enhance SEL skills and reinforce reading comprehension skills. Research states that incorporating social and emotional learning into the educational experience 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 self-control 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

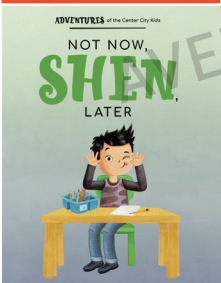

The check for understanding questions for each read-aloud book follow Bloom’s Taxonomy’s levels of thinking. Bloom’s Taxonomy classifies the various ways people learn and think about new information. All the levels serve to develop critical thinking, from the ability to remember and recall to the ability 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.



Self-Control

Fly Five defines the competency of self-control as the ability to recognize and regulate one’s thoughts, emotions, and behaviors in order to be successful in the moment and remain on a successful trajectory. Fly Five supports growth in this competency through four books that explore the developmentally appropriate SEL skills needed to engage with self-control successfully.

Book	SEL Standard	Skill Focus	Why These Skills Matter
	Adheres to Social, Behavioral, and Moral Standards	Express and demonstrate behavior aligned with classroom norms.	When students practice exhibiting behaviors that are aligned with classroom norms, they showcase respect for their teacher, their classmates, and the classroom community. Engaging in positive classroom behavior also builds the self-control needed to withstand impulses, peer pressure, and distractions. Furthermore, the practice of following class norms prepares students to positively engage in other settings and circumstances.
	Manages Overwhelming Thoughts or Emotions	Identify positive and negative thoughts that shape behaviors and interactions with others.	When students learn how to identify positive and negative thoughts, they practice recognizing when and how their thoughts affect their emotions and behaviors. Students build self-awareness and begin to understand that thoughts can impact their behavior and their interactions with others. They develop strategies to regulate their emotions and help shift their negative thoughts into positive thoughts.
	Controls Impulses and Delays Gratification	Explore different ways to wait during daily routine activities.	When students learn ways to wait during daily routine activities, they develop skills to help them practice, control impulses, and delay gratification. These skills help students understand that waiting is a normal part of our day-to-day life and that they may be required to wait in various situations.
	Shows Hope and Perseverance	Hold interest with a task or activity that may seem unattainable.	When students practice maintaining interest with a difficult task or activity, they develop their commitment to a goal and build their capacity to accomplish long-term tasks. Students develop their ability to remain focused on a task and continue on despite distractions. Furthermore, when students practice this SEL skill, they build their resilience and ability to withstand difficulties and hardships.

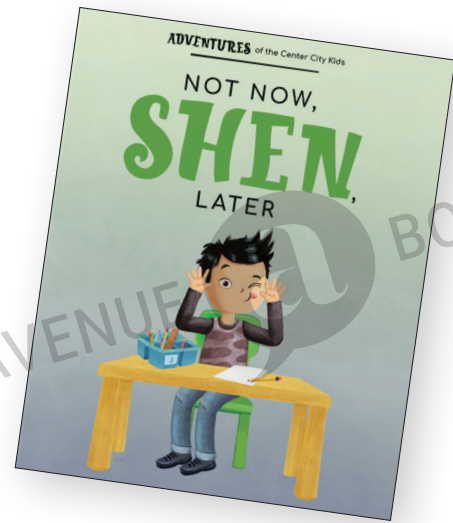
Adheres to Social, Behavioral, and Moral Standards

SEL Vocabulary

- **Self-Control** (pg. 28)
- **Wise** (pg. 9)
- **Choices** (pg. 9)

SEL Skill Question

What types of behaviors should you demonstrate in the classroom?



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 was Table 5's classroom behavior different from what they were expected to do? (*Their behavior was different because they didn't follow the class directions, they didn't engage in their classwork, they didn't listen to the teacher, etc.*) (pgs. 10–11) **Level 4: Analyzing**
2. What did Shen learn from his new tablemates? (*Answers will vary.*) (pgs. 36–37) **Level 4: Analyzing**

SEL Mini-Lesson

What's the Behavior?

- Review the text *Not Now, Shen, Later* and its accompanying vocabulary with the class.
- Revisit the idea that Shen had different classroom experiences with his Table 5 and Table 3 tablemates.
- Create a T-chart on the board or on chart paper with the following labels: Positive Classroom Behavior and Negative Classroom Behavior
- Pass out sticky notes. Direct students to write or draw one example of a positive classroom behavior then write or draw one example of a negative classroom behavior.
- Allow students to add their example to the T-chart and share their observations.
- Reflect on both lists as a class. Look for patterns of behaviors. Ask the following reflective question:
 - How do these positive and negative classroom behaviors relate to our classroom norms (or rules)?

Tips for a successful t-chart activity with your students:

1. Direct students to role-play positive and negative classroom behaviors.
2. Review scenarios from the book *Not Now, Shen, Later* to make tangible connections to the content within the T-chart.

Story Elements

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

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

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

- Practice identifying the story elements with the scenario below:

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

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

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

Name: _____

All About My Story

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

Characters	Setting
Theme	
Problem	Solution

Plot

Beginning: _____

Middle: _____

End: _____

