

AVENUE



BOOKS™



SAMPLE

**ADVENTURES** of the Center City Kids

**RESPONSIBILITY**

*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.

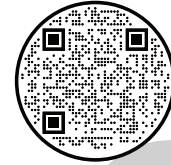
This competency coaching guide integrates the development of two key content areas: SEL and literacy. It can be used in the classroom or at home to enhance SEL skills and reinforce reading comprehension skills. Research states that incorporating social and emotional learning into the educational experience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



# Responsibility

Fly Five defines the competency of responsibility as the ability to motivate oneself to act and follow through on rules and expectations; to define a problem, consider the consequences, and choose a positive solution. Fly Five supports growth in this competency through four books that explore the developmentally appropriate SEL skills needed to engage with responsibility successfully.

Book	SEL Standard	Skill Focus	Why These Skills Matter
	Selects the Best Option Among Choices for a Suitable Outcome	Recognize examples of what is fair and unfair with adult support.	When students learn how to recognize what is fair and unfair, they understand the importance of equity, learn how to work with others, and develop social awareness and the ability to recognize and understand social norms such as sharing.
	Holds Oneself Accountable	<ol style="list-style-type: none"> <li>1. Identify a mistake or poor decision-making behaviors.</li> <li>2. Understand how to make atonement for a mistake or poor decision-making behaviors.</li> </ol>	When students learn how to identify a mistake or poor decision-making behaviors and how to atone for those mistakes, they understand there are consequences for every action that can affect themselves and others. Moreover, they learn how to take accountability for their choices, including apologizing and making better decisions in the future.
	Demonstrates Social, Civic, and Digital Responsibility	Acknowledge and follow rules that are important for self and others.	When students learn to acknowledge and follow rules that are important for themselves and others, they can meet expectations, follow agreed-upon norms in different settings, and be strong members of a team or group.
	Takes Care of Property	Demonstrate how to put things away, handle classroom items with care, and accept their role within the classroom community.	When students learn to put things away, handle classroom items with care, and accept their role within the classroom, they are developing the ability to independently serve the greater community by displaying responsible behaviors, being accountable for shared items, and engaging in multiple roles that support the functioning of the community.

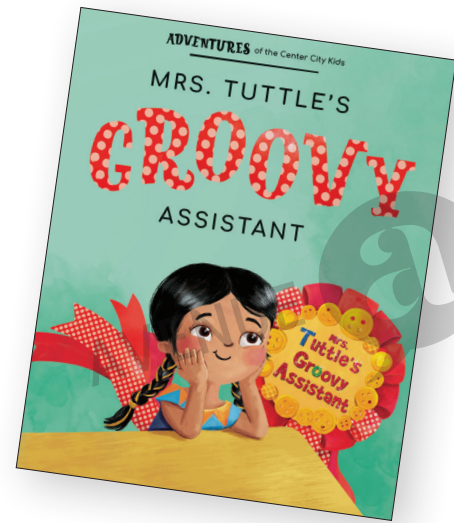
# Selects the Best Option Among Choices for a Suitable Outcome

## SEL Vocabulary

- **Fair** (pg. 11, pg. 15, pg. 18, pg. 23, pg. 35)
- **Unfair** (pg. 34)

## SEL Skill Question

What is an example of something that is fair and unfair? Why do you think so?



## Check for Understanding

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

1. What did Doba think was not fair? Why? (*Doba thought it was unfair that she didn't get a turn to wear the Groovy Assistant pin even though she really wanted to, everyone was getting a chance before Doba, and Doba had to wait and watch her friends.*) (pg. 11) **Level 2: Understanding**
2. How did Doba's feelings about fairness change from the beginning of the story to the end of the story? (*Doba first thought that if you really wanted something and didn't get a turn that it was unfair. But then she realized that when everyone gets a turn to do something, that is fair.*) (pgs. 36–37) **Level 4: Analyzing**

# SEL Mini-Lesson

## Fairness Sort

- Review the text *Mrs. Tuttle's Groovy Assistant* with the class.
- Revisit the idea that Doba wanted to be Mrs. Tuttle's Groovy Assistant.
- Direct students to get into small groups.
- Pass out index cards.
- Instruct each student to draw a real-world example of something that is fair, and on another index card to draw something that is unfair.
- Direct students to shuffle all of the completed index cards in the middle of their table.
- Students should take turns choosing an index card and identifying if it depicts a fair or unfair scenario.
- Encourage students to discuss why a particular scenario is fair or unfair.

### Tips for a successful fairness sort activity:

1. Review the vocabulary words "fair" and "unfair" with your students, applying the words to real-world scenarios. Possibly, make a visual T-chart listing all examples of "Fair" on one side and all examples of "Unfair" on the other side.
2. As you share the scenarios, use a thumbs-up gesture for fair and a thumbs-down for unfair.
3. Allow students to use the T-chart as a visual reference for the Fairness Sort activity.



## Vocabulary/Word Meaning

**CCSS RL 3.4** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

**CCSS RL 4.4** Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology.

- Explain to students that they are going to practice identifying new vocabulary words or words that they are unfamiliar with.
  - Explain that learning new vocabulary helps you to understand the meaning of a word as it is read or spoken in different contexts. It also helps you to understand how the word connects to other words and how it can be used correctly in written or spoken communication. Learning new vocabulary is important because it helps to build our word bank and it improves our ability to articulate our thinking when comprehending higher-level information.
  - Review various strategies for learning new vocabulary words such as using context clues, using illustrations, identifying word parts, finding similar words, and listening to the pronunciation and intonation of the word.
  - Choose one of the Adventures Series read-aloud books to practice utilizing the strategies above. Use the following prompts to assist student practice:
    - What do the illustrations look like near this word? How can this help me understand this word?
    - What prefixes, suffixes, or root words are present in this word? How can that help me to better understand the meaning of this word?
    - What does this word sound like spoken aloud? How can this help me learn this new word?
    - How can the sentences before and after this word help me to understand it better?
- Next, have students complete *What Does It Mean?*

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

## What Does It Mean?

**Directions:** When reading a new story, we may come across words that we don't understand. We can use context clues, illustrations, and word parts to help us figure out the meaning of the words. Pick two new words from the story that you would like to learn. Define them in your own words, provide synonyms, draw a picture to represent the words, and use the words in a sentence.

**New Word:** \_\_\_\_\_

Your definition:	Synonyms:	Drawing:
Sentence:		

**New Word:** \_\_\_\_\_

Your definition:	Synonyms:	Drawing:
Sentence:		