

AVENUE



BOOKS™



SAMPLE

ADVENTURES of the Center City Kids

EMPATHY

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.

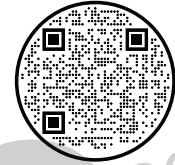
This competency coaching guide integrates the development of two key content areas: SEL and literacy. It can be used in the classroom or at home to enhance SEL skills and reinforce reading comprehension skills. Research states that incorporating social and emotional learning into the educational experience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

Empathy

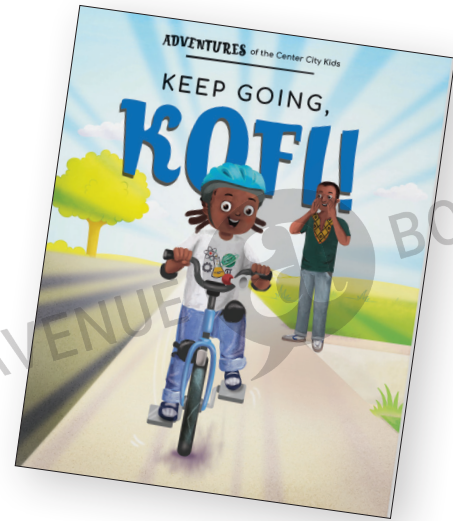
Fly Five defines the competency of empathy as the ability to see, appreciate, and value differences in others; to recognize and understand the mind and emotions of oneself and others; as well as the ability to be receptive to new ideas and experiences. Fly Five supports growth in this competency through four books that explore the developmentally appropriate SEL skills needed to engage with empathy successfully.

Book	SEL Standard	Skill Focus	Why These Skills Matter
	Recognizes and Manages One's Own Emotions and Recognizes the Emotions of Others	Identify the purpose of emotions.	When students learn how to identify the purpose of emotions, they become more conscious of their feelings and more aware of their actions. They understand that there are no good or bad emotions and each emotion has a purpose that tells us a specific reason behind what we are feeling and why. With this knowledge, students build self-regulation and emotional management skills that benefit them at school, at home, and wherever they might go.
	Respects and Values Diversity in Others	Work with peers who show the same or different interests.	When students learn how to work with others who have the same or different interests, they learn to be open-minded and how to compromise, and they become open to learning new ideas and having new experiences. Moreover, students develop empathy skills in being compassionate and understanding others and their differences.
	Respects Differing Cultural Norms	Recognize how culture can be used in a variety of ways and purposes.	When students learn to recognize how culture can be used in a variety of ways and purposes, they begin to open their mind to the complexity of every way that culture can be represented. It also allows students to make personal connections with one another and their own cultural experiences. Moreover, students will build the capacity for cognitive empathy, the ability to understand someone else's perspective and the emotions they have based on their experiences.
	Aware of the Impact of One's Actions on Others	Practice showing common courtesy to all.	When students learn how to show common courtesy to others, they learn how to be polite through words and actions. They practice showing respect for others no matter their similarities or differences. Additionally, they build empathy and interpersonal relationships.

Recognizes and Manages One's Own Emotions and Recognizes the Emotions of Others

SEL Vocabulary

- **Emotions** (pg. 31)
- **Feelings** (pgs. 20–21, pg. 27, pgs. 31–32)
- **Manage** (pg. 31)
- **Express** (pg. 27)



SEL Skill Question

Have you ever felt an emotion? Explain.

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 do you think will happen as Kofi rides his bike too fast?
(*Answers will vary.*) (pgs. 8–9) **Level 4: Analyzing**
2. What emotions does Kofi feel as he falls again and again on his bike?
(*Sadness, frustration, anger, disappointment, etc.*) (pg. 17)
Level 2: Understanding

SEL Mini-Lesson

Kofi's Emotions

- Review the text *Keep Going, Kofi!* with the class.
- Revisit the idea that Kofi experienced many emotions while learning to ride his bike.
- Model a think-aloud where you identify the purpose of one of Kofi's emotions from the story. Consider using the following prompts to guide your thinking:
 - What was Kofi feeling when . . .
 - When Kofi was feeling _____, he . . .
 - This emotion caused him to . . .
 - The purpose of this emotion is . . .
- Facilitate a discussion activity in which pairs of students discuss the purpose of Kofi's emotions in the story by reflecting on a situation or multiple situations.
- Choose some of the following scenarios for the activity, or choose your own:
 - Page 4: Kofi jumping up and down
 - Page 10: Kofi wobbling on his bike
 - Pages 19–20: Kofi huffing and puffing
- Finally, ask the following reflection questions:
 - How do Kofi's emotions change from the beginning of the story to the end?
 - How does Kofi's anger affect how he rides his bike?
 - What do you think your emotions can tell you?

Tips for a successful emotion exploration activity with your students:

1. You may want to connect your students' experiences to those emotions presented in the story so they can make text-to-self connections to further understand the purpose of emotions.
2. Allow students to discuss the reflection questions with various partners. That way students can hear and share different perspectives.

Main Idea and Supporting Details

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 identifying the main idea and supporting details of a text.
 - The main idea is what the story is primarily about. It is usually what the author wants the reader to remember most. The details support the main idea. The ability to recall and identify a main idea is a crucial reading comprehension skill.

- Practice identifying the main idea and supporting details of the following passage:

Gabriel couldn't believe it! The day was finally here. He ate his cereal so quickly, milk spilled all around his bowl. "Mom! Abuela! I'm ready to go. Let's go!" he shouted.

They got into the car and began to drive. Gabriel was bouncing in the back seat. He could see all the sights as they drove through Center City. They passed the grocery store, the library, the bike shop, and the community pool. He didn't care about any of those places—not today. He only had his eyes set on the museum up ahead.

Finally, his mom parked the car. Gabriel raced ahead to the big double wooden doors. It was time to see the new painting exhibit at the art museum.

- Ask the following questions to prompt student thinking related to the skill:
 - Who is the main character?
 - What is the main character trying to do?
 - What does the main character want?
 - What does the main character do or say to show what they want?
- Example:
 - Main idea: Gabriel was really excited to go to the art museum.
 - Supporting detail: He ate his cereal quickly.
 - Supporting detail: He was bouncing in the back seat.
 - Supporting detail: He raced to the big double wooden doors.
- Choose one of the Adventures Series read-aloud books to practice identifying the main idea and supporting details. Have students complete *What It's All About*.

Name: _____

What It's All About

Directions: The main idea is what the story is primarily about. A main idea is supported by important details from the text. Review the story and identify the main idea. Write it in the Main Idea box below. Then add three details that support the main idea.

Main Idea		
<hr/> <hr/> <hr/> <hr/> <hr/>		
Detail	Detail	Detail
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