

THE ADVENTURES OF YANI

Vision Statement

The Adventures of Yani program addresses the need for social development, emotional literacy, character education, culturally responsive text, and teaching the whole child. Yani serves as a constant reminder of social consciousness and an example of how to appropriately cope with the world around us in a productive and positive way. Yani uses positive ideals as strategies to overcome obstacles in her own life and reach personal success. In short, Yani will respond to real life situations in the same way we would want our scholars to. Think of Yani as the next important peer educator and role model to children across the world!

Statement of Need

Many children in urban communities are exposed to stressful environments that negatively impact their social-emotional development, putting them at an academic, social and emotional disadvantage. Studies also show that our nation's most at-risk children are being pushed out of classrooms and into the juvenile and criminal justice systems. Our need for early development in the social space is needed now more than ever. Yani will address this need by explicitly developing students' understanding of what it means to be a positive, productive citizen at home, at school and in their communities.

Yani's image is especially important because she looks just like many of the children she will reach. When young scholars see characters that look like them, it promotes authenticity and fosters text-to-self connections for students, allowing concepts in the text to resonate more easily.

In addition to serving a huge need for our students, the Yani series will also prove to be a huge resource for teachers. It is common for teachers to sometimes struggle with creating a positive culture in the class while also being culturally proficient. The Yani series will help teachers achieve both of these goals!

Yani Overview

The Yani Curriculum is broken into 6 monthly units; Prepared, Attentive, Thoughtful, Hardworking, Emotions, and Friendship. Each unit is broken into 3 chapters and meant to be read on a weekly basis, culminating in a week of review. The curriculum includes a complete set of Yani text, lesson plans and suggested activities. This program supports early childhood students from Pre-K to 2nd grade. Themes covered in the curriculum include emotional regulation, sharing, preparedness, hard work, thoughtfulness and more!

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THE ADVENTURES OF YANI CURRICULUM GUIDE

PATH

THE ADVENTURES OF YANI CURRICULUM GUIDE

PREPARED AT HOME

Desired Results	Lesson Objective	Text
	<i>SWBAT define prepared and give examples of how they will be prepared at home.</i>	The Adventures of Yani - Prepared (Home)
Lesson Methods	PRE-READING: <i>What do students need to know before reading to successfully access and analyze the text?</i>	
	Purpose for teachers:	Purpose for students:
	<ul style="list-style-type: none"> • Activate or build background knowledge to help students comprehend key ideas • Invest students in a topic, theme, or learning objective • Introduce students to unfamiliar vocabulary and the skill and strategy important to the text 	<ul style="list-style-type: none"> • Connects their personal experiences to what they will encounter in the text or lesson today • Build confidence with vocabulary and skills that will be used during reading and during the lesson today
	Teacher Actions	Student Actions
	<p>Bring students to the carpet with song: <i>Ex. My hands and feet are folded. My back is nice and tall. My eyes are on the teacher. I make no noise at all.</i></p> <p><i>It is time for reading time! What time is it?</i></p> <p><i>Last week we met our friend Yani. Every week she'll be teaching us a new way to be the best student we can be. This week she's showing us how to be prepared. What is being prepared?</i></p> <p><i>Yes! Introduce Yani. (Vocabulary, activate prior knowledge)</i></p> <p><i>Let's see how Yani gets prepared.</i></p> <p>Show book covers. Tie in any other reading objectives.</p>	<p>Students move to the carpet.</p> <p>Sing carpet song.</p> <p>Reading time</p> <p>Students respond.</p>
	DURING READING: <i>What do students need to do while reading to successfully comprehend and/or analyze the text?</i>	
	Purpose for teachers:	Purpose for students:
	<ul style="list-style-type: none"> • Model how students will interact with the text today • Guiding students' interactions with the text, and intervening/re-directing when necessary • Pace students through the text 	<ul style="list-style-type: none"> • Read or listen to a text (independently or with peers) • Apply comprehension strategies or collect and organize textual evidence for analysis
	Teacher Actions	Student Actions
	Teacher will plan on his/her own.	Teacher will plan on his/her own.
	POST READING: <i>Once students have read the text, how are students making meaning from the text? How are students extending their understanding to self, others, and texts? How are students communicating their meaning in a clear and logical way?</i>	
	Purpose for teachers:	Purpose for students:
<ul style="list-style-type: none"> • Check comprehension • Guide students to draw conclusions from the text • Prompt students to communicate their conclusions with textual evidence through writing or speaking 	<ul style="list-style-type: none"> • Norming on comprehension with peers and teacher • Use textual evidence to form conclusions • Communicate conclusions with textual evidence through writing or speaking 	
Teacher Actions	Student Actions	
Guiding Questions & Activity	All Students Participating.	

THE ADVENTURES OF YANI CURRICULUM GUIDE

PREPARED AT HOME

Guiding Questions

1. So who remembers, what does it mean to get prepared?
2. Where was Yani getting prepared to go?
3. What are things Yani did to get prepared or ready for school?
4. Do you think Yani was all prepared for school?
5. Why is it important to be prepared for school?
6. What are some other ways you can get prepared to go to school?

Activity: School Checklist

In this activity each student will create a prepared checklist to use at home. Teacher will introduce what a checklist is and model writing/drawing one. Students will create their own, likely using teachers as a guide.

Materials Needed:

paper, writing utensils, coloring utensils

THE ADVENTURES OF YANI CURRICULUM GUIDE

PREPARED AT SCHOOL

Desired Results	Lesson Objective	Text
	<i>SWBAT define prepared and give examples of how they will be prepared at school.</i>	The Adventures of Yani - Prepared (School)
Lesson Methods	PRE-READING: <i>What do students need to know before reading to successfully access and analyze the text?</i>	
	Purpose for teachers: <ul style="list-style-type: none"> • <i>Activate or build background knowledge to help students comprehend key ideas</i> • <i>Invest students in a topic, theme, or learning objective</i> • <i>Introduce students to unfamiliar vocabulary and the skill and strategy important to the text</i> 	Purpose for students: <ul style="list-style-type: none"> • <i>Connects their personal experiences to what they will encounter in the text or lesson today</i> • <i>Build confidence with vocabulary and skills that will be used during reading and during the lesson today</i>
	Teacher Actions	Student Actions
	Bring students to the carpet with song: <i>My hands and feet are folded. My back is nice and tall. My eyes are on the teacher. I make no noise at all.</i> <i>It is time for reading time! What time is it?</i> <i>Introduce Yani Time.</i> <i>Review appropriate vocabulary.</i> Show book covers. Tie in any other reading objectives.	Students move to the carpet. Sing carpet song. Reading time Students respond.
	DURING READING: <i>What do students need to do while reading to successfully comprehend and/or analyze the text?</i>	
	Purpose for teachers: <ul style="list-style-type: none"> • <i>Model how students will interact with the text today</i> • <i>Guiding students' interactions with the text, and intervening/re-directing when necessary</i> • <i>Pace students through the text</i> 	Purpose for students: <ul style="list-style-type: none"> • <i>Read or listen to a text (independently or with peers)</i> • <i>Apply comprehension strategies or collect and organize textual evidence for analysis</i>
	Teacher Actions	Student Actions
	Teacher will plan on his/her own.	Teacher will plan on his/her own.
	POST READING: <i>Once students have read the text, how are students making meaning from the text? How are students extending their understanding to self, others, and texts? How are students communicating their meaning in a clear and logical way?</i>	
	Purpose for teachers: <ul style="list-style-type: none"> • <i>Check comprehension</i> • <i>Guide students to draw conclusions from the text</i> • <i>Prompt students to communicate their conclusions with textual evidence through writing or speaking</i> 	Purpose for students: <ul style="list-style-type: none"> • <i>Norming on comprehension with peers and teacher</i> • <i>Use textual evidence to form conclusions</i> • <i>Communicate conclusions with textual evidence through writing or speaking</i>
	Teacher Actions	Student Actions
	Guiding Questions & Activity	All Students Participating.

THE ADVENTURES OF YANI CURRICULUM GUIDE

PREPARED AT SCHOOL

Guiding Questions

1. What does it mean to be prepared at school?
2. Why is it important to be ready to learn?
3. What are four things Yani did to be prepared at school?
4. What are some other ways you can be prepared school?
5. How will you be prepared at school today?

Activity: Class Prepared Poster

In this activity the class will make a “Prepared Poster” together to remember how to be prepared at school. This is a great way to hold students accountable for preparedness throughout the year. Students can even sign the prepared poster as a commitment to being prepared.

Materials:

chart paper, markers

THE ADVENTURES OF YANI CURRICULUM GUIDE

PREPARED IN COMMUNITY

Desired Results	Lesson Objective	Text
	<i>SWBAT define prepared and give examples of how they will be prepared in their community.</i>	The Adventures of Yani - Prepared (Community)
Lesson Methods	PRE-READING: <i>What do students need to know before reading to successfully access and analyze the text?</i>	
	<p>Purpose for teachers:</p> <ul style="list-style-type: none"> • <i>Activate or build background knowledge to help students comprehend key ideas</i> • <i>Invest students in a topic, theme, or learning objective</i> • <i>Introduce students to unfamiliar vocabulary and the skill and strategy important to the text</i> 	<p>Purpose for students:</p> <ul style="list-style-type: none"> • <i>Connects their personal experiences to what they will encounter in the text or lesson today</i> • <i>Build confidence with vocabulary and skills that will be used during reading and during the lesson today</i>
	Teacher Actions	Student Actions
	<p>Bring students to the carpet with song: <i>My hands and feet are folded. My back is nice and tall. My eyes are on the teacher. I make no noise at all.</i></p> <p><i>It is time for reading time! What time is it?</i></p> <p><i>Introduce Yani Time.</i></p> <p><i>Review appropriate vocabulary.</i></p> <p>Show book covers.</p> <p>Tie in any other reading objectives.</p>	<p>Students move to the carpet.</p> <p>Sing carpet song.</p> <p>Reading time</p> <p>Students respond.</p>
	DURING READING: <i>What do students need to do while reading to successfully comprehend and/or analyze the text?</i>	
	<p>Purpose for teachers:</p> <ul style="list-style-type: none"> • <i>Model how students will interact with the text today</i> • <i>Guiding students' interactions with the text, and intervening/re-directing when necessary</i> • <i>Pace students through the text</i> 	<p>Purpose for students:</p> <ul style="list-style-type: none"> • <i>Read or listen to a text (independently or with peers)</i> • <i>Apply comprehension strategies or collect and organize textual evidence for analysis</i>
	Teacher Actions	Student Actions
	Teacher will plan on his/her own.	Teacher will plan on his/her own.
	POST READING: <i>Once students have read the text, how are students making meaning from the text? How are students extending their understanding to self, others, and texts? How are students communicating their meaning in a clear and logical way?</i>	
	<p>Purpose for teachers:</p> <ul style="list-style-type: none"> • <i>Check comprehension</i> • <i>Guide students to draw conclusions from the text</i> • <i>Prompt students to communicate their conclusions with textual evidence through writing or speaking</i> 	<p>Purpose for students:</p> <ul style="list-style-type: none"> • <i>Norming on comprehension with peers and teacher</i> • <i>Use textual evidence to form conclusions</i> • <i>Communicate conclusions with textual evidence through writing or speaking</i>
	Teacher Actions	Student Actions
	Guiding Questions & Activity	All Students Participating.

THE ADVENTURES OF YANI CURRICULUM GUIDE

PREPARED IN COMMUNITY

Guiding Questions

1. What does it mean to be prepared in the community?
2. Why is it important to be prepared in the community?
3. What might have happened if Yani wasn't prepared in her community? (didn't have metro pass, library card or warm clothes)
4. What are things Yani did to be prepared in her community?
5. What are other ways you can be prepared in the community?

Activity: Community Checklist

In this activity each student will create a prepared checklist to use in the community. Items like cellphone, money, and ID may be appropriate items to include on their checklist. Teacher will reintroduce what a checklist is and model writing/drawing one. Students will create their own, likely using teachers as a guide.

Materials Needed:

paper, writing utensils, coloring utensils

THE ADVENTURES OF YANI CURRICULUM GUIDE

PREPARED REVIEW

Desired Results	Lesson Objective	Text
	<i>SWBAT identify the ways you can get prepared at home, school and community.</i>	The Adventures of Yani – Prepared
Lesson Methods	PRE-READING: <i>What do students need to know before reading to successfully access and analyze the text?</i>	
	<p>Purpose for teachers:</p> <ul style="list-style-type: none"> • <i>Activate or build background knowledge to help students comprehend key ideas</i> • <i>Invest students in a topic, theme, or learning objective</i> • <i>Introduce students to unfamiliar vocabulary and the skill and strategy important to the text</i> 	<p>Purpose for students:</p> <ul style="list-style-type: none"> • <i>Connects their personal experiences to what they will encounter in the text or lesson today</i> • <i>Build confidence with vocabulary and skills that will be used during reading and during the lesson today</i>
	Teacher Actions	Student Actions
	<p>Bring students to the carpet with song: <i>My hands and feet are folded. My back is nice and tall. My eyes are on the teacher. I make no noise at all.</i></p> <p><i>It is time for reading time! What time is it?</i></p> <p><i>Introduce Yani Time.</i> <i>Review appropriate vocabulary.</i></p> <p>Show book covers.</p> <p>Tie in any other reading objectives.</p>	<p>Students move to the carpet.</p> <p>Sing carpet song.</p> <p>Reading time</p> <p>Students respond.</p>
	DURING READING: <i>What do students need to do while reading to successfully comprehend and/or analyze the text?</i>	
	<p>Purpose for teachers:</p> <ul style="list-style-type: none"> • <i>Model how students will interact with the text today</i> • <i>Guiding students' interactions with the text, and intervening/re-directing when necessary</i> • <i>Pace students through the text</i> 	<p>Purpose for students:</p> <ul style="list-style-type: none"> • <i>Read or listen to a text (independently or with peers)</i> • <i>Apply comprehension strategies or collect and organize textual evidence for analysis</i>
	Teacher Actions	Student Actions
	Teacher will plan on his/her own.	Teacher will plan on his/her own.
	POST READING: <i>Once students have read the text, how are students making meaning from the text? How are students extending their understanding to self, others, and texts? How are students communicating their meaning in a clear and logical way?</i>	
	<p>Purpose for teachers:</p> <ul style="list-style-type: none"> • <i>Check comprehension</i> • <i>Guide students to draw conclusions from the text</i> • <i>Prompt students to communicate their conclusions with textual evidence through writing or speaking</i> 	<p>Purpose for students:</p> <ul style="list-style-type: none"> • <i>Norming on comprehension with peers and teacher</i> • <i>Use textual evidence to form conclusions</i> • <i>Communicate conclusions with textual evidence through writing or speaking</i>
	Teacher Actions	Student Actions
	Guiding Questions & Activity	All Students Participating.

THE ADVENTURES OF YANI CURRICULUM GUIDE

PREPARED REVIEW

Guiding Questions

1. How can you get prepared for school in the morning?
2. What did Yani have to do to get prepared for school?
3. How did Yani feel when she was getting prepared, was she excited about school?
4. How do you think Yani felt when she went to school?
5. Why is it important to be prepared?
6. How do you think Yani's first day of school went?

Activity: First Day of School Reflection

In this activity students will write, draw or share aloud their experience on their first day at school. They will reflect on if they were prepared or not how they've gotten better at being prepared since creating their checklist.

Materials Needed:

paper, writing utensils, coloring utensils

THE ADVENTURES OF YANI CURRICULUM GUIDE

ATTENTIVE AT SCHOOL

Desired Results	Lesson Objective	Text
	<i>SWBAT define Attentive and give examples of how they will be attentive at school.</i>	The Adventures of Yani - Attentive (School)
Lesson Methods	PRE-READING: <i>What do students need to know before reading to successfully access and analyze the text?</i>	
	Purpose for teachers: <ul style="list-style-type: none"> • <i>Activate or build background knowledge to help students comprehend key ideas</i> • <i>Invest students in a topic, theme, or learning objective</i> • <i>Introduce students to unfamiliar vocabulary and the skill and strategy important to the text</i> 	Purpose for students: <ul style="list-style-type: none"> • <i>Connects their personal experiences to what they will encounter in the text or lesson today</i> • <i>Build confidence with vocabulary and skills that will be used during reading and during the lesson today</i>
	Teacher Actions	Student Actions
	Bring students to the carpet with song: <i>My hands and feet are folded. My back is nice and tall. My eyes are on the teacher. I make no noise at all.</i> <i>It is time for reading time! What time is it?</i> <i>Introduce Yani Time.</i> <i>Review appropriate vocabulary.</i> Show book covers. Tie in any other reading objectives.	Students move to the carpet. Sing carpet song. Reading time Students respond.
	DURING READING: <i>What do students need to do while reading to successfully comprehend and/or analyze the text?</i>	
	Purpose for teachers: <ul style="list-style-type: none"> • <i>Model how students will interact with the text today</i> • <i>Guiding students' interactions with the text, and intervening/re-directing when necessary</i> • <i>Pace students through the text</i> 	Purpose for students: <ul style="list-style-type: none"> • <i>Read or listen to a text (independently or with peers)</i> • <i>Apply comprehension strategies or collect and organize textual evidence for analysis</i>
	Teacher Actions	Student Actions
	Teacher will plan on his/her own.	Teacher will plan on his/her own.
	POST READING: <i>Once students have read the text, how are students making meaning from the text? How are students extending their understanding to self, others, and texts? How are students communicating their meaning in a clear and logical way?</i>	
	Purpose for teachers: <ul style="list-style-type: none"> • <i>Check comprehension</i> • <i>Guide students to draw conclusions from the text</i> • <i>Prompt students to communicate their conclusions with textual evidence through writing or speaking</i> 	Purpose for students: <ul style="list-style-type: none"> • <i>Norming on comprehension with peers and teacher</i> • <i>Use textual evidence to form conclusions</i> • <i>Communicate conclusions with textual evidence through writing or speaking</i>
	Teacher Actions	Student Actions
	Guiding Questions & Activity	All Students Participating.

THE ADVENTURES OF YANI CURRICULUM GUIDE

ATTENTIVE AT SCHOOL

Guiding Questions

1. What does it mean to be attentive at school?
2. Why is it important to be attentive at school?
3. Do you think Yani is a good student?
4. What are things Yani did to be attentive at school?
5. What are some other ways you can be attentive school?
6. What are things we should not do if we are being attentive at school?

Activity: Class Attentive Poster

In this activity the class will make an “Attentive Poster” together to remember how to be Attentive at school. This is a great way to hold students accountable for Attentiveness throughout the year and review class rules and expectations.

Materials:

chart paper, markers

THE ADVENTURES OF YANI CURRICULUM GUIDE

ATTENTIVE AT HOME

Desired Results	Lesson Objective	Text
	<i>SWBAT define Attentive and give examples of how they will be attentive at home.</i>	The Adventures of Yani - Attentive (Home)
Lesson Methods	PRE-READING: <i>What do students need to know before reading to successfully access and analyze the text?</i>	
	Purpose for teachers: <ul style="list-style-type: none"> • <i>Activate or build background knowledge to help students comprehend key ideas</i> • <i>Invest students in a topic, theme, or learning objective</i> • <i>Introduce students to unfamiliar vocabulary and the skill and strategy important to the text</i> 	Purpose for students: <ul style="list-style-type: none"> • <i>Connects their personal experiences to what they will encounter in the text or lesson today</i> • <i>Build confidence with vocabulary and skills that will be used during reading and during the lesson today</i>
	Teacher Actions	Student Actions
	Bring students to the carpet with song: <i>My hands and feet are folded. My back is nice and tall. My eyes are on the teacher. I make no noise at all.</i> <i>It is time for reading time! What time is it?</i> <i>Introduce Yani Time.</i> <i>Review appropriate vocabulary.</i> Show book covers. Tie in any other reading objectives.	Students move to the carpet. Sing carpet song. Reading time Students respond.
	DURING READING: <i>What do students need to do while reading to successfully comprehend and/or analyze the text?</i>	
	Purpose for teachers: <ul style="list-style-type: none"> • <i>Model how students will interact with the text today</i> • <i>Guiding students' interactions with the text, and intervening/re-directing when necessary</i> • <i>Pace students through the text</i> 	Purpose for students: <ul style="list-style-type: none"> • <i>Read or listen to a text (independently or with peers)</i> • <i>Apply comprehension strategies or collect and organize textual evidence for analysis</i>
	Teacher Actions	Student Actions
	Teacher will plan on his/her own.	Teacher will plan on his/her own.
	POST READING: <i>Once students have read the text, how are students making meaning from the text? How are students extending their understanding to self, others, and texts? How are students communicating their meaning in a clear and logical way?</i>	
	Purpose for teachers: <ul style="list-style-type: none"> • <i>Check comprehension</i> • <i>Guide students to draw conclusions from the text</i> • <i>Prompt students to communicate their conclusions with textual evidence through writing or speaking</i> 	Purpose for students: <ul style="list-style-type: none"> • <i>Norming on comprehension with peers and teacher</i> • <i>Use textual evidence to form conclusions</i> • <i>Communicate conclusions with textual evidence through writing or speaking</i>
	Teacher Actions	Student Actions
	Guiding Questions & Activity	All Students Participating.

THE ADVENTURES OF YANI CURRICULUM GUIDE

ATTENTIVE AT HOME

Guiding Questions

1. What does it mean to be attentive at home?
2. Why is it important to be attentive at home?
3. What are four things Yani did to be attentive at home?
4. What are some other ways you can be attentive home?
5. What might happen if we are not attentive or not being careful at home?

Activity: Attentive at Home Reflection

In this activity students can write or talk about a time the made a mistake at home because they were not focused and paying attention.

Materials:

paper, writing utensils, coloring utensils

THE ADVENTURES OF YANI CURRICULUM GUIDE

ATTENTIVE IN THE COMMUNITY

Desired Results	Lesson Objective	Text
	<i>SWBAT define Attentive and give examples of how they will be attentive in their community.</i>	The Adventures of Yani - Attentive (Community)
Lesson Methods	PRE-READING: <i>What do students need to know before reading to successfully access and analyze the text?</i>	
	<p>Purpose for teachers:</p> <ul style="list-style-type: none"> • <i>Activate or build background knowledge to help students comprehend key ideas</i> • <i>Invest students in a topic, theme, or learning objective</i> • <i>Introduce students to unfamiliar vocabulary and the skill and strategy important to the text</i> 	<p>Purpose for students:</p> <ul style="list-style-type: none"> • <i>Connects their personal experiences to what they will encounter in the text or lesson today</i> • <i>Build confidence with vocabulary and skills that will be used during reading and during the lesson today</i>
	Teacher Actions	Student Actions
	<p>Bring students to the carpet with song: <i>My hands and feet are folded. My back is nice and tall. My eyes are on the teacher. I make no noise at all.</i></p> <p><i>It is time for reading time! What time is it?</i></p> <p><i>Introduce Yani Time.</i> <i>Review appropriate vocabulary.</i></p> <p>Show book covers.</p> <p>Tie in any other reading objectives.</p>	<p>Students move to the carpet.</p> <p>Sing carpet song.</p> <p>Reading time</p> <p>Students respond.</p>
	DURING READING: <i>What do students need to do while reading to successfully comprehend and/or analyze the text?</i>	
	<p>Purpose for teachers:</p> <ul style="list-style-type: none"> • <i>Model how students will interact with the text today</i> • <i>Guiding students' interactions with the text, and intervening/re-directing when necessary</i> • <i>Pace students through the text</i> 	<p>Purpose for students:</p> <ul style="list-style-type: none"> • <i>Read or listen to a text (independently or with peers)</i> • <i>Apply comprehension strategies or collect and organize textual evidence for analysis</i>
	Teacher Actions	Student Actions
	Teacher will plan on his/her own.	Teacher will plan on his/her own.
	POST READING: <i>Once students have read the text, how are students making meaning from the text? How are students extending their understanding to self, others, and texts? How are students communicating their meaning in a clear and logical way?</i>	
	<p>Purpose for teachers:</p> <ul style="list-style-type: none"> • <i>Check comprehension</i> • <i>Guide students to draw conclusions from the text</i> • <i>Prompt students to communicate their conclusions with textual evidence through writing or speaking</i> 	<p>Purpose for students:</p> <ul style="list-style-type: none"> • <i>Norming on comprehension with peers and teacher</i> • <i>Use textual evidence to form conclusions</i> • <i>Communicate conclusions with textual evidence through writing or speaking</i>
	Teacher Actions	Student Actions
	Guiding Questions & Activity	All Students Participating.

THE ADVENTURES OF YANI CURRICULUM GUIDE

ATTENTIVE IN COMMUNITY

Guiding Questions

1. What does it mean to be attentive in the community?
2. Why is it important to be attentive in the community?
3. What are things Yani did to be attentive in her community?
4. What are other ways you can be attentive in the community?
5. What might happen if we are not attentive or not being careful in our community?

Activity: Attentive in the Community Reflection

In this activity students can write or talk about a time they made a mistake in their community because they were not focused and paying attention.

Materials:

paper, writing utensils, coloring utensils

THE ADVENTURES OF YANI CURRICULUM GUIDE

ATTENTIVE REVIEW

Desired Results	Lesson Objective	Text
	<i>SWBAT identify ways to be attentive at home, school and community.</i>	The Adventures of Yani – Attentive
Lesson Methods	PRE-READING: <i>What do students need to know before reading to successfully access and analyze the text?</i>	
	<p>Purpose for teachers:</p> <ul style="list-style-type: none"> • <i>Activate or build background knowledge to help students comprehend key ideas</i> • <i>Invest students in a topic, theme, or learning objective</i> • <i>Introduce students to unfamiliar vocabulary and the skill and strategy important to the text</i> 	<p>Purpose for students:</p> <ul style="list-style-type: none"> • <i>Connects their personal experiences to what they will encounter in the text or lesson today</i> • <i>Build confidence with vocabulary and skills that will be used during reading and during the lesson today</i>
	Teacher Actions	Student Actions
	<p>Bring students to the carpet with song: <i>My hands and feet are folded. My back is nice and tall. My eyes are on the teacher. I make no noise at all.</i></p> <p><i>It is time for reading time! What time is it?</i></p> <p><i>Introduce Yani Time.</i> <i>Review appropriate vocabulary.</i></p> <p>Show book covers.</p> <p>Tie in any other reading objectives.</p>	<p>Students move to the carpet.</p> <p>Sing carpet song.</p> <p>Reading time</p> <p>Students respond.</p>
	DURING READING: <i>What do students need to do while reading to successfully comprehend and/or analyze the text?</i>	
	<p>Purpose for teachers:</p> <ul style="list-style-type: none"> • <i>Model how students will interact with the text today</i> • <i>Guiding students' interactions with the text, and intervening/re-directing when necessary</i> • <i>Pace students through the text</i> 	<p>Purpose for students:</p> <ul style="list-style-type: none"> • <i>Read or listen to a text (independently or with peers)</i> • <i>Apply comprehension strategies or collect and organize textual evidence for analysis</i>
	Teacher Actions	Student Actions
	Teacher will plan on his/her own.	Teacher will plan on his/her own.
	POST READING: <i>Once students have read the text, how are students making meaning from the text? How are students extending their understanding to self, others, and texts? How are students communicating their meaning in a clear and logical way?</i>	
	<p>Purpose for teachers:</p> <ul style="list-style-type: none"> • <i>Check comprehension</i> • <i>Guide students to draw conclusions from the text</i> • <i>Prompt students to communicate their conclusions with textual evidence through writing or speaking</i> 	<p>Purpose for students:</p> <ul style="list-style-type: none"> • <i>Norming on comprehension with peers and teacher</i> • <i>Use textual evidence to form conclusions</i> • <i>Communicate conclusions with textual evidence through writing or speaking</i>
	Teacher Actions	Student Actions
	Guiding Questions & Activity	All Students Participating.

THE ADVENTURES OF YANI CURRICULUM GUIDE

ATTENTIVE REVIEW

Guiding Questions

1. Where are some places you should pay attention?
2. How can you pay attention in your community?
3. How can you help your friends pay attention?
4. How can you pay attention to your teachers and parents?
5. What might happen if you're not paying attention at home, school or in your community?
6. What did you learn from Yani?

Activity: Attentive Reflection

In this activity students will reflect on the ways to be attentive in school; tracking the speaker, raising silent hands, listening to the teacher. Students can draw one of the ways they plan to be attentive in school.

Materials:

paper, writing utensils, coloring utensils

THE ADVENTURES OF YANI CURRICULUM GUIDE

THOUGHTFUL AT SCHOOL

Desired Results	Lesson Objective	Text
	<i>SWBAT define Thoughtful and give examples of how they will be thoughtful at school.</i>	The Adventures of Yani - Thoughtful (School)
Lesson Methods	PRE-READING: <i>What do students need to know before reading to successfully access and analyze the text?</i>	
	Purpose for teachers: <ul style="list-style-type: none"> • <i>Activate or build background knowledge to help students comprehend key ideas</i> • <i>Invest students in a topic, theme, or learning objective</i> • <i>Introduce students to unfamiliar vocabulary and the skill and strategy important to the text</i> 	Purpose for students: <ul style="list-style-type: none"> • <i>Connects their personal experiences to what they will encounter in the text or lesson today</i> • <i>Build confidence with vocabulary and skills that will be used during reading and during the lesson today</i>
	Teacher Actions	Student Actions
	Bring students to the carpet with song: <i>My hands and feet are folded. My back is nice and tall. My eyes are on the teacher. I make no noise at all.</i> <i>It is time for reading time! What time is it?</i> <i>Introduce Yani Time.</i> <i>Review appropriate vocabulary.</i> Show book covers. Tie in any other reading objectives.	Students move to the carpet. Sing carpet song. Reading time Students respond.
	DURING READING: <i>What do students need to do while reading to successfully comprehend and/or analyze the text?</i>	
	Purpose for teachers: <ul style="list-style-type: none"> • <i>Model how students will interact with the text today</i> • <i>Guiding students' interactions with the text, and intervening/re-directing when necessary</i> • <i>Pace students through the text</i> 	Purpose for students: <ul style="list-style-type: none"> • <i>Read or listen to a text (independently or with peers)</i> • <i>Apply comprehension strategies or collect and organize textual evidence for analysis</i>
	Teacher Actions	Student Actions
	Teacher will plan on his/her own.	Teacher will plan on his/her own.
	POST READING: <i>Once students have read the text, how are students making meaning from the text? How are students extending their understanding to self, others, and texts? How are students communicating their meaning in a clear and logical way?</i>	
	Purpose for teachers: <ul style="list-style-type: none"> • <i>Check comprehension</i> • <i>Guide students to draw conclusions from the text</i> • <i>Prompt students to communicate their conclusions with textual evidence through writing or speaking</i> 	Purpose for students: <ul style="list-style-type: none"> • <i>Norming on comprehension with peers and teacher</i> • <i>Use textual evidence to form conclusions</i> • <i>Communicate conclusions with textual evidence through writing or speaking</i>
	Teacher Actions	Student Actions
	Guiding Questions & Activity	All Students Participating.

THE ADVENTURES OF YANI CURRICULUM GUIDE

THOUGHTFUL AT SCHOOL

Guiding Questions

1. What does it mean to be thoughtful at School?
2. Why is it important to be thoughtful at school?
3. What are four things Yani did to be thoughtful at school?
4. What are some other ways you can be thoughtful at school?
5. How do we make people feel when we are thoughtful? How do we make ourselves feel?

Activity: Class Thoughtful Poster

In this activity the class will make an “Thoughtful Poster” together to remember how to be Thoughtful at school. This is a great way to hold students accountable for Thoughtfulness throughout the year and review class rules and expectations.

Materials:

paper, writing utensils, coloring utensils

THE ADVENTURES OF YANI CURRICULUM GUIDE

THOUGHTFUL AT HOME

Desired Results	Lesson Objective	Text
	<i>SWBAT define Thoughtful and give examples of how they will be thoughtful at home.</i>	The Adventures of Yani - Thoughtful (Home)
Lesson Methods	PRE-READING: <i>What do students need to know before reading to successfully access and analyze the text?</i>	
	Purpose for teachers: <ul style="list-style-type: none"> • <i>Activate or build background knowledge to help students comprehend key ideas</i> • <i>Invest students in a topic, theme, or learning objective</i> • <i>Introduce students to unfamiliar vocabulary and the skill and strategy important to the text</i> 	Purpose for students: <ul style="list-style-type: none"> • <i>Connects their personal experiences to what they will encounter in the text or lesson today</i> • <i>Build confidence with vocabulary and skills that will be used during reading and during the lesson today</i>
	Teacher Actions	Student Actions
	Bring students to the carpet with song: <i>My hands and feet are folded. My back is nice and tall. My eyes are on the teacher. I make no noise at all.</i> <i>It is time for reading time! What time is it?</i> <i>Introduce Yani Time.</i> <i>Review appropriate vocabulary.</i> Show book covers. Tie in any other reading objectives.	Students move to the carpet. Sing carpet song. Reading time Students respond.
	DURING READING: <i>What do students need to do while reading to successfully comprehend and/or analyze the text?</i>	
	Purpose for teachers: <ul style="list-style-type: none"> • <i>Model how students will interact with the text today</i> • <i>Guiding students' interactions with the text, and intervening/re-directing when necessary</i> • <i>Pace students through the text</i> 	Purpose for students: <ul style="list-style-type: none"> • <i>Read or listen to a text (independently or with peers)</i> • <i>Apply comprehension strategies or collect and organize textual evidence for analysis</i>
	Teacher Actions	Student Actions
	Teacher will plan on his/her own.	Teacher will plan on his/her own.
	POST READING: <i>Once students have read the text, how are students making meaning from the text? How are students extending their understanding to self, others, and texts? How are students communicating their meaning in a clear and logical way?</i>	
	Purpose for teachers: <ul style="list-style-type: none"> • <i>Check comprehension</i> • <i>Guide students to draw conclusions from the text</i> • <i>Prompt students to communicate their conclusions with textual evidence through writing or speaking</i> 	Purpose for students: <ul style="list-style-type: none"> • <i>Norming on comprehension with peers and teacher</i> • <i>Use textual evidence to form conclusions</i> • <i>Communicate conclusions with textual evidence through writing or speaking</i>
	Teacher Actions	Student Actions
	Guiding Questions & Activity	All Students Participating.

THE ADVENTURES OF YANI CURRICULUM GUIDE

THOUGHTFUL AT HOME

Guiding Questions

1. What does it mean to be thoughtful at home?
2. Why is it important to be thoughtful at home?
3. What are four things Yani did to be thoughtful at home?
4. What are some other ways you can be thoughtful at home?
5. How do we make people feel when we are thoughtful? How do we make ourselves feel?

Activity: Family Portrait

In this activity students will draw their family and write the way they plan to be thoughtful to each member.

Materials:

paper, writing utensils, coloring utensils

THE ADVENTURES OF YANI CURRICULUM GUIDE

THOUGHTFUL IN THE COMMUNITY

Desired Results	Lesson Objective	Text
	<i>SWBAT define Thoughtful and give examples of how they will be thoughtful in their communities.</i>	The Adventures of Yani - Thoughtful (Community)
Lesson Methods	PRE-READING: <i>What do students need to know before reading to successfully access and analyze the text?</i>	
	<p>Purpose for teachers:</p> <ul style="list-style-type: none"> • <i>Activate or build background knowledge to help students comprehend key ideas</i> • <i>Invest students in a topic, theme, or learning objective</i> • <i>Introduce students to unfamiliar vocabulary and the skill and strategy important to the text</i> 	<p>Purpose for students:</p> <ul style="list-style-type: none"> • <i>Connects their personal experiences to what they will encounter in the text or lesson today</i> • <i>Build confidence with vocabulary and skills that will be used during reading and during the lesson today</i>
	Teacher Actions	Student Actions
	<p>Bring students to the carpet with song: <i>My hands and feet are folded. My back is nice and tall. My eyes are on the teacher. I make no noise at all.</i></p> <p><i>It is time for reading time! What time is it?</i></p> <p><i>Introduce Yani Time.</i></p> <p><i>Review appropriate vocabulary.</i></p> <p>Show book covers.</p> <p>Tie in any other reading objectives.</p>	<p>Students move to the carpet.</p> <p>Sing carpet song.</p> <p>Reading time</p> <p>Students respond.</p>
	DURING READING: <i>What do students need to do while reading to successfully comprehend and/or analyze the text?</i>	
	<p>Purpose for teachers:</p> <ul style="list-style-type: none"> • <i>Model how students will interact with the text today</i> • <i>Guiding students' interactions with the text, and intervening/re-directing when necessary</i> • <i>Pace students through the text</i> 	<p>Purpose for students:</p> <ul style="list-style-type: none"> • <i>Read or listen to a text (independently or with peers)</i> • <i>Apply comprehension strategies or collect and organize textual evidence for analysis</i>
	Teacher Actions	Student Actions
	Teacher will plan on his/her own.	Teacher will plan on his/her own.
	POST READING: <i>Once students have read the text, how are students making meaning from the text? How are students extending their understanding to self, others, and texts? How are students communicating their meaning in a clear and logical way?</i>	
	<p>Purpose for teachers:</p> <ul style="list-style-type: none"> • <i>Check comprehension</i> • <i>Guide students to draw conclusions from the text</i> • <i>Prompt students to communicate their conclusions with textual evidence through writing or speaking</i> 	<p>Purpose for students:</p> <ul style="list-style-type: none"> • <i>Norming on comprehension with peers and teacher</i> • <i>Use textual evidence to form conclusions</i> • <i>Communicate conclusions with textual evidence through writing or speaking</i>
	Teacher Actions	Student Actions
	Guiding Questions & Activity	All Students Participating.

THE ADVENTURES OF YANI CURRICULUM GUIDE

THOUGHTFUL IN COMMUNITY

Guiding Questions

1. What does it mean to be thoughtful in the community?
2. Why is it important to be thoughtful in the community?
3. What are things Yani did to be thoughtful in the community?
4. What other ways you can be thoughtful in the community?
5. How do we make people feel when we are thoughtful? How do we make ourselves feel?

Activity: Community Building

In this activity students can write or talk about ways they plan to improve their community.

Materials:

paper, writing utensils, coloring utensils

THE ADVENTURES OF YANI CURRICULUM GUIDE

THOUGHTFUL REVIEW

	Lesson Objective	Text
Desired Results	<i>SWBAT identify how Yani was Thoughtful and tell more ways they can be thoughtful at home, school, and in their community.</i>	The Adventures of Yani – Thoughtful
Lesson Methods	PRE-READING: <i>What do students need to know before reading to successfully access and analyze the text?</i>	
	Purpose for teachers: <ul style="list-style-type: none"> • Activate or build background knowledge to help students comprehend key ideas • Invest students in a topic, theme, or learning objective • Introduce students to unfamiliar vocabulary and the skill and strategy important to the text 	Purpose for students: <ul style="list-style-type: none"> • Connects their personal experiences to what they will encounter in the text or lesson today • Build confidence with vocabulary and skills that will be used during reading and during the lesson today
	Teacher Actions	Student Actions
	Bring students to the carpet with song: <i>My hands and feet are folded. My back is nice and tall. My eyes are on the teacher. I make no noise at all.</i> <i>It is time for reading time! What time is it?</i> <i>Introduce Yani Time.</i> <i>Review appropriate vocabulary.</i> Show book covers. Tie in any other reading objectives.	Students move to the carpet. Sing carpet song. Reading time Students respond.
	DURING READING: <i>What do students need to do while reading to successfully comprehend and/or analyze the text?</i>	
	Purpose for teachers: <ul style="list-style-type: none"> • Model how students will interact with the text today • Guiding students' interactions with the text, and intervening/re-directing when necessary • Pace students through the text 	Purpose for students: <ul style="list-style-type: none"> • Read or listen to a text (independently or with peers) • Apply comprehension strategies or collect and organize textual evidence for analysis
	Teacher Actions	Student Actions
	Teacher will plan on his/her own.	Teacher will plan on his/her own.
	POST READING: <i>Once students have read the text, how are students making meaning from the text? How are students extending their understanding to self, others, and texts? How are students communicating their meaning in a clear and logical way?</i>	
	Purpose for teachers: <ul style="list-style-type: none"> • Check comprehension • Guide students to draw conclusions from the text • Prompt students to communicate their conclusions with textual evidence through writing or speaking 	Purpose for students: <ul style="list-style-type: none"> • Norming on comprehension with peers and teacher • Use textual evidence to form conclusions • Communicate conclusions with textual evidence through writing or speaking
	Teacher Actions	Student Actions
	Guiding Questions & Activity	All Students Participating.

THE ADVENTURES OF YANI CURRICULUM GUIDE

THOUGHTFUL REVIEW

Guiding Questions

1. What does it mean to be thoughtful at home?
2. Why is it important to be thoughtful at school?
3. What are things Yani did to be thoughtful in the community?
4. What other ways you can be thoughtful in the community?
5. How do we make people feel when we are thoughtful? How do we make ourselves feel?

Activity: Thoughtful Partners

With a buddy, students will talk about the ways they can be thoughtful to each other and draw a picture demonstrating one way they plan to be a good thoughtful friend to their buddy.

Materials:

chart paper, markers

THE ADVENTURES OF YANI CURRICULUM GUIDE

HARDWORKING AT SCHOOL

Desired Results	Lesson Objective	Text
	<i>SWBAT define Hard-work and give examples of how they will be hardworking at school.</i>	The Adventures of Yani – Hard-Working (School)
Lesson Methods	PRE-READING: <i>What do students need to know before reading to successfully access and analyze the text?</i>	
	Purpose for teachers: <ul style="list-style-type: none"> • <i>Activate or build background knowledge to help students comprehend key ideas</i> • <i>Invest students in a topic, theme, or learning objective</i> • <i>Introduce students to unfamiliar vocabulary and the skill and strategy important to the text</i> 	Purpose for students: <ul style="list-style-type: none"> • <i>Connects their personal experiences to what they will encounter in the text or lesson today</i> • <i>Build confidence with vocabulary and skills that will be used during reading and during the lesson today</i>
	Teacher Actions	Student Actions
	Bring students to the carpet with song: <i>My hands and feet are folded. My back is nice and tall. My eyes are on the teacher. I make no noise at all.</i> <i>It is time for reading time! What time is it?</i> <i>Introduce Yani Time.</i> <i>Review appropriate vocabulary.</i> Show book covers. Tie in any other reading objectives.	Students move to the carpet. Sing carpet song. Reading time Students respond.
	DURING READING: <i>What do students need to do while reading to successfully comprehend and/or analyze the text?</i>	
	Purpose for teachers: <ul style="list-style-type: none"> • <i>Model how students will interact with the text today</i> • <i>Guiding students' interactions with the text, and intervening/re-directing when necessary</i> • <i>Pace students through the text</i> 	Purpose for students: <ul style="list-style-type: none"> • <i>Read or listen to a text (independently or with peers)</i> • <i>Apply comprehension strategies or collect and organize textual evidence for analysis</i>
	Teacher Actions	Student Actions
	Teacher will plan on his/her own.	Teacher will plan on his/her own.
	POST READING: <i>Once students have read the text, how are students making meaning from the text? How are students extending their understanding to self, others, and texts? How are students communicating their meaning in a clear and logical way?</i>	
	Purpose for teachers: <ul style="list-style-type: none"> • <i>Check comprehension</i> • <i>Guide students to draw conclusions from the text</i> • <i>Prompt students to communicate their conclusions with textual evidence through writing or speaking</i> 	Purpose for students: <ul style="list-style-type: none"> • <i>Norming on comprehension with peers and teacher</i> • <i>Use textual evidence to form conclusions</i> • <i>Communicate conclusions with textual evidence through writing or speaking</i>
	Teacher Actions	Student Actions
	Guiding Questions & Activity	All Students Participating.

THE ADVENTURES OF YANI CURRICULUM GUIDE

HARDWORKING AT SCHOOL

Guiding Questions

1. What does it mean to be hardworking at school?
2. Why is it important to be hardworking at school?
3. What are four things Yani did to be hardworking at school?
4. What are other ways you can be hardworking at school?
5. Sometimes it may be difficult to work hard. How can we make sure that we work hard all the time?

Activity: Hardworking Reflection

Students will reflect on the hardest part of their day and make a commitment to persevere through whatever holds them back. Designing a permanent reminder is a good way to hold students accountable.

Materials:

paper, writing utensils, coloring utensils

THE ADVENTURES OF YANI CURRICULUM GUIDE

HARDWORKING AT HOME

Desired Results	Lesson Objective	Text
	<i>SWBAT define Hard-work and give examples of how they will be hardworking at home.</i>	The Adventures of Yani – Hard-Working (Home)
Lesson Methods	PRE-READING: <i>What do students need to know before reading to successfully access and analyze the text?</i>	
	Purpose for teachers: <ul style="list-style-type: none"> • <i>Activate or build background knowledge to help students comprehend key ideas</i> • <i>Invest students in a topic, theme, or learning objective</i> • <i>Introduce students to unfamiliar vocabulary and the skill and strategy important to the text</i> 	Purpose for students: <ul style="list-style-type: none"> • <i>Connects their personal experiences to what they will encounter in the text or lesson today</i> • <i>Build confidence with vocabulary and skills that will be used during reading and during the lesson today</i>
	Teacher Actions	Student Actions
	Bring students to the carpet with song: <i>My hands and feet are folded. My back is nice and tall. My eyes are on the teacher. I make no noise at all.</i> <i>It is time for reading time! What time is it?</i> <i>Introduce Yani Time.</i> <i>Review appropriate vocabulary.</i> Show book covers. Tie in any other reading objectives.	Students move to the carpet. Sing carpet song. Reading time Students respond.
	DURING READING: <i>What do students need to do while reading to successfully comprehend and/or analyze the text?</i>	
	Purpose for teachers: <ul style="list-style-type: none"> • <i>Model how students will interact with the text today</i> • <i>Guiding students' interactions with the text, and intervening/re-directing when necessary</i> • <i>Pace students through the text</i> 	Purpose for students: <ul style="list-style-type: none"> • <i>Read or listen to a text (independently or with peers)</i> • <i>Apply comprehension strategies or collect and organize textual evidence for analysis</i>
	Teacher Actions	Student Actions
	Teacher will plan on his/her own.	Teacher will plan on his/her own.
	POST READING: <i>Once students have read the text, how are students making meaning from the text? How are students extending their understanding to self, others, and texts? How are students communicating their meaning in a clear and logical way?</i>	
	Purpose for teachers: <ul style="list-style-type: none"> • <i>Check comprehension</i> • <i>Guide students to draw conclusions from the text</i> • <i>Prompt students to communicate their conclusions with textual evidence through writing or speaking</i> 	Purpose for students: <ul style="list-style-type: none"> • <i>Norming on comprehension with peers and teacher</i> • <i>Use textual evidence to form conclusions</i> • <i>Communicate conclusions with textual evidence through writing or speaking</i>
	Teacher Actions	Student Actions
	Guiding Questions & Activity	All Students Participating.

THE ADVENTURES OF YANI CURRICULUM GUIDE

HARDWORKING AT HOME

Guiding Questions

1. What does it mean to be hardworking at home?
2. Why is it important to be hardworking at home?
3. What are things Yani did to be hardworking at home?
4. What are other ways you can be hardworking at home?
5. Sometimes it may be difficult to work hard. How can we make sure that we work hard all the time?

Activity: Home Job List

In this activity students can make a checklist of all house jobs they can complete at home, including homework and reading time. Built in incentives can be made for students who complete their entire list at home.

Materials:

paper, writing utensils, coloring utensils

THE ADVENTURES OF YANI CURRICULUM GUIDE

HARDWORKING IN THE COMMUNITY

Desired Results	Lesson Objective	Text
		<i>SWBAT define Hard-work and give examples of how they will be hardworking in the community.</i>
Lesson Methods	PRE-READING: <i>What do students need to know before reading to successfully access and analyze the text?</i>	
	<p>Purpose for teachers:</p> <ul style="list-style-type: none"> • Activate or build background knowledge to help students comprehend key ideas • Invest students in a topic, theme, or learning objective • Introduce students to unfamiliar vocabulary and the skill and strategy important to the text 	<p>Purpose for students:</p> <ul style="list-style-type: none"> • Connects their personal experiences to what they will encounter in the text or lesson today • Build confidence with vocabulary and skills that will be used during reading and during the lesson today
	Teacher Actions	Student Actions
	<p>Bring students to the carpet with song: <i>My hands and feet are folded. My back is nice and tall. My eyes are on the teacher. I make no noise at all.</i></p> <p><i>It is time for reading time! What time is it?</i></p> <p><i>Introduce Yani Time.</i></p> <p><i>Review appropriate vocabulary.</i></p> <p>Show book covers.</p> <p>Tie in any other reading objectives.</p>	<p>Students move to the carpet.</p> <p>Sing carpet song.</p> <p>Reading time</p> <p>Students respond.</p>
	DURING READING: <i>What do students need to do while reading to successfully comprehend and/or analyze the text?</i>	
	<p>Purpose for teachers:</p> <ul style="list-style-type: none"> • Model how students will interact with the text today • Guiding students' interactions with the text, and intervening/re-directing when necessary • Pace students through the text 	<p>Purpose for students:</p> <ul style="list-style-type: none"> • Read or listen to a text (independently or with peers) • Apply comprehension strategies or collect and organize textual evidence for analysis
	Teacher Actions	Student Actions
	Teacher will plan on his/her own.	Teacher will plan on his/her own.
	POST READING: <i>Once students have read the text, how are students making meaning from the text? How are students extending their understanding to self, others, and texts? How are students communicating their meaning in a clear and logical way?</i>	
	<p>Purpose for teachers:</p> <ul style="list-style-type: none"> • Check comprehension • Guide students to draw conclusions from the text • Prompt students to communicate their conclusions with textual evidence through writing or speaking 	<p>Purpose for students:</p> <ul style="list-style-type: none"> • Norming on comprehension with peers and teacher • Use textual evidence to form conclusions • Communicate conclusions with textual evidence through writing or speaking
	Teacher Actions	Student Actions
	Guiding Questions & Activity	All Students Participating.

THE ADVENTURES OF YANI CURRICULUM GUIDE

HARDWORKING IN COMMUNITY

Guiding Questions

1. What does it mean to be hardworking in the community?
2. Why is it important to be hardworking in the community?
3. What are things Yani did to be hardworking in the community?
4. What are other ways you can be hardworking in the community?
5. Sometimes it may be difficult to work hard. How can we make sure that we work hard all the time?

Activity: Community Portrait

In this activity the class draw a portrait of themselves being hardworking in their community and share their portraits with the class.

Materials:

paper, writing utensils, coloring utensils

THE ADVENTURES OF YANI CURRICULUM GUIDE

HARDWORKING REVIEW

Desired Results	Lesson Objective	Text
	<i>SWBAT identify ways Yani is hardworking.</i>	The Adventures of Yani – Hardworking
Lesson Methods	PRE-READING: <i>What do students need to know before reading to successfully access and analyze the text?</i>	
	<p>Purpose for teachers:</p> <ul style="list-style-type: none"> • <i>Activate or build background knowledge to help students comprehend key ideas</i> • <i>Invest students in a topic, theme, or learning objective</i> • <i>Introduce students to unfamiliar vocabulary and the skill and strategy important to the text</i> 	<p>Purpose for students:</p> <ul style="list-style-type: none"> • <i>Connects their personal experiences to what they will encounter in the text or lesson today</i> • <i>Build confidence with vocabulary and skills that will be used during reading and during the lesson today</i>
	Teacher Actions	Student Actions
	<p>Bring students to the carpet with song: <i>My hands and feet are folded. My back is nice and tall. My eyes are on the teacher. I make no noise at all.</i></p> <p><i>It is time for reading time! What time is it?</i></p> <p><i>Introduce Yani Time.</i> <i>Review appropriate vocabulary.</i></p> <p>Show book covers.</p> <p>Tie in any other reading objectives.</p>	<p>Students move to the carpet.</p> <p>Sing carpet song.</p> <p>Reading time</p> <p>Students respond.</p>
	DURING READING: <i>What do students need to do while reading to successfully comprehend and/or analyze the text?</i>	
	<p>Purpose for teachers:</p> <ul style="list-style-type: none"> • <i>Model how students will interact with the text today</i> • <i>Guiding students' interactions with the text, and intervening/re-directing when necessary</i> • <i>Pace students through the text</i> 	<p>Purpose for students:</p> <ul style="list-style-type: none"> • <i>Read or listen to a text (independently or with peers)</i> • <i>Apply comprehension strategies or collect and organize textual evidence for analysis</i>
	Teacher Actions	Student Actions
	Teacher will plan on his/her own.	Teacher will plan on his/her own.
	POST READING: <i>Once students have read the text, how are students making meaning from the text? How are students extending their understanding to self, others, and texts? How are students communicating their meaning in a clear and logical way?</i>	
	<p>Purpose for teachers:</p> <ul style="list-style-type: none"> • <i>Check comprehension</i> • <i>Guide students to draw conclusions from the text</i> • <i>Prompt students to communicate their conclusions with textual evidence through writing or speaking</i> 	<p>Purpose for students:</p> <ul style="list-style-type: none"> • <i>Norming on comprehension with peers and teacher</i> • <i>Use textual evidence to form conclusions</i> • <i>Communicate conclusions with textual evidence through writing or speaking</i>
	Teacher Actions	Student Actions
	Guiding Questions & Activity	All Students Participating.

THE ADVENTURES OF YANI CURRICULUM GUIDE

HARDWORKING REVIEW

Guiding Questions

1. What does it mean to be hardworking at home?
2. Why is it important to be hardworking at school?
3. What are things Yani did to be hardworking in the community?
4. What other ways you can be hardworking in the community?
5. Why is it important to be hardworking at all times?

Activity: Class Jobs

In this activity class jobs can be given to students to promote work ethic and the operation of a community. Jobs can include line leaders, sanitation engineers, and material distributors.

Materials:

chart paper, markers

THE ADVENTURES OF YANI CURRICULUM GUIDE

EMOTION

THE ADVENTURES OF YANI CURRICULUM GUIDE

HAPPINESS

Desired Results	Lesson Objective	Text
	<i>SWBAT define emotions and list what makes them happy.</i>	The Adventures of Yani – Emotion (Happiness)
Lesson Methods	PRE-READING: <i>What do students need to know before reading to successfully access and analyze the text?</i>	
	<p>Purpose for teachers:</p> <ul style="list-style-type: none"> • <i>Activate or build background knowledge to help students comprehend key ideas</i> • <i>Invest students in a topic, theme, or learning objective</i> • <i>Introduce students to unfamiliar vocabulary and the skill and strategy important to the text</i> 	<p>Purpose for students:</p> <ul style="list-style-type: none"> • <i>Connects their personal experiences to what they will encounter in the text or lesson today</i> • <i>Build confidence with vocabulary and skills that will be used during reading and during the lesson today</i>
	Teacher Actions	Student Actions
	<p>Bring students to the carpet with song: <i>My hands and feet are folded. My back is nice and tall. My eyes are on the teacher. I make no noise at all.</i></p> <p><i>It is time for reading time! What time is it?</i></p> <p><i>Introduce Yani Time.</i> <i>Review appropriate vocabulary.</i></p> <p>Show book covers.</p> <p>Tie in any other reading objectives.</p>	<p>Students move to the carpet.</p> <p>Sing carpet song.</p> <p>Reading time</p> <p>Students respond.</p>
	DURING READING: <i>What do students need to do while reading to successfully comprehend and/or analyze the text?</i>	
	<p>Purpose for teachers:</p> <ul style="list-style-type: none"> • <i>Model how students will interact with the text today</i> • <i>Guiding students' interactions with the text, and intervening/re-directing when necessary</i> • <i>Pace students through the text</i> 	<p>Purpose for students:</p> <ul style="list-style-type: none"> • <i>Read or listen to a text (independently or with peers)</i> • <i>Apply comprehension strategies or collect and organize textual evidence for analysis</i>
	Teacher Actions	Student Actions
	Teacher will plan on his/her own.	Teacher will plan on his/her own.
	POST READING: <i>Once students have read the text, how are students making meaning from the text? How are students extending their understanding to self, others, and texts? How are students communicating their meaning in a clear and logical way?</i>	
	<p>Purpose for teachers:</p> <ul style="list-style-type: none"> • <i>Check comprehension</i> • <i>Guide students to draw conclusions from the text</i> • <i>Prompt students to communicate their conclusions with textual evidence through writing or speaking</i> 	<p>Purpose for students:</p> <ul style="list-style-type: none"> • <i>Norming on comprehension with peers and teacher</i> • <i>Use textual evidence to form conclusions</i> • <i>Communicate conclusions with textual evidence through writing or speaking</i>
	Teacher Actions	Student Actions
	Guiding Questions & Activity	All Students Participating.

THE ADVENTURES OF YANI CURRICULUM GUIDE

HAPPINESS

Guiding Questions

1. What are emotions?
2. What is Yani's favorite emotion?
3. What are some things that make Yani happy?
4. How do you feel when you're happy? What do you do?
5. What is your favorite emotion?

Activity: Understanding Our Emotions - Happiness

In this activity students will make a list of all the things that make them happy. They will later use this list to regulate their emotions in times of distress.

Materials:

paper, writing utensils, coloring utensils

THE ADVENTURES OF YANI CURRICULUM GUIDE

SADNESS

Desired Results	Lesson Objective	Text
	<i>SWBAT define emotions and list what makes them sad.</i>	The Adventures of Yani – Emotions (Sadness)
Lesson Methods	PRE-READING: <i>What do students need to know before reading to successfully access and analyze the text?</i>	
	Purpose for teachers: <ul style="list-style-type: none"> • Activate or build background knowledge to help students comprehend key ideas • Invest students in a topic, theme, or learning objective • Introduce students to unfamiliar vocabulary and the skill and strategy important to the text 	Purpose for students: <ul style="list-style-type: none"> • Connects their personal experiences to what they will encounter in the text or lesson today • Build confidence with vocabulary and skills that will be used during reading and during the lesson today
	Teacher Actions	Student Actions
	Bring students to the carpet with song: <i>My hands and feet are folded. My back is nice and tall. My eyes are on the teacher. I make no noise at all.</i> <i>It is time for reading time! What time is it?</i> <i>Introduce Yani Time.</i> <i>Review appropriate vocabulary.</i> Show book covers. Tie in any other reading objectives.	Students move to the carpet. Sing carpet song. Reading time Students respond.
	DURING READING: <i>What do students need to do while reading to successfully comprehend and/or analyze the text?</i>	
	Purpose for teachers: <ul style="list-style-type: none"> • Model how students will interact with the text today • Guiding students' interactions with the text, and intervening/re-directing when necessary • Pace students through the text 	Purpose for students: <ul style="list-style-type: none"> • Read or listen to a text (independently or with peers) • Apply comprehension strategies or collect and organize textual evidence for analysis
	Teacher Actions	Student Actions
	Teacher will plan on his/her own.	Teacher will plan on his/her own.
	POST READING: <i>Once students have read the text, how are students making meaning from the text? How are students extending their understanding to self, others, and texts? How are students communicating their meaning in a clear and logical way?</i>	
	Purpose for teachers: <ul style="list-style-type: none"> • Check comprehension • Guide students to draw conclusions from the text • Prompt students to communicate their conclusions with textual evidence through writing or speaking 	Purpose for students: <ul style="list-style-type: none"> • Norming on comprehension with peers and teacher • Use textual evidence to form conclusions • Communicate conclusions with textual evidence through writing or speaking
	Teacher Actions	Student Actions
	Guiding Questions & Activity	All Students Participating.

THE ADVENTURES OF YANI CURRICULUM GUIDE

SADNESS

Guiding Questions

1. What are some things that make Yani sad?
2. What are some examples of things that make you sad?
3. What can we do when we are sad to feel better?

Activity: Understanding Our Emotions - Sadness

In this activity students will make a list of all the things that make them sad. This is meant for them to share with parents, teachers and peers and will help students articulate their emotions, resulting in quicker resolution.

Materials:

paper, writing utensils, coloring utensils

THE ADVENTURES OF YANI CURRICULUM GUIDE

ANGER & FRUSTRATION

Desired Results	Lesson Objective	Text
		<i>SWBAT define emotions and list what makes them angry and frustrated.</i>
Lesson Methods	PRE-READING: <i>What do students need to know before reading to successfully access and analyze the text?</i>	
	Purpose for teachers: <ul style="list-style-type: none"> • Activate or build background knowledge to help students comprehend key ideas • Invest students in a topic, theme, or learning objective • Introduce students to unfamiliar vocabulary and the skill and strategy important to the text 	Purpose for students: <ul style="list-style-type: none"> • Connects their personal experiences to what they will encounter in the text or lesson today • Build confidence with vocabulary and skills that will be used during reading and during the lesson today
	Teacher Actions	Student Actions
	Bring students to the carpet with song: <i>My hands and feet are folded. My back is nice and tall. My eyes are on the teacher. I make no noise at all.</i> <i>It is time for reading time! What time is it?</i> <i>Introduce Yani Time.</i> <i>Review appropriate vocabulary.</i> Show book covers. Tie in any other reading objectives.	Students move to the carpet. Sing carpet song. Reading time Students respond.
	DURING READING: <i>What do students need to do while reading to successfully comprehend and/or analyze the text?</i>	
	Purpose for teachers: <ul style="list-style-type: none"> • Model how students will interact with the text today • Guiding students' interactions with the text, and intervening/re-directing when necessary • Pace students through the text 	Purpose for students: <ul style="list-style-type: none"> • Read or listen to a text (independently or with peers) • Apply comprehension strategies or collect and organize textual evidence for analysis
	Teacher Actions	Student Actions
	Teacher will plan on his/her own.	Teacher will plan on his/her own.
	POST READING: <i>Once students have read the text, how are students making meaning from the text? How are students extending their understanding to self, others, and texts? How are students communicating their meaning in a clear and logical way?</i>	
	Purpose for teachers: <ul style="list-style-type: none"> • Check comprehension • Guide students to draw conclusions from the text • Prompt students to communicate their conclusions with textual evidence through writing or speaking 	Purpose for students: <ul style="list-style-type: none"> • Norming on comprehension with peers and teacher • Use textual evidence to form conclusions • Communicate conclusions with textual evidence through writing or speaking
	Teacher Actions	Student Actions
	Guiding Questions & Activity	All Students Participating.

THE ADVENTURES OF YANI CURRICULUM GUIDE

ANGER & FRUSTRATION

Guiding Questions

1. What are some things that make Yani angry?
2. What are some examples of things that make you angry?
3. What can we do when we are angry to feel better?

Activity: Understanding Our Emotions – Anger & Frustration

In this activity students will make a list of all the things that make them angry and frustrated. This is meant for them to share with parents, teachers and peers and will help students articulate their emotions, resulting in quicker resolution.

Materials:

paper, writing utensils, coloring utensils

THE ADVENTURES OF YANI CURRICULUM GUIDE

EMOTION REVIEW

Desired Results	Lesson Objective	Text
	<i>SWBAT define emotions and list strategies to help them regulate their emotions.</i>	The Adventures of Yani – Emotions
Lesson Methods	PRE-READING: <i>What do students need to know before reading to successfully access and analyze the text?</i>	
	<p>Purpose for teachers:</p> <ul style="list-style-type: none"> • <i>Activate or build background knowledge to help students comprehend key ideas</i> • <i>Invest students in a topic, theme, or learning objective</i> • <i>Introduce students to unfamiliar vocabulary and the skill and strategy important to the text</i> 	<p>Purpose for students:</p> <ul style="list-style-type: none"> • <i>Connects their personal experiences to what they will encounter in the text or lesson today</i> • <i>Build confidence with vocabulary and skills that will be used during reading and during the lesson today</i>
	Teacher Actions	Student Actions
	<p>Bring students to the carpet with song: <i>My hands and feet are folded. My back is nice and tall. My eyes are on the teacher. I make no noise at all.</i></p> <p><i>It is time for reading time! What time is it?</i></p> <p><i>Introduce Yani Time.</i> <i>Review appropriate vocabulary.</i></p> <p>Show book covers.</p> <p>Tie in any other reading objectives.</p>	<p>Students move to the carpet.</p> <p>Sing carpet song.</p> <p>Reading time</p> <p>Students respond.</p>
	DURING READING: <i>What do students need to do while reading to successfully comprehend and/or analyze the text?</i>	
	<p>Purpose for teachers:</p> <ul style="list-style-type: none"> • <i>Model how students will interact with the text today</i> • <i>Guiding students' interactions with the text, and intervening/re-directing when necessary</i> • <i>Pace students through the text</i> 	<p>Purpose for students:</p> <ul style="list-style-type: none"> • <i>Read or listen to a text (independently or with peers)</i> • <i>Apply comprehension strategies or collect and organize textual evidence for analysis</i>
	Teacher Actions	Student Actions
	Teacher will plan on his/her own.	Teacher will plan on his/her own.
	POST READING: <i>Once students have read the text, how are students making meaning from the text? How are students extending their understanding to self, others, and texts? How are students communicating their meaning in a clear and logical way?</i>	
	<p>Purpose for teachers:</p> <ul style="list-style-type: none"> • <i>Check comprehension</i> • <i>Guide students to draw conclusions from the text</i> • <i>Prompt students to communicate their conclusions with textual evidence through writing or speaking</i> 	<p>Purpose for students:</p> <ul style="list-style-type: none"> • <i>Norming on comprehension with peers and teacher</i> • <i>Use textual evidence to form conclusions</i> • <i>Communicate conclusions with textual evidence through writing or speaking</i>
	Teacher Actions	Student Actions
	Guiding Questions & Activity	All Students Participating.

THE ADVENTURES OF YANI CURRICULUM GUIDE

EMOTION REVIEW

Guiding Questions

1. What are emotions?
2. What are the emotions Yani experienced?
3. How did Yani change her emotions? What tools did she use?

Activity: Coping Strategies

In this activity students will write, in checklist form, explicit strategies they can use to make themselves feel better in times of distress. They can make a set for home and a set for school that should be easily accessible on or in their desks.

Materials:

paper, writing utensils, coloring utensils

THE ADVENTURES OF YANI CURRICULUM GUIDE

FRIENDSHIP

THE ADVENTURES OF YANI CURRICULUM GUIDE

Kind Words (Manners)

Desired Results	Lesson Objective	Text
	<i>SWBAT define Manners and give examples.</i>	The Adventures of Yani – Friendship (Kind Words)
Lesson Methods	PRE-READING: <i>What do students need to know before reading to successfully access and analyze the text?</i>	
	<p>Purpose for teachers:</p> <ul style="list-style-type: none"> • <i>Activate or build background knowledge to help students comprehend key ideas</i> • <i>Invest students in a topic, theme, or learning objective</i> • <i>Introduce students to unfamiliar vocabulary and the skill and strategy important to the text</i> 	<p>Purpose for students:</p> <ul style="list-style-type: none"> • <i>Connects their personal experiences to what they will encounter in the text or lesson today</i> • <i>Build confidence with vocabulary and skills that will be used during reading and during the lesson today</i>
	Teacher Actions	Student Actions
	<p>Bring students to the carpet with song: <i>My hands and feet are folded. My back is nice and tall. My eyes are on the teacher. I make no noise at all.</i></p> <p><i>It is time for reading time! What time is it?</i></p> <p><i>Introduce Yani Time.</i></p> <p><i>Review appropriate vocabulary.</i></p> <p>Show book covers.</p> <p>Tie in any other reading objectives.</p>	<p>Students move to the carpet.</p> <p>Sing carpet song.</p> <p>Reading time</p> <p>Students respond.</p>
	DURING READING: <i>What do students need to do while reading to successfully comprehend and/or analyze the text?</i>	
	<p>Purpose for teachers:</p> <ul style="list-style-type: none"> • <i>Model how students will interact with the text today</i> • <i>Guiding students' interactions with the text, and intervening/re-directing when necessary</i> • <i>Pace students through the text</i> 	<p>Purpose for students:</p> <ul style="list-style-type: none"> • <i>Read or listen to a text (independently or with peers)</i> • <i>Apply comprehension strategies or collect and organize textual evidence for analysis</i>
	Teacher Actions	Student Actions
	Teacher will plan on his/her own.	Teacher will plan on his/her own.
	POST READING: <i>Once students have read the text, how are students making meaning from the text? How are students extending their understanding to self, others, and texts? How are students communicating their meaning in a clear and logical way?</i>	
	<p>Purpose for teachers:</p> <ul style="list-style-type: none"> • <i>Check comprehension</i> • <i>Guide students to draw conclusions from the text</i> • <i>Prompt students to communicate their conclusions with textual evidence through writing or speaking</i> 	<p>Purpose for students:</p> <ul style="list-style-type: none"> • <i>Norming on comprehension with peers and teacher</i> • <i>Use textual evidence to form conclusions</i> • <i>Communicate conclusions with textual evidence through writing or speaking</i>
	Teacher Actions	Student Actions
	Guiding Questions & Activity	All Students Participating.

THE ADVENTURES OF YANI CURRICULUM GUIDE

Kind Words (Manners)

Guiding Questions

1. What are manners?
2. What is one word we can use to show we have manners?
3. Why should we say please?
4. What are some examples of when we should say please?
5. What are two words we can use to show we have manners?
6. Why should we say thank you?
7. What are some examples of when we should say thank you?

Activity: Class “Kind Word” Poster

In this activity the class will make a “Kind Word Poster” together to remember what manner words to use with friends and family.

Materials:

chart paper, markers

THE ADVENTURES OF YANI CURRICULUM GUIDE

Sharing

	Lesson Objective	Text
Desired Results	<i>SWBAT define sharing and articulate why it is important</i>	The Adventures of Yani – Friendship (Sharing)
Lesson Methods	PRE-READING: <i>What do students need to know before reading to successfully access and analyze the text?</i>	
	Purpose for teachers: <ul style="list-style-type: none"> • Activate or build background knowledge to help students comprehend key ideas • Invest students in a topic, theme, or learning objective • Introduce students to unfamiliar vocabulary and the skill and strategy important to the text 	Purpose for students: <ul style="list-style-type: none"> • Connects their personal experiences to what they will encounter in the text or lesson today • Build confidence with vocabulary and skills that will be used during reading and during the lesson today
	Teacher Actions	Student Actions
	Bring students to the carpet with song: <i>My hands and feet are folded. My back is nice and tall. My eyes are on the teacher. I make no noise at all.</i> <i>It is time for reading time! What time is it?</i> <i>Introduce Yani Time.</i> <i>Review appropriate vocabulary.</i> Show book covers. Tie in any other reading objectives.	Students move to the carpet. Sing carpet song. Reading time Students respond.
	DURING READING: <i>What do students need to do while reading to successfully comprehend and/or analyze the text?</i>	
	Purpose for teachers: <ul style="list-style-type: none"> • Model how students will interact with the text today • Guiding students' interactions with the text, and intervening/re-directing when necessary • Pace students through the text 	Purpose for students: <ul style="list-style-type: none"> • Read or listen to a text (independently or with peers) • Apply comprehension strategies or collect and organize textual evidence for analysis
	Teacher Actions	Student Actions
	Teacher will plan on his/her own.	Teacher will plan on his/her own.
	POST READING: <i>Once students have read the text, how are students making meaning from the text? How are students extending their understanding to self, others, and texts? How are students communicating their meaning in a clear and logical way?</i>	
	Purpose for teachers: <ul style="list-style-type: none"> • Check comprehension • Guide students to draw conclusions from the text • Prompt students to communicate their conclusions with textual evidence through writing or speaking 	Purpose for students: <ul style="list-style-type: none"> • Norming on comprehension with peers and teacher • Use textual evidence to form conclusions • Communicate conclusions with textual evidence through writing or speaking
	Teacher Actions	Student Actions
	Guiding Questions & Activity	All Students Participating.

THE ADVENTURES OF YANI CURRICULUM GUIDE

Sharing

Guiding Questions

1. What does it mean to share?
2. What types of things can you share?
3. Who can you share with?
4. How can you ask someone to share?
5. Is it ever ok not to share?
6. Why is it important to share?

Activity: Sharing Protocol

In this activity the class can design and practice a “sharing protocol”, deciding on the what it should “look like” when two people share. Take in account the way to ask for things, time limits on use of items and how to ask for items back.

Materials:

chart paper, markers

THE ADVENTURES OF YANI CURRICULUM GUIDE

BULLYING

Desired Results	Lesson Objective	Text
	<i>SWBAT define bullying, articulate why it is not good and how you can make a friend feel better</i>	The Adventures of Yani – Friendship (Bullying)
Lesson Methods	PRE-READING: <i>What do students need to know before reading to successfully access and analyze the text?</i>	
	Purpose for teachers: <ul style="list-style-type: none"> • Activate or build background knowledge to help students comprehend key ideas • Invest students in a topic, theme, or learning objective • Introduce students to unfamiliar vocabulary and the skill and strategy important to the text 	Purpose for students: <ul style="list-style-type: none"> • Connects their personal experiences to what they will encounter in the text or lesson today • Build confidence with vocabulary and skills that will be used during reading and during the lesson today
	Teacher Actions	Student Actions
	Bring students to the carpet with song: <i>My hands and feet are folded. My back is nice and tall. My eyes are on the teacher. I make no noise at all.</i> <i>It is time for reading time! What time is it?</i> <i>Introduce Yani Time.</i> <i>Review appropriate vocabulary.</i> Show book covers. Tie in any other reading objectives.	Students move to the carpet. Sing carpet song. Reading time Students respond.
	DURING READING: <i>What do students need to do while reading to successfully comprehend and/or analyze the text?</i>	
	Purpose for teachers: <ul style="list-style-type: none"> • Model how students will interact with the text today • Guiding students' interactions with the text, and intervening/re-directing when necessary • Pace students through the text 	Purpose for students: <ul style="list-style-type: none"> • Read or listen to a text (independently or with peers) • Apply comprehension strategies or collect and organize textual evidence for analysis
	Teacher Actions	Student Actions
	Teacher will plan on his/her own.	Teacher will plan on his/her own.
	POST READING: <i>Once students have read the text, how are students making meaning from the text? How are students extending their understanding to self, others, and texts? How are students communicating their meaning in a clear and logical way?</i>	
	Purpose for teachers: <ul style="list-style-type: none"> • Check comprehension • Guide students to draw conclusions from the text • Prompt students to communicate their conclusions with textual evidence through writing or speaking 	Purpose for students: <ul style="list-style-type: none"> • Norming on comprehension with peers and teacher • Use textual evidence to form conclusions • Communicate conclusions with textual evidence through writing or speaking
	Teacher Actions	Student Actions
	Guiding Questions & Activity	All Students Participating.

THE ADVENTURES OF YANI CURRICULUM GUIDE

BULLYING

Guiding Questions

1. What does it mean to be a bully?
2. Is it good or bad to be a bully?
3. What should you do if you are being bullied?
4. What should you do if you hurt a friend's feelings?

Activity: Resolution Protocol

In this activity the class can design and practice a “Resolution Protocol”, deciding on the what it should “look like” when two people have a disagreement or when one person feels bullied. How do you tell a friend they’ve hurt your feelings? How do you apologize? How do you forgive? Consider designating a space in the class for this exchange to take place.

Materials:

chart paper, markers

THE ADVENTURES OF YANI CURRICULUM GUIDE

Friendship Review

Desired Results	Lesson Objective	Text
	<i>SWBAT identify ways to be a good friend</i>	The Adventures of Yani – Friendship
Lesson Methods	PRE-READING: <i>What do students need to know before reading to successfully access and analyze the text?</i>	
	Purpose for teachers:	Purpose for students:
	<ul style="list-style-type: none"> • Activate or build background knowledge to help students comprehend key ideas • Invest students in a topic, theme, or learning objective • Introduce students to unfamiliar vocabulary and the skill and strategy important to the text 	<ul style="list-style-type: none"> • Connects their personal experiences to what they will encounter in the text or lesson today • Build confidence with vocabulary and skills that will be used during reading and during the lesson today
	Teacher Actions	Student Actions
	<p>Bring students to the carpet with song: <i>My hands and feet are folded. My back is nice and tall. My eyes are on the teacher. I make no noise at all.</i></p> <p><i>It is time for reading time! What time is it?</i></p> <p><i>Introduce Yani Time.</i></p> <p><i>Review appropriate vocabulary.</i></p> <p>Show book covers.</p> <p>Tie in any other reading objectives.</p>	<p>Students move to the carpet.</p> <p>Sing carpet song.</p> <p>Reading time</p> <p>Students respond.</p>
	DURING READING: <i>What do students need to do while reading to successfully comprehend and/or analyze the text?</i>	
	Purpose for teachers:	Purpose for students:
	<ul style="list-style-type: none"> • Model how students will interact with the text today • Guiding students' interactions with the text, and intervening/re-directing when necessary • Pace students through the text 	<ul style="list-style-type: none"> • Read or listen to a text (independently or with peers) • Apply comprehension strategies or collect and organize textual evidence for analysis
	Teacher Actions	Student Actions
	Teacher will plan on his/her own.	Teacher will plan on his/her own.
	POST READING: <i>Once students have read the text, how are students making meaning from the text? How are students extending their understanding to self, others, and texts? How are students communicating their meaning in a clear and logical way?</i>	
	Purpose for teachers:	Purpose for students:
<ul style="list-style-type: none"> • Check comprehension • Guide students to draw conclusions from the text • Prompt students to communicate their conclusions with textual evidence through writing or speaking 	<ul style="list-style-type: none"> • Norming on comprehension with peers and teacher • Use textual evidence to form conclusions • Communicate conclusions with textual evidence through writing or speaking 	
Teacher Actions	Student Actions	
Guiding Questions & Activity	All Students Participating.	

THE ADVENTURES OF YANI CURRICULUM GUIDE

Friendship Review

Guiding Questions

1. What are ways to be a good friend?
2. Why should you be a good friend?
3. What is something friends should not do?

Activity: Class “Good Friend” Poster

In this activity the class will make a “Good Friend Poster” together to outline what it means to be a good friend. This can serve as an anchor chart to remind scholars how to be a good friend when they need prompting.

Materials:

chart paper, markers