

**TVDSB**

**Mentor Texts:  
Mental Health and  
Well-Being**



## **Mentor Texts: Mental Health and Well-Being**

The Mental Health and Well-Being dimension of the *Diversity: Embracing Who We Are* resource consists of five teacher reference books and fifteen mentor texts and accompanying lessons that support opportunities for meaningful conversations about mental health and well-being. It is our hope that sharing these books with your students will help foster the resiliency skills that are essential to maintaining positive mental health:

- Emotional awareness and self-regulation;
- Realistic optimism;
- Empathy;
- Self-efficacy;
- Reaching out.

This collection of mentor texts offers powerful insight into resiliency skills. We have identified those skills that are most prevalent in each book.

For further information about resiliency skills, please see the *Bounce Back Supplementary Resources 2015* located on the TVDSB website under the “Student Mental Health” tab or visit <http://resilienceresearch.org/> to view Michael Ungar’s work.

### **Why is This Important?**

It is estimated that 10-20% of Canadian youth are affected by a mental illness or disorder – the single most disabling group of disorders worldwide, *Canadian Mental Health Association (CMHA)*

Students with mental health problems may have difficulty maintaining regular progress at school. Students with severe mental disorders often struggle academically and may need educational supports such as differentiated instruction, accommodations or an Individual Education Plan (IEP). Plans should include provision of supports to help students develop the social skills, self-awareness, self-control, and self-esteem they need to succeed academically. (*Supporting Minds: An Educator’s Guide to Promoting Students’ Mental Health and Well-Being*, Ontario Ministry of Education)

### **TVDSB Mental Health and Well-Being Strategic Plan**

The TVDSB Mental Health and Well-Being Strategic Plan is rooted in the belief that the mental health and well-being of our students and staff is a shared responsibility and focuses on cultivating the conditions for healthy learning and work environments.

- **GOALS:** The TVDSB Mental Health and Well-Being Strategic Plan honours the work already being done in our system in the area of mental health and well-being and seeks to increase mental health literacy, strengthen engagement with students, families, staff and our community, and enhance mental health leadership.
- **VISION:** To support learning and development by enhancing the mental health and well-being of students and staff.

For more information about the TVDSB Mental Health and Well-Being Strategic Plan, please see the graphic included in the appendix.

## **Curriculum Connections**

This resource is divided into two sections. 1) The summaries include a targeted range of grades, a summary, and literacy and health curriculum connections. 2) The lessons are sub-divided by division.

### **Literacy:**

The Instructional approach used to share each book with the students is Read Aloud. The Guide to Effective Literacy Instruction highlights the importance of Read Aloud as a major component of a comprehensive literacy program. Reading aloud to students:

- Gives them experiences with quality literature;
- Motivates them to read;
- Demonstrates ways of responding to text;
- Exhibits reading strategies that proficient readers use.

As teachers we know that modelled reading must be planned and purposeful. While reading the text aloud to students, teachers stop at strategic points in the text to ask students questions and /or model a reading comprehension strategy using a think aloud. When conducting a think aloud, teachers can demonstrate how to think critically about personal, historical or current issues, and examine perspective and point of view.

Each book in this resource has been linked to a specific division based on the content of the text and all lessons follow a similar format with pre, during and after reading questions. To promote higher level thinking, students are encouraged to think deeply and critically through effective questioning.

\*\*\* Two of our selections (Your Fantastic Elastic Brain and Pete the Cat) may be better suited to reading in small chunks. One, Your Fantastic Elastic Brain, is a non-fiction informational text and the other, Pete the Cat, is a collection of quotes. Please see guiding questions for possible explorations of these texts.

## **Health and Physical Education Connections**

The “Diversity: Embracing Who We Are - Mental Health and Well-Being” books and accompanying lessons provide a good opportunity for developing the living skills in the Health and Physical Education curriculum. The integration of the living skills with each of the fifteen books give students an opportunity to develop, practise, and refine these important skills (personal, interpersonal, critical thinking) as they mature.

As they develop and apply their living skills, students will build resilience. They will learn to make choices that protect their safety and health and enable them to become independent thinkers and responsible adults who are capable of developing strong relationships and who are committed to lifelong healthy, active living.

## **Living Skills - Specific Expectations**

By the end of each grade, students will:

**Demonstrate personal and interpersonal skills and the use of critical and creative thinking processes as they acquire knowledge and skills in connection with the expectations in the Healthy Living strand for their grade.**

## **Personal Skills**

1.1 Use self-awareness and self-monitoring skills to help them understand their strengths and needs, take responsibility for their actions, recognize sources of stress, and monitor their own progress, as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living.

1.2 Use adaptive, management, and coping skills to help them respond to the various challenges they encounter as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living.



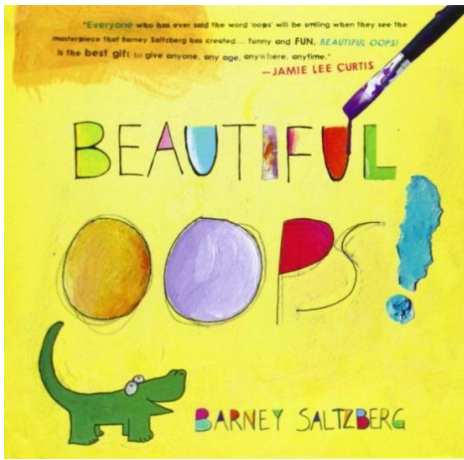
## **Interpersonal Skills**

1.3 Communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living.

1.4 Apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective group or team members.

## **Critical and Creative Thinking**

1.5 Use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analysing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education.



**TITLE:** *Beautiful Oops*

**AUTHOR** Barney Saltzberg

**PUBLISHER:** Workman Publishing

**COPYRIGHT:** 2010

**FORMAT:** Hardcover

**GRADE LEVEL:** 1-6

**RESILIENCY SKILLS:** Realistic Optimism, Self-efficacy, Reaching Out

It's OK to make a mistake. In fact, hooray for mistakes! A mistake is an adventure in creativity, a portal of discovery. A spill doesn't ruin a drawing—not when it becomes the shape of a goofy animal. And an accidental tear in your paper? Don't be upset about it when you can turn it into the roaring mouth of an alligator. Celebrate the 'oops' in life.

## Reading Curriculum Connections

### 1.3 Comprehension Strategies

Identify several reading comprehension strategies and use them before, during, and after reading to understand texts (eg. activate prior knowledge, ask questions, make and confirm predictions based on evidence from the text, synthesize ideas)

### 1.5 Making Inferences

Use stated and implied information and ideas in texts to make simple inferences and reasonable predictions about them

### 1.6 Extending Understanding

Extend understanding of texts by connecting the ideas in them to their own knowledge, experience and insights, to other familiar texts, and to the world around them

### 1.7 Analysing Texts

Identify the main idea and some additional elements of texts

### 1.8 Responding to and Evaluating Texts

Express personal thoughts and feelings about what has been read

## Health and Physical Education Curriculum Connections

### Grade One

- Health and Physical Education – Living Skills – *Personal Skills, Critical and Creative Thinking*

### Grade Two

- Health and Physical Education – Living Skills – *Personal Skills, Critical and Creative Thinking*

### Grade Three

- Health and Physical Education – Living Skills – *Personal Skills, Critical and Creative Thinking*

### Grade Four

- Health and Physical Education – Living Skills - *Personal Skills*

### Grade Five

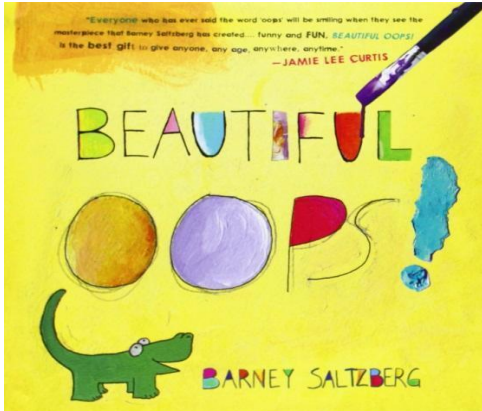
- Health and Physical Education – Healthy Living – *Human Development and Sexual Health (C2.4)PS, Personal Safety and Injury Prevention (C3.2)PS,IS*

### Grade 6

- Health and Physical Education – Healthy Living – *Human Development and Sexual Health (C1.3)PS*

**Beautiful Oops**  
By Barney Saltzberg

**RESILIENCY SKILLS: Realistic Optimism, Self-efficacy, Reaching Out**



It's OK to make a mistake. In fact, hooray for mistakes! A mistake is an adventure in creativity, a portal of discovery. A spill doesn't ruin a drawing—not when it becomes the shape of a goofy animal. And an accidental tear in your paper? Don't be upset about it when you can turn it into the roaring mouth of an alligator. Celebrate the 'oops' in life.

**Recommendation:** Due to the unique nature of this text creation, teachers are encouraged to explore this text **in a small group** so that students can engage with the creative elements of the book. (pop ups, lift the flaps, etc.)

<p><b>Pre-reading</b></p>	<p><b>Activating Background Knowledge</b> <b>Day One: Whole Class Activity</b> Using the word cards attached to this lesson, photocopy and cut for a <b>Word Sort</b>. Have students gather in a circle on the carpet to complete the word sort. Teacher orally shares each word and deconstructs for meaning to ensure understanding. After all words are on the carpet, invite students to talk about how they might sort the words into 2 categories. Teachers will begin by modelling to begin the sort: torn, spill and bent vs. possibilities, imagination, celebrate. Finish with providing students with these headings: Beautiful and Oops to label the sets. Glue the words on chart paper for future reference.</p>
<p><b>Small Group Shared Reading</b></p>	<p><b>Following Days: Small Group Shared Reading</b> Gather 4 to 5 students in a group. Display and review the anchor chart from Day One. Teacher talks about the meaning of the word 'oops'. <b>Think aloud:</b> When I say 'oops', what do you think of? Have you ever made an oops? Notice the title. How can an oops be a beautiful thing? When I think of an oops, I think of a mistake, an error. Do you think an oops can ever be a good thing? Can we turn an oops around?  Read the entire text. Owing to the tactile nature of the text, you may wish to have students interact with the text features.</p>
<p><b>After Reading</b></p>	<p><b>Follow-up Questions to Promote Deep Conversations</b> What do you think the author is trying to teach us about mistakes? Looking at the chart, how does seeing a mistake as <u>Opportunity</u> (use the anchor chart words) change the way we feel about an oops, and ourselves?</p>

**Possibility**

**Torn**

**Celebrate**

**Spill**

**Imagination**

**Bent**

**Fun**

**Drip**

**Magic**

**Scrap**

**Potential**

**Stain**

**Worth**

**Smear**

**Exploring**

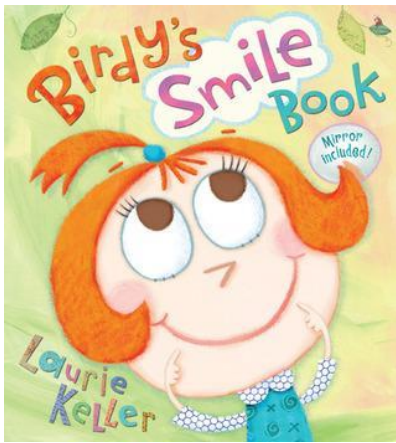
**Smudge**

**Opportunity**

**Holes**

**Beautiful**

**Oops**



**TITLE:** *Birdy's Smile Book*

**AUTHOR** Laurie Keller

**PUBLISHER:** Henry Holt and Company

**COPYRIGHT:** 2010

**FORMAT:** Hardcover

**GRADE LEVEL:** 1-6

**RESILIENCY SKILLS:** Emotional

Awareness, Realistic Optimism, Self-efficacy

Birdy starts every day by smiling at herself in the mirror. She says you can smile while doing just about anything—brushing your teeth, taking out the garbage, or eating broccoli. So heed Birdy's advice and practice your smile and get ready to learn all the benefits of smiling.

## Reading Curriculum Connections

### 1.3 Comprehension Strategies

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### 1.8 Responding to and Evaluating Texts

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## Health and Physical Education Curriculum Connections

### Grade One

- Health and Physical Education – Living Skills – *Personal Skills, Interpersonal Skills*

### Grade Two

- Health and Physical Education - Healthy Living – *Personal Safety and Injury Prevention (C3.1)IS*

### Grade Three

- Health and Physical Education – Healthy Living – *Human Development and Sexual Health (C1.3)IS, (C1.4)PS*

### Grade Four

- Health and Physical Education – Healthy Living – *Human Development and Sexual Health (C1.5)PS*

### Grade Five

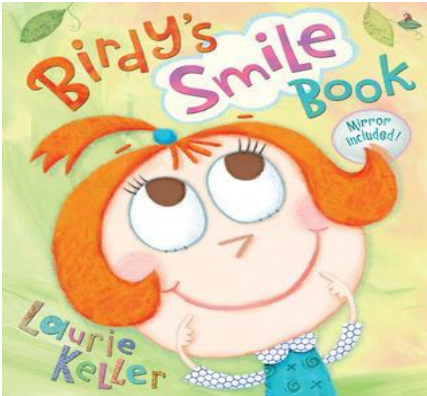
- Health and Physical Education – Healthy Living – *Human Development and Sexual Health (C2.4)PS*

### Grade Six

- Health and Physical Education – Healthy Living – *Human Development and Sexual Health (C1.3)PS,(C2.5)PS, Personal Safety and Injury Prevention (C2.3)PS,IS*

**Birdy's Smile Book**  
By Laurie Keller

**RESILIENCY SKILLS: Emotional Awareness, Realistic Optimism, Self-efficacy**



Birdy starts every day by smiling at herself in the mirror. She says you can smile while doing just about anything--brushing your teeth, taking out the garbage, or eating broccoli. So heed Birdy's advice and practice your smile and get ready to learn all the benefits of smiling.

<p><b>Pre-Reading</b></p>	<p><b>Activating Background Knowledge</b>  <b>Think aloud:</b> How are you feeling when you smile? What emotions are you showing others with your smile without saying a word? What are some things that make you smile? Turn and talk with your partner to generate some ideas. Popcorn these ideas to the room. Isn't it interesting how when you share those ideas, it makes us smile too. If you smiled at someone, how would that make them feel?</p> <p><b>Introducing the Text</b>          I'm going to introduce you to a character named Birdy who really loves to smile and she believes that smiling is super important. In this book, she is going to speak right to you to convince you of the benefits of smiling.</p>
<p><b>During Reading</b></p>	<p><b>Questions to Deepen Comprehension</b>          Teachers are encouraged to stop at different points across this text. The following are powerful times for students to pause and consider:</p> <ul style="list-style-type: none"> <li>● "Let a smile be your umbrella." How could a smile be your umbrella? Record the phrase on chart paper and have students turn and talk and share their thinking with the group. Return to these ideas at the end of the reading.</li> <li>● "My smile can light up a room." Have you ever heard that phrase before, or has someone said that to you? What does that mean?</li> <li>● "A smile can make a not-so-good thing seem not-so-bad." Think of a time when a smile made all the difference in making a not-so-good thing seem not-so-bad. Turn and talk. The girl smiled at the man and he seemed to lighten up. If she hadn't smiled at him, how do you think he might have reacted?</li> <li>● "My smile is smart though. It knows when to leave me alone and when to come back."</li> <li>● "Smiling is good for your health." Do you agree with that statement and what makes you say that?</li> <li>● "Smiles are contagious." What does contagious mean? What types of things are contagious? Do you think a smile could be contagious? What would happen if someone looked sad and we smiled at them? Would it change how they felt? Would it put a smile on their face?</li> </ul>

**After Reading****Follow-up Questions to Promote Deep Conversations**

At the beginning of the text, Birdy said, "Let a smile be your umbrella." After reading the text now, how can a smile be like an umbrella?

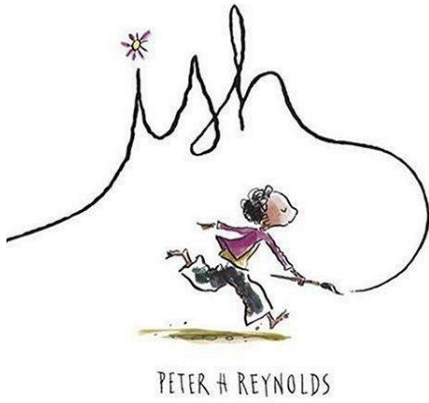
Have a conversation around how feelings change. We have to be honest, sometimes we don't feel like smiling. Just like Birdy said, "It's easy to smile when you feel glad. But sometimes we feel bad, or mad, or sad, and don't feel like smiling."

I wonder if when we feel that way, it would help us to feel better if we looked at our smile list. Would it help us to feel better? If we can change how we think about things, will it change how we feel and how we act?

**Extension Activity**

1. Create a list of 10 things that make you smile.
2. Smile Power: as a class, have students write an announcement for the school about how smiling is good for your health. Hold a day of giving out stickers of smiley faces to kids' shirts for every time they catch them smiling.
3. Create a class graffiti wall of all the things that make you smile.





**TITLE:** *Ish*

**AUTHOR** Peter H. Reynolds

**PUBLISHER:** Candlewick Press

**COPYRIGHT:** 2004

**FORMAT:** Hardcover

**GRADE LEVEL:** 1-6

**RESILIENCY SKILLS:** Realistic Optimism, Empathy, Reaching Out

Ramon loved to draw. Anytime. Anything. Anywhere. Drawing is what Ramon does. It's what makes him happy. But in one split second, all that changes. A single reckless remark by Ramon's older brother, Leon, turns Ramon's carefree sketches into joyless struggles. Luckily for Ramon, though, his little sister, Marisol, sees the world differently. She opens his eyes to something a lot more valuable than getting things just "right."

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## Health and Physical Education Curriculum Connections

### Grade One

- Health and Physical Education – Healthy Living – *Personal Safety and Injury Prevention (C2.3)IS*

### Grade Two

- Health and Physical Education – Healthy Living – *Personal Safety and Injury Prevention (C2.3)PS,IS, (C3.1)IS*

### Grade Three

- Health and Physical Education – Healthy Living – *Human Development and Sexual Health (C1.3)IS, (C1.4)PS, (C3.3)PS,IS*

### Grade Four

- Health and Physical Education – Living Skills – *Personal Skills, Interpersonal Skills*

### Grade Five

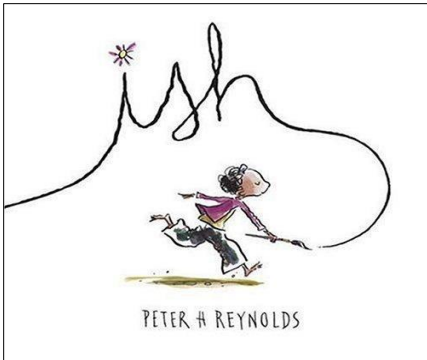
- Health and Physical Education – Healthy Living – *Personal Safety and Injury Prevention (C2.2)PS,IS,CT, (C3.2)PS,IS*

### Grade Six

- Health and Physical Education – Healthy Living – *Human Development and Sexual Health (C1.3)PS, (C2.5)PS,(C2.6)IS,CT, (C3.3)PS,CT, Personal Safety and Injury Prevention (C2.3)PS,IS*

**Ish**  
By Peter H. Reynolds

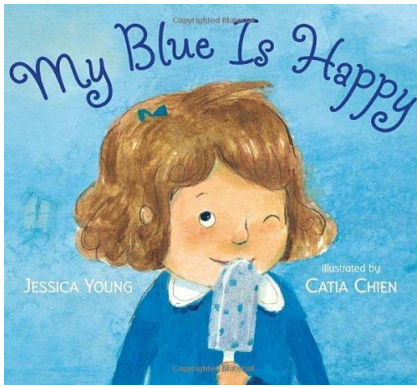
**RESILIENCY SKILLS: Realistic Optimism, Empathy, Reaching Out**



Ramon loved to draw. Anytime. Anything. Anywhere. Drawing is what Ramon does. It's what makes him happy. But in one split second, all that changes. A single reckless remark by Ramon's older brother, Leon, turns Ramon's carefree sketches into joyless struggles. Luckily for Ramon, though, his little sister, Marisol, sees the world differently. She opens his eyes to something a lot more valuable than getting things just "right."

<p><b>Pre-Reading</b></p>	<p><b>Activating Background Knowledge</b> What are some things that you enjoy doing, like hobbies? Teacher is encouraged to share what they enjoy. For example: I enjoy gardening, I'm really good at decorating, I'm just ok at singing, but I love to do it...in the shower, in the car. Singing makes me feel good.</p> <p><b>Introducing the Text</b> In this text, we meet a boy named Ramon who loves to draw, but in a split second, a single reckless remark changes all that.</p>
<p><b>During Reading</b></p>	<p><b>Questions to Deepen Comprehension</b> How can you tell Ramon loves to draw? <b>Think aloud:</b> I'm sure we've all had times when someone teased or made fun of what we were doing or what we said. "Leon's laughter haunted Ramon." Have you ever felt like just throwing everything away and giving up? At the page where Ramon enters Marisol's bedroom, withhold the image, and read aloud to "when he saw". Ask students to imagine what might Ramon discover. Continue to read to the end.</p>
<p><b>After Reading</b></p>	<p><b>Follow-up Questions to Promote Deep Conversations</b> How do Ramon's feelings evolve or change over the course of the book? Explore the impact of Leon's reckless comment: the power of opinion of an older sibling, when others laugh at your work.</p> <p><b>Think aloud:</b> I wonder if Leon realized the power of his words and how they would affect Ramon. I'm sure we can all think of times we said things we wish we hadn't. I think Marisol played a big role in supporting Ramon to look at his work differently and himself -ish. How did Marisol help Ramon look at his drawings and himself differently and see the beauty in his work? Can you think of people in your life who support you? "He began to draw how he felt..." instead of striving for perfection "without worry." What does this mean?</p> <p><b>Think aloud:</b> Notice the brother doesn't appreciate Ramon's work whereas his sister hangs them in her bedroom. We all have different opinions. For example,</p>

	<p>I love classical music, but lots of people don't. Can you think of things that you like that others may not enjoy as much? How can we share our opinions respectfully?</p> <p>Now that we've finished reading and talking, what does 'ish' mean to you?</p>
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**TITLE:** *My Blue Is Happy*

**AUTHOR** Jessica Young

**PUBLISHER:** Candlewick Press

**COPYRIGHT:** 2013

**FORMAT:** Hardcover

**GRADE LEVEL:** JK-6

**RESILIENCY SKILLS:** Emotional Awareness, Empathy

Follow one girl's journey through her neighbourhood as she explores what colours mean to different people. Is red angry, like a dragon's burning breath? Or brave like a fire truck? Is pink pretty or annoying? What about black and orange and green? This text opens up infinite possibilities for seeing the world in a wonderful new way.

## Reading Curriculum Connections

### 1.3 Comprehension Strategies

Identify several reading comprehension strategies and use them before, during, and after reading to understand texts (eg. activate prior knowledge, ask questions, make and confirm predictions based on evidence from the text, synthesize ideas)

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## Health and Physical Education Curriculum Connections

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- Health and Physical Education – Healthy Living – *Personal Safety and Injury Prevention (C2.3) IS*

### Grade Two

- Health and Physical Education - Healthy Living – *Personal Safety and Injury Prevention (C2.3)PS,IS, (C3.1)IS*

### Grade Three

- Health and Physical Education - Healthy Living – *Human Development and Sexual Health (C1.3)IS, (C1.4)PS, (C3.3)PS,IS*

### Grade Four

- Health and Physical Education - Healthy Living – *Human Development and Sexual Health (C1.5)PS*

### Grade Five

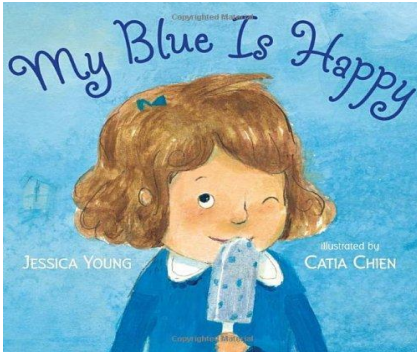
- Health and Physical Education - Healthy Living – *Human Development and Sexual Health (C2.4)PS*
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### Grade Six

- Health and Physical Education - Healthy Living – *Personal Safety and Injury Prevention (C2.3)PS, IS*
- *Human Development and Sexual Health (C2.6)IS,CT*

**My Blue Is Happy**  
By Jessica Young

**RESILIENCY SKILLS: Emotional Awareness, Empathy**



Follow one girl's journey through her neighbourhood as she explores what colours mean to different people. Is red angry, like a dragon's burning breath? Or brave like a fire truck? Is pink pretty or annoying? What about black and orange and green? This text opens up infinite possibilities for seeing the world in a wonderful new way.

<p><b>Pre-Reading</b></p>	<p><b>Activating Background Knowledge</b> Teacher displays a variety of colours on smartboard or chart. <b>Think aloud:</b> When I say happy, what colour comes to mind? When I say angry? etc. Teacher models a visualization of, for example, blue. <b>Think aloud:</b> When I think of blue, I visualize a bright blue sky above clear blue waters. That makes me feel happy. But I've heard others say that they feel blue today. That must mean they aren't feeling great. Do we all associate/connect the same feeling to the colour? Is it ok to have different opinions? <b>Introducing the Text</b> This book explores what different colours mean to different people.</p>
<p><b>During Reading</b></p>	<p><b>Questions to Deepen Comprehension</b> Stop at any page(s) in the book and ask students to share how the particular colour makes them feel and why. How does this colour make you feel? What does this colour remind you of? For example, when reading the page about 'red', ask the students, "What feeling or emotion do you think the colour red represents?" Typically, many people associate red with anger. Then share the pages about red. Notice the character in the book associates red with being brave and a superhero. Notice that the colour red helps the character to bravely face the red, angry dragon.</p>
<p><b>After Reading</b></p>	<p><b>Follow-up Questions to Promote Deep Conversations</b> "I guess colours are how you see them..." <b>Think aloud:</b> Isn't interesting that not everyone feels the same way about colours? What ideas about particular colours surprised you? For example, I never thought of black as peaceful, "like the still surface of a lake and the spaces between the stars."  Did any of the opinions or thoughts in the book change the way you think about a colour? ie. How many people think of black as scary, etc.? Are any of you afraid of the dark? Can you change how you think about the colour black to change how it makes you feel? Looking at the pages about the colour brown. The adult considered brown to be ordinary, but the child considered brown to be special. How can we change our thinking to make the ordinary seem more special? Tell me something you</p>

consider to be boring or ordinary, it doesn't have to be a colour. (ie. doing chores, cleaning your desk, making your bed, doing homework, etc.) How could you make this activity more fun?

How could you look at it a little differently to change how you feel about it?

What message do you think the author is trying to send? (There are many different feelings and we all experience them differently. It is ok to feel differently about things than someone else.)

### **Extension Activity**

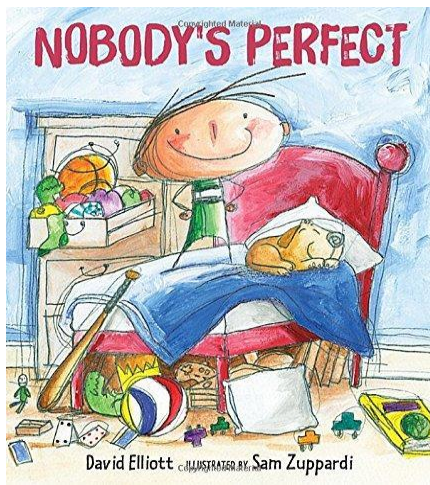
#### **Colour Graffiti**

Teacher displays a variety of colour construction paper affixed to chart paper around the room. Students travel to at least 3 colours to share the emotions/images that the colour evokes. They can list both positive and negative emotions but should be able to provide an example to go with each emotion. ie. purple is happy like a flower blooming on a sunny day or purple is lonely like the only grape that wasn't picked off the vine.

#### **Colour poems**

Students could create colour poems that explore a colour through the five senses using similes and metaphors.





**TITLE:** *Nobody's Perfect*

**AUTHOR** David Elliott

**PUBLISHER:** Candlewick Press

**COPYRIGHT:** 2015

**FORMAT:** Hardcover

**GRADE LEVEL:** JK-3

**RESILIENCY SKILLS:** Reaching Out

In this story, a little boy learns that nobody's perfect. His little sister is loud, his friend is a show off and his mom is stubborn. But he also learns, he's not perfect. By looking at situations through different eyes, we can see things as perfect enough for us. David Elliott's engaging text and Sam Zuppardi's kid-friendly 'imperfect' illustrations enhance the text.

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## Health and Physical Education Curriculum Connections

### Grade One

- Health and Physical Education – Living Skills – *Personal Skills*

### Grade Two

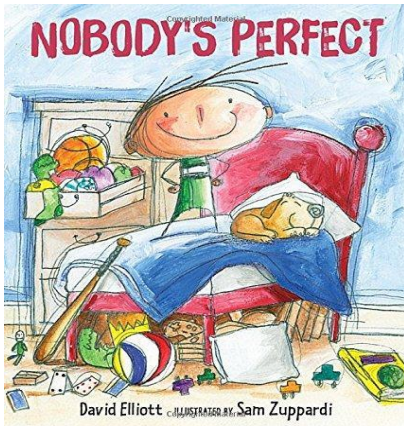
- Health and Physical Education – Healthy Living – *Personal Safety and Injury Prevention (C3.1)IS*

### Grade Three

- Health and Physical Education – Healthy Living – *Human Development and Sexual Health (C1.3)IS,(C3.3)PS,IS*

**Nobody's Perfect**  
By David Elliott

**RESILIENCY SKILLS: Reaching Out**



In this story, a little boy learns that nobody's perfect. His little sister is loud, his friend is a show off and his mom is stubborn. But he also learns, he's not perfect. By looking at situations through different eyes, we can see things as perfect enough for us. David Elliott's engaging text and Sam Zuppardi's kid-friendly 'imperfect' illustrations enhance the text.

<p><b>Pre-Reading</b></p>	<p><b>Activating Background Knowledge</b> Ask students, have you ever heard someone say nobody's perfect? Often times, people use that expression when things aren't exactly the way they want them to be. Teacher will model an example from their own life at home: dishes in the sink, clothes all over the room, friend who talks too much on the phone. Do you think it's true that nobody's perfect?</p> <p><b>Introducing the Text</b> This story is about a boy who realizes through his interactions with family and friends that nobody is perfect and neither is he. And that's ok.</p>
<p><b>During Reading</b></p>	<p><b>Questions to Deepen Comprehension</b> <b>Day One:</b> To capture the complete storyline, teachers are encouraged to read the entire text for the first read. During the first read, teacher will stop after the page about the mom being stubborn to <b>think aloud</b>: Gigi isn't perfect, Jack isn't perfect, his mom isn't perfect. Seems like everyone in his life isn't perfect. Notice how on the next page, the little boy thinks about himself and realizes he's not perfect either. Continue to read to the end.</p> <p><b>Day Two:</b> Set a purpose for reading today by inviting students to notice the illustrations. <b>Think aloud:</b> Pay close attention to the pictures and be prepared to tell me what you notice. [Illustrations appear raw and unfinished, childlike in their scribbling and colouring outside the lines. By the end of the book, however, the pictures appear cleaner and more refined.] Draw attention to the second half of the book in this read where each page stresses the word 'sometimes.'</p> <p>What do you notice in the illustrations now? Students, or the teacher, may share that now the little boy is enjoying interacting with his family and friends and that in fact now those traits that bothered him before are things he likes.</p>



## After Reading

### Follow-up Questions to Promote Deep Conversations

Teacher may consider the following questions to wrap up the story. Talk about:

- the boy's sister. Ask students if they have any siblings that they find loud or annoying, but then enjoy being loud with them sometimes.
- the boy's best friend, Jack. Ask the students if they know anyone like Jack (a bit of a show-off, or someone who is really good at something, etc).
- the boy's mother. Ask students if we sometimes think adults are more perfect than children.
- the boy's bedroom. Ask students if any of them can connect with the character.

**Think aloud:** Aha! I think he realizes now that sometimes it's ok that his friend shows off, that his sister is loud and that his mom doesn't listen....since no one is perfect. Even the little boy.

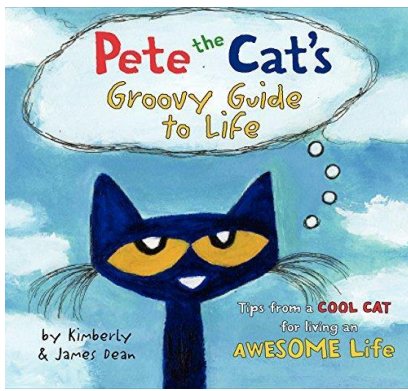
What lesson do you think the author is sharing with us through this story?

{Sometimes the very same things that annoy us one day can be the things we love about a person the next.}

### Writing/Drawing Activity

Share with students something you as the teacher are very proud of doing along with something you may not be as perfect at. Tell the story that accompanies these activities and model writing and drawing for students on facing pages. Invite students to think of a time when they felt very happy or proud about something they did (an example of being perfect) and then ask them to think of a time when they did something they were not happy or proud about (not perfect).

Using these headings, "Sometimes I am Perfect" and "But Nobody's Perfect All the Time", ask students to illustrate and/or write about each scenario. These 2 page layouts could then be assembled into a class book for shared reading.



**TITLE:** *Pete the Cat's Groovy Guide to Life*

**AUTHOR:** Kimberly & James Dean

**PUBLISHER:** Harper

**COPYRIGHT:** 2015

**FORMAT:** Hardcover

**GRADE LEVEL:** 1-8

**RESILIENCY SKILLS:** Realistic Optimism, Self-efficacy, Reaching Out

Pete the Cat shares his groovy, glass-half-full outlook on life in this collection of all his favorite famous inspirational and feel-good quotes. Pete adds his fun take on well-known classics, from Albert Einstein to Confucius to Abraham Lincoln to Shakespeare.

## Reading Curriculum Connections

### 1.3 Comprehension Strategies

Identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand texts (eg. activate prior knowledge, ask questions, make and confirm predictions based on evidence from the text, synthesize ideas)

### 1.5 Making Inferences

Make inferences about texts using stated and implied ideas from the texts as evidence

### 1.6 Extending Understanding

Extend understanding of texts by connecting the ideas in them to their own knowledge, experience and insights, to other familiar texts, and to the world around them

### 1.7 Analysing Texts

Analyse texts and explain how specific elements in them contribute to meaning

### 1.8 Responding to and Evaluating Texts

Express opinions about the ideas and information in texts and cite evidence from the text to support their opinions

## Health and Physical Education Curriculum Connections

### Grade One

- Health and Physical Education - Healthy Living - *Personal Safety and Injury Prevention (C2.3)*

### Grade Two

- Health and Physical Education - Healthy Living - *Personal Safety and Injury Prevention (C2.3) PS, IS, (C3.1) IS*

### Grade Three

- Health and Physical Education - Healthy Living - *Human Development and Sexual Health (C1.3) IS, (C1.4) PS*

### Grade Four

- Health and Physical Education - Healthy Living - *Personal Safety and Injury Prevention (C2.2) CT*

### Grade Five

- Health and Physical Education - Healthy Living - *Human Development and Sexual Health (C2.4) PS*

### Grade Six

- Health and Physical Education - Healthy Living - *Human Development and Sexual Health (C1.3) PS, (C2.6) IS, CT*
- - *Personal Safety and Injury Prevention (C2.3) PS, IS*

### Grade Seven

- Health and Physical Education - Living Skills - *Overall Expectations (PS, CT)*

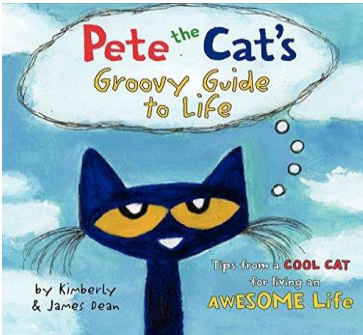
### Grade Eight

- Health and Physical Education - Healthy Living - *Substance Use, Addictions, and Related Behaviours (C2.3) PS*

**Pete the Cat's Groovy Guide to Life**

By Kimberly & James Dean

**RESILIENCY SKILLS: Realistic Optimism, Self-efficacy, Reaching Out**



Pete the Cat shares his groovy, glass-half-full outlook on life in this collection of all his favorite famous inspirational and feel-good quotes. Pete adds his fun take on well-known classics, from Albert Einstein to Confucius to Abraham Lincoln to Shakespeare.

**Options for Sharing this Text**

**Introducing the Text**

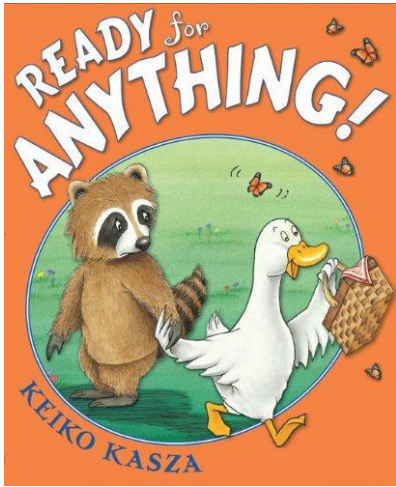
This book is a collection of quotes from famous people and does not follow a narrative format. Owing to this format, teachers may consider unique ways to share its content. For example:

- 1) Choose one quote from the text that your class can focus on for an entire week. Share the quote with students on Monday and display it prominently in the room to refer to across the week. For example, to encourage your class to persevere and take risks, you may choose Wayne Gretzky's: "You miss 100% of the shots you don't take." How does this hockey reference parallel everyday life?
- 2) Teachers may wish to share a selection of quotes from the text and have students engage in a **Tea Party**. This strategy requires that teachers provide a quote typed on a strip of paper for each student as they enter the room. Students read the quote and think about what it means to them. Then students get together in partnerships to share their quotes and thinking, and rotate three to four times. After sharing, teachers could consolidate the values and messages that connect the quotes and then share the book. Why is it effective to use Pete the Cat as the narrator? How does this engage readers?

**After Reading**

**Extension Activity Ideas:**

- Have students pick out their favourite quotes and create posters to hang around the classroom or school.
- Have students write things that make them happy on sticky notes and hang them around the classroom or school.
- Use the quotes to share over the announcements to spread kindness and positivity around the school.
- Create a class "Groovy Guide to Life."
- Write a list of things that will help you feel happy about life.



**TITLE:** *Ready for Anything*

**AUTHOR:** Keiko Kasza

**PUBLISHER:** G.P Putnam’s Sons

**COPYRIGHT:** 2009

**FORMAT:** Hardcover

**GRADE LEVEL:** JK-3

**RESILIENCY SKILLS:** Realistic  
Optimism, Empathy, Self-efficacy

At first, Raccoon thought a picnic with his friend Duck sounded like fun, but he’s having second thoughts. After all, picnics can be very dangerous. They might get attacked by bees, or fall into the river, or even run into a giant, fire-breathing dragon who lives in a cave! Luckily, his friend Duck knows that even though you can’t plan for the unexpected, there’s no reason to be afraid of it, because some surprises in life can be wonderful.

## Reading Curriculum Connections

### 1.3 Comprehension Strategies

Identify several reading comprehension strategies and use them before, during, and after reading to understand texts (eg. activate prior knowledge, ask questions, make and confirm predictions based on evidence from the text, synthesize ideas)

### 1.5 Making Inferences

Use stated and implied information and ideas in texts to make simple inferences and reasonable predictions about them

### 1.6 Extending Understanding

Extend understanding of texts by connecting the ideas in them to their own knowledge, experience and insights, to other familiar texts, and to the world around them

### 1.7 Analysing Texts

Identify the main idea and some additional elements of texts

### 1.8 Responding to and Evaluating Texts

Express personal thoughts and feelings about what has been read

## Health and Physical Education Curriculum Connections

### Grade One

- Health and Physical Education – Healthy Living – *Personal Safety and Injury Prevention (C2.3)IS*

### Grade Two

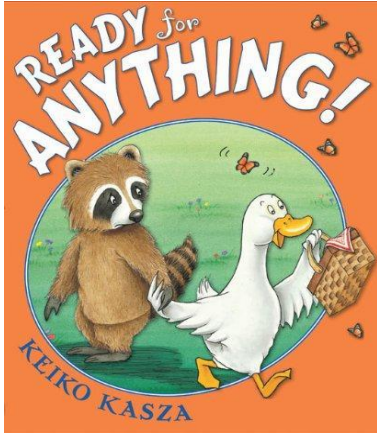
- Health and Physical Education – Healthy Living – *Personal Safety and Injury Prevention (C2.3)PS,IS, ( C3.1)IS*

### Grade Three

- Health and Physical Education – Healthy Living – *Human Development and Sexual Health(C1.3)IS,(C3.3)PS,IS*

**Ready for Anything**  
By Keiko Kasza

**RESILIENCY SKILLS: Realistic Optimism, Empathy, Self-efficacy**



At first, Raccoon thought a picnic with his friend Duck sounded like fun, but he's having second thoughts. After all, picnics can be very dangerous. They might get attacked by bees, or fall into the river, or even run into a giant, fire-breathing dragon who lives in a cave! Luckily, his friend Duck knows that even though you can't plan for the unexpected, there's no reason to be afraid of it, because some surprises in life can be wonderful.

<p><b>Pre-Reading</b></p>	<p><b>Activating and Building Background Knowledge</b>  <b>Think aloud:</b> Have you ever been on a picnic? Sometimes I've been on picnics and it was terrific. But sometimes, it doesn't go quite as planned. One time, I went on a picnic and it started to rain. Another time, I put my sandwich down on the blanket and when I looked again, it was covered in ants!  <b>Introducing the Text</b>  Raccoon is feeling very anxious and nervous about going on a picnic. I wonder why? Can his friend Duck help him have a positive attitude about going on this adventure? Listen carefully for all the ways that Duck tries to encourage Raccoon to make him feel better.</p>
<p><b>During Reading</b></p>	<p><b>Questions to Deepen Comprehension</b>  When you reach "Picnics are dangerous", ask students, "How do you think Raccoon and Duck are feeling right now? What made them feel this way? (thinking about all the dangerous things). Do you think picnics are dangerous?"  <b>Think aloud:</b> I wonder what Duck is going to say to Raccoon to help him think positively about picnics.  Continue to read.</p> <p>When you reach, "Your what-ifs are wonderful Duck," <b>think aloud:</b> what did you notice about how Duck hopes the day will go? Eg lovely butterflies, cool splash, etc.  On the page that starts with "What are we waiting for?" ask students, "How does Raccoon feel about picnics now?" How did Duck help change his spirit?  Looking at the picture of Raccoon prepared to go on the picnic, what makes Duck think that Raccoon worries too much?  Let's take a closer look at some of the things that Raccoon takes with him. I see an umbrella. He's prepared in case it rains. What do you see and why do you suppose he needs that?</p>

**After Reading****Follow-up Questions to Promote Deep Conversations**

Someone might call Raccoon a worrier. There are times when I worry too (give example). Do you have times when you are worried about something? Have students turn and talk.

Sometimes when we worry, it helps for us to turn those worries into positive what-ifs, just like Duck showed Raccoon.

What role did Duck play in helping Raccoon put his worries aside and enjoy the picnic? What role do friends play in encouraging others to think positively? Even though Raccoon was worried at first, with Duck's help, he was able to picture the day in a different way. This made him feel more comfortable and excited.

If Raccoon had let his worries stop him from going on the picnic, what might he have missed out on? How would he be feeling?

**Extension Activity**

Think of something that you would like to try that you have never done before or that you are afraid to try. Draw a picture of yourself doing something brave, or doing something new.

Brainstorm a list of things that students find scary. Discuss ways to look at these things differently so that they are less scary.

Have the class create a Worry box to hold their worries. This encourages students to give voice to their worries, share them with a friend, and then put them aside in a box. These can be images or words.





**TITLE:** *The Most Magnificent Thing*

**AUTHOR** Ashley Spires

**PUBLISHER:** Kids Can Press

**COPYRIGHT:** 2014

**FORMAT:** Hardcover

**GRADE LEVEL:** 2-6

**RESILIENCY SKILLS:** Emotional Awareness, Realistic Optimism, Self-efficacy, Reaching Out

One day, a little girl has a wonderful idea. With the help of her canine assistant, she is going to MAKE THE MOST MAGNIFICENT THING! She knows just how it will work. Easy-peasy! But making the most magnificent thing turns out to be harder than she thinks. A clever honest portrayal of an experience we can all relate to. The most magnificent thing turns out to be perspective.

## Reading Curriculum Connections

### 1.3 Comprehension Strategies

Identify several reading comprehension strategies and use them before, during, and after reading to understand texts (eg. activate prior knowledge, ask questions, make and confirm predictions based on evidence from the text, synthesize ideas)

### 1.5 Making Inferences

Use stated and implied information and ideas in texts to make simple inferences and reasonable predictions about them

### 1.6 Extending Understanding

Extend understanding of texts by connecting the ideas in them to their own knowledge, experience and insights, to other familiar texts, and to the world around them

### 1.7 Analysing Texts

Identify the main idea and some additional elements of texts

### 1.8 Responding to and Evaluating Texts

Express personal thoughts and feelings about what has been read

## Health and Physical Education Curriculum Connections

### Grade Two

- Health and Physical Education - Healthy Living – *Personal Safety and Injury Prevention (C3.1)IS*

### Grade Three

- Health and Physical Education – Living Skills – *Personal Skills, Interpersonal Skills, Critical and Creative Thinking*

### Grade Four

- Health and Physical Education – Healthy Living – *Personal Safety and Injury Prevention (C2.2)CT*

### Grade Five

- Health and Physical Education – Healthy Living – *Personal Safety and Injury Prevention (C2.2)PS,IS,CT, (C3.2)PS,IS, Human Development and Sexual Health (C2.4)PS*

### Grade Six

- Health and Physical Education – Healthy Living – *Human Development and Sexual Health (C1.3)PS, Personal Safety and Injury Prevention (C2.3)PS,IS*

**The Most Magnificent Thing**  
By Ashley Spires

**RESILIENCY SKILLS: Emotional Awareness, Realistic Optimism, Self-efficacy, Reaching Out**



One day, a little girl has a wonderful idea. With the help of her canine assistant, she is going to MAKE THE MOST MAGNIFICENT THING! She knows just how it will work. Easy-peasy! But making the most magnificent thing turns out to be harder than she thinks. A clever honest portrayal of an experience we can all relate to. The most magnificent thing turns out to be perspective.

<p><b>Pre-Reading</b></p>	<p><b>Activating Background Knowledge</b> When I say the word ‘magnificent,’ what does that make you think? What would you describe as magnificent? Teacher models.</p> <p><b>Introducing the Text</b> In this story a young girl works very hard to create something magnificent but she encounters some challenges along the way. Let’s discover how she copes and responds with those challenges.</p>
<p><b>During Reading</b></p>	<p><b>Questions to Deepen Comprehension</b> Across this story, the little girl makes multiple attempts at her creation. Have students turn and talk intermittently to share their thoughts about: how they would react, how the girl is feeling. For example, “It doesn’t look ‘right’ or ‘good’ not ‘sort of ok’. It’s all ‘wrong.’” Turn and talk and share how she must be feeling now (overwhelmed, angry, upset, disappointed).</p> <p>The cloud of scribbles above her head starts on the page where it says, “She gets mad,’ and continues to grow to mirror her mood. Ask students, “If this was a speech bubble, what would her inner conversation be? The longer she works, the more frustrated she gets. If her frustration increases, what might happen? After reading the line “I’m no good at this. I QUIT,” talk about how you empathize with her. Why do you think her assistant suggests a walk? Do you think that’s a good idea? What happens that helps her to feel differently on her walk? What does she discover while walking that (dog, cookie, balloon) pushes the mad out of her head. Before reaching the last page, have students predict what the magnificent thing is that she has created?</p>
<p><b>After Reading</b></p>	<p><b>Follow-up Questions to Promote Deep Conversations</b> What happened that made her try again and again? “Bit by bit, the mad gets pushed out of her head”....How do you think the walk helped the girl to go back to her project with a new perspective? What lessons can we apply to our own lives from this story?</p>



Have you ever had a time when things were not going 'right' for you? Or you felt very frustrated? What helped you persevere?  
If you had a friend who was feeling frustrated and wanted to give up, how could you encourage them? What advice would you give them?  
What happens when you're on your own and there's no friend around to offer advice and encouragement? Can we do that for ourselves?  
Have a conversation about the character traits you would use to describe her: persistent, positive attitude, creative, innovative, hopeful, dreamer, and record these on chart paper to compare with other characters or people in the future.

**Writer's Craft (optional)**

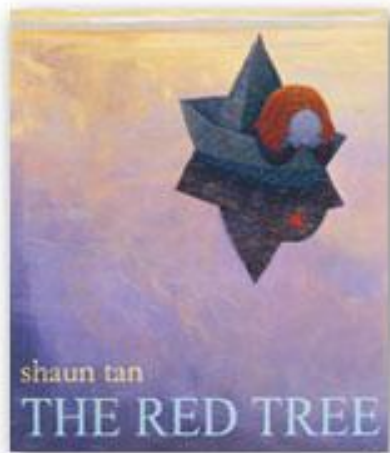
Notice the use of strong verbs, as well as the pattern occurring in threes. What impact does this have on our reading? How might we add those qualities to our own writing to add interest?

**Extension Activity**

Together as a class, generate ideas for an anchor chart on how we can respond and cope with stressful and frustrating situation (eg. mindful breathing, going for a walk, talking to a friend, etc) Brainstorm ideas that students can use to "get the mad pushed out of their head". "The Most Magnificent Ways to Feel Better" could be the heading.

Put out an anonymous "Magnificent Solution" box in which students can put their 'problems' into in order to receive positive advice and encouragement about how to deal with the problem. Teachers share a problem each week and students reference the anchor chart to give ideas on how to respond or manage.

\*\* The author's bio on the back of the book jacket provides an excellent springboard for conversation.



**TITLE:** *The Red Tree*  
(in "Lost and Found")

**AUTHOR:** Shaun Tan

**PUBLISHER:** Arthur A. Levine Books

**COPYRIGHT:** 2011

**FORMAT:** Hardcover

**GRADE LEVEL:** 7-8

**RESILIENCY SKILLS:** Emotional Awareness, Realistic Optimism

When a child awakens with dark leaves drifting into her bedroom, she feels that "sometimes the day begins with nothing to look forward to, and things go from bad to worse." Feelings too complex for words are rendered into an imaginary landscape where the child wanders, oblivious to the glimmer of promise in the shape of a tiny red leaf. Until the child returns to her room and sees the red tree...

### Reading Curriculum Connections

#### 1.3 Comprehension Strategies

Identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand increasingly complex texts (eg. activate prior knowledge, ask questions, make and confirm predictions based on evidence from the text, synthesize ideas)

#### 1.5 Making Inferences

Develop and explain interpretations of increasingly complex texts using stated and implied ideas from the texts as evidence to support their interpretations

#### 1.6 Extending Understanding

Extend understanding of texts by connecting the ideas in them to their own knowledge, experience and insights, to other texts, and to the world around them

#### 1.7 Analysing Texts

Analyse a variety of texts and explain how specific elements in them contribute to meaning and influence the reader's reaction

#### 1.8 Responding to and Evaluating Texts

Evaluate the effectiveness of a text based on evidence taken from the text

### Health and Physical Education Curriculum Connections

#### Grade Seven

- Health and Physical Education - Healthy Living – *Substance Use, Addictions, and Related Behaviours (C1.2)PS*
- *Human Development and Sexual Health (C3.3)IS, CT*

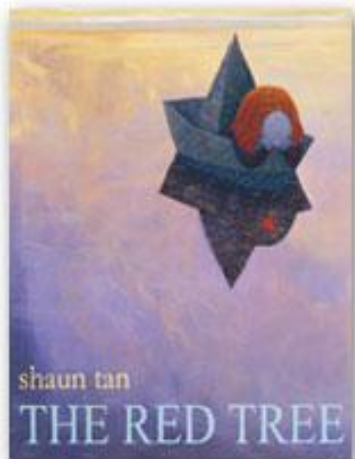
#### Grade Eight

- Health and Physical Education - Healthy Living – *Substance Use, Addictions, and Related Behaviours (C2.3)PS*

**Lost and Found: The Red Tree**

By Shaun Tan

**RESILIENCY SKILLS: Emotional Awareness, Realistic Optimism**



When a child awakens with dark leaves drifting into her bedroom, she feels that "sometimes the day begins with nothing to look forward to, and things go from bad to worse." Feelings too complex for words are rendered into an imaginary landscape where the child wanders, oblivious to the glimmer of promise in the shape of a tiny red leaf. Until the child returns to her room and sees the red tree...

**Recommendation:** This text will require multiple days for students to interact with the text and the images. Proximity to the illustrations is also required, either through seating or displaying images with a document camera. A colour set of some of the images from the text is provided at the back of this lesson.

<p><b>Pre-Reading Day One</b></p>	<p><b>Activating Background Knowledge Day One:</b>                  Teachers will find a selection of laminated colour copied images from the book without text attached to this lesson. Students will be forming small groups around one image. In addition, each student will require a copy of the <b>Observe/Infer/Wonder</b> sheet.</p> <p>Using the <b>Observe/Infer/Wonder</b> strategy, teacher will model using the image on the Title Page (the girl in the folded paper boat). A colour copy is provided which can be affixed to chart paper; alternatively, the image can be displayed using a document camera on the smartboard. In front of students, model and record your thinking around the image. A 'cheat' sheet to guide your thinking is provided.</p> <p>Invite students to form small groups around an image. Attached is the <b>Observe/Infer/Wonder</b> sheet for students to fill out while deconstructing their image in small groups.                  Prompts for deconstructing:                  Ask students what questions or wonderings they have and what they think the book might be about. How do you think the character is feeling on the title page? Consider posting student <b>Observe/Infer/Wonder</b> sheets with accompanying images for the whole class to see and to return to tomorrow.</p>
<p><b>During and After Reading Day Two</b></p>	<p><b>Introducing the Text</b>                  Review the thinking students engaged in yesterday. Invite them to pay close attention to both the pictures and the words as we try to look for symbols that are shown throughout the book.                  Based on your inferences and knowing that all these images come from the same text, predict what type of text will this be...nonfiction? poetry? sci-fi? What makes you say that? What do you think the text is going to be about?                  Invite students to sit closely to interact with the text.</p>

	<p><b>Questions to Deepen Comprehension</b>  Read the first two pages, “Sometimes the day begins with nothing to look forward to and things go from bad to worse.” Now based on this information, does this confirm or deny what we predicted?  What information are we gaining from these illustrations that is not in the text? That helps me make meaning?  Take time to stop on some of the pages to discuss the illustrations with the students.  Continue reading to avoid disrupting the flow of the text.</p> <p>What does the red tree represent?  How does the image of the red tree impact her feelings? How does the red tree impact you, as a reader?  If you were to describe how the girl feels across the text, what words come to mind? Record these in a word cloud either electronically or on chart paper.</p>
<p><b>During and After Reading Day Three</b></p>	<p><b>Follow-up Questions to Promote Deep Conversations</b>  <b>Day Three:</b>  Invite students to return to their original small groups with their image. Have students consider any new information that came to light while reading that has challenged their original thinking.  Now that we’ve read the text in its entirety, what emotions do you feel the girl is experiencing?</p> <p>The author uses imagery to represent various emotions in the book. How do you show emotion? Generate a list of ways that people show and cope with emotions (ie. body language, facial expression, behaviour, etc.) Notice that we are all very different in how we show our emotions. Some people may be very explosive while others may be very quiet and keep things in. This will help students understand how some people react and will help students understand their own emotions and how they respond to them.</p> <p><b>Author’s use of symbols:</b>  Do you notice there is a recurring symbol on every page? What do you think the ‘red leaf’ represents?  In the story, the red leaf represented hope or optimism. What does hope look like to you? Do you have a symbol or a person in your life that helps or motivates you to keep going when things get tough?</p> <p>There are other symbols in the book. (snail, symbols representing time and chance) Discuss some of the symbols that are in the book and what they represent.</p> <p><b>Making Connections:</b>  The character in the story faces desperation and loneliness throughout her journey before she recognizes the hope represented by the red tree at the end of the book. Do you think going through difficult times can make you stronger in the end? How?</p> <p>Have students look again at the beginning of the book and the end of the book. What differences do you notice in the character’s facial expression, body position? What do you notice about the setting in the picture? (the first photo is dark and there are many dead leaves falling whereas the end photo has a very</p>

bright tree.) How do you know the character has made a change in her outlook from the first page to the last page? (body language, small red leaf vs many red leaves on the bright, full tree)

\*\*You can make a connection to intermediate students about transitioning to high school or life changes that may be causing some insecurity, stress or anxiety as students are wondering who they are and “who they are meant to be.”

Additional text reading: After exploring this text with your class over multiple days, teachers are invited to share the author’s note at the back of the book regarding The Red Tree.

### **Extension Activity**

#### **Construct the Red Tree**

Create a red tree for the classroom (either on the wall or 3-d), give students leaves to write what helps them stay hopeful and balanced. They could be writing things that they are grateful for or things that help manage stress, etc. This could be a “living, growing tree” by keeping spare leaves nearby for students to regularly add leaves to when they come up with another idea to add.

Creating a Red Tree of hope to record positive moments or thoughts can be useful reminders when some students may be facing days where they can’t recall feeling up or happy.

Have students generate a list of symbols that represent happiness, sadness, hope and/or fate. Invite students to adapt or create their own symbols and sketch/doodle incorporating that symbol.

## **Teacher Model Ideas:**

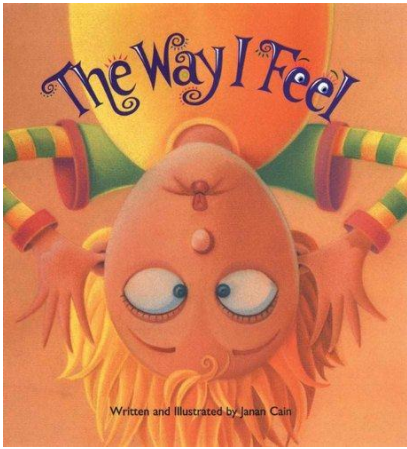
<b>OBSERVE</b>	<b>INFER</b>	<b>WONDER</b>
<p>I see...</p> <p>a girl</p> <p>boat</p> <p>dark shape of boat</p> <p>red leaf</p> <p>words on boat</p> <p>ripples on water</p>	<p>This makes me think...</p> <p>eyes closed, arms hanging over = sad</p> <p>shape looks like made of paper</p> <p>reflection in water</p> <p>last leaf of fall, girl is following it maybe</p> <p>words like: trouble, nothing, dark, deaf, don't, fate=all dark ominous words that may be in the text But, the reflection has dark leaves</p> <p>raining</p>	<p>I'm wondering...</p> <p>Why is she so sad? What's happened?</p> <p>How could a paper boat hold her?</p> <p>Where is she going?</p> <p>Are these words from her? Is it what she's thinking?</p>

<b>OBSERVE</b>	<b>INFER</b>	<b>WONDER</b>

<b>OBSERVE</b>	<b>INFER</b>	<b>WONDER</b>







**TITLE:** *The Way I Feel*

**AUTHOR:** Janan Cain

**PUBLISHER:** Parenting Press Inc.

**COPYRIGHT:**2000

**FORMAT:** Hardcover

**GRADE LEVEL:** JK-3

**RESILIENCY SKILLS:** Emotional Awareness

Feelings are neither good nor bad, they simply *are*. Kids need words to name their feelings, just as they need words to name foods, clothes, toys, people, and all other interesting things in their world. Children will learn useful words, and you will have many chances to open conversations about what's going on in her/his life.

Note: it is important to let students know that feelings are neither good nor bad, they just are. Feelings come and go, they don't linger. We all feel different things at different times.

## Reading Curriculum Connections

### 1.3 Comprehension Strategies

Identify several reading comprehension strategies and use them before, during, and after reading to understand texts (eg. activate prior knowledge, ask questions, make and confirm predictions based on evidence from the text, synthesize ideas)

### 1.5 Making Inferences

Use stated and implied information and ideas in texts to make simple inferences and reasonable predictions about them

### 1.6 Extending Understanding

Extend understanding of texts by connecting the ideas in them to their own knowledge, experience and insights, to other familiar texts, and to the world around them

### 1.7 Analysing Texts

Identify the main idea and some additional elements of texts

### 1.8 Responding to and Evaluating Texts

Express personal thoughts and feelings about what has been read

## Health and Physical Education Curriculum Connections

### Grade One

- Health and Physical Education –Healthy Living – *Personal Safety and Injury Prevention (C2.3)IS*

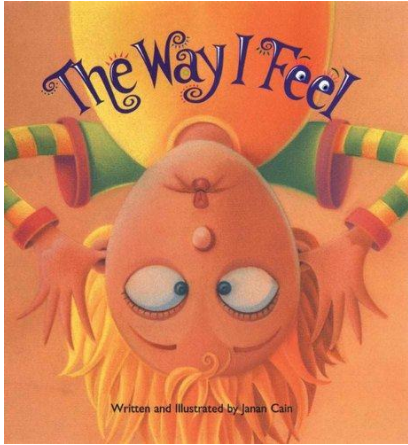
### Grade Two

- Health and Physical Education –Healthy Living – *Personal Safety and Injury Prevention (C3.1)IS*

## The Way I Feel

By Janan Cain

### RESILIENCY SKILLS: Emotional Awareness



Feelings are neither good nor bad, they simply *are*. Kids need words to name their feelings, just as they need words to name foods, clothes, toys, people, and all other interesting things in their world. Children will learn useful words, and you will have many chances to open conversations about what's going on in her/his life.

Note: it is important to let students know that feelings are neither good nor bad, they just are. Feelings come and go, they don't linger. We all feel different things at different times.

**Recommendation:** Owing to the length and nature of this text, teachers are encouraged to read this text over multiple days.

#### Pre-Reading

##### Activating Background Knowledge

Day One: Read aloud the poem from the back of the text:

Feelings come and feelings go.  
I never know what they'll be.  
Silly or angry, happy or sad -  
They're all a part of me.

Teacher will identify a few feelings they've experienced (eg. "I was scared when that squirrel ran across the road while I was driving this morning," "I was happy when my friend bought me a coffee this morning.")

Ask the students to share some of the feelings they have felt today or recently and record these on chart paper. Talk about how your feelings can change across the day.

Throughout the day, have students check in and share how they are feeling and add any additional ideas to the chart. ("I'm feeling tired because of gym," "I'm feeling sad because I didn't have enough free time to play.")

Day Two and Three:

Remember yesterday when we talked about feelings? Repeat poem from yesterday and have students join you.

Model some feelings with your facial expressions and body language and have students identify the emotion using the anchor chart from yesterday.

##### Introducing the Text

Show the cover of the book. Ask students to identify the emotion this character is feeling based on their facial expression and body language. What makes you say that?

#### During Reading

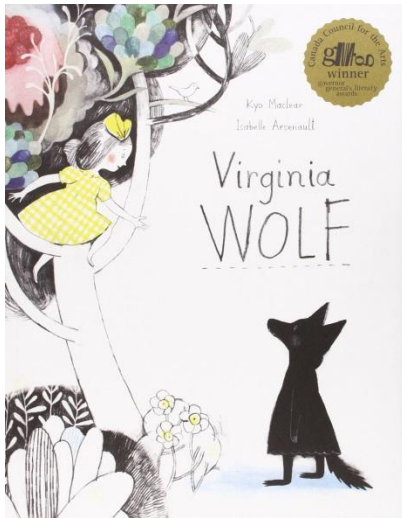
##### Questions to Deepen Comprehension

Read the first emotion: silly. Invite students to make their silly face.

In the following few pages, teachers are encouraged to cover the text with a large post it and only reveal the picture. Have students identify the possible emotions based on the image.

After reading the text on that page, ask *Why is the child feeling scared?*

	<p><i>Frustrated? Proud? etc.</i></p> <p>On any given page, how can you tell the person is feeling happy? Sad? Angry? etc. What do you notice about the facial expressions (mouth, eyes)? What do you notice about the character's body language? (position, etc)</p> <p>Invite students to regularly turn and talk or share in the circle a time they have felt this emotion. Continue to add emotions to the anchor chart as you explore the text. Based on the engagement of students, teachers will read 3 to 4 emotions at one sitting.</p>
<p><b>After Reading</b></p>	<p>Day Four</p> <p><b>Text Features</b></p> <p>You will notice each of the emotion words has different font and colour. Ask students, for example, why do you think the word 'excited' is written with bright colours and curls? Why do you think the word 'angry' is written sloppily in black?, etc.</p> <p><b>Follow-up Questions to Promote Deep Conversations</b></p> <p>Feeling Charades: Show me the feeling you might have if:</p> <ul style="list-style-type: none"> <li>● it was your birthday</li> <li>● you lost your favourite stuffed animal</li> <li>● you fell off your bike</li> <li>● your friend wouldn't play with you at recess</li> <li>● there was a storm</li> <li>● you got sick and couldn't go to a sleepover</li> </ul> <p>Acknowledge that there are different ways of expressing emotions, through our actions, our words and our bodies. How could you show me you felt _____?</p> <p>Why do you think it is important to talk about our feelings? (Feelings help us understand more about ourselves and the world around us)</p> <p><b>Extension Activities</b></p> <ul style="list-style-type: none"> <li>● Feelings Wall: give students blank face outlines or paper plates and ask them to draw various facial expressions. Consider what might the mouth look like? The eyes?</li> <li>● With permission, take photos of students portraying various emotions and post them</li> <li>● Have students cut out and post pictures of people in magazines, newspapers, etc, portraying different emotions</li> </ul> <p>***At the back of the book under "A Note to Parents", there are some excellent suggestions and strategies that may also be used in the classroom.</p>



**TITLE:** *Virginia Wolf*  
**AUTHOR** Kyo Maclear  
**PUBLISHER:** Kids Can Press  
**COPYRIGHT:** 2012  
**FORMAT:** Hardcover  
**GRADE LEVEL:** 6-8  
**RESILIENCY SKILLS:** Empathy, Reaching Out

Vanessa's sister, Virginia, is in a "wolfish" mood -- growling, howling and acting very strange. It's a funk so fierce, the whole household feels topsy-turvy. Vanessa tries everything she can think of to cheer her up, but nothing seems to work.

## Reading Curriculum Connections

### 1.3 Comprehension Strategies

Identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand increasingly complex texts (eg. activate prior knowledge, ask questions, make and confirm predictions based on evidence from the text, synthesize ideas)

### 1.5 Making Inferences

Develop and explain interpretations of increasingly complex texts using stated and implied ideas from the texts as evidence to support their interpretations

### 1.6 Extending Understanding

Extend understanding of texts by connecting the ideas in them to their own knowledge, experience and insights, to other texts, and to the world around them

### 1.7 Analysing Texts

Analyse a variety of texts and explain how specific elements in them contribute to meaning and influence the reader's reaction

### 1.8 Responding to and Evaluating Texts

Evaluate the effectiveness of a text based on evidence taken from the text

## Health and Physical Education Curriculum Connections

### Grade Six

- Health and Physical Education - Healthy Living – *Human Development and Sexual Health (C1.3)PS, (C2.5) PS, (C2.6)IS, CT*

### Grade Seven

- Health and Physical Education - Healthy Living – *Substance Use, Addictions, and Related Behaviours (C1.2)PS*
- *Human Development and Sexual Health (C3.3)IS, CT*

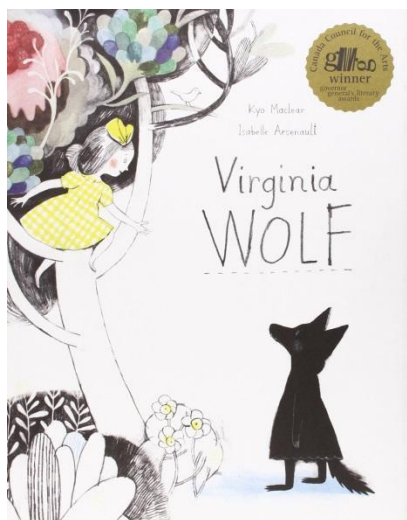
### Grade Eight

- Health and Physical Education - Healthy Living – *Substance Use, Addictions, and Related Behaviours (C2.3)PS*

**Virginia Wolf**

By Kyo Maclear & Isabelle Arsenault

**RESILIENCY SKILLS: Empathy, Reaching Out**



Vanessa's sister, Virginia, is in a "wolfish" mood -- growling, howling and acting very strange. It's a funk so fierce, the whole household feels topsy-turvy. Vanessa tries everything she can think of to cheer her up, but nothing seems to work.

*For the benefit of teacher's background knowledge, in the event that a student brings it up, this story is loosely based on the relationship between author Virginia Woolf, who suffered from depression, and her sister, painter Vanessa Bell.*

<p><b>Pre-Reading</b></p>	<p><b>Activating Background Knowledge</b>  <b>Think aloud:</b> Sometimes when I get up in the morning, people have called me a bear. What do you think they mean when they say that? (grumpy etc.)                  What do you think it might mean if someone described you as being 'wolfish'?                  When you think of the character of a wolf in books or movies, what traits do we associate with wolves? (Beauty and the Beast, Little Red Riding Hood, Three Little Pigs)  <b>Introducing the Text</b>                  This story explores the relationship between two sisters, one is feeling wolfish...</p>
<p><b>During Reading</b></p>	<p><b>Questions to Deepen Comprehension</b>                  What did Virginia's 'wolfishness' look like? Sound like?                   Turn and talk: If you could visualize these lines:                  "The whole house sank, Up became down. Bright became dim. Glad became gloom," how do you think the rest of the house is feeling?                   Re-read the page that begins "I lay beside her on the bed."                  Notice how the sister empathizes with her mood....the author uses 'we' so often.</p>
<p><b>After Reading</b></p>	<p><b>Follow-up Questions to Promote Deep Conversations</b>                  How else might we describe Virginia other than 'wolfish mood'? (low, sad, depressed, bummed out, lonely, yucky)                  What moves did her sister make to support Virginia during this gloomy time? (Her sister's presence and the fact that her sister talked to her. She just kept trying. She brought treats for her.)                  What do you do when you feel down, gloomy, sad, etc.?                  What do you do for others, people you care about to help lift a wolfish mood? (teachers may also want to reference the inner book flap for some suggestions)</p>

What does it mean to be healthy? We know about physical health and we have to take care of our bodies. How can we take care of our minds... to be mentally healthy?

Many of the things that help us feel better physically also impact us mentally: exercise, eating a balanced diet, taking time for ourselves, getting outside, talking to someone

Virginia talks about travelling to a “perfect place”. Turn to that page. Notice how the author places underlines beneath perfect place and no doldrums. What message does this send? Maybe the “perfect place” is one that we create ourselves. It is not perfect, but we have to create it and make it work for us. Even though Virginia said the ‘flowers were floppy’, etc. she still agreed the place was “perfect” because it was where she was feeling better.

Mental health is not a destination, it’s a journey. We will have good days and bad days. We may have days that we, just like Virginia, do not feel like getting out of bed. Especially in grades 7 and 8, when hormones are a huge factor.

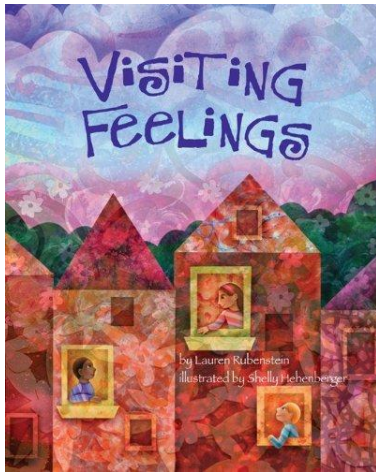
\*\*Teachers should not intentionally bring up the topics of suicide, self-harm or depression but if students bring it up, re-direct to what people can do to help lift a wolfish mood. Talk about self-care and the importance of help-seeking behaviours such as asking for help if needed. It’s important to know how to take care of ourselves. What helps you feel better? It’s very individual, what helps you may not help another person.

#### **Extension Activity**

- Create a self-care or “stress-buster” graffiti wall.

**Here are some other resources to support this conversation:  
[mindyourmind.ca](http://mindyourmind.ca), 4th R, Kids Help Phone, [anxietybc.com](http://anxietybc.com)**





**TITLE:** *Visiting Feelings*  
**AUTHOR:** Lauren Rubenstein  
**PUBLISHER:** Magination Press  
**COPYRIGHT:** 2014  
**FORMAT:** Hardcover  
**GRADE LEVEL:** 2-6  
**RESILIENCY SKILLS:** Emotional Awareness

*Visiting Feelings* encourages children to treat their feelings like guests -- welcome them in, get to know them, and perhaps learn why they are visiting. Through this purposeful and mindful exploration, *Visiting Feelings* harnesses a young child's innate capacity to fully experience the present moment and invites children to sense, explore, and befriend all of their feelings with acceptance and equanimity. Children can cultivate mindfulness and nurture their emotional intelligence. In essence, mindfulness is tuning into yourself and paying attention to the present moment without judging or analyzing what you are thinking or feeling. Practicing mindfulness can enhance many aspects of a person's well-being, help develop insight and empathy, and build resilience.

### Reading Curriculum Connections

- 1.3 Comprehension Strategies**  
 Identify several reading comprehension strategies and use them before, during, and after reading to understand texts (eg. activate prior knowledge, ask questions, make and confirm predictions based on evidence from the text, synthesize ideas)
- 1.5 Making Inferences**  
 Use stated and implied information and ideas in texts to make simple inferences and reasonable predictions about them
- 1.6 Extending Understanding**  
 Extend understanding of texts by connecting the ideas in them to their own knowledge, experience and insights, to other familiar texts, and to the world around them
- 1.7 Analysing Texts**  
 Identify the main idea and some additional elements of texts
- 1.8 Responding to and Evaluating Texts**  
 Express personal thoughts and feelings about what has been read

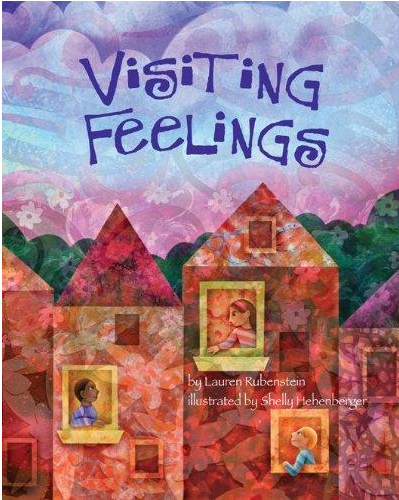
### Health and Physical Education Curriculum Connections

- Grade Two**
- Health and Physical Education - Healthy Living – *Personal Safety and Injury Prevention (C3.1) IS*
- Grade Three**
- Health and Physical Education - Healthy Living – *Human Development and Sexual Health (C1.3) IS*
- Grade Four**
- Health and Physical Education - Healthy Living – *Human Development and Sexual Health (C1.5) PS*
- Grade Five**
- Health and Physical Education - Healthy Living – *Human Development and Sexual Health (C2.4) PS*
- Grade Six**
- Health and Physical Education - Healthy Living – *Human Development and Sexual Health (C1.3) PS*
  - *Personal Safety and Injury Prevention (C2.3) PS, IS*



**Visiting Feelings**  
By Lauren Rubenstein

**RESILIENCY SKILLS: Emotional Awareness**



*Visiting Feelings* encourages children to treat their feelings like guests -- welcome them in, get to know them, and perhaps learn why they are visiting. Through this purposeful and mindful exploration, *Visiting Feelings* harnesses a young child's innate capacity to fully experience the present moment and invites children to sense, explore, and befriend all of their feelings with acceptance and equanimity. Children can cultivate mindfulness and nurture their emotional intelligence. In essence, mindfulness is tuning into yourself and paying attention to the present moment without judging or analyzing what you are thinking or feeling. Practicing mindfulness can enhance many aspects of a person's well-being, help develop insight and empathy, and build resilience.

<p><b>Pre-Reading</b></p>	<p><b>Activating Background Knowledge</b> What are feelings? Have you ever felt that your feelings can be your friends? How do you think our feelings influence our behaviour? Turn and talk.</p> <p><b>Introducing the Text</b> This book shows us that feelings are neither good nor bad. Like a visitor, they come and go. If we treat our feelings as a friend talking to us, we can learn about ourselves and the world around us.</p>
<p><b>During Reading</b></p>	<p><b>Questions to Deepen Comprehension</b> On the page that ends, "Look at that feeling with wide-open eyes," ask students, "How can we look at feelings with wide-open eyes?" What do you think that means? Are feelings visible? Can we see feelings?" After reading the page, "Is it light as a cloud, floating on air?" ask, "What might be considered a light feeling? What might be considered a heavy feeling?"</p>
<p><b>After Reading</b></p>	<p><b>Follow-up Questions to Promote Deep Conversations</b> As the book shows, feelings are experienced differently by all of us. Often our body language shows the feelings we are experiencing, not just the words we use. We can infer what people are feeling by their body language. Teacher could model some examples of this.</p> <p><b>Primary:</b> How does 'happy' feel for you? How does it feel for other people? How might I know you were feeling happy? Stand up if you laugh out loud if you're happy.. Stand up if you quietly smile if you're happy.. Stand up if you dance around if you're happy... What does angry look like for you? Do you stomp around and pound your fists? Do you get really quiet? What does sad look like for you?</p>

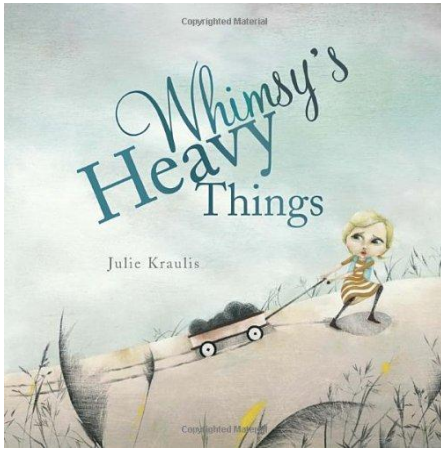
**Junior:** Our body signs are clues to let us know how we are feeling (ie. If your fists are clenched, your heart is racing, you are holding your breath)  
If you notice this feeling, what can you do? How can you be mindful of this to ensure you respond positively?  
If you notice a friend is struggling, what can you do to help?  
As a classroom, what can we do to take care of our feelings?  
If we treat our feelings as visitors, how might we treat them differently?

**Extension Activity**

Where do your feelings sit?  
Possibly use a gingerbread person on a smart board. When you feel anxious, where does that feeling sit? Do you feel it in your tummy? Can you feel it in your heart? Do tears fall from your eyes?  
Sometimes we need to let our feelings sit and give them time for us to really recognize them.  
Will the feelings last forever? It's good to remind ourselves that we will not be happy, or sad, or angry, all the time.

**Activities at the back of the book.**

Focused Listening: close your eyes and make your ears very big. Extend your listening as far as you can...right outside (may hear cars, kids outside), Then bring your listening a little smaller, to the hallway...(can hear kids in the hallway, other teacher's voice). Then bring the listening into your classroom...what can you hear? (students beside you, air conditioning) Now bring your listening inside yourself. What can you hear? (my breathing, my heart)



**TITLE:** *Whimsy's Heavy Things*

**AUTHOR:** Julie Kraulis

**PUBLISHER:** Tundra Books

**COPYRIGHT:** 2013

**FORMAT:** Hardcover

**GRADE LEVEL:** 6-8

**RESILIENCY SKILLS:** Emotional Awareness

Whimsy's heavy things are weighing her down. She tries to sweep them under the rug, but she trips over them. She tries to put them in a tree, but they fall on her. She even tries to sail them out to sea, but they always come back. Eventually Whimsy decides to deal with the heavy things one at a time... and a surprising thing happens. This is a sweet story about changing the things that weigh us down into the things that lift us up.

## Reading Curriculum Connections

### 1.3 Comprehension Strategies

Identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand texts (eg. activate prior knowledge, ask questions, make and confirm predictions based on evidence from the text, synthesize ideas)

### 1.5 Making Inferences

Make inferences about texts using stated and implied ideas from the texts as evidence

### 1.6 Extending Understanding

Extend understanding of texts by connecting the ideas in them to their own knowledge, experience and insights, to other familiar texts, and to the world around them

### 1.7 Analysing Texts

Analyse texts and explain how specific elements in them contribute to meaning

### 1.8 Responding to and Evaluating Texts

Express opinions about the ideas and information in texts and cite evidence from the text to support their opinions

## Health and Physical Education Curriculum Connections

### Grade Six

- Health and Physical Education - Healthy Living – *Human Development and Sexual Health (C1.3)PS, (C2.5)PS, (C2.6)IS, CT*
- *Personal Safety and Injury Prevention (C2.3)PS, IS*

### Grade Seven

- Health and Physical Education - Healthy Living – *Substance Use, Addictions, and Related Behaviours (C1.2)PS*
- *Human Development and Sexual Health (C3.3)IS, CT*

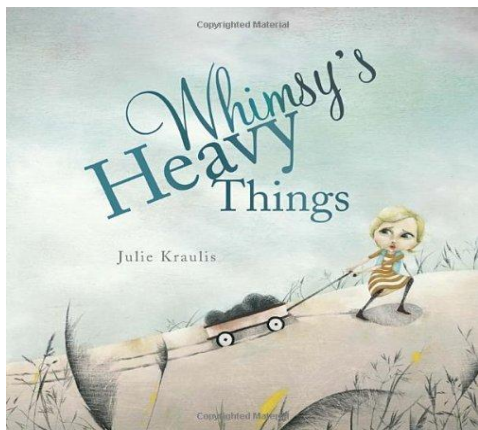
### Grade Eight

- Health and Physical Education - Healthy Living – *Substance Use, Addictions, and Related Behaviours (C2.3)PS*

## Whimsy's Heavy Things

By Julie Kraulis

### RESILIENCY SKILLS: Emotional Awareness



Whimsy's heavy things are weighing her down. She tries to sweep them under the rug, but she trips over them. She tries to put them in a tree, but they fall on her. She even tries to sail them out to sea, but they always come back. Eventually Whimsy decides to deal with the heavy things one at a time... and a surprising thing happens. This is a sweet story about changing the things that weigh us down into the things that lift us up.

<p><b>Pre-Reading</b></p>	<p><b>Activating Background Knowledge</b>  <b>Think aloud:</b> Have you ever heard someone say they have too much on their plate? How does it feel when you have what seems like a lot on your plate? I've also heard people use the expression that they feel really weighed down with things in their life.                  The author uses the metaphor of physical weight for mental stressors</p> <p><b>Introducing the Text</b>                  Show the cover and examine the illustration. In this text, you'll be noticing how the illustrations convey a lot of information whereas there aren't a lot of words. See how the pictures help you make meaning. Whimsy is feeling overwhelmed with heavy things. As you listen to this story, think about some of the things that weigh you down in your life.</p>
<p><b>During Reading</b></p>	<p><b>Questions to Deepen Comprehension</b>                  Whimsy says, "I will hide them!" Ask the students, What does it mean to sweep something under the rug?                  How do Whimsy's heavy things make her feel?                  Prior to reading "I will pretend they are not there," have a conversation about the difference between addressing your heavy things and putting them out of sight, out of mind.                  Continue reading.</p>
<p><b>After Reading</b></p>	<p><b>Follow-up Questions to Promote Deep Conversations</b>                  Display the words: pretend, ignore, disappear. Why was Whimsy's strategy (pretend, ignore, disappear) ineffective?                    How does Whimsy effectively manage her heavy things? (she mindfully addressed her struggles, she shared them with a friend, she learned from her experiences)                    Have you ever felt weighed down? What helps you manage your heavy things? It's important to let students know that it is ok to feel stressed and overwhelmed at times. Stress comes and goes. It's important for us to learn how to manage our stress and that you can rely on the support of others.</p>

What are some things that make you feel 'lighter'?

What do you think Whimsy has learned about herself?

What character traits does she exhibit?

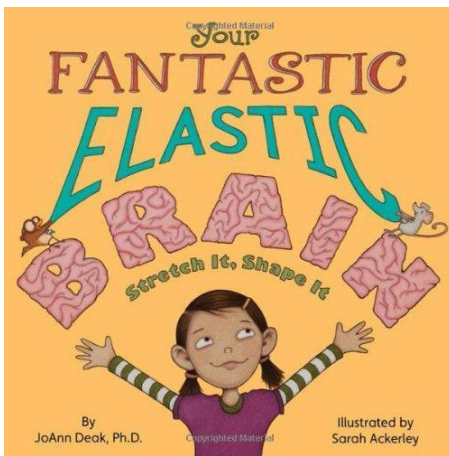
What life lesson(s) is the author trying to inspire in others?

**Text Features**

Why did the author select particular words to change the font and what impact does that have on the meaning of these words? (hide, tripped, hang, fell, fly, did not move, float, sank, pretend)

**Extension Activity**

**Give one, Get one:** Have students generate 3-5 ideas around ways to manage stress. While students mill to music, have them share and add to their list.



**TITLE:** *Your Fantastic Elastic Brain*  
**AUTHOR:** JoAnne Deak  
**PUBLISHER:** Little Pickle Press  
**COPYRIGHT:** 2010  
**FORMAT:** Hardcover  
**GRADE LEVEL:** 4-6  
**RESILIENCY SKILLS:** Self-efficacy, Realistic Optimism, Reaching Out

This innovative and timely picture book teaches children that they have the ability to stretch and grow their own brains. It also delivers the crucial message that mistakes are an essential part of learning. The book introduces children to the anatomy and various functions of the brain in a fun and engaging way. This title makes both a wonderful addition to a child's collection and to any growth mindset program or curriculum.

**Reading Curriculum Connections**

**1.3 Comprehension Strategies**

Identify several reading comprehension strategies and use them before, during, and after reading to understand texts (eg. activate prior knowledge, ask questions, make and confirm predictions based on evidence from the text, synthesize ideas)

**1.5 Making Inferences**

Use stated and implied information and ideas in texts to make simple inferences and reasonable predictions about them

**1.6 Extending Understanding**

Extend understanding of texts by connecting the ideas in them to their own knowledge, experience and insights, to other familiar texts, and to the world around them

**Health and Physical Education Curriculum Connections**

**Grade Six**

- Health and Physical Education - Healthy Living – *Human Development and Sexual Health (C1.3) IS*

**Science Curriculum Connections**

**Grade Five**

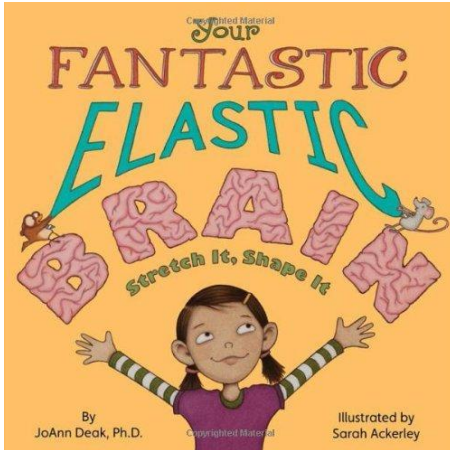
- Science and Technology – Understanding Life Systems - *Human Organ Systems (2.3, 2.4,, 3.1, 3.4)*



## Your Fantastic Elastic Brain

By JoAnn Deak

### RESILIENCY SKILLS: Self-efficacy, Realistic Optimism, Reaching Out



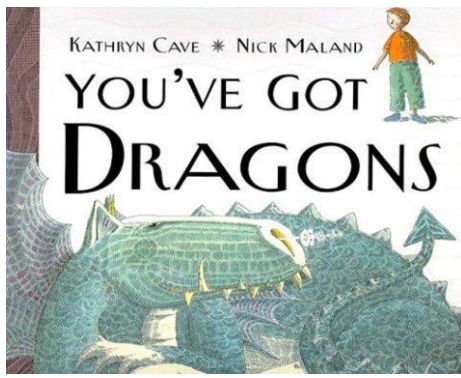
This innovative and timely picture book teaches children that they have the ability to stretch and grow their own brains. It also delivers the crucial message that mistakes are an essential part of learning. The book introduces children to the anatomy and various functions of the brain in a fun and engaging way. This title makes both a wonderful addition to a child's collection and to any growth mindset program or curriculum.

#### Options for Sharing this Text

As this text does not follow a narrative form, teachers may wish to consider alternative interactions with the text. For example:

- 1) Teachers may choose a **two page layout** as a shared reading for the whole class. Teachers may wish to investigate: how the non-fiction text features contribute to how we make meaning of the text; how the author uses illustrations and colour to engage the reader despite the complex vocabulary, how in non-fiction, the layout influences and directs your eyes all over the page.
- 2) This book would make a valuable addition to the study of the **Human Organ Systems in Grade 5 Science**. While focusing on this strand, teachers could make this text available for small groups or independent reading.
- 3) Teachers may choose to read the entire text over multiple days owing to its length. Students might explore the **author's message** around how our brain controls our emotions and since we are in control of our brain, we are also in charge of our emotions. We can stretch the part of our brain that controls our feelings. Our brains will remember the times we were proud, happy, overcame a challenge, etc. The more we do these things, the stronger our brains will be to support our own mental health.





**TITLE:** *You've Got Dragons*

**AUTHOR** Kathryn Cave

**PUBLISHER:** Peachtree Publishers

**COPYRIGHT:** 2003

**FORMAT:** Hardcover

**GRADE LEVEL:** 4-7

**RESILIENCY SKILLS:** Emotional Awareness, Empathy, Reaching Out

A young boy discovers that he has worries and fears that appear to him as dragons and shares what he learns about living with them.

## Reading Curriculum Connections

### 1.3 Comprehension Strategies

Identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand texts (eg. activate prior knowledge, ask questions, make and confirm predictions based on evidence from the text, synthesize ideas)

### 1.5 Making Inferences

Make inferences about texts using stated and implied ideas from the texts as evidence

### 1.6 Extending Understanding

Extend understanding of texts by connecting the ideas in them to their own knowledge, experience and insights, to other familiar texts, and to the world around them

### 1.7 Analysing Texts

Analyse texts and explain how specific elements in them contribute to meaning

### 1.8 Responding to and Evaluating Texts

Express opinions about the ideas and information in texts and cite evidence from the text to support their opinions

## Health and Physical Education Curriculum Connections

### Grade Four

- Health and Physical Education – Healthy Living – *Human Development and Sexual Health (C1.5)PS*  
*Personal Safety and Injury Prevention (C2.2)CT*

### Grade Five

- Health and Physical Education - Healthy Living – *Personal Safety and Injury Prevention (C2.2)PS,IS,CT*  
*Human Development and Sexual Health (C2.4)PS*

### Grade Six

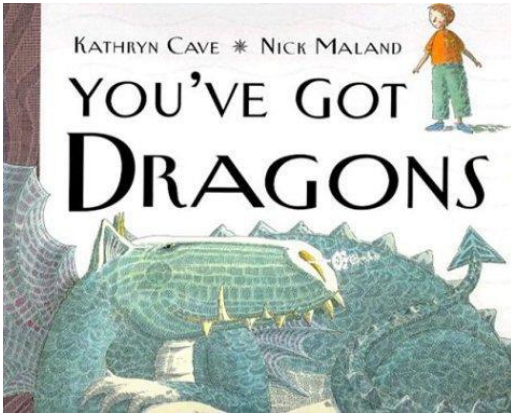
- Health and Physical Education – Healthy Living – *Human Development and Sexual Health (C1.3)PS*, *Personal Safety and Injury Prevention (C2.3)PS,IS*

### Grade Seven

- Health and Physical Education – Healthy Living – *Substance Use, Addictions, and Related Behaviours (C1.2)PS*, *(C2.3)PS,CT*

**You've Got Dragons**  
By Kathryn Cave

**RESILIENCY SKILLS: Emotional Regulation, Causal Analysis, Empathy, Reaching Out**



A young boy discovers that he has worries and fears that appear to him as dragons and shares what he learns about living with them.

<b>Pre-Reading</b>	<b>Activating Background Knowledge</b> When you think of a dragon, what do you think of? (fire-breathing, mystical, fantastical, scary) No introduction to the book ahead of reading is suggested.
<b>During Reading</b>	<b>Questions to Deepen Comprehension</b> <b>Day One:</b> Read the first two pages. Ask students, “Based on the title, the illustrations and what we have read so far, what do you think the text is going to be about?” ”Your heart thuds and your knees wobble...” What’s happening? What’s he feeling?  Teacher is encouraged to stop periodically to ask students again, “so what do you think the dragon is?” Read up until: “When you’ve got dragons, you need lots of hugs.” So what do you think the dragons are? How would you describe the way the boy feels when he has dragons? When we return to the text later/tomorrow, let’s discover how Ben learns to live with his dragons.  <b>Day Two:</b> Continue reading with the Advice Columns. On the <b>Top Tips</b> page, deconstruct the meaning of each tip. For example, #1 is encouraging us to acknowledge our feelings, worries and fears. #2 Get to the root of the problem or fear. What is it really all about? Notice how Ben identifies his math test dragon to connect with readers. Continue reading.  How does the illustration convey a change in how Ben sees his dragon?  Upon completion of the text, ask students, “Do you think Ben fears that the dragon will return?”

**After Reading****Follow-up Questions to Promote Deep Conversations**

Under the document camera, display **Ancient Dragon Wisdom**.

What message is the author sending us on how to be aware of the role 'dragons' play in our lives and the lives of others?

Deconstruct this message.

**Think aloud:** It's important to recognize we all have dragons, some of us have bigger dragons right now than others. The feelings we experience with having dragons are neither good nor bad, they just ARE.

Will you always be able to face your dragon every day? Maybe not, but that's ok. What do you need when you feel like you've got dragons? (talk about self-care, what helps you feel better?) Have you ever had a time in class when you couldn't concentrate because you were thinking about the feeling you had inside? What are some tips for dealing with dragons at school?

**Extension activity:**

Have students create their own "top tips" for dealing with their dragons. This is a personal writing opportunity that doesn't need to be shared with the whole class. Some ideas may include: Go for a walk, speak to a friend, draw or journal. However, bigger dragons may require bigger responses, such as: speak to your teacher, your parents, your doctor. Go online: [mindyourmind.ca](http://mindyourmind.ca), or kids help phone.