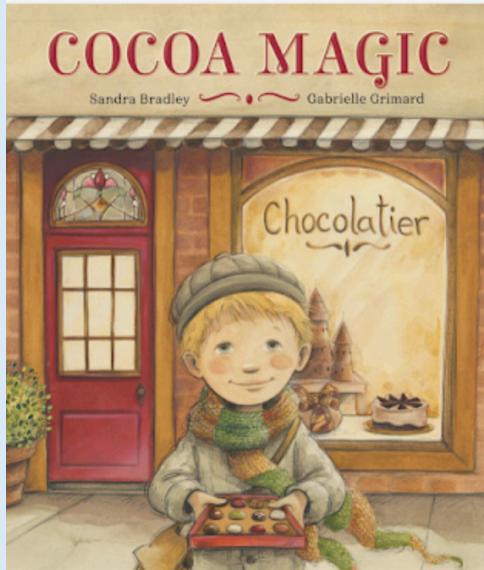


Cocoa Magic

Written by Sandra Bradley and Illustrated by

Gabrielle Grimard

**Possible Learning Goals : SEL-Empathy/CSPAR or
story map**



Read Aloud: Repeated and Intentional

Before Reading:

Introduce new vocabulary as needed.

Invite children to discuss the cover of the book and the inside of the cover. What do you think the chocolates will taste like? What do you notice? (Activate prior knowledge)

The focus of this read aloud is to discuss empathy and kindness, along with CSPAR (elements) of the story.

There are also opportunities for math learning.

During Reading

Read the story pausing to share thinking about the story out loud. Talk about the different elements of the story: who is the main character? What is the problem in the story, how is it solved, what actions were taken. In this reading educator does most of the talking.

Using CSPAR (see pdf in Educator Hub for details)



After Reading:

After reading the story discuss What actions did the main character take? Why do you think he did that?

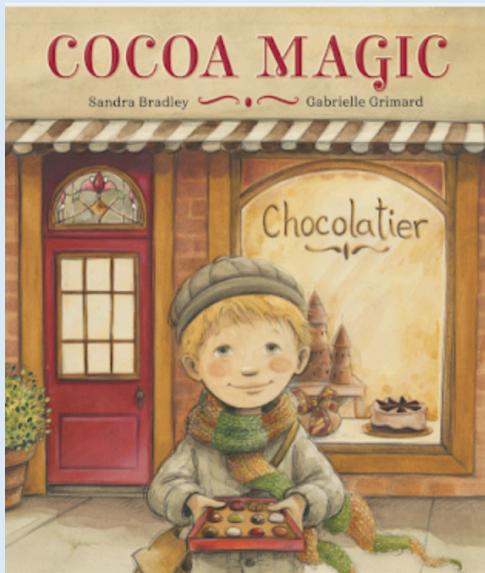
What can we do to make someone feel better or welcome in our space?

Invite children to draw one act of kindness they have demonstrated this day or week.

Cocoa Magic

**Written by Sandra Bradley and Illustrated by
Gabrielle Grimard**

**Possible Learning Goals : SEL-Empathy/CSPAR or
story map**



Read Aloud 2nd and 3rd reading

Before Reading Focus on:

Review what the story was about. What do you remember? What happened at the beginning, middle? Use story mapping and CSPAR of the story to support discussion. You may want to have visuals which can be found on our site. In this session children are doing most of the talking. Review any vocabulary that was introduced in the previous reading of story.

During Reading

As you invite children to help retell the story, consider stopping on pgs 11-12...what do you notice in this picture? How do you know what Ben is feeling? Invite children to describe body language. You may wish to have visuals of emotions available to support. You can select other pgs to stop at including pgs. 21-22. Why is Daniel feeling worried?



After Reading:

At the end of this reading create timeline of the story. You can use a calendar or a drawn timeline of events. With children you can also create a time line of emotions, what emotions happened when in the story? Select one or two of the characters to follow.

See Educator Hub for extension activities that include opportunities for math, making a hot cocoa, and more.