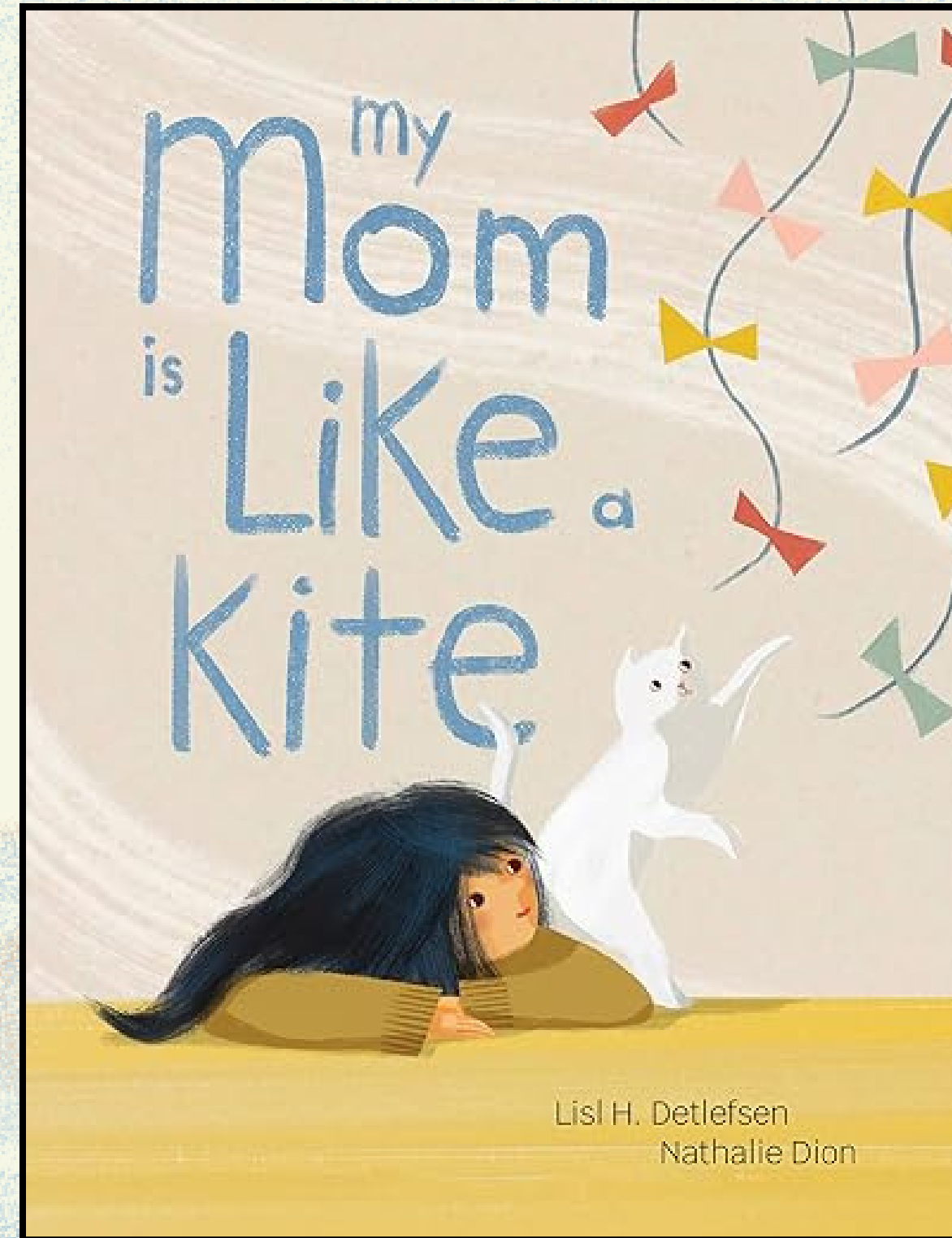


Educator Kit



Guide

This guide was created to provide **educators** with extension ideas after reading the book ***My Mom is Like a Kite***. The repeated/intentional read aloud lesson themes are well-being, mental health, and family. This guide provides educators with the a read aloud lesson and access to activities. This read aloud could **be repeated or read just for fun, we leave it up to the educator**. *As this story has sensitive topics, you may wish to share with families about the book.*

For Intentional/Repeated Read aloud: Introduce the read aloud with either a large group or small group. We usually share the book for the first reading with the large group and then repeated readings are in small groups. Small groups provide educators with opportunities to monitor understanding, support student engagement, and it gives the students more chances to participate. You can also choose to work with only a select group of students perhaps for the literacy skill the children are working on or because of interest by the children. However, as the educator/team, use your own discretion when implementing these recommendations and learning opportunities. You know your classroom best!

Activity ideas for follow up are provided in this kit.



Read Aloud Lesson Plan

Before 1st Reading

Before introducing the story, take some time to review the selected read aloud. What are some possible challenges for students when reading the text. Are there vocabulary words that should be introduced, do the students have enough schema to understand the story. What about ELL/MLL?

Vocabulary:

Introduce new vocabulary words using visuals, vocabulary cards, gestures, sentences, and the story itself. Words to consider: bobbing, surface, sloshes, soars, sink, curtains, bail, Winkie, cramped, heavy, lighter, therapist (this word is not stated but implied), bold, snuggle, anxiety, depression (terms that are not in the story but are implied).

Vocabulary card templates

Read Aloud Lesson Plan

Introduce the title of the story or begin by asking students to describe what they see. Rather than asking children to guess/predict, share what this story is about. As the topic is sensitive, you may wish to inform families about it ahead of time. This story is about a young protagonist who takes care of her mother when she is not well. The problem in the story is that the protagonist feels she has to take care of her mom who struggles with mental health. The protagonist is worried that she can't make her mom feel better. She can't solve the problem by herself, so her mother has another adult provide support. This adult is named Grace and she is a therapist. Share the idea of CSPAR retelling chart to explain or use the CSPAR cards included in the kit.

During 1st Reading

Begin reading the story, stopping at predetermined two page spread. Pause and share your thinking outloud. For example on the next two pages beginning with "some days the kite turns into a sail, and Mom is like a boat bobbing along the surface, until the water sloshes and spills over the sides-- and she starts to sink. I wonder what she is feeling as she watches her mom? Is she feeling responsible for what her mom is feeling? She is paddling quickly to save her. I think the problem in the story is...

Continue to read and think out loud sharing thoughts and wonders.

Pause again for example on the page where we meet Grace. I wonder why she is meeting Grace? (etc)


Read Aloud Lesson Plan


After 1st Reading






What was the problem in the story? How was the problem solved? Was it solved?

Talk about how sometimes problems may not be completely resolved in a story. In this one it is not about solving mental illness but about understanding it and seeking help. Use the retelling mat to organize ideas and thoughts.

Mat is available on the website.


pebble & pond **RETELLING MAT #1** 

Use the following to sequence and retell the story. Draw and/or write 


| | | |
|---|---|---|
|  |  |  |
|  |  | |

FOR CLASSROOM USE ONLY NOT FOR RESALE


CSPAR Cards for Retell and Timeline



character(s)

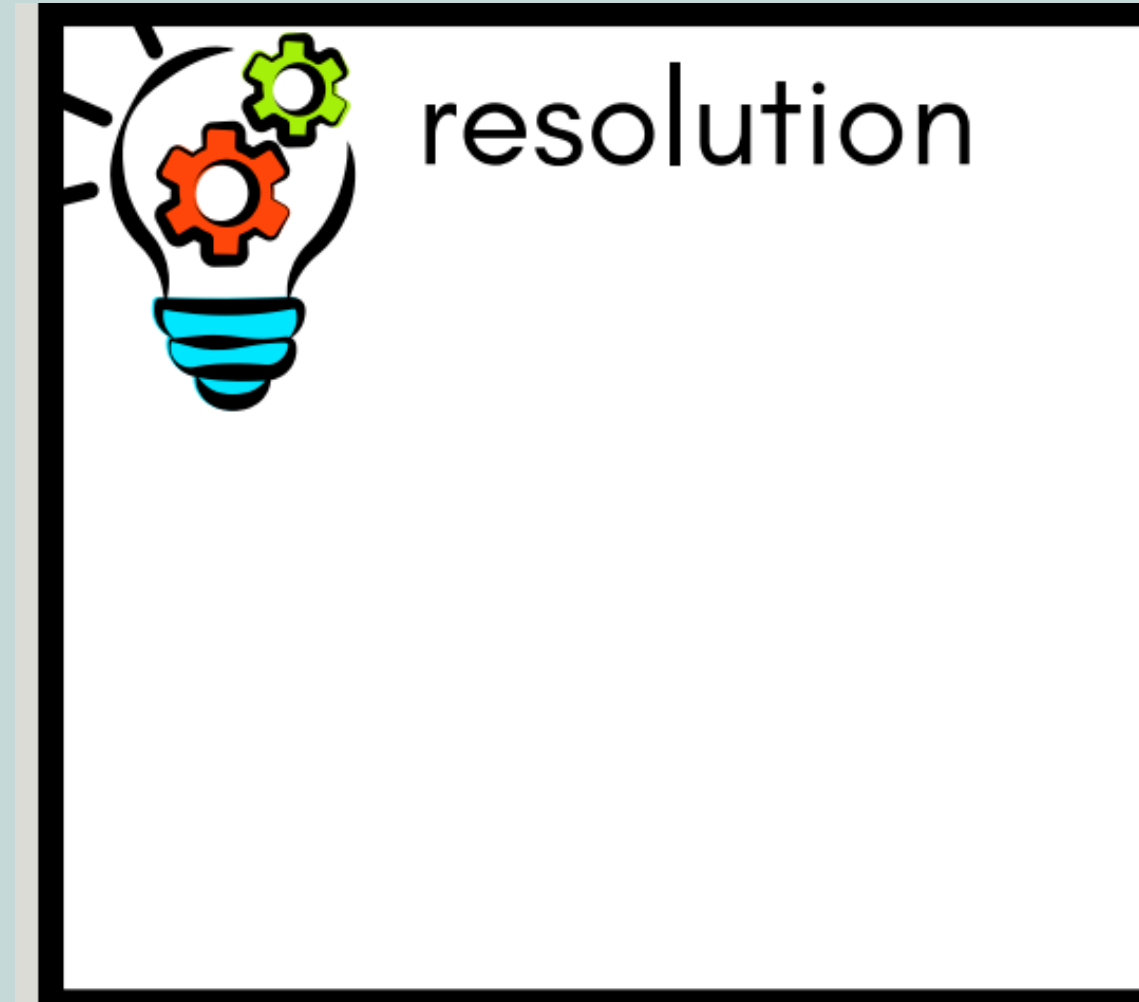
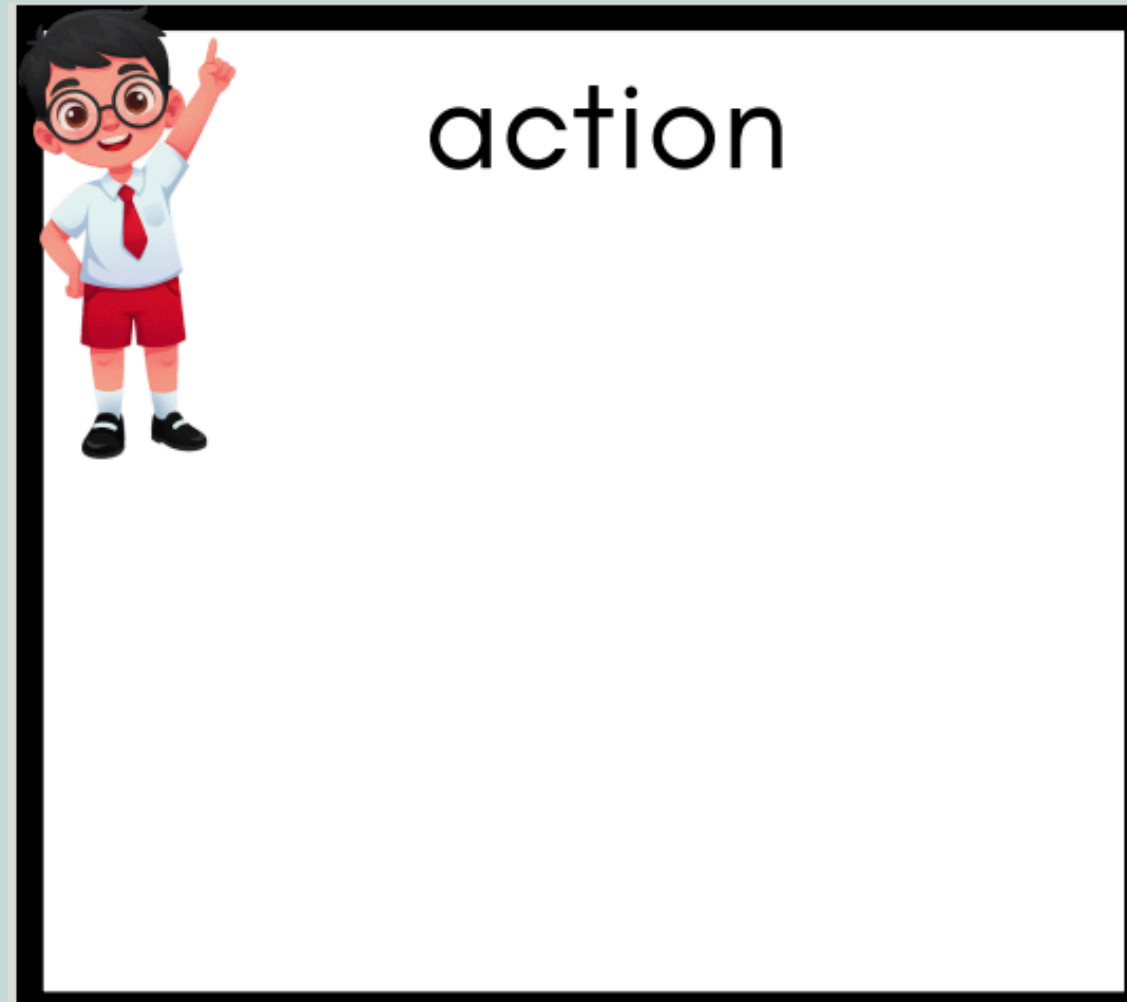


setting(s)



problem

CSPAR Cards for Retell and Timeline



Read Aloud Lesson Plan

Before 2nd /3rd Reading

Review the vocabulary words that were introduced using visuals, vocabulary cards, gestures, sentences, and the story itself. Words that were shared: bobbing, surface, sloshes, soars, sink, curtains, bail, Winkie, cramped, heavy, lighter, therapist (this word is not stated but implied), bold, snuggle, anxiety, depression (terms that are not in the story but are implied).

Show the cover of the book and invite children to share what they remember from the story. “Who is the main character in this story?

What is the protagonist worried about?

What emotions do you see here?” Select 2 page spreads to review.

Once the children have reviewed and shared, begin reading the story. In this and subsequent readings we want more children talking and less educator talk. The role is slowly shifting to guide rather than leader.

Read Aloud Lesson Plan

During 2nd /3rd Reading

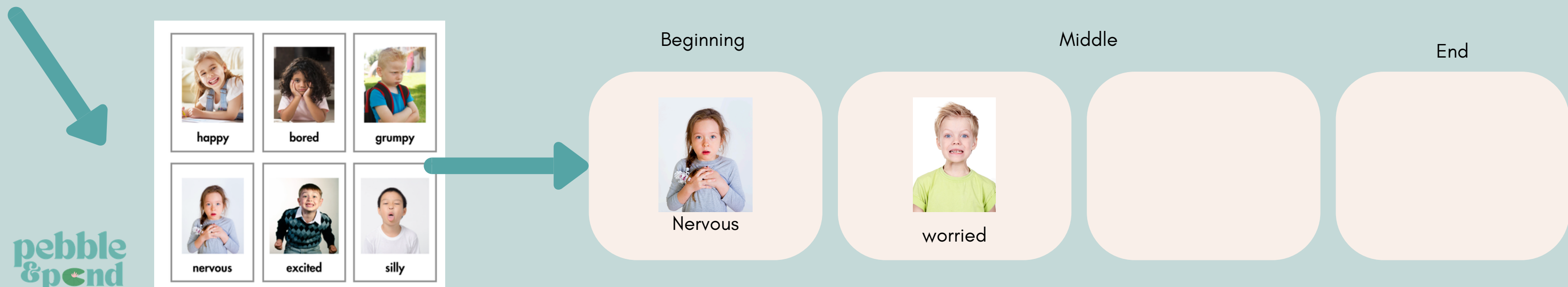
As you read the story, pause on two page spreads, what is happening on these pages? What do you notice? Invite children to share their thoughts out loud. You can prompt using questions such as “How is the protagonist feeling? Why did the protagonist...”

During this session or subsequent ones you can focus on specific pages and invite children to continue thinking out loud.

After 2nd /3rd Reading (You can adjust the open ended questions over the next reading, focusing on the strategies shared in the book, etc.)

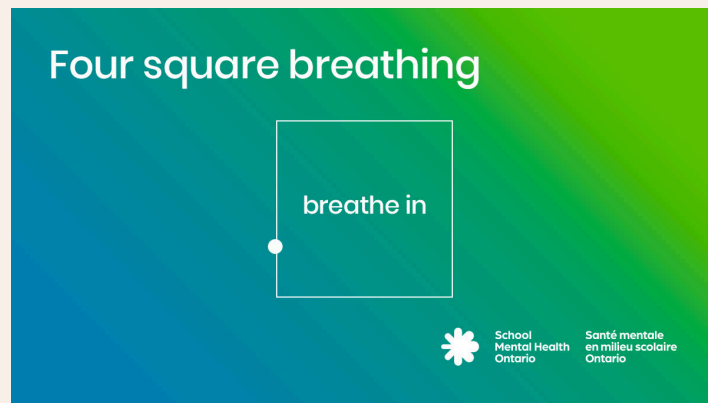
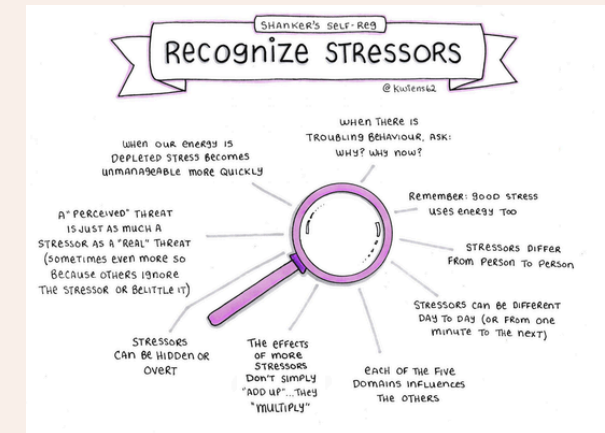
How did the protagonist feel in the beginning, middle and the end of the story?

Why was creating a special piece of the meal, such as hummus, so important for the protagonist?



Strategies

Invite children to share strategies that work or that you have learned about together. Here are some ideas.



Pause and Reflect:
Explain to students that they will feel more in control if they are able to stay present in the moment. Grounding exercises such as 5 4 3 2 1 help achieve this. Practice with students to introduce the concept. They will name:


- five things they see
- four things they hear
- three things they feel
- two things they smell
- one thing they taste (or any combination)


Afterwards, discuss with students when they can use this practice independently and why. Students can be encouraged to use this practice daily.

Socio-Dramatic Play

Stepping Into Someone Else's Shoes

Taking turns role playing through the different emotions. What would you do if your friend was...

 character(s)
Emotion to
act out
Sad

 character(s)
Share a
Strategy




Writing Templates

Share about a time that you felt sad or worried. What made you feel better?


Name _____

pebble & pond Option One

Draw



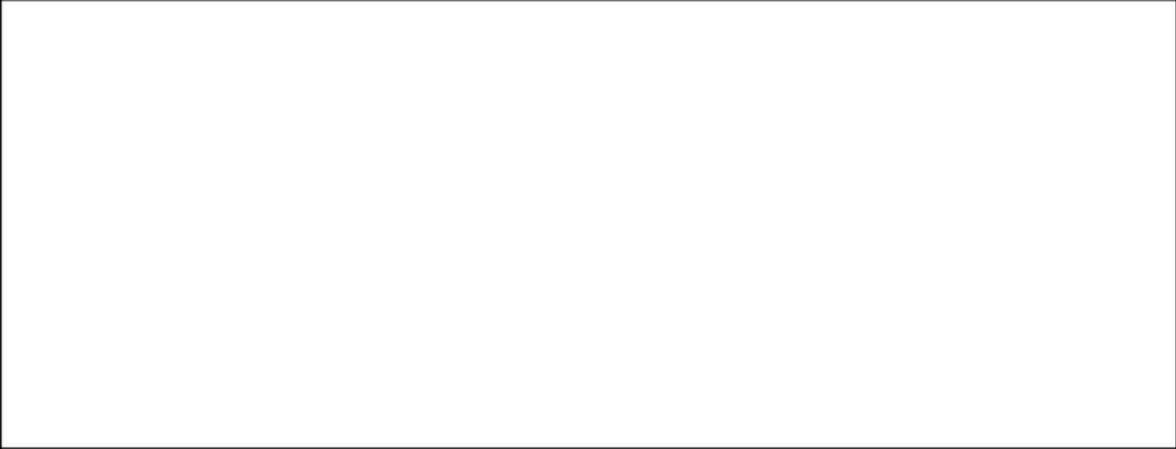

Transcribed by: _____ Date: _____




Name _____

pebble & pond Option Two

Draw and write





Thank you for
visiting our site
Pebble & Pond