



ScholaBox
February Guide





Our mission is to provide educational resources to parents and teachers to help children: read widely and critically, experiment with & express ideas, learn about the world & its people, and discover their capacity to create and engage in civil discourse.



February's Theme: Emotional Intelligence

About the Books

***The Many Colors of Harpreet Singh* by Supriya Kelkar**

Harpreet Singh loves his colors—but when his family moves to a new city, everything just feels gray. Can he find a way to make life bright again?

Harpreet Singh has a different color for every mood and occasion, from pink for dancing to bhangra beats to red for courage. He especially takes care with his patka—his turban—smoothing it out and making sure it always matches his outfit. But when Harpreet's mom finds a new job in a snowy city and they have to move, all he wants is to be invisible. Will he ever feel a happy sunny yellow again?

—Sterling Children's Books

***Each Kindness* by Jacqueline Woodson**

Each kindness makes the world a little better.

Chloe and her friends won't play with the new girl, Maya. Every time Maya tries to join Chloe and her friends, they reject her. Eventually Maya stops coming to school. When Chloe's teacher gives a lesson about how even small acts of kindness can change the world, Chloe is stung by the lost opportunity for friendship, and thinks about how much better it could have been if she'd shown a little kindness toward Maya.

Winner of a Coretta Scott King Honor and the Jane Addams Peace Award.

—Nancy Paulsen Books; 7th Print edition

***The Good Egg* by Jory John**

Meet the good egg. He's a verrrrrry good egg indeed.

But trying to be so good is hard when everyone else is plain ol' rotten. As the other eggs in the dozen behave badly, the good egg starts to crack from all the pressure of feeling like he has to be perfect. So, he decides enough is enough! It's time for him to make a change...

Dynamic duo Jory John and Pete Oswald hatch a funny and charming story that reminds us of the importance of balance, self-care, and accepting those we love (even if they are sometimes a bit rotten).

—HarperCollins

Big Ideas

It's important to help kids keep the big ideas found in these books foremost in their minds as they read, talk, create and move toward action.

How can we commit to growing emotional intelligence alongside our intellectual knowledge?

- **Kids can be emotionally wise enough to name their emotions.** They can pay attention, noticing when and even why they have certain feelings.
- **Kids can accept the complexity of emotions and work to self-regulate.** They can accept feelings and employ strategies for healthy responses.
- **Kids can nurture emotions that serve themselves and others.** They can understand their environment and make choices about how to respond and act.

Imagine how students can thrive when they're caring for their emotions and regulating their responses to their environment, teachers, and peers. Let's find out together!

The Many Colors of Harpreet Singh by Supriya Kelkar

1

Read

Introduce the book

Explore the front/back flaps, share a concise book blurb from the publisher, or a reader review.

Set the purpose

"Let's read to find out about Harpreet's emotions and how he shows what he's feeling."

Read the book

Please read the entire book with no interruptions, questions, or talk by the teacher. Just enjoy the book on this first read.

Discuss

Quick, simple sharing from kids about things that caught their attention. Create an anchor chart that you'll go back to on subsequent days.

2

Reread and Revisit

"When we read this book yesterday, we set our purpose to look for Harpreet's emotions and the unique way he chooses to express those emotions. We saw yesterday that Harpreet chooses a different colored patka, or turban, to wear that shows how he's feeling for that day. As we read today, I want you to think about the different colors and what they say about how Harpreet is feeling, but I want you to pay close attention to why you think he only wants to wear white after his mom's job takes them to a new town. Why do you think Harpreet chose white patkas for a while, and why that color? What do you think motivated him to wear the color white? What changes occur for Harpreet as he decides to start wearing different colors again? I also want to us to spend a little time talking about why the author, Supriya Kelkar, thought kids might need a book like this."

Once you've finished reading, allow kids to turn and talk to one another about conflicts that arise. Create a T-chart sharing the actions that unfold in Harpreet's experience during the transition for his family. On the other side of the T-chart, list motives for those actions. There is an internal conflicts for Harpreet. Can readers identify and discuss that? Ask kids to use text evidence from the read-aloud. Guide students to discuss the theme(s) they see in this story.

Challenge students to share connections.

Switch to talking about author's purpose for writing and what was accomplished through the plot elements and theme(s) of the story.

Ask kids (they turn and talk): "How does Harpreet thoughtfully decide about the color of his patka for each day? What does he do that reveals his own internal conflict? Does it seem like he intentionally decides to wear the white patka for a while? What event(s) seem to make a change in how he's feeling about the new changes for his family?"

Help kids to understand what intentionally choosing how to respond with emotions can look like. "This book really talks about how a boy is dealing with change, big change. Is it okay to be sad about changes you aren't really excited about? If he continues to be sad, will he miss the new opportunities that come with change? Talk about healthy/unhealthy ways that you've seen people express their emotions about hard things that come into their lives. In our classroom, we have kids who understand it's okay to be frustrated or unhappy about unexpected events. They "feel the feelings" and then make wise choices about looking for positive, joyful opportunities and they practice being okay with the frustrating stuff. Is that a healthy way to deal with emotions? Talk a little more about that. How do we make space for the differences in how people respond to things that cause frustration? What lessons can we learn from this simple story?"

3

Pair this book with

Article

"Mitigate those trying situations with these cooling-down strategies"

<https://newsela.com/read/lib-how-to-calm-down/id/39854/>

"This article provides a list of ways to calm yourself when you get angry or frustrated. Which of the suggestions did you find most helpful? What will you decide to do the next time you feel emotionally overwhelmed?"

Video

The Marshmallow Test

https://www.youtube.com/watch?v=QX_oy9614HQ

"Why is this experiment important? What's important for kids to learn after their experience during the marshmallow test? What do you want to say about kids and self-regulation?"

Poetry

"Whatif" by Shel Silverstein

<https://www.bustle.com/articles/40773-11-of-shel-silversteins-most-weird-and-wonderful-poems>

Check out this site to read the entire poem. Scroll down the page until you find #2 "Whatif" by Shel Silverstein.

Poem excerpt

"Whatif" by Shel Silverstein

Last night, while I lay thinking here,
Some Whatifs crawled inside my ear
And pranced and partied all night long
And sang their same old Whatif song:
Whatif I'm dumb in school?
Whatif they've closed the swimming pool?
Whatif I get beat up?
Whatif there's poison in my cup?
Whatif I start to cry?
Whatif I get sick and die?
Whatif I flunk that test?

"Are there thoughts that get inside your head and make you worry? Worrying like that can make a person feel pretty rotten. What can a person do to take control of those thoughts and be emotionally wise to turn feelings from negative to positive?"

Picture books:

- *I'm Worried* by Michael Ian Black
- *The Girl and the Wolf* by Katherena Vermette
- *Saturday* by Oge Mora
- *Tomorrow Most Likely* by Dave Eggers
- *The Undefeated* by Kwame Alexander
- *Oh No, George!* by Chris Haughton

4

Kids Show Their Thinking

Engage kids through ways they can *show what they know* after reading:

Talking

- Discussion groups
- Recording their spoken response on Flipgrid

Writing

- Poetry
- Reader's Response

Creating

- Art
- Music
- Media

Assessment Ideas**Quick Write**

Kids have already discussed *The Many Colors of Harpreet Singh*, so they'll have some background knowledge to get started writing.

Possible prompts:

"Emotions can be tricky. It's okay to feel your emotions. Respond to either the book *The Many Colors of Harpreet Singh*, the video, The Marshmallow Test, or the article about calming down an angry outburst. Explain examples from our reading selections that might help kids regulate, or control, their emotions in positive ways. Give examples from the text and then make a personal connection. Tie it to something else you've read or an example from the real world.

Creating a Product:

Allow kids to work in partner groups or alone. With their partner (or on their own), they create an infographic giving a few simple steps for dealing with self-regulation of emotions. Encourage students to create on their own or with the tools included in Piktochart. You can read about how to include Piktochart in your classroom here <https://piktochart.com/blog/use-piktochart-every-classroom/>.

5

Kids Grow Their Thinking

Challenge kids to find out more based on something that piqued their curiosity

Inquiry

Help students get started by creating an anchor chart that shows what questions they still have after reading the book and paired selections.

For example: “What stood out to you as we looked at the idea of kids/adults taking control of their situation and emotions in the picture books, video, and infographic? Do you want to research more about ways to become emotionally wise? Are you thinking you want to know about creating animated videos, infographics, poetry? Think about anything that piqued your interest and let’s work together to get you more resources to find out more.”

Capture kids’ ideas about inquiry and provide support for where they can find out more. Collect resources (print and online), and contact your campus or public librarians to assist you in collecting resources for your students.

Presentation

Provide opportunities for students to present their inquiry work. Use a rubric on presentation expectations for kids (and their families) so they are clear on what is required before planning, researching, and presenting.

Call to Action

“You know, good books don’t end when we turn the final page. Readers are always changed in some way after they read any great book. Maybe they have a change in attitude, get a lot of new information, have a change of heart, or want to take action. Maybe they see someone else’s passion and creativity and discover their own passion for something. What are you thinking you’ll do now that you’ve read and discovered more? What action will you take as a result of your new learning?”

“Is there something you want to create to show others how kids can become emotionally wise in the same ways they can become smart about schoolwork? Do you have advice you could share with kids after getting more information about your inquiry? After finding out more through your personal research, would you like to create something that expresses your ideas and thoughts—maybe a painting, spoken poetry, or short film? Would you like to create a group in your school or community that meets to talk about (and take action on) growing emotional intelligence?”

“Think about it. Talk to an adult about your ideas. And then...Just Do It!”

Each Kindness by Jacqueline Woodson

1

Read

Introduce the book

Explore the front/back flaps, share a concise book blurb from the publisher, or a reader review.

Set the purpose

"Let's read to find out about some girls and how they chose to respond to a new student in their school. Be thinking about lessons we could discuss when we revisit the book tomorrow."

Read the book

Please read the entire book with no interruptions, questions, or talk by the teacher. Just enjoy the book on this first read.

Discuss

Quick, simple sharing from kids about things that caught their attention. Create an anchor chart that you'll go back to on subsequent days.

2

Reread and Revisit

"When we read this book yesterday, we set our purpose to pay attention to how some girls treated a new student at their school. As we look at specific pages today, I want you to pay close attention to the way Maya responds to rejection and how Chloe changes from beginning to end. What did you notice? Where do you see opportunities for us to learn from Maya and from Chloe? Talk with your discussion partner about what you see that could be stated in the form of a lesson for kids."

Once you've finished reading, allow kids to turn and talk about how they see the specific ways in which Maya and Chloe chose to regulate their emotions and responses to events. Have kids share evidence from the text to support their thinking about how we can learn from this fiction book about becoming emotionally wise.

"Let's think for a few minutes about possible reasons the author wrote a book like this. What are some reasons readers might be interested in a book like this one? What did the author/illustrator do to effectively communicate to the reader?" [Think about ways you can encourage kids to discover the themes in this book—the importance of "choosing your own sunshine" when situations are dark (Maya's rejection by the other girls) or choosing to go against the status quo and stepping out to be brave and compassionate (Chloe not conforming to the practice of the group).]

"Can we also talk about the regret Chloe experienced? Was this a new idea for you? Regret or remorse seems like a negative emotion. How can someone use that emotion for good?"

3

Pair this book with

Article

"A stressful first day of school turns second-graders into best friends"

<https://newsela.com/read/boy-crying-classmate/id/56563/>

Think about and be ready to share what you saw in this article about kids being emotionally wise. What message or lesson do you think kids could take away from this article?

Video

“130 Year Old Tortoise Saves a Young Hippo’s Life, Now They’re Best Friends”

<https://www.youtube.com/watch?v=mOcbEsTr7Ss>

What can kids learn from Owen’s actions even when Mzee rejected him? Are there lessons kids can learn from Mzee? Were you surprised to know that a tortoise can care tenderly for a baby hippo? Why or why not?

Picture books you may want to pair with *Each Kindness*:

- **Owen & Mzee: *The True Story of a Remarkable Friendship*** by Isabella Hatkoff, Craig Hatkoff, and Dr. Paula Kahumbu
- ***The Quiet Boat Ride*** by Sergio Ruzzier
- ***My Heart*** by Corinna Luyken
- ***Carl and the Meaning of Life*** by Deborah Freedman
- ***Lubna and Pebble*** by Wendy Meddour
- ***Bruce’s Big Storm*** by Ryan T. Higgins

4

Kids Show Their Thinking

Engage kids through ways they can show what they know after reading:

Talking

- Discussion groups
- Recording their spoken response on Flipgrid

Writing

- Poetry
- Reader’s Response

Creating

- Art
- Music
- Media
- PSA (Public Service Announcement)
- Infographics

Assessment Ideas

Quick Write:

Kids have already discussed *Each Kindness* and the other selections, so they’ll have some background knowledge to get started writing.

Possible Prompts:

Choose either Maya or Chloe and explain what you can learn from their example. What choices did they make (or not make) that you learned from? Remember that as you write, it’s important to give examples in your reader response from specific text or media that we read or viewed from our last few days in class.

Thinking Deeply about Theme

It's important for kids to look closely at some nonfiction books to identify possible themes. Help kids to understand theme by sharing that readers pay attention to things the author/illustrator repeats in the text and think about lessons (universal truths) to identify possible themes. Themes are stated as a sentence, not a single word, and they are not time or culture-bound. In other words, universal truths—themes—will be applicable to a boy in ancient Egypt and my elderly next-door neighbor. In the YouTube video about Owen and Mzee, there are several possible themes. One theme might be "Keep on trying even if it's hard" or "Care and kindness can make a difference for others." The video of Mzee and Owen offers several possible themes for personal application. How can we help students identify emerging themes even in expository texts? Kids can begin to practice identifying theme when we ask, "What lessons can we see even in this text, article, video that provide information about important lessons for us? What are some universal truths that we can identify?"

5

Kids Grow Their Thinking

Challenge kids to find out more based on something that piqued their curiosity

Inquiry

Help students get started by creating an anchor chart that shows what questions they still have after reading the book and paired selections.

For example: "What kinds of information are we learning about choosing to grow our emotional intelligence? Do you want to focus your inquiry on finding out more about how we can be growing emotional wisdom? Would you like to read more about how to regulate your emotions? Are you interested in more stories about how animals care for other animals? As a result of your further inquiry/research, what will you create to show what you're learning through more study of the topic you're interested in? Capture kids' ideas about inquiry and provide support for where they can find out more.

Presentation

Provide opportunities for students to present their inquiry work. Use a rubric on presentation expectations for kids (and their families) so they are clear on what is required before planning, researching and presenting. Presentation rubrics can be found at New Tech Network.

Call to Action

"Good books don't end when we turn the final page. Readers are always changed in some way after they read any great book. Maybe they have a change in attitude, get a lot of new information, a change in heart, or want to take action. What are you thinking you'll do now that you've read and discovered more? What action will you take as a result of your new learning?"

"Is there something you want to create to get information out to kids about how to grow their own emotional intelligence? Some kids might want to create something to show how kids are finding new ways to reach out to other kids in their school or community? Are you interested in creating a PSA about emotional intelligence?"

"Is there a way you express your ideas about the positive and negative effects of change? What have you learned that prompts you to take action or educate others?"

Think about it. Talk to an adult about your ideas. And then...Just Do It!"

The Good Egg by Jory John

1

Read

Introduce the book

Explore the front/back flaps, share a concise book blurb from the publisher, or a reader review.

Set the purpose

"Let's read to learn find out about the main character and how they grew their emotional intelligence."

Read the book

Please read the entire book with no interruptions, questions, or talk by the teacher. Just enjoy the book on this first read.

Discuss

Quick, simple sharing from kids about things that caught their attention. Create an anchor chart that you'll go back to on subsequent days.

2

Reread and Revisit

"When we read this book yesterday, we set our purpose to pay attention to the main character and how they grew their own emotional intelligence. As we look at specific pages today, I want you to pay close attention to what made the Good Egg decide to focus on caring for himself. What are some ways that you observed the main character reflect on the problem affecting his health and the choices he makes to change? Where do you see opportunities for the reader to learn from events and characters in this story? Talk with your discussion partner about what you see from the book that intrigued or interested you."

Once you've finished reading, allow kids to turn and talk about the way the author used anthropomorphism (ascribing human characteristics to an object) to get across the important idea of self-care and the need for community. Have kids share what they are thinking about why the author decided to use that literary device.

"Let's think for a few minutes about possible reasons the author wrote a book like this. What are some reasons readers might be interested in a book like this one? What did the author/illustrator do to effectively communicate to the reader? (Think about ways you can encourage kids to discover the concept for this book—the truth of how difficult it is to try to manage other people, the need for self-care, and the importance of community. Discuss the effectiveness of using an egg as the main character. Did that choice by the author promote or hinder the message?

3

Pair this book with

Article

"Georgia Breathes school program invites kids to breathe out tension"

<https://newsela.com/read/georgia-schools-breathing-meditation/id/46001/>

What new information did you get from this article about improving health for kids? What evidence is presented in the article that shows this program is having a positive impact?

Infographic:

“10 Things to Do to Calm Down”

<https://www.artisbasic.com/wp-content/uploads/2016/07/10-Ways-to-Calm-Down.pdf>

Picture books:

- ***Breathe and Be: A Book of Mindfulness Poems*** by Kate Coombs
- ***The Wolf Who Learned Self-Control*** by Oriane Lallemand
- ***What Were You Thinking?: Learning to Control Your Impulses*** by Bryan Smith
- ***My Mouth is a Volcano!*** by Julia Cook
- ***Almost Time*** by Gary Schmidt and Elizabeth Stickney
- ***Guts*** by Raina Telgemeier

4

Kids Show Their Thinking

Engage kids through ways they can show what they know after reading:

Talking

- Discussion groups
- Recording their spoken response on Flipgrid

Writing

- Poetry
- Reader’s Response

Creating

- Art
- Music
- Media
- PSA (Public Service Announcement)

Assessment Ideas**Quick Write**

Kids have already discussed parts of *The Good Egg*, the additional article, and the infographic, so they’ll have some background knowledge to get started writing.

Possible prompts

Some new thoughts I have about how people can work to grow smart emotionally are _____ . I realized _____ and _____ . (Give students parameters about their reader response piece and remind them to include evidence from text, media, or other selections as they write.)

Thinking Deeply About Connections Across Texts

“Let’s think about all the picture books and articles we’ve read, the videos we’ve viewed, and the infographics we’ve learned from. What are some similarities from all these when we think about emotional intelligence, how to become smart emotionally, that you noticed from all that we’ve shared together?”

Help kids think about, discuss and write about the ideas that kids learned about the positive and negative aspects of beginning anew or facing unexpected changes in life. Also talk with kids about the fact that there are not right and wrong ways that kids respond to change in their daily lives—just wonderful and surprising choices.

5

Kids Grow Their Thinking

Challenge kids to find out more based on something that piqued their curiosity.

Inquiry

Help students get started by creating an anchor chart that shows what questions they still have after reading the book and paired selections.

For example: “What other ideas are you thinking about after we read *The Good Egg* and the article, viewed the infographic, and read the other picture books? Do you want to focus your inquiry on finding out more about how yoga helps kids to combat stress? Do you want to investigate what emotional intelligence is and how to be wise emotionally? What will you create to show what you’re learning through more research on the topic you’re interested in? Capture kids’ ideas about inquiry and provide support for where they can find out more.

Presentation

Provide opportunities for students to present their inquiry work. Use a rubric on presentation expectations for kids (and their families) so they are clear on what is required before planning, researching, and presenting. Presentation rubrics can be found at New Tech Network.

<https://newtechnetwork.org/>

Call to Action

“Good books don’t end when we turn the final page, and neither do the ideas in a video end when we view the final scene. Readers (and viewers) are always changed in some way after they read any great book or view inspiring media. Maybe they have a change in attitude, get a lot of new information, have a change of heart, or want to take action. What are you thinking you’ll do now that you’ve read and discovered more? What action will you take as a result of your new learning?”

“Is there something you want to create to get information out to people about the important ideas you’ve learned? What would you like to share about emotional intelligence?”

“Think about it. Talk to an adult about your ideas. And then...Just Do It!”

The heart of ScholaBox is to provide resources for educators so they can foster great discussions, provide opportunities for students to write and create in response to great texts, media, interviews, articles and art in order to bring deep understanding of our world and its people. We desire for kids to engage in authentic ways to learn and show their thinking. We won't ever provide worksheets or "busy work" and we hope that educators who subscribe to ScholaBox won't rely on those artificial, low-level thinking activities in concert with our subscription service resources.

If students are consistently free to read critically and widely, consider multiple perspectives, discuss and write about important ideas and issues, then they are in a better position to read critically and answer wisely when assessed on standardized tests. Kids must have choice, time, access to great texts and intentional mentoring from their "proficient reader-teacher" to become powerful readers and thinkers themselves.





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