

Unit 1—Time for School

- Have children use the story props to act out what happens in the story.
- Have children elaborate on the boy's feelings and experiences.
- Encourage children to assume the role of the boy. Provide sentence frames, if needed:

I feel afraid because ____.

I feel lonely because ____.

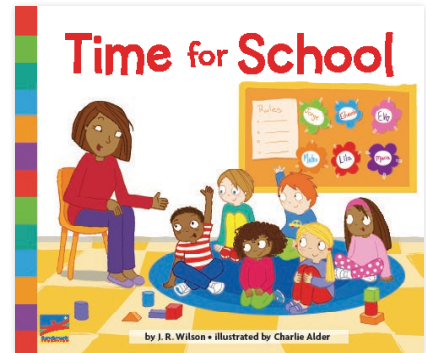
- Imagine that one of the other students is new. Use the story props and have the boy talk to another student about what it is like to be new to school.



Have children sing along to the Unit 1 Social and Emotional Song.

Social and Emotional Focus:

Forming positive relationships with teachers and peers



Unit 2—Tasha's Baby Brother

- Have children use the story props to discuss Tasha's feelings throughout the story.
- Help children understand the difference between Tasha's feelings and her behaviors.
- Have children role-play new scenarios using the story props:

Tasha feels sad that her parents are busy taking care of her new baby brother. What words could Tasha use to express her feelings in a positive way?

Show me something else Tasha could do to help her parents.

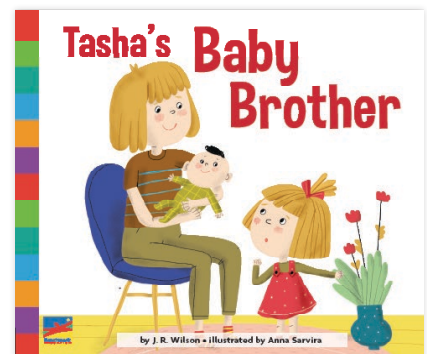
What is something Tasha could do to have fun by herself while her parents are taking care of her brother?



Have children sing along to the Unit 2 Social and Emotional Song.

Social and Emotional Focus:

Managing emotions



Unit 3—Akio Helps

- Have children discuss Akio's feelings and behaviors as he interacts with others. Provide sentence frames, if needed:
Akio helps ____ (name character) by ____ (describe action).
Akio learns to ____ (name action) by helping ____ (name character).
- Have children role-play new scenarios using the story props:
Show me what might happen if Akio did not let Mr. Ling teach him how to paint carefully with a paintbrush.
What if one of the helpers got hurt? What would you do if you were Akio?



Have children sing along to the Unit 3 Social and Emotional Song.

Social and Emotional Focus:

Being part of a community



