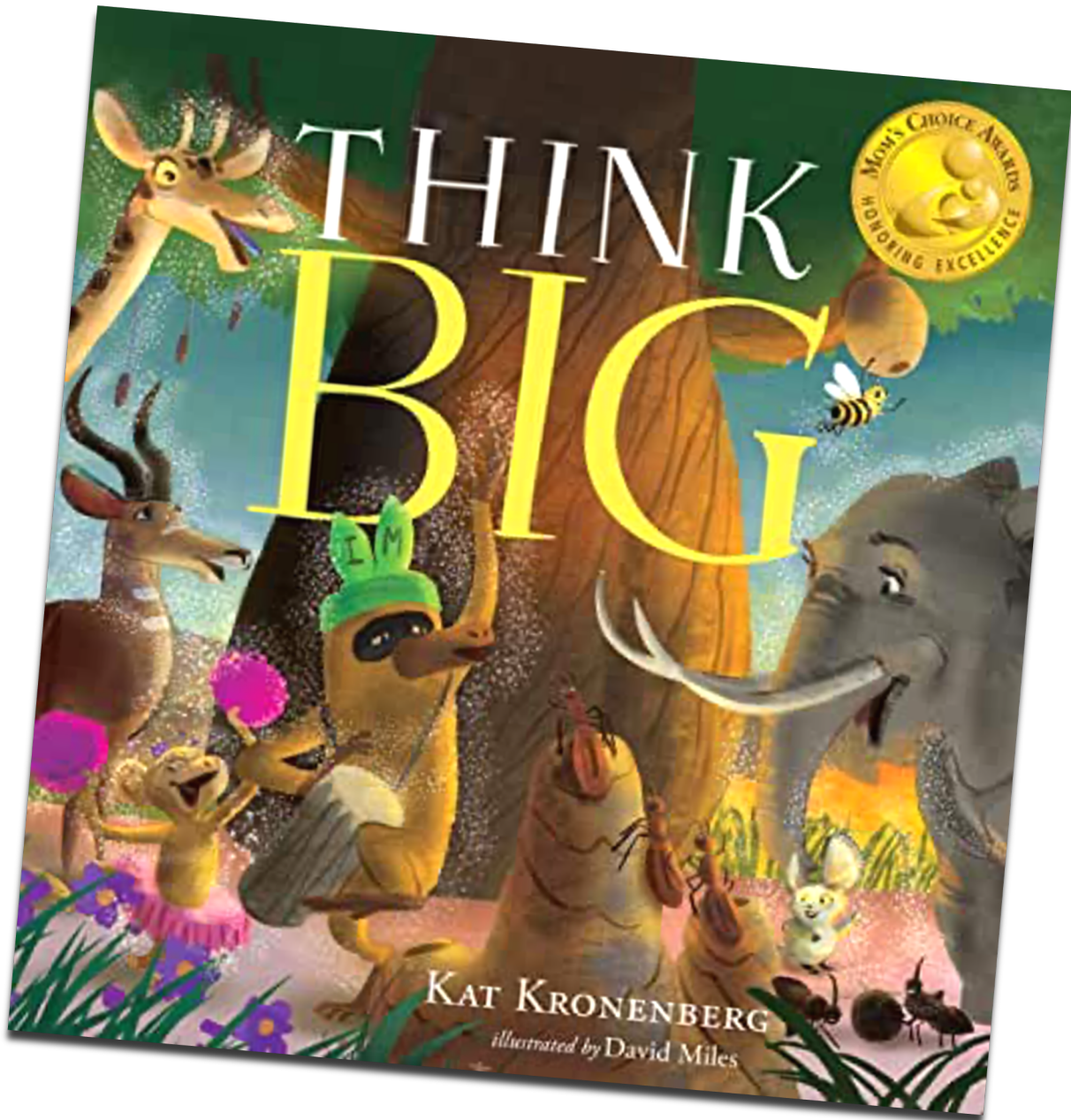


A Guide for Educators



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Lesson 1: Print Concepts and Text Features

Use Think Big to help students understand print concepts and text features.

Before Reading:

Preview the text with students pointing out the following:

- **Cover:** Identify the title, author, and illustrator.
Explain that the title is the name of the book, the author is the person who wrote the book, and the illustrator is the person who created the pictures.
- **Title page:** Point out that Think Big is Book 3 of the Live Big Series. Identify Greenleaf Book Group as the publisher.
- **Notes for Two-Leggars of All Ages:** Point out that these are activities for after reading and not part of the story.
- **Back Cover:** Explain that the back cover gives a little information about the story. It can help the reader decide if they want to read this book. Identify the text as a fable.

During Reading:

Print Concepts: Model holding the book right side up, turning the pages correctly, and tracking print with your finger from left-to-right and top-to-bottom.

Text features: Discuss the illustrative and text features that the author uses to help the reader.

- pages 6-7: Discuss how the illustrations help the reader understand the words. Point out that illustrations often help the reader imagine what the words say.
- pages 8-9: Point to the words Kapow! Boom! Whack! Fire! and Run! Ask students what the colors, font, font size, capitalization and exclamation points tell the reader. Exact answers will vary, but help students conclude that color, font, font size, and punctuation help the reader know that the author is emphasizing these words.

After Reading:

- Show students spreads 16-17 / 22-23 / 34-35 / 40-41: Ask them how these spreads are similar. Point out that the author makes them look similar as a signal to readers. The author makes her most important points on these spreads.

Handwriting:

- Practice handwriting skills using the following activity sheet.

TEKS: Grade K: 110.2.D.i, 110.2.D.ii, 110.2.E, 110.2.I; Grade 1: 110.3.D, 110.3.F, 110.3.I; Grade 2: 110.4.E, 110.4.I

CCSS: Grade K: RF.1.1; RL.K.5; RL.K.6; Grade 1: RF.1.1

Think BIG

WHOOSH! WHAM!

I can go for extraordinary!

I can be grateful!

I can give to live and live to give!

I can be the best me!

In the space below, draw a picture of your very best self!



Lesson 2: Social Emotional Learning

Goals and Courage

In Think Big, Giraffe took a thoughtful breath and decided to be extraordinary. He was so grateful to Kudu for saving his life, that he had the brilliant idea to stick his neck out and go for it. Remind students that it takes courage to work through obstacles and overcome fear to GO FOR IT.

Discuss:

- Ask students to describe in writing a time they have seen someone have the courage to set a goal and GO FOR IT. Have students tear out the paper, wad it up and put it in the basket. Pull out each description, read it aloud. After all the descriptions have been read, discuss what it takes to GO FOR IT and invite volunteers to make additional suggestions.

Earn a GO FOR IT Star:

- During community time, ask volunteers to describe a time during the week when they set a goal or when they worked towards a goal.

Gratitude

In Think Big, Bee took a thoughtful breath and decided to be grateful. She was so grateful to Kudu for saving her hive, that she led the bees in a bun dance to find flowers to gather nectar to make honey.

Discuss:

- Ask volunteers to describe a time they have felt grateful when someone was kind or caring or helpful to them.
- Ask students to begin a Gratitude and Giving Journal.
→ Encourage them to reflect each day on people, things, or actions they are grateful for.
Use the following info as a starting point and model what you expect from students:

I am grateful for _____. It was — kind • caring • helpful — because _____. I showed my gratitude by _____.	<i>I am grateful for Miguel. He was kind to me when I tripped on the playground. I showed gratitude by saying thank you.</i>
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Giving

In Think Big, Baobab took a thoughtful breath and decided to “give to live and live to give!” Baboon, Bee, and Baobab inspired Kudu to be brave and kind and “be the best me!” Remind students that considering others is a great way for each of us to *BE THE BEST ME!*

Discuss:

- Discuss with students the many ways that each of us can give to others: with thoughts, words, and actions.
- Ask students to add to their Gratitude and Giving Journal.
→ Invite them to add entries for times when they showed kindness, caring or a giving heart to someone else. Use the following info as a starting point and model what you expect from students:

I was — kind • caring • helpful — to _____. I did _____. I did this because _____. I felt _____ when I did this because _____.	<i>I was helpful to Mom yesterday. I helped her by setting the table. I did this because she asked me too. When she gave me a hug, I felt good.</i>
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Lesson 3: Fire

Discuss:

In Think Big, fear starts with the fire. Use the following questions to engage in a collaborative discussion about fire and fire safety.

In Think Big, what starts the fire?

lightning Look back at the story pages if you do not remember. (p.11)

Where have you seen fires?

possible responses: gas stove, fireplace, candle, bonfire, campfire, forest fires on TV

What is fire?

Fire is a chemical reaction that gives off light and heat.

Fire needs oxygen and fuel and heat.

Where do most fires get oxygen?

air

What are examples of things that burn?

possible responses: paper, wood, clothes, gas, oil, etc...

*Point out that things that burn are the **fuel** for the fire.*

Where can fires get heat?

possible responses: flame, lightning, electricity, friction

How can we stay safe from fires?

- **Escape Route:** Review with students the fire drill escape routes from each classroom.
- **Use your Hands, Not Your Eyes:** Discuss with students that often in a fire, there is a lot of smoke. Discuss how smoke makes it difficult to see. Play a game where students are blindfolded and have to find their way out of the classroom and to the outside.
- **Stop, Drop, and Roll:** Act out what to do if clothing catches fire: stop, drop, and roll. Remind students that fire needs air and that running gives a fire more air. Explain that many fire-related injuries can be minimized if they stop, drop, and roll.
- **Calling 9-1-1:** Remind students to call for help in emergencies. Discuss all the information the 911 operator needs when someone calls. Name • Address • Type of emergency. Have students roll-play calling 911 and giving the needed information.

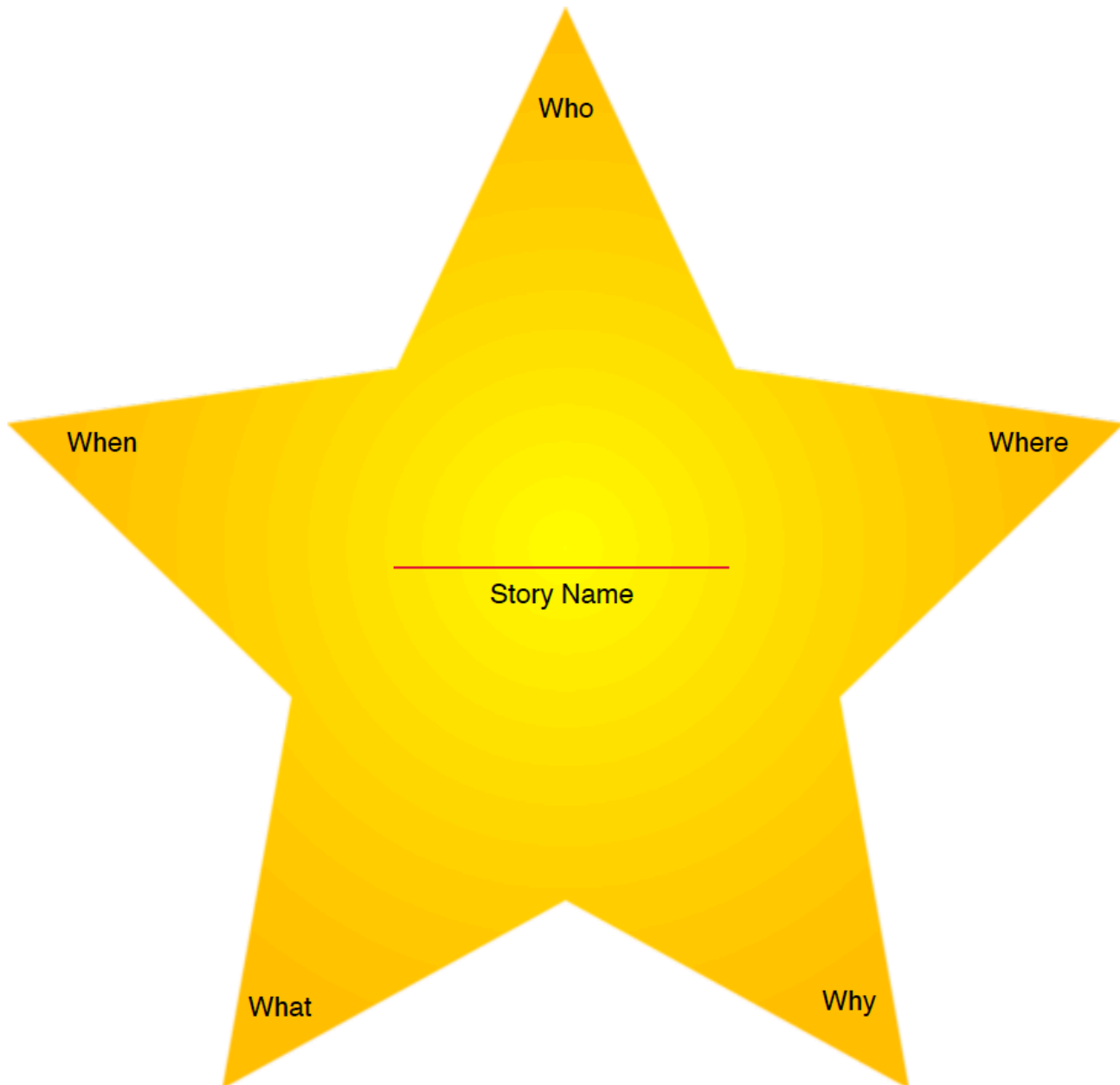
TEKS: Grade K: 110.2.2.D.i, 110.2.2.D.ii, 110.2.E, 110.2.6.I; Grade 1: 110.3.2.D, 110.3.F, 110.3.2.I; Grade 2: 110.4.2.E, 110.4.6.I

CCSS: Grade K: RF.1.1; RL.K.5; RL.K.6; Grade 1: RF.1.1

Lesson 4: Narrative Writing

Prompt: Write a story about a child who faced a big challenge but didn't quit.

*Directions: Use the Story Star Diagram below to brainstorm your story.
Then write your story on a separate piece of paper.*



TEKS: Grade K: 110.2.11.A; Grade 1: 110.3.12.A; Grade 2: 110.4.12.A

CCSS: Grade K: W.K.3; Grade 1: W.1.3; Grade 2: W.2.3

Lesson 5: Informative Writing

Prompt: Use information from one of the Think Big Animal Fact sheets to write paragraph about that animal.

*Directions: Use the Graphic Organizer below to brainstorm your paragraph.
Then write your paragraph on a separate piece of paper.*

My topic: _____

FACT:

DETAIL:

FACT:

DETAIL:

FACT:

DETAIL:

Conclusion: _____

TEKS: Grade K: 110.2.11.B; Grade 1: 110.3.12.B; Grade 2: 110.4.12.B

CCSS: Grade K: W.K.2; Grade 1: W.1.2; Grade 2: W.2.2

<https://katkronenberg.com/learning/>

Lesson 6: Opinion Writing

Prompt: Which animal in Think Big is your favorite? Write a paragraph explaining why this animal is your favorite.

*Directions: Use the Graphic Organizer below to brainstorm your paragraph.
Then write your paragraph on a separate piece of paper.*

Animal: _____

Opinion: _____

Reason #1:

Reason #2:

Reason #3:

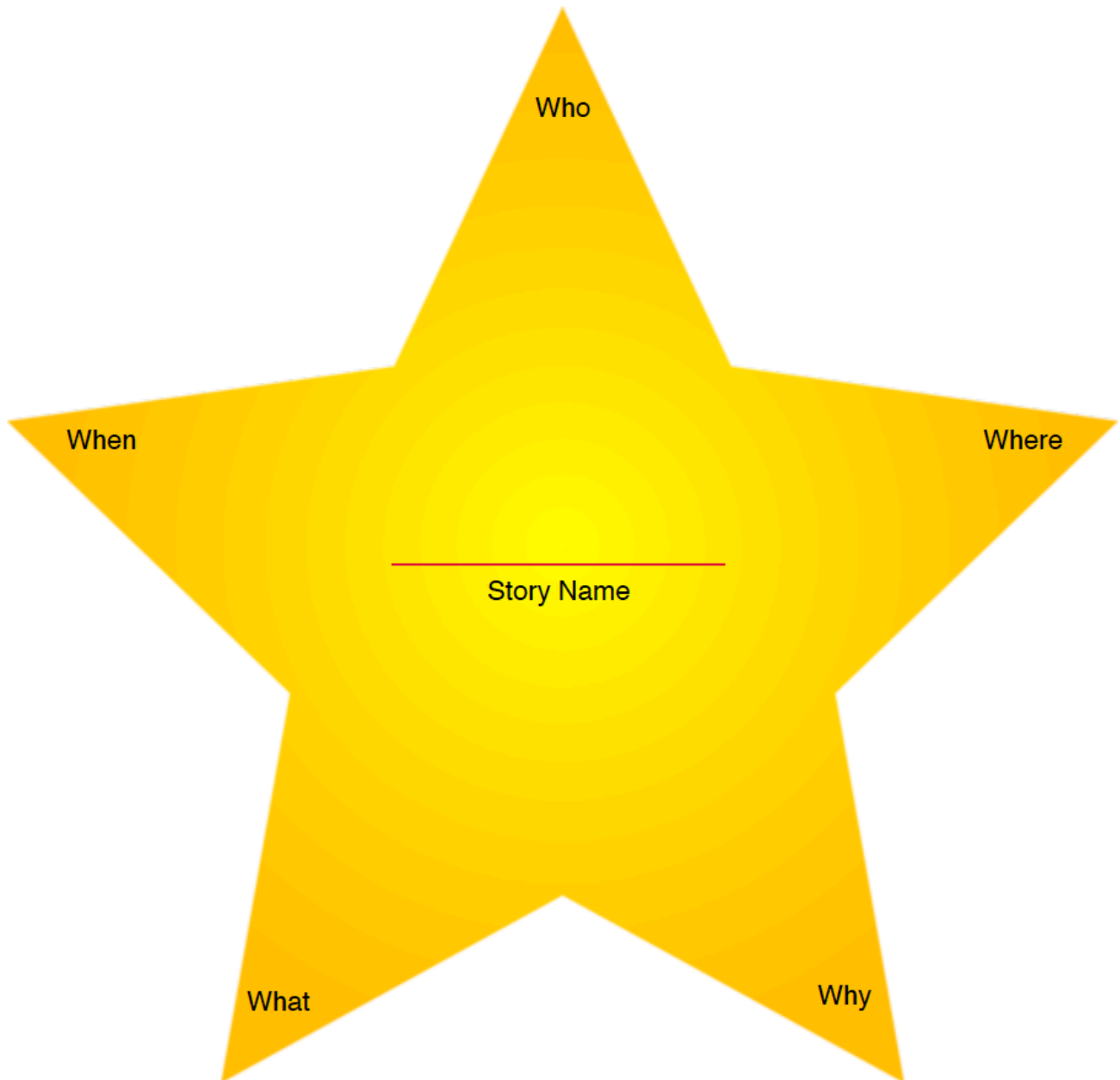
Opinion restated in different words: _____

CCSS: Grade K: W.K.1; Grade 1: W.1.1; Grade 2: W.2.1

Lesson 7: Personal Narrative Writing

Prompt: Write a story about a time you were kind to a person or animal. Be sure to tell what you did, how you felt, and how the person or animal responded.

*Directions: Use the Story Star Diagram below to brainstorm your story.
Then write your story on a separate piece of paper.*



TEKS: Grade K: 110.2.11.A; Grade 1: 110.3.12.A; Grade 2: 110.4.12.A

CCSS: Grade K: W.K.3; Grade 1: W.1.3; Grade 2: W.2.3

Lesson 8: Correspondence Writing

Prompt: Write a letter to someone thanking them for being kind, caring, or helpful to you.

*Directions: Use the form below to write your letter.
Then use a notecard or a separate piece of paper to write your letter.*

Date: _____

Dear: _____

|

Thank you for _____

Your friend,

Think Big Word Search

Directions: Find and circle all of the words hidden in the grid.

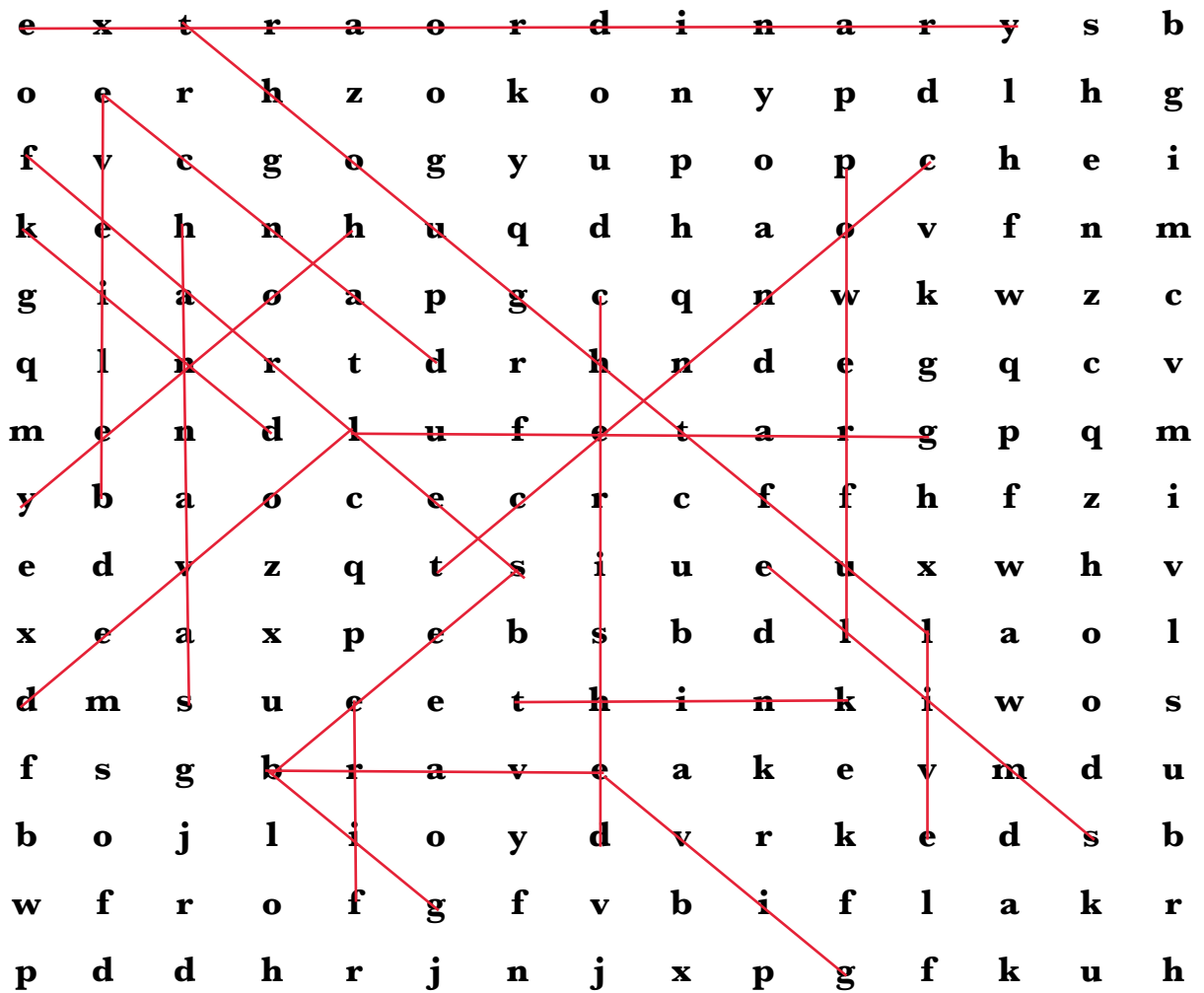
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Think Big Word Search Answers



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