

DIRECTOR'S LESSON PACKAGE OVERVIEW

Oh, Olive!

by Lian Cho — K-2 Literacy Package — Informed by 4-H STEM Reading Connections 2025
Created by Helix Education in partnership with Beyond School Bells

FOR

Program directors, site coordinators, and lead educators

USE

Background knowledge, standards alignment, materials planning, and reporting data to implement this 3-lesson unit



FRONTLINE EDUCATORS

Should use the Grab & Go Lesson Package

Unit Overview

This three-lesson unit uses *Oh, Olive!* by Lian Cho as the anchor text for an integrated K-2 literacy and STEAM experience. The book tells the story of Olive, a young girl whose art is big, bold, and beautifully different from everyone else's. As Olive transforms everything she touches with paint, the story explores themes of creative confidence, uniqueness, and the transformative power of art. This theme runs through every lesson, inviting students to see themselves as artists, engineers, and thinkers.

Lesson-at-a-Glance

#	Lesson Focus	Lesson Overview	SOR Skill	STEAM Activity
1	Introducing Olive & Phonological Awareness	Students listen to <i>Oh, Olive!</i> and explore how art is personal and unique. They use an engineering design process to build a cardboard town connecting to Olive's painted world. The lesson grounds foundational literacy through syllable clapping, phoneme segmentation, and phoneme substitution in art-related words.	Phonological Awareness (syllable clapping, Elkonin Box segmentation, phoneme substitution)	Groups design and build a cardboard town, then decorate it just like Olive paints her town.
2	Vocabulary & Silhouette Exploration	Students act as "Word Detectives" using the 4-Step Vocabulary Routine to learn five key words from the story. They re-read the book with a vocabulary focus, then create silhouette art while exploring the science of light and shadow.	Vocabulary in Context (text + picture clues, 4-Step Vocabulary Routine)	Students create silhouettes using flashlights, black paper, chalk, or stencils, exploring how light and shadow create shape.
3	Fluency Celebration & Shape Exploration	Students perform a Reader's Theater script adapted from <i>Oh, Olive!</i> to practice fluency and expression. They then construct 2D geometric shapes using sticks, connecting math concepts to Olive's visual world of bold lines and shapes.	Fluency: Reader's Theater, expressive partner reading	Students build 2D shapes with sticks or craft materials, then combine them into a town inspired by Olive's art.

Nebraska ELA Standards Alignment

Grade	Literary Text (Reading)	Science of Reading Focus
K	LA.K.RP With adult help, retell stories with details and identify the main message.	LA.K.F.2.c Count, make, and segment words into syllables. (L1) LA.K.F.1.d Read familiar text with purpose and understanding, using expression. (L3)
1st	LA.1.RP.1 Retell a story using important details.	LA.1.F.2.a Break down short words and say each sound. Blend sounds to speak words. (L1) LA.1.F.3 Read grade-level text accurately and fluently with expression. (L3)
2nd	LA.2.RP.1 Retell stories and explain the important lessons within them.	LA.2.F.2.a Break down short words, say each sound, and substitute phonemes. (L1) LA.2.F.3 Read grade-level text accurately, fluently, and with expression. (L3)

Lesson Structure

Each lesson is designed for **60 minutes** in an out-of-school time (OST) setting. The timing below is flexible and can be adjusted based on your group's needs. The full lesson includes welcome and closing time, which can be removed if already included in your programming. For programs that prefer to divide lessons into literacy and project days, see the recommended split structure on the right.

Standard 60-Minute Lesson

Welcome & Check-In	5 min
Activate Prior Knowledge	5-7 min
Science of Reading Mini Lesson	10 min
Read Aloud or Shared Reading	15 min
STEAM Activity	20-22 min
Closing & Celebration	5 min

Divided Lesson Structure

Day 1 – Literacy Focus

Welcome & Check-In	5 min
Activate Prior Knowledge	5 min
Science of Reading Mini Lesson	10+ min
Read Aloud or Shared Reading	15 min

Day 2 – STEAM Project

Welcome & Check-In	5 min
Activate Prior Knowledge	5 min
STEAM Activity	30+ min
Closing & Celebration	5 min

Lesson Modifications

Each lesson contains modifications throughout for grade-level specific modifications (Kindergarten, First, and Second), along with modifications for Emerging and Advanced students.

Emerging

Emerging Learner

An emerging learner is just beginning to develop foundational literacy or numeracy skills and relies heavily on hands-on manipulatives, visual cues, and direct adult support.

Advanced

Advanced Learner

An advanced learner quickly grasps new concepts and can independently apply them to different tasks or creative projects without needing step-by-step instructions. They often show curiosity beyond the basic lesson, using more descriptive language or complex logic to solve problems and explain their thinking.

Literacy Background & Staff Preparation Guide

This unit integrates three Science of Reading skills across three lessons, phonological awareness, vocabulary in context, and fluency. The sections below give you the background knowledge to understand each skill, run the activity yourself, and prepare your staff.

Lesson 1 — Phonological Awareness

What it is	Phonological awareness is the ability to hear, identify, and manipulate sound units in spoken language – including syllables, rhymes, and individual sounds (phonemes) – entirely by ear, not by sight. It is one of the strongest early predictors of reading success. It is not about letters or spelling; it is purely about sound.
Why it matters	Students who can hear and manipulate sounds in words are better able to decode unfamiliar words and spell. Phonological awareness is a bridge to phonics. Research shows it is best taught explicitly and playfully. OST settings are ideal for this because it can feel like a game.
Skills in this unit	Kindergarten — Syllable Clapping: Students clap the beats in art-related words: paint-brush, can-vas, art-ist, scis-sors. Each jaw drop is one syllable! 1st Grade — Elkonin Box Segmentation: Students push a counter into a box for each phoneme heard. The word ‘art’ has 3 sounds (/ā/-/r/-/t/) = 3 boxes. Practice words: art, brush, paint, line. 2nd Grade — Phoneme Substitution: Students swap one sound to build a new word. Change /t/ in ART to /m/ - ARM! Change /b/ in BRUSH to /cr/ - crush!
How to run Elkonin Boxes	• Draw or print 3–4 connected boxes on paper (one row per word). Laminated sheets can be reused. • Place small objects (coins, chips, beans) above the boxes, one per box. • Say the word slowly. As you say each sound out loud, push one object down into a box from left to right. • Count the objects in the boxes to confirm the number of sounds. Key rule: Count sounds, not letters. ‘art’ = /ā/ /r/ /t/ = 3 sounds, 3 boxes. ‘brush’ = /b/ /r/ /ū/ /sh/ = 4 sounds, 4 boxes.
Elkonin Box Director try-it	Practice segmenting these words before the lesson – say each sound aloud as you push a counter: • “art” → /ā/ /r/ /t/ = 3 sounds • “brush” → /b/ /r/ /ū/ /sh/ = 4 sounds • “paint” → /p/ /ā/ /n/ /t/ = 4 sounds • “line” → /l/ /ī/ /n/ = 3 sounds
What to tell staff	“You’re not teaching spelling, you’re teaching listening. Say the word out loud, have students repeat it slowly, then push a counter for each sound they hear. If students say letters instead of sounds, redirect them: sounds only. Model it two or three times before asking students to try independently.”

Lesson 2 — Vocabulary in Context

What it is	Vocabulary in context means using the surrounding text and pictures to figure out the meaning of an unfamiliar word, rather than giving students a definition before they encounter it. In this unit, the 4-Step Vocabulary Routine (SAY IT → DEFINE IT → CONNECT IT → USE IT) structures each word so students learn it deeply.
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Why it matters	Vocabulary is the bridge between decoding (sounding out words) and comprehension (understanding what you read). OST settings are uniquely positioned for vocabulary development because conversation and exploration are less restricted than during the school day.
Words in this unit	• Silhouette: The dark shape or outline of something seen against a lighter background. • Canvas: The surface an artist paints on. Olive uses the whole town as her canvas. • Bold: Strong, confident, and not afraid to stand out. Opposite of shy or quiet. • Unique: One of a kind. Completely different from everything else. • Transform: To completely change from one thing into something very different.
Teaching strategy	Model the 4-Step Vocabulary Routine: • SAY IT: Say the word together, whisper it, and say it playfully. • DEFINE IT: Give the student-friendly definition. Have students show understanding with a gesture or face. • CONNECT IT: Link the word to the story and to students' own lives. • USE IT: Students practice with a grade-level sentence frame or prompt.
Grade-level practice	• K: Teacher points to picture + word. Students say it aloud and draw what it means. • 1st: Sentence frame: "The word [___] means ___ because in the book it says/shows ___." • 2nd: Students write their own sentence using the vocabulary word in a new context, then swap and share.
What to tell staff	"Don't give students the definition first, let them be word detectives. Use the 4-step routine: say it, define it, connect it, use it. The illustrations in Oh, Olive! are rich with visual context clues — point to pictures to help students discover meanings before you confirm them."

Lesson 3 — Reading Fluency	
What it is	Reading fluency is the ability to read text accurately, at an appropriate pace, and with expression (prosody). It is the bridge between decoding individual words and understanding the full meaning of a passage.
Why it matters	When students read word by word, their working memory is consumed by decoding, and comprehension suffers. Fluent reading frees the brain to focus on meaning. OST settings are ideal for fluency practice because the stakes feel lower and repetition feels natural and fun.
Strategies in this unit	• Reader's Theater (All grades): Students read from a script adapted from Oh, Olive! aloud, using their voices to convey character and meaning. Builds reading rate, accuracy, expression, and prosody. • K: Participate as part of the 'All' group or in the Olive role with support. Focus on expression and joining in on group lines. • 1st: Take on individual named roles. Read with expression and emotion. Practice until reading feels fluent. • 2nd: Take on individual named roles independently. Add expressive choices without guidance. Self-rate fluency on a 1–3 scale.
Director try-it	Read this line robotically: "Olive painted. The wall. Was. Pink." Now read it with expression: "Olive painted — and the wall turned PINK!" That contrast is exactly what students should practice. Model it clearly for staff before the lesson — do it in front of them, exaggerating the difference.
About Reader's Theater	Reader's Theater is a research-supported fluency strategy in which students read from a script aloud, bringing characters to life through voice alone. Students read the same text multiple times in a low-stakes, performance-based context, which research shows significantly strengthens fluency for all learners. The Oh, Olive!

What to tell staff

“Model fluent reading first, big expression, clear pauses, emotion. Then have students try. If a student reads robotically, say ‘Let’s try that again like you really mean it!’ Fluency is not about perfection — it’s about bringing the story to life. Keep it playful and low-pressure.”

Grant & Reporting Data

This unit supports the following reporting categories for 21st CCLC and similar OST grant programs:

- **21st CCLC Program Quality:** Literacy enrichment aligned to Nebraska ELA standards (K–2). Each lesson targets grade-level reading standards in literary text, phonological awareness, vocabulary, and fluency.
- **STEAM Integration:** Engineering + Math + Teamwork (L1: Cardboard Town), Visual Art + Science + Creative Expression (L2: Silhouette Art), Math + Science + Art (L3: Shape Construction & Deconstruction). All activities align to ELG Standard M.02.
- **School-Day Alignment:** Phonological awareness, vocabulary, and fluency instruction mirrors the Nebraska Science of Reading framework at each grade level. This unit reinforces, not replaces, school-day instruction.
- **Differentiated Instruction:** Grade-level modifications are built into every lesson for K, 1st, and 2nd grade learners in a multi-grade OST setting, supporting both emerging and advanced learners.

Recommended Documentation

If your program is collecting impact and student data, the following options are recommended:

- Photograph completed STEAM projects (Cardboard Town, Silhouette Art, Stick Shape Constructions)
- Collect student Check-In Forms to document character development and behavioral tiered data
- Note which grade-level Science of Reading activities were implemented
- Record attendance for each of the 3 sessions
- Optional: Have students write one sentence about what they learned for a portfolio artifact
- Optional: Photograph each student’s gallery piece (Lesson 3 extension) as a portfolio artifact for grant reporting

Materials & Budget Planning

All materials for this unit are intentionally chosen to be **low-cost and easy to source**. Most items are everyday classroom or household supplies. Where a standard item may not be available, substitutions are listed — nearly every material in this unit has a free or no-cost alternative. The Student Materials and Printables package includes all printable items needed per student.

Material	Quantity	Lesson	Substitution / Notes
Oh, Olive! by Lian Cho	1 per class	All	Free library copy or check local resources
Helix K-2 Check-In Forms	1 per student	L1, L2, L3	Draw simple faces on sticky notes; post feelings chart on board
Cardboard pieces (various sizes)	Several per group	L1	Cereal boxes, shipping boxes, or any cardboard scraps
Paint and painting supplies	1 set per group	L1	Watercolors, tempera paint, or markers as alternatives
Tape	1 per group	L1	Masking tape or packing tape works well
Scratch paper + pencils	1 per student	L1	For engineering planning sketches
Vocabulary word cards	1 set per class	L2	silhouette, canvas, bold, unique, transform — print or write on index cards
Chart paper + markers	1 per class	L2	For class vocabulary anchor chart
Silhouette materials (choose one option)	Varies	L2	Option A: flashlight/lamp + white paper Option B: black paper + scissors Option C: chalk on sidewalk Option D: stencils + paint

Glue sticks	1 per student	L2	For mounting finished silhouettes
Reader's Theater scripts	1 per student	L3	Included in student materials and printables package
Sticks (natural or craft)	20+ per student	L3	Collect outdoors or use craft sticks; pipe cleaners as alternative
Clay or playdough (optional)	Small amount per student	L3	To connect sticks at corners; tape also works
Shape reference cards (optional)	1 per student	L3	Square, triangle, rectangle, pentagon — print or draw on card
Elkonin Box sheets (1st grade)	1 per student	L1	Draw 3 boxes on any paper; laminate for reuse
Counters/bingo chips (1st grade)	3–4 per student	L1	Coins, buttons, or beans also work
Mini whiteboards (optional)	1 per student	L1	2nd grade phoneme substitution; paper works too
Small mirrors (optional)	1 per student	L1	Students watch mouth movements while producing sounds
Emoji / feeling word cards	1 per class	All	Included in student materials and printables package

Director's Prep Guide

The following provides an overview of prep for the full unit and itemized prep for each day. This can be completed by a director or site coordinator, or assigned to a staff member who receives prep time.

BEFORE THE UNIT BEGINS (ALL 3 LESSONS)

- **Obtain a copy of *Oh, Olive!* by Lian Cho.** A library copy or shared copy works well.
- **Print required items:** Helix Daily Check-In Form (3 copies per student, one for each lesson), Emoji Feeling Cards (1 per class, all lessons), Reader's Theater Script (1 per student, L3)
- **Organize grade-specific Science of Reading materials.** Determine whether students will be grouped by grade or whole group for SOR activities.
- K: Prepare syllable picture cards or art-related images for syllable clapping (L1).
- 1st: Print Elkonin Boxes and review instructions (see Literacy Background above).
- 2nd: Prepare mini whiteboards and markers or lined paper.
- **Secure supplies for each lesson:** L1 – Cardboard pieces, paint, tape, scratch paper, pencils. L2 – Choose your silhouette method (A–D) and gather supplies; prepare vocabulary word cards and glue sticks. L3 – Sticks (collected outdoors) or craft sticks; clay or playdough dots (optional); shape reference cards (optional).
- Identify an outdoor space for L3 stick collection if going outside, or set up indoor craft sticks at tables.
- Optional: Create teacher examples of STEAM projects to display as models.

LESSON 1 CLASSROOM PREP – DAY OF

- Write 'Oh, Olive!' on the board. Below it write: 'How does art make you feel?'
- Set out Helix Check-In Forms and emoji/feeling word cards at each student's spot.
- Write today's syllable target words on the board: paint-brush, can-vas, col-ors, art-ist, scis-sors.
- 1st grade only: Draw 3 Elkonin boxes on chart paper. Practice pushing a counter per sound for 'paint' and 'art.'
- Set out cardboard pieces and planning paper at a materials table for the STEAM activity.
- Optional: Display a printed image of Olive's town page ('MORE!' page) as a visual anchor.

LESSON 2 CLASSROOM PREP – DAY OF

- Write the 5 vocabulary words on chart paper with blank boxes beside each for student drawings/definitions.
- Set out Check-In Forms and emoji/feeling word cards at each student's spot.
- Choose and set up your silhouette method (A–D) before students arrive.
- If using Option A (light & shadow), test your light source and paper placement.
- Open *Oh, Olive!* to the page beginning 'They knew that one day...' and bookmark it — this is the key silhouette page.
- Optional: Display 1–2 printed silhouette art examples on the board as a visual anchor.

LESSON 3 CLASSROOM PREP – DAY OF

- Print the Reader's Theater script — one copy per student. Fold in half for easy handling.
- Plan or assign roles in advance: Narrator 1, Narrator 2, Olive, Parent 1, Parent 2, and All (whole group).
- Set out Check-In Forms and emoji/feeling word cards at each student's spot.
- If going outdoors for stick collection: identify a safe outdoor area and plan the route.
- If staying indoors: set out craft sticks (at least 20 per student) and small clay/playdough dots at each table spot.
- Display the vocabulary anchor chart from Lesson 2 for ongoing reference during fluency practice.

FOR SCHOOL-BASED LEADERSHIP

Oh, Olive! — K–2 Literacy & STEAM Unit

A share-out for principals, superintendents, and school-based partners

Developed by: Helix Education in partnership with Beyond School Bells, informed by 4-H STEM Reading Connections 2025. Designed for K–2 students in out-of-school time (OST) settings.

Purpose: This 3-lesson unit uses **Oh, Olive!** by Lian Cho as an anchor text for integrated literacy and STEAM instruction.

What Students Are Doing

Over three 60-minute sessions, students engage with **Oh, Olive!** by Lian Cho, a picture book about a girl whose art is big, bold, and beautifully different. As Olive transforms everything she touches with paint, this theme of creative confidence and self-expression connects literacy, math, science, art, and engineering into a cohesive three-lesson unit.

#	Literacy/Science of Reading Skill	STEAM Project	What Students Learn & Do
1	Phonological Awareness — syllable clapping, Elkonin Box segmentation & phoneme substitution	Engineering Structures (Engineering + Math + Teamwork)	Count syllables and work with sounds in art-related words; retell key story events; design and build a cardboard town inspired by Olive's world
2	Vocabulary in Context — using text, illustrations, and the 4-Step Vocabulary Routine	Silhouette Art (Visual Art + Science + Creative Expression)	Learn five key vocabulary words from context clues; explore how light and shadow create silhouettes; create original silhouette artwork
3	Fluency — Reader's Theater, expression, and phrasing	Shape Construction & Deconstruction (Math + Science + Art)	Perform a Reader's Theater script with expression; build 2D geometric shapes with sticks; connect math to Olive's bold artistic lines

Alignment to School-Day Standards

This program directly reinforces Nebraska ELA standards being taught during the school day. OST staff are often not certified teachers, so this unit is specifically designed with scripted lesson plans so non-credentialed facilitators can implement high-quality, standards-aligned activities.

Grade	Nebraska ELA Standards	Connection to School Day
K	LA.K.RP · LA.K.F.2.c · LA.K.F.1.d	Retelling stories, syllable counting, and expressive reading
1st	LA.1.RP.1 · LA.1.F.2.a · LA.1.F.3	Retelling with details, phoneme segmentation, and expressive oral reading
2nd	LA.2.RP.1 · LA.2.F.2.a · LA.2.F.3	Story retelling with lesson identification; phoneme substitution; fluent, expressive oral reading

Grant & Reporting Category Alignment

This unit supports the following reporting categories for 21st CCLC and similar OST grant programs:

- **21st CCLC Program Quality:** Literacy enrichment aligned to Nebraska ELA standards (K–2) across literary text, phonological awareness, vocabulary, and fluency.
- **STEAM Integration:** Engineering + Math + Teamwork (L1), Visual Art + Science + Creative Expression (L2), Math + Science + Art (L3). Aligns to ELG Standard M.02.
- **School-Day Alignment:** Mirrors the Nebraska Science of Reading framework at each grade level. Reinforces, not replaces, school-day instruction.
- **Differentiated Instruction:** Grade-level modifications built into every lesson for K, 1st, and 2nd grade learners in a multi-grade OST setting, with Emerging and Advanced learner supports.

- **Attendance & Engagement:** 3-session unit with structured check-in forms and portfolio artifacts for impact documentation.

Additional Notes

Extra space to provide additional context and notes for school-based leadership.

SCRIPTED LESSON PACKAGE

Oh, Olive! *by Lian Cho*

Lesson 1 of 3 — Introducing Olive & Phonological Awareness

⌚ 60 minutes • ➡ Engineering Structures — Engineering + Math + Teamwork

STANDARDS

Reading Prose & Poetry / Literary Text:

- K: LA.K.RP. With adult help, I can retell stories with details and show understanding of the main message or lesson.
- 1st: LA.1.RP.1 I can retell a story I know using important details.
- 2nd: LA.2.RP.1 I can retell stories and explain the important lessons within them.

Science of Reading: Phonological Awareness Focus:

- K: LA.K.F.2.c I can count, make, and segment words into syllables.
- 1st: LA.1.F.2.a I can break down short words and say each sound by itself. I can put sounds together to speak words.
- 2nd: LA.2.F.2.a I can break down short words and say each sound by itself. I can put sounds together to speak words.

OBJECTIVES

Adult Language (SWBAT):

- Students will be able to retell key events in *Oh, Olive!* and identify the central message that art is personal and everyone's creativity is valid.
- Students will be able to count and clap syllables in art-related words (K), segment phonemes using Elkonin Boxes (1st), or substitute phonemes to build new words (2nd).

Student-Friendly Language:

- I can tell what happens in the story and explain why Olive's art is special.
- I can hear and work with the sounds and syllables in words.

Materials

SUPPLIES

- *Oh, Olive!* by Lian Cho
- Helix K-2 Daily Check-In Form (student copies)
- Whiteboard or chart paper + markers
- Feeling words cards / emoji visuals

STEAM Activity: Engineering Structures

- Scratch paper and pencils (for planning)
- Cardboard pieces in different sizes
- Paint and painting supplies
- Ways of attaching cardboard (e.g., tape)

OPTIONAL / ADDITIONAL

Science of Reading Mini Lesson

- Whiteboard + markers (teacher modeling)
- K: Syllable picture cards (art-related images: paint-brush, can-vas, col-ors, scis-sors)
- 1st: Printed Elkonin Box sheets (3 boxes per row)
- 2nd: Mini whiteboards + dry-erase markers OR lined paper

Optional / Additional Materials

- Counters, coins, or bingo chips — 3 per student (1st grade Elkonin Boxes)
- Small mirrors to watch mouth movements while producing sounds

PRE-LESSON SET-UP

- Write 'Oh, Olive!' on the board. Below it write: 'How does art make you feel?'
- Set out Helix Check-In Forms and emoji/feeling word cards at each student's spot.
- Write today's syllable target words on the board: paint-brush, can-vas, col-ors, art-ist, scis-sors.
- 1st grade only: Draw 3 Elkonin boxes on chart paper. Practice pushing a counter per sound for 'paint' (/p/-/ā/-/n/-/t/) and 'art' (/ā/-/r/-/t/).

- Set out cardboard pieces and planning paper at a materials table for the STEAM activity.
- Optional: Display a printed image of Olive's town page ('MORE!' page) as a visual anchor.

Welcome & Student Check-In (8–10 min)

Educator Script

Greet students warmly as they arrive and invite them to pick up their Check-In Form.

"Good [morning/afternoon], friends! Before we start today, I want to know, how are you feeling right now? Take a look at the feeling words and emoji on your form and circle or cut and paste the one that shows how you feel inside today."

Give students 2–3 minutes. Then invite 3–4 volunteers to share.

"Who would like to share? Tell us: 'I am feeling ____ today because ____.' All feelings are welcome here!"

Say It Game: Creative

"Our feeling word today is creative. Say it together, creative! Now whisper it. Now say it like you just had the most brilliant idea! Turn and say 'I am feeling creative!' to a friend."

"Creative means using your imagination to come up with something new. In today's story, a girl named Olive loves to make art. Her art is different from everyone else's, and that's what makes it special. Let's find out more!"

Modifications:

- **Emerging:** Provide printed emoji chart. Allow students to point to their feeling instead of writing or cutting.
- **Advanced:** Ask students to share two feelings and describe where they feel them in their body.

Activate Prior Knowledge (7 min)

Educator Script

Hold up a piece of paper and some crayons or markers.

"What is art? [Take responses.] Who makes art? What are some different ways people make art — painting, drawing, sculpting, building? What type of art have you made?"

Option: Show pieces of art from different styles. Take 3–5 responses, then shift thinking:

"What if your art looked different from everyone else's? Would that be okay? What if someone thought your art was messy, but you thought it was beautiful? How would that feel?"

"Today's book, *Oh, Olive!* by Lian Cho, is about a girl whose art is big and bold and different. As I read, pay attention to how Olive feels about her art, and how the people around her respond to it."

Modifications:

- **Emerging:** Show students different pieces of art and identify them as painting, drawing, or sculpting.
- **Advanced:** Ask students to look at different pieces of art and share what they think of each. Identify how different pieces make them feel differently.

Science of Reading Mini Lesson: Phonological Awareness (10 min)

Teacher-Led Instruction

Step 1 — Introduce (All Grades): "Good readers listen carefully to the sounds and parts of words. Today we're going to be sound explorers — just like Olive is going to explore art, we're going to explore the building blocks of words!"

Step 2 — Kindergarten (Syllable Clapping):

"We're going to clap the BEATS in our art words! Watch me: 'paint-brush' — [clap clap] — 2 beats! Now try with me: 'can-vas' [clap clap]. 'art-ist' [clap clap]. 'scis-sors' [clap clap]. How many beats in 'paint'? [clap — 1!]"

Teacher tip: After clapping, hold up fingers for each syllable — students have a visual and tactile anchor for counting beats.

Step 2 — 1st Grade (Elkonin Box Segmentation):

What are Elkonin Boxes? (Educator Background) Elkonin Boxes (also called Sound Boxes) are a research-based phonemic awareness tool. Each box represents ONE phoneme (sound), not one letter. The word 'paint' has 5 letters but 4 sounds (/p/-/ā/-/n/-/t/), so it uses 4 boxes. Students push one counter per sound as they say it aloud — the physical motion anchors the auditory learning.

"Watch me. The word is 'art.' /ā/ [push] — /r/ [push] — /t/ [push]. Three sounds, three boxes! Now let's try 'brush' together. Say it slowly..."

Practice words from the book: art (/ā/-/r/-/t/ = 3), brush (/b/-/r/-/ū/-/sh/ = 4), paint (/p/-/ā/-/n/-/t/ = 4), line (/l/-/ī/-/n/ = 3)

Step 2 — 2nd Grade (Phoneme Substitution):

"We're going to change one sound in an art word to make a brand new word! Start with 'art.' Change the /t/ in 'art' to /m/ — you get ARM! Now: change the /b/ in 'brush' to /cr/. [crush!] Change the /p/ in 'paint' to /f/. [faint!]"

Kindergarten

Syllable Clapping: counting beats in art-related words

1st Grade

Phoneme Segmentation: using Elkonin Boxes with words from the book

2nd Grade

Phoneme Substitution: changing one sound to make a new word

Modifications:

- **Emerging:** For syllables, use a mirror — each jaw drop = one syllable. For Elkonin Boxes, pre-draw the boxes and start with 2-sound words (e.g., 'up').
- **Advanced:** Challenge students to sort their sound-swap words into art-related vs. non-art categories and explain why.

Read Aloud (15 min)

Educator Script

Hold up *Oh, Olive!*

"Let's look at this cover together. The title is *Oh, Olive!* and the author and illustrator is Lian Cho. She wrote the words and drew all the pictures. What do you notice about the cover? [Olive is running! There's a lot of color and energy!]"

"As I read, I want you to notice two things: How does Olive feel when she makes art? And how does art change the things around Olive?"

During reading, pause at these moments:

- "Look at Olive's face on this page (page 2). How does she feel when she's making art? What is her body telling us? [She looks joyful, free, confident!]"
- "What do you notice about Olive's art compared to her parents' art? How is it the same? How is it different?"
- "The book says things look different before and after Olive paints them. What changed? Do you think the change is good or bad? What does Olive think? What do you think her parents think?"
- "Do you think Olive's parents liked the circle she painted at the end? How do you know?"

After reading, quick phonological awareness connection: "I heard so many great art words in that story! Let's clap the syllables in 'O-live' — [clap clap] — 2 beats! What about 'paint-ing'? [clap clap] And 'col-ors'? [clap clap]"

Modifications:

- **Emerging:** Seat near the book; use finger pointing to track. Offer the sentence frame: 'Olive felt ____ when she painted because ____.' Pause at each moment and give extra thinking time.
- **Advanced:** Ask students to identify the story's central message or theme and support their answer with two details from the text.

STEAM Activity: Engineering Structures — Engineering + Math + Teamwork

(20 min)

Educator Script

Part 1 — Introduce the Town

"In our story, Olive paints everything around her, and the whole town comes to life! Let's look at the page where it says 'MORE!' at the top. Look at all the different buildings and structures in Olive's town. How are they similar to buildings you see in your community? How are they different?"

Take 3–4 responses. Then:

"Today YOU are going to be engineers and builders, just like the people who built the town in Olive's world. Together, we're going to build our OWN town out of cardboard. And at the end, just like Olive, we might even paint it!"

Part 2 — Engineering Design Process: Ask → Imagine → Plan → Create → Improve

ASK: 'The problem is: how do we create a town using cardboard? What does our town need? Houses? A school? A park? A store? A library?'

IMAGINE: Invite groups to discuss what structures they will build and what they will look like. 'What shape should your building be? How tall? Does it need a door? Windows?'

PLAN: Each group uses scratch paper to sketch their building and discuss roles. Who cuts? Who tapes? Who decorates? Encourage measurement and planning.

CREATE: Groups build their structures using cardboard and tape. Circulate and encourage experimentation.

IMPROVE: 'What's working well? What isn't staying up? How can you fix it? Does any structure need to be modified to stand on its own?'

"Explain that engineers and architects often test out ideas, and it may take several tries to get it right. That is not failure — that is the design process working exactly as it should!"

Part 3 — Olive's Touch: Paint It!

"Now, just like Olive, let's add some color! Use paint or markers to add details, windows, doors, signs, or patterns to your structure. Make it your own!"

Discuss as a class:

- "How are the buildings in your town similar to or different from structures in our community?"
- "What was the trickiest part of building? How did you solve that problem?"
- "If Olive came to your town, what do you think she would paint first?"

Part 4 — Assemble a Town

Line up all of the student's buildings and create a town. Have the students walk around the town. Ask students to notice the colors and sculpture shapes.

Modifications:

- **Emerging:** Pre-score and fold cardboard pieces into simple walls. Offer a 3-step picture prompt: draw → build → share.
- **Advanced:** Challenge students to add a second story or connecting bridge between two buildings. Ask: 'How did you make sure it was stable?' Measurement can also be integrated as a math extension.

Closing & Celebration (5 min)

Educator Script

"Look at the town we built together! Just like Olive's town in the story, each building is different because each of you brought your own ideas, your own creativity, your own engineering genius."

"Before we go, let's each share one way we were creative. [Go around and have each student share]"

"Today you listened to a story, practiced your sound skills, and built an entire town. That is creative. Next time we'll read our book again and go even deeper. See you then!"

SCRIPTED LESSON PACKAGE

Oh, Olive! *by Lian Cho*

Lesson 2 of 3 — Shared Reading & Vocabulary Exploration

⌚ 60 minutes • 🎨 Silhouette Art — Visual Art + Science + Creative Expression

STANDARDS

Reading Prose & Poetry / Literary Text:

- K: LA.K.RP.2 With adult help, I can tell the main character, setting, and important events in a story.
- 1st: LA.1.RP.2 I can tell the characters, setting, and what happens in stories.
- 2nd: LA.2.RP.4 I can describe how a story is written, including how the problem is solved.

Science of Reading: Vocabulary Focus:

- K: LA.K.RP.6 With adult help, I can ask and answer questions about important details in stories.
- 1st: LA.1.RP.6 I can ask and answer questions about important details in stories.
- 2nd: LA.2.RP.6 I can ask and answer different kinds of questions about stories I have read.

OBJECTIVES

Adult Language (SWBAT):

- Students will be able to identify and explain key vocabulary words (silhouette, canvas, bold, unique, transform) using context clues from the text and illustrations.
- Students will be able to create their own silhouette art while discussing how light, shadow, and shape interact — connecting science, art, and the story's theme.

Student-Friendly Language:

- I can explain what important words in our story mean.
- I can create silhouette art and explain how the silhouette is formed.

Materials

SUPPLIES

- *Oh, Olive!* by Lian Cho
- Vocabulary word cards: silhouette, canvas, bold, unique, transform
- Chart paper for class vocabulary anchor chart
- Helix K-2 Daily Check-In Form (student copies)
- Emoji Faces / Feeling word cards

STEAM: Silhouette Art

- Glue sticks (for mounting finished silhouettes)

OPTIONAL / ADDITIONAL

- Option A — Lights & Shadows: flashlight or lamp, white paper taped to wall
- Option B — Paper & Scissors: black construction paper, scissors, white paper background
- Option C — Chalk or water on sidewalk (if outdoor access available)
- Option D — Stencils and crayons OR tape and paint on canvas
- Optional: printed images showing silhouette examples for reference

PRE-LESSON SET-UP

- Write the 5 vocabulary words on chart paper with blank boxes beside each for student drawings/definitions.
- Set out Check-In Forms and emoji/feeling word cards at each student's spot.
- Choose and set up your silhouette method (A–D above) before students arrive.
- If using Option A (light & shadow), test your light source and paper placement.
- Open *Oh, Olive!* to the page beginning 'They knew that one day...' and bookmark it — this is the key silhouette page for the lesson.
- Optional: display 1–2 printed silhouette art examples on the board as a visual anchor.

Welcome & Student Check-In (5 min)

Educator Script

Greet students warmly as they arrive.

"Welcome back, friends! Before we dive in, let's check in. Show me with your emoji, or tell me with words — how you're feeling today."

Take 2–3 brief responses. Connect to the story theme:

"Think about Olive from our story. She makes art that is bold and unique — different and special. Is there something you do that's different from how other people do it? And is that a good thing or a tricky thing? Today we'll keep exploring that question!"

Modifications:

- **Emerging:** Sentence frame: 'Something I do differently is _____. I feel _____ about it.'
- **Advanced:** Why do you think being unique can sometimes feel scary and sometimes feel exciting?

Activate Prior Knowledge + Vocabulary Introduction (8 min)

Educator Script

Educator Background: 4-Step Vocabulary Routine. The 4-Step Vocabulary Routine (Say It → Define It → Connect It → Use It) gives students a consistent, repeatable structure for learning new words deeply. Each word takes approximately 2 minutes.

Introduce the Routine

"Yesterday we read *Oh, Olive!* together. Who can remember — what was Olive's favorite thing to do? What happened when she painted things? Turn and tell a partner before sharing out!"

After 2–3 shares: "Today we're going to be Word Detectives! Every time I show you a new word, we'll do 4 things together: SAY IT → DEFINE IT → CONNECT IT → USE IT. Ready? Let's go!"

Word 1: SILHOUETTE

"**SAY IT:** Silhouette. Say it with me, sil-hou-ette. Whisper it. Now say it like you just spotted your shadow on the wall!"

"**DEFINE IT:** Silhouette means the dark shape or outline of something seen against a lighter background. Say the word again and make a shape with your hands, freeze it! That shape, right there, is like a silhouette."

"**CONNECT IT:** In our story, Olive's bold paintings sometimes show shapes and outlines against the town around her. When you see your shadow on the ground, that's a silhouette of YOU! Have you ever noticed your shadow and tried to make funny shapes with it?"

Grade-level USE IT:

- **K:** Stand up and make a shape with your body. Freeze! Tell a partner: 'My silhouette looks like _____.'
- **1st:** Complete your sentence frame: 'A silhouette is _____ because _____.'
- **2nd:** On your whiteboard, write one sentence: 'I could see the silhouette of _____ when _____.'

Word 2: CANVAS

"**SAY IT:** Canvas. Say it together, canvas. Now say it like you're a famous artist about to paint something incredible!"

"**DEFINE IT:** A canvas is the surface an artist paints on. It can be paper, fabric, a wall, or even a whole town! Say the word again and look around the room. What could be a canvas in here?"

"**CONNECT IT:** In our story, Olive doesn't just paint on paper — her canvas grows bigger and bigger! What did Olive use as her canvas? [The whole town!] Can you think of unusual things that artists sometimes use as a canvas?"

Grade-level USE IT:

- **K:** Point to something in the room and say: 'I could use _____ as my canvas!'
- **1st:** Complete your sentence frame: 'Olive used _____ as her canvas. I would use _____ as mine.'
- **2nd:** Write: 'An unusual canvas I would choose is _____ because _____.'

Word 3: BOLD

"**SAY IT:** Bold. Together, bold. Say it like you really mean it. Say it boldly!"

"**DEFINE IT:** Bold means strong, confident, and not afraid to stand out. It's the opposite of shy or quiet."

"**CONNECT IT:** Olive's art is bold. Her colors are bright, her shapes are big, and she isn't afraid to paint the whole town! Can you think of someone you know who is bold? Or a color that feels bold to you? [Red! Orange! Yellow!]"

Grade-level USE IT:

- **K:** Show me your most bold face and pose! Strike it — hold it!
- **1st:** Complete: 'Olive's art is bold because _____.'
- **2nd:** Write a sentence: 'Something bold I have done is _____.' or 'A bold choice I would make is _____.'

Word 4: UNIQUE

"**SAY IT:** Unique. Together, u-nique. Say it slowly, like it's the only word like it in the whole world... because it kind of means that!"

"**DEFINE IT:** Unique means one of a kind, and completely different from everything else. Nothing else is exactly like it."

“CONNECT IT: Olive’s art is unique because no one else sees the world the way she does or paints the way she does. You are unique too! There is no one exactly like you. What is something about you, or something you make, that is unique?”

Grade-level USE IT:

- **K:** Whisper to a partner: ‘Something unique about me is ____.’
- **1st:** Complete: ‘Olive’s art is unique because ____.’
- **2nd:** Write: ‘Something unique about the way I ____ is ____.’

Word 5: TRANSFORM

“SAY IT: Transform. Altogether, transform. Say it like something is actually changing right now!”

“DEFINE IT: Transform means to completely change from one thing into something very different.”

“CONNECT IT: Olive transforms the town with her art — buildings, streets, everything looks different after she paints them! Can you think of something in nature that transforms? [A caterpillar transforms into a butterfly! Leaves transform colors in fall!] What did Olive’s art transform in the story?”

Grade-level USE IT:

- **K:** Stand up and transform your body into something Olive might paint — an animal, a building, a splash of color!
- **1st:** Complete: ‘Olive’s art transforms ____ into ____.’
- **2nd:** Write a sentence using both ‘unique’ AND ‘transform.’

Modifications:

- **Emerging:** Focus on SAY IT and DEFINE IT only for each word. Use picture response cards — students hold up a card that matches each word’s meaning instead of writing.
- **Advanced:** After the routine, challenge students to use all 5 words in one connected sentence or mini story: ‘Olive made a bold and unique choice to transform the ordinary town, painting silhouettes and color across every canvas she could find.’

Shared Reading with Vocabulary Stops (15 min)

Educator Script

Hold up *Oh, Olive!* and reread with intention, pausing at vocabulary opportunities.

“Let’s read together again, and this time, be vocabulary detectives AND story structure analysts. Notice how this story is built. Does it follow a pattern?”

During reading, pause at these moments:

- “‘They knew that one day...’ — Look at the wall behind Olive’s parents and the cat. What do you notice? [Dark shapes against a lighter background.] That’s a silhouette! The shadow of the object creates a dark outline. What makes a silhouette? [An object blocking light!]”
- “Look at how Olive uses the whole wall, the whole floor, everything as her canvas. Is her art bold? How do you know?”
- “At the end of the story, what has been transformed? And how does Olive feel about it? Find evidence in the illustrations! [Olive’s parents were transformed too]”

After Reading Discussion:

“Turn and tell your partner: What is the big message of this story? [Everyone’s creativity is important. Art can transform the world around you. Being different is beautiful.] Now, which vocabulary word best describes Olive as an artist? [unique! bold!]”

Modifications:

- **Emerging:** Provide a simple 3-picture sequence (beginning, middle, end) for students to order and retell using vocabulary words.
- **Advanced:** 2nd grade: ‘How does Lian Cho use both illustrations AND words to develop Olive’s character? Give two specific examples.’

STEAM Activity: Silhouette Art — Visual Art + Science + Creative Expression (22 min)

Educator Script

Part 1 — The Science of Silhouettes (4 min):

“Open the book to the page beginning ‘They knew that one day...’ Look at the wall behind Olive’s parents and the cat. What do you notice? [Dark shapes! Outlines!]”

“Those are silhouettes! A silhouette is a dark shape or outline that forms when an object blocks light. You’ve seen your own silhouette before — it’s your shadow! Today, you’re going to make silhouette art, just like the image on this page.”

Briefly demonstrate your chosen method:

- **Option A (Light & Shadow):** ‘Hold your hand between the flashlight and the paper. What do you see on the paper? That’s your hand’s silhouette!’
- **Option B (Paper & Scissors):** ‘We’ll cut a shape from black paper and glue it onto white paper to make a silhouette.’
- **Option C (Chalk/Sidewalk):** ‘Trace around your shadow outside and fill it in with chalk.’
- **Option D (Stencil/Tape & Paint):** ‘We’ll tape a stencil shape onto canvas and paint around it, then remove the tape to reveal a silhouette.’

Part 2 — Create (15 min):

“Now it’s your turn! You can make a silhouette of anything — your hand, an animal, a tree, a person, a building from Olive’s town. Think about the shape because in a silhouette, the shape is everything. There’s no color, no detail, just the beautiful outline.”

As students create, circulate and ask:

- “How is the silhouette being formed? What causes the shadow or dark shape?”
- “What shape did you choose? Why does that shape make a strong silhouette?”
- “Which vocabulary word describes your silhouette? [unique, bold, transform...]”
- “If Olive saw your silhouette, what do you think she would say?”

Part 3 — Label & Display (3 min):

“At the bottom of your silhouette, write or dictate: ‘This is a silhouette of _____. I made it by ____.’ Try to use a vocabulary word in your sentence!”

Modifications:

- **Emerging:** Pre-cut silhouette shapes from black paper (simple animals, trees, hands). Let students glue them onto white or colored paper and add a label.
- **Advanced:** Challenge students to create a silhouette scene — multiple silhouettes arranged to tell a mini story. Write 2–3 sentences describing the scene.

Closing & Reflection (5 min)

Educator Script

“Hold up your silhouette and look at what you made! You used science — the way light and shadow interact — to create a work of art. Olive would be proud.”

Do a quick vocabulary review:

“I’ll say a definition, and you say the word! ‘A dark shape or outline seen against a lighter background.’ [silhouette!] ‘Strong, confident, and not afraid to stand out.’ [bold!] ‘One of a kind.’ [unique!]”

“In our next lesson, we’re going to think like Olive — we’ll work with shapes in nature, just like she used shapes in her art. Start noticing shapes around you before our next session!”

SCRIPTED LESSON PACKAGE

Oh, Olive! *by Lian Cho*

Lesson 3 of 3 — Fluency Celebration & Shape Exploration

⌚ 60 minutes • ➡ Shape Construction & Deconstruction — Math + Science + Art

STANDARDS

Reading Prose & Poetry / Literary Text:

- **K: LA.K.RP.2** With adult help, I can tell the main character, setting, and important events in a story.
- **1st: LA.1.RP.2** I can tell the characters, setting, and what happens in stories.
- **2nd: LA.2.RP.4** I can describe how a story is written, including how the problem is solved.

Science of Reading: Fluency Focus:

- **K: LA.K.F.1.d** I can read familiar text with purpose and understanding, using expression.
- **1st: LA.1.F.3** I can read grade-level text accurately and fluently. I can read with expression to help listeners understand the meaning.
- **2nd: LA.2.F.3** I can read grade-level text accurately, fluently, and with expression that shows I understand the meaning.

OBJECTIVES

Adult Language (SWBAT):

- Students will be able to read a Reader's Theater script adapted from *Oh, Olive!* with accuracy, appropriate rate, and expressive phrasing that conveys character and meaning.
- Students will be able to use sticks or natural materials to construct and deconstruct 2D geometric shapes, connecting math concepts (sides, angles, properties) to Olive's visual world.

Student-Friendly Language:

- I can read my part in our Olive play with expression — using my voice to show how each character feels.
- I can build shapes with sticks and describe what makes each shape unique.

Materials

SUPPLIES

- *Oh, Olive!* by Lian Cho
- Printed Reader's Theater scripts — one per student (see script below; print double-sided and fold)
- Helix K-2 Daily Check-In Form (student copies)
- Emoji Faces / Feeling word cards
- Vocabulary anchor chart from Lesson 2 (displayed for reference)
- Optional: simple props or costume pieces (a paint smock or beret for Olive; a clipboard for the Narrator)

OPTIONAL / ADDITIONAL

STEAM: Shape Construction & Deconstruction

- Sticks (collected outdoors or use craft sticks / pipe cleaners as alternative)
- Optional: clay or playdough dots to connect sticks at corners
- Flat outdoor surface OR large piece of butcher paper per student (indoor option)
- Optional: small rulers or measuring tape to compare side lengths
- Optional: printed shape reference cards (square, triangle, rectangle, pentagon)

PRE-LESSON SET-UP

- Print the Reader's Theater script (found at the end of this lesson) — one copy per student. Fold in half for easy handling.
- Assign or plan roles in advance: Narrator 1, Narrator 2, Olive, Parent 1, Parent 2, and All (whole group lines). For smaller groups, one student can play both parents.
- Set out Check-In Forms and emoji/feeling word cards at each student's spot.
- If going outdoors for stick collection (STEAM): identify a safe outdoor area and plan the route.
- If staying indoors (STEAM): set out craft sticks (at least 20 per student) and small clay/playdough dots at each table spot.
- Display the vocabulary anchor chart from Lesson 2 for ongoing reference during fluency practice.

Welcome & Student Check-In (8 min)

Educator Script

Greet students warmly as they arrive.

"Good [morning/afternoon], friends! Today is our final day with Olive, and it's going to be a great one. But first, let's check in."

Have students complete their Check-In Form. After 2–3 minutes, invite sharing.

“Who would like to share how they’re feeling? Tell us: ‘I am feeling ____ today because ____.’”

Say It Game: Proud

“Our feeling word today is proud. Say it together, proud! What does proud mean? [The happy feeling you get inside you when you work hard and complete something, or see someone doing something good.]”

“Now say it like you just made the most beautiful piece of art you’ve ever created. Turn and say ‘I am proud of my work!’ to a friend. Turn and say, ‘I am proud of you!’ to a friend.”

“Olive is proud of her art, even when it’s different, even when it surprises people. Today we’re going to step into Olive’s story and bring it to life with our voices. Let’s get started!”

Modifications:

- **Emerging:** Emoji chart for pointing. Invite student to show a proud face.
- **Advanced:** Can pride ever be a problem? When might it become too much? How do you stay proud without putting others down?

Science of Reading: Reader's Theater Fluency (10 min)

Educator Script

What is Reader's Theater? (Educator Background) Reader's Theater is a research-supported fluency strategy in which students read from a script aloud, using their voices rather than costumes or memorization to convey character and meaning. It builds reading rate, accuracy, expression, and prosody (the natural rhythm of language). Students read the same text multiple times in a low-stakes, performance-based context, which research shows significantly strengthens fluency for all learners.

Step 1 — Introduce Reader's Theater

“Today we’re going to do something called Reader's Theater! It’s like a mini play — but we don’t need costumes or a stage. All we need are our VOICES and our scripts. You’ll read your part from the paper and bring your character to life through expression. There is no memorizing — just read and perform!”

Step 2 — Assign Roles & Do a Cold Read

Assign roles: Narrator 1, Narrator 2, Olive, Parent 1, Parent 2, and All (everyone reads together). For a smaller group, combine Narrator 1 and 2, or have one student play both parents.

“First, let’s do a cold read — everyone read your part quietly to yourself for 60 seconds. Get to know your lines. Notice any vocabulary words you recognize from our lessons!”

Step 3 — Perform!

“Ready? Let’s bring Olive’s story to life! Remember: Narrators tell the story with a clear, steady voice. Olive speaks with confidence and joy. Parents can sound surprised, then warm and proud. And when we all read together, let’s make sure everyone can hear us!”

Perform the script through once. Then, if time allows:

“That was fantastic! Let’s switch roles and do it again — the Narrators become Olive, Olive becomes a Parent, and so on. A fluent reader can read any role with expression!”

Discussion Questions (after performance):

- Which character was your favorite to read? Why?
- Which vocabulary word from our anchor chart fits this script best? [bold, unique, transform, canvas...]
- How did you use your VOICE to show how Olive feels? What about how the parents feel?
- If you added one more line to this script, what would you write?

Kindergarten

May participate as part of the ‘All’ group or in the Olive role with support. Focus on expression over accuracy — all attempts are celebrated.

1st Grade

Take on individual named roles. Focus on reading with a clear, expressive voice matched to each character.

2nd Grade

Take on individual named roles independently. After the first performance, add one original line of their own that isn’t already written.

Modifications:

- **Emerging:** Pre-highlight the student's specific lines on the script. Pair with a buddy who can whisper-prompt if needed. Focus on expression over accuracy — all attempts are celebrated.
- **Advanced:** Challenge students to add one line of their own to the script during the second read — something Olive might say that isn't already written.

STEAM Activity: Shape Construction & Deconstruction — Math + Science + Art

(22 min)

Educator Script

Part 1 — Collect & Connect to Olive

"Before we build, let's collect our materials. We're going outside to find sticks (or use craft sticks at our tables). Sticks are one of nature's simplest building materials. Artists like Olive see shapes everywhere, and today, YOU are going to BUILD shapes from scratch!"

If going outdoors: collect sticks in various lengths. If indoors: distribute craft sticks and clay dots.

"Hold up one stick. This is one side of a shape. How many sides does a square have? [4!] So how many sticks do you need to make a square? Let's find out!"

Part 2 — Build & Explore (15 min):

Students construct 2D shapes on their flat surface. Circulate and use these discussion questions:

- "Squares always have four sides that are the same size. How many sticks do you need to make a square? Are all your sides the same length?"
- "How many sides does a triangle have? What happens to your triangle if you make one side longer?"
- "How can you turn your rectangle into two triangles? [Lay one stick diagonally across the middle!]"
- "What makes it tricky to make a circle out of sticks? [Sticks are straight, circles have no straight sides!]"

After building individual shapes, encourage students to deconstruct and recombine: "Now use all your sticks together. Can you make a picture — like a house, a tree, a person, or a town using only sticks? Think about Olive's bold lines. What would Olive build?"

Part 3 — Document & Write

"On a small strip of paper, label your favorite shape you made: 'My [shape name] has ___ sides. It makes me think of ___ in *Oh, Olive!*'"

Modifications:

- **Emerging:** Pre-sort sticks into equal-length groups for squares. Provide printed shape outlines to place sticks on top of as a scaffold.
- **Advanced:** Challenge students to build a pentagon (5 sides) or hexagon (6 sides) and explain how they figured out how many sticks they needed. Use pipe cleaners instead of sticks to explore circles and ovals.

Optional Extension: Olive's Gallery — Writing + Art Connection (if time allows)

Educator Script

This optional activity can be completed at the end of Lesson 3 if time allows, or used as a stand-alone extension or portfolio activity.

"Olive's art transforms everything she touches. Now it's YOUR turn to create one piece of art inspired by what you learned across these three lessons: our story, our silhouettes, our shapes, and our structures."

Students choose a medium (drawing, painting, cutting, arranging sticks or shapes) and create a piece inspired by *Oh, Olive!*. They then add an artist's statement:

- **Kindergarten:** Dictate or write: 'My art shows ___. I feel ___ when I make art.'
- **1st Grade:** Write 2 sentences: 'My art shows ___. I made it by ___, just like Olive ___.'
- **2nd Grade:** Write 3–4 sentences including a connection to the story's theme and one vocabulary word from our anchor chart.

"Let's do an Artist's Share. Hold up your work and read your statement aloud. Then we'll display our work in our own 'Olive Gallery.'"

Recommended Documentation:

- Photograph each student's gallery piece as a portfolio artifact for grant reporting.
- Collect Check-In Forms from all 3 sessions to document SEL and character development data.

Closing & Celebration (5 min)

Educator Script

"Look at everything you made and learned! You listened to Olive's story and discovered that art is personal, that shapes are everywhere, and that the way you see the world — just like Olive — is worth celebrating."

Invite students to do a shape walk / gallery walk around the room: "Walk around and look at each other's stick shapes, silhouettes, and structures. If someone's work stops you in your tracks, point to it and tell them: 'I like this because ____.'"

"Let's end with our final feeling word: PROUD. Stand up. Say it loud. Because over these three lessons you have been readers, phoneme explorers, vocabulary detectives, engineers, artists, and mathematicians. Olive would love to see your work. And so do I."

GRAB AND GO LESSON PACKAGE

Oh, Olive! by Lian Cho

Lesson 1 of 3 — Introducing Olive & Phonological Awareness

⌚ 60 minutes • 🌱 Engineering Structures (Engineering + Math + Teamwork)

BOOK

Oh, Olive! by Lian Cho

BIG IDEA

Art is personal and everyone's creativity is valid.

VOCAB WORD

Creative: using your imagination to come up with something new

Materials

SUPPLIES

- Oh, Olive! by Lian Cho
- Whiteboard or chart paper + markers
- Scratch paper and pencils (for planning)
- Cardboard pieces in different sizes
- Paint and painting supplies
- Tape (for attaching cardboard)
- Feeling word cards / emoji visuals
- **TO PRINT:** Helix Daily Check-In Form

OPTIONAL / GRADE LEVEL SPECIFIC

- **K:** Syllable picture cards (art-related images: paint-brush, can-vas, col-ors, scis-sors)
- **1st:** Printed Elkonin Box sheets (3 boxes per row); counters or bingo chips — 3 per student
- **2nd:** Mini whiteboards + dry-erase markers OR lined paper
- Small mirrors to watch mouth movements while producing sounds
- Printed images of Olive's town from the book (for STEAM reference)

Pre-Lesson Set-Up

1. Write 'Oh, Olive!' on the board. Below it write: 'How does art make you feel?'
2. Set out Helix Check-In Forms and emoji/feeling word cards at each student's spot.
3. Write today's syllable target words on the board: paint-brush, can-vas, col-ors, art-ist, scis-sors.
4. **1st grade only:** Draw 3 Elkonin boxes on chart paper. Practice pushing a counter per sound for 'paint' (/p/-/ā/-/n/-/t/) and 'art' (/ā/-/r/-/t/).
5. Set out cardboard pieces and planning paper at a materials table for the STEAM activity.

Welcome & Student Check-In (8–10 min)

1. Greet students warmly and invite them to pick up a Check-In Form.
2. Give students 2–3 minutes to complete the "How am I feeling?" section. Invite 3–4 volunteers to share.
3. Play the Say It Game with the word Creative.
 - "Say it together, creative! Now whisper it. Now say it like you just had the most brilliant idea!"
 - **Definition:** "Creative means using your imagination to come up with something new."

Modifications:

Emerging: Provide a printed emoji chart. Allow students to point to their feelings instead of writing or cutting.

Advanced: Ask students to share two feelings and describe where they feel them in their body.

Activate Prior Knowledge (7 min)

1. Hold up a piece of paper and crayons or markers, or a piece of art. "What is art? Who makes art? What are some different ways people make art? What type of art have you made?" Take 3–5 responses.
2. "What if your art looked different from everyone else's? Would that be okay? What if someone thought your art was messy, but you thought it was beautiful? How would that feel?"
3. "Today's book, Oh, Olive! by Lian Cho, is about a girl whose art is big and bold and different. As I read, pay attention to how Olive feels about her art, and how the people around her respond to it."

Modifications:

Emerging: Show students different pieces of art and identify them as painting, drawing, or sculpting.

Advanced: Ask students to look at different pieces of art, share what they think of each, and identify how different pieces make them feel.

Science of Reading Mini Lesson: Phonological Awareness (10 min)

Before Starting: Determine your grade-level structure. Options:

- Separate students into grade levels with an adult or student leader
 - Complete each activity per grade level as a whole group
 - Complete one main activity with the whole group
1. "Good readers listen carefully to the sounds and parts of words. Today we're going to be sound explorers."
 2. Introduce and model the activity for your grade level (see the leveled table below).
 3. Complete the activity with your determined grade level structure.

Modifications:

Emerging: Use a mirror — each jaw drop = one syllable. For Elkonin Boxes, pre-draw the boxes and start with 2-sound words (e.g., 'up').

Advanced: Challenge students to sort their sound-swap words into art-related vs. non-art categories and explain why.

Kindergarten	Syllable Clapping • Clap the beats in art words. Model: 'paint-brush' [clap clap] = 2 beats! • Try: 'can-vas' • 'art-ist' • 'scis-sors' • Ask: 'How many beats in paint?' [!]
1st Grade	Elkonin Box Push • Model pushing one counter per sound. • 'The word is art. /ā/ [push] — /r/ [push] — /t/ [push]. 3 sounds, 3 boxes!' • Practice: art (3) • brush (4) • paint (4) • line (3). Always say sounds aloud as you push.
2nd Grade	Phoneme Substitution • Change one sound in an art word to make a new word! • Change /t/ in ART to /m/ → ARM! • Change /b/ in BRUSH to /cr/ → crush! • Change /p/ in PAINT to /f/ → faint!

Read Aloud (15 min)

1. Preview the cover, identifying the author and illustrator. Do a picture walk throughout the book and discuss what the students think will happen.
2. Read the book aloud. Pause and discuss at these moments:
 - "Look at Olive's face. How does she feel when she's making art? What is her body telling us?"
 - "What do you notice about Olive's art compared to her parents' art? How is it the same? How is it different?"
 - "Things look different before and after Olive paints them. What changed? Do you think the change is good or bad?"
 - "Do you think Olive's parents liked the circle she painted at the end? How do you know?"
3. After reading, complete a quick phonological awareness connection: "Let's clap the syllables in 'O-live' [clap clap] — 2 beats! 'paint-ing'? [clap clap]. 'col-ors'? [clap clap]."

Modifications:

Emerging: Seat near the book; use finger pointing to track. Offer the sentence frame: 'Olive felt ____ when she painted because ____.'

Advanced: Ask students to identify the story's central message and support their answer with two details from the text.

STEAM Activity: Engineering Structures — Engineering + Math + Teamwork (20 min)

Part 1: Introduce the Town Project

1. Explain that in the story, Olive paints the town. Ask how the town is similar to and different from where the students live. Take 3–4 responses.
2. Share that the students are going to build their own town out of cardboard today and decorate it.

Part 2: Engineering Design Process

1. **ASK:** "How do we create a town using cardboard? What does our town need? Houses? A school? A park? A library?"
2. **IMAGINE:** Groups brainstorm what structures they will build and what they should look like.
3. **PLAN:** Each group sketches their building on scratch paper and discusses roles. (Who cuts? Who tapes? Who decorates?)
4. **CREATE:** Groups build structures using cardboard and tape.
5. **IMPROVE:** "What's working well? What isn't staying up? How can you fix it?"

Part 3: Olive's Touch — Paint It!

1. Students decorate their buildings with paint, markers, or other art materials.

Part 4: Assemble the Town

1. Line up all student buildings into one collaborative town display. Have students walk around the town and notice colors and sculpture shapes.
2. Discussion questions:
 - How are your buildings similar to or different from structures in our community?
 - What was the trickiest part of building? How did you solve that problem?
 - If Olive came to your town, what do you think she would paint first?

Student Building Examples



Modifications:

Emerging: Pre-score and fold cardboard pieces into simple walls. Offer a 3-step picture prompt: draw → build → share.

Advanced: Challenge students to add a second story or a connecting bridge between two buildings. Ask: 'How did you make sure it was stable?' Integrate measurement as a math extension.

Closing & Celebration (5 min)

1. Celebrate the student's creativity and the engineering process.
2. Go around and have each student share one way they were creative today.

GRAB AND GO LESSON PACKAGE

Oh, Olive! by Lian Cho

Lesson 2 of 3 — Shared Reading & Vocabulary Exploration

⌚ 60 minutes • 🌱 Silhouette Art (Visual Art + Science + Creative Expression)

BOOK

Oh, Olive! by Lian Cho

BIG IDEA

Art can transform the world around you. Being unique is beautiful.

VOCAB WORD

Silhouette, Canvas, Bold, Unique, Transform

Materials

SUPPLIES

- Oh, Olive! by Lian Cho
- Vocabulary word cards: silhouette, canvas, bold, unique, transform
- Chart paper for class vocabulary anchor chart
- Helix K-2 Daily Check-In Form (student copies)
- Emoji Faces / Feeling word cards
- Glue sticks (for mounting finished silhouettes)
- **TO PRINT:** Helix Daily Check-In Form

OPTIONAL / GRADE LEVEL SPECIFIC

- **Option A:** Flashlight or lamp, white paper taped to wall
- **Option B:** Black construction paper, scissors, white paper background
- **Option C:** Chalk or water on sidewalk (if outdoor access available)
- **Option D:** Stencils + crayons OR tape and paint on canvas
- Optional: printed silhouette art examples for visual reference

Pre-Lesson Set-Up

1. Write the 5 vocabulary words on chart paper with blank boxes beside each for student drawings/definitions.
2. Set out Check-In Forms and emoji/feeling word cards at each student's spot.
3. Choose and set up your silhouette method (A–D) before students arrive.
4. **Option A only:** Test your light source and paper placement.
5. Open Oh, Olive! to the page beginning 'They knew that one day...' and bookmark it — this is the key silhouette page.
6. Optional: Display 1–2 printed silhouette art examples on the board as a visual anchor.

Welcome & Student Check-In (5 min)

1. Greet students warmly. Ask students to show or share how they're feeling using emojis or words. Take 2–3 brief responses.
2. "Think about Olive. She makes art that is bold and unique — different and special. Is there something you do that's different from how other people do it? Is that a good thing or a tricky thing?"

Modifications:

Emerging: Sentence frame: 'Something I do differently is _____. I feel _____ about it.'

Advanced: Why do you think being unique can sometimes feel scary and sometimes feel exciting?

Activate Prior Knowledge + Vocabulary Introduction (8 min)

1. Ask students to share what they remember from yesterday's reading. Turn and tell a partner before sharing out.

Use the 4-Step Vocabulary Routine for each word: SAY IT → DEFINE IT → CONNECT IT → USE IT

SILHOUETTE

- **Say It:** "sil-hou-ette" — say it together, whisper it, say it like you just spotted your shadow!
- **Define It:** The dark shape or outline of something seen against a lighter background.
- **Connect It:** Your shadow on the ground is a silhouette of YOU! Have you ever made funny shapes with your shadow?
- **Use It:** K: Make a shape with your body and tell a partner: 'My silhouette looks like ____.' | 1st: 'A silhouette is ____ because ____.' | 2nd: Write: 'I could see the silhouette of ____ when ____.'

CANVAS

- **Say It:** "canvas" — say it like you're a famous artist about to paint something incredible!
- **Define It:** The surface an artist paints on. It can be paper, fabric, a wall, or even a whole town!
- **Connect It:** In our story, what did Olive use as her canvas? [The whole town!]
- **Use It:** K: Point to something: 'I could use ____ as my canvas!' | 1st: 'Olive used ____ as her canvas. I would use ____.' | 2nd: 'An unusual canvas I would choose is ____ because ____.'

BOLD

- **Say It:** "bold" — say it like you really mean it. Say it boldly!
- **Define It:** Strong, confident, and not afraid to stand out. The opposite of shy or quiet.
- **Connect It:** Olive's art is bold — bright colors, big shapes, not afraid to paint the whole town! What colors feel bold to you?
- **Use It:** K: Show your most bold face and pose — hold it! | 1st: 'Olive's art is bold because ____.' | 2nd: 'Something bold I have done is ____.'

UNIQUE

- **Say It:** "u-nique" — say it slowly, like it's the only word like it in the world.
- **Define It:** One of a kind — completely different from everything else.
- **Connect It:** Olive's art is unique because no one else sees the world the way she does. What is something about you that is unique?
- **Use It:** K: Whisper to a partner: 'Something unique about me is ____.' | 1st: 'Olive's art is unique because ____.' | 2nd: 'Something unique about the way I ____ is ____.'

TRANSFORM

- **Say It:** "transform" — say it like something is actually changing right now!
- **Define It:** To completely change from one thing into something very different.
- **Connect It:** Olive transforms the town with her art! Can you think of something in nature that transforms? [A caterpillar into a butterfly!]
- **Use It:** K: Stand up and transform your body into something Olive might paint! | 1st: 'Olive's art transforms ____ into ____.' | 2nd: Write a sentence using both 'unique' AND 'transform.'

Wrap-Up — Draw It: Invite 1-2 students to sketch beside each word on the class anchor chart to help everyone remember the meaning.

Modifications:

Emerging: Focus on saying it and defining it only for each word. Clap the syllables for each word.

Advanced: Challenge students to use all 5 words in one connected sentence or mini-story.

Science of Reading Mini Lesson: Vocabulary in Context (10 min)

Before you begin: Determine your grade-level structure (see options above).

1. "Authors use other words and pictures to help us learn what new words mean." Model: "Open to the page where Olive's parents are shown against a wall. I can look at the picture and see dark shapes against the light background — that's a silhouette! The illustrations tell me what the word means."
2. Introduce the grade-level activity (see the leveled table below).

Modifications:

Emerging: Point to picture + word. Students say the word aloud and draw a quick sketch of its meaning.

Advanced: Ask students to connect 2 vocabulary words in one sentence: 'Olive's bold art transforms the canvas because...'

Kindergarten

- Teacher points to picture + word. Students say the word aloud.
- Students draw a picture of its meaning in their notebook.

1st Grade

- Students use a sentence frame: 'The word ____ means ____ because in the book it says/shows ____.'

2nd Grade

- Students write their own sentence using the vocabulary word in a new context.
- Students swap sentences and read them aloud to one another.

Shared Reading: Full Book (15 min)

1. Read the book aloud. Pause at these moments:
 - "Look at the wall behind Olive's parents and the cat. What do you notice? [Dark shapes against a lighter background.] That's a silhouette!"
 - "Look at how Olive uses the whole wall, the floor, everything as her canvas. Is her art bold? How do you know?"
 - "At the end, what has been transformed? And how does Olive feel about it?"
2. After reading: "Turn and tell your partner: What is the big message of this story? Which vocabulary word best describes Olive as an artist?" [unique! bold!]

Modifications:

Emerging: Provide a simple 3-picture sequence (beginning, middle, end) for students to order and retell using vocabulary words.

Advanced: How does Lian Cho use both illustrations AND words to develop Olive's character? Give two specific examples.

STEAM Activity: Silhouette Art — Visual Art + Science + Creative Expression (22 min)

Part 1: The Science of Silhouettes

1. Open the book to the page beginning 'They knew that one day...' "What do you notice on the wall behind Olive's parents and the cat? [Dark shapes! Outlines!] Those are silhouettes! A silhouette forms when an object blocks light — like your shadow!"
2. Demonstrate your chosen method (Example Images Below):
 - **Option A:** Hold your hand between the flashlight and paper. What do you see? That's your hand's silhouette!
 - **Option B:** Cut a shape from black paper and glue it onto white paper.
 - **Option C:** Trace around your shadow outside and fill it in with chalk.
 - **Option D:** Tape a stencil onto canvas, paint around it, then remove the tape to reveal the silhouette.

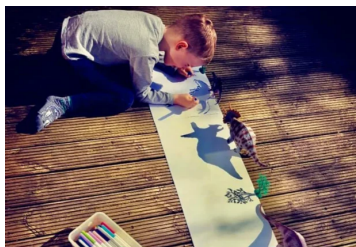
Part 2: Create

1. Brainstorm silhouette options with students.
2. As students create, circulate and ask:
 - How is the silhouette being formed?
 - What shape did you choose, and why does it make a strong silhouette?
 - Which vocabulary word describes your silhouette? [unique, bold, transform...]
 - If Olive saw your silhouette, what do you think she would say?

Part 3: Label & Display (3 min)

1. Students write or dictate at the bottom of their silhouette: 'This is a silhouette of _____. I made it by _____.'

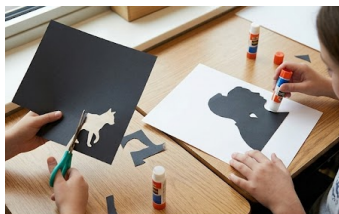
Option A (Can also use shadow puppets)



Option C



Option B



Option D



Modifications:

Emerging: Pre-cut silhouette shapes from black paper (simple animals, trees, hands). Let students glue them onto white paper and add a label.

Advanced: Create a silhouette scene — multiple silhouettes arranged to tell a mini story. Write 2–3 sentences describing the scene. Incorporate vocabulary words.

Closing & Reflection (5 min)

1. Provide the students time to walk around and see the other students' silhouettes.
2. Review vocabulary words from the lesson (silhouette, bold, unique, canvas, transform).
3. Ask the students to share how they were bold or unique today.

GRAB AND GO LESSON PACKAGE

Oh, Olive! by Lian Cho

Lesson 3 of 3 — Fluency Celebration & Shape Exploration

⌚ 60 minutes • 🌱 Shape Construction & Deconstruction (Math + Science + Art)

BOOK

Oh, Olive! by Lian Cho

BIG IDEA

We can retell stories in our own words and express ideas through shape and art.

VOCAB WORD

Proud: the happy feeling you get when you work hard and complete something. Review: silhouette, canvas, bold, unique, transform

Materials

SUPPLIES

- Oh, Olive! by Lian Cho
- Printed Reader's Theater scripts: one per student
- Sticks (collected outdoors) OR craft sticks/pipe cleaners
- Flat outdoor surface OR large butcher paper per student (indoor option)
- **TO PRINT:** Helix Daily Check-In Form; Reader's Theater Script

OPTIONAL / GRADE LEVEL SPECIFIC

- Optional: simple props or costume pieces (paint smock or beret for Olive; clipboard for Narrator)
- Optional: clay or playdough dots to connect sticks at corners
- Optional: small rulers or measuring tape to compare side lengths
- Optional: printed shape reference cards (square, triangle, rectangle, pentagon)

Pre-Lesson Set-Up

1. Print the Reader's Theater script — one copy per student. Fold in half for easy handling.
2. **Option:** Assign roles in advance: Narrator 1, Narrator 2, Olive, Parent 1, Parent 2, and All (whole group lines). For smaller groups, combine Narrator 1 and 2, or have one student play both parents.
3. Set out Check-In Forms and emoji/feeling word cards at each student's spot.
4. **If going outdoors for STEAM:** Identify a safe outdoor area and plan the route for stick collection.
5. **If staying indoors for STEAM:** Set out craft sticks (at least 20 per student) and small clay/playdough dots at each table spot.
6. Display the vocabulary anchor chart from Lesson 2 for ongoing reference.

Welcome & Student Check-In (8 min)

1. Greet students warmly. Have students complete their Check-In Form. After 2–3 minutes, invite sharing.
2. Play the Say It Game with the word Proud.
 - "Say it together, proud! Now whisper it. Now say it like you just accomplished something great! Tell a friend you are proud of them."
 - **Definition:** "Proud is the happy feeling you get when you work hard and complete something, or see someone do something good."
 - Explain that Olive is proud of her art, even when it's different.

Modifications:

Emerging: Emoji chart for pointing. Invite students to show a proud face.

Advanced: Can pride ever be a problem? How do you stay proud without putting others down?

Activate Prior Knowledge: Story Retelling (5 min)

1. Ask students to share what they remember from Oh, Olive!. Turn and tell a partner the key events before sharing out.
2. "What is the ONE most important idea the author Lian Cho wants us to remember?" [Everyone's art is valid. Being unique is worth celebrating. Art has the power to transform everything around you.]

Science of Reading: Reader's Theater Fluency (10 min)

Before Starting: Determine your grade-level structure (see grade level chart below).

1. Introduce Reader's Theater: Like a play focused on the expression in the voices of readers.
2. Assign roles: Narrator 1, Narrator 2, Olive, Parent 1, Parent 2, and All.
3. Have students read to themselves or in partners.
4. Perform the script with all of the roles as a class.
5. If time allows, switch roles and perform again. A fluent reader can read any role with expression!

Discussion questions after performance:

- Which character was your favorite to read? Why?
- Which vocabulary word from our anchor chart fits this script best? [bold, unique, transform, canvas...]
- How did you use your VOICE to show how Olive feels? What about how the parents feel?
- If you added one more line to this script, what would you write?

Modifications:

Emerging: Pre-highlight the student's specific lines on the script. Pair with a buddy who can whisper-prompt if needed. Focus on expression over accuracy.

Advanced: Challenge students to add one line of their own to the script during the second read — something Olive might say that isn't already written.

Kindergarten	• Participate as part of the 'All' group. Can also take the Olive role with support. • Focus on expression and joining in on group lines.
1st Grade	• Take on individual named roles. Read with expression and emotion. • Practice until reading feels fluent.
2nd Grade	• Take on individual named roles independently. Add expressive choices without guidance. • Self-rate their fluency (1–3 scale).

Read Aloud / Partner Reading (10 min)

1. Choose one option for reading:
 - Echo read the entire book (teacher reads, students repeat)
 - Class reads chorally (all together)
 - Students read different pages showing fluency
2. Read the book in the selected way.
3. Comprehension Check: "What is the most important thing you will carry with you from Oh, Olive!? Go!" Call on 3–4 students to share.

STEAM Activity: Shape Construction & Deconstruction — Math + Science + Art (22 min)

Part 1: Collect & Connect to Olive

1. Introduce the 2D shape construction project: "Artists like Olive see shapes everywhere. Today, you are going to build shapes from scratch! Hold up one stick and say, 'This is one side of a shape. How many sides does a square have? [4!] So how many sticks do you need? Let's find out!'"
2. **Collect materials:** Go outdoors to collect sticks in various lengths, or distribute craft sticks/pipe cleaners and clay/playdough at tables.

Part 2: Build & Explore

1. Students construct 2D shapes on a flat surface.
2. After students have experimented, ask: "Can you use all of your sticks together to make a picture — a house, a tree, a person, or a town? Think about Olive's bold lines. What would Olive build?"

Part 3: Document & Write

1. Students label their favorite shape on a small strip of paper: 'My [shape name] has ___ sides. It makes me think of ___ in Oh, Olive!!'

Example Student Image



Modifications:

Emerging: Pre-sort sticks into equal-length groups for squares. Provide printed shape outlines to place sticks on top of as a scaffold.

Advanced: Build a pentagon (5 sides) or hexagon (6 sides) and explain how you figured out how many sticks you needed. Pipe cleaners can be bent into curves to explore circles and ovals!

Closing & Celebration (5 min)

1. Invite students to do a gallery walk: "Ask students to share what they like about each other's pieces by saying, 'I like this because ____.'"
2. End by recalling the feeling word proud. Have every student say why they are proud of themselves and why they are proud of a friend.

Sound (Elkonin) Box Mats

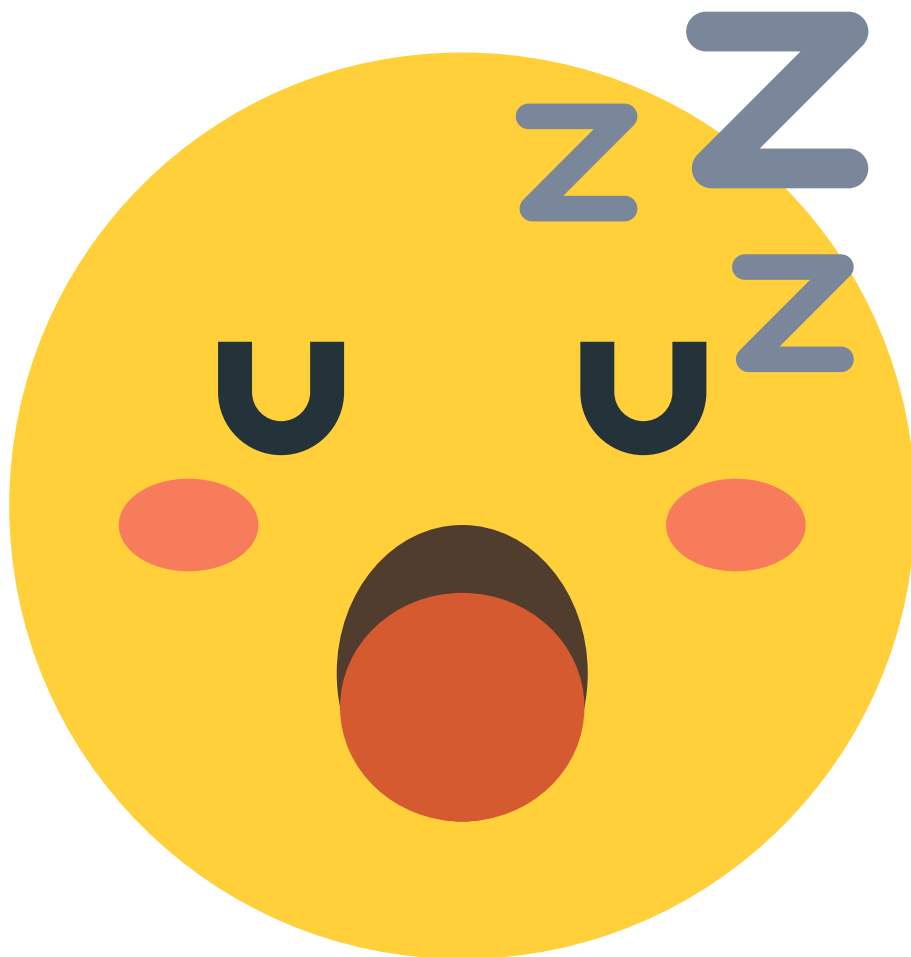
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Happy



Sleepy



Angry



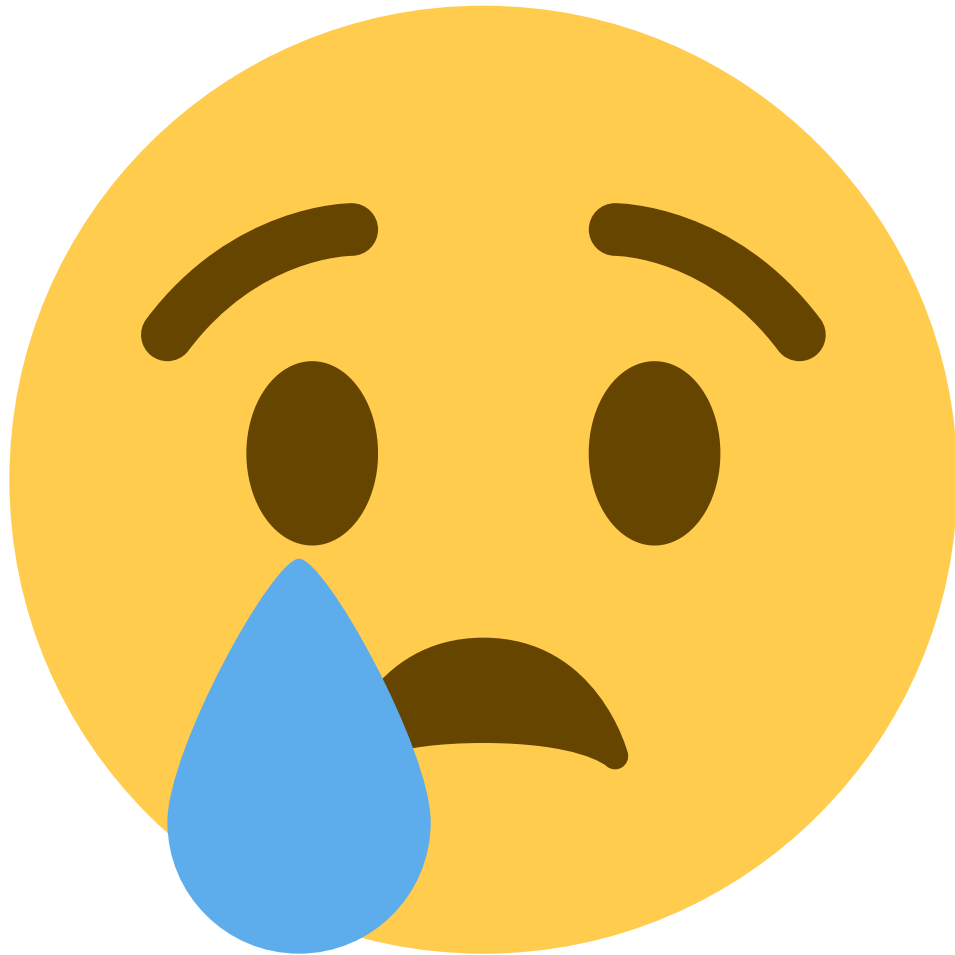
Sick



Nervous



Sad



Scared



Silly



Frustrated



Excited



Calm



Afraid



Confused



Caring



Day of the Week:



Date

What will I do today?

Cut and paste at least 4 pictures of what you will do today. Glue them in the order that you will complete them.

1

2

3

4

How am I feeling?

Cut and paste the feeling faces you are feeling right now.

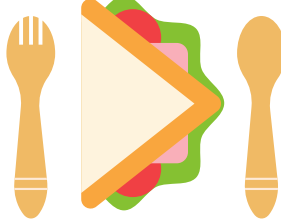
How am I feeling?



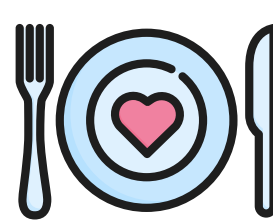
Brush Teeth



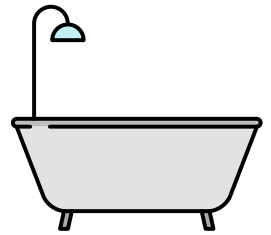
Eat Breakfast



Eat Lunch



Eat Dinner



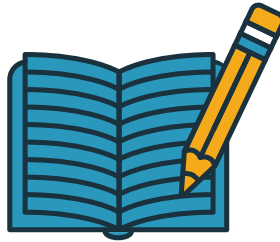
Shower or Bath



Read



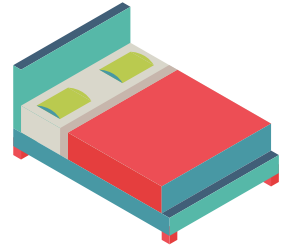
School



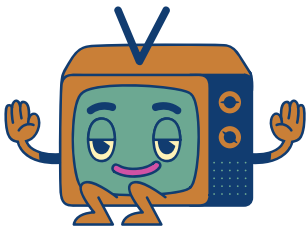
Homework



Exercise



Get ready for bed



Watch TV



Do Your Chores



Wake Up



Play with friends
or family



Relax



Happy



Sleepy



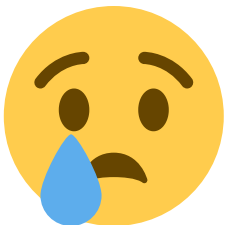
Angry



Sick



Nervous



Sad



Scared



Silly



Frustrated



Excited

Cut out each of the schedule squares and the feelings and emotions. Use these to complete your daily reflection. Use the blank boxes to create your own!

Oh, Olive! — Reader's Theater Script

Roles: Narrator 1 • Narrator 2 • Olive • Parent 1 • Parent 2 • All

Narrator 1: Olive loved to make art. Big art. Bold art. Art that covered everything.

Narrator 2: She painted the walls. She painted the floor. She even painted the cat.

All: Oh, Olive!

Olive: [proudly] I am making it MORE beautiful!

Narrator 1: Her parents looked at the walls. They looked at the floor. They looked at the cat.

Parent 1: [surprised] Olive... did you paint the couch?

Olive: [confidently] It needed more color.

Parent 2: [sighing] And the table?

Olive: [with joy] Now it matches!

Narrator 2: Olive stepped back and looked at everything she had transformed. The whole house was a work of art.

All: Oh, Olive!

Parent 1: [quietly, looking around] Actually... it is kind of beautiful.

Parent 2: [smiling] Very unique.

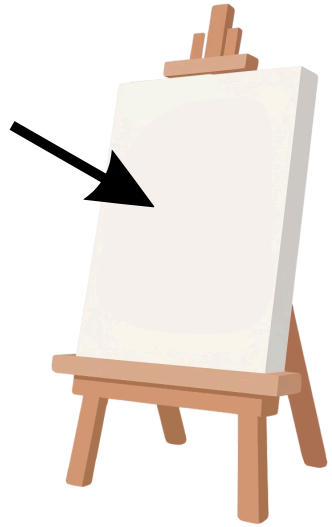
Olive: [beaming] I KNOW.

Narrator 1: And so Olive picked up her brush once more.

All: Because there was always MORE to paint.



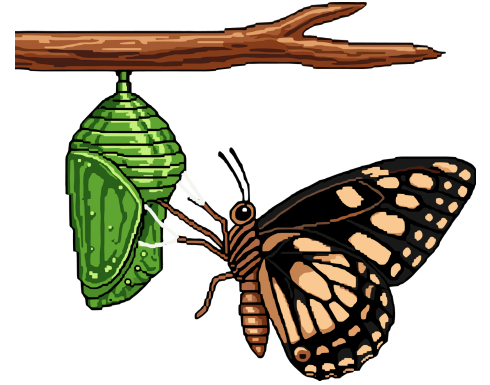
SILHOUETTE



CANVAS



UNIQUE



TRANSFORM

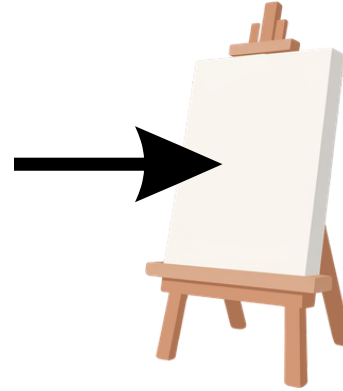


BOLD



paintbrush

paint · brush



canvas

can · vas



scissors

scis · sors



colors

col · ors