



GEMTM

Growing Early MindsetsTM



3

TEACHER GUIDE 3

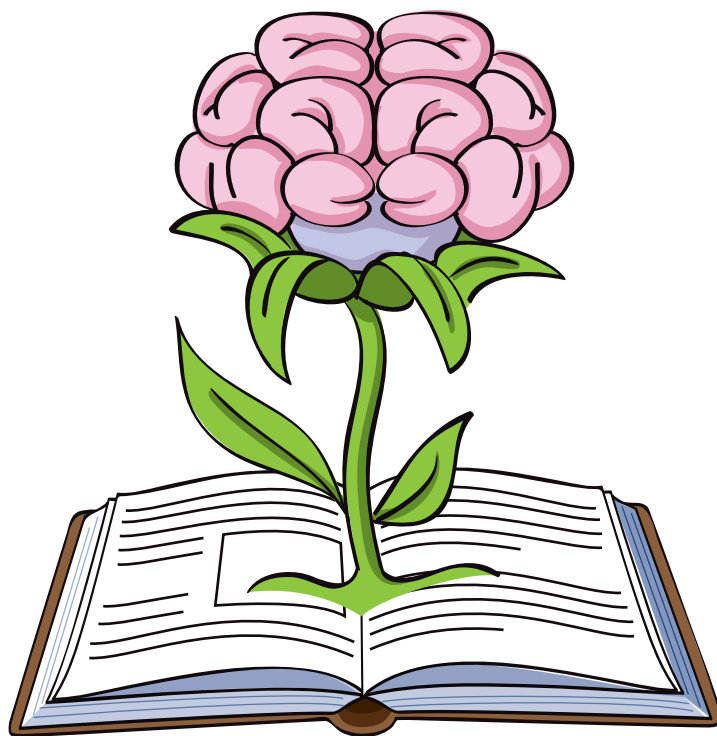
Read-Aloud Menu

What is the Read-Aloud Menu?

The Read-Aloud Menu is a collection of popular children's literature and related Read-Aloud mini-lessons that support each Growing Early Mindsets™ (GEM™) Learning Lab. The Read-Aloud mini-lessons and reading extensions (additional children's literature) are organized by key growth mindset, social and emotional learning (SEL), and mindfulness principles and practices.

Goal

The goal is to promote, teach, and foster a growth mindset, SEL competencies, and mindfulness by embedding each Lab's key principles and practices across multiple content areas. For example, teachers will develop their ability to use literacy practices and children's literature to promote, teach, and foster a growth mindset, SEL competencies, and mindfulness.



Lab 1

A close-up photograph of a young girl with dark, curly hair. She is wearing a gold-colored headband and blue denim overalls over a light blue t-shirt. She is smiling broadly, showing her teeth, and resting her chin on her right hand. The background is a soft-focus indoor setting with warm colors.

Lab 1 **Learning About** **Our Brain**

Lab 1: Learning About Our Brain

Key Principle and Practice: Brain

Learning Goal: Learners will identify functions of the brain.

Book Title	Prompts	Learning Extension
<i>Parts</i> by Tedd Arnold	<p>Why was the little boy worried? When do you feel like the little boy?</p> <p>What does the little boy learn about his body (brain, nose, eyes, ear, skin)?</p> <p>How does learning about the different parts of his body help him feel better?</p>	<p>Act to Learn</p> <ol style="list-style-type: none"> 1. Give a series of examples of what each body part does and invite learners to act them out (e.g., jump, think, listen, blink, smell, talk, write). 2. Make connections to how our brain controls what each body part does. 3. Invite learners to draw a picture of themselves in their journals and label where their brain is.
<i>Your Fantastic Elastic Brain</i> by JoAnn Deak	<p>What are the names of some of the parts of the brain?</p> <p>What do different parts of the brain do?</p>	<p>Explore to Learn</p> <p>Materials: copies of <i>My Brain</i> graphic organizer</p> <ol style="list-style-type: none"> 1. Invite learners to label parts of the brain (e.g., cerebellum, hippocampus, amygdala, prefrontal cortex) and draw a picture of an example of what that part is responsible for.
<i>Think, Think, Think: Learning About Your Brain</i> by Pamela Hill Nettleton	<p>What does the book say our brain is like?</p> <p>What does our brain help us do?</p> <p>How can we take care of our brain?</p> <p>Why do we need to understand how our brain works?</p>	<p>Explore to Learn</p> <p>Materials: copies of <i>My Brain</i> graphic organizer</p> <ol style="list-style-type: none"> 1. As a whole class, explore the following website for more information on the brain: http://kidshealth.org/kid/htbw/brain.html. 2. Using the <i>My Brain</i> graphic organizer, invite learners to draw what their brain is thinking.
<i>Young Genius: Brains</i> by Kate Lennard	<p>What can our brain do?</p> <p>Do all animals have brains, too?</p> <p>What can a dolphin do?</p>	<p>Explore to Learn</p> <ol style="list-style-type: none"> 1. Invite learners to explore the classroom and choose an object that represents something their brain "likes to do" (e.g., read books, color/paint, build with blocks/Legos). 2. Invite learners to share what they chose and why.

Lab 1: Learning About Our Brain (continued)

Key Principle and Practice: Thinking/Metacognition

Learning Goal: Learners will identify their thoughts and make connections to how thinking and metacognition is a main function of our brain.

***Note:** A variety of children's literature can be used to teach and reinforce the concept of thinking and metacognition by prompting: What is _____ (character's name/identity) thinking?
What are you thinking about after reading/listening to this book?

Book Title	Prompts	Learning Extension
<i>Oh, the Thinks You Can Think!</i> by Dr. Seuss	What are you thinking about right now? What do you want to think about? Can you change your thinking?	Write and Draw to Learn <ol style="list-style-type: none"> Engage learners in a shared, interactive, or independent writing opportunity and write an acrostic poem for "think." Create additional poems for "brain" and "learn." Invite learners to illustrate. *An online interactive tool for writing acrostic poems is available on IRA's ReadWriteThink website: http://www.readwritethink.org/files/resources/interactives/acrostic/
<i>Chalk</i> by Bill Thomson (wordless book)	What is she thinking? What is he thinking? What are they thinking? What would you be thinking?	Draw to Learn Materials: various colors of chalk, journals, or <i>My Brain</i> graphic organizer <ol style="list-style-type: none"> Share with learners a variety of colors of chalk. Invite them to share what each color makes them think about: red = strawberry, apple, etc. Invite them to choose a color of chalk and draw the pictures they "see in their brain" in their journals or on the <i>My Brain</i> graphic organizer. If appropriate, invite learners outside to draw their pictures on the sidewalk/pavement.

Lab 1: Learning About Our Brain (continued)

Key Principle and Practice: Thinking/Metacognition

Learning Goal: Learners will identify their thoughts and make connections to how thinking and metacognition is a main function of our brain.

Book Title	Prompts	Learning Extension
<i>What Are You Thinking?</i> by Valerie Ackley	What are you thinking about right now? Are they happy thoughts? How can you change your thinking? What does the author want to teach you?	Draw to Learn Materials: copies of <i>My Brain</i> graphic organizer 1. In pairs invite learners to draw a picture of what they think their partners are thinking on the <i>My Brain</i> graphic organizer. 2. Provide learners an opportunity to share their drawings with their partner.

Lab 1: Learning About Our Brain (continued)

Key Principle and Practice: Learning

Learning Goal: Learners will identify examples of their learning and make connections to how learning makes their brains stronger and smarter.

***Note:** A variety of children's literature can be used to teach and reinforce the concept of learning by simply prompting: What does _____ (character's name/identity) learn?

Think-aloud: "Let's see what we can learn by reading this book. When we learn something new our brain gets stronger and smarter."

Book Title	Prompts	Learning Extension
<i>I Can Read With My Eyes Shut</i> by Dr. Seuss	How do you learn to read? Why is it so important to learn to read?	Explore to Learn 1. Explore Dr. Seuss' website for games, activities, and resources: www.seussville.com .
<i>Listen and Learn</i> by Cheri J. Meiners	What does good listening look like? How does listening help you learn? How do others feel when you listen to them? *additional prompts within the book	Play to Learn 1. Invite learners to practice listening by playing a game of "Brain Says"; modeled after "Simon Says."
<i>Howard B. Wigglebottom Learns to Listen</i> by Howard Binkow	When do you feel like Howard? When do you feel like Howard's friends? How does Howard learn to listen? How do others feel when you listen to them? *additional prompts within the book	Explore to Learn 1. Explore the <i>We Do Listen Foundation</i> website for free animated books, songs, games, activities, and more at http://wedolisten.org .

Lab 1: Learning About Our Brain (continued)

Key Principle and Practice: Learning

Learning Goal: Learners will identify examples of their learning and make connections to how learning makes their brains stronger and smarter.

Book Title	Prompts	Learning Extension
<i>Henry Finds His Word</i> by Lindsay Ward	What did Henry learn to do? How did he learn to say his first word? Do you remember the first word you learned to say? What are some other "firsts"?	Ask to Learn 1. Invite learners to ask their parents/family members questions about when they were little: What was their first word? When did they learn to walk? 2. Create a class poster titled, "Our Firsts."
<i>26 Big Things Small Hands Do</i> by Coleen Paratore	While reading aloud, invite learners to act out different parts of the book. What can your hands do? How do your hands help you learn? What part of your body controls your hands?	Write and Draw to Learn 1. Engage learners in a shared or interactive writing/drawing opportunity and create a class poster titled "26 Things My Brain Does." 2. Invite learners to illustrate. *An online interactive tool for an alphabet organizer is available on IRA's ReadWriteThink website: http://www.readwritethink.org/files/resources/interactives/alphabet_organizer/
<i>Learning to Fly!</i> by Sebastian Meschenmoser	What does the penguin believe he can do? What strategies do the penguin and his friend try? How does the penguin learn to fly?	Watch to Learn 1. Invite learners outside to observe birds flying. How are the birds flying? 2. Engage learners in a shared, interactive, or independent writing/drawing opportunity to create step-by-step instructions for flying. 3. Invite learners to share the step-by-step instructions with their "animal friends" (puppets and/or animal manipulatives) to guide their "animal friends" through flight exploration.

Lab 1: Learning About Our Brain (continued)

Key Principles and Practices: Self-Efficacy & Agency

Learning Goal: Learners will express/demonstrate self-efficacy and agency.

Book Title	Prompts	Learning Extension
<i>Jack's Talent</i> by Maryann Cocca-Leffler	Why was Jack worried? When do you feel like Jack? What does Jack learn about himself? How does Jack learn to believe in what he can do? What are your talents? How are you developing your talents?	Write and Draw to Learn 1. Engage learners in a shared or interactive writing opportunity and write a class book titled "Our Talents" using sentence frames from the book. 2. Dedicate a page to each learner. 3. Take a picture of each learner to include on each page. Invite learners to illustrate. 4. Explore the internet for book publishing ideas.
<i>Cloudette</i> by Tom Lichtenheld	What does Cloudette want to do? What is her goal? Why is Cloudette worried? When do you feel like Cloudette? What does Cloudette learn about herself? How does Cloudette accomplish what she wants to?	Watch to Learn 1. Invite learners outside to look for "Cloudette" in the sky. 2. Engage learners in a discussion about the importance of not only accomplishing big things but also accomplishing small things every day.
<i>Al Pha's Bet</i> by Amy Krouse Rosenthal	What does Al Pha want to do? What is his goal? How does he accomplish what he wants to? When do you feel like Al Pha?	Act to Learn 1. As a whole class, in small groups, or in pairs invite learners to act out different parts of the story. Integrate story props (puppets, letters, etc.).

Lab 1: Learning About Our Brain (continued)

Key Principles and Practices: Self-Efficacy & Agency

Learning Goal: Learners will express/demonstrate self-efficacy and agency.

Book Title	Prompts	Learning Extension
<i>Dream Big: Michael Jordan and the Pursuit of Olympic Gold</i> by Deloris Jordan	What does Michael want to do? What is his goal? How does Michael accomplish what he wants to? When do you feel like Michael?	Share to Learn 1. Within a whole class discussion, invite learners to share their dreams: "When you grow up, what do you want to do or be?" 2. Record learner "dreams" (quote journal and/or portfolios).
<i>From Head to Toe</i> by Eric Carle	How do you control how fast or slow you move? What part of your body controls how you move? Think? What you say? Do? Who controls your brain? Who controls what you think? What you say? What you do?	Act to Learn 1. Invite learners to act out different movements along with the book. 2. Invite learners to add more animals and movements to the book.
<i>I'm Bored</i> by Michael Ian Black	What are some of the examples of what kids can do? What part of the little girl's brain is she using to do all of the things in the book?	Act to Learn Materials: potato 1. Invite learners to act out different parts of the book in front of the potato. 2. Invite learners to brainstorm more examples of what kids can do and act them out.

Lab 1: Reading Extensions

*Books in **bold** are Read-Aloud mini-lessons.

Learning Routine Read-Aloud

- Tullet, Herve. (2011). *Press Here*. San Francisco, CA: Chronicle Books.

Books About Dolphins

- Hatkoff, Dave, Hatkoff, Julianna, & Hatkoff, Isabella. (2011). *Winter's Tail: How One Little Dolphin Learned to Swim Again*. New York, NY: Scholastic.
- Pfeffer, Wendy. (2003). *Dolphin Talk: Whistles, Clicks, and Clapping Jaws*. New York, NY: HarperCollins Publishers.
- Crisp, Marty. (2004). *Everything Dolphin*. Chanhassen, MN: NorthWord Press.
- Lindeen, Carol. (2004). *Dolphins*. Mankato, MN: Capstone Press.

Principle & Practice: Brain

- **Arnold, Tedd. (1997). *Parts*. New York, NY: Penguin Group.**
- Avison, Brigid. (2011). *I Wonder Why I Sleep and Other Questions About My Body*. New York, NY: Kingfisher.
- Benton, Jim. (2006). *The Fran with Four Brains*. New York, NY: Simon and Schuster.
- **Deak, JoAnn. (2010). *Your Fantastic Elastic Brain*. Belvedere, CA: Little Pickle Press.**
- DiSpezio, Michael A. & Desalle, Rob. (2010). *Your 21st Century Brain*. New York, NY: Sterling.
- Ehrlich, Fred M.D. (2005). *You Can't Use Your Brain If You're a Jellyfish*. Maplewood, NJ: Blue Apple Books
- Hallowell, Edward M. (2004). *A Walk in the Rain With a Brain*. New York, NY: HarperCollins.
- **Lennard, Kate. (2006). *Young Genius: Brains*. New York, NY: Barron's Educational Series, Inc.**
- Lowry, Lois. (2009). *Gooney Bird is So Absurd*. New York, NY: Houghton Mifflin.
- **Nettleton, Pamela Hill. (2004). *Think, Think, Think: Learning About Your Brain*. Mankato, MN: Picture Window Books.**
- Stewart, Melissa. (2014). *How is My Brain Like a Supercomputer? And Other Questions About The Human Body*. New York, NY: Sterling Children's Books.

Principle & Practice: Thinking/Metacognition

*Wordless books serve as an effective tool to teach the concept of thinking and metacognition.

- **Ackley, Valerie. (2009). *What Are You Thinking?* United States: ThoughtsAlive Books.**
- Becker, Aaron. (2013). *Journey*. Cambridge, MA: Candlewick Press.
- Becker, Aaron. (2016). *Return*. Cambridge, MA: Candlewick Press.
- Becker, Aaron. (2014). *Quest*. Cambridge, MA: Candlewick Press.
- Boyd, Lizi. (2013). *Inside Outside*. San Francisco, CA: Chronicle Books.

- Briggs, Raymond. (1978). *The Snowman*. New York, NY: Random House.
- Cordell, Matthew. (2017). *Wolf in the Snow*. Feiwel & Friends.
- DePaola, Tomie. (1978). *Pancakes for Breakfast*. Orlando, FL: Harcourt, Inc.
- Fleischman, Paul. (2004). *Sidewalk Circus*. Cambridge, MA: Candlewick Press.
- Jay, Allison. (2008). *Welcome to the Zoo*. New York, NY: Dial Books.
- Lee, Suzy. (2008). *Wave*. San Francisco, CA: Chronicle Books.
- Lee, Suzy. (2017). *Lines*. San Francisco, CA: Chronicle Books.
- Lehman, Barbara. (2006). *Museum Trip*. Boston, MA: Houghton Mifflin.
- Lehman, Barbara. (2007). *Rainstorm*. Boston, MA: Houghton Mifflin.
- Lehman, Barbara. (2004). *The Red Book*. Boston, MA: Houghton Mifflin.
- Lehman, Barbara. (2011). *The Secret Box*. Boston, MA: Houghton Mifflin.
- McDonnell, Patrick. (2008). *South*. Boston, MA: Little Brown Books.
- Pinkney, Jerry. (2009). *The Lion and the Mouse*. New York, NY: Little, Brown Books.
- Savage, Steven. (2011). *Where's Walrus?* New York, NY: Scholastic Press.
- Seuss, Dr. (1975). *Oh, the Thinks You Can Think!* New York, NY: Random House.
- Thomson, Bill. (2010). *Chalk*. Tarrytown, NY: Marshall Cavendish Corporation.
- Wiesner, David. (2006). *Flotsam*. New York, NY: Clarion Books.
- Wiesner, David. (1991). *Tuesday*. New York, NY: Clarion Books.
- Wiesner, David. (1999). *Sector 7*. New York, NY: Clarion Books.

Principle & Practice: Learning

- Berne, Jennifer. (2010). *Calvin Can't Fly*. New York, NY: Sterling.
- Binkow, Howard. (2005). *Howard B. Wigglebottom Learns to Listen*. Marina Del Ray, CA: Thunderbolt Publishing.
- Binkow, Howard. (2011). *Howard B. Wigglebottom Learns About Sportsmanship*. Marina Del Ray, CA: Thunderbolt Publishing.
- Cox Judy. (2010). *Carmen Learns English*. China: Holiday House.
- Creech, Sharon. (2001). *A Fine, Fine School*. New York, NY: Harper Collins.
- Donovan, Sandy Bridget. (2010). *Bored Bella Learns About Fiction and Nonfiction*. Mankato, MN: Picture Window Books.
- Donovan, Sandy Bridget. (2010). *Karl and Carolina Uncover the Parts of a Book. North*. Mankato, MN: Picture Window Books.
- Lee, Huy Voun. (2005). *In the Leaves*. New York, NY: Henry Holt and Company.
- Lee, Huy Voun. (1995). *In the Snow*. New York, NY: Henry Holt and Company.
- Meiners, Cheri J. (2003). *Listen and Learn*. Minneapolis, MN: Free Spirit Publishing.
- Meschenmoser, Sebastian. (2005). *Learning to Fly*. Tulsa, OK: Kane Miller.
- Paratore, Coleen. (2008). *26 Big Things Small Hands Do*. Minneapolis, MN: Free Spirit Publishing.
- Schubert, Leda. (2011). *Reading to Peanut*. New York, NY: Holiday House.
- Schwartz, Amy. (2004). *Things I Learned in Second Grade*. New York, NY: HarperCollins.

- Seuss, Dr. (1978). *I Can Read With My Eyes Shut!* New York, NY: Random House.
- Van Dusen, Chris. (2010). *Learning to Ski with Mr. Magee*. San Francisco, CA: Chronicle Books.
- Ward, Lindsay. (2015). *Henry Finds His Word*. New York, NY: Dial Books for Young Readers.
- Wells, Rosemary. (2012). *Yoko Learns to Read*. New York, NY: Hyperion Books.
- Zemach, Kaethe. (2008). *Ms. Mccaw Learns to Draw*. New York, NY: Arthur A. Levine Books.

Principles & Practices: Self-Efficacy & Agency

- Black, Michael Ian. (2012). *I'm Bored*. New York, NY: Simon & Schuster.
- Carle, Eric. (1997). *From Head to Toe*. New York, NY: HarperCollins.
- Cocca-Leffler, Mary. (2007). *Jack's Talent*. New York, NY: Farrar, Straus and Giroux.
- Craig, Gary. (2006). *You Can Be Anything!* Yelm, WA: Elora Media.
- Cronin, Doreen. (2004). *Duck for President*. New York, NY: Simon and Schuster.
- DiPucchio, Kelly. (2008). *Grace for President*. New York, NY: Hyperion Books.
- Dorfman, Craig. (2003). *I Knew You Could*. New York, NY: Penguin Group.
- Hoffman, Mary. (1991). *Amazing Grace*. New York, NY: Dial Books.
- Howe, James. (2010). *Brontorina*. Somerville, MA: Candlewick Press.
- Jordan, Deloris. (2012). *Dream Big: Michael Jordan and the Pursuit of Olympic Gold*. New York, NY: Simon & Schuster.
- Lichtenheld, Tom. (2011). *Cloudette*. New York, NY: Henry Holt and Company.
- Piper, Watty. (2005). *The Little Engine That Could*. New York, NY: Philomel Books.
- Rosenthal, Amy Krouse. (2011). *Al Pha's Bet*. New York, NY: The Penguin Group.
- Smith, Lane. (2008). *Madam President*. New York, NY: Hyperion Books.
- Stier, Catherine. (2007). *If I Ran for President*. Morton Grove, IL: Albert Whitman and Company.
- Yamaguchi, Kristi. (2011). *Dream Big, Little Pig!* Naperville, IL: Sourcebooks.
- Zullo, Germano. (2013). *Line 135*. San Francisco, CA: Chronicle Books.

Websites to Support Learning Extensions

Brain

- <http://kidshealth.org/kid/htbw/brain.html>
- <http://faculty.washington.edu/chudler/neurok.html>
- <http://kids.frontiersin.org>
- <http://www.bioedonline.org/lessons-and-more/lessons-by-topic/brain-and-behavior/>
- <http://kids.nationalgeographic.com/kids/stories/spacescience/brain/>

Animals

- <http://kids.nationalgeographic.com/kids/animals/creaturefeature/>
- www.animalfactguide.com

Other

- <http://wedolisten.org>
- www.seussville.com

- www.readwritethink.org/files/resources/interactives/acrostic/
- http://www.readwritethink.org/files/resources/interactives/alphabet_organizer/
- www.mimicbooks.com

About Mindset Works

Mindset Works was co-founded by one of the world's leading researchers in the field of motivation, Stanford University professor Carol S. Dweck, Ph.D. and K-12 mindset expert Lisa S. Blackwell, Ph.D. The company translates psychological research into practical products and services to help students and educators increase their motivation and achievement.

Our award-winning interactive program provides students, parents and educators with a better approach to learning.

Brainology® program is a fun, interactive, award-winning, online program that helps middle school students learn about how the brain works, how to strengthen their own brains and how to better approach their own learning. In the process, the Brainology® program helps them cultivate a growth mindset whereby they think of their intelligence as something they can develop through study and learning rather than as something fixed. The core belief in the malleability of the mind triggers motivation and learning-oriented behavior in various aspects of life.



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