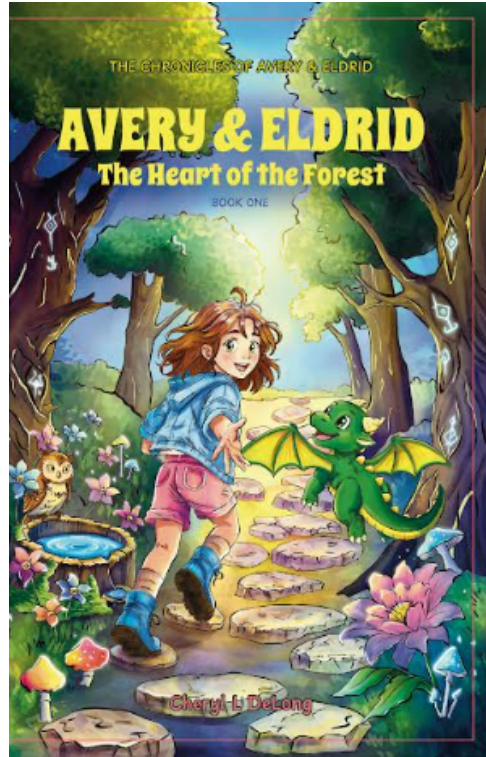


Avery, Eldrid, and the Heart of the Forest



Avery, Eldrid, and the Heart of the Forest

by Cheryl DeLong

INCLUSIVE LITERACY FRAMEWORK + INSTRUCTIONAL GUIDE for Educators and Specialists

Grades 2–4 | Comprehensive Educator’s Guide with Multidisciplinary Activities,
Science of Reading & Structured Literacy Supports, and AAC-Friendly Access Points

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Credits & Acknowledgments

- Book Author: Cheryl Delong (*Avery, Eldrid, and the Heart of the Forest, Book One*)
- Companion Curriculum & Guide Creator: Nicole Gillespie (Hesperia House)
- Font & Design Styling: Clean, accessible layouts formatted for neurodivergent and emerging readers.

Unit Overview & Core Themes

This chapter book bridges foundational decoding skills with rich social-emotional learning (SEL). The narrative follows Avery on her ninth birthday as she navigates an unexpected disappointment and transitions into an empowering magical quest.

Throughout her journey, the story explores central themes of emotional regulation and resilience, showing how initial disappointment and fear can be transformed into purposeful action. Anchored by the guiding truth that *"Magic does not choose the fearless. It chooses the ones willing to try,"* the plot moves young readers past rote guessing and self-doubt into active observation, problem-solving, and self-discovery.

To bring these narrative themes from page to practice, this educator resource packet integrates multi-tiered supports and structured learning components designed for diverse classrooms:

Accessible Literacy & Structured Literacy (SOR) Integration: Embedding Science of Reading principles, phonics, decoding, and encoding practice explicitly tied to the text's targeted skill progression, alongside core vocabulary, visual supports, and AAC access points so all learners can actively engage with the narrative.

Hands-On STEAM Challenges: Real building and testing projects tied directly to plot points—like building waterproof roofs, designing indoor drying racks, or constructing bridge spans—turning plot points into active problem-solving tasks.

Built-In Progress Monitoring & Assessments: Integrated check-ins and formal running records designed to capture ongoing reading accuracy, fluency, and comprehension milestones at natural checkpoints throughout the story.

Multidisciplinary Provider Supports: Tailored extensions explicitly designed to ensure all areas of related service providers' scopes are thoroughly addressed:

- **Social-Emotional Learning (SEL):** CASEL-aligned embedded prompts and counselor-aligned extension tools addressing emotional vocabulary, perspective-taking, managing anxiety, and building frustration tolerance.
- **AAC & Communication Supports:** Embedded links to core and fringe vocabulary boards and visual communication tools matched to the narrative, ensuring robust access points for every learner.

- **SLP & ESOL Integration:** Embedded speech-language and English to Speakers of Other Languages strategies to support linguistic processing, vocabulary acquisition, and expressive communication.
- **OT: Fine Motor:** Cutting, building, balancing, and manipulating small materials during STEAM projects and craft activities.
- **PT: Gross Motor & Retelling Integration:** Movement pathways, balance challenges, and physical action sequences that seamlessly culminate into an interactive obstacle course. This allows children to physically retell and embody the story through multi-modal options tailored to diverse physical and cognitive learning profiles.

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S.T.E.A.M. ACTIVITIES

These activities integrate science, technology, engineering, art, and math and support diverse learners through multisensory exploration.

Chapter 1: The Best Birthday Bash

STEAM Activity: The Weather-Proof Party Pavilion

Materials Needed: Sponges, foil, paper towels, plastic wrap, craft sticks, rubber bands, small spray bottles with water.

The Problem: A sudden rainstorm has ruined Avery's outdoor party. How can we help Avery build a waterproof cover to keep the party supplies safe?

- **Grade 2 Challenge:** Test everyday items to see which ones soak up water and which ones keep water out to protect the party supplies, then make a simple tally chart.
 - Standards: NGSS 2-PS1-2 | CCSS.MATH.CONTENT.2.MD.D.10
- **Grade 3 Challenge:** Build roofs using flat shapes versus tent shapes to see which design helps rainwater slide off instead of pooling on top.
 - Standards: NGSS 3-5-ETS1-2 | CCSS.MATH.CONTENT.3.G.A.1
- **Grade 4 Challenge:** Build a small canopy using craft sticks and rubber bands, then test it against pouring water and blowing wind to see how much water leaks through.
 - Standards: NGSS 4-ESS3-2 | CCSS.MATH.CONTENT.4.MD.A.2

Chapter 2: The Soggy Aftermath

STEAM Activity: The Drying Station

Materials Needed: Various fabric scraps like cotton, fleece, and wool, small spray bottles, clipboards, grid paper, portable fans or sunny window sills.

The Problem: Avery is stuck inside with damp socks and soggy gear after the storm. How can we help Avery design the fastest way to dry everything out?

- **Grade 2 Challenge:** Test different fabrics to see which ones hold or release water, then sort the drying times in a chart.

- Standards: NGSS 2-PS1-4 | CCSS.MATH.CONTENT.2.MD.D.10
- **Grade 3 Challenge:** Design an indoor drying rack using a grid layout to fit as many wet items as possible in a small space.
 - Standards: NGSS 3-5-ETS1-2 | CCSS.MATH.CONTENT.3.MD.C.6
- **Grade 4 Challenge:** Set up a simple drying spot and measure how much water evaporates by tracking weight loss over time.
 - Standards: NGSS 4-PS3-2 | CCSS.MATH.CONTENT.4.MD.A.1

Chapter 3: The Magic Mirror's Pull

STEAM Activity: The Reflective Mirror Portal

Materials Needed: Small plastic safety mirrors, pattern blocks, protractors, index cards, small figurines.

The Problem: Avery looks into a mirror carved with golden vines. How can we help Avery use reflections to create repeating geometric patterns?

- **Grade 2 Challenge:** Use small safety mirrors and objects to make matching side-by-side reflections on a grid.
 - Standards: NGSS 2-PS1-1 | CCSS.MATH.CONTENT.2.G.A.3
- **Grade 3 Challenge:** Place two mirrors together and change the opening angle to see how many reflection patterns appear.
 - Standards: NGSS 3-5-ETS1-2 | CCSS.MATH.CONTENT.3.G.A.1
- **Grade 4 Challenge:** Measure mirror angles with a tool to figure out how turning the mirror changes the number of reflected images.
 - Standards: NGSS 4-PS4-2 | CCSS.MATH.CONTENT.4.MD.C.5

Chapter 4: Zizzy's Riddle River

STEAM Activity: The Echo Tube and Sound Wave Mapping

Materials Needed: Paper towel rolls, plastic cups, string, various lining materials like felt or foil, timers.

The Problem: Zizzy's Riddle River bounces back echoing sounds. How can we help Avery investigate how sound travels through different materials and distances?

- **Grade 2 Challenge:** Test different materials to see which ones block or trap sound best, then record the results in a chart.
 - Standards: NGSS 2-PS1-2 | CCSS.MATH.CONTENT.2.MD.D.10
- **Grade 3 Challenge:** Make paper tubes of different lengths to test how distance and shape change how loud or high a sound is.
 - Standards: NGSS 3-5-ETS1-2 | CCSS.MATH.CONTENT.3.MD.A.1
- **Grade 4 Challenge:** Measure how long it takes for a sound to travel through tubes of different lengths, then compare the numbers.
 - Standards: NGSS 4-PS4-1 | CCSS.MATH.CONTENT.4.MD.A.2

Chapter 5: Prickle's Vine

STEAM Activity: The Glowing Vine Maze

Materials Needed: Painters tape for floor grids, small toy figures, index cards with arrow symbols, printed maze cards.

The Problem: Avery has to navigate a twisting maze with dead ends. How can we help Avery write a foolproof set of directions to reach the end safely?

- **Grade 2 Challenge:** Draw a grid on the floor and write out step-by-step arrow directions to guide a partner safely through a maze.
 - Standards: NGSS K-2-ETS1-2 | CCSS.MATH.CONTENT.2.G.A.1
- **Grade 3 Challenge:** Use a coordinate grid to map out a clear path around blocked spots to reach the end of the maze.
 - Standards: NGSS 3-5-ETS1-2 | CCSS.MATH.CONTENT.3.G.A.1
- **Grade 4 Challenge:** Fix and test multi-step directional codes to find the shortest path through a complex map layout.
 - Standards: NGSS 3-5-ETS1-3 | CCSS.MATH.CONTENT.4.G.A.1

Chapter 6: Goblin Ambush

STEAM Activity: The Glowing Canopy Shield

Materials Needed: Glow-in-the-dark stars, foil, flashlights, colored translucent plastic sheets, small cardboard boxes.

The Problem: Avery encounters glowing creatures in the dark. How can we help Avery build a protective barrier that controls and filters light?

- **Grade 2 Challenge:** Test glowing and shiny materials to see how well they show up in the dark, then sort them on a chart.
 - Standards: NGSS 2-PS1-1 | CCSS.MATH.CONTENT.2.MD.D.10
- **Grade 3 Challenge:** Build a paper lantern structure using see-through panels to spread light as far across a dark room as possible.
 - Standards: NGSS 3-PS2-2 | CCSS.MATH.CONTENT.3.MD.C.6
- **Grade 4 Challenge:** Test different shielding materials to measure how much they block or let light through.
 - Standards: NGSS 4-PS4-2 | CCSS.MATH.CONTENT.4.MD.A.2

Chapter 7: Lumina's Stone Gate

STEAM Activity: The Keystone Balance Arch

Materials Needed: Wooden blocks, small toy weights, rulers, small cylindrical dowels or pencils to act as fulcrums.

The Problem: A heavy stone gate blocks the path. How can we help Avery use simple machines and balanced shapes to lift or support heavy loads?

- **Grade 2 Challenge:** Test how moving a small prop helps lift a heavy object more easily, then record what works best in a chart.
 - Standards: NGSS 2-PS1-2 | CCSS.MATH.CONTENT.2.MD.D.10
- **Grade 3 Challenge:** Build a stable arch using wedge-shaped blocks to see how shapes help support heavy weight without falling.
 - Standards: NGSS 3-5-ETS1-2 | CCSS.MATH.CONTENT.3.G.A.1
- **Grade 4 Challenge:** Measure the push and distance needed to lift a load using a simple lever tool, then compare the measurements.
 - Standards: NGSS 4-PS3-1 | CCSS.MATH.CONTENT.4.MD.A.2

Chapter 8: The Rope Bridge

STEAM Activity: The Chasm Crossing Bridge Challenge

Materials Needed: Craft sticks, yarn or string, straws, index cards, mini blocks or cups, and small weights (like pennies or washers).

The Problem: Avery needs to cross the deep, misty chasm to reach the other side, but the rope bridge is old and frail. How can we help Avery design a sturdy, load-bearing bridge using simple structural shapes and materials?

- **Grade 2 Challenge:** Test how different shapes (flat spans versus folded corrugated arches) help a bridge hold weight without sagging, then tally the results in a simple chart.
 - = Standards: NGSS 2-PS1-2 | CCSS.MATH.CONTENT.2.MD.D.10
- **Grade 3 Challenge:** Build a suspension model using craft sticks and string to explore how tension and weight distribution keep a span balanced across a gap.
 - = Standards: NGSS 3-5-ETS1-2 | CCSS.MATH.CONTENT.3.G.A.1
- **Grade 4 Challenge:** Measure the span length and calculate the exact amount of weight a truss bridge can hold before failing, then compare the measurements.
 - = Standards: NGSS 4-PS3-1 | CCSS.MATH.CONTENT.4.MD.A.2

Chapter 9: The Heart's Brave Glow

STEAM Activity: The Crystal Resonance Chime

Materials Needed: Glass cups or jars, water, metal spoons, food coloring, tuning forks (if available).

The Problem: The crystals on the Tree of Wisdom chime when the air changes, and the Heart radiates a steady wave of color and tone. How can we use sound waves and water volume to create a harmonious scale that mimics the Tree's protective energy?

- **Grade 2 Challenge:** Test how changing the amount of water in a glass alters the pitch when struck, then record whether the sound is high or low on a chart.
 - = Standards: NGSS 2-PS4-1 | CCSS.MATH.CONTENT.2.MD.D.10
- **Grade 3 Challenge:** Measure water levels in milliliters across multiple jars to tune a complete musical scale that plays a simple three-note melody.
 - = Standards: NGSS 3-PS4-1 | CCSS.MATH.CONTENT.3.MD.A.2

- **Grade 4 Challenge:** Calculate the frequency differences between short and tall water columns and analyze how wave vibrations travel through different mediums.
 - = Standards: NGSS 4-PS4-1 | CCSS.MATH.CONTENT.4.MD.A.2

Chapter 10: Party Sparkle

STEAM Activity: The Grand Celebration Confetti Cannon

Materials Needed: Craft sticks, rubber bands, plastic spoons, small paper cups, pom-poms or safe paper confetti, measuring tapes.

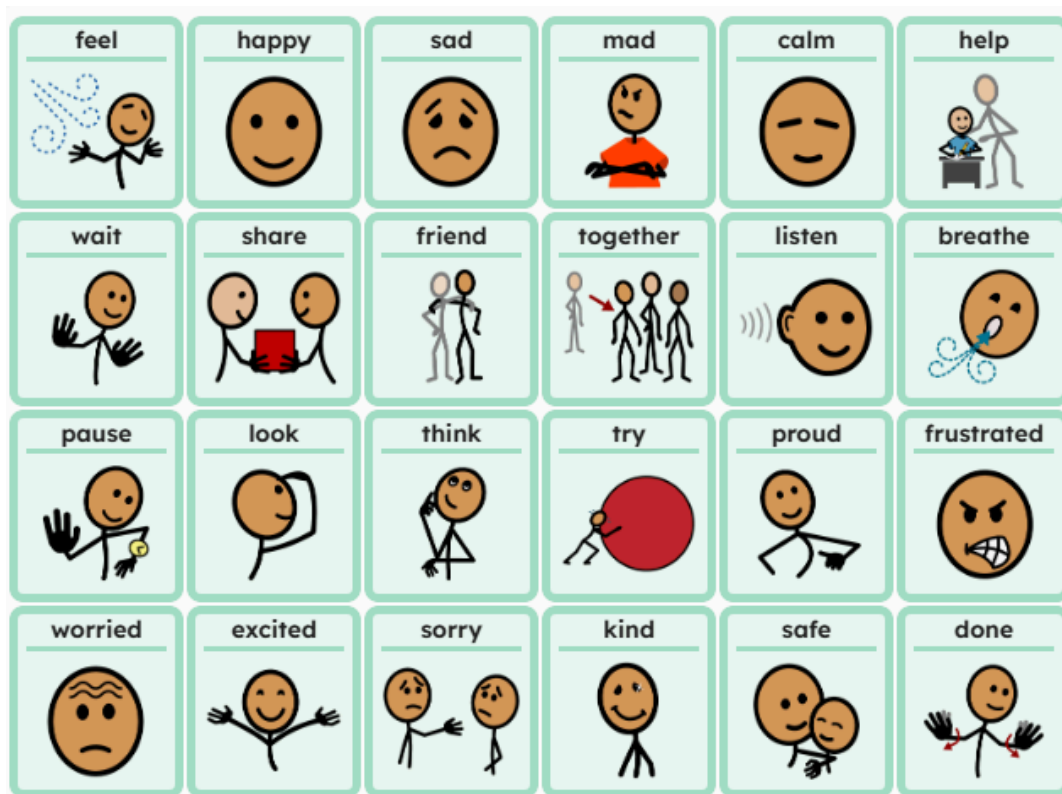
The Problem: Avery's party is soaked. How can we help Avery build a mechanical launcher to send celebratory banners and confetti flying safely?

- **Grade 2 Challenge:** Test different rubber band stretches to see how high they launch a paper token, then record your findings on a tally chart.
 - Standards: NGSS 2-PS1-2 | CCSS.MATH.CONTENT.2.MD.D.10
- **Grade 3 Challenge:** Build a lever-based launcher using craft sticks and pivot points to test how changing the fulcrum position affects launch height.
 - Standards: NGSS 3-5-ETS1-2 | CCSS.MATH.CONTENT.3.MD.C.6
- **Grade 4 Challenge:** Measure launch angles and distances using a protractor and measuring tape, then graph the average flight distances.
 - Standards: NGSS 4-PS3-1 | CCSS.MATH.CONTENT.4.MD.A.2

SOCIAL EMOTIONAL LEARNING (SEL)

These activities support diverse learners through guided reflection and emotional skill-building, integrating the CASEL framework core competencies:

- **Self-Awareness** ex. recognizing emotions, thoughts, and values.
- **Self-Management** ex. regulating emotions, managing stress, and adapting to change.
- **Social Awareness** ex. taking the perspective of and empathizing with others.
- **Relationship Skills** ex. communicating clearly, listening well, and working cooperatively.
- **Responsible Decision-Making** ex. making ethical, constructive choices about personal and social behavior.





Chapter 1: The Best Birthday Bash

SEL Core Competency (CASEL): Self-Management ex. Regulating emotional responses and adapting to unexpected changes.

Activity Title: The Joy Map and Shift Strategy

Objective: To help students explore how to manage unexpected changes and maintain positive engagement when plans shift ex. switching from an outdoor activity to an indoor backup plan.

Guided Discussion:

- How does your body feel when you are really excited about something special ex. waiting to open your birthday gifts? Where do you feel that energy?

- Have you ever had a moment where you built up an expectation in your mind for how something should go, only for it to change? How did it feel to let go of that picture?

Interactive Activity:

- **Materials Needed:** Paper, colored pencils or markers, index cards.
- **Steps:**
 1. Have students draw or write down three things that bring them pure joy or excitement.
 2. Introduce a scenario where an unexpected change happens to one of those items ex. a sudden rainstorm postponing a fun trip.
 3. Practice a breathing or grounding technique together to reset when expectations shift.
 4. Brainstorm alternative ways to find joy in the new situation.

Reflection Question: How can we stay positive and adapt our plans when things don't go the way we originally expected?

Chapter 2: The Soggy Aftermath

SEL Core Competency (CASEL): Self-Management ex. Regulating emotional responses, processing disappointment, and practicing co-regulation.

Activity Title: The Comfort Anchor Box

Objective: To help students identify personal self-regulation tools and safe coping strategies when plans do not go as expected ex. taking quiet time with a comfort object or safe space.

Guided Discussion:

- Avery needed a quiet moment with Eldrid before she was ready to talk or re-engage with anyone. Why is it important to have cooling down time when we feel upset or overwhelmed?
- What are your personal comfort tools or safe spaces when a day does not go your way ex. a favorite weighted blanket, a quiet corner, or a trusted person?

Interactive Activity:

- **Materials Needed:** Index cards, markers or colored pencils, small boxes or envelopes.
- **Steps:**
 1. Discuss the concept of co-regulation and how external objects or quiet spaces help calm our nervous systems.
 2. Have students brainstorm three personal comforting items or sensory tools ex. a soft stuffed animal, a smooth worry stone, or deep breathing exercises.
 3. Create a mini coping toolkit or drawing sheet listing those items to reference when big feelings arise.
 4. Practice a guided calming technique using one of the chosen anchor strategies together as a group.

Reflection Question: How can taking a quiet moment to reset help us find our calm when we feel overwhelmed by disappointment?

Chapter 3: The Magic Mirror's Pull

SEL Core Competency (CASEL): Responsible Decision-Making ex. Evaluating safety versus healthy challenges and distinguishing between unsafe situations and exciting new opportunities.

Activity Title: Threshold Check-In (The Comfort Zone Scale)

Objective: To help students explore how to manage curiosity and hesitation when stepping into new experiences ex. evaluating a new challenge or activity to see if it is safe to explore.

Guided Discussion:

- Avery felt both nervous and curious about the mirror. How can we tell the difference between a scary, unsafe situation and an exciting new challenge that is safe to explore?
- Describe a time you stepped into something completely new ex. starting a new grade or trying a new sport. Did your nervousness turn into excitement?

Interactive Activity:

- **Materials Needed:** Paper, colored markers, drawing supplies.
- **Steps:**
 1. Draw a three-ring target representing the Center (Comfort Zone), Middle (Stretch or Growth Zone), and Outer (Panic Zone).
 2. Have students map out where opening a mysterious mirror or trying a new task places them.
 3. Discuss strategies on how to breathe through and manage the Stretch Zone together as a group.
 4. Share individual reflections on what helps build courage when facing the unknown.

Reflection Question: How can we use our inner compass to navigate new challenges with courage and confidence?

Chapter 4: Zizzy's Riddle River

SEL Core Competency (CASEL): Self-Management ex. Regulating frustration, practicing patience, and using cognitive reframing when facing a confusing puzzle.

Activity Title: The Echo Mindfulness Game

Objective: To help students practice active listening and patience, learning how to pause and reframe frustration rather than rushing ahead impulsively ex. slowing down to listen closely to instructions or peer feedback during a challenging task.

Guided Discussion:

- Meeting Zizzy and facing the Riddle River requires Avery to stop, listen closely to her own echoes, and think critically. When a puzzle or school task feels confusing at first, what helps you pause instead of giving up?
- Zizzy and the river respond directly to the energy and sounds around them. How does our tone of voice and listening style affect the people we talk to?

Interactive Activity:

- **Materials Needed:** Open space for pairing, optional rhythm instruments or clapping hands.
- **Steps:**
 1. Pair students up. Partner A makes a soft rhythmic clap or positive affirmation phrase, while Partner B listens carefully and mirrors (echoes) it back.
 2. Switch roles and repeat the process, focusing heavily on matching tone and pacing.
 3. Discuss how slowing down to truly listen changes the dynamic of communication and problem-solving.
 4. Practice a quick individual grounding exercise to reset when frustration begins to rise.

Reflection Question: How can taking a patient pause help us solve tricky problems more effectively than rushing through them?

Chapter 5: Prickle's Vine

SEL Core Competency (CASEL): Responsible Decision-Making ex. Navigating uncertainty, building self-trust, and evaluating options when facing multiple choices.

Activity Title: The Guiding Light Constellation

Objective: To help students explore how to build self-trust and manage worry when facing uncertainty or a maze of choices ex. navigating a tricky decision where there is no single right answer.

Guided Discussion:

- What does it feel like inside your mind when you are faced with too many choices or a maze of options?
- Pip tells Avery, you won't know the future, but you'll figure it out. Why is self-trust so important when making hard choices?

Interactive Activity:

- **Materials Needed:** Worksheets with a winding maze, colored pencils or markers.
- **Steps:**
 1. Give students a worksheet with a winding maze that has multiple false turns.
 2. Instead of a prize at the end, ask them to write or draw three internal clues they use when they feel lost ex. taking three deep breaths, asking for help, or looking for patterns.
 3. Discuss how trusting our own problem-solving abilities helps us get through confusing situations.

4. Share individual strategies with a partner to build a collective list of coping tools.

Reflection Question: How can we rely on our inner guidance and self-trust when we aren't sure which path to take?

Chapter 6: Goblin Ambush

SEL Core Competency (CASEL): Self-Management and Relationship Skills ex. Cultivating emotional resilience, managing fear, and standing up to support peers in high-pressure moments.

Activity Title: The Courage Shield

Objective: To help students explore how to face fear and build emotional resilience by recognizing inner strengths and mutual support ex. acknowledging a personal fear while identifying a supportive friend or inner power that helps push through it.

Guided Discussion:

- Avery felt genuinely scared of the fog and the goblins, but she ran anyway to help Pip. What does real courage look like in everyday life?
- How did Pip and Eldrid support Avery right back when the situation got intense?

Interactive Activity:

- **Materials Needed:** Paper, colored markers, shield-shaped templates.
- **Steps:**
 1. Have students design a personal "Courage Shield."
 2. On the shield, have them write or draw two things: a fear or worry they face, and an inner strength or supportive friend who helps them push through it.

3. Share the shields in small groups to discuss how recognizing our supports makes big challenges feel manageable.
4. Practice a collective grounding breath to anchor a sense of safety and inner power.

Reflection Question: How can remembering our inner strength and leaning on our friends help us act with courage even when we feel afraid?

Chapter 7: Lumina's Stone Gate

SEL Core Competency (CASEL): Social Awareness and Relationship Skills ex. Recognizing burnout, practicing empathy, and engaging in community care when others are depleted.

Activity Title: The Energy Check-In and Community Care Web

Objective: To help students identify signs of fatigue or emotional burnout in themselves and others, and explore ways to offer collaborative support ex. checking in on a peer who seems quiet and sharing the load during a group task.

Guided Discussion:

- Lumina's gate looked tired and thin. How can you tell when a friend, a family member, or a classmate is running low on emotional energy?
- Just like the stones need to hum together in harmony, how do groups support each other when things get heavy?

Interactive Activity:

- **Materials Needed:** A ball of yarn or string, circle seating arrangement.
- **Steps:**

1. Have students sit in a circle and pass a ball of yarn across to one another, sharing one way they can offer support to someone who feels tired or overwhelmed ex. offering to help clean up or giving a kind word.
2. Hold onto your piece of the string as it passes, creating an interconnected web of support across the entire group.
3. Discuss how every individual action strengthens the whole community network.
4. Practice a gentle, slow stretching exercise together to acknowledge the importance of resting when fatigued.

Reflection Question: How can noticing when someone is feeling depleted help us build a stronger, more caring community?

Chapter 8: The Rope Bridge

SEL Core Competency (CASEL): Self-Management and Responsible Decision-Making ex. Managing intense fear, regulating physical anxiety responses, and choosing to move forward despite uncertainty.

Activity Title: The Brave Step Map

Objective: To help students explore how to recognize physical signs of fear and practice moving forward with supportive tools ex. identifying nervousness in the body and taking intentional steps through a challenging task.

Guided Discussion:

- Avery felt her knees wobble and her heart race at the edge of the bridge. When you face something scary or completely new, how does your body let you know you are nervous?

- Avery admitted, "I'm scared," but she crossed anyway. Why is speaking our fears out loud and acknowledging them an important part of being brave?

Interactive Activity:

- **Materials Needed:** Paper, colored markers, index cards.
- **Steps:**
 1. Have students draw a bridge or a winding path representing a goal that feels intimidating.
 2. Mark three milestones on the path where big feelings or doubts might pop up ex. starting a new project, learning a hard math concept, or trying out for a team.
 3. Write down one supportive phrase or action for each milestone ex. "I can take a deep breath" or "I can ask a friend for help."
 4. Practice taking a slow, grounding breath together before imagining successfully reaching the other side.

Reflection Question: How can acknowledging our fears help us find the courage to keep moving forward?

Chapter 9: The Heart's Brave Glow

SEL Core Competency (CASEL): Responsible Decision-Making and Self-Management ex. Exercising moral courage, standing up for collective well-being, and trusting one's inner strength under pressure.

Activity Title: The Inner Core Compass

Objective: To help students explore how to connect with their inner confidence and values when facing difficult or intimidating choices ex. drawing on personal strengths and supportive peers to do what is right.

Guided Discussion:

- The Tree of Wisdom explains that bravery is choosing to move forward even when you are afraid. When have you had to make a tough choice even though you felt nervous?
- Avery realized she was right where she was supposed to be because of the steps she had already taken. How do past challenges prepare us for the big moments in our lives?

Interactive Activity:

- **Materials Needed:** Paper, colored pencils or markers.
- **Steps:**
 1. Have students draw a personal "Heart" symbol or compass on their paper.
 2. Inside the shape, have them write three core values or inner strengths that help them feel grounded ex. kindness, resilience, honesty, or courage.
 3. Discuss how remembering these internal strengths helps guide our actions during challenging moments.
 4. Practice a quiet, centering reflection where students visualize holding their own source of inner confidence.

Reflection Question: How can recognizing our inner strength help us make confident, positive choices when we need it most?

Chapter 10: Party Sparkle

SEL Core Competency (CASEL): Self-Awareness and Self-Management ex. Reflecting on personal growth, recognizing inner resilience, and choosing a positive mindset when expectations shift.

Activity Title: The Inner Light Sparkle Box

Objective: To help students explore how to reflect on personal growth and recognize their own inner strength after facing a challenge ex. identifying a moment when they showed courage and storing that feeling as a source of confidence.

Guided Discussion:

- Avery realized that things didn't have to be perfect to be wonderful—it just took a little courage to let the day unfold. When a plan changes, how can you find joy in the moment anyway?
- What is a personal strength or proud moment you want to keep in your own "secret box" to remind yourself of how capable you are?

Interactive Activity:

- **Materials Needed:** Small boxes, decorative stickers, slips of paper or colorful cardstock.

Steps:

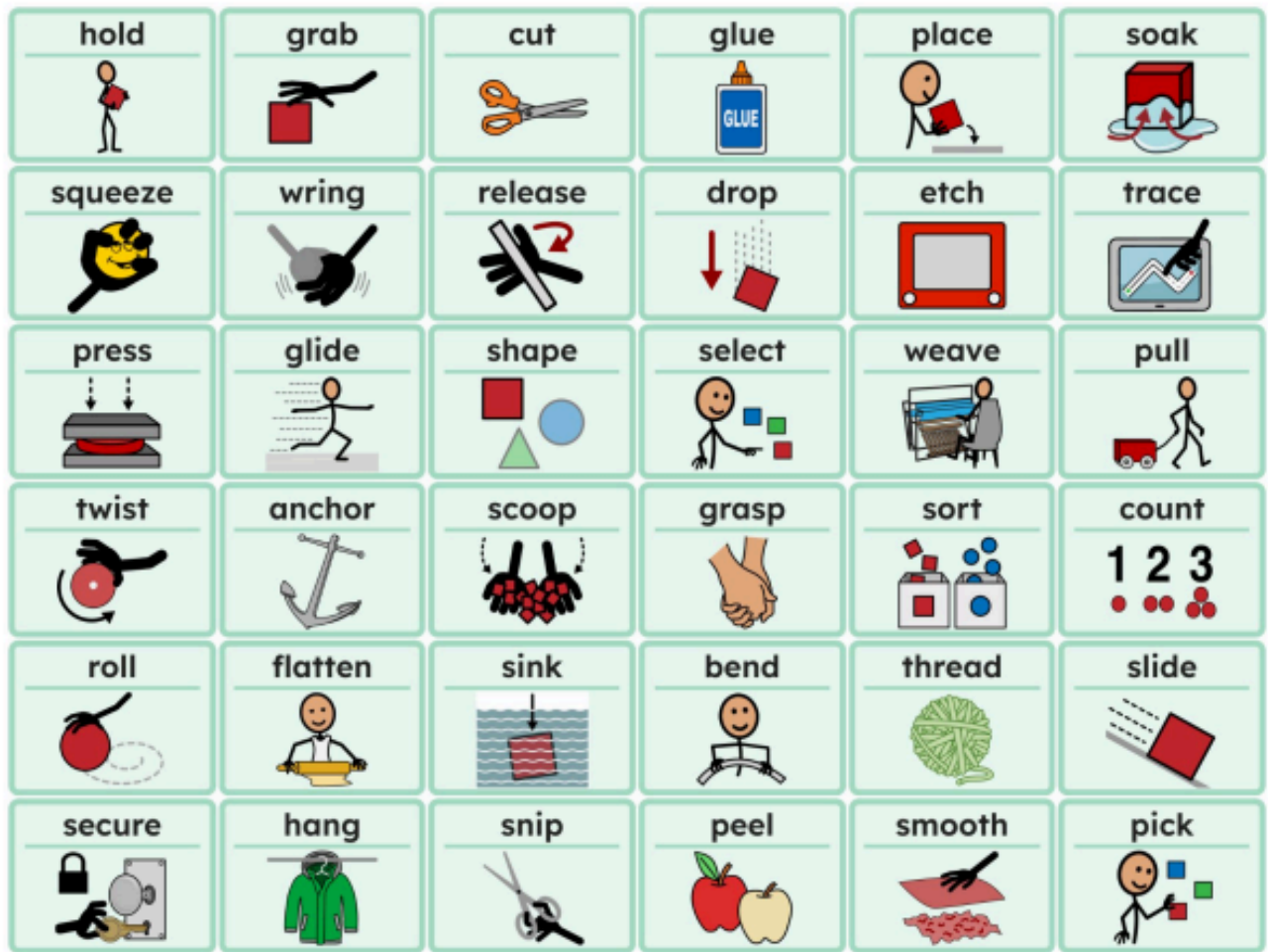
1. Have students add decorations to their box from Chapter 2 that now represents their own inner strength or "heart-spark."
2. Write down three things they accomplished or felt proud of during a recent challenging task ex. staying calm during a test, trying a new activity, or helping a friend.
3. Place the slips inside the box as a physical reminder of their resilience.
4. Share one reflection with a partner about how recognizing our inner growth helps us face the future with confidence.

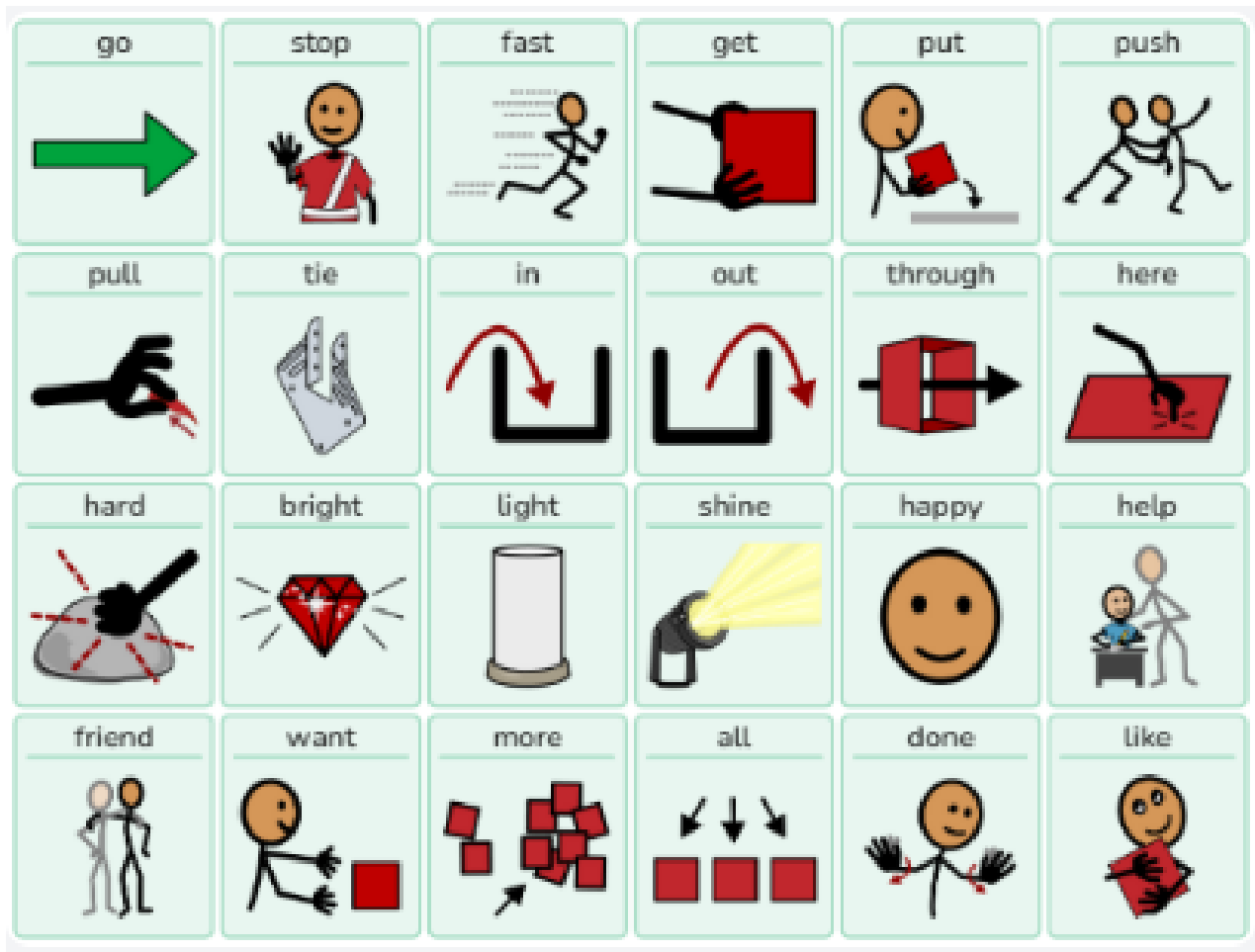
Reflection Question: How can holding onto our inner strength help us embrace new adventures and handle unexpected changes with grace?

FINE MOTOR & COMMUNICATION

These fine motor and communication activities are intentionally sequenced to support students as a collaborative, cross-disciplinary effort between occupational therapy and speech-language pathology. By integrating fine motor skill development with AAC core vocabulary and expressive language, educators and therapists can provide a double dose of support while keeping students fully connected to classroom learning.

The progression moves from building foundational hand muscles and precision with tools—such as dot markers, stickers, and proper scissor mechanics—to pencil control and visual-motor integration. Students practice controlled lines and shape-building and transition into letter formation within structured frames, culminating in purposeful writing to share meaning.





Chapter 1: The Best Birthday Bash

Fine Motor Focus: Bilateral coordination and tool control

Skill: Using scissors to practice precise snips, hand-eye coordination, and open-close hand mechanics.

Activity: Streamer & Ribbon Scissor Snipping

Materials: crepe paper streamers, yarn or thin ribbon, OT approved scissors, glue sticks, cardstock paper

Steps:

1.  **Thumb Up:** Hold your scissors with your thumb pointing at the sky.
2.  **Grab & Hold:** Use your helper hand to hold a strip of streamer straight out.
3.  **Snip, Snip:** Open and close your scissors to cut little pieces of confetti.
4.  **Glue & Place:** Add a dot of glue and stick your confetti onto the paper!

SLP & Language Connection:

- AAC Core Words: CUT, OPEN, SHUT, MAKE, MORE, PARTY, HAPPY

Chapter 2: The Soggy Aftermath

Fine Motor Focus: Pincer grasp and tactile desensitization/squeezing strength

Skill: Isometric hand strengthening and intrinsic muscle coordination.

Activity: Dragon Scale Sponge Squeezing

Materials: Kitchen sponges cut into dragon-scale shapes or small squares, shallow trays or bowls for water

Steps:

1.  **Soak It Up:** Submerge your sponge in the tray of water until it is fully soaked.
2.  **Power Squeeze:** Use both hands or a strong single-hand grip to squeeze hard and wring all the water out.
3.  **Target Drop:** Release the water into your target bowl and repeat to build hand endurance!

Chapter 3: The Magic Mirror's Pull

Fine Motor Focus: Visual Motor Integration

Skill: Bilateral coordination and tactile pressure control.

Activity: Foil Etching & Vine Tracing

Materials: Heavy-duty aluminum foil, cardboard backing, blunt stylus or cotton swab, tape

Steps:

1. 🖐️ **Tape & Secure:** Tape a sheet of heavy-duty aluminum foil tightly over a piece of cardboard.
2. 🖋️ **Press & Trace:** Use your pointer finger or a blunt stylus to press and trace twisting vine patterns into the foil.
3. ✨ **Shine & Explore:** Feel the raised, etched lines and watch the light catch your shiny new magical mirror design!

SLP & Language Connection: AAC Core Words: LOOK, SEE, FIND, REFLECT, MIRROR, HERE

Chapter 4: Zizzy's Riddle River

Fine Motor Focus: Pincer grasp and finger dexterity

Skill: Bilateral hand integration, fine motor precision, and sequencing rhythm.

Activity: Echo Bead Stringing

Materials: Pipe cleaners, small pony beads or spacer beads Steps:

1. 🧶 **Pick & Pinch:** Use a pincer grasp to pick up small beads one by one.
2. 🔄 **Pattern Match:** String beads onto the pipe cleaner in a repeating pattern that matches a rhythm tapped on the table.
3. 🎯 **Twist & Secure:** Twist the ends of the pipe cleaner together to complete your river ripple bracelet!

SLP & Language Connection: AAC Core Words: FIT, MATCH, TURN, PUT, IN, OUT

Chapter 5: Prickle's Vine

Fine Motor Focus: Visual-motor integration and pencil control

Skill: Crossing the midline, visual tracking, and precise fingertip placement.

Activity: Sticker-Dot Maze Trail

Materials: Thick paper with a printed branching maze, small circular sticker dots

Steps:

1. 🍷 Peel & Pinch: Use a refined pincer grasp to peel small circular sticker dots off their sheet.
2. 👁️ Track & Place: Visually track the path of the branching maze and place stickers sequentially along the trail.
3. 🌿 Complete & Follow: Follow the glowing flower path all the way to the end of the vine maze!

SLP & Language Connection: AAC Core Words: ON, OFF, GO, STOP, MORE, HERE

Chapter 6: Goblin Ambush

Fine Motor Focus: Hand and finger strength

Skill: Pinching and squeezing with control to pick up small objects.

Activity: Sun-Seed Tweeze & Transfer

Materials: Tray, "sun-seeds" (yellow pom-poms, dry lentils, or wooden beads), jumbo plastic tweezers or clothespins, small deep container
Steps:

1. 🍷 Ready & Grasp: Hold the jumbo tweezers or clothespin using an open thumb web space and dynamic tripod grasp.
2. 🌻 Scoop & Transfer: Recreate Pip protecting his sun-seed by picking up each seed from a messy pile.
3. 🏺 Drop & Secure: Transfer the seeds safely into a small, deep container to complete the challenge!

SLP & Language Connection: AAC Core Words: GET, PUT, FAST, MORE, HELP, DONE

Chapter 7: Lumina's Stone Gate

Fine Motor Focus: Hand pressure and tactile control

Skill: Grading hand strength and pressing objects into a firm surface.

Activity: Stone-Gate Clay Imprint

Materials: Air-dry clay or thick play-doh, small textured objects ex.smooth stones, textured coins, or Lego bricks

Steps:

1.  Roll & Flatten: Roll a ball of clay into a thick, flat stone-gate slab on your desk.
2.  Press & Imprint: Press textured stones or blocks firmly into the clay to leave fossilized stone impressions.
3.  Peel & Reveal: Carefully lift the objects out to reveal your textured castle gate wall!shou

SLP & Language Connection: AAC Core Words: PUSH, HARD, IN, OUT, MORE, DONE

Chapter 8: The Rope Bridge

Fine Motor Focus: Bilateral coordination and tool control

Skill: Reciprocal bilateral coordination and dynamic stabilization against resistance

Activity: Loom Loop Weaving

Materials: Weaving loom (potholder loom or cardboard loom), stretchy loops or colorful yarn strips Steps:

1.  Hold & Stabilize: Securely grasp the loom with the stabilizing hand while the working hand pulls against resistance.
2.  Over & Under: Execute alternating manual patterns, crossing the body's midline to weave loops back and forth.
3.  Connect & Cross: Complete your woven bridge to help Avery and Eldrid safely cross the gap!

SLP & Language Connection: AAC Core Words: GO, PUT, ON, IN, OVER, HELP, MORE, OFF

Chapter 9: The Heart's Brave Glow

Fine Motor Focus: Bilateral manipulation, tripod grasp refinement, and spatial sequencing

Skill: Threading small beads onto pliable stems, finger dexterity, and motor planning for pattern control.

Activity: Wire & Bead "Tree of Wisdom" Sculpting

Materials: Chenille stems (pipe cleaners) in brown and gold, colorful pony beads or seed beads.

Steps:

1. 🍷 **Twist & Shape:** Twist multiple brown pipe cleaners together at the base to form a sturdy trunk, then bend the ends outward to create branching limbs.
2. 🗨️ **Thread & Slide:** Pick up colorful beads using a precise pincer grasp and slide them down the stems to represent the glowing crystals and chiming leaves.
3. 🔒 **Secure the Branches:** Bend the ends of the pipe cleaners slightly to lock the beads in place so they don't slide off.
4. ✨ **Stand Tall:** Shape the trunk onto a base or flatten the bottom so your glowing tree can stand proudly in the forest!

SLP & Language Connection: AAC Core Words: SHINE, LIGHT, BRIGHT, SEE, WANT, MORE

Chapter 10: Party Sparkle

Fine Motor Focus: Bilateral scissor skills, spatial accuracy and control

Skill: Precise cutting along varied lines, bilateral coordination for manipulating paper, and glue placement to reassemble party elements.

Activity: Stained-Glass "New Dawn" Window Panels

Materials: Translucent colored tissue paper squares, contact paper or black cardstock frames, child-safe scissors, glue sticks

Steps:

1. ✂️ **Snip & Shape:** Cut colorful tissue paper squares using scissors to represent mending the party streamers and glowing sunshine breaking through the clouds.
2. 🎨 **Peel & Press:** Arrange and press the translucent tissue pieces onto a sticky contact paper sheet or inside a paper window frame to create a vibrant mosaic pattern.
3. ☀️ **Seal & Smooth:** Smooth down the edges of each piece firmly with fingertips to ensure everything is locked securely in place.

4. ✨ **Display & Shine:** Hang your finished panel in the window to let the light stream through, capturing the warm, hopeful glow of the party starting over!

SLP & Language Connection: AAC Core Words: ALL, DONE, FINISHED, HAPPY, FRIEND, MORE

Speech, Language & ESOL

Small-Group Intervention Guide

This chapter-by-chapter intervention framework is designed specifically for Speech-Language Pathologists (SLPs), English to Speakers of Other Languages (ESOL) teachers, and multidisciplinary specialists facilitating small-group instruction. By bridging explicit ESOL scaffolds with Speech-Language development, Augmentative and Alternative Communication (AAC), and Gestalt Language Processing (GLP) principles, this guide ensures that all learners can actively access the rich narrative of *Avery, Eldrid, and the Heart of the Forest*.

These small-group activities embed core vocabulary, visual sentence structures, and pragmatic communication functions directly into Avery's magical journey—fostering both linguistic competence and deep social-emotional engagement.

Chapter 1: The Best Birthday Bash

Speech/Language Focus: Vocabulary building (adjectives/emotions), sequencing events, and predicting.

Target Skills: Describing states, expanding utterances (e.g., “*The party is ruined by the rain*”), and formulating “wh-” questions.

Activity: The Emotion & Weather Vocabulary Sort

Directions: Match emotional vocabulary words or AAC icons to scenes depicting Avery’s emotional shift (excited → surprised → disappointed).

Materials Needed: Emotion and weather picture cards (sun, rain, excited, surprised, disappointed), character expression cutouts, chart paper, and AAC communication boards or devices.

- ESOL Sentence Frame Scaffold: “First, the weather was _____. Then, Avery felt _____.”
- AAC/GLP Prompt: Use mitigated scripts or core phrases like “Uh-oh, change of plans,” or “Time to try something new.”

Chapter 2: The Soggy Aftermath

Speech/Language Focus: Spatial and descriptive prepositions, comparative adjectives, and co-regulation communication.

Target Skills: Expressing physical comfort states, following multi-step spatial directions (e.g., "Put the wet socks under the sun"), and comparing drying rates.

Materials Needed: Fabric scraps, spray bottles, grid paper, portable fans, and AAC communication boards or devices.

Activity: The Wet-to-Dry Experiment & Sorting Chart

Directions: Sort wet versus dry fabrics and sequence the steps Avery takes to dry her gear.

- ESOL Sentence Frame Scaffold: "First, the socks were _____. After using the fan, they felt _____."
- AAC/GLP Prompt: Use mitigated scripts or core phrases like "All done wet," "Time to dry," or "Need help."

Chapter 3: The Magic Mirror's Pull

Speech/Language Focus: Geometric and spatial terminology, interrogative "how" and "why" questions, and transition concepts.

Target Skills: Describing symmetry, identifying mirror reflections, and expanding utterances around visual observations.

Materials Needed: Safety mirrors, pattern blocks, protractors, index cards, and AAC communication boards or devices.

Activity: The Reflection Match-Up

Directions: Match symmetrical shapes and mirror patterns to the reflections shown in the story.

- ESOL Sentence Frame Scaffold: "When I turn the mirror, I see ____."
- AAC/GLP Prompt: Use mitigated scripts or core phrases like "Look closer," "Turn around," or "See it."

Chapter 4: Zizzy's Riddle River

Speech/Language Focus: Auditory memory, sound-attribute vocabulary (loud, soft, high, low), and conditional turn-taking language.

Target Skills: Processing auditory patterns, echoing rhythms, and formulating clarifying questions.

Materials Needed: Paper towel rolls, plastic cups, string, rhythm instruments, and AAC communication boards or devices.

Activity: The Echo Sound Match

Directions: Listen to rhythmic claps or sounds and mirror (echo) the pattern back while pairing with core vocabulary.

- ESOL Sentence Frame Scaffold: "Listen to the sound. Now it is my ____."
- AAC/GLP Prompt: Use mitigated scripts or core phrases like "Listen to me," "Your turn," or "Wait and hear."

Chapter 5: Prickle's Vine

Speech/Language Focus: Positional and directional concepts (forward, backward, left, right, through), problem-solving sequencing.

Target Skills: Mapping spatial routes, resolving cognitive uncertainty, and utilizing self-talk scripts.

Materials Needed: Painter's tape, toy figures, printed maze cards, and AAC communication boards or devices.

Activity: The Maze Navigation Code

Directions: Map out step-by-step directional arrows to guide characters safely through the vine maze.

- ESOL Sentence Frame Scaffold: "Go straight, then turn ____."
- AAC/GLP Prompt: Use mitigated scripts or core phrases like "Go that way," "Stop here," or "Find a way."

Chapter 6: Goblin Ambush

Speech/Language Focus: State-of-being vocabulary (afraid, brave, dark, bright), defense and support language.

Target Skills: Expressing personal boundaries, asking for assistance during high-stress scenarios, and collaborative problem-solving.

Materials Needed: Glow stars, flashlights, translucent sheets, miniature boxes, and AAC communication boards or devices.

Activity: The Courage Shield Builder

Directions: Identify personal supports and pair emotion icons with defensive shielding concepts.

- ESOL Sentence Frame Scaffold: "Even when I feel scared, I am ____."
- AAC/GLP Prompt: Use mitigated scripts or core phrases like "Help me," "Be brave," or "I am safe."

Chapter 7: Lumina's Stone Gate

Speech/Language Focus: Heavy/light descriptors, collaborative verbs, and community care vocabulary.

Target Skills: Recognizing fatigue in others, describing weight distribution, and coordinating joint actions.

Materials Needed: Wooden blocks, toy weights, rulers, dowels, and AAC communication boards or devices.

Activity: The Balance Arch Challenge

Directions: Test structural balance and match community care phrases to teamwork tasks.

- **ESOL Sentence Frame Scaffold:** "The stone is heavy. We need to work ____."
- **AAC/GLP Prompt:** Use mitigated scripts or core phrases like "Work together," "Too heavy," or "Give a hand."

Chapter 8: The Rope Bridge

Speech/Language Focus: Wh- question comprehension (Who, What, Where) and core action vocabulary.

Target Skills: Answering foundational story comprehension questions using AAC, identifying characters, settings, and problems, and building self-advocacy phrases.

Materials Needed: Student AAC devices or communication boards and [GLINT activity](#).

Activity: Wh- Question Chapter Check

Directions: Use the [interactive Wh- question prompts](#) to review the chapter scene by selecting the correct answer choices for each story element.

- **ESOL Sentence Frame Scaffold:** "The problem is ____."
- **AAC/GLP Prompt:** Use core phrases or wh- question scripts like "Who is that?", "Where are we going?", or "Keep going."

Chapter 9: The Heart's Brave Glow

Speech/Language Focus: Feeling and state vocabulary (glow, bright, calm, proud).

Target Skills: Expressing emotions and matching feeling words to visual supports using AAC.

Materials Needed: Printed tree templates, two heart cut-outs per student (one for Avery, one for the student), feeling word strips, scissors, glue sticks, and student AAC devices or communication boards.

Activity: [The Feeling Tree Cut-and-Paste](#)

Directions: Read the Tree of Wisdom scene, then have students glue Avery's heart to the middle of the tree, place their own heart on the branches with chosen feeling words, and complete the sentence frames.

- **ESOL Sentence Frame Scaffolds:**
 - Avery feels _____ when she finds the Heart.
 - When I do hard things, I feel _____.
- **AAC/GLP Prompt:** Use core phrases like "I am safe," "Time to shine," or "We did it."

Chapter 10: Party Sparkle

Speech/Language Focus: Retelling key moments, expressing feelings of pride, and using past-tense verbs.

Target Skills: Sharing personal achievements, using descriptive adjectives, and completing simple sentence frames.

Quick Activity: "My Favorite Part" Sentence Frame

Directions: Have students draw their favorite part of Avery's adventure and complete the simple sentence frame below.

- **ESOL Sentence Frame Scaffold:**
"My favorite part was when Avery"
- **AAC / GLP Core Phrase Prompts:** *"Best. Day. Ever." | "We did it!" | "Time to celebrate."*

Physical Therapy (PT)

Story Walk Obstacle Course Guide

This physical therapy guide transforms *Avery, Eldrid, and the Heart of the Forest* into an interactive, gross-motor story walk. Focusing on core postural control, vestibular processing, balance, and midline crossing, this guide breaks down core PT targets chapter by chapter.

Each chapter pairs a targeted motor skill with a station activity. When arranged sequentially from Chapter 1 to Chapter 10, these stations form a comprehensive obstacle course, allowing students to physically journey through Avery and Eldrid's adventure and retell the narrative arc through movement.

Chapter 1: Best Birthday Bash

Station 1: The Wake Up Stretch

PT Focus: Postural control and core activation.

Materials: Stability disc, lightweight prop or ball.

Activity: Sit on a stability disc, reach both arms up across the midline to grab a prop, and place it down on the opposite side.

Chapter 2: Soggy Aftermath

Station 2: The Backyard Hurdles

PT Focus: Dynamic balance and single-limb stance.

Materials: 3 to 4 low pool noodles or soft hurdles.

Activity: Step over low pool noodles laid across the floor, maintaining upright posture without losing balance.

Chapter 3: The Magic Mirror's Pull

Station 3: The Gate Push

PT Focus: Lower extremity strength and controlled squatting/bending.

Materials: Weighted therapy cart or resistance band barrier.

Activity: Push a weighted therapy cart or step through a low doorway frame using a resistance band barrier.

Chapter 4: Zizzy's Riddle River

Station 4: The Stepping Stones

PT Focus: Core stability during lateral weight shifting.

Materials: Stability pads or poly spots ("river rocks").

Activity: Hop or step sideways across river rocks using alternating feet.

Chapter 5: Prickle's Vine

Station 5: The Foggy Trail

PT Focus: Vestibular input and spatial awareness.

Materials: Tactile balance beam or taped walking line, hidden forest flashcards/props.

Activity: Walk across a tactile balance beam while turning the head left and right to spot hidden forest elements.

Chapter 6: Goblin Ambush

Station 6: The Defensive Maneuver

PT Focus: PNF diagonal movement patterns and quick weight shifts.

Materials: Floor targets or soft playground balls.

Activity: Practice safe dodging, reaching, and stepping patterns across the midline.

Chapter 7: Lumina's Stone Gate

Station 7: The Tree Reach

PT Focus: Upper body strength and reaching overhead.

Materials: Low platform, wall target, "heart leaf" stickers.

Activity: Stand on a low platform or reach up high to place token stickers onto a designated wall target.

Chapter 8: The Rope Bridge

Station 8: The Rope Bridge Walk

PT Focus: Narrow-base-of-support balance.

Materials: Taped line on the floor, long dowel or rope.

Activity: Walk heel-to-toe along a taped line on the floor while holding a long dowel horizontally with both hands.

Chapter 9: The Heart's Brave Glow

Station 9: The Slow Descent

PT Focus: Controlled deceleration and calming.

Materials: Crawl tunnel or mats.

Activity: Crawl through a low tunnel using slow, alternating, controlled limb movements to lower the heart rate.

Chapter 10: Party Sparkle

Station 10: The Victory Dance Finish

PT Focus: Celebration jumps and dynamic motor planning.

Materials: Low jumping platform, crash pad.

Activity: Jump off a low platform onto a crash pad, strike a balance pose, and give high-fives across the midline to peers to finish the obstacle course!

Chapter-by-Chapter Instructional and Structured Literacy Guide

This section provides a chapter-by-chapter framework for shared reading, paired reading, and individual or small group instruction. Each chapter includes pre-reading questions that connect to real life, paired reading journal and dramatic play scenarios, and structured literacy activities and assessments at the individual or small group level.



Chapter 1: The Best Birthday Bash

Shared Reading: Have you ever planned or looked forward to something for a long time, only for things to turn out differently than expected?

Paired Reading: How does Avery feel at the beginning of the story, and what makes her feelings change by the end? Journal Page

Structured Literacy Activities:

Proficient Level Focus: Consonant blends, short vowels, and early closed-syllable patterns.

Letter Sounds / Patterns to Dictate: /ă/ (*act*), /ě/ (*step*), /ĩ/ (*shift*), /ǒ/ (*drop*), /ű/ (*brush*)

Nonsense Words: *blip, stram, chog, frust, plish*

High-Frequency Words: *because, friend, another, party, before*

Decodable Words: *party, stomp, blank, drift, sudden*

Decodable Sentences:

- A sudden rainstorm stopped the birthday party.
- Avery stood on the porch and watched the dark clouds drift in.
- They had to shift their plans before the afternoon ended.

Developing Stage Focus: Short vowels, initial consonant blends, and basic CVC patterns.

Letter Sounds: /ă/ (*apple*), /ĩ/ (*itch*), /ǒ/ (*octopus*), /sh/ (*ship*), /ch/ (*chin*)

Nonsense Words: *mip, lum, shat, chog, frib*

High-Frequency Words: *the, was, she, said, for*

Decodable Words: *sun, wet, big, bash, chop*

Decodable Sentences:

- She ran to look at the big box.
- The box got wet in the rain.
- Avery sat on her bed.

Chapter 2: The Soggy Aftermath

Shared Reading: How do you handle disappointment?

Paired Reading: What details from the text show how Avery is feeling? Journal Page

Structured Literacy Activities:

Proficient level Focus: Consonant digraphs, r-controlled vowels (*ar, or*), and closed multisyllabic base words.

Letter Sounds / Patterns to Dictate: /sh/ (*shiver*), /th/ (*thick*), /ch/ (*chill*), /ar/ (*dark*), /or/ (*storm*)

Nonsense Words: *thorm, shuck, flintch, drart, swarm*

High-Frequency Words: *water, heavy, always, ground, together*

Decodable Words: *stuffed, chilly, heavy, shadow, window*

Decodable Sentences:

- Her heavy socks felt chilly and damp after the storm.
- She held her stuffed dragon close while sitting by the window.
- The dark shadows stretched across the wet garden path

Developing Level Focus: Consonant digraphs, short vowel variations, and past-tense markers.

Letter Sounds: /ě/ (*bed*), /ű/ (*cup*), /th/ (*thorn*), /wh/ (*wheel*), /ck/ (*sock*)

Nonsense Words: *veth, whock, nebt, chull, pess*

High-Frequency Words: *were, out, down, have, look*

Decodable Words: *sock, damp, heavy, path, rain*

Decodable Sentences:

- Her socks were wet and damp.
- She sat down on the bed.
- The rain came down hard on the yard.

Chapter 3: The Magic Mirror's Pull

Shared Reading: If you opened a mysterious gift that instantly transported you to another world, what is the first thing you would want to check out?

Paired Reading: Eldrid transforms from a stuffed toy into a living, talking dragon. What did Eldrid need to transform? Journal Page

Structured Literacy Activities:

Proficient Level Focus: Silent 'e' (vowel-consonant-e) patterns and complex long-vowel teams (*ai, ea, oa*).

Letter Sounds / Patterns to Dictate: /ā/ (*trail*), /ē/ (*gleam*), /ī/ (*guide*), /ō/ (*stone*), /ū/ (*cube*)

Nonsense Words: *glai-be, stream-pe, trow-ne, spilee, blone*

High-Frequency Words: *toward, around, began, magic, mirror*

Decodable Words: *gleaming, mirror, twisting, silver, secret*

Decodable Sentences:

- Avery stepped toward the gleaming silver mirror.
- Golden vines began twisting around the ancient frame.
- She felt a strange magic pulling her through the glass.

Developing Level Focus: Initial consonant sounds, simple long /ā/ and /ī/ sight patterns, and visual tracking.

Letter Sounds to Dictate: /b/ (*box*), /v/ (*vine*), /m/ (*mirror*), /l/ (*look*), /f/ (*find*)

Nonsense Words: *vob, mif, lum, fip, vot*

High-Frequency Words: *see, look, here, my, to*

Decodable Words: *mirror, vine, gold, glass, see*

Decodable Sentences:

- See the magic mirror.

- Look at the gold vine.
- She can see glass.

Chapter 4: Zizzy's Riddle River

Shared Reading: How do you respond to new things? How do you respond to meeting new people?

Paired Reading: Avery feels a little nervous when she first meets Zizzy, but she figures out the answer by paying close attention. Describe a time when paying attention helped you solve a hard problem. Journal Page

Structured Literacy Activities:

Proficient level Focus: Consonant blends with vowel teams and multisyllabic decoding (*er, ir, ur*).

Letter Sounds / Patterns to Dictate: /er/ (*river*), /ir/ (*stir*), /ur/ (*turn*), /ow/ (*down*), /ou/ (*sound*)

Nonsense Words: *stirple, crounder, zillow, flourn, skiver*

High-Frequency Words: *every, sound, listen, answer, river*

Decodable Words: *riddle, whisper, echoes, flowing, clever*

Decodable Sentences:

- The flowing river sent back clever echoes and whispers.
- Every sound bounced across the rocky water.
- They had to listen closely to answer Zizzy's riddle.

Developing Level Focus: Sound repetition, short /i/ words,

Letter Sounds to Dictate: /r/ (*river*), /z/ (*zizzy*), /h/ (*hear*), /w/ (*water*), /p/ (*pond*)

Nonsense Words: *zib, rit, hip, wop, zut*

High-Frequency Words: *hear, water, all, come, do*

Decodable Words: *river, water, hear, echo, pond*

Decodable Sentences:

- Hear the water go.
- The river runs down.
- Do you hear it?

Chapter 5: Prickle's Vine

Shared Reading: Do you ever feel afraid to make a mistake? What do you do?

Paired Reading: When Avery asks, "What if I choose wrong?" Pip reminds her that she will figure it out. Why is it okay not to know the right answer right away? Journal Page

Structured Literacy Activities:

Proficient Level Focus: Triple consonant blends (*str-*, *thr-*, *spl-*) and directional/spatial suffixes.

Letter Sounds / Patterns to Dictate: /str/ (*straight*), /thr/ (*thread*), /spr/ (*spring*), /spl/ (*split*), /squ/ (*square*)

Nonsense Words: *strangle, thridger, spright, squinter, blinder*

High-Frequency Words: *without, better, behind, decide, forest*

Decodable Words: *stretching, twisting, pathway, branch, puzzle*

Decodable Sentences:

- The twisting vines stretched across the dark forest pathway.
- They had to decide which branch to follow without hesitating.
- A clever puzzle waited behind every corner of the maze.

Developing Level Focus: Simple directional words, short /e/ and /a/ contrasts

Letter Sounds to Dictate: /p/ (*path*), /t/ (*turn*), /n/ (*no*), /s/ (*stop*), /g/ (*go*)

Nonsense Words: *pat, tog, nis, pem, tup*

High-Frequency Words: *go, stop, can, get, out*

Decodable Words: *path, vine, turn, stuck, maze*

Decodable Sentences:

- Stop at the vine.
- We can go out.
- Do not get stuck.

Chapter 6: Goblin Ambush

Shared Reading: When have you had to push past your fears to help a friend or accomplish a goal?

Paired Reading: Eldrid reminds Avery that it's okay to be scared. What is the difference between being afraid and being brave? Journal Page

Structured Literacy Activities:

Proficient Level Focus: Diphthongs (*oi, oy, ou, ow*) and complex inflectional endings.

Letter Sounds / Patterns to Dictate: /oi/ (*point*), /oy/ (*voyage*), /ou/ (*scout*), /ow/ (*growl*), /igh/ (*bright*)

Nonsense Words: *spointment, frouther, glighter, pounding, scrowl*

High-Frequency Words: *suddenly, protect, against, friend, ground*

Decodable Words: *ambush, glowing, scouting, pounced, brightly*

Decodable Sentences:

- A grumpy goblin jumped out from the foggy thicket.
- Pip held the glowing sun-seed tightly against the dark night.
- They stood shoulder to shoulder to protect their friend.

Developing Level Focus: short vowel words

Letter Sounds to Dictate: /j/ (*jump*), /b/ (*big*), /f/ (*fog*), /s/ (*seed*), /h/ (*hold*)

Nonsense Words: *jib, fop, gud, sib, hap*

High-Frequency Words: *they, are, good, out, help*

Decodable Words: *goblin, fog, seed, night, hold*

Decodable Sentences:

- A big goblin jumps out.
- Hold the seed tight.
- They can help.

Chapter 7: Lumina's Stone Gate

Shared Reading: Do you prefer to work alone or with a group?

Paired Reading: Just like the glowing stones need to hum together in harmony, teamwork is a huge part of adventures. How do Avery, Pip, and Eldrid work as a team to support one another through the forest? Journal Page

Structured Literacy Activities:

Proficient Level Focus: Abstract suffixes (*-ful, -less, -ly, -ment*) and multisyllabic schwa sounds.

Letter Sounds / Patterns to Dictate: /shun/ (*station*), /zhun/ (*vision*), /ful/ (*careful*), /less/ (*faintless*), /ment/ (*moment*)

Nonsense Words: *lumiment, starkless, archation, flickerly, stoneful*

High-Frequency Words: *fading, energy, together, support, quiet*

Decodable Words: *floating, exhausted, radiant, balanced, harmony*

Decodable Sentences:

- Lumina's floating stone gate looked dim and exhausted.
- The weary guardians needed extra energy and support.
- They worked together to restore the bright harmony.

Developing Level Focus: Gentle rhythm, light/dim contrasting concepts, and simple cooperative phrases.

Letter Sounds to Dictate: /s/ (*stone*), /g/ (*gate*), /l/ (*light*), /m/ (*moon*), /h/ (*help*)

Nonsense Words: *sot, lum, gim, fop, lin*

High-Frequency Words: *help, we, make, good, with*

Decodable Words: *stone, gate, light, dim, care*

Decodable Sentences:

- Look at the stone gate.
- The light is dim.
- We can help out.

Chapter 8: The Rope Bridge

Shared Reading: Do you like heights? Why or why not?

Paired Reading: How do Pip, Eldrid, and Avery work together as a team to support one another across the chasm? Journal Page

Structured Literacy Activities:

Proficient Level Focus: Syllabication: Vowel-Consonant-e / Suffixes / Blends

Letter Sounds / Patterns to Dictate: ā/ (*shake*), /ī/ (*wide*), /ō/ (*rope*), /ē/ (*deep*), /ū/ (*use*)

Real Words: *bridge, shake, wide, stone, slide*

Nonsense Words: *blide, drane, shome, crine, splaze*

High-Frequency Words: *could, would, there, their, were*

Decodable Sentences:

- Avery walked across the wide rope bridge.
- Her knees would shake on the planks.
- They could see the stone path there.

- The cold mist slid down the deep chasm.
- Their brave steps kept them safe.

Developing Level Focus: Closure vocabulary, feelings of readiness, and positive reinforcement terms.

Letter Sounds to Dictate: /r/ (*ready*), /h/ (*heart*), /s/ (*spark*), /n/ (*new*), /d/ (*day*)

Real Words: fast, step, moss, rock, trust

Nonsense Words: frist, ploist, smun, dract, flast

High-Frequency Words: the, was, she, look, said

Decodable Sentences:

- Avery took one step on the span.
- They looked down into the deep chasm.
- The wind went over the bridge.

Chapter 9: The Heart's Brave Glow

Shared Reading: Have you ever felt brave when you were scared?

Paired Reading: How do Pip, Eldrid, and Avery work together using their unique strengths to protect the Heart from the goblins?

Structured Literacy Activities:

Proficient Level Focus: Syllabication: Vowel-Consonant-e / Suffixes / Schwa patterns

Letter Sounds to Dictate: /ā/ (*safe*), /ī/ (*shine*), /ō/ (*glow*), /ē/ (*tree*), /ū/ (*use*)

Real Words: brave, shine, gleam, stone, slide

Nonsense Words: blate, drine, shome, crine, splade

High-Frequency Words: could, would, there, their, were

Decodable Sentences:

- Avery took a brave step forward.
- The warm light chased the dark shadows.
- She would find the magic heart there.

Developing Level Focus:: Closed Syllables & Short Vowels

Letter Sounds to Dictate: /ă/ (apple), /ĭ/ (itch), /ŏ/ (octopus), /ŭ/ (up), /ĕ/ (Ed)

Decodable Real Words: fast, step, moss, frost, trust

Decodable Nonsense Words: frist, plost, smun, dropt, flast

High-Frequency Words: the, was, she, look, said

Decodable Sentences:

- The cold frost crept fast.
- They had to trust the path.
- The fast goblins ran off.

Chapter 10: Party Sparkle

- Shared Reading Discussion Question: Have you ever had a plan change, but still found a way to have fun?
- Paired Reading Discussion Question: How does Avery realize that her birthday party doesn't have to be perfect to be wonderful?

Proficient Level Focus: Vowel Team Syllables & Multisyllabic Words

Letter Sounds to Dictate: /ā/ (play), /ē/ (clean), /ī/ (smile), /ō/ (glow), /ow/ (down)

Decodable Real Words: sparkle, playtime, rainbow, daytime, smiling

Decodable Nonsense Words: bristle, cloyment, swinday, floutest, grendow

High-Frequency Words: people, laugh, again, house, water

Decodable Sentences:

- Avery saw the glow outside.
- The happy children began to play again.
- Sunlight shone down on the wet grass.
- They laugh and play games.

Developing Level Focus: Closed Syllables, Digraphs, & Short Vowels

Letter Sounds to Dictate: /sh/ (shed), /ch/ (chat), /th/ (math), /wh/ (when), /ck/ (pack)

Real Words: pack, rain, lunch, smile, games

Nonsense Words: chab, plack, whest, smid, blang

High-Frequency Words: come, some, make, play, they

Decodable Sentences:

The rain ended.

The kids played.

They are happy again..

Multi-Tiered Chapter Assessment Packet: Chapters 2, 6, and 10

1:1 Reading Teacher Resource & Running Records Portfolio

Overview

This resource provides diagnostic running record passages and comprehension guides across multiple grade levels. It is designed for special education interventionists and literacy teachers to facilitate progress monitoring, miscue analysis, and decoding accuracy checks.

Running Record Scoring Guide

STUDENT COPY:

Avery woke up with a big smile. Today was her birthday. She ran down the stairs to look at the yard. Balloons hung from the porch, and a big green box sat on the grass. "Is this for me?" she asked. The sun was warm, and the birds sang sweet songs. It was going to be the best party ever.

First Grade Level Running Record Passage

- **Target Lexile Range:** 400L – 500L
- **Word Count:** 65 words
- **Focus:** CVC/CCVC decoding, high-frequency sight words, and initial punctuation stops.

Avery woke up with a big smile. Today was her birthday. She ran down the stairs to look at the yard. Balloons hung from the porch, and a big green box sat on the grass. "Is this for me?" she asked. The sun was warm, and the birds sang sweet songs. It was going to be the best party ever.

STUDENT COPY

Avery stepped back into her bedroom, feeling the cool draft of air coming through the open window. Her socks were completely soaked, and her favorite stuffed dragon, Eldrid, felt heavy and damp in her arms. Outside, the rain poured harder, turning the garden path into a rushing stream. She sat down on the edge of her bed, watching the gray clouds settle over the trees. The birthday celebration was completely ruined, or so she thought.

Part 2: Second to Third Grade Level Running Record Passage

- **Target Lexile Range:** 600L – 750L
- **Word Count:** 82 words
- **Focus:** Multi-syllabic words, past-tense regular/irregular verbs, and transitional phrasing.

Avery stepped back into her bedroom, feeling the cool draft of air coming through the open window. Her socks were completely soaked, and her favorite stuffed dragon, Eldrid, felt heavy and damp in her arms. Outside, the rain poured harder, turning the garden path into a rushing stream. She sat down on the edge of her bed, watching the gray clouds settle over the trees. The birthday celebration was completely ruined, or so she thought.

Comprehension Check Prompts

- **Literal:** What items were wet when Avery returned to her room?
- **Inferential:** Why did Avery feel discouraged even though she was safely inside?
- **Vocabulary:** What does the word *soaked* mean in the context of this passage?

STUDENT COPY

Aunt Lyrehe's image began to fade.

"Remember," she said softly, "magic does not choose the fearless. It chooses the ones willing to try."

The mirror pulsed once, bright and blue, before the image dissolved back into ordinary glass.

For a moment, Avery only saw her own reflection staring back at her.

But she looked different now.

Not older exactly.

Ready.

She closed her journal and slipped it carefully into her satchel. Then she checked the secret box, where the heart-spark still glowed softly, warm and steady.

Outside, the rain stopped completely, and the clouds began to pull apart.

Avery looked at Eldrid.

Her heart was beating fast.

But she did not hesitate.

"Then we'd better be ready," she said.

The mirror pulsed faintly, as if it had heard her.

Somewhere beyond the glass, deep in a world of frost and crystal, new adventure was already calling her name.

Part 3: Fourth Grade Level Running Record Passage (Chapter Text)

- **Source Text:** Excerpt from Chapter 8 of *Avery, Eldrid, and the Heart of the Forest* (from your current document view)
- **Target Lexile Range:** 800L – 950L
- **Word Count:** 114 words
- **Focus:** Advanced syntax, figurative language, emotional inference, and complex decoding.

Aunt Lyrehe’s image began to fade. “Remember,” she said softly, “magic does not choose the fearless. It chooses the ones willing to try.” The mirror pulsed once, bright and blue, before the image dissolved back into ordinary glass. For a moment, Avery only saw her own reflection staring back at her. But she looked different now. Not older exactly. Ready. She closed her journal and slipped it carefully into her satchel. Then she checked the secret box, where the heart-spark still glowed softly, warm and steady. Outside, the rain stopped completely, and the clouds began to pull apart. Avery looked at Eldrid. Her heart was beating fast. But she did not hesitate. “Then we’d better be ready,” she said. The mirror pulsed faintly, as if it had heard her. Somewhere beyond the glass, deep in a world of frost and crystal, a new adventure was already calling her name.

Running Record Observation Matrix

- **Meaning (M):** Does the student use context clues and story sense to self-correct (e.g., understanding why Avery feels *ready*)?
 - **Structure (S):** Does the student rely on grammar and syntax (e.g., pausing appropriately at dialogue tags like *she said softly*)?
 - **Visual (V):** Does the student look closely at letter-sound correspondence for complex vocabulary (e.g., *hesitate, ordinary, dissolved*)?
-

Leveled Running Record Assessment Kit: Avery, Eldrid, and the Heart of the Forest

1. Running Record Scoring Guide & Symbols

- **Checkmark (✓):** Word read correctly (No error)
- **Substitution:** Child says a different word than written (write substitute above word = 1 error)
- **Omission (-):** Child skips a word (1 error)
- **Insertion (^):** Child adds a word not in the text (1 error)
- **Told (T):** Teacher supplies the word after 3–5 seconds of hesitation (1 error)

STUDENT

Level 1: Early 1st Grade Running Record Assessment

- **Story Connection:** Adapted from Chapter 1 & Chapter 4 (Avery, Max, and the party/river).
- **Phonics Focus:** Simple CVC words, short vowels, basic sight words, and short sentences.

STUDENT COPY

Avery ran to the big tree. Max got a toy wand. The wet grass made her cold. She sat down on the moss.

Teacher Recording Sheet (Word Count: 23 words):

Avery ran to the big tree. Max got a toy wand. The wet grass made her cold. She sat down on the moss

Comprehension Check: Who ran to the big tree? What did Max get?

STUDENT

Level 2: 2nd to 3rd Grade Running Record Assessment

- **Story Connection:** Adapted from Chapter 3 & Chapter 6 (The mirror, Eldrid waking up, and the forest fog).
- **Phonics Focus:** Consonant blends (*dr, st, cl*), silent 'e', long vowel teams, and descriptive action phrasing.

STUDENT COPY

Avery looked down at the glowing silver gift on the table. Inside the box was a small mirror with twisting vines. When she touched the glass, her stuffed dragon Eldrid woke up and spread his green wings. Together, they stepped through the misty fog to find the bright path ahead.

Teacher Recording Sheet (Word Count: 53 words):

Avery looked down at the glowing silver gift on the table. Inside the box was a small mirror with twisting vines. When she touched the glass, her stuffed dragon Eldrid woke up and spread his green wings. Together, they stepped through the misty fog to find the bright path ahead.

Comprehension Check: What was inside the silver box? Who woke up when Avery touched the glass?

STUDENT:

Level 3: 4th Grade Running Record Assessment

- **Story Connection:** Direct excerpt from **Chapter 9: The Heart's Brave Glow**.
- **Phonics & Vocabulary Focus:** Multisyllabic words, complex vowel patterns, r-controlled vowels, figurative language, and inflectional endings.

STUDENT COPY

The forest opened into a wide, glowing meadow where silver grass moved gently in the breeze, and tiny lights floated above the flowers like sparks from a quiet fire. At the center of the meadow stood the Tree of Wisdom. Avery slowed as she looked up at it. The tree rose high above them, its trunk wide and strong, and its bark glowed with a soft golden light that pulsed like a steady heartbeat.

Teacher Recording Sheet (Word Count: 77 words):

The forest opened into a wide, glowing meadow where silver grass moved gently in the breeze, and tiny lights floated above the flowers like sparks from a quiet fire. At the center of the meadow stood the Tree of Wisdom. Avery slowed as she looked up at it. The tree rose high above them, its trunk wide and strong, and its bark glowed with a soft golden light that pulsed like a steady heartbeat.

Comprehension Check: What stood at the center of the meadow, and what did its bark look and feel like?

RUNNING RECORD

Student Name: _____ Date: _____

AVERY & ELDRID PASSAGE ____

Total Words in Text (Running Word Count): _____

Part 2: Error & Behavior Tally Matrix

Error Type	Definition / Behavior	Tally	Total
Substitution (S)	Replacing a text word with a different word		
Omission (OM)	Skipping a word entirely		
Insertion (I)	Adding a word not in the text		
Told (T)	Teacher supplies the word after hesitation/stalling		
Self-Correction (SC)	Student notices and fixes their own error (<i>Note: SCs do not count as errors in final scoring</i>)		

- Total Errors (E): _____
- Total Self-Corrections (SC): _____

Part 3: Quantitative Calculations & Analysis

1. Error Rate

$$\text{ErrorRate} = \frac{\text{TotalWordsRead}}{\text{TotalErrors}}$$

- **Calculation:** $\text{TotalWords} \div \text{TotalErrors} = 1: \underline{\hspace{2cm}}$

2. Accuracy Percentage

$$\text{Accuracy Rate (\%)} = \left(\frac{\text{Total Words} - \text{Total Errors}}{\text{Total Words}} \right) \times 100\%$$

- **Calculation:** $\left(\frac{\text{TotalWords} - \text{TotalErrors}}{\text{TotalWords}} \right) \times 100 = \underline{\hspace{2cm}} \%$

Reading Level Benchmarks (Based on Accuracy):

- **Independent Level:** 95% - 100% (Student can read text comfortably without assistance)
- **Instructional Level:** 90% - 94% (Student benefits from teacher support and guided instruction)
- **Frustration Level:** Below 89% (Text is too difficult for independent or small-group decoding at this time)

3. Self-Correction Rate

$$\text{SCRate} = \frac{\text{Number of Self-Corrections}}{\text{Number of Self-Corrections} + \text{Total Errors}}$$

- **Calculation:** $\text{SC} \div (\text{SC} + \text{Errors}) = 1: \underline{\hspace{2cm}}$ (A ratio of 1:4 or higher indicates strong self-monitoring and metacognitive awareness).

Part 4: Qualitative Analysis & Cueing System (MSV)

Examine the errors made to determine which cueing systems the student is relying on:

- **M (Meaning / Semantics):** Did the substituted word make sense in the context of the story's plot or sentence meaning?
Yes ☐ No ☐
- **S (Structure / Syntactic):** Did the substitution follow the grammar rules and syntax of spoken English?
Yes ☐ No ☐

- **V (Visual / Graphophonic):** Did the substitution look like the actual text word (sharing initial/final letters, word shape, or phonics patterns)?
Yes [] No []

Part 5: Fluency & Comprehension Observation

- **Pacing & Expression:**
 - [] Monotone / Word-by-word reading
 - [] Moderate phrasing with occasional regressions
 - [] Fluent, expressive reading matching character dialogue
- **Comprehension Check / Retell Notes:**

UDL Retelling & Comprehension Framework

Multi-modal pathways for expressing narrative understanding, sequencing, and thematic analysis.

1. Linear Sequencing: "First, Next, Then, Last"

- **Purpose:** Breaks the narrative arc down into clear, predictable, chronological steps. Excellent for reducing executive functioning demands and supporting working memory.
- **Neuroaffirming Adaptation:**
 - Provide visual picture icons, story symbols, or core-board vocabulary alongside text boxes.
 - Allow students to dictate, point to symbols, or sequence physical printed event cards rather than requiring written paragraph summaries.
- **Implementation Template:**
 - **First:** (What happened at the very beginning of Avery and Eldrid's journey?)
 - **Next:** (What challenge or encounter happened along the path?)
 - **Then:** (How did the characters work through it or what choice did they make?)
 - **Last:** (How did the chapter conclude or what was the outcome?)

2. Narrative Arc: "The Rollercoaster Story Structure"

- **Purpose:** Maps out the emotional and event-based highs and lows of the story using a familiar, engaging visual metaphor (the rollercoaster ride).
- **Neuroaffirming Adaptation:**
 - Kinesthetic and visual learners thrive on mapping emotional intensity graphically rather than linearly.
 - Great for Gestalt Language Processors (GLPs) who process language through emotional context and character feelings.
- **Structure Components:**
 - **The Climb (Introduction & Inciting Incident):** Getting ready, stepping into the forest, meeting Eldrid.
 - **The Ascending Hills (Rising Action):** The challenges, obstacles, and moments of tension along the path.
 - **The Peak (The Climax):** The turning point of the story where the biggest challenge is faced.

- **The Smooth Descent (Falling Action):** Calming down, breathing, and figuring out the solution.
- **The Stop / The Station (Resolution):** How everyone feels at the end and the core lesson learned.

3. Interactive Labeling Activity: Characters & Core Lessons

- **Purpose:** Connects character traits, motivations, and underlying themes directly to visual representations or matching banks.
- **Neuroaffirming Adaptation:**
 - Shifts the task from open-ended generative writing to a scaffolded recognition, matching, or sorting activity.
 - Supports students who use AAC, graphic organizers, or drag-and-drop digital tools.
- **Activity Elements:**
 - **Character Traits & Roles:** Matching characters (Avery, Eldrid) to specific actions, feelings, or descriptors (e.g., brave, helper, curious, quiet).
 - **The Heart of the Lesson (Theme Matching):** Matching key moments in the forest to the underlying takeaway (e.g., working together, respecting nature, pacing yourself when things feel hard).

RESOURCE LIST

The QR code and link have viewer access to the resource folder.

To edit the files, simply click the resources you want go to FILE in the toolbar and select make a copy.

GOOGLE FOLDER LINK:

<https://drive.google.com/drive/folders/1LEtrJue1f6VV8hk1tntmEglpbYCC6xeo?usp=sharing>



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Structured L...

Chapter-by-Chapter Instructional and Structured Literacy Guide

This section provides a chapter-by-chapter framework for shared reading, paired reading, and individual or small group instruction. Each chapter includes pre-reading questions that connect to real life, paired reading journal and dramatic play scenarios, and structured literacy activities and assessments at the individual or small group level.



Chapter 1: The Best Birthday Bash

Shared Reading: Have you ever planned or looked forward to something for a long time, only for things to turn out differently than expected?

Paired Reading: How does Avery feel at the beginning of the story, and what makes her feelings change by the end? Journal Page

Structured Literacy Activities:

Proficient Level Focus: Consonant blends, short vowels, and early closed-syllable patterns.

Letter Sounds / Patterns to Dictate: /ă/ (*act*), /ě/ (*step*), /ĩ/ (*shift*), /ǒ/ (*drop*), /ũ/ (*brush*)

Nonsense Words: *blip, stram, chog, frust, plish*

High-Frequency Words: *because, friend, another, party, before*

Decodable Words: *party, stomp, blank, drift, sudden*

Decodable Sentences:

- A sudden rainstorm stopped the birthday party.
- Avery stood on the porch and watched the dark clouds drift in.
- They had to shift their plans before the afternoon ended.

Developing Stage Focus: Short vowels, initial consonant blends, and basic CVC patterns.

Letter Sounds: /ă/ (*apple*), /ĩ/ (*itch*), /ǒ/ (*octopus*), /sh/ (*ship*), /ch/ (*chin*)

Nonsense Words: *mip, lum, shat, chog, frib*

High-Frequency Words: *the, was, she, said, for*

Decodable Words: *sun, wet, big, bash, chop*

Decodable Sentences:

- She ran to look at the big box.
- The box got wet in the rain.
- Avery sat on her bed.

Chapter 2: The Soggy Aftermath

Shared Reading: How do you handle disappointment?

Paired Reading: What details from the text show how Avery is feeling? Journal Page

Structured Literacy Activities:

Proficient level Focus: Consonant digraphs, r-controlled vowels (*ar, or*), and closed multisyllabic base words.

Letter Sounds / Patterns to Dictate: /sh/ (*shiver*), /th/ (*thick*), /ch/ (*chill*), /ar/ (*dark*), /or/ (*storm*)

Nonsense Words: *thorm, shuck, flintch, drart, swarm*

High-Frequency Words: *water, heavy, always, ground, together*

Decodable Words: *stuffed, chilly, heavy, shadow, window*

Decodable Sentences:

- Her heavy socks felt chilly and damp after the storm.
- She held her stuffed dragon close while sitting by the window.
- The dark shadows stretched across the wet garden path

Developing Level Focus: Consonant digraphs, short vowel variations, and past-tense markers.

Letter Sounds: /ě/ (*bed*), /ű/ (*cup*), /th/ (*thorn*), /wh/ (*wheel*), /ck/ (*sock*)

Nonsense Words: *veth, whock, nebt, chull, pess*

High-Frequency Words: *were, out, down, have, look*

Decodable Words: *sock, damp, heavy, path, rain*

Decodable Sentences:

- Her socks were wet and damp.
- She sat down on the bed.
- The rain came down hard on the yard.

Chapter 3: The Magic Mirror's Pull

Shared Reading: If you opened a mysterious gift that instantly transported you to another world, what is the first thing you would want to check out?

Paired Reading: Eldrid transforms from a stuffed toy into a living, talking dragon. What did Eldrid need to transform? Journal Page

Structured Literacy Activities:

Proficient Level Focus: Silent 'e' (vowel-consonant-e) patterns and complex long-vowel teams (*ai, ea, oa*).

Letter Sounds / Patterns to Dictate: /ā/ (*trail*), /ē/ (*gleam*), /ī/ (*guide*), /ō/ (*stone*), /ū/ (*cube*)

Nonsense Words: *glai-be, stream-pe, trow-ne, spilee, blone*

High-Frequency Words: *toward, around, began, magic, mirror*

Decodable Words: *gleaming, mirror, twisting, silver, secret*

Decodable Sentences:

- Avery stepped toward the gleaming silver mirror.
- Golden vines began twisting around the ancient frame.
- She felt a strange magic pulling her through the glass.

Developing Level Focus: Initial consonant sounds, simple long /ā/ and /ī/ sight patterns, and visual tracking.

Letter Sounds to Dictate: /b/ (*box*), /v/ (*vine*), /m/ (*mirror*), /l/ (*look*), /f/ (*find*)

Nonsense Words: *vob, mif, lum, fip, vot*

High-Frequency Words: *see, look, here, my, to*

Decodable Words: *mirror, vine, gold, glass, see*

Decodable Sentences:

- See the magic mirror.

- Look at the gold vine.
- She can see glass.

Chapter 4: Zizzy's Riddle River

Shared Reading: How do you respond to new things? How do you respond to meeting new people?

Paired Reading: Avery feels a little nervous when she first meets Zizzy, but she figures out the answer by paying close attention. Describe a time when paying attention helped you solve a hard problem. Journal Page

Structured Literacy Activities:

Proficient level Focus: Consonant blends with vowel teams and multisyllabic decoding (*er, ir, ur*).

Letter Sounds / Patterns to Dictate: /er/ (*river*), /ir/ (*stir*), /ur/ (*turn*), /ow/ (*down*), /ou/ (*sound*)

Nonsense Words: *stirple, crounder, zillow, flourn, skiver*

High-Frequency Words: *every, sound, listen, answer, river*

Decodable Words: *riddle, whisper, echoes, flowing, clever*

Decodable Sentences:

- The flowing river sent back clever echoes and whispers.
- Every sound bounced across the rocky water.
- They had to listen closely to answer Zizzy's riddle.

Developing Level Focus: Sound repetition, short /i/ words,

Letter Sounds to Dictate: /r/ (*river*), /z/ (*zizzy*), /h/ (*hear*), /w/ (*water*), /p/ (*pond*)

Nonsense Words: *zib, rit, hip, wop, zut*

High-Frequency Words: *hear, water, all, come, do*

Decodable Words: *river, water, hear, echo, pond*

Decodable Sentences:

- Hear the water go.
- The river runs down.
- Do you hear it?

Chapter 5: Prickle's Vine

Shared Reading: Do you ever feel afraid to make a mistake? What do you do?

Paired Reading: When Avery asks, "What if I choose wrong?" Pip reminds her that she will figure it out. Why is it okay not to know the right answer right away? Journal Page

Structured Literacy Activities:

Proficient Level Focus: Triple consonant blends (*str-*, *thr-*, *spl-*) and directional/spatial suffixes.

Letter Sounds / Patterns to Dictate: /str/ (*straight*), /thr/ (*thread*), /spr/ (*spring*), /spl/ (*split*), /squ/ (*square*)

Nonsense Words: *strangle, thridger, spright, squinter, blinder*

High-Frequency Words: *without, better, behind, decide, forest*

Decodable Words: *stretching, twisting, pathway, branch, puzzle*

Decodable Sentences:

- The twisting vines stretched across the dark forest pathway.
- They had to decide which branch to follow without hesitating.
- A clever puzzle waited behind every corner of the maze.

Developing Level Focus: Simple directional words, short /e/ and /a/ contrasts

Letter Sounds to Dictate: /p/ (*path*), /t/ (*turn*), /n/ (*no*), /s/ (*stop*), /g/ (*go*)

Nonsense Words: *pat, tog, nis, pem, tup*

High-Frequency Words: *go, stop, can, get, out*

Decodable Words: *path, vine, turn, stuck, maze*

Decodable Sentences:

- Stop at the vine.
- We can go out.
- Do not get stuck.

Chapter 6: Goblin Ambush

Shared Reading: When have you had to push past your fears to help a friend or accomplish a goal?

Paired Reading: Eldrid reminds Avery that it's okay to be scared. What is the difference between being afraid and being brave? Journal Page

Structured Literacy Activities:

Proficient Level Focus: Diphthongs (*oi, oy, ou, ow*) and complex inflectional endings.

Letter Sounds / Patterns to Dictate: /oi/ (*point*), /oy/ (*voyage*), /ou/ (*scout*), /ow/ (*growl*), /igh/ (*bright*)

Nonsense Words: *spointment, frouther, glighter, pounding, scrowl*

High-Frequency Words: *suddenly, protect, against, friend, ground*

Decodable Words: *ambush, glowing, scouting, pounced, brightly*

Decodable Sentences:

- A grumpy goblin jumped out from the foggy thicket.
- Pip held the glowing sun-seed tightly against the dark night.
- They stood shoulder to shoulder to protect their friend.

Developing Level Focus: short vowel words

Letter Sounds to Dictate: /j/ (*jump*), /b/ (*big*), /f/ (*fog*), /s/ (*seed*), /h/ (*hold*)

Nonsense Words: *jib, fop, gud, sib, hap*

High-Frequency Words: *they, are, good, out, help*

Decodable Words: *goblin, fog, seed, night, hold*

Decodable Sentences:

- A big goblin jumps out.
- Hold the seed tight.
- They can help.

Chapter 7: Lumina's Stone Gate

Shared Reading: Do you prefer to work alone or with a group?

Paired Reading: Just like the glowing stones need to hum together in harmony, teamwork is a huge part of adventures. How do Avery, Pip, and Eldrid work as a team to support one another through the forest? Journal Page

Structured Literacy Activities:

Proficient Level Focus: Abstract suffixes (*-ful, -less, -ly, -ment*) and multisyllabic schwa sounds.

Letter Sounds / Patterns to Dictate: /shun/ (*station*), /zhun/ (*vision*), /ful/ (*careful*), /less/ (*faintless*), /ment/ (*moment*)

Nonsense Words: *lumiment, starkless, archation, flickerly, stoneful*

High-Frequency Words: *fading, energy, together, support, quiet*

Decodable Words: *floating, exhausted, radiant, balanced, harmony*

Decodable Sentences:

- Lumina's floating stone gate looked dim and exhausted.
- The weary guardians needed extra energy and support.
- They worked together to restore the bright harmony.

Developing Level Focus: Gentle rhythm, light/dim contrasting concepts, and simple cooperative phrases.

Letter Sounds to Dictate: /s/ (*stone*), /g/ (*gate*), /l/ (*light*), /m/ (*moon*), /h/ (*help*)

Nonsense Words: *sot, lum, gim, fop, lin*

High-Frequency Words: *help, we, make, good, with*

Decodable Words: *stone, gate, light, dim, care*

Decodable Sentences:

- Look at the stone gate.
- The light is dim.
- We can help out.

Chapter 8: The Rope Bridge

Shared Reading: Do you like heights? Why or why not?

Paired Reading: How do Pip, Eldrid, and Avery work together as a team to support one another across the chasm? Journal Page

Structured Literacy Activities:

Proficient Level Focus: Syllabication: Vowel-Consonant-e / Suffixes / Blends

Letter Sounds / Patterns to Dictate: ā/ (*shake*), /ī/ (*wide*), /ō/ (*rope*), /ē/ (*deep*), /ū/ (*use*)

Real Words: *bridge, shake, wide, stone, slide*

Nonsense Words: *blide, drane, shome, crine, splaze*

High-Frequency Words: *could, would, there, their, were*

Decodable Sentences:

- Avery walked across the wide rope bridge.
- Her knees would shake on the planks.
- They could see the stone path there.

- The cold mist slid down the deep chasm.
- Their brave steps kept them safe.

Developing Level Focus: Closure vocabulary, feelings of readiness, and positive reinforcement terms.

Letter Sounds to Dictate: /r/ (*ready*), /h/ (*heart*), /s/ (*spark*), /n/ (*new*), /d/ (*day*)

Real Words: fast, step, moss, rock, trust

Nonsense Words: frist, plost, smun, dract, flast

High-Frequency Words: the, was, she, look, said

Decodable Sentences:

- Avery took one step on the span.
- They looked down into the deep chasm.
- The wind went over the bridge.

Chapter 9: The Heart's Brave Glow

Shared Reading: Have you ever felt brave when you were scared?

Paired Reading: How do Pip, Eldrid, and Avery work together using their unique strengths to protect the Heart from the goblins?

Structured Literacy Activities:

Proficient Level Focus: Syllabication: Vowel-Consonant-e / Suffixes / Schwa patterns

Letter Sounds to Dictate: /ā/ (*safe*), /ī/ (*shine*), /ō/ (*glow*), /ē/ (*tree*), /ū/ (*use*)

Real Words: brave, shine, gleam, stone, slide

Nonsense Words: blate, drine, shome, crine, splade

High-Frequency Words: could, would, there, their, were

Decodable Sentences:

- Avery took a brave step forward.
- The warm light chased the dark shadows.
- She would find the magic heart there.

Developing Level Focus:: Closed Syllables & Short Vowels

Letter Sounds to Dictate: /ă/ (apple), /ĭ/ (itch), /ŏ/ (octopus), /ŭ/ (up), /ĕ/ (Ed)

Decodable Real Words: fast, step, moss, frost, trust

Decodable Nonsense Words: frist, plost, smun, dropt, flast

High-Frequency Words: the, was, she, look, said

Decodable Sentences:

- The cold frost crept fast.
- They had to trust the path.
- The fast goblins ran off.

Chapter 10: Party Sparkle

- Shared Reading Discussion Question: Have you ever had a plan change, but still found a way to have fun?
- Paired Reading Discussion Question: How does Avery realize that her birthday party doesn't have to be perfect to be wonderful?

Proficient Level Focus: Vowel Team Syllables & Multisyllabic Words

Letter Sounds to Dictate: /ā/ (play), /ē/ (clean), /ī/ (smile), /ō/ (glow), /ow/ (down)

Decodable Real Words: sparkle, playtime, rainbow, daytime, smiling

Decodable Nonsense Words: bristle, cloyment, swinday, floutest, grendow

High-Frequency Words: people, laugh, again, house, water

Decodable Sentences:

- Avery saw the glow outside.
- The happy children began to play again.
- Sunlight shone down on the wet grass.
- They laugh and play games.

Developing Level Focus: Closed Syllables, Digraphs, & Short Vowels

Letter Sounds to Dictate: /sh/ (shed), /ch/ (chat), /th/ (math), /wh/ (when), /ck/ (pack)

Real Words: pack, rain, lunch, smile, games

Nonsense Words: chab, plack, whest, smid, blang

High-Frequency Words: come, some, make, play, they

Decodable Sentences:

The rain ended.

The kids played.

They are happy again..

RETELLING OPTIONS

UDL Retelling & Comprehension Framework

Multi-modal pathways for expressing narrative understanding, sequencing, and thematic analysis.

1. Linear Sequencing: "First, Next, Then, Last"

- **Purpose:** Breaks the narrative arc down into clear, predictable, chronological steps. Excellent for reducing executive functioning demands and supporting working memory.
- **Neuroaffirming Adaptation:**
 - Provide visual picture icons, story symbols, or core-board vocabulary alongside text boxes.
 - Allow students to dictate, point to symbols, or sequence physical printed event cards rather than requiring written paragraph summaries.
- **Implementation Template:**
 - **First:** (What happened at the very beginning of Avery and Eldrid's journey?)
 - **Next:** (What challenge or encounter happened along the path?)
 - **Then:** (How did the characters work through it or what choice did they make?)
 - **Last:** (How did the chapter conclude or what was the outcome?)

2. Narrative Arc: "The Rollercoaster Story Structure"

- **Purpose:** Maps out the emotional and event-based highs and lows of the story using a familiar, engaging visual metaphor (the rollercoaster ride).
- **Neuroaffirming Adaptation:**
 - Kinesthetic and visual learners thrive on mapping emotional intensity graphically rather than linearly.
 - Great for Gestalt Language Processors (GLPs) who process language through emotional context and character feelings.
- **Structure Components:**
 - **The Climb (Introduction & Inciting Incident):** Getting ready, stepping into the forest, meeting Eldrid.
 - **The Ascending Hills (Rising Action):** The challenges, obstacles, and moments of tension along the path.

- **The Peak (The Climax):** The turning point of the story where the biggest challenge is faced.
- **The Smooth Descent (Falling Action):** Calming down, breathing, and figuring out the solution.
- **The Stop / The Station (Resolution):** How everyone feels at the end and the core lesson learned.

3. Interactive Labeling Activity: Characters & Core Lessons

- **RESOURCE:**

- **Purpose:** Connects character traits, motivations, and underlying themes directly to visual representations or matching banks.
- **Neuroaffirming Adaptation:**
 - Shifts the task from open-ended generative writing to a scaffolded recognition, matching, or sorting activity.
 - Supports students who use AAC, graphic organizers, or drag-and-drop digital tools.
- **Activity Elements:**
 - **Character Traits & Roles:** Matching characters (Avery, Eldrid) to specific actions, feelings, or descriptors (e.g., brave, helper, curious, quiet).
 - **The Heart of the Lesson (Theme Matching):** Matching key moments in the forest to the underlying takeaway (e.g., working together, respecting nature, pacing yourself when things feel hard).

Assessment Packet

Multi-Tiered Chapter Assessment Packet: Chapters 2, 6, and 10

1:1 Reading Teacher Resource & Running Records Portfolio

Overview

This resource provides diagnostic running record passages and comprehension guides across multiple grade levels. It is designed for special education interventionists and literacy teachers to facilitate progress monitoring, miscue analysis, and decoding accuracy checks.

Running Record Scoring Guide

STUDENT COPY:

Avery woke up with a big smile. Today was her birthday. She ran down the stairs to look at the yard. Balloons hung from the porch, and a big green box sat on the grass. "Is this for me?" she asked. The sun was warm, and the birds sang sweet songs. It was going to be the best party ever.

- **Target Lexile Range:** 400L – 500L
- **Word Count:** 65 words
- **Focus:** CVC/CCVC decoding, high-frequency sight words, and initial punctuation stops.

Avery woke up with a big smile. Today was her birthday. She ran down the stairs to look at the yard. Balloons hung from the porch, and a big green box sat on the grass. "Is this for me?" she asked.

The sun was warm, and the birds sang sweet songs. It was going to be the best party ever.

STUDENT COPY

Avery stepped back into her bedroom, feeling the cool draft of air coming through the open window. Her socks were completely soaked, and her favorite stuffed dragon, Eldrid, felt heavy and damp in her arms. Outside, the rain poured harder, turning the garden path into a rushing stream. She sat down on the edge of her bed, watching the gray clouds settle over the trees. The birthday celebration was completely ruined, or so she thought.

Part 2: Second to Third Grade Level Running Record Passage

- **Target Lexile Range:** 600L – 750L
- **Word Count:** 82 words
- **Focus:** Multi-syllabic words, past-tense regular/irregular verbs, and transitional phrasing.

Avery stepped back into her bedroom, feeling the cool draft of air coming through the open window. Her socks were completely soaked, and her favorite stuffed dragon, Eldrid, felt heavy and damp in her arms. Outside, the rain poured harder, turning the garden path into a rushing stream. She sat down on the edge of her bed, watching the gray clouds settle over the trees. The birthday celebration was completely ruined, or so she thought.

Comprehension Check Prompts

- **Literal:** What items were wet when Avery returned to her room?
- **Inferential:** Why did Avery feel discouraged even though she was safely inside?
- **Vocabulary:** What does the word *soaked* mean in the context of this passage?

STUDENT COPY

Aunt Lyrehe's image began to fade.

"Remember," she said softly, "magic does not choose the fearless. It chooses the ones willing to try."

The mirror pulsed once, bright and blue, before the image dissolved back into ordinary glass.

For a moment, Avery only saw her own reflection staring back at her.

But she looked different now.

Not older exactly.

Ready.

She closed her journal and slipped it carefully into her satchel. Then she checked the secret box, where the heart-spark still glowed softly, warm and steady.

Outside, the rain stopped completely, and the clouds began to pull apart.

Avery looked at Eldrid.

Her heart was beating fast.

But she did not hesitate.

"Then we'd better be ready," she said.

The mirror pulsed faintly, as if it had heard her.

Somewhere beyond the glass, deep in a world of frost and crystal, new adventure was already calling her name.

Part 3: Fourth Grade Level Running Record Passage (Chapter Text)

- **Source Text:** Excerpt from Chapter 8 of *Avery, Eldrid, and the Heart of the Forest* (from your current document view)
- **Target Lexile Range:** 800L – 950L
- **Word Count:** 114 words
- **Focus:** Advanced syntax, figurative language, emotional inference, and complex decoding.

Aunt Lyrehe’s image began to fade. “Remember,” she said softly, “magic does not choose the fearless. It chooses the ones willing to try.” The mirror pulsed once, bright and blue, before the image dissolved back into ordinary glass.

For a moment, Avery only saw her own reflection staring back at her. But she looked different now. Not older exactly. Ready. She closed her journal and slipped it carefully into her satchel. Then she checked the secret box, where the heart-spark still glowed softly, warm and steady. Outside, the rain stopped completely, and the clouds began to pull apart. Avery looked at Eldrid.

Her heart was beating fast. But she did not hesitate. “Then we’d better be ready,” she said. The mirror pulsed faintly, as if it had heard her.

Somewhere beyond the glass, deep in a world of frost and crystal, a new adventure was already calling her name.

Running Record Observation Matrix

- **Meaning (M):** Does the student use context clues and story sense to self-correct (e.g., understanding why Avery feels *ready*)?
 - **Structure (S):** Does the student rely on grammar and syntax (e.g., pausing appropriately at dialogue tags like *she said softly*)?
 - **Visual (V):** Does the student look closely at letter-sound correspondence for complex vocabulary (e.g., *hesitate, ordinary, dissolved*)?
-

Leveled Running Record Assessment Kit: Avery, Eldrid, and the Heart of the Forest

1. Running Record Scoring Guide & Symbols

- **Checkmark (✓):** Word read correctly (No error)
- **Substitution:** Child says a different word than written (write substitute above word = 1 error)
- **Omission (-):** Child skips a word (1 error)
- **Insertion (^):** Child adds a word not in the text (1 error)
- **Told (T):** Teacher supplies the word after 3–5 seconds of hesitation (1 error)

STUDENT

Level 1: Early 1st Grade Running Record Assessment

- **Story Connection:** Adapted from Chapter 1 & Chapter 4 (Avery, Max, and the party/river).
- **Phonics Focus:** Simple CVC words, short vowels, basic sight words, and short sentences.

STUDENT COPY

Avery ran to the big tree. Max got a toy wand. The wet grass made her cold. She sat down on the moss.

Teacher Recording Sheet (Word Count: 23 words):

Avery ran to the big tree. Max got a toy wand. The wet grass made her cold. She sat down on the moss

Comprehension Check: Who ran to the big tree? What did Max get?

STUDENT

Level 2: 2nd to 3rd Grade Running Record Assessment

- **Story Connection:** Adapted from Chapter 3 & Chapter 6 (The mirror, Eldrid waking up, and the forest fog).
- **Phonics Focus:** Consonant blends (*dr, st, cl*), silent 'e', long vowel teams, and descriptive action phrasing.

STUDENT COPY

Avery looked down at the glowing silver gift on the table. Inside the box was a small mirror with twisting vines. When she touched the glass, her stuffed dragon Eldrid woke up and spread his green wings. Together, they stepped through the misty fog to find the bright path ahead.

Teacher Recording Sheet (Word Count: 53 words):

Avery looked down at the glowing silver gift on the table. Inside the box was a small mirror with twisting vines. When she touched the glass, her stuffed dragon Eldrid woke up and spread his green wings. Together, they stepped through the misty fog to find the bright path ahead.

Comprehension Check: What was inside the silver box? Who woke up when Avery touched the glass?

STUDENT:

Level 3: 4th Grade Running Record Assessment

- **Story Connection:** Direct excerpt from **Chapter 9: The Heart's Brave Glow**.
- **Phonics & Vocabulary Focus:** Multisyllabic words, complex vowel patterns, r-controlled vowels, figurative language, and inflectional endings.

STUDENT COPY

The forest opened into a wide, glowing meadow where silver grass moved gently in the breeze, and tiny lights floated above the flowers like sparks from a quiet fire. At the center of the meadow stood the Tree of Wisdom. Avery slowed as she looked up at it. The tree rose high above them, its trunk wide and strong, and its bark glowed with a soft golden light that pulsed like a steady heartbeat.

Teacher Recording Sheet (Word Count: 77 words):

The forest opened into a wide, glowing meadow where silver grass moved gently in the breeze, and tiny lights floated above the flowers like sparks from a quiet fire. At the center of the meadow stood the Tree of Wisdom. Avery slowed as she looked up at it. The tree rose high above them, its trunk wide and strong, and its bark glowed with a soft golden light that pulsed like a steady heartbeat.

Comprehension Check: What stood at the center of the meadow, and what did its bark look and feel like?

RUNNING RECORD

Student Name: _____ Date: _____

AVERY & ELDRID PASSAGE ____

Total Words in Text (Running Word Count): _____

Part 2: Error & Behavior Tally Matrix

Error Type	Definition / Behavior	Tally	Total
Substitution (S)	Replacing a text word with a different word		
Omission (OM)	Skipping a word entirely		
Insertion (I)	Adding a word not in the text		
Told (T)	Teacher supplies the word after hesitation/stalling		
Self-Correction (SC)	Student notices and fixes their own error (<i>Note: SCs do not count as errors in final scoring</i>)		

- Total Errors (*E*): _____
- Total Self-Corrections (*SC*): _____

Part 3: Quantitative Calculations & Analysis

1. Error Rate

$$ErrorRate = \frac{TotalWordsRead}{TotalErrors}$$

- **Calculation:** $TotalWords \div TotalErrors = 1: \underline{\hspace{2cm}}$

2. Accuracy Percentage

$\text{Accuracy Rate (\%)} = \left(\frac{\text{Total Words} - \text{Total Errors}}{\text{Total Words}} \right) \times 100\%$

- **Calculation:** $\left(\frac{TotalWords - TotalErrors}{TotalWords} \right) \times 100 = \underline{\hspace{2cm}} \%$

Reading Level Benchmarks (Based on Accuracy):

- **Independent Level:** 95% - 100% (Student can read text comfortably without assistance)
- **Instructional Level:** 90% - 94% (Student benefits from teacher support and guided instruction)
- **Frustration Level:** Below 89% (Text is too difficult for independent or small-group decoding at this time)

3. Self-Correction Rate

$$SCRate = \frac{NumberofSelf-Corrections}{NumberofSelf-Corrections + TotalErrors}$$

- **Calculation:** $SC \div (SC + Errors) = 1: \underline{\hspace{2cm}}$ (A ratio of 1:4 or higher indicates strong self-monitoring and metacognitive awareness).

Part 4: Qualitative Analysis & Cueing System (MSV)

Examine the errors made to determine which cueing systems the student is relying on:

- **M (Meaning / Semantics):** Did the substituted word make sense in the context of the story's plot or sentence meaning?
Yes ☐ No ☐
- **S (Structure / Syntactic):** Did the substitution follow the grammar rules and syntax of spoken English?
Yes ☐ No ☐

- **V (Visual / Graphophonic):** Did the substitution look like the actual text word (sharing initial/final letters, word shape, or phonics patterns)?
Yes [] No []

Part 5: Fluency & Comprehension Observation

- **Pacing & Expression:**
 - [] Monotone / Word-by-word reading
 - [] Moderate phrasing with occasional regressions
 - [] Fluent, expressive reading matching character dialogue
- **Comprehension Check / Retell Notes:**

S.T.E.A.M. ACTIVITIES

S.T.E.A.M. ACTIVITIES

These activities integrate science, technology, engineering, art, and math and support diverse learners through multisensory exploration.

Chapter 1: The Best Birthday Bash

STEAM Activity: The Weather-Proof Party Pavilion

Materials Needed: Sponges, foil, paper towels, plastic wrap, craft sticks, rubber bands, small spray bottles with water.

The Problem: A sudden rainstorm has ruined Avery's outdoor party. How can we help Avery build a waterproof cover to keep the party supplies safe?

- **Grade 2 Challenge:** Test everyday items to see which ones soak up water and which ones keep water out to protect the party supplies, then make a simple tally chart.
 - Standards: NGSS 2-PS1-2 | CCSS.MATH.CONTENT.2.MD.D.10
- **Grade 3 Challenge:** Build roofs using flat shapes versus tent shapes to see which design helps rainwater slide off instead of pooling on top.
 - Standards: NGSS 3-5-ETS1-2 | CCSS.MATH.CONTENT.3.G.A.1
- **Grade 4 Challenge:** Build a small canopy using craft sticks and rubber bands, then test it against pouring water and blowing wind to see how much water leaks through.
 - Standards: NGSS 4-ESS3-2 | CCSS.MATH.CONTENT.4.MD.A.2

Chapter 2: The Soggy Aftermath

STEAM Activity: The Drying Station

Materials Needed: Various fabric scraps like cotton, fleece, and wool, small spray bottles, clipboards, grid paper, portable fans or sunny window sills.

The Problem: Avery is stuck inside with damp socks and soggy gear after the storm. How can we help Avery design the fastest way to dry everything out?

- **Grade 2 Challenge:** Test different fabrics to see which ones hold or release water, then sort the drying times in a chart.

- Standards: NGSS 2-PS1-4 | CCSS.MATH.CONTENT.2.MD.D.10
- **Grade 3 Challenge:** Design an indoor drying rack using a grid layout to fit as many wet items as possible in a small space.
 - Standards: NGSS 3-5-ETS1-2 | CCSS.MATH.CONTENT.3.MD.C.6
- **Grade 4 Challenge:** Set up a simple drying spot and measure how much water evaporates by tracking weight loss over time.
 - Standards: NGSS 4-PS3-2 | CCSS.MATH.CONTENT.4.MD.A.1

Chapter 3: The Magic Mirror's Pull

STEAM Activity: The Reflective Mirror Portal

Materials Needed: Small plastic safety mirrors, pattern blocks, protractors, index cards, small figurines.

The Problem: Avery looks into a mirror carved with golden vines. How can we help Avery use reflections to create repeating geometric patterns?

- **Grade 2 Challenge:** Use small safety mirrors and objects to make matching side-by-side reflections on a grid.
 - Standards: NGSS 2-PS1-1 | CCSS.MATH.CONTENT.2.G.A.3
- **Grade 3 Challenge:** Place two mirrors together and change the opening angle to see how many reflection patterns appear.
 - Standards: NGSS 3-5-ETS1-2 | CCSS.MATH.CONTENT.3.G.A.1
- **Grade 4 Challenge:** Measure mirror angles with a tool to figure out how turning the mirror changes the number of reflected images.
 - Standards: NGSS 4-PS4-2 | CCSS.MATH.CONTENT.4.MD.C.5

Chapter 4: Zizzy's Riddle River

STEAM Activity: The Echo Tube and Sound Wave Mapping

Materials Needed: Paper towel rolls, plastic cups, string, various lining materials like felt or foil, timers.

The Problem: Zizzy's Riddle River bounces back echoing sounds. How can we help Avery investigate how sound travels through different materials and distances?

- **Grade 2 Challenge:** Test different materials to see which ones block or trap sound best, then record the results in a chart.
 - Standards: NGSS 2-PS1-2 | CCSS.MATH.CONTENT.2.MD.D.10
- **Grade 3 Challenge:** Make paper tubes of different lengths to test how distance and shape change how loud or high a sound is.
 - Standards: NGSS 3-5-ETS1-2 | CCSS.MATH.CONTENT.3.MD.A.1
- **Grade 4 Challenge:** Measure how long it takes for a sound to travel through tubes of different lengths, then compare the numbers.
 - Standards: NGSS 4-PS4-1 | CCSS.MATH.CONTENT.4.MD.A.2

Chapter 5: Prickle's Vine

STEAM Activity: The Glowing Vine Maze

Materials Needed: Painters tape for floor grids, small toy figures, index cards with arrow symbols, printed maze cards.

The Problem: Avery has to navigate a twisting maze with dead ends. How can we help Avery write a foolproof set of directions to reach the end safely?

- **Grade 2 Challenge:** Draw a grid on the floor and write out step-by-step arrow directions to guide a partner safely through a maze.
 - Standards: NGSS K-2-ETS1-2 | CCSS.MATH.CONTENT.2.G.A.1
- **Grade 3 Challenge:** Use a coordinate grid to map out a clear path around blocked spots to reach the end of the maze.
 - Standards: NGSS 3-5-ETS1-2 | CCSS.MATH.CONTENT.3.G.A.1
- **Grade 4 Challenge:** Fix and test multi-step directional codes to find the shortest path through a complex map layout.
 - Standards: NGSS 3-5-ETS1-3 | CCSS.MATH.CONTENT.4.G.A.1

Chapter 6: Goblin Ambush

STEAM Activity: The Glowing Canopy Shield

Materials Needed: Glow-in-the-dark stars, foil, flashlights, colored translucent plastic sheets, small cardboard boxes.

The Problem: Avery encounters glowing creatures in the dark. How can we help Avery build a protective barrier that controls and filters light?

- **Grade 2 Challenge:** Test glowing and shiny materials to see how well they show up in the dark, then sort them on a chart.
 - Standards: NGSS 2-PS1-1 | CCSS.MATH.CONTENT.2.MD.D.10
- **Grade 3 Challenge:** Build a paper lantern structure using see-through panels to spread light as far across a dark room as possible.
 - Standards: NGSS 3-PS2-2 | CCSS.MATH.CONTENT.3.MD.C.6
- **Grade 4 Challenge:** Test different shielding materials to measure how much they block or let light through.
 - Standards: NGSS 4-PS4-2 | CCSS.MATH.CONTENT.4.MD.A.2

Chapter 7: Lumina's Stone Gate

STEAM Activity: The Keystone Balance Arch

Materials Needed: Wooden blocks, small toy weights, rulers, small cylindrical dowels or pencils to act as fulcrums.

The Problem: A heavy stone gate blocks the path. How can we help Avery use simple machines and balanced shapes to lift or support heavy loads?

- **Grade 2 Challenge:** Test how moving a small prop helps lift a heavy object more easily, then record what works best in a chart.
 - Standards: NGSS 2-PS1-2 | CCSS.MATH.CONTENT.2.MD.D.10
- **Grade 3 Challenge:** Build a stable arch using wedge-shaped blocks to see how shapes help support heavy weight without falling.
 - Standards: NGSS 3-5-ETS1-2 | CCSS.MATH.CONTENT.3.G.A.1
- **Grade 4 Challenge:** Measure the push and distance needed to lift a load using a simple lever tool, then compare the measurements.
 - Standards: NGSS 4-PS3-1 | CCSS.MATH.CONTENT.4.MD.A.2

Chapter 8: The Rope Bridge

STEAM Activity: The Chasm Crossing Bridge Challenge

Materials Needed: Craft sticks, yarn or string, straws, index cards, mini blocks or cups, and small weights (like pennies or washers).

The Problem: Avery needs to cross the deep, misty chasm to reach the other side, but the rope bridge is old and frail. How can we help Avery design a sturdy, load-bearing bridge using simple structural shapes and materials?

- **Grade 2 Challenge:** Test how different shapes (flat spans versus folded corrugated arches) help a bridge hold weight without sagging, then tally the results in a simple chart.
 - = Standards: NGSS 2-PS1-2 | CCSS.MATH.CONTENT.2.MD.D.10
- **Grade 3 Challenge:** Build a suspension model using craft sticks and string to explore how tension and weight distribution keep a span balanced across a gap.
 - = Standards: NGSS 3-5-ETS1-2 | CCSS.MATH.CONTENT.3.G.A.1
- **Grade 4 Challenge:** Measure the span length and calculate the exact amount of weight a truss bridge can hold before failing, then compare the measurements.
 - = Standards: NGSS 4-PS3-1 | CCSS.MATH.CONTENT.4.MD.A.2

Chapter 9: The Heart's Brave Glow

STEAM Activity: The Crystal Resonance Chime

Materials Needed: Glass cups or jars, water, metal spoons, food coloring, tuning forks (if available).

The Problem: The crystals on the Tree of Wisdom chime when the air changes, and the Heart radiates a steady wave of color and tone. How can we use sound waves and water volume to create a harmonious scale that mimics the Tree's protective energy?

- **Grade 2 Challenge:** Test how changing the amount of water in a glass alters the pitch when struck, then record whether the sound is high or low on a chart.
 - = Standards: NGSS 2-PS4-1 | CCSS.MATH.CONTENT.2.MD.D.10
- **Grade 3 Challenge:** Measure water levels in milliliters across multiple jars to tune a complete musical scale that plays a simple three-note melody.
 - = Standards: NGSS 3-PS4-1 | CCSS.MATH.CONTENT.3.MD.A.2

- **Grade 4 Challenge:** Calculate the frequency differences between short and tall water columns and analyze how wave vibrations travel through different mediums.
 - = Standards: NGSS 4-PS4-1 | CCSS.MATH.CONTENT.4.MD.A.2

Chapter 10: Party Sparkle

STEAM Activity: The Grand Celebration Confetti Cannon

Materials Needed: Craft sticks, rubber bands, plastic spoons, small paper cups, pom-poms or safe paper confetti, measuring tapes.

The Problem: Avery's party is soaked. How can we help Avery build a mechanical launcher to send celebratory banners and confetti flying safely?

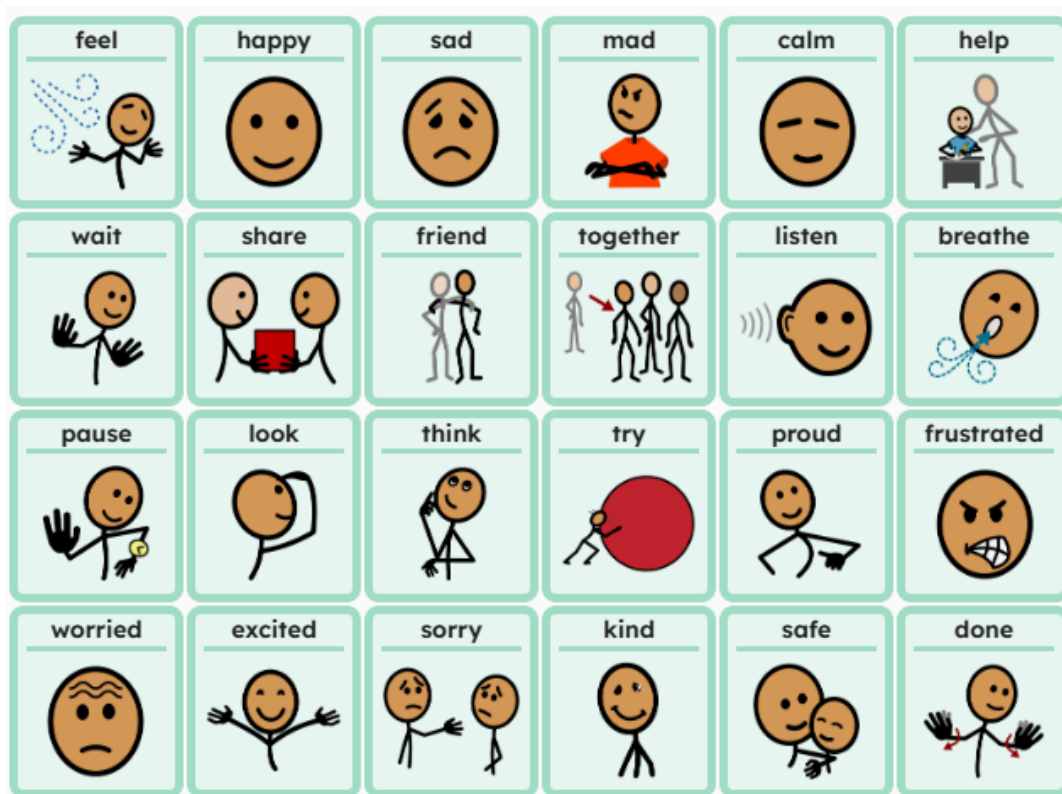
- **Grade 2 Challenge:** Test different rubber band stretches to see how high they launch a paper token, then record your findings on a tally chart.
 - Standards: NGSS 2-PS1-2 | CCSS.MATH.CONTENT.2.MD.D.10
- **Grade 3 Challenge:** Build a lever-based launcher using craft sticks and pivot points to test how changing the fulcrum position affects launch height.
 - Standards: NGSS 3-5-ETS1-2 | CCSS.MATH.CONTENT.3.MD.C.6
- **Grade 4 Challenge:** Measure launch angles and distances using a protractor and measuring tape, then graph the average flight distances.
 - Standards: NGSS 4-PS3-1 | CCSS.MATH.CONTENT.4.MD.A.2

SEL

SOCIAL EMOTIONAL LEARNING (SEL)

These activities support diverse learners through guided reflection and emotional skill-building, integrating the CASEL framework core competencies:

- **Self-Awareness** ex. recognizing emotions, thoughts, and values.
- **Self-Management** ex. regulating emotions, managing stress, and adapting to change.
- **Social Awareness** ex. taking the perspective of and empathizing with others.
- **Relationship Skills** ex. communicating clearly, listening well, and working cooperatively.
- **Responsible Decision-Making** ex. making ethical, constructive choices about personal and social behavior.





Chapter 1: The Best Birthday Bash

SEL Core Competency (CASEL): Self-Management ex. Regulating emotional responses and adapting to unexpected changes.

Activity Title: The Joy Map and Shift Strategy

Objective: To help students explore how to manage unexpected changes and maintain positive engagement when plans shift ex. switching from an outdoor activity to an indoor backup plan.

Guided Discussion:

- How does your body feel when you are really excited about something special ex. waiting to open your birthday gifts? Where do you feel that energy?

- Have you ever had a moment where you built up an expectation in your mind for how something should go, only for it to change? How did it feel to let go of that picture?

Interactive Activity:

- **Materials Needed:** Paper, colored pencils or markers, index cards.
- **Steps:**
 1. Have students draw or write down three things that bring them pure joy or excitement.
 2. Introduce a scenario where an unexpected change happens to one of those items ex. a sudden rainstorm postponing a fun trip.
 3. Practice a breathing or grounding technique together to reset when expectations shift.
 4. Brainstorm alternative ways to find joy in the new situation.

Reflection Question: How can we stay positive and adapt our plans when things don't go the way we originally expected?

Chapter 2: The Soggy Aftermath

SEL Core Competency (CASEL): Self-Management ex. Regulating emotional responses, processing disappointment, and practicing co-regulation.

Activity Title: The Comfort Anchor Box

Objective: To help students identify personal self-regulation tools and safe coping strategies when plans do not go as expected ex. taking quiet time with a comfort object or safe space.

Guided Discussion:

- Avery needed a quiet moment with Eldrid before she was ready to talk or re-engage with anyone. Why is it important to have cooling down time when we feel upset or overwhelmed?
- What are your personal comfort tools or safe spaces when a day does not go your way ex. a favorite weighted blanket, a quiet corner, or a trusted person?

Interactive Activity:

- **Materials Needed:** Index cards, markers or colored pencils, small boxes or envelopes.
- **Steps:**
 1. Discuss the concept of co-regulation and how external objects or quiet spaces help calm our nervous systems.
 2. Have students brainstorm three personal comforting items or sensory tools ex. a soft stuffed animal, a smooth worry stone, or deep breathing exercises.
 3. Create a mini coping toolkit or drawing sheet listing those items to reference when big feelings arise.
 4. Practice a guided calming technique using one of the chosen anchor strategies together as a group.

Reflection Question: How can taking a quiet moment to reset help us find our calm when we feel overwhelmed by disappointment?

Chapter 3: The Magic Mirror's Pull

SEL Core Competency (CASEL): Responsible Decision-Making ex. Evaluating safety versus healthy challenges and distinguishing between unsafe situations and exciting new opportunities.

Activity Title: Threshold Check-In (The Comfort Zone Scale)

Objective: To help students explore how to manage curiosity and hesitation when stepping into new experiences ex. evaluating a new challenge or activity to see if it is safe to explore.

Guided Discussion:

- Avery felt both nervous and curious about the mirror. How can we tell the difference between a scary, unsafe situation and an exciting new challenge that is safe to explore?
- Describe a time you stepped into something completely new ex. starting a new grade or trying a new sport. Did your nervousness turn into excitement?

Interactive Activity:

- **Materials Needed:** Paper, colored markers, drawing supplies.
- **Steps:**
 1. Draw a three-ring target representing the Center (Comfort Zone), Middle (Stretch or Growth Zone), and Outer (Panic Zone).
 2. Have students map out where opening a mysterious mirror or trying a new task places them.
 3. Discuss strategies on how to breathe through and manage the Stretch Zone together as a group.
 4. Share individual reflections on what helps build courage when facing the unknown.

Reflection Question: How can we use our inner compass to navigate new challenges with courage and confidence?

Chapter 4: Zizzy's Riddle River

SEL Core Competency (CASEL): Self-Management ex. Regulating frustration, practicing patience, and using cognitive reframing when facing a confusing puzzle.

Activity Title: The Echo Mindfulness Game

Objective: To help students practice active listening and patience, learning how to pause and reframe frustration rather than rushing ahead impulsively ex. slowing down to listen closely to instructions or peer feedback during a challenging task.

Guided Discussion:

- Meeting Zizzy and facing the Riddle River requires Avery to stop, listen closely to her own echoes, and think critically. When a puzzle or school task feels confusing at first, what helps you pause instead of giving up?
- Zizzy and the river respond directly to the energy and sounds around them. How does our tone of voice and listening style affect the people we talk to?

Interactive Activity:

- **Materials Needed:** Open space for pairing, optional rhythm instruments or clapping hands.
- **Steps:**
 1. Pair students up. Partner A makes a soft rhythmic clap or positive affirmation phrase, while Partner B listens carefully and mirrors (echoes) it back.
 2. Switch roles and repeat the process, focusing heavily on matching tone and pacing.
 3. Discuss how slowing down to truly listen changes the dynamic of communication and problem-solving.
 4. Practice a quick individual grounding exercise to reset when frustration begins to rise.

Reflection Question: How can taking a patient pause help us solve tricky problems more effectively than rushing through them?

Chapter 5: Prickle's Vine

SEL Core Competency (CASEL): Responsible Decision-Making ex. Navigating uncertainty, building self-trust, and evaluating options when facing multiple choices.

Activity Title: The Guiding Light Constellation

Objective: To help students explore how to build self-trust and manage worry when facing uncertainty or a maze of choices ex. navigating a tricky decision where there is no single right answer.

Guided Discussion:

- What does it feel like inside your mind when you are faced with too many choices or a maze of options?
- Pip tells Avery, you won't know the future, but you'll figure it out. Why is self-trust so important when making hard choices?

Interactive Activity:

- **Materials Needed:** Worksheets with a winding maze, colored pencils or markers.
- **Steps:**
 1. Give students a worksheet with a winding maze that has multiple false turns.
 2. Instead of a prize at the end, ask them to write or draw three internal clues they use when they feel lost ex. taking three deep breaths, asking for help, or looking for patterns.
 3. Discuss how trusting our own problem-solving abilities helps us get through confusing situations.

4. Share individual strategies with a partner to build a collective list of coping tools.

Reflection Question: How can we rely on our inner guidance and self-trust when we aren't sure which path to take?

Chapter 6: Goblin Ambush

SEL Core Competency (CASEL): Self-Management and Relationship Skills ex. Cultivating emotional resilience, managing fear, and standing up to support peers in high-pressure moments.

Activity Title: The Courage Shield

Objective: To help students explore how to face fear and build emotional resilience by recognizing inner strengths and mutual support ex. acknowledging a personal fear while identifying a supportive friend or inner power that helps push through it.

Guided Discussion:

- Avery felt genuinely scared of the fog and the goblins, but she ran anyway to help Pip. What does real courage look like in everyday life?
- How did Pip and Eldrid support Avery right back when the situation got intense?

Interactive Activity:

- **Materials Needed:** Paper, colored markers, shield-shaped templates.
- **Steps:**
 1. Have students design a personal "Courage Shield."
 2. On the shield, have them write or draw two things: a fear or worry they face, and an inner strength or supportive friend who helps them push through it.

3. Share the shields in small groups to discuss how recognizing our supports makes big challenges feel manageable.
4. Practice a collective grounding breath to anchor a sense of safety and inner power.

Reflection Question: How can remembering our inner strength and leaning on our friends help us act with courage even when we feel afraid?

Chapter 7: Lumina's Stone Gate

SEL Core Competency (CASEL): Social Awareness and Relationship Skills ex. Recognizing burnout, practicing empathy, and engaging in community care when others are depleted.

Activity Title: The Energy Check-In and Community Care Web

Objective: To help students identify signs of fatigue or emotional burnout in themselves and others, and explore ways to offer collaborative support ex. checking in on a peer who seems quiet and sharing the load during a group task.

Guided Discussion:

- Lumina's gate looked tired and thin. How can you tell when a friend, a family member, or a classmate is running low on emotional energy?
- Just like the stones need to hum together in harmony, how do groups support each other when things get heavy?

Interactive Activity:

- **Materials Needed:** A ball of yarn or string, circle seating arrangement.
- **Steps:**

1. Have students sit in a circle and pass a ball of yarn across to one another, sharing one way they can offer support to someone who feels tired or overwhelmed ex. offering to help clean up or giving a kind word.
2. Hold onto your piece of the string as it passes, creating an interconnected web of support across the entire group.
3. Discuss how every individual action strengthens the whole community network.
4. Practice a gentle, slow stretching exercise together to acknowledge the importance of resting when fatigued.

Reflection Question: How can noticing when someone is feeling depleted help us build a stronger, more caring community?

Chapter 8: The Rope Bridge

SEL Core Competency (CASEL): Self-Management and Responsible Decision-Making ex. Managing intense fear, regulating physical anxiety responses, and choosing to move forward despite uncertainty.

Activity Title: The Brave Step Map

Objective: To help students explore how to recognize physical signs of fear and practice moving forward with supportive tools ex. identifying nervousness in the body and taking intentional steps through a challenging task.

Guided Discussion:

- Avery felt her knees wobble and her heart race at the edge of the bridge. When you face something scary or completely new, how does your body let you know you are nervous?

- Avery admitted, "I'm scared," but she crossed anyway. Why is speaking our fears out loud and acknowledging them an important part of being brave?

Interactive Activity:

- **Materials Needed:** Paper, colored markers, index cards.
- **Steps:**
 1. Have students draw a bridge or a winding path representing a goal that feels intimidating.
 2. Mark three milestones on the path where big feelings or doubts might pop up ex. starting a new project, learning a hard math concept, or trying out for a team.
 3. Write down one supportive phrase or action for each milestone ex. "I can take a deep breath" or "I can ask a friend for help."
 4. Practice taking a slow, grounding breath together before imagining successfully reaching the other side.

Reflection Question: How can acknowledging our fears help us find the courage to keep moving forward?

Chapter 9: The Heart's Brave Glow

SEL Core Competency (CASEL): Responsible Decision-Making and Self-Management ex. Exercising moral courage, standing up for collective well-being, and trusting one's inner strength under pressure.

Activity Title: The Inner Core Compass

Objective: To help students explore how to connect with their inner confidence and values when facing difficult or intimidating choices ex. drawing on personal strengths and supportive peers to do what is right.

Guided Discussion:

- The Tree of Wisdom explains that bravery is choosing to move forward even when you are afraid. When have you had to make a tough choice even though you felt nervous?
- Avery realized she was right where she was supposed to be because of the steps she had already taken. How do past challenges prepare us for the big moments in our lives?

Interactive Activity:

- **Materials Needed:** Paper, colored pencils or markers.
- **Steps:**
 1. Have students draw a personal "Heart" symbol or compass on their paper.
 2. Inside the shape, have them write three core values or inner strengths that help them feel grounded ex. kindness, resilience, honesty, or courage.
 3. Discuss how remembering these internal strengths helps guide our actions during challenging moments.
 4. Practice a quiet, centering reflection where students visualize holding their own source of inner confidence.

Reflection Question: How can recognizing our inner strength help us make confident, positive choices when we need it most?

Chapter 10: Party Sparkle

SEL Core Competency (CASEL): Self-Awareness and Self-Management ex. Reflecting on personal growth, recognizing inner resilience, and choosing a positive mindset when expectations shift.

Activity Title: The Inner Light Sparkle Box

Objective: To help students explore how to reflect on personal growth and recognize their own inner strength after facing a challenge ex. identifying a moment when they showed courage and storing that feeling as a source of confidence.

Guided Discussion:

- Avery realized that things didn't have to be perfect to be wonderful—it just took a little courage to let the day unfold. When a plan changes, how can you find joy in the moment anyway?
- What is a personal strength or proud moment you want to keep in your own "secret box" to remind yourself of how capable you are?

Interactive Activity:

- **Materials Needed:** Small boxes, decorative stickers, slips of paper or colorful cardstock.

Steps:

1. Have students add decorations to their box from Chapter 2 that now represents their own inner strength or "heart-spark."
2. Write down three things they accomplished or felt proud of during a recent challenging task ex. staying calm during a test, trying a new activity, or helping a friend.
3. Place the slips inside the box as a physical reminder of their resilience.
4. Share one reflection with a partner about how recognizing our inner growth helps us face the future with confidence.

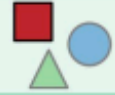
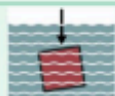
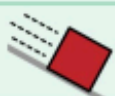
Reflection Question: How can holding onto our inner strength help us embrace new adventures and handle unexpected changes with grace?

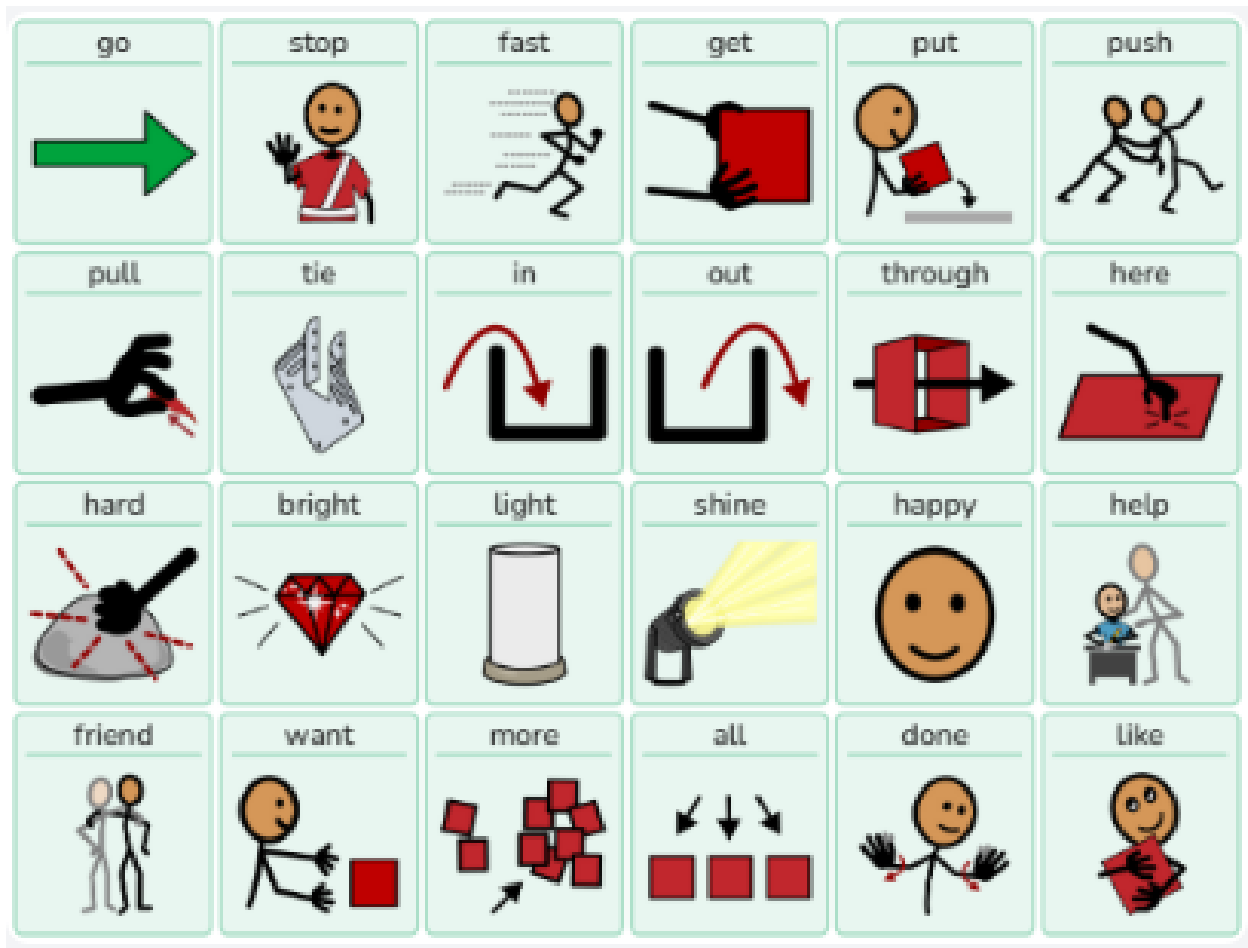
OT & COMMUNICATION

FINE MOTOR & COMMUNICATION

These fine motor and communication activities are intentionally sequenced to support students as a collaborative, cross-disciplinary effort between occupational therapy and speech-language pathology. By integrating fine motor skill development with AAC core vocabulary and expressive language, educators and therapists can provide a double dose of support while keeping students fully connected to classroom learning.

The progression moves from building foundational hand muscles and precision with tools—such as dot markers, stickers, and proper scissor mechanics—to pencil control and visual-motor integration. Students practice controlled lines and shape-building and transition into letter formation within structured frames, culminating in purposeful writing to share meaning.

hold 	grab 	cut 	glue 	place 	soak 
squeeze 	wring 	release 	drop 	etch 	trace 
press 	glide 	shape 	select 	weave 	pull 
twist 	anchor 	scoop 	grasp 	sort 	count 
roll 	flatten 	sink 	bend 	thread 	slide 
secure 	hang 	snip 	peel 	smooth 	pick 



Chapter 1: The Best Birthday Bash

Fine Motor Focus: Bilateral coordination and tool control

Skill: Using scissors to practice precise snips, hand-eye coordination, and open-close hand mechanics.

Activity: Streamer & Ribbon Scissor Snipping

Materials: crepe paper streamers, yarn or thin ribbon, OT approved scissors, glue sticks, cardstock paper

Steps:

1.  **Thumb Up:** Hold your scissors with your thumb pointing at the sky.
2.  **Grab & Hold:** Use your helper hand to hold a strip of streamer straight out.
3.  **Snip, Snip:** Open and close your scissors to cut little pieces of confetti.
4.  **Glue & Place:** Add a dot of glue and stick your confetti onto the paper!

SLP & Language Connection:

- AAC Core Words: CUT, OPEN, SHUT, MAKE, MORE, PARTY, HAPPY

Chapter 2: The Soggy Aftermath

Fine Motor Focus: Pincer grasp and tactile desensitization/squeezing strength

Skill: Isometric hand strengthening and intrinsic muscle coordination.

Activity: Dragon Scale Sponge Squeezing

Materials: Kitchen sponges cut into dragon-scale shapes or small squares, shallow trays or bowls for water

Steps:

1.  **Soak It Up:** Submerge your sponge in the tray of water until it is fully soaked.
2.  **Power Squeeze:** Use both hands or a strong single-hand grip to squeeze hard and wring all the water out.
3.  **Target Drop:** Release the water into your target bowl and repeat to build hand endurance!

Chapter 3: The Magic Mirror's Pull

Fine Motor Focus: Visual Motor Integration

Skill: Bilateral coordination and tactile pressure control.

Activity: Foil Etching & Vine Tracing

Materials: Heavy-duty aluminum foil, cardboard backing, blunt stylus or cotton swab, tape

Steps:

1. 🖐️ **Tape & Secure:** Tape a sheet of heavy-duty aluminum foil tightly over a piece of cardboard.
2. 🖋️ **Press & Trace:** Use your pointer finger or a blunt stylus to press and trace twisting vine patterns into the foil.
3. ✨ **Shine & Explore:** Feel the raised, etched lines and watch the light catch your shiny new magical mirror design!

SLP & Language Connection: AAC Core Words: LOOK, SEE, FIND, REFLECT, MIRROR, HERE

Chapter 4: Zizzy's Riddle River

Fine Motor Focus: Pincer grasp and finger dexterity

Skill: Bilateral hand integration, fine motor precision, and sequencing rhythm.

Activity: Echo Bead Stringing

Materials: Pipe cleaners, small pony beads or spacer beads Steps:

1. 🧶 **Pick & Pinch:** Use a pincer grasp to pick up small beads one by one.
2. 🔄 **Pattern Match:** String beads onto the pipe cleaner in a repeating pattern that matches a rhythm tapped on the table.
3. 🎯 **Twist & Secure:** Twist the ends of the pipe cleaner together to complete your river ripple bracelet!

SLP & Language Connection: AAC Core Words: FIT, MATCH, TURN, PUT, IN, OUT

Chapter 5: Prickle's Vine

Fine Motor Focus: Visual-motor integration and pencil control

Skill: Crossing the midline, visual tracking, and precise fingertip placement.

Activity: Sticker-Dot Maze Trail

Materials: Thick paper with a printed branching maze, small circular sticker dots

Steps:

1. 🍷 Peel & Pinch: Use a refined pincer grasp to peel small circular sticker dots off their sheet.
2. 👁️ Track & Place: Visually track the path of the branching maze and place stickers sequentially along the trail.
3. 🌿 Complete & Follow: Follow the glowing flower path all the way to the end of the vine maze!

SLP & Language Connection: AAC Core Words: ON, OFF, GO, STOP, MORE, HERE

Chapter 6: Goblin Ambush

Fine Motor Focus: Hand and finger strength

Skill: Pinching and squeezing with control to pick up small objects.

Activity: Sun-Seed Tweeze & Transfer

Materials: Tray, "sun-seeds" (yellow pom-poms, dry lentils, or wooden beads), jumbo plastic tweezers or clothespins, small deep container
Steps:

1. 🍷 Ready & Grasp: Hold the jumbo tweezers or clothespin using an open thumb web space and dynamic tripod grasp.
2. 🌻 Scoop & Transfer: Recreate Pip protecting his sun-seed by picking up each seed from a messy pile.
3. 🏺 Drop & Secure: Transfer the seeds safely into a small, deep container to complete the challenge!

SLP & Language Connection: AAC Core Words: GET, PUT, FAST, MORE, HELP, DONE

Chapter 7: Lumina's Stone Gate

Fine Motor Focus: Hand pressure and tactile control

Skill: Grading hand strength and pressing objects into a firm surface.

Activity: Stone-Gate Clay Imprint

Materials: Air-dry clay or thick play-doh, small textured objects ex.smooth stones, textured coins, or Lego bricks

Steps:

1.  Roll & Flatten: Roll a ball of clay into a thick, flat stone-gate slab on your desk.
2.  Press & Imprint: Press textured stones or blocks firmly into the clay to leave fossilized stone impressions.
3.  Peel & Reveal: Carefully lift the objects out to reveal your textured castle gate wall!shou

SLP & Language Connection: AAC Core Words: PUSH, HARD, IN, OUT, MORE, DONE

Chapter 8: The Rope Bridge

Fine Motor Focus: Bilateral coordination and tool control

Skill: Reciprocal bilateral coordination and dynamic stabilization against resistance

Activity: Loom Loop Weaving

Materials: Weaving loom (potholder loom or cardboard loom), stretchy loops or colorful yarn strips Steps:

1.  Hold & Stabilize: Securely grasp the loom with the stabilizing hand while the working hand pulls against resistance.
2.  Over & Under: Execute alternating manual patterns, crossing the body's midline to weave loops back and forth.
3.  Connect & Cross: Complete your woven bridge to help Avery and Eldrid safely cross the gap!

SLP & Language Connection: AAC Core Words: GO, PUT, ON, IN, OVER, HELP, MORE, OFF

Chapter 9: The Heart's Brave Glow

Fine Motor Focus: Bilateral manipulation, tripod grasp refinement, and spatial sequencing

Skill: Threading small beads onto pliable stems, finger dexterity, and motor planning for pattern control.

Activity: Wire & Bead "Tree of Wisdom" Sculpting

Materials: Chenille stems (pipe cleaners) in brown and gold, colorful pony beads or seed beads.

Steps:

1. 🍷 **Twist & Shape:** Twist multiple brown pipe cleaners together at the base to form a sturdy trunk, then bend the ends outward to create branching limbs.
2. 🧵 **Thread & Slide:** Pick up colorful beads using a precise pincer grasp and slide them down the stems to represent the glowing crystals and chiming leaves.
3. 🔒 **Secure the Branches:** Bend the ends of the pipe cleaners slightly to lock the beads in place so they don't slide off.
4. ✨ **Stand Tall:** Shape the trunk onto a base or flatten the bottom so your glowing tree can stand proudly in the forest!

SLP & Language Connection: AAC Core Words: SHINE, LIGHT, BRIGHT, SEE, WANT, MORE

Chapter 10: Party Sparkle

Fine Motor Focus: Bilateral scissor skills, spatial accuracy and control

Skill: Precise cutting along varied lines, bilateral coordination for manipulating paper, and glue placement to reassemble party elements.

Activity: Stained-Glass "New Dawn" Window Panels

Materials: Translucent colored tissue paper squares, contact paper or black cardstock frames, child-safe scissors, glue sticks

Steps:

1. ✂️ **Snip & Shape:** Cut colorful tissue paper squares using scissors to represent mending the party streamers and glowing sunshine breaking through the clouds.
2. 🎨 **Peel & Press:** Arrange and press the translucent tissue pieces onto a sticky contact paper sheet or inside a paper window frame to create a vibrant mosaic pattern.
3. ☀️ **Seal & Smooth:** Smooth down the edges of each piece firmly with fingertips to ensure everything is locked securely in place.

4. ✨ **Display & Shine:** Hang your finished panel in the window to let the light stream through, capturing the warm, hopeful glow of the party starting over!

SLP & Language Connection: AAC Core Words: ALL, DONE, FINISHED, HAPPY, FRIEND, MORE

Speech, Language & ESOL

Speech, Language & ESOL

Small-Group Intervention Guide

This chapter-by-chapter intervention framework is designed specifically for Speech-Language Pathologists (SLPs), English to Speakers of Other Languages (ESOL) teachers, and multidisciplinary specialists facilitating small-group instruction. By bridging explicit ESOL scaffolds with Speech-Language development, Augmentative and Alternative Communication (AAC), and Gestalt Language Processing (GLP) principles, this guide ensures that all learners can actively access the rich narrative of *Avery, Eldrid, and the Heart of the Forest*.

These small-group activities embed core vocabulary, visual sentence structures, and pragmatic communication functions directly into Avery's magical journey—fostering both linguistic competence and deep social-emotional engagement.

Chapter 1: The Best Birthday Bash

Speech/Language Focus: Vocabulary building (adjectives/emotions), sequencing events, and predicting.

Target Skills: Describing states, expanding utterances (e.g., “*The party is ruined by the rain*”), and formulating “wh-” questions.

Activity: The Emotion & Weather Vocabulary Sort

Directions: Match emotional vocabulary words or AAC icons to scenes depicting Avery’s emotional shift (excited → surprised → disappointed).

Materials Needed: Emotion and weather picture cards (sun, rain, excited, surprised, disappointed), character expression cutouts, chart paper, and AAC communication boards or devices.

- ESOL Sentence Frame Scaffold: “First, the weather was _____. Then, Avery felt _____.”
- AAC/GLP Prompt: Use mitigated scripts or core phrases like “Uh-oh, change of plans,” or “Time to try something new.”

Chapter 2: The Soggy Aftermath

Speech/Language Focus: Spatial and descriptive prepositions, comparative adjectives, and co-regulation communication.

Target Skills: Expressing physical comfort states, following multi-step spatial directions (e.g., "Put the wet socks under the sun"), and comparing drying rates.

Materials Needed: Fabric scraps, spray bottles, grid paper, portable fans, and AAC communication boards or devices.

Activity: The Wet-to-Dry Experiment & Sorting Chart

Directions: Sort wet versus dry fabrics and sequence the steps Avery takes to dry her gear.

- ESOL Sentence Frame Scaffold: "First, the socks were _____. After using the fan, they felt _____."
- AAC/GLP Prompt: Use mitigated scripts or core phrases like "All done wet," "Time to dry," or "Need help."

Chapter 3: The Magic Mirror's Pull

Speech/Language Focus: Geometric and spatial terminology, interrogative "how" and "why" questions, and transition concepts.

Target Skills: Describing symmetry, identifying mirror reflections, and expanding utterances around visual observations.

Materials Needed: Safety mirrors, pattern blocks, protractors, index cards, and AAC communication boards or devices.

Activity: The Reflection Match-Up

Directions: Match symmetrical shapes and mirror patterns to the reflections shown in the story.

- ESOL Sentence Frame Scaffold: "When I turn the mirror, I see ____."
- AAC/GLP Prompt: Use mitigated scripts or core phrases like "Look closer," "Turn around," or "See it."

Chapter 4: Zizzy's Riddle River

Speech/Language Focus: Auditory memory, sound-attribute vocabulary (loud, soft, high, low), and conditional turn-taking language.

Target Skills: Processing auditory patterns, echoing rhythms, and formulating clarifying questions.

Materials Needed: Paper towel rolls, plastic cups, string, rhythm instruments, and AAC communication boards or devices.

Activity: The Echo Sound Match

Directions: Listen to rhythmic claps or sounds and mirror (echo) the pattern back while pairing with core vocabulary.

- ESOL Sentence Frame Scaffold: "Listen to the sound. Now it is my ____."
- AAC/GLP Prompt: Use mitigated scripts or core phrases like "Listen to me," "Your turn," or "Wait and hear."

Chapter 5: Prickle's Vine

Speech/Language Focus: Positional and directional concepts (forward, backward, left, right, through), problem-solving sequencing.

Target Skills: Mapping spatial routes, resolving cognitive uncertainty, and utilizing self-talk scripts.

Materials Needed: Painter's tape, toy figures, printed maze cards, and AAC communication boards or devices.

Activity: The Maze Navigation Code

Directions: Map out step-by-step directional arrows to guide characters safely through the vine maze.

- ESOL Sentence Frame Scaffold: "Go straight, then turn _____."
- AAC/GLP Prompt: Use mitigated scripts or core phrases like "Go that way," "Stop here," or "Find a way."

Chapter 6: Goblin Ambush

Speech/Language Focus: State-of-being vocabulary (afraid, brave, dark, bright), defense and support language.

Target Skills: Expressing personal boundaries, asking for assistance during high-stress scenarios, and collaborative problem-solving.

Materials Needed: Glow stars, flashlights, translucent sheets, miniature boxes, and AAC communication boards or devices.

Activity: The Courage Shield Builder

Directions: Identify personal supports and pair emotion icons with defensive shielding concepts.

- ESOL Sentence Frame Scaffold: "Even when I feel scared, I am _____."
- AAC/GLP Prompt: Use mitigated scripts or core phrases like "Help me," "Be brave," or "I am safe."

Chapter 7: Lumina's Stone Gate

Speech/Language Focus: Heavy/light descriptors, collaborative verbs, and community care vocabulary.

Target Skills: Recognizing fatigue in others, describing weight distribution, and coordinating joint actions.

Materials Needed: Wooden blocks, toy weights, rulers, dowels, and AAC communication boards or devices.

Activity: The Balance Arch Challenge

Directions: Test structural balance and match community care phrases to teamwork tasks.

- **ESOL Sentence Frame Scaffold:** "The stone is heavy. We need to work ____."
- **AAC/GLP Prompt:** Use mitigated scripts or core phrases like "Work together," "Too heavy," or "Give a hand."

Chapter 8: The Rope Bridge

Speech/Language Focus: Wh- question comprehension (Who, What, Where) and core action vocabulary.

Target Skills: Answering foundational story comprehension questions using AAC, identifying characters, settings, and problems, and building self-advocacy phrases.

Materials Needed: Student AAC devices or communication boards and [GLINT activity](#).

Activity: Wh- Question Chapter Check

Directions: Use the [interactive Wh- question prompts](#) to review the chapter scene by selecting the correct answer choices for each story element.

- **ESOL Sentence Frame Scaffold:** "The problem is ____."
- **AAC/GLP Prompt:** Use core phrases or wh- question scripts like "Who is that?", "Where are we going?", or "Keep going."

Chapter 9: The Heart's Brave Glow

Speech/Language Focus: Feeling and state vocabulary (glow, bright, calm, proud).

Target Skills: Expressing emotions and matching feeling words to visual supports using AAC.

Materials Needed: Printed tree templates, two heart cut-outs per student (one for Avery, one for the student), feeling word strips, scissors, glue sticks, and student AAC devices or communication boards.

Activity: [The Feeling Tree Cut-and-Paste](#)

Directions: Read the Tree of Wisdom scene, then have students glue Avery's heart to the middle of the tree, place their own heart on the branches with chosen feeling words, and complete the sentence frames.

- **ESOL Sentence Frame Scaffolds:**
 - Avery feels _____ when she finds the Heart.
 - When I do hard things, I feel _____.
- **AAC/GLP Prompt:** Use core phrases like "I am safe," "Time to shine," or "We did it."

Chapter 10: Party Sparkle

Speech/Language Focus: Retelling key moments, expressing feelings of pride, and using past-tense verbs.

Target Skills: Sharing personal achievements, using descriptive adjectives, and completing simple sentence frames.

Quick Activity: "My Favorite Part" Sentence Frame

Directions: Have students draw their favorite part of Avery's adventure and complete the simple sentence frame below.

- **ESOL Sentence Frame Scaffold:**
"My favorite part was when Avery"
- **AAC / GLP Core Phrase Prompts:** *"Best. Day. Ever." | "We did it!" | "Time to celebrate."*

Physical Therapy (PT)

Physical Therapy (PT)

Story Walk Obstacle Course Guide

This physical therapy guide transforms *Avery, Eldrid, and the Heart of the Forest* into an interactive, gross-motor story walk. Focusing on core postural control, vestibular processing, balance, and midline crossing, this guide breaks down core PT targets chapter by chapter.

Each chapter pairs a targeted motor skill with a station activity. When arranged sequentially from Chapter 1 to Chapter 10, these stations form a comprehensive obstacle course, allowing students to physically journey through Avery and Eldrid's adventure and retell the narrative arc through movement.

Chapter 1: Best Birthday Bash

Station 1: The Wake Up Stretch

PT Focus: Postural control and core activation.

Materials: Stability disc, lightweight prop or ball.

Activity: Sit on a stability disc, reach both arms up across the midline to grab a prop, and place it down on the opposite side.

Chapter 2: Soggy Aftermath

Station 2: The Backyard Hurdles

PT Focus: Dynamic balance and single-limb stance.

Materials: 3 to 4 low pool noodles or soft hurdles.

Activity: Step over low pool noodles laid across the floor, maintaining upright posture without losing balance.

Chapter 3: The Magic Mirror's Pull

Station 3: The Gate Push

PT Focus: Lower extremity strength and controlled squatting/bending.

Materials: Weighted therapy cart or resistance band barrier.

Activity: Push a weighted therapy cart or step through a low doorway frame using a resistance band barrier.

Chapter 4: Zizzy's Riddle River

Station 4: The Stepping Stones

PT Focus: Core stability during lateral weight shifting.

Materials: Stability pads or poly spots ("river rocks").

Activity: Hop or step sideways across river rocks using alternating feet.

Chapter 5: Prickle's Vine

Station 5: The Foggy Trail

PT Focus: Vestibular input and spatial awareness.

Materials: Tactile balance beam or taped walking line, hidden forest flashcards/props.

Activity: Walk across a tactile balance beam while turning the head left and right to spot hidden forest elements.

Chapter 6: Goblin Ambush

Station 6: The Defensive Maneuver

PT Focus: PNF diagonal movement patterns and quick weight shifts.

Materials: Floor targets or soft playground balls.

Activity: Practice safe dodging, reaching, and stepping patterns across the midline.

Chapter 7: Lumina's Stone Gate

Station 7: The Tree Reach

PT Focus: Upper body strength and reaching overhead.

Materials: Low platform, wall target, "heart leaf" stickers.

Activity: Stand on a low platform or reach up high to place token stickers onto a designated wall target.

Chapter 8: The Rope Bridge

Station 8: The Rope Bridge Walk

PT Focus: Narrow-base-of-support balance.

Materials: Taped line on the floor, long dowel or rope.

Activity: Walk heel-to-toe along a taped line on the floor while holding a long dowel horizontally with both hands.

Chapter 9: The Heart's Brave Glow

Station 9: The Slow Descent

PT Focus: Controlled deceleration and calming.

Materials: Crawl tunnel or mats.

Activity: Crawl through a low tunnel using slow, alternating, controlled limb movements to lower the heart rate.

Chapter 10: Party Sparkle

Station 10: The Victory Dance Finish

PT Focus: Celebration jumps and dynamic motor planning.

Materials: Low jumping platform, crash pad.

Activity: Jump off a low platform onto a crash pad, strike a balance pose, and give high-fives across the midline to peers to finish the obstacle course!

