Amplify Reading: Social and Emotional Learning Quest Extension Guide

by Amplify Education, Inc.
Literacy is a gatekeeper to equity. Amplify recognizes how crucial it is that all students learn to read and have access to high quality literacy instruction that meets their needs and improves their literacy skills. Amplify Reading’s approach to personalization, engagement, and instruction were designed with this guiding principle in mind, alongside the understanding that it is time for a change. Literacy scores have remained low for the past 20 years, revealing the impact of an unjust educational system across lines of race and socio-economic status.

Amplify Reading is a digital reading program that engages students with high quality digital content that supports learning and literacy, reflects diverse experiences, feeds curiosity, and develops key social and emotional skills in a creative way. Whether students are just learning to read or mastering close reading, Amplify Reading takes students on a personalized journey to learn the skills they need to thoughtfully engage with content that respects and resonates with students.
Benefits of SEL

Decades of research studies demonstrate the following benefits of SEL:

- Improvement in students’ social and emotional skills, attitudes, relationships, academic performance, and perceptions of classroom and school climate.
- Long-term improvements in students’ skills, attitudes, prosocial behavior, and academic performance.
- Decline in students’ anxiety, behavior problems, and substance use.

Sustained academic success depends on social and emotional learning (SEL), as well as the mastery of fundamental literacy skills. Consistent with the most widely recognized framework and standards for SEL from the CASEL consortium, which includes 30 states.

Amplify Reading’s story lines reinforce key areas of social and emotional learning—self-awareness, self-management, social awareness, relationship skills, and responsible decision making—including the multiple competencies that the CASEL framework identifies within each of these areas.
Social and emotional learning (SEL) is embedded in Amplify Reading story lines and program extensions. The rich narratives that drive student engagement within the program provide a foundation for SEL, exposing students to a variety of people, community roles and responsibilities, and experiences to help them become more aware of and empathetic to differences they encounter in real life. Activities accompanying these Quests in the program reflect core SEL principles through a focus on cooperative learning, self-assessment and self-reflection, and competence and confidence building.

**Examples of SEL principles at work in Amplify Reading:**

**Identifying emotions**

In the course of quests, attention is drawn to the emotional states and dynamics of the characters featured in Quests, including a shy character who finds a reason to be brave, and a frustrated artist who finds joy in creative inspiration. In one quest, Sam (a teenage stock-keeper in the local store) is feeling awkward and lonely because he’s too nervous to talk with people at his work; in completing the quest, the student helps him to feel more confident about his conversational skills.
**Fostering empathy**
Students practice perspective-taking as they use their Curioso avatar—their companion in the program—to uncover character motivations and conflicts. A main goal in several of the quests is for the student to arrive at insights about the thoughts, feelings, and behavior of a particular character (sometimes an adult, sometimes another child). These “mystery” quests are designed to help students better comprehend the psychological dynamics behind the (sometimes baffling) actions of others, and better understand how they contribute to differences among people.

**Relationship skills**
Amplify Reading’s story lines are set within active communities with every character having an occupation and role to play in shared community events. One big narrative arc, encompassing multiple quests, includes a play put on by the whole town; the student helps ensure that every member of the community can make a contribution. Another narrative arc is about the founding of the community; the student helps sort out facts from fiction by collecting legends, biographies, and first-person accounts. In another storyline, students help bring regions of a fictional world together by showing their communities how to work together to
prosper. The culminating quests in each narrative arc focus on teamwork and leverages the students role as a leader in bridging and building communities.

**Self-motivation and Goal-setting**
Amplify Reading provides an encouraging and enabling environment for students to set and work toward their own goals (including for developing specific reading skills). As students develop their reading skills, they are celebrated through the development of their Curioso avatar’s powers, which mirror the student’s particular achievement and provide them with more agency and problem solving powers in subsequent quests. As students become familiar with their Curioso’s growth and the connection to their own reading skill development, Bookerton provides a view for goal-setting and understanding how much growth is required to unlock the next power.
**Writing from personal experience**

Students write about a specific place and time in their lives, using descriptive details to reveal emotion in their personal narratives in close reading lessons as well as in post-quest extension activities. They also craft persuasive writing that requires reflection on character motivations, such as when students write a letter to a character to prove to her that she’s the leader they need to take on a challenging task.

Classroom routines and discussion materials extend the program’s ability to support students in improving their self-management skills and building a community of readers and writers. Teachers can use the SEL areas of focus for each quest as a jumping-off point for discussions about their own communities and current events.
As students progress through Amplify Reading’s story-driven worlds, they experience story lines that are designed to appeal to their specific age bands. Whether your student is a curious, imaginative first grader, or an adventure-ready, multitasking fifth grader, Amplify Reading has content that appeals directly to them. By following a series of quests, students master reading skills through a first-person narrative experience where they gain powers, help others, and learn about themselves and the worlds they inhabit. Each quest in Amplify Reading is built around a specific Social and Emotional Learning (SEL) topic, such as self-awareness, self-management, social awareness, relationship skills and responsible decision making.

**When and how to use these activities**

Each quest in Amplify Reading is a self-contained story that plays into the larger grade-level narrative that your students see throughout the school year—like a chapter in a book. Completing a quest is a great opportunity to ask students to reflect on the story they’ve just experienced, and the deeper SEL questions it presents.

These extension activities engage with the story lines your students see in the quests. Each includes a set of SEL discussion questions that reflect on the narrative from each quest, as well as optional, independent student activity prompts. We recommend using these activities with students—individually, in small groups, or as a full class—shortly after they have completed the corresponding quest.

**Note:** To see which quests your students are currently playing through, or have just completed, check the Student Detail View in your Teacher Dashboard.
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Curioso Storytelling Pages ............................................................................. 25-28
**Quest 1: A Mysterious Intruder**

The library is a mess! Someone has been cutting up all the books. Who would do such a thing?

You and your Curioso inspire Alyx to mend the books by pulling bandages from a biography about Florence Nightingale.

But, while you’re cleaning up, you meet a mysterious newcomer to Bookerton—the same one who cut up the books!

**SEL Connection:** Social Awareness—Community Resources

We meet a mysterious newcomer to Bookerton, who admits that they cut pages out of library books after getting carried away with their research.

**Q:** Cutting pages out of the library books was not a responsible decision. What would have been a more responsible way to handle this situation?

**A:** *Open response from students. Examples: take notes, or make photocopies, or check out the books from the library.*

**Q:** How does Alyx feel about the mess in the library?

**A:** *Open response from students.*

Encourage students to use their *emotional vocabulary* to describe Alyx’s feelings: upset, unhappy, surprised, worried, and dismayed.

**Q:** Alyx is especially upset about the books that have been cut up. Why might that be?

**A:** *The school library is a community space, and the books inside of it are for everyone in the school. The books are damaged and not useful to Alyx nor others who share the books in the school library.*

**Extended Learning Opportunity:**
Describe (or invent) a place in your community that is designed for everyone’s benefit. Describe how it helps everyone.

**Supporting Resources:** Curioso Storytelling Pages

**Q1 | Book Magic Moment:** Florence Nightingale
Social and Emotional Learning Quest Extension Guide

**Instructions:** When your student(s) have completed a quest, you can use these SEL-focused questions to extend learning through group discussion or as individual assignments for students. Please download our Curioso Storytelling Pages to support individual student reflection.

**SEL Connection:** Social Awareness—Bias and Stereotypes

**Q:** It bothers Benita when Carla accuses Carrot of digging the holes. Why might that be?

**A:** Carla made an **assumption** that Carrot dug the holes in the park.

An **assumption** is believing something to be true without having proof of it.

**Discuss:** When we make assumptions about an entire group, those assumptions are called **stereotypes**.

**Q:** Why is it a stereotype to assume that Carrot dug the holes in the park?

**A:** This is a **stereotype** because it is not based on actually knowing Carrot. Instead, it’s based on a generalized belief that all dogs dig holes.

When you make a judgment about someone without getting to know them, you are being **prejudiced**. The word “prejudice” comes from the root words “pre” and “judge.”

**Extended Learning Opportunity:** Describe a time when you might have assumed something about someone unfairly and then realized that your assumptions were mistaken once you knew the person better.

**Supporting Resources:** Curioso Storytelling Pages

**Q2 | Book Magic Moment:** The Soil Cycle

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**Quest 2: Holes in the Park**

The Bookerton Founders’ Day Festival is only days away, and someone has dug holes all over the park! Ranger Carla is sure Benita’s dog, Carrot, is the culprit.

You and your Curioso read Carrot’s mind to help clear his name, and you use your book magic powers on a book about the soil cycle to learn how to refill the holes.

Meanwhile, Carrot sniffs out the real culprit, and it’s the same young woman who was cutting up the library books. What’s going on?
Instructions: When your student(s) have completed a quest, you can use these SEL-focused questions to extend learning through group discussion or as individual assignments for students. Please download our Curioso Storytelling Pages to support individual student reflection.

Quest 3: The Founders’ Day Statue

Roberta is creating a statue of the founders for the upcoming festival, but the reference photo she is using is old and blurry.

First, your Curioso gives Roberta a magnifying glass from a book about optics, but the photo is still unclear.

Fortunately, you’re able to inspire Roberta to ask Garry, the local historian, if he has any other photos of the founders.

SEL Connection: Self-Management—Stress Management

Roberta is creating a statue of the founders for the upcoming festival, but she’s having some trouble.

Q: How does this make Roberta feel?

A: Frustrated, unhappy, exasperated, and annoyed.

It sounds like Roberta is feeling stressed.

Stress is what you feel when you are worried or uncomfortable about something. You can have both good and bad sources of stress.

Q: What good stress might Roberta be feeling?

A: Excitement about the honor and responsibility of being asked to make a statue for the Founders’ Festival.

Q: What negative stress might Roberta be feeling?

A: Nervousness that she does not have the materials she needs to create the statue she wants to make.

Q: How does Roberta manage her stress about not having a good reference for her sculpture?

A: We inspire Roberta to seek help from her friend, Garry.

Extended Learning Opportunity:
Think about a time you felt good or bad stress. Describe what you did to help manage it.

Supporting Resources: Curioso Storytelling Pages

Instructions: When your student(s) have completed a quest, you can use these SEL-focused questions to extend learning through group discussion or as individual assignments for students. Please download our Curioso Storytelling Pages to support individual student reflection.

SEL Connection: Self-Management—Organizational Skills

Garry is trying to help us find a photo of the Bookerton founders, but he’s forgotten where he put the photos.

Q: What type of skills might help Garry in this situation?

A: Organizational skills.

Q: What does it mean to be organized?

A: Being organized means keeping things in order and following routines.

Some examples include:

- Using to-do checklists
- Having a study space
- Setting a study time
- Organizing your notebooks
- Conducting a weekly cleanup
- Keeping a calendar

Q: How did Garry organize the photos we were looking for?

A: Garry put the photos into a photo album.

Extended Learning Opportunity:
Describe some organizational skills that help you at school. Explain why they are helpful.

Supporting Resources: Curioso Storytelling Pages

Q4 | Book Magic Moment: Greek Mythology: Icarus
指令：当您的学生完成一个任务时，您可以使用这些SEL关注的问题来延伸学习，通过小组讨论或作为学生个人作业。请下载我们的Curioso Storytelling Pages以支持个人学生的反思。

SEL连接：自我意识—情绪调节

为了了解镇创始人的情况，您和您的Curioso决定与导游Sam交谈，他是一个在历史悠久的Wen House的导游。但是Sam为什么看起来如此害怕？

您和您的Curioso阅读了Sam的思维，并了解到他害怕这个房子会闹鬼。但是，您和Mutt使用书籍魔法帮助他意识到有一个合理的解释，幽灵就像Headless Horseman一样是假的！

扩展学习机会：描述一次当您的想象力创造了与实际情况不符的感觉时。您如何注意到您的感觉是由想象力带来的？

支持资源：Curioso Storytelling Pages

Q5 | 书魔幻时刻：“The Legend of Sleepy Hollow”
**Quest 6: The Token Hunt**

Li-li and Emil are searching for a Wen Token. The Token Hunt is a traditional part of the Founders’ Day Festival.

After inspiring your friends to check in the pond and using your book magic powers to pull a fishing rod out of *The Adventures of Tom Sawyer*.

Emil accidentally fishes up a mysterious-looking stone!

**SEL Connection:** Social Awareness and Relationship Skills—Teamwork

**Li-li and Emil are searching for the Wen Token as part of the Founders’ Day Token Hunt.**

**Q:** They are working as a team to find the token. What are some of the benefits of working as a team?

**A:** A team can encourage and support one another with ideas and suggestions.

**Q:** How does Emil benefit from working on a team with Li-li?

**A:** Li-li encourages Emil not to give up, even when he’s frustrated. She comes up with a new way to generate ideas for searching for the token.

**Q:** How does Li-li benefit from working in a team with Emil?

**A:** With Emil’s help, Li-li is able to test out her ideas more quickly, and she can search a wider area than she could by herself.

**Extended Learning Opportunity:**
Describe a time when teamwork helped you get something done. Include the benefits that resulted from working together.

**Supporting Resources:** Curioso Storytelling Pages

**Q6 | Book Magic Moment:** *The Adventures of Tom Sawyer*
Social and Emotional Learning Quest Extension Guide

Instructions: When your student(s) have completed a quest, you can use these SEL-focused questions to extend learning through group discussion or as individual assignments for students. Please download our Curioso Storytelling Pages to support individual student reflection.

SEL Connection: Self-Management—Emotional Regulation

The school is full of wild raccoons! They don’t trust Mrs. Lombard and have stolen a book from the library.

Q: What did we do to help Mrs. Lombard?
A: We calmed down the raccoons.

Q: How does the shade shifter glyph help you to change the way the raccoons feel and act?
A: It allows us to shift them from feeling afraid and acting wild to acting tame and feeling calm.

Extended Learning Opportunity:
Describe a time when you needed to shift your emotions from one feeling to another and how it helped you.

Supporting Resources: Curioso Storytelling Pages

Celebration Point: In quest 7, students will earn their first of three glyph powers: shade shifting!

Shade shifting is the power to change the shades of meaning of a word! Quests that use the shade shifter power feature a word that needs to be made stronger or weaker.

Make your own shade shifter moments in the classroom. Use a classroom shade shifter to explore synonymy and antonyms, as well as other dimensions of words to strengthen students’ semantic networks.

Q7 | Shade Shifter Words: wild / tame
Instructions: When your student(s) have completed a quest, you can use these SEL-focused questions to extend learning through group discussion or as individual assignments for students. Please download our Curioso Storytelling Pages to support individual student reflection.

SEL Connection: Self-Awareness and Self-Management

Lyle plans to make pastries for the Founders’ Day Festival, but his oven is broken.

Q: What happens when your Curioso tries to use the glyph?
A: It accidentally starts a fire and burns the pastries.

Q: Do you think your Curioso meant for that to happen?
A: No. My Curioso was very excited to help, and things got out of control.

It’s easy for our emotions to sometimes be stronger than we intend.

Extended Learning Opportunity:
Describe a time when you tried to help out, but things didn’t go as planned. Was there something you could have done differently to make the situation better?

Draw your own shade shifter to show what strong emotion you were feeling and what you’d shift it to.

Describe the outcome of shifting your emotions.

Supporting Resources: Curioso Storytelling Pages

Q8 | Shade Shifter Words: inedible / edible / appetizing
Instructions: When your student(s) have completed a quest, you can use these SEL-focused questions to extend learning through group discussion or as individual assignments for students. Please download our Curioso Storytelling Pages to support individual student reflection.

**SEL Connection:** Social Awareness and Relationship Skills

**The mysterious stranger is back!** She’s a scientist named Viola Eldritch, and she wants to “borrow” the glyph for an experiment.

**Q:** What do we learn about Viola from reading her mind?

**A:** Viola is a bit clumsy and sometimes forgetful.

We all have moments when we feel clumsy, and everyone is forgetful sometimes!

**Q:** When we are feeling clumsy, what can we do?

**A:** Slow down, try a different approach, or ask for help.

**Forgetting** things is a normal part of our brain’s process. Everyone forgets things.

**Q:** What strategies can help us with forgetfulness?

**A:** Taking notes, making a plan ahead of time, using visual reminders, having a helper, and developing a routine.

**Extended Learning Opportunity:**
Describe a time when you were either clumsy or forgetful and how you overcame the challenge. What strategies did you use?

**Supporting Resources:** Curioso Storytelling Pages

**Q9 | Shade Shifter Words:** damaged / pristine
Instructions: When your student(s) have completed a quest, you can use these SEL-focused questions to extend learning through group discussion or as individual assignments for students. Please download our Curioso Storytelling Pages to support individual student reflection.

SEL Connection: Self-Management—Healthy Choices

Q: Why is Sam napping at work during the daytime?

A: He’s been having trouble sleeping at night because of the spooky happenings at the Wen House.

Q: Why is it important to always try to get a good night’s sleep?

A: Getting enough sleep is part of staying healthy.

Q: What does it mean to be healthy?

A: Being healthy is not just the absence of being sick. It includes physical, mental, and social well-being.

When you are healthy, you can:

- Focus better in school
- Solve problems better
- Think more creatively
- Help fight off sickness
- Be in a good mood more often
- Have stronger relationships with family and friends

Extended Learning Opportunity:
Make a healthy alternative chart. Write or sketch as many ideas as you can about unhealthy choices and their healthier options.

Supporting Resources: Curioso Storytelling Pages

Q10 | Shade Shifter Words: illegible / legible
Instructions: When your student(s) have completed a quest, you can use these SEL-focused questions to extend learning through group discussion or as individual assignments for students. Please download our Curioso Storytelling Pages to support individual student reflection.

**SEL Connection:** Relationship Skills—Communication

**Quest 11: Time Capsule**

Garry has a photo of the Bookerton time capsule, but it’s too small to see what the founders were placing inside it.

We shade shift the photo to make it larger and easier to see and learn that Olivia left an important clue in the time capsule 150 years ago.

Sam and Garry discover from the enlarged photo that Olivia has likely buried her diary in the time capsule.

**Q:** What is a time capsule?

**A:** A time capsule is a container of objects or records from a present time that’s buried for discovery in the future. It can be a “message to the future” to share what it was like to live at a certain time.

**Q:** What did Olivia put inside the Bookerton time capsule?

**A:** Her diary.

**Q:** What might we learn by reading a diary that was written 150 years ago?

**A:** Open response from students. You can use this question as an opportunity to discuss what it was like 150 years ago in your region. Consider historical, social, or environmental events.

**Extended Learning Opportunity:**

Write or sketch your own diary entry for today. Think about what someone in the future might be able to learn about you and the time you live in.

**Supporting Resources:** Curioso Storytelling Pages

**Q11 | Shade Shifter Words:** tiny / small / large
**Social and Emotional Learning Quest Extension Guide**

**Instructions:** When your student(s) have completed a quest, you can use these SEL-focused questions to extend learning through group discussion or as individual assignments for students. Please download our Curioso Storytelling Pages to support individual student reflection.

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**Quest 12: Festival Fiasco**

The Founders’ Day Festival is finally here! Mrs. Lombard struggles to unearth the time capsule from the frozen ground.

Your Curioso uses book magic to give Mrs. Lombard a pickax from the gold rush. Upon opening it, Viola finds Olivia’s diary, but the pages are all blank.

The diary isn’t the only thing in the capsule—Olivia also hid another glyph that allows you to portal into her journal, where you learn that the pages aren’t blank after all.

**SEL Connection:** Social Awareness—Listening and Taking Turns

Mrs. Lombard unearths the time capsule, and Viola excitedly grabs the diary and immediately steals the spotlight away from Mrs. Lombard and the festival.

Q: How do you think this makes Mrs. Lombard feel?

A: **Interrupted and unimportant.**

Q: What would have been a better way for Viola to have participated?

A: **Viola could have thanked Mrs. Lombard for her hard work.**

She could have **shared her excitement and asked** for permission to see the diary, rather than **snatching it and making herself the center of attention.**

**Extended Learning Opportunity:** Describe a time that you were interrupted and what you did. Include what people should do to let others know that they are not finished speaking.

**Supporting Resources:** Curioso Storytelling Pages

**Celebration Moment:** In quest 12, students will unlock a new glyph power, portal, which allows them to travel into texts to gain a deeper understanding.

Encourage your students to imagine using their new portal power on books in class or at home. Have them describe what they notice when they look deeper into a text.

**Q12 | Book Magic Moment:** Klondike Gold Rush
Instructions: When your student(s) have completed a quest, you can use these SEL-focused questions to extend learning through group discussion or as individual assignments for students. Please download our Curioso Storytelling Pages to support individual student reflection.

SEL Connection: Self-Awareness and Self-Management—Planning

Roberta has trouble remembering how to reveal invisible ink, even though she’s made it in the past.

Everyone is forgetful sometimes!

Q: Can you remember a time you forgot something?

A: Open response from students.

Q: What were the consequences of forgetting?

Consequences are results of something a person does.

A: Open response from students.

Q: What strategies can help us with forgetfulness?

Strategies:
- Write a to-do list
- Make rhymes and songs
- Draw visuals or pictures
- Create mind maps

Extended Learning Opportunity: Don’t forget what makes you special! Make a personal mind map. Include branches for hobbies, dream jobs/goals, community service, and personality traits/emotions. Each branch should include 4–5 descriptive nodes.

Supporting Resources: Curioso Storytelling Pages

Q13 | Shade Shifter Words: cool / warm / hot
Instructions: When your student(s) have completed a quest, you can use these SEL-focused questions to extend learning through group discussion or as individual assignments for students. Please download our Curioso Storytelling Pages to support individual student reflection.

SEL Connection: Self-Awareness and Self-Efficacy—Personality

You and Viola portal into Olivia Wen’s diary to find clues about a secret room. During the search, Viola wonders if her personality might be similar to Olivia’s.

Q: What is personality?

A: Personality is a person’s unique ways of thinking, feeling, and behaving.

Q: What do we know about Viola’s personality?

A: Viola’s personality includes traits like creativity, determination, resourcefulness, and curiosity.

Vocabulary for Discussion:
adaptable, conscientious, creative, determined, empathetic, forgiving, gracious, genuine, gregarious, independent, courageous, intuitive, kind, compassionate, patient, reflective, resourceful, respectful, responsible

Extended Learning Opportunity:
Using words and pictures, describe your own personality. Consider the traits, emotions, and manners that are most helpful to you, and the ones that are not so helpful.

Supporting Resources: Curioso Storytelling Pages

Q14 | Book Magic Moment: Morse Code
**Instructions:** When your student(s) have completed a quest, you can use these SEL-focused questions to extend learning through group discussion or as individual assignments for students. Please download our Curioso Storytelling Pages to support individual student reflection.

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**SEL Connection:** Social Awareness—Being Underestimated

When we arrive in Olivia’s secret room with Viola, we find that Li-li and Emil already knew how to open the secret bookcase.

**Q:** Why is Viola surprised to find Li-li and Emil inside the secret room?

**A:** She underestimated their ability to figure out the riddle that unlocked the room.

**Q:** What does it mean to underestimate somebody?

**A:** Underestimating is thinking someone is less capable than they really are. The word “underestimate,” breaks down to “under,” which means a lower level, and “estimate,” which means to guess.

**Q:** What can you do when somebody underestimates you?

**A:** Let the person know that you’ve been underestimated, and ask for the chance to show what you can do.

**Extended Learning Opportunity:** Describe a time when you were underestimated or when you underestimated someone else. What skills or knowledge were underestimated? What did you or the other person do about it?

**Supporting Resources:** Curioso Storytelling Pages

**Q15 | Book Magic Moment:** “The Lion and the Mouse”

**Q15 | Shade Shifter Words:** alien / familiar

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**Quest 15: The Mouse and the Martian**

Viola finds Olivia’s secret room, but there are more mysteries than ever before! Where did Olivia find all this treasure? What is that strange inscription? And, how can you help Emil, who is trapped by a robot from The War of the Worlds?

Your Curioso rescues Emil using book magic on one of Aesop’s Fables. Viola tries to shade shift the inscription and discovers that Olivia left behind another glyph!
**Instructions:** When your student(s) have completed a quest, you can use these SEL-focused questions to extend learning through group discussion or as individual assignments for students. Please download our Curioso Storytelling Pages to support individual student reflection.

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**SEL Connection:** Self-Awareness—Cultural Heritage

**Quest 16: A Family Tradition**

Viola is determined to find the third glyph, but she has no idea where to look.

Meanwhile, Mutt is busy preparing his special Founders’ Day Festival fajitas. Viola *portals* into Olivia’s diary and discovers that the glyph is closer than she thinks.

Your Curioso tries to help Mutt tenderize his steaks, but the shade shifter works a little too well.

**Mutt is busy preparing his special Founders’ Day Festival fajitas. He’s using a family heirloom to get the job done.**

**Q:** What is an *heirloom*?

**A:** *An object with personal memories or value that has belonged to a family for several generations.*

**Q:** Why do families pass down heirlooms and stories?

**A:** *To celebrate the stories and objects from their family’s history.*

**Q:** What is Mutt’s family heirloom?

**A:** *A special stone that was turned into a prized mallet.*

**Q:** Why is it special?

**A:** *It was given to Telemachus, Mutt’s great-great-grandfather by his good friend, Olivia Wen, to celebrate his founding of the Bookerton newspaper and the ways he helped the community.*

**Extended Learning Opportunity:**
Ask your family to tell you about a story or an object that has been passed down from one generation to the next. Describe the story or object with your class.

**Supporting Resources:** [Curioso Storytelling Pages](#)
**Quest 17: The Crest’s Secret**

You and Viola have found the “magic three” glyphs, but you can’t figure out how to open the mysterious door in Olivia’s secret room.

Your new glyph has the power of **mind mapping**, which gives Viola an idea.

By **portaling** into the diary and reading Olivia’s mind, you learn an important clue about what the door inscription really means.

**SEL Connection:** Self-Management—Self-Motivation

**Q:** How does Viola feel when she discovers that the glyphs won’t open the door inside Olivia’s secret room?

**A:** She is frustrated.

**Q:** How do you feel when you are frustrated?

**A:** Open response from students. Examples: upset, disappointed, and annoyed

We feel **frustrated** when we can’t change or achieve something.

**Q:** What can we do when we are feeling frustrated?

**A:** Share how you feel and why. “I am frustrated because ...” Take a deep breath. Imagine different options, or break the problem into smaller parts. Then, explore the best solutions.

**Extended Learning Opportunity:**
Describe a time when you were frustrated and what you did or could have done to work through it.

**Supporting Resources:** Curioso Storytelling Pages

**Celebration Moment:** In quest 17, students will earn their third glyph power: **mind mapping**! This glyph gives the power to connect ideas together to solve problems.

Encourage your students to use their new mind mapping power to make connections between their thoughts and ideas on topics in class or at home.
Instructions: When your student(s) have completed a quest, you can use these SEL-focused questions to extend learning through group discussion or as individual assignments for students. Please download our Curioso Storytelling Pages to support individual student reflection.

SEL Connection: Self-Awareness and Self-Efficacy—Creativity

Quest 18: Winging It

Viola searches the library for clues about Emma Dash, one of Bookerton’s founders.

Meanwhile, you and Alyx try to help Carla, who is upset that she can’t find a photo of a rare bird.

You inspire Carla to get creative. Shade shifting her artwork seems like a great idea, until your Curioso goes overboard with trying to help.

Carla needs to come up with a creative solution for showing the town a rare bird that has appeared in Bookerton’s park.

Q: What happens when Alyx asks Carla to draw a picture of the bird?

A: She says she doesn’t know how to draw, and because she’s not creative like Roberta.

Q: Do you need to be able to draw to be creative?

A: No. There are many ways to be creative.

Q: What does it mean to be creative?

A: Being creative means using your imagination to come up with new ideas or ways of doing things.

Q: What skill does Carla have that she realizes she can use creatively?

A: She knows how to carve wood.

Extended Learning Opportunity:
Describe a time when you were creative. What skills did you use, and what did your creativity help you to accomplish?

Supporting Resources: Curioso Storytelling Pages

Q18 | Shade Shifter Words: abstract / realistic
**Social and Emotional Learning**  
**Quest Extension Guide**

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**Instructions:** Cuando tus estudiante(s) hayan completado un desafío, puedes usar estas preguntas enfocadas en la SEL para extender el aprendizaje a través de discusiones grupales o como tareas individuales para los estudiantes. Por favor, descarguen nuestras **Pages de Cuentanovela Curioso** para apoyar la reflexión individual.

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**SEL Connection:** Autoconciencia—Identificación de Emociones

**Viola has found Emma Dash’s dream diary.**

Sueños son pensamientos que tenemos mientras dormimos, y a veces pueden estar llenos de emociones fuertes. Sueños son a menudo difíciles de entender o recordar.

**Q:** ¿Has tenido sueños fuertes alguna vez? ¿Cuáles emociones recordaste?

**A:** Respuesta abierta de los estudiantes.激励学生使用他们的词汇来描述他们的情绪，并考虑这些情绪的来源。

Autoconsciente de nuestras emociones puede ayudarnos a hablar sobre nuestras emociones de manera más clara, evitar o resolver conflictos con mayor facilidad, y manejar situaciones difíciles de una manera más fácil.

**Q:** ¿Por qué es importante poder hablar sobre nuestras emociones?

**Q:** Emociones nos ayudan a saber qué queremos o no queremos!

**Extended Learning Opportunity:**
Describe un momento en el que tuviste una emoción fuerte. ¿Cuál era la emoción que sentías? ¿Qué fue lo que causó la emoción? ¿Qué hiciste una vez que entendiste lo que sentías?

**Supporting Resources:** Curioso Storytelling Pages

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**Quest 19: Dream Diary**

Viola ha encontrado un importante artefacto: el diario de sueños de Emma Dash. Parece una gran manera de aprender más sobre esta fundadora!

**Portaling** en el diario de sueños es extraño!

¡Felizmente, el libro mágico de tu Curioso y el esquema de思考帮助你理解艾玛的奇怪梦境世界！

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Instructions: When your student(s) have completed a quest, you can use these SEL-focused questions to extend learning through group discussion or as individual assignments for students. Please download our Curioso Storytelling Pages to support individual student reflection.

**Quest 20: A Fishy Story**

In order to solve Olivia’s puzzle, you’ll need some insight into another town founder, Telemachus Schmidt.

But, Olivia’s account of him raises more questions than answers.

By portaling into Olivia’s diary, Viola is able to help Telemachus by using the shade shifter, but you’re still not sure what Olivia was trying to say about him.

**SEL Connection:** Social Awareness—Friendship

**Olivia describes Telemachus Schmidt as a true friend.**

Q: What are some of Telemachus Schmidt’s personal traits that we learn about from Olivia’s diary?

A: He’s serious, humorous, clumsy, generous, and absentminded.

Q: How would you describe a true friend?

A: Open response from students.

Examples:

- Someone who is caring
- Someone who lends a hand
- Someone who shares
- Someone who is a good listener

**Extended Learning Opportunity:**

Describe a time when a friend helped you. What character traits would you use to describe your friend? How were their personal traits helpful?

**Supporting Resources:** Curioso Storytelling Pages

**Q20 | Shade Shifter Words:** soaked / dry
Instructions: When your student(s) have completed a quest, you can use these SEL-focused questions to extend learning through group discussion or as individual assignments for students. Please download our Curioso Storytelling Pages to support individual student reflection.

SEL Connection: Social Awareness—Perspective-Taking

Still unsure what to make of Telemachus’s story, Viola looks for additional possible perspectives.

Q: What does it mean to take another person’s perspective?
A: Open response from students.

Perspective-taking is the ability to understand another person’s thoughts, feelings, and point of view.

Q: What happened from Telemachus’s point of view?
A: Olivia was courageous and pulled him out of the river. His story makes him look clumsy and in need of help.

Q: What happened from Olivia’s point of view?
A: Telemachus was helping her look for her token. She makes him look like a generous friend.

Extended Learning Opportunity:
Describe a time when somebody didn’t like something that you like a lot. Explain both perspectives and how each experience is different and okay.

Supporting Resources: Curioso Storytelling Pages
Instructions: When your student(s) have completed a quest, you can use these SEL-focused questions to extend learning through group discussion or as individual assignments for students. Please download our Curioso Storytelling Pages to support individual student reflection.

**Quest 22: Stinking Solutions**

Emil and Li-li are still looking for the Wen Token. Maybe you and your Curioso can help them find it!

Your Curioso uses book magic to summon Buck from *The Call of the Wild*.

Then you shade shift an artifact from the Wen House to help Buck track the token...and yet another clue from Olivia!

**SEL Connection:** Social Awareness and Responsible Decision-Making

**Q:** How does Li-li feel when Emil runs off without her and leaves her alone?

**A:** Disappointed, let down, and left behind.

**Q:** Why does Emil run off without Li-li?

**A:** He gets excited and runs off with Buck the dog, thinking he has everything he needs to find the Wen Token.

**Q:** Does Emil succeed without Li-Li’s help?

**A:** No.

**Q:** What would have been a better decision for Emil to have made?

**A:** Open response from students. Responses should include concepts of inclusive decision-making.

**Extended Learning Opportunity:**
Describe a time when you knew teamwork would help you accomplish something important. What skills or contributions did each person bring to the team?

**Supporting Resources:** Curioso Storytelling Pages

**Q22 | Book Magic Moment:** *The Call of the Wild*

**Q22 | Shade Shifter Words:** faint / mild / pungent
Instructions: When your student(s) have completed a quest, you can use these SEL-focused questions to extend learning through group discussion or as individual assignments for students. Please download our Curioso Storytelling Pages to support individual student reflection.

SEL Connection: Self-Awareness and Self-Efficacy—Curiosity

While portaling into the final pages of Olivia’s diary, we learn about a trip she’s about to take.

Q: What defining trait does Olivia have that she doesn’t want to lose?

A: Curiosity.

Q: What does it mean to be curious?

A: Open response from students.

Examples:

- Willingness to explore
- Eagerness to know or learn
- Desire to investigate

Q: How can curiosity be a helpful trait?

A: Curiosity is a helpful trait because it means that you are open to learning and considering new information and experiences.

Extended Learning Opportunity:
Describe a time when your curiosity led you to explore or discover something new. What triggered your curiosity? What did you learn by exploring your curiosity?

Supporting Resources: Curioso Storytelling Pages
Instructions: When your student(s) have completed a quest, you can use these SEL-focused questions to extend learning through group discussion or as individual assignments for students. Please download our Curioso Storytelling Pages to support individual student reflection.

SEL Connection: Self-Awareness and Self-Efficacy—Future Self

Think about Alyx’s final words to us at the end of our adventure:

Alyx: Change can be frightening…a step into the unknown.

Q: What emotions did you feel when you realized only you and your Curioso could go through Olivia’s secret door?

A: Encourage students to identify their emotions.

Alyx: Everything you’ve done so far, and everything you’ve learned has brought you to this moment...

Q: You made it to the very end of your adventure. In what ways have you grown?

A: Encourage students to identify the new skills and knowledge they’ve acquired.

Alyx: You’re ready for bigger places—bigger adventures! Your new skills will take you on many adventures! Oh—I’m so excited for everything you’re going to see!

Q: What have you discovered about yourself as you’ve grown your reading skills?

A: Encourage students to identify personal strengths, such as self-confidence.

Extended Learning Opportunity: Describe the reading adventure you think is waiting for you on the other side of Olivia’s door, and the special strengths and skills you’ll be taking with you. Encourage your students to imagine new reading goals and challenges that build on all the skills they’ve achieved.

Supporting Resources: Curioso Storytelling Pages
Curioso Retell Instructions: This Curioso wants to know about what you’ve been learning and reading! Draw a picture and write about something you read or learned this week in the book and color the Curioso. Think about the main idea you want to share and details that will bring your drawing to life!

Instrucciones para volver a contar con Curioso: ¡Este Curioso quiere saber lo que has estado aprendiendo y leyendo! Haz un dibujo de algo que leiste o aprendiste esta semana en el libro y colorea el Curioso. ¡Piensa en la idea principal que quieres compartir y en los detalles que harán que tu dibujo cobre vida!
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