QUEST EXTENSIONS

Social and Emotional Learning Guide



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Overview

Amplify Reading is a digital reading program that draws on the power of storytelling to engage students in reading instruction and practice. Whether students are just learning to read or mastering close reading, Amplify Reading takes students on a personalized journey to develop their literacy skills. The program provides students with targeted and engaging instruction and practice in the skills that they need to become successful readers: Phonological Awareness, Phonics, Decoding, Fluency, Vocabulary, Comprehension, and Close Reading. The program incorporates research-proven instructional approaches for teaching these skills, in a scope and sequence that is intentional and grounded in the science of reading.

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 storylines reinforce key areas of social 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.

As students progress through Amplify Reading's story-driven worlds, they experience storylines 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. While students receive the activities and skill practice most appropriate for their current reading level, all students in your class will embark on adventures through each quest, while exploring the same storyline. This makes the quest narrative a common element to support class discussion and activities beyond their independent practice, that can foster a shared sense of progress and community. Within this packet, you will find extension activities that engage with the storylines your students see in the quests. Included is a set of SEL discussion questions that reflect on the narrative from each quest, as well as optional, independent student activity prompts.



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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. Use the included **comics** to help refresh your students' memory of the close reading narrative that is tied to the SEL discussion questions.



Mission 1: A Princely Mood

The Four Eyes track the *Codex Magnifica* to the Ravenous Isle at the far edges of Zephraya.

But to reach it, they need help from Prince Taq, who is at his breaking point with the team.

SEL Connections:

- Self-Awareness: Identifying emotions
- Self-Management: Stress management
- Social Awareness: Perspective-taking

Close Reading Focus:

Author's Craft: Setting & Mood—Identify the setting and mood in text and understand how word choice affects mood.

Discussion Questions:

Q: Why does Taq initially refuse to help his friends go to the Ravenous Isle?

Possible Answers:

- He says it is too dangerous.
- His people in Zephraya need him more.
- He is sad because of Olivia Wen's disappearance.
- He has a responsibility to take care of Zephraya.
- Many Zephrayans have gone to the Ravenous Isle and not returned.

Q: What emotions was Taq feeling? *

A: Scared, overwhelmed, sad, fearful, and responsible.

Q: What is causing these emotions?

Possible Answers:

- He is scared and fearful because the trip to the Ravenous Isle will be dangerous.
- He is overwhelmed and feeling responsible because he is a prince in charge of all of Zephraya, and his people need him.
- He is sad because he misses his friend Olivia.

Q: Can anyone share a time when you felt...

- scared or fearful about a new adventure or trip?
- overwhelmed about having a lot of responsibility?
- responsible for making sure things got done?

A: Open-ended response.

*You may optionally use the Emotion Wheel included in this program guide to support this discussion.



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Mission 1: A Princely Mood

SEL Connections:

- Self-Awareness: Identifying emotions
- Self-Management:
 Stress management
- Social Awareness:
 Perspective-taking

Writing Ideas

Stress-Release Activities: books and other media, sports, friends, family, journaling meditation, games, walking

Stress-Release Strategies:

- Setting expectation
- Perspective-taking
- Sleep and exercise
- Relaxation
- Socializing
- Meditation

Writing Prompt:

Taq uses fantasy books, like *Charlie and the Chocolate Factory*, to "escape" from his problems.

What do you do when you are stressed or to help yourself feel better if you are having a bad day?

What are some strategies you could use to help yourself when you are stressed or sad?















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Mission 2: Palace Intrigue

At the Jasper Palace, home of Zephraya's ancient and priceless treasures, the team seeks information about the Ravenous Isle. But the Jasper Palace may not give up its secrets so easily...

SEL Connections:

- Self-Awareness:
 Self-confidence
- Relationship Skills:
 Teamwork
- Social Awareness: Appreciating diversity

Close Reading Focus:

Text Structure: Description and Sequence—Recognize description and sequence text structures using language clues, and understand why authors use these structures.

Discussion Questions:

Q: The Four Eyes all come from different lands and have different strengths, yet they come together to work as a team. Do you think it is better to have a team of people who are all very similar to each other, or all very different? Why?

A: It can sometimes feel easier to get along with people who are more like you, but in fact, teams with members who are all different from one another often do better. This is because each person is able to bring perspectives, experiences, and ideas to the team. Differences can include gender, age, race, interests, place of birth, or residence.

Q: What special background or strengths could you bring to a team? For example, describe a strength you have that comes from your unique background.

A: Open-ended response.

Q: In this mission, Taq admits that he is terrified of being a leader and has been faking his confidence. There are sayings we have like, "fake it 'til you make it" or "believe it until you achieve it." Have you heard of these sayings? What do you think they mean?

A: Some people may not feel confident about their skills, so they might not be their true self in certain situations. It is normal to be nervous when doing something new or challenging. But, if you believe that you can do something, this can help you develop the confidence to succeed at it.

Q: In what situation would you need to "believe it until you achieve it"?

A: Open-ended responses can include doing a presentation in front of the class, acting in a play, or being a team captain.

Q: It is also important to be able to ask for help from your teammates when you need it, as Taq does. Who could you ask for help if you weren't sure what to do in those situations?

A: Open-ended response.



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Mission 2: Palace Intrigue

SEL Connections:

- Self-Awareness: Self-confidence
- Relationship Skills: Teamwork
- Social Awareness:
 Appreciating diversity

Writing Ideas

Groups and Teams:

group or community project, sports team, school club, my family, youth group, my class, gaming guild, activism

Strengths:

strong communicator, good listener, fast learner, creativity, problem solver, great friend, strong leader, detail-oriented, hard worker, perfectionist, positive attitude, encouraging, curious, kind, trustworthy, reliable

Writing Prompt:

Part of teamwork is relying on the different strengths of your teammates. In this mission, each teammate's unique strength helps them to work together to solve the painting's mystery and successfully locate the missing wind charts. We see how Taq's love of reading and mentorship from Olivia helps us understand texts. Scadwin, the poet, notices details and has a great memory for art. Ruby's experiences in Dworp help her notice that something is unusual about the description in the painting. Iris, as an investigator who is great at solving mysteries, finds a clue in a vase and notices the secret symbols on the door in the painting.

Step 1: Think of a group or team that you belong to. **Step 2:** Choose a strength that makes you a valued team member.

Step 3: Write 2–3 sentences about your strength and why it is important to you and your team.







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Mission 3: Facets of Ruby

The Four Eyes must navigate through the dangerous fog belt around the Ravenous Isle.

Ruby has a plan, but she has to see herself differently before she's willing to take the leap.

SEL Connection:

- Self-Awareness: Accurate Self-Perception
- Self-Awareness: Self-Motivation

Close Reading Focus:

Character: Characterization— Identify how actions, dialogue, thoughts, and feelings clue us into characters' traits and motivations.

Discussion Questions:

We learn a lot about traits and motivations in this chapter. Just like the characters in these stories, we all have many unique traits and motivations of our own.

Q: What are some motivations that you have?

Possible Answers:

- I want to be successful in life.
- I want to be a team captain.
- I want to learn new things.
- I want to relax after a long day.

Q: In this mission, Ruby realizes that you can be scared and brave at the same time. Can you think of a time that you did something brave that also scared you?

A: Open-ended response.

Q: In this mission, you wrote a motivational letter to Ruby describing her best traits and actions. Share which of Ruby's traits (resourceful, brave, strong, reliable) you focused on and what future actions you described in order to motivate her.

A: Open-ended responses can include: Ruby's Traits—resourceful, brave, strong, and reliable. Ruby's Actions—creating her own fashion, capturing the Elephant Worm, saving her climbing team, and being a team player.

Q: It is also important to be able to ask for support from your family and friends when you need it, just like Ruby does. Who could you look to for motivational inspiration when you are unsure of yourself or what to do next?

A: Open-ended responses can include: family or older siblings, professionals, community members, or role models like athletes or public figures.



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Mission 3: Facets of Ruby

SEL Connections:

- Self-Awareness: Accurate Self-Perception
- Self-Awareness: Self-Motivation

Writing Ideas

Actions:

- I try hard in school because...
- I read books because...
- I help my family around the house because...
- I am there for my friends because...

Motivations:

- I want to be successful in life.
- I want to be a team captain.
- I want to learn new things.
- I want to relax after a long day.

Traits:

- curious trustworthy
- brave hardworking . helpful
 - caring

Writing Prompt:

This mission is called Facets of Ruby. Facets means "parts of." Let's explore the many facets or parts of you!

As we learned in the chapter, we can learn a lot about a character's traits and motivations from their actions and feelings.

For this activity, start with two actions that you feel proud of.

For each action, choose two reasons why you did the action, and identify whether the action is a **motivation** or **trait**.











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Mission 4: Forge of the Sun

The Four Eyes arrive at the Forge of the Sun, hoping to find the Codex. Instead, they encounter a strange obelisk covered in cryptic markings. Can they solve the ancient prophet's puzzle?

SEL Connection:

- Self-Awareness:
 Recognizing strengths
- Social Awareness:
 Respect for others
- Relationship Skills:
 Teamwork

Close Reading Focus: Text Structure: Compare/Contrast and Problem/Solution—Recognize these text structures using language clues, and understand why authors use these structures.

Discussion Questions:

We learn in Mission 4 that the Codex was misused, causing all sorts of trouble for the four lands of Vista. Each land thought the Codex was a solution to their individual problems, rather than a tool to help solve the larger challenges shared by all of Vista.

Q: Can you think of a time you were part of a group or team and your goals (or what you wanted) didn't fully match the team's goals?

A: Open-ended responses can include: wanting to play a position on a sports team that was already assigned, or striving to contribute to a project in a way that didn't fit with everyone else's ideas.

Teams that thrive know how to work toward a shared goal by using and placing value on each member's individual abilities. Think about a group you belong to inside or outside of school. Compare and contrast how your individual strengths help your team achieve shared goals.

Q: How are you similar to other people in the group, and how does this support the group's goals?

A: Open-ended responses should include comparison language: alike, both, same, similar, in common, or also.

Q: What makes you different from others in the group, and how do those differences support the group's goals?

A: Open-ended esponses should include comparison language: although, but, unalike, however, or on the other hand.

Now, think about a problem that your group or team faces.

Q: What similarities within the group would provide a solution to the problem. What differences within the group could help solve the problem?

A: Open-ended responses should focus on students' potential contributions to the group's dynamics.



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Mission 4: Forge of the Sun

SEL Connection:

- Self-Awareness:
 Recognizing strengths
- Social Awareness:
 Respect for others
- Relationship Skills:
 Teamwork

Writing Ideas

Compare: alike, both, same, similar, in common, also, as well as, equal

Contrast: although, but, unalike, however, differ, while, on the other hand

Teamwork Concepts:

- Setting common goals
- Shared decision-making
- Problem-solving
- Communication
- Leadership

Writing Prompt:

Four Lands of Vista, each unique, Their paths diverging, futures bleak.

If they are to be whole again, The key is hidden here within.

High up in Folie's heights, deep inside Cimeran stone, Each Land must still call Vista home.

In Dworpish darkness, Zephraya's bright flame, Compare these Lands, their souls are the same.

This poem compares and contrasts features of the four realms of Vista. Think about how each land's features could create problems or solutions when trying to work together. Describe what **teamwork** between these lands might look like.



















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Mission 5: The Butterfly Effect

The Kestrel begins to descend into the secluded valley of Cimera, Scadwin's homeland and the site of the second Great Task. But Scadwin seems strangely upset about going home...

SEL Connection:

- Self-Awareness
- Identifying Emotions
- Self-Management

Close Reading Focus:

Causal Reasoning:

Recognize extended causeand-effect relationships and practice identifying the reasoning connecting causes to effects.

Discussion Questions:

Q: Scadwin agrees to "face the music" for having left Cimera when he was young. If you were in his position and Glenna told you that had to face the music for something, how would you feel?

A: sad, angry, scared, guilty, or ashamed.

Q: Taq seems embarrassed when Scadwin asks why he carries Sherlock Holmes books with him wherever he goes. Do you think Taq should be embarrassed about what he likes? If not, what could you say to remind him of this?

A: Open-ended response.

Q: Both Scadwin and Taq are inspired by books they've read: Scadwin loves adventure stories and Taq loves Sherlock Holmes. Think of a book you love. Now, think of someone in your life. If you showed them the book you love, what do you think they would say about it, and why?

A: Open-ended response.

Q: Scadwin seems proud that he "really did become that person" he dreamed of being when he was young. But, Glenna doesn't seem happy about Scadwin's choice to leave the valley. Which person do you feel more sympathetic to, and why?

A: Open-ended response.



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Mission 5: The Butterfly Effect

SEL Connection:

- Self-Awareness
- Identifying Emotions
- Self-Management

Writing Ideas

- Sentence starters
- When I said goodbye, the saddest part was...
- When I said goodbye, I felt...
- A silver lining was...
- Something I looked
 forward to was...
- Something I learned was...

Writing Prompt:

When Scadwin left the valley of Cimera in his youth, he made a choice to say goodbye to everything he had known. Sometimes, saying goodbye can be a big part of life. If we never said goodbye to anything, we might miss out on new, exciting experiences. On the other hand, saying goodbye can be sad, too. Let's explore both sides of a goodbye. Please write about one of the following:

Option 1: Write about a time when you said goodbye to someone or something in your life. Name 2 or 3 reasons that goodbye made you feel sad. Then, name 2 or 3 reasons that goodbye helped you grow, or led to something new and exciting.

Option 2: Think about Scadwin's point of view. Then, write a diary entry from his point of view—one that he might have written just after leaving the valley. In the entry, tell about things Scadwin was excited about, as well as things he might have been sad to leave behind.












IT LOOKS LIKE SCADWIN WROTE LOTS OF NOTES ON THIS MAP - LISTS OF PLACES THAT HE MIGHT ONE DAY WANT TO VISIT. STRANGE - HE DIDN'T LIST ANY PLACES IN CIMERA.

Zephraya Cross Conses Conse WHEN HE WAS YOUNGER. LET'S SEE, HERE ARE SOME OF THE TITLES. *IMAGINING THE MARKETS OF WINDY CORNERS*...*LO! HOW SLOWLY A RANCHER'S DAY PASSES?...*PACKING FOR A JOURNEY I'LL NEVER TAKE*...*HOW I WISH, I WISH, I WISH I COULD SEE A WINDSHIP, JUST ONCE*... WISH I COULD SEE A WINDSHIP, JUST ONCE*... WHAT ARE YOU WHAT ARE YOU TWO LOOKING AT OVER THERE? DON'T WORRY ABOUT IT, MY FRIEND!

IT'S A NOTEBOOK OF POEMS SCADWIN WROTE

HIS DAILY SCHEDULE! "MORNING: FEED SPIDERS. AT NOON: MILK AND SHEAR SPIDERS, AFTERNOON: TAKE SPIDERS OUT TO PASTURE. EVENING: POLISH WEBS. NIGHT: DREAM OF SPIDERS UNTIL MORNING." EVERY DAY, THE SAME SCHEDULE — VERY TEDIOUS, IF YOU ASK ME. HE DREW A MARK ON THE WALL FOR EACH DAY HE WORKED IT...



AND I THOUGHT THE GREAT LIBRARY OF ZEPHRAYA HAD A LOT OF BOOKS! LET'S SEE HERE....ADVENTURE STORIES, BIOGRAPHIES OF SKYSHIP CAPTAINS, STORIES ABOUT TRAVEL, STORIES ABOUT JOURNEYS, ADVENTURE TRAVELS, ADVENTUROUS JOURNEYS, JOURNEYS INTO ADVENTURE...I BEGIN TO GET THE PICTURE.



SCHOOL REPORTS. WAIT A MINUTE, THESE WERE WRITTEN BY GLENNA! SHE USED TO BE SCADWIN'S TEACHER, AS WELL AS THE SHERIFF? EVERYONE IN CIMERA SEEMS TO DO A LOT OF JOBS. LET'S SEE HERE..







ALL RIGHT, HOLMES! WE'VE MADE





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Mission 6: Views from Cimera

The Four Eyes' arrival has upended life in Cimera. They must prove they can see from other perspectives to rally the villagers and move the mountain that has long protected them.

SEL Connection:

- Relationship Skills
- Communication

Close Reading Focus:

Use character traits and motivations to understand different characters' perspectives within a story.

Discussion Questions:

Q: Remy and Sarah seem like they're angry with one another, but at other times they get along. Do you think this is normal between friends? Why or why not?

A: Open-ended response. Encourage students to compare and contrast different scenarios and motivations that might explain conflict as well as strong alignments in friendships.

Q: The older Cimerans are terrified to leave the valley because they don't want it to change. At the same time, the younger Cimerans are excited to see what life might be like outside. Which group do you agree with more, and why?

A: Open-ended response. Encourage students to reflect on character motivations to understand different characters' perspectives within this story.

Q: After Scadwin gives his speech, the Cimeran named Hugo says that changes are coming to Cimera. Have you ever had to face a change that caused you to be afraid? How did you get through it?

A: Open-ended response.

Q: Theo tells Scadwin, "All I've ever really wanted to know was that you could take care of yourself." Why do you think he said that?

A: He was worried about his little brother; he's proud of Scadwin for making a speech; he feels responsible for Scadwin.



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Mission 6: Views from Cimera

SEL Connection:

- Relationship Skills
- Communication

Writing Ideas

Dear [person's name],

Sometimes, I worry that you think I'm...

One thing I've always wanted to explain to you about myself is...

Writing Prompt:

Think about what you learned about Scadwin and Theo from reading each of their letters. Then, think about your own life, and someone in it who doesn't seem as if they understand you, just like Theo and Scadwin didn't understand one another.

What would you like to say to that person?

Write a short letter to them that explains how you feel.

























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Mission 7: Voices from the Rock

Work on the mountain stalls after a mysterious voice convinces the Cimerans that the area is haunted. Iris and Scadwin must venture into the mountain's chambers to unearth the truth.

SEL Connection:

- Ethical Responsibility
- Communication Scaffolds

Close Reading Focus:

Recognize the ways an author's word choice can reveal their tone toward a subject and identify how slight changes in word choice affect the tone of a passage.

Discussion Questions:

Q: Hugo is afraid of the ghosts that he thinks he's encountered, and he comes to tell the Four Eyes about it. When you're afraid of something, who's the first person you want to tell about it, and why?

A: Open-ended response. Encourage students to discuss how they feel when they share something scary with a trusted person.

Q: If someone told you they thought they'd seen a ghost, would you believe them? If not, how would you respectfully tell them you believe something different?

A: We can agree to disagree; ask them why they believe in ghosts; tell them what I believe but not insist that they believe it, too.

Q: The mysterious Voice tells the group that it's "almost as if my paintings keep me company." What did the Voice mean by this?

A: The Voice identifies with the people and objects in his paintings; the Voice feels very alone; the Voice doesn't have real people around; the Voice likes to work often.

Q: The Voice comes out of hiding after the Four Eyes are able to understand his work. Why do you think the Voice wants to hide from people who don't understand his work?

A: The Voice is shy; he feels protective of his work; he doesn't know how to talk to people; he doesn't have friends; his work is personal.



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Mission 7: Voices from the Rock

SEL Connection:

- Ethical Responsibility
- Communication Scaffolds

Writing Ideas

- My partner's face looked...
- My partner's arms were...
- My partner was looking at...
- My partner's voice sounded...
- My partner seemed...,
- and I know that because...

If you're not familiar with reading body language, here are some hints:

When someone has open body language, they often feel trusting. When their body language is closed, they may be afraid or sad.

If someone is moving around and expresses a lot of energy, they may be excited, nervous, or angry!

Writing Prompt:

In this episode, the Voice talks about feeling watching the people of Cimera go about their ordinary lives. One consolation the Voice may have, though, is learning a lot about people's moods and emotions by carefully observing their body language. (As a painter, the Voice is, of course, a master at nonverbal communication, or body language!)

Find a partner you can work with and who you would like to learn more about. Ask them to tell you a little bit about a subject they're really interested in. While they're talking, pay close attention to their body language. Then, write a few sentences about something you learned about your partner including your observation of their body language and facial expressions.































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Mission 8: To Move a Mountain

The mountain of Cimera is actually a living giant, who seems reluctant to move. If the Four Eyes want to complete their Great Task, they'll have to persuade the mountain to move...

SEL Connection:

- Perspective-Taking
- Empathy

Close Reading Focus

Define claim, evidence, and reason. Understand how they work together to create a strong argument.

Discussion Questions:

Q: The Four Eyes all prefer different articles from Scadwin's collection of writings. What kinds of writing do you like, and why?

A: Open-ended response.

Q: The Mountain of Cimera seems to really want to paint, but he doesn't feel like it's okay to pursue that until the group successfully argues with him. Have you ever used an argument to convince someone that their actions were good or bad idea?

A: Open-ended response.

Q: Has anyone ever used an argument to convince you to do or not to do something? What happened, and what did it feel like?

A: Open-ended response. Examples: It was helpful; I got angry; it made things clearer; I was happy they took the time.

Q: At the end of the episode, Scadwin is happy that his people have learned about freedom, too. Have you ever taught someone about something that's important to you? Talk about it and how it made you feel.

A: Open-ended response.



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Mission 8: To Move a Mountain

SEL Connection:

- Perspective-Taking
- Empathy

Writing Ideas

As a mountain, sometimes it's hard to cook, make the bed, clean up, get exercise, or do something fun.

- What I like to do is...
- Where I would really like to go is...
- I'd really like to go there because...
- When I think about the people in the valley, I feel...
- When I think about traveling soon, I feel...

Writing Prompt:

The Mountain of Cimera spent a thousand years guarding the valley without being able to explore the world and learn to paint, like he really wanted. How do you think that felt? In a short, creative essay, imagine that you're the Mountain of Cimera, and you're writing a letter to another mountain. Explain what your daily life is like and how you feel about it.

(Don't forget that in a letter, it's polite to ask how the other person is doing!)





















It is a tragedy that many of our young Cimerans spend their idle days on the couch, "chattering" with their friends on glasses-cam, rather than in healthy exercise! The young should be outside as often as possible, because it's what's good for them! Cimerans who get daily outdoor exercise are healthier, as we know because the last three winners of the All-Cimera Eight-Legged Rodeo spent hours exercising outdoors in the meadow sun. Through vigorous outdoor exercise, such as harvesting spider silk or pushing a plow, can young Cimerans reach that level of health!





Teen Cimera Stand Up!

Have you considered, beautiful reader and best friend, that young people should spend more time outside exercising than on glasses-cam? We asked folks around our magazine's office about their summer faves, and one of our interns, Albertine, said that if she could recognize lovely summer plants, like gorgonberry flowers and wereleaf, she would spend more time outside. Sounds awesome to us! That's why we think you should totally spend more time outside exercising this summer, you readers, you dolls!










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Mission 9: Secrets in Simile

The team meets with an ex-Bureau agent whose strange speech hides the location of the Heart of Grandd Folie. They'll need to learn her figurative way of speaking to find out what she knows.

SEL Connection:

Accurate Self-Perception:

- Recognizing strengths
- Self-confidence
- Empathy
- Perspectives

Close Reading Focus:

Identify similes, metaphors, and allusions in literature and interpret how these devices add meaning.

Discussion Questions:

Figurative language can be a useful and powerful way to explain our **emotions**. That is why it is often found in song lyrics and poetry. Here are some similes that students wrote about school:

- The first day of school is like opening a fresh notebook.
- Learning is like a marathon and not a sprint.
- Learning something new is like climbing a mountain.

Q: Let's go one by one and discuss what these similes mean. What does the writer of each simile feel about school and learning?

A: Open-ended response.

Q: Which of the sentences feels most true to you?

A: Open-ended response.

Q: Let's try to make our own simile(s) about school. What feelings do we have about school?

A: Open-ended response.

Q: What is something else that makes you feel this way?

A: Open-ended response.

Okay, let's work together and create similes. Thenn let's discuss what they mean.

Examples:

- School is like a cozy sweatshirt. It makes me feel safe and comfortable.
- School is like a roller coaster. It has its ups and downs.



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Mission 9: Secrets in Simile

SEL Connection:

Accurate Self-Perception:

- Recognizing strengths
- Self-confidence
- Empathy
- Perspectives

Writing Ideas

Metaphors or similes

starters: bird, comet, tree, sun, moon, blizzard, rainbow, ice cream sundae, pair of blue jeans, cactus, rose, ball of clay.

Examples:

I am like a storm because I am strong, loud, and fierce.

Storms are also exciting and wild and so am I.

I like this about myself because it makes me brave and fun to be around.

Writing Prompt:

In this mission, you used figurative language to describe one of your fellow adventurers. Can you use a metaphor or simile to write something you like about yourself?

Write at least three sentences relating yourself to the object or thing. You can make up your own sentence or use the Writing Ideas and Sentence Frame below for help.

Sentence Frame:

| l am [like] a | (object) | _because | |
|------------------|-------------|----------|---|
| Both me and _ | (object) | are | · |
| I like this abou | t myself be | cause | |















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Mission 10: Where Waters Flow

Is the Heart of Grand Folie a place and not a thing? Iris leads the team into sewers in search for answers in what might be her only chance to get back in the good graces of the Bureau.

SEL Connection:

- Self-Awareness: Self-efficacy
- Social Awareness:
 Perspective-taking

Close Reading Focus:

Recognize a cause and effect text structure using language clues and understand why authors use this structure.

Discussion Questions:

This mission takes place in the sewers of Grand Folie, which is a place that Iris finds familiar and normal. However, her friends are not from Grand Folie and have never been in the sewers. They think the sewers are smelly and scary.

In our world, there are times when something that seems totally normal to you can seem strange or scary to others. This is because we all have different backgrounds and experiences that shape how we view the world. This is what makes our world interesting and magnificent!

Sometimes, it may be really hard for you, or even adults, to understand how someone can feel so differently about something you love or hate. And, you can lose sight of the importance of being kind when talking to someone who shares a different viewpoint than you.

Q: There is a phrase, "Don't yuck my yum." What do you think that means?

A: It's not nice to put down something that someone else enjoys. We should respect that we all enjoy different things that may derive from our experiences and backgrounds, and this should be celebrated!

Q: Have you heard the phrase: "Put yourself in somebody else's shoes?" What do you think that means?

A: It means understanding someone else's **perspective**. This can help you understand why a person might feel the way they do about something. Let's practice putting ourselves "other people's shoes."

Q: Think of a scenario in which two people feel differently about the same thing. Then, identify the cause and effect of the misunderstanding between the two people.

A: Open-ended response example: I thought it was a perfect day to go to beach for a swim. The sun was shining, and we had the day off. My brother said, "No way!" because it was winter! So, he left me in the cold. **Cause:** It was too cold to swim. **Effect:** A disagreement about what makes the beach enjoyable.



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Mission 10: Where Waters Flow

SEL Connection:

- Self-Awareness:
 Self-efficacy
- Social Awareness:
 Perspective-taking

Writing Ideas

Topics:

cats, dogs, fishsticks, music styles, famous people, the beach, camping, cold weather, math class, gym class, waking up early, board games, getting dressed up

Examples:

Maybe you love watching old black-and-white movies or your favorite food is a special dish from your culture that others have never tried.

Writing Prompt:

Part 1: Think about something you like to do, or a thing or place you love that other people you know don't always feel the same way about.

Write a few sentences about the thing you love and why it is important to you. What feelings or memories do you have about it?

Part 2: Now, think about something you **do not like** that other people like. Put yourself in the "shoes of the other person" who likes that thing. Write a few sentences about why they love it and why it might be important to them.







2

AND SO, THE JOURNEY CONTINUES...



















IRIS agent of the bureau

DESCRIPTION

TEXT STRUCIUM

0

0

SEQUENCE

COMPARE + CONTRAST

PROBLEM + SOLUTION

CAUSE + EFFECT

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IN ORDER TO PIN DOWN COMPLEX INFORMATION.

BUREAU AGENTS ALWAYS ANALYZE

STRUCTURE TO UNCOVER WHAT

AN AUTHOR WANTS TO SHARE.

1E



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Mission 11: Conflicted

The Four Eyes have found the Heart of Grand Folie...or have they? Iris and Ruby aren't so sure and have traveled to Petite Folie, home of the mysterious Agent Poe, to investigate further...

SEL Connection:

- Self-Awareness: Accurate self-perception
- Social Awareness:
 Perspective-taking
- Relationship Skills:
 Negotiating conflict

Close Reading Focus:

Recognize the external and internal conflicts characters encounter in a story and describe the connections between them.

Discussion Questions:

In Mission 11, Ruby says, "Forgetting about our feelings seems sketchy to me. Our feelings are important...and if we feel bad or conflicted about something, maybe we should try to figure out why?"

Q: When you feel conflicted about something, what's the first thing you should know in order to think about changing your situation? (Hint: What two things are in conflict?)

A: You need to know what two things in conflict and whether your conflict is internal or external. **Internal conflict** is caused by our thoughts and feelings and **external conflict** is caused by our interactions with other people.

If you determine that your conflict is internal, the next step is to identify the thoughts and feelings that are in conflict.

Q: Can you think of a time you had an **internal conflict**?

A: Open-ended responses can include identifying the thoughts or feelings that caused the internal conflict.

Q: What are some strategies for coping with or resolving (finding solutions to) our internal conflicts?

A: Coping strategies:

- Identify the thoughts and feelings you are having.
- Evaluate what triggered those thoughts and feelings.
- Ask yourself why you feel that way.

Q: Can you think of a time you had an **external conflict**? What happened? How were you able to resolve the conflict?

A: Open-ended responses can include retelling the situation and explaining its dynamics, but leaving out names and personal details.

Q: What are some strategies we can use to resolve our external conflicts?

A: Listening effectively and being specific about your thoughts and feelings. Developing conflict resolution strategies such as compromise, collaboration, and accommodation.



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Mission 11: Conflicted

SEL Connection:

- Self-Awareness: Accurate self-perception
- Social Awareness:
 Perspective-taking
- Relationship Skills:
 Negotiating conflict

Writing Ideas

Types of Conflict:

Internal conflict: caused by our thoughts and feelings

External conflict: caused by our interactions with other people

Conflict Resolution Skills:

- Recognizing your feelings
- Being calm
- Perspective-taking
- Communication
- Staying neutral
- Compromising

Writing Prompt:

In Mission 11, Ruby says, "Forgetting about our feelings seems sketchy to me. Our feelings are important...and if we feel bad or **conflicted** about something, maybe we should try to figure out why?"

Write about an **internal** or **external conflict** you were able to resolve.

Part 1: Which of your character traits, actions, or personal motivations were involved in this conflict?

Part 2: What type of conflict resolution skills did you use, or would have been helpful, to solve your conflict?

















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Mission 12: Masked Persuasions

With the supposed "Heart" returned, the Four Eyes embark on a high-stakes mission to sneak into the Bureau's masquerade ball and show the entire city the true Heart of Grand Folie!

SEL Connections:

- Self-Awareness: Self-efficacy
- Self Management: Stress management Self-motivation

Close Reading Focus:

Identify whether an author is appealing to our hearts or minds when making an argument, and learn how authors craft these arguments.

Discussion Questions:

At the Costume Ball in Mission 12, we discover that the Bureau Chief wants to re-hide the Heart of Grand Folie so that everything can go back to the way it's always been.

Q: What do you think the Bureau Chief was feeling and how did his feelings affect his decision-making?

A: The Bureau Chief is feeling stressed by the idea of change and moving on from an accomplishment. This causes him to want to re-enact the same accomplishment (hide and search for the Heart of Grand Folie), rather than take the risk of moving on to something even more challenging. He knows he can succeed at finding the Heart, and it feels great. He's scared of what comes next, since this was such a big part of his life.

This is a very normal feeling that we all can experience and learn to manage by practicing a **growth mindset**.* People tend to have one of two different beliefs about their intelligence and ability to learn new skills:

- **growth mindset**—the belief that the ability to do things can grow through hard work.
- **fixed mindset**—the belief that how good or bad a person is at something is fixed, and it cannot be changed.

Q: Have you ever accomplished something and then felt unsure that you could take on an even bigger challenge? How could a growth mindset help you overcome your uncertainty and continue to grow?

A: Open-ended responses should include **Growth Mindset Traits**.

*You may optionally use the <u>Growth Mindset Chart</u> included in this program guide to support this discussion.



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Mission 12: Masked Persuasions

SEL Connections:

- Self-Awareness: Self-efficacy
- Self Management: Stress management Self-motivation

Writing Ideas

Argument Types:

- Feeling arguments
- Thinking arguments

Growth Mindset Traits:

- Takes on new challenges
- Takes risks to expand skills
- Sees mistakes as learning
 opportunities
- Seeks and accepts feedback
- Perseveres and maintains focus
- Asks questions and requests help from others when needed

Writing Prompt:

In Mission 12, there is a suggestion box right outside of the Bureau Chief's office. Now that the Bureau agents have discovered the Heart of Grand Folie, they are each ready to take on a new challenge.

Develop an argument that will help former agents of Grand Folie feel prepared to start learning new skills.

Consider how both **feeling** and **thinking** perspectives could help build a strong argument.

Consider how **growth mindset thinking** could help prepare an agent for starting on a new career or assignment.














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Mission 13: A Fistful of Change

The final Great Task begins: to light the Dragon Egg Lantern deep in the dark underworld of Dworp! But to do that, Ruby may first have to confront a very old enemy...

SEL Connection:

- Self-Management
- Responsible
 Decision-Making
- Relationship Skills

Close Reading Focus

Identify how characters resolve conflicts and the ways in which the resolution creates character change. Interpret the lesson each character learns from going through that change.

Discussion Questions:

Q: Scadwin says that he believes "any enemy might become a friend." Do you agree with that? Why or why not?

A: Open-ended response.

Q: Ruby says that when Myope kicks her out of the Jackpot Cafe, she feels "so defeated...like I'm made of rags." Have you ever felt this way? What's one thing that has helped you feel better when you've felt like this?

A: Talking to friends or family members; doing something relaxing; doing something fun; trying to put the situation in perspective.

Q: During the showdown with Myope, Ruby says the following: "I can feel my heart beating faster, and my hands are kinda shaking. That usually means I'm pretty close to losing my cool." When you get angry, what are some things you feel?

A: Heart racing; shortness of breath; dizziness; anxious; voice raising; walking away; feet stomping; wanting to break something.

Q: At the end of the episode, Ruby says that what counts is that her friends like her. Do you agree with her? Why or why not?

A: Open-ended response.

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Mission 13: A Fistful of Change

SEL Connection:

- Self-Management
- Responsible Decision-Making
- Relationship Skills

Writing Ideas

- I remember you saying...
- The other day, you said...
- When you said that, I felt...
- When you said that, I heard...
- In the future, I'd like us to...

Sample Agreements:

- use kinder words
- treat one another respectfully
- focus on things we like about one another
- give one another space
- apologize to one another

Writing Prompt:

King Myope is often very cruel to Ruby, picking on what he calls her mistakes. In the episode, you help Ruby do a good job of standing up to Myope. But, it can be very difficult to hear someone talking to you the way Myope does. When we hear hurtful words, we sometimes feel bad about ourselves for a long time.

Think of a time someone said something to you that didn't feel good to hear. (You can also write about someone else you know, or about a moment between Ruby and King Myope) Write a short letter to the person, telling them what you heard them say and how you felt about it. Then, suggest one thing that will help both of you feel better in the future.















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Mission 14: The Stuff of Dreams

With Myope's permission, the team heads down into the Floatium Mines to extract this precious mineral. But danger strikes when one important team member loses their footing...

SEL Connection:

- Self-Management
- Self-Awareness

Close Reading Focus

Identify how authors use symbolism in stories. Interpret those symbols, along with the changes characters experience, in order to determine the overarching theme of a story.

Discussion Questions:

Q: Poe says that the dream doors represent "the parts of yourself you can't, or won't, admit to." Why do you think someone wouldn't admit something about themselves?

A: Afraid of being disliked, losing friends, or getting in trouble; thinking negatively of themselves, or losing self-confidence.

Q: Poe describes fear as "sinister." Do you think this word describes fear? Why or why not?

A: Open-ended response. Encourage students to use their emotional vocabulary and to be descriptive when discussing the feelings they associate with fear.

Q: The episode talks a lot about the fear of being alone. What scares you about being alone?

A: Open-ended response. Encourage students to use their emotional vocabulary when discussing the feelings they associate with being alone.

Q: When you're worried about being alone, who's the person you feel most comfortable talking to? (Aside from a person, you may like sharing your feelings with an animal, a favorite toy, or in a diary entry, too.)

A: Open-ended response. Encourage students to use their emotional vocabulary when discussing the benefits of sharing their feelings.



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Mission 14: The Stuff of Dreams

SEL Connection:

- Self-Management
- Self-Awareness

Writing Ideas

Did you know that there's a symbol that helps describe me?

- I am like a/an (object you chose) because...
- Both me and a/an (object) are...
- I like this about myself because...

Sample: I am like a storm because I am strong, loud, and fierce. Storms are exciting and wild and so am I. I like this about myself because it makes me brave and fun to be around.

Writing Prompt:

In this episode, you experience a dream that contains symbols of fear. But, symbols can be about other strengths and traits we have, too. Now, imagine you're having a symbolic dream about another side of yourself—one you'd like other people to know. If you had to show that part of yourself to someone with one symbol, what would you choose? Describe that symbol and what it means to you. If you'd like, you can write this as a dream sequence story.

Scaffolds:

Here are some common symbols: tree, ocean, stone, candle, lion, eagle, fish, cloud, mountain, rabbit, comet, rainbow, bag of chips. If you're not sure what to write, take a moment to think about each of these. Which symbol attracts you the most? Why do you think that is? What emotions does that symbol make you feel?













÷ SLAM!:













THIS IS JUST A DREAM. THIS IS JUST A DREAM.



LISTEN. YOU'LL BE OK.

TAQ? WHAT ARE YOU DOING HERE? IRIS, YOU'RE HERE TOO! 0 0

THIS IS EVERYTHING YOU'VE BEEN WORKING TOWARD. YOU GOT THIS BUDDY.



OK. I GOT THIS.





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Mission 15: Butting Heads

The fate of the Dragon Egg Lantern hangs in the balance, as Ruby and the rest of the team go head-to-head against the so-called "King" Myope for control of the land of Dworp.

SEL Connection:

- Self-Management
- Responsible
 Decision-Making
- Relationship Skills

Close Reading Focus

Define counterarguments and rebuttals and understand how these two things can offer or disprove "the other side" of an argument.

Discussion Questions:

Q: Taq tells Ruby that "part of being a leader is recognizing the leadership potential in others." What do you think leadership potential means?

A: Open-ended responses may include: being inspirational, fair, friendly, responsible, thoughtful, and able to make decisions.

Q: Ruby seems reluctant to think of herself as a leader. Do you think you would make a good leader if someone asked you to be one? Why or why not?

A: Open-ended response.

Q: If you and Ruby try to insult Myope, Scadwin warns that "trading insults won't win anyone for our cause." Have you ever been insulted by someone? If you feel comfortable talking about it, how did you feel when it happened?

A: Open-ended response. Encourge students to use thier emotional vocabulary and to reflect on the cause of thier emotions.

Q: Have you ever had an argument with someone like the ones in this episode? In a few words, explain what the experience was like?

A: Open-ended response. Encourge students to use thier emotional vocabulary and to reflect on the cause of thier emotions.



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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. Use the included **comics** to help refresh your students' memory of the close reading narrative that is tied to the SEL discussion questions.



Mission 15: Butting Heads

SEL Connection:

- Self-Management
- Responsible Decision-Making
- Relationship Skills

Writing Ideas

Dear [name of your friend], have I ever told you about the place where I live?

- The food is...
- The best place to go is...
- The first thing I remember about this place is...
- One of my favorite people is...
- If I hadn't grown up here, I don't think I'd be quite the same because...
- Even if I leave one day, when I think about this place, I'll always remember...

Writing Prompt:

Once the Lamp is lit at the end of the episode, Ruby says that she never knew "how much good stuff there was here in Dworp." Sometimes, it can be hard to recognize and feel grateful for the good things that happen where we live.

Write a short letter to a friend in another city, telling them a few things you like most about where you live and why you like them.





Ask for

Mr. Puddlegrub

HMM, WHAT'S THAT YOU'RE LOOKING AT? A NOTE—TO US?

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First, myope cannot act as king of dworp, because even though he treats all dworpers equally, we are still suffering and not enjoying our lives. It is habit now in dworp for all citizens to work every day of the week, with no break on the weekend. As a result, the vast majority of us are weary and yet still do not have the money we need to live in basic comfort. It may be the case that we are all equal under myope, but we are not equally joyful.



Second, myope cannot act as king of dworp, for dworpers are entitled to try different leadership. Despite our many hardships, we are clever and ingenious, solving many problems together, and guiding one another in ways that show true leadership. This quality deserves to be reflected in our leadership.



Third, myope cannot act as king of dworp, because the citizens know best what we truly need from a ruler. Across the lands of vista one sees many leaders, of all types, with many fine ideas. But even those who rule for many years are not perfect rulers, and new ideas must be allowed to grow.

> In closing, we the people of dworp want to tell all those who follow us not to listen to myope. He should not be king!











I THINK IT IS! THE CODEX MAGNIFICA MUST BE INSIDE. MY FRIENDS, OUR JOURNEY TO RESTORE VISTA MAY AT LAST BE OVER...

DON'T SPEAK TOO SOON!



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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. Use the included **comics** to help refresh your students' memory of the close reading narrative that is tied to the SEL discussion questions.



Mission 16: The Last Argument

With the last of the tasks complete, the Four Eyes finally locate the *Codex Magnifica*, the book that can answer any question. But, which of our heroes should be the one to retrieve it?

SEL Connection:

- Social Awareness
- Relationship Skills
- Responsible Decision-Making

Close Reading Focus

Recognize an argumentative text structure by putting together all the parts of an argument, and determine the strength of an argument within a text.

Discussion Questions:

Q: When challenging Moonshin, the team argues that "the way we support each other makes us stronger as a team than any one adult." Think about a close friend. How do you support them, and how do they support you?

A: Open-ended response.

Q: In the end, none of the Four Eyes chooses to ask the *Codex Magnifica* a question. Would you ask the book to answer one of your questions, if you could? If yes, what would you ask?

A: Open-ended response.

Q: Olivia tells you, "The problems in Vista are happening back home, too. Folks could use some help in understanding each other's stories." What do you think she means?

A: Students may identify groups with opposing views "not listening to one another," or they may relate this to their own lives.

Q: In the end, Olivia tells you that you need to leave Vista because "your world is where you're needed most." What's a problem in this world that you could use your new close reading skills to help solve? Tell us about it.

A: Open-ended response. Encourage students to discuss the close reading skills from the program and to apply what they've learned to engaging with community challenges and opportunities.



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Mission 16: The Last Argument

SEL Connection:

- Social Awareness
- Relationship Skills
- Responsible
 Decision-Making

Writing Ideas

- I think you'd really like
 [friend's name] because...
- I think [friend's name] might really like you because...
- l've always appreciated [friend's name] because...
- Something I think both of you have in common is...
- Something I have in common with both of you is...
- A difference between us that I really appreciate is...

Writing Prompt:

It can be difficult to leave friends behind, but there are always new friends ahead. Would any of your friends from outside of Vista get along with The Four Eyes, or vice versa? Write a letter to one of your friends (or, if you'd prefer, to one of the Four Eyes), telling them about another one of your friends that they don't know. What would you like your two friends to know about one another? Do you think they would get along? Explain.

Challenge: Show your letter to the friend you wrote about! (They may not know that you think all these nice things about them and will appreciate your thoughts.)







NOW THAT WE'VE ACCOMPLISHED ALL FOUR OF THE GREAT TASKS... ...IT APPEARS THERE'S THE MATTER OF ONE MORE TINY TASK LEFT: GETTING IN! THESE WRITINGS SPEAK OF THREE GUARDIANS THAT BAR THE DOORS TO THE CODEX. O Ó WELL, THAT'S US FOR SURE. BUT HOW DO WE GET INSIDE THE TEMPLE? YOU CAN'T! IT KIND OF LOOKS LIKE... A DOORBELL LIZARD! BUT CAST IN BRONZE. WHAT'S IT DOING DOWN HERE... WHO ARE YOU? ONLY THE WORTHY MAY ENTER. TREMBLE, HEROES FOR I AM MOONSHIN---GUARDIAN OF THE FIRST GATE! YIKES! WHAT IS THAT THING?










































Social and Emotional Learning Quest Extension Guide



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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. Use the included **Emotion Wheel** to help students exercise their emotional vocabulary.





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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. Use the included **Growth Mindset Chart** to help introduce growth mindset traits and patterns of thinking to your students.

Fixed Mindset

Believes that most skills are based on traits that are fixed and cannot change

Sees effort as unnecessary, something you do only when you are not good enough

Avoids challenges because they could reveal a lack of skill; gives up easily

Thinks feedback is personally threatening to their sense of self and gets defensive

Views setbacks as discouraging; would rather blame others

Feels threatened by the success of others; may undermine others in effort to look good

Instead of thinking ...

l can't do it.

I'm not good at this.

lt's good enough.

It's too hard.

I'm afraid of making mistakes.

They are better at it than me.

I don't know how.

I can't make this any better.

l don't like challenges.

l give up.

Growth Mindset

Believes that skills always improve with hard work

Sees effort as a path to mastery and therefore essential

Embraces challenges and uses them as an opportunity to grow

Seeks feedback and applies it toward learning and improving

Views setbacks as feedback to keep applying effort and persevere

Finds lessons and inspiration in the success of others

Try thinking this!

I'm still learning. I'll keep trying!

What can I learn to get better at this.

Is this the best I can do?

With more practice it will get easier.

Mistakes are how I learn and get better.

What can I learn from them?

I can learn how.

I can always find a way to improve.

Challenges make me better.

I can try this a different way.