



**Be the Change:
Improving Community through Leadership**

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Myers Park Traditional Elementary School

This curriculum unit is recommended for 4th Grade

Keywords: culturally-responsive teaching, Leader in Me, morning meeting, social-emotional learning, student-led

Teaching Standards: See [Appendix 1](#) for teaching standards addressed in this unit.

Synopsis: The unit is intended to work in conjunction with the Leader in Me program to enhance students' social-emotional learning. Students will learn about the seven habits of highly effective people through culturally-relevant mentor texts and engaging morning-meeting activities. They will apply these skills to improve their academic and social lives throughout the unit. The lessons are suitable for all elementary grade levels and can be adapted for schools that do not take part in Leader in Me. Students of all ages could benefit from the social emotional skills addressed in this unit. After learning about all seven habits, students will put their social-emotional skills to use creating a group project that teaches others about the 7 habits. Students will be given the freedom to choose their groups, method, and materials for the project. The unit's success can be judged by advances in students' social-emotional skills.

I plan to teach this unit during the current school year to 25 students in 4th grade.

I give permission for the Institute to publish my curriculum unit and synopsis in print and online. I understand that I will be credited as the author of my work.

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Jessica M. Young

Introduction

Rationale

Learning to walk in another person's shoes and considering where people come from, their location, daily life, and personal history, can help students develop empathy. This unit will have students explore their community and how it defines them. I plan to use mentor texts about students of color in city spaces to expose students to a relatable outside perspective. Students will then reflect on similar moments or places in their lives. Throughout the process, students will share their work with classmates. Students can learn more about each other through text connections and shared experiences while learning about the seven habits.

Research suggests that students of color learn best when their educators are of the same race. While I cannot change the fact that I am a white woman from the Northeast, I think that showing students characters they can relate to, in terms of race and environment, will help keep them engaged. I want them to be able to see themselves in literature, something I was almost always able to do. I think having texts that show children living and learning in city spaces will also allow students to feel more agency over their education, which aligns with the paradigms of the Leader in Me model. I hope this unit provides students with a greater understanding of their place in the world while building a tight-knit community within the classroom.

Demographics

Myers Park Traditional Elementary School is a traditional magnet school for students from across the Charlotte-Mecklenburg School District. MPTS uses a model called "Leader in Me" to encourage students and staff to change the way they see things in order to improve the way they do things and the results they get. The system focuses on five paradigms: everyone can be a leader, everyone has genius, change starts with the individual, educators empower students to lead their own learning, and schools should focus on developing the whole person. As of the 16-17 school year, the student demographics include less than 1% Native American, 9% Asian, 49% Black, 7% Hispanic, 33% White, and 2% Multiple Races. Most students have a long commute to school, whether on one of our 20 school buses or in a car. We are a late release school, so with rush hour traffic throughout the city and its suburbs, many children don't get home until dinner time. Less than half of the students in my classes knew people at school that lived in their neighborhood.

Unit Goals

This unit will address North Carolina Common Core reading, speaking, listening, technology, and health standards. Students will develop their speaking and listening skills by actively listening to others, sharing ideas, and reflecting on their experiences. Students will also be able

to identify the craft and structure of a story, integrate art into their projects in meaningful ways, and read and comprehend appropriately leveled texts, in accordance with literature standards. They will use Chromebooks, Google Classroom, and other educational technology resources to collect and present information.

Content Research

Leader in Me is a school improvement program based on Stephen Covey's 7 Habits of Highly Effective People that empowers student leaders to succeed socially, emotionally, and academically. Myers Park has used Leader in Me to spearhead its leadership magnet program for five years and hopes to set an example for other schools in the district. Schools that achieve lighthouse status, the highest level of Leader in Me implementation, show a statistically significant increase in student achievement compared to schools that do not participate in Leader in Me¹. Myers Park Traditional is working towards earning lighthouse status by the end of the current school year. The school wide goal is for 80% of students to achieve their individual projected RIT (Rasch UnIT) on the reading and math MAP (Measure of Academic Progress) test. We are also implementing wildly important goals, or WIGs, to help students achieve their projected RIT score. WIGs may include working on a particular skill or program in their spare time. Each week, students track their progress toward that goal. After MAP testing, which takes place in the fall, winter, and spring of each school year, students can look back at their trackers and reflect on what helped them reach their goal or what changes need to be made in the future.

Leader in Me is built upon seven habits that aim to make students more effective, goal-oriented, and successful. The first three habits are focused on private, personal victories. The first habit is "be proactive". It teaches students to take responsibility for their moods, actions, and attitudes. The second habit, "begin with the end in mind," teaches students to plan ahead. "Put first things first," the third habit, teaches students to set priorities and stay organized. The next three habits are focused on public victories and focus on being a leader in a group. The 4th habit, "think win-win" asked students not just to compromise, but to consider creative options to help everybody win. Habit 5, "seek first to understand, then to be understood" promotes listening skills. The 6th habit is "synergize". Students must be able to work together towards a common goal. Finally, students must "sharpen the saw" in the 7th habit. This habit is essential for all other habits. Students must practice self-care and find balance between their heart, body, mind, and spirit in order to succeed. If students don't care for themselves, they can't be leaders or lead others.

At MPTS, our morning meetings take place during LEAD time. This acronym encourages students to be a leader by listening to and following directions, embracing their role as a student and a leader, acting respectfully to all including themselves, and deciding what is best for them and others when making choices. We focus on building up students' social-emotional health through lessons, activities, and engaging conversations.

In today's world, education involves so much more than academics. It's imperative that educators help their students learn how to get along with others, feel confident, and cope with disappointment. Students that cannot move past frustration or handle making mistakes cannot

¹ Wilkens et. al, "*Emotional Intelligence*", v.

learn. In fact, emotional intelligence predicts educational, health, and occupational outcomes better than IQ.² Teaching standards are important when preparing kids for college, but social-emotional skills prepare kids for life.

That being said, it is possible to teach literature and social-emotional skills at once.³ For that reason, I plan to use mentor texts to feature the seven habits of Leader in Me. By examining the elements of narrative texts including character, setting, plot, point of view, and theme, students can gain insight into how others think, feel, and behave. By opening discussions with book character, students can discuss the habits of leaders in a safe space before graduating to sharing personal experiences. I also took care to select books that reflect my students' backgrounds. The settings of the texts are a mix of urban and suburban locations similar to Charlotte. The characters, their family make-up, interests, age, gender, and race, reflect the students in my classroom. Inclusive practices like this can help minority groups achieve more academically. This is especially in classrooms like mine, when predominantly students of color have a white teacher. Students' cultural background should be not just tolerated, but celebrated within the classroom. Students should see others that look and act like them in literature. Culturally responsive teaching involves creating a welcoming classroom for all students regardless of race, gender, sexual orientation, ability, or socioeconomic status.⁴ I aim to create a sense of community through the selection of engaging literature and practicing the seven habits.

One of the tenants of social-emotional growth is that students take ownership of their personal and academic growth. This unit allows students a great deal of choice in what they study or produce. They will also practice the skills they are learning throughout the creation of their final project. My hope is that by the end of this unit, my students will have formed close bonds with each other and gained more pride in themselves. I want them to learn to celebrate successes and setbacks with grace. No one is perfect, but we can all work to better ourselves. With the seven habits of Leader in Me, my students can gain the skills they need to lead themselves and others into a bright future.

Instructional Implementation

Teaching Strategies

Anchor Charts

Anchor Charts are created with students and placed strategically around the classroom. Students can quickly reference the charts to review concepts and expectations.⁵ Anchor charts are rotated to reflect the most current learning and behavior goals.

Boxes and Bullets

² Cherniss, "2001 Division 27 Presidential Address", 3-4.

³ "Teaching Strategies."

⁴ Gay, *Culturally Responsive Teaching*, 218.

⁵ Logue, *Anchors Aweigh!*

This note taking system organizes the main idea and details of texts. Some of my students prefer its simple format to more complex options. After reading, students will write the main idea of a text or section and put a box around it. Below the main idea, students place a bulleted list of at least three supporting details. This method works best with nonfiction text, but can be used to summarize the theme of fiction texts as well.

Cornell Notes

This note taking system has three components: notes, cues, and summary. Lined paper is divided into three sections: a few lines across the bottom of the page, a narrow column on the left-hand side, and a wide column on the right. During reading, students jot notes in the right-hand column. After reading, students write big ideas and questions in the cues column on the left. Then students write a short summary of what they've learned at the bottom of the page. This method allows students of all ages to organize their thinking and study more effectively across subject areas.⁶

Flexible Seating

As long as students are being safe and productive, they are able to work wherever they choose. In my classroom, this includes at, on, or under their desks. Clipboards, carpet squares, wobble seats, and chairs are also available to students at all times.

Graphic Organizer

Graphic organizers allow students to collect their thoughts and plan their presentations.

Mentor Text

Mentor texts are examples used to demonstrate a writing skill or inspire student writers. These published texts are read during the mini lesson. Students are asked to pause and reflect during the reading using "Think, Pair, Share."

Mind Maps

Mind maps are visual tools that represent ideas and concepts through words and graphics. Mind maps can be used to organize thinking, analyze information, or generate ideas.⁷ This note taking method can be applied to nearly any subject area.

Mini Lesson

The mini lesson should last for 10-15 minutes at the beginning of each session. Students should come to the carpet and listen as the mentor text is read. They will "Think, Pair, Share" during the reading, reflecting on previously learned skills and the current lesson objective.

⁶ "The Cornell Note-Taking System."

⁷ "What Is Mind Mapping? (and How to Get Started Immediately)."

Read Aloud

Read aloud is used for mentor texts, which promote writing skills the teacher wants reflected in student work. During this time, students must also practice listening standards, such as facing the speaker and sitting quietly.

Technology

It is increasingly important that students be technologically literate. Students will be encouraged to use chrome books throughout the unit. If your school has a morning show, you may also want to partner with your media-technology teacher to produce and distribute student work. We are able to film and edit video footage using our chromebooks and Flipgrid, a free video editing program. Schools with ipads can film and edit with iMovie.

Turn to a Partner

“Turn and talk” or “think, pair, share” is a teaching strategy used to promote teamwork and thoughtful reflection. During and after a mini-lesson, students are encouraged to turn and talk to a partner. Students will be asked open-ended questions about a text or concept. When the teacher says, “think,” students will formulate their own thoughts silently. At “pair,” students will turn to face their partners. They will then “share” their thoughts, being careful to split the time equally between partners and listen carefully to their partners’ thoughts.⁸ When signaled, students will turn to face the teacher. They are then randomly selected to share their partner’s thoughts, using the following sentence frame, “My partner, _____, thinks that _____.” At the close of the lesson, responses are discussed as a whole class.

Activities

Our school’s LEAD time is scheduled for 30 minutes per day. Each day begins with a 5 minute greeting, followed by a 10-20 minute lesson and 5-15 minute activity. Each habit can be taught over 1-2 weeks depending on how much time you have for meeting. The culminating project may also take 1-2 weeks, or even longer. My students will be working on their projects for at least 2 weeks. If teaching one habit per week, the first day will feature a read aloud of the story. On the second day, students will participate in an activity that demonstrates one of the skills from the story or a non-example. For example, students learning how to be proactive may listen to the story of Amazing Grace and shake a bottle of soda and a bottle water every time Grace receives negative feedback. The soda, building up pressure over time, represents someone who is reactive. At some point, they will just explode. The water, like Grace, is proactive. It takes all the negative energy in stride and doesn’t let it affect them. Alexander and the Terrible, Horrible, No Good, Very Bad Day by Judith Viorst can also be used as a non-example for habit 1. On the third day, students will listen to the text again, completing a graphic organizer with examples of the 7 habits from the story. On the 4th day, students will participate in a reading marathon. There are so many wonderful children’s books with themes that reflect social-emotional skills and the seven habits. During a reading marathon students may read their choice

⁸ *Being a Writer: Grade 2: Teacher's Manual.*

of books on the seven habits. On the fifth day, students will practice or play how to apply the habit to their own lives.

Habit	Mentor Text	Introductory Activity	Application
1. Be Proactive	<u>Amazing Grace</u> by Mary Hoffman	Shake a soda and a water bottle when something bad happens to Grace. Ask students to explain how the soda is like a reactive person and the water represents a proactive leader.	Students interview each other on positive influences in their lives. Each student will record who their partner says influenced them and how.
2. Begin With the End in Mind	<u>A Chair for My Mother</u> by Vera Williams	Bring in the ingredients to make a common sandwich like peanut butter and jelly or a nut-free substitution. Ask students to instruct you on how to make the sandwich, and take their directions literally. For example, if they say put jelly on the bread, sit the entire jar on the loaf of bread. If they tell you to open the bread, tear the whole bag open.	Create and share a personal mission statement that reflects your core values and provides direction. You may want to model the writing process using your own mission statement before asking students to create their own.
3. Put First Things First	<u>Salt in his Shoes</u> by Deloris Jordan, Roslyn M. Jordan, and Kadir Nelson	Add small rocks or sand to a bucket, then ask a student to fill the rest with larger stones. You may even want to label the larger stones with things your value (family, friends, academics, health, etc.). The larger, more important stones won't fit unless you put them in first.	Have the class create wildly important goals (WIGs) and plans for how to implement them. My students used their individual projected MAP scores as a goal. They planned when and where they would practice Edgenuity, an online learning program, to reach their goal. Each week, they will record their practice time on a tracker.

4. Think Win – Win	<u>Those Shoes</u> by Maribeth Boelts	Staff at our school gives classes tickets for good behavior. Every ten tickets, the class earns a reward or celebration. Divide the class into two teams and have each plan the ideal ticket celebration. Teams will switch plans after 10 minute. Using what both groups want, have the teams come up with a win-win solution that will please both teams.	Introduce students to “Win-Win Agreements” that lay out the steps for finding agreement. ⁹ Make extra copies available for students to use when solving disagreements.
5. Seek First to Understand, Then Be Understood	<u>Last Stop on Market Street</u> by Matt de la Peña	Play a few rounds of whisper down the lane.	Students will practice listening skills (look for body language, listen for words and tone, try to understand a person’s feelings) during class meetings. Create a set of rules for morning meeting with the class that reflect habit 5.
6. Synergy	<u>Chicken Sunday</u> by Patricia Polacco	Have students make a human knot by standing in a circle, closing their eyes, and linking hands with someone across from them. Upon opening their eyes, students will need to work together to get out of the knot.	Work as a team to solve a difficult problem related to a core academic subject. This will be most engaging if it addresses the same standards as a math or science unit you are working on.
7. Sharpen the Saw	<u>Maybe Something Beautiful: How Art Transformed a Neighborhood</u> by Isabel Campoy and Theresa Howell	Lead or participate in a gentle yoga practice with the class.	Students practice other forms of self-care.

⁹ The 7 Habits of Highly Effective People, 112.

Alternatively, you may use one book for habits 1-3, another for habits 4-6, and one more for habit 7. The personal victories of the first three habits are celebrated in Amazing Grace by Mary Hoffman. Chicken Sunday by Patricia Polacco features public victories of habits 4-6. Finally, habit 7 is summed up in Maybe Something Beautiful: How Art Transformed a Neighborhood by Isabel Campoy and Theresa Howell.

Habit 7: Lesson 1

As your greeting, ask students to share their own unique talents with a classmate. Choose 2-3 students to share their partners talent with the class using the following sentence stem, “My partner _____ is a _____.” After your greeting, read “Maybe Something Beautiful”. Stop after the police officer approaches. Ask students to make a prediction or inference about what will happen next using evidence from the text and their own background knowledge. Have at least two students share their inferences and reasoning. After a student shares, ask the class to raise their hand if they have a connection to the student’s experience. You may want to call on 2-3 students to share. Continue reading. After the officer joins in, ask 2-3 students to share their reactions and reasoning. Continue reading until the end of the story.

Habit 7: Lesson 2

Before greeting, randomly assign students partners. Ask them to think of a strength, talent, or effort they’ve noticed in the other student. After a few moments to reflect, have them share the compliment as a greeting.

Today, students will practice yoga and meditation. There are several free videos that you can use, or you can lead your own class. I prefer to lead my own, because I’ve noticed the students seem more engaged. Before we begin, I ask how they think yoga might help them find balance. Is it all physical, or could it also help them care for their hearts, minds, and spirits. I normally stick to a few breathing exercises, some gentle stretches, one interesting yoga move, and a few moments to sit and reflect or set an intention for their day.

Habit 7: Lesson 3

Have partners greet each their partner from yesterday Then reread the story and ask students to complete the following graphic organizer as you read:

Title:	
Habit:	Text Evidence:
1. Be Proactive	
2. Begin with the End in Mind	
3. Put First Things First	
4. Think Win-Win	
5. Seek First to Understand, Then Be Understood	
6. Synergy	
7. Sharpen the Saw	

Students may not find all of the habits demonstrated in every story, but encourage them to think creatively and look for all of them. After reading, they can leave their organizers out on their desks. They may walk around and “take” ideas from other students’ organizers, walking back to their seat and jotting down additions as they see them. After about 5 minutes, have students go back to their seats and share their thinking with their table mates. They may continue to “take” ideas from others.

Habit 7: Lesson 4

Today, students should greet another student by sharing a way they like to relax. After having a few students share what their partner does to de-stress, I shared that we will be doing one of my favorite relaxing activities: reading. You may create a list of reading options for the marathon, link online resources to Google Classroom, or pull books from your library and display them for students to see. I typically link nonfiction text options on Google Classroom and display books around the room. Recommended books can be found under student resources. They should take notes on their reading, but they can choose how. Some strategies we’ve used include boxes and bullets, mind maps, Cornell notes, and the graphic organizer included in lesson 3. If you are able to teach this lesson over two days, you may want to preview text choices with students on the first day and have them make a list of books they’re interested in reading. Once they have completed looking at their options, they can number the books in terms of preference. On the second day, students could share their top three books with a friend as a greeting and then spend the rest of the morning reading, with 3-5 minutes to reflect on what they’ve learned.

Habit 7: Lesson 5

Today, students will focus on ways to “sharpen their saws” or find balance in their lives through self-care. As a greeting, students can balance on one foot and hop around the room greeting as many people as they can. Tell students that today is all about balance, but not the kind they were just working on. Ask students to brainstorm ways they can find the other type of balance in their lives through caring for their bodies, hearts, minds, and spirits. Give students a few minutes to practice one of the activities before they start their day.

LEAD Time

My students also complete the following activities during LEAD time. They may be scheduled for before or after the day’s lesson.

Monday	Tuesday	Wednesday	Thursday	Friday
Motivational Monday	Teacher’s Choice Tuesday	Work It Wednesday	Thoughtful Thursday	Fri-yay
Students track progress towards their goals in their Leadership Notebooks. (5-10 minutes)	This flex day can be used for longer activities or to address classroom needs. (as needed)	Students check PowerSchool for missing assignments. (5 minutes)	Students complete an act of kindness for someone else in their community. (5-20 minutes)	Students celebrate each other’s successes through public shout-outs and anonymous nominations for Leader of the Week. (10-20 minutes)

Culminating Project

In order to give students agency, I’d like to provide choices in how students demonstrate their mastery of the 7 habits. In groups, their culminating project could produce a piece of art, a story, or video that teach others about the seven habits. Students may choose to make a poster that lays out strategies for following the habit. They may create artwork that symbolizes the importance of a habit in their lives. They may reenact scenes from the mentor texts or use the texts and their own life experiences to inspire a short film. The process of planning and working together towards a common goal is the true intent of this unit, but their final projects will also help make our classroom and school community a more beautiful place, reflecting each of their unique skills. I expect the project to take at least two weeks and plan to host a celebration where students can share their work with family, friends, teachers, and administrators.

Assessments

The skills, knowledge, and attitudes needed to succeed are known as Social-Emotional Learning or SEL competencies.¹⁰ Leader in Me provides a Measurable Results Assessment or MRA to assess program success based on leadership, culture, and academics. Staff, students, and parents complete self-report surveys on staff and students leadership, family involvement, school culture, student engagement, staff satisfaction, teaching efficacy, and student achievement. Survey results, along with school data on student behavior, attendance, and academic achievement, are used to assess program success annually. Results are shared with staff by the administration, but not until the following school year. The MRA provides valuable insights into the impact of Leader in Me on school leadership, culture, and academics on a school-wide level. The MRA takes SEL competencies into account, but does not report the growth of individual students over time. The MRA can also be used as a formative assessment for the school over time, but is not given to students throughout the school year.¹¹

In order to receive feedback that reflects my students, I will also implement a self-report survey to see if my unit is successful. CASEL, or Collaborative for Academic, Social, and Emotional Learning, recommends a number of options to assess student mastery of SEL competencies. One of CASEL's recommendations includes the CORE Districts Social Emotional Learning Survey (Appendix 2) for grades 4-12. This free survey measures social-emotional skills by assessing self-reported behaviors and beliefs that indicate social-emotional skills. It consists of 25 questions that measure the competencies of growth mindset, self-efficacy, self-management, and social awareness. The CORE Survey can be used as a formative assessment of SEL to guide learning and summative assessment for results of instruction.¹² While the MRA provided by Leader in Me gives a comprehensive report of school-wide growth, the CORE survey is better suited as a pre and post assessment for this unit. The CORE survey will allow me to determine my students' learning of SEL skills and make adjustments for next year.

This unit will also support English language arts and speaking and listening standards. Outcomes will contribute to student's MAP (Measure of Academic Progress) reading scores. Students should see an increase in their fall, winter, and spring scores. The main intent of this unit is to improve student social and emotional health, so formal assessments for reading are not necessary. However, comprehension questions can be adapted to measure student understanding of mentor texts. I've provided a list of question stems and their corresponding standards under teacher resources.¹³ You can also informally assess students' speaking and listening skills through informal observation or use a rubric like the Oral Collaboration Rubric (Appendix 3).¹⁴

Appendix 1: Teaching Standards

¹⁰ "SEL Assessment Guide."

¹¹ "MRA FAQ."

¹² "SEL Assessment Guide."

¹³ Everette, Meghan, "Fourth Grade Reading Literature Question Stems."

¹⁴ Boyles, Nancy N. *That's a Great Answer!: Teaching Literature-Response Strategies to Elementary, ELL, and Struggling Readers.*

English Language Arts

Reading: Literature

Key Ideas and Details:

RL.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RL.4.2: Determine a theme of a story, drama, or poem from details in the text; summarize the text.

RL.4.3: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

Speaking and Listening:

Comprehension and Collaboration:

SL.4.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.

SL.4.1.A: Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL.4.1.B: Follow agreed-upon rules for discussions and carry out assigned roles.

SL.4.1.C :Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

SL.4.1.D: Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

SL.4.2: Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.4.3: Identify the reasons and evidence a speaker provides to support particular points.

Presentation of Knowledge and Ideas:

SL.4.4: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Health

Mental and Emotional Health:

4.MEH.1: Apply positive stress management strategies.

4.MEH.1.1: Summarize effective coping strategies to manage stress.

4.MEH.1.2: Implement healthy strategies for handling stress, including asking for assistance.

Interpersonal Communication and Relationships:

4.ICR.1: Understand healthy and effective interpersonal communication and relationships.

4.ICR.1.1: Explain the importance of showing respect for self and respect and empathy for others.

4.ICR.1.2: Exemplify empathy toward those affected by disease and disability.

4.ICR.1.3: Interpret facial expressions and posture to emotions and empathy.

4.ICR.1.5: Exemplify how to seek assistance for bullying.

4.ICR.1.6: Contrast healthy and unhealthy relationships.

Appendix 2: [CORE Districts Social Emotional Learning Surveys](#)

Appendix 3: [Oral Collaboration Rubric](#)

Student Resources:

Baldwin, James, Yoran Cazac, Nicholas Boggs, Jennifer DeVere. Brody, Tejan Karefa-Smart, and Aisha Karefa-Smart. *Little Man, Little Man: A Story of Childhood*. Durham: Duke University Press, 2018.

A coming of age story of a young man growing up in Harlem in the 1970s. Many aspects of the story still apply to life in urban areas today.

Boelts, Maribeth, and Noah Z. Jones. *Those Shoes*. Somerville: Candlewick Press, 2009.

A young boy wants those shoes, the ones that all the cool kids have. He buys a pair second hand even though his feet are too big. In the end, he shares his too-small shoes with someone in need and is thankful for his practical rain boots.

Campoy, F. Isabel, Theresa Howell, and Rafael López. *Maybe Something Beautiful: How Art Transformed a Neighborhood*. Boston: Houghton Mifflin Harcourt, 2016.

A young girl watches a community come together to create art.

Choi, Yangsook. *The Name Jar*. Columbus, O.H.: Zaner-Bloser, 2013.

A young girl named Unhei moves to the U.S. from Korea and worries that others won't be able to say her name, so her classmates fill a jar with suggestions. After a classmate visits her neighborhood and finds out the meaning behind her name, Unhei decides to keep her name.

Clark, M. H., and Madeline Kloepper. *Tiny, Perfect Things*. Seattle, WA: Compendium, 2018.

A child and grandfather explore the beautiful parts of their world on a walk around their neighborhood.

Denos, Julia. *Windows*. Candlewick Press (MA), 2017.

A boy observes his neighbors' lives through their windows while walking his dog one evening.

Dorros, Arthur. *Abuela*. Baltimore, MD: Success for All, 2003.

A girl and her grandmother explore their New York neighborhood with their imagination.

Fleischman, Paul, and Bagram Ibatoulline. *The Matchbox Diary*. Somerville, MA: Candlewick Press, 2016.

A young girl learns about her grandfather's life as an immigrant through mementos kept in a matchbox.

Havill, Juanita, and Anne Sibley O'Brien. *Jamaica's Find*. Boston: Houghton Mifflin, 1986.

A young girl finds a stuffed animal at the playground and must decide whether or not to return it.

Hoffman, Mary, and Caroline Binch. *Amazing Grace*. New York, NY: Dial Books for Young Readers, 2016.

Grace wants to be Peter Pan in the school play, no matter what her classmates say. Through hard work and determination, she succeeds in changing their minds.

Jordan, Deloris, Roslyn M Jordan, and Kadir Nelson. *Salt in His Shoes: Michael Jordan in Pursuit of a Dream*. New York: Simon & Schuster Books for Young Readers, 2003. Michael Jordan becomes a better basketball player through practice and determination, not the salt his mother leaves in his shoes overnight.

Keats, Ezra Jack. *Snowy Day/whistle for Willie*. Place of Publication Not Identified: Viking ChildrenS Books, 2007.

A young boy really wants to whistle, and must practice consistently to succeed.

Lamothe, Matt. *This Is How We Do It: One Day in the Lives of Seven Kids from around the World*. San Francisco: Chronicle Books, 2017.

A collection of stories about children from around the world.

Leannah, Michael, and J. E. Morris. *Most People*. Thomaston, ME: Tilbury House Publishers, 2017.

Two siblings discover that sometimes appearances are misleading as they get to know more about the people they meet on the street.

McAnulty, Stacy, and Joanne Lew-Vriethoff. *Beautiful*. New York, NY: Scholastic, 2017.

Girls are strong and brave, beautiful inside and out.

McAnulty, Stacy, and Joanne Lew-Vriethoff. *Brave*. Philadelphia: Running Press Kids, 2017.

Even kids can be superheroes through grit, courage, and determination.

Peña, Matt De La, and Christian Robinson. *Last Stop on Market Street*. London: Puffin, 2017.

A boy learns to appreciate the beauty around him on a bus ride with his grandmother.

Rocco, John. *Blackout*. S.l.: Hyperion Books for Children, 2011.

Family members reconnect with each other during a blackout in the city.

“SEL Assessment Guide.” Measuring SEL. CASEL. Accessed November 18, 2019.

<http://measuringssel.casel.org/assessment-guide/>.

Smith, Will, and Kadir Nelson. *Just the Two of Us*. Singapore: Scholastic Singapore, 2016.

Will Smith reflects on becoming a father and raising his son.

Vernick, Audrey, and Don Tate. *She Loved Baseball: The Effa Manley Story*. New York: Collins, an Imprint of HarperCollins, 2010.

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