### **Teacher Resources**

### **How "Emily & Aiden, Learning Magic" Aligns with the Curriculum for Kindergarten.**

"Emily & Aiden, Learning Magic" by Miss Rose is an enchanting children’s book that captivates young readers while teaching crucial life lessons such as perseverance, literacy, growth mindset, resilience, and empathy. This guide provides teachers and educators with detailed activities and alignments to seamlessly incorporate the book into their curriculum for kindergarten ensuring it meets Arizona state standards in English Language Arts (ELA), social-emotional learning (SEL), and social studies.

### **Kindergarten Curriculum Alignment**

**Reading Standards for Literature (K.RL.1-10):**

**Interactive Story Time:**

* **Key Ideas and Details (K.RL.1-3):** Use "Emily & Aiden, Learning Magic" to ask and answer questions about key details, help students retell the story, and identify characters and settings. This activity promotes comprehension and recall skills.
  + **Activity:** After reading, ask students to recall who the main characters are, what they did, and where the story took place. Follow this with a group discussion and a drawing activity where they depict their favorite scene.

**Illustration Analysis (K.RL.7):**

* **Integration of Knowledge and Ideas:** Discuss how the illustrations support the narrative, focusing on understanding the relationship between pictures and the magical themes of reading.
  + **Activity:** Show students pictures from the book and ask them to describe what is happening in each illustration, explaining how the images help tell the story.

**Writing Standards (K.W.1-3):**

**Drawing & Dictating:**

* **Text Types and Purposes (K.W.1-2):** After reading, have students draw their favorite scene and dictate a description that explains the magic of reading as depicted in the story.
  + **Activity:** Students draw a picture of their favorite part of the story and dictate a few sentences about it, focusing on why they found it magical.

**Narrative Skills Development (K.W.3):**

* **Activity:** Encourage students to narrate a simple event from the book or their own experiences related to learning to read. This fosters early narrative skills and personal connection to the story.

**Speaking and Listening Standards (K.SL.1-6):**

**Group Discussions:**

* **Comprehension and Collaboration:** Facilitate discussions about learning to read and how it can be magical, focusing on responsibility and the joys of discovery.
  + **Activity:** In a circle time discussion, ask students to share how they feel about reading and why it is important. Encourage them to listen to each other and respond with their own ideas.

**Language Standards (K.L.1-6):**

**Vocabulary and Grammar:**

* **Conventions of Standard English:** Introduce simple nouns and verbs from the book, discuss the concept of "magic" in a non-literal sense related to reading, and practice forming complete sentences.
  + **Activity:** Create a word wall with key vocabulary from the book and practice using these words in simple sentences.

### **Kindergarten to 2nd Grade**

**Social-Emotional Learning (SEL):**

**Self-Awareness and Self-Management:**

* **Activity:** The book’s themes around the 'magic' of reading can help students reflect on their emotions and the way reading makes them feel empowered. It aligns with SEL goals by encouraging students to identify their strengths and challenges in reading, fostering resilience and a growth mindset.
  + **Activity:** After reading, have students discuss how they felt when they learned something new and relate it to Aiden’s experience.

**Social Awareness and Interpersonal Skills:**

* **Activity:** As Emily and Aiden help each other overcome reading challenges, students learn about empathy, cooperation, and understanding diverse perspectives. This can be tied into discussions about kindness, patience, and how to offer constructive support to peers.
  + **Activity:** Role-play scenes from the book where characters support each other, and discuss how students can apply these behaviors in their own lives.