



## The Clever Children - printable — How to use this resource

This resource supports use of the readlearn estory *The Clever Children* in developing a supportive classroom environment in which children are valued, and acknowledgment is given to their existing abilities and strengths. The story helps to develop confidence with an “I can do it” growth mindset. It also introduces the use of the High-5 as a reminder of strategies for getting along and being friendly.

*The Clever Children* series of resources includes:

- *The Clever Children – estory*
- *The Clever Children – estory – How to use this resource*
- *The Clever Children - printable*
- *The Clever Children – printable – How to use this resource*
- *The Clever Children – I can page*

Other supporting resources include:

- *Busy Bee High-5 Bee Friendly chart*

Below is a suggested sequence for using the series:

### Session 1

- Display *The Clever Children - estory* on the interactive whiteboard. Read and discuss the story with the children.
- If children are not familiar with the High-5 as a strategy for getting along, now might be a good time to introduce it to them. Use the readlearn *Busy Bee High-5 Bee Friendly chart* to explain the strategy for remembering how to get along and be friendly. Use other sessions to teach the strategy more thoroughly through role play.

### Session 2

Preparation: Print one copy of *The Clever Children – printable* and one copy of *The Clever Children – I can page* for each child.

- Reread the story displayed on the interactive whiteboard, or return to particular sections to stimulate further discussion, for example:

*Q. If the people of the palace forgot everything they knew, what are some things they would need to learn?*

Responses might include things like tie shoelaces, eat with a knife and fork, brush hair, clean teeth, ride a scooter, skip.

Accept as many suggestions as possible and list these on the board or chart paper.

*Q. What are you good at? What could you teach the people at the palace?*

You may wish to refer to the list, as well as find out other things children are good at. If possible, get a different suggestion from each member of the class and list them alongside their names.

- Explain that you (as a class) are going to make your own book telling the king how each class member will help him (you are the clever class after all!).
- Take a photo of all the children together and print out two copies to use in the book: one for the title page and one for the first page of the story. If desired, take a photo of the children with their hands up or doing the High-5 for the “We did it!” page.
- Distribute the *I can* pages and explain to the children that they are to write the words on the page and draw a picture of themselves doing what they are good at. Support children as necessary or encourage them to use the list as reference.
- Invite children to share their pages before collecting them.

*Assemble and bind the pages to make a book, inserting the children’s pages after the page saying “they told the king what they could do” and before they go to the palace.*

### Session 3

- Read and discuss the class copy of *The Clever Children*. Encourage children to read their own pages. Invite children to express their feelings about having a book about them.

### Additional suggestions

- Place the book in the reading corner.
- Place it in a protective bag and send it home with a different child each night to share with their family; then place it in the reading corner.
- Share the book with administrators, the librarian and other classes.
- Invite children to demonstrate or teach the class the skills they are good at. These demonstrations could be incorporated into morning talks and photographs could be added to each child’s page.

*I hope your children enjoy being the stars of this story as much as mine did.*

*They will probably love to have the story read frequently.*

Note: These materials are for use with your own class only.