

1. Understanding Emotions and Expressing Feelings

- **Activity: Emotion Charades**
 - **Objective:** Students will identify and express emotions based on the characters' experiences in the story.
 - **How it works:**
 - Read parts of the story aloud where the characters express emotions (e.g., when Anna says, "Oh no, we must be lost," or when Molly says, "We stayed calm and worked together").
 - Ask students to act out these emotions (e.g., frustration, happiness, relief) and explain why the character might be feeling that way.
 - **Example:** "Molly smiled when they found their way back. How do you think she felt? Can you show me how Molly might feel with your face and body?"
- **Common Core Standard:**
 - **CCSS.ELA-LITERACY.SL.1.1:** "Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups."
 - **CCSS.ELA-LITERACY.SL.1.6:** "Produce complete sentences when appropriate to task and situation."

2. Making Suggestions and Offering Help

- **Activity: Problem-Solving with Friends**
 - **Objective:** Practice making suggestions and offering help in social situations.
 - **How it works:**
 - After reading the part of the story where the characters are lost and trying to figure out how to find their way back, have students discuss possible solutions and practice offering helpful suggestions.

- For example: "What could Ben, Anna, and Molly do when they got lost? What would you suggest to them if you were in the forest and lost?"
 - Encourage the students to take turns giving suggestions in full sentences: "I think they should follow the footprints" or "Maybe they could look for the oak tree."
- **Common Core Standard:**
 - **CCSS.ELA-LITERACY.SL.1.3:** "Ask and answer questions about key details in a text."
 - **CCSS.ELA-LITERACY.SL.1.4:** "Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly."

3. Turn-Taking and Conversation Skills

- **Activity: Story Retelling with Partners**
 - **Objective:** Practice taking turns in conversation, using sequencing language (first, next, last), and asking questions.
 - **How it works:**
 - In pairs, students take turns retelling the story in their own words. One student can begin the retelling, and then the other can continue, making sure they listen to their partner and follow the story's sequence.
 - After retelling, the students can ask each other questions: "What happened when they got lost?" or "How did Molly help her friends?"
 - **Common Core Standard:**
 - **CCSS.ELA-LITERACY.SL.1.2:** "Ask and answer questions about key details in a text."
 - **CCSS.ELA-LITERACY.SL.1.1:** "Participate in collaborative conversations."

4. Making Requests and Giving Directions

- **Activity: Camp Site Role-Play**

- **Objective:** Practice making polite requests and giving directions using the language of the story.
- **How it works:**
 - Set up a pretend campsite in the classroom (you can use props like a blanket as a tent or a flashlight). Students will role-play the characters, and one student will need to ask for help or give directions, such as:
 - "Can you help me find the tent?"
 - "Let's follow the path to the lake."
 - "I need help finding the flashlight."
 - Encourage students to ask for help and give directions in complete sentences.
- **Common Core Standard:**
 - **CCSS.ELA-LITERACY.SL.1.6:** "Produce complete sentences when appropriate to task and situation."
 - **CCSS.ELA-LITERACY.SL.1.5:** "Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings."

5. Recognizing Social Cues and Appropriate Responses

- **Activity: What Would You Do?**

- **Objective:** Understand social situations, recognize appropriate responses, and engage in polite conversation.
- **How it works:**
 - Present students with social scenarios based on the story. For example, "Molly and her friends were lost in the forest. What should they say to each other?" or "Anna said, 'I'm glad we are safe.' What would be an

appropriate response?"

- Have students practice responding in a polite and helpful way, using sentences like, "I'm happy you're safe too" or "Let's work together to find a solution."
- **Common Core Standard:**
 - **CCSS.ELA-LITERACY.SL.1.1:** "Participate in collaborative conversations with diverse partners."
 - **CCSS.ELA-LITERACY.SL.1.3:** "Ask and answer questions about key details."

6. Narrative Skills: Telling a Story

- **Activity: Creating a Group Story**
 - **Objective:** Practice using social language skills by working collaboratively to create a story.
 - **How it works:**
 - The class works together to create a new story where the characters (Molly, Ben, and Anna) go on a different adventure. Each student will take turns adding one sentence to the story, continuing from the previous student's sentence.
 - For example: "Molly and her friends went on a new adventure. They walked through the forest and saw a big tree." Then the next student adds: "Suddenly, they heard a noise. What was it?"
 - Focus on encouraging good listening skills, appropriate responses, and building off others' ideas.
 - **Common Core Standard:**
 - **CCSS.ELA-LITERACY.SL.1.4:** "Describe people, places, things, and events with relevant details."
 - **CCSS.ELA-LITERACY.SL.1.1:** "Participate in collaborative conversations."