

PAIGE'S BIG SURPRISE

LESSON PLAN DEVELOPED BY
DAKOTA SAUNDERS, M.S. ED.



The third book in the Paige Series and a direct follow-up to "Paige's Super Friends"

...As the group grows stronger, a secret threatens to tear them apart. Tensions rise as Paige's big surprise leaves Autumn feeling left out, and gives Brooklyn a new plan for revenge. But, when misunderstandings are resolved, the group may come out stronger (and bigger) than ever! ...One might even say more super!

OBJECTIVES

1. To encourage children to communicate with each other, instead of making judgments or drawing conclusions.
2. To inspire and promote true friendship.

FOCUS QUESTIONS

1. Why does Autumn insist that Paige and her other friends forgot about her birthday?
2. How is Brooklyn showing that she is hurt and will do anything to stop a true friendship?
3. Did Autumn allow Brooklyn to persuade her to believe that Paige did not care about her and their friendship? If so, how do you know?

VOCABULARY

Vocabulary review. Allow students to work together to explore important vocabulary words central to the theme of the lesson. In 5 - 10 minutes, students should engage in their "team talk" groups and discuss what these words mean to them and how understanding these words can allow them to consciously create and encourage positivity for themselves and others.

1. Friendship – a relationship between friends.
2. Communication – the sharing or exchange of messages, information, or ideas.



METHOD

Teachers will facilitate a discussion, including reading the book "Paige's Big Surprise" by Nalani Butler & Leila Butler and making sure to review key terms such as "friendship and communication". The teacher will lead the discussion by taking a picture walk to discuss what they think the story will be about. The teacher will then talk to the students about being a good friend, communicating, and making good choices to keep a healthy friendship. Explain that friends are valuable and we should protect and support our friends. Most importantly, do not allow anyone to make you assume that your friends are not being a friend to you.

IMPLEMENTATION

Please read the book in its entirety (stopping to ask questions during the read-aloud). After the read-aloud, ask questions that will keep the students engaged and provide examples of how Autumn was hurt by her friend Paige's actions in the beginning. Did Autumn really have a reason to be upset with Paige and her other friends? Who was encouraging Autumn to stop being friends with Paige? Discuss what Autumn could have done in the beginning to figure out if Paige was really not trying to be her friend. Allow students to come up with different scenarios to assist with creating more of a positive environment instead of allowing someone to make her feel as though she was losing friends.

PROJECT ACTIVITIES

Teachers can choose what activity is appropriate for their particular students. Be flexible in making the necessary changes to fit the curriculum and the goal you would like the students to understand and achieve.

ACTIVITY 1 | CREATIVE MINDS (TEAM PROJECT)

Create a story using the same characters, but showing a different ending if Autumn did not show up for her surprise party. Your story should have a beginning, middle, and ending. Using the same concept as the authors, change the middle and the ending of the story. Make sure that you describe how the story would end if Autumn did not show up for her surprise party.

ACTIVITY 2 | EMOTIONAL CHARADES (TEAM PROJECT)

Write-out scenarios that might provoke emotion. The scenarios should be generally light emotions like forgetting your lunch, losing your phone, hearing a rumor about you, waiting for a bus, or forgetting your homework.

Each student then gets a scenario and acts it out with no speaking. After the scenario is guessed, discuss the emotional response. The more easily students can verbally express their emotions, the more easily a teacher can communicate with them and reference confusing feelings.



ACTIVITY 3 | FRIENDSHIP ACRONYM (TEAM PROJECT)

Using the letters in the word "friendship", create words that describe what friendship means to you.

ACTIVITY 4 | WHAT WOULD YOU DO

In this activity, student should work individually to answer the following writing prompt: Put yourself in Autumn's position. What would you have done (either similarly or differently)?

MATERIALS

- "Paige's Big Surprise" Book
- Anchor Chart (for writing down information for visuals)
- poster boards
- crayons and markers
- glue sticks
- sticky notes
- paper

CONCEPTS

We recognize that friendship is valuable and at a young age children are learning how to be a friend. This story will inspire young children to understand and value friendship while also understanding that it is important to communicate with your friend. Know and understand exactly what you are looking for in a friendship and not accept characteristics that are not of value.

