

SPRINKLES

LESSON PLAN DEVELOPED BY
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Moving to a new home & making new friends can be scary...

In this book, young listeners and first-time readers follow a young pup named Sprinkles on her first day in her new home after being adopted from a local animal shelter. Their exposure to the puppy's range of emotions can help them understand and adjust to personal instances of change by addressing their feelings and applying new skills and strategies of adaptation along the way.

OBJECTIVES

1. Students will be able to **describe** Sprinkles' feelings about being in a new home.
2. Students will be able to **compare and contrast** the initial feelings Sprinkles had about her new home and those she felt by the end of the book.
3. Students will be able to **predict** what will happen in the next book with Sprinkles' new friends.

FOCUS QUESTIONS

1. Do you think Sprinkles is excited about meeting her new family? How do you know?
2. How does Sprinkles' new family feel about her? How do you know?
3. Why do you think Sprinkles hid behind the chair? Use the text to support your response.
4. Do you think Sprinkles' new friends like her? How do you know?
5. What do you think will happen in the following story with Sprinkles and her new friends?

PICTURE WALK

Before reading the story, take a picture walk with the students.
Focus on the characters, expressions, and setting.



WORD WORK (VOCABULARY)

Students should review key vocabulary words to familiarize themselves with their meanings. Allow students to work together to explore the important vocab terms learned throughout the book. In 5 - 10 minutes, students should engage in their “team talk” groups and discuss what each of the following words mean.

1. Home - a place where one lives.
2. Friend - a person whom you know well and like and who likes you.
3. Amigo - friend in Spanish.
4. Hola - hello in Spanish.
5. Bonjour - hello in French.

METHOD

Teachers will facilitate a discussion surrounding the book, “*Sprinkles*” by Nalani Butler, Leila Butler, and Marco Montero-Butler. The teachers will begin by reviewing key terms, such as “home” and “friend,” explored by the workgroups, while also highlighting the foreign language vocab words such as “amigo,” “hola,” and “bonjour.” Before reading, the teachers will prompt the students to think about and share their predictions for what the book may be about based on the illustrations. After reading the book, the teacher will have a discussion with the students about what makes them and their peers feel nervous about being in new places and situations. Teachers should ask the students about their personal experiences of being somewhere new. Be sure to ask what they thought and how they felt being in a new environment.

IMPLEMENTATION

The book should be read from beginning to end with brief pauses for questions and short discussions. After the read-aloud, students should be presented with questions that keep them engaged with the series of emotions expressed by Sprinkles. Questions should ask students to provide details/examples from the book that show Sprinkles’ initial nervousness and angst surrounding her new home. Other questions should encourage kids to compare themselves to Sprinkles and see if they exhibit some of the same characteristics and shared experiences. Ask students how they felt when Sprinkle was hiding behind the chair. Did they relate? Did they empathize? Throughout this post-discussion, be sure to reiterate the key terms home, friend, amigo, hola and bonjour, ensuring that children understand all of the words and the importance behind the theme of adapting to new situations while also highlighting cultural learning.



PROJECT ACTIVITIES

Following the reading and discussion, the students will engage in a fun activity tailored towards comprehension and application -- in other words, applying what they have learned or read. The activity choices are laid out below. Teachers can choose what activity is appropriate for their students. We also encourage teachers to be flexible in making the necessary changes to fit their classroom curriculum and specific learning goals they have for their students.

ACTIVITY 1 | POSTER BOARD (TEAM PROJECT)

Allow students to work individually as they imagine themselves moving into a new home. Prompt them to answer the following questions: *How would you feel? What is one thing --OR-- who is one person who would make you feel better?* Allow students to be creative, including pictures and details of the person or thing that would cheer them up in this new situation.

ACTIVITY 2 | ACT IT OUT (TEAM PROJECT)

Allow students to work in groups for a game of charades. The students should act out the story to illustrate how Sprinkles' emotions changed throughout the book. Ensure that students can understand and compare and contrast how Sprinkles felt in the beginning and how she felt at the end of the story. Encourage students to BE CREATIVE!

MATERIALS

- "Sprinkles" Book
- Anchor Chart (for writing down information for visuals)
- poster boards
- crayons and markers
- glue sticks
- sticky notes

MEDITATION

Create a safe space for students to learn how to meditate. Continue to practice meditation with your students to help them deal with anxiety-filled instances of being placed in unfamiliar environments or situations. Encourage kids to explore and navigate their emotions while also making sure they know the classroom is a safe place to share them.



CONCEPTS

Connecting with our feelings and understanding that our feelings matter. Teaching students that it is okay to feel certain emotions but to recognize that we can control our emotions with different strategies and techniques. Introducing meditation and how it can be a useful support system when they are scared, nervous, anxious, etc. Sprinkles serves as a prime example. Sprinkles was initially frightened and worried about meeting her new family and friends, but having others around to support her allowed her to become comfortable and open up to the idea of getting used to, and even loving, her new environment.



Additional
teaching resources
are available at
thebookbutler.com

