

Addie Ant Goes on An Adventure

By Maren Morris & Karina Argow
Illustrated by Kelly Anne Dalton

An Educator's Guide

9781797228914

\$18.99 | Hardcover

Age range: 3-8

Grade level: Preschool-3

ABOUT THE BOOK:

This delightful story of one little ant's journey for independence. Addie Ant travels from one garden bed to another on her first solo adventure. As she forges her own path, she gets lost along the way and finds help from her trusted garden pals, Lewis Ladybug, Beatrix Butterfly, and Cleo Cricket, in finding her way back home. Timeless themes of friendship and learning when to ask for help are present for young readers.

ABOUT THE AUTHORS:

Maren Morris is a highly acclaimed singer-songwriter and CEO. She is the recipient of many top music awards including five Country Music Association Awards, five Academy of Country Music Awards, and one Grammy Award. She has had several Billboard hit singles at the top of the charts including "My Church" and "The Bones" to name just a few. Her crossover, international hit "The Middle" is officially six times Platinum-certified. Additionally, Morris is a leading voice in country music for change and equality in the music industry.

Karina Argow is a former high school English teacher, receiving a BA in English Literature from Rutgers University. After graduation, she was accepted into New Jersey's Alternate Route program and gained her degree in Early and Secondary Childhood Education and Development at Jersey City State University. Over the course of her teaching career Karina won Teacher of the Year, was awarded multiple grants to bring technology and learning innovation into her classroom, piloted a variety of alternative practice programs, wrote curriculum for the district, and served as a department chairperson.

ABOUT THE ILLUSTRATOR:

Kelly Anne Dalton is an artist and storyteller living in the wild mountains of Montana. Her illustrations can be found on children's books, greeting cards, fabric, home decor collections, and a range of items for the gift market.



A SEL-Based Lesson Plan For *Addie Ant Goes On An Adventure*

WHAT IS SEL?

Social and Emotional Learning (SEL) is an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to

- develop healthy identities
- manage emotions
- achieve personal and collective goals
- feel and show empathy for others
- establish and maintain supportive relationships
- make responsible and caring decisions

BENEFITS OF SEL IN A K-12 CURRICULUM

When embedded into a K-12 curriculum, the goal of SEL should be to ultimately foster and support school safety, mental health, civic learning, and workforce preparation in all members of the learning community. The five broad and interrelated areas of competence are: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.¹



1: <https://casel.org/fundamentals-of-sel/what-is-the-casel-framework/>



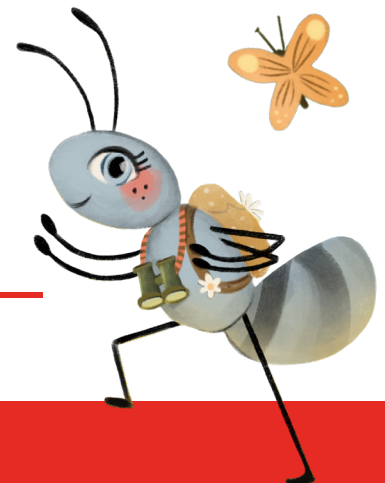
SEL Focus: Self-Awareness

Self-awareness is the ability to accurately recognize one’s emotions, thoughts, and values and their influence on behavior. This includes accurately assessing one’s strengths and limitations and possessing a grounded sense of confidence, optimism, and a “growth mindset.”²

Lesson Planning

1A. Demonstrate an awareness of own emotions.	
Developmental Indicators	Strategies
<ul style="list-style-type: none"> Recognizes and accurately names emotions/feelings Identifies and communicates emotions/feelings 	<ol style="list-style-type: none"> Identify what Addie is feeling in specific pictures Identify words or phrases used to describe various emotions for self - happy, sad, excited, nervous, scared, relieved

1B. Demonstrate an awareness of own personal qualities and interests.	
Developmental Indicators	Strategies
<ul style="list-style-type: none"> Describes personal likes and dislikes Recognizes personal qualities and interests 	<ol style="list-style-type: none"> Identify what various characters like/dislike based on their behaviors and environments. ie <i>Looking around Lewis’s home, what kinds of things do you think they like? How can you tell?</i> Ask students what their likes and dislikes are



2: https://www.tn.gov/content/dam/tn/education/safety/safe_sch/SPC_Resource_Guide.pdf

1C. Demonstrate an awareness of own strengths and limitations.

Developmental Indicators	Strategies
<ul style="list-style-type: none"> ● Describes things one does well or the knowledge they have 	<ol style="list-style-type: none"> 1. Identify what various characters are good at based on context clues. ie <i>Beatrix has lots and lots of desserts and sweets and treats to share with Addie. What do you think she is really good at?</i> 2. Ask students what they know they are good at

1D. Demonstrate a sense of personal responsibility and advocacy.

Developmental Indicators	Strategies
<ul style="list-style-type: none"> ● Recognizes that there are positive and negative consequences of personal choices, behaviors, and actions ● Advocates for themselves by asking for help 	<ol style="list-style-type: none"> 1. Ask students to identify a character that they know Addie should watch out for. <i>What are the possible consequences of running into Harriet Chicken?</i> 2. Identify the characters that Addie knows she can ask for help 3. Ask students who they know they can ask for help

1E. Identify external and community resources and supports.

Developmental Indicators	Strategies
<ul style="list-style-type: none"> ● Identifies at least one adult they trust ● Identifies situations in which they need to seek help from an adult ● Recognizes how and where to get help in an emergency situation 	<p>In class, whole group:</p> <ol style="list-style-type: none"> 1. Make a map of the school and identify adults and “friends” that everyone can trust and ask for help 2. Practice situations where you might need help and how to ask for it <p>At home:</p> <ol style="list-style-type: none"> 1. Make a map of your neighborhood and identify places that are safe to access help. ie police department, library, neighbor 2. Talk with care providers about trusted “friends”



While Reading



1. What was Addie feeling when she left her ant hill? How can you tell? What was Addie feeling when she realized that Cleo worked at The Cricket Express? How can you tell?
2. What are some things that Addie, Lewis, and Beatrix like? How can you tell?
3. Who were some friends in the garden that Addie knew she could ask for help? How do you know?
4. Who was she supposed to NOT ask for help? Why?
5. Who are some friends that you have that you can ask for help?

Whole Group

1. Identify various expressions that Addie has throughout the narrative.
2. Make a map of the school and identify adults and “friends” that are safe and we can ask for help.
3. Identify times when we may need help or assistance.



Classroom or At Home Project

1. On a separate piece of paper make a map of your neighborhood and identify places where you can go if you need help.
2. Communicate with care providers about how to initiate a conversation with children discussing who are trusted “friends” in their community.

Example below:

