

# Lilly the Lash's Little Lessons®

## Sunny Learns About SELF-WORTH

### LITERACY

#### Lesson #13: Story Detectives on the Case! – Solving What Happens Next

Theme: Literacy, Critical Thinking, and Exciting Story Predictions

#### Objectives

- Children will become “story detectives” by using clues from pictures and words to guess what might happen next.
- Children will express predictions using language, movement, drawing, or sound effects.
- Children will strengthen comprehension by explaining their thinking in simple ways.

#### Materials

- Book: *Lilly the Lash's Little Lessons: Sunny Learns About SELF-WORTH*
- Chart paper or easel
- Crayons, markers, and drawing paper
- Optional: magnifying glass props, detective badges, or “clue cards”

#### Set-Up

- Create a “Story Detective Zone” in the reading area.
- Prepare chart paper titled: “*Our Story Clues*”.
- Have drawing tools ready and detective props nearby.

#### Step-by-Step Activities

- Literacy Circle Time
  - Excitedly announce: “Story Detectives, we have a mission!” Explain: “We are going to look for clues in Sunny’s story to solve what might happen next.” Show the book cover and ask: “What clues do you see?” “What do you think Sunny might need or do?”
- Interactive Read-Aloud
  - Read with dramatic expression. Pause and whisper: “Detectives, freeze! Look for clues.” Ask: “What do Sunny’s face and body tell us?” “What could happen next?” Children may point, act, or say their ideas.
- Detective Movement Game
  - Say: “Show me with your body what you think Sunny will do!” Children act out predictions (jump, smile, help, try again, etc.). Celebrate creativity and effort.
- Prediction Art Lab
  - Children draw their “case solution” - what they think happens next. Educator writes children’s words under their artwork.
- Story Reveal & Celebration
  - Continue reading. Say: “Did our detective brains get close?” Emphasize: “Every guess helped us think and learn.”
- Group Sharing & Closing Reflection

- Children share their detective findings. Close with: “Detectives use clues. Readers do too!”

### **Assessment**

- Educator notes children’s ability to:
  - Use story clues to make predictions
  - Express ideas through speech, movement, or art
- Educator observes excitement, engagement, and confidence.

### **Extension / Family Connection**

- Send home a “Story Detective” note encouraging families to:
  - Pause during reading
  - Ask: “What clues do we see?”
  - Ask: “What do you think will happen next?”
- Invite children to play detective at home with favorite books.

## **STANDARDS ALIGNMENT**

### **SCHOOL READINESS Primary Domains**

- **Approaches to Learning**
  - Builds curiosity, problem-solving, and creative thinking.

### **SCHOOL READINESS Secondary Domains**

- **Cognitive Development and General Knowledge**
  - Strengthens reasoning and predicting skills.
- **Language and Literacy Development**
  - Supports expressive language and comprehension.
- **Social and Emotional Development**
  - Encourages confidence and teamwork.

---

### **NAEYC Early Learning Program Accreditation Standards**

#### **Standard 4: Assessment of Child Progress**

- **4.B:** Educators observe children during meaningful activities to understand learning and thinking.

#### **Standard 3: Teaching**

- **3.D:** Educators use engaging strategies that motivate children’s participation and thinking.

#### **Standard 1: Relationships**

- **1.C:** Educators promote positive learning experiences through encouragement and shared excitement.

---

### **Head Start Program Performance Standards**

#### **Curriculum Requirements**

#### **45 CFR §1302.32(a)(1)–(2)**

This lesson uses playful inquiry, movement, and prediction strategies to support school readiness and comprehension aligned with the ELOF.

## **ELOF Domains Supported**

- **Approaches to Learning**
  - Initiative, curiosity, and creativity
  - Flexible thinking
- **Cognition**
  - Predicting outcomes
  - Using clues to solve problems
- **Language and Communication / Literacy**
  - Expressing ideas
  - Understanding story meaning
- **Social and Emotional Development**
  - Confidence, cooperation, and joy in learning
- **Perceptual, Motor, and Physical Development**
  - Gross motor skills through movement and acting

## **Individualization and Inclusion**

### **45 CFR §1302.32(b)(1)–(2)**

Children may participate by pointing, moving, drawing, or speaking. Visual props, modeling, and repetition support all learners, including children with language delays or different learning styles.

## **Assessment and Ongoing Observation**

### **45 CFR §1302.33(a)(1)–(2)**

- Observation of prediction skills and problem-solving
- Documentation of movement, drawings, and spoken ideas
- Assessment is authentic, ongoing, and embedded in joyful learning

# **Assessment Form Attached**

Below you will find the Student Assessment Form. The assessment tool used in this lesson is designed to provide authentic, ongoing observation of children's development across multiple domains, while aligning with the Florida School Readiness Standards, NAEYC, and Head Start Program Performance Standards. This information helps educators document meaningful learning progress and use observations to guide intentional instruction and support each child's continued growth.