

# 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