



THE MAGICAL YET

By Angela DiTerlizzi

Illustrated by
Lorena Alvarez

TEACHING TIPS

I USED TO, BUT NOW I...

In order to have hope for the future, sometimes it helps to look back at what was accomplished in the past. Ask students to think about something they used to not be able to do, but now they can. They can bring a picture (or draw one) that shows them unable to do something and then a picture of something they can do now. For example: "I used to crawl, but now I run." Extend the learning by asking students to look at the examples from other students. Did they all get better at the same things?



YET JOURNAL

Sometimes it can take days, weeks, or years to really master something. Help students see their progress with a "Yet Journal." Ask them to pick something they want to learn to do. Then, have them identify ways they might learn their new skill. This might be finding someone who already knows how to do it and asking them to coach them, reading about it, or watching videos. Encourage them to practice and ask students to write in their journals for one week. They should write about what they are trying to learn, what they did to improve, and how they are feeling about their advancement. Check in on their progress at the end of the week. Do they feel like they improved? What are their next steps?

WORD SORTS

Word sorts are a great way for students to look at how words are alike or different. Write the rhyming pairs from the story on index cards or self-stick notes along with vocabulary words such as steer, gears, babble, schemer, dreamer, stumbles, flops, bassoon, kazoo, etc. Then, have students work together to sort the words. You can begin by having them sort them into rhyming pairs and words that don't have rhyming pairs. After, you can have students group them by category, such as "words related to bikes" or "words related to growing up." When students feel comfortable sorting words into designated categories, ask them to suggest their own ideas for ways the words could be sorted.



DRAW YOUR OWN YET

The "Magical Yet" is different for each person in the book. Look at the illustrations and then ask students to imagine what THEIR "Yet" might look like. Then, have them draw themselves doing something they enjoy and their own version of a "Yet" next to them. They can look back in the book for ideas. After they finish drawing, have them compare their drawings with a partner. What was similar? What was different?

PROCEDURAL WRITING

There are clear steps to being able to ride a bike or perform a task. Ask students to work with a partner and choose something they know how to do. What did they have to do step by step to accomplish this task? Have students work together to decide which steps are necessary. Then, have students use temporal words like "first," "next," "third," and so on to describe the steps. Students can write their procedures or make a display showing the steps.



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IDENTIFYING EMOTIONS

Look through the book together. Talk about different feelings people have. They might be angry, disappointed, sad, happy, etc. Brainstorm emotions and have students demonstrate what their faces might look like when they feel that way. Then, look through the book and see if they can identify the way the characters are feeling throughout the book.



Identify: How the character is feeling. What their expression tells us about their feelings. Why they might be feeling that way.

Have students practice showing with their faces how they might feel in different situations. For example:

- They didn't win the game.
- Their favorite toy is missing.
- Someone gave them a treat.
- Someone knocked over something they were building.



These Teaching Tips were created by Dr. Jennifer McMahon, Education Consultant.