

The SEL Interactive Read Aloud Collection

Tulare County Office of Education

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The Bright Side by Chad Otis

SEL Competencies:

1. Self-Awareness:

- The boy in this story is very aware that he is feeling lonely and has a desire to make some new friends.

2. Self-Management:

- The boy struggles some with the institutions of traditional school yet using his positive can-do attitude to help his classmates overcome a situation that would have otherwise left them all disappointed.

3. Social Awareness:

- The boy is aware that others may not be looking for friends but he seeks out others anyway and tries to find ways to relate to his peers in his own way.

4. Relationship Skills:

- In the book the theme of maintaining a positive mindset is generated by interactions between the boy and his parents. That mindset is then used later with building new relationships with his peers when they encounter a disappointing situation.

5. Responsible Decision-Making:

- The boy demonstrate responsible decision-making by choosing optimism and by trying to get along in a new social structure such as school.

Background

The Bright Side by Chad Otis is a heartwarming picture book that explores the theme of staying positive even when things are tough. The story follows a boy whose family is currently living in an old school bus. He is faced with many new challenges as he attends a traditional school setting for the first time.

Before You Read

Can you think of a time when you faced something difficult or frustrating? How did you feel at the time?

What do you think "the bright side" means? Can you think of something positive about a challenging situation?

What do you think it would be like to stay positive even when things aren't going well?

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	<p>Why do you think it's important to try and find the good in a situation, even when things are tough?</p>
<p>While You Read</p> <p>Guiding Questions</p>	<p><i>How do you think the boy is feeling when he has to say good-bye to his friends?</i></p> <p><i>What does the boy and his family do when they aren't able to have real pizza?</i></p> <p><i>How is viewing a situation as something you get to do different from viewing a situation as something you have to do?</i></p> <p><i>Have you ever felt nervous going to a new place?</i></p> <p><i>How would you have felt if you were the boy going to school for the first time and things kept confusing you?</i></p> <p><i>What could the teacher have done to help the boy adjust a little easier to school?</i></p> <p><i>What could the classmates of the boy done to help the boy adjust a little easier to school?</i></p> <p><i>How do the boy's feelings about school change from the time he started school until the end of the book?</i></p> <p><i>How does the boy help his teacher and classmates see the bright side of a disappointing situation?</i></p>
<p>After Reading</p>	<p>For Grades K-2:</p> <ol style="list-style-type: none"> 1. Divide the class into smaller groups of students 2. Ask students to come up with a problem at school that they often face 3. Ask students to create a strategy for looking for the bright side of that problem 4. Have groups share out their problem and solution with the whole class <hr/> <p>For Grades 3-5:</p> <ol style="list-style-type: none"> 1. Pass out a blank sheet of paper to each student 2. Tell students that they will create a poster for a problem that is commonly faced at school along with a way to look at the bright side of the problem 3. Once students have completed their poster, have them pair share with each other while they share their posters. Repeat a few times so students hear several ideas. 4. Have a class discussion centered on any trends the students identified as

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	problems as well as all the creative bright sides they came up with.
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