



**Joyous Jayden Lesson Plan**  
**Recommended Age Level:**  
**Grade 4-6**

**Objective:** Students will recognize harmful situations and be able to make good choices to navigate through the situation.

**Learning Target:** Students will be able to collaborate in order to provide evidence in support of good/bad choices.

**Materials:** Joyous Jayden picture book, PowerPoint of Choices, Character Cards, Finger Puppets, *The Ballad of Joyous Jayden*

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**Activity #1: Defining Choices**

Suggested Time: 3-5 Minutes

- Teacher will model an example of a good choice and a bad choice that he/she made recently. (Example: A good choice that I made today was to eat breakfast before coming to school. I know this is a good choice because I know that my body needs energy to start the day. A bad choice that I made today was to continue to stay in bed after my alarm went off. I know this was a bad choice because it resulted in me having to rush to get to school on time.)
- Students will share examples of good and bad choices that they have made.

**Activity #2: Direct Instructions**

Suggested Time: 15 Minutes

- Teacher will introduce the characters in the book (this can be accomplished by either showing characters in the book or by projecting the pictures of each character contained in digital file). Students will predict the roles that each character will have in the book.
- Teacher will share the focus of this book: "choices." Teacher will have students select one of the characters to track throughout the reading. During one of the activities, each student will discuss the choice that character made, tell whether it was a good/bad choice, provide evidence to support their answer.
- Read Aloud: Teacher reads "Joyous Jaden" in a whole group setting. As the teacher is reading, he/she will pause throughout presenting comprehension questions:
  - Page 8: Joyous Jayden says her best friends are Holly, Charlie, and Glenn. What makes a friend "a best friend"?
  - Page 10: All of the caterpillars are working together, as a team, toward a goal. What is their goal? [To construct cocoons and transform into butterflies.]
  - Page 13: Is Happy Holly being too trusting of Buzzing Billy? Explain your answer. [Yes, she does not know Billy or where the special spot is to play, but she is willing to follow.]
  - Page 15: Buzzing Billy encourages the caterpillars to eat the special plant by telling them it "...makes me feel so crazy, Dude!" and tells them it is "...a very delicious food." Why is it dangerous to eat or drink something (no matter how enticing) when presented to you by a stranger?
  - Page 17: Joyous Jayden says, "I don't need a plant to cause me to giggle. I have joy in my heart that's better than any plant I've eaten." Have you ever spoken up in a crowd to defend your beliefs? Explain.

- Page 18: Joyous Jayden and Charming Charlie leave Glenn and Holly and go back to the garden. Would you have done the same? Explain your answer.
- Page 20-21: What were the effects of the plant on Happy Holly? [She had trouble walking and talking; she felt funny inside.] Why do you think Gloomy Glenn laughs at her?
- Page 25: How does Happy Holly find her way home, after having a change of heart? [She hears her friends singing that she is loved, missed, and forgiven.]
- Page 27: Holly explains that the plant had “messed with my head.” Name substances can also “mess with you.” [Examples: drugs, alcohol, prescription drugs taken incorrectly, tobacco, etc.]
- Page 28: What does it mean for joy to come from the inside out?
- Page 30: The caterpillars have transformed into butterflies and “...fly full of Grace.” What does that mean? [The friends will fly together offering forgiveness and love to all they encounter.]

### **Activity #3: Whole Group Activity**

**NOTE: Students work in pairs using Character Cards to become familiar with the story’s characters.**

Suggested Time: 5 Minutes

- In advance, teacher will print off enough cards for each student. Cut and fold cards so that the picture/question is on one side, and the answer is on the other side (similar to a flash card).
- Teacher will randomly pass out one character-card to each student.
- All students stand in the center of the room and put hands up to team up with a partner.
- Partner 1 quizzes Partner 2 (Partner 1 praises or gives clue to correct answer), then reverse roles.
- After Partner 1 and 2 have both quizzed one another, they trade cards.
- Repeat. (Put hand up, team with a new partner, ask question, trade cards, etc.)
- At the end of the activity, students group themselves according to the character he/she tracked throughout the story. (Example: Jayden students meet in one corner, Charlie students meet in another corner, Glenn students meet in different corner, Holly students meet in another corner, and Billy students meet in the center.) Here, students share the character he/she tracked throughout the book and tell the class the choice made by the specific character.

### **Activity #4: Small Group**

#### **Table Talk**

Suggested Time: 20 Minutes

Refer to directions on “Making Choices” PowerPoint Presentation. NOTE: It is important that the teacher move about the classroom and monitor discussions. At the conclusion of this activity, teacher regroups class and reviews the final slide together a whole-group setting.

### **Activity #5: Independent Activity**

#### **Imagination Station**

Suggested Time: 10 Minutes

Create a different ending to the book...

Students use the finger puppets to act out an alternate ending to this book.

### **Closure: Whole Group**

Suggested Time: 3-5 Minutes

Class joins together to sing *The Ballad of Joyous Jayden*.