The Power of Yeti
Discussion Guide
Grades Pre-K – 2

Before Reading: to activate schema, build background knowledge, and set a purpose.
- Start by asking students what the word "yet" means, "What does it mean when you can't do something *yet*? What is something you can't do yet?" (Optional: Pair Share)
- Before sitting down to read, integrate a movement break by singing and dancing along to *Sesame Street: Power of Yet Lyric Video* with Janelle Monáe.
- Set a purpose for reading, "As we read, think about how the Yeti helps the boy to keep trying."

During Reading: to engage students, check for understanding, and make connections.
- How does the boy feel about having friends who are bigger, stronger, and fast? What details in the pictures make you think so?
- How does the boy feel about tying his shoes? Have you ever felt that way?
- What is the Power of Yeti? As a class, chorally repeat the line, "I can't tie my shoes…YETi!"
- Why is it important to practice?
- What are some of the things the creatures practice doing until they can do them successfully?
- How does the Yeti help the boy?

After Reading: to summarize, question, and reflect.
- What is something that you used to not be able to do but now you can do? How did the Yeti help you achieve your goal? (Optional: Pair Share)
- As a class, create a list of scenarios in which the Power of Yeti could be helpful. For each scenario, come up with at least one positive way to approach it. In pairs, act out one of the scenarios from your list. Demonstrate how the Yeti can change the outcome or your attitude towards the challenge. As a class, discuss how can you apply the Power of Yeti to challenges you may face in school or other areas of your life.
- Continue to extend your students' thinking with RIF's *Trying New Things* activity guide.

If your students enjoyed this book...
- Encourage them to continue to discuss it and refer to it in other lessons and conversations.
- Let them explore more books about growth mindset such as *The Magical Yet* and *Beautiful Oops!*