


# MAKING MIRACLES PRODUCTIONS



A SOCIAL AND EMOTIONAL LEARNING  
CURRICULUM BUILT FROM THE GROUND UP  
BY EDUCATORS, FOR EDUCATORS



On behalf of the Making Miracles Production leadership team, I want to personally thank you for your interest in our Social and Emotional Learning curricular resources, for your time invested in this content review, and for your tireless work on behalf of teachers, students, and staff across the country.

We are proud to provide your team the opportunity to expand your best-in-class content offerings with the inclusion of our Social and Emotional Learning curriculum and content.

To help guide your instructional materials review process, our team has provided the following information within our submission packet:

- [Overview of Making Miracles Productions](#)
- [Overview of Social and Emotional Learning Curriculum](#)

Thank you again for your consideration and we look forward to the possibility of a powerful partnership on the horizon.

Kind regards,



D.J. Colbert  
President & Chief Content Officer

Contact us: [jeff@makingmiraclesproductions.com](mailto:jeff@makingmiraclesproductions.com) or 310-487-1676

**FROM TINY SEEDS, MIRACLES GROW**

MAKING  
MIRACLES  
PRODUCTIONS

# OVERVIEW OF MAKING MIRACLES PRODUCTIONS



ADVANCING ISSUES	1,382 (43%)	5	1	2
(35%)	1,142 (39%)	92		(88%)
DECLINING ISSUES	1,774 (55%)	9	1	3
(62%)	1,661 (57%)	101		(41%)
UNCHANGED ISSUES	95 (3%)	56	(4%)	
	91 (3%)	52		(21%)
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## MAKING MIRACLES PRODUCTIONS

is all about creating impactful, emotionally compelling, and visually stunning content that will capture the hearts and minds of audiences both young and old.

We are passionate about social justice and committed to creating the highest quality educational materials that all far exceed industry standards.

Taking on each project with the utmost in care and support for our clients and academic professionals is at our core.

Founded in 2020 by author DJ Colbert, Making Miracles Productions primary focus is to create community through collaborative projects that can have a significant educational impact.

## OVERVIEW OF SOCIAL EMOTIONAL LEARNING CURRICULUM

Our innovative curriculum has been developed for the middle school grade levels by educational experts to provide teachers and students an engaging and dynamic pathway for learning as they journey alongside Molly in *The Girl with 35 Names*— whether in the classroom or at home. Informed by the CCS, STEAM, NGSS, and C3 Framework, our lesson plans are multidisciplinary and inspire students to think across subject areas and make learning connections as they explore crucial skills such as critical thinking, problem solving, collaboration, and creativity. We are currently offering middle school model curriculum, with options to access other grade levels as we expand into these reading age groups.

Each lesson plan—with accompanying interactive multimodal teacher, student and parent guides—follows sections of the novel and presents an integrated learning approach. Throughout the lessons, students encounter a variety of subjects: language arts and literacy (close reading analysis, craft and structure of the novel, and broader questions about context), history, environmental science, biology, chemistry, mathematics, engineering, fine arts, geography, sociology, civics, history . . . and more!

Through our website, we are also thrilled to offer learners the dynamic option of listening to the audio recording of the novel in real-time as they read the eBook via our ePub reader, a successful strategy for increasing literacy and word familiarity among young or struggling readers.

This middle school Social and Emotional Learning curriculum has been built from the ground up by educators for educators. The content and resources you are evaluating have been thoroughly vetted by a diverse group of educators, administrators, school counselors, parents and community partners throughout a 6-month beta testing process.

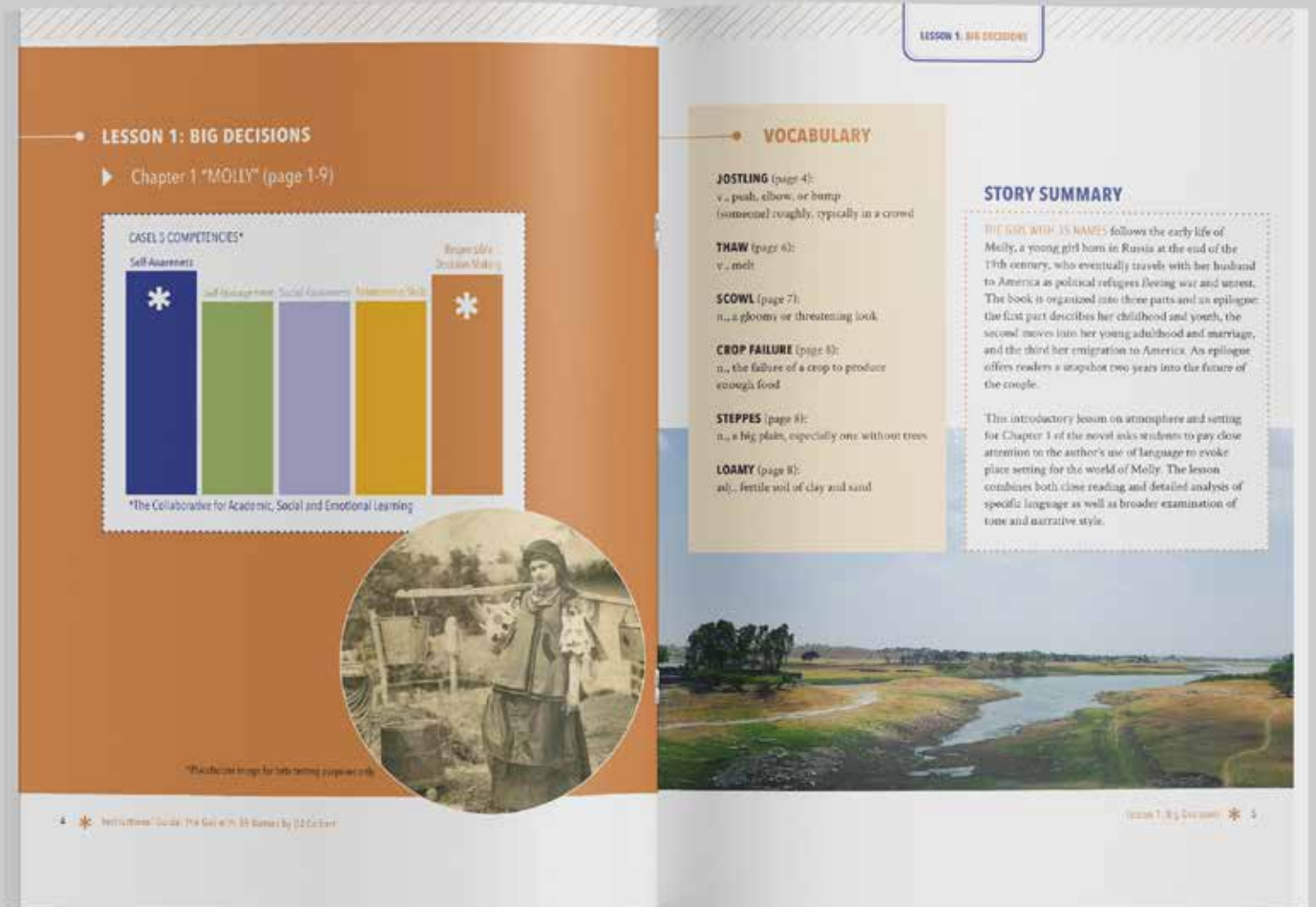
Throughout classroom instruction, book studies, curriculum surveys, focus groups and collaborative conversations, this Social and Emotional Learning curriculum has been reviewed, revised, and customized to incorporate the expert feedback provided throughout all review channels.

With thousands of educators engaging, we are confident that this curriculum responds to the needs of our educators and students alike.

“*The Girl with 35 Names, by DJ Colbert, and the accompanying curriculum bring key Social and Emotional Learning opportunities into middle school classrooms. The materials engage students and develop the CASEL competencies through thoughtful reflection. Students will embark on a journey of self-discovery, right alongside Molly, and work through the sometimes difficult themes of family, diversity, struggle, and love while reflecting on their own experiences and thoughts. Educators will fully embrace this curriculum and feel privileged to experience and celebrate the unique gifts of students.*”

— Traci Davis, former Superintendent of Washoe Schools (NV)

# A GLIMPSE INTO THE CURRICULUM: VISUAL EXCERPTS



Teacher Guide

## A GLIMPSE INTO CURRICULUM: VISUAL EXCERPTS

LESSON 1: BIG DECISIONS

### TODAY'S THEME: FAMILY

▶ We open our novel to a family scene in which Moriah and Ari are dealing with the complexities of family, which is our theme today. The couple must balance their own wishes for privately naming their daughter with their desire to have family members feel a part of this big moment. When each of the family members offers a name for Molly, Moriah and Ari must find a way to create harmony and responsibly *make an important decision*. To do this, they must first have *self-awareness* to observe what they are feeling without judgment and then recognize their own thoughts and feelings and understand them. Then they can offer each of the family members the chance to gift a name to the baby Molly.



\*Rasheed's image for book testing purposes only

✦ Emotional Guide: The Girl with 20 Names by DJ Carter

### \* DISCUSSING TODAY'S THEME

#### START WITH A BROAD QUESTION:

Open with a broad discussion about why the people in our family or friend communities are so important to us.

1 *What kinds of family are there, and how do we define family?*

#### THEN ASK THE STUDENTS MORE FOCUSED QUESTIONS:

- 2 When did you want family or close friends to feel included, even if it was not easy?
- 3 How do we navigate these complex situations? What role does self-awareness play in this?
- 4 How does knowing our feelings—and understanding how those feelings create sensations in our bodies—help us in difficult moments?
- 5 And which thoughts go into making a big decision—how do we balance our feelings with our actions?



theme

Lesson 1: Big Decisions ✦ 7

## A GLIMPSE INTO CURRICULUM: VISUAL EXCERPTS

LESSON 1: THE DECISIONS

### LANGUAGE & STYLE

- ▶ Our story opens with a description of place and **setting**. Let's take a look at our time, place, and the circumstances that open our story in Molly's life.



✦ Historical Guide: The Girl with 20 Names by EJ Oliver

### HOW THE STORY UNFOLDS

- 1 *Have students identify where in the world we are, what season it is, and what is occurring at the moment our story opens.*
  - Why are these significant aspects of our story?
  - How do these shift by the end of the chapter?
- 2 *Let's pay close attention to the author's use of language in evoking, or creating, atmosphere in the novel's setting.*
  - Have the students find three sentences or phrases that describe either the interior world of the stone house, or the exterior world outside.
- 3 *Does the author use any figurative language in your chosen phrases?*
  - In the student's own words, can they say what the literal meaning of each figurative phrase is, and then what the figurative meaning is?
  - Why might an author use figurative language what purpose could it have in a novel?

*Figurative language* is when you use a word or phrase that does not have its normal, everyday, literal meaning. There are a few different ways to use figurative language, including metaphors, similes, personification, and hyperbole.



\*Placeholder image for data testing purposes only

Lesson 1: The Decisions ✦ 9

language & style

## A GLIMPSE INTO CURRICULUM: VISUAL EXCERPTS

### READING ALOUD

#### READ, OR HAVE STUDENTS READ, THIS PASSAGE ALOUD:

“ Ari stopped for a moment and watched Mully begin to scrape the earth, removing small weeds at the corner of the garden. The edges of her dress dipped in and out of the damp earth as she moved her new hoe back and forth, covering her heels to her ankles. She smiled happily as she went about her work, and Ari smiled too just to look at her. How wonderful to see his lovely child so carefree and so happy. He prayed while he watched that her life would always be like this. That she would never be touched by the evils that he had experienced as a boy and then again as a young man, when crop failures, war, prejudice, and misunderstanding had harmed many of his relatives and neighbors, turning their lives upside down. The Imperial Russia that Ari had been born into was a place of great beauty, with fish-filled seas lapping along its vast coastline, great plains and ancient forests filling its interior, the treeless and grassy steppes in the south, and the rugged snowy caps of the Ural Mountains in the west. But the constant skirmishes, high taxes, and struggles between the wealthy and those who had very little made the daily living of her citizenry feel as though one lived on the razor edge of a sword.

Ari looked up to the vivid blue sky that stretched like a soft blanket above him and watched as brilliant white clouds scuttled in front of the sun, creating cool shade and shadows that ran along the loamy soil at his feet. His great boots were already heavy with dirt. As he began to move forward he gave each foot a great shake, sending clots of earth flying. (8) ”



78 \* Instructional Guide: The Girl with 35 Names by Qi Qibin

### LESSON 1: DISCUSSION

### \* ASK YOUR STUDENTS

1 What is this passage about?

#### THEN ASK THE STUDENTS MORE FOCUSED QUESTIONS:

- 2 How does the author connect Ari's childhood experience and history of place with our setting?
- 3 Can you find examples in here of figurative language that add to the richness of description?
- 4 What is the literary tone of this passage—is it one of hope? despair? Cite examples of words that support your answer.

A **literary tone** is the general attitude the author or speaker has towards the subject in a passage. Tone can create a mood, which may be scary, funny, serious, sad, and so on!

### LISTENING

#### LISTEN TO THE PASSAGE ON YOUR AUDIO RECORDING

- How does listening to this passage feel different from reading it?
- What do you notice about the audio clip?
- How would you describe the reader's voice inflection—the way the voice changes pitch and tone to create a dynamic reading?
- Compare and contrast what you see in the text to what you hear in the recording.

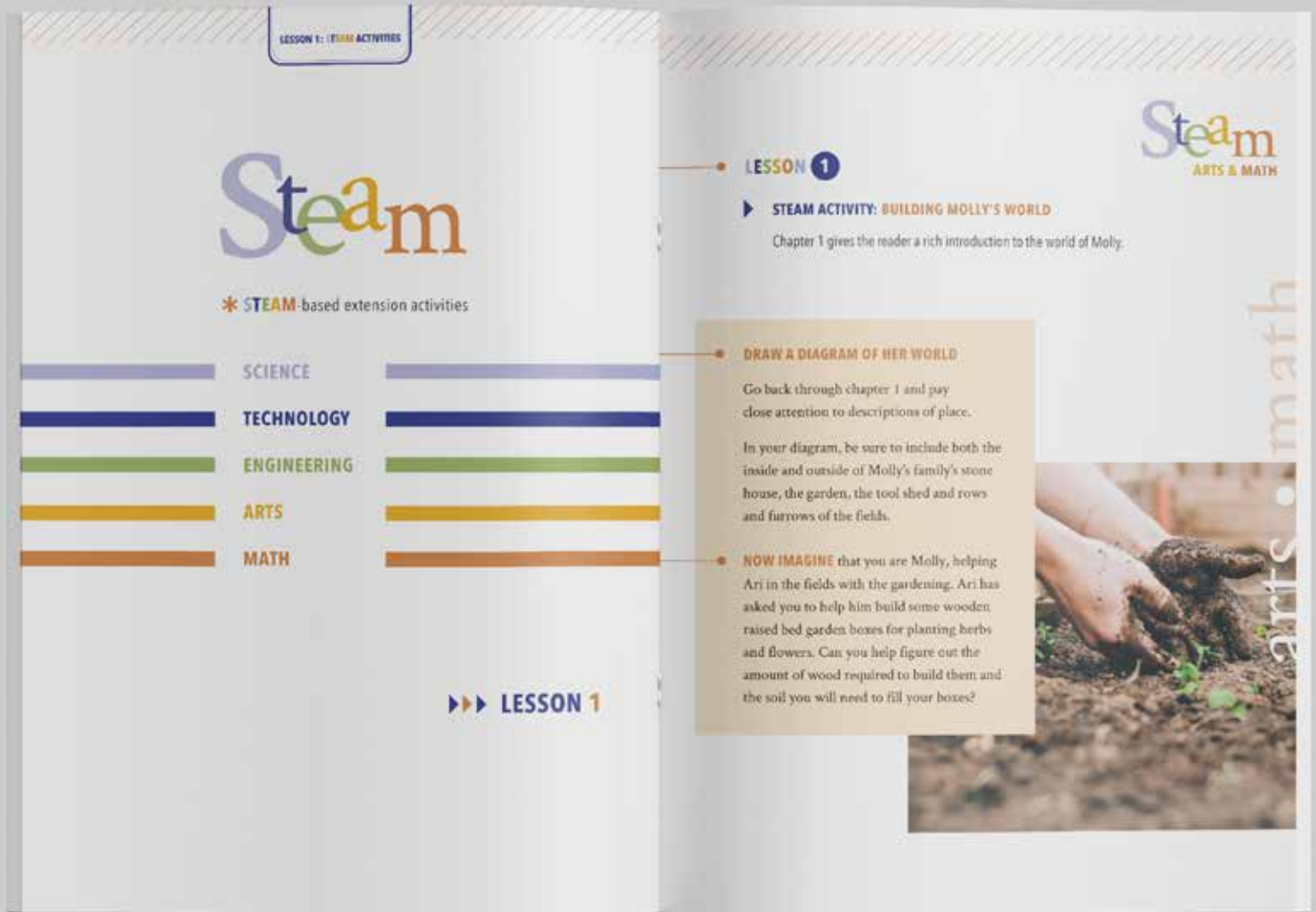
Click here to download the audio version of The Girl with 35 Names: [www.girlwith35names.com/giving-back](http://www.girlwith35names.com/giving-back)



Lesson 1: Big Decisions \* 11



## A GLIMPSE INTO CURRICULUM: VISUAL EXCERPTS




## A GLIMPSE INTO CURRICULUM: VISUAL EXCERPTS

LESSON 13:  
CELEBRATION OF US

➔ **LET'S TAKE A CLOSER LOOK AT OUR FINAL PROJECT:**

- 1 What are your superpowers? What makes you so wonderfully unique? Consider these questions carefully as you dive into what makes you, YOU! The Celebration of US is a true celebration of each of you and is a creation of your own making! The US, in The Celebration of US, refers to each of US as unique individuals and collectively as part of our great nation—the United States (US).
- 2 How can you capture your individuality? How can you best learn about the person who sits next to you? In what way would you like to share the YOU that others might not already know? Maybe it is poem on a T-shirt or a piece of paper? Maybe its through photos and adjectives describing your early childhood? Perhaps you draw a map of all the places you've lived and why they mean so much to you? Or by drawing a mural of your life?
- 3 What do you want your creation, the discussion, and The Celebration of US to look and feel like? Brainstorm with your class and teacher. Jot down some thoughts to help you design, draw, color, list, or write to create a masterpiece that showcases the many sides and dimensions of YOU. Be proud of the YOU that looks back in the mirror and the differences that make us all original.




Examples of the final project

\* **LESSON 13: THE CELEBRATION OF US!**

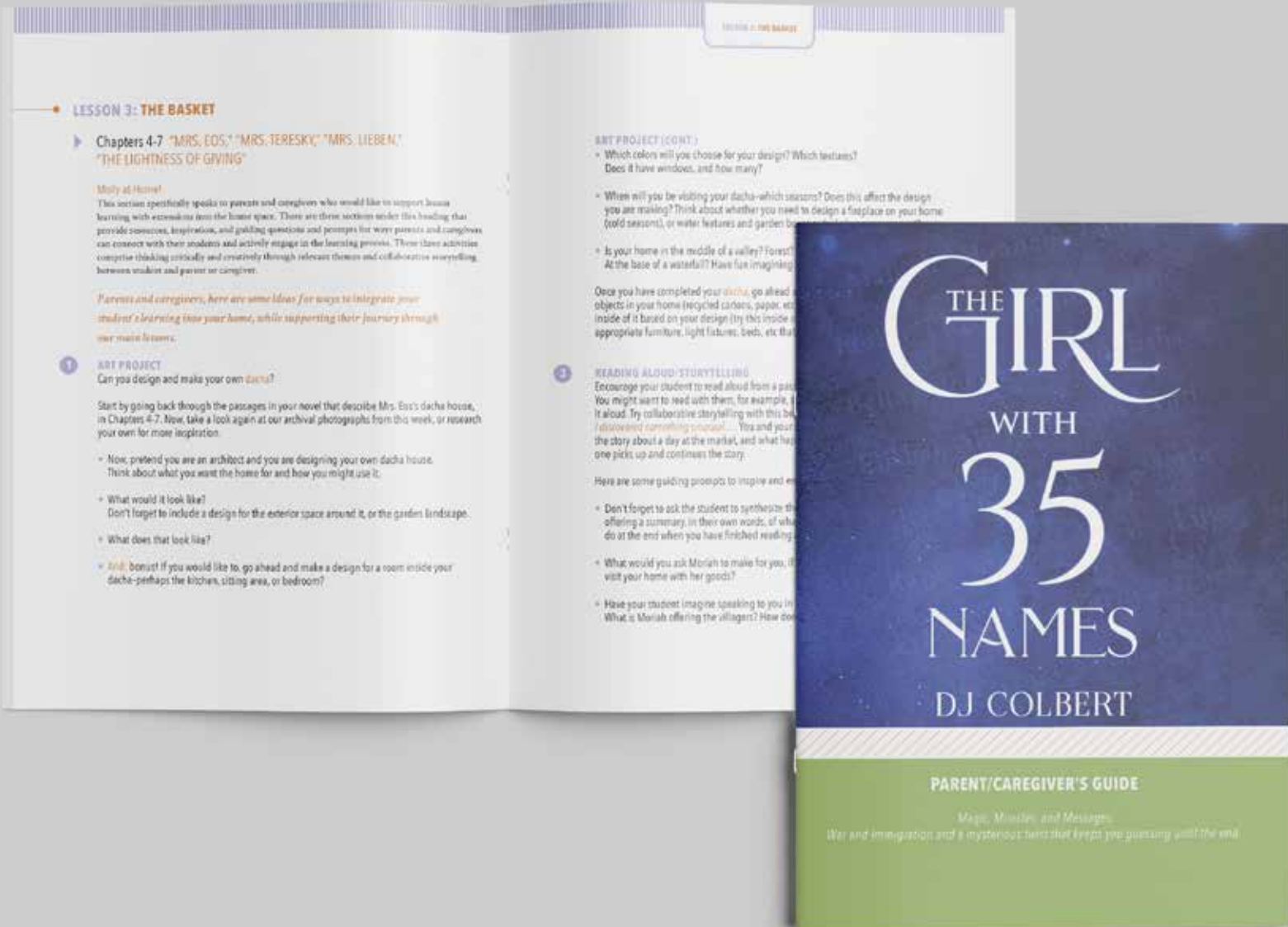
**THE CELEBRATION OF US** is a true celebration of each of your amazing and special students and is a creation of your own making! The idea is to truly capture and celebrate the energy, excitement, and individuality of your students, individually, and your class, as a whole. Have students create and design a banner, T-shirt, notebook cover, poster board, or whatever materials you decide upon. The goal is for students to represent their identity in any way that feels important to them. Discuss and brainstorm together to develop a plan that will encourage students to share their creations and tell why they chose to decorate their items as they did. Display these creations around your classroom, on student desks, in the hallways or for the community to see as a continuation of honoring each child's unique and special gifts.

➔ **DO YOU KNOW JUST HOW SPECIAL YOU ARE?**

Each and every one of us is a unique, complex, and amazing individual that is unlike anyone else. It is such a gift that we can learn about each other and learn from each other in so many ways, whether it is about our families, heritage, talents, likes and dislikes, the languages we speak, the experiences we've had, or the unique qualities that make us magnificently different. We each hold unbelievable superpowers, just like Molly, that we can share with the world. And here's a well-kept secret: The qualities that make us uniquely different, make our world an amazing place to explore. Without these differences, what a boring place our world would be. Let's begin by exploring the world around us and by celebrating US and our differences!



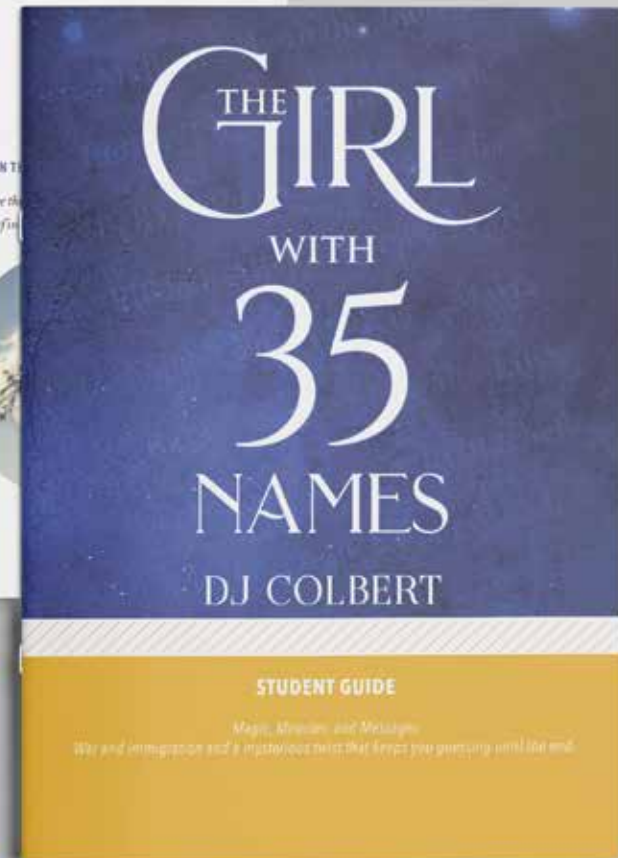
## A GLIMPSE INTO CURRICULUM: VISUAL EXCERPTS



Parent/Caregiver Guide

MAKING  
MIRACLES  
PRODUCTIONS

## A GLIMPSE INTO CURRICULUM: VISUAL EXCERPTS



Student Guide

## \* THANK YOU AND NEXT STEPS

- Thank you again for reviewing our materials. For more information about partnership opportunities, please visit our website. [makingmiraclesproductions.com](http://makingmiraclesproductions.com)

Contact us directly for additional information:

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