

**STORY SUMMARY**

Eight-year-old Daniel cherishes the hour he spends every morning helping his Great-Uncle Lewis in his chocolate shop. They mix, temper, pour, and mold. "It's magic, my boy," Uncle Lewis says. And Daniel agrees. When a new girl named Sarah joins his class, Daniel sees how lonely she is and begins sneaking chocolates into her desk. Seeing Sarah light up after each treat is wonderful...but then Daniel starts noticing other classmates with troubles. Soon he is hiding more and more chocolates until the exciting day when everyone in class receives one, even the teacher! The best part is, no one knows it's him.

But then, when Daniel is the one feeling sad and alone, who will know to comfort him?

Pair this book with:

- *A World of Kindness* by the editors and illustrators of Pajama Press



Sandra Bradley, illus. Gabrielle Grimard
Cocoa Magic

Sandra Bradley is a chocolate lover, a clinical social worker and therapist, and a children's book author. Her first picture book, *Henry Holton Takes the Ice*, was a finalist for the OLA Forest of Reading Blue Spruce Award and the Maine Chickadee Reader's Choice Award. Sandra lives in the Kingston area on the beautiful Rideau Canal with her New Zealander husband, Grant, and their three teenage kids. Sandra has yet to temper chocolate successfully, but she's finally nailed chocolate brownie pie.

Gabrielle Grimard studied at Concordia University and the University of Quebec. In 2018, Gabrielle's picture book *Stolen Words* won the Ruth and Sylvia Schwartz Children's Book Award and was a finalist for the TD Canadian Children's Book Award. *Not My Girl* was a USBBY Outstanding International Book. Gabrielle's 2020 picture book *The Library Bus* was a finalist for the 2021 Governor General's Literary Awards. Her creativity has been applied to children's publishing, advertising, and educational contexts.

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THEMES

Empathy, Acts of Kindness, School, Gift-Giving, Community

BISAC CODES

JUV050000 JUVENILE FICTION / Cooking & Food

JUV039220 JUVENILE FICTION / Social Themes / Values & Virtues

JUV039050 JUVENILE FICTION / Social Themes / Emotions & Feelings

JUV013030 JUVENILE FICTION / Family / Multigenerational

JUV035000 JUVENILE FICTION / School & Education

CURRICULUM CONNECTIONS

Language Arts: verbs and adjectives, alliteration; Math: build numerical reasoning; Visual Art: elements of design, mixed media; Social-Emotional Learning: empathy and kindness

READING LEVEL

Lexile Measure: AD620L | Fountas & Pinnell: M

CURRICULUM CONNECTIONS:

ACTIVITY	MAIN SUBJECT AREAS	SPECIFIC SKILLS / STRAND
Read-Aloud	Language Arts	<ul style="list-style-type: none"> • activate prior knowledge • predict and make connections • verbs and adjectives • alliteration
Number Talk	Math	<ul style="list-style-type: none"> • build numerical reasoning
Chocolate Cheer	Visual Art Language Arts	<ul style="list-style-type: none"> • shape and form, lines • blending light or dark colors • kindness • alliteration
Then vs. Now	Social Studies	<ul style="list-style-type: none"> • heritage and identity
Let's Keep Track!	Math	<ul style="list-style-type: none"> • classroom calendar • critical and creative thinking (social emotional learning) related to connection (mathematical process)
Empathy Tree	Language Arts Social Emotional Learning Visual Art	<ul style="list-style-type: none"> • voice • empathy and kindness • mixed media



THE READ-ALOUD

For this activity, teachers can choose the discussion points most appropriate for their particular group of students.

Learning expectations:

Students will:

- Activate prior knowledge, make connections and predictions while reading and listening to text
- be introduced to verbs and adjectives (or review)
- identify alliteration and find examples within the text

You Will Need

- *Cocoa Magic*

How To:**Before Reading**

Show students the front and back cover of the book. Ask them what they notice, and whether any of the stores on the cover remind them of one in their own community.

Ask students to predict what they think the story will be about based on what the boy on the cover is holding in his hands and the word “chocolatier” written on the window.

Show students the inside cover of the book (the endpapers). Prompt them to share what they notice about the colors, and to predict what some of the chocolates might taste like. Based on how they look, are any of the flavors the same? How do they know?

During Reading

First Spread: Ask: “Why do you think Daniel’s great-uncle was called the ‘Cocoa King of Charlottetown?’”

“The words warm and silky are used to describe the chocolate. Can you close your eyes and picture what warm and silky chocolate looks like, tastes

like, and smells like?” “How big do you think a cocoa bean is? Use your fingers to show.” “Why does Daniel’s uncle say, ‘Voilà! It’s magic, my boy?’”

Review what the word humble means with students (something that doesn’t seem important or large enough to make a difference). Relate it to the seed, and to how planting something small (like a cocoa bean), then nourishing it and taking care of it, helps it grow into something larger.

Second Spread: Daniel goes to the chocolate shop for an hour every morning before school. Ask students to share their before-school routines.

In this spread, four different verbs are used: melting, pouring, scraping, and molding. With your students, show (using hand and arm movements), what these actions would look like in relation to making chocolate. Have the students follow along with your movements. If students haven’t been taught what a verb is, take this opportunity to discuss that they are “movement words.”

Discuss what an adjective is and notice the adjectives in this spread (old man, young boy, cold). Have students listen for other adjectives as you read the story.

Third Spread: “Have you ever smiled at someone and they didn’t give you a smile back? How did you feel?” Introduce the word empathy. In this spread, Daniel thinks that ‘If school felt cold and lonely to him, it must feel downright terrible to Sarah.’ How could this page represent empathy?” “Have you ever had to start at a new school? How did you feel?”

Fourth Spread: “Predict why Daniel chose ‘the best chocolate caramel’ and wrapped it in a gold box for Sarah. What do you think he is trying to do for her?” “Think about why the text says, ‘Nobody saw him do it.’ Why would that be an important detail in the story?” “What do you think would happen if Sarah or another classmate did see him hide the chocolate?”

Fifth Spread: Sarah finds the gold box with the chocolate caramel Daniel left for her. He says that seeing her smile is “magic.” In the first spread, Great-Uncle Lewis said that chocolate was “magic.” Ask, “Do you think chocolate and Sarah’s smile are connected? If so, how?” “Do you believe that chocolate has magic? Is that what Daniel’s great-uncle is referring to? What else could the ‘magic’ be?”

Sixth Spread: “Why do you think Sarah is smiling more?” “How do you think Ben is feeling when he sees Sarah receive her treats?”

Seventh Spread: “Daniel is finding that everyone needs some chocolate to brighten their day. Do you predict that he’ll be able to give everyone a chocolate?” “What do you notice about the expressions on the characters’ faces?”

Eighth Spread: Alliteration is used a lot in this spread. Discuss with your students what alliteration means and how it applies to language. For example, in this spread, a “truffle turned Todd into a teddy bear.”

Ninth Spread: “Daniel and Uncle Lewis give each student and their teacher a little box with a chocolate. How do you predict everyone in the classroom will feel when they receive their small gifts?” “Do you think Daniel will give himself one? Why or why not?”

Tenth Spread: “The chocolate shop is closing for five days in this spread. Daniel is sad. Why do you think he’s sad? What other feelings do you think he might be experiencing?”

Eleventh Spread: “Daniel walks to school alone. He is feeling sad. He looks into the dark shop window and worries about his classmates being sad. How do you think he could cheer himself up?”

“Daniel works so hard to make others happy but is having difficulty finding his own happiness. What do you predict might happen?”

“If you were Daniel’s friend, what would you do or how could you help?”

Twelfth Spread: Point out the words cold, lonely, and terrible on this spread. Point out that, throughout the story, Daniel has been happy to be unnoticed as he does kind things for others, but now, being unnoticed (nobody smiles at him or comes near him) is making him sad. Ask, “Why do you think he feels this way?”

Thirteenth Spread: “Daniel’s classmates surprise him, and this is called ‘magic.’ How does this relate to the way the word ‘magic’ is used in other parts of the story?”

Fourteenth Spread: “Students in Daniel’s class knew all along that he was giving the boxes of chocolates. How does this relate to empathy?”

Fifteenth Spread: “Do you think that chocolate saved the red brick building in some way? Why or why not?”

AFTER READING

- Compare the focus on empathy and kindness from this text with *A Smile* by Raoul Follereau, highlighting how small acts can create big change.
- Go outside and find a peaceful spot for a sharing circle. In the sharing circle, students can share different times where someone was nice to them or when they were nice to someone else, and how this made them feel. If students are able, have them share both how they have been kind and how others have been kind, and compare the feelings they had in these situations. What do they notice?



ACTIVITY 1: NUMBER TALK

Students will examine the grid of chocolate candies to practice their mathematical reasoning and thinking.

Learning expectations:

Students will:

- use their understanding of mathematical knowledge, concepts, and skills to justify their thinking

You Will Need

- *Cocoa Magic*
- document camera

How To:

1. Read *Cocoa Magic*.
2. Using a document camera, display the inside cover (the endpaper) that shows all the chocolate candy.
3. Ask the open question, “What math do you see?” Depending on the age of the children and their math knowledge, possible answers could be:
 - 24 Squares
 - 3D shapes
 - arrays (4 x 6); 6 groups of 4

Make sure to provide adequate “think time” for students to develop an answer.

ACTIVITY 2: CHOCOLATE CHEER

Students will design a special and unique piece of chocolate candy for a friend, using alliteration to give it a fun name.

**Learning expectations:**

Students will:

- use elements of design to create a two-dimensional art piece that communicates depth with the use of various lines and light/dark blended colors
- show an understanding of composition, using principles of design to create art works on a specific topic (art inspired by the text)
- use specific word choice (alliteration) to make their candy name stand out and sound enticing

You Will Need

- *Cocoa Magic*
- oil pastels (enough for all students)
- white paper
- chart paper
- markers

**How To:**

1. Revisit the pictures of chocolate creations throughout *Cocoa Magic*, particularly on the endpapers and on the sixth spread.
2. Ask students what they notice about the candy (color, size, shape, etc.) and create a list for students to refer to while they design their own chocolate creations.
3. Brainstorm a variety of candy names that demonstrate the use of alliteration. For example, coconut cream, raspberry rose, chocolate chip, etc.
4. Have students draw their chocolate on a piece of white paper.
5. Once they have completed their drawing, they can name their candy and describe who they would give it to and why.
6. *Optional:* Students can create their candy out of loose parts and gift it to their chosen friend in a muffin cup wrapper (to mimic the fluted paper used for chocolates).

ACTIVITY 3: THEN VS. NOW

Students will use the social studies inquiry process to compare images from the text (based in 1920) with their own life in relation to clothing and school.

Learning expectations:

Students will:

- compare ways of life among some specific groups in their country around the beginning of the nineteenth century, and describe some of the changes between that era and the present day.
- use the social studies inquiry process to investigate the major differences between school environments and clothing worn by children in the 1920s and today.

You Will Need

- *Cocoa Magic*
- chart paper
- markers

**How To:**

1. Read *Cocoa Magic*.
2. Have students identify the setting of the text (1920s).
3. Flip through the illustrations again, looking closely at the clothes of the children in the book.
4. Flip through the illustrations again, this time looking closely at the school furniture and classroom materials shown.
5. On a piece of chart paper, record what students notice in the previous two steps.
6. In partners, have students look at their own clothing and discuss what they notice that is the same or different from the clothing shown in the book.

7. In a whole-class discussion, have students look around their classroom to identify classroom materials. Ask them to compare and contrast what they see with the illustrations of Daniel and Sarah's classroom
8. Record student responses on the chart paper.
9. *Optional:* Students can draw an outfit or item from the classroom in the text and one comparable outfit or item from the present day.

ACTIVITY 4: LET'S KEEP TRACK!

Students will use a calendar to keep track of events from the story.

Learning expectations:

Students will:

- develop their understanding that we use a calendar to keep track of days, weeks, months, and years, as well as holidays and seasons by relating this concept to the text.

You Will Need

- *Cocoa Magic*
- a current calendar

**How To:**

1. Read *Cocoa Magic*.
2. Ask students to guess what month this story takes place in, using evidence from the text ("cold and lonely...on a winter's morning," bare trees, coats and scarves, snowflakes). For a discussion on seasons, ask them to compare these observations to the present month in their own lives.
3. Using a calendar from the current year, flip to the class' chosen month. Mark the first Monday of the month as Sarah's first day at Daniel's school. Reading through the events since Sarah's arrival, have student volunteers track each one on the calendar. Note that an unstated amount of time passes between the day after "the last day of the month" when

Great-Uncle Lewis announces his trip and “Monday Morning” when Daniel walks to school alone, so it’s reasonable to simply jump to the next Monday.

4. *Optional:* invite students to compare the events they have noted with any events marked on your classroom calendar for the month. Perhaps they will be inspired to begin recording the kindnesses they notice among their classmates.

ACTIVITY 5: EMPATHY TREE

Students will create a visual classroom display of empathy and kindness.

Learning expectations:

Students will:

- respond to a design challenge by using mixed media (i.e., torn paper and textured materials)

You Will Need

- *Cocoa Magic*
- construction paper in various colors
- markers
- leaf template (optional)
- chart paper
- markers



How To:

1. Read *Cocoa Magic*, paying particular attention to the author’s note on the last page of the book.
2. In a whole-class discussion, make a list of different ways that students can show kindness to others in the classroom or in the school community.

3. Challenge the class to complete the listed ideas within a certain time frame (perhaps a month, since Daniel gave chocolates to everyone in his class within a month).
4. As each student completes an act of kindness, invite them to write it on a leaf and add it to their classroom tree.
5. At the end of the month, reflect on the experience in a whole-class discussion. Invite students to remember that, when they first started this project, there were no leaves on their tree. Now, a month later, the tree is full of leaves. Relate this to the idea presented in the author’s note that “one small act of kindness can start an entire movement, just as one small cocoa bean can become a large and beautiful tree.”
6. *Optional:* For a media-literacy exercise, have students write announcements to describe their project to the school.

Bibliography

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