



The Happy Series

Complete Educator Packet

Flexible Grades 1–3 | Ages 6–9

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How to Use This Packet

This packet supports classroom instruction, library programming, and SEL lessons. Teachers may select individual components or use the packet as a complete unit.

Created by Yvonne Smith · The Happy Series · Vonni Freckles

Series Overview

The Happy Series follows Marley and Patrice as they model calm problem-solving, creativity, and teamwork. Stories are designed to support literacy and SEL together.

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Book-by-Book Breakdown

Book 1: The Happy Lemonade Stand – planning and perseverance.

Book 2: The Happy Talent Show – confidence and teamwork.

Book 3: The Happy Tutu Shop – creativity and responsibility.

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Learning Objectives

- Identify story elements and problem/solution.
- Participate in collaborative discussion.
- Respond through writing or drawing.
- Demonstrate SEL skills: empathy and self-management.

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Student Activities

Printable activities supporting creativity and teamwork.

State Standards Alignment (Appendix)

Aligned broadly to Common Core ELA (Grades 1–3), CASEL SEL competencies, and state literacy standards including SC, NY, CA, TX, FL, GA, NC, VA, PA, OH, IL, MI, AZ, WA, and CO.

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State Standards Alignment Appendix (Grades 1–3)

South Carolina (SC)

Aligned to state English Language Arts standards (Reading Literature, Writing, Speaking & Listening) and Social-Emotional Learning competencies including self-management, relationship skills, and responsible decision-making.

New York (NY)

Aligned to state English Language Arts standards (Reading Literature, Writing, Speaking & Listening) and Social-Emotional Learning competencies including self-management, relationship skills, and responsible decision-making.

California (CA)

Aligned to state English Language Arts standards (Reading Literature, Writing, Speaking & Listening) and Social-Emotional Learning competencies including self-management, relationship skills, and responsible decision-making.

Texas (TX)

Aligned to state English Language Arts standards (Reading Literature, Writing, Speaking & Listening) and Social-Emotional Learning competencies including self-management, relationship skills, and responsible decision-making.

Florida (FL)

Aligned to state English Language Arts standards (Reading Literature, Writing, Speaking & Listening) and Social-Emotional Learning competencies including self-management, relationship skills, and responsible decision-making.

Georgia (GA)

Aligned to state English Language Arts standards (Reading Literature, Writing, Speaking & Listening) and Social-Emotional Learning competencies including self-management, relationship skills, and responsible decision-making.

North Carolina (NC)

Aligned to state English Language Arts standards (Reading Literature, Writing, Speaking & Listening) and Social-Emotional Learning competencies including self-management, relationship skills, and responsible decision-making.

Virginia (VA)

Aligned to state English Language Arts standards (Reading Literature, Writing, Speaking & Listening) and Social-Emotional Learning competencies including self-management, relationship skills, and responsible

decision-making.

Pennsylvania (PA)

Aligned to state English Language Arts standards (Reading Literature, Writing, Speaking & Listening) and Social-Emotional Learning competencies including self-management, relationship skills, and responsible decision-making.

Ohio (OH)

Aligned to state English Language Arts standards (Reading Literature, Writing, Speaking & Listening) and Social-Emotional Learning competencies including self-management, relationship skills, and responsible decision-making.

Illinois (IL)

Aligned to state English Language Arts standards (Reading Literature, Writing, Speaking & Listening) and Social-Emotional Learning competencies including self-management, relationship skills, and responsible decision-making.

Michigan (MI)

Aligned to state English Language Arts standards (Reading Literature, Writing, Speaking & Listening) and Social-Emotional Learning competencies including self-management, relationship skills, and responsible decision-making.

Arizona (AZ)

Aligned to state English Language Arts standards (Reading Literature, Writing, Speaking & Listening) and Social-Emotional Learning competencies including self-management, relationship skills, and responsible decision-making.

Washington (WA)

Aligned to state English Language Arts standards (Reading Literature, Writing, Speaking & Listening) and Social-Emotional Learning competencies including self-management, relationship skills, and responsible decision-making.

Colorado (CO)

Aligned to state English Language Arts standards (Reading Literature, Writing, Speaking & Listening) and Social-Emotional Learning competencies including self-management, relationship skills, and responsible decision-making.



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