

Dear **Educators**,

The start of the **kindergarten** year is ripe with opportunities for building long-lasting positive school behaviors and attitudes. Time spent building relationships and establishing social and academic expectations can pay dividends all year long.

Using a rich collection of diverse picture books to support this work lays the foundation for a classroom culture of appreciation and acceptance.

The **Building Classroom Community Unit for Kindergarten** consists of eight read alouds. Each lesson is intended for multiple days so that from the beginning students are exposed to close reading and the value of multiple readings. We believe the first eight read alouds, or roughly the first two months of school, are critical to setting the tone of your classroom community, read aloud procedures, and expectations for engagement.

During this unit you will:

- help students connect to one another by discussing things they like and their families
- share goals for the kindergarten year to create a sense of shared purpose
- establish a common vocabulary for discussing emotions, which will support both social and literacy goals
- generate clear, specific expectations for active listening in groups and partnerships, respectful communication, treating one another with kindness, solving problems, and working together as a community of learners

Each lesson may be used as a stand alone, but we hope that using these books as a broad unit will help lay the foundation for a strong classroom community with strong learning expectations. We designed the unit to spiral. Additionally, each lesson and book can be adapted for other grades (and we hope you will do this!).

Book extension activities provide initial opportunities to practice these crucial behaviors, and the resource materials you create will support ongoing focus on these topics.

Here's to a meaningful year of reading!



# Unit Scope and Sequence: Building Classroom Community

Grade: Kindergarten

Time: Eight weeks (one read aloud per week)

Lesson	Book Title	Classroom Behavior Focus*	Social-Emotional Learning Focus*	Activity for Building Classroom Community
1	<i>Gracias~Thanks</i>	Raising our hands to share	Connecting to each other: What we like	Class book: <i>What We Like</i>
2	<i>Quinito, Day and Night/Quinito, día y noche</i>	Active listening to what others share	Connecting to each another: Our families	Class book: <i>Our Families</i>
3	<i>Moony Luna/Luna, Lunita Lunera</i>	Talking with partners	Discussing feelings: Building a common vocabulary	“Feelings Words” list
4	<i>Cora Cooks Pancit</i>	Listening to partners	Connecting to one another: Our goals	Class book or wall display: Our kindergarten goals
5	<i>Marisol McDonald Doesn't Match/Marisol McDonald no combina</i>	Respectful communication and using classmates' names	Celebrating individuality	Class book or wall display: Self-portraits and names
6	<i>David's Drawings</i>	Sharing materials and taking turns	Ways to be kind	“Ways to Be Kind” list and group art project
7	<i>Juna's Jar</i>	Managing common problems at school	Problem solving	Scenarios about common kindergarten challenges and what to do
8	<i>Rainbow Stew</i>	Caring for classroom and school environment	Working together	Collaborative task around caring for the school or classroom

\*Will be reviewed in subsequent lessons





## Day 1: Read Aloud to Understand the Book

### Before Reading

1. Gather your class and explain that you'll be reading aloud and sharing your thoughts about a book. You'll be doing this all year to show them how readers think about books. You'll also be asking them questions and asking them to point to things in the pictures.
2. Introduce the book by saying, ***"This book is called Gracias~Thanks. Gracias is Spanish for thanks. I say 'thanks' when I'm glad about something or when I like it. Let's read to find out what this boy likes."***

### During Reading

1. As you read the first several pages, talk explicitly about why the boy says "thanks" and point to the item in the picture. (***"The boy is glad the sun is shining when he wakes up."*** ***"The boy is glad to see a ladybug."***)
2. Transition to more generalized inferences about what the boy likes. (***"I think he's saying thanks for his friend Billy because he likes to read books with friends."*** ***"I think he's saying thanks for worms because he likes to go fishing."*** ***"I think he's saying thanks for chocolate because he likes making yummy ice cream sundaes with his family."***)
3. Intersperse your think aloud with requests for class participation. Ask questions for the group to answer (***"What's the boy doing on this page?"***) or ask a particular student to come up and point out something in the illustration (***"Can you point out the guitar?"***).

### Lesson Objectives (Day 1 and Day 2)

- Students will listen to *Gracias~Thanks* and accompanying teacher comments to build understanding of the key ideas and details of the text
- Students will demonstrate understanding of the text by pointing to illustrations and/or answering questions when asked by the teacher
- Students will follow agreed-on rules for discussion (raising hands) to share information about their favorite things
- Students will draw and describe something they like
- By learning about what others like, students will make connections to peers, contributing to the development of a classroom community

### Common Core Standards

- RL.K.1
- SL.K.1/1-A, SL.K.4, SL.K.5

**NOTE:** *Gracias~Thanks* is a bilingual book. This lesson could also be presented effectively in Spanish. See the end of this lesson for additional English Language Learner support strategies.

## After Reading

1. Model thinking aloud about what you just read. (***“This boy said ‘thanks’ all day long. He was glad to wake up on a sunny day, he was glad to play with his family and his friends, and he was glad to go to sleep in his cozy pajamas.”***)
2. Explain that you’ll read this book again another day and share things that make you feel like saying “thanks.”

## Day 2: Discuss and Respond to the Book

### Before Reading

1. Explain that today you’ll reread *Gracias~Thanks*. Students will also have a chance to talk about what makes them want to say “thanks.”
2. Explain that you’ll also be practicing talking together as a class, something you’ll do all year long. You’ll take a minute now to figure out some helpful rules for doing this.
  - Ask a simple question and do a brief demonstration about what it’s like if everyone talks all at once (too loud!).
  - Ask a student to be the “teacher” while you model raising your hand and waiting for the teacher to call on you. Could everyone hear you when you were the only one talking?
  - Practice by asking students to raise their hands to answer a few simple questions. Compliment their efforts and ask them to try to raise their hands when they want to answer questions during read aloud today.

## During Reading

1. As you read, ask students to raise their hands to talk about things they like related to the key ideas of the book. For instance:
  - ***“What kind of weather do you like to see when you wake up in the morning?”***
  - ***“What do you like to do at the beach?”***
  - ***“What do you like to play outside?”***
  - ***“What do you like to do with your friends?”***
  - ***“What food do you like to make with your family?”***
2. Keep the discussion moving by calling on just one to three students per prompt. Reassure students that they may share their ideas in conversation later (perhaps at snack time) if they don’t get called on for a certain question.

### After Reading

1. Restate some of the things students shared and compliment students for raising their hands.
2. Ask if there is anyone else who didn’t have a turn who wanted to share something he or she likes.

### Extension

1. Make a class book called *What We Like*. Each student will contribute a page by drawing a picture of something she or he likes and dictating a sentence about the picture for an adult to write. Provide each student a copy of the student sheet available at the end of the lesson plan.

2. It will help to model your own page quickly before starting. Think aloud to review some of the categories of things a person might like and encourage a variety of ideas. (“*I could make my page about something I like to do with my family, or something I like to eat, or something I like to see outside, or a place I like to go. . .*”)
3. When completed, read the book aloud to the class and keep it in your classroom library. Comment on connections among students.
4. Continue to emphasize raising hands during other discussions.

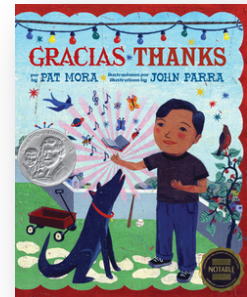
### ELL Support Strategies

- To emphasize key vocabulary, add a picture cue card for each item in the book to a pocket chart or poster as you read on Day 1. Printable PDF with pictures and labels available at the end of the lesson plan.
- Provide a sentence frame during the discussion of what students like (“I like \_\_\_\_\_.”).
- Refer back to the picture cue cards when discussing what students like, possibly sketching related additions (e.g., additional kinds of weather students mention).

## BOOK INFORMATION

### *Gracias~Thanks*

ISBN: 978-1-60060-258-0



## RESOURCES ON THE WEB

Check out the complete **Building Classroom**

**Community Unit for Kindergarten** at [www.leeandlow.com/collections/278](http://www.leeandlow.com/collections/278)

Learn more about *Gracias~Thanks* at [www.leeandlow.com/books/2711](http://www.leeandlow.com/books/2711)

## ABOUT LEE & LOW BOOKS



**LEE & LOW BOOKS** is the largest children’s book publisher specializing in diversity and multiculturalism. Our motto, “about everyone, for everyone,” is as urgent today as it was when we started in 1991. It is the company’s goal to meet the need for stories that children of color can identify with and that all children can enjoy. The right book can foster empathy, dispel stereotypes, prompt discussion about race and ethnicity, and inspire children to imagine not only a world that includes them, but also a world where they are the heroes of their own stories.



I like...

\_\_\_\_\_ likes \_\_\_\_\_

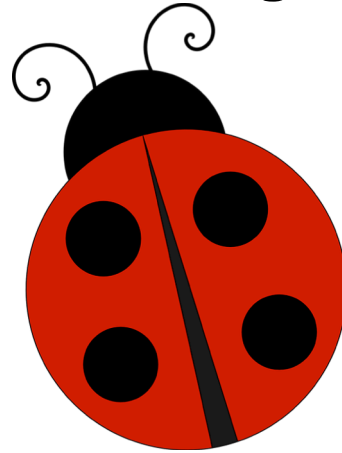
because \_\_\_\_\_

\_\_\_\_\_

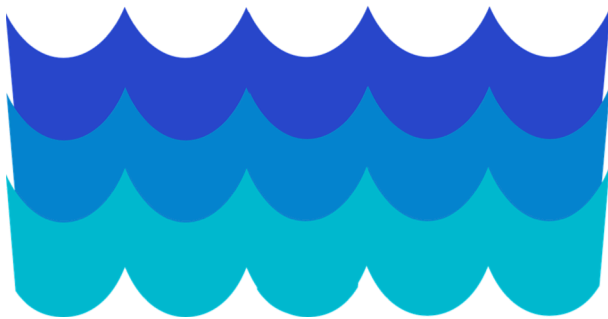
sun



ladybug



waves



bees



grandmother

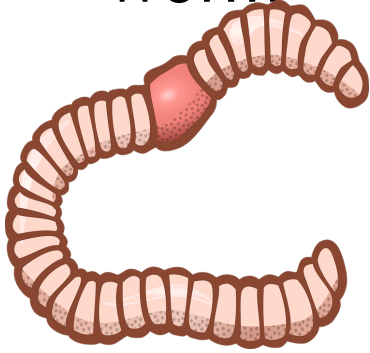


friends



Images on pages 5 and 6 from <https://pixabay.com/>.

worm



brother



mom



guitar



family



ice cream



cricket

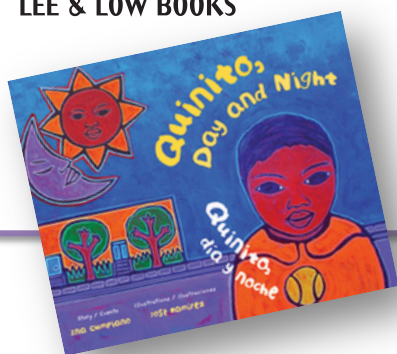


music



Images on pages 5 and 6 from <https://pixabay.com/>.





## Unit: Building Classroom Community for Kindergarten Lesson 2: Our Families and Listening to What Others Share

Read Aloud: *Quinito, Day and Night/Quinito, día y noche*

written by Ina Cumpiano, illustrated by José Ramírez

### Day 1: Read Aloud to Understand the Book

#### Before Reading

1. Gather your class and explain that you'll be reading aloud another book today and that students will practice raising their hands to make sure everyone can hear one another's ideas.
2. Introduce the book by saying, ***"This book is called Quinito, Day and Night/Quinito, día y noche. It's about a boy named Quinito and the things he does all day long with his family."***
3. If needed, quickly review hand raising by asking a few simple questions. (***"What's the boy's name? What's the book going to be about?"***)

#### During Reading

Focus your thinking aloud and ask questions about Quinito's family. For instance:

- ***"This page told me Quinito has a little sister named Clara and an older brother named Juan. He's in the middle."***
- ***"This page told me Quinito lives with his mom and his dad too."***
- ***"Who else is in Quinito's family besides his parents and his brother and sister?"***
- ***"What does Quinito do at the park with his brother and sister?"***
- ***"What else is in Quinito's family besides people?"***

#### Lesson Objectives (Day 1 and Day 2)

- Students will listen to *Quinito, Day and Night/Quinito, día y noche* and accompanying teacher comments to build understanding of the key ideas and details of the text
- Students will demonstrate understanding of the text by pointing to illustrations and/or answering questions when asked by the teacher
- Students will follow agreed-on rules for discussion (raising hands and listening to one another) to answer questions about the book and share information about their families
- Students will draw and describe their families
- By learning about one another's families, students will make connections to peers, contributing to the development of a classroom community

#### Common Core Standards

- RL.K.1, RL.K.3
- SL.K.1/1-A, SL.K.4, SL.K.5

**NOTE:** *Quinito, Day and Night/Quinito, día y noche* is a bilingual book. This lesson could also be presented effectively in Spanish. See the end of this lesson for additional English Language Learner support strategies.

## After Reading

1. Review the details about Quinito's family by asking:
  - **"Who is in Quinito's family?"**
  - **"What does Quinito do with his family?"**
2. Compliment students for raising their hands to speak.
3. Explain that another day you'll reread the book and share information about one another's families.

## Day 2: Discuss and Respond to the Book

### Before Reading

1. Explain that today you'll reread *Quinito, Day and Night/Quinito, día y noche* and share about your own families.
2. Explain that in addition to practicing raising hands to speak, you'll practice listening to one another.
  - Do a brief demonstration about how it looks *not* to listen. Ask a student a question and exaggeratedly look away, fidget, make noise, etc. Dramatically admit that you can't remember what the student just said.
  - Ask the question again and ask another student to model listening. Think aloud or ask students to share about the listener's behavior (looking at the speaker, quiet, paying attention, etc.). Ask the listener to share what she or he heard you say and enthusiastically celebrate that the student remembers because she or he was listening!

- Ask students to practice listening to you while you tell them something simple (e.g., what you had for breakfast). Compliment them when they remember what you said.

### During Reading

1. Pause at four or five places to ask students to share information about their families. For instance
  - **"Who are the kids in your family?"**
  - **"Who are the grown-ups in your family?"**
  - **"Quinito has grandparents. Is there any older adult in your family?"**
  - **"What do you do with your family?"**
  - **"Do you have any animals in your family?"**
2. After asking two students to share answers to each question, ask who was really listening and can restate what the students shared. Compliment listening behaviors such as looking at the speaker, being quiet when someone else is talking, paying attention, etc.

### After Reading

Restate some of the things students shared and compliment students for raising their hands and listening to one another.

### Extension

1. Make a class book called *Our Families*. Each student will contribute a page by drawing a picture of his or her family. If possible, circulate it around the room and add a label to each family member (or encourage students to do so if they are able). Provide each student with a copy of the student sheet available at the end of the lesson plan.

2. It will help to model making your own page briefly before starting. Think aloud about who is in your family and how you might draw each person. (“**My husband/wife is taller than I am, so I’ll make him/her tall. My cat is very tiny, so I’ll draw her small and striped.**”)
3. To be inclusive, draw your parents, siblings, or someone else who doesn’t live with you. Reassure students that they can include anyone they consider family in their pictures.
4. When completed, read the book aloud to the class and keep it in your classroom library. Comment on connections among students.
5. Continue to emphasize raising hands and listening to one another during other discussions.

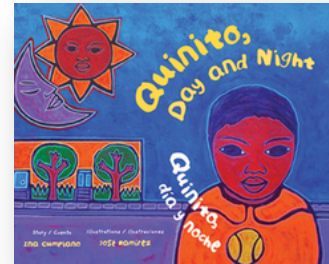
### ELL Support Strategies

- Display a photo or picture of a student engaged in active listening. Label aspects of the photo as you talk about active listening (e.g., “Eyes looking”) and refer to it when you comment on active listening behaviors during the lesson.
- Display a picture of Quinito’s entire family and point to the relevant members when you ask students to share about their own families, emphasizing family vocabulary.
- Provide a sentence frame for sharing about families.

### BOOK INFORMATION

*Quinito, Day and Night/Quinito, día y noche*

ISBN: 978-0-89239-296-4



### RESOURCES ON THE WEB

Check out the complete **Building Classroom Community Unit for Kindergarten** at [www.leeandlow.com/collections/278](http://www.leeandlow.com/collections/278)

Learn more about *Quinito, Day and Night/Quinito, día y noche* at [www.leeandlow.com/books/2782](http://www.leeandlow.com/books/2782)

### ABOUT LEE & LOW BOOKS



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# \_\_\_\_\_’s Family



## Unit: Building Classroom Community for Kindergarten

### Lesson 3: Talking About Feelings and Talking with Partners

Read Aloud: *Moony Luna/Luna, Lunita Lunera*  
written by Jorge Argueta,  
illustrated by Elizabeth Gómez



## Day 1: Read Aloud to Understand the Book

**NOTE:** Before this lesson, decide on the list of feeling words you'd like students to learn. Take care to use them consistently. The words included in this lesson plan are *scared, sad, proud, shy, and happy*. You might add more words during the reading of the book (e.g., *nervous, lonely, silly*) or during the Extension discussion depending on your students' language readiness.

### Lesson Objectives (Day 1 and Day 2)

- Students will listen to *Moony Luna/Luna, Lunita Lunera* and accompanying teacher comments to build understanding of the key ideas and details of the text
- Students will demonstrate understanding of the text by answering questions with a partner
- Students will follow agreed-on rules for discussion (raising hands, listening, talking to partners)
- Students will begin to build a common vocabulary for words to describe their emotions. This will support future discussions of books, experiences, and classroom conflict resolution

### Common Core Standards

- RL.K.1, RL.K.2, RL.K.3
- SL.K1-A

**NOTE:** *Moony Luna/Luna, Lunita Lunera* is a bilingual book. This lesson could also be presented effectively in Spanish. See the end of this lesson for additional English Language Learner support strategies.

### Before Reading

1. Gather your class and say, ***“Today we will read a book called Moony Luna/Luna, Lunita Lunera. It’s about a girl who starts kindergarten. She has a lot of different feelings about starting school. When we read, we’ll talk about words for how she’s feeling.”***
2. If needed, quickly review hand raising and listening behaviors.

### During Reading

1. Each time a new emotion is introduced, model thinking aloud to identify it and its corresponding behavior. When an emotion occurs a second time, ask students to identify it. For instance:
  - ***“When Luna says her heart skips just like a little frog, it makes me think she’s scared about going to school. My heart beats hard when I’m scared.”***
  - ***“When I see Luna crying, it makes me think she’s sad. I cry sometimes when I’m sad.”***

- **“When Luna wakes up and thinks about monsters being at school, how does she feel?”**
- **“Luna is thinking about how big she is and getting dressed all by herself. I think she’s feeling proud of herself. When I know I can do something, I feel proud.”**
- **“When Luna hides behind her mom’s skirt, I think she’s feeling shy. When I feel shy, I want to hide.”**
- **“How do you think Luna is feeling when she’s hiding under the table?”**
- **“When I see Luna smiling and singing and dancing, it makes me think she’s happy. I smile when I’m happy.”**

### After Reading

1. Review the events of the story and Luna’s emotions by asking the following questions:
  - **“How does Luna feel on the night before school starts?”**
  - **“How does Luna feel when she gets to school on the first day?”**
  - **“How does Luna feel when her classmates teach her a funny song?”**
  - **“How does Luna feel when her parents pick her up from school?”**
2. Compliment students for raising their hands to speak and for listening to each other.
3. Explain that another day you’ll reread the book and talk more about feelings.

## Day 2: Discuss and Respond to the Book

**NOTE:** Before this lesson, you’ll need to decide how you’d like partner conversations to look in your class. Decide on your target behaviors and how your students will break off quickly into pairs. Or, if you think your students still need more practice raising hands to share one at a time, save partner discussion practice for another day and ask the group questions.

### Before Reading

1. Explain that today you’ll reread *Moony Luna/Luna, Lunita Lunera* and practice using words for different feelings. You’ll also share how you felt about starting school.
2. Explain that raising hands and listening to one person talk at a time is one way you can talk as a class. Today you’ll practice another way: talking with partners.
  - Ask a student to be your partner. Model the behaviors you’d like to see during partner conversations by discussing a simple question such as **“What did you have for breakfast?”** (e.g., Turn knee-to-knee, look at each other, take turns talking and listening. etc.)
  - Tell your students how you’d like them to find a partner quickly and practice answering the same question in pairs.
  - Compliment the behaviors you observed.

## During Reading

Pause at a few places to ask students to review feeling words and talk to partners. For instance:

- **“How does Luna feel while she is taking a bath?”** (Ask one student to answer.)
- **“How did you feel when you were getting ready for your first day of school?”** (Turn and talk to partners.)
- **“How does Luna feel when she gets to school on the first day?”** (Ask one student to answer.)
- **“How did you feel when you got to school on the first day?”** (Turn and talk to partners.)

## After Reading

Restate some of the comments you heard students tell their partners or ask students to share what they said to their partners about their feelings about starting school.

## Extension

**NOTE: Depending on students’ attention spans, you may wish to complete this portion of the lesson at another time.**

1. Explain that you’ll be making a “Feeling Words” poster to help everyone remember words for how people can feel. You’ll also be practicing talking to partners again.
2. Show a picture depicting each emotion you’d like to include on your list. Ask a student to name the emotion. If she or he uses a different word than your target word, acknowledge it but be sure to include your target word on the poster for consistency. Create a picture of faces depicting the following emotions to include on a class poster: scared, shy, proud, sad, happy, nervous, silly, lonely, angry, excited.

3. For each emotion, ask students to talk to partners about a time when they’ve felt that way or a time when someone might feel that way. This will be challenging for some students, so be sure to listen in and provide support as needed.
4. Keep the poster accessible and refer to it when discussing emotions of characters in books and student experiences.
5. Continue to practice talking to partners frequently.

## ELL Support Strategies

- Instead of waiting until the Extension portion, create the “Feelings Words” list ahead of time or as you read on Day 1. Use it to support the discussion on Day 2.
- Provide opportunities for students to act out the emotions discussed to support vocabulary building (e.g., “Show me how ‘sad’ could look.”). Also explicitly model/point out/act out behaviors related to each emotion (e.g., crying, frowning, hiding, etc.) to build additional vocabulary.
- Display a photo or picture of partners talking to each other. Label aspects of the photo as you talk about effective partner conversations (e.g., “Eyes looking at each other”) and refer to it when you comment on partner behaviors during the lesson.
- For the partner discussion in the Extension activity, provide a sentence frame (“When I feel \_\_\_\_\_, I \_\_\_\_\_.”).

## BOOK INFORMATION

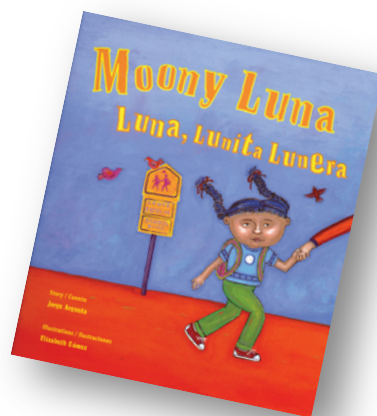
*Moony Luna/Luna, Lunita Lunera*

ISBN: 978-0-89239-306-0

## RESOURCES ON THE WEB

Check out the complete **Building Classroom Community Unit for Kindergarten** at [www.leeandlow.com/collections/278](http://www.leeandlow.com/collections/278)

Learn more about *Moony Luna/Luna, Lunita Lunera* at [www.leeandlow.com/books/2850](http://www.leeandlow.com/books/2850)



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## Day 1: Read Aloud to Understand the Book

### Before Reading

1. Gather your class and say, **“Today we will read a book called *Cora Cooks Pancit*. It’s about a girl who really wants to be grown-up enough to cook dinner with her mom. Let’s read to find out if she can do it.”**
2. Explain that you’ll also continue practicing talking to partners. Review expected behaviors with a practice question if needed.

### During Reading

Focus your comments and questions on revisiting previous conversation topics (likes, families, emotions) and Cora’s goal of cooking *pancit* with her mom. For instance:

- **“Who is in Cora’s family?” (Ask one student to answer.)**
- **“When it says ‘Cora longed to be a real cook,’ I think that means she really wants to do the grown-up cooking jobs like her mom and older siblings.”**
- **“Cora is thinking about foods that she likes. What kinds of food do you like?” (Talk to partners.)**
- **“How do you think Cora feels when Mama lets her shred the chicken?” (Talk to partners.)**
- **“Cora loves the smell of garlic. What food smells do you like?” (Talk to partners.)**
- **“When Cora is waiting for her family to taste the *pancit*, I think she feels nervous. She’s worrying about whether she did a good job or not.”**

### Lesson Objectives (Day 1 and Day 2)

- Students will listen to *Cora Cooks Pancit* and accompanying teacher comments to build understanding of the key ideas and details of the text
- Students will demonstrate understanding of the text by discussing questions with the group and a partner
- Students will follow agreed-on rules for discussion (raising hands, talking and listening to partners)
- Students will practice using vocabulary for words to describe emotions introduced in Lesson 3
- Students will discuss their goals as a way to help establish a supportive classroom community

### Common Core Standards

- RL.K.1, RL.K.3
- SL.K.1/1-A

**NOTE:** See the end of this lesson for additional English Language Learner support strategies.

- **“How do you think Cora feels when everyone likes the pancit she made?” (Ask a few students to answer.)**

### After Reading

1. You’ve likely spent a long time reading and talking during the book, so simply end by restating Cora’s goal and a few main events of the story.
2. Compliment students for talking with partners.
3. Explain that another day you’ll reread the book and talk more about what students hope they’ll be able to do this year in kindergarten.

## Day 2: Discuss and Respond to the Book

### Before Reading

1. Explain that today you’ll reread *Cora Cooks Pancit* and talk more with partners.
2. Explain that you’ll pay extra attention to listening to your partner today, just like you’ve worked on listening when someone raises his or her hand to share.
  - Ask a student to be your partner. Model *not* listening when your partner responds. Dramatically admit that you can’t remember what your partner said.
  - Ask students to help you remember what to do when listening to your partner. Model, and excitedly share, that now you can remember what your partner said!
  - Use a simple question to practice listening to partners. Ask a few students to share what they remember their partners saying and compliment their listening.

### During Reading

1. Choose places to pause for discussion related to emotions or Cora’s goal. For instance:
  - **“How do you think Cora feels when Mama lets her wear her red apron?” (Talk to partners.)**
  - **“What does Cora want to learn how to cook?” (Ask one student.)**
  - **“How do you think Cora feels when she spills the noodle water?” (Talk to partners.)**
2. After each partner conversation, ask a student to share what his or her partner said and compliment him or her on listening well.

### After Reading

1. Say, **“In this book, Cora really wanted to be grown-up enough to help make pancit. When you really want to learn how to do something or get better at something, that’s called a goal. Let’s talk for a few minutes about goals we have for ourselves this year in kindergarten. Maybe we can help each other work toward them!”**
2. Model talking about a school-related goal of your own. Be sure to be concrete. For instance, you might say you want to get better at using a new technology tool, learn about a certain topic, or contribute to a school effort such as recycling or gardening.
3. Ask students to think for a few moments about goals they have. Then ask them to turn and talk to partners about a goal. Give more examples if needed.
4. Ask a few partners to share each other’s goals and compliment their listening.

## Extension

1. Explain that you'll be making a class book (or bulletin board) about everyone's kindergarten goals. (Student sheet available at the end of the lesson plan.)
2. Model deciding on your own goal and starting to draw a picture of it. Think aloud about which specific elements to include. (**"I'm going to draw myself working in the school garden and lots of plants."**)
3. It may help to ask students to decide on the goals they will draw and share with their partners before starting to work.
4. As your students draw, circulate around the room and scribe a sentence about each student's goal.
5. Share students' work. Talk about how you might help one another work toward your goals. Refer back to your list of feeling words. Discuss how one might feel about achieving a goal. Happy? Proud? Excited?
6. Continue to practice talking to partners and emphasizing listening to one another.

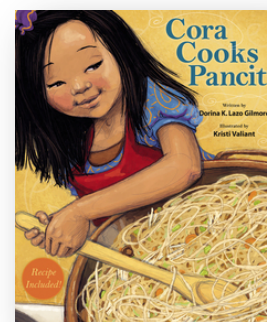
## ELL Support Strategies

- Refer back to any visual supports you created for Lessons 1–3 during reading (e.g., active listening and partner photos, "Feelings Words" list).
- Provide the sentence frames "I want to \_\_\_\_\_." and "\_\_\_\_\_ wants to \_\_\_\_\_." to offer a simpler format for responses to questions about goals.
- Draw/write a brainstorm chart about possible student goals for students to refer back to as they complete the Extension activity.

## BOOK INFORMATION

### *Cora Cooks Pancit*

ISBN: 978-1-88500-848-0



## RESOURCES ON THE WEB

Check out the complete

### Building

### Classroom Community Unit for Kindergarten

at [www.leeandlow.com/collections/278](http://www.leeandlow.com/collections/278)

Learn more about *Cora Cooks Pancit* at [www.leeandlow.com/books/2840](http://www.leeandlow.com/books/2840)

## ABOUT LEE & LOW BOOKS



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\_\_\_\_\_ 's Goal

\_\_\_\_\_ 's goal is to \_\_\_\_\_

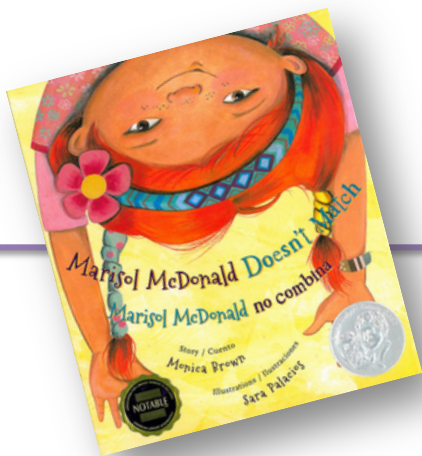
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## Unit: Building Classroom Community for Kindergarten Lesson 5: Celebrating Individuality and Communicating Respectfully

Read Aloud: *Marisol McDonald Doesn't Match*/*Marisol McDonald no combina*  
written by Monica Brown,  
illustrated by Sara Palacios



### Lesson Objectives (Day 1 and Day 2)

- Students will listen to *Marisol McDonald Doesn't Match*/*Marisol McDonald no combina* and accompanying teacher comments to build understanding of the key ideas and details of the text
- Students will demonstrate understanding of the text by discussing questions with the group and a partner
- Students will follow agreed-on rules for discussion (raising hands, talking and listening to partners)
- Students will practice using classmates' names and communicating respectfully
- Students will begin to appreciate individuality as a classroom value

### Common Core Standards

- RL.K.1, RL.K.3
- SL.K.1/1-A, SL.K.4

**NOTE:** *Marisol McDonald Doesn't Match*/*Marisol McDonald no combina* is a bilingual book. This lesson could also be presented effectively in Spanish. See the end of this lesson for additional English Language Learner support strategies.

## Day 1: Read Aloud to Understand the Book

### Before Reading

1. Gather your class and say, **“Today we will read a book called *Marisol McDonald Doesn't Match*/*Marisol McDonald no combina*. Before we read, let's talk about what it means to “match.”**
2. Show a few examples of items that match or don't match (e.g., socks, mittens, dishes, etc.). Ask whether pairs match and why or why not.
3. Introduce the book by saying, **“The title of this book says that *Marisol McDonald* doesn't match. Let's read to find out more about *Marisol*.”**

### During Reading

Focus your comments and questions on examples of *Marisol*'s individuality. Also reflect back of previous themes of emotions and goals. Ask for some individual responses (raising hands) and sometimes ask partners to turn and talk. For instance:

- **“Why does *Tato* say *Marisol* doesn't match? How do you think *Marisol* feels about her hair color?”**
- **“Why does *Marisol*'s brother say her clothes don't match? How do you think *Marisol* feels about her outfit?”**
- **“*Marisol* doesn't care that peanut butter and jelly aren't usually eaten in a burrito. She likes to make up her own kind of lunch.”**
- **“Why might *Marisol*'s drawings surprise her friends?”**

- ***“I’m looking at Marisol’s face in the mirror. I don’t think wearing matching clothes makes her happy. She’s frowning.”***
- ***“Why is art class a little bit boring?”***
- ***When reading Ms. Apple’s note, introduce the word unique. “How is Marisol unique?”***
- ***“What makes the puppy ‘just the right dog’ for Marisol?”***

### After Reading

- Review the word *proud* on your list of emotions and discuss a few examples of how Marisol was proud of herself. Also review the word *unique*.
- Explain that another day you’ll reread the book and notice more about how the characters talked to each other. You’ll also do a fun art project in which students can show whether they prefer to match or not.

## Day 2: Discuss and Respond to the Book

### Before Reading

1. Explain that today you’ll reread *Marisol McDonald Doesn’t Match*/*Marisol McDonald no combina*. You’ll pay extra attention to how the characters in the book talk to each other and how their conversations make them feel.
2. Explain that you’ll get started by watching two people talk to each other in real life. Do a warm-up activity to highlight three key features of respectful conversations: using someone’s name correctly, using a friendly tone of voice, and using friendly words.

- Have a student volunteer pretend to be drawing. Demonstrate an (overly dramatic) exchange in which you do the opposite of the desired behaviors (e.g., say, “Hey you!” or pronounce his or her name incorrectly, use a hostile tone and body language, and say something rude such as “Why are you making the sun ORANGE?”).
- Ask how your comments might make the student volunteer feel.
- Ask for suggestions to change your interaction to make the student feel happy, proud, etc. Explicitly label the target behaviors above.

### During Reading

1. Choose places to pause for discussion related to characters’ communications. Discuss both positive and negative examples. For instance:
  - ***“What does Marisol’s brother say about her clothes? What could he have said instead that would have been nicer?”***
  - ***“What do Marisol’s friends say about her soccer-playing pirates idea? What could they have said instead that would have been nicer?”***
  - ***“What does Ollie say about Marisol’s lunch? What could he have said that would have been nicer?”***
  - ***“What does Ms. Apple say in her note that makes Marisol feel like skipping?”***
2. As you restate or extend students’ comments, use consistent language to highlight the target behaviors of using others’ names, using a friendly tone, and using friendly words.

## After Reading

1. Say, ***“In this book, people had a lot to say about how Marisol didn’t match. It’s fun to notice things about one another and ask one another questions, but it’s important to do it in a friendly way. Let’s practice.”***
2. Give a few example scenarios related to events in the book. Ask students to act out what they might say to make a friendly comment about someone’s uniqueness. For instance:
  - ***“You notice a classmate’s new clothes, and they look different than your clothes.”***
  - ***“You notice what a classmate has for lunch, and it’s different from what you usually eat.”***
  - ***“A classmate suggests a new kind of game.”***
  - ***“A classmate says a word in a language you don’t understand.”***
3. End your discussion with a summary statement about your classroom values. For instance: ***“In our class, let’s always be proud of how each of us is unique. When we talk to each other, let’s use each other’s name, use a friendly voice, and use friendly words.”***

### Extension: Photo Self-Portraits

**NOTE: Depending on students’ attention spans, you may wish to complete this portion of the lesson at another time. You’ll need a color photo of each student’s face prepared ahead of time.**

1. Remind students that Marisol is very proud of the way she looks, even though some people think she doesn’t match. Say that you hope students will always feel proud of how they look too. Both matching and not matching are okay!

2. Explain that you’ll be making a class book (or display) celebrating how your class looks. There will be a picture of each student and a label with each person’s name since you’ve learned it is friendly to use one another’s names when you talk.
3. Using your own photo, model making a self-portrait. Cut out your face and glue it to the top of a piece of paper. Then model drawing your body and coloring in clothes. Comment about whether you like your clothes to “match” or not. Write your name clearly.
4. As you circulate around the room while students create their self-portraits, model making friendly comments and asking friendly questions about their work.
5. When you share students’ portraits, ask them to practice asking questions or making comments respectfully (e.g., *“Jamika, you have very long hair!”* *“Peter, what is that design on your shirt?”*).

**NOTE: Using photos of faces instead of drawing means that students will be able to look at the book independently and know who created each page. You might choose to add a typed or adult-printed name label to each page so students can also practice reading one another’s names. You might use the book to highlight spelling features of students’ names another day.**

### ELL Support Strategies

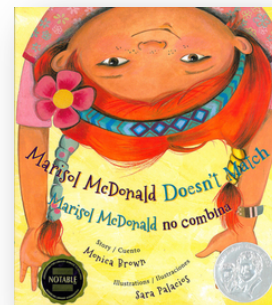
- Preview and/or extend the “Do these match?” introduction activity with ELL students who would benefit from the extra opportunity to practice vocabulary around why something does or doesn’t match (“same,” “different,” color words, etc.).

- During reading and discussion, refer back to any visual supports you created for Lessons 1–3 during reading (e.g., active listening and partner photos, “Feelings Words” list).
- Post a sentence frame reading, “Marisol feels \_\_\_\_\_.” and refer to it along with your emotions list to help students answer some of the discussion questions.
- Support the “What could you say?” discussion on Day 2 with pictures of specific outfits, foods, games, etc., to help ELLs participate.

## BOOK INFORMATION

*Marisol McDonald Doesn't Match/Marisol McDonald no combina*

ISBN: 978-0-89239-235-3



## RESOURCES ON THE WEB

Check out the complete **Building Classroom**

**Community Unit for Kindergarten** at [www.leeandlow.com/collections/278](http://www.leeandlow.com/collections/278)

Learn more about *Marisol McDonald Doesn't Match/Marisol McDonald no combina* at [www.leeandlow.com/books/2769](http://www.leeandlow.com/books/2769)

## ABOUT LEE & LOW BOOKS



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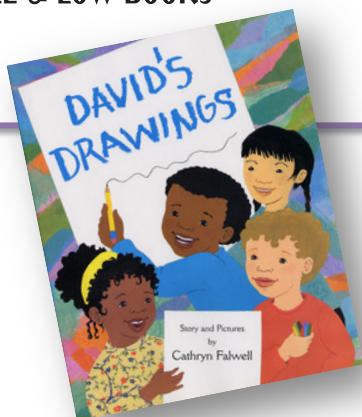
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Unit: Building Classroom Community for Kindergarten  
Lesson 6: Ways to Be Kind  
Read Aloud: *David's Drawings*  
by Cathryn Falwell



## Day 1: Read Aloud to Understand the Book

### Before Reading

Gather your class and say, **“Today we will read a book called *David's Drawings*. David sees something interesting on his way to school that he wants to draw. Let's read to find out about his drawing.**

### During Reading

Focus your comments and questions on the actions of David and his classmates. Ask for some individual responses (raising hands) and sometimes ask partners to turn and talk. For instance:

- **“What does David do when Amanda said his tree needed some color?”**
- **“What does Jamal do with his stickers?”**
- **“How do all the kids look when they are helping with the drawing?”**
- **“What do the kids say about drawing together?”**
- **“What looks different about the drawing David does at home? What does his sister do differently than his classmates?”**

### After Reading

1. Refer to your emotions list. Comment that you noticed the kids in this book seemed happy. David was happy working together with his friends, his friends were happy to be helping him, and he was happy with the second drawing he hung in his room at home.

### Lesson Objectives (Day 1 and Day 2)

- Students will listen to *David's Drawings* and accompanying teacher comments to build understanding of the key ideas and details of the text
- Students will demonstrate understanding of the text by discussing questions with the group and a partner
- Students will follow agreed-on rules for discussion (raising hands, talking and listening to partners)
- Students will discuss the word *kindness* and brainstorm examples of how they could be kind to classmates
- Students will continue to practice using classmates' names and communicating respectfully and learn classroom expectations for sharing materials and taking turns

### Common Core Standards

- RL.K.1, RL.K.3
- SL.K.1/1-A

**NOTE:** *David's Drawings* is also available in Spanish: *Los dibujos de David*. This lesson could also be presented effectively in Spanish. See the end of this lesson for additional English Language Learner support strategies.

2. Explain that people often feel happy when they are treated with kindness. Ask your students for ideas about what it means to be kind. Flip back to a few examples of kindness in the book and ask, **“What did \_\_\_\_\_ do/say that was kind?”** (e.g., Amanda complimented David’s tree and made a friendly suggestion. David invited her to draw with him). Add these behaviors to a list titled “Ways to Be Kind.”
3. Explain that another day you’ll reread the book and add more ideas to your kindness list. You’ll also work on a project to practice treating each other kindly.

## Day 2: Discuss and Respond to the Book

### Before Reading

1. Review the things you’ve added to your “Ways to Be Kind” list so far (e.g., give compliments, give suggestions, invite someone to join in). Ask students to recall how each behavior is demonstrated in *David’s Drawings*.
2. Explain that today you’ll reread *David’s Drawings*. You’ll pay extra attention to kind things the characters do so you can add them to your “Ways to Be Kind” list and do them in your own classroom.

### During Reading

1. Pause after each page or two to ask how the children in the book are being kind. Add new behaviors to your list or relate examples to existing items. Behaviors in addition to those above could include:
  - **Help**
  - **Share**
  - **Ask if you can join**

- **Behaviors covered in Lesson 5 (use people’s names, use a friendly tone of voice, use friendly words)**
- **Give encouragement**

### After Reading

1. Say, **“In this book, the children show us many different ways to be kind at school. Turn and talk to your partner about how you’ve been kind at school recently or how someone has been kind to you.”**
2. Suggest a few additional scenarios to illustrate any additional behaviors you’d like to add to your “Ways to Be Kind” list. For instance, **“What’s a way to be kind when two kids want to use the same thing?”** (Add “Take turns” to your list.)
3. End your discussion with a summary statement about your classroom values. For instance, **“In our class, let’s always be kind. When someone is kind to you, tell him or her you appreciate it!”**

### Extension: Collaborative Art Project

**NOTE:** For this extension, choose an art project that will feel authentic to your students. Some ideas are listed below. The project should require some sharing of materials, turn taking, and cooperation, but be simple enough and have enough flexibility for groups of four students to each contribute individually.

It is important that it be a successful first group-work experience. Completing this portion of the lesson at a different time than the read aloud will give you another chance to review your “Ways to Be Kind” list and ensure students have the energy and patience necessary to collaborate.

1. Explain that you’ll be working in small groups to complete a project. Working in a group is a great way to practice being kind!

2. Introduce the project, stressing its purpose. Ideas include:
  - Draw or paint on clay flowerpots to brighten up places around the school. (Plant flowers another day.)
  - Create components of a mural to decorate an empty space in the classroom (e.g., each group could draw and cut out a certain category of pieces). Possible themes include a fall scene or a mural of the school building and/or playground, or the surrounding neighborhood.
  - Decorate containers in which classroom supplies can be kept on students' tables.

**NOTE:** You could address literacy goals by using shared writing to add labels to any of these projects another time.

3. Before sending students to work, review your “Ways to Be Kind” list and suggest a few specific ways students can practice being kind related to this project (e.g., sharing materials; giving compliments, encouragement, or friendly suggestions).
4. When the project is finished, compliment the kind behaviors you observed.
5. Review your “Ways to Be Kind” list often, perhaps by complimenting a few behaviors you’ve observed each day. You also might draw connections to your list of feelings words by discussing how kind behavior makes people feel, and review your conversations about active listening by discussing how it is kind to look at the speaker, pay attention to what someone is saying, etc.

## ELL Support Strategies

- Preview and/or review the behaviors on the “Ways to Be Kind” list and practice the necessary language for each (e.g., giving compliments, inviting someone or asking someone to join in).
- Strategically plan collaborative groups for the extension project to be as supportive of ELL students as possible. During the project, provide language support for ELL students so they may practice some of the relevant “Ways to Be Kind” in a structured setting.

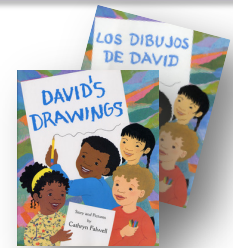
### BOOK INFORMATION

#### *David's Drawings*

ISBN: 978-1-58430-261-2

#### *Los dibujos de David*

ISBN: 978-1-58430-258-2



### RESOURCES ON THE WEB

Check out the complete **Building Classroom Community Unit for Kindergarten** at [www.leeandlow.com/collections/278](http://www.leeandlow.com/collections/278)

Learn more about *David's Drawings* at [www.leeandlow.com/books/2381](http://www.leeandlow.com/books/2381)

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Unit: Building Classroom Community for Kindergarten  
Lesson 7: Problem Solving  
Read Aloud: *Juna's Jar*  
written by Jane Bahk, illustrated by Felicia Hoshino



## Day 1: Read Aloud to Understand the Book

### Before Reading

1. Gather your class and say, **“Today we will read a book called *Juna's Jar*. *Juna's* friend moves away, and she feels really disappointed. Let's read to find out what she does about it.”**
2. If *disappointed* isn't on your list of emotions, add it and brainstorm a few examples.

### Lesson Objectives (Day 1 and Day 2)

- Students will listen to *Juna's Jars* and accompanying teacher comments to build understanding of the key ideas and details of the text
- Students will demonstrate understanding of the text by discussing questions with the group and a partner
- Students will follow agreed-on rules for discussion (raising hands, talking and listening to partners)
- Students will discuss strategies for managing difficult feelings and challenging situations

### Common Core Standards

- RL.K.1, RL.K.2, RL.K.3
- SL.K.1/1-A, SL.K.3

**NOTE:** See the end of this lesson for additional English Language Learner support strategies.

### During Reading

Use some of your comments and questions to help students revisit themes you've discussed already, including emotions and kindness. Also highlight how Juna copes with disappointment and solves problems. Make sure students understand that some parts of the book occur in Juna's dreams. Ask for some individual responses (raising hands) and some partner responses. For instance:

- **“What happens to make Juna feel disappointed?”**
- **“Why does Minh buy Juna the fish?” (Trying to cheer someone up is kind.)**
- **“Juna is dreaming. She is swimming with the fish in her dream but not in real life.”**
- **“What does Juna do when her fish gets too big for the jar?”**
- **“What does Juna do when her jar is empty again?”**
- **“What happens in Juna's dream about the cricket? How does her dream help her?”**
- **“What does Juna do when her cricket grows too big for the jar?”**

## After Reading

1. Ask questions to help make sure students understood the events in the story. For instance:
  - **“Why is Juna sad?”**
  - **“What does she do after she finds out Hector moved away?”**
  - **“What happens at night?”**
  - **“What happens when she dreams about flying on a cricket?”**
  - **“What happens at the end?”**
2. Explain that you’ll read the book again another day and talk more about how Juna dealt with things that were challenging.

## Day 2: Discuss and Respond to the Book

### Before Reading

Explain that today you’ll reread *Juna’s Jar* and pay special attention to what Juna does when she has a difficult feeling or problem. Title a list “Problem-Solving Strategies.” You will write down specific behaviors you discuss so you can refer to them during the Extension activity.

### During Reading

Plan your questions to highlight specific problem-solving strategies.

- Ask, **“What does Juna do when she is disappointed about Hector moving?”** Ask follow-up questions to get students thinking about how she managed to stay calm (**“Does she scream? Does she throw things?”**). Add “Stay calm” to your list.

- Ask, **“What does Juna do when \_\_\_\_\_ gets too big for her jar?”** Ask follow-up questions to get students thinking about how she asked for help when she needed it (**What does she say to Minho?**) and kept trying different ideas (**Where does she put the bean plant?**). Add, “Ask for help” and “Try different ideas” to your list.
- As you near the end of the book, ask, **“What does Juna do when her jar is empty yet again?”** Ask follow-up questions to get students thinking about how Juna didn’t get frustrated or give up (**“Did she give up and say she didn’t want to put anything else in her jar? Did she say she’d never make a new friend?”**). Add “Keep trying” to your list.

### After Reading

1. Briefly review your list of strategies, asking students to give an example of how Juna demonstrated each behavior in the story.
2. End with a summary statement such as, **“In this book, Juna is very disappointed that her friend moves away, and she also keeps running into problems with things getting too big for her jar. Even though it is hard, she stays calm, asks for help, and tries lots of different ways to fix her problems. Let’s try to be like Juna when we have problems at school!”**

### Extension: Acting Out Problem-Solving Scenarios

**NOTE:** For this extension, brainstorm specific challenges or problems you’ve observed in your class or in previous years. Write them on small pieces of paper and put them in a container. Some general ideas are below.

1. Explain that even though school is really fun, sometimes challenges occur. Today you'll act out some kindergarten problems to see how Juna's strategies might help.
2. Be dramatic to hold students' interest. Make it feel as if you are putting on a show by saying "Action!" etc.
3. Have students take turns choosing a scenario from the container. Choose volunteers and coach them through acting out the scenario. Then call "Pause!" and ask the class to brainstorm what the actor(s) might do to solve the problem. Resume the "acting" to show the situation getting resolved.
4. Possible scenarios include:
  - A student can't find a belonging or supply.
  - A student is trying to complete an assigned task but is finding it hard.
  - Students disagree about what to play.
  - Two students want to use or do the same thing.
  - One student is annoying another student.
5. Many scenarios also lend themselves to reviewing the respectful communication behaviors you've discussed: using someone's name, using a friendly tone of voice, and using friendly words. You also might review some of the Ways to Be Kind you've discussed, such as helping or giving suggestions.
6. If you run out of time, save additional scenarios to act out when you have a few extra minutes, or use the same procedure to act out possible solutions to new problems that arise.

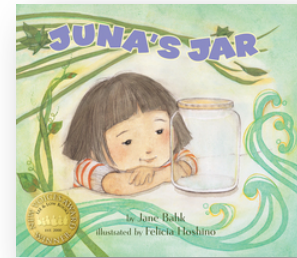
## ELL Support Strategies

- Preview and/or review the target behaviors and practice the necessary language for each (e.g., provide sentence frames for "Could you please help me \_\_\_\_?" and "Let's try \_\_\_\_.").
- Have simple props related to the Extension scenarios available to support students' comprehension and ability to participate in the acting.

## BOOK INFORMATION

### *Juna's Jar*

ISBN: 978-1-60060-853-7



## RESOURCES ON THE WEB

Check out the complete **Building**

**Classroom Community Unit for Kindergarten** at [www.leeandlow.com/collections/278](http://www.leeandlow.com/collections/278)

Learn more about *Juna's Jar* at [www.leeandlow.com/books/2867](http://www.leeandlow.com/books/2867)

## ABOUT LEE & LOW BOOKS



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## Unit: Building Classroom Community for Kindergarten Lesson 8: Working Together and Caring for the Classroom Environment

Read Aloud: *Rainbow Stew*  
by Cathryn Falwell



### Day 1: Read Aloud to Understand the Book

#### Before Reading

Gather your class and say, **“Today we will read a book called *Rainbow Stew*. The children in this story are visiting their grandfather. They want to play outside, but it’s a rainy day. Let’s read to find out what they do.”**

#### Lesson Objectives (Day 1 and Day 2)

- Students will listen to *Rainbow Stew* and accompanying teacher comments to build understanding of the key ideas and details of the text
- Students will demonstrate understanding of the text by discussing questions with the group and a partner
- Students will follow agreed-on rules for discussion (raising hands, talking and listening to partners)
- Students will review the themes of emotions, respectful communication, kindness, and problem solving in the context of working together as a community of learners
- Students will become more familiar with expectations of caring for their school and classroom environments

#### Common Core Standards

- RL.K.1, RL.K.2, RL.K.3
- SL.K.1/1-A

**NOTE:** See the end of this lesson for additional English Language Learner support strategies.

#### During Reading

Use some of your comments and questions to help students revisit themes you’ve discussed already, including emotions (e.g., excited, disappointed), kindness (e.g., helping), and problem solving. Also begin to talk about how the characters work together to complete tasks. (You’ll go into this in more detail on Day 2.) Ask for some individual responses (raising hands) and some partner responses. For instance:

- **“How do the kids feel about being at Grandpa’s house?”**
- **“Look at the kids’ faces. How do they feel about it being rainy?”**
- **“How does Grandpa solve the problem of it being too wet for playing outside?” (Refer back to the language you used last time about trying different ideas.)**
- **“That’s kind of Grandpa to show the kids what to do to get the vegetables.”**
- **“Look at their faces. How do the kids feel now about being out in the rain?”**
- **“What’s each person doing to help make the stew?”**



- **“Grandpa compliments the kids by saying they are terrific cooks. That’s kind!”**

### After Reading

1. Ask questions to help make sure students understood the events in the story. For instance:
  - **“At first, what are the kids planning on doing at Grandpa’s house?”**
  - **“How do their plans change when they see it is raining?”**
  - **“What do they do outside?”**
  - **“What do they do when they come inside?”**
  - **“What happens at the end?”**
2. Explain that you’ll read the book again another day and talk more about how the kids and their grandpa worked together.

## Day 2: Discuss and Respond to the Book

### Before Reading

Explain that today you’ll reread *Rainbow Stew* and pay special attention to how the children and grandpa work together. You’ll use the book to get ideas about how you might work together as a class.

### During Reading

Plan your questions and comments to highlight behaviors related to working together. Include examples that illustrate dividing a large task into smaller tasks as well as tasks that require direct collaboration. Also highlight how working together can mean that each person takes care of himself or herself.

- **“What is each child doing in the garden?”**
- **“How do they get the heavy basket inside?”**

- **“How do they get dried off and ready to cook?”**
- **“Who is getting the vegetables ready? Who is cooking the stew?”**
- **How are they working together to set the table?**

### After Reading

1. Ask for examples of the following types of working together:
  - **“What was a job in the book where everyone did a different part?”**
  - **“What was a job where more than one person had to help to get it done?”**
  - **“What was a job where each person had to do something for himself or herself?”**
2. End with a summary statement such as, **“In this book, the characters work together to make something yummy to eat. Let’s work together when we want to get a big job done too!”**

### Extension: Working Together to Care for Our Classroom

**NOTE: Decide on some tasks related to caring for your classroom on which you’d like your students to work. Make sure that the tasks are suitably “not done” to give enough opportunity for practicing!**

1. Say, **“Making Rainbow Stew took a lot of work. We talked about how each person helped with different parts of the job. It’s a lot of work to take care of our classroom and school too. Today we’ll practice working together to take care of our classroom.”**
2. Introduce a few different tasks and ask students to brainstorm how they might work together to complete them.

3. Send students off in groups to complete the tasks. Gather afterward to share how it went and compliment collaboration.
4. As it is relevant, review related concepts you've discussed about respectful communication, ways to be kind, and problem solving.
5. As opportunities to work together come up during the school day, classify them for students: ***"This is a time when we need each person to work on a different part of this big job."*** ***"This is a time when we need several students to help."*** ***"We need to work together to get ready for lunch by having each person get his or her lunch box or coat and get in line."***

Possible tasks include:

- Sorting bins of math manipulatives into labeled tubs
- Sorting art supplies and putting them away in proper locations
- Cleaning tasks such as table washing, sweeping, pushing in chairs, etc.
- Organizing blocks into cubbies by shape.

### ELL Support Strategies

- Show students photographs of the vegetables in the story to support vocabulary development and build background knowledge. At another time, you could use the photos for a literacy task around matching written words to pictures. (See pictures and labels at the end of the lesson plan.)
- If you have a dramatic play area, set it up with pretend vegetables, a soup pot, knives, bowls, etc. so students can revisit the vocabulary through play.

- For the extension tasks, provide support through picture labels on supply bins, charts with picture directions for multistep tasks, etc.
- Preview and/or review language structures related to working together (e.g., "\_\_\_\_\_'s job is to \_\_\_\_\_.") or "First\_\_\_\_\_, then\_\_\_\_\_."

## BOOK INFORMATION

### Rainbow Stew

ISBN: 978-1-60060-847-6

### RESOURCES ON THE WEB

Check out the complete **Building Classroom Community Unit for Kindergarten** at

[www.leeandlow.com/collections/278](http://www.leeandlow.com/collections/278)

Learn more about *Rainbow Stew* at

[www.leeandlow.com/books/2816](http://www.leeandlow.com/books/2816)



### ABOUT LEE & LOW BOOKS



**LEE & LOW BOOKS** is the largest children's book publisher specializing in diversity and multiculturalism. Our motto, "about everyone, for everyone," is as urgent today as it was when we started in 1991. It is the company's goal to meet the need for stories that children of color can identify with and that all children can enjoy. The right book can foster empathy, dispel stereotypes, prompt discussion about race and ethnicity, and inspire children to imagine not only a world that includes them, but also a world where they are the heroes of their own stories.

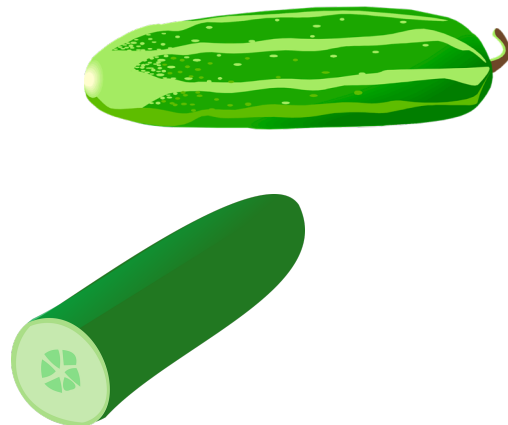
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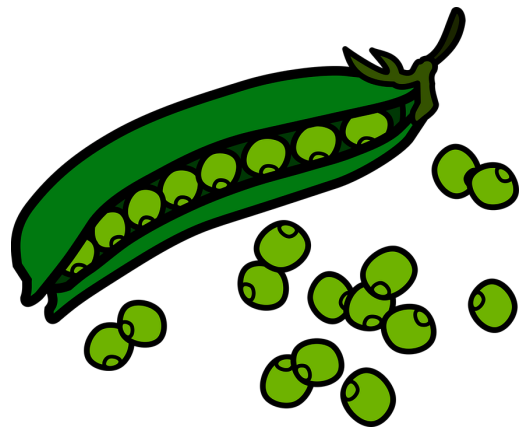


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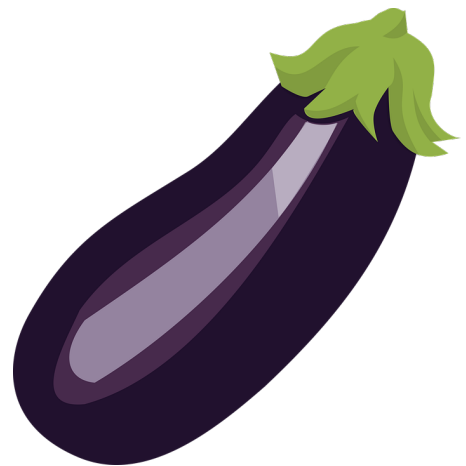
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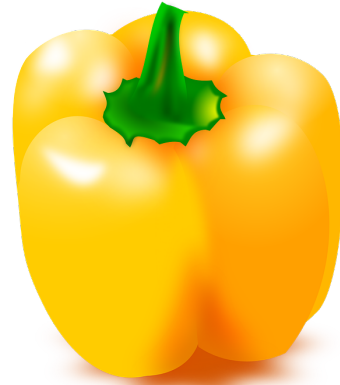


eggplant



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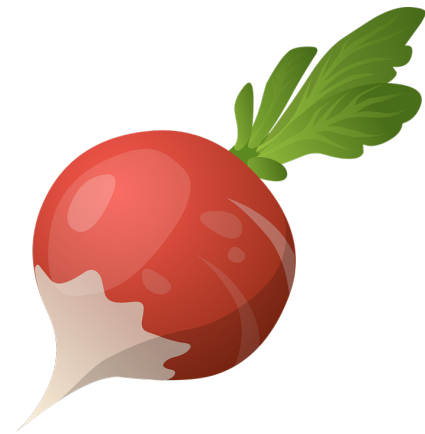
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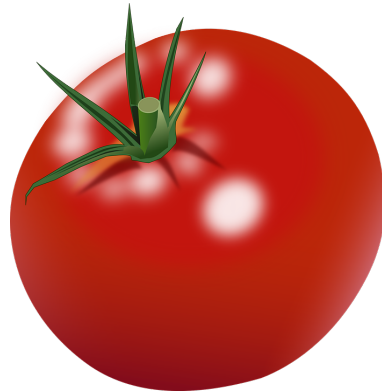


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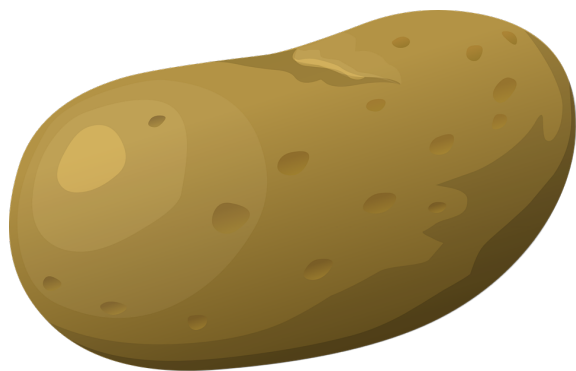


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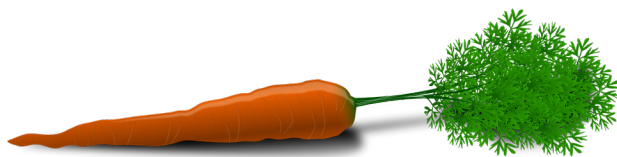
tomato



potato



carrot



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