



Unit 2 – Kindness

Joyful Discoveries Preschool Curriculum



Revision Date: August 2023



Unit 2 Kindness:
Circle Time, Small Group, & Centers










| | |
|--|---|
| <p><u>Knowledge Building Targets</u></p> <ol style="list-style-type: none"> 1. Ways to show kindness to our friends, family, animals, planet 2. Caring Animal Jobs: Veterinarian, zoo keeper, animal shelter worker 3. Places: animal shelter, Vet, zoo 4. Life cycle of dog and cat 5. Vet’s tools: Stethoscope, thermometer, scale, measuring tape, x-ray, tweezers, etc. 6. Earth is our planet to take care of 7. Environmentalism: recycling, conservation 8. Earth Day | <p><u>Oral Language Skill Targets</u></p> <ol style="list-style-type: none"> 1. Answering questions 2. Stating an opinion 3. Basic Vocabulary—prepositions, basic directional words 4. Academic Vocabulary- kindness, recycling, softly, planet, good deeds, Veterinarian, etc. 5. Story Vocabulary: author, illustrator, title, Character-Who, Setting--Where 6. Length of sentences 7. Extended decontextualized accounts, explanations, and narratives 8. Retelling/Summarizing |
| <p><u>Early Literacy Skills</u></p> <ol style="list-style-type: none"> 1. Alphabet Letter Names & Sounds 2. Name Recognition 3. Phonemic awareness 4. Print/Book Skills: title, author, directionality 5. Listening Comprehension 6. Answering key questions (focus on Who, When, What questions) 7. Memory for events 8. Retelling 9. Sequencing of events 10. Fiction vs. Nonfiction 11. Knowledge of Common Stories 12. Writing Skills: Prewriting strokes, Letter formation, Shared writing | <p><u>Math Skills</u></p> <ol style="list-style-type: none"> 1. Shapes 2. Directional words 3. Small Number Recognition without Counting 4. Counting 5. Number Recognition 6. More Than, Less Than, Equal To 7. Number-after knowledge 8. Number comparisons 9. Number-after equals one more 10. Addition 11. Subtraction 12. Categories: Sizes 13. Patterns 14. Story Problems |

Table of Contents






| | |
|---|----|
| Unit 2 Kindness Overview | 1 |
| Material List for Unit 2 Kindness | 3 |
| Unit 2 Kindness Center: Creating a Kindness Garden | 7 |
| Unit 2 Kindness Dramatic Play Center: Vet Clinic | 8 |
| 123 Whole Group Circle Time- Basic Outline | 9 |
| Shared Writing Experience- Basic Outline | 10 |
| Kindness, Part 1- Showing Kindness to Family and Friends | 11 |
| Book 1- <i>Showing Kindness</i> by Rebecca Pettiford | 11 |
| Book 2- <i>Good People Everywhere</i> by Lynea Gillen..... | 13 |
| Book 3- <i>Grandma's Tiny House</i> by JaNay Brown-Wood..... | 17 |
| Book 4- <i>Stick and Stone</i> by Beth Ferry & Tom Lichtenheld..... | 19 |
| Book 5- <i>How to Two</i> by David Soman..... | 21 |
| Book 6- <i>How Kind!</i> by Mary Murphy | 23 |
| Book 7- <i>One Winter's Day</i> by Christina Butler & Tina Macnaughton..... | 25 |
| Kindness, Part 2- Showing Kindness to Animals..... | 27 |
| Book 8- <i>Kitten and the Night Watchman</i> by John Sullivan..... | 27 |
| Book 9- <i>Biscuit Visits the Doctor</i> by Alyssa Satin Capucilli | 29 |
| Book 10- <i>A Day in the Life of a Veterinarian</i> by Heather Adamson | 31 |
| Book 11- <i>Doggies</i> by Sandra Boynton..... | 33 |
| Book 12- <i>Lola Gets a Cat</i> by Anna McQuinn | 35 |
| Book 13- <i>A Sick Day for Amos McGee</i> by Phillip Stead | 37 |
| Book 14- <i>I Want to Be a Zookeeper</i> by Dan Liebman | 39 |
| Book 15- <i>Fiona the Hippo</i> by Richard Cowdrey..... | 41 |
| Kindness, Part 3-Showing Kindness to Our Planet..... | 43 |
| Book 16- <i>The EARTH Book</i> by Todd Parr | 43 |
| Book 17- <i>Biscuit's Earth Day Celebration</i> by Alyssa Satin Capucilli | 45 |
| Book 18- <i>10 Things I Can Do to Help My World</i> by Melanie Walsh | 47 |
| Book 19- <i>A World of Kindness</i> by Ann Featherstone..... | 49 |
| Wordless Books Small Group Instruction for Australia Unit | 51 |
| <i>That Neighbor Kid</i> by Daniel Miyares..... | 53 |
| <i>A Ball for Daisy</i> by Chris Raschak | 55 |
| <i>I Walk with Vanessa</i> by Kerascoet | 57 |





Unit 2: Kindness

Overview of Part 1- Showing Kindness to Family & Friends




| Book 1 | Book 2 | Book 3 | Book 4 | Book 5 | Book 6 | Book 7 |
|---|--|---|---|---|---------------------------------|---|
| <i>Showing Kindness</i> by Rebecca Pettiford *Kindness Garden  | <i>Good People Everywhere</i> by Lynea Gillen  | <i>Grandma's Tiny House</i> by JaNay Brown-Wood   | <i>Stick and Stone</i> by Beth Ferry & Tom Lichtenheld  | <i>How to Two</i> by David Soman    | <i>How Kind!</i> by Mary Murphy | <i>One Winter's Day</i> by Christina Butler & Tina Macnaughton  |

Overview of Part 2- Showing Kindness to Animals

| Book 8 | Book 9 | Book 10 | Book 11 |
|--|--|---|--|
| <i>Kitten and the Night Watchman</i> by John Sullivan  | <i>Biscuit Visits the Doctor</i> by Alyssa Satin Capucilli *Dramatic Play Center introduced | <i>A Day in the Life of a Veterinarian</i> by Heather Adamson   | <i>Doggies</i> by Sandra Boynton   |

| Book 12 | Book 13 | Book 14 | Book 15 |
|---|---|---|--|
| <i>Lola Gets a Cat</i> by Anna McQuinn   | <i>A Sick Day for Amos McGee</i> by Phillip Stead | <i>I Want to Be a Zookeeper</i> by Dan Liebman  | <i>Fiona the Hippo</i> by Richard Cowdrey  |

Overview of Part 3- Showing Kindness to Our Planet

| Book 16 | Book 17 | Book 18 | Book 19 |
|------------------------------------|---|--|---|
| <i>The EARTH Book</i> by Todd Parr | <i>Biscuit's Earth Day Celebration</i> by Alyssa Satin Capucilli  | <i>10 Things I Can Do to Help My World</i> by Melanie Walsh  | <i>A World of Kindness</i> by Ann Featherstone  |

Wordless Books for the Kindness Unit

| |
|--|
| <u>Wordless Books—Kindness</u> |
| <i>That Neighbor Kid</i> by Daniel Miyares |
| <i>A Ball for Daisy</i> by Chris Raschak |
| <i>I Walk with Vanessa</i> by Kerascoet |

Material List for Unit 2- Kindness

| Whole Group Reading | |
|--|-----------------|
| Books | Cost |
| <i>Showing Kindness</i> by Rebecca Pettiford | \$6.99 |
| <i>Good People Everywhere</i> by Lynea Gillen | \$13.20 |
| <i>Stick and Stone</i> by Beth Ferry | \$16.19 |
| <i>One Winter's Day</i> by Christina Butler | \$16.60 |
| <i>How Kind!</i> By Mary Murphy | \$6.60 |
| <i>Kitten and the Night Watchman</i> by John Sullivan | \$12.75 |
| <i>Biscuit Visits the Doctor</i> by Alyssa Satin Capucilli (paperback) | \$3.99 |
| <i>A Day in the Life of a Veterinarian</i> by Heather Adamson | \$7.99 |
| <i>Lola Gets a Cat</i> by Anna McQuinn | \$6.64 |
| <i>Doggies</i> by Sandra Boynton | \$5.98 |
| <i>How to Two</i> by David Soman | \$12.19 |
| <i>Grandma's Tiny House: A Counting Story</i> by JaNay Broqn-Wood | \$15.45 |
| <i>A Sick Day for Amos McGee</i> by Phillip Stead | \$16.58 |
| <i>I Want to be a Zookeeper</i> by Dan Liebman | \$3.99 |
| <i>Fiona the Hippo</i> by Richard Cowdrey | \$15.11 |
| <i>The Earth Book</i> by Todd Parr | \$9.99 |
| <i>10 Things I Can Do to Help My World</i> by Melanie Walsh | \$8.17 |
| <i>Biscuit's Earth Day Celebration</i> by Alyssa Satin Capucilli | \$3.99 |
| <i>A World of Kindness</i> by Ann Featherstone | \$14.95 |
| Wordless Book | |
| <i>That Neighbor Kid</i> by Daniel Miyares | \$9.98 |
| <i>A Ball for Daisy</i> by Chris Raschka | \$8.99 |
| <i>I Walk with Vanessa</i> by Kerascoet | \$12.59 |
| Total Book Cost | \$235.16 |

| Craft and Additional Materials | |
|---|---|
| Set of small toy dogs (<i>Doggies</i>) | \$8.99 (optional math manipulative) |
| Set of small hearts (<i>Grandma's Tiny House</i>) | \$10.99 (optional math manipulative) |
| Small dog (<i>A Ball for Daisy</i>) | \$21.99 for pack of 9 |
| Playdough balls- blue, red (<i>A Ball for Daisy</i>) | \$6.10 (will have leftovers) |
| Trash & Recycle Cans (<i>10 Things I Can Do to Help My World</i>) | \$16.98 |
| Card making materials (paper and crayons/markers) | Likely already purchased for school |
| Fiona Paper plate hippo craft- paper plates | \$4.79 (pack of 100) |
| Fiona Paper plate hippo craft- google eyes | \$5.99 (pack of 100) |
| Fiona Paper plate hippo craft- paint (black) | \$6.00 (mix with white in set below to make gray) |
| <i>Fiona</i> Paper plate hippo craft- construction paper | Likely already purchased for school |
| <i>Fiona</i> Paper plate hippo craft- black markers | Likely already purchased for school |
| <i>Fiona</i> Paper plate hippo craft- scissors and glue stick | Likely already purchased for school |
| Biscuit's Earth Day Celebration Recycled art- paint | \$22.79 (will have lots of leftovers) |
| <i>Biscuit's Earth Day Celebration</i> Recycled art- recycled items | Ask students to bring from home |
| <i>Biscuit's Earth Day Celebration</i> Recycled art- paper | Likely already purchased for school |
| Total Cost of Crafts and Additional Materials | \$104.62 |

Material List for Unit 2- Kindness

(Continued)

| Dramatic Play Center Materials | |
|---|-----------------|
| Melissa and Doug Vet Play Kit | \$29.99 |
| Melissa and Doug Vet Costume | \$29.99 |
| Melissa and Doug Pet Travel Kit | \$18.99 |
| Self Adhesive Bandages | \$7.99 |
| Kitchen Scale | \$9.98 |
| Tape Measure | \$12.59 |
| Small Clipboard x2 | \$9.90 |
| Books about Cats and Dogs | Varies |
| Total Cost of Dramatic Play Center | \$119.43 |

Total cost for Unit 2= \$477.21

| Materials to Prepare (Found in Materials Binder) | | | |
|--|--|--|---|
| | Teacher's Manual | www.readingscience.org | Print 2-sided, put in binder |
| | Kindness Garden Flowers | Pages 2-4 of Materials Binder | Print on white paper, cut, start with 2-3 per student, place in writing center |
| | Kindness Garden | Description on Page 5 Teacher's Manual | Hang large green paper or create a garden scene for displaying Kindness flowers |
| | Kind/Unkind Sort Cards | Pages 5-10 of Materials Binder | Print, laminate, 1 per class (Consider cutting out description of picture to place on back as a reminder) |
| | Recycle/Trash Sort Cards | Pages 25-26 of Materials Binder | Print, laminate, 1 per class |
| | Dog Life Cycle Cards | Pages 15-16 of Materials Binder | Print, laminate, 1 per class, place in Dramatic Play Center: Vet Clinic |
| | Cat Life Cycle Cards | Pages 13-14 of Materials Binder | Print, laminate, 1 per class, place in Dramatic Play Center: Vet Clinic |
| | X-Rays (Dramatic Play) | Pages 17-21 of Materials Binder | Print, laminate, 1 per class, place in Dramatic Play Center: Vet Clinic |
| | Vet Writing Form (Dramatic Play) | Page 22 of Materials Binder | Print, laminate, 4 or more per class, place in Dramatic Play center with clipboards and dry-erase markers |
| | <i>Grandma's Tiny House</i> heart counting cards | Page 11 of Materials Binder | Print, cut hearts into cards, laminate cards, cut again, 1 set (15) per class |
| | <i>Doggies</i> counting cards | Pages 23-24 of Materials Binder | Print, cut dogs into cards, laminate cards, cut again, 1 set (20 dogs) per class |
| | <i>How to Two</i> counting cards | Page 12 of Materials Binder | Print, cut faces into cards, laminate cards, cut again, 1 set (15) per class |

Material List for Unit 2- Kindness

(Continued)

| Materials to Prepare (Found in Materials Binder) | | |
|--|---|--|
| <i>Fiona</i> Paper plate hippo craft | Page 42 of Teacher's Manual | Cut facial features (1/2 plate muzzle, ears, tongue, nostrils, tusks), Gather craft materials (gray paint, googly eyes, glue stick, black markers) |
| <i>A Ball for Daisy</i> playdough balls | Page 55 of Teacher's Manual | 1 blue ball, 2 red balls, flatten 1 of the red balls |
| Place for Shared Writing | 1 st Shared Writing on page 15 of Teacher's Manual | Decide if you want a writing pad or dry-erase board, purchase or find |

Kindness Dramatic Play Center—Kindness Garden



Purpose: Promote kindness, oral language, and name recognition/writing

Materials: Large green paper for field of grass, blank flowers for children to color (see Materials binder for templates), nametags for name writing, crayons, tape or glue

We suggest Adding these materials after Book 1 *Showing Kindness*. Children will have a little background exposure to the concept of kindness but may need some support in spotting examples of kindness in the classroom until further books have been read.

How it Works:

- Find a place in the classroom where you can put up a “field of grass” to place the flowers. This can be as simple as a large piece of green paper or as complex as a collage or bulletin board. You might want to make flower stems on which children can place their flowers. Consider doing this with the children as a way to talk about “setting up a garden.”
- In the writing center, place the materials for children to color their flowers and place their name (or first letter of name for 3s). Name tags should be available for children to copy their name if needed.
- When someone sees an act of kindness occur, they let one of the teachers know and the child involved in the act of kindness creates a flower and puts it in the garden. Teachers should be on the lookout for kindness and ask children to make flowers. Encourage children to point out acts of kindness, too!
- After a book is read, a different child can be offered the opportunity to tell the teacher a “kindness” they noticed to be added to the Garden.
- This can be used throughout the year in the classroom.

Additional Preschool Books About Kindness to Include in Kindness Book Basket

Because of You: A Book of Kindness by B.G. Hennessy

Kindness Makes the World Go Round (Sesame Street) by Craig Manning

The Wonderful Things You Will Be by Emily Winfield Martin

Batman is Kind by Cala Spinner

One Good Deed by Terri Fields

A Chair for My Mother by Vera B. Williams

What Does it Mean to be Kind? By Rana DiOrio

Be Polite and Kind by Cheri J. Meiners

Be Kind by Pat Zietlow Miller

A Little Spot of Kindness by Diane Alber

I Can Save the Earth! by Allison Inches

The Earth and I by Frank Asch

How to be a Friend by Laurie Krasny Brown and Marc Brown

Kindness Dramatic Play Center—Vet Clinic



Purpose: Promote creative play, exploration and experimentation, and oral language skills.

Materials: stuffed animals, vet supplies, vet writing form (see Materials binder), writing tools, clipboards, bandages, vet dress up materials, animal books, x-rays (see Materials binder), carrying case for stuffed animals, scale, measuring tape, etc.

Make Sequence cards: life cycle of a cat, life cycle of a dog (see Materials binder)

We suggest Adding these materials after Book 9 *Biscuit Visits the Doctor*. Children will have a little background exposure to the concept of a vet clinic and will have some ideas of how to create play scenarios around that theme.

How it Works:

- In the dramatic play center set up a vet's office.
- Make sure there are materials so that children can play different roles: vet, vet's assistant, pet owner, receptionist, etc.
- Introduce the center to the children after reading *Biscuit Visits the Doctor*. Explain how they can play vet's office. Talk about the different roles and model how to use the different toys.

For the first few days, a teacher should be near this center to help students act out scenarios around the vet clinic theme, using their new vocabulary and knowledge. The teacher might model how to hold the animal safely, how to weigh or measure a pet, how to give the animal a check-up, how to bandage the animal, etc. The possibilities are endless. Encourage children to play different roles (pet owner, vet, clinic worker, receptionist, etc.) Remember to encourage use of new vocabulary and schema surrounding kindness to animals.

Whole Group Circle Time—Basic Outline

1. Gathering Together (2 min): ABC Song to call student to circle.
2. Language Time! (3 min) – Nursery Rhyme, Finger Play, Song, Poem
3. Learning New Things (10 min)
 - a. Topic discussion for week 1: Showing Kindness to our Friends & Community
 - b. Story & Discussion Using 1, 2, 3 Shared Story Routine
 - c. Included periodically: Shared Writing Experience
4. Highlight Center Where You Can Learn More

Second Read of Circle Time Story – Basic Outline

1. Story & Discussion, 1, 2, 3 Shared Story Routine
2. Follow Up Activity or Craft

The 1, 2, 3 Shared Story Routine – Read Two Times

1st Read – Focus on Listening to the Story—Whole Group Story Time

1. Before:

1. Introduce the topic
2. Introduce the book to generate excitement.
3. Point out title, author, & illustrator.

2. During:

1. Read with very few interruptions so children can get a sense of the full story.
2. Model Thinking Aloud.
3. Draw children’s attention to key content, vocabulary, and story elements: characters, setting, the problem, etc.

3. After:

1. Ask their opinion—did they like it? Thumbs up/down. Why? Provide a sentence stem.
2. Questions: Ask simple questions about the book.
3. Review vocabulary & connect content of the book to their knowledge of the topic.
(2 & 3 should go in the order that makes sense for the book discussion)

2nd Read – Discuss Together & Activity

1. Before:

1. Ask the children if they can remember what this book is about—show them the cover to remind them.
2. Point out the title, author, & illustrator.
3. Tell them we are going to read the story again and discuss the story. So be ready to share your ideas!

2. During:

1. Read with excitement and fluency.
2. Ask questions about how characters feel or what they might be thinking.
3. Highlight key vocabulary, content, and story elements.

3. After:

1. Ask for their opinion—did they like it? Thumbs up/down. Why? Provide a sentence stem.
2. Ask a few questions about story elements and discuss 2-3 interesting vocabulary words.
3. Complete follow up activity



Shared Writing Experience - Basic Outline

Exposing children to print at an early age is helpful in many aspects of learning to read. The Shared Writing Routine is done across a number of books (not all) in each Unit at least once a week.

Goals of the Shared Writing experience:

- Meaningful exposure of children to print, helping them understand that print carries meaning,
- Demonstration of the process of transcribing speech to print,
- Highlighting of specific letter-sound relationships and conventions of writing.

When planning Shared Writing experiences, make sure to keep the following in mind:

1. Facilitate the production of a topical message that is reflective of your current Project Ready! theme. Make sure this message incorporates **target vocabulary** and **current theme**.
2. Keep sentences constructed short (5-7 words) and the total text brief (2-4 sentences).
3. When gathering input from children regarding the written message construction, “recast” the messages to ensure that they are clear and reflect content from the theme. This “recasting” requires restating students’ input into clear and grammatically standard statements.

You can use this Shared Writing Preparation Template to prepare for a shared writing experience:

1. Topic of Message: (to be reflected in the first and last sentence):

Plan your topic sentence or the topic that you will communicate in the first sentence.

Vocabulary word(s) to include:

Include a word or words that have been highlighted in the 1, 2, 3 Shared Reading Routine.

Specific letter(s) or conventions to highlight:

This could include attention to spaces between words, directionality, punctuation, capital letters, and sentence types.

2. Plan your sentences. *Often you will follow this pattern:*

Topic -

Detail -

Detail -

Detail -

Concluding

The Shared Writing Routine utilizes these three steps repeatedly for each sentence written together: Plan – talk to the children about what to write; Write – write within view of the children and “think aloud” as you write your sentence, highlighting the vocabulary and conventions you planned; Read – Point to each word and read the sentence together. There are four different types of writing highlighted across the curriculum

1. Tell a Story 2. Express Ideas 3. Share Information 4. Discuss & Respond to Questions

With most writing teachers should facilitate the development of a paragraph structure including an introductory (topic) sentence, followed by details, and finished with a “wrap up” (concluding) sentence. By continually modeling the basic paragraph structure, a foundation for this type of organization within children’s writing is established.



Unit: Kindness, Part 1- Showing Kindness to Family & Friends

Book 1: Showing Kindness by Rebecca Pettiford

Extra Materials Needed: Kindness Garden and flowers ready to introduce



Language Time

I have ten fingers
(hold up both hands,
fingers spread)

*And they all belong to
me,*
(point to self)

*I can make them do
things-
Would you like to
see?*

*I can shut them up
tight*
(make fists)

*I can open them
wide*
(open hands)

*I can put them
together*
(palms together)

*I can make them all
hide*
(behind back)

*I can make them jump
high*
(over head)

*I can make them jump
low*
(touch floor)

*I can fold them up
quietly*
(fold hands in lap)

And hold them just so.

1. Before

1. Topic Introduction- *We have been learning about preschool. Today we are going to begin reading and learning about something new. We are going to learn all about KINDNESS. Clap that word with me. Kind-ness. Kindness is being nice. When we are at preschool, we show kindness to each other.*

2. Book Introduction- *This book is about the different ways we can show kindness. Let's see if you can find people being kind to each other as we read.*

3. Title and Author- Draw attention to title and author.

2. During

1. Read- Read with few interruptions so children can follow the full story.

2. Model Thinking Aloud- Pause to model what good readers think about.

- "Drew is kind to his mom. He helps her put the groceries away." *That is so kind! It makes mommies really happy when their children help. Look at her smile.*
- "Pete is kind to his cat." *Oh, that cat looks happy. I bet being petted softly feels great for the cat. Softly means gently and carefully.*
- "It feels good to be kind!" *Look how happy these people are. Being kind makes everyone happy.*

3. Draw Attention to Key Events and Vocabulary- Pause to highlight vocabulary and key concepts.

- Key content *There are so many ways to show kindness. It feels good to show kindness.*
- Vocabulary: briefly define/highlight vocab words when they come up in the story. Reinforce throughout the day.

kindness- being nice

There are so many ways to show kindness to our families and friends.

planet- the large objects in our solar system that travel around our sun
Our planet is called Earth. Earth is in this picture. (point)

recycling- using things again instead of throwing them in the garbage
Recycling is good for our planet.

softly- gently and carefully

Pete pets his cat softly. He is so gently and careful.

3. After

1. Ask their Opinion- *Did you like that story? Thumbs up if you liked it.* Call on a few students to share "My favorite part was..."

2. Ask Questions- Check their understanding. Ask children to respond in different ways (choral response, individual response, etc.)

- *What was this book about?* (kindness)
- *What is one way you can show kindness?* (Various answers)
- *Who showed kindness to his cat?* (Pete)

3. Follow Up Activity- Introduce Kindness Garden (details on page 7)

- Explain, *We are going to work on showing kindness in our classroom. To help us think more about kindness, we are going to make a kindness garden. (Take children to where the kindness garden will be.) When we see kindness, we are going to make a flower and put in in our kindness garden. You can color your flower and put your name on it.* Consider modeling creating a flower. Answer students questions about the kindness garden.



Unit: Kindness, Part 1- Showing Kindness to Family & Friends
Book 1: Showing Kindness by Rebecca Pettiford



Re-Read & Activity- Kind/Unkind Sort

Extra Materials Needed: Kind/Unkind Sort (pg. 5 of Materials Binder)

Before:

1. Ask if they can remember what this book is about- show them the cover to remind them.
We have already read this story. Do you remember it? Look at the cover. Do you remember what the word kindness means? It means being nice. There are so many ways to show kindness.
2. Point out title & author- ask if anyone can tell you what the author does.
The title of this story is Showing Kindness. The author of the story is Rebecca Pettiford. The author writes the words in the book.
3. Tell them this time we are going to read and discuss the story so be ready to share your ideas!
We are going to read the story again. Pay close attention so we can talk about the book when it's done.

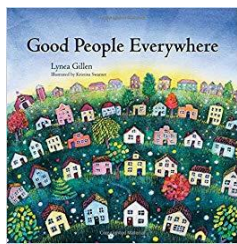
During:

1. Read with excitement and fluency.
2. Ask Questions
 - a. "We show kindness by doing good deeds." *I wonder what good deeds are. I think they are kind things we can do for each other. Do you think I'm right?*
 - b. "Now he can take his test." *How do you think Jon felt when the girl gave him a pencil?*
 - c. "He shares his toys." *Ryan shares his toys with his sister. How do you think this makes her feel?*

After:

1. Ask for their opinion- did they like it? Thumbs up/down? Why? Provide a sentence stem.
Did you like this story? Raise your hand to tell me. "I liked this story because..."
2. Discussion questions
 - a. What was this story about? (kindness, being nice)
 - b. What is one way the people in this book showed kindness? (various answers)
3. Do kind/unkind sort. Explain, *These pictures show children showing kindness, but some of the pictures show children who are NOT showing kindness. Let's see if we can find the pictures where the children are showing kindness.*
 1. Show the children the cards in kind/unkind pairs. Ask which picture shows kindness. Then, ask students to describe the act of kindness. For example- The boy is showing kindness by sharing the toys. Do not focus on the unkind pictures.
 2. Reinforce that these pictures show things we can do to be kind in our classroom.
 3. Go back through the kind pictures only and reinforce how students can share toys, clean up classroom materials, wait patiently in line, etc.





Unit: Kindness, Part 1- Showing Kindness to Family & Friends

Book 2: Good People Everywhere by Lynea Gillen

Extra Materials Needed: none



Language Time

I have ten fingers
(hold up both hands,
fingers spread)

*And they all belong to
me,*
(point to self)

*I can make them do
things-
Would you like to
see?*

*I can shut them up
tight*
(make fists)

*I can open them
wide*
(open hands)

*I can put them
together*
(palms together)

*I can make them all
hide*
(behind back)

*I can make them jump
high*
(over head)

*I can make them jump
low*
(touch floor)

*I can fold them up
quietly*
(fold hands in lap)

And hold them just so.

1. Before

1. Topic Introduction- *Yesterday, we started learning about kindness. Let's clap that word together. Kind-ness. Kindness means being nice. We show kindness every day.*

2. Book Introduction- *Look at the cover of the book. I see lots of houses. This story is called Good People Everywhere. I'm guessing that this book might be about the ways we can show kindness in our neighborhood or town. Let's read to find out.*

3. Title and Author- *Draw attention to title and author The author's name is Lynea Gillen. She wrote the words. The illustrator is Kristina Swarner. She drew the pictures.*

2. During

1. Read- Read with few interruptions so children can follow the full story.

2. Model Thinking Aloud- Pause to model what good readers think about.

- "millions and millions of people are doing very good things" *That's a lot of people who are showing kindness!*
- "moms and dads are cooking dinner for their families" *Taking care of your family is so kind!*
- "practicing performances that will bring joy" *Sharing our talents, like dance, makes people happy. That's a way to show kindness.*

3. Draw Attention to Key Events and Vocabulary- Pause to highlight vocabulary and key concepts.

- Key content

People show kindness to their neighbors in many ways. Some are big and some are small.

- Vocabulary: briefly define/highlight vocab words when they come up in the story. Reinforce throughout the day.

kindness- being nice

There are many different climates in Australia.

carpenter- a person who builds things

The carpenters are building homes for people. How kind!

musician- a person who plays music

The musicians are playing beautiful music. Sharing music is kind!

3. After

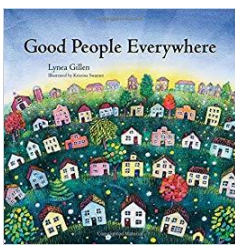
1. Ask their Opinion- *Did you like that book? What part did you like?* Call on a few children to answer, "My favorite part was..."

2. Ask Questions- Check their understanding. Ask children to respond in different ways (choral response, individual response, talking to their elbow partners, etc.)

- *What kind acts did we see in the book?* (Various answers)
- *Who does kind acts in your neighborhood?* (various answers)

3. Follow Up Activity- Vocabulary Review

- Explain, *We have been talking about an important word. Kindness. Kindness means...* Pause to see if students can provide answer (being nice.) *Raise your hand if this is a way to show kindness:*
 - *Picking up your toys?* (Yes!)
 - *Waiting patiently in line?* (Yes!)
 - *Playing nicely with someone?* (Yes!)



Unit: Kindness, Part 1- Showing Kindness to Family & Friends
Book 2: Good People Everywhere by Lynea Gillen



Re-Read & Activity- Craft

Extra Materials Needed: book, paper and crayons for cards

Before:

1. Ask if they can remember what this book is about- show them the cover to remind them.
We have already read this story. Do you remember it? There are so many houses on the cover. What was this story about? I remember! It was about the different ways people show kindness in their neighborhoods.
2. Point out title & author- ask if anyone can tell you what the author does.
The title of this story is Good People Everywhere. Lynea Gillen is the author. Let's clap that word. Au-thor. The author write the words. What does that author do? Writes the words!
3. Tell them this time we are going to read and discuss the story so be ready to share your ideas!
We are going to read the story again. Pay close attention so we can talk about the book when it's done.

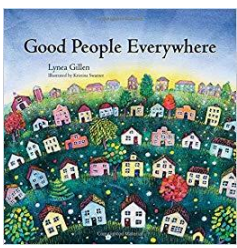
During:

1. Read with excitement and fluency.
2. Ask Questions
 - a. "moms and dads are cooking dinner for their families" *Do you have someone who makes food for you? Who is that person?*
 - b. "practicing performances that will bring joy" *How is dance and music a way to show kindness? Watching and listening brings joy. That means it makes people happy.*
 - c. "A big sister is holding her baby brother" *Do you have a baby in your family? Do you help with the baby? What do you do to help?*

After:

1. Ask for their opinion- did they like it? Thumbs up/down? Why? Provide a sentence stem.
Did you like this story? Thumbs up if you did.
2. Discussion questions
 - a. What is kindness? (being nice)
 - b. How did the carpenters show kindness? (by building houses)
3. Do craft activity. Explain, *We are going to make a picture for someone in our lives who is kind to us.* Provide examples: *I could make a picture for my mom because she helps me get ready in the morning. I could make a picture for my uncle because he plays my favorite games with me. I could make a picture for my grandma because she helps me tie my shoes.* Have students talk about the kind act they want to draw and have them make a picture for their person showing the act of kindness. Encourage them to take the pictures home and give it to their special person to thank them for their kindness.





Extra Materials Needed: book and whiteboard or chart paper to create shared writing

Shared Writing Preparation Template: Express Ideas

Topic Sentence: Prepare this topic sentence by writing it on the Shared Writing board, leaving a blank space for the purple word:

We know good people who help us!

Vocabulary to include, if possible:

kindness- being nice

Good people show kindness in many different ways by helping others

Specific letters or conventions to highlight:

Current letters from the alphabetic group, capitals, periods

Plan your detail and concluding sentences (You can utilize the following.)

Detail: (Name) keeps our hallways clean.

Detail: (Name) helps us when we are sick.

Detail: (Name) helps us find our classrooms.

Conclusion: Our helpers are good people.

Steps in the Process

Discuss the book and vocabulary: *We read this book called Good People Everywhere. In this story, we saw different ways that good people can show kindness. There are so many ways to be helpers! We have helpers in our school.*

Write Topic Sentence

Plan: *We are going to work together to tell about the helpers at our school. Let's start by finishing this sentence I wrote here. It says We know _____ people who help us. What word could we put there to tell about the people who help us. Good!*

Write: Write good to complete the sentence.

Read aloud, pointing to each word: *We know good people who help us.*

Write Detail Sentence(s)

Plan: *Let's tell about the helpers at school. Who helps us?* Guide children by providing a few examples, if necessary. Remember the planned detail sentences are available if your students need more direction. Otherwise, write the ideas they share.

Write: (Name) keeps our hallways clean.

Read aloud, pointing to each word: *(Name) keeps our hallways clean.* Read again, encouraging children to read with you.

Continue adding detail sentences if students are engaged.

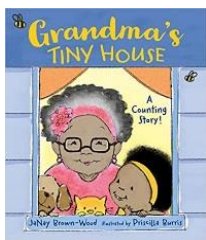
Write Concluding Sentence

Plan: *We told about a lot of our school helpers. Now let's write a sentence to tell our readers that we are done telling about our helpers. How could we do that? How about we tell our readers that are helpers are good people?*

Write: Our helpers are good people.

Read aloud, pointing to each word: *Our helpers are good people.* Read again, encouraging children to read with you

***Read whole paragraph with students. Post writing where they can return to it frequently to "read."** 15



Unit: Kindness, Part 1- Showing Kindness to Family & Friends

Book 3: Grandma's Tiny House by JaNay Brown-Wood

Extra Materials Needed: none



Language Time

I have ten fingers
(hold up both hands,
fingers spread)

*And they all belong to
me,*
(point to self)

*I can make them do
things-
Would you like to
see?*

*I can shut them up
tight*
(make fists)

*I can open them
wide*
(open hands)

*I can put them
together*
(palms together)

*I can make them all
hide*
(behind back)

*I can make them jump
high*
(over head)

*I can make them jump
low*
(touch floor)

*I can fold them up
quietly*
(fold hands in lap)

And hold them just so.

1. Before

1. Topic Introduction- *We have been reading about kindness. Do you remember that word? Kindness means being nice. We can show kindness at school and we can show kindness at home.*

2. Book Introduction- *I see two people on the cover of this book. One looks older and one looks younger. I'm guessing they are a family. They look so happy. I think they love each other.*

3. Title and Author- Draw attention to title and author *The author of this book is JaNay Brown-Wood. She wrote the words. Let's clap the word author. Au-thor.*

2. During

1. Read- Read with few interruptions so children can follow the full story.

2. Model Thinking Aloud- Pause to model what good readers think about.

- "where we all go to meet" *It sounds like lots of people go to Grandma's tiny house to spend time together.*
- "three neighbors knock on the brown wooden door" *How kind! Grandma must feel really happy that the neighbors are bringing so much food.*
- "nine chatting aunties all head for the den" *Wow! Those desserts look scrumptious. So yummy!*

3. Draw Attention to Key Events and Vocabulary- Pause to highlight vocabulary and key concepts.

- Key content

Love makes a family.

Spending time together and sharing food is something many families enjoy.

- Vocabulary: briefly define/highlight vocab words when they come up in the story. Reinforce throughout the day.

tiny- very small

Grandma's house is tiny but filled with lots of love.

jugs- big containers for drinks

The uncles brought big jugs of lemonade. Do you see the jugs?

bulge- bend outward

The walls bulge because everyone is crammed inside the tiny house. What will happen?

3. After

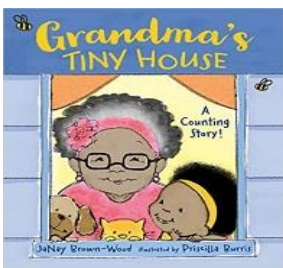
1. Ask their Opinion- *I thought that was a fun book! I loved reading about all the food that everyone brought. Thumbs up if you liked the book, too.*

2. Ask Questions- Check their understanding. Ask children to respond in different ways (choral response, individual response, talking to their elbow partners, etc.)

- *Where did the story take place?* (Grandma's tiny house)
- *What kinds of foods did everyone bring?* (Various answers- ham, biscuits and jam, cheesecakes, etc.)

3. Follow Up Activity- Math Word Problem

- Explain, *The family shared so many delicious foods in this story. They had 2 (hold up 2 fingers) turkeys and 4 (hold up 4 fingers) pots of hot greens. How many foods is that altogether? Let's use our fingers to figure that out. 2 (hold up 2 fingers) plus 4 (hold up 4 fingers on other hand) equals 1,2,3,4,5,6 (wiggle each finger as you count). Six! That's six delicious foods altogether. Yum!*



Unit: Kindness, Part 1- Showing Kindness to Family & Friends
Book 3: Grandma's Tiny House by JaNay Brown-Wood



Re-Read & Activity- Math Activities

Extra Materials Needed: book, paper hearts for counting or heart manipulatives for counting

Before:

1. Ask if they can remember what this book is about- show them the cover to remind them.

We have already read this story. Do you remember it? Look at the cover. Where did this story take place? Grandma's tiny house.

2. Point out title & author- ask if anyone can tell you what the author does.

The title of this story is Grandma's Tiny House. The author of the story JaNay Brown-Wood. Who remembers what the author does? Tell me. Yes, the author writes the words. The illustrator is Priscilla Burris. She drew the pictures. Let's clap illustrator. Il-u-stra-tor.

3. Tell them this time we are going to read and discuss the story so be ready to share your ideas!

We are going to read the story again. Pay close attention so we can talk about the book when it's done.

During:

1. Read with excitement and fluency.

2. Ask Questions

a. "Tiny in size" *Do you remember that word tiny? Does it mean very small or very big? Very small. Grandma's house is very small.*

b. "three neighbors knock" *Let's count the neighbors. 1,2,3. How many neighbors? Three!*

c. "EIGHT jugs of lemonade" *Do you remember the word that word jug? It means a big container for carrying drinks. Let's count the jugs together. 1,2,3,4,5,6,7,8.*

c. "How will we all eat in this too-tiny place?" *Do you remember how the family fixes the problem? The house is so tiny they can barely fit. What do they do so they all have enough room to eat? They go outside!*

d. "perfect in size" *What do you think that means? I think it means that Grandma's house is too tiny but her backyard is just right for having everyone together. They all look so happy!*

After:

1. Ask for their opinion- did they like it? Thumbs up/down? Why? Provide a sentence stem.

Did you like this story? Tell the person sitting next to you. "My favorite part was..."

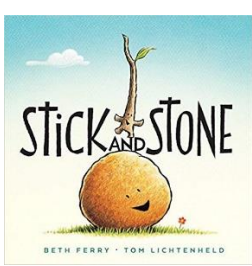
2. Discussion questions

a. *Where did this story take place?* (Grandma's house, Grandma's backyard)

b. *What is one food we saw in the story?* (various answers- sweet potato pie, lemonade, etc.)

c. *How many cheesecakes did they have?* Show picture in book to allow children to count. (ten)

3. Do a math activity. Remember, these groups should be homogenous and small so each child's math skill level can be targeted. Manipulatives: small hearts for counting or paper heart cards for counting (see Materials binder)



Unit: Kindness, Part 1- Showing Kindness to Family & Friends

Book 4: Stick and Stone by Beth Ferry & Tom Lichtenheld

Extra Materials Needed: none



Language Time

I have ten fingers
(hold up both hands,
fingers spread)

*And they all belong to
me,*
(point to self)

*I can make them do
things-
Would you like to
see?*

*I can shut them up
tight*
(make fists)

*I can open them
wide*
(open hands)

*I can put them
together*
(palms together)

*I can make them all
hide*
(behind back)

*I can make them jump
high*
(over head)

*I can make them jump
low*
(touch floor)

*I can fold them up
quietly*
(fold hands in lap)

And hold them just so.

1. Before

1. Topic Introduction- *We have been reading about showing kindness at home and at school. Tell the person sitting next to you what kindness is. Kindness is being nice.*

2. Book Introduction- *I think the picture on this book cover is really interesting. I'm not really sure what is in the picture. It looks like maybe a tree and a rock?*

3. Title and Author- Draw attention to title and author *This story is called Stick and Stone. Oh! Maybe this (point) is a stick and this (point) is a stone? This is a story about being kind to your friends. Let's learn how to be a good friend.*

2. During

1. Read- Read with few interruptions so children can follow the full story.

2. Model Thinking Aloud- Pause to model what good readers think about.

- "Alone is no fun" *Sometimes people want to be alone. It looks like Stone is sad about being alone right now. I think he wants a friend to play with.*
- "Makes fun of stone." *Pinecone made a mean choice. Poor Stone is so sad!*
- "His word does the trick." *Pinecone is walking away. Stick's words made him leave and now Stone is happy. How kind of Stick.*
- "A friendship has grown." *Stick and Stone are having so much fun together. They are playing and being kind. They are good friends!*

3. Draw Attention to Key Events and Vocabulary- Pause to highlight vocabulary and key concepts.

- Key content

Friends use kind words, play together nicely, and help each other.

- Vocabulary: briefly define/highlight vocab words when they come up in the story. Reinforce throughout the day.

lonely- feeling sad to be alone

Stone feels lonely. He doesn't want to be alone right now. He wants a friend.

vanish- go away

Stick tells Pinecone to go away when he is being mean to Stone. He leaves.

3. After

1. Ask their Opinion- *I had a lot of feelings when I was reading that story. At first, I was sad for Stone. Then I was happy that he made a friend. Then I was worried. Then I was happy again. Thumbs up if you had a lot of feelings, too. Did you like it?*

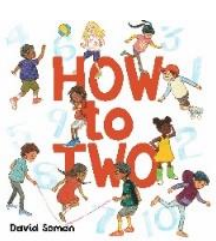
2. Ask Questions- Check their understanding. Ask children to respond in different ways (choral response, individual response, talking to their elbow partners, etc.)

- Who was this story about? (Stick and Stone, Pinecone)
- How did Stick help Stone? (He told Pinecone to vanish.)
- How did Stone help Stick? (He rescued him from the storm.)

3. Follow Up Activity- Story Retell

- Explain, *We are going to tell the story again. I want you to help me. Raise your hand if you can help me finish my sentence.* Show pictures in book to help children remember if necessary.

At the beginning of the book, Stone was alone. He did not have a friend and felt... (sad.) Pinecone was mean to Stone but Stick told Pinecone to go away. This made Stone feel happy. Soon Stone and Stick became... (friends.) One night a storm came, and Stick blew away. Stone searched for Stick and found him stuck in a... (puddle.) Stone rescued Stick and they were happy friends again. The end.



Unit: Kindness, Part 1- Showing Kindness to Family & Friends

Book 5: How to Two by David Soman

Extra Materials Needed: none



1. Before

1. Topic Introduction- *We have been learning about kindness. Kindness means being nice. Who can we show kindness to?*

2. Book Introduction- *I see lots of kids playing on this book cover. I wonder if this story will be about playing with friends. What do you think it will be about?*

3. Title and Author- Draw attention to title and author *This story is called How to Two. Two, like the number 2. David Soman is the author. What does the author do? Writes the words! He is also the illustrator. Let's clap that word ill-u-stra-tor. The illustrator draws the pictures. David Soman wrote the words AND drew the pictures in this book. How cool!*

Language Time

I have ten fingers
(hold up both hands,
fingers spread)

*And they all belong to
me,*
(point to self)

*I can make them do
things-
Would you like to
see?*

*I can shut them up
tight*
(make fists)

*I can open them
wide*
(open hands)

*I can put them
together*
(palms together)

*I can make them all
hide*
(behind back)

*I can make them jump
high*
(over head)

*I can make them jump
low*
(touch floor)

*I can fold them up
quietly*
(fold hands in lap)

And hold them just so.

2. During

1. Read- Read with few interruptions so children can follow the full story.

2. Model Thinking Aloud- Pause to model what good readers think about.

- "How to one." *There is one child going down the slide. The slide is a good way to play when you are alone and there is only one person playing. He looks happy!*

- "How to two" *Let's count the children in this picture. 1,2. There are two children playing on the teeter totter. The teeter totter is good for playing when there are two people. One person goes up, one person goes down.*

- "How to ten!" *Ten! That's a lot of friends. Let's see if we can count them all.*

- "How to..." *It looks like everyone is leaving the park and going home.*

3. Draw Attention to Key Events and Vocabulary- Pause to highlight vocabulary and key concepts.

- Key content

There are different ways to play with friends. Some games are better for lots of friends and some games are better for a few friends.

- Vocabulary: briefly define/highlight vocab words when they come up in the story. Reinforce throughout the day.

alone- all by yourself

This child is alone. He's playing all by himself. He's having fun.

shelter- a cover from rain or bad weather

When the rain started, the children found shelter under this roof.

3. After

1. Ask their Opinion- *I liked seeing the different ways people can show kindness while playing. What is your favorite way to play? Tell the person next to you*

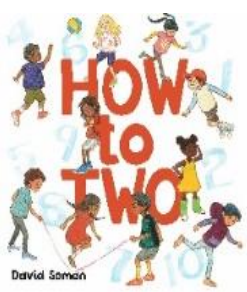
2. Ask Questions- Check their understanding. Ask children to respond in different ways (choral response, individual response, talking to their elbow partners, etc.)

- *What was this story about?* (children playing together)

- *How did the children play? What did they do together?* (various answers)

3. Follow Up Activity- Math Word Problem

- Explain, *In this story we saw 5 kids playing in the sandbox (hold up 5 fingers) and we saw 1 child going down the slide. How many more children played in the sand than played on the slide? Let's start with 5 (wiggle 5 fingers) and take away 1 (put 1 finger down) to see how many more. Let's count. 1,2,3,4. Four! Four* **21**
more people played in the sand than played on the slide.



Unit: Kindness, Part 1- Showing Kindness to Family & Friends
Book 5: How to Two by David Soman



Re-Read & Activity- Math Activities

Extra Materials Needed: book, children's face counting cards

Before:

1. Ask if they can remember what this book is about- show them the cover to remind them.

We have already read this story. Do you remember it? Look at the cover. What happened in this story? Raise your hand if you can tell me one thing the children played in this story.

2. Point out title & author- ask if anyone can tell you what the author does.

The title of this story is How to Two. The author AND illustrator is David Soman. He wrote the words and drew the pictures.

3. Tell them this time we are going to read and discuss the story so be ready to share your ideas!

We are going to read the story again. Pay close attention so we can talk about the book when it's done.

During:

1. Read with excitement and fluency.

2. Ask Questions

a. "How to three" *What do you think this child in the purple shirt is thinking?*

b. picture on page before "How to five!" *What do you think these children are saying to the friend in the sandbox?*

c. "How to..." (child playing in puddle) *Everyone is watching him splash in the puddle. What are the watching children are thinking?*

d. "nine!" *What animal are they observing?*

e. "How to 10, 9, 8, 7, 6, 5, 4, 3, 2, 1" *Where is everyone going?*

f. "two." *What are these two doing? Do you like to read?*

After:

1. Ask for their opinion- did they like it? Thumbs up/down? Why? Provide a sentence stem.

Did you like this story? Raise your hand to tell me. "I liked this story because..."

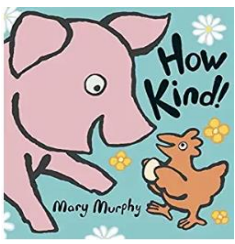
2. Discussion questions

a. *What was this story about?* (children playing together, showing kindness to friends)

b. *What are some games you like to play with friends?* (various answers)

c. *How many children were watching the turtle?* Show picture in book to allow children to count.
(nine)

3. Do a math activity. Remember, these groups should be homogenous and small so each child's math skill level can be targeted. Manipulatives: children face counting cards (see Materials binder)



Unit: Kindness, Part 1- Showing Kindness to Family & Friends

Book 6: How Kind! by Mary Murphy

Extra Materials Needed: none

1. Before

1. Topic Introduction- *We are continuing to read about kindness and how to show kindness to our friends and family. Tell the person next to you one way you show kindness to your friends. "I show kindness by..."*

2. Book Introduction- *There is a pig and a chicken on the cover. The chicken is holding something. Maybe it's an egg? This is another book about showing kindness to friends.*

3. Title and Author- Draw attention to title and author

2. During

1. Read- Read with few interruptions so children can follow the full story.

2. Model Thinking Aloud- Pause to model what good readers think about.

- "Pig is so kind thought Rabbit." *Because Pig was kind, Rabbit also wanted to be kind. Rabbit was inspired by Pig to be kind.*
- "Rabbit is very kind thought Cow" *Rabbit was kind to Cow and now Cow wants to show kindness. The kindness is growing and spreading!*
- "They brought the chick back to Hen" *The story started with Hen being kind to Pig and now Pig is being kind to Hen. They both got to show kindness.*

3. Draw Attention to Key Events and Vocabulary- Pause to highlight vocabulary and key concepts.

- Key content

We can inspire others to show kindness when we are kind.

Kindness grows when we show it!

We can repay kindness that is shown to us.

- Vocabulary: briefly define/highlight vocab words when they come up in the story. Reinforce throughout the day.

kind- nice

Hen was so nice when she gave Pig an egg. She is kind.

fetch- to go and get something

Puppy fetched a stick. He went and got it so he could scratch Pig's back.

3. After

1. Ask their Opinion- *Thumbs up if you liked that story about being kind to friends. There were so many kind characters in this book. Characters are the people or animals in the story. I liked reading about those kind characters!*

2. Ask Questions- Check their understanding. Ask children to respond in different ways (choral response, individual response, talking to their elbow partners, etc.)

- *Who were the characters in the story?* (Various answers- Pig, Hen, Puppy, etc.)
- *Why did Pig give Rabbit a carrot?* (to be kind)

3. Follow Up Activity- Vocabulary Review

- Explain, *There was an interesting word in this book. Fetch. Puppy fetched a stick in the story. Fetch means...* Pause to see if students can provide answer (to go get something.) *Raise your hand if you would like to fetch something for us right now.* Ask the volunteering children to fetch something (in pairs so more get a turn, if possible) near the reading area. For example, *(Children's names) please go fetch two blocks. Thank you!* Or *(Children's names) please go fetch two books from our reading corner.*

Language Time

I have ten fingers
(hold up both hands,
fingers spread)

*And they all belong to
me,*
(point to self)

*I can make them do
things-
Would you like to
see?*

*I can shut them up
tight*
(make fists)

*I can open them
wide*
(open hands)

*I can put them
together*
(palms together)

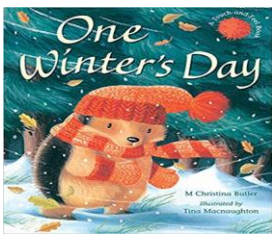
*I can make them all
hide*
(behind back)

*I can make them jump
high*
(over head)

*I can make them jump
low*
(touch floor)

*I can fold them up
quietly*
(fold hands in lap)

And hold them just so.



Unit: Kindness, Part 1- Showing Kindness to Family & Friends
Book 7: One Winter's Day by Christina Butler & Tina Macnaughton
Extra Materials Needed: none

CHALLENGE

Language Time

I have ten fingers
(hold up both hands,
fingers spread)

*And they all belong to
me,*
(point to self)

*I can make them do
things-
Would you like to
see?*

*I can shut them up
tight*
(make fists)

*I can open them
wide*
(open hands)

*I can put them
together*
(palms together)

*I can make them all
hide*
(behind back)

*I can make them jump
high*
(over head)

*I can make them jump
low*
(touch floor)

*I can fold them up
quietly*
(fold hands in lap)

And hold them just so.

1. Before

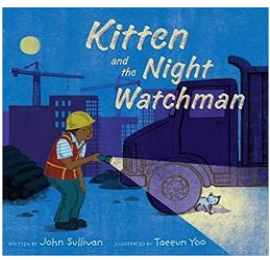
- 1. Topic Introduction-** *We have been reading lots of books about showing kindness to our friends and families. Today, we are going to read our last book about that. Next we're going to learn about showing kindness to animals! How fun!*
- 2. Book Introduction-** *This story is called One Winter's Day. I see a hedgehog wearing a warm hat, scarf and gloves. It looks very cold there. I wonder if this hedgehog is going to show kindness in this story.*
- 3. Title and Author-** Draw attention to title and author *The author is Christina Butler. The illustrator is Tina Macnaughton. Let's clap author. Au-thor. The author writes the words. Let's clap illustrator. Ill-u-stra-tor. She drew the pictures.*

2. During

- 1. Read-** Read with few interruptions so children can follow the full story.
- 2. Model Thinking Aloud-** Pause to model what good readers think about.
 - “” family of field mice shivering in the long grass.” *Poor mice! They are so cold. I wonder if hedgehog will help them.*
 - “I have no home anymore” *Oh no! That's so sad. I wonder if someone can show hedgehog kindness the way he is showing kindness when he gives away his warm clothes.*
 - “The animals he'd met in the storm had made him the coziest nest he'd ever seen.” *How kind! The animals found a wonderful way to repay hedgehog's kindness! They built him a new nest.*
- 3. Draw Attention to Key Events and Vocabulary-** Pause to highlight vocabulary and key concepts.
 - Key content
We can show kindness even when we feel sad or worried.
We can repay kindness by showing kindness to someone who has been kind to us.
 - Vocabulary: briefly define/highlight vocab words when they come up in the story. Reinforce throughout the day.
trembled- shake
Little hedgehog trembled as the wind blew. He was worried because he didn't have a home for the winter.
shelter- a cover from rain or bad weather
Hedgehog tried to find shelter under the tree roots but it was too windy.

3. After

- 1. Ask their Opinion-** *I liked seeing how the animals repaid Hedgehog for his kindness. Did you? Thumbs up if you did.*
- 2. Ask Questions-** Check their understanding. Ask children to respond in different ways (choral response, individual response, talking to their elbow partners, etc.)
 - *What did the animals do to repay hedgehog?* (built a cozy nest)
 - *How did hedgehog feel when he saw the nest?* (happy)
- 3. Follow Up Activity-** Story Retell
 - Explain, *We are going to tell the story again. Help me finish my sentence. Show pictures in book to help children remember if necessary.*
Hedgehog was building his home when it was knocked over by a gust of ...(wind.) He met other animals who needed his help because they were... (cold.) The animals repaid hedgehog's kindness by building him a new... (nest.) The end.



Unit: Kindness, Part 2- Showing Kindness to Animals
Book 8: Kitten and the Night Watchman by John Sullivan
Extra Materials Needed: none

1. Before

1. Topic Introduction- *We read a lot of books about showing kindness to friends and family. Now we are going to learn about showing kindness to animals. Do you like animals? Nod your head if you do.*

2. Book Introduction- *This story is about a man who finds a little, lost kitten. It is called Kitten and the Night Watchman. Kitten and the Night Watchman is the title of this book. Let's clap that word. Ti-tle. The title is the name of the book.*

3. Title and Author- Draw attention to title and author *The author is John Sullivan. What does the author do? Writes the words!*

2. During

1. Read- Read with few interruptions so children can follow the full story.

2. Model Thinking Aloud- Pause to model what good readers think about.

- "he makes his rounds, alone." *The night watchman walks around this construction site and makes sure it is safe. Do you see the sun? It is going down. It is almost night. Soon it will be dark.*

- "Back again.?" *There's the kitten! The night watchman must have seen the kitten before. I wonder if it visits the construction site at night.*

- "The night watchman feeds the kitten from his own dinner." *How kind! I think the kitten is hungry.*

- "Come along, kitty." *I think the night watchman is bringing the kitten home!*

3. Draw Attention to Key Events and Vocabulary- Pause to highlight vocabulary and key concepts.

- Key content

People can show kindness to animals by feeding them and keeping them safe.

- Vocabulary: briefly define/highlight vocab words when they come up in the story. Reinforce throughout the day.

kitten- baby cat

The man is kind to the kitten.

worried- concerned or upset

The watchman was worried when he couldn't find the kitten.

3. After

1. Ask their Opinion- *I liked that story! Raise you hand if you can tell me, "My favorite part was..."*

2. Ask Questions- Check their understanding. Ask children to respond in different ways (choral response, individual response, talking to their elbow partners, etc)

- *What is a baby cat called?* (kitten)

- *Why was the night watchman worried?* (He didn't know where the kitten was.)

3. Follow Up Activity- Story Retell

- Explain, *We are going to tell the story again. Help me finish my sentence. Show pictures in book to help children remember if necessary.*

First, the night watchman left his family and went to work. He was a little lonely at work, but then he saw a... (kitten.) The kitten followed the night watchman while he checked on the machines at the construction site. The watchman fed the kitten some dinner. Then the kitten heard a bird and ran away. The night watchman felt...

(worried.) The kitten came back and the night watchman decided to take the kitten... (home with him.) The end.

Language Time

Open Shut Them

Open, shut them

Open and shut hands

Open, shut them

Open and shut hands

Give a little clap

Clap hands 2 times

Open, shut them

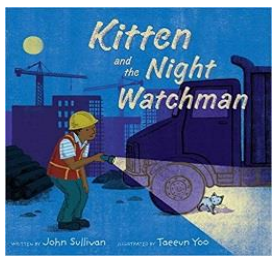
Open and shut hands

Open, shut them

Open and shut hands

Lay them in your lap.

Put hands in lap.



Respond to a question

Extra Materials Needed: book and whiteboard or chart paper to create shared writing

Shared Writing Preparation Template: Respond to a Question

Topic Sentence: Prepare this topic sentence by writing it on the Shared Writing board, leaving a blank space for the purple word:

Why did the watchman take the kitten home?

Vocabulary to include, if possible:

kitten- baby cat

The watchman showed the kitten kindness. He fed the kitten and took it home.

worried- concern, upset

The watchman was worried when the kitten ran off and didn't come back.

Specific letters or conventions to highlight:

Current letters from the alphabetic group, capitals, periods, question mark

Plan your detail and concluding sentences (You can utilize the following.)

Detail: He wanted the kitten to be safe.

Detail: He wanted his family to meet the kitten.

Detail: He did not want the kitten to run away again.

Conclusion: That is why the watchman brought the kitten home.

Steps in the Process

Discuss the book and vocabulary: *I wonder why the watchman took the kitten home. Sometimes when you wonder about something, it helps to write about it. Let's write about this question today.*

Write Topic Sentence

Plan: *We are going to start our writing work by writing the question we will answer. This says Why did the watchman take the ... home? Who did the watchman bring home? The kitten!*

Write: Write kitten to complete the sentence.

Read aloud, pointing to each word: *Why did the watchman bring the kitten home?*

Write Detail Sentence(s)

Plan: *Let's wonder about that question. Why did the watchman bring the kitten home? What do you remember from the book?* Guide children by showing them a few pictures in the book, if necessary.

Remember the planned detail sentences are available if your students need more direction. Otherwise, write the ideas they share.

Write: He wanted the kitten to be safe.

Read aloud, pointing to each word: *He wanted the kitten to be safe.* Read again, encouraging children to read with you.

Continue adding detail sentences if students are engaged.

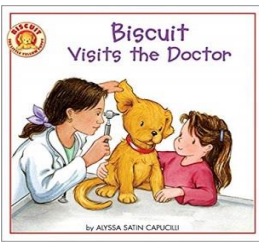
Write Concluding Sentence

Plan: *We wondered why the watchman brought the kitten home. Do you think writing about it helped us understand? Now let's write a sentence to tell our readers that we are done writing answering the question.*

Write: That is why the watchman brought the kitten home.

Read aloud, pointing to each word: *That is why the watchman brought the kitten home.* Read again, encouraging children to read with you

***Read whole paragraph with students. Post writing where they can return to it frequently to "read."**



Language Time

Open Shut Them

Open, shut them

Open and shut hands

Open, shut them

Open and shut hands

Give a little clap

Clap hands 2 times

Open, shut them

Open and shut hands

Open, shut them

Open and shut hands

Lay them in your lap.

Put hands in lap

Unit: Kindness, Part 2- Showing Kindness to Animals

Book 9: Biscuit Visits the Doctor by Alyssa Satin Capucilli

Extra Materials Needed: dramatic play center ready for play

1. Before

1. Topic Introduction- *We have been reading about kindness. We can show kindness to our family and our friends. We can also show kindness to animals. Today, we are going to another book about people showing kindness to animals.*

2. Book Introduction- *Look at this picture. I see someone using a tool to look into a dog's ear. This story is called Biscuit Visits the Doctor. I think this person is a doctor. She's taking care of Biscuit. A doctor who takes care of animals is called a veterinarian. Let's clap that word. Vet-er-in-ar-i-an. Great job!*

3. Title and Author- Draw attention to title and author

2. During

1. Read- Read with few interruptions so children can follow the full story.

2. Model Thinking Aloud- Pause to model what good readers think about.

- "It's time for your checkup!" *Animals need to go to the doctor just like we do.*
- "She cares for many different animals." *I wonder what kinds of animals Dr. Green takes care of. I see a bunny in this picture! Do you think the bunny is there for a checkup with Dr. Green, too?*
- "She'll listen to your heartbeat, too." *When I visit the doctor, she uses this tool to listen to my heart! This is called a stethoscope. Human doctors use them, also!*

3. Draw Attention to Key Events and Vocabulary- Pause to highlight vocabulary and key concepts.

- Key content

Veterinarians are animal doctors.

Vets make sure animals are healthy and strong.

- Vocabulary: briefly define/highlight vocab words when they come up in the story. Reinforce throughout the day.

veterinarian- animal doctor

Dr. Green is a veterinarian. She makes sure animals are healthy and strong.

checkup- a visit to the doctor to make sure all is well

It's time for Biscuit's checkup. He is going to the vet to make sure he's well.

measure- use tools to find out how big something is

Dr. Green will weigh and measure Biscuit to make sure he is growing.

3. After

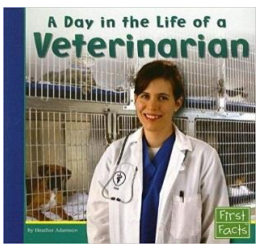
1. Ask their Opinion- *Did you enjoy that book? I liked when Biscuit got a treat at the end. Raise your hand if you want to share your favorite part. Say, "My favorite part was..."* (Show pictures to help guide children if necessary.)

2. Ask Questions- Check their understanding. Ask children to respond in different ways (choral response, individual response, talking to their elbow partners, etc.)

- *Who was this story about?* (Biscuit)
- *What is an animal doctor called?* (veterinarian, vet)

3. Follow Up Activity- Introduce Dramatic Play Center

Explain, *"I thought it would be fun to play Vet's office in our classroom so we can all practice being a kind pet owner and a gentle vet.* Show students some of the toys and give them a few ideas for how to play in the vet center. One teacher should remain in the vet center during center/free play time to help students use their new background knowledge and vocabulary to play different scenarios around the Vet Office theme. This teacher should remain there until are able to play independently.



Unit: Kindness, Part 2- Showing Kindness to Animals

Book 10: *A Day in the Life of a Veterinarian* by Heather Adamson

Extra Materials Needed: dramatic play center ready for play



Language Time

Open Shut Them

Open, shut them

Open and shut hands

Open, shut them

Open and shut hands

Give a little clap

Clap hands 2 times

Open, shut them

Open and shut hands

Open, shut them

Open and shut hands

Lay them in your lap.

Put hands in lap.

1. Before

1. Topic Introduction- *Yesterday we read a book about Biscuit the dog going to the vet. Dr. Green gave Biscuit a checkup and made sure he was healthy and strong. She was so kind to Biscuit! Today we are going to read another book about veterinarians. Veterinarians show kindness to animals every day.*

2. Book Introduction- *This is a non-fiction book. Let's clap that word. Non-fiction. Good! Non-fiction means true. This is a true book that is going to teach us about veterinarians. I think we are going to learn how vets show kindness to animals.*

3. Title and Author- Draw attention to title and author

2. During

1. Read- Read with few interruptions so children can follow the full story.

2. Model Thinking Aloud- Pause to model what good readers think about.

- "Everything needs to be ready to use." *Vets are very busy. Their tools have to be ready so they can take care of lots of animals.*

- "Veterinarians love all kinds of animals." *Look at this picture. I think the dog loves Dr. Kip, too. Vets are so kind to animals and it makes the animals feel safe.*

- "She is glad she is a veterinarian." *Vets do important work. It is so important to take care of animals. It feels good to do important work.*

3. Draw Attention to Key Events and Vocabulary- Pause to highlight vocabulary and key concepts.

- Key content

Veterinarians do different jobs in their clinics.

Vets help animals stay healthy and strong.

- Vocabulary: briefly define/highlight vocab words when they come up in the story. Reinforce throughout the day.

veterinarian- animal doctor

Veterinarians care for animals.

clinic- vet's office

Veterinarians go to their clinics early so they can take care of animals.

heal- get better

The horse's leg will heal in a few weeks.

3. After

1. Ask their Opinion- *I liked learning about all the important work vets do in their clinics. Raise your hand if you liked learning about how vets do operations. Raise your hand if you enjoyed learning about how vets help in emergencies.* Show photos as you ask students to share their opinions.

2. Ask Questions- Check their understanding. Ask children to respond in different ways (choral response, individual response, talking to their elbow partners, etc.)

- *What animals did the vet care for in this book?* (various answers- dog, turtle, etc.)

- *Where does the vet work?* (in her clinic, at a farm)

3. Follow Up Activity- Game: Was it in the Book?

- Explain, *We are going to play a game called Was it in the Book? I'm going to say a fact. You will nod your head if the fact was in the book and shake your head if it wasn't in the book.* Practice nodding and shaking.

- *Veterinarians help animals by doing operations.* (Yes.)

- *Veterinarians help animals by grooming them.* (Yes.)

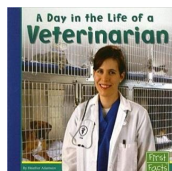
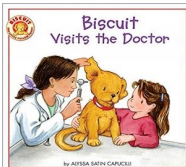
Unit: Kindness, Part 1- Showing Kindness to Family & Friends

Book 9: Biscuit Visits the Doctor by Alyssa Satin Capucilli

Book 10: A Day in the Life of a Veterinarian by Heather Adamson

Re-Read & Fiction vs Non-Fiction Comparison

Extra Materials Needed: books



Before:

1. Ask if they can remember what this book is about- show them the cover to remind them.

We have already read these books. Do you remember them? They are both about people who take care of animals. Do you remember what we call animal doctors? Veterinarians! Let's clap that. Vet-er-in-ar-i-ans.

2. Point out title & author- ask if anyone can tell you what the author does.

The title of this story is Biscuit Visits the Doctor. Alyssa Satin Capucilli is the author. She wrote the words in the book. The title of this story is A Day in the Life of a Veterinarian. Heather Adamson is the author.

3. Tell them this time we are going to read and discuss the story so be ready to share your ideas!

We are going to read parts of both stories and then we are going to talk about how the books are alike and how they are different. Pay close attention as I read so you can answer my questions after.

During:

1. Read with excitement and fluency.

2. Ask Questions (ask the same questions while reading portions of both books)

a. *What do the pictures look like? Did someone draw them or were they taken with a camera?*

b. *Is this a real dog or is an imaginary dog?*

d. *How is the vet showing kindness to animals?*

After:

1. Ask for their opinion- did you like these books?

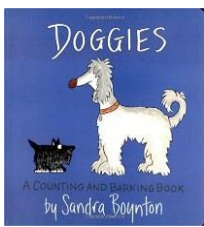
Which book was your favorite? Point to the book that you liked the most.

2. Discussion questions

a. *What is kindness?* (being nice)

b. *How do vets show kindness to animals?* (various answers)

3. Do fiction/non-fiction comparison activity. Explain, *these books were very similar. They were both about veterinarians. One book was real. Hold up A Day in the Life of a Veterinarian. It had real pictures. It was about a real vet taking care of real animals. We call real books non-fiction. Let's clap that together. Non-fiction. Non-fiction books are about real people and they teach us something. One book was pretend. Hold up Biscuit Visits the Doctor. It had pictures that someone drew. It was about a pretend veterinarian taking care of a pretend dog. We call books like this fiction. Let's clap that word. Fic-tion. Fiction books are about made up characters. Briefly point out a few real things or events in the non-fiction book and a few made up things or events in the fiction book. Discuss with the students. *There are different kinds of books. We call real books that teach us about something non-fiction. Say that word. Non-fiction. We call books with made up people and animals fiction. Say that word. Fiction. Good! Point to the fiction (or made up) book. Point to the non-fiction (or real) book. Now we know more about the different kinds of books. When we read books together, we will be able to tell if they are fiction or non-fiction. We are so smart!**



Unit: Kindness, Part 2- Showing Kindness to Animals
Book 11: Doggies by Sandra Boynton
Extra Materials Needed: none



Language Time

Open Shut Them

Open, shut them

Open and shut hands

Open, shut them

Open and shut hands

Give a little clap

Clap hands 2 times

Open, shut them

Open and shut hands

Open, shut them

Open and shut hands

Lay them in your lap.

Put hands in lap.

1. Before

1. Topic Introduction- *We have been reading about people who show kindness to animals. Today we are going to read a silly counting book about dogs.*

2. Book Introduction- *There are lots of different kinds of dogs. We can show kindness to all of them. Let's read this book and count the dogs.*

3. Title and Author- Draw attention to title and author *This book is called Doggies. Sandra Boynton is the author and the illustrator. She made the words and pictures!*

2. During

1. Read- Read with few interruptions so children can follow the full story.

2. Model Thinking Aloud- Pause to model what good readers think about.

- "Two dogs." *Look. This is the big dog we saw on the first page and this is a new dog. They bark differently. Woof! And yap yap!*

- "Five dogs." *Let's count the dogs. One dog is in a very silly spot. Do you see it?*

- "And one cat." *Oh no! That cat doesn't look happy to be around so many dogs!*

3. Draw Attention to Key Events and Vocabulary- Pause to highlight vocabulary and key concepts.

- Key content

There are different kinds of dogs.

We can show kindness to them all.

- Vocabulary: briefly define/highlight vocab words when they come up in the story. Reinforce throughout the day.

quiet- not making noise

The six quiet dogs are still.

moonlit- lit up by the moon

Do you see the light from the moon? It looks like the dogs are all howling at it.

3. After

1. Ask their Opinion- *I thought that story was very silly.*

2. Ask Questions- Check their understanding. Ask children to respond in different ways (choral response, individual response, talking to their elbow partners, etc.)

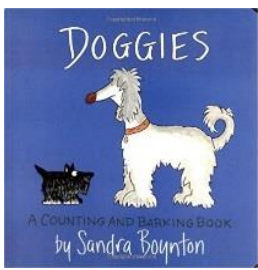
- *What did we count in this book?* (dogs)

- *What noises did the dogs make?* (various answers- Woof, yap yap, ruff ruff, etc.)

- *How many quiet dogs were there?* (six)

3. Follow Up Activity- Math Word Problem

- Explain, *We counted dogs in this book. Sometimes dogs bark a lot! The dogs in this book were so noisy. Let's do a word problem about another noisy dog. Are you ready? This morning my dog barked at a squirrel one time. (Hold up one finger on one hand.) Then she barked at my cat two times. (Hold up two fingers on other hand.) How many times did my dog bark this morning? One (wiggle one finger) plus two (wiggle two fingers) equals... Help me count to find out. (Wiggle each finger as you count.) One, two, three. Three! My noisy dog barked three times this morning.*



Unit: Kindness, Part 2- Showing Kindness to Animals

Book 11: Doggies by Sandra Boynton



Re-Read & Activity- Math Activities

Extra Materials Needed: book, doggie counting cards or small toy dogs

Before:

1. Ask if they can remember what this book is about- show them the cover to remind them.

We have already read this story. Do you remember it? Look at the cover. What was this story about? Raise your hand if you can tell me what we counted in this book.

2. Point out title & author- ask if anyone can tell you what the author does.

The title of this story is Doggies. The author of the story is Sandra Boynton. Who remembers what the author does? Yes, the author writes the words. Sandra Boynton is also the illustrator. She drew the pictures in the book and she wrote the words!

3. Tell them this time we are going to read and discuss the story so be ready to share your ideas!

We are going to read the story again. Pay close attention so we can talk about the book when it's done.

During:

1. Read with excitement and fluency.

2. Ask Questions

a. "Three dogs" *Do these dogs look the same?* (no)

b. "Five dogs" *Where is the little dog who says yap yap?* (on the brown dog's head)

c. "Nine dogs" *Let's count all nine dogs.*

After:

1. Ask for their opinion- did they like it? Thumbs up/down? Why? Provide a sentence stem.

Did you like this story? Raise your hand to tell me. "My favorite part was..."

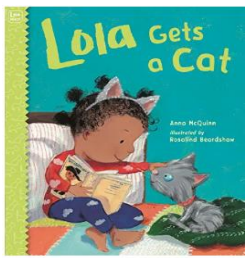
2. Discussion questions

a. *What did we count in the book?* (dogs, one cat)

b. *What sounds did the dogs make?* (various answers- yap yap, woof, etc.)

c. *How many cats were in the book?* Show picture in book to allow children to count. (one)

3. Do a math activity. Remember, these groups should be homogenous and small so each child's math skill level can be targeted. Manipulatives: Small toy dogs (\$8.99 for 12 piece set) or dog counting cards (see Kindness Materials Binder)



Unit: Kindness, Part 2- Showing Kindness to Animals

Book 12: Lola Gets a Cat by Anna McQuinn

Extra Materials Needed: none

1. Before

1. Topic Introduction- *We have been learning all about kindness. We can show kindness to our friends and families. We can also show kindness to animals.*

2. Book Introduction- *Look at this picture! I see a child. She is wearing cat ears and reading a book about a cat. She's petting a cat, too! I think she really likes cats. Do you like cats?*

3. Title and Author- Draw attention to title and author

2. During

1. Read- Read with few interruptions so children can follow the full story.

2. Model Thinking Aloud- Pause to model what good readers think about.

- "She wants a real one." *Lola wants a real cat. She must not have a pet cat. She does have a lot of stuffed cats, though!*

- "What a lot of stuff for a little cat!" *Pets need a lot of things!*

- "She knows her cat isn't ready to play just yet." *It must be hard to for Lola to patiently wait. Her cat doesn't feel comfortable yet. Lola is being so kind by giving her cat time and space.*

3. Draw Attention to Key Events and Vocabulary- Pause to highlight vocabulary and key concepts.

- Key content

Pets need a lot of time, care, and attention.

People can show kindness to their pets in many ways.

- Vocabulary: briefly define/highlight vocab words when they come up in the story. Reinforce throughout the day.

adopt- make someone a part of your family

Mommy and Lola learn how to adopt a cat.

shelter- a place where animals go when they don't have a home

Mommy and Lola visit the shelter and see three perfect cats.

settle- get comfortable and calm

Lola and Daddy make a special corner for the cat to get comfortable.

3. After

1. Ask their Opinion- *Thumbs up if you liked that story. My favorite part was when Makeda snuggled Lola. She was so happy! Raise your hand if you want to share your favorite part.*

2. Ask Questions- Check their understanding. Ask children to respond in different ways (choral response, individual response, talking to their elbow partners, etc.)

- *What animal did Lola want to adopt?* (cat)

- *Where did Lola and Mommy go to look at cats?* (the cat shelter)

- *What did Lola do to get ready for her cat?* (various answers)

3. Follow Up Activity- Story Retell

- Explain, *We are going to tell the story again. Help me finish my sentence.* Show pictures in book to help children remember if necessary.

First, Lola wanted a real... (cat.) Lola and Mommy learned how to adopt a cat.

Then they saw three perfect cats at the... (cat shelter.) Lola decided which cat to adopt. Lola and her parents got ready for the cat. They bought things the cat would need and made their house a safe place for their new pet. Finally, they brought the cat home and named her... (Makeda.) Makeda and Lola were very... (happy!) 35

Language Time

Open Shut Them

Open, shut them

Open and shut hands

Open, shut them

Open and shut hands

Give a little clap

Clap hands 2 times

Open, shut them

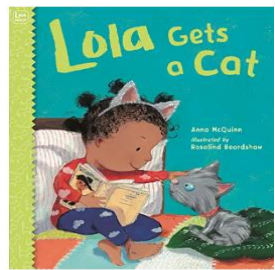
Open and shut hands

Open, shut them

Open and shut hands

Lay them in your lap.

Put hands in lap.



Express ideas

Extra Materials Needed: book and whiteboard or chart paper to create shared writing

Shared Writing Preparation Template: Express Ideas

Topic Sentence: Prepare this topic sentence by writing it on the Shared Writing board, leaving a blank space for the purple word:

We are kind to **animals**.

Vocabulary to include, if possible:

kindness- being nice

Lola showed kindness to her new cat in this book.

Specific letters or conventions to highlight:

Current letters from the alphabetic group, capitals, periods

Plan your detail and concluding sentences (You can utilize the following.)

Detail: *We are gentle when we pet a kitty.*

Detail: *We can give a dog water when it is thirsty.*

Detail: *We take our animals to the vet when they feel sick.*

Conclusion: *It is important to be kind to animals.*

Steps in the Process

Discuss the book and vocabulary: *We read this book called Lola Gets a Cat. Do you remember that Lola really wanted a real cat? Her family adopted a cat and they brought it home. They showed kindness to their new cat.*

Write Topic Sentence

Plan: *We are going to work together to tell about some things we saw in this book. Let's start by finishing this sentence I wrote here. We are kind to ... We have been reading about showing to animals. Let's write animals to finish this sentence.*

Write: Write animals to complete the sentence.

Read aloud, pointing to each word: *We are kind to animals.*

Write Detail Sentence(s)

Plan: *Let's work together to tell more about the ways we can show kindness to animals. What do you think?* Guide children by showing them a few pictures in the book or encouraging them to think of their own pets, if necessary. Remember the planned detail sentences are available if your students need more direction.

Otherwise, write the ideas they share.

Write: We are gentle when we pet a kitty.

Read aloud, pointing to each word: *We are gentle when we pet a kitty.* Read again, encouraging children to read with you.

Continue adding detail sentences if students are engaged.

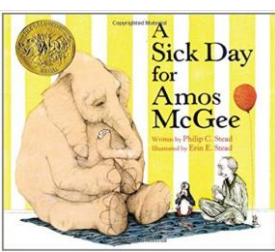
Write Concluding Sentence

Plan: *We told about different ways we show kindness to animals. Now let's write a sentence to tell our readers that we are done. How could we do that?*

Write: It is important to be kind to animals.

Read aloud, pointing to each word: *It is important to be kind to animals.* Read again, encouraging children to read with you

***Read whole paragraph with students. Post writing where they can return to it frequently to "read."** 36



Unit: Kindness, Part 2- Showing Kindness to Animals
Book 13: A Sick Day for Amos McGee by Phillip Stead
Extra Materials Needed: none

Language Time

Open Shut Them

Open, shut them

Open and shut hands

Open, shut them

Open and shut hands

Give a little clap

Clap hands 2 times

Open, shut them

Open and shut hands

Open, shut them

Open and shut hands

Lay them in your lap.

Put hands in lap.

1. Before

1. Topic Introduction- *We have been reading about kindness. We show kindness every day. We can show kindness to our friends, our families, and animals. Turn to the person next to you and tell them one way we can show kindness to animals.*

2. Book Introduction- *This is an interesting picture! I see a man, an elephant, a penguin, and a tiny mouse. It looks like they might be playing a game together. This book is fiction. That means it is make believe.*

3. Title and Author- Draw attention to title and author

2. During

1. Read- Read with few interruptions so children can follow the full story.

2. Model Thinking Aloud- Pause to model what good readers think about.

- “read stories to the owl” *Amos is a busy zookeeper, but he always takes the time to make each animal feel safe and happy. He is so kind!*

- “I don’t think I’ll be going to work today.” *Oh no! Amos is sick and he can’t go to work. The animals need him. I wonder what will happen?*

- Pages without words (animals traveling)- Briefly discuss each picture as you would with a wordless book.

- “My good friends are here!” *How kind! The animals missed Amos so they went to house. I think they are going to take care of Amos just like he cares for them.*

3. Draw Attention to Key Events and Vocabulary- Pause to highlight vocabulary and key concepts.

- Key content

We show kindness to animals.

Humans can help animals feel better. Animals can help humans feel better.

- Vocabulary: briefly define/highlight vocab words when they come up in the story. Reinforce throughout the day.

amble- walk slowly

Amos isn’t in a hurry. He’s walking slowly to work.

achy- sore, uncomfortable

Amos has achy legs. His body feels sore because he’s sick.

3. After

1. Ask their Opinion- *That story made me feel happy. I loved how the animals cared for Amos when he was sick. Thumbs up if that story made you happy, too.*

2. Ask Questions- Check their understanding. Ask children to respond in different ways (choral response, individual response, talking to their elbow partners, etc.)

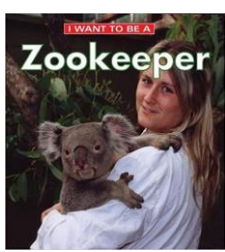
- *Who was this book about?* (Amos, the zookeeper)

- *Where does Amos work?* (the city zoo)

- *Who visits Amos when he’s sick?* (Various answers- elephant, owl, etc.)

3. Follow Up Activity- Vocabulary Review

- Explain, *We talked about some of the important words in this book. Do you remember what the word amble means? It means to walk slowly.* Model ambling first then call on a few children to demonstrate ambling. Before dismissing students, ask them all to amble to their next activity. Use the word *amble* many times. Encourage children to say *amble* many times throughout the activity.



Unit: Kindness, Part 2- Showing Kindness to Animals
Book 14: I Want to be a Zookeeper by Dan Liebman
Extra Materials Needed: none



1. Before

- 1. Topic Introduction-** *We have been talking about kindness. Let's clap that word kind-ness. Kindness means being nice. We can be nice every day.*
- 2. Book Introduction-** *Yesterday, we read a book about Amos, the zookeeper who was sick. This is a non-fiction book about zookeepers. That means it is real.*
- 3. Title and Author-** Draw attention to title and author

Language Time

Open Shut Them

Open, shut them

Open and shut hands

Open, shut them

Open and shut hands

Give a little clap

Clap hands 2 times

Open, shut them

Open and shut hands

Open, shut them

Open and shut hands

Lay them in your lap.

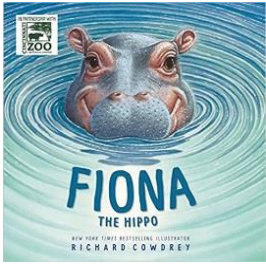
Put hands in lap.

2. During

- 1. Read-** Read with few interruptions so children can follow the full story.
- 2. Model Thinking Aloud-** Pause to model what good readers think about.
 - "They keep animals happy and healthy." *This picture reminds me of Amos caring for his animals, but this is a real photo of a real person and a real gorilla.*
 - "Zookeepers answer many questions." *Zookeepers know so much about the animals. They love sharing their knowledge with people who visit the zoo.*
 - "raised by hand and trusts the keeper." *The cheetah knows the zookeeper is safe.*
- 3. Draw Attention to Key Events and Vocabulary-** Pause to highlight vocabulary and key concepts.
 - Key content
Zookeepers do many jobs.
They keep animals happy and healthy.
 - Vocabulary: briefly define/highlight vocab words when they come up in the story. Reinforce throughout the day.
 - zookeeper-** someone who works at a zoo and takes care of the animals there
The zookeepers are busy taking care of the animals who live at the zoo.
 - trust-** believe that someone will keep you safe
The animals trust the zookeepers because they show them kindness.

3. After

- 1. Ask their Opinion-** *I learned a lot from that non-fiction book. Raise your hand if you want to tell me one thing you learned.*
- 2. Ask Questions-** Check their understanding. Ask children to respond in different ways (choral response, individual response, talking to their elbow partners, etc.)
 - *Who was this story about?* (zookeepers)
 - *What animals did we see in the book?* (various answers)
 - *What is your favorite animal?* (various answers)
- 3. Follow Up Activity-** Game: Was it in the Book?
 - Explain, *We are going to play a game called Was it in the Book? I'm going to say a fact. You will nod your head if the fact was in the book and shake your head if it wasn't in the book.* Practice nodding and shaking. Show pictures from the book to help guide answering the questions.
 - *The zookeeper gave the penguin a bath.* (No.)
 - *The zookeeper gave the elephant a bath.* (Yes.)
 - *Penguins are from a hot place and don't like snow.* (No.)
 - *Penguins are from a cold place and feel at home in the snow.* (Yes.)
 - *A zookeeper's day isn't very busy. They don't do many jobs.* (No.)
 - *A zookeeper's day is very busy. There's so much to do!* (Yes.)



Unit: Kindness, Part 2- Showing Kindness to Animals

Book 15: Fiona the Hippo by Richard Cowdrey

Extra Materials Needed:



Language Time

Open Shut Them

Open, shut them

Open and shut hands

Open, shut them

Open and shut hands

Give a little clap

Clap hands 2 times

Open, shut them

Open and shut hands

Open, shut them

Open and shut hands

Lay them in your lap.

Put hands in lap.

1. Before

1. Topic Introduction- *We have been learning about showing kindness to animals. Turn to your neighbor and tell them one way that you show kindness to animals.*

2. Book Introduction- *Today we are going to read our last book about showing kindness to animals. This one is a fiction book but it is about a real hippo! There are zookeepers and veterinarians in this book.*

3. Title and Author- Draw attention to title and author

2. During

1. Read- Read with few interruptions so children can follow the full story.

2. Model Thinking Aloud- Pause to model what good readers think about.

- “and she arrived earlier than expected.” *Wow! Fiona was born early and she was tiny when she was born. The zookeepers and veterinarians must have been worried about her.*

- “two big hippos swimming in the pool.” *I wonder who the two big hippos are? Oh! It's her mom and dad!*

- “And she did.” *Look how happy and healthy Fiona is now!*

3. Draw Attention to Key Events and Vocabulary- Pause to highlight vocabulary and key concepts.

- Key content

Fiona is a real hippo. She lives at the Cincinnati Zoo.

Fiona was born early and very small, but now she is happy and healthy.

- Vocabulary: briefly define/highlight vocab words when they come up in the story. Reinforce throughout the day.

snort- a loud noise that comes out of your nose

Fiona gave a snort

wiggled- small, quick movements

Fiona wiggled her ears

arrived- came, showed up

Fiona arrived too early and was very small.

3. After

1. Ask their Opinion- *Did you like that story? Thumbs up if you did. Thumbs down if it wasn't your favorite.*

2. Ask Questions- Check their understanding. Ask children to respond in different ways (choral response, individual response, talking to their elbow partners, etc.)

- *Who was this book about?* (Fiona)

- *Where does Fiona live?* (the zoo)

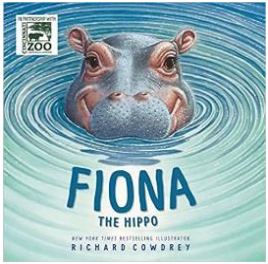
- *Who did Fiona want to swim with?* (her mom and dad)

3. Follow Up Activity- Story Retell

- Explain, *We are going to tell the story again. I want you to help me.* Show pictures in book to help children remember if necessary.

This is the story about the smallest hippo ever born. Her name is.... (Fiona). She was born in the zoo. When she was born, she was taken care of by... (zookeepers).

At first she was little and needed lots of care. She grew stronger and learned to walk and swim. She was so happy when she was strong enough to swim with... (her mom and dad). Fiona is now a big, strong hippo. She lives at the Cincinnati Zoo.



Unit: Kindness, Part 2- Showing Kindness to Animals
Book 15: Fiona the Hippo by Richard Cowdrey



Re-Read & Activity- Craft

Extra Materials Needed: paper plates, gray paint, construction paper, googly eyes, glue, black marker, scissors

Before:

1. Ask if they can remember what this book is about- show them the cover to remind them.
We have already read this story. Do you remember it? Look at the cover. Do you remember the name of this hippo? What makes her so special?
2. Point out title & author- ask if anyone can tell you what the author does.
The title of this story is Fiona The Hippo. The author of the story is Richard Cowdrey. Who remembers what the author does? Tell me! Yes, the author writes the words. Guess what? The illustrator is also Richard Cowdrey. He wrote the words and drew the beautiful pictures!
3. Tell them this time we are going to read and discuss the story so be ready to share your ideas!
We are going to read the story again. Pay close attention so we can talk about the book when it's done.

During:

1. Read with excitement and fluency.
2. Ask Questions
 - a. "She arrived earlier than expected" *Do you remember that Fiona was born early. Her body was very small. She needed special care from the zookeepers.*
 - b. "it was time to learn to walk" *Did Fiona learn to walk? Yes.*
 - c. "mountain of fan mail" *Wow! So many people think Fiona is special. Look how many cards and letters she received from all over the world!*
 - d. "She was happy. And Fiona was loved." *Fiona is a big, strong, happy hippo now! Everyone loves her. She is special to her hippo family and to many humans.*

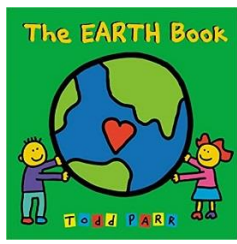
After:

1. Ask for their opinion- did they like it? Thumbs up/down? Why? Provide a sentence stem.
Did you like this story? Raise your hand to tell me. "I liked this story because..."
2. Discussion questions
 - a. Where did this story take place? (the zoo)
 - b. Who was the story about? (Fiona)
3. Do craft activity. Remember, these groups should be heterogenous so students can learn oral language skills from each other. After reading the story again, introduce the craft. Give each child the materials. Encourage children to make Fiona the hippo with paper plates. Final example below:

*Prep more of this craft for students who are developing their fine motor skills. Consider doing any of the following before introducing the craft to students:

- cut paper plate to make muzzle
- glue paper plate muzzle into place
- cut ears and nostrils, tusks, tongues, etc.





Unit: Kindness, Part 3- Showing Kindness to Our Planet

Book 16: The EARTH Book by Todd Parr

Extra Materials Needed:

1. Before

1. Topic Introduction- *We have been talking about kindness. We can show kindness to our families and friends. We can show kindness to animals. Today we are going to start talking about one more way we can show kindness, by taking care of the Earth!*

2. Book Introduction- *This story is called The Earth Book. This is the Earth, where we live. I see a heart on the Earth and two children. I think they love the Earth.*

3. Title and Author- Draw attention to title and author

2. During

1. Read- Read with few interruptions so children can follow the full story.

2. Model Thinking Aloud- Pause to model what good readers think about.

- “I can do little things every day to make a BIG difference.” *I wonder what that means. How can little things can make big difference? Let’s read to find out.*
- “and I want the owls to have a place to live.” *Oh, I think I understand now! If I do little things like use both sides of a paper instead of getting new paper each time or bring my own bags to the grocery store instead of getting paper bags, then I can make a big difference for the trees and the animals that live in them.*
- “I like to walk barefoot in the grass.” *I like to walk in the grass without shoes, too. I wouldn’t be able to do that if everyone threw their trash and recycling on the ground. That would be too messy and dangerous.*

3. Draw Attention to Key Events and Vocabulary- Pause to highlight vocabulary and key concepts.

- Key content

We can show kindness to our Earth by doing small things.

Small actions make a difference for our Earth.

- Vocabulary: briefly define/highlight vocab words when they come up in the story. Reinforce throughout the day.

Earth- the planet where we live

We can show kindness by taking care of our Earth.

recycling- use something again and again

We can recycle many things like glass and plastic.

garbage- trash that can’t be used again

We throw our garbage away in the trash can to keep our Earth clean.

3. After

1. Ask their Opinion- *Thumbs up if you liked that book about taking care of our Earth. Raise your hand if you can tell me, “My favorite part was…”*

2. Ask Questions- Check their understanding. Ask children to respond in different ways (choral response, individual response, talking to their elbow partners, etc.)

- *Where do we live?* (on the Earth)
- *How can you show kindness to the Earth? What is one thing you can do?* (various answers. Show pictures in book if necessary.)

3. Follow Up Activity-Game: Was it in the Book?

- Explain, *We are going to play a game called Was it in the Book? I’m going to say a fact. You will nod your head if the fact was in the book and shake your head if it wasn’t in the book.* Practice nodding and shaking. Show pictures from the book to help guide answering the questions.

- *We live on Mars.* (No.)
- *We live on Earth.* (Yes.)

Language Time

Open Shut Them

Open, shut them

Open and shut hands

Open, shut them

Open and shut hands

Give a little clap

Clap hands 2 times

Open, shut them

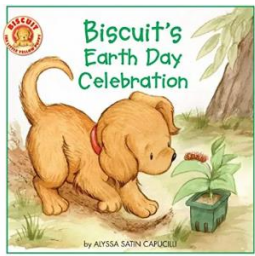
Open and shut hands

Open, shut them

Open and shut hands

Lay them in your lap.

Put hands in lap.



Unit: Kindness, Part 3- Showing Kindness to Our Planet

Book 17: Biscuit's Earth Day Celebration by Alyssa Satin Capucilli

Extra Materials Needed:



1. Before

1. Topic Introduction- *Yesterday we started reading about showing kindness to the Earth. That's where we live! We can be kind to the Earth by doing small things every day.*

2. Book Introduction- Show children the front cover of book. *This dog is named Biscuit. There are many books about Biscuit. We already read one of them. Do you remember what Biscuit did in that book? He went to the doctor! We are going to read about Biscuit celebrating a special day, called Earth Day, today. On Earth Day, we do things to take care of our Earth.*

3. Title and Author- Draw attention to title and author. *The author's name is Alyssa Satin Capucilli. She's also the illustrator. She makes lots of books about Biscuit.*

2. During

1. Read- Read with few interruptions so children can follow the full story.

2. Model Thinking Aloud- Pause to model what good readers think about.

- "I must turn off the water" *It's really important not to waste water. Water is so important to our Earth. I always turn off the water when I brush my teeth.*
- "We're all going to plant a garden." *That sounds fun! I wonder how a garden helps the Earth. Maybe plants are good for the Earth? What do you think?*
- "Biscuit, what have you found now?" *What did Biscuit find? It looks like maybe he found a big plastic bottle. That shouldn't be in the water. Good job, Biscuit! Now you can recycle that bottle.*

3. Draw Attention to Key Events and Vocabulary- Pause to highlight vocabulary and key concepts.

- Key content

Earth Day is a celebration of taking care of the Earth.

We can do small things every day to show kindness to the Earth.

- Vocabulary: briefly define/highlight vocab words when they come up in the story. Reinforce throughout the day.

Earth- the planet where we live

We can show kindness by taking care of our Earth.

recycling- use something again and again

The girl makes a bag for her parents so they can recycle is again and again.

3. After

1. Ask their Opinion- *Biscuit is such a lucky dog! He gets to go on so many adventures! Thumbs up if you liked this Biscuit book the most. Okay. Thumbs down if you liked the Biscuit book about going to the vet better.*

2. Ask Questions- Check their understanding. Ask children to respond in different ways (choral response, individual response, talking to their elbow partners, etc.)

- *Who was this book about?* (Biscuit)
- *What holiday did Biscuit learn about?* (Earth Day)

3. Follow Up Activity- Story Retell

- Explain, *We are going to tell the story again. I want you to help me.* Show pictures in book to help children remember if necessary.

In this story, Biscuit learned about a special celebration called.... (Earth Day). He learned about ways to help the Earth, like using things again and again which is called... (recycling). Biscuit also helped plant a... (garden.) It was a big day!

Language Time

Open Shut Them

Open, shut them

Open and shut hands

Open, shut them

Open and shut hands

Give a little clap

Clap hands 2 times

Open, shut them

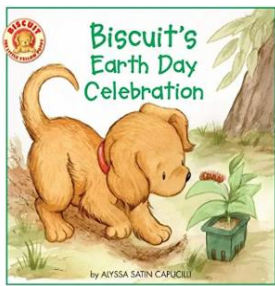
Open and shut hands

Open, shut them

Open and shut hands

Lay them in your lap.

Put hands in lap.



Unit: Kindness, Part 3- Showing Kindness to Our Planet
Book 17: Biscuit's Earth Day Celebration by Alyssa Satin Capucilli



Re-Read & Activity- Craft

Extra Materials Needed: recycled items, green and blue paint, paper

Before:

1. Ask if they can remember what this book is about- show them the cover to remind them.
We have already read this story. Do you remember it? Look at the cover. Do you remember the name of this dog? What was this story about?
2. Point out title & author- ask if anyone can tell you what the author does.
The title of this story is Biscuit's Earth Day Celebration. The author of the story is Alyssa Satin Capucilli. Who remembers what the author does? Tell me! Yes, the author writes the words. Guess what? The illustrator is also Alyssa Satin Capucilli. She wrote the words and made the pictures!
3. Tell them this time we are going to read and discuss the story so be ready to share your ideas!
We are going to read the story again. Pay close attention so we can talk about the book when it's done.

During:

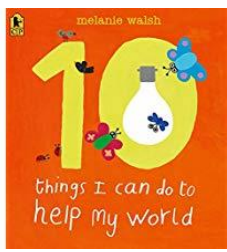
1. Read with excitement and fluency.
2. Ask Questions
 - a. "It's important to help all creatures big and small, Biscuit." *Do you notice what the girl is holding? What creature is she taking care of right now?*
 - b. "You found a wiggly worm, too!" *What should Biscuit do with that wiggly worm? Is the worm important to the Earth?*
 - c. "Biscuit, what have you found now?" *What did Biscuit find? What should he do with it?*
 - d. "We can sing songs and share snacks." *What are the children eating as their snack?*

After:

1. Ask for their opinion- did they like it? Thumbs up/down? Why? Provide a sentence stem.
Did you like this story? Raise your hand to tell me. "I liked this story because..."
2. Discussion questions
 - a. What did Biscuit celebrate in this book? (Earth Day)
 - b. How did Biscuit show kindness to the Earth? (various answers)
3. Do craft activity. Remember, these groups should be heterogenous so students can learn oral language skills from each other. After reading the story again, introduce the craft. Give each child a piece of paper. Provide students with a variety of recycled items along with blue and green paint. Encourage the students to dip the recycled items into the paint and then use them to make interesting paintings.

* Consider asking students to bring in recycled items.





Unit: Kindness, Part 3- Showing Kindness to Our Planet
Book 18: 10 Things I Can Do to Help My World by Melanie Walsh
Extra Materials Needed:

1. Before

1. Topic Introduction- *We have been reading about showing kindness to the planet we live on. Do you remember the name of our planet? Earth!*

2. Book Introduction- *This colorful book is all about helping our Earth. Do you see this big number? It's ten! We're going to read about ten ways we can help our Earth.*

3. Title and Author- Draw attention to title and author

2. During

1. Read- Read with few interruptions so children can follow the full story.

2. Model Thinking Aloud- Pause to model what good readers think about.

- "I try..." *I think I know what this one is going to be about. I think we are going to learn about how we can save water by turning it off when we brush our teeth. Do you think I'm right?*

- "I always..." *Hmmm... I see a garbage can and some litter. I think this one might be about remembering to throw away our garbage in the right place.*

- "I enjoy..." *I see interesting cardboard things. This reminds me of our recycled artwork. Do you remember painting with all the recycled items?*

3. Draw Attention to Key Events and Vocabulary- Pause to highlight vocabulary and key concepts.

- Key content

We can show kindness to our Earth.

Small things make a big difference.

Everyone can help our Earth.

- Vocabulary: briefly define/highlight vocab words when they come up in the story. Reinforce throughout the day.

switch off- turn off

We switch off lights when we aren't using them.

litter- garbage, trash

We help the Earth when we throw our litter into garbage cans instead of throwing it on the ground.

recycling- the items that can be used again and again

Sorting our recycling helps us to reuse it more easily.

3. After

1. Ask their Opinion- *I liked that story. Did you? Nod your head up and down (demonstrate nodding) if you liked it, too.*

2. Ask Questions- Check their understanding. Ask children to respond in different ways (choral response, individual response, talking to their elbow partners, etc.)

- *What was the story about?* (ways we can help our Earth)

- *How can we help birds?* (feed them in the winter)

3. Follow Up Activity- Vocabulary Review

- Explain, *We talked about some of the important words in this book. One of the words we talked about was actually two words, switch off. Switch off means turn off. Give me a thumbs up if you can switch this off:*

- a car (yes)

- a carpet (no)

- a light (yes)

- a wall (no)

- a computer (yes)

- a flower (no)

Language Time

Open Shut Them

Open, shut them

Open and shut hands

Open, shut them

Open and shut hands

Give a little clap

Clap hands 2 times

Open, shut them

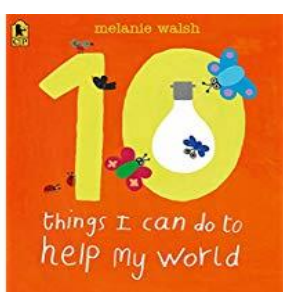
Open and shut hands

Open, shut them

Open and shut hands

Lay them in your lap.

Put hands in lap.



Unit: Kindness, Part 3- Showing Kindness to Our Planet
Book 18: 10 Things I Can Do to Help My World by Melanie Walsh

Re-Read & Activity- Trash/Recycle Sort

Extra Materials Needed: recycling and garbage bin set, picture cards for sort

Before:

1. Ask if they can remember what this book is about- show them the cover to remind them.

We have already read this story. Do you remember it? Look at the cover. What was this story about?

2. Point out title & author- ask if anyone can tell you what the author does.

The title of this story is 10 Things I can do to help my world. The author of the story is Melanie Walsh Who remembers what the author does? Tell me! Yes, the author writes the words. She is also the illustrator, so she made the pictures, too.

3. Tell them this time we are going to read and discuss the story so be ready to share your ideas!

We are going to read the story again. Pay close attention so we can talk about the book when it's done.

During:

1. Read with excitement and fluency.

2. Ask Questions

a. "Put my litter in the bin" *Why is it important to throw your garbage into a trash can? What would happen if no one did that?*

b. "I use both sides of the paper." *How does this help? Why is using less paper helpful and kind to our Earth?*

c. "plant seeds and help them grow." *What kind of seeds would you plant?*

d. "I love my world." *Do you love the world, too?*

After:

1. Ask for their opinion- did they like it? Thumbs up/down? Why? Provide a sentence stem.

Did you like this story? Raise your hand to tell me. "I liked this story because..."

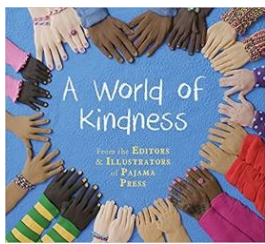
2. Discussion questions

a. *What was this story about?* (taking care of the Earth)

b. *How can we take care of the Earth?* (various answers.)

3. Do craft activity. Remember, these groups should be heterogenous so students can learn oral language skills from each other. After reading the story again, introduce the sort. Show the students the recycling and garbage bins. Show them the pictures and name/describe each picture. Discuss with students whether each item is garbage or recycling. Students take turns putting the pictures into the correct bins.





Unit: Kindness, Part 3- Showing Kindness to Our Planet
Book 19: A World of Kindness by Ann Featherstone
Extra Materials Needed:

1. Before

1. Topic Introduction- *We have been reading about kindness. We can show kindness to family and friends. We can be kind to animals. We can show kindness to our Earth. This is the last book we will read about kindness.*

2. Book Introduction- *This book is called A World of Kindness. I wonder what examples of kindness we will see in this book.*

3. Title and Author- Draw attention to title and author *The author is Ann Featherstone. She wrote the words. There are many illustrators. Nine people made the pictures for this book!*

2. During

1. Read- Read with few interruptions so children can follow the full story.

2. Model Thinking Aloud- Pause to model what good readers think about.

- “Are you kind?” *What an important question. Let’s take a second to think about that. I’m going to ask myself if I’m kind. You do the same.* Pause to allow quiet thought.
- “Do you wait your turn?” *I have seen so many of you do this! You are so kind!*
- “Do you say please and thank you?” *When someone does something nice for you, what do you say? Thank you! f a friend shares their toys, you say... thank you! You are so kind!*

3. Draw Attention to Key Events and Vocabulary- Pause to highlight vocabulary and key concepts.

- Key content
Little kindnesses make a kind world.
- Vocabulary: briefly define/highlight vocab words when they come up in the story. Reinforce throughout the day.

kindness- being nice

You show kindness in so many ways. You are so kind!

gentle- kind and soft

You are gentle to all animals!

3. After

1. Ask their Opinion- *That was a nice book! I loved learning all about kindness. Two thumbs up if you like being kind!*

2. Ask Questions- Check their understanding. Ask children to respond in different ways (choral response, individual response, talking to their elbow partners, etc.)

- *What was this book about?* (being kind)
- *How can you show kindness?* (various answers)
- *What is something you can share?* (various answers)

3. Follow Up Activity- Wrap up the theme

- Explain, *We are have been reading and talking all about kindness in our classroom. When we see someone show kindness, we have been coloring flowers and putting them in our kindness garden. Let’s look at our kindness garden and remember all the ways we showed kindness at school.* Remind students of some of the ways you have seen them show kindness. *We are going to start learning about something new soon. We’ll continue to look for ways to be kind at school every day.*

Language Time

Open Shut Them

Open, shut them

Open and shut hands

Open, shut them

Open and shut hands

Give a little clap

Clap hands 2 times

Open, shut them

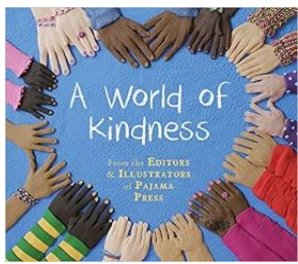
Open and shut hands

Open, shut them

Open and shut hands

Lay them in your lap.

Put hands in lap.



Discuss and respond to questions

Extra Materials Needed: book and whiteboard or chart paper to create shared writing

Shared Writing Preparation Template: Discuss and Respond to Questions

Topic Sentence: Prepare this topic sentence by writing it on the Shared Writing board, leaving a blank space for the purple word:
How are we **kind** to each other?

Vocabulary to include, if possible:
kindness- being nice
We show kindness in so many different ways.
gentle- kind and soft
We can be gentle to animals.

Specific letters or conventions to highlight:
Current letters from the alphabetic group, capitals, periods

Plan your detail and concluding sentences (You can utilize the following.)
Detail: *We share with each other.*
Detail: *We are gentle.*
Detail: *We wait our turn.*
Conclusion: *We are kind.*

Steps in the Process

Discuss the book and vocabulary: *We read this book called A World of Kindness. This story wrapped up our learning about KINDNESS. We know how to be kind to family and friends, animals, and the Earth.*

Write Topic Sentence
Plan: *We are going to write to answer a question today. I already wrote that question here. It says How are we... to each other? What word do you think belongs there?. ... kind! Yes! We have been talking about being kind so we are going to answer a question about it today.*
Write: Write kind to complete the sentence.
Read aloud, pointing to each word: *How are we kind to each other?*

Write Detail Sentence(s)
Plan: *Let's work together to answer this question. What do you remember from the book?* Guide children by showing them a few pictures in the book, if necessary. Remember the planned detail sentences are available if your students need more direction. Otherwise, write the ideas they share.
Write: We share with each other.
Read aloud, pointing to each word: *We share with each other.* Read again, encouraging children to read with you.

Continue adding detail sentences if students are engaged.

Write Concluding Sentence
Plan: *We had so many answers for that question. Now let's write a sentence to tell our readers that we are done. How could we do that?*
Write: We are kind.
Read aloud, pointing to each word: *We are kind.* Read again, encouraging children to read with you
***Read whole paragraph with students. Post writing where they can return to it frequently to "read."**

Wordless Books Small Group Work for the Kindness Unit

Books in this Unit

That Neighbor Kid by Daniel Miyares

A Ball for Daisy by Chris Raschak

I Walk with Vanessa by Kerascoet

Wordless Books General Outline

Skills Targeted: Length of sentences, retelling, explanations, vocabulary, and listening comprehension, and print/book skills.

Materials: Books and follow up activity

Outline of Activity: Wordless book routine—SAMMY

1. **Show** children the book, read title & author, and generate excitement
2. **Ask** “*What do you think this book is about?*”
3. **Model**--Read it the first time with the children where you tell the story—asking a few basic questions as you read.
4. **Make sure they understood** what happened in the story by asking a few questions/reviewing: who the characters were, what the problem was that resolved, and how it ended.
5. **Your Turn:** Read the story again, this time letting the children tell the story. Provide prompts as needed—what is happening on this page? Who is that? How did the story end? Have the child complete your sentence--The girl and the boy became ____ (friends).
6. After Reading Activity.

Differentiation:

Children Who Need a Challenge: Allow students to retell the entire story. Only guide them when they seem stuck.

Children Who Need Support: Do most of the retell. Provide students with sentence starters so they can participate successfully in retelling the story.



That Neighbor Kid by Daniel Miyares

Skills Targeted: Length of sentences, retelling, explanations, vocabulary, and listening comprehension, print/book skills

Materials: *That Neighbor Kid* by Daniel Miyares

Story Synopsis: A young girl notices a moving van at the house next door. She watches her new neighbor, a boy, from afar as he plays in his backyard. The young boy begins to take apart the large wooden fence separating their yards. He uses the wood to begin building a treehouse. The little girl climbs his tree and brings him a hammer. Together they plan, create, and paint a beautiful treehouse. They have lots of fun. At the end of the night, they wave to each other from their own houses.

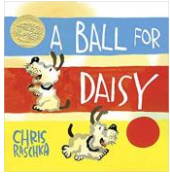
Outline of Activity: Wordless book routine—SAMMY

1. **Show** children the book, read title & author, and generate excitement by pointing out the children on the cover. “These kids look happy. They are playing by a tree.”
2. **Ask** “*what do you think this book is about*” Say, “Do you think these children are friends?”
3. **Model**--Read it the first time with the children where you tell the story—asking a few basic questions as you read. “What kind of truck is this? Why is it by that house?” “the girl is watching the boy, but is she playing with him?” “What is the girl bringing to the tree house?” “What are the children doing together?”
4. **Make sure they understood** what happened in the story by asking a few questions/reviewing. “Who was in this story? Did they know each other at the beginning of the story? Why was the girl watching the boy? How did the story end?”
5. **Your Turn:** Read the story again, this time letting the children tell the story. Provide prompts as needed.
6. **After Reading Activity**— Talk about how the girl’s feelings changed throughout the story. Look at key pictures to help students understand and name her feelings. How did she feel in the beginning (when she notices the moving truck- curious), middle (when she climbs the tree with the hammer- hopeful), and end of the story (when they wave through their bedroom windows- happy.)

Differentiation:

Children Who Need a Challenge: Allow students to retell the entire story. Only guide them when they seem stuck.

Children Who Need Support: Do most of the retell. Provide students with sentence starters so they can participate successfully in retelling the story.



A Ball for Daisy by Chris Raschak



Skills Targeted: Length of sentences, retelling, explanations, vocabulary, and listening comprehension, print/book skills

Materials: A Ball for Daisy by Chris Raschak, small dog figurine, playdough for red and blue balls

Story Synopsis: Daisy the dog loves playing with her red ball. Her owner, a little girl, plays with her. She throws the ball to Daisy and retrieves it when it goes over a fence. One day, Daisy's red ball pops. She plays with the deflated ball for a bit before her owner throws it away. Daisy is very sad, but her owner is kind and understanding. She sits quietly with Daisy. Soon they return to the dog park where another dog owner has brought a blue ball. Daisy plays with the blue ball and it makes her happy again. At the end of the story, the other owner lets Daisy leave the park with the blue ball.

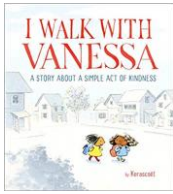
Outline of Activity: Wordless book routine—SAMMY

1. **Show** children the book, read title & author, and generate excitement by pointing out the dog, the ball, and the bright colors on the cover
2. **Ask** “*what do you think this book is about*” Guide children to understanding that this book is about a dog and a ball. Ask how the dog feels.
3. **Model**--Read it the first time with the children where you tell the story—asking a few basic questions as you read. “How does Daisy feel when she’s playing with her red ball?? What happened to Daisy’s ball? How does Daisy feel now?”
4. **Make sure they understood** what happened in the story by asking a few questions/reviewing. “What was the problem?” “What made Daisy sad?” “How did the story end?”
5. **Your Turn:** Read the story again, this time letting the children tell the story. Provide prompts as needed.
6. **After Reading Activity**— Do a story retell with the small dog figurine and the playdough balls (red and round, red and flattened, blue and round.) Ask the children to use the dog and balls to tell you what happened at the beginning, middle, and end of the story.

Differentiation:

Children Who Need a Challenge: Allow students to retell the entire story. Only guide them when they seem stuck.

Children Who Need Support: Do most of the retell. Provide students with sentence starters so they can participate successfully in retelling the story.



I Walk with Vanessa by Kerascoet

(challenge)

Skills Targeted: Length of sentences, retelling, explanations, vocabulary, and listening comprehension, print/book skills

Materials: *I Walk with Vanessa* by Kerascoet

Story Synopsis: Vanessa is a new student. On her first day of school, she is left out of many activities. At the end of the day while the children are walking home, Vanessa is targeted by a bully who uses mean words to make her feel bad. Vanessa runs home, crying. Another little girl notices the bullying and feels sad for Vanessa. She invites Vanessa to walk to school with her. Vanessa is soon surrounded by lots of friends all walking to school together.

Outline of Activity: Wordless book routine—SAMMY

1. **Show** children the book, read title & author, and generate excitement by pointing out the two children on the cover. Briefly describe the girls.
2. **Ask** “*what do you think this book is about*” Point out that the girls are wearing backpacks and it looks like they are walking in a neighborhood.
3. **Model**--Read it the first time with the children where you tell the story—asking a few basic questions as you read. “Vanessa is new to the school. How does that make her feel?” “How did that boy make Vanessa feel?”
4. **Make sure they understood** what happened in the story by asking a few questions/reviewing. “Who is new to the school?” “Why was Vanessa sad?” “How did the other girl help Vanessa to feel better?”
5. **Your Turn:** Read the story again, this time letting the children tell the story. Provide prompts as needed. “What is the girl’s name?” “Is Vanessa playing with the other children? What is this boy doing to Vanessa?”
6. **After Reading Activity**— Who are the characters in the book? Flip through the book and point to each character (Vanessa, bully, girl) in turn. Ask the children who the character is. Use the word character as many times as possible. Encourage children to clap the word. Char-acter.

Differentiation:

Children Who Need a Challenge: Allow students to retell the entire story. Only guide them when they seem stuck.

Children Who Need Support: Do most of the retell. Provide students with sentence starters so they can participate successfully in retelling the story.

