

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

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

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Day 1: Read Aloud to Understand the Book

Before Reading

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

During Reading

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

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

Lesson Objectives (Day 1 and Day 2)

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

Common Core Standards

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

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

After Reading

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

Day 2: Discuss and Respond to the Book

Before Reading

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

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

During Reading

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

After Reading

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

Extension

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

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

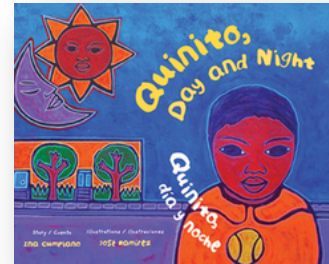
ELL Support Strategies

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

BOOK INFORMATION

Quinito, Day and Night/Quinito, día y noche

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RESOURCES ON THE WEB

Check out the complete **Building Classroom Community Unit for Kindergarten** at www.leeandlow.com/collections/278

Learn more about *Quinito, Day and Night/Quinito, día y noche* at www.leeandlow.com/books/2782

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_____’s Family