



Unit: Building Classroom Community for First Grade Lesson 4: Our First Grade Goals and Listening to Partners

Read Aloud: *King for a Day*
written by Rukhsana Khan,
illustrated by Christiane Krömer



Day 1: Read Aloud to Understand the Book

Before Reading

Note: Reading the author’s note at the end of the book will help build your own background knowledge about the celebration of Basant and kite flying. You’ll likely want to intersperse your comments during reading with background information to support your students’ comprehension.

Lesson Objectives (Day 1 and Day 2)

- Students will listen to *King for a Day* and accompanying teacher comments to build understanding of the key ideas and details of the text
- Students will demonstrate understanding of the text by answering questions about key details in the text
- Students will follow agreed-on rules for discussion in the whole group and when talking with partners
- Students will practice active listening, as demonstrated by restating others’ responses, building on them, and asking clarifying questions
- Students will discuss their goals as a way to help establish a supportive classroom community

Common Core Standards

- RL.1.1, RL.1.2, RL.1.3
- SL.1.1/1-A/1-B/1-C

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

1. Gather your class and explain that you’ll be reading aloud and talking about another book today. You’ll continue to practice talking to partners.
2. Using a photo you took of partners talking during Lesson 3, review the expected behaviors, labeling key elements of the photo. In a speech balloon, include “Talking about the topic” and “Building on others’ responses.” Give an example from a previous discussion.
3. Introduce the book by saying, **“This book is called *King for a Day*. This book takes place in the country of Pakistan during a celebration called Basant. The children in the book fly kites and try to capture one another’s kites. Let’s read to find out what happens when the children fly their kites.”**

During Reading

1. After reading the first two pages, think aloud to build background knowledge about the topic of flying kites. For instance:

- **“The topic so far is kite flying on a day called Basant. The book says people will fly kites from rooftops and have battles. I see someone holding the string of a kite and flying it from a rooftop here in the picture.”**
 - **“This boy Malik made a kite he calls Falcon. He wants it to be fast to catch other kites. He’s going to try to cut the strings of other kites with his kite string and then his brother will go pick up the kites when they fall down to the ground.”**
2. Think aloud and/or ask questions to the whole class to support their understanding of the role of the bully. For instance:
 - **“The topic of this page is this boy who they call the bully. What does the bully do?”**
 - **“How does the bully make Malik’s sister feel?”**
 3. Have partners talk about the question: **“What happens when Malik and the bully begin flying their kites?”** Encourage building on one another’s responses. Share answers as a class afterward and help piece together students’ responses to summarize the events of this part of the story.
 4. Continue to think aloud and ask questions that help partners make sense of story events and key details, sharing out afterward as a class. Remind students to build on others’ responses when relevant. For instance:
 - **“Why does Malik say, ‘I really am king of Basant today!’?”**
 - **“What does Malik see from the rooftop? What does he do?”**

After Reading

1. Ask the class brief questions to retell the key events of the story, such as **“What happens first? What happens next? How does the story end?”**
2. Say, **“The topic of this book is kite flying on Basant. Malik really wants to do something. What is it?”**
3. Explain that when someone really wants to achieve something, the thing the person wants to achieve is called a goal. Malik’s goal is to capture as many kites as possible and be the King of Basant. Next time you read this book, you’ll talk more about Malik’s goal to be king as well as your goals for your first grade year together.

Day 2: Discuss and Respond to the Book

Before Reading

1. Explain that today you’ll reread *King for a Day*. You’ll be talking to partners again.
2. Review your photo from Lesson 3 again.
3. Explain that you’ll be showing students another important partner discussion behavior. Ask a student to act as your partner and model discussing the question “How did you feel when you woke up today?” Model asking a clarifying question (e.g., **“Were you tired because you stayed up late last night?”**). Add “Ask questions” to the speech balloon on the photo.
4. Say, **“Today when we stop to talk to partners, listen to what your partner says and ask a question to get even more information.”**

During Reading

1. Stop several times for partner conversations. Questions related to students' lives will help partnerships practice asking and answering clarifying questions. For instance:
 - **“Have you ever flown a kite?”**
 - **“Has someone ever said something that hurt you?”**
 - **“Malik and his brother and sister are working as a team. Have you ever worked as a team with your siblings or friends to do something?”**
 - **“Malik makes the girl happy by dropping the Goliath kite down for her to take. Have you ever done something to try to make someone happy?”**
2. Share examples of clarifying questions you overhear. Model appropriate questions if needed.

After Reading

1. Compliment students on how they talked with partners and asked each other questions. Give an example of how you observed a partner conversation build. (**“First [student] said _____, then [partner] asked _____.”**, etc.)
2. Say, **“Last time we read this book, I mentioned the word goal. Malik’s goal was to be the best kite flyer. We’re going to draw and write about some of our goals for our year in first grade. Take a minute to think about something you’d really like to do at school this year.”**

Extension

1. Explain that you’ll be making a class book (or display) about everyone’s first grade goals.

2. Model deciding on your own goal, thinking aloud about various possibilities. Make the distinction between something you want to work to achieve and something you would simply enjoy doing. Model beginning work on the student sheet.
3. Ask partners to discuss their goals. Have a few students share with the class and model asking clarifying questions to elicit more detail.
4. Circulate around the room and continue to prompt students to include more detail by asking clarifying questions.
5. Share student work. Ask partners to discuss the question **“Can you think of a way you might be able to help someone in our class achieve his or her goal?”**

ELL Support Strategies

- Show photos of kites (or, if possible, show students an actual kite at recess). Or show a video clip of a kite battle.
- Refer back to your **“Feelings Words”** list when discussing characters’ emotions.
- Teach generic phrases and structures that could be used to ask clarifying questions, such as **“Can you say more about _____?”** or **“I don’t understand what you mean by _____.”**
- Brainstorm some possible student goals in advance and print photos or picture cards to spark ideas and support vocabulary for the Extension discussion and task.

BOOK INFORMATION

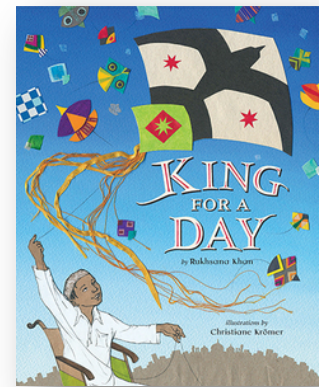
King for a Day

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RESOURCES ON THE WEB

Check out the complete **Building Classroom Community Unit for First Grade** at <https://www.leeandlow.com/collections/279>

Learn more about *King for a Day* at www.leeandlow.com/books/2833



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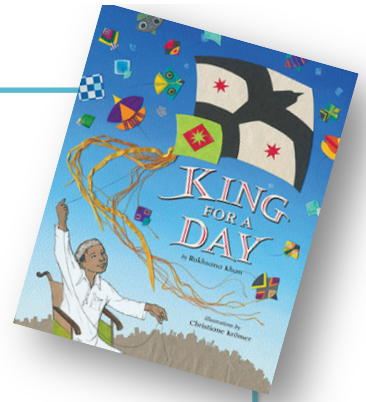


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My first grade goal



My first grade goal is _____
