



Unit: Building Classroom Community for First Grade
Lesson 6: Ways to Be Kind and Sharing
Read Aloud: *Soledad Sigh-Sighs/Soledad suspiros*
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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 and talking about another book today.
2. Briefly review the photo supports for active listening and partner conversations.
3. Introduce the book by saying, ***"This book is called Soledad Sigh-Sighs/Soledad suspiros. When Soledad gets home from school each day, no one else is home. Let's read to find out what that's like."***

During Reading

Focus your questions on building understanding of story events as well as on characters' actions, emotions, and communication. Ask the whole class some questions and sometimes ask partners to converse.

- ***"How does Soledad feel when she gets home from school?"*** (If you haven't added *lonely* to your "Feelings Words" list, add it now. Also make sure your class knows what it means to "sigh.")
- ***"How does Soledad feel when she's getting ready for school?"***
- ***"After Soledad sees Nedelsy and her sister, what does she decide to do?"***
- ***"What is Soledad doing that makes other people confused?"***
- ***"What do Jahniza and Nedelsy say about Soledad's imaginary sister?"***

Lesson Objectives (Day 1 and Day 2)

- Students will listen to *Soledad Sigh-Sighs/Soledad suspiros* 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 discuss the term *kindness* and brainstorm examples of how they could be kind to classmates
- Students will continue to practice respectful communication as well as classroom expectations for sharing materials, taking turns, including others, etc. by completing a collaborative project

Common Core Standards

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

NOTE: *Soledad Sigh-Sighs/Soledad suspiros* 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.

- **“How does Nedelsy make Soledad think differently about being home alone?”**
- **“How does Soledad feel when Nedelsy and Jahniza are at her apartment?”**

After Reading

1. Ask, **“What is different about Soledad’s sighing at the end? What causes the change?”**
2. Introduce the word *kindness*. Ask for a few ideas about what Nedelsy did that was kind.
3. Explain that you’ll come back to this discussion of kindness when you reread this book.

Day 2: Discuss and Respond to the Book

Before Reading

Explain that today you’ll reread *Soledad Sighs/Soledad suspiros*. You’ll pay extra attention to examples of kindness and write them on a “Ways to Be Kind” list.

During Reading

1. Over the first few pages, think aloud about a few initial examples to add to your list.
 - **“Soledad’s neighbor checks on her when she is alone. It’s kind to make sure someone is okay.”**
 - **“Nedelsy helps her sister get to school safely. It’s kind to help someone.”**
 - **“Soledad apologizes for kicking a ball in front of the market (even though it is imaginary). It’s kind to apologize if you make a mistake.”**

2. Ask partners to discuss examples of kindness they notice when Nedelsy and Jahniza talk to Soledad at the playground. Add ideas to your list, perhaps reviewing and including the features of respectful communication from Lesson 5 as well as ideas about reassuring and including someone who is sad or lonely.
3. Ask partners to discuss examples of kindness when the sisters go to Soledad’s apartment and add them to your list. Possibilities include “Ask friendly questions,” “Share ideas,” “Play together,” “Smile,” “Share materials,” “Teach someone something.”

After Reading

1. Say, **“In this book, Soledad is really lonely and sad. Nedelsy is a kind friend and helps her feel a lot better. Turn and talk to your partner about how someone has been kind to you recently or how you’ve been kind.”**
2. Encourage partners to ask clarifying questions and/or build on each other’s responses.
3. Add items to your list based on what students share and/or suggest a few additional scenarios (**“What’s a way to be kind when _____?”**) to elicit any other items you’d like added.
4. End your discussion with a summary statement about your classroom values. For instance, **“In our class, let’s always be kind. If you see someone who is lonely or sad, think about what you can do to help. When someone is kind to you, tell him or her you appreciate it!”**

Extension

NOTE: The project below is loosely based on the “treasure box” in *Soledad Sigh-Sighs*. You may also choose to have small groups create artwork and labels to stick onto a curriculum-related mural or complete a small-group collaborative project of your choice.

1. For the “Treasure Box” project, provide each small group of four to five students with a medium-size cardboard box as well as art materials to use for decorating (markers, stickers, stamps, paper scraps and glue, etc.).
2. Discuss how students can be kind to one another as they work together to decorate a Treasure Box. How will they decide how it should look? How will they make sure everyone has space to decorate and materials to use? What could they talk about as they decorate?
3. Compliment the kind behaviors you observe. Connect some of your comments to strengths and challenges (e.g., perhaps someone good at cutting with scissors could help someone having a hard time).
4. Decide on a way to use the boxes that will encourage opportunities to be kind (e.g., store materials to share at tables for indoor recess).
5. Review your “Ways to Be Kind” list often, perhaps by complimenting a few behaviors you’ve observed each day. You also might make connections to your list of feelings words by discussing how kind behavior makes people feel. Finally, you could review your conversations about active listening by discussing how it is kind to look at the speaker, pay attention to what someone is saying, etc.

ELL Support Strategies

1. Post the sentence frame “It is kind to _____.” to support the “Ways to Be Kind” discussion.
2. Add picture cues to your “Ways to Be Kind” list or create a photo display of students being kind.
3. Model and practice specific phrases related to the behaviors on your “Ways to Be Kind” list (e.g., phrases to use to invite someone to play).

BOOK INFORMATION

Soledad Sigh-Sighs/Soledad suspiros

ISBN: 978-0-89239-309-1



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 *Soledad Sigh-Sighs/Soledad suspiros* at

www.leeandlow.com/books/2860

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