

Unit: Building Classroom Community for First Grade
 Lesson 8: Working Together and Managing Disagreements and Caring for the Classroom
 Read Aloud: *Xochitl and the Flowers/Xóchitl, la Niña de las Flores*
 written by Jorge Argueta,
 illustrated by Carl Angel

Lesson Objectives (Day 1 and Day 2)

- Students will listen to *Xochitl and the Flowers/Xóchitl, la Niña de las Flores* 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 review the themes of emotions, respectful communication, kindness, and problem solving in the context of working together as a community of learners
- Students will discuss strategies for managing disagreements respectfully
- Students will apply behaviors modeled in the book to classroom situations by acting out scenarios

Common Core Standards

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

NOTE: *Xochitl and the Flowers/Xóchitl, la Niña de las Flores* is a bilingual book. This lesson could also be presented effectively in Spanish. See the end of this lesson for additional English Language Learner support strategies.

Day 1: Read Aloud to Understand the Book

Before Reading

1. Gather your class and explain that you'll be reading aloud and talking about another book today, *Xochitl and the Flowers/Xóchitl, la Niña de las Flores*.
2. Introduce the book by saying, **"This book is about a girl and her family who want to open a flower-and-plant store. They get a lot of help from their neighbors. Let's read to find out how they all work together."**

During Reading

Focus your questions on key story events. Where relevant, also review themes of emotions, goals, and problem solving. Ask some questions to the whole class and sometimes ask partners to converse.

- **"Why are flowers important to Xochitl's family?"**
- **"What are the family's goals now that they live in the United States?"**
- **"What does Papi tell Mami and Xochitl? How do they feel?"**
- **"What do they have to do to get the flower store set up?"**
- **"What is it like at the grand opening?"**
- **"What is the problem? What do you think the neighbors are doing?"**

- **“What do the neighbors do?”** (Review the behaviors from Lesson 7: Calm down, make a plan, and try it.) **“What happens when they try their plan?”** (Comment on how the neighbors are kind to help the Flores family.)

After Reading

1. Prompt students to retell the key events of the story. (**“What happens first? Then what happens?”** etc.)
2. Explain that another day you’ll read this book again. You’ll talk more about how the neighborhood works together to make the flower store possible.

Day 2: Discuss and Respond to the Book

Before Reading

Explain that today you’ll reread *Xochitl and the Flowers/Xóchitl, la Niña de las Flores*. You’ll pay extra attention to how all the neighbors work together. After you read, you’ll talk about how you could work together as a class.

During Reading

1. Focus your questions on how the community worked together to make the Floreses’ store possible. For instance:
 - **“What happens when Xochitl and her mother begin to sell flowers around the neighborhood? How does it feel for them to get to know their neighbors?”**
 - **“How do the neighbors help get the backyard ready?”**
 - **“How do the neighbors help at the grand opening?”**

2. Talk about the disagreement between Don Roberto and the Flores family. Ask:
 - **“Why do you think the neighbors wanted to help?”**
 - **“How do they convince Don Roberto to change his mind?”** (You might include some negative examples for contrast: **“Do they yell at him? Do they hurt him?”**)

After Reading

1. Ask, **“What makes Xochitl’s neighborhood a nice place to live?”** Help connect student responses back to themes you’ve discussed: the neighbors were kind to one another, they each used their strengths to help others manage challenges and achieve goals, they communicated respectfully, etc.
2. Talk about the similarities between a neighborhood and a classroom/school. End your discussion with a summary statement about your classroom values. For instance, **“Let’s try to make our class like Xochitl’s neighborhood. Let’s work together and take care of one another so we can all achieve our goals and be happy.”**

Extension

NOTE: For this Extension, brainstorm specific situations in which you’d like your class to work together and/or manage disagreements respectfully. Write them on small pieces of paper and put them in a container. Some general ideas are below.

1. Remind students about the idea of “making a plan” when faced with a hard situation. Today you’ll practice making plans to work together to manage hard situations. This will help you be ready to do this when real situations arise.

2. Be dramatic to hold students' interest. Make it feel like a "show" by saying "Action!" "Cut!" etc.
3. Have students take turns choosing a scenario from the container. Ask for volunteers and coach them through acting out the scenario. Then call for a "Pause!" and ask the class to brainstorm how the actors might work together. Resume the "acting" to show the situation getting resolved.
4. Adapt the following general scenarios to be specific to your classroom or create ones related to situations you'd like to address.
 - There is a big mess to be cleaned up.
 - Your class is trying to get somewhere on time.
 - Someone is sad.
 - Several students are having a disagreement.
 - Something is broken or lost.
5. Many scenarios also lend themselves to reviewing the respectful communication behaviors and ways to be kind you've discussed as well as appreciating strengths and challenges.
6. If you run out of time, save additional scenarios to act out when you have a few extra minutes, or use the same procedure to act out possible solutions to new problems that arise.

ELL Support Strategies

- As needed, review supports you've created and language you've taught in previous lessons. This lesson and the Extension provide additional contexts for practice.

- Provide props or visuals to support participation in and comprehension of the scenario activity.
- Preview or review some of the scenarios and related language in small groups.

BOOK INFORMATION

Xochitl and the Flowers/Xóchitl, la Niña de las Flores

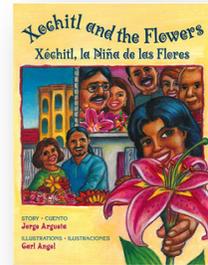
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RESOURCES ON THE WEB

Check out the complete **Building Classroom Community Unit for First Grade** at

<https://www.leeandlow.com/collections/279>

Learn more about *Xochitl and the Flowers/Xóchitl, la Niña de las Flores* at www.leeandlow.com/books/2829



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