



Day 1: Read Aloud to Understand the Book

Before Reading

1. Compliment students on any acts of kindness you've noticed since your last lesson. Explain that today you'll talk more about kindness and also begin discussing another important topic: what to do when you're faced with a challenging situation.
2. Introduce today's book by saying, ***"This story is called Under the Lemon Moon. A girl named Rosalinda has a lemon tree. Let's read to see what Rosalinda does when faced with a challenging situation."***

During Reading

Focus your comments and questions about Rosalinda's thoughts, words, and actions, particularly her responses to challenges. Also review previously discussed themes of emotions, goals, and kindness. Ask some questions to the entire group and some to partners. For instance:

- ***"I think Rosalinda is scared but curious about the noises she hears. Her heart is thumping, but she gets up to look out the window anyway."***
- ***"What does Rosalinda see outside? What does she think?"***
- ***"Why do Rosalinda's 'worries get bigger'? What is she going to do?"***
- ***"What ideas has Rosalinda heard so far for helping her tree?"***
- ***"What is Rosalinda thinking and doing to try to find La Anciana?"***

Lesson Objectives (Day 1 and Day 2)

- Students will listen to *Under the Lemon Moon* 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 and character responses to events and challenges
- Students will follow agreed-on rules for whole group discussions and partner conversations (raising hands, waiting patiently, staying on topic, restating and linking to others' comments, asking clarifying questions)
- Students will discuss and practice strategies for problem solving and persevering in challenging situations

Common Core Standards

- RL.2.1, RL.2.3
- SL.2.1/1-A/1-B, SL.2.2, SL.2.3

NOTE: *Under the Lemon Moon* is also available in Spanish: *Bajo la luna de limón*. This lesson could also be presented effectively in Spanish. See the end of this lesson for additional English Language Learner support strategies.

- **“What does Rosalinda think when she sees the man at the market?”**
- **“What does Rosalinda do to her tree? What happens? How does she feel?”**
- **“What does Rosalinda do with her lemons?”** (Connect to the idea of “sharing” on your “Ways to Be Kind” list and her impact on others’ emotions.)
- **“What does Rosalinda do with the last lemon? What does she tell the Night Man to do? Why?”**

After Reading

1. Ask questions to help students briefly retell the key events of the story (e.g., **“What happens first? What happens next? What does Rosalinda do?”** etc.).
2. Introduce the word *empathy* as meaning “imagining how someone else feels.” Ask, **“How does Rosalinda show empathy toward the Night Man?”** Add “Be empathetic” to your “Ways to Be Kind” list. Remind students of your conversation about how kindness impacts people’s emotions: Rosalinda feels “content,” and her heart is “full as a lemon moon” after being empathetic and doing something kind for someone she doesn’t know.

Day 2: Discuss and Respond to the Book

Before Reading

1. Explain that today you’ll reread *Under the Lemon Moon*. Today you’ll look closely at Rosalinda’s words, thoughts, and actions when she’s trying to solve the problems that occur.
2. Set up a piece of chart paper as a concept web, “Rosalinda’s Problem Solving,” to record your ideas.

During Reading

1. As you read the beginning of the story, create two sections of your concept web, one for the problem “The Night Man Stole the Lemons” and another for “The Lemon Tree Was Sick.”
2. Ask, **“What does Rosalinda do?”** at relevant points to elicit the following actions to add to your chart:
 - Shakes the scarecrow’s arms
 - Talks to her parents
 - Asks her neighbor for advice
 - Asks her friend for advice
 - Asks her grandmother for advice
 - Looks and looks for La Anciana
 - Listens to and tries La Anciana’s idea
 - Dances and shares her lemons
 - Gives the Night Man the last lemon so he could help his family.

After Reading

1. Review your web and focus on generalizing Rosalinda’s behaviors into strategies that could apply to any problem. Use a different color marker to record general behaviors next to each specific one. For instance:
 - Let someone know you’re upset.
 - Talk to someone you trust.
 - Ask for help.
 - Don’t give up.
 - Make a plan and try it.
 - Celebrate success.
 - Be empathetic; be kind even when someone upsets you.

2. End with a summary statement classifying the two problems you discussed. One problem is with a person who does something wrong and hurts Rosalinda; the other is with a difficult job (taking care of the tree). Both kinds of problems can happen at school. Thinking about what Rosalinda does could give students ideas for solving problems.

Extension

1. Brainstorm a list of real-life problems in your class (or ask your students to help). Include some problems between people (using pseudonyms or no names) and some related to things or tasks (e.g., “The pencil sharpener is broken.” or “Our class keeps getting to lunch late.”).
2. Talk about the student sheet and make connections to your list of problem-solving behaviors. Talk about what makes sense to do first when solving a problem (e.g., calm down and/or talk to someone you trust, make a plan). Introduce language for trying multiple approaches (“If that doesn’t work, try ____.”).
3. Have students work in small groups to fill in the graphic organizer provided. Circulate around the room to scaffold collaboration as well as to help generate possible solutions (e.g., suggest available resources).
4. Share responses as a group. Choose one or two problems to try to solve in real life and agree on a plan together. Check in on subsequent days about how the plan is going, referring back to your list of problem-solving behaviors and adding any new ones you discuss.

ELL Support Strategies

- Complete one of the problem-solving plans as a class first and post it for reference during the Extension activity.

- Practice acting out problem-solving behaviors and related language (e.g. asking for help).

BOOK INFORMATION

Under the Lemon Moon

ISBN: 978-1-88000-069-4

Bajo la luna de limón

ISBN: 978-1-88000-091-5

RESOURCES ON THE WEB

Check out the complete **Building Classroom**

Community Unit for Second Grade at

<https://www.leeandlow.com/collections/280>

Learn more about *Under the Lemon Moon* at www.leeandlow.com/books/2463

ABOUT LEE & LOW BOOKS



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multiculturalism. Our motto, “about everyone, for everyone,” is as urgent today as it was when we started in 1991. It is the company’s goal to meet the need for stories that children of color can identify with and that all children can enjoy. The right book can foster empathy, dispel stereotypes, prompt discussion about race and ethnicity, and inspire children to imagine not only a world that includes them, but also a world where they are the heroes of their own stories.





The problem is

Our Plan:

1.

2.

3.

4.

5.
