

Dear **Educators**,

The start of **second grade** is ripe with opportunities for building long-lasting positive school behaviors and attitudes. Time spent building relationships and establishing social and academic expectations can pay dividends all year long.

Using a rich collection of diverse picture books to support this work lays the foundation for a classroom culture of appreciation and acceptance.

The **Building Classroom Community Unit for Second Grade** consists of eight read alouds and provides a structured approach for this important work, yet the lessons are flexible enough for you to teach language and behaviors specific to your students' population, preferences, and goals. Each lesson is intended for multiple days so that from the beginning students are exposed to close reading and the value of multiple readings. We believe the first eight read alouds, or roughly the first two months of school, are critical to setting the tone of your classroom community, read aloud procedures, and expectations for engagement.

This unit combines relationship-building opportunities with direct instruction and guided practice in the art of thoughtful conversation. Then, by closely studying a variety of engaging protagonists, students learn to use characters' thoughts, words, and actions to gather information about their emotions and goals. Discussions structured around graphic organizers, such as two-column charts and concept webs, help students begin to make connections between characters' actions and the pro-social behaviors present in a strong classroom community.

Each lesson may be used as a stand alone, but we hope that using these books as a broad unit will help lay the foundation for a strong classroom community with strong learning expectations. We designed the unit to spiral. Additionally, each lesson and book can be adapted for other grades (and we hope you will do this!).

Book extension activities encourage exploration of these topics through writing, drama, and art, as well as lay the foundation for collaborative learning during your year.

Here's to a meaningful year of reading!



Unit Scope and Sequence: Building Classroom Community

Grade: Second Grade

Time: Eight weeks (one read aloud per week)

Lesson	Book Title	Classroom Behavior Focus*	Social-Emotional Learning Focus*	Activity for Building Classroom Community
1	<i>The Hula Hoopin' Queen</i>	Active participation in group discussions	Connecting to each other: What we like	Listening game: What we like
2	<i>Grandfather Counts</i>	Having a partner discussion	Connecting to each another: Our families	Interview partner about family and report back
3	<i>First Day in Grapes</i>	Having a partner conversation, continued	Discussing emotions: Building a common vocabulary	"Feelings Words" comic strips (examples of conversations about feelings)
4	<i>Strong to the Hoop</i>	Listening to partners/Asking clarifying questions	Connecting to one another: Our second grade learning goals	Photo art: Our learning goals
5	<i>Willie Wins</i>	Respectful communication	Appreciating differences/ Pride in self	Writing: What makes you unique
6	<i>Lend a Hand: Poems About Giving</i>	Positive leadership	Ways to be kind	Acts of Kindness list/School-related scenarios regarding leading by example and promoting equity
7	<i>Under the Lemon Moon</i>	Coping with mistakes	Problem solving/ Perseverance	Physical challenge cooperative activity
8	<i>I Know the River Loves Me/Yo sé que el río me ama</i>	Caring for classroom and school environment (physical and emotional space)	Working together/ Managing disagreements	Posters/signs for classroom

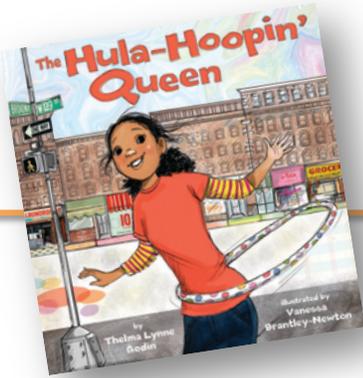
*Will be reviewed in subsequent lessons



Unit: Building Classroom Community for Second Grade

Lesson 1: What We Like and Participating in a Discussion

Read Aloud: *The Hula-Hoopin' Queen*
written by Thelma Lynne Godin,
illustrated by Vanessa Brantley-Newton



Day 1: Read Aloud to Understand the Book

Before Reading

Lesson Objectives (Day 1 and Day 2)

- Students will listen to *The Hula-Hoopin' Queen* 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 discussion (raising hands, waiting patiently, staying on topic, restating and linking to others' comments, asking clarifying questions)
- Students will participate in a discussion-based game about what they like
- By learning about what one another likes, students will make connections to peers, contributing to the development of a classroom community

Common Core Standards

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

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 sharing your thoughts about a book. You'll be doing this all year to show them how readers think about books. You'll also be asking them questions to help them practice thinking about books.
2. Remind students that they know to raise their hands to share during a group discussion. Ask them to show you what that looks like. (You'll go into more detail about discussion participation later.)
3. Introduce the book by saying, ***"This book is called *The Hula-Hoopin' Queen*. A girl named Kameeka wants to be the best in her neighborhood at hula hooping. Let's read to find out what happens."***

During Reading

NOTE: If possible, ask someone to take a few photos of your class during this read aloud or take one yourself. You'll use the photo on Day 2.

1. As you read the first several pages, model noting the key events in the text and characters' responses:
 - ***"Kameeka is ready to go outside and hula hoop, but her mom said she has to help get ready for Miz Adeline's birthday party. Kameeka is mad, but she helps her mom clean anyway."***

- *“Kameeka is busy helping her mom get ready for the party, but she’s also looking out the window and thinking about hula hooping.”*
 - *“Kameeka sets the oven to the wrong temperature. Usually you bake cakes at 350 degrees, not 250 degrees. Her mom is upset that the cake didn’t bake right.”*
2. Intersperse some questions about characters’ actions with your ongoing comments.
 - *“Kameeka takes her hula hoop with her, but then she remembers that she’s ‘on a mission.’ What does that mean? What does she do?”*
 - *“What does Jamara say to Kameeka? What does Kameeka do?”*
 - *“What does Mr. John say? What does Kameeka do?”*
 - *“What does Kameeka do with the doughnut?”*
 - *“What does Miz Adeline do when she hears about Kameeka’s hula hooping?”*

After Reading

1. Ask, *“What does Jamara mean when she says, ‘Kameeka, I know who the real Hula-Hoopin’ Queen of 139th Street is?’”*
2. Explain that you’ll read this book again another day. You’ll talk more about how the characters in the story liked to hula hoop and also about what you like to do.

Day 2: Discuss and Respond to the Book

Before Reading

1. Explain that today you’ll reread *The Hula-Hoopin’ Queen*. You’ll also be practicing having a discussion as a class, something you’ll do all year long. You’ll take a minute now to figure out some helpful rules for doing this.
2. Ask your class (or a few select, reliable student actors) to demonstrate a group that is **not** having a productive group discussion. This is a chance to get undesirable behaviors out in the open and laugh about them in a controlled way: calling out, inappropriate noises or movements, eye rolling, daydreaming, etc. Stop the behavior and conclude that the discussion wasn’t very productive!
3. Show your class an enlarged photo from Day 1. Together, label desired behaviors (e.g., sitting up, eyes looking forward, hand raised or in lap, etc.). Add speech balloons and thought balloons with examples of desired participation (e.g., sharing an idea on the topic, listening and thinking about a peer’s response).
4. Say, *“Every time we have a discussion, let’s remember these ideas for participating and listening. Let’s practice while we read and discuss *The Hula-Hoopin’ Queen*.”*

During Reading

Choose just a few places to stop but encourage a discussion with several exchanges each time you do. Model restating others’ responses, linking comments to others’ responses, and asking clarifying questions. You’ll ask students to practice this in the Extension activity.

Possible discussion points include:

- **“What is the ‘Hula-Hoopin’ itch?”**
- **“Why does Kameeka help her mom even though she really wants to go outside and hula hoop?”**
- **“Are Jamara and Kameeka friends?”**
- **“What is Kameeka hoping Miz Adeline will say about cake when she says, ‘You don’t really like cake much, do you?’”**
- **“What makes Miz Adeline say, ‘This was the best birthday party I’ve ever had.’?”**

After Reading

1. Compliment specific behaviors you observed.
2. Explain that you have three more important behaviors to add to your picture about discussion participation and listening. Give an example from your discussion of:
 - Restating another’s response (Make the point that this shows you were listening carefully.)
 - Linking your response to another’s response
 - Asking a clarifying question.

Extension

1. Explain that you will play a listening-and-talking game to practice the discussion behaviors you just talked about. In *The Hula-Hoopin’ Queen*, Kameeka loves hula hooping. The questions in the game will be about things you like, which will help you get to know one another as a class.
2. Sit in a circle. Cut out the question strips (available at the end of this lesson plan) and place them in a container. Have the first student choose a question and answer it.

3. Have the next several students roll a die and provide support/modeling for each behavior. Note that not every student will answer the question because sometimes she or he will be restating or asking a question about what the previous student said. Linking to the last comment is fairly straightforward since any answer to the question could be considered a “link,” but encourage making more purposeful connections when possible. (e.g., **“Deshawn said he likes to play basketball at the park, but when I go to the park, I prefer to skateboard.”**)
4. Move on to a new question at your discretion.
5. If you’d like, print extra sets of questions and make extra dice so you can divide students into small groups to continue playing. Instruct them to sit in a circle, going all the way around rolling a die for one question before choosing a new one.
6. Reconvene and ask the group: **“What was something you found out you have in common with someone else in our class?”** Compliment students on the discussion behaviors they demonstrated and ask them to keep practicing during future discussions.
7. Continue to practice whole-group discussions before moving on to Lesson 2.

ELL Support Strategies

- Show students a real hula hoop. (Demonstrate how to use it if you are able!)
- Play the Extension game in small groups and teach specific sentence starters for each target behavior.

BOOK INFORMATION

The Hula-Hoopin' Queen

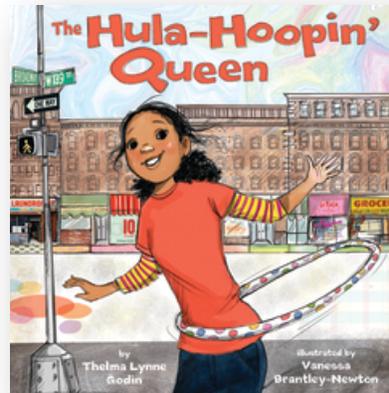
ISBN: 978-1-60060-846-9

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 *The Hula-Hoopin' Queen* at www.leeandlow.com/books/2848



ABOUT LEE & LOW BOOKS



LEE & LOW BOOKS is the largest children's book publisher specializing in diversity and 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.

What do you like to do outside?

What do you like to do on a rainy day?

What do you like to do with your friends?

What do you like to do when you are alone?

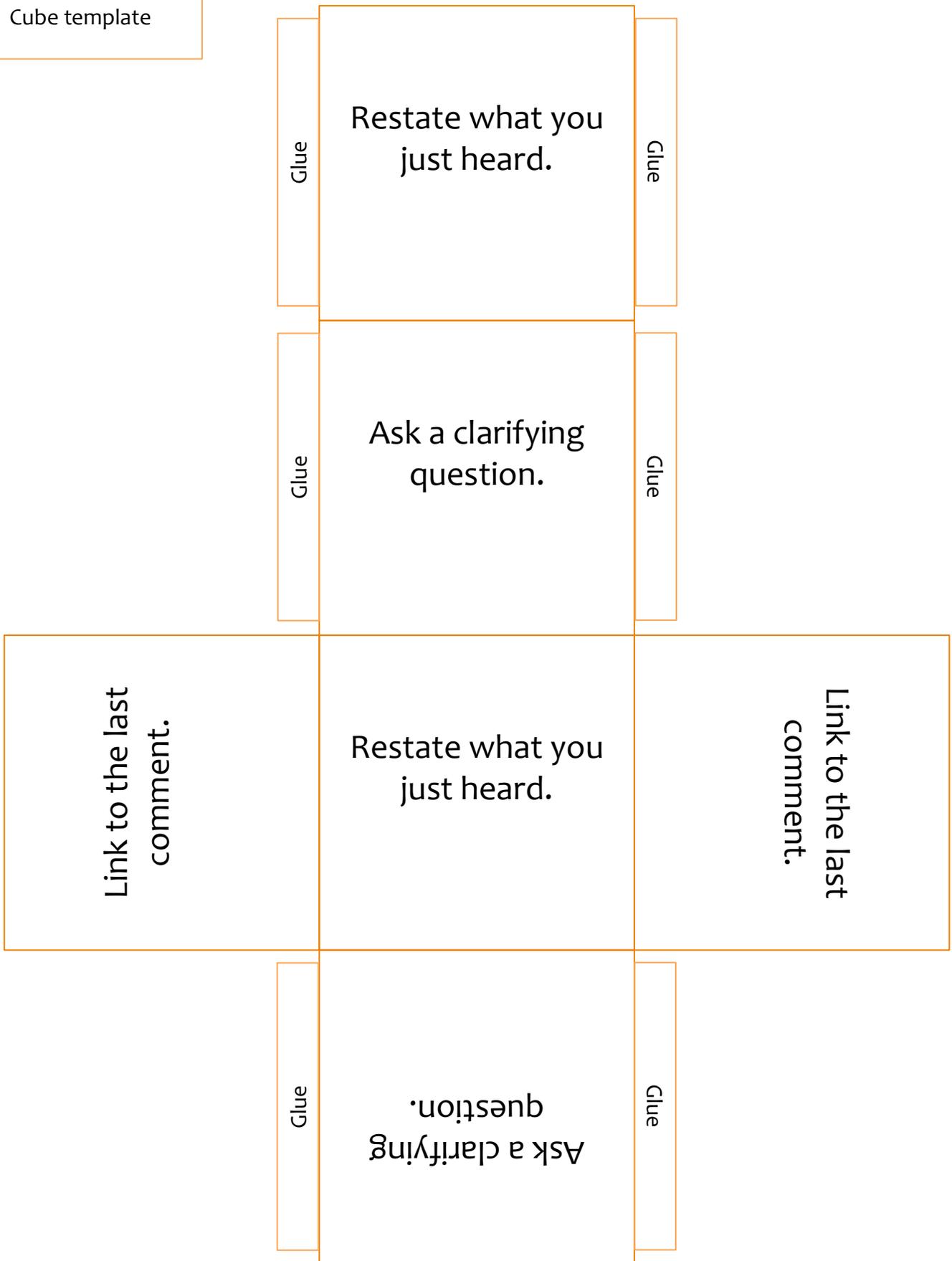
What do you like to do in the summer?

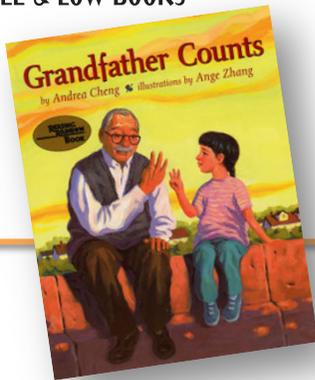
What do you like to do in the fall?

What do you like to eat?

What would you like to be the queen or king of in your neighborhood?

Cube template





Unit: Building Classroom Community for Second Grade Lesson 2: Our Families and Having a Partner Conversation

Read Aloud: *Grandfather Counts*
written by Andrea Cheng,
illustrated by Ange Zhang

Day 1: Read Aloud to Understand the Book

Lesson Objectives (Day 1 and Day 2)

- Students will listen to *Grandfather Counts* 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 discussion (raising hands, waiting patiently, staying on topic, restating and linking to others' comments, asking clarifying questions)
- Students will begin to apply knowledge of discussion behaviors to partner conversations
- Students will interview others about their families; by learning about one another, students will make connections to peers, contributing to the development of a classroom community

Common Core Standards

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

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

Before Reading

1. Gather your class and compliment their work on having group discussions. Briefly review the photo you labeled in Lesson 1. Today you will continue to practice having a whole-group discussion about a book.
2. Introduce the book by saying, ***“This book is called Grandfather Counts. Helen’s grandfather comes to stay, and he only speaks Chinese. Let’s read to find out how he and Helen talk to each other.”***

During Reading

1. As you read the first several pages, model noting the key events in the text and characters’ responses. After each comment, encourage practice of your target discussion behaviors. Ask a student to restate what you said, link another idea to your comment, or ask a clarifying question. For instance:
 - ***“It says Gong Gong is surprised that Helen doesn’t speak Chinese. Can anyone link to this idea? What does Helen wish she could explain?”***
 - ***“Helen’s mom wants the house to be quiet and wants things to be just right for Gong Gong. Can anyone link to this idea? What else is Helen’s mom thinking about?”***
2. Ask questions focused on characters’ actions and responses to events. For instance:
 - ***“Why does Helen say that her mom is in a bad mood? What else is making Helen upset?”***

- **“What is Gong Gong like so far?”**
 - **“What is starting to happen between Helen and Gong Gong?”**
 - **“Why does Gong Gong say, ‘Three xiao hi?’”**
 - **“What does Gong Gong teach Helen about names?”**
3. Continue to prompt for restating, linking comments, and asking clarifying questions.

After Reading

1. Ask, **“Why is the train important in this story?”** After a student responds, ask someone to restate what she or he said. Ask if anyone has any other comments to link to the idea shared. Ask additional questions, as needed, to facilitate a short discussion about how Helen and Gong Gong’s shared interest in the train helps them begin to connect with each other.
2. Explain that you’ll read this book again another day. You’ll talk more about the family in the book and also about your families.

Day 2: Discuss and Respond to the Book

Before Reading

1. Explain that today you’ll reread *Grandfather Counts*. You’ll also be practicing a different way to have a discussion: having a conversation with a partner.
2. Ask a student to be your partner. Model the basic behaviors you’d like to see during partner conversations (e.g., turn knee to knee, look at each other, take turns talking and listening, etc.) by discussing the question “Helen and Gong Gong watch trains go by. What can you

see outside your home?”.

3. Tell students how you’d like them to find a partner quickly and practice answering the same question in pairs.
4. Compliment the behaviors you observe.

During Reading

1. Stop at a few places for partners to turn and talk about straightforward questions. For instance:
 - **Who is in this family?**
 - **How does the family try to help Gong Gong feel welcome?**
2. Share an example of a conversation you overheard in which partners managed to share the responsibility for answering the question (e.g., one partner gave a response and another partner added to it). This can be a challenging aspect of partner work. Then increase the complexity of your questions, focusing on family relationships. For instance:
 - **How do Helen and Gong Gong teach each other to count?**
 - **How do Helen and Gong Gong teach each other about writing their names?**
 - **What is special about the kids’ names?**

After Reading

1. Give a few specific examples of successful partner conversations you overheard.
2. Ask, **“Does this story remind anyone of something in your own family?”**

Extension

1. Explain that you will do a partner activity to learn more about one another’s families. Explain the word *interview*. An interview is a type of partner conversation in which one person asks questions to learn about the other.

Students will take turns interviewing each other. (See student interview sheet at the end of the lesson plan.)

2. Model deciding who will be the interviewer first and complete the first question with a student partner. Give tips for streamlining the writing so the focus can be on the partner conversation (e.g., asking your partner how to spell a name, writing in list format).
3. As students work, scaffold and compliment target partner discussion behaviors.
4. Reconvene and ask, **“What was one interesting thing you found out about your partner’s family?”** Model asking a few clarifying questions or highlighting links among comments to remind students explicitly of these behaviors from Lesson 1.
5. To close, once again ask the group, **“What is something you found out you have in common with someone else in our class?”** Compliment students on their partner work and ask them to keep practicing during future discussions.

ELL Support Strategies

Adapt the interview activity to fit your students’ needs. You might pair speakers of the same language together and encourage them to complete the interview in their native language. The primary goals are to practice partner conversation behaviors and connect regarding content. Or you might eliminate the written component and scaffold the interview with the whole group, providing sentence starters for each question as you go.

BOOK INFORMATION

Grandfather Counts

ISBN: 978-1-58430-158-5

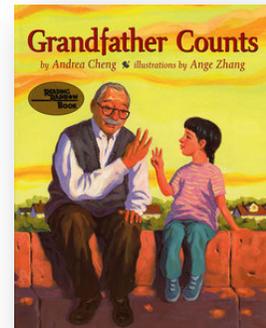
RESOURCES ON THE WEB

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Community Unit for Second Grade at

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

Learn more about *Grandfather Counts* at www.leeandlow.com/books/2399

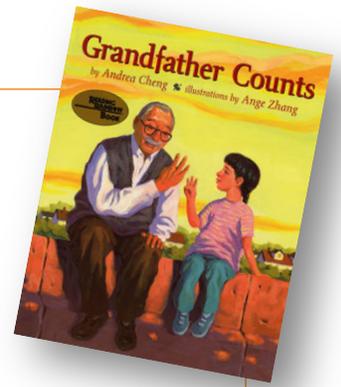


ABOUT LEE & LOW BOOKS



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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.



Name: _____

Partner Interview

1. What is your name?

2. Do you have any brothers?

- How many?

- What are their names and ages?

3. Do you have any sisters?

- How many?

- What are their names and ages?

4. What adults are in your family?

5. Do you have any pets?

- What kinds?

- What are their names?

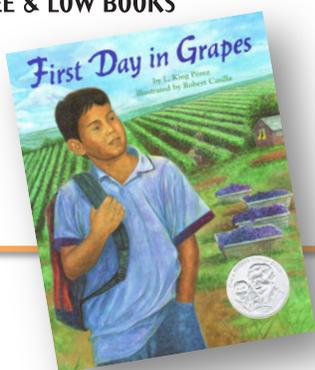
6. Do you have any family members who live far away?

- Who are they, and where do they live?

7. What language or languages do you speak with your family members?

8. Ask your own question here: _____

Partner's answer: _____



Unit: Building Classroom Community for Second Grade

Lesson 3: Discussing Emotions and Extending Partner Conversations

Read Aloud: *First Day in Grapes*
written by L. King Pérez,
illustrated by Robert Casilla

Day 1: Read Aloud to Understand the Book

Lesson Objectives (Day 1 and Day 2)

- Students will listen to *First Day in Grapes* 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 discussion (raising hands, waiting patiently, staying on topic, restating and linking to others' comments, asking clarifying questions)
- Students will apply knowledge of discussion behaviors to partner conversations, beginning to extend conversations through several linked exchanges
- Students will begin to build a common vocabulary for words to describe emotions, noting words, thoughts, and actions that relate to various feelings
- Students will draw and write about sample experiences related to emotions discussed

Common Core Standards

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

NOTE: *First Day in Grapes* is also available in Spanish: *Primer día en las uvas*. This lesson could also be presented effectively in Spanish. See the end of this lesson for additional English Language Learner support strategies.

Before Reading

1. Gather your class and compliment their work on having discussions as a group and with partners. Today you will discuss a new book. You'll also focus on a new topic: how the characters in the book are feeling.
2. Ask partners to warm up by turning and talking about all the different feelings words they can brainstorm.
3. Introduce the book by saying, ***"This book is called First Day in Grapes. It's about a boy named Chico whose family moves around a lot because they are farmworkers. They move with the seasons to pick different fruits and vegetables. This story is about starting school in a place where Chico's family picks grapes. Let's read to find out how Chico feels about starting out in a new place again."***

During Reading

1. Explain that readers can often get an idea about how a character is feeling by noticing what he or she says, does, and thinks. These are all clues. As you read the first several pages, model noting what Chico says, does, and thinks to let readers know how he's feeling. Ask a student to restate what you said, link another idea to your comment, or ask a clarifying question.

For instance:

- **“Chico takes a long time to get out of bed. He complains to his mom that he doesn’t want to go to school. I think he’s feeling nervous. What else does he say that gives us a clue about how he’s feeling?”**
 - **“Chico thinks John looks friendly, and he’s interested in what he says about Ms. Andrews. I think Chico’s starting to feel more hopeful about his new school. What else does he think about that lets us know how he feels?”**
2. Ask more questions focused on interpreting Chico’s thoughts, words, and actions. Ask some questions to the whole group and sometimes as students talk with partners. Begin to introduce more specific words for emotions if students only share basic vocabulary, such as *happy*, *sad*, etc. For instance:
- **“How do you think Chico feels during math? What clues did you use?”** (Introduce *confident* and/or *capable*.)
 - **“How do you think Chico feels when Mike grabs his lunch? What clues did you use?”** (Introduce the idea of feeling two emotions at once, e.g., *scared* and *angry*.)
 - **“What does Chico do when the boys tease him? How do his feelings change when they start talking about math problems?”**
 - **“How does Chico feel after school? What clues did you use?”** (Introduce *accepted*, *cheerful*, and/or review *hopeful*.)

After Reading

1. Ask questions to retell the key events of the story (e.g., **“What happens first? What happens next?”**, etc.) For each event mentioned, ask how Chico feels.
2. Explain that you’ll read this book again another day. You’ll talk more about words, thoughts, and actions that go with different feelings.

Day 2: Discuss and Respond to the Book

Before Reading

1. Explain that today you’ll reread *First Day in Grapes*. As you read, you’ll be working on a list of feelings words and clues.
2. Show students a two-column list on chart paper titled “Feelings Words” and “Clues.” Write “happy” (or another basic emotion) on one side. Ask partners to discuss examples of what a person might do, say, and/or think if she or he is happy (e.g., smile; say, “This is great!”; and think, “I love this!”)
3. Explain that you’ll be stopping to talk to partners about feelings and clues from the story to add to the list.

During Reading

Stop and ask partners to discuss how Chico feels and what he says, does, and/or thinks at various points. Encourage partners to add to each other’s ideas. Possible discussion points include:

- When he wakes up in the morning
- When he gets on the bus
- During the pledge of allegiance
- When he has to introduce himself

- When he has to write about the picture
- During math
- During lunch
- When John asks him to be partners in the math fair
- On the bus ride home.

After Reading

1. Give a specific example of successful partner conversations you overheard that extended through several exchanges.
2. Review the completed list. Compliment students' "detective work" and explain that you'll continue to add to the list as you read other books.
3. Ask, **"How did you feel about starting school this year? What did you do, say, and/or think?"**

Extension

1. Explain that you will do an activity to keep talking about feelings and also learn more about one another. You'll each make a comic strip about an important event in your life. The comic strip will show what you did, thought, and said and how you felt.
2. If possible, show students an example of a comic strip from the newspaper to explain how it is oriented sequentially from left to right, includes a small picture for each part of a short story, and includes both speech and thought balloons.
3. Give an example from the book, briefly explaining what would go in each comic strip box (e.g., the exchange with the bullies at lunch).

4. Model choosing your own comic strip topic, thinking aloud about a few categories of ideas to help students brainstorm (e.g., "I could think about the first time I did something . . . or when I did something fun . . . or a time when I was scared. . ."). Think aloud about how you felt and what you did, said, and thought. Complete your first box to show how the picture shows what happened and what you did, and the speech or thought balloon adds another "clue" about how you felt.
5. Model planning what will go in each box before starting to write and draw. (Student comic strip sheet available at end of lesson plan.)
6. Ask students to think for a few minutes about possible ideas and then plan their comic strips aloud with partners before starting to work.
7. Circulate around the room as students work and prompt them to stay focused on the feelings they had and the "clues" they exhibited.
8. Share students' work as a group, perhaps adding additional emotions and/or clues to your chart. Display the comic strips or compile them into a class book.

ELL Support Strategies

- Reread or revisit the books from Lesson 1 or 2 with a small group and introduce some words for emotions ahead of time.
- As a preview or review, work with students to arrange feelings words into categories (e.g., more specific words related to “happy,” “sad,” and “scared”), perhaps by sorting cards in a pocket chart or making word webs.
- Provide sentence frames for “He feels ____.” “He said ____.” “He thought ____.”
- Scaffold the comic strip activity as needed, perhaps by limiting it to depicting one or two general scenarios (e.g., the first day of school) and teaching possible phrases related to that topic.

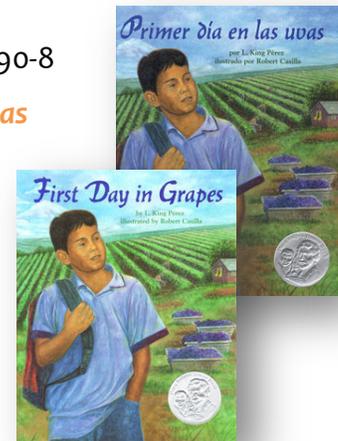
BOOK INFORMATION

First Day in Grapes

ISBN: 978-1-62014-190-8

Primer día en las uvas

ISBN: 978-1-58430-240-7



RESOURCES ON THE WEB

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

Learn more about *First Day in Grapes* at www.leeandlow.com/books/2391

ABOUT LEE & LOW BOOKS

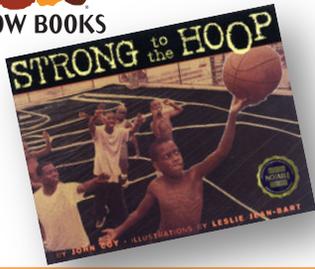


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Name: _____

Title: _____





Unit: Building Classroom Community for
Second Grade
Lesson 4: Our Second Grade Goals and
Asking Questions
Read Aloud: *Strong to the Hoop*
written by John Coy, illustrated by Leslie Jean-Bart

Lesson Objectives (Day 1 and Day 2)

- Students will listen to *Strong to the Hoop* 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 discussion (raising hands, waiting patiently, staying on topic, restating and linking to others' comments, asking clarifying questions)
- Students will apply knowledge of discussion behaviors to partner conversations, beginning to expand conversations through several linked exchanges and asking and answering clarifying questions
- Students will continue to build a common vocabulary for words to describe emotions, noting words, thoughts, and actions that relate to various feelings
- Students will discuss the main character's goal and his related actions and thoughts. They will draw and write about their own learning goals and plans to work toward them

Common Core Standards

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

Day 1: Read Aloud to Understand the Book

NOTE: *Strong to the Hoop* is also available in Spanish: *Directo al aro*. This lesson could also be presented effectively in Spanish. See the end of this lesson for additional English Language Learner support strategies.

Before Reading

1. Gather your class and compliment their work on beginning to think more deeply about books and having more complex discussions.
2. Remind students about the group discussion photo from Lesson 1. In particular, point out "Ask clarifying questions." During the next book, you'll practice this as you listen to one another's comments.
3. Introduce the book by saying, "***This book is called Strong to the Hoop. It starts out when a boy named James is at the park watching his older brother and his brother's friends play basketball. Let's read to find out what happens when one of the players gets hurt.***"

During Reading

1. Remind students that readers can learn about characters by noticing what they say, do, and think as they did last time when they were figuring out Chico's feelings. You'll continue this work today. Make comments and ask questions related to characters' words, thoughts, actions, and feelings. For instance:
 - "What does James wish?"

- **“What was James thinking about when he was practicing?”**
 - **“What was James’s response when Slinky asked him to play? How did he feel about getting the chance to join the game?”**
 - **“What’s Marcus doing? What does James think about Marcus?”**
 - **“How is James feeling?”**
 - **“What does James mean: ‘I’m surprised to hear my voice?’”**
 - **“What’s James doing and thinking now?”**
2. Model asking clarifying questions about student responses, such as “What did you mean when you said ____?” “Why do you think ____?” etc.
 3. Choose one or two questions to use for partner conversations. Encourage students to ask their partners clarifying questions as you’ve been doing. Share an example of an exchange you overhear.

After Reading

1. Ask questions to retell the key events of the story (e.g., **“What happens first? What happens next?”** etc.). Choose a few key events at which to pause and discuss how James feels. Add any new words/behaviors to your list from Lesson 3, asking clarifying questions about student responses when appropriate.
2. Ask, **“What does James really want to do in this book? What is his goal?”**
3. Explain that you’ll read this book again another day. You’ll talk more about James and how he wanted to be a great basketball player.

Day 2: Discuss and Respond to the Book

Before Reading

1. Explain that today you’ll reread *Strong to the Hoop*. As you read, you’ll be looking closely at what James does, says, and thinks related to his goal of being a great basketball player.
2. Set up a piece of chart paper as a concept web with “James’s Goal: Be a Great Basketball Player” in the center. Explain that as you notice things James does, says, and thinks related to this goal, you’ll add notes to the web.

During Reading

1. Pause at the end of each page or two to discuss James’s behavior related to his goal. At first, model adding relevant information to your chart and then ask students to share ideas about what to write as a whole group and with partners.
2. Organize the entries on your web so that the following types of information are grouped together:
 - Worries and challenges (e.g., worries he is too skinny and short, misses shots, gets hit, falls)
 - Works toward goal (e.g., practices dribbling and shooting, imagines himself as an All-Star, listens to his brother’s advice, gives himself reminders)
 - Excitement/Successes (e.g., gets compliments from people watching, gets the winning shot, gets to play again, feels strong).

3. Ask clarifying questions about student responses and encourage partners to ask questions of each other during partner conversations.

After Reading

Review the web you've created with a summary statement, such as ***“We decided James’s goal is to be a great basketball player. He has some worries and challenges, such as _____. He works toward his goal by _____. He is excited when _____.”***

Extension

NOTE: To make collage-style artwork similar to the book’s illustrations, you’ll need a photo of each student and black-and-white photos of different areas of your (empty) classroom to use as backgrounds. If you’d like to simplify the art aspect, students may simply draw an illustration and cut out/glue on the speech balloons. (Speech balloons available at end of the lesson plan.)

1. Explain that there are many types of goals and talk about a few examples (e.g., sports and physical achievement, hobby related, etc.). Talk about the importance of educational and learning goals.
2. Ask students to talk with partners about their learning goals for second grade. Share a few responses and any additional ideas you’d like to suggest.
3. Explain that each student will make a piece of artwork similar to the illustrations in *Strong to the Hoop* about one of his or her second grade learning goals. Ask partners to talk about:
 - What is your second grade learning goal?
 - What will you need to do to reach your goal?

- What will be hard, or what worries you?
- How will you know when you are making progress? What will make you feel excited?

4. Model how to cut out your photo and draw and cut out related objects to stick onto the background (e.g., for a goal about learning to do multiplication, use a background of student desks; cut and glue the student’s photo to be sitting at a desk; and draw, cut out, and stick on pictures of a math worksheet and math tools on the desk.).
5. Model filling in the speech balloons and adding them to the artwork.
6. As students work, remind them of James’s behaviors to help them think about their own plans (e.g., ***“Will you take anyone’s advice like James did? What will you remind yourself of when things get hard? Who do you hope will notice your efforts and compliment you?”***)
7. When finished, share students’ work and encourage them to support one another in reaching their goals. Display the artwork or compile it into a class book.

ELL Support Strategies

- Provide sentence starters for asking clarifying questions to partners, such as “What do you mean by ___?” or “Why do you think ___?”
- Preview or repeat the goal concept web activity with the books from Lesson 1 and/or Lesson 3 to provide additional language practice.
- Include examples of and validate language-learning goals when you talk about second grade goals.

BOOK INFORMATION

Strong to the Hoop

ISBN: 978-1-58430-178-3

Directo al aro

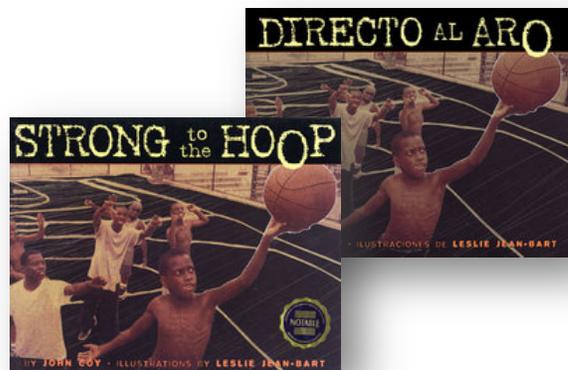
ISBN: 978-1-58430-083-0

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 *Strong to the Hoop* at www.leeandlow.com/books/2454



ABOUT LEE & LOW BOOKS



LEE & LOW BOOKS is the largest children’s book publisher specializing in diversity and 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.

This year in second grade, my goal is
to _____

_____.

I will need to

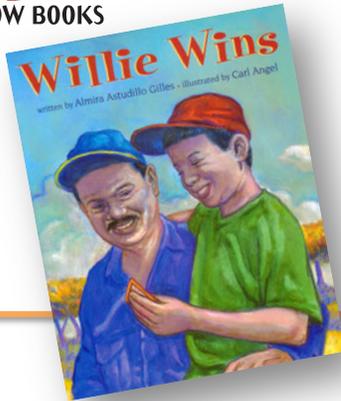
_____.

I'm worried

_____.

I'll be excited when I

_____.



Unit: Building Classroom Community for
Second Grade
Lesson 5: Appreciating Differences and
Respectful Communication
Read Aloud: *Willie Wins*
written by Almira Astudillo Gilles,
illustrated by Carl Angel

Lesson Objectives (Day 1 and Day 2)

- Students will listen to *Willie Wins* 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 discussion (raising hands, waiting patiently, staying on topic, restating and linking to others' comments, asking clarifying questions)
- Students will begin to build an appreciation for differences (e.g., opinion, personal story/background) to help establish a supportive classroom community
- Students will discuss characteristics of and practice respectful communication (e.g., tone of voice, body language, and word choice)

Common Core Standards

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

NOTE: 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 comment on the ways students have been getting to know one another through book discussions. Give a few examples of how you're getting to know various students' personal "stories" through their comments and work.
2. Introduce today's book by saying, ***"This book is called Willie Wins. Willie wants to win a competition at school about saving money. Today let's read to find out about Willie—his family, his goals, and how he feels in different situations."***

During Reading

1. Remind students that readers can learn about characters by noticing what they say, do, and think. They can use clues to figure out how a character feels and notice if he or she has a goal and what he or she does to achieve it.
2. Make comments and ask questions related to key events and previously discussed themes: Willie's family (especially his family "story") and his words, thoughts, actions, and feelings related to his goal. For instance:
 - ***"How's Willie feeling? What does he say/do/think to help you know?"*** (Return to this question several times.)
 - ***"Why does Willie say 'Oh no'?"***
 - ***"What's the story behind the coconut bank?"***

How does it work?"

- “What’s Willie’s goal? What’s he doing to achieve it? What’s he worried about?”
 - “What does Willie think when he opens the bank?”
3. Model asking clarifying questions about student responses, such as “**What did you mean when you said ____?**” “**Why do you think ____?**” etc.
- Choose one or two questions to have partner conversations. Encourage students to build on each other’s responses and ask their partners clarifying questions as you’ve been doing. Share an example of an exchange you overhear.

After Reading

1. Ask the whole class, “**What did we find out about Willie in this book?**” Brainstorm a variety of descriptors about his family, goals/work ethic, interests, etc.
2. Ask partners to discuss the question “How do the characters in the book feel about the coconut bank?” (Prompt students to talk about Dad, Willie, and Willie’s classmates.) Add new entries to your list of feelings words and clues if applicable (e.g., *proud, embarrassed, unsure, curious, relieved, excited*). Flip back to various parts of the book to locate evidence in the text, such as characters’ words and thoughts.
3. End with a summary statement about how each character feels differently about the same topic (the bank) and for some, how their feelings change during the story. When you reread the book, you’ll talk more about how best to communicate with others even when their ideas are different from yours.

Day 2: Discuss and Respond to the Book

Before Reading

1. Explain that today you’ll reread *Willie Wins*. As you read, you’ll be noticing how the characters talk to one another and how their interactions make others feel.
2. Set up a piece of chart paper with two columns, labeled “Positive” and “Negative.” Explain that you’ll write examples that students notice about the way characters talk to one another and decide whether the behaviors have a positive (good) or negative (bad) impact on the recipients’ feelings.

During Reading

1. Pause at the end of each page or two to discuss examples of communication between characters. At first, model adding relevant examples to your chart and then ask students to share ideas about what to write as a whole group and with partners. Possible discussion points include:
 - Tone of voice (e.g., Stan’s “snarls” and “jeers” toward Willie vs. Dad’s kind encouragement)
 - Body language (e.g., Dad’s ruffling of Willie’s hair, pat on the back vs. Stan’s posture and face when he sees Willie’s bank)
 - Words (e.g., Stan’s insults about the bank vs. Matt’s encouragement to “just ignore Stan”).
2. Ask clarifying questions about student responses and encourage partners to ask questions of each other during partner conversations.

After Reading

Review the list you created with a summary statement, such as **“We noticed how being teased, being spoken to in a mean voice, and someone making faces at him make Willie feel embarrassed and angry. We also noticed how friendly gestures and words help him feel proud and confident. Let’s keep this in mind when we communicate with one another and try always to have a positive impact on one another’s feelings.”**

Extension

1. Reflect again on what you learned about Willie in the story, highlighting what makes him unique (e.g., his connections through his dad to his Filipino heritage, his determination, his love of baseball, and the story of his name).
2. Talk about how each student in your class has a unique “story” too. Learning about and appreciating one another’s stories and communicating respectfully about individual differences will have a positive impact on your class.
3. Ask students to think for a few minutes about what makes them unique. Prompt them to think about topics from the book (family background, talents/positive qualities, etc.) and share a few personal examples.
4. Ask students to write about something that makes them unique. You’ll be playing a guessing game by reading each sentence aloud and guessing who wrote it. (If you’d like to play as an entire class, each student should write one sentence and you can read them aloud without showing the student’s name. If you’d like to have students play in small groups, each student could write several sentences and leave off her or his name until after each sentence is guessed.)

5. Emphasize respectful responses to others’ ideas. Acknowledge that one might find someone else’s idea silly, confusing, etc. but that it’s important to use friendly body language, words, and tone when speaking to that person.
6. Encourage students to ask clarifying questions about others’ responses.
7. End with a summary statement celebrating each student’s uniqueness and complimenting the class’s respectful communication.

NOTE: Depending on your class population, this lesson could provide a good opportunity to have a conversation about respectful communication around physical, academic, and/or linguistic strengths/challenges and/or peers’ accommodations and supports (e.g., wheelchair, assistive technology, special education services, adaptive seating, etc.).

ELL Support Strategies

- Act out the examples of positive and negative communication to support understanding.
- Celebrate students’ cultural and linguistic backgrounds when discussing what makes each student unique. Teach examples of respectful ways to manage linguistic differences (e.g., not understanding what someone says).

BOOK INFORMATION

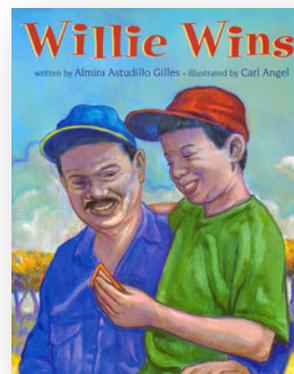
Willie Wins

ISBN: 978-1-60060-237-5

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 *Willie Wins* at www.leeandlow.com/books/2476



ABOUT LEE & LOW BOOKS



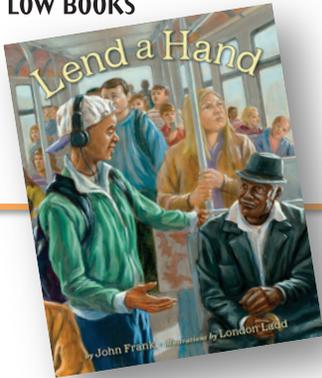
LEE & LOW BOOKS is the largest children’s book publisher specializing in diversity and multiculturalism. Our motto, “about everyone, for everyone,” is as urgent today as it was when we started in 1991. It is the company’s goal to meet the need for stories that children of color can identify with and 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.

I am unique because

I am unique because

I am unique because

I am unique because



Unit: Building Classroom Community for Second Grade

Lesson 6: Ways to Be Kind

Read Aloud: *Lend a Hand: Poems About Giving*
written by John Frank, illustrated by London Ladd

Day 1: Read Aloud to Understand the Book

Before Reading

1. Compliment students on specific examples of respectful communication and/or appreciation of differences you've noticed since your last lesson. Explain that today you'll be discussing a related topic: being kind.
2. Introduce today's book by saying, ***"This is a book of poems called Lend a Hand: Poems About Giving. Each poem describes a time when someone did something kind. Let's read to find out what happens in each poem."***

During Reading

1. Read each poem twice. On the first read, ask students to try to imagine what's happening. Pause after reading and ask students to reflect silently on what the speaker does, says, and/or thinks.
2. Read the poem again and ask students to turn and talk to partners about the question "What does the person in this poem do that is kind?"
3. When relevant, follow by asking, ***"How do you think the [recipient of the kind gesture] feels?"*** and ***"How do you think the speaker feels when she or he [does something kind]?"*** Refer to your "Feelings Words" list.
4. Encourage students to ask clarifying questions about the poems, if needed.

Lesson Objectives (Day 1 and Day 2)

- Students will listen to *Lend a Hand: Poems About Giving* 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
- 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 the examples of kindness in the text and brainstorm related ways to be kind at school
- Students will continue to practice respectful communication as well as classroom expectations for sharing materials, taking turns, including others, etc. by participating in a small group acting activity

Common Core Standards

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

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

5. If your discussion becomes too long, talk about some of the poems as a whole group instead of with partners. Or select only the poems you feel will be the most meaningful to your students to discuss.

After Reading

1. Work together to summarize the discussions you had about emotions. Ask, **“How do the people in these poems feel before they receive ‘a hand’? How about after? How do the people who lend a hand feel after helping someone?”**
2. End with a summary statement about how kindness has a positive impact on everyone’s emotions. Explain that next time you read this book, you’ll use it to get ideas about ways to be kind at school.

Day 2: Discuss and Respond to the Book

Before Reading

1. Explain that today you’ll reread *Lend a Hand: Poems About Giving*. After reading each poem, you’ll brainstorm ideas for being kind at school related to what happens in the poem.
2. Set up a piece of chart paper titled “Ways to Be Kind at School” to record your ideas.

During Reading

1. After reading “Sandwich,” think aloud about how there are many ways to share at school. Add “Share with someone in need” to your list.
2. After reading “Puppy,” think aloud about how a guide dog helps someone who is blind. Even though you wouldn’t work on training a guide dog at school, there are other ways to help someone with something challenging. Add “Help

someone with something challenging.”

3. After each poem, ask partners (or the whole group) to discuss related ways to be kind at school. Add a generalized behavior to your list. There may be some duplicates, and some poems may warrant more than one idea. Possible behaviors include: reach out to someone lonely, teach someone, be a cheerleader, help clean up someone else’s mess, brighten someone’s day, add beauty, be generous, be selfless, do something nice for someone you don’t know.

After Reading

Review the list you created. End with a summary statement encouraging students to be leaders like the children in the poems, seeking out opportunities to be kind to others.

Extension

1. Divide students into small groups and assign each group one of the behaviors on your “Ways to Be Kind at School” list. Explain that each group will be responsible for acting out a scenario that shows an example of that behavior. (If you feel it will be too challenging for your students to come up with the examples themselves, you could suggest some examples to them.)
2. Before sending groups off to plan their skits, briefly discuss opportunities for practicing respectful communication, appreciation of differences, and kindness while working together. Talk about any specific language you’d like students to use to encourage productive collaboration (e.g., “Is this plan okay with everyone?”).

3. As groups, brainstorm and practice, encourage and compliment target behaviors you've discussed, and support groups in keeping their scenarios simple and realistic. The goal is to give students ideas for ways they might be kind to others at school in real life.
4. Gather for each group to "perform" and encourage kind responses (e.g., clapping, compliments). Once again, encourage students to be leaders in seeking out opportunities to engage in these acts of kindness in real life.

ELL Support Strategies

- Choose a select number of poems on which to focus. Spend extra time supporting comprehension and discussing many specific examples of the related school-based ideas.
- Instead of asking students to generate scenarios themselves, write readers' theater performances to provide more structured language practice opportunities.

BOOK INFORMATION

Lend a Hand: Poems About Giving

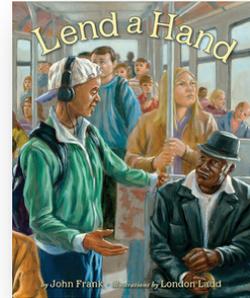
ISBN: 978-1-60060-970-1

RESOURCES ON THE WEB

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

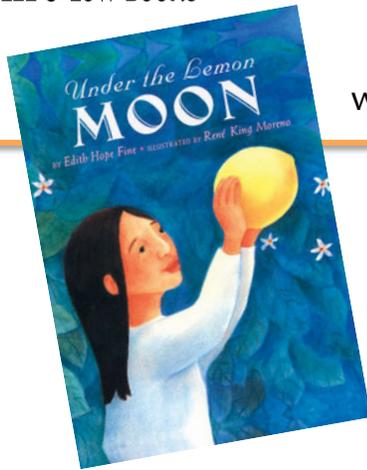
Learn more about *Lend a Hand: Poems About Giving* at www.leeandlow.com/books/2849



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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.

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?"***

- **“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).

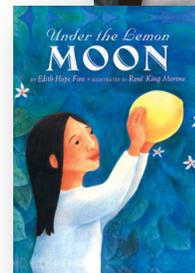
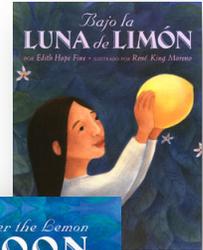
BOOK INFORMATION

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

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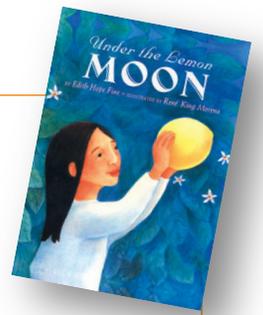
Learn more about *Under the Lemon Moon* at www.leeandlow.com/books/2463

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The problem is

Our Plan:

1.

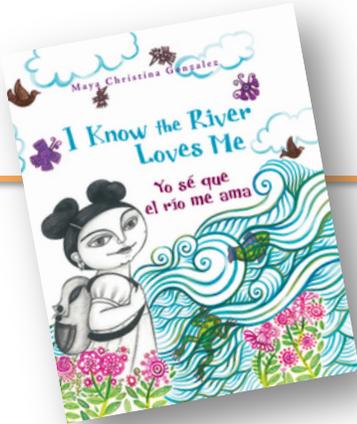
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Unit: Building Classroom Community for Second Grade
Lesson 8: Working Together to Create a Safe Space
Read Aloud: *I Know the River Loves Me/Yo sé que el río me ama*
by Maya Christina Gonzalez



Day 1: Read Aloud to Understand the Book

NOTE: *I Know the River Loves Me/Yo sé que el río me ama* 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.

Lesson Objectives (Day 1 and Day 2)

- Students will listen to *I Know the River Loves Me/Yo sé que el río me ama* 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 review the themes of emotions, respectful communication, kindness, and problem solving in the context of working together as a community of learners
- Students will work together to create signs that communicate classroom values

Common Core Standards

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

Before Reading

1. Share an example of effective problem solving that you've noticed since your last lesson. Compliment students on all they've been doing to get your year together off to a great start. They are making school a place where you love to be. Today you'll read a book in which a girl describes a place she loves to be.
2. Introduce today's book by saying, "***This story is called I Know the River Loves Me/Yo sé que el río me ama.***" Because the book is short but challenging to understand, you'll read it twice through today. You'll read once without stopping to get a sense of the story, and a second time to stop and talk about what you've read on each page.

During Reading

1. Read the book straight through without stopping. Use lots of expression and point to aspects of the illustrations to support comprehension.
 - After the first reading, ask, "***The girl in the story keeps talking about 'she.' Who is 'she'?***" Clarify that the girl talks about a place (the river) as if it were a person and a friend.

2. Read the book a second time, stopping for whole-class discussion and partner conversations. Ask questions to help students make sense of each statement about the river. For instance:
 - **“Is the river really a friend? What does the girl actually mean?”**
 - **“What does the girl actually hear when she says she hears the river ‘calling’ her?”**
 - **“What does the girl actually see when she says she sees the river ‘jump and sing’?”**
 - **“What does the girl do in the river? What does she imagine?”**
 - **“How does the river change?”**
 - **“What does the girl do to take care of the river?”**

After Reading

1. Ask, **“How does the river make the girl feel?”** Help students move beyond “happy” to emotions such as “safe,” “peaceful,” “content,” “accepted,” “powerful,” etc. Focus on words related to how you hope students will feel in your classroom community.
2. Explain that next time you read this book, you’ll talk more about how you could make your classroom feel as good as being at the river.

Day 2: Discuss and Respond to the Book

Before Reading

1. Explain that today you’ll reread *I Know the River Loves Me/Yoséque el río me ama*. You’ll talk about what makes a place as special as the river is to the girl.

2. Ask the whole group or partners to talk about places they love. What makes those places so special? Encourage building on others’ responses and asking clarifying questions where relevant.
3. Set up a piece of chart paper with two columns, labeled “River” and “School.” Explain that as you read, you’ll write down each idea about the river and brainstorm related ideas for making school feel just as special.

During Reading

Stop at various points to note the girl’s observations of the river and discuss how school could make someone feel a similar way. For instance:

- Calls the girl/Sounds make you want to come in.
- Jumps and sings/Feel welcomed when you arrive.
- Cools the girl down/School makes you feel good.
- River holds her up and takes her in./Feel supported; get help when you need it.
- We flow together./Enjoy being with friends and teachers.
- Be low and quiet or full and loud/Be quiet or loud depending on the time of day.
- Take care of the river/Take care of the classroom and school.
- Love the river/Love your school and be proud of it.

After Reading

Review your list of generalizations on the “School” side of the list. Ask partners to brainstorm specific examples for each one (e.g., “Saying good morning and smiling at each other,” “Feeling like you have friends to talk to and play with at recess”).

Extension

1. Divide students into pairs or small groups and explain that you'll be working on reminder signs for making your classroom a safe and happy space to learn. You might show students some images of reminder signs (e.g., "Shirt and Shoes Required" from a store door, "Please turn off your cell phone" at the movies, a Work Zone Speed Limit reminder, etc.). Talk about the connection between words and visual cues on the signs.
2. Talk about different places in the room where you could post signs and ideas as helpful reminders related to your list. You could include signs related to other areas of the school, such as a sign near where you store lunch boxes about friendly lunch behavior or a sign by the door about including others at recess.
3. Help each pair/group choose a sign topic, perhaps making a list on chart paper to avoid duplicates and to ensure that any priorities you have are covered.
4. As pairs/groups work, circulate around the room and encourage respectful communication, kindness, problem solving, and collaboration.

ELL Support Strategies

Provide vocabulary and comprehension support and help spark ideas by displaying photos of your class during the "river vs. school" discussion. For instance, show a photo of students smiling and greeting one another during arrival time, a photo of one student helping another, etc.

BOOK INFORMATION

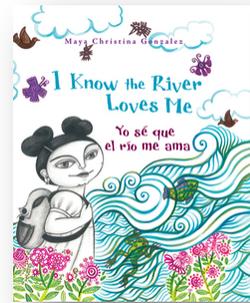
I Know the River Loves Me/Yo sé que el río me ama

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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 *I Know the River Loves Me/Yo sé que el río me ama* at www.leeandlow.com/books/2802



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