

Dear **Educators**,

The start of **first 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 First 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.

During this unit you will:

- review and build on the expectations for listening and discussion participation introduced in kindergarten, with a new emphasis on staying focused on a topic and building on others' responses
- encourage students to learn about one another through discussions of favorite individual and family pastimes and goals for the year ahead
- engage in rigorous yet developmentally appropriate discussions about crucial topics such as individual strengths and challenges, managing disagreements kindly, and persevering through mistakes and difficult tasks.

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: First 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>Allie's Basketball</i>	Raising hands	Connecting to each other: What we like to do	Write/Draw: What I like to do (fill in sentence frames)
2	<i>A Morning with Grandpa</i>	Active listening to others' responses/ Building on responses	Connecting to each another: Our families	Write about/Draw something you do with your family
3	<i>Elizabeti's School</i>	Talking with partners	Discussing emotions: Building a common vocabulary	"Feelings Words" list
4	<i>King for a Day</i>	Listening to partners/Asking clarifying questions	Connecting to one another: Our First Grade Goals	Write/Draw: Our first grade goals
5	<i>Featherless/ Desplumado</i>	Respectful communication	Appreciating differences/ Pride in self	Physical challenge cooperative activity (utilize strengths/abilities of different group members, discuss various supports/ accommodations)
6	<i>Soledad Sigh-Sighs/Soledad suspiros</i>	Sharing materials/ Taking turns/Including others	Ways to be kind	Collaborative (small group) project
7	<i>Butterflies for Kiri</i>	Coping with mistakes	Problem solving/ Perseverance	Origami activity
8	<i>Xochitl and the Flowers/Xóchitl, la Niña de las Flores</i>	Caring for classroom and school environment (physical and emotional space)	Working together/ Managing disagreements	Act out scenarios

*Will be reviewed in subsequent lessons

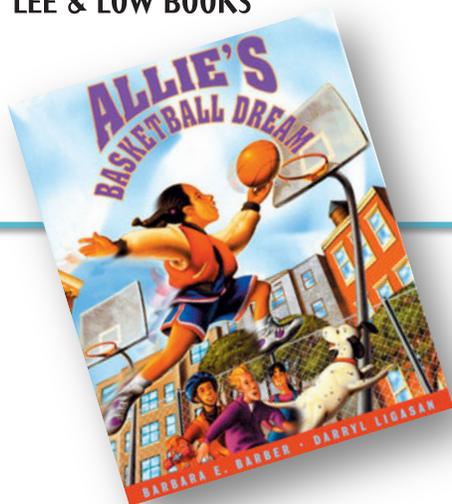




Unit: Building Classroom Community for First Grade

Lesson 1: What We Like to Do and Raising Our Hands to Share

Read Aloud: *Allie's Basketball Dream*
written by Barbara E. Barber,
illustrated by Darryl Ligasan



Lesson Objectives (Day 1 and Day 2)

- Students will listen to *Allie's Basketball Dream* 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 (raising hands, waiting patiently, staying on topic) to share information about things they like
- Students will draw something they like and write about it by filling in sentence frames
- By learning about what each other likes, students will make connections to peers, contributing to the development of a classroom community

Common Core Standards

- RL.1.1
- SL.1.1/1-A, SL.1.4, SL.1.5

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 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 in kindergarten they learned 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 Allie's Basketball Dream. Sometimes dreams are what you think about while you're sleeping, but sometimes a 'dream' is something you hope to do. Let's read to find out what Allie's dream is."***

During Reading

1. As you read the first several pages, model noting the key details of the text and making basic inferences related to them. Focus on characters' actions.
 - ***"Allie's dad gives her a basketball as a present, and look at her smile! The book says it was something she really wanted."***
 - ***"Allie and her dad are going to the playground, and she's bouncing her basketball on the way there."***

- ***“Allie’s dad has to take Aunt Harriet shopping first, but it sounds as if Dad and Allie are planning on playing basketball together when he’s done. He tells Allie to ‘go ahead and practice’ first.”***
2. Intersperse some questions about characters’ actions with your ongoing comments.
 - ***“Allie keeps missing the basketball hoop, and a boy laughs at her. What does she do?”***
 - ***“What does Keisha bring to the playground? What’s Allie doing with her basketball now?”***
 - ***“It says Allie ‘heaved a sigh.’ (Model.) What does Julio say to her? What does she do?”***
 - ***“What does Buddy offer to trade with Allie?”***
 - ***“Allie decides not to trade her basketball because it was a special gift from her dad. What does Buddy say? What does Allie say back?”***
 - ***“Before, everyone was doing different things at the playground. Now what is happening?”***

After Reading

1. Ask questions to retell the story together, focusing on Allie’s “dream.”
 - ***“What does Allie’s dad give her?”***
 - ***“Where do they go?”***
 - ***“What does Allie do while her dad is gone?”***
 - ***“Who does Allie see at the playground?”***
 - ***“What happens at the end?”***

2. Explain that you’ll read this book again another day. You’ll talk more about what each character likes to do in the story and what you like to do.

Day 2: Discuss and Respond to the Book

Before Reading

1. Explain that today you’ll reread *Allie’s Basketball Dream*. You’ll also be practicing talking together 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.
 - Ask a student to pretend to be the teacher so you can pretend to be a student. Have him or her ask the group a simple question, and have students raise their hands to answer.
 - Demonstrate undesirable behaviors, such as calling out “Me! Me!”, talking while someone else answers, and/or talking about something off topic.
 - Ask students to suggest positive alternatives to your behavior (waiting quietly, listening to others, and staying on topic), and practice with a few simple questions (e.g., what they remember about the book from the last reading.)
2. Say, ***“Let’s notice what each of the characters likes in this book and talk about it together the way we just practiced. After we read, let’s talk about what we like as much as Allie likes basketball.”***

During Reading

1. Start out by making basic inferences about what Allie and her dad like to do. For instance, ***“I can tell that Allie really likes basketball, and it seems as if her dad enjoys playing with her since he bought her a basketball and is taking her to the playground to practice.”***
2. As you read, ask students to comment on what Keisha, Buddy, Sheba, and Julio like to do.
3. Near the end, encourage students to expand on their knowledge of Allie. Ask, ***“What else does she like besides basketball?”*** (e.g., she seems to like chewing bubble gum and playing with dogs.) ***“What part of basketball does she like most?”***

After Reading

1. Restate what each character likes and the multiple things that Allie likes.
2. Ask five to six students to share what they like to do. Model asking each student a question or two to elicit more detailed responses. This will help prepare students for the Extension activity.

Extension

1. Explain that you’ll write about and draw “What We Like to Do” for a class book or display. Finding out about what each student likes will help everyone get to know one another.
2. It will help to model your own idea quickly before starting. Think aloud about possibilities in different categories. (e.g., ***“When I’m at home, I like to . . .,” “When I’m with my family, I like to . . .,” “When I want to exercise, I like to . . .,” “When I want to relax, I like to . . .”***)

3. Model writing one simple sentence and then adding a second sentence with more detail.
4. When completed, read each student’s work aloud. Comment on connections between and among students.
5. Continue to emphasize appropriate participation during other discussions.

ELL Support Strategies

- Show photographs of the various things the characters in the book like (basketball, hula hoop, skateboard, dog, bubble gum). Keep the photos in a pocket chart and add photos of things your students like to do to support vocabulary building. Last page of lesson plan includes some images for vocabulary support.
- Provide a sentence frame during the discussion of what students like. (“I like to _____.”)
- Provide several additional sentence starters for the Extension activity to encourage adding more detail, such as “My favorite part is _____.” or “I _____ with _____.”

BOOK INFORMATION

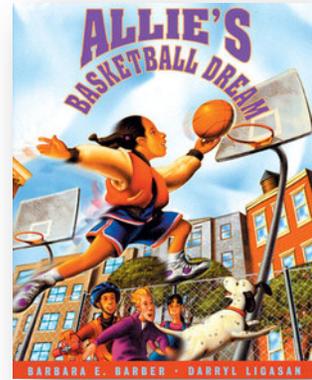
Allie's Basketball Dream

ISBN: 978-1-88000-072-4

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 *Allie's Basketball Dream* at www.leeandlow.com/books/2351



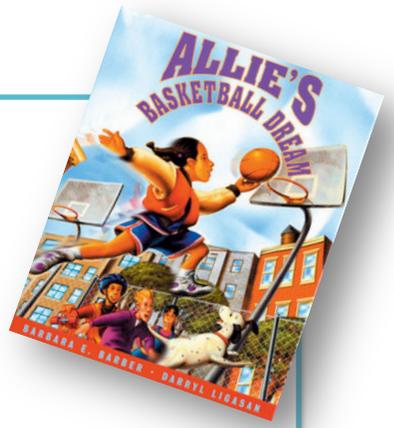
ABOUT LEE & LOW BOOKS



ABOUT EVERYONE • FOR EVERYONE
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 I like to do



basketball



hula hoop



skateboard



dog



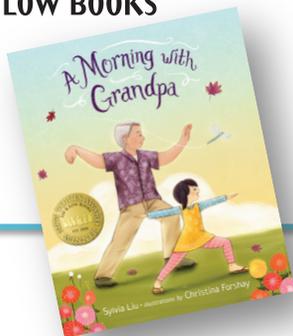
bubble gum



playground



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Unit: Building Classroom Community for First Grade
Lesson 2: Our Families and Active Listening
and Building on Responses
Read Aloud: *A Morning with Grandpa*
written by Sylvia Liu,
illustrated by Christina Forshay

Day 1: Read Aloud to Understand the Book

Lesson Objectives (Day 1 and Day 2)

- Students will listen to *A Morning with Grandpa* 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 (raising hands, waiting patiently, staying on topic) to share information about their families
- Students will practice active listening, as demonstrated by restating others' responses and building on them
- Students will draw their family members doing something they enjoy together and write a sentence and labels
- By learning about one another's families, students will make connections to peers, contributing to the development of a classroom community

Common Core Standards

- RL.1.1, RL.1.2, RL.1.3
- SL.1.1/1-A/1-B, SL.1.4, SL.1.5

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

Before Reading

1. Gather your class and explain that you'll be reading aloud and talking about another book today. You'll also be practicing the discussion behaviors you'd talked about last time and adding to them. Show a photo of a student engaged in active listening. Label key behaviors such as:
 - "Eyes looking"
 - "Hands in lap" or "Hand raised and waiting"
 - "Feet folded" (or however you ask students to sit)
 - "Ears listening"
 - In a speech balloon, write the behaviors from last time, such as "Talking about the topic."
 - Draw a thought balloon. Give several silly ideas as to what the student should be thinking about (pizza, birthday party, playing at recess, etc.). Then ask students what they *actually* should be thinking about during a class discussion and write "Thinking about the topic" in the balloon. Clarify that *topic* means "the things the class is talking about right now." During a discussion, it is important to think about the topic even when someone else is talking.

2. Introduce the book by saying, ***“This book is called A Morning with Grandpa. A girl named Mei Mei notices that her grandpa (called Gong Gong in Chinese) is doing a special kind of exercise in the yard and goes out to join him. Let’s read to find out how they spend their morning together. We’ll also practice active listening and having a class discussion.”***

During Reading

1. As you read the first several pages, ask simple questions about characters’ actions and comment on active-listening behaviors.
 - ***“What does Gong Gong say he’s doing?”***
 - ***“I see [student] thinking about how Gong Gong is making himself look like a bird spreading its wings.”***
2. Model thinking about the topic across several pages:
 - ***“I’m thinking about tai chi. Gong Gong says he’s doing a martial art called tai chi to send good energy through his body. He keeps showing Mei Mei how to move and breathe slowly and smoothly. She’s being a little wild, and he’s telling her that’s not quite right.”***
3. Ask a few more questions related to tai chi to stay “on topic.” For instance:
 - ***“The topic is still tai chi. What does Gong Gong do for Cloud Hands? What does Mei Mei do?”***
 - ***“What does Gong Gong do for Play the Lute? What does Mei Mei do?”***
4. Continue to compliment behaviors you observe. Then model and ask questions to make sure students understand Mei Mei’s and Gong Gong’s transition to practicing yoga. For instance:

- ***“I’m thinking about how Mei Mei starts talking to Gong Gong about a new topic: yoga.”***
- ***What does Mei Mei look like when she does Downward Dog? What does Gong Gong do?”***
- ***What is Mei Mei pretending to do when she does the Mermaid? Why does Gong Gong say he’s ‘not made for the sea?’”***

After Reading

1. Ask questions to review the topics in the story. Continue to compliment discussion behaviors.
 - ***“What is Gong Gong doing when Mei Mei first finds him outside?”***
 - ***“What is hard for Mei Mei about tai chi?”***
 - ***“What does Mei Mei teach Gong Gong?”***
 - ***“What is hard for Gong Gong about yoga?”***
 - ***“What happens at the end?”***
2. Explain that you’ll read this book again another day. You’ll talk more about what students do with their families.

Day 2: Discuss and Respond to the Book

Before Reading

1. Explain that today you’ll reread *A Morning with Grandpa*. You’ll continue to practice the listening and discussion behaviors you’ve been talking about, but you’ll add a new topic to your discussion: what students do with their own families.

2. You'll also learn an important new discussion behavior today. Before you read, you'll practice this behavior while you get started thinking about the topic of "families."
3. Ask a student to pretend to be the teacher so you can pretend to be a student. Have him or her ask the class, **"Who is in your family?"**
4. Have the "teacher" call on one student. Model actively listening to the student answer.
5. Raise your own hand. Model restating what the student said and building on the response. For instance, **"Carlos said he has a mom, dad, and big brother. I also have a mom and dad, but I have two sisters. I also have a daughter."**
6. Ask students to notice what you did. Add "Build on others' responses" to the speech balloon on your photo from Day 1.
7. Let a few more students respond about who is in their family and continue to practice building on responses.
8. Say, **"Today when we read, we'll stop to talk about the topic of our families. Let's listen to each person carefully and practice building on one another's responses."**

During Reading

1. After reading a few pages, explicitly introduce a transition in topic: **"We've been reading about Mei Mei and Gong Gong doing tai chi in their yard. Let's change the topic a little. Please think about what you like to do outside with your family (pause). Who would like to share what he or she is thinking?"**

2. After a student responds, model building on that response: **"Alma said she likes to go to the playground with her family. I'm going to build on that response. I also like to go to a park with my daughter. We play on the playground, but we also let our dog run around on a big field."**
3. Ask for a few more responses and encourage building on others' responses as relevant.
4. Pause several more times to discuss what students like to do with their families, using the same process as above. For instance:
 - **"Gong Gong is trying to teach Mei Mei to do tai chi. Has someone in your family taught you to do something?"**
 - **"Mei Mei is teaching her grandfather how to do yoga. Have you taught someone in your family something?"**
 - **"Mei Mei and Gong Gong are being silly together pretending to be cats. When are you silly with your family?"**

After Reading

1. Compliment students on active listening and building on one another's responses. Give a few specific examples from your discussion.
2. To help prepare students for the Extension, share another example of something you like to do with your family. Ask a student to build on your response, and model going back and forth a few times, sharing additional examples as you continue to build on the responses given. (e.g., "You said _____, and that reminds me that I also _____ with my family. Did our ideas give anyone else an idea?")

Extension

1. Explain that you'll be making a class book (or display) on the topic of "What We Do with Our Families." Finding out about one another's families will help everyone get to know all the other students.
2. Show the student sheet and model completing it using one of the ideas you shared during the discussion. Model filling in the sentence frame and deciding which details to include in the drawing. Also model labeling each person.
3. While students work, circulate around the room and model commenting on the topic of each student's work. Encourage building on students' responses by adding an additional sentence after the sentence frame or adding more to the picture.
4. When completed, read each student's work aloud. Comment on connections between and among students.
5. Continue to emphasize appropriate participation and building on others' responses during other discussions.

ELL Support Strategies

1. Preview/review vocabulary around the active-listening photo.
2. Show photographs of the objects referenced in the tai chi and yoga poses (e.g.: clouds, lute, guitar, a dog stretching, a cat arching, a mermaid, a pretzel, a palm tree). Picture cards available at end of lesson plan.
3. Provide sentence frames during the discussion of families on Day 2, such as "In my family, I have ____." "My ____ taught me." "I taught my ____ to ____." etc.)

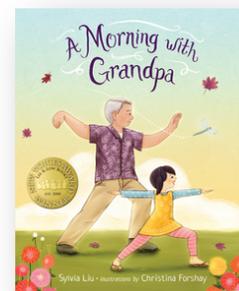
4. Provide extra practice and modeling around building on one another's comments in small group settings, perhaps using picture supports for family members and/or activities.

***Note: This book lends itself to having students try out tai chi and yoga poses. Since this lesson focuses on discussion behaviors, suggestions for trying various poses are not**

BOOK INFORMATION

A Morning with Grandpa

ISBN: 978-1-62014-192-2



RESOURCES ON THE WEB

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

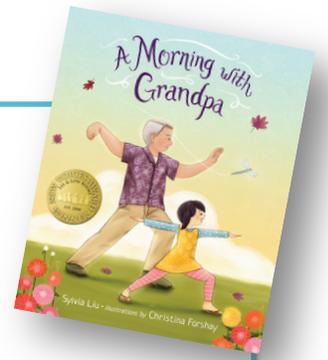
Learn more about *A Morning with Grandpa* at www.leeandlow.com/books/2923

ABOUT LEE & LOW BOOKS



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My family



I _____ with my

family. _____

lute



guitar



clouds



dog stretching



cat arching



mermaid



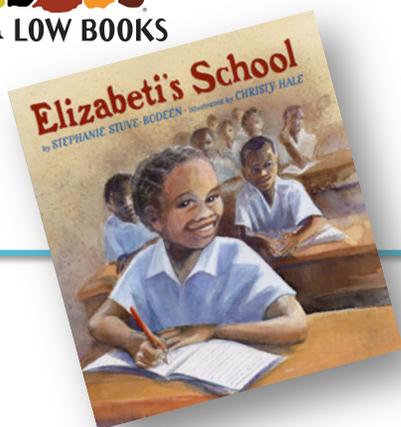
pretzel



palm tree



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Unit: Building Classroom Community for
First Grade
Lesson 3: Discussing Emotions and
Talking to Partners
Read Aloud: *Elizabethi's School*
written by Stephanie Stuve-Bodeen,

Day 1: Read Aloud to Understand the Book

Before Reading

Lesson Objectives (Day 1 and Day 2)

- Students will listen to *Elizabethi's School* and accompanying teacher comments to build understanding of the key ideas and details of the text
- Students will demonstrate understanding of the text by answering questions about key details in the text
- Students will follow agreed-on rules for discussion in the whole group and when talking with partners
- Students will practice active listening, as demonstrated by restating others' responses and building on them
- Students will begin to build a common vocabulary for words to describe emotions. This will support future discussions of books and experiences and classroom conflict resolution

Common Core Standards

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

NOTE: *Elizabethi's School* is also available in Spanish: *La escuela de Elizabethi*. This lesson could also be presented effectively in Spanish. See the end of this lesson for additional English Language Learner support strategies.

1. Gather your class and explain that you'll be reading aloud and talking about another book today. You'll be practicing the discussion behaviors you'd talked about last time and focusing on a new topic: how the people in the book are feeling.
2. Review the active-listening photo from Lesson 2, perhaps practicing briefly with the question "How are you feeling today?"
3. Introduce the book by saying, "***This book is called Elizabethi's School. Elizabethi lives in a village in the country called Tanzania, on the continent of Africa. The book starts when she's getting ready for her first day of school. Let's read to find out how she feels about starting school.***"

During Reading

1. As you read the first several pages, ask basic questions about Elizabethi's actions and comment on active-listening behaviors.
 - "***What's Elizabethi doing while Mama does her hair?***"
 - "***I see [student] thinking about how Elizabethi is trying on her school uniform.***"
2. When you reach the page where Elizabethi is leaving for school, pause to think aloud about the behaviors that show Elizabethi's excitement.

- **“I’m trying to think about how Elizabeti feels about starting school. I noticed she is fidgeting and squirming, and the author says Elizabeti is excited. She is also jumping and twirling in her new uniform. I can’t sit still sometimes when I’m excited too.”**
3. Think aloud in a similar way about how Elizabeti feels shy when she arrives at school.
 - Say, **“We’re still on the topic of feelings about starting school. How do you think Elizabeti feels once she starts playing a game with her friend?”**
 4. Ask students to comment on Elizabeti’s behaviors when school starts and introduce the word *distracted*.
 5. Continue to alternate between modeling and asking students to comment on Elizabeti’s behaviors and an associated emotion. Target vocabulary could include: *happy*, *proud*, *curious*, and *surprised*.
 6. When relevant, ask students to build on one another’s responses by asking for other words for how Elizabeti is feeling or by asking, **“Can anyone build on [student]’s answer by telling us what else Elizabeti does when she is [emotion]?”**

After Reading

1. Flip back through the book, asking questions to review the story events and Elizabeti’s emotions. Start a list titled “Feeling Words” and record the emotions you discuss.* For instance:
 - **“How does Elizabeti feel when she is getting dressed for school?”** (Write excited.)
 - **“How does Elizabeti feel when she first arrives at school?”** (Write shy.)

- **“How does Elizabeti feel once she starts playing with her friend?”** (Write happy.)
- **“How does Elizabeti feel when the school day starts?”** (Write distracted, sad, and/or homesick.)
- **“How does Elizabeti feel when she learns to count?”** (Write proud.)
- **“How does Elizabeti feel when she returns home?”** (Point to *happy* and add *glad* on the same line.)
- **“How does Elizabeti feel when she is looking for her cat?”** (Write curious.)
- **“How does Elizabeti feel when she counts for her parents?”** (“Point to proud.)
- **How does Elizabeti feel when she finds out her mother already knows her game?”** (Write surprised.)

Explain that you’ll read this book again another day. You’ll talk more about times when you’ve all had these feelings.

*Write your list on a large piece of chart paper and leave room between entries. You’ll be adding illustrations on Day 2.

Day 2: Discuss and Respond to the Book

Before Reading

Note: Before this lesson, you’ll need to decide how you’d like partner conversations to look in your class. Decide on your target behaviors and how your students will break off quickly into pairs.

1. Explain that today you’ll reread *Elizabeti’s School*. You’ll be talking about the book again but in a new way. You’ll be talking to partners.

2. Ask a student to be your partner. Model the behaviors you'd like to see during partner conversations by discussing the question "How did you feel when you woke up this morning?" (e.g., Turn knee-to-knee, look at each other, take turns talking and listening, etc.)
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.
5. Say, **"Today when we read, we'll stop to talk with partners about times when we've felt the way Elizabeti does in the book."**

During Reading

1. Pause at some of the points where you discussed Elizabeti's feelings last time. Using the "Feelings Words" list you'd started on Day 1, ask students to turn and ask partners to discuss "How do you think Elizabeti is feeling?" (Starting with a topic that has already been discussed allows students to focus on the logistics of partner conversations.)
2. Once students get comfortable with partner discussion behaviors, ask them to restate and build on one another's responses. For instance, if one student responds that Elizabeti is happy, the other student could say, "I agree that she's happy because she is smiling and laughing with her friend in the picture."
3. Model building on partner responses further. After talking about Elizabeti's feelings and behaviors, ask partners to talk about a time when they'd felt that way.
4. Take a few photos of partners engaged in discussion. You'll choose one to label next time to review desired behaviors.

After Reading

Compliment students on how they talked with partners. Give an example of how you observed a partner conversation build.

("First [student] said _____, then [partner] said _____.", etc.)

Extension

1. Explain that you'll be drawing some examples of the feelings you've discussed to illustrate your "Feelings Words" list.
2. Starting with *excited*, model brainstorming examples of when someone might feel that way and how the person might look. Sketch one.
3. Pass out small squares of paper and assign each partnership an emotion. (You'll likely have several pairs per word.) Ask partners to talk about times when someone might feel that way. Each person should decide on a different example to sketch.
4. If a student finishes early, she or he could brainstorm a feelings word not yet on the list and illustrate it, or you could assign an additional word.
5. When completed, post each student's drawing next to the appropriate word on the list and briefly share the various examples.
6. Add any additional words/examples to your list.
7. Continue to practice partner conversations during other discussions.

ELL Support Strategies

- Provide opportunities for students to act out the emotions discussed to support vocabulary building. (e.g., “**Show me how ‘excited’ could look.**”) Also explicitly model/point out/act out behaviors related to each emotion (e.g., fidgeting, jumping, smiling, etc.) to build additional vocabulary.
- Provide sentence frames, such as “Elizabeti feels _____.” and “I felt _____ when _____.”
- Ensure that each entry on your “Feelings Words” list has at least one very clear illustration to support vocabulary development, supplementing student drawings if needed.

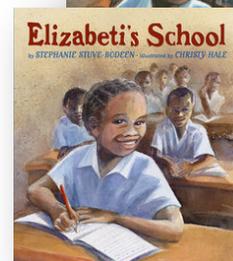
BOOK INFORMATION

Elizabeti’s School

ISBN: 978-1-60060-234-4

La escuela de Elizabeti

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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 *Elizabeti’s School* at www.leeandlow.com/books/2388

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ABOUT LEE & LOW BOOKS



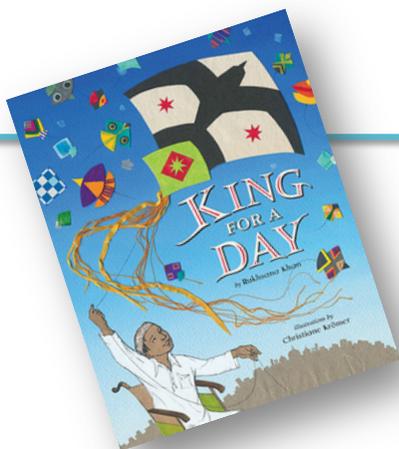
LEE & LOW BOOKS is the largest children’s book publisher specializing in diversity and

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.



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

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



Day 1: Read Aloud to Understand the Book

Before Reading

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

Lesson Objectives (Day 1 and Day 2)

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

Common Core Standards

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

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

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

During Reading

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

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

After Reading

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

Day 2: Discuss and Respond to the Book

Before Reading

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

During Reading

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

After Reading

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

Extension

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

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

ELL Support Strategies

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

BOOK INFORMATION

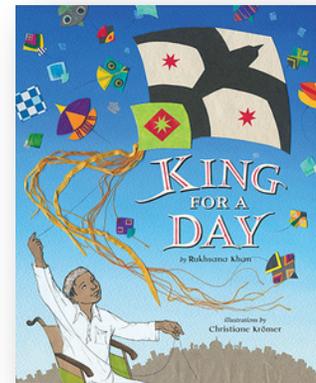
King for a Day

ISBN: 978-1-60060-659-5

RESOURCES ON THE WEB

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



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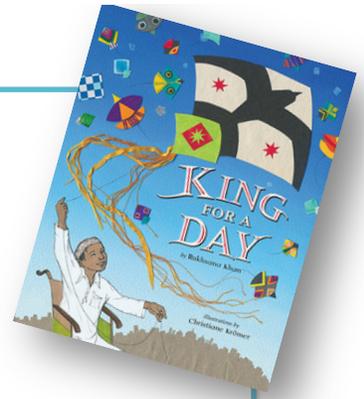


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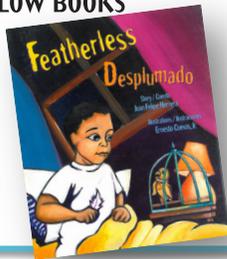
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My first grade goal



My first grade goal is _____



Unit: Building Classroom Community for First Grade

Lesson 5: Appreciating Differences and Respectful Communication

Read Aloud: *Featherless/Desplumado*
written by Juan Felipe Herrera,
illustrated by Ernesto Cuevas, Jr.

Lesson Objectives (Day 1 and Day 2)

- Students will listen to *Featherless/Desplumado* and accompanying teacher comments to build understanding of the key ideas and details of the text
- Students will demonstrate understanding of the text by answering questions about key details in the text
- Students will follow agreed-on rules for discussion in the whole group and when talking with partners
- Students will practice active listening, as demonstrated by restating others' responses, building on them, and asking clarifying questions
- Students will build an appreciation for individual strengths and challenges to help establish a supportive classroom community
- Students will discuss characteristics of and practice respectful communication (e.g., using classmates' names, tone of voice, body language, and word choice)

Common Core Standards

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

NOTE: *Featherless/Desplumado* 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.
2. Briefly review the photo supports for active listening and partner conversations.
3. Introduce the book by saying, ***"This book is called Featherless/Desplumado. The boy in the book, Tomasito, uses a wheelchair to get around. He was born with a condition called spina bifida, which makes him unable to walk. He has a goal in this book. Let's read to find out what it is and if he manages to achieve it."***

During Reading

1. Focus your questions on characters' strengths and challenges, as well as on previously discussed themes of emotions and goals. Ask the whole class some questions to the whole class and sometimes ask partners to converse.
 - ***"What does Tomasito's father give him? What does Tomasito notice about the bird?"***
 - ***"Why does Tomasito say, 'Smiling is tough?'"***
 - ***"Why does Tomasito feel grumpy?"***
 - ***"What is Tomasito's goal?"***
 - ***"What part of soccer is challenging for Tomasito? What can he do?"***

- **“What does Tomasito dream about? What does he try to do? What happens?”**
- **“Does Tomasito achieve his goal? How? How does he feel when he scored?”**

After Reading

1. Ask the class brief questions to retell the key events of the story, such as “What happens first? What happens next? How does the story end?”
2. Introduce the words *challenge* and *strength*. Review Tomasito’s challenges (e.g., he can’t run or kick the ball because of his spina bifida) and then spend a few minutes talking about his strengths (e.g., he has strong arms to move his wheelchair, he is brave to head the soccer ball).
3. Explain that another day you’ll reread the book and notice more about the other characters besides Tomasito.

Day 2: Discuss and Respond to the Book

Before Reading

1. Explain that today you’ll reread *Featherless/Desplumado*. You’ll pay extra attention to how the characters in the book talk to one another and how their conversations make each of them feel.
2. You’ll get started by observing a pretend conversation. With a student partner, model the opposite of your desired behavior in a dramatic way. (For instance, say, “Hey you! You’re so short, you can’t even reach the coat hook!” and roll your eyes.)

3. Ask students to note your behaviors and guess how it may make the other person feel.
4. Brainstorm how you might revise your communication, explicitly noting the target behaviors of using someone’s name and using a friendly tone, body language, and words.
5. Ask students to pay attention to how the characters talk to one another in the book, especially about challenges and strengths.

During Reading

1. Choose places to stop for discussion about characters’ communication. For instance:
 - **“What does Marlina say when Tomasito has his head on his desk?”**
 - **“What does Papi do and say when he notices that Tomasito is grumpy?”**
 - **“What does Tomasito say to his bird?”**
 - **“What does Marlina say when Tomasito tries to score a goal?”**
 - **“How does Papi react when Tomasito tries to walk?”**

NOTE: The communication examples in this story are quite positive. If you feel your class needs more negative examples for contrast, you might refer back to the bully in *King for a Day*.

2. As you restate students’ comments, use consistent language to highlight the target behaviors of using names and using a friendly tone, body language, and words.

After Reading

1. Say, ***“In this book, Tomasito is frustrated by some of his challenges. His father and his friend Marlana help him realize his strengths. Let’s think for a minute about how we could communicate with one another as respectfully as the characters do in the book.”***
2. Ask students to brainstorm with partners what they might say or do in the following situations, made specific to your classroom.
 - Someone answers a question incorrectly.
 - Someone knocks something over.
 - Someone can’t do something on the playground.
3. Depending on your class and school population, you may wish to include some scenarios/discussions related to respectful communication about peers’ accommodations and supports (e.g., wheelchair, assistive technology, special education services, adaptive seating, etc.).
4. End your discussion with a summary statement about classroom values. For instance, ***“Let’s always try to talk to one another respectfully and help everyone realize all the ways we are strong, just like the characters in Featherless.”***

Extension

NOTE: You’ll need to set up this activity in advance by hiding a collection of items around your classroom or in another defined area (see ideas below). Place some at floor level and inside small spaces. Place some at student height and slightly higher.

1. Share a personal story related to how you accomplished a task by combining your strengths with someone else’s. (For example, you are good at driving long distances and your spouse is a good navigator. Together you managed a road trip.)
2. Explain that you’ll be playing a collection game. You’ll need to use everyone’s strengths to complete the game.
3. Explain what you have hidden. Ask students questions such as:
 - ***“Are you better at reaching things up high or crawling to find things down low?”***
 - ***“Who feels strong at finding things that are hidden? Who feels strong at figuring out where [items] go once they are found?”***
4. Assign or allow students to volunteer for roles. For instance, four students could be the “organizers” of found items and the remaining students could be divided into “look near the floor,” “look on tables and counters,” and “look up high” groups.
5. As the class hunts for items, comment on student strengths and challenges (e.g., ***“You have sharp eyes and you spotted that card. Shayna’s arm is a bit longer than yours, so she helped you reach it.”***) Also compliment respectful communication.

6. After the activity, ask students the following questions and/or share your own observations:

- **“Who noticed a friend’s strength?”**
- **“Who noticed something that was challenging?”**
- **“Who noticed someone [demonstrating an aspect of respectful communication you’ve discussed]?”**

Hidden-Collection Ideas

- Cards with students’ names to be matched to photos in a pocket chart when found
- Number cards to be organized in sequence or matched to a number strip or chart
- Puzzle pieces to be assembled
- Letter or word cards to be arranged into a secret message

ELL Support Strategies

- Act out additional classroom communication scenarios and teach specific phrases related to giving encouragement/reassurance and asking for/offering help.
- Structure the Extension activity to be manageable for your students’ language levels. Support use of relevant phrases (e.g., “Look over/under/near,” etc.)

BOOK INFORMATION

Featherless/Desplumado

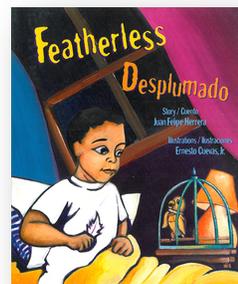
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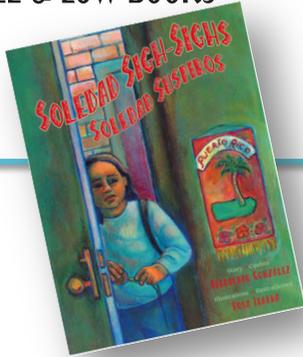
Learn more about *Featherless/Desplumado* at www.leeandlow.com/books/2777



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Unit: Building Classroom Community for First Grade
Lesson 6: Ways to Be Kind and Sharing
Read Aloud: *Soledad Sigh-Sighs/Soledad suspiros*
written by Rigoberto González,
illustrated by Rosa Ibarra

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

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Learn more about *Soledad Sigh-Sighs/Soledad suspiros* at

www.leeandlow.com/books/2860

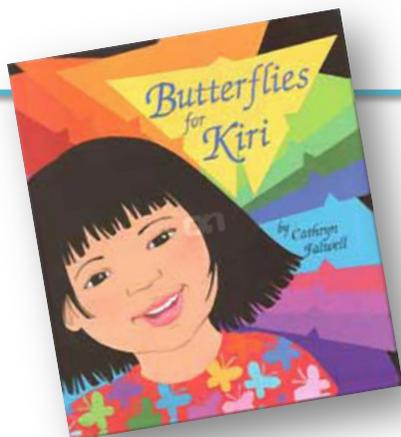
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Day 1: Read Aloud to Understand the Book

Before Reading

1. Gather your class and explain that you'll be reading aloud and talking about another book today, *Butterflies for Kiri*.
2. Introduce the book by saying, ***“This book is about a girl named Kiri who gets a book about origami as a birthday present. Origami is the art of folding paper into different shapes. It can be quite challenging. Let’s read to find out what Kiri does with her present.”***

During Reading

Focus your questions on Kiri’s actions. Where relevant, also review themes of emotions, goals, and strengths/challenges. Ask the whole class some questions and sometimes ask partners to converse.

- ***“What does Kiri do when she receives the origami book? How do you think she feels about her present?”***
- ***“What is Kiri’s goal? How does Kiri feel when the paper rips? What does she do?”*** (If you don’t have the word *discouraged* on your “Feelings Words” list, perhaps add it now.)
- ***“What does Kiri see at the park? What does it make her want to do?”***
- ***“What happens to Kiri’s painting? How does she feel?”*** (Introduce the word *sob* if needed.)
- ***“What does Kiri do with the colored paper?”***

Lesson Objectives (Day 1 and Day 2)

- Students will listen to *Butterflies for Kiri* 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 and practice strategies for persevering in challenging situations

Common Core Standards

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

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

After Reading

1. Prompt students to retell the key events of the story. (**“What happens first? Then what happens?”** etc.)
2. Ask, **“What is challenging for Kiri? What are some of Kiri’s strengths?”** (Use this question to set the stage for your Day 2 discussion. You might introduce the terms *problem solver*, *perseverance*, or *determined*.)

Day 2: Discuss and Respond to the Book

Before Reading

Explain that today you’ll reread *Butterflies for Kiri*. Review your conversation from Day 1 about Kiri’s challenges and strengths. You’ll pay extra attention to what Kiri does when she has a problem or challenge.

During Reading

1. Think aloud about Kiri’s actions when she was trying to make a butterfly. Comment on how she is upset at first but calms herself and comes up with a plan for practicing with notebook paper. Also comment on how she celebrates improvement even though she doesn’t achieve her goal right away.
2. Ask partners to discuss what Kiri does first, next, etc. when her paints run. Summarize student comments using language consistent with your think aloud above. (**“Kiri calms down, makes a plan, and tries her new idea.”**)

After Reading

1. Ask partners to discuss the following questions:
 - **“How does it feel when something is hard?”**
 - **“How does it feel to make a mistake?”**
 - **“What can we learn from Kiri?”**
2. End your discussion with a summary statement about your classroom values. For instance, **“In our class, let’s be like Kiri. If you make a mistake or have a problem, calm down, make a plan, and try it. Don’t give up!”** (Optional: Write these steps or a similar “motto” together to post to encourage perseverance.)

Extension

NOTE: Download step-by-step directions for several origami creations and encourage students to select a design to try. One website with student-friendly directions is <http://www.activityvillage.co.uk/origami-animals>.

1. Explain that origami is a great activity for practicing being patient, solving problems, and not giving up even if you make a mistake.
2. Show students a few choices for origami designs they could make. Model following the directions for one very simple design (e.g., a cat face) to provide more support. Think aloud about problem solving and make a “mistake” to model the sequence above (calm down, make a plan, and try it).
3. As students work, remind them of the problem-solving behaviors you discussed. Also remind them of relevant items on the “Ways to Be Kind” list and encourage them to help and encourage one another.

4. Afterward, ask a few students to share challenges that arose and how they overcame them.

ELL Support Strategies

- Show students an example of origami when introducing the story.
- Show students some of the problems Kiri encountered with real materials (e.g., model trying to fold the paper and ripping it and/or watercolor paints running).

BOOK INFORMATION

Butterflies for Kiri

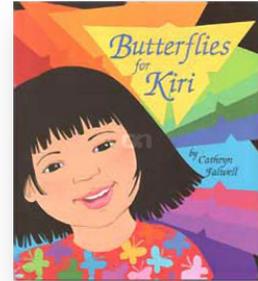
ISBN: 978-1-60060-342-6

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 *Butterflies for Kiri* at www.leeandlow.com/books/2370



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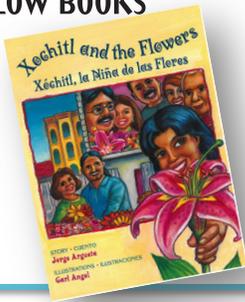


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LEE & LOW BOOKS

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

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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

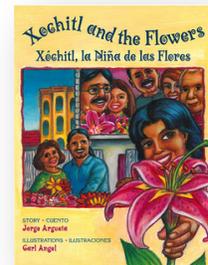
ISBN: 978-0-89239-224-7

RESOURCES ON THE WEB

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<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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