



UNIT 2: Kindness



PROJECT
READY
MOUNT ST. JOSEPH UNIVERSITY®

Joyful Discoveries Preschool Curriculum

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Project Ready's Joyful Discoveries Preschool Curriculum

Unit 2 – Kindness

Unit Overview:

This unit teaches children about the importance of kindness. It is the first full unit in the curriculum and is typically done across one month. It has three sub themes that explore being kind to our family and friends, being kind to animals, and showing kindness to our planet by conserving resources and recycling.

Knowledge Building Targets

1. Ways to show kindness to our friends, family, animals, planet
2. Caring Animal Jobs: veterinarian, zoo keeper, animal shelter worker
3. Knowledge of places: animal shelter, vet, zoo
4. Life cycle of dog and cat
5. Vet's tools: stethoscope, thermometer, scale, measuring tape, x-ray, tweezers, etc.
6. Earth is our planet to take care of
7. Environmentalism: recycling, conservation
8. Earth Day

Oral Language Skill Targets

1. Answering questions
2. Stating an opinion
3. Basic Vocabulary– prepositions, basic directional words
4. Academic Vocabulary– kindness, recycling, softly, planet, good deeds, Veterinarian, etc.
5. Story Vocabulary: author, illustrator, title, Character--Who, Setting--Where
6. Length of sentences
7. Extended decontextualized accounts, explanations, and narratives
8. Retelling/Summarizing
9. Story sequencing

Early Literacy Skills

1. Alphabet Letter Names & Sounds
2. Name Recognition
3. Phonological awareness
4. Print/Book Skills: title, author, directionality
5. Listening Comprehension
6. Answering key questions (focus on Who, When, What questions)
7. Memory for events
8. Retelling
9. Sequencing of events
10. Fiction vs. Nonfiction
11. Knowledge of Common Stories
12. Writing Skills: Prewriting strokes, Letter formation, knowledge of how writing works (Shared writing)

Math Skills

1. Shapes
2. Directional words
3. Small number recognition without counting
4. Counting
5. Number Recognition
6. More Than, Less Than, Equal To
7. Number–after knowledge
8. Number comparisons
9. Number–after equals one more
10. Addition
11. Subtraction
12. Categories: Sizes
13. Patterns
14. Story Problems





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Unit 2: Kindness

Overview

Part 1 – Showing Kindness to Family & Friends

BOOK 1 ★	BOOK 2 ★	BOOK 3
<p><i>Showing Kindness</i> by Rebecca Pettiford *Kindness Garden</p>  	<p><i>Good People Everywhere</i> by Lynea Gillen</p>   	<p><i>Grandma's Tiny House</i> by JaNay Brown-Wood</p>   

BOOK 4	BOOK 5	BOOK 6	BOOK 7
<p><i>Stick and Stone</i> by Beth Ferry & Tom Lichtenheld</p>  	<p><i>How to Two</i> by David Soman</p>    	<p><i>How Kind!</i> by Mary Murphy</p> 	<p><i>One Winter's Day</i> by Christina Butler & Tina Macnaughton</p>  

★ = Second Read





Unit 2: Kindness

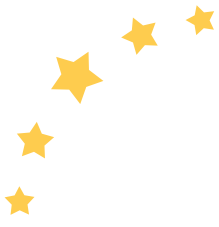
Overview

Part 2 – Showing Kindness to Animals

BOOK 8	BOOK 9 ★	BOOK 10 ★	BOOK 11
<p><i>Kitten and the Night Watchman</i> by John Sullivan</p>  	<p><i>Biscuit Visits the Doctor</i> by Alyssa Satin Capucilli *Dramatic Play Center introduced</p> 	<p><i>A Day in the Life of a Veterinarian</i> by Heather Adamson</p>  	<p><i>Doggies</i> by Sandra Boynton</p>   
BOOK 12	BOOK 13	BOOK 14	BOOK 15 ★
<p><i>Lola Gets a Cat</i> by Anna McQuinn</p>  	<p><i>A Sick Day for Amos McGee</i> by Phillip Stead</p> 	<p><i>I Want to Be a Zookeeper</i> by Dan Liebman</p> 	<p><i>Fiona the Hippo</i> by Richard Cowdrey</p>  

★ = Second Read





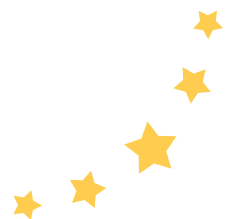
Unit 2: Kindness

Overview

Part 3 – Showing Kindness to Our Planet

BOOK 16	BOOK 17 ★	BOOK 18 ★	BOOK 19
<p><i>The EARTH Book</i> by Todd Parr</p> 	<p><i>Biscuit's Earth Day Celebration</i> by Alyssa Satin Capucilli</p> 	<p><i>10 Things I Can Do to Help My World</i> by Melanie Walsh</p> 	<p><i>A World of Kindness</i> by Ann Featherstone</p> 
			

★ = Second Read





Materials

Packaged Materials in Kindness Unit:

Kind/Unkind Sort Cards

Life Cycle Cards: Cat & Dog

Recycle/Trash Sort Cards

Craft Materials:

Card making materials (paper and crayons/markers)

Fiona Paper plate hippo craft: paper plates, google eyes, paint (gray), construction paper (gray and pink), black markers, scissors, and glue stick

Biscuit's Earth Day Celebration Recycled Art: paint, recycled items, paper

Center Materials – Dramatic Play, Vet's Office

Vet Play Kit including stuffed animals

Vet Costume

Pet Travel Kit

Self Adhesive Bandages

Kitchen Scale

Tape Measure

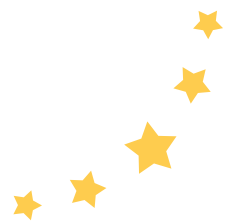
Small Clipboard x2

Books about Cats and Dogs

Online Materials: – readingscience.org/preschool

Kindness Garden Flowers Template

Materials for Vet Dramatic Play Center: X-Rays, Vet Writing Form



Kindness Centers

Writing Center—Kindness Garden Introduced after Book 1.

Purpose: Promote kindness, oral language, and name recognition/writing

Materials: Large green paper for field of grass, blank flowers for children to color, name cards for name writing, crayons, tape or glue. Note: Online materials – flower templates.

Add this center after Book 1 *Showing Kindness*. Outline for how to introduce the center is in the follow-up activity for this book. Children will have a little background exposure to the concept of kindness but may need some support in spotting examples of kindness in the classroom until further books have been read.

How it Works:

Find a place in the classroom where you can put up a “field of grass” to place the flowers. This can be as simple as a large piece of green paper or as complex as a collage or bulletin board. You might want to make flower stems onto which children can place their flowers. Consider doing this with the children as a way to talk about “setting up a garden”.

In the writing center, place the materials for children to color their flowers and place their name. Name tags should be available for children to copy their name if needed.

When someone sees an act of kindness occur, they let one of the teachers know. Then the child involved in the act of kindness creates a flower and puts it in the garden. Teachers should be on the lookout for kindness and ask children to make flowers. Encourage children to point out acts of kindness, too!

After a book is read, a different child can be offered the opportunity to tell the teacher a “kindness” they noticed to be added to the Garden. This can be used throughout the year in the classroom!





Dramatic Play Center—Vet Clinic Introduced after Book 9.

Purpose: Promote creative play, exploration and experimentation, and oral language skills.

Materials: stuffed animals, vet supplies, vet writing form, writing tools, clipboards, bandages, vet dress up materials, animal books, x-rays (see online materials), carrying case for stuffed animals, scale, measuring tape, etc.

Make Sequence cards: life cycle of a cat, life cycle of a dog

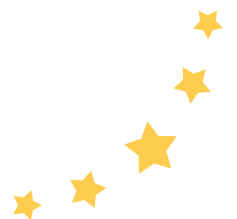
We suggest adding these materials after Book 9 *Biscuit Visits the Doctor*. Children will have a little background exposure to the concept of a vet clinic and will have some ideas of how to create play scenarios around that theme.

How it Works:

In the dramatic play center, set up a vet's office. Make sure there are materials so that children can play different roles: vet, vet's assistant, pet owner, receptionist, etc.

Introduce the center to the children after reading *Biscuit Visits the Doctor*. Explain how they can play vet's office. Talk about the different roles and model how to use the different toys.

For the first few days, a teacher should be near this center to help students act out scenarios around the vet clinic theme, using their new vocabulary and knowledge. The teacher might model how to hold the animal safely, how to weigh or measure a pet, how to give the animal a check-up, how to bandage the animal, etc. The possibilities are endless. Encourage children to play different roles (pet owner, vet, clinic worker, receptionist, etc.) Remember to encourage use of new vocabulary and schema surrounding kindness to animals.





Library Center

Classroom library suggestions of additional books connected to the theme of Kindness.

Additional Preschool Books About Kindness to Include in Classroom Library

Because of You: A Book of Kindness by B.G. Hennessy

Kindness Makes the World Go Round (Sesame Street) by Craig Manning

The Wonderful Things You Will Be by Emily Winfield Martin

Batman is Kind by Cala Spinner

One Good Deed by Terri Fields

A Chair for My Mother by Vera B. Williams

What Does it Mean to be Kind? By Rana DiOrio

Be Polite and Kind by Cheri J. Meiners

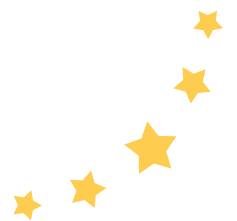
Be Kind by Pat Zietlow Miller

A Little Spot of Kindness by Diane Alber

I Can Save the Earth! by Allison Inches

The Earth and I by Frank Asch

How to be a Friend by Laurie Krasny Brown and Marc Brown



Full List of Unit Vocabulary – Kindness

Book	Word	Definition	Gesture
<i>Showing Kindness</i>	kind	nice	hug yourself
<i>Showing Kindness</i>	recycling	using things again instead of throwing them in the trash	make a circular motion with your right hand
<i>Showing Kindness</i>	softly	gentle and careful	gently stroke your left hand with your right
<i>Good People Everywhere</i>	lonely	feeling sad to be all by yourself	close eyes and frown
<i>Good People Everywhere</i>	carpenter	a person who builds things	right hand makes a fist and moves arm down twice like hitting a nail with a hammer
<i>Good People Everywhere</i>	musician	a person who plays music	both hands in front like on a piano and wiggle fingers
<i>Grandma's Tiny House</i>	tiny	very small	thumb and pointer finger extended with a small space between
<i>Grandma's Tiny House</i>	jugs	big containers for drinks	both hands curved like holding a big jug, tilt up toward mouth and lift head like drinking
<i>Grandma's Tiny House</i>	bulge	to bend or stick out	arms reach out in front and make a circle
<i>Stick and Stone</i>	lonely	feeling sad to be all by yourself	close eyes and frown
<i>Stick and Stone</i>	vanish	to go away quickly	hold hand closed and open it quickly to show nothing is there
<i>Stick and Stone</i>	explore	to look closely at a new thing or place	right hand above eye like a salute and rotate head side to side
<i>How to Two</i>	alone	all by yourself	right pointer finger makes a 1
<i>How to Two</i>	shelter	a cover that protects you from rain or bad weather	one hand on top of the other over your head
<i>How Kind!</i>	kind	nice	hug yourself
<i>How Kind!</i>	fetch	to go and get something	arms outstretched, palms facing and bring palms toward the body as if bringing something to yourself
<i>One Winter's Day</i>	trembled	to shake from fear	palms facing and shake both hand rapidly
<i>One Winter's Day</i>	shelter	a cover that protects you from rain or bad weather	one hand on top of the other over your head

Full List of Unit Vocabulary – Kindness

Book	Word	Definition	Gesture
<i>One Winter's Day</i>	shivering	shaking from the cold	arms cross over one another at the midsection and move back and forth like shaking
<i>Kitten and the Night Watchman</i>	kitten	baby cat	thumb and pointer finger on both hands and draw away from mouth like whiskers
<i>Kitten and the Night Watchman</i>	worried	to feel afraid and upset	pointer finger on both hands points to mouth that is frowning
<i>Biscuit Visits the Doctor</i>	veterinarian	a doctor for animals	thumb and pointer finger on both hands and draw away from mouth like whiskers and then arms cross like holding (animal (kitten) + care)
<i>Biscuit Visits the Doctor</i>	checkup	a visit to the doctor to make sure your body is well	palm on forehead as if checking for a fever
<i>Biscuit Visits the Doctor</i>	measure	to use tools to find out the size of something	palms touching and move out as if showing width
<i>A Day in the Life of a Veterinarian</i>	veterinarian	a doctor for animals	thumb and pointer finger on both hands and draw away from mouth like whiskers and then arms cross like holding (animal (kitten) + care)
<i>A Day in the Life of a Veterinarian</i>	clinic	a veterinarian's office	thumb and pointer finger on both hands and draw away from mouth like whiskers and then pointer fingers together out and down like a box (animal (kitten) + building)
<i>A Day in the Life of a Veterinarian</i>	heal	to make better	pointer finger on both hands points to mouth that is frowning and then smiling
<i>Doggies</i>	quiet	not making noise	right pointer finger on lips
<i>Doggies</i>	moonlit	lit up by the moon	arms form circle around head
<i>Lola Gets a Cat</i>	adopt	make someone part of your family	place both hands on top of one another on chest (heart)
<i>Lola Gets a Cat</i>	shelter	a place where animals go when they don't have a home	one hand on top of the other over your head
<i>Lola Gets a Cat</i>	settle	to get comfortable and calm	hands on top of each other on left ear and head to side as if sleeping
<i>A Sick Day for Amos McGee</i>	amble	walk slowly	hands in front with palms facing down and move hands as if walking
<i>A Sick Day for Amos McGee</i>	achy	sore, uncomfortable	say "ow" and frown

Full List of Unit Vocabulary – Kindness

Book	Word	Definition	Gesture
<i>A Sick Day for Amos McGee</i>	beneath	under	right palm a few inches from top of head
<i>Zookeeper</i>	zookeeper	someone who takes care of the animals in a zoo	right hand makes elephant trunk then cradle arms like holding
<i>Zookeeper</i>	trust	believe that someone cares for you	arms cross and hug shoulders
<i>Fiona the Hippo</i>	snort	to make a loud sound with your nose	right pointer finger on side of nose
<i>Fiona the Hippo</i>	wiggled	moved quickly from side to side	palms face each other in front of body and move quickly from side to side
<i>Fiona the Hippo</i>	arrived	came, showed up	arms extended palms facing up and bring palms toward your body.
<i>The Earth Book</i>	Earth	the planet where we live	hands form a small circle in front of the body
<i>The Earth Book</i>	recycling	using things again instead of throwing them in the trash	make a circular motion with your right hand
<i>The Earth Book</i>	garbage	food or things you throw away	thumb and pointer finger pinch nose to signify smelly
<i>Biscuit's Earth Day</i>	Earth	the planet where we live	hands form a small circle in front of the body
<i>Biscuit's Earth Day</i>	recycling	using things again instead of throwing them in the trash	make a circular motion with your right hand
<i>Biscuit's Earth Day</i>	celebration	a party	pointer fingers like hooks and twist upward like confetti
<i>10 Things I Can Do to Help My World</i>	switch off	turn off	pointer finger up and then down as if turning off a light switch
<i>10 Things I Can Do to Help My World</i>	litter	trash or garbage that people leave on the ground	thumb and pointer finger together motion to pick up something and put it somewhere else
<i>10 Things I Can Do to Help My World</i>	recycling	using things again instead of throwing them in the trash	make a circular motion with your right hand
<i>A World of Kindness</i>	kindness	being nice	hug yourself



Full List of Unit Vocabulary – Kindness

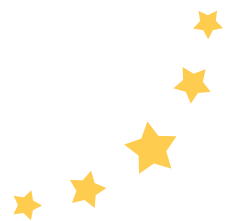
Book	Word	Definition	Gesture
<i>A World of Kindness</i>	gentle	kind and soft	left arm extends out in front, right hand gently rubs from wrist up the arm
<i>A World of Kindness</i>	comfort	to calm and make someone feel better	right hand outstretched to side as if putting your arm around someone



Active Responding Routines

These are used when asking/answering questions. Stay away from individual child responses as you want all children actively engaged.

Teacher Prompts	
Thinking About the Answer	Point to Forehead with Finger
Answer all together (choral responding)	Open hand to children to indicate they should respond
Child Responses	
To show they are ready to answer	Thumbs Up Other Movements: Stand up, Hands in the air
To note if they like something or don't	Thumbs Up/Thumbs Down





For the Teacher: Preview Showing Kindness



Unit: Kindness, Part 1– Showing Kindness to Family & Friends

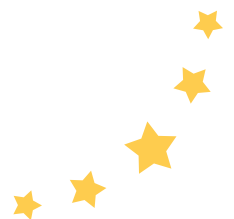
Book 1: *Showing Kindness* by Rebecca Pettiford

Materials Needed: Kindness Garden and flowers ready to introduce

Vocabulary		
Word	Definition	Gesture
Kind	nice	hug yourself
Recycling	using things again instead of throwing them in the trash	make a circular motion with your right hand
Softly	gentle and careful	gently stroke your left hand with your right

Language Time

I have ten fingers
(hold up both hands, fingers spread)
And they all belong to me,
(point to self)
I can make them do things—
Would you like to see?
I can shut them up tight
(make fists)
I can open them wide
(open hands)
I can put them together
(palms together)
I can make them all hide
(behind back)
I can make them jump high
(over head)
I can make them jump low
(touch floor)
I can fold them up quietly
(fold hands in lap)
And hold them just so.





1st Read

Showing Kindness

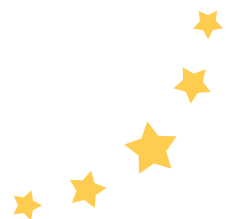
Before

1. **Topic Introduction**– *We have been learning about preschool. Today we are going to begin reading and learning about something new. We are going to learn all about KINDNESS. Clap that word with me. Kind-ness. Kindness is being nice. When we are at preschool, we show kindness to each other.*
2. **Title and Author**– **Draw attention to title and author.** *The title of this book is Showing Kindness. Say the title with me, Showing Kindness. Great! The author of the book is Rebecca Pettiford. The author writes the words in a book.*
3. **Book Introduction**– *This book is about the different ways we can show kindness. Let’s read about the different ways to show kindness. See if you can find ways that you are kind to others.*

During

1. **Read**– Read with few interruptions so children can follow the full story.
2. **Model Thinking Aloud**– Pause to model what good readers think about.

Part of text	Model How to Think Aloud
“Drew is <u>kind</u> to his mom. He helps her put the groceries away.”	<i>That is so <u>kind</u>! It makes mommies really happy when their children help. Look at her smile. Does your mommy like it when you help?</i>
“Pete is <u>kind</u> to his cat.”	<i>Oh, that cat looks happy. I bet being petted <u>softly</u> feels great for the cat. Softly means gently and carefully.</i>
“It feels good to be <u>kind</u> !”	<i>Look how happy these people are. Being <u>kind</u> makes everyone happy.</i>





1st Read

Showing Kindness

3. **Draw Attention to Key Events and Vocabulary** – Pause to highlight vocabulary and key concepts.

Key content: There are so many ways to show kindness. It feels good to show kindness.

Vocabulary: briefly define vocabulary words, and do the gesture, when they come up in the story. Reinforce throughout the day.

Word	Definition to use and <i>how to introduce the gesture.</i>	Gesture
Kind	nice <i>Kind means being nice. There are so many ways to be kind to our families and friends. When we are kind it feels like a hug.</i>	<i>hug yourself</i>
Recycling	<i>using things again instead of throwing them in the trash</i> <i>We can recycle many things—paper, cans, bottles. When we recycle we can use things again! It is a circle use and reuse.</i>	make a circular motion with your right hand
Softly	gentle and careful <i>Softly means gentle and careful. Pete pets his cat softly. He is so gentle and careful.</i>	gently stroke your left hand with your right

After

1. **Ask Questions**– Ask children to actively respond together in different ways (choral response, thumbs up/down, movement). Let them know that when you point to your forehead, you mean thinking, and when you hold your hand open towards them, you mean responding all together.

Now I am going to ask you a few questions about our story. When I put my finger to my forehead that means I want you to think about your answer.

Ask their opinion. *Think about if you liked the story?* (thinking gesture – finger on forehead)
Thumbs up if you liked it.

What was this book about? (Thinking gesture and then hand open to note choral response – kindness)

What is one way you can show kindness? (thinking gesture – finger on forehead) *Think about your answer and put a thumbs up when you have something to share.* (Call on 1–2 children randomly with thumbs up)

Who showed kindness to his cat? (Thinking gesture and then hand open to note choral response – Pete)

2. **Review the Vocabulary**–

In today's story, we learned 3 new words. Review each word stating the definition and making the gesture, encourage students to say the word and use the gesture with you.



1st Read

Showing Kindness



Word Definition to use	Gesture
Haste is to do something fast. When we do something fast, we do it with haste.	hands in fists in front of you and act like you are running (with your arms)
We are all diverse. Diversity means not the same. Diversity is beautiful!	pointer fingers together then move out like windshield wipers

*Put your hands up in the air if this is a way to show kindness. *Use gestures with words.*

1. Helping my mommy put away groceries.
2. Watching my favorite show.
3. Softly petting my dog.
4. Throwing my can in the recycling bin.
5. Helping my friend put away her toys.

3. Follow Up Activity- Introduce Writing Center – Kindness Garden (see center resources).

Explain; *we are going to work on showing kindness in our classroom. To help us think more about kindness, we are going to make a kindness garden.* Take children to where the kindness garden will be. Explain the center and answer questions. *When we see kindness, we are going to make a flower and put it in our kindness garden. You can color your flower and put your name on it.*





2nd Read Showing Kindness



Unit: Kindness, Part 1– Showing Kindness to Family & Friends

Book 1: *Showing Kindness* by Rebecca Pettiford

Materials Needed: Kindness Garden and flowers ready to introduce

Re-Read & Activity: Kind/Unkind Sort.

Materials Needed: Kind/Unkind Sorting Cards.

Before

1. **Ask what they can remember about the book** – show them the cover to remind them.
We have already read this story. Thumbs up if you remember it. Look at the cover. Do you remember what the word kind means? (Do the gesture – hug self) Kind means nice. This book reminds us that there are so many ways to be kind.
2. **Point out title & author**– *The title of this story is Showing Kindness. The author of the story is Rebecca Pettiford. Put your thumb up if you know what the author does.* (Thinking gesture) (Call on one student with a thumb up to share their response.) *The author writes the words in the book.*
3. **Tell them this time we are going to read and discuss the story** so be ready to share your ideas!
We are going to read the story again. Pay close attention so we can talk about the book when it's done.

During

1. **Read**– with excitement and fluency.
2. **Think Aloud and Ask Questions as you read.**

Part of text	Think Aloud (TA) – Question (Q)
“We show kindness by doing good deeds.”	TA: <i>I wonder what good deeds are. I think they are kind things we can do for each other. Do you think I’m right?</i>
“Now he can take his test.”	Q: <i>How do you think Jon felt when the girl gave him a pencil? Think about how Jon felt and when you have an answer, thumbs up.</i>
“He shares his toys.”	Q: <i>How do you think this makes her feel?</i> (Thinking gesture) <i>Happy or sad?</i> (Choral response – open hand to group)

3. **Draw Attention to Key Events and Vocabulary**– Pause to highlight vocabulary and key concepts.

Key content: There are so many ways to show kindness. It feels good to show kindness.

Vocabulary: briefly define vocabulary words, and do the gesture, when they come up in the story. Reinforce throughout the day.



2nd Read Showing Kindness



Word	Definition to use and <i>how to introduce the gesture.</i>	Gesture
Kind	Nice <i>Kind means being nice. There are so many ways to be kind to our families and friends. When we are kind it feels like a hug.</i>	<i>hug yourself</i>
Recycling	<i>Using things again instead of throwing them in the trash. We can recycle many things—paper, cans, bottles. When we do, we can use things again! Let's make a circle with our hand and say recycle.</i>	make a circular motion with your right hand
Softly	gentle and careful <i>Pete pets his cat softly. He is so gentle and careful. Let's softly pet our hand and softly.</i>	gently stroke your left hand with your right

After

- Ask Questions**— Ask children to actively respond together in different ways (choral response, thumbs up/down, movement). Remind them now that when you point to your forehead, you mean thinking, and when you hold your hand open towards them, you mean responding all together.

Now I am going to ask you a few questions about our story. When I put my finger to my forehead that means I want you to think about your answer.

Ask their opinion. *Think about if you liked the story.* (thinking gesture – finger on forehead)

Yes/No Did you like it? (choral response, open hand to children)

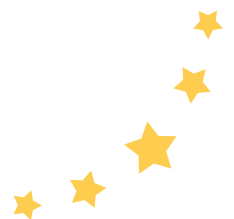
What was this story about? (thinking gesture – finger on forehead) (Choral response, open hand– kindness, being nice)

What is one way the people in this book showed kindness? (thinking gesture – finger on forehead)

Thumbs up when you have an answer. (Various answers. Call on 1–2 students)

- Review Vocabulary**

In today's story, we learned 3 new words. Review each word stating the definition and making the gesture, **encourage students to say the word and use the gesture with you.**





2nd Read Showing Kindness



Word Definition to use	Gesture
<i>Kind means to be _____ (nice)</i>	hug yourself
<i>When I <u>recycle</u>, I use things ____ (again)</i>	make a circular motion with your right hand
<i><u>Softly</u> means _____ (gently/ carefully)</i>	gently stroke your left hand with your right hand

3. **Follow-Up Activity: Kindness Sort.** Explain, *These pictures show children showing kindness, but some of the pictures show children who are NOT showing kindness. Let's see if we can find the pictures where the children are showing kindness.*

1. Show the children the cards in kind/unkind pairs. Ask which picture shows kindness. Then, ask students to describe the act of kindness. For example- The boy is showing kindness by sharing the toys. **Do not focus on the unkind pictures. Simply say, unkind.**
2. Reinforce that these pictures show things we can do to be kind in our classroom.
3. Go back through the kind pictures only and reinforce how students can share toys, clean up classroom materials, wait patiently in line, etc.





For the Teacher: Preview Good People Everywhere



Unit: Kindness, Part 1– Showing Kindness to Family & Friends

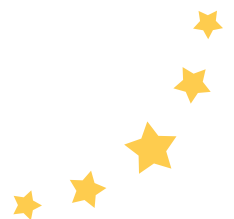
Book 2: Good People Everywhere by Lynea Gillen

Materials Needed: none

Vocabulary		
Word	Definition	Gesture
Lonely	Feeling sad to be all by yourself	close eyes and frown
Carpenter	A person who builds things	right hand makes a fist and moves arm down twice like hitting a nail with a hammer
Musician	A person who plays music	both hands in front like on a piano and wiggle fingers

Language Time

I have ten fingers
(hold up both hands, fingers spread)
And they all belong to me,
(point to self)
I can make them do things—
Would you like to see?
I can shut them up tight
(make fists)
I can open them wide
(open hands)
I can put them together
(palms together)
I can make them all hide
(behind back)
I can make them jump high
(over head)
I can make them jump low
(touch floor)
I can fold them up quietly
(fold hands in lap)
And hold them just so.





1st Read

Good People Everywhere

Before

1. **Topic Introduction**– *Yesterday, we started learning about kindness. Let’s clap the word kindness together. My turn, Kind-ness. All together, Kind-ness. Kindness means being nice.* (finger to forehead-thinking) *What does kindness mean?* (open hand to children asking for response) *Being nice. We show kindness every day.*
2. **Title and Author**– Draw attention to title, author, & illustrator. *Today we are going to read this book, Good People Everywhere. The author’s name is Lynea Gillen. She wrote the words. The illustrator is Kristina Swarner. She drew the pictures.*
3. **Book Introduction**– *Look at the cover of the book. I see lots of houses. I’m guessing that this book might be about the ways we can show kindness in our neighborhood or town. Let’s read to find out!*

During

1. **Read**– Read with few interruptions so children can follow the full story.
2. **Model Thinking Aloud**– Pause to model what good readers think about.

Part of text	Model How to Think Aloud
“millions and millions of people are doing very good things”	TA: <i>That’s a lot of people who are showing kindness!</i>
“moms and dads are cooking dinner for their families”	TA: <i>Taking care of your family is so kind!</i>
“practicing performances that will bring joy”	TA: <i>Sharing our talents, like dance, makes people happy. That’s a way to show kindness.</i>

3. **Draw Attention to Key Events and Vocabulary**– Pause to highlight vocabulary and key concepts.
Key content: People show kindness to their neighbors in many ways. Some are big ways and some are small ways.
Vocabulary: briefly define/highlight vocab words when they come up in the story. Reinforce throughout the day.





1st Read

Good People Everywhere

Word	Definition to use and <i>how to introduce the gesture.</i>	Gesture
Lonely	Feeling sad to be all by yourself <i>To help us remember the word lonely, we can make a sad face. And say lonely.</i>	close eyes and frown
Carpenter	A person who builds things <i>The carpenters are building homes for people. How kind! Let's be a carpenter building a house. Bring your hammer down on the nail and say carpenter.</i>	right hand makes a fist and moves arm down twice like hitting a nail with a hammer
Musician	a person who plays music <i>The musicians are playing beautiful music. Sharing music is kind! Let's pretend we are musicians playing the piano.</i>	both hands in front like on a piano and wiggle fingers

After

1. **Ask Questions**– Ask children to actively respond together in different ways (choral response, thumbs up/down, movement). Remind them now that when you point to your forehead, you mean thinking, and when you hold your hand open towards them, you mean responding all together.

Now I am going to ask you a few questions about our story. When I put my finger to forehead that means I want you to think about your answer.

Ask their opinion. *Think about if you liked the story.* (thinking gesture – finger on forehead)

Thumbs up if you liked it. (open hand to students to encourage thumbs up)

Check their understanding. Ask children to respond in different ways (choral response, individual response, talking to their elbow partners, etc.)

Think about the kind acts that you saw in the story (thinking gesture – finger on forehead). **Put your thumb up when you remember one of the kind acts and be ready to share with the group. What kind acts did we see in the book?** Encourage all to think about their answer and call on 1–2 students who have their thumbs up.

Who does kind acts in your neighborhood? (thinking gesture – finger on forehead). **Put your thumb up when you are ready to tell us who is someone you know who does kind acts.** Encourage all to think about their answer and call on 1–2 students who have their thumbs up.



1st Read

Good People Everywhere

2. Review Vocabulary

In today's story, we learned 3 new words. Let's clap out our new words. Review each word stating the definition and making the gesture, and then clapping out the word. **Encourage students to say the word and use the gesture with you.**

Word Definition to use	Gesture
<i>Lonely is feeling sad to be all by yourself. Ready to clap, Lone-ly. Lonely.</i>	close eyes and frown
<i>A carpenter is a person who builds things. Car-pen-ter. Carpenter.</i>	right hand makes a fist and moves arm down twice like hitting a nail with a hammer
<i>A musician is a person who plays music. mu-si-cian. musician.</i>	both hands in front like on a piano and wiggle fingers

Ask questions (thinking gesture) with choral responding (open hand gesture). Use the open hand for choral responding and be sure to make the vocabulary word gesture when saying the word. If many children don't get it, tell them the correct answer and ask the question again.

Who is the person who plays music? (Thinking gesture and then hand open to note choral response- musician)

Who is the person who builds houses? (Thinking gesture and then hand open to note choral response- carpenter)

What do we call it when we feel sad to be all alone? (Thinking gesture and then hand open to note choral response- lonely)

3. Follow Up Activity- Kindness

We have been talking about showing kindness. Kindness means _____. (Thinking gesture and then hand open to note choral response- being nice) Show me a thumbs up and say yes if this is a way to show kindness:

Picking up your toys? (Thinking gesture and then hand open to note choral response- yes)

Waiting patiently in line? (Thinking gesture and then hand open to note choral response- yes)

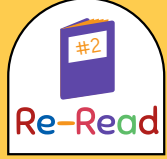
Playing nicely with someone? (Thinking gesture and then hand open to note choral response- yes)

Great job listening to our story today. Let's all try to show each other kindness in our classroom.



2nd Read

Good People Everywhere



Unit: Kindness, Part 1– Showing Kindness to Family & Friends
Book 2: Good People Everywhere by Lynea Gillen
Re-read and Activity: Craft – making cards
Materials Needed: Paper and crayons.

Before

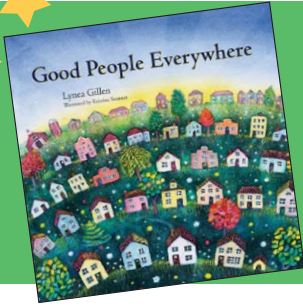
1. **Ask what they can remember about the book** – show them the cover to remind them.
We have already read this story. There are so many houses on the cover. What was this story about? (thinking gesture – finger on forehead) Thumbs up if you remember it? I remember! It was about the different ways people show kindness in their neighborhoods. Is that what you remembered?
2. **Point out title & author**– *The title of this story is Good People Everywhere. Lynea Gillen is the author. Let’s clap that word. Au–thor. The author writes the words. What does that author do? (Thinking gesture and then hand open to note choral response– writes the words!).*
3. **Tell them this time we are going to read and discuss the story** so be ready to share your ideas!
We are going to read the story again. Pay close attention so we can talk about the book when it’s done.

During

1. **Read**– with excitement and fluency.
2. **Ask Questions**

Part of text	Think Aloud (TA) – Question (Q)
“moms and dads are cooking dinner for their families”	TA: <i>That’s kind.</i> Q: <i>Raise your hand if you have someone who makes food for you? Who is that person?</i>
“practicing performances that will bring joy”	TA: <i>Watching and listening brings joy. That means it makes people happy.</i> Q: <i>Raise your hand if you like to listen to music and dance?</i>
“A big sister is holding her baby brother”	Q: <i>How do you think this makes her feel? (Thinking gesture) Happy or sad? (Choral response – open hand to group)</i>

3. **Draw Attention to Key Events and Vocabulary**– Pause to highlight vocabulary and key concepts.
Key content: People show kindness to their neighbors in many ways. Some are big ways and some are small ways.
Vocabulary: briefly define/highlight vocab words when they come up in the story. Reinforce throughout the day.



2nd Read

Good People Everywhere



Word	Definition to use and <i>how to introduce the gesture.</i>	Gesture
Lonely	Feeling sad to be all by yourself <i>To help us remember the word lonely, we can make a sad face. And say lonely.</i>	<i>close eyes and frown</i>
Carpenter	A person who builds things <i>The carpenters are building homes for people. How kind! Let's be a carpenter building a house. Bring your hammer down on the nail and say carpenter.</i>	right hand makes a fist and moves arm down twice like hitting a nail with a hammer
Musician	a person who plays music <i>The musicians are playing beautiful music. Sharing music is kind! Let's pretend we are musicians playing the piano.</i>	both hands in front like on a piano and wiggle fingers

After

- Ask Questions–** Ask children to actively respond together in different ways (choral response, thumbs up/down, movement). Remind them now that when you point to your forehead, you mean thinking, and when you hold your hand open towards them, you mean responding all together.

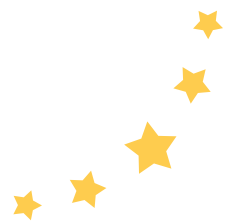
Now I am going to ask you a few questions about our story. When I put my finger to my forehead that means I want you to think about your answer.

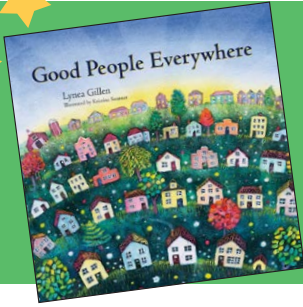
Ask their opinion. *Think about your favorite part of the story* (thinking gesture – finger on forehead)

Thumbs up when you are ready to tell me your favorite part. You start your sentence like this: My favorite part was _____. My favorite part was when the ballerina was dancing. Let each child tell their favorite part and start by giving them the sentence stem “My favorite part was...”

- Review the Vocabulary–**

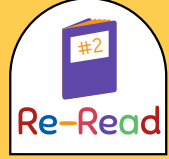
In today's story, we learned 3 new words. Let's clap out our new words. Review each word stating the definition and making the gesture, and then clapping out the word. **Encourage students to say the word and use the gesture with you.**





2nd Read

Good People Everywhere



Word Definition to use	Gesture
<i>Lonely is feeling sad to be all by yourself. Ready to clap, Lone-ly. Lonely.</i>	close eyes and frown
<i>A carpenter is a person who builds things. Car-pen-ter. Carpenter.</i>	right hand makes a fist and moves arm down twice like hitting a nail with a hammer
<i>A musician is a person who plays music. mu-si-cian. musician.</i>	both hands in front like on a piano and wiggle fingers

Ask questions to reinforce vocabulary. Ask questions (thinking gesture) with choral responding (open hand gesture). Use the open hand for choral responding and be sure to make the vocabulary word gesture when saying the word. If many children don't get it, tell them the correct answer and ask the question again.

What did the carpenter do that was kind? (Thinking gesture and then hand open to note choral response-built houses)

Have you ever felt lonely? One time I felt lonely was when my friend was sick and I had to do my work alone. Have you ever felt lonely? (thinking gesture – finger on forehead) *If you have something to share show a thumbs up.* Encourage all to think about their answer and call on 1-2 students who have their thumbs up.

3. Follow Up Activity- Craft – Making Cards.

Explain, *We are going to make a picture for someone in our lives who is kind to us. Provide examples: I could make a picture for my mom because she helps me get ready in the morning. I could make a picture for my uncle because he plays my favorite games with me. I could make a picture for my grandma because she helps me tie my shoes.* Have students talk about the kind act they want to draw and have them make a picture for their person showing the act of kindness. Encourage them to take the pictures home and give it to their special person to thank them for their kindness.





Shared Writing Good People Everywhere



Planning Guide – Express Ideas

Topic Sentence: Write the topic sentence on the board leaving a blank space for the underlined word:

We know good people who help us!

Vocabulary to include, if possible:		
Word	Definition	Gesture
Kind	nice	hug yourself

Plan your detail and concluding sentences (You can utilize the following or make up your own.)

Topic Sentence: **We know good people who help us!**

Detail: _____ **keeps our hallways clean.**

Detail: _____ **helps us when we are sick.**

Detail: _____ **helps us find our classrooms.**

Conclusion: **Our helpers are kind.**

Let's Write!

Discuss the book and vocabulary: *We read this book, Good People Everywhere. In this story, we saw different ways that good people show kindness. There are so many ways to be kind helpers! We have helpers in our school.*

Write Topic Sentence

1. **Plan:** *We are going to work together to write about the helpers at our school. Let's start by finishing this sentence I wrote here. It says We know _____ people who help us. What word could we put there to tell about the people who help us? (good/kind)*
2. **Write:** Write words to complete the sentence.
3. **Read** aloud, pointing to each word: *We know good people who help us.*

Write Detail Sentence(s)

1. **Plan:** *Let's tell about the helpers at school. Who helps us?* Guide children by providing a few examples, if necessary.
2. **Write:** **(Name) keeps our hallways clean.**
3. **Read** aloud, pointing to each word: **(Name) keeps our hallways clean.** Read again, encouraging children to read with you.

Continue adding detail sentences if students are engaged. This can also be returned to tomorrow or added to later in the day.



Shared Writing Good People Everywhere

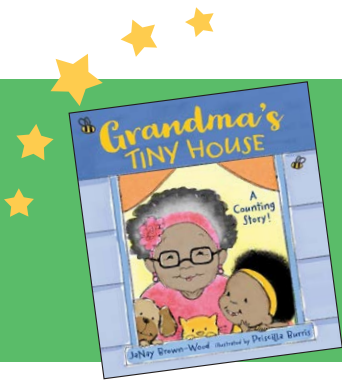


Write Concluding Sentence

1. **Plan:** *We wrote about our school helpers. Now let's write a sentence to tell our readers that we are done telling about our helpers. How could we do that? How about we tell our readers that helpers are good people?*
2. **Write:** *Our helpers are kind.*
3. **Read** aloud, pointing to each word: Read again, encouraging children to read with you

Read the whole paragraph with students. Post writing where they can see it.





For the Teacher:
Preview
Grandma's Tiny House



Unit: Kindness, Part 1– Showing Kindness to Family & Friends

Book 3: Grandma's Tiny House by JaNay Brown–Wood

Materials Needed: none

Vocabulary		
Word	Definition	Gesture
Tiny	very small	thumb and pointer finger extended with a small space between
Jugs	big containers for drinks	both hands curved like holding a big jug, tilt up toward mouth and lift head like drinking
Bulge	to bend or stick out	arms reach out in front and make a circle

Language Time

I have ten fingers

(hold up both hands, fingers spread)

And they all belong to me,

(point to self)

I can make them do things–

Would you like to see?

I can shut them up tight

(make fists)

I can open them wide

(open hands)

I can put them together

(palms together)

I can make them all hide

(behind back)

I can make them jump high

(over head)

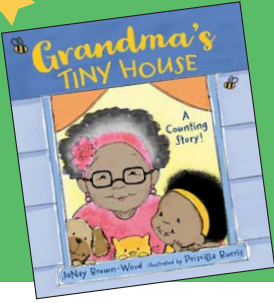
I can make them jump low

(touch floor)

I can fold them up quietly

(fold hands in lap)

And hold them just so.



1st Read

Grandma's Tiny House



Before

- Topic Introduction**– *We have been reading about kindness. Do you remember that word? Kindness means being nice. We can show kindness at school and we can show kindness at home.*
- Book Introduction**– *I see two people on the cover of this book. One looks older and one looks younger. I'm guessing they are a family. They look so happy. I think they love each other.*
- Title and Author**– *Draw attention to title and author. The author of this book is JaNay Brown-Wood. She wrote the words. Let's clap the word author. Au-thor.*

During

- Read**– Read with few interruptions so children can follow the full story.
- Model Thinking Aloud**– Pause to model what good readers think about.

Part of text	Think Aloud (TA) – Question (Q)
“where we all go to meet”	TA: <i>It sounds like lots of people go to Grandma's tiny house to spend time together.</i>
“three neighbors knock on the brown wooden door”	TA: <i>How kind! Grandma must feel really happy that the neighbors are bringing so much food.</i>
“nine chatting aunties all head for the den”	TA: <i>Wow! Those desserts look scrumptious. So yummy!</i>

- Draw Attention to Key Events and Vocabulary**– Pause to highlight vocabulary and key concepts.

Key content: Love makes a family. Spending time together and sharing food is something many families enjoy.

Vocabulary: briefly define/highlight vocab words when they come up in the story. Reinforce throughout the day.





1st Read

Grandma's Tiny House



Word	Definition to use and <i>how to introduce the gesture.</i>	Gesture
Tiny	<p>very small</p> <p><i>Grandma's house is tiny but filled with lots of love. I can show something tiny with my fingers, by leaving just a little bit of space in between my finger and thumb. Show me tiny with your fingers and say tiny.</i></p>	thumb and pointer finger extended with a small space between
Jugs	<p>big container to hold drinks</p> <p><i>The uncles brought big jugs of lemonade. Do you see the jugs? When we hold a jug we need to use two hands because they are big. Let's pretend to hold a big jug with our hands. Then pretend to take a drink and say jug.</i></p>	both hands curved like holding a big jug, tilt up toward mouth and lift head like drinking
Bulge	<p>to bend or stick out</p> <p><i>The walls bulge because everyone is crammed inside the tiny house. What will happen? When the walls bulge they stick out. We are going to make a bulge with our arms and say bulge.</i></p>	arms reach out in front and make a circle

After

- Ask Questions**– Ask children to actively respond together in different ways (choral response, thumbs up/down, movement). Remind them now that when you point to your forehead, you mean thinking, and when you hold your hand open towards them, you mean responding all together.

Now I am going to ask you a few questions about our story. When I put my finger to my forehead that means I want you to think about your answer.

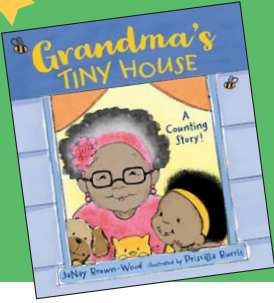
Ask their opinion. *I thought that was a fun book! I loved reading about all the food that everyone brought. Think about if you liked the story.* (thinking gesture – finger on forehead)

Thumbs up if you liked the book, too. (open hand to students to encourage thumbs up)

Check their understanding. Ask children to respond in different ways (choral response, individual response, talking to their elbow partners, etc.)

Where did the story take place? (thinking gesture and then hand open to note choral response – Grandma's tiny house)

What kinds of foods did everyone bring? (Call on 1–2 children randomly with thumbs up) (Response– various answers– ham, biscuits and jam, cheesecakes, etc.)



1st Read

Grandma's Tiny House



2. Review the Vocabulary–

In today's story, we learned 3 new words. Let's clap out our new words. Review each word stating the definition and making the gesture, and then clapping out the word. **Encourage students to say the word and use the gesture with you.**

Word Definition to use	Gesture
<i>Tiny is very small. Ready to clap, ti-ny, tiny.</i>	thumb and pointer finger extend to the left with a small space between
<i>Jugs are big containers used to hold drinks. Jugs</i>	both hands curved like holding a big jug, tilt up toward mouth and lift head like drinking
<i>Bulge is to bend or stick out. Bulge</i>	arms reach out in front and make a circle

2. Review the Vocabulary–

In today's story, we learned 3 new words. Let's clap out our new words. Review each word stating the definition and making the gesture, and then clapping out the word. **Encourage students to say the word and use the gesture with you.**

Ask questions (thinking gesture) with choral responding (open hand gesture).

Use the open hand for choral responding and be sure to make the vocabulary word gesture when saying the word. If many children don't get it, tell them the correct answer and ask the question again.

Is an ant tiny? Yes or no? (thinking gesture – finger on forehead) **Everyone** (hand open to note choral response – yes)

Is an airplane tiny? Yes or no? (thinking gesture – finger on forehead) **Everyone** (hand open to note choral response – no)

Is an elephant tiny? Yes or no? (thinking gesture – finger on forehead) **Everyone** (hand open to note choral response – no)

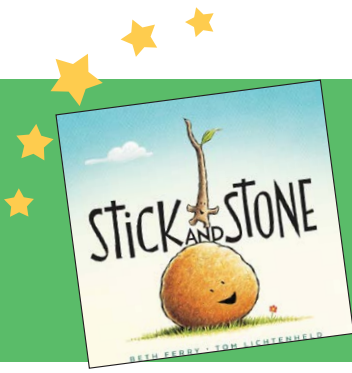
Is a piece of sand tiny? Yes or no? (thinking gesture – finger on forehead) **Everyone** (hand open to note choral response – yes)

Is a ladybug tiny? Yes or no? (thinking gesture – finger on forehead) **Everyone** (hand open to note choral response – yes)

3. Follow Up Activity– Math Word Problem

Explain, *The family shared so many delicious foods in this story. They had 2 (hold up 2 fingers) turkeys and 4 (hold up 4 fingers) pots of hot greens. How many foods is that altogether? Let's use our fingers to figure that out. 2 (hold up 2 fingers) plus 4 (hold up 4 fingers on other hand) equals 1,2,3,4,5,6 (wiggle each finger as you count). Six! That's six delicious foods altogether. Yum!*





For the Teacher:
Preview
Stick and Stone



Unit: Kindness, Part 1– Showing Kindness to Family & Friends

Book 4: *Stick and Stone* by Beth Ferry & Tom Lichtenheld

Materials Needed: none

Vocabulary		
Word	Definition	Gesture
Lonely*	Feeling sad to be all by yourself	close eyes and frown
Vanish	To go away quickly	hold hand closed and open it quickly to show nothing is there
Explore	To look closely at a new place or thing	right hand above eye like a salute and rotate head side to side

Language Time

I have ten fingers

(hold up both hands, fingers spread)

And they all belong to me,

(point to self)

I can make them do things–

Would you like to see?

I can shut them up tight

(make fists)

I can open them wide

(open hands)

I can put them together

(palms together)

I can make them all hide

(behind back)

I can make them jump high

(over head)

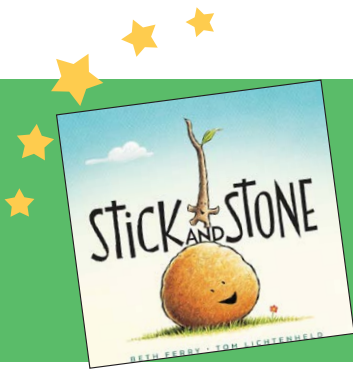
I can make them jump low

(touch floor)

I can fold them up quietly

(fold hands in lap)

And hold them just so.



1st Read Stick and Stone



Before

1. **Topic Introduction**– *We have been reading about showing kindness at home and at school. Think about what kindness is.* (thinking gesture – finger on forehead). *Tell the person sitting next to you what kindness is.* (partner share) *Kindness is being nice.*
2. **Book Introduction**– *I think the picture on this book cover is really interesting. I'm not really sure what is in the picture. It looks like maybe a tree and a rock?*
3. **Title and Author**– Draw attention to title and author. *This story is called Stick and Stone. Oh! Maybe this (point) is a stick and this (point) is a stone? This is a story about being kind to your friends. Let's learn how to be a good friend.*

During

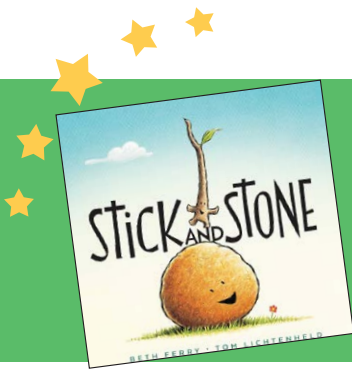
1. **Read**– Read with few interruptions so children can follow the full story.
2. **Model Thinking Aloud**– Pause to model what good readers think about.

Part of text	Think Aloud (TA) – Question (Q)
“Alone is no fun”	TA: <i>Sometimes people want to be alone. It looks like Stone is sad about being alone right now. I think he wants a friend to play with.</i>
“Makes fun of Stone.”	Q: <i>Is Pinecone being kind? No! Poor Stone is so sad.</i>
“His word does the trick.”	TA: <i>Pinecone is walking away. Stick's words made him leave and now Stone is happy. How kind of Stick!</i>
“A friendship has grown.”	TA: <i>Stick and Stone are having so much fun together. They are playing and being kind. Q: Are they friends?</i>

3. **Draw Attention to Key Events and Vocabulary**– Pause to highlight vocabulary and key concepts.

Key content: Friends use kind words, play together nicely, and help each other.

Vocabulary: briefly define/highlight vocab words when they come up in the story. Reinforce throughout the day.



1st Read Stick and Stone



Word	Definition to use and <i>how to introduce the gesture.</i>	Gesture
Lonely	feeling sad to be all by yourself <i>Stick felt lonely because he was all by himself. To help us remember the word lonely, we can make a sad face. And say lonely.</i>	close eyes and frown
Vanish	to go away quickly <i>Stick tells Pinecone to vanish, or to go away quickly, when he is being mean to Stone. Pinecone leaves. Let's pretend Pinecone is in our hand, hold Pinecone in your hand, all closed up. Then open your hand quickly to show Pinecone vanished, Pinecone is gone!</i>	hold hand closed and open it quickly to show nothing is there
Explore	to look closely at a new place or thing <i>Stick and Stone explore a cave. Hold your hand flat and put it up above your eye. Then move your head to look around and explore.</i>	right hand above eye like a salute and rotate head side to side

After

- Ask Questions–** Ask children to actively respond together in different ways (choral response, thumbs up/down, movement). Remind them now that when you point to your forehead, you mean thinking, and when you hold your hand open towards them, you mean responding all together.

Now I am going to ask you a few questions about our story. When I put my finger to my forehead that means I want you to think about your answer. I had a lot of feelings when I was reading that story. At first, I was sad for Stone. Then I was happy that he made a friend. Then I was worried. Then I was happy again. Thumbs up if you had a lot of feelings, too.

Ask their opinion. *Think about if you liked the story* (thinking gesture – finger on forehead)

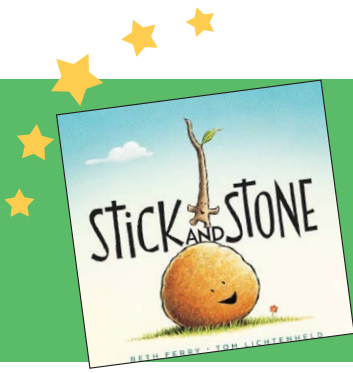
Thumbs up if you liked it. (open hand to students to encourage thumbs up)

Check their understanding. Ask children to respond in different ways (choral response, individual response, talking to their elbow partners, etc.)

Who was the story about? (Thinking gesture) *Thumbs up when you know who was in the story.* (Call on one student to share. Response – Stick and Stone, Pinecone)

How did Stick help Stone? (Thinking gesture) *Thumbs up when you know what Stick did to help Stone.* (Call on one student to share. Response – He told Pinecone to vanish.)

How did Stone help Stick? (Thinking gesture) *Thumbs up when you know what Stone did to help Stick.* (Call on one student to share. Response –He rescued him from the puddle.)



1st Read Stick and Stone



2. **Review the Vocabulary-** *In today's story, we learned 3 new words. Let's clap out our new words.* Review each word stating the definition and making the gesture, and then clapping out the word. **Encourage students to say the word and use the gesture with you.**

Word Definition to use	Gesture
<i>Lonely is feeling sad to be all by yourself. Ready to clap, lone-ly. Lonely.</i>	close eyes and frown
<i>Vanish means to go away quickly. Van-ish. Vanish.</i>	hold hand closed and open it quickly to show othing is there
<i>Explore means to look closely at a new place or thing. Ex-plore. Explore.</i>	right hand above eye like a salute and rotate head side to side

Ask questions (thinking gesture) with choral responding (open hand gesture).

Use the open hand for choral responding and be sure to make the vocabulary word gesture when saying the word. If many children don't get it, tell them the correct answer and ask the question again.

What do we call it when something goes away quickly? (thinking gesture – finger on forehead) **Everyone** (hand open to note choral response – vanish)

What do we call it when we look closely at a new place or thing? (thinking gesture – finger on forehead) **Everyone** (hand open to note choral response – explore)

What do we call it when we feel sad to be all alone? (thinking gesture – finger on forehead) **Everyone** (hand open to note choral response – lonely)

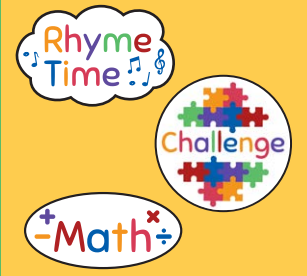
3. **Follow Up Activity-** Story Retell

Explain, *We are going to work together to retell the story. Listen closely. Use your words to help me finish the story.* Show pictures in the book to refresh their memory. (Thinking gesture and then hand open to note choral response at each pause.)

At the beginning of the book, Stone was alone. He did not have a friend and felt _____ (sad.) Pinecone was mean to Stone but Stick told Pinecone to go away. This made Stone feel happy. Soon Stone and Stick became _____ (friends.) One night a storm came, and Stick blew away. Stone searched for Stick and found him stuck in a _____ (puddle.) Stone rescued Stick and they were happy friends again. The end.



For the Teacher: Preview How to Two



Unit: Kindness, Part 1– Showing Kindness to Family & Friends

Book 4: *Stick and Stone* by Beth Ferry & Tom Lichtenheld

Materials Needed: none

Vocabulary		
Word	Definition	Gesture
Alone	all by yourself	right pointer finger makes a 1
Shelter	a cover that protects you from rain or bad weather	one hand on top of the other over your head

Language Time

I have ten fingers

(hold up both hands, fingers spread)

And they all belong to me,

(point to self)

I can make them do things–

Would you like to see?

I can shut them up tight

(make fists)

I can open them wide

(open hands)

I can put them together

(palms together)

I can make them all hide

(behind back)

I can make them jump high

(over head)

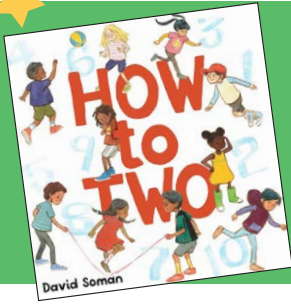
I can make them jump low

(touch floor)

I can fold them up quietly

(fold hands in lap)

And hold them just so.



1st Read How to Two



Before

- Topic Introduction**– *We have been learning about kindness. Kindness means being nice. Thumbs up when you can tell me who we can show kindness to.* (thinking gesture – finger on forehead) Encourage all to think about their answer and call on 1–2 students who have their thumbs up.
- Book Introduction**– *I see lots of kids playing on this book cover. I wonder if this story will be about playing with friends.*
- Title and Author**– Draw attention to title and author. *This story is called How to Two. Two, like the number 2. David Soman is the author. What does the author do?* (Thinking gesture and then hand open to note choral response– writes the words) *He is also the illustrator. Let’s clap that word ill–u–stra–tor. The illustrator draws the pictures. David Soman wrote the words AND drew the pictures in this book. How cool!*

During

- Read**– Read with few interruptions so children can follow the full story.
- Model Thinking Aloud**– Pause to model what good readers think about.

Part of text	Think Aloud (TA) – Question (Q)
“How to one.”	TA: <i>There is one child going down the slide. The slide is a good way to play when you are alone and there is only one person playing. He looks happy!</i>
“How to two.”	Q: <i>How many children? Let’s count the children in this picture. 1,2. There are two children playing on the teeter totter. The teeter totter is good for playing when there are two people. One person goes up, one person goes down.</i>
“How to ten!”	TA: <i>Ten! That’s a lot of friends. Let’s see if we can count them all.</i>
“How to…”	TA: <i>It looks like everyone is leaving the park and going home.</i>

- Draw Attention to Key Events and Vocabulary**– Pause to highlight vocabulary and key concepts.

Key content: There are different ways to play with friends. Some games are better for lots of friends and some games are better for a few friends.

Vocabulary: briefly define/highlight vocab words when they come up in the story. Reinforce throughout the day.



1st Read

How to Two

Rhyme Time

Challenge

+Math+

Word	Definition to use and <i>how to introduce the gesture.</i>	Gesture
Alone	all by yourself <i>When you are alone you are all by yourself. There is only one person there. Use your finger to show a one for alone. This child is alone. He's playing all by himself. He is having fun.</i>	right pointer finger makes a 1
Shelter	a cover that protects you from rain or bad weather <i>A shelter is a cover that protects you from rain or bad weather. When the rain started the children found shelter under a roof. Put one hand on top of your other hand and then put it over your head to make a shelter.</i>	one hand on top of the other over your head

After

1. **Ask Questions**– Ask children to actively respond together in different ways (choral response, thumbs up/down, movement). Remind them now that when you point to your forehead, you mean thinking, and when you hold your hand open towards them, you mean responding all together.

Now I am going to ask you a few questions about our story. When I put my finger to my forehead that means I want you to think about your answer.

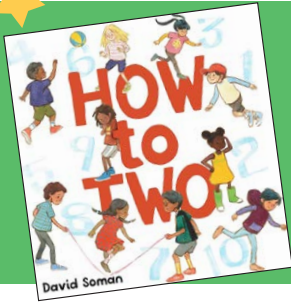
Ask their opinion. *d seeing the different ways people can show kindness while playing. What is your favorite way to play?* (thinking gesture – finger on forehead) *Tell your partner next to you what is your favorite way to play.* (open hand to students to encourage their conversation)

Check their understanding. Ask children to respond in different ways (choral response, individual response, talking to their elbow partners, etc.)

What was this story about? (Thinking gesture) *Thumbs up when you know what it was about.* (Call on one student to share. Response – children playing together)

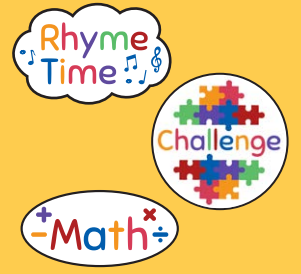
How did the children play? What did they do together? (thinking gesture – finger on forehead). *Put your thumb up when you remember how the children were playing and what they did together, be ready to share with a partner.* Encourage all to think about their answer, then have students turn to their partner and share their answer.





1st Read

How to Two



2. **Review the Vocabulary-** *In today's story, we learned 2 new words. Let's clap out our new words.* Review each word stating the definition and making the gesture, and then clapping out the word. **Encourage students to say the word and use the gesture with you.**

Word Definition to use	Gesture
<i>Alone is all by yourself. Ready to clap, a-lone. Alone</i>	right pointer finger makes a 1
<i>Shelter is a cover that protects you from rain or bad weather. Shel-ter. Shelter.</i>	one hand on top of the other over your head

Ask questions (thinking gesture) with choral responding (open hand gesture).

Use the open hand for choral responding and be sure to make the vocabulary word gesture when saying the word. If many children don't get it, tell them the correct answer and ask the question again.

Is an umbrella a type of shelter? Yes or no? (Thinking gesture and then hand open to note choral response- yes)

Is a swimming pool a type of shelter? Yes or no? (Thinking gesture and then hand open to note choral response- no)

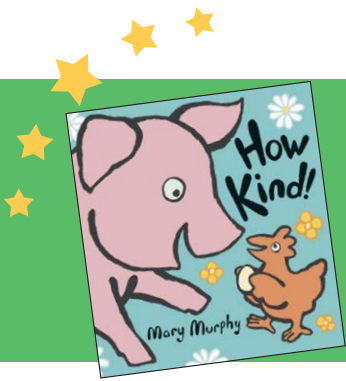
Is a house a type of shelter? Yes or no? (Thinking gesture and then hand open to note choral response- yes)

If you are at a birthday party with all of your friends are you alone? Yes or no? (Thinking gesture and then hand open to note choral response- no)

If you are sleeping in your bed by yourself are you alone? Yes or no? (Thinking gesture and then hand open to note choral response- yes)

3. **Follow Up Activity-** Math Word Problem

Explain, *In this story, we saw 5 kids playing in the sandbox (hold up 5 fingers) and we saw 1 child going down the slide. How many more children played in the sand than played on the slide? Let's start with 5 (wiggle 5 fingers) and take away 1 (put 1 finger down) to see how many more. Let's count. 1,2,3,4. Four! Four more people played in the sand than played on the slide.*



For the Teacher: Preview How Kind!

Unit: Kindness, Part 1– Showing Kindness to Family & Friends

Book 6: *How Kind!* by Mary Murphy

Materials Needed: none

Vocabulary		
Word	Definition	Gesture
Kind*	nice	hug yourself
Fetch	to go and get something	arms outstretched, palms facing and bring palms toward the body as if bringing something to yourself

Language Time

I have ten fingers

(hold up both hands, fingers spread)

And they all belong to me,

(point to self)

I can make them do things–

Would you like to see?

I can shut them up tight

(make fists)

I can open them wide

(open hands)

I can put them together

(palms together)

I can make them all hide

(behind back)

I can make them jump high

(over head)

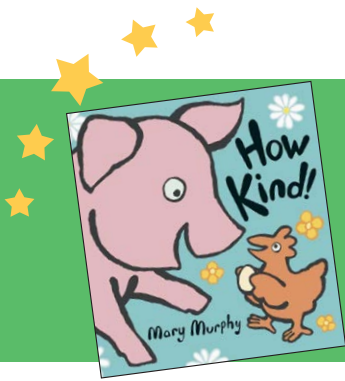
I can make them jump low

(touch floor)

I can fold them up quietly

(fold hands in lap)

And hold them just so.



1st Read How Kind!

Before

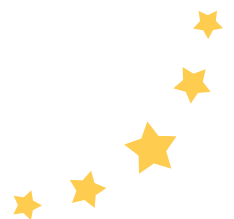
1. **Topic Introduction**– *We are continuing to read about kindness and how to show kindness to our friends and family. Think about one way you show kindness to your friends. (thinking gesture – finger on forehead) Tell the person next to you one way you show kindness to your friends. Use the sentence stem “I show kindness by…” (partner share).*
2. **Book Introduction**– *There is a pig and a chicken on the cover of this book. The chicken is holding something. Maybe it’s an egg? This is another book about showing kindness to friends. Let’s read to find out how the pig and chicken show kindness.*
3. **Title and Author**– Draw attention to title and author. *This story is called How Kind! The author, the person who wrote the book, is Mary Murphy.*

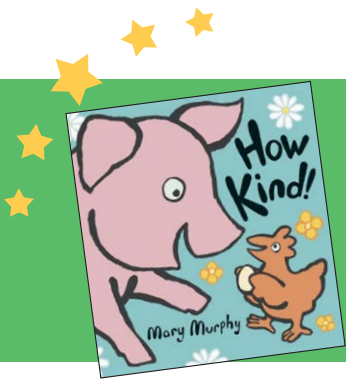
During

1. **Read**– Read with few interruptions so children can follow the full story.
2. **Model Thinking Aloud**– Pause to model what good readers think about.

Part of text	Think Aloud (TA) – Question (Q)
“Pig is so kind, thought Rabbit.”	TA: <i>Because Pig was kind, Rabbit also wanted to be kind. Rabbit was inspired by Pig to be kind.</i>
“Rabbit is very kind, thought Cow.”	Q: <i>How was Rabbit kind to Cow?</i>
“They brought the chick back to Hen.”	TA: <i>The story started with Hen being kind to Pig and now Pig is being kind to Hen. They both got to show kindness.</i>

3. **Draw Attention to Key Events and Vocabulary**– Pause to highlight vocabulary and key concepts.
Key content: We can inspire others to show kindness when we are kind. Kindness grows when we show it! We can repay kindness that is shown to us.
Vocabulary: briefly define/highlight vocab words when they come up in the story. Reinforce throughout the day.





1st Read How Kind!

Word	Definition to use and <i>how to introduce the gesture.</i>	Gesture
Kind	nice <i>Hen was so nice when she gave Pig an egg. She is kind. We can hug ourselves to show kind.</i>	hug yourself
Fetch	to go and get something <i>Puppy fetched a stick. He went and got it so he could scratch Pig's back. Stretch your arms out with your palms facing toward each other and fetch, or get something, imaginary with your hands. Then bring it back toward you.</i>	arms outstretched with palms facing and bring palms toward the body as if bringing something to yourself

After

- Ask Questions-** Ask children to actively respond together in different ways (choral response, thumbs up/down, movement). Remind them now that when you point to your forehead, you mean thinking, and when you hold your hand open towards them, you mean responding all together.

Now I am going to ask you a few questions about our story. When I put my finger to my forehead that means I want you to think about your answer. There were so many kind characters in this book. Characters are the people or animals in the story. I liked reading about those kind characters!

Ask their opinion. *. Think about if you liked this story about being kind to friends.* (thinking gesture – finger on forehead)

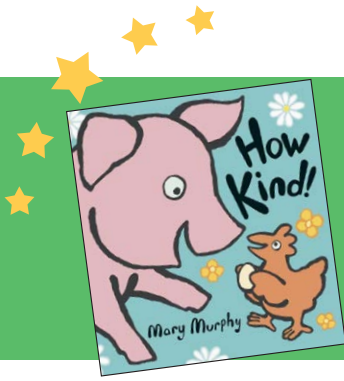
Thumbs up if you liked it. (open hand to students to encourage thumbs up)

Check their understanding. Ask children to respond in different ways (choral response, individual response, talking to their elbow partners, etc.)

Who were the characters in this story? (thinking gesture – finger on forehead). *Put your thumb up when you remember a character from the story, be ready to share with the group.* Encourage all to think about their answer and call on 1–2 students who have their thumb up. (Various responses – Pig, Hen, Puppy, etc.)

Why did Pig give Rabbit a carrot? Pig gave Rabbit a carrot because he wanted to be... (Thinking gesture and then hand open to note choral response– kind)

- Review the Vocabulary-** *In today's story, we learned 2 new words. Let's clap out our new words.* Review each word stating the definition and making the gesture, and then clapping out the word. **Encourage students to say the word and use the gesture with you.**



1st Read How Kind!



Word Definition to use	Gesture
<i>Kind is when you are nice to others. Ready to clap, kind.</i>	hug yourself
<i>Fetch is when you go and get something. Fetch.</i>	arms outstretched, palms facing and bring palms toward the body as if bringing something to yourself

Ask questions (thinking gesture) with choral responding (open hand gesture).

Use the open hand for choral responding and be sure to make the vocabulary word gesture when saying the word. If many children don't get it, tell them the correct answer and ask the question again.

Is it kind to share your toys with your friends? Yes or no? (Thinking gesture and then hand open to note choral response– yes)

Is it kind to eat all of the cookies without sharing them? Yes or no? (Thinking gesture and then hand open to note choral response– no)

Is it kind to ask a friend to play with you? Yes or no? (Thinking gesture and then hand open to note choral response– yes)

3. Follow Up Activity– Vocabulary Review

Explain, *There was an interesting word in this book. Fetch. Puppy fetched a stick in the story. Fetch means...* (Thinking gesture and then hand open to note choral response– to go get something) *Raise your hand if you would like to fetch something for us right now.* Ask the volunteering children to fetch something (in pairs so more get a turn, if possible) near the reading area. For example, *(Children's names) please go fetch two blocks. Thank you!* Or *(Children's names) please go fetch two books from our reading corner.*





For the Teacher: Preview One Winter's Day

Unit: Kindness, Part 1– Showing Kindness to Family & Friends
Book 7: *One Winter's Day* by Christina Butler & Tina Macnaughton
Materials Needed: none

Vocabulary		
Word	Definition	Gesture
Trembled	to shake from fear	palms facing and shake both hand rapidly
Shelter*	a cover that protects you from rain or bad weather	one hand on top of the other over your head
Shivering	shaking from the cold	arms cross over one another at the midsection and move back and forth like shaking

Language Time

I have ten fingers
 (hold up both hands, fingers spread)
And they all belong to me,
 (point to self)
I can make them do things—
Would you like to see?
I can shut them up tight
 (make fists)
I can open them wide
 (open hands)
I can put them together
 (palms together)
I can make them all hide
 (behind back)
I can make them jump high
 (over head)
I can make them jump low
 (touch floor)
I can fold them up quietly
 (fold hands in lap)
And hold them just so.



1st Read One Winter's Day



Before

1. **Topic Introduction**– *We have been reading lots of books about showing kindness to our friends and families. Today, we are going to read our last book about that. Next we're going to learn about showing kindness to animals! How fun!*
2. **Book Introduction**– *This story is called One Winter's Day. I see a hedgehog wearing a warm hat, scarf and gloves. It looks very cold there. I wonder if this hedgehog is going to show kindness in this story.*
3. **Title and Author**– Draw attention to title and author. *The author is Christina Butler. The illustrator is Tina Macnaughton. Let's clap author. Au-thor. The author writes the words. Let's clap illustrator. Ill-u-stra-tor. She drew the pictures.*

During

1. **Read**– Read with few interruptions so children can follow the full story.
2. **Model Thinking Aloud**– Pause to model what good readers think about.

Part of text	Think Aloud (TA) – Question (Q)
“family of field mice shivering in the long grass.”	TA: <i>Poor mice! They are so cold. I wonder if Hedgehog will help them.</i>
“I have no home anymore”	TA: <i>Oh no! That's so sad. I wonder if someone can show Hedgehog kindness the way he is showing kindness when he gives away his warm clothes.</i>
“The animals he'd met in the storm had made him the coziest nest he'd ever seen.”	TA: <i>How kind! The animals found a wonderful way to repay Hedgehog's kindness! They built him a new nest.</i>

3. **Draw Attention to Key Events and Vocabulary**– Pause to highlight vocabulary and key concepts.
Key content: We can show kindness even when we feel sad or worried. We can repay kindness by showing kindness to someone who has been kind to us.
Vocabulary: briefly define/highlight vocab words when they come up in the story. Reinforce throughout the day.



1st Read One Winter's Day



Word	Definition to use and <i>how to introduce the gesture.</i>	Gesture
Trembled	to shake from fear <i>When you shake because you are scared you are trembling. Little Hedgehog trembled as the wind blew. He was worried because he didn't have a home for the winter. Put your</i>	palms facing and shake both hand rapidly
Shelter	a cover that protects you from rain or bad weather <i>A shelter is a cover that protects you from rain or bad weather. Hedgehog tried to find shelter under the tree roots but it was too windy. Put one hand on top of your other hand and then put it over your head to make a shelter.</i>	one hand on top of the other over your head
Shivering	shaking from the cold <i>Shivering is like trembling, it is shaking, but when you shiver it is because it is cold. The field mice were shivering in the cold so Little Hedgehog gave them his hat to keep them warm. I want you to cross your arms around your body and shake like you are shivering because it is really cold.</i>	arms cross over one another at the midsection and move back and forth like shaking

After

- Ask Questions-** Ask children to actively respond together in different ways (choral response, thumbs up/down, movement). Remind them now that when you point to your forehead, you mean thinking, and when you hold your hand open towards them, you mean responding all together.

Now I am going to ask you a few questions about our story. When I put my finger to my forehead that means I want you to think about your answer.

Ask their opinion. *I liked seeing how the animals repaid Hedgehog for his kindness. Did you?*
(thinking gesture – finger on forehead)

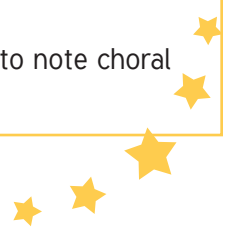
Thumbs up if you liked it. (open hand to students to encourage thumbs up)

Check their understanding. Ask children to respond in different ways (choral response, individual response, talking to their elbow partners, etc.)

What did the animals do to repay Hedgehog? (thinking gesture – finger on forehead). *Put your thumb up when you know how the animals repaid Hedgehog. Be ready to share with the group.*

Encourage all to think about their answer and call on 1 student who has their thumb up. (Response- They built a cozy nest for him.)

How did Hedgehog feel when he saw the nest? (Thinking gesture and then hand open to note choral response- happy)





1st Read One Winter's Day



2. **Review the Vocabulary**– *In today's story, we learned 3 new words. Let's clap out our new words.* Review each word stating the definition and making the gesture, and then clapping out the word. **Encourage students to say the word and use the gesture with you.**

Word Definition to use	Gesture
<i>Trembled is when you shake because you are scared. Ready to clap, trem-bled. Trembled</i>	palms facing and shake both hand rapidly
<i>Shelter is a cover that protects you from rain or bad weather. Shel-ter. Shelter.</i>	one hand on top of the other over your head
<i>Shivering is when you shake because you are cold. Shiv-er-ing. Shivering.</i>	arms cross over one another at the midsection and move back and forth like shaking

Ask questions (thinking gesture) with choral responding (open hand gesture).

Use the open hand for choral responding and be sure to make the vocabulary word gesture when saying the word. If many children don't get it, tell them the correct answer and ask the question again.

Tremble and shiver both mean to shake. We shiver when we shake because we are cold. We tremble when we shake because we are scared.

What might you do if you are playing out in the snow? Tremble or shiver? (Thinking gesture and then hand open to note choral response– shiver)

What might you do if you were watching a scary movie? Tremble or shiver? (Thinking gesture and then hand open to note choral response– tremble)

What might your mom do if she saw a spider and she is afraid of spiders? Tremble or shiver? (Thinking gesture and then hand open to note choral response– tremble)

What might you do if you were outside in winter and forgot your jacket at home? Tremble or shiver? (Thinking gesture and then hand open to note choral response– shiver)

3. **Follow Up Activity**– Story Retell

Explain, *We are going to work together to retell the story. Listen closely. Use your words to help me finish the story.* Show pictures in the book to refresh their memory. (Thinking gesture and then hand open to note choral response at each pause.)

Hedgehog was building his home when it was knocked over by a gust of _____ (wind.) He met other animals who needed his help because they were _____ (cold.) The animals repaid Hedgehog's kindness by building him a new _____ (nest.) The end.



For the Teacher:
Preview

Kitten and the Night Watchman

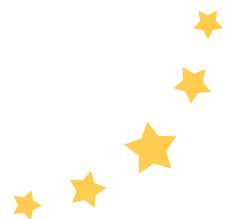


Unit: Kindness, Part 2– Showing Kindness to Animals
Book 8: *Kitten and the Night Watchman* by John Sullivan
Materials Needed: none

Vocabulary		
Word	Definition	Gesture
Kitten	baby cat	thumb and pointer finger on both hands and draw away from mouth like whiskers
Worried	to feel afraid and upset	pointer finger on both hands points to mouth that is frowning
Shivering	shaking from the cold	arms cross over one another at the midsection and move back and forth like shaking

Language Time

I have ten fingers
 (hold up both hands, fingers spread)
And they all belong to me,
 (point to self)
I can make them do things–
Would you like to see?
I can shut them up tight
 (make fists)
I can open them wide
 (open hands)
I can put them together
 (palms together)
I can make them all hide
 (behind back)
I can make them jump high
 (over head)
I can make them jump low
 (touch floor)
I can fold them up quietly
 (fold hands in lap)
And hold them just so.





1st Read

Kitten and the Night Watchman

Before

1. **Topic Introduction**– *We read a lot of books about showing kindness to friends and family. Now we are going to learn about showing kindness to animals. Do you like animals?* (thinking gesture – finger on forehead) *Nod your head if you do.*
2. **Book Introduction**– *This story is about a man who finds a little, lost kitten. It is called Kitten and the Night Watchman. Kitten and the Night Watchman is the title of this book. Let’s clap that word. Ti-tle. The title is the name of the book.*
3. **Title and Author**– Draw attention to title and author. *The author is John Sullivan. What does the author do?* (Thinking gesture and then hand open to note choral response– writes the words!)

During

1. **Read**– Read with few interruptions so children can follow the full story.
2. **Model Thinking Aloud**– Pause to model what good readers think about.

Part of text	Think Aloud (TA) – Question (Q)
“he makes his rounds, alone.”	TA: <i>The night watchman walks around this construction site and makes sure it is safe. Q: Do you see the sun? TA: It is going down. It is almost night. Soon it will be dark.</i>
“Back again?”	TA: <i>The watchman said “Back again?” I think that means he has seen the kitten before. I wonder if it visits the construction site at night.</i>
“The night watchman feeds the kitten from his own dinner.”	TA: <i>How kind! I think the kitten is hungry.</i>
“Come along, kitty.”	Q: <i>Where is the watchman taking the kitten? TA: I think he might be taking the kitten home.</i>

3. **Draw Attention to Key Events and Vocabulary**– Pause to highlight vocabulary and key concepts.

Key content: People can show kindness to animals by feeding them and keeping them safe.

Vocabulary: briefly define/highlight vocab words when they come up in the story. Reinforce throughout the day.



1st Read

Kitten and the Night Watchman

Word	Definition to use and <i>how to introduce the gesture.</i>	Gesture
Kitten	<p>baby cat</p> <p><i>A kitten is a baby cat. In the book the man is kind to the kitten. Put your thumb and pointer fingers together and put it near the edge of your mouth. Then pull them away like you are touching your whiskers.</i></p>	thumb and pointer finger on both hands and draw away from mouth like whiskers
Worried	<p>to feel afraid and upset</p> <p><i>Worried means to feel afraid and upset. The watchman felt worried when he couldn't find the kitten. Make a frown with your mouth and use your pointer fingers to point to your mouth to show worried.</i></p>	pointer finger on both hands points to mouth that is frowning

After

1. **Ask Questions**– Ask children to actively respond together in different ways (choral response, thumbs up/down, movement). Remind them now that when you point to your forehead, you mean thinking, and when you hold your hand open towards them, you mean responding all together.

Now I am going to ask you a few questions about our story. When I put my finger to my forehead that means I want you to think about your answer.

Ask their opinion. *I liked that story! What was your favorite part?* (thinking gesture – finger on forehead)

When you are ready to share your favorite part, show me a thumbs up. Encourage all to think about their answer and call on 1–2 students who have their thumb up. Start by giving them the sentence stem “My favorite part was...”

Check their understanding. Ask children to respond in different ways (choral response, individual response, talking to their elbow partners, etc.)

What is a baby cat called? (Thinking gesture and then hand open to note choral response– kitten)

Why was the night watchman worried? Encourage all to think about their answer, then have students turn to their partner and share their answer. (Response – he didn’t know where the kitten was)

2. **Review the Vocabulary**– *In today’s story, we learned 2 new words. Let’s clap out our new words.* Review each word stating the definition and making the gesture, and then clapping out the word. **Encourage students to say the word and use the gesture with you.**



1st Read

Kitten and the Night Watchman

Word Definition to use	Gesture
A kitten is a baby cat. Ready to clap, kit-ten, kitten.	thumb and pointer finger on both hands and draw away from mouth like whiskers
Worried is when you feel afraid and upset. Wor-ried. Worried.	pointer finger on both hands points to mouth that is frowning

Ask questions (thinking gesture) with choral responding (open hand gesture).

Use the open hand for choral responding and be sure to make the vocabulary word gesture when saying the word. If many children don't get it, tell them the correct answer and ask the question again.

Think about a time you have felt worried. (thinking gesture – finger on forehead) *Get ready to share it with your partner. Start your sentence with “I felt worried when...”* (hand open to allow partners to share)

3. Follow Up Activity– Story Retell

Explain, *We are going to work together to retell the story. Listen closely. Use your words to help me finish the story.* Show pictures in the book to refresh their memory. (Thinking gesture and then hand open to note choral response at each pause.)

First, the night watchman left his family and went to work. He was a little lonely at work, but then he saw a _____ (kitten.) The kitten followed the night watchman while he checked on the machines at the construction site. The watchman fed the kitten some dinner. Then the kitten heard a bird and ran away. The night watchman felt _____ (worried.) The kitten came back and the night watchman decided to take the kitten _____ (home.) The end.



Shared Writing

Kitten and the Night Watchman



Planning Guide – Respond to a Question

Topic Sentence: Write the topic sentence on the board leaving a blank space for the underlined word:

The watchman was kind to the kitten.

Vocabulary to include, if possible:		
Word	Definition	Gesture
Kitten	baby cat	thumb and pointer finger on both hands and draw away from mouth like whiskers
Worried	to feel afraid and upset	pointer finger on both hands points to mouth that is frowning

Plan your detail and concluding sentences (You can utilize the following.)

Topic Sentence: **The watchman was kind to the kitten.**

Detail: **He wanted the kitten to be safe.**

Detail: **He wanted his family to meet the kitten.**

Detail: **He did not want the kitten to run away again.**

Conclusion: **That is why the watchman brought the kitten home.**

Let's Write!

Discuss the book and vocabulary: *I wonder why the watchman took the kitten home. Sometimes when you wonder about something, it helps to write about it. Let's write about this question today.*

Write Topic Sentence

- Plan:** *We are going to start our writing work by thinking about the question we will answer. The question is: Why did the watchman take the ___ home? (thinking gesture – finger on forehead) Who did the watchman bring home? (hand open to note choral response – the kitten!) And how did the watchman treat the kitten? (thinking gesture – finger on forehead) The watchman was ___? (hand open to note choral response – kind)*
- Write:** Write words to complete the sentence.
- Read aloud, pointing to each word:** *The watchman was kind to the kitten.*





Shared Writing

Kitten and the Night Watchman



Write Detail Sentence(s)

1. **Plan:** *Let's wonder about that question. Why did the watchman bring the kitten home? What do you remember from the book?* Guide children by showing them a few pictures in the book, if necessary. Remember the planned detail sentences are available if your students need more direction. Otherwise, write the ideas they share.
2. **Write:** **(Name) keeps our hallways clean.**
3. **Read** aloud, pointing to each word: **(Name) keeps our hallways clean.** Read again, encouraging children to read with you.

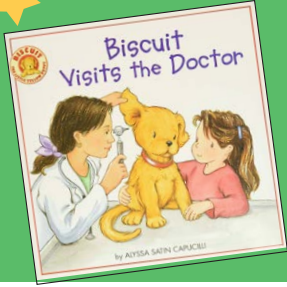
Continue adding detail sentences if students are engaged. This can also be returned to tomorrow or added to later in the day.

Write Concluding Sentence

1. **Plan:** *We wondered why the watchman brought the kitten home. Do you think writing about it helped us understand? Now let's write a sentence to tell our readers that we are done writing answering the question.*
2. **Write:** **That is why the watchman brought the kitten home.**
3. **Read** aloud, pointing to each word: **That is why the watchman brought the kitten home.** Read again, encouraging children to read with you

***Read the whole paragraph with students. Post writing where they can return to it frequently to "read."**





For the Teacher: Preview Biscuit Visits the Doctor

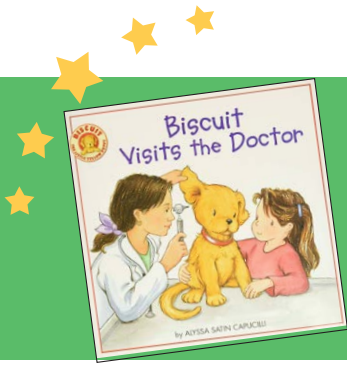
Unit: Kindness, Part 2– Showing Kindness to Animals
Book 9: *Biscuit Visits the Doctor* by Alyssa Satin Capucilli
Materials Needed: dramatic play center ready for play

Vocabulary		
Word	Definition	Gesture
Veterinarian	a doctor for animals	thumb and pointer finger on both hands and draw away from mouth like whiskers and then arms cross like holding (animal (kitten) + care)
Checkup	a visit to the doctor to make sure your body is well	palm on forehead as if checking for a fever
Measure	to use tools to find out the size of something	palms touching and move out as it showing width

Language Time

I have ten fingers
 (hold up both hands, fingers spread)
And they all belong to me,
 (point to self)
I can make them do things—
Would you like to see?
I can shut them up tight
 (make fists)
I can open them wide
 (open hands)
I can put them together
 (palms together)
I can make them all hide
 (behind back)
I can make them jump high
 (over head)
I can make them jump low
 (touch floor)
I can fold them up quietly
 (fold hands in lap)
And hold them just so.





1st Read

Biscuit Visits the Doctor

Before

- Topic Introduction**– *We have been reading about kindness. We can show kindness to our family and our friends. We can also show kindness to animals. Today, we are going to read another book about people showing kindness to animals.*
- Book Introduction**– *Look at this picture.* (show cover of the book) *I see someone using a tool to look into a dog’s ear. This story is called Biscuit Visits the Doctor. I think this person is a doctor. She’s taking care of Biscuit. A doctor who takes care of animals is called a veterinarian. Let’s clap that word. Vet–er–nar–i–an. Great job!*
- Title and Author**– Draw attention to title and author. *The person who wrote the words is Alyssa Satin Capucilli. What do we call the person who writes the words?* (Thinking gesture and then hand open to note choral response– the author)

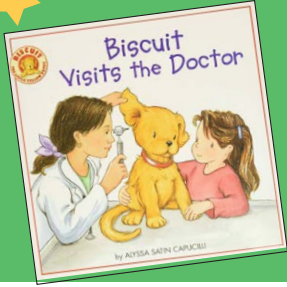
During

- Read**– Read with few interruptions so children can follow the full story.
- Model Thinking Aloud**– Pause to model what good readers think about.

Part of text	Think Aloud (TA) – Question (Q)
“It’s time for your checkup!”	TA: <i>Animals need to go to the doctor just like we do.</i>
“She cares for many different animals.”	Q: <i>I wonder what kinds of animals Dr. Green takes care of. I see a bunny in this picture! Do you think the bunny is there for a checkup with Dr. Green, too?</i>
“She’ll listen to your heartbeat, too.”	TA: <i>When I visit the doctor, she uses this tool to listen to my heart! This is called a stethoscope. Human doctors use them, also!</i>

- Draw Attention to Key Events and Vocabulary**– Pause to highlight vocabulary and key concepts.
Key content: Veterinarians are animal doctors. Vets make sure animals are healthy and strong.
Vocabulary: briefly define/highlight vocab words when they come up in the story. Reinforce throughout the day.





1st Read

Biscuit Visits the Doctor



Word	Definition to use and <i>how to introduce the gesture.</i>	Gesture
Veterinarian	a doctor for animals <i>A veterinarian is a doctor for animals. Dr. Green is a veterinarian. She makes sure animals are healthy and strong. Do you remember our gesture for kitten? Put your thumb and pointer finger together and pretend to touch your whiskers and then cross your arms like you are holding something to show veterinarian. Veterinarian's care for animals.</i>	thumb and pointer finger on both hands and draw away from mouth like whiskers and then arms cross like holding (animal (kitten) + care)
Checkup	a visit to the doctor to make sure your body is well <i>A checkup is a visit to the doctor to make sure your body is well. It's time for Biscuit's checkup in this book. He is going to the vet to make sure he's well. Put your hand on your forehead like you are checking your temperature for a fever to show checkup.</i>	palm on forehead as if checking for a fever
Measure	to use tools to find out the size of something <i>Measure means to use tools to find out the size of something. Dr. Green will weigh and measure Biscuit to make sure he is growing. Put your hands together out in front of you and move them apart to show how you might measure something.</i>	palms touching and move out as if showing width

After

- Ask Questions**– Ask children to actively respond together in different ways (choral response, thumbs up/down, movement). Remind them now that when you point to your forehead, you mean thinking, and when you hold your hand open towards them, you mean responding all together.

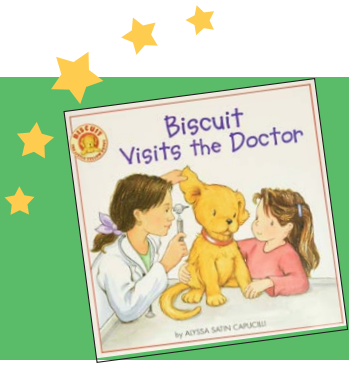
Now I am going to ask you a few questions about our story. When I put my finger to my forehead that means I want you to think about your answer.

Ask their opinion. *Did you enjoy that book? I liked when Biscuit got a treat at the end. What was your favorite part?* (thinking gesture – finger on forehead)
(thinking gesture – finger on forehead)

When you are ready to share your favorite part, show me a thumbs up. Start your sentence with "My favorite part was..." Show pictures to help guide children if necessary. Encourage all to think about their answer and call on 1–2 students who have their thumb up.

Check their understanding. Ask children to respond in different ways (choral response, individual response, talking to their elbow partners, etc.)





1st Read

Biscuit Visits the Doctor

Who were the characters in the story? (thinking gesture – finger on forehead). *Put your thumb up when you remember who was in the story.* (Call on 1–2 students with thumbs up to share responses– Biscuit and Dr. Green, the veterinarian)

What did Dr. Green do at Biscuit’s check up? (thinking gesture– finger on forehead). *Put your thumb up when you remember how the veterinarian took care of Biscuit.* Call on 1–2 students with thumbs up to share responses– listened to his heart, weighed and measured him, etc.)

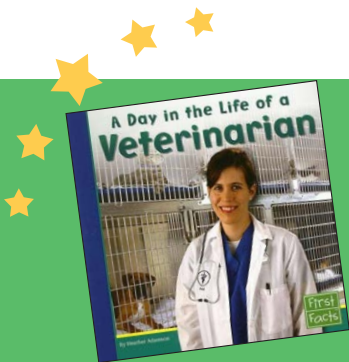
2. **Review the Vocabulary–** *In today’s story, we learned 3 new words. Let’s clap out our new words.* Review each word stating the definition and making the gesture, and then clapping out the word. **Encourage students to say the word and use the gesture with you.**

Word Definition to use	Gesture
<i>A <u>veterinarian</u> is a doctor for animals.</i>	thumb and pointer finger on both hands and draw away from mouth like whiskers and then arms cross like holding (animal (kitten) + care)
<i>A <u>checkup</u> is a visit to the doctor to make sure your body is well. Check-up. Checkup.</i>	palm on forehead as if checking for a fever
<i><u>Measure</u> means to use tools to find out the size of something. Mea-sure. Measure.</i>	palms touching and move out as it showing width

Ask questions (thinking gesture) with choral responding (open hand gesture). Use the open hand for choral responding and be sure to make the vocabulary word gesture when saying the word. If many children don’t get it, tell them the correct answer and ask the question again.

When Biscuit went to the veterinarian, Dr. Green measured how long Biscuit was and how much he weighed. Think about something you might measure. (thinking gesture – finger on forehead) *Get ready to share it with your partner. Start your sentence with “I could measure...”* (hand open to allow partners to share).

3. **Follow Up Activity–** Introduce Dramatic Play Center
 Explain, *“I thought it would be fun to play Vet’s office in our classroom so we can all practice being a kind pet owner and a gentle vet.”* Show students some of the toys and give them a few ideas for how to play in the vet center. One teacher should remain in the vet center during center/free play time to help students use their new background knowledge and vocabulary to play different scenarios around the Vet Office theme. This teacher should remain there until students are able to play independently.



For the Teacher: Preview A Day in the Life of a Veterinarian

Unit: Kindness, Part 2– Showing Kindness to Animals

Book 10: *A Day in the Life of a Veterinarian* by Heather Adamson

Materials Needed: dramatic play center ready for play

Vocabulary		
Word	Definition	Gesture
Veterinarian*	a doctor for animals	thumb and pointer finger on both hands and draw away from mouth like whiskers and then arms cross like holding (animal (kitten) + care)
Clinic	a veterinarian's office	thumb and pointer finger on both hands and draw away from mouth like whiskers and then pointer fingers together out and down like a box (animal (kitten) + building)
Heal	to make better	pointer finger on both hands points to mouth that is frowning and then smiling

Language Time

I have ten fingers
(hold up both hands, fingers spread)
And they all belong to me,
(point to self)
I can make them do things—
Would you like to see?
I can shut them up tight
(make fists)
I can open them wide
(open hands)
I can put them together
(palms together)
I can make them all hide
(behind back)
I can make them jump high
(over head)
I can make them jump low
(touch floor)
I can fold them up quietly
(fold hands in lap)
And hold them just so.



1st Read

A Day in the Life of a Veterinarian

Before

1. **Topic Introduction**– *Yesterday we read a book about Biscuit the dog going to the vet. Dr. Green gave Biscuit a checkup and made sure he was healthy and strong. She was so kind to Biscuit! Today we are going to read another book about veterinarians. Veterinarians show kindness to animals every day.*
2. **Book Introduction**– *This is a non-fiction book. Let's clap that word. Non-fiction. Good! Non-fiction means true. This is a true book that is going to teach us about veterinarians. I think we are going to learn how vets show kindness to animals.*
3. **Title and Author**– Draw attention to title and author. *The title of this book is A Day in the Life of a Veterinarian and the author is Heather Adamson. What does the author do?* (Thinking gesture and then hand open to note choral response– writes the words)

During

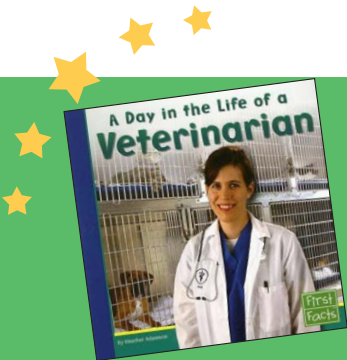
1. **Read**– Read with few interruptions so children can follow the full story.
2. **Model Thinking Aloud**– Pause to model what good readers think about.

Part of text	Think Aloud (TA) – Question (Q)
“Everything needs to be ready to use.”	TA: <i>Vets are very busy. Their tools have to be ready so they can take care of lots of animals.</i>
“Veterinarians love all kinds of animals.”	TA: <i>Look at this picture. I think the dog loves Dr. Kip, too. Vets are so kind to animals and it makes the animals feel safe.</i>
“She is glad she is a veterinarian.”	TA: <i>When I visit the doctor, she uses this tool to listen to my heart! This is called a stethoscope. Human doctors use them, also!</i>

3. **Draw Attention to Key Events and Vocabulary**– Pause to highlight vocabulary and key concepts.

Key content: Veterinarians are animal doctors. Vets make sure animals are healthy and strong.

Vocabulary: briefly define/highlight vocab words when they come up in the story. Reinforce throughout the day.



1st Read

A Day in the Life of a Veterinarian

Word	Definition to use and <i>how to introduce the gesture.</i>	Gesture
Veterinarian	a doctor for animals <i>A veterinarian is a doctor for animals. Dr. Green is a veterinarian. She makes sure animals are healthy and strong. Do you remember our gesture for kitten? Put your thumb and pointer finger together and pretend to touch your whiskers and then cross your arms like you are holding something to show veterinarian. Veterinarian's care for animals.</i>	thumb and pointer finger on both hands and draw away from mouth like whiskers and then arms cross like holding (animal (kitten) + care)
Clinic	a veterinarian's office <i>A clinic is a veterinarian's office. Veterinarians go to their clinics early so they can take care of animals. We are going to use our kitten gesture again. Put your thumb and pointer finger together and pretend to touch your whiskers and then use your pointer fingers to draw a box, start together, go out, go down, and then back together to make a box. A clinic is a building where veterinarian's have their office.</i>	thumb and pointer finger on both hands and draw away from mouth like whiskers and then pointer fingers together out and down like a box (animal (kitten) + building)
Heal	to get better <i>Heal means to get better. The horse's leg will heal in a few weeks. Start by making a frown face, point your fingers at your frown and then make a smile.</i>	pointer finger on both hands points to mouth that is frowning and then smiling

After

- Ask Questions-** Ask children to actively respond together in different ways (choral response, thumbs up/down, movement). Remind them now that when you point to your forehead, you mean thinking, and when you hold your hand open towards them, you mean responding all together.

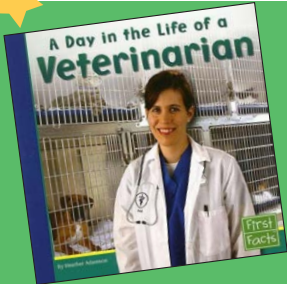
Now I am going to ask you a few questions about our story. When I put my finger to my forehead that means I want you to think about your answer.

Ask their opinion. *I liked learning about all the important work vets do in their clinics. Show me a thumbs up if you liked learning about how vets do operations. Show me a thumbs up if you enjoyed learning about how vets help in emergencies.*

Check their understanding. Ask children to respond in different ways (choral response, individual response, talking to their elbow partners, etc.)

What animals did the veterinarian take care of in this book? (thinking gesture – finger on forehead). *Put your thumb up when you remember some of the animals in the book.* (Call on 1–2 students with thumbs up to share responses– dog, turtle, etc.)

Where did the veterinarian work? (Thinking gesture and then hand open to note choral response– the clinic, the vet's office)



1st Read

A Day in the Life of a Veterinarian

2. **Review the Vocabulary**– *In today’s story, we learned 3 new words. Let’s clap out our new words.* Review each word stating the definition and making the gesture, and then clapping out the word. **Encourage students to say the word and use the gesture with you.**

Word Definition to use	Gesture
<i>A <u>veterinarian</u> is a doctor for animals.</i>	thumb and pointer finger on both hands and draw away from mouth like whiskers and then arms cross like holding (animal (kitten) + care)
<i>A <u>clinic</u> is a veterinarian’s office. Clin-ic. Clinic.</i>	thumb and pointer finger on both hands and draw away from mouth like whiskers and then pointer fingers together out and down like a box (animal (kitten) + building)
<i><u>Heal</u> means to make better. Heal.</i>	pointer finger on both hands points to mouth that is frowning and then smiling

Ask questions (thinking gesture) with choral responding (open hand gesture).

Use the open hand for choral responding and be sure to make the vocabulary word gesture when saying the word. If many children don’t get it, tell them the correct answer and ask the question again.

What do we call a doctor for animals? (thinking gesture – finger on forehead) Everyone (hand open to note choral response – veterinarian)

What do we call it when something is made better? (thinking gesture – finger on forehead) Everyone (hand open to note choral response – heal)

What do we call a veterinarian’s office? (thinking gesture – finger on forehead) Everyone (hand open to note choral response – clinic)

3. **Follow Up Activity**– Game: Was it in the Book?

Explain, *We are going to play a game called Was it in the Book? I’m going to say a fact. You will put your thumb up if it was in the book and put your thumb down if it was not in the book.* Practice thumbs up and thumbs down.

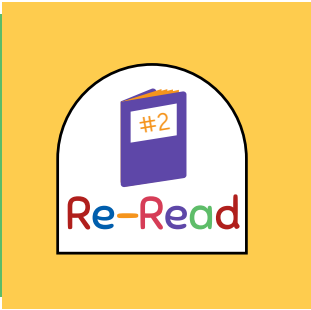
- *Veterinarians help animals by doing operations.* (Thinking gesture and then hand open to note thumbs up– yes)
- *Veterinarians help animals by grooming them.* (Thinking gesture and then hand open to note thumbs up– yes)
- *Veterinarians help people feel better.* (Thinking gesture and then hand open to note thumbs down– no)





2nd Read

Biscuit Visits the Doctor & A Day in the Life of a Veterinarian



Unit: Kindness, Part 1– Showing Kindness to Family & Friends

Book 9: *Biscuit Visits the Doctor* by Alyssa Satin Capucilli

Book 10: *A Day in the Life of a Veterinarian* by Heather Adamson

Re-read & Fiction vs Non-Fiction Comparison

Extra Materials Needed: books

Before

1. **Ask if they can remember what this book is about**– show them the covers to remind them. *We have already read these books. Do you remember them? They are both about people who take care of animals. Do you remember what we call animal doctors?* (Thinking gesture and then hand open to note choral response– veterinarians) *Veterinarians!*
2. **Point out title & author**– ask if anyone can tell you what the author does. *Do you remember what an author does?* (thinking gesture – finger on forehead) *The author writes the words. The title of this story is Biscuit Visits the Doctor. Alyssa Satin Capucilli is the author. She wrote the words in the book. The title of this story is A Day in the Life of a Veterinarian. Heather Adamson is the author.*
3. **Tell them this time we are going to read and discuss the story** so be ready to share your ideas! *We are going to read parts of both stories and then we are going to talk about how the books are alike and how they are different. Pay close attention as I read so you can answer my questions after.*

During

1. **Read**– with excitement and fluency.
2. **Ask Questions** (ask the same questions while reading portions of both books)

Part of text	Think Aloud (TA) – Question (Q)
First page of both books	Q: <i>What do the pictures look like? Did someone draw them or use a camera to take them?</i>
Any page with a picture of a dog in both books	Q: <i>Is this a real dog or an imaginary dog?</i>
Pages where vet examines the animals in both books	Q: <i>How is the vet showing kindness to the animals?</i>

3. **Draw Attention to Key Events and Vocabulary**– Pause to highlight vocabulary and key concepts.

Key content: Veterinarians do different jobs in their clinics. Vets help animals stay healthy and strong.

Vocabulary: briefly define/highlight vocab words when they come up in the story. Reinforce throughout the day.



2nd Read

Biscuit Visits the Doctor & A Day in the Life of a Veterinarian



Word	Definition to use and <i>how to introduce the gesture.</i>	Gesture
Veterinarian	<p style="text-align: center;">a doctor for animals</p> <p><i>A veterinarian is a doctor for animals. Dr. Green is a veterinarian. She makes sure animals are healthy and strong. Do you remember our gesture for kitten? Put your thumb and pointer finger together and pretend to touch your whiskers and then cross your arms like you are holding something to show veterinarian. Veterinarian's care for animals.</i></p>	<p>thumb and pointer finger on both hands and draw away from mouth like whiskers and then arms cross like holding (animal (kitten) + care)</p>
Clinic	<p style="text-align: center;">a veterinarian's office</p> <p><i>A clinic is a veterinarian's office. Veterinarians go to their clinics early so they can take care of animals. We are going to use our kitten gesture again. Put your thumb and pointer finger together and pretend to touch your whiskers and then use your pointer fingers to draw a box, start together, go out, go down, and then back together to make a box. A clinic is a building where veterinarian's have their office.</i></p>	<p>thumb and pointer finger on both hands and draw away from mouth like whiskers and then pointer fingers together out and down like a box (animal (kitten) + building)</p>
Heal	<p style="text-align: center;">to get better</p> <p><i>Heal means to get better. The horse's leg will heal in a few weeks. Start by making a frown face, point your fingers at your frown and then make a smile.</i></p>	<p>pointer finger on both hands points to mouth that is frowning and then smiling</p>

After

- Ask their opinion.** *Think about which book was your favorite.* (thinking gesture – finger on forehead)
Point to the book that you liked the most. (open hand to students to point to their favorite book)

Discussion questions

- What is kindness?* (Thinking gesture and then hand open to note choral response– being kind)
- How do vets show kindness to animals?* (thinking gesture – finger on forehead) *When you have an idea you are ready to share, put your thumb up.* Encourage all to think about their answer and call on 1–2 students who have their thumbs up. (Response – various answers)

2. Review Vocabulary

In today's story, we learned 3 new words. Review each word stating the definition and making the gesture, encourage students to say the word and use the gesture with you.



2nd Read

Biscuit Visits the Doctor & A Day in the Life of a Veterinarian



Word Definition to use	Gesture
<i>A veterinarian is a doctor who takes care of _____ (animals).</i>	thumb and pointer finger on both hands and draw away from mouth like whiskers and then arms cross like holding (animal (kitten) + care)
<i>A veterinarian's office is called a _____ (clinic).</i>	thumb and pointer finger on both hands and draw away from mouth like whiskers and then pointer fingers together out and down like a box (animal (kitten) + building)
<i>Heal means to make _____ (better).</i>	pointer finger on both hands points to mouth that is frowning and then smiling

Do fiction/non-fiction comparison activity.

Explain, *these books were very similar. They were both about veterinarians. One book was real.*

Hold up *A Day in the Life of a Veterinarian*. *It had real pictures. It was about a real vet taking care of real animals. We call real books non-fiction. Let's clap that together. Non-fiction. Non-fiction books are about real people and they teach us something. One book was pretend.*

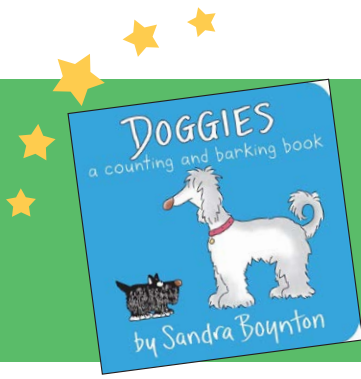
Hold up *Biscuit Visits the Doctor*. *It had pictures that someone drew. It was about a pretend veterinarian taking care of a pretend dog. We call books like this fiction. Let's clap that word.*

Fic-tion. Fiction books are about made-up characters.

Briefly point out a few real things or events in the non-fiction book and a few made-up things or events in the fiction book. Discuss with the students.

There are different kinds of books. We call real books that teach us about something non-fiction. Say that word. Non-fiction. We call books with made-up people and animals fiction. Say that word. Fiction. Good! Point to the fiction (or made-up) book. Point to the non-fiction (or real) book. Now we know more about the different kinds of books. When we read books together, we will be able to tell if they are fiction or non-fiction. We are so smart!





For the Teacher: Preview Doggies



Unit: Kindness, Part 2– Showing Kindness to Animals

Book 11: *Doggies* by Sandra Boynton

Materials Needed: none

Vocabulary		
Word	Definition	Gesture
Quiet	not making noise	right pointer finger on lips
Moonlit	lit up by the moon	arms form circle around head

Language Time

I have ten fingers

(hold up both hands, fingers spread)

And they all belong to me,

(point to self)

I can make them do things–

Would you like to see?

I can shut them up tight

(make fists)

I can open them wide

(open hands)

I can put them together

(palms together)

I can make them all hide

(behind back)

I can make them jump high

(over head)

I can make them jump low

(touch floor)

I can fold them up quietly

(fold hands in lap)

And hold them just so.



1st Read Doggies



Before

1. **Topic Introduction**– *We have been reading about people who show kindness to animals. Today we are going to read a silly counting book about dogs.*
2. **Book Introduction**– *There are lots of different kinds of dogs. We can show kindness to all of them. Let's read this book and count the dogs.*
3. **Title and Author**– Draw attention to title and author. *This book is called Doggies. Sandra Boynton is the author and the illustrator. She made the words and pictures!*

During

1. **Read**– Read with few interruptions so children can follow the full story.
2. **Model Thinking Aloud**– Pause to model what good readers think about.

Part of text	Think Aloud (TA) – Question (Q)
“Two dogs.”	TA: <i>Look. This is the big dog we saw on the first page and this is a new dog. They bark differently. Woof! And yap yap!</i>
“Five dogs”	TA: <i>Let's count the dogs. One dog is in a very silly spot.</i> Q: <i>Do you see it?</i>
“And one cat.”	TA: <i>Oh no! That cat doesn't look happy to be around so many dogs!</i>

3. **Draw Attention to Key Events and Vocabulary**– Pause to highlight vocabulary and key concepts.

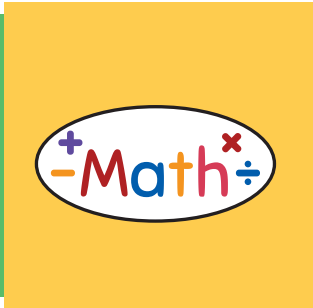
Key content: There are different kinds of dogs. We can show kindness to them all.

Vocabulary: briefly define/highlight vocab words when they come up in the story. Reinforce throughout the day.

Word	Definition to use and <i>how to introduce the gesture.</i>	Gesture
Quiet	not making noise <i>Quiet means not making noise. The six quiet dogs were still. To show quiet, put your right pointer finger up on your lips.</i>	right pointer finger on lips
Moonlit	lit up by the moon <i>Moonlit means something is lit up by the moon. The moon's light is shining on it. Do you see the light from the moon? It looks like the dogs are all howling at it. Let's put our hands up in a big circle above our head like the moon for moonlit.</i>	arms form circle around head



1st Read Doggies



After

1. **Ask Questions-** Ask children to actively respond together in different ways (choral response, thumbs up/down, movement). Remind them now that when you point to your forehead, you mean thinking, and when you hold your hand open towards them, you mean responding all together.

Now I am going to ask you a few questions about our story. When I put my finger to my forehead that means I want you to think about your answer.

Ask their opinion. *I thought this story was very silly. Did you think it was silly?* (thinking gesture – finger on forehead)

Show me a thumbs up if you thought this story was silly. (open hand to students to encourage thumbs up)

Check their understanding. Ask children to respond in different ways (choral response, individual response, talking to their elbow partners, etc.)

What did we count in this book? (Thinking gesture and then hand open to note Choral Response– doggies)

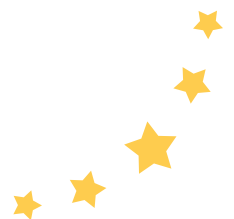
What noises did the dogs make? (thinking gesture – finger on forehead). *Put your thumb up when you remember one of the noises the dogs made, be ready to share with the group. What is a noise the dogs made?* Encourage all to think about their answer and call on 1–2 students who have their thumbs up. (Response – various answers– Woof, yap yap, ruff ruff, etc.)

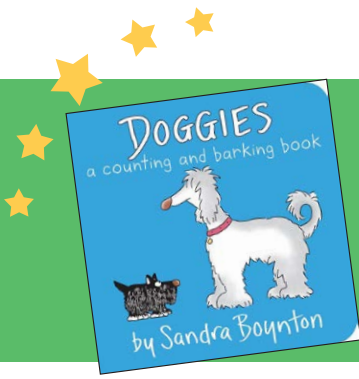
How many quiet dogs were there? (thinking gesture – finger on forehead). Show picture in book to allow children to count. (Thinking gesture and then hand open to note choral response– six)

2. Review the Vocabulary-

In today's story, we learned 2 new words. Let's clap out our new words. Review each word stating the definition and making the gesture, and then clapping out the word. **Encourage students to say the word and use the gesture with you.**

Word Definition to use	Gesture
<i>Quiet means not making noise. Ready to clap, qui-et. Quiet.</i>	right pointer finger on lips
<i>Moonlit means lit up by the moon. Moon-lit. Moonlit.</i>	arms form circle around head





1st Read Doggies



Ask questions (thinking gesture) with choral responding (open hand gesture).

Use the open hand for choral responding and be sure to make the vocabulary word gesture when saying the word. If many children don't get it, tell them the correct answer and ask the question again.

Is a birthday party quiet? Yes or no? (Thinking gesture and then hand open to note choral response—no)

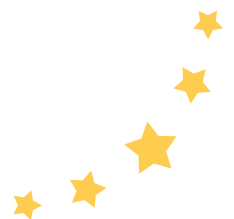
Is it usually quiet when you sleep? Yes or no? (Thinking gesture and then hand open to note choral response—yes)

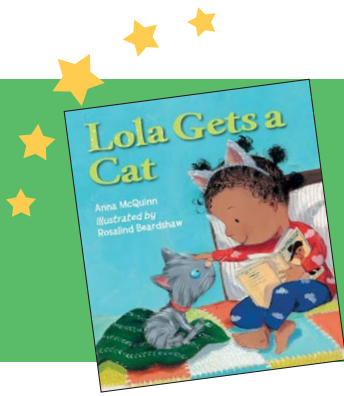
Is the library quiet? Yes or no? (Thinking gesture and then hand open to note choral response—yes)

Is the playground quiet? Yes or no? (Thinking gesture and then hand open to note choral response—no)

3. **Follow Up Activity**— Math Word Problem

Explain, *We counted dogs in this book. Sometimes dogs bark a lot! The dogs in this book were so noisy. Let's do a word problem about another noisy dog. Are you ready? This morning my dog barked at a squirrel one time.* (Hold up one finger on one hand.) *Then she barked at my cat two times.* (Hold up two fingers on the other hand.) *How many times did my dog bark this morning? One* (wiggle one finger) *plus two* (wiggle two fingers) *equals...* *Help me count to find out. (Wiggle each finger as you count.)* One, two, three. Three! My noisy dog barked three times this morning.





For the Teacher:
Preview
Lola Gets a Cat



Unit: Kindness, Part 2– Showing Kindness to Animals

Book 12: *Lola Gets a Cat* by Anna McQuinn

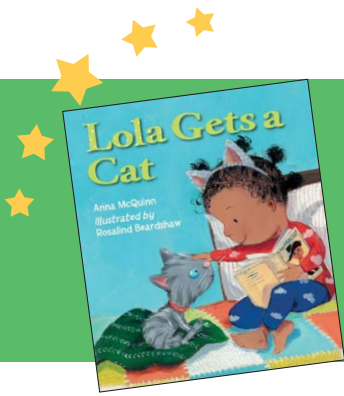
Materials Needed: none

Vocabulary		
Word	Definition	Gesture
Adopt	make someone part of your family	place both hands on top of one another on chest (heart)
Shelter*	a place where animals go when they don't have a home	one hand on top of the other over your head
Settle	get comfortable and calm	hands on top of each other on left ear and head to side as if sleeping

Language Time: Open Shut Them

- Open, shut them*
(Open and shut hands)
- Open, shut them*
(Open and shut hands)
- Give a little clap*
(Clap hands 2 times)
- Open, shut them*
(Open and shut hands)
- Open, shut them*
(Open and shut hands)
- Lay them in your lap*
(Put hands in lap)





1st Read

Lola Gets a Cat

Before

1. **Topic Introduction**– *We have been learning all about kindness. We can show kindness to our friends and families. We can also show kindness to animals.*
2. **Book Introduction**– *Look at this picture! I see a child. She is wearing cat ears and reading a book about a cat. She’s petting a cat, too! I think she really likes cats. Do you like cats? Show me a thumbs up if you like cats.*
3. **Title and Author**– Draw attention to title and author. *The title of this book is Lola Gets a Cat. The author is Anna McQuinn. What does the author do?* (Thinking gesture and then hand open to note choral response– writes the words)

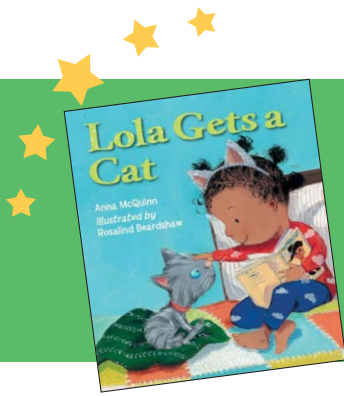
During

1. **Read**– Read with few interruptions so children can follow the full story.
2. **Model Thinking Aloud**– Pause to model what good readers think about.

Part of text	Think Aloud (TA) – Question (Q)
“She wants a real one.”	TA: <i>Lola wants a real cat. She must not have a pet cat. She does have a lot of stuffed cats, though!</i>
“What a lot of stuff for a little cat!”	TA: <i>Pets need a lot of things!</i>
“She knows her cat isn’t ready to play just yet.”	TA: <i>It must be hard for Lola to patiently wait. Her cat doesn’t feel comfortable yet. Lola is being so kind by giving her cat time and space.</i>

3. **Draw Attention to Key Events and Vocabulary**– Pause to highlight vocabulary and key concepts.
Key content: Pets need a lot of time, care, and attention. People can show kindness to their pets in many ways.
Vocabulary: briefly define/highlight vocab words when they come up in the story. Reinforce throughout the day.





1st Read

Lola Gets a Cat

Word	Definition to use and <i>how to introduce the gesture.</i>	Gesture
Adopt	make someone part of your family <i>Adopt means to make someone part of your family. Mommy and Lola learn how to adopt a cat. Take both of your hands and put them on top of one another over your heart for adopt.</i>	place both hands on top of one another on chest (heart)
Shelter	a place where animals go when they don't have a home <i>A shelter is a place where animals go when they don't have a home. Mommy and Lola visit the shelter and see three perfect cats. Do you remember when we talked about the word shelter when we read How to Two? It was a cover that protects you from rain or bad weather. An animal shelter is the same thing. It is a building that protects animals that don't have a home. To show shelter we put one hand on top of the other and put our hands over our head to show shelter.</i>	one hand on top of the other over your head
Settle	get comfortable and calm <i>Settle means to get comfortable and calm. Lola and Daddy make a special corner for the cat to get comfortable. For settle, let's put our hands on top of each other and put it on our ear, then move our head to the side like we are sleeping. When we sleep we are comfortable and feel settled.</i>	hands on top of each other on left ear and head to side as if sleeping

After

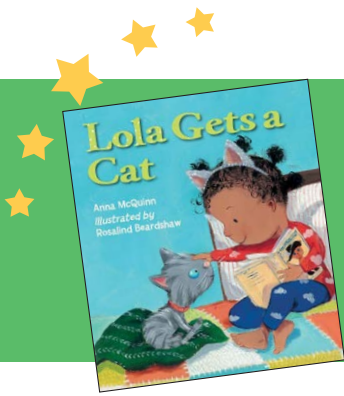
1. **Ask Questions-** Ask children to actively respond together in different ways (choral response, thumbs up/down, movement). Remind them now that when you point to your forehead, you mean thinking, and when you hold your hand open towards them, you mean responding all together.

Now I am going to ask you a few questions about our story. When I put my finger to my forehead that means I want you to think about your answer.

Ask their opinion. *Did you enjoy that book? My favorite part was when Makeda snuggled Lola. She was so happy! What was your favorite part?* (thinking gesture – finger on forehead)

When you are ready to share your favorite part, show me a thumbs up. Start your sentence with "My favorite part was..." Show pictures to help guide children if necessary. Encourage all to think about their answer and call on 1–2 students who have their thumbs up.

Check their understanding. Ask children to respond in different ways (choral response, individual response, talking to their elbow partners, etc.)



1st Read

Lola Gets a Cat

What animal did Lola want to adopt? (Thinking gesture and then hand open to note choral response– a cat)

What was the name of the place where Mommy and Lola went to look at cats? (Thinking gesture and then hand open to note choral response– shelter)

What did Lola do to get ready for her cat? (thinking gesture – finger on forehead). *Put your thumb up when you remember, be ready to share with your partner. Get ready to share it with your partner. Start your sentence with “Lola...”* (hand open to allow partners to share).

2. Review the Vocabulary–

In today’s story, we learned 3 new words. Let’s clap out our new words. Review each word stating the definition and making the gesture, and then clapping out the word. **Encourage students to say the word and use the gesture with you.**

Word Definition to use	Gesture
<i>Adopt means to make someone part of your family. Ready to clap, a–dopt. Adopt.</i>	place both hands on top of one another on chest (heart)
<i>Shelter means a place where animals go when they don’t have a home. Shelter. Shelter.</i>	one hand on top of the other over your head
<i>Settle means to get comfortable and calm. Set–tle. Settle.</i>	hands on top of each other on left ear and head to side as if sleeping

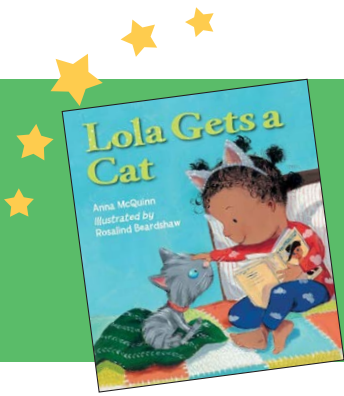
Ask questions (thinking gesture) with choral responding (open hand gesture).

Use the open hand for choral responding and be sure to make the vocabulary word gesture when saying the word. If many children don’t get it, tell them the correct answer and ask the question again.

What do we call a place where animals go when they don’t have a home? (Thinking gesture and then hand open to note choral response– shelter)

What is a word for getting comfortable and calm? (Thinking gesture and then hand open to note choral response– settle)

What is the word that means make someone part of your family? (Thinking gesture and then hand open to note choral response– adopt)



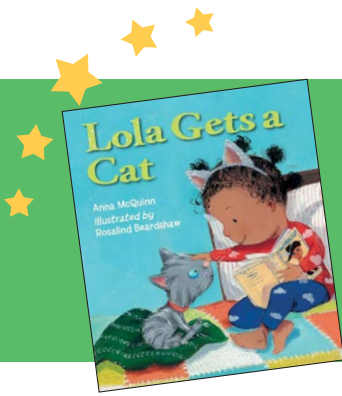
1st Read

Lola Gets a Cat

3. **Follow Up Activity**– Story Retell

Explain, *We are going to work together to retell the story. Listen closely. Use your words to help me finish the story.* Show pictures in the book to refresh their memory. (Thinking gesture and then hand open to note choral response at each pause.)

First, Lola wanted a real _____ (cat.) Lola and Mommy learned how to adopt a cat. Then they saw three perfect cats at the _____ (cat shelter.) Lola decided which cat to adopt. Lola and her parents got ready for the cat. They bought things the cat would need and made their house a safe place for their new pet. Finally, they brought the cat home and named her _____ (Makeda.) Makeda and Lola felt very _____ (happy!)



Shared Writing Lola Gets a Cat



Planning Guide – Respond to a Question

Topic Sentence: Write the topic sentence on the board leaving a blank space for the underlined word:

We are kind to animals.

Vocabulary to include, if possible:		
Word	Definition	Gesture
Adopt	make someone part of your family	place both hands on top of one another on chest (heart)
Shelter*	a place where animals go when they don't have a home	hands on top of each other on left ear and head to side as if sleeping
Settle	get comfortable and calm	hands on top of each other on left ear and head to side as if sleeping

Plan your detail and concluding sentences (You can utilize the following.)

Detail: **We can adopt a pet from the shelter.**

Detail: **We can give a dog water when it is thirsty.**

Detail: **We can help our pet settle when they are scared.**

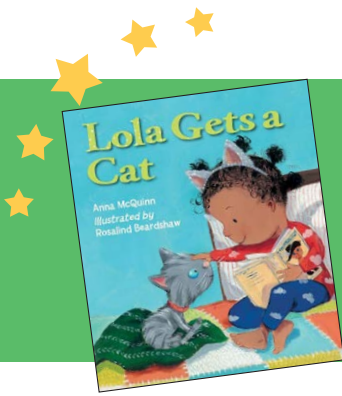
Conclusion: **It is important to be kind to animals.**

Let's Write!

Discuss the book and vocabulary: *We read this book called Lola Gets a Cat. Do you remember that Lola really wanted a real cat? Her family adopted a cat and they brought it home. They showed kindness to their new cat.*

Write Topic Sentence

- Plan:** *We are going to work together to tell about some things we saw in this book. Let's start by finishing this sentence I wrote here. We are kind to _____. We have been reading about showing kindness to animals. Let's write animals to finish this sentence.*
- Write:** Write words to complete the sentence.
- Read aloud, pointing to each word:** *We are kind to animals.*



Shared Writing Lola Gets a Cat



Write Detail Sentence(s)

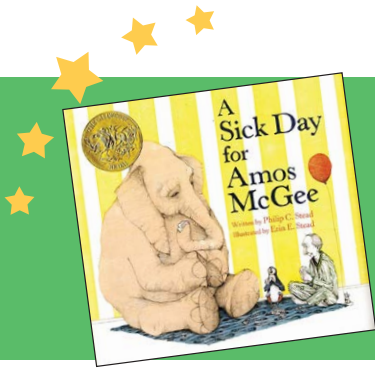
1. **Plan:** *Let's work together to tell more about the ways we can show kindness to animals. What do you think?* Guide children by showing them a few pictures in the book or encouraging them to think of their own pets, if necessary. Remember the planned detail sentences are available if your students need more direction. Otherwise, write the ideas they share.
2. **Write:** *We can adopt a pet from the shelter.*
3. **Read** aloud, pointing to each word: *We can adopt a pet from the shelter.* Read again, encouraging children to read with you.

Continue adding detail sentences if students are engaged.

Write Concluding Sentence(s)

1. **Plan:** *We told about different ways we show kindness to animals. Now let's write a sentence to tell our readers that we are done. How could we do that?*
2. **Write:** *It is important to be kind to animals.*
3. **Read** aloud, pointing to each word: Read again, encouraging children to read with you

*Read the whole paragraph with students. Post writing where they can return to it frequently to "read."



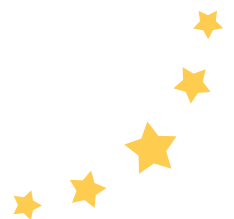
For the Teacher: Preview A Sick Day for Amos McGee

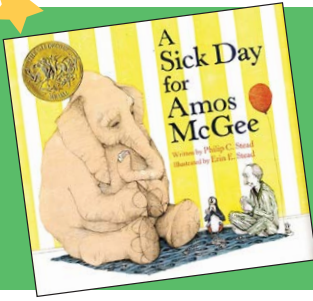
Unit: Kindness, Part 2– Showing Kindness to Animals
Book 13: *A Sick Day for Amos McGee* by Phillip Stead
Materials Needed: none

Vocabulary		
Word	Definition	Gesture
Amble	walk slowly	hands in front with palms facing down and move hands as if walking
Achy	sore, uncomfortable	say “ow” and frown
Beneath	under	right palm a few inches from top of head

Language Time: Open Shut Them

- Open, shut them*
(Open and shut hands)
- Open, shut them*
(Open and shut hands)
- Give a little clap*
(Clap hands 2 times)
- Open, shut them*
(Open and shut hands)
- Open, shut them*
(Open and shut hands)
- Lay them in your lap*
(Put hands in lap)





1st Read

A Sick Day for Amos McGee

Before

1. **Topic Introduction**– *We have been reading about kindness. We show kindness every day. We can show kindness to our friends, our families, and animals. Think about ways we can show kindness to animals.* (thinking gesture – finger on forehead) *Turn to the person next to you and tell them one way we can show kindness to animals.* (hand open to allow partners to share)
2. **Book Introduction**– *This is an interesting picture! I see a man, an elephant, a penguin, and a tiny mouse. It looks like they might be playing a game together. This book is fiction. That means it is not real. The characters are imaginary.*
3. **Title and Author**– Draw attention to title and author. *The title of this book is A Sick Day for Amos McGee and the author is Phillip Stead. What does the author do?* (Thinking gesture and then hand open to note choral response– writes the words)

During

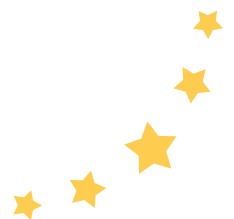
1. **Read**– Read with few interruptions so children can follow the full story.
2. **Model Thinking Aloud**– Pause to model what good readers think about.

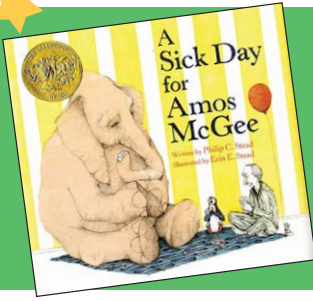
Part of text	Think Aloud (TA) – Question (Q)
“read stories to the owl”	TA: <i>Amos is a busy zookeeper, but he always takes the time to make each animal feel safe and happy. He is so kind!</i>
“I don’t think I’ll be going to work today.”	TA: <i>Oh no! Amos is sick and he can’t go to work. The animals need him. I wonder what will happen?</i>
“My good friends are here!”	TA: <i>How kind! The animals missed Amos so they went to the house. I think they are going to take care of Amos just like he cares for them.</i>

3. **Draw Attention to Key Events and Vocabulary**– Pause to highlight vocabulary and key concepts.

Key content: We show kindness to animals. Humans can help animals feel better. Animals can help humans feel better.

Vocabulary: briefly define/highlight vocab words when they come up in the story. Reinforce throughout the day.





1st Read

A Sick Day for Amos McGee

Word	Definition to use and <i>how to introduce the gesture.</i>	Gesture
Amble	walk slowly <i>Amble means to walk slowly. Amos isn't in a hurry. He is walking slowly to work. Put your hands out in front of you and pretend your hands are feet and walk slowly to show amble.</i>	hands in front with palms facing down and move hands as if walking
Achy	sore, uncomfortable <i>Achy means sore and uncomfortable. Amos has achy legs. His body feels sore because he's sick. Show me a frown and say "ow" for achy.</i>	say "ow" and frown
Beneath	under <i>Beneath means under. Amos hid beneath or under his blanket. Take your hand and put it up above your head so it doesn't touch. You are beneath your hand.</i>	right palm a few inches from top of head

After

1. **Ask Questions**– Ask children to actively respond together in different ways (choral response, thumbs up/down, movement). Remind them now that when you point to your forehead, you mean thinking, and when you hold your hand open towards them, you mean responding all together.

Now I am going to ask you a few questions about our story. When I put my finger to my forehead that means I want you to think about your answer.

Ask their opinion. *This story made me feel happy. I loved how the animals cared for Amos when he was sick.* (thinking gesture – finger on forehead)

Thumbs up if this story made you happy too. (open hand to students to encourage thumbs up)

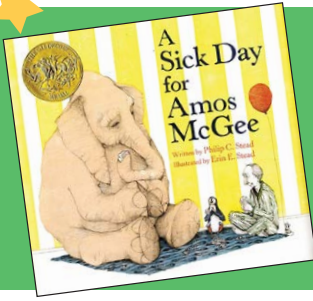
Check their understanding. Ask children to respond in different ways (choral response, individual response, talking to their elbow partners, etc.)

Who was this story about? (Thinking gesture and then hand open to note choral response– Amos, the zookeeper)

Where does Amos work? (Thinking gesture and then hand open to note choral response– the city zoo)

Who went to visit Amos when he was sick? (thinking gesture – finger on forehead). *Put your thumb up when you remember, be ready to share with the group.* Encourage all to think about their answer and call on 1–2 students who have their thumbs up. (Response – various answers– elephant, owl, etc.)





1st Read

A Sick Day for Amos McGee

2. Review the Vocabulary–

In today's story, we learned 3 new words. Let's clap out our new words. Review each word stating the definition and making the gesture, and then clapping out the word. **Encourage students to say the word and use the gesture with you.**

Word Definition to use	Gesture
<i>Amble means to walk slowly. Ready to clap, am-ble. Amble.</i>	hands in front with palms facing down and move hands as if walking
<i>Achy means sore and uncomfortable. Ach-y. Achy.</i>	say "ow" and frown
<i>Beneath means under. Be-neath. Beneath.</i>	right palm a few inches from top of head

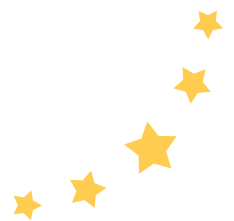
Ask questions (thinking gesture) with choral responding (open hand gesture).

Use the open hand for choral responding and be sure to make the vocabulary word gesture when saying the word. If many children don't get it, tell them the correct answer and ask the question again.

Think about a time you have felt achy. (thinking gesture – finger on forehead) *Get ready to share it with your partner. Start your sentence with "I felt achy when..."* (hand open to allow partners to share)

3. Follow Up Activity– Vocabulary Review

Explain, *We talked about some of the important words in this book. Do you remember what the word **amble** means?* (thinking gesture – finger on forehead) *It means to walk slowly.* Model ambling first then call on a few children to demonstrate ambling. Before dismissing students, ask them all to amble to their next activity. Use the word amble many times. Encourage children to say amble many times throughout the activity.





For the Teacher: Preview I Want to be a Zookeeper

Unit: Kindness, Part 2– Showing Kindness to Animals

Book 14: *I Want to be a Zookeeper* by Dan Liebman

Materials Needed: none

Vocabulary		
Word	Definition	Gesture
Zookeeper	someone who takes care of the animals in a zoo	right hand makes elephant trunk then arms cross like holding
Trust	believe that someone cares for you	arms cross and hug shoulders

Language Time: Open Shut Them

Open, shut them
(Open and shut hands)
Open, shut them
(Open and shut hands)
Give a little clap
(Clap hands 2 times)
Open, shut them
(Open and shut hands)
Open, shut them
(Open and shut hands)
Lay them in your lap
(Put hands in lap)

Before

- Topic Introduction**– *We have been talking about kindness. Let’s clap that word kind-ness. Kindness means being nice. We can be nice every day.*
- Book Introduction**– *Yesterday, we read a book about Amos, the zookeeper who was sick. Today we are going to read a non-fiction book about zookeepers. That means it is real. I wonder if this zookeeper will be like Amos.*
- Title and Author**– Draw attention to title and author. *The title of this book is I Want to be a Zookeeper. Say the title with me, I Want to be a Zookeeper. Great! The author of the book is Dan Liebman. The author writes the words in a book.*



1st Read

I Want to be a Zookeeper

During

1. **Read**– Read with few interruptions so children can follow the full story.
2. **Model Thinking Aloud**– Pause to model what good readers think about.

Part of text	Think Aloud (TA) – Question (Q)
“They keep animals happy and healthy.”	TA: <i>This picture reminds me of Amos caring for his animals, but this is a real photo of a real person and a real gorilla.</i>
“Zookeepers answer many questions.”	TA: <i>Zookeepers know so much about the animals. They love sharing their knowledge with people who visit the zoo.</i>
“raised by hand and trusts the keeper”	TA: <i>The cheetah knows the zookeeper is safe and cares about it.</i>

3. **Draw Attention to Key Events and Vocabulary**– Pause to highlight vocabulary and key concepts.

Key content: Zookeepers do many jobs. They keep animals happy and healthy.

Vocabulary: briefly define/highlight vocab words when they come up in the story. Reinforce throughout the day.

Word	Definition to use and how to introduce the gesture.	Gesture
Zookeeper	someone who takes care of the animals in a zoo <i>A zookeeper is a person who takes care of the animals in the zoo. The zookeepers are busy taking care of the animals who live in the zoo in this book. Use your right hand to make an elephant trunk and then cross your arms like you are holding something. That is our gesture for zookeeper.</i>	right hand makes elephant trunk then arms cross like holding
Trust	believe that someone cares for you <i>Trust means that you believe someone cares about you. The animals trust the zookeepers because they show them kindness. Take your arms and hug your shoulders, that is trust.</i>	arms cross and hug shoulders





1st Read

I Want to be a Zookeeper

After

1. **Ask Questions**– Ask children to actively respond together in different ways (choral response, thumbs up/down, movement). Remind them now that when you point to your forehead, you mean thinking, and when you hold your hand open towards them, you mean responding all together.

Now I am going to ask you a few questions about our story. When I put my finger to my forehead that means I want you to think about your answer.

Ask their opinion. *I learned a lot from that non-fiction book. Think about something you learned from reading the book.* (thinking gesture – finger on forehead)

When you are ready to share what you learned, show me a thumbs up. Start your sentence with “I learned...” Show pictures to help guide children if necessary. Encourage all to think about their answer and call on 1-2 students who have their thumb up.

Check their understanding. Ask children to respond in different ways (choral response, individual response, talking to their elbow partners, etc.)

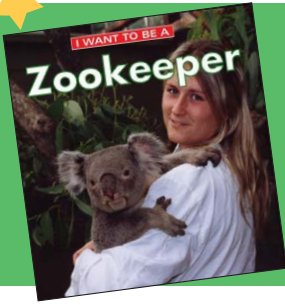
Who was this story about? (Thinking gesture and then hand open to note choral response– zookeepers)

What animals did we see in this book? (thinking gesture – finger on forehead). **Put your thumb up when you remember an animal that we saw in the book, be ready to share with the group.** Encourage all to think about their answer and call on 1-2 students who have their thumbs up. (Response – various answers)

What is your favorite animal? (thinking gesture – finger on forehead). **Put your thumb up when you have an idea, be ready to share with the group.** Encourage all to think about their answer and call on 1-2 students who have their thumbs up. (Response – various answers)

2. **Review the Vocabulary**– *In today’s story, we learned 2 new words. Let’s clap out our new words.* Review each word stating the definition and making the gesture, and then clapping out the word. **Encourage students to say the word and use the gesture with you.**

Word Definition to use	Gesture
<i>A zookeeper is someone who takes care of the animals in a zoo. Ready to clap, zoo-kee-per, zookeeper.</i>	right hand makes elephant trunk then arms cross like holding
<i>Trust is when you believe that someone cares for you. Trust.</i>	arms cross and hug shoulders



1st Read

I Want to be a Zookeeper

Ask questions (thinking gesture) with choral responding (open hand gesture).

Use the open hand for choral responding and be sure to make the vocabulary word gesture when saying the word. If many children don't get it, tell them the correct answer and ask the question again.

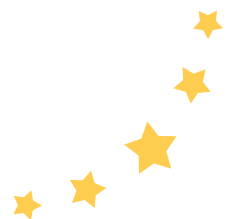
What do we call it when we believe someone cares for us? (Thinking gesture and then hand open to note choral response– trust)

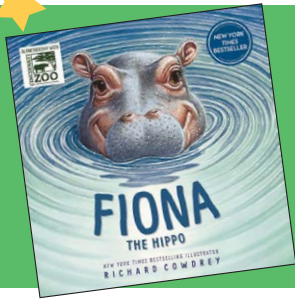
What do we call a person who takes care of the animals in a zoo? (Thinking gesture and then hand open to note choral response– zookeeper)

3. **Follow Up Activity**– Game: Was it in the Book?

Explain, We are going to play a game called Was it in the Book? I'm going to say a fact. You will put your thumb up if it was in the book and put your thumb down if it was not in the book. Practice thumbs up and thumbs down. Show pictures from the book to help guide answering the questions.

- *The zookeeper gave the penguin a bath.* (Thinking gesture and then hand open to note thumbs down– no)
- *The zookeeper gave the elephant a bath.* Thinking gesture and then hand open to note thumbs up– yes)
- *Penguins are from a hot place and don't like snow.* Thinking gesture and then hand open to note thumbs down– no)
- *Penguins are from a cold place and feel at home in the snow.* Thinking gesture and then hand open to note thumbs up– yes)
- *A zookeeper's day isn't very busy. They don't do many jobs.* Thinking gesture and then hand open to note thumbs down– no)
- *A zookeeper's day is very busy. There's so much to do!* Thinking gesture and then hand open to note thumbs up– yes)





For the Teacher: Preview Fiona the Hippo



Unit: Kindness, Part 2– Showing Kindness to Animals

Book 15: *Fiona the Hippo* by Richard Cowdrey

Materials Needed: none

Vocabulary		
Word	Definition	Gesture
Snort	to make a loud sound with your nose	right pointer finger on side of nose
Wiggled	moved quickly from side to side	palms face each other in front of body and move quickly from side to side
Arrived	came, showed up	arms extended palms facing up and bring palms toward your body.

Language Time: Open Shut Them

Open, shut them
(Open and shut hands)
Open, shut them
(Open and shut hands)
Give a little clap
(Clap hands 2 times)
Open, shut them
(Open and shut hands)
Open, shut them
(Open and shut hands)
Lay them in your lap
(Put hands in lap)

Before

- Topic Introduction**– *We have been learning about showing kindness to animals. Think about one way you can show kindness to animals.* (thinking gesture – finger on forehead) *When you have an idea you are ready to share, put your thumb up. Turn to your neighbor and tell them one way that you show kindness to animals.* Encourage all to think about their answer and then have students share with their partner.
- Book Introduction**– *Today we are going to read our last book about showing kindness to animals. This one is a fiction book but it is about a real hippo! There are zookeepers and veterinarians in this book.*
- Title and Author**– Draw attention to title and author. *The title of this book is Fiona the Hippo. Say the title with me, Fiona the Hippo. Great! The author of the book is Richard Cowdrey. The author writes the words in a book.*



1st Read

Fiona the Hippo

During

1. **Read**– Read with few interruptions so children can follow the full story.
2. **Model Thinking Aloud**– Pause to model what good readers think about.

Part of text	Think Aloud (TA) – Question (Q)
“and she arrived earlier than expected.”	TA: <i>Wow! Fiona was born early and she was tiny when she was born. The zookeepers and veterinarians must have been worried about her.</i>
“two big hippos swimming in the pool.”	TA: <i>Who do you think the two big hippos are?</i> TA: <i>Oh! It’s her mom and dad!</i>
“And she did.”	TA: <i>Look how happy and healthy Fiona is now! Everyone is so relieved that she is doing well.</i>

3. **Draw Attention to Key Events and Vocabulary**– Pause to highlight vocabulary and key concepts.

Key content: Fiona is a real hippo. She lives at the Cincinnati Zoo. Fiona was born early and very small, but now she is happy and healthy.

Vocabulary: briefly define/highlight vocab words when they come up in the story. Reinforce throughout the day.

Word	Definition to use and <i>how to introduce the gesture.</i>	Gesture
Zookeeper	someone who takes care of the animals in a zoo <i>A zookeeper is a person who takes care of the animals in the zoo. The zookeepers are busy taking care of the animals who live in the zoo in this book. Use your right hand to make an elephant trunk and then cross your arms like you are holding something. That is our gesture for zookeeper.</i>	right hand makes elephant trunk then arms cross like holding
Trust	believe that someone cares for you <i>Trust means that you believe someone cares about you. The animals trust the zookeepers because they show them kindness. Take your arms and hug your shoulders, that is trust.</i>	arms cross and hug shoulders
Arrived	came, showed up <i>Arrived means came or showed up. Fiona arrived too early and was very small. Put your hands out in front of you with your palms facing up. Bring your palms toward you to show arrived.</i>	arms extended palms facing up and bring palms toward your body.



1st Read

Fiona the Hippo

After

1. **Ask Questions**– Ask children to actively respond together in different ways (choral response, thumbs up/down, movement). Remind them now that when you point to your forehead, you mean thinking, and when you hold your hand open towards them, you mean responding all together.

Now I am going to ask you a few questions about our story. When I put my finger to my forehead that means I want you to think about your answer.

Ask their opinion. *I liked that story. Did you?* (thinking gesture – finger on forehead)
Show me a thumbs up if you liked it or a thumbs down if it wasn't your favorite. (open hand to students to encourage thumbs up or down)

Check their understanding. Ask children to respond in different ways (choral response, individual response, talking to their elbow partners, etc.)

Who was this story about? (Thinking gesture and then hand open to note choral response– Fiona)

Where does Fiona live? (Thinking gesture and then hand open to note thumbs down– the zoo)

Who does Fiona want to swim with? Thinking gesture and then hand open to note thumbs down– her mom and dad)

2. **Review the Vocabulary**– *In today's story, we learned 3 new words. Let's clap out our new words.* Review each word stating the definition and making the gesture, and then clapping out the word. **Encourage students to say the word and use the gesture with you.**

Word Definition to use	Gesture
<i>Snort means to make a loud sound with your nose. Ready to clap, snort.</i>	right pointer finger on side of nose
<i>Wiggled means moved from side to side. wig-gled. Wiggled.</i>	palms face each other in front of body and move quickly from side to side
<i>Arrived means came or showed up. Ar-rived. Arrived</i>	arms extended palms facing up and bring palms toward your body.

Ask questions (thinking gesture) with choral responding (open hand gesture).

Use the open hand for choral responding and be sure to make the vocabulary word gesture when saying the word. If many children don't get it, tell them the correct answer and ask the question again.

If I made a loud sound with my nose, what would you call it? (Thinking gesture and then hand open to note choral response– snort)

If a baby was moving around on the floor from side to side you would say the baby did what? (Thinking gesture and then hand open to note choral response– wiggled)

If my mom or dad came home after work I could say that they had? (Thinking gesture and then hand open to note choral response– arrived)



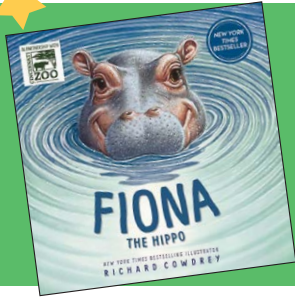
1st Read

Fiona the Hippo

3. **Follow Up Activity**– Story Retell

Explain, *We are going to work together to retell the story. Listen closely. Use your words to help me finish the story.* Show pictures in the book to refresh their memory. (Thinking gesture and then hand open to note choral response at each pause.)

This is the story about the smallest hippo ever born. Her name is _____ (Fiona.) She was born in the zoo. When she was born, she was taken care of by _____ (zookeepers.) At first she was little and needed lots of care. She grew stronger and learned to walk and swim. She was so happy when she was strong enough to swim with _____ (her mom and dad.) Fiona is now a big, strong hippo. She lives at the Cincinnati Zoo. The end.



2nd Read Fiona the Hippo



Unit: Kindness, Part 2– Showing Kindness to Animals

Book 15: *Fiona the Hippo* by Richard Cowdrey

Re-read & Activity – Craft

Extra Materials Needed: paper plates, gray paint, construction paper (gray and pink), googly eyes, glue, black marker, scissors

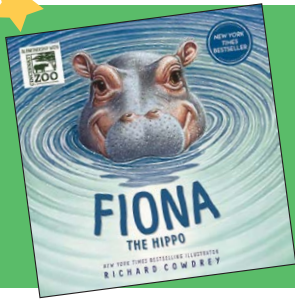
Before

1. **Ask if they can remember what this book is about**– show them the covers to remind them. *We have already read this story. Do you remember it? Look at the cover. Do you remember the name of this hippo?* (Thinking gesture and then hand open to note choral response– Fiona.) *What makes her so special?* (thinking gesture – finger on forehead) Encourage all to think about their answer and call on 1–2 students who have their thumbs up.
2. **Point out title & author**– ask if anyone can tell you what the author does. *The title of this story is Fiona The Hippo. The author of the story is Richard Cowdrey. Who remembers what the author does?* (Thinking gesture and then hand open to note choral response– writes the words.) *Yes, the author writes the words. Guess what? The illustrator is also Richard Cowdrey. He wrote the words and drew the beautiful pictures!*
3. **Tell them this time we are going to read and discuss the story** so be ready to share your ideas! *We are going to read the story again. Pay close attention so we can talk about the book when it's done.*

During

1. **Read**– with excitement and fluency.
2. **Ask Questions**

Part of text	Think Aloud (TA) – Question (Q)
“She arrived earlier than expected”	Q: <i>Do you remember that Fiona was born early? Show me a thumbs up if you remembered that. Her body was very small. She needed special care from the zookeepers.</i>
“it was time to learn to walk”	Q: <i>Did Fiona learn to walk?</i> (yes)
“mountain of fan mail”	TA: <i>Wow! So many people think Fiona is special. Look how many cards and letters she received from all over the world!</i>
“She was happy. And Fiona was loved.”	TA: <i>Fiona is a big, strong, happy hippo now! Everyone loves her. She is special to her hippo family and to many humans.</i>



2nd Read Fiona the Hippo



3. **Draw Attention to Key Events and Vocabulary**– Pause to highlight vocabulary and key concepts.

Key content: Fiona is a real hippo. She lives at the Cincinnati Zoo. Fiona was born early and very small, but now she is happy and healthy.

Vocabulary: briefly define/highlight vocab words when they come up in the story. Reinforce throughout the day.

Word	Definition to use and <i>how to introduce the gesture.</i>	Gesture
Snort	to make a loud sound with your nose <i>Snort means to make a loud sound with your nose. Fiona gave a snort. Put your finger on the side of your nose to help you remember snort.</i>	right pointer finger on side of nose
Wiggled	moved quickly side to side <i>Wiggled means something moved quickly from side to side. Fiona wiggled her ears. To show wiggled put your hands out in front of you and move them quickly from side to side.</i>	palms face each other in front of body and move quickly from side to side
Arrived	came, showed up <i>Arrived means came or showed up. Fiona arrived too early and was very small. Put your hands out in front of you with your palms facing up. Bring your palms toward you to show arrived.</i>	arms extended palms facing up and bring palms toward your body.

After

- Ask their opinion.** *Did you like this book? Tell me why?* (thinking gesture – finger on forehead)
Show me a thumb if you liked this book and want to share why. Start your sentence with “I liked this story because...” Encourage all to think about their answer and call on 1–2 students who have their thumb up.

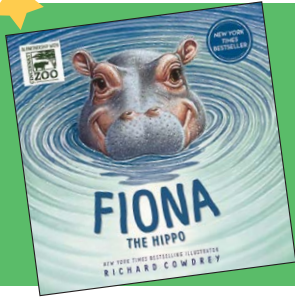
Discussion questions

Where did this story take place? (Thinking gesture and then hand open to note choral response– the zoo)

Who was this story about? (Thinking gesture and then hand open to note choral response– Fiona)

2. **Review Vocabulary**

In today's story, we learned 3 new words. Help me state what each word means. Review each word stating the definition and making the gesture, **encourage students to say the word and use the gesture with you.**



2nd Read Fiona the Hippo



Word Definition to use	Gesture
<i>Snort means to make a loud sound with your ____ (nose).</i>	right pointer finger on side of nose
<i>Wiggled means to move around from _____ (side to side).</i>	palms face each other in front of body and move quickly from side to side
<i>Arrived means came or _____ (showed up).</i>	arms extended palms facing up and bring palms toward your body.

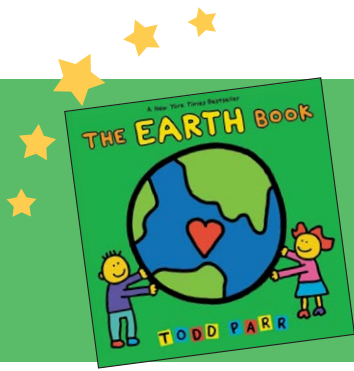
3. Follow Up Activity– Craft – Paper Plate Hippo.

Discussion questions

Explain, *We are going to make our own hippos today.* Show an example of a finished paper plate hippo and guide students in discussing the hippo's features. Guide students through the steps of creating their own hippo. *This might be done across two days so the gray paint can dry before assembling.

*Prep more of this craft for students who are developing their fine motor skills. Consider doing any of the following before introducing the craft to students:

- cut paper plate to make muzzle
- glue paper plate muzzle into place
- cut ears and nostrils, tusks, tongues, etc.



For the Teacher: Preview The EARTH Book

Unit: Kindness, Part 3– Showing Kindness to Our Planet

Book 16: *The EARTH Book* by Todd Parr

Materials Needed: none

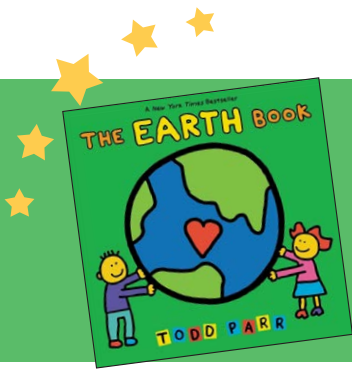
Vocabulary		
Word	Definition	Gesture
Earth	the planet where we live	hands form a small circle in front of the body
Recycling*	using things again instead of throwing them in the trash	make a circular motion with your right hand
Garbage	food or things you throw away	thumb and pointer finger pinch nose to signify smelly

Language Time: Open Shut Them

Open, shut them
(Open and shut hands)
Open, shut them
(Open and shut hands)
Give a little clap
(Clap hands 2 times)
Open, shut them
(Open and shut hands)
Open, shut them
(Open and shut hands)
Lay them in your lap
(Put hands in lap)

Before

- Topic Introduction**– *We have been talking about kindness. We can show kindness to our families and friends. We can show kindness to animals. Today we are going to start talking about one more way we can show kindness, by taking care of the Earth!*
- Book Introduction**– *This story is called The Earth Book. This is the Earth, where we live. I see a heart on the Earth and two children. I think they love the Earth.*
- Title and Author**– Draw attention to title and author. *The title of this book is The EARTH Book and the author is Todd Parr. What does the author do?* (Thinking gesture and then hand open to note choral response– writes the words)



1st Read

The EARTH Book

During

1. **Read**– Read with few interruptions so children can follow the full story.
2. **Model Thinking Aloud**– Pause to model what good readers think about.

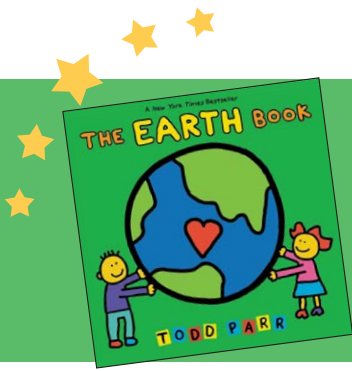
Part of text	Think Aloud (TA) – Question (Q)
“I can do little things every day to make a BIG difference.”	TA: <i>I wonder what that means. Q: How can little things make a big difference? Let’s read to find out.</i>
“and I want the owls to have a place to live.”	TA: <i>Oh, I think I understand now! If I do little things like use both sides of a paper instead of getting new paper each time or bring my own bags to the grocery store instead of getting paper bags, then I can make a big difference for the trees and the animals that live in them.</i>
“I like to walk barefoot in the grass.”	TA: <i>I like to walk in the grass without shoes, too. I wouldn’t be able to do that if everyone threw their trash and recycling on the ground. That would be too messy and dangerous.</i>

3. **Draw Attention to Key Events and Vocabulary**– Pause to highlight vocabulary and key concepts.

Key content: We can show kindness to our Earth by doing small things. Small actions make a difference for our Earth.

Vocabulary: briefly define/highlight vocab words when they come up in the story. Reinforce throughout the day.

Word	Definition to use and <i>how to introduce the gesture.</i>	Gesture
Earth	the planet where we live <i>Earth is the planet where we live. We can show kindness by taking care of our Earth. Make a small circle with your hands in front of you to show the Earth.</i>	hands form a small circle in front of the body
Recycling	using things again instead of throwing them in the trash <i>Recycling means to use things again instead of throwing them in the trash. We can recycle many things like glass and plastic. Make your hand go in a circle to show recycling.</i>	make a circular motion with your right hand
Garbage	food or things you throw away <i>Garbage means trash that can’t be used again. We throw our garbage away in the trash can to keep our Earth clean. Use your thumb and pointer finger to pinch your nose to show that garbage can be sticky.</i>	thumb and pointer finger pinch nose to signify smelly



1st Read

The EARTH Book

After

1. **Ask Questions**– Ask children to actively respond together in different ways (choral response, thumbs up/down, movement). Remind them now that when you point to your forehead, you mean thinking, and when you hold your hand open towards them, you mean responding all together.

Now I am going to ask you a few questions about our story. When I put my finger to my forehead that means I want you to think about your answer.

Ask their opinion. *Show me a thumbs up if you liked this book. Think about what your favorite part of the book was.* (thinking gesture – finger on forehead)

When you are ready to share your favorite part, show me a thumbs up. Start your sentence with “My favorite part was...” Show pictures to help guide children if necessary. Encourage all to think about their answer and call on 1–2 students who have their thumbs up

Check their understanding. Ask children to respond in different ways (choral response, individual response, talking to their elbow partners, etc.)

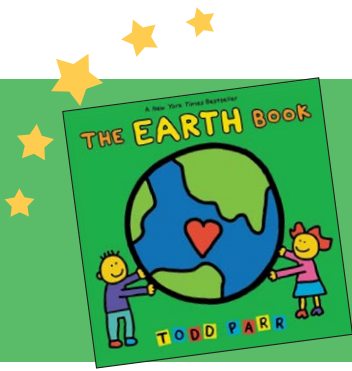
Where do we live? What is the name of our planet? (Thinking gesture and then hand open to note choral response– Earth)

How can we show kindness to the Earth? (thinking gesture – finger on forehead). *What is one thing you can do to show kindness to the Earth? Put your thumb up when you have an idea. Be ready to share with the group.* Encourage all to think about their answer and call on 1–2 students who have their thumbs up. (Response – use both sides of the paper, throw away my trash, etc.)

2. **Review the Vocabulary**– *In today’s story, we learned 3 new words. Let’s clap out our new words.* Review each word stating the definition and making the gesture, and then clapping out the word. **Encourage students to say the word and use the gesture with you.**

Word Definition to use	Gesture
<i>Earth is the planet where we live. Ready to clap, earth.</i>	hands form a small circle in front of the body
<i>Recycling is using things again instead of throwing them in the trash. Re-cycling. Recycling.</i>	make a circular motion with your right hand
<i>Garbage is food or things you throw away. Gar-bage. Garbage.</i>	thumb and pointer finger pinch nose to signify smelly





1st Read The EARTH Book

Is a cardboard box something you can recycle or do you put it in the garbage? Recycle or garbage? (Thinking gesture and then hand open to note choral response– recycle)

Is a banana peel something you can recycle or do you put it in the garbage? Recycle or garbage? (Thinking gesture and then hand open to note choral response– garbage)

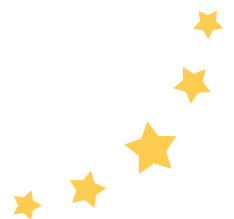
Is a plastic bottle something you can recycle or do you put it in the garbage? Recycle or garbage? (Thinking gesture and then hand open to note choral response– recycle)

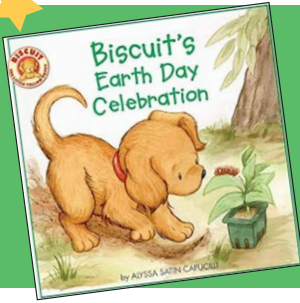
Is a cracker that has been stepped on something you can recycle or do you put it in the garbage? Recycle or garbage? (Thinking gesture and then hand open to note choral response– garbage)

3. **Follow Up Activity**– Game: Was it in the Book?

Explain, *We are going to play a game called Was it in the Book? I'm going to say a fact. You will put your thumb up if it was in the book and put your thumb down if it was not in the book.* Practice thumbs up and thumbs down. *Show pictures from the book to help guide answering the questions.*

- *We live on Mars.* (Thinking gesture and then hand open to note thumbs down– no)
- *We live on Earth.* (Thinking gesture and then hand open to note thumbs up– yes)





For the Teacher:
Preview
Biscuit's Earth Day Celebration



Unit: Kindness, Part 3– Showing Kindness to Our Planet
Book 17: *Biscuit's Earth Day Celebration* by Alyssa Satin Capucilli
Materials Needed: none

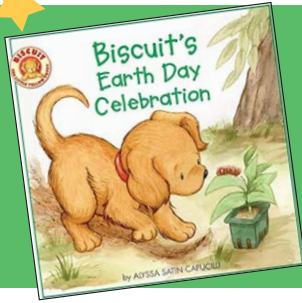
Vocabulary		
Word	Definition	Gesture
Earth*	the planet where we live	hands form a small circle in front of the body
Recycling*	using things again instead of throwing them in the trash	make a circular motion with your right hand
Celebration	a party	pointer fingers like hooks and twist upward like confetti

Language Time: Open Shut Them

Open, shut them
 (Open and shut hands)
Open, shut them
 (Open and shut hands)
Give a little clap
 (Clap hands 2 times)
Open, shut them
 (Open and shut hands)
Open, shut them
 (Open and shut hands)
Lay them in your lap
 (Put hands in lap)

Before

- Topic Introduction**– *Yesterday we started reading about showing kindness to the Earth. That's where we live! We can be kind to the Earth by doing small things every day.*
- Book Introduction**– Show children the front cover. *This dog is named Biscuit. There are many books about Biscuit. We already read one of them. Do you remember what Biscuit did in that book?* (thinking gesture – finger on forehead) *He went to the veterinarian! We are going to read about Biscuit celebrating a special day, called Earth Day, today. On Earth Day, we do things to take care of our Earth.*
- Title and Author**– Draw attention to title and author. *The author's name is Alyssa Satin Capucilli. She's also the illustrator. She makes lots of books about Biscuit.*



1st Read

Biscuit's Earth Day Celebration

During

1. **Read**– Read with few interruptions so children can follow the full story.
2. **Model Thinking Aloud**– Pause to model what good readers think about.

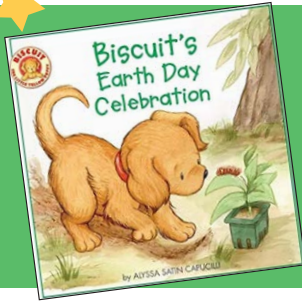
Part of text	Think Aloud (TA) – Question (Q)
“I must turn off the water”	TA: <i>It's really important not to waste water. Water is so important to our Earth. I always turn off the water when I brush my teeth.</i>
“We're all going to plant a garden.”	TA: <i>That sounds fun! I wonder how a garden helps the Earth. Maybe plants are good for the Earth? Q: What do you think?</i>
“Biscuit, what have you found now?”	TA: <i>What did Biscuit find? It looks like maybe he found a big plastic bottle. That shouldn't be in the water. Good job, Biscuit! Now you can recycle that bottle.</i>

3. **Draw Attention to Key Events and Vocabulary**– Pause to highlight vocabulary and key concepts.

Key content: Earth Day is a celebration of taking care of the Earth. We can do small things every day to show kindness to the Earth.

Vocabulary: briefly define/highlight vocab words when they come up in the story. Reinforce throughout the day.

Word	Definition to use and <i>how to introduce the gesture.</i>	Gesture
Earth	the planet where we live <i>Earth is the planet where we live. We can show kindness by taking care of our Earth. Make a small circle with your hands in front of you to show the Earth.</i>	hands form a small circle in front of the body
Recycling	using things again instead of throwing them in the trash <i>Recycling means to use things again instead of throwing them in the trash. We can recycle many things like glass and plastic. Make your hand go in a circle to show recycling.</i>	make a circular motion with your right hand
Celebration	a party <i>Celebration means a party. Biscuit helped plant a garden at the Earth Day celebration. Use your pointer fingers like hooks and twist them up toward the sky like confetti.</i>	pointer fingers like hooks and twist upward like confetti



1st Read

Biscuit's Earth Day Celebration

After

1. **Ask Questions**– Ask children to actively respond together in different ways (choral response, thumbs up/down, movement). Remind them now that when you point to your forehead, you mean thinking, and when you hold your hand open towards them, you mean responding all together.

Now I am going to ask you a few questions about our story. When I put my finger to my forehead that means I want you to think about your answer.

Ask their opinion. *Biscuit is such a lucky dog! He gets to go on so many adventures! Did you like this Biscuit book the most?* (thinking gesture – finger on forehead)

Show me a thumbs up if you liked this one the most or a thumbs down if you liked the Biscuit book about going to the vet the most. (open hand to students to encourage thumbs)

Check their understanding. Ask children to respond in different ways (choral response, individual response, talking to their elbow partners, etc.)

Who was this book about? (Thinking gesture and then hand open to note choral response– Biscuit)

What holiday did Biscuit learn about? (Thinking gesture and then hand open to note choral response– Earth Day)

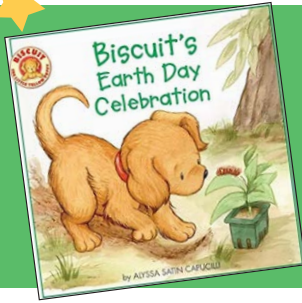
2. **Review the Vocabulary**– *In today's story, we learned 3 new words. Let's clap out our new words.* Review each word stating the definition and making the gesture, and then clapping out the word. **Encourage students to say the word and use the gesture with you.**

Word Definition to use	Gesture
<i>Earth is the planet where we live. Ready to clap, earth.</i>	hands form a small circle in front of the body
<i>Recycling is using things again instead of throwing them in the trash. Re-cy-cling. Recycling.</i>	make a circular motion with your right hand
<i>Garbage is food or things you throw away. Gar-bage. Garbage.</i>	thumb and pointer finger pinch nose to signify smelly

3. **Follow Up Activity**– Story Retell

Explain, *We are going to work together to retell the story. Listen closely. Use your words to help me finish the story.* Show pictures in the book to refresh their memory. (Thinking gesture and then hand open to note choral response at each pause.)

In this story, Biscuit learned about a special celebration called _____ (Earth Day.) He learned about ways to help the Earth, like using things again and again which is called _____ (recycling.) Biscuit also helped plant a _____ (garden.) It was a big day!



2nd Read

Biscuit's Earth Day Celebration



Unit: Kindness, Part 2– Showing Kindness to Animals

Book 17: *Biscuit's Earth Day Celebration* by Alyssa Satin Capucilli

Re-read & Activity – Craft

Materials Needed: recycled items, green and blue paint, paper

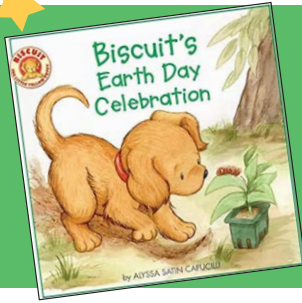
Before

1. **Ask if they can remember what this book is about**– show them the covers to remind them. *We have already read this story. Do you remember it? Look at the cover. Do you remember the name of this dog?* (Thinking gesture and then hand open to note choral response– Biscuit) *What was this story about?* (thinking gesture – finger on forehead) *If you have an idea to share, show a thumbs up.* Encourage all to think about their answer and call on 1–2 students who have their thumbs up. (Response – Earth Day, a celebration, taking care of our planet)
2. **Point out title & author**– ask if anyone can tell you what the author does. *The title of this story is Biscuit's Earth Day Celebration. The author of the story is Alyssa Satin Capucilli. Who remembers what the author does?* (Thinking gesture and then hand open to note choral response– writes the words) *Yes, the author writes the words. Guess what? The illustrator is also Alyssa Satin Capucilli. She wrote the words and made the pictures!*
3. **Tell them this time we are going to read and discuss the story** so be ready to share your ideas! *We are going to read the story again. Pay close attention so we can talk about the book when it's done.*

During

1. **Read** with excitement and fluency.
2. **Ask Questions**

Part of text	Think Aloud (TA) – Question (Q)
“It’s important to help all creatures big and small, Biscuit.”	Q: <i>Do you notice what the girl is holding? What creature is she taking care of right now?</i>
“You found a wiggly worm, too!”	Q: <i>What should Biscuit do with that wiggly worm? Is the worm important to the Earth?</i>
“Biscuit, what have you found now?”	Q: <i>What did Biscuit find? What should he do with it?</i>
“We can sing songs and share snacks.”	Q: <i>What are the children eating as their snack?</i>



2nd Read

Biscuit's Earth Day Celebration



3. **Draw Attention to Key Events and Vocabulary**– Pause to highlight vocabulary and key concepts.

Key content: Earth Day is a celebration of taking care of the Earth. We can do small things every day to show kindness to the Earth.

Vocabulary: briefly define/highlight vocab words when they come up in the story. Reinforce throughout the day.

Word	Definition to use and <i>how to introduce the gesture.</i>	Gesture
Earth	the planet where we live <i>Earth is the planet where we live. We can show kindness by taking care of our Earth. Make a small circle with your hands in front of you to show the Earth.</i>	hands form a small circle in front of the body
Recycling	using things again instead of throwing them in the trash <i>Recycling means to use things again instead of throwing them in the trash. We can recycle many things like glass and plastic. Make your hand go in a circle to show recycling.</i>	make a circular motion with your right hand
Celebration	a party <i>Celebration means a party. Biscuit helped plant a garden at the Earth Day celebration. Use your pointer fingers like hooks and twist them up toward the sky like confetti.</i>	pointer fingers like hooks and twist upward like confetti

After

1. **Ask their opinion.** *Did you like this book? Tell me why* (thinking gesture – finger on forehead)

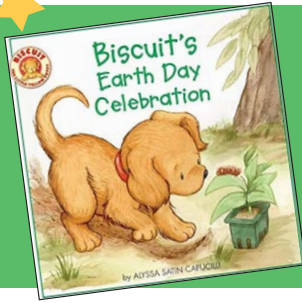
Show me a thumbs up if you liked this book and want to share why. Start your sentence with “I liked this story because...” Encourage all to think about their answer and call on 1–2 students who have their thumbs up.

Discussion questions

What holiday did Biscuit celebrate in this book? (Thinking gesture and then hand open to note choral response– Earth Day)

How did Biscuit show kindness to the Earth? (thinking gesture – finger on forehead) **Thumbs up if you can remember what Biscuit did to show kindness to the Earth.** Encourage all to think about their answer and call on 1–2 students who have their thumbs up.

2. **Review the Vocabulary**– *In today's story, we learned 3 new words. Help me state what each word means.* Review each word stating the definition and making the gesture, **encourage students to say the word and use the gesture with you.**



2nd Read

Biscuit's Earth Day Celebration



Word Definition to use	Gesture
<i>Earth is the planet where we _____ (live).</i>	hands form a small circle in front of the body
<i>Recycling means using things _____ (again).</i>	make a circular motion with your right hand
<i>Celebration means a _____ (party).</i>	pointer fingers like hooks and twist upward like confetti

3. **Follow Up Activity**– Craft – Recycled Art.

Explain, *We are going to use recycled items to make beautiful art today.* Guide students through using recycled items to paint. Consider providing items that will leave interesting patterns and prints and items that can be used in interesting ways like rolling or stamping.



For the Teacher: Preview

10 Things I Can Do to Help My World

Unit: Kindness, Part 3– Showing Kindness to Our Planet

Book 18: *10 Things I Can Do to Help My World* by Melanie Walsh

Materials Needed: none

Vocabulary		
Word	Definition	Gesture
Switch off	turn off	pointer finger up and then down as if turning off a light switch
Litter	trash or garbage that people leave on the ground	thumb and pointer finger together motion to pick up something and put it somewhere else
Recycling*	using things again instead of throwing them in the trash	make a circular motion with your right hand

Language Time: Open Shut Them

Open, shut them
(Open and shut hands)
Open, shut them
(Open and shut hands)
Give a little clap
(Clap hands 2 times)
Open, shut them
(Open and shut hands)
Open, shut them
(Open and shut hands)
Lay them in your lap
(Put hands in lap)

Before

- Topic Introduction**– *We have been reading about showing kindness to the planet we live on. Do you remember the name of our planet?* (Thinking gesture and then hand open to note choral response– Earth.)
- Book Introduction**– *This colorful book is all about helping our Earth. Do you see this big number? It's ten! We're going to read about ten ways we can help our Earth.*
- Title and Author**– Draw attention to title and author. *The title of this book is 10 Things I Can Do to Help My World and the author is Melanie Walsh. What does the author do?* (Thinking gesture and then hand open to note choral response– writes the words)



1st Read

10 Things I Can Do to Help My World

During

1. **Read**– Read with few interruptions so children can follow the full story.
2. **Model Thinking Aloud**– Pause to model what good readers think about.

Part of text	Think Aloud (TA) – Question (Q)
“I try...”	TA: <i>I think I know what this one is going to be about. I think we are going to learn about how we can save water by turning it off when we brush our teeth.</i> Q: <i>Do you think I’m right?</i>
“I always...”	TA: <i>Hmmm... I see a garbage can and some litter. I think this one might be about remembering to throw away our garbage in the right place.</i>
“I enjoy...”	TA: <i>I see interesting cardboard things. This reminds me of our recycled artwork.</i> Q: <i>Do you remember painting with all the recycled items?</i>

3. **Draw Attention to Key Events and Vocabulary**– Pause to highlight vocabulary and key concepts.

Key content: We can show kindness to our Earth. Small things make a big difference. Everyone can help our Earth.

Vocabulary: briefly define/highlight vocab words when they come up in the story. Reinforce throughout the day.

Word	Definition to use and <i>how to introduce the gesture.</i>	Gesture
Switch off	turn off <i>Switch off means turn off. We switch off lights when we aren’t using them. Take your pointer finger and move it up and down like you are turning off a light switch.</i>	pointer finger up and then down as if turning off a light switch
Litter	trash or garbage that people leave on the ground <i>Litter is trash or garbage that people leave on the ground. We help the Earth when we throw our litter into garbage cans instead of throwing it on the ground. Use your thumb and pointer finger to pretend to pick up a piece of garbage on the ground and put it somewhere else.</i>	thumb and pointer finger together motion to pick up something and put it somewhere else
Recycling	using things again instead of throwing them in the trash <i>Recycling means to use things again instead of throwing them in the trash. Sorting our recycling helps us to reuse it more easily. Make your hand go in a circle to show recycling.</i>	make a circular motion with your right hand



1st Read

10 Things I Can Do to Help My World

After

1. **Ask Questions**– Ask children to actively respond together in different ways (choral response, thumbs up/down, movement). Remind them now that when you point to your forehead, you mean thinking, and when you hold your hand open towards them, you mean responding all together.

Now I am going to ask you a few questions about our story. When I put my finger to my forehead that means I want you to think about your answer.

Ask their opinion. *I liked this story. Did you?* (thinking gesture – finger on forehead)

Show me a thumbs up if you liked this story. (open hand to students to encourage thumbs up or down)

Check their understanding. Ask children to respond in different ways (choral response, individual response, talking to their elbow partners, etc.)

What was this story about? (thinking gesture – finger on forehead) *If you have an idea to share, show a thumbs up.* Encourage all to think about their answer and call on 1–2 students who have their thumbs up. (Response – ways we can help our Earth)

How can we help birds? (thinking gesture – finger on forehead) *If you have an idea to share, show a thumbs up.* Encourage all to think about their answer and call on 1–2 students who have their thumbs up. (Response – feed them in winter)

2. **Review the Vocabulary**– *In today's story, we learned 3 new words. Let's clap out our new words.* Review each word stating the definition and making the gesture, and then clapping out the word. **Encourage students to say the word and use the gesture with you.**

Word Definition to use	Gesture
<i>Switch off means to turn off. Ready to clap, switch-off. Switch off</i>	pointer finger up and then down as if turning off a light switch
<i>Litter is trash or garbage that people leave on the ground. Lit-ter. Litter</i>	thumb and pointer finger together motion to pick up something and put it somewhere else
<i>Recycling is using things again instead of throwing them in the trash. Re-cycling. Recycling.</i>	make a circular motion with your right hand

Ask questions (thinking gesture) with choral responding (open hand gesture).

Use the open hand for choral responding and be sure to make the vocabulary word gesture when saying the word. If many children don't get it, tell them the correct answer and ask the question again.

What are some things you should switch off when we aren't using them? (thinking gesture – finger on forehead) Get ready to share it with your partner. (hand open to allow partners to share)



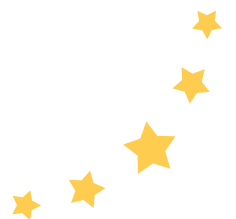
1st Read

10 Things I Can Do to Help My World

3. **Follow Up Activity**– Vocabulary Review

Explain, *We talked about some of the important words in this book. One of the words we talked about was actually two words, switch off. Switch off means turn off. Give me a thumbs up if you can switch this off:*

- **a car** (Thinking gesture and then hand open to note thumbs up– yes)
- **a carpet** (Thinking gesture and then hand open to note thumbs down– no)
- **a light** (Thinking gesture and then hand open to note thumbs up– yes)
- **a wall** (Thinking gesture and then hand open to note thumbs down– no)
- **a computer** (Thinking gesture and then hand open to note thumbs up– yes)
- **a flower** (Thinking gesture and then hand open to note thumbs down– no)





2nd Read

10 Things I Can Do to Help My World



Unit: Kindness, Part 3– Showing Kindness to Our Planet

Book 18: *10 Things I Can Do to Help My World* by Melanie Walsh

Re-read & Activity – Trash/Recycle Sort

Materials Needed: recycling and garbage bin set, picture cards for sort

Before

- Ask if they can remember what this book is about**– show them the cover to remind them.
We have already read this story. Do you remember it? (thinking gesture – finger on forehead) **Look at the cover. What was this story about?** (thinking gesture – finger on forehead) **If you have an idea to share, show a thumbs up.** Encourage all to think about their answer and call on 1–2 students who have their thumbs up.
- Point out title & author**–
The title of this story is 10 Things I can do to help my world. The author of the story is Melanie Walsh. Who remembers what the author does? Tell me! Who remembers what the author does? (Thinking gesture and then hand open to note choral response– writes the words) **Yes, the author writes the words. She is also the illustrator, so she made the pictures, too.**
- Tell them this time we are going to read and discuss the story** so be ready to share your ideas!
We are going to read the story again. Pay close attention so we can talk about the book when it's done.

During

- Read** with excitement and fluency.
- Ask Questions**

Part of text	Think Aloud (TA) – Question (Q)
“Put my litter in the bin.”	Q: <i>Why is it important to throw your garbage into a trash can? What would happen if no one did that?</i>
“I use both sides of the paper.”	Q: <i>How does this help? Why is using less paper helpful and kind to our Earth?</i>
“plant seeds and help them grow.”	Q: <i>What kind of seeds would you plant?</i>
“I love my world.”	Q: <i>Do you love the world, too?</i>



2nd Read

10 Things I Can Do to Help My World



3. **Draw Attention to Key Events and Vocabulary**– Pause to highlight vocabulary and key concepts.

Key content: We can show kindness to our Earth. Small things make a big difference. Everyone can help our Earth.

Vocabulary: briefly define/highlight vocab words when they come up in the story. Reinforce throughout the day.

Word	Definition to use and <i>how to introduce the gesture.</i>	Gesture
Switch off	turn off <i>Switch off means turn off. We switch off lights when we aren't using them. Take your pointer finger and move it up and down like you are turning off a light switch.</i>	pointer finger up and then down as if turning off a light switch
Litter	trash or garbage that people leave on the ground <i>Litter is trash or garbage that people leave on the ground. We help the Earth when we throw our litter into garbage cans instead of throwing it on the ground. Use your thumb and pointer finger to pretend to pick up a piece of garbage on the ground and put it somewhere else.</i>	thumb and pointer finger together motion to pick up something and put it somewhere else
Recycling	using things again instead of throwing them in the trash <i>Recycling means to use things again instead of throwing them in the trash. Sorting our recycling helps us to reuse it more easily. Make your hand go in a circle to show recycling.</i>	make a circular motion with your right hand

After

1. **Ask their opinion.** *Did you like this book? Tell me why?* (thinking gesture – finger on forehead)

Show me a thumb if you liked this book and want to share why. Start your sentence with "I liked this story because..." Encourage all to think about their answer and call on 1–2 students who have their thumb up.

Discussion questions

What was this story about? It was about taking care of the (Thinking gesture and then hand open to note choral response– Earth)

How can we take care of the Earth? (thinking gesture – finger on forehead) *What is one thing you can do? If you have an idea to share, show a thumbs up.* Encourage all to think about their answer and call on 1–2 students who have their thumbs up. (Response – various answers)

2. **Review the Vocabulary**– *In today's story, we learned 3 new words. Help me state what each word means.* Review each word stating the definition and making the gesture, **encourage students to say the word and use the gesture with you.**



2nd Read

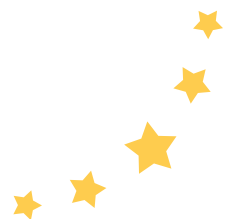
10 Things I Can Do to Help My World



Word Definition to use	Gesture
<i>Switch off means to turn _____ (off).</i>	pointer finger up and then down as if turning off a light switch
<i>Litter is trash or garbage that people leave on the _____ (ground).</i>	thumb and pointer finger together motion to pick up something and put it somewhere else
<i>Recycling means using things _____ (again).</i>	make a circular motion with your right hand

3. **Follow Up Activity**– Trash or Recycle Sort.

After reading the story again, introduce the sort. Show the students the recycling and garbage bins. Show them the pictures and name/describe each picture. Discuss with students whether each item is garbage or recycling. Students take turns putting the pictures into the correct bins.





For the Teacher: Preview A World of Kindness

Unit: Kindness, Part 3– Showing Kindness to Our Planet

Book 19: *A World of Kindness* by Ann Featherstone

Materials Needed: none

Vocabulary		
Word	Definition	Gesture
Kindness	being nice	hug yourself
Gentle	kind and soft	left arm extends out in front, right hand gently rubs from wrist up the arm
Comfort	to calm and make someone feel better	right hand outstretched to side as if putting your arm around someone

Language Time: Open Shut Them

Open, shut them
(Open and shut hands)
Open, shut them
(Open and shut hands)
Give a little clap
(Clap hands 2 times)
Open, shut them
(Open and shut hands)
Open, shut them
(Open and shut hands)
Lay them in your lap
(Put hands in lap)

Before

- Topic Introduction**– *We have been reading about kindness. We can show kindness to family and friends. We can be kind to animals. We can show kindness to our Earth. This is the last book we will read about kindness.*
- Book Introduction**– *This book is called A World of Kindness. I wonder what examples of kindness we will see in this book.*
- Title and Author**– Draw attention to title and author. *The author is Ann Featherstone. She wrote the words. There are many illustrators. Nine people made the pictures for this book!*



1st Read

A World of Kindness

During

1. **Read**– Read with few interruptions so children can follow the full story.
2. **Model Thinking Aloud**– Pause to model what good readers think about.

Part of text	Think Aloud (TA) – Question (Q)
“Are you kind?”	Q: <i>What an important question. Let’s take a second to think about that. I’m going to ask myself if I’m kind. You do the same.</i> Pause to allow quiet thought.
“Do you wait your turn?”	TA: <i>I have seen so many of you do this! You are so kind!</i>
“Do you say please and thank you?”	Q: <i>When someone does something nice for you, what do you say? Thank you! If a friend shares their toys, you say... thank you! You are so kind!</i>

3. **Draw Attention to Key Events and Vocabulary**– Pause to highlight vocabulary and key concepts.

Key content: Little kindnesses make a kind world.

Vocabulary: briefly define/highlight vocab words when they come up in the story. Reinforce throughout the day.

Word	Definition to use and <i>how to introduce the gesture.</i>	Gesture
Kindness	being nice <i>Kindness is being helpful and nice to others. You show kindness in so many ways. You are so kind! Hug yourself to show kindness.</i>	hug yourself
Gentle	kind and soft <i>Gentle means kind and soft. You are gentle to all animals. Put your left arm out in front of you and use your right hand to gently rub your arm.</i>	left arm extends out in front, right hand gently rubs from wrist up the arm
Comfort	<i>to calm and make someone feel better</i> <i>Comfort means to calm and make someone feel better. If your friend is sad you can hold their hand to give them comfort. Put your right hand out like you are putting your arm around someone.</i>	right hand outstretched to side as if putting your arm around someone



1st Read

A World of Kindness

After

1. **Ask Questions**– Ask children to actively respond together in different ways (choral response, thumbs up/down, movement). Remind them now that when you point to your forehead, you mean thinking, and when you hold your hand open towards them, you mean responding all together.

Now I am going to ask you a few questions about our story. When I put my finger to my forehead that means I want you to think about your answer.

Ask their opinion. *That was a nice book! I liked learning all about kindness. Show me two thumbs up if you like being kind.*

Check their understanding. Ask children to respond in different ways (choral response, individual response, talking to their elbow partners, etc.)

What was this book about? (Thinking gesture and then hand open to note choral response– showing kindness)

How can you show kindness? (thinking gesture – finger on forehead). *Put your thumb up when you are ready to tell us how you can show kindness?* Encourage all to think about their answer and call on 1–2 students who have their thumbs up.

What is something you can share? (thinking gesture – finger on forehead). *Put your thumb up when you are ready to tell us what you can share.* Encourage all to think about their answer and call on 1–2 students who have their thumbs up.

2. **Review the Vocabulary**– *In today’s story, we learned 3 new words. Let’s clap out our new words.* Review each word stating the definition and making the gesture, and then clapping out the word. **Encourage students to say the word and use the gesture with you.**

Word Definition to use	Gesture
<i>Kindness is being nice. Ready to clap, kind-ness. Kindness.</i>	hug yourself
<i>Gentle is being kind and soft. Gen-tle. Gentle.</i>	left arm extends out in front, right hand gently rubs from wrist up the arm
<i>Comfort means to calm and make someone feel better. Com-fort. Comfort.</i>	right hand outstretched to side as if putting your arm around someone





1st Read

A World of Kindness

Ask questions (thinking gesture) with choral responding (open hand gesture).

Use the open hand for choral responding and be sure to make the vocabulary word gesture when saying the word. If many children don't get it, tell them the correct answer and ask the question again.

If someone pushes you and you fall down are they being gentle? Yes or no? (Thinking gesture and then hand open to note choral response– no)

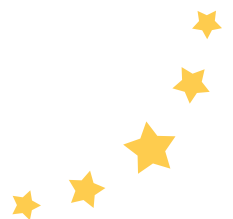
If you pet a cat softly are you being gentle? Yes or no? (Thinking gesture and then hand open to note choral response– yes)

If someone pushes down really hard on a crayon and it breaks, are they being gentle? Yes or no? (Thinking gesture and then hand open to note choral response– no)

If you pick up a bunny carefully and hold it, are you being gentle? Yes or no? (Thinking gesture and then hand open to note choral response– yes)

3. **Follow Up Activity**– Wrap up the theme

Explain, *We have been reading and talking all about kindness in our classroom. When we see someone show kindness, we have been coloring flowers and putting them in our kindness garden. Let's look at our kindness garden and remember all the ways we showed kindness at school.* Remind students of some of the ways you have seen them show kindness. *We are going to start learning about something new soon. We'll continue to look for ways to be kind at school every day.*





Shared Writing

A World of Kindness



Planning Guide – Discuss and Respond to Questions

Topic Sentence: Write the topic sentence on the board leaving a blank space for the underlined word:

How are we kind to each other?

Vocabulary to include, if possible:		
Word	Definition	Gesture
Kindness	being nice	hug yourself
Gentle	kind and soft	left arm extends out in front, right hand gently rubs from wrist up the arm
Comfort	to calm and make someone feel better	right hand outstretched to side as if putting your arm around someone

Plan your detail and concluding sentences (You can utilize the following or make up your own.)

Topic Sentence: How are we kind to each other?

Detail: We use gentle hands.

Detail: We can comfort someone who is sad.

Detail: We wait our turn.

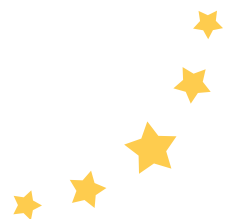
Conclusion: We show kindness every day.

Let's Write!

Discuss the book and vocabulary: *We read this book, A World of Kindness. In this story, we saw different ways that people show kindness. We are kind to each other in our classroom. Let's write about how we do that.*

Write Topic Sentence

- Plan:** *We are going to work together to write about the ways we show kindness at school. Let's start by finishing this sentence I wrote here. It says How are we _____ to each other? What word could we put there to tell about how we treat each other at school? (good/kind)*
- Write:** Write words to complete the sentence.
- Read aloud, pointing to each word:** *How are we kind to each other?.*





Shared Writing A World of Kindness

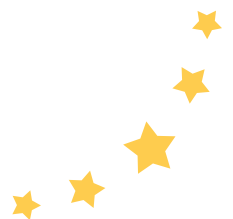


Write Detail Sentence(s)

1. **Plan:** *This is a question. Let's answer it by telling about how we are kind to each other.* Guide children by providing a few examples, if necessary.
2. **Write:** *We use gentle hands.*
3. **Read** aloud, pointing to each word: *We use gentle hands.* Read again, encouraging children to read with you.
Continue adding detail sentences if students are engaged. This can also be returned to tomorrow or added to later in the day.

Write Concluding Sentence

1. **Plan:** *We answered the question, how do we show kindness to each other? Now we need to tell our readers that we are done. How could we do that? How about we tell our readers that we show kindness every day?*
2. **Write:** *We show kindness every day.*
3. **Read** aloud, pointing to each word: Read again, encouraging children to read with you
Read the whole paragraph with students. Post writing where they can see it.





PROJECT READY

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Joyful Discoveries Preschool Curriculum