

READY READERS BOOK PLAN

Suggested Grade: K-1	Facilitator:	Grade:	Lesson Date(s):
Book Title and Author(s)/Illustrator(s): <u>When We Are Kind /Nihá'ádaahwiinít'igo</u> Written by: Monique Gray Smith Illustrated by: Nicole Neidhart Translated by: Mildred Walters			
Theme(s)/Big Idea(s): Kindness; There are many different ways to be kind; We can be kind to other people, to animals, to our land and spaces and to ourselves.			

VOCABULARY PLAN	
Focus word & kid-friendly definition: Kind- caring and helpful.	
Image/symbol: Show children the focus word images at the end of the lesson. Invite them to share how the images show people being kind. Reinforce the definition as needed.	Gesture: N/A
Use in context: Facilitators should share an example of how they were kind this week or an example of how someone was kind to them.	
Prompt kids to use in context: Ask children to share an example of how they have been kind or how they have seen someone else be kind.	
Bridge to book: In today's story, we are going to learn about different ways to be kind.	

BEFORE READING	
<i>write questions and student interaction (T/T, S/J, Act-it-out)</i>	
<ul style="list-style-type: none"> Review RR expectations Introduce Book/Author/Illustrator Teach focus vocab word (See plan above) Ask 1-2 questions to activate prior knowledge/ solicit predictions 	Explain that today we are going to be reading a story called, <u>When We Are Kind /Nihá'ádaahwiinít'igo</u> . It was written by Monique Gray Smith and illustrated by Nicole Neidhart and is written in two languages-English and Diné, an Indigenous language spoken by the Navajo. Explain that before we read, we are going to learn our special word of the day. Use the vocab plan to teach the focus word and then begin reading aloud.
DURING READING	
<i>write questions and vocab with page numbers and student interaction (T/T, S/J, Act-it-out)</i>	
<ul style="list-style-type: none"> Ask 3-4 questions that target different comprehension strategies (predict, infer, connect, synthesize) Note opportunities to reinforce focus word. 	<p>Note: This book has less of a narrative arc and is very simple in nature. Questioning will happen on every other page by inviting children to identify how the images show kindness and connecting to themselves. This structure is a bit different than our other lessons. Look for pages and questions to ask below.</p> <p>PG 2: How are the friends sharing in the picture? (Hands-up/Volunteer) Follow-up: What are some things you might share with friends? (Stop and Jot)</p> <p><i>Ask the first question and call on volunteers. Then, share the follow-up question and give children 1-2 minutes to Stop and Jot with words and pictures. Once time is up, invite</i></p>

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<ul style="list-style-type: none"> Identify other potential new vocab to define while reading 	<p><i>children to hold up what they have written or drawn and call out what you see. Invite a few children to share.</i></p> <p>PG 6. A neighbor is someone who lives near you. They might live in the same building, on the same street or in the same neighborhood/community. How are the neighbors helping each other in the picture?(Hands-up/Volunteer) Follow-up: How would we help people who live in our neighborhood or community? (Turn and Talk)</p> <p><i>Ask the first question as a whole group. Then, invite children to Turn and Talk for 1-2 minutes. Invite a few partners to share.</i></p> <p>PG 10. What are some things that we get from our earth or from land? (Refer children to the picture to support and give examples if they are stuck) Follow-up: Why is it kind to only take what we need from the earth or the land? (Hands-up/Volunteer)</p> <p><i>Share each question and invite children to share ideas. Children may need more examples from the facilitator to help them think about this.</i></p> <p>PG 13. So far in our book, we have talked about being kind to others and to the land. This page is talking about being kind by taking good care of ourselves. How is the person taking care of themselves on this page? (Hands-up/Volunteer) Follow-up: What are other ways that we take care of ourselves? (This can be broken down to more, if needed. For example: How can we take care of our bodies?)- (Turn and Talk)</p> <p><i>Ask the first question as a whole group. Then, invite children to Turn and Talk for 1-2 minutes. Invite a few partners to share.</i></p> <p>PG 21. How is the Elder being kind? Follow-up: How do others make you feel loved?-(Hands-up/Volunteer)</p> <p><i>Share each question and call on volunteers to share.</i></p> <p>What additional words might you address while reading?</p> <ul style="list-style-type: none"> Neighbor Elders Loved Related
<p style="text-align: center;">AFTER READING <i>write questions and student interaction (T/T, S/J, Act-it-out)</i></p>	
<ul style="list-style-type: none"> Ask 1 question reflecting on book theme Make connection to extension activity 	<p>Q1. What are some ways that people were kind in our book today? Who were they kind to? How were they kind? (Hands-up/Volunteer)</p> <p><i>Share each question and call on volunteers to share. Refer back to examples in the book as needed.</i></p> <p>Q2. Why do you think we should be kind? (Turn and Talk)</p> <p><i>Invite children to Turn and Talk for 1-2 minutes and then, invite a few partners to share.</i></p> <p>What will you say to connect theme or big idea to extension activity:</p> <p>We learned about many different ways to be kind in our book today. For our special activity, we are going to create kindness boxes with reminders of ways that we can be kind.</p>

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EXTENSION ACTIVITY	
<p>Activity Description- Kindness Jars</p> <p>Children will decorate jars and fill with reminders about ways that they can be kind.</p>	<p>Materials</p> <ul style="list-style-type: none"> • Small paper maché boxes with lids-1/child • Coloring tools (Markers, crayons, colored pencils) • Painting tools (paint, paintbrushes, cups of water, paper towel, etc.) • Tissue paper (Cut into squares) • Glue/Cups of glue • Paintbrushes for glue
<p>Introduction</p> <p>Use the transition statement above to introduce the activity.</p>	
<p>Model</p> <p>Show children an example of a decorated box and a few pre-written/pre-drawn kindness cards. Share your sample acts of kindness with the group.</p>	
<p>Brainstorm (Whole group and/or Individual)</p> <p>Post a chart paper entitled “Ways to Be Kind” on the board or someplace visible in the room. This chart can also be divided into subsections that include “ways to be kind to other people”, “ ways to be kind to animals”, “ways to be kind to our spaces”, and “ways to be kind to yourselves”. Work with children to share and write down examples. Feel free to break categories down into more specific questions to support the brainstorming. For example: “How can we be kind to our family at home?” “How can we be kind at school?” “How can we be kind on the playground?” “How can we be kind to our bodies?”</p>	
<p>Instructions for Independent Work</p> <p>Part one: Hand out boxes and art supplies for decoration. Some groups may choose to have children paint their boxes and others may choose to have children glue on tissue paper for a true paper maché project. Choose materials based on how children will decorate those boxes and give instructions accordingly. *For tissue paper, they will want to paint glue over the tissue paper as well.</p> <p>Part two: While boxes are set aside to dry. Hand out kindness cards (see folder) and invite children to write or draw pictures of things they can do to be kind. Refer them back to your brainstorm and rotate to help. Once complete, have children add to their boxes. Note: Don’t stress over spelling or complete sentences. Phonetic spelling, single words and pictures are perfectly fine as long as they have meaning for the child and connect to the activity.</p>	
<p>Share Back and Reflection</p> <p>Invite children to form a community circle. Allow each child to pull 1-2 cards from their kindness box to share. Ask children to share something they will do to be kind this week.</p>	

Additional Ideas for Extension Activities

Kindness Project- Children can work together to complete a project for the schools or community that shows kindness.

Kindness Buckets- Children can write kindness notes to each other with appreciations or compliments and drop them in each other’s buckets.

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Focus Word Images



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