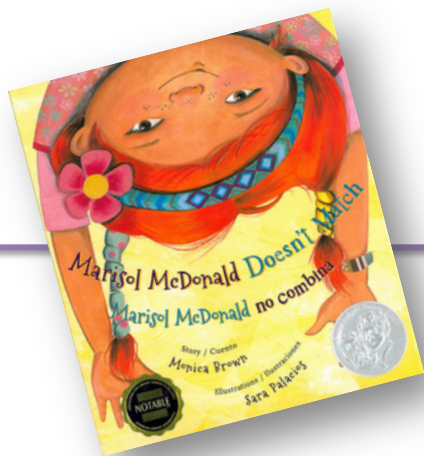




## Unit: Building Classroom Community for Kindergarten Lesson 5: Celebrating Individuality and Communicating Respectfully

Read Aloud: *Marisol McDonald Doesn't Match*/*Marisol McDonald no combina*  
written by Monica Brown,  
illustrated by Sara Palacios



### Lesson Objectives (Day 1 and Day 2)

- Students will listen to *Marisol McDonald Doesn't Match*/*Marisol McDonald no combina* and accompanying teacher comments to build understanding of the key ideas and details of the text
- Students will demonstrate understanding of the text by discussing questions with the group and a partner
- Students will follow agreed-on rules for discussion (raising hands, talking and listening to partners)
- Students will practice using classmates' names and communicating respectfully
- Students will begin to appreciate individuality as a classroom value

### Common Core Standards

- RL.K.1, RL.K.3
- SL.K.1/1-A, SL.K.4

**NOTE:** *Marisol McDonald Doesn't Match*/*Marisol McDonald no combina* is a bilingual book. This lesson could also be presented effectively in Spanish. See the end of this lesson for additional English Language Learner support strategies.

## Day 1: Read Aloud to Understand the Book

### Before Reading

1. Gather your class and say, **"Today we will read a book called *Marisol McDonald Doesn't Match*/*Marisol McDonald no combina*. Before we read, let's talk about what it means to "match."**
2. Show a few examples of items that match or don't match (e.g., socks, mittens, dishes, etc.). Ask whether pairs match and why or why not.
3. Introduce the book by saying, **"The title of this book says that *Marisol McDonald* doesn't match. Let's read to find out more about *Marisol*."**

### During Reading

Focus your comments and questions on examples of *Marisol*'s individuality. Also reflect back of previous themes of emotions and goals. Ask for some individual responses (raising hands) and sometimes ask partners to turn and talk. For instance:

- **"Why does *Tato* say *Marisol* doesn't match? How do you think *Marisol* feels about her hair color?"**
- **"Why does *Marisol*'s brother say her clothes don't match? How do you think *Marisol* feels about her outfit?"**
- **"*Marisol* doesn't care that peanut butter and jelly aren't usually eaten in a burrito. She likes to make up her own kind of lunch."**
- **"Why might *Marisol*'s drawings surprise her friends?"**

- ***“I’m looking at Marisol’s face in the mirror. I don’t think wearing matching clothes makes her happy. She’s frowning.”***
- ***“Why is art class a little bit boring?”***
- ***When reading Ms. Apple’s note, introduce the word unique. “How is Marisol unique?”***
- ***“What makes the puppy ‘just the right dog’ for Marisol?”***

### After Reading

- Review the word *proud* on your list of emotions and discuss a few examples of how Marisol was proud of herself. Also review the word *unique*.
- Explain that another day you’ll reread the book and notice more about how the characters talked to each other. You’ll also do a fun art project in which students can show whether they prefer to match or not.

## Day 2: Discuss and Respond to the Book

### Before Reading

1. Explain that today you’ll reread *Marisol McDonald Doesn’t Match/Marisol McDonald no combina*. You’ll pay extra attention to how the characters in the book talk to each other and how their conversations make them feel.
2. Explain that you’ll get started by watching two people talk to each other in real life. Do a warm-up activity to highlight three key features of respectful conversations: using someone’s name correctly, using a friendly tone of voice, and using friendly words.

- Have a student volunteer pretend to be drawing. Demonstrate an (overly dramatic) exchange in which you do the opposite of the desired behaviors (e.g., say, “Hey you!” or pronounce his or her name incorrectly, use a hostile tone and body language, and say something rude such as “Why are you making the sun ORANGE?”).
- Ask how your comments might make the student volunteer feel.
- Ask for suggestions to change your interaction to make the student feel happy, proud, etc. Explicitly label the target behaviors above.

### During Reading

1. Choose places to pause for discussion related to characters’ communications. Discuss both positive and negative examples. For instance:
  - ***“What does Marisol’s brother say about her clothes? What could he have said instead that would have been nicer?”***
  - ***“What do Marisol’s friends say about her soccer-playing pirates idea? What could they have said instead that would have been nicer?”***
  - ***“What does Ollie say about Marisol’s lunch? What could he have said that would have been nicer?”***
  - ***“What does Ms. Apple say in her note that makes Marisol feel like skipping?”***
2. As you restate or extend students’ comments, use consistent language to highlight the target behaviors of using others’ names, using a friendly tone, and using friendly words.

## After Reading

1. Say, ***“In this book, people had a lot to say about how Marisol didn’t match. It’s fun to notice things about one another and ask one another questions, but it’s important to do it in a friendly way. Let’s practice.”***
2. Give a few example scenarios related to events in the book. Ask students to act out what they might say to make a friendly comment about someone’s uniqueness. For instance:
  - ***“You notice a classmate’s new clothes, and they look different than your clothes.”***
  - ***“You notice what a classmate has for lunch, and it’s different from what you usually eat.”***
  - ***“A classmate suggests a new kind of game.”***
  - ***“A classmate says a word in a language you don’t understand.”***
3. End your discussion with a summary statement about your classroom values. For instance: ***“In our class, let’s always be proud of how each of us is unique. When we talk to each other, let’s use each other’s name, use a friendly voice, and use friendly words.”***

### Extension: Photo Self-Portraits

**NOTE: Depending on students’ attention spans, you may wish to complete this portion of the lesson at another time. You’ll need a color photo of each student’s face prepared ahead of time.**

1. Remind students that Marisol is very proud of the way she looks, even though some people think she doesn’t match. Say that you hope students will always feel proud of how they look too. Both matching and not matching are okay!

2. Explain that you’ll be making a class book (or display) celebrating how your class looks. There will be a picture of each student and a label with each person’s name since you’ve learned it is friendly to use one another’s names when you talk.
3. Using your own photo, model making a self-portrait. Cut out your face and glue it to the top of a piece of paper. Then model drawing your body and coloring in clothes. Comment about whether you like your clothes to “match” or not. Write your name clearly.
4. As you circulate around the room while students create their self-portraits, model making friendly comments and asking friendly questions about their work.
5. When you share students’ portraits, ask them to practice asking questions or making comments respectfully (e.g., *“Jamika, you have very long hair!”* *“Peter, what is that design on your shirt?”*).

**NOTE: Using photos of faces instead of drawing means that students will be able to look at the book independently and know who created each page. You might choose to add a typed or adult-printed name label to each page so students can also practice reading one another’s names. You might use the book to highlight spelling features of students’ names another day.**

### ELL Support Strategies

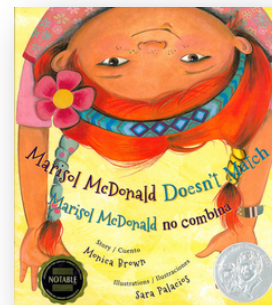
- Preview and/or extend the “Do these match?” introduction activity with ELL students who would benefit from the extra opportunity to practice vocabulary around why something does or doesn’t match (“same,” “different,” color words, etc.).

- During reading and discussion, refer back to any visual supports you created for Lessons 1–3 during reading (e.g., active listening and partner photos, “Feelings Words” list).
- Post a sentence frame reading, “Marisol feels \_\_\_\_\_.” and refer to it along with your emotions list to help students answer some of the discussion questions.
- Support the “What could you say?” discussion on Day 2 with pictures of specific outfits, foods, games, etc., to help ELLs participate.

## BOOK INFORMATION

*Marisol McDonald Doesn't Match/Marisol McDonald no combina*

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## RESOURCES ON THE WEB

Check out the complete **Building Classroom**

**Community Unit for Kindergarten** at [www.leeandlow.com/collections/278](http://www.leeandlow.com/collections/278)

Learn more about *Marisol McDonald Doesn't Match/Marisol McDonald no combina* at [www.leeandlow.com/books/2769](http://www.leeandlow.com/books/2769)

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My name is

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