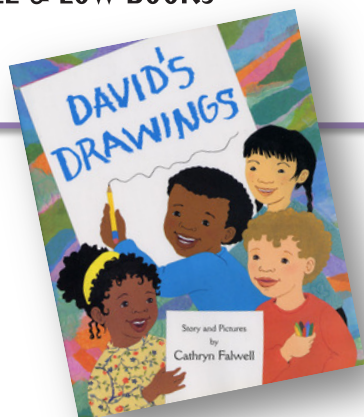




Unit: Building Classroom Community for Kindergarten
Lesson 6: Ways to Be Kind
Read Aloud: *David's Drawings*
by Cathryn Falwell



Day 1: Read Aloud to Understand the Book

Before Reading

Gather your class and say, **“Today we will read a book called *David's Drawings*. David sees something interesting on his way to school that he wants to draw. Let's read to find out about his drawing.**

During Reading

Focus your comments and questions on the actions of David and his classmates. Ask for some individual responses (raising hands) and sometimes ask partners to turn and talk. For instance:

- **“What does David do when Amanda said his tree needed some color?”**
- **“What does Jamal do with his stickers?”**
- **“How do all the kids look when they are helping with the drawing?”**
- **“What do the kids say about drawing together?”**
- **“What looks different about the drawing David does at home? What does his sister do differently than his classmates?”**

After Reading

1. Refer to your emotions list. Comment that you noticed the kids in this book seemed happy. David was happy working together with his friends, his friends were happy to be helping him, and he was happy with the second drawing he hung in his room at home.

Lesson Objectives (Day 1 and Day 2)

- Students will listen to *David's Drawings* 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 discuss the word *kindness* and brainstorm examples of how they could be kind to classmates
- Students will continue to practice using classmates' names and communicating respectfully and learn classroom expectations for sharing materials and taking turns

Common Core Standards

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

NOTE: *David's Drawings* is also available in Spanish: *Los dibujos de David*. This lesson could also be presented effectively in Spanish. See the end of this lesson for additional English Language Learner support strategies.

2. Explain that people often feel happy when they are treated with kindness. Ask your students for ideas about what it means to be kind. Flip back to a few examples of kindness in the book and ask, **“What did _____ do/say that was kind?”** (e.g., Amanda complimented David’s tree and made a friendly suggestion. David invited her to draw with him). Add these behaviors to a list titled “Ways to Be Kind.”
3. Explain that another day you’ll reread the book and add more ideas to your kindness list. You’ll also work on a project to practice treating each other kindly.

Day 2: Discuss and Respond to the Book

Before Reading

1. Review the things you’ve added to your “Ways to Be Kind” list so far (e.g., give compliments, give suggestions, invite someone to join in). Ask students to recall how each behavior is demonstrated in *David’s Drawings*.
2. Explain that today you’ll reread *David’s Drawings*. You’ll pay extra attention to kind things the characters do so you can add them to your “Ways to Be Kind” list and do them in your own classroom.

During Reading

1. Pause after each page or two to ask how the children in the book are being kind. Add new behaviors to your list or relate examples to existing items. Behaviors in addition to those above could include:
 - **Help**
 - **Share**
 - **Ask if you can join**

- **Behaviors covered in Lesson 5 (use people’s names, use a friendly tone of voice, use friendly words)**
- **Give encouragement**

After Reading

1. Say, **“In this book, the children show us many different ways to be kind at school. Turn and talk to your partner about how you’ve been kind at school recently or how someone has been kind to you.”**
2. Suggest a few additional scenarios to illustrate any additional behaviors you’d like to add to your “Ways to Be Kind” list. For instance, **“What’s a way to be kind when two kids want to use the same thing?”** (Add “Take turns” to your list.)
3. End your discussion with a summary statement about your classroom values. For instance, **“In our class, let’s always be kind. When someone is kind to you, tell him or her you appreciate it!”**

Extension: Collaborative Art Project

NOTE: For this extension, choose an art project that will feel authentic to your students. Some ideas are listed below. The project should require some sharing of materials, turn taking, and cooperation, but be simple enough and have enough flexibility for groups of four students to each contribute individually.

It is important that it be a successful first group-work experience. Completing this portion of the lesson at a different time than the read aloud will give you another chance to review your “Ways to Be Kind” list and ensure students have the energy and patience necessary to collaborate.

1. Explain that you’ll be working in small groups to complete a project. Working in a group is a great way to practice being kind!

2. Introduce the project, stressing its purpose. Ideas include:
 - Draw or paint on clay flowerpots to brighten up places around the school. (Plant flowers another day.)
 - Create components of a mural to decorate an empty space in the classroom (e.g., each group could draw and cut out a certain category of pieces). Possible themes include a fall scene or a mural of the school building and/or playground, or the surrounding neighborhood.
 - Decorate containers in which classroom supplies can be kept on students' tables.

NOTE: You could address literacy goals by using shared writing to add labels to any of these projects another time.

3. Before sending students to work, review your “Ways to Be Kind” list and suggest a few specific ways students can practice being kind related to this project (e.g., sharing materials; giving compliments, encouragement, or friendly suggestions).
4. When the project is finished, compliment the kind behaviors you observed.
5. Review your “Ways to Be Kind” list often, perhaps by complimenting a few behaviors you’ve observed each day. You also might draw connections to your list of feelings words by discussing how kind behavior makes people feel, and review your conversations about active listening by discussing how it is kind to look at the speaker, pay attention to what someone is saying, etc.

ELL Support Strategies

- Preview and/or review the behaviors on the “Ways to Be Kind” list and practice the necessary language for each (e.g., giving compliments, inviting someone or asking someone to join in).
- Strategically plan collaborative groups for the extension project to be as supportive of ELL students as possible. During the project, provide language support for ELL students so they may practice some of the relevant “Ways to Be Kind” in a structured setting.

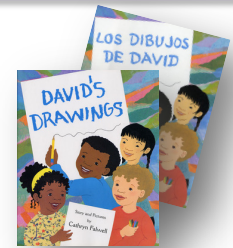
BOOK INFORMATION

David's Drawings

ISBN: 978-1-58430-261-2

Los dibujos de David

ISBN: 978-1-58430-258-2



RESOURCES ON THE WEB

Check out the complete **Building Classroom Community Unit for Kindergarten** at www.leeandlow.com/collections/278

Learn more about *David's Drawings* at www.leeandlow.com/books/2381

ABOUT LEE & LOW BOOKS

LEE & LOW BOOKS is the largest children’s book publisher specializing in diversity and multiculturalism. Our motto, “about everyone, for everyone,” is as urgent today as it was when we started in 1991. It is the company’s goal to meet the need for stories that children of color can identify with and that all children can enjoy. The right book can foster empathy, dispel stereotypes, prompt discussion about race and ethnicity, and inspire children to imagine not only a world that includes them, but also a world where they are the heroes of their own stories.