



Unit: Building Classroom Community for Kindergarten

Lesson 8: Working Together and Caring for the Classroom Environment

Read Aloud: *Rainbow Stew*
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 *Rainbow Stew*. The children in this story are visiting their grandfather. They want to play outside, but it’s a rainy day. Let’s read to find out what they do.”**

Lesson Objectives (Day 1 and Day 2)

- Students will listen to *Rainbow Stew* 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 review the themes of emotions, respectful communication, kindness, and problem solving in the context of working together as a community of learners
- Students will become more familiar with expectations of caring for their school and classroom environments

Common Core Standards

- RL.K.1, RL.K.2, RL.K.3
- SL.K.1/1-A

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

During Reading

Use some of your comments and questions to help students revisit themes you’ve discussed already, including emotions (e.g., excited, disappointed), kindness (e.g., helping), and problem solving. Also begin to talk about how the characters work together to complete tasks. (You’ll go into this in more detail on Day 2.) Ask for some individual responses (raising hands) and some partner responses. For instance:

- **“How do the kids feel about being at Grandpa’s house?”**
- **“Look at the kids’ faces. How do they feel about it being rainy?”**
- **“How does Grandpa solve the problem of it being too wet for playing outside?” (Refer back to the language you used last time about trying different ideas.)**
- **“That’s kind of Grandpa to show the kids what to do to get the vegetables.”**
- **“Look at their faces. How do the kids feel now about being out in the rain?”**
- **“What’s each person doing to help make the stew?”**

- **“Grandpa compliments the kids by saying they are terrific cooks. That’s kind!”**

After Reading

1. Ask questions to help make sure students understood the events in the story. For instance:
 - **“At first, what are the kids planning on doing at Grandpa’s house?”**
 - **“How do their plans change when they see it is raining?”**
 - **“What do they do outside?”**
 - **“What do they do when they come inside?”**
 - **“What happens at the end?”**
2. Explain that you’ll read the book again another day and talk more about how the kids and their grandpa worked together.

Day 2: Discuss and Respond to the Book

Before Reading

Explain that today you’ll reread *Rainbow Stew* and pay special attention to how the children and grandpa work together. You’ll use the book to get ideas about how you might work together as a class.

During Reading

Plan your questions and comments to highlight behaviors related to working together. Include examples that illustrate dividing a large task into smaller tasks as well as tasks that require direct collaboration. Also highlight how working together can mean that each person takes care of himself or herself.

- **“What is each child doing in the garden?”**
- **“How do they get the heavy basket inside?”**

- **“How do they get dried off and ready to cook?”**
- **“Who is getting the vegetables ready? Who is cooking the stew?”**
- **How are they working together to set the table?**

After Reading

1. Ask for examples of the following types of working together:
 - **“What was a job in the book where everyone did a different part?”**
 - **“What was a job where more than one person had to help to get it done?”**
 - **“What was a job where each person had to do something for himself or herself?”**
2. End with a summary statement such as, **“In this book, the characters work together to make something yummy to eat. Let’s work together when we want to get a big job done too!”**

Extension: Working Together to Care for Our Classroom

NOTE: Decide on some tasks related to caring for your classroom on which you’d like your students to work. Make sure that the tasks are suitably “not done” to give enough opportunity for practicing!

1. Say, **“Making Rainbow Stew took a lot of work. We talked about how each person helped with different parts of the job. It’s a lot of work to take care of our classroom and school too. Today we’ll practice working together to take care of our classroom.”**
2. Introduce a few different tasks and ask students to brainstorm how they might work together to complete them.

3. Send students off in groups to complete the tasks. Gather afterward to share how it went and compliment collaboration.
4. As it is relevant, review related concepts you've discussed about respectful communication, ways to be kind, and problem solving.
5. As opportunities to work together come up during the school day, classify them for students: ***"This is a time when we need each person to work on a different part of this big job."*** ***"This is a time when we need several students to help."*** ***"We need to work together to get ready for lunch by having each person get his or her lunch box or coat and get in line."***

Possible tasks include:

- Sorting bins of math manipulatives into labeled tubs
- Sorting art supplies and putting them away in proper locations
- Cleaning tasks such as table washing, sweeping, pushing in chairs, etc.
- Organizing blocks into cubbies by shape.

ELL Support Strategies

- Show students photographs of the vegetables in the story to support vocabulary development and build background knowledge. At another time, you could use the photos for a literacy task around matching written words to pictures. (See pictures and labels at the end of the lesson plan.)
- If you have a dramatic play area, set it up with pretend vegetables, a soup pot, knives, bowls, etc. so students can revisit the vocabulary through play.

- For the extension tasks, provide support through picture labels on supply bins, charts with picture directions for multistep tasks, etc.
- Preview and/or review language structures related to working together (e.g., "_____'s job is to _____.") or "First_____, then_____."

BOOK INFORMATION

Rainbow Stew

ISBN: 978-1-60060-847-6

RESOURCES ON THE WEB

Check out the complete **Building Classroom Community Unit for Kindergarten** at

www.leeandlow.com/collections/278

Learn more about *Rainbow Stew* at

www.leeandlow.com/books/2816



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.

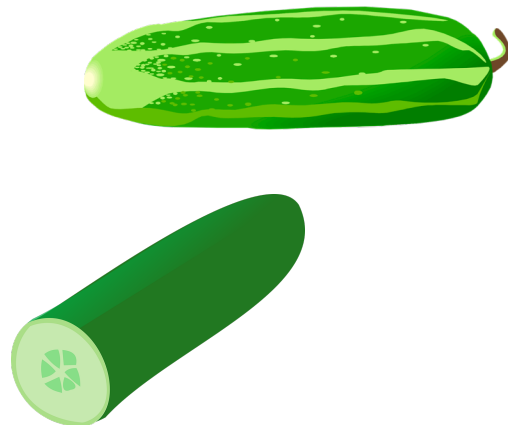
spinach



kale



cucumber

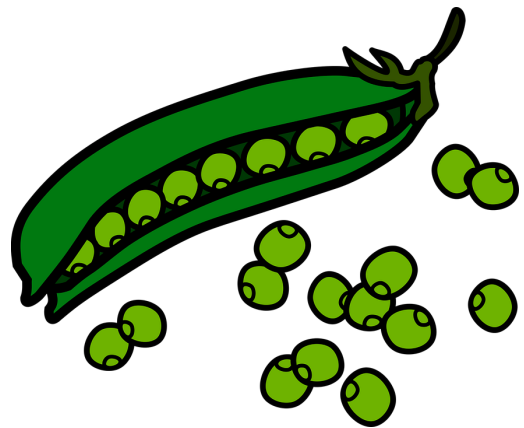


Images on pages 4–8 are from <https://pixabay.com/>.

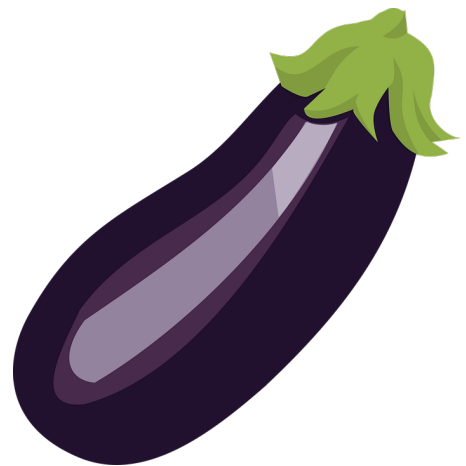
zucchini



peas

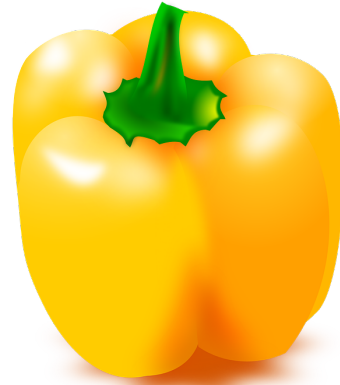


eggplant



Images on pages 4–8 are from <https://pixabay.com/>.

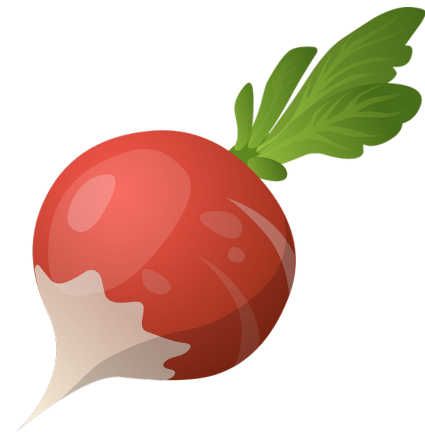
pepper



cabbage

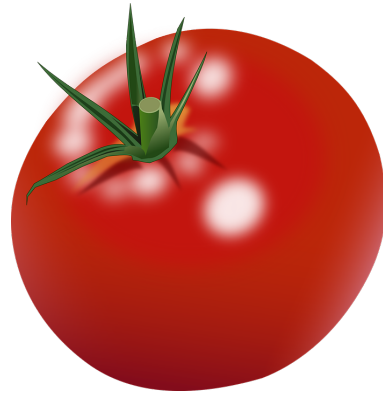


radish

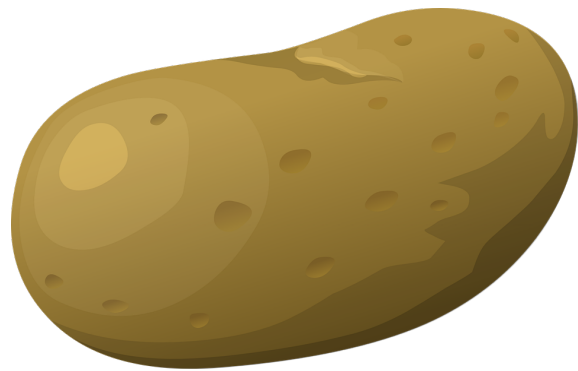


Images on pages 4–8 are from <https://pixabay.com/>.

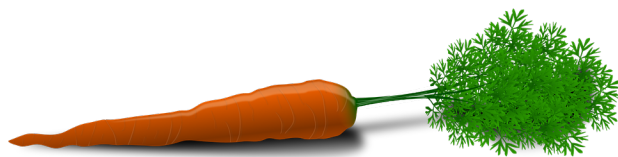
tomato



potato



carrot



Images on pages 4–8 are from <https://pixabay.com/>.