



# Indigo Love of Reading Inclusive Lesson Plans—Grades K-3



This resource is brought to you in partnership with the  
Indigo Love of Reading Foundation and The Critical Thinking Consortium



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K-3	What is the valuable lesson? How would they see it? How do we respect our differences? What does it mean to be kind?

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# What is the Valuable Lesson?

In this lesson, students use details from a story to identify valuable lessons that might be applied in their lives.



## Lesson Challenges

- o Identify valuable lessons from a story.
- o Describe how a valuable lesson might be applied in their lives.



## Learning Goals

- o Use criteria
- o Identify important details
- o Use details from a story to support thinking and decisions
- o Make personal connections



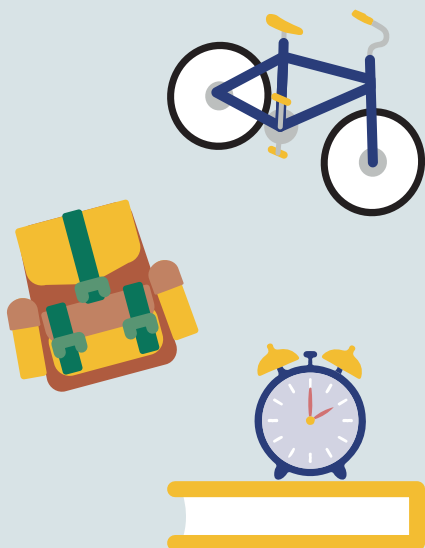
## Suggested materials

- o A story or book with at least one identifiable lesson. This story or book could be read aloud with students, or read individually by students.
- o My Thoughtbook: What is the valuable lesson? (one copy per student)
- o Activity sheet: What was the valuable lesson?
- o Activity sheet: Reflecting on the valuable lessons in a story



## Lesson Timeline

- Activate prior knowledge
- Develop criteria
- Make predictions
- Share the lesson challenge
- Model effective thinking



## Before Reading

*For guidance using books and stories that may include sensitive topics or content, please remember to consult your school or district resources.*

- Encourage your students to suggest examples of a valuable lesson that they've learned from a parent, teacher, Elder, or other person. Student suggestions might include "be kind," "always wash your hands," or "choose your friends carefully."
- As students share, prompt them to describe the qualities or characteristics of a valuable lesson. Use their descriptions to co-develop or present the criteria for a valuable lesson. A valuable lesson:
  - causes you to think about something differently or think about something new
  - influences your actions or behaviour in a positive way
- Invite your students to suggest how the lesson they learned changed how they saw, thought, felt, or behaved.
- Show students the cover of the book they will be listening to or reading and perhaps read the synopsis on the back cover. Invite them to use details from the covers to predict what the book might be about.
- Suggest that stories and books can also have valuable lessons and that in this lesson their challenges will be to:
  - identify valuable lessons in a story; and
  - describe how a valuable lesson might be applied in their lives.

## During Reading

- Read your selected story, pausing to demonstrate thoughtful reading:
  - For younger students, demonstrate how you might use the criteria to decide if a character is learning from events or actions.
  - For older students, consider providing each student with a copy of My Thoughtbook: What is the valuable lesson? Explain that a Thoughtbook is a place to draw or write ideas to answer a question. Assure your students that their ideas can be big or small, in words or in pictures, and that they can always change or add to their ideas. Demonstrate how you might use the criteria to decide what lessons a character learns from events or actions. Explain what you might write or draw in your Thoughtbook to describe the lessons.

- Review lesson challenge

- Respond to the challenge

- Assessing thinking

- Possible extensions and modifications

- Continue reading the story, and encourage your students to listen for any details in the story that help reveal any valuable lessons.

## After Reading

- Remind students of the lesson challenges:
  - identify valuable messages or lessons in a story
  - describe how they might apply a valuable message or lesson in their lives.
- Guide a discussion of the story:
  - With younger students, consider using short sentences or pictures to present a few possible lessons (e.g., “Paper bags make good dresses” and “It’s more important to be nice than have nice clothes”). Ask your students to decide which was most likely a valuable lesson of the story, encouraging them to use details from the story to support their thinking.
  - With older students, organize your students into small groups. Invite groups to suggest at least three possible valuable lessons from the story, reminding them to use the criteria and ideas from their Thoughtbooks to guide their thinking. Invite groups to share their ideas with the class.
- You may wish to use any or all of the additional activity sheets to support student thinking as they respond to the challenge.
- While reading or listening to student thinking, notice the extent to which students are able to:
  - identify examples of lessons from the story;
  - use criteria to guide the selection of lessons; and
  - make personal connections to the lessons from the story.
- Invite students to create first-person interviews with a character from the story, describing the valuable lessons that the character learned.
- This lesson can also be adapted for use while reading or listening to longer stories and books. Invite students to add ideas to their Thoughtbooks as they listen to or read the story. At the end of the story, students could select the most valuable lesson.



# Reading List:

## What is the Valuable Lesson?








TITLE AND AUTHOR OF BOOK	HOW BOOK CONNECTS TO LESSON FOCUS	AVAILABLE THROUGH INDIGO?
<b><u>You Hold Me Up</u></b> written by Monique Gray Smith and illustrated by Danielle Daniel	Readers think critically about what it means to hold each other up and the impact it can have on those we care about.	 ALSO AVAILABLE IN DUAL-LANGUAGE (ENGLISH AND ANISHINAABEMOWIN) (ENGLISH AND PLAINS CREE)
<b><u>Over the Shop</u></b> written by Jonarno Lawson and illustrated by Qin Leng	A shabby apartment is for rent above the local general store. No one wants to invest in it until a couple rents it and fixes it. Their actions show us the value of seeing possibility in something and how it can foster a sense of community.	
<b><u>Thunder Boy Jr.</u></b> written by Sherman Alexie and illustrated by Yuyi Morales	Thunder Boy Jr. learns the importance and value of names and navigates his own.	
<b><u>Thank You, Omu!</u></b> written and illustrated by Oge Mora	Omu is making soup for dinner. Everyone in the community smells the soup and wants a share. Readers learn to think about community and the meaning of giving back.	 ALSO AVAILABLE IN SPANISH
<b><u>Ho'Onani Hula Warrior</u></b> written by Heather Gale and illustrated by Mika Song	Readers learn a valuable lesson of respecting people of all identities and giving them the space to represent themselves as they want. The book helps readers think about gender fluidity.	
<b><u>Amy Wu and the Perfect Bao</u></b> written by Kat Zhang and illustrated by Charlene Chua	Amy is frustrated that she can't make her bao perfect like her family. Her bao always ends up wrong. Her frustration is eased when she realizes that perfect doesn't mean every bao has to be the same.	 

# Reading List:

## What is the Valuable Lesson?



TITLE AND AUTHOR OF BOOK	HOW BOOK CONNECTS TO LESSON FOCUS	AVAILABLE THROUGH INDIGO?
<b><u>We Are Water Protectors</u></b> written by Carole Lindstrom and illustrated by Michaela Goade	Readers learn about Indigenous led movements to protect water and the earth. It demonstrates the relationship between the author's Indigenous cultures and the land. It encourages the reader to speak up when other voices cannot speak for themselves.	
<b><u>Drawn Together</u></b> written by Minh Le and illustrated by Dan Santat	A boy and his grandfather speak different languages and have difficulty connecting. They discover a shared interest in drawing and realize that they do not need words to make a connection and form a bond.	
<b><u>Introducing Teddy</u></b> written by Jessica Walton and illustrated by Dougal MacPherson	Teddy wants to be a girl teddy (not a boy teddy) and is worried about how their friends will react. Readers will find that being a good friend means helping others to be true to themselves.	
<b><u>The Barnabus Project</u></b> written and illustrated by the Fan Brothers	Barnabus and his friends are not quite perfect pets. They are hidden in a lab and must work together to find their freedom. Readers learn that there is value in everyone and that nothing is impossible	
<b><u>When We Were Alone</u></b> written by David A. Robertson and illustrated by Julie Flett	This story highlights the importance of family and culture. It is told through the perspective of a curious girl and her grandmother. The girl learns about residential schools and how her grandmother preserved her language, relationships and culture.	 ALSO AVAILABLE IN CREE

FOR GUIDANCE USING BOOKS AND STORIES THAT MAY INCLUDE SENSITIVE TOPICS OR CONTENT, PLEASE REMEMBER TO CONSULT YOUR SCHOOL OR DISTRICT RESOURCES.



# My Thoughtbook: What is the Valuable Lesson?



WHAT ARE THE VALUABLE LESSONS FROM THIS STORY?

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DETAILS FROM THE STORY THAT SUPPORT MY THINKING

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# Activity Sheet:

## What was the Valuable Lesson?



WHAT WAS THE VALUABLE LESSON FROM THE STORY?  
(YOU CAN USE PICTURES, WORDS OR SENTENCES)



HOW COULD YOU USE THIS VALUABLE LESSON?  
(YOU CAN USE PICTURES, WORDS OR SENTENCES)

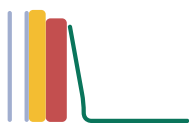


# Activity Sheet:

## Identifying the Valuable Lesson from a Story

I THINK THE VALUABLE LESSON  
FROM THE STORY IS....

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DETAILS FROM THE STORY  
THAT SUPPORT MY DECISION

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WAYS THAT I CAN USE THIS VALUABLE LESSON IN MY LIFE

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CRITERIA FOR A VALUABLE LESSON

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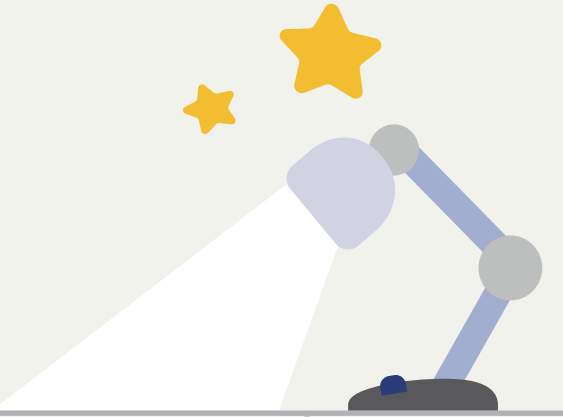


A valuable lesson:

- causes you to think about something differently or think about something new
- influences your actions or behaviour in a positive way

# How would they see it?

In this lesson, students use details from a story to accurately identify and compare different points of view.



## Learning Goals

- o Understand the concept of point of view
- o Use the concepts of similar and different to compare points of view in a story
- o Use details from a story to guide and support thinking and decisions
- o Make personal connections

## Lesson Challenges

- o Decide how similar or different points of view in a story are.

## Suggested materials

- o Image 1 (one copy)
- o Chart paper, whiteboard, or digital display
- o A story or book with at least two characters
- o Activity sheet: How similar or different? (one copy)
- o Activity sheet: describing points of view (one copy per student)



## Lesson Timeline

- Activate prior knowledge
- Introduce point of view
- Make predictions
- Share the lesson challenge
- Model effective thinking



## Before Reading

*For guidance using books and stories that may include sensitive topics or content, please remember to consult your school or district resources.*

- Begin the lesson by showing your class the picture of broccoli from Image 1.
- Invite students to share their thoughts and feelings about what they observe.
- As students share, use their ideas to introduce the concept of point of view. Explain that there can be many different ways of seeing and feeling the same thing. Encourage your students to suggest other situations where people may have different points of view.
- Display the images of the Venn diagrams from the Activity sheet: How similar or different? Ask students to imagine that the blue circle represents students' point of view on broccoli, and the red circle represents a doctor's point of view on broccoli.
- Invite students to decide which arrangement best shows how similar or different the points of view on broccoli might be. Encourage students to share their thinking with the class.
- Explain that just like people can have many points of view on broccoli, there can be characters in a book with different points of view.
- Show the cover of the book they will be reading or listening and perhaps read the synopsis on the back cover. Invite students to use details from the covers to predict what point of view the book might be told from.
- Explain that the lesson challenge is to decide how similar or different points of view in a story are.

## During Reading

- Read your selected story, pausing to demonstrate thoughtful reading:
- For younger students, consider reading the story in sections. Pause at points where story details could reveal points of view. Pose questions such as:
  - “What does this character think or feel?”
  - “What other characters might have a point of view?”
  - “How would this character see or feel about this?”
- Continue reading the story, and encourage your students to point out any details that help describe the points of view. Consider noting student ideas on chart paper for use later in this lesson.
- For older students, provide each student with a copy of the

- Review lesson challenge

- Respond to the challenge



- Assessing thinking

- Possible extensions and modifications

Activity sheet: Describing points of view. Guide students in noting two characters from the story, then using events from the story to describe how the characters see, feel, or think.

## After Reading

- After reading the story to the class, remind them of the lesson challenge:
  - Decide how similar or different points of view in a story are.
- Guide a discussion of the story:
  - For younger students, once again display the images from the Activity sheet: How similar or different? After labeling each circle with a different character from the story, invite students to decide which arrangement best shows how similar or different the characters' points of view are. Encourage students to use details from the story to guide and support their thinking.
  - With older students, organize your students into small groups. Invite your students to describe how the characters would have viewed, thought, or felt about events from the story. Ask groups to complete the activity sheet, selecting or creating an image to compare the characters' points of view.
- To conclude the lesson, ask your students to think of time when they may have acted without thinking about other points of view. Discuss how identifying and thinking about other points of view may have changed each situation.
- Invite students to suggest how they can discover someone's point of view. Student suggestions might include putting yourself in their shoes, seeing with their eyes, or asking thoughtful questions.
- While reading or listening to student thinking, notice the extent to which students are able to:
  - use details from the story to identify, describe, and compare points of view;
  - use details from the story to guide and support thinking and decisions; and
  - make personal connections to the story and the concept of point of view.
- If there are more than two characters and points of view in a story, consider assigning groups different characters. Ask groups to use details from the story to describe and compare their assigned points of view.
- Invite students to retell a selected part of a story from a different point of view using words and/or pictures.

# Reading List:

## How would they see it?



TITLE AND AUTHOR OF BOOK	HOW BOOK CONNECTS TO LESSON FOCUS	AVAILABLE THROUGH INDIGO?
<b><u>A Kid is a Kid is a Kid</u></b> Written by Sara O’Leary and illustrated by Qin Leng	Children of different identities ask others to ask them positive and asset based questions and not the stereotypical questions they are tired of hearing about themselves.	
<b><u>I’m Sorry</u></b> written by Michael Ian Black and illustrated by Debbie Ridpath Ohi	In this book, readers are able to compare different points of view and see all of the intricacies of apologizing.	
<b><u>The Little Hummingbird</u></b> written and illustrated by Michael Nicoll Yahgulanaas	There is a forest fire and readers are able to see how the different animals handle it. They learn the perspective of the hummingbird and see bravery.	
<b><u>I am the Subway</u></b> written and illustrated by Kim Hyo-eun and translated by Deborah Smith	In this story, readers get to hear the perspective of the subway train and see all of the different people who take it.	
<b><u>The Hospital Dog</u></b> written by Julia Donaldson and illustrated by Sara Ogilvie	We learn the various perspectives and stories of the children currently living at a hospital.	
<b><u>I’m New Here</u></b> written and illustrated by Anne Sibley O’Brien	The reader gets an inside look at what it is like to be a new student in a new country. It follows the journey of three students as they brave their new environment and find their place.	



# Reading List:

## How would they see it?



TITLE AND AUTHOR OF BOOK	HOW BOOK CONNECTS TO LESSON FOCUS	AVAILABLE THROUGH INDIGO?
<b><u>Each Kindness</u></b> written by Jacqueline Woodson and illustrated by E. B. Lewis	In this emotional story, a girl realizes that she has been unkind to the new girl and decides to start small by offering a smile. Unfortunately, her realization comes too late.	
<b><u>Introducing Teddy</u></b> written by Jessica Walton and illustrated by Dougal MacPherson	Teddy wants to be a girl teddy (not a boy teddy) and is worried about how their friends will react. Readers will find that being a good friend means helping others to be true to themselves.	
<b><u>When I Found Grandma</u></b> written by Saumiya Balasubramaniam and illustrated by Qin Leng	Maya is excited when Grandma comes from far away to visit. Together, they find a way to navigate the many cultural and generational differences between them and create a bond that lasts forever.	
<b><u>The Proudest Blue</u></b> written by Ibtihaj Muhammad and illustrated by Hatem Aly	Faizah looks up to her sister, Asiyah, who wears her hijab for the first time at school. Faizah watches as her sister navigates discrimination and bullying to hold her head up high and be proud of who she is.	



FOR GUIDANCE USING BOOKS AND STORIES THAT MAY INCLUDE SENSITIVE TOPICS OR CONTENT, PLEASE REMEMBER TO CONSULT YOUR SCHOOL OR DISTRICT RESOURCES.



# Images Handout: How would they see it?

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# Activity Sheet:

## How Similar or Different?



Character:

Character:

HOW DID THIS CHARACTER  
SEE, FEEL, OR THINK?

IMPORTANT DETAILS  
FROM THE STORY  
(EVENTS, CHARACTERS, IDEAS, EVENTS)

HOW DID THIS CHARACTER  
SEE, FEEL, OR THINK?

# Activity Sheet:

## How Similar or Different?



Character:

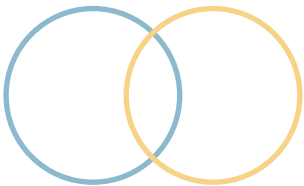
Character:

HOW DID THIS CHARACTER  
SEE, FEEL, OR THINK?

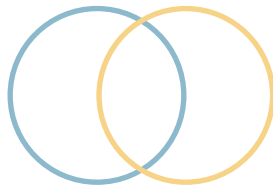
IMPORTANT DETAILS  
FROM THE STORY  
(EVENTS, CHARACTERS, IDEAS, EVENTS)

HOW DID THIS CHARACTER  
SEE, FEEL, OR THINK?

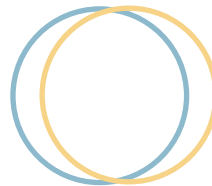
HOW ALIKE WERE THE TWO POINTS OF VIEW?



1



2



3



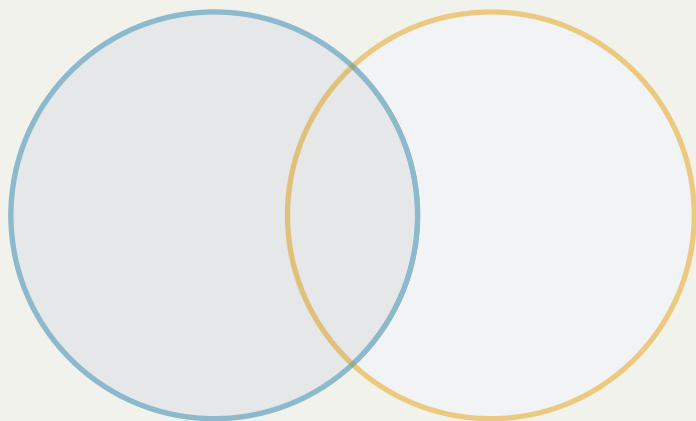
4

SUPPORT FOR YOUR DECISION

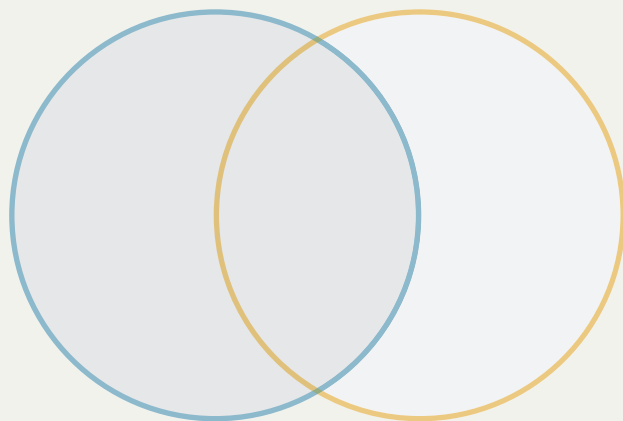
# Activity Sheet:

## Describing Points of View

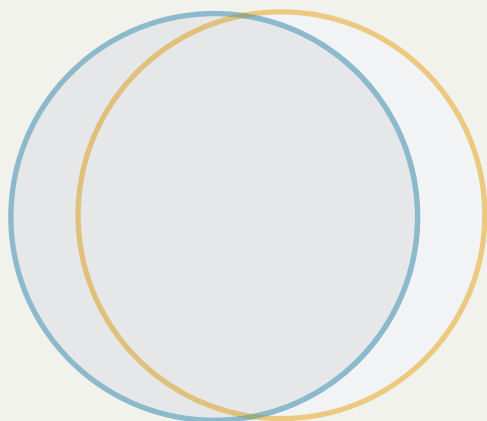
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1



2



3



4



# How can we respect our differences?

In this lesson, students use details from a story to describe how characters are similar and different. Students then use criteria to decide which actions were the most respectful of differences. The lesson concludes with students describing how they might show respect for differences at school, home, or in their community.



## Lesson Challenges

- Describe how characters in a story are similar and different.
- Decide which actions in a story were the most respectful of differences.

## Learning Goals

- Use the concepts of similar and different
- Identify important events in a story
- Use details from a story to support thinking and decisions
- Use criteria to guide thinking and decisions
- Make personal connections

## Suggested materials

- A story with at least two characters
- Images handout (one copy)
- Activity sheet: Comparing similarities and differences (one copy)
- Activity sheet sample: Comparing similarities and differences
- My Thoughtbook: How can I respect differences? (one copy for each student)
- Activity sheet: Respecting differences (one copy)
- Activity sheet: Rating the actions (one copy for each student)
- Activity sheet sample: Rating the actions
- Chart paper or whiteboard, digital projector and display



## Lesson Timeline

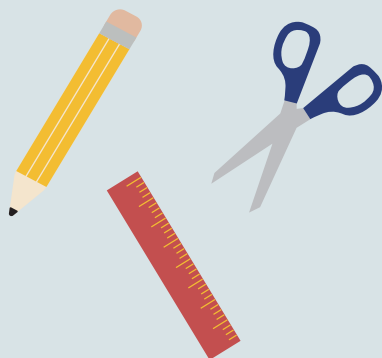
- Explore similarities and differences

- Activate prior knowledge

- Introduce a Thoughtbook

- Share the lesson challenges

- Develop criteria



## Before Reading

*For guidance using books and stories that may include sensitive topics or content, please remember to consult your school or district resources.*

- Project or display the images from the Images handout. Draw the Venn diagram from the Activity sheet: Comparing similarities and differences on chart paper or a whiteboard.
- Invite your students to describe any obvious and less obvious similarities and differences that they observe. Record their ideas on the Venn diagram.
- Review the list of the ways people can be the same and different. Invite students to think of other ways that people might be similar and different.
- Discuss with students what it might mean to respect differences. Prompt your students to suggest how respecting differences might look, sound, and feel.
  - With younger students, record their suggestions on chart paper or a whiteboard for use later in this lesson.
  - With older students, provide each student with a copy of My Thoughtbook: How can I respect differences? Guide students' attention to the top half of the activity sheet and invite them to use words, sentences, or pictures to describe what they could say or do that would respect differences at school, home, or in their community. Assure your students that their ideas can be big or small, in words or in pictures, and that they will be able to always change or add to their ideas throughout this lesson.
- Explain that the challenges of this lesson are to carefully listen to a story and:
  - describe how the characters in the story are similar and different; and
  - decide which actions in the story were the most respectful of differences.

## During Reading

- Using the list from the Activity sheet: Respecting differences, give students an example of an action (words and behaviours) that respects differences and one that does not. Discuss the differences between respectful and disrespectful actions. Use their ideas to co-develop or share the criteria for a respectful action.

● **Model effective thinking**



● **Review lesson challenges**

● **Respond to the challenge**

A respectful action:

- is kind;
- shows interest;
- does not judge; and
- does not hurt feelings.

Consider recording and displaying the criteria for use later in this lesson.

○ Read your selected story, pausing to demonstrate thoughtful reading:

- For younger students, draw the Venn diagram on chart paper or a whiteboard. Consider reading the story in sections, pausing at points to demonstrate how you might notice:
    - Obvious and less obvious similarities and differences between two characters. Consider noting ideas on a Venn diagram.
    - Actions that were respectful or disrespectful of differences. These can also be drawn on the Venn diagram (see Activity sheet sample: Comparing similarities and differences).
  - For older students, provide each student with a copy of the Activity sheet: Rating the actions. Prompt students to note two characters from the story, then use events from the story to describe obvious and less obvious similarities and differences between the two characters. Ask students to note any example of actions in the left-hand column of the chart (see the sample Activity sheet sample: Rating the actions).
- Continue reading the story, and encourage your students to point out any details that describe the characters and respectful or disrespectful actions.

## After Reading

○ After reading the story to the class, remind them of the lesson challenges:

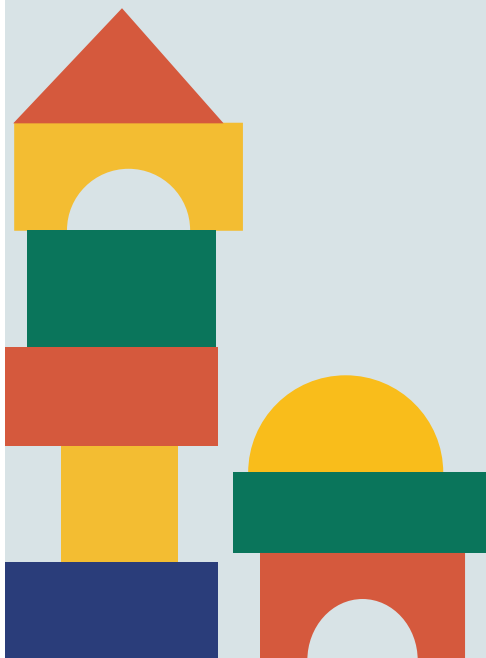
- Describe how the characters in the story are similar and different.
- Decide which actions in the story were the most respectful of differences.

○ Lead a discussion about the respectful and disrespectful actions from the story.

### ● Assessing thinking

### ● Possible extensions and modifications

- With younger students, guide their attention back to the actions recorded on the Venn diagram. Invite them to decide which was the most respectful action. Encourage them to use the criteria and details from the story to guide their thinking and decision-making.
  - With older students, guide their attention to the bottom of the Activity sheet: Rating the actions. Prompt them to rate each of the actions, reminding them to use the criteria and details from the story to guide their thinking and decision-making. Invite students to share their thinking with the class.
- o To conclude the lesson, ask your students to think of a time when their actions may have been disrespectful of differences. Invite your students to suggest practical examples of how they might show respect for differences at school, home, or in their community.
- With older students, guide their attention to the bottom of their Thoughtbook. Invite them to use words, sentences, or pictures to describe what they could say or do to show respect for differences at school, home, or in their community.
- o While reading or listening to student thinking, notice the extent to which students are able to:
- use the concepts of similar and different to describe characters;
  - use criteria to judge actions from the book; and
  - describe examples of actions that respect differences.
- o Invite students to create three-panel storyboards of an action from the story that respected differences, or rework a disrespectful action to make it respectful.





# Reading List:





## How can we respect our differences?

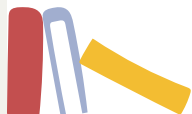


TITLE AND AUTHOR OF BOOK	HOW BOOK CONNECTS TO LESSON FOCUS	AVAILABLE THROUGH INDIGO?
<b><u>Fast Friends</u></b> written by Heather M. O'Connor and illustrated by Claudia Davila	Two classmates who are similar and different become best friends who support each other.	
<b><u>The Sandwich Swap</u></b> written by Queen Rania and Kelly DiPucchio and illustrated by Tricia Tusa	Two best friends learn about their similarities and differences.	
<b><u>What Happened to You?</u></b> written by James Catchpole and illustrated by Karen George	Readers learn differences between people and how they can show respect for all.	
<b><u>In My Mosque</u></b> written by M.O.Yuksel and illustrated by Hateem Aly	Readers learn about the dynamic and different identities that make up the Muslim community. They learn the similarities and differences between people and consider the importance of interconnectedness. We learn the various perspectives and stories of the children currently living at a hospital.	
<b><u>A Family is a Family is a Family</u></b> written by Sara O'Leary and illustrated by Qin Leng	We learn about and see many different families. We see the similarities and differences and learn the importance of respect for all.	
<b><u>Drawn Together</u></b> written by Minh Le and illustrated by Dan Santat	A boy and his grandfather speak different languages and have difficulty connecting. They discover a shared interest in drawing and realize that they do not need words to make a connection and form a bond.	

# Reading List:

## How can we respect our differences?

TITLE AND AUTHOR OF BOOK	HOW BOOK CONNECTS TO LESSON FOCUS	AVAILABLE THROUGH INDIGO?
<b><u>The Barnabus Project</u></b> written and illustrated by the Fan Brothers	Barnabus and his friends are not quite perfect pets. They are hidden in a lab and must work together to find their freedom. Readers learn that there is value in everyone and that nothing is impossible.	
<b><u>A Friend for Henry</u></b> written by Jenn Bailey and illustrated by Mika Song	Henry is on the autism spectrum and is searching for a friend. The reader is given insight into Henry's experiences and feelings, including the quiet joy of finding a first friend.	
<b><u>Amy Wu and the Perfect Bao</u></b> written by Kat Zhang and illustrated by Charlene Chua	Amy is frustrated that she can't make her bao perfect like her family. Her bao always ends up wrong. Her frustration is eased when she realizes that perfect doesn't mean every bao has to be the same.	
<b><u>The Proudest Blue</u></b> written by Ibtihaj Muhammad and illustrated by Hatem Aly	Faizah looks up to her sister, Asiyah, who wears her hijab for the first time at school. Faizah watches as her sister navigates discrimination and bullying to hold her head up high and be proud of who she is.	

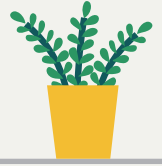


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# Storyboard:

## How can we respect our differences?



1. BEGINNING

2. MIDDLE

3. END

# Images Handout:

## How can we respect our differences?

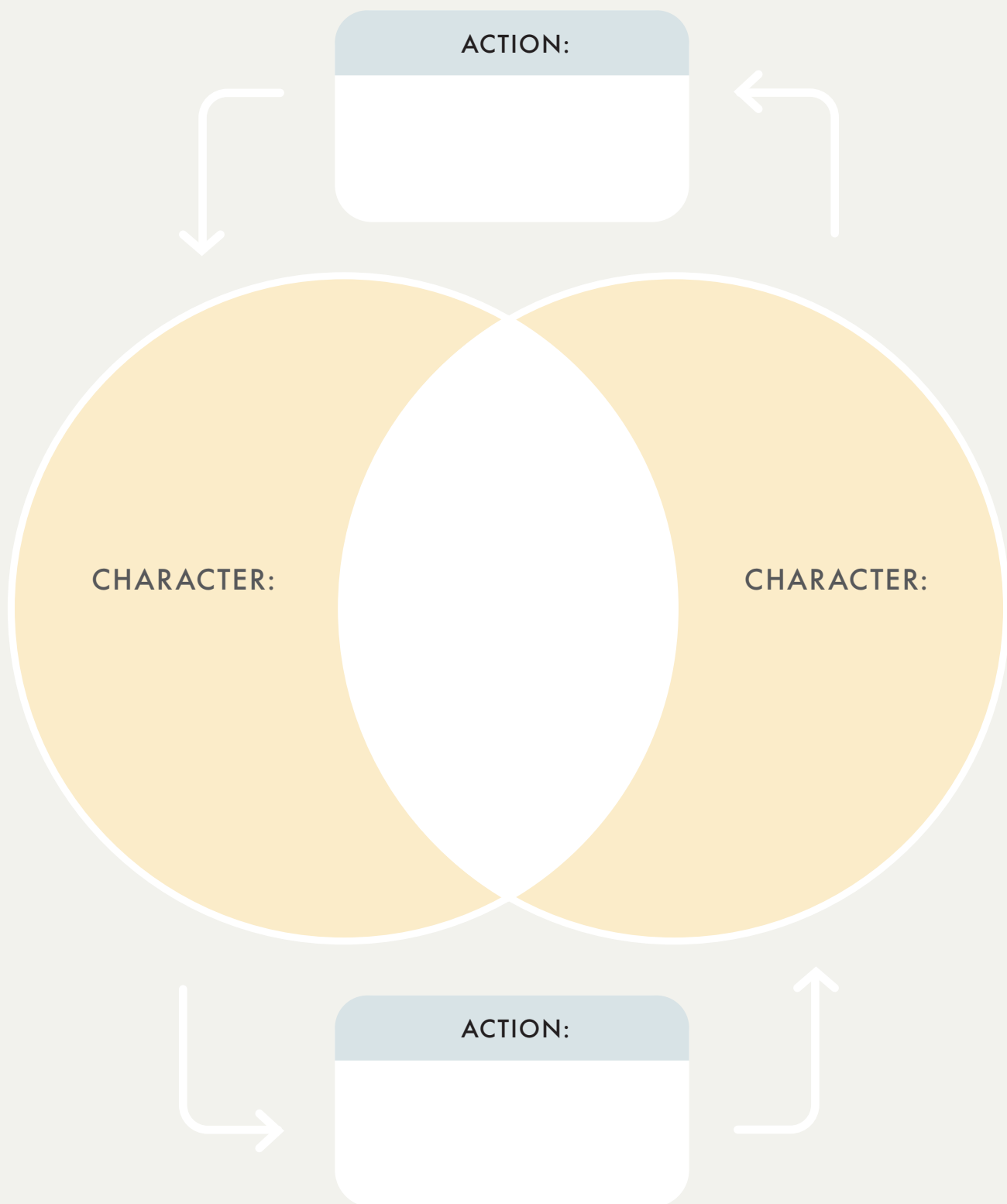
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# Activity Sheet:

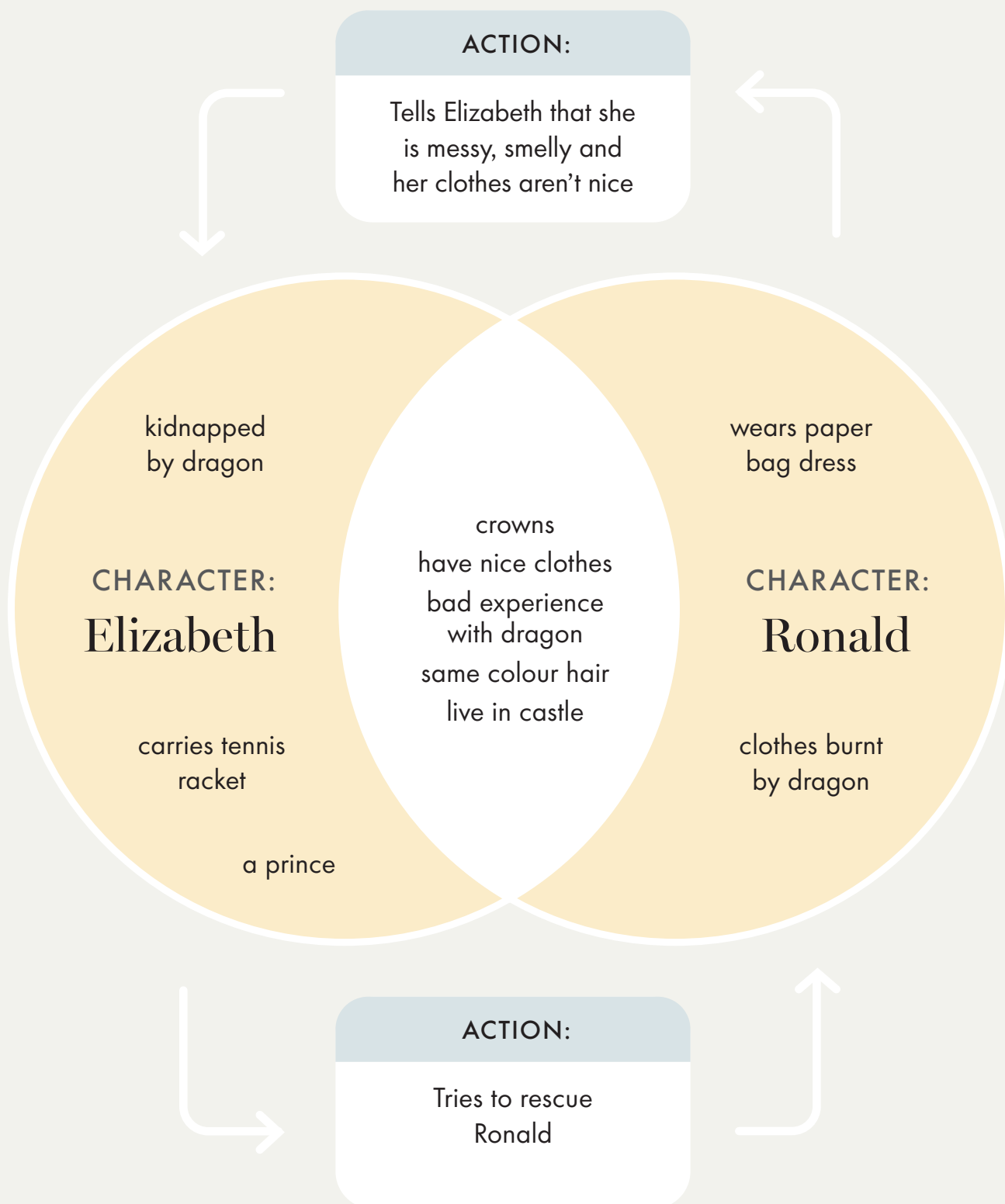
## Comparing similarities and differences

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# Activity Sheet Sample:

## Comparing similarities and differences



# My Thoughtbook:

## How can I respect differences?



### MY FIRST THOUGHTS

How can I show that I respect differences at school, home, or in my community?

### MY FINAL THOUGHTS



How can I show that I respect differences at school, home, or in my community?

# Activity Sheet:

## Respecting differences



“Ha ha, you can’t keep up.”

“You are not my friend.”

“I would never want her  
on my team.”

“What games do you like  
the most?”

“Come play with us,  
I’ll help you.”

“That’s really neat the way he  
figured out how to do that.”

“Hi! What would you like  
to play?”

“Here he comes...let’s hide.”

“I wonder what he thinks.”

“What you are eating looks  
really yummy!”

“It is really weird that you  
can’t walk.”

“Can you show me how  
to do that?”

“Don’t make fun of her.  
You wouldn’t like someone  
to say that to you.”

“How do you celebrate in  
your family?”

“Come and have lunch  
with us.”

“Come to the park with us.”

“Why does he dress like that?  
I don’t think we should talk  
to him.”

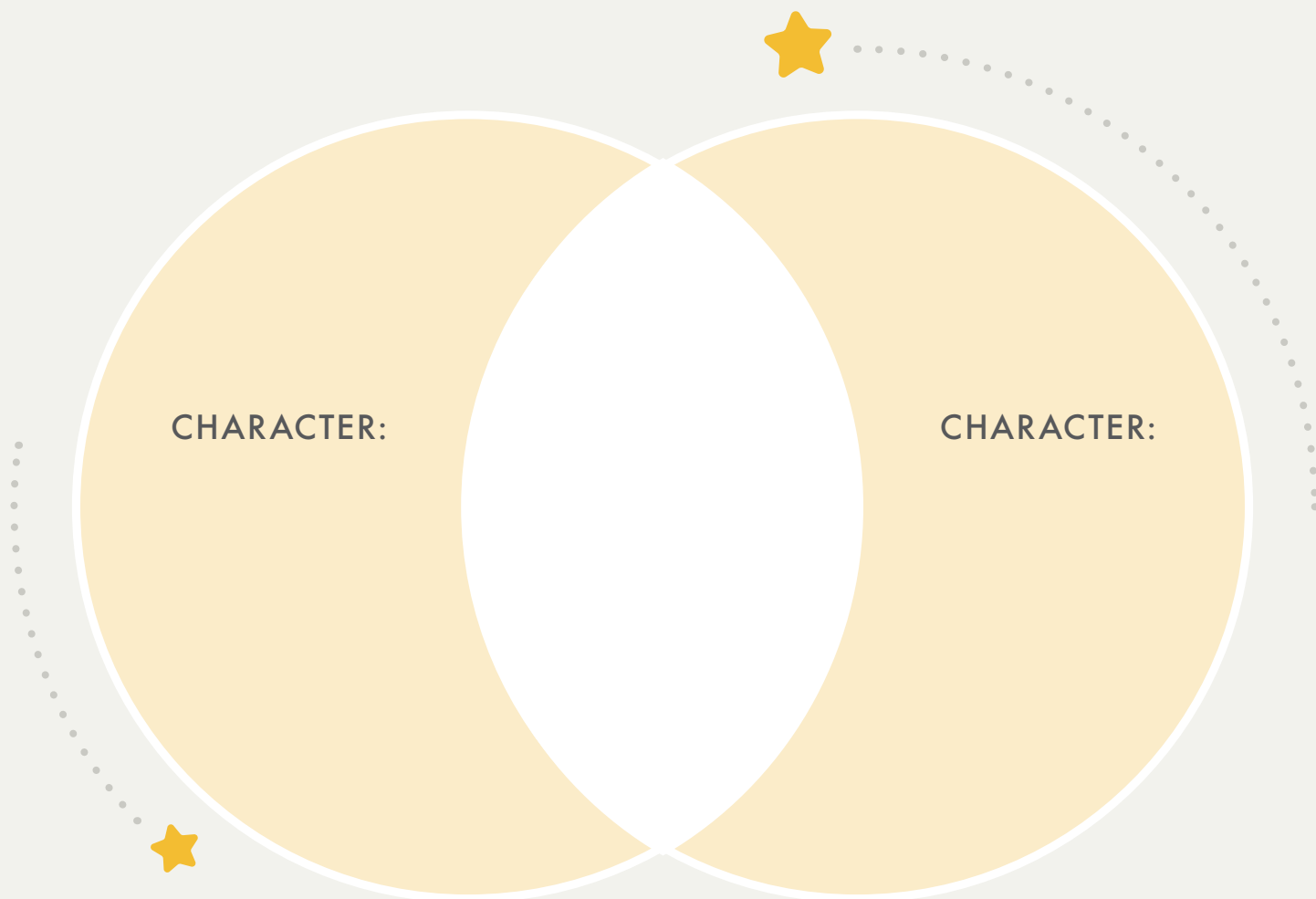
“Why do dress like that?  
It looks really weird.”





# Activity Sheet:

## Rating the actions



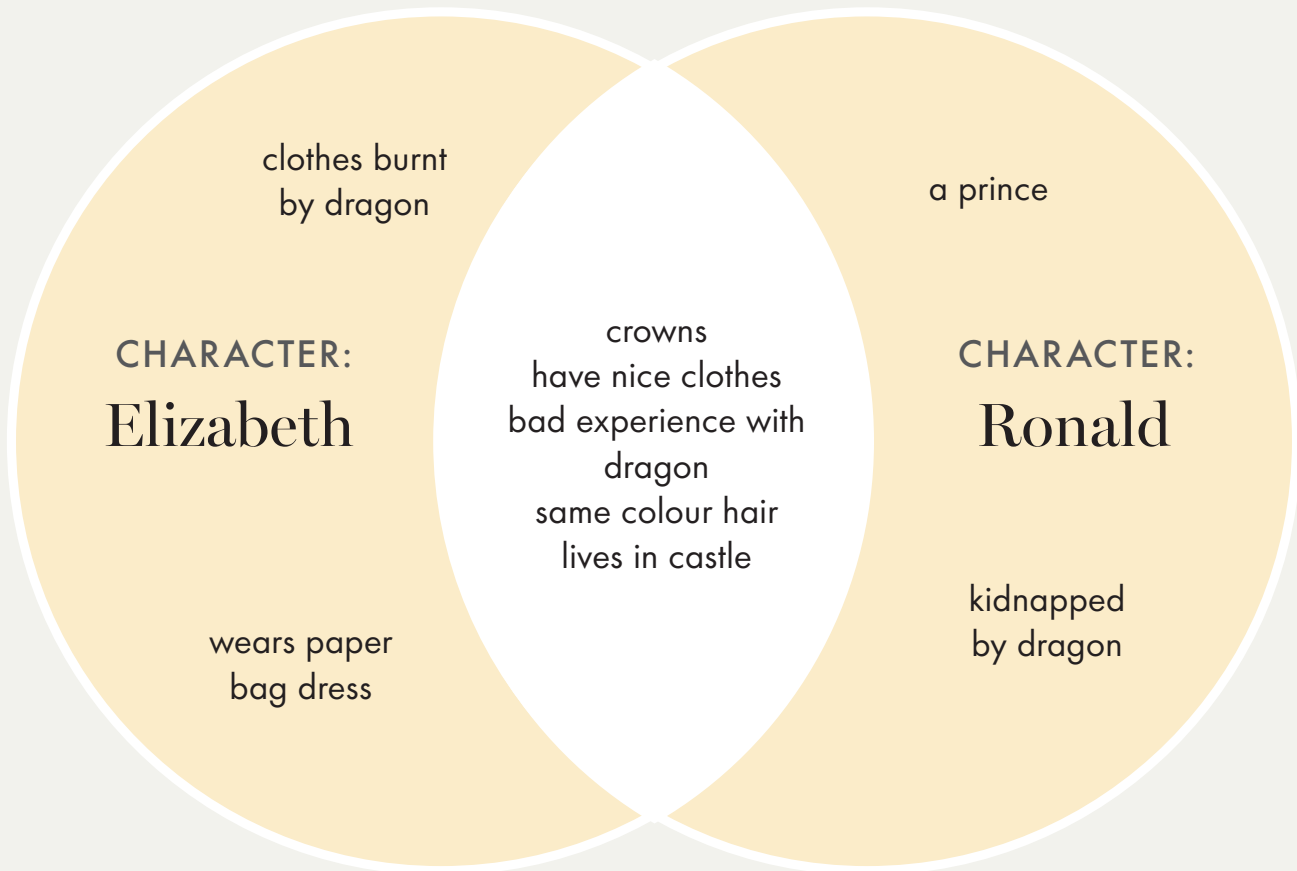
ACTIONS FROM THE STORY:	HOW RESPECTFUL WAS THE ACTION?					REASONS THAT SUPPORT MY THINKING
1.	0 NOT RESPECTFUL	1	2	3	4 VERY RESPECTFUL	
2.	0 NOT RESPECTFUL	1	2	3	4 VERY RESPECTFUL	
3.	0 NOT RESPECTFUL	1	2	3	4 VERY RESPECTFUL	

### Criteria for a respectful action:

A respectful action: is kind, show interest, does not judge, and does not hurt feelings.

# Activity Sheet Sample:

## Rating the actions



ACTIONS FROM THE STORY:	HOW RESPECTFUL WAS THE ACTION?	REASONS THAT SUPPORT MY THINKING
1. Elizabeth tries to rescue Ronald from the dragon	0 1 2 3 4 NOT VERY RESPECTFUL RESPECTFUL	This was a very kind action to help Ronald.
2. Ronald	0 1 2 3 4 NOT VERY RESPECTFUL RESPECTFUL	Ronald's speech judged Elizabeth and was very kind.
3.	0 1 2 3 4 NOT VERY RESPECTFUL RESPECTFUL	

**Criteria for a respectful action:**

A respectful action: is kind, show interest, does not judge, and does not hurt feelings.

# What does it mean to be kind?

In this lesson, students use details from a story to create descriptions of how kindness might look, sound, and feel. Students then use these descriptions to plan how they might be kind at home, school, or in a community.



## Lesson Challenges

- Identify examples of kindness in a story.
- Describe how kindness looks, feels, and sounds.
- Make a plan for being kind at home, school, or in a community.

## Learning Goals

- Identify examples of kindness from a story
- Use examples of kindness from a story to describe how kindness looks, feels, and sounds
- Develop a personal kindness plan

## Suggested materials

- My Thoughtbook: What does it mean to be kind? (one copy per student)
- Activity sheet: Is this kindness? (one copy)
- Activity sheet: Making a kindness plan (one copy per student)



## Lesson Timeline

- Start a Thoughtbook

- Activate prior knowledge

- Share the lesson challenges

- Develop criteria



## Before Reading

*For guidance using books and stories that may include sensitive topics or content, please remember to consult your school or district resources.*

- Provide each student with a copy of My Thoughtbook: What does it mean to be kind? Explain that a Thoughtbook is a place to draw or write ideas. Assure your students that their ideas can be big or small, in words or in pictures, and that they can always change or add to their ideas.
- Ask students if they have ever heard the phrase “be kind.” Invite your students to suggest possible meanings of the phrase.
- Prompt your students to think of a time when they were kind to someone. Guide students’ thinking using the questions such as:
  - What does kindness look like?
  - What does kindness sound like?
  - What does kindness feel like?
- Encourage your students to answer these questions on their Thoughtbook page using words, phrases, or pictures.
- Invite students to share their ideas with the class.
- After students have shared, explain the challenge of this lesson is to carefully listen to a story and:
  - identify examples of kindness in a story;
  - describe how kindness looks, feels, and sounds; and
  - make a plan for being kind at school, home, or in their community.

## During Reading

- Read each of the cards from the Is this kindness? activity sheet to your students. As you read, ask your students to decide if the action was kind.
- Invite your students to share their decisions and thinking with the class, and use their ideas to co-develop or share the criteria for a kind action. A kind action:
  - makes someone else feel good;
  - is something you feel good about doing; and
  - is possible to do.

Consider recording the criteria for use later in this lesson.

- Invite your students to suggest examples that would meet the criteria for a kind action.

- **Model effective thinking**

- Read your selected story, pausing when a character acts. Demonstrate how you might use the criteria to decide if the actions were kind, and explain what you might write or draw in your Thoughtbook to describe kindness.
- Continue reading the story, and encourage your students to add words, short phrases, or pictures in their Thoughtbooks to describe other examples of kindness from the story.

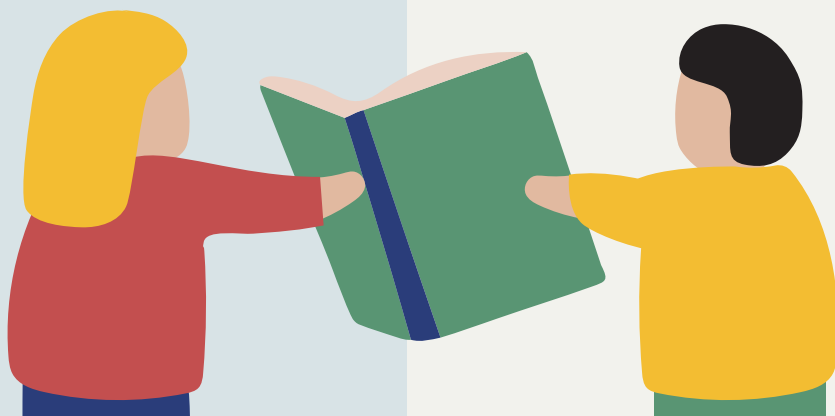
- **Review lesson challenges**

- **Respond to the challenge**

- **Assessing thinking**

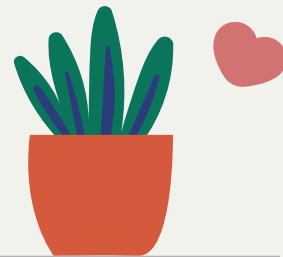
## After Reading







- After reading the story to the class, remind them of the lesson challenges:
  - identify examples of kindness in a story
  - describe how kindness looks, feels, and sounds
  - make a plan for being kind at school, home, or in their community.
- Invite your students to suggest which characters and events from the story were the best examples of kindness. Encourage students to use the words or pictures describing kindness from their Thoughtbooks with a partner, the class, or with you.
- Provide each student with a copy of the Activity sheet: Making a Kindness Plan. Review each quadrant of the sheet with your students, and explain that their task is to use words, phrases, or pictures to describe who they might be kind to, and how they could show kindness. Remind your students to use their ideas from their Thoughtbooks and the criteria to guide their thinking.
- While reading or listening to student thinking, notice the extent to which students are able to:
  - identify examples of kindness from the book;
  - create descriptions of how kindness might look, sound, or feel; and
  - make a personal kindness plan.



# Reading List:

## What does it mean to be kind?








TITLE AND AUTHOR OF BOOK	HOW BOOK CONNECTS TO LESSON FOCUS	AVAILABLE THROUGH INDIGO?
<b><u>I Walk with Vanessa</u></b> by Kerascoet	Vanessa is a new student and is getting bullied. Another student decides to take a kind action and walk with Vanessa. It leads to individual and collective effort to stop the bullying.	 ALSO AVAILABLE IN DUAL-LANGUAGE (ENGLISH AND DINÉ)
<b><u>The Power of One</u></b> written by Trudy Ludwig and illustrated by Mike Curato	One kind action can create a ripple of change that impacts the entire community.	
<b><u>The Circles All Around Us</u></b> written by Brad Montague and illustrated by Kristi Montague	Readers learn what it means to be kind and build bigger circles to include different people.	
<b><u>Paletero Man</u></b> written by Lucky Diaz and illustrated by Micah Player	A boy is very excited to eat a cool treat on a very hot summer day. He is looking for the Paletero Man's cart. He meets lots of his community members along the way and when he finally reaches the cart, he realizes he has lost his money. The community members show the true meaning of kindness.	
<b><u>When we are Kind</u></b> written by Monique Gray Smith and illustrated by Nicole Neidhardt	Readers learn all of the different ways we can be kind in our lives. They learn the ripple effect and impact being kind can have on all.	
<b><u>Each Kindness</u></b> written by Jacqueline Woodson and illustrated by E. B. Lewis	In this emotional story, a girl realizes that she has been unkind to the new girl and decides to start small by offering a smile. Unfortunately, her realization comes too late.	

# Reading List:

## What does it mean to be kind?



TITLE AND AUTHOR OF BOOK	HOW BOOK CONNECTS TO LESSON FOCUS	AVAILABLE THROUGH INDIGO?
<b><u>Be Kind</u></b> written by Pat Zietlow Miller and illustrated by Jen Hill	The reader learns that being kind can be many things. It's not always easy. It's not always obvious. But kindness grows and can be giving, helping and paying attention.	
<b><u>All Are Welcome</u></b> written by Alexandra Penfold and illustrated by Suzanne Kaufman	Filled with examples of how kindness and welcoming can be expressed in school everyday. All are welcome and all have a place in school.	
<b><u>I Am Enough</u></b> written by Grace Byers and illustrated by Keturah A. Bobo	The words and illustrations work together to beautifully promote ways to be yourself, to be respectful and to be kind to others. The reader is encouraged to be who they are and recognize their self worth.	
<b><u>Intersection Allies: We Make Room for All</u></b> written by Chelse Johnson, LaToya Council & Carolyn Choi, illustrations by Ashley Seil Smith	Readers learn that being a friend means making room for all people, acknowledging identities and taking positive action to show respect to everyone.	
<b><u>My Heart Fills with Happiness</u></b> written by Monique Gray Smith and illustrated by Julie Flett	Readers are encouraged to think about what brings them happiness. Is it a story, a dance, the smell of baking bannock? How can you use the simple joys in life to show kindness at home?	 ALSO AVAILABLE IN DUAL-LANGUAGE (ENGLISH / ANISHINAABEMOWIN) (ENGLISH / PLAINS CREE)



FOR GUIDANCE USING BOOKS AND STORIES THAT MAY INCLUDE SENSITIVE TOPICS OR CONTENT, PLEASE REMEMBER TO CONSULT YOUR SCHOOL OR DISTRICT RESOURCES.

# My Thoughtbook: Describing kindness



What does Kindness  
Look Like?



Draw or Write Here

Draw or Write Here

What does Kindness  
Sound Like?



What does Kindness  
Feel Like?



Draw or Write Here



# Activity Sheet:

## How similar or different?



WHO COULD I BE KIND TO?

---

HOW COULD I BE KIND?

---

HOW WOULD THIS MAKE  
THE OTHER PERSON FEEL?

---

HOW WOULD I FEEL?

---



# Activity Sheet:

## Is this kindness?



I really like watching television when I do my homework or read a book.	<input type="radio"/> Yes <input type="radio"/> No
I clean up my toys after I am done playing with them.	<input type="radio"/> Yes <input type="radio"/> No
You help your parents plant a tree.	<input type="radio"/> Yes <input type="radio"/> No
It snowed all day and your neighbour's sidewalk is covered in snow. She has been sick and cannot shovel it. You shovel the snow for her.	<input type="radio"/> Yes <input type="radio"/> No
I saved my money for weeks to buy a new toy.	<input type="radio"/> Yes <input type="radio"/> No
I always run to be first in line to go to recess.	<input type="radio"/> Yes <input type="radio"/> No



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Tips for Teachers

# Reading as Thinking:

## Ten tweaks for your questions

Whenever students read, there are many opportunities to invite them to go beyond providing a casual answer and to think more deeply. Often all that is required is a simple tweak or follow up to the question we often ask.



READING TASK	COMMON QUESTION	QUESTION TWEAKED FOR DEEPER THINKING
<b>Inferring</b>	What do you think is happening? How do you think the character might feel?	What conclusions about the events/character's feelings can be drawn from the clues in the story?
<b>Thinking about cause and effect</b>	How did the event affect the characters? What caused the event to happen?	What was the biggest effect of the event on the characters? Which cause contributed the most to the event?
<b>Activating prior knowledge</b>	What do you already know about this topic?	Of all of the ideas that the class has shared about this topic, which might be the most relevant/useful for helping us understand the story?
<b>Thinking about details</b>	How would you describe the event/character?	What are the five most important things to know about this event/character?
<b>Explaining</b>	Why do you think the event happened?	What's the most plausible explanation for why the event happened?
<b>Predicting</b>	What do you think will happen next?	Given the clues and evidence that we've seen thus far in the story, what do you think is most likely to happen next?

# Reading as Thinking:

## Ten tweaks for your questions

Whenever students read, there are many opportunities to invite them to go beyond providing a casual answer and to think more deeply. Often all that is required is a simple tweak or follow up to the question we often ask.

READING TASK	COMMON QUESTION	QUESTION TWEAKED FOR DEEPER THINKING
<b>Understanding perspective</b>	What are the points of view/ perspectives in the story?	How similar or different are the characters' points of view/ perspectives?
<b>Assessing merit</b>	What did you like about this character/story/book?	Was the character a good friend? Which is the most important lesson from this story? Is this a book that everyone should read?
<b>Examining an image</b>	What do you notice about the image?	Using clues in the image, what may have happened immediately before or after what is shown in the image? Which clues from the book's covers might tell us the most about the theme of the book?
<b>Assessing my understanding</b>	Can I explain what I just read in my own words?	How well do I understand what I just read: very well, somewhat, or not very well? Which reading strategies or thinking tools would best help me understand what I am reading?

