



Indigo Love of Reading Inclusive Lesson Plans—Grades K-8



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



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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

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



Learning Goals

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



Suggested materials

- 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.
- My Thoughtbook: What is the valuable lesson? (one copy per student)
- Activity sheet: What was the valuable lesson?
- 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

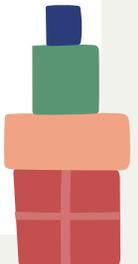
- Remind students of the lesson challenges:
 - identify valuable messages or lessons in a story
 - describe how they might apply a valuable message or lesson in their lives.
- Guide a discussion of the story:
 - With younger students, consider using short sentences or pictures to present a few possible 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?
<p><u>You Hold Me Up</u> written by Monique Gray Smith and illustrated by Danielle Daniel</p>	<p>Readers think critically about what it means to hold each other up and the impact it can have on those we care about.</p>	<p> ALSO AVAILABLE IN DUAL-LANGUAGE (ENGLISH AND ANISHINAABEMOWIN) (ENGLISH AND PLAINS CREE)</p>
<p><u>Over the Shop</u> written by Jonarno Lawson and illustrated by Qin Leng</p>	<p>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.</p>	<p></p>
<p><u>Thunder Boy Jr.</u> written by Sherman Alexie and illustrated by Yuyi Morales</p>	<p>Thunder Boy Jr. learns the importance and value of names and navigates his own.</p>	<p></p>
<p><u>Thank You, Omu!</u> written and illustrated by Oge Mora</p>	<p>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.</p>	<p> ALSO AVAILABLE IN SPANISH</p>
<p><u>Ho'Onani Hula Warrior</u> written by Heather Gale and illustrated by Mika Song</p>	<p>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.</p>	<p></p>
<p><u>Amy Wu and the Perfect Bao</u> written by Kat Zhang and illustrated by Charlene Chua</p>	<p>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.</p>	<p></p>



Reading List:

What is the Valuable Lesson?



TITLE AND AUTHOR OF BOOK	HOW BOOK CONNECTS TO LESSON FOCUS	AVAILABLE THROUGH INDIGO?
<p><u>We Are Water Protectors</u> written by Carole Lindstrom and illustrated by Michaela Goade</p>	<p>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.</p>	
<p><u>Drawn Together</u> written by Minh Le and illustrated by Dan Santat</p>	<p>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.</p>	
<p><u>Introducing Teddy</u> written by Jessica Walton and illustrated by Dougal MacPherson</p>	<p>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.</p>	
<p><u>The Barnabus Project</u> written and illustrated by the Fan Brothers</p>	<p>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</p>	
<p><u>When We Were Alone</u> written by David A. Robertson and illustrated by Julie Flett</p>	<p>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.</p>	 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?

DETAILS FROM THE STORY THAT SUPPORT MY THINKING



Activity Sheet:

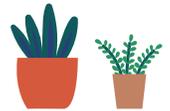
What was the Valuable Lesson?



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....



DETAILS FROM THE STORY
THAT SUPPORT MY DECISION

WAYS THAT I CAN USE THIS VALUABLE LESSON IN MY LIFE



CRITERIA FOR A VALUABLE LESSON

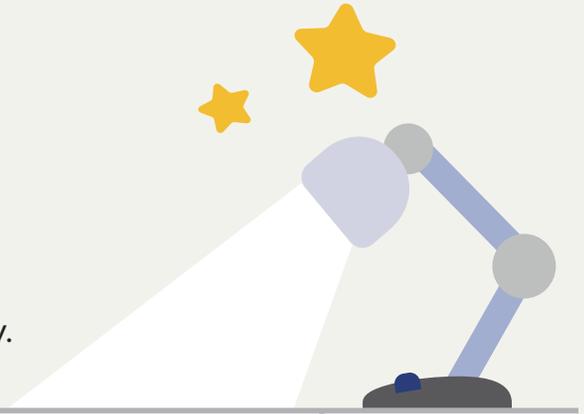


A valuable lesson:

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

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

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

Lesson Challenges

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

Suggested materials

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



- 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?



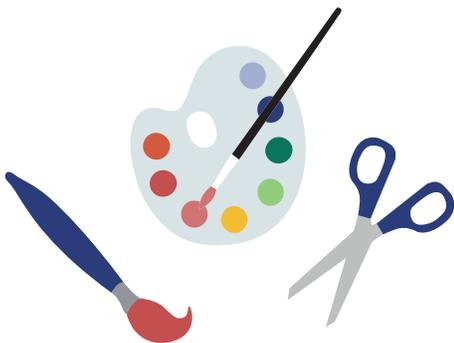
TITLE AND AUTHOR OF BOOK	HOW BOOK CONNECTS TO LESSON FOCUS	AVAILABLE THROUGH INDIGO?
<p><u>A Kid is a Kid is a Kid</u> Written by Sara O’Leary and illustrated by Qin Leng</p>	<p>Children of different identities ask others to ask them positive and asset based questions and not the stereotypical questions they are tired of hearing about themselves.</p>	
<p><u>I’m Sorry</u> written by Michael Ian Black and illustrated by Debbie Ridpath Ohi</p>	<p>In this book, readers are able to compare different points of view and see all of the intricacies of apologizing.</p>	
<p><u>The Little Hummingbird</u> written and illustrated by Michael Nicoll Yahgulanaas</p>	<p>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.</p>	
<p><u>I am the Subway</u> written and illustrated by Kim Hyo-eun and translated by Deborah Smith</p>	<p>In this story, readers get to hear the perspective of the subway train and see all of the different people who take it.</p>	
<p><u>The Hospital Dog</u> written by Julia Donaldson and illustrated by Sara Ogilvie</p>	<p>We learn the various perspectives and stories of the children currently living at a hospital.</p>	
<p><u>I’m New Here</u> written and illustrated by Anne Sibley O’Brien</p>	<p>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.</p>	



Reading List: How would they see it?



TITLE AND AUTHOR OF BOOK	HOW BOOK CONNECTS TO LESSON FOCUS	AVAILABLE THROUGH INDIGO?
<p><u>Each Kindness</u> written by Jacqueline Woodson and illustrated by E. B. Lewis</p>	<p>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.</p>	
<p><u>Introducing Teddy</u> written by Jessica Walton and illustrated by Doug MacPherson</p>	<p>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.</p>	
<p><u>When I Found Grandma</u> written by Saumiya Balasubramaniam and illustrated by Qin Leng</p>	<p>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.</p>	
<p><u>The Proudest Blue</u> written by Ibtihaj Muhammad and illustrated by Hatem Aly</p>	<p>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.</p>	



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Images Handout: How would they see it?



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:

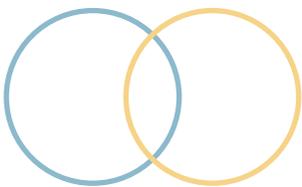
Character:

HOW DID THIS CHARACTER
SEE, FEEL, OR THINK?

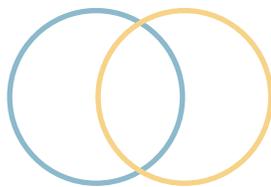
IMPORTANT DETAILS
FROM THE STORY
(EVENTS, CHARACTERS, IDEAS, EVENTS)

HOW DID THIS CHARACTER
SEE, FEEL, OR THINK?

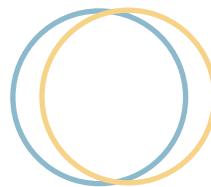
HOW ALIKE WERE THE TWO POINTS OF VIEW?



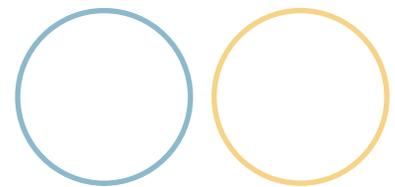
1



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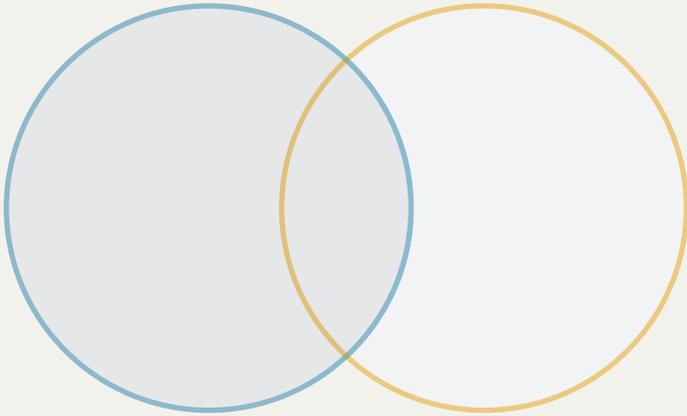
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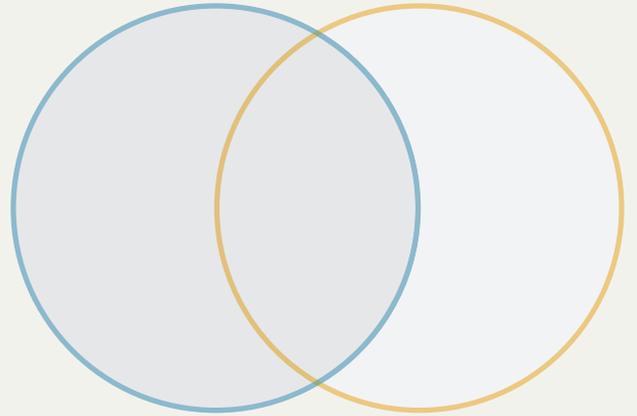
4

SUPPORT FOR YOUR DECISION

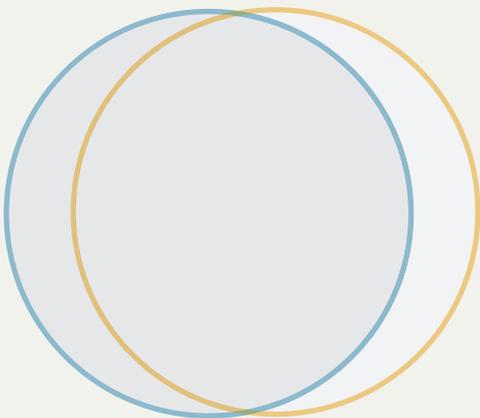
Activity Sheet: Describing Points of View



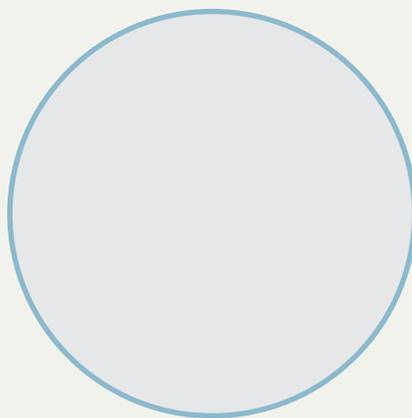
1



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

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- 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:

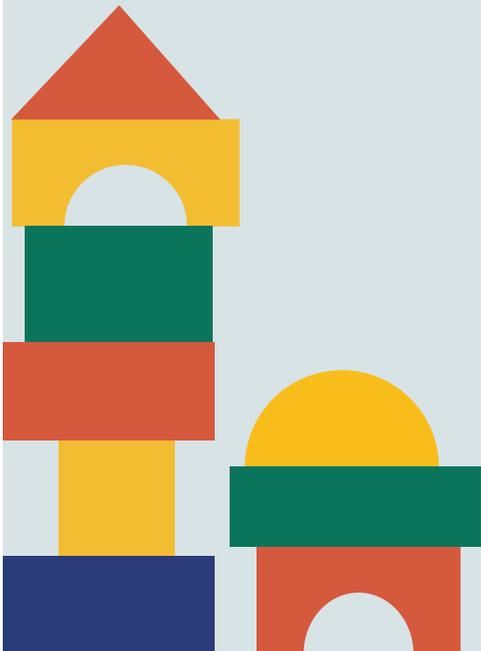
- Describe how the characters in the story are similar and different.
- Decide which actions in the story were the most respectful of differences.

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

● Assessing thinking

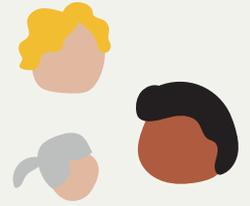
● Possible extensions and modifications

- 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.
- 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.
- 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.
- 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?

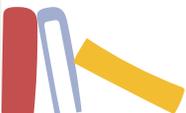


TITLE AND AUTHOR OF BOOK	HOW BOOK CONNECTS TO LESSON FOCUS	AVAILABLE THROUGH INDIGO?
<p><u>Fast Friends</u> written by Heather M. O'Connor and illustrated by Claudia Davila</p>	Two classmates who are similar and different become best friends who support each other.	
<p><u>The Sandwich Swap</u> written by Queen Rania and Kelly DiPucchio and illustrated by Tricia Tusa</p>	Two best friends learn about their similarities and differences.	
<p><u>What Happened to You?</u> written by James Catchpole and illustrated by Karen George</p>	Readers learn differences between people and how they can show respect for all.	
<p><u>In My Mosque</u> written by M.O.Yuksel and illustrated by Hateem Aly</p>	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.	
<p><u>A Family is a Family is a Family</u> written by Sara O'Leary and illustrated by Qin Leng</p>	We learn about and see many different families. We see the similarities and differences and learn the importance of respect for all.	
<p><u>Drawn Together</u> written by Minh Le and illustrated by Dan Santat</p>	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?

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<p><u>The Barnabus Project</u> written and illustrated by the Fan Brothers</p>	<p>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.</p>	
<p><u>A Friend for Henry</u> written by Jenn Bailey and illustrated by Mika Song</p>	<p>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.</p>	
<p><u>Amy Wu and the Perfect Bao</u> written by Kat Zhang and illustrated by Charlene Chua</p>	<p>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.</p>	
<p><u>The Proudest Blue</u> written by Ibtihaj Muhammad and illustrated by Hatem Aly</p>	<p>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.</p>	



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Storyboard:

How can we respect our differences?



1. BEGINNING

2. MIDDLE

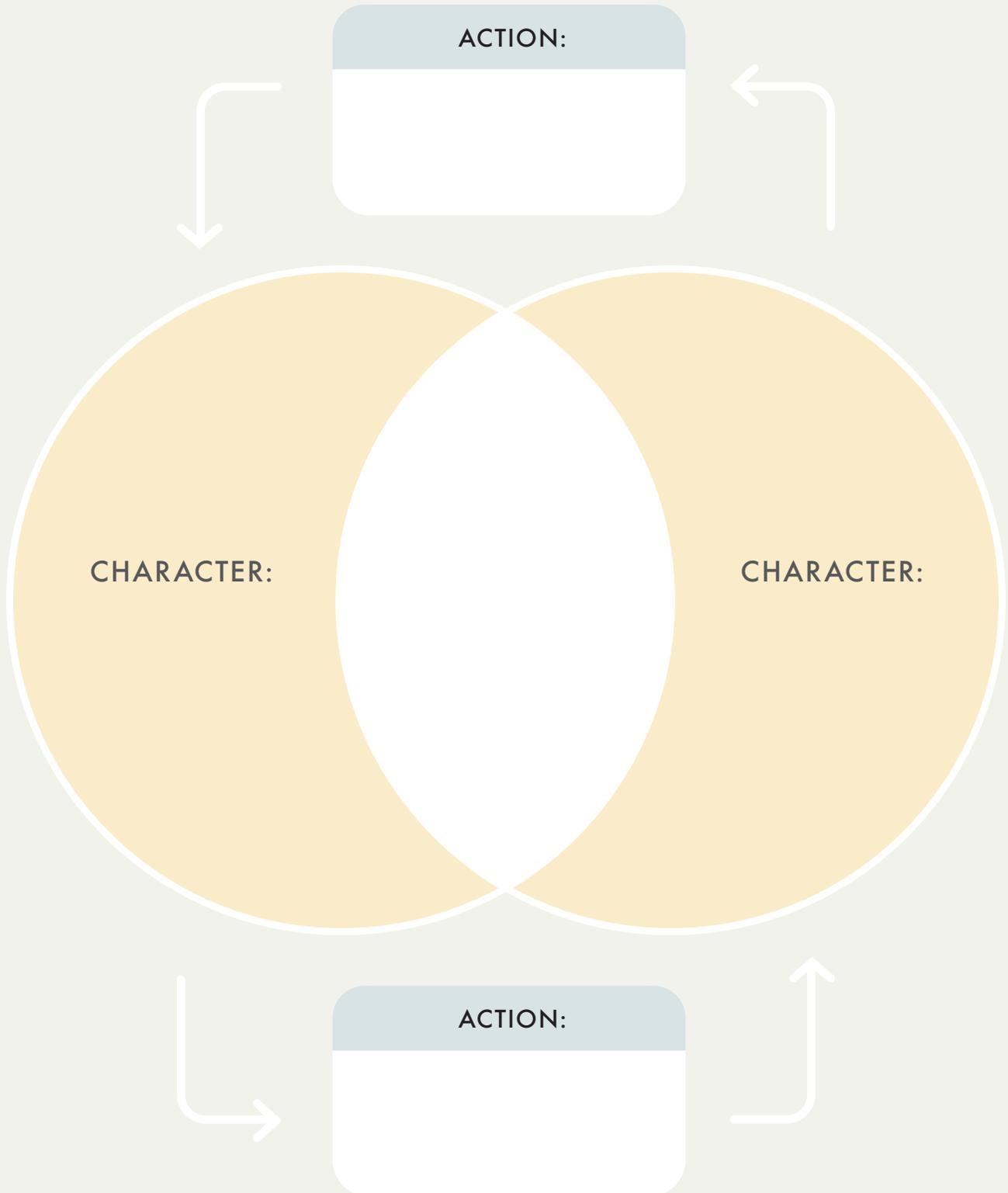
3. END

Images Handout: How can we respect our differences?



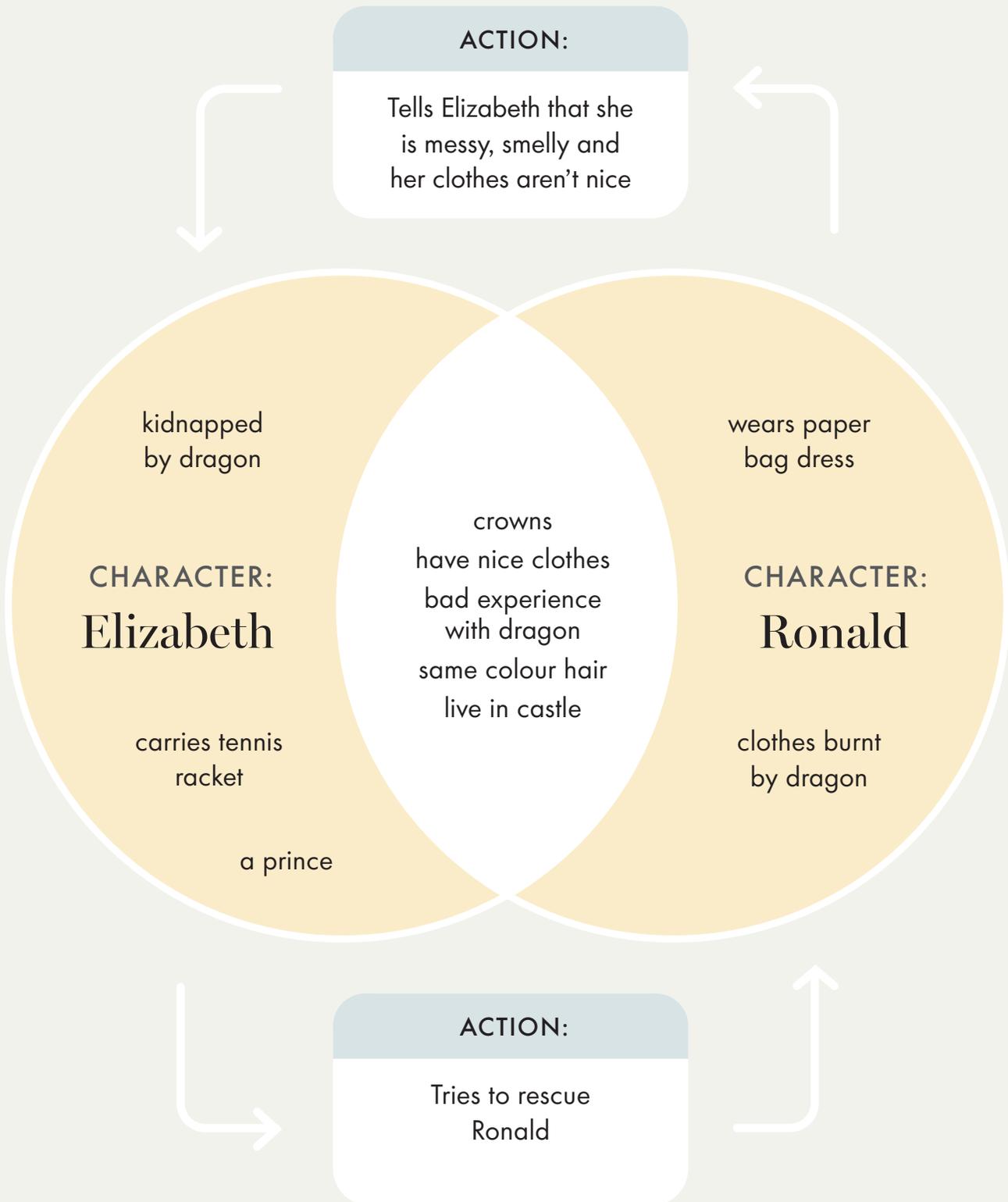
Activity Sheet:

Comparing similarities and differences



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.”

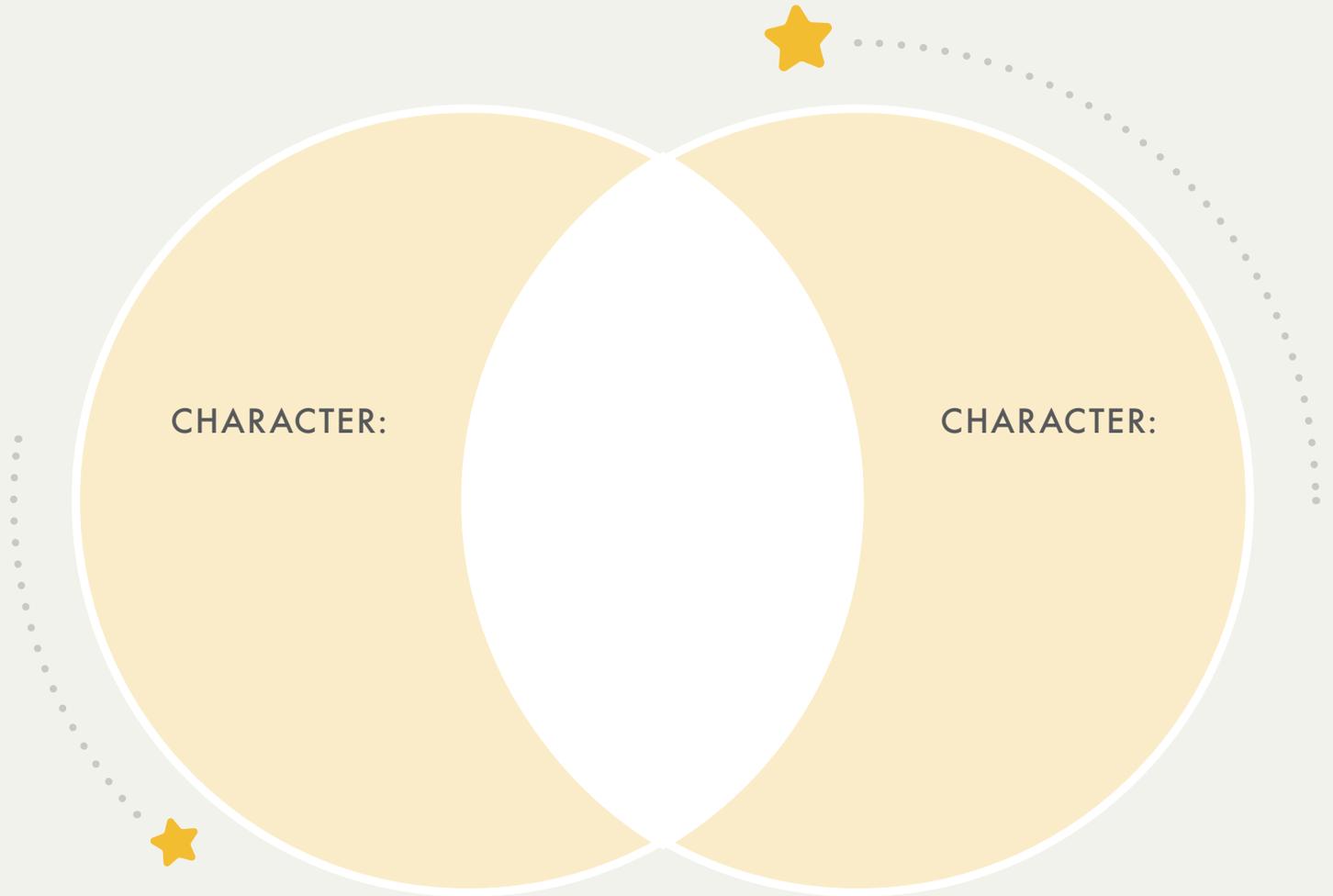
“Come to the park with us.”

“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

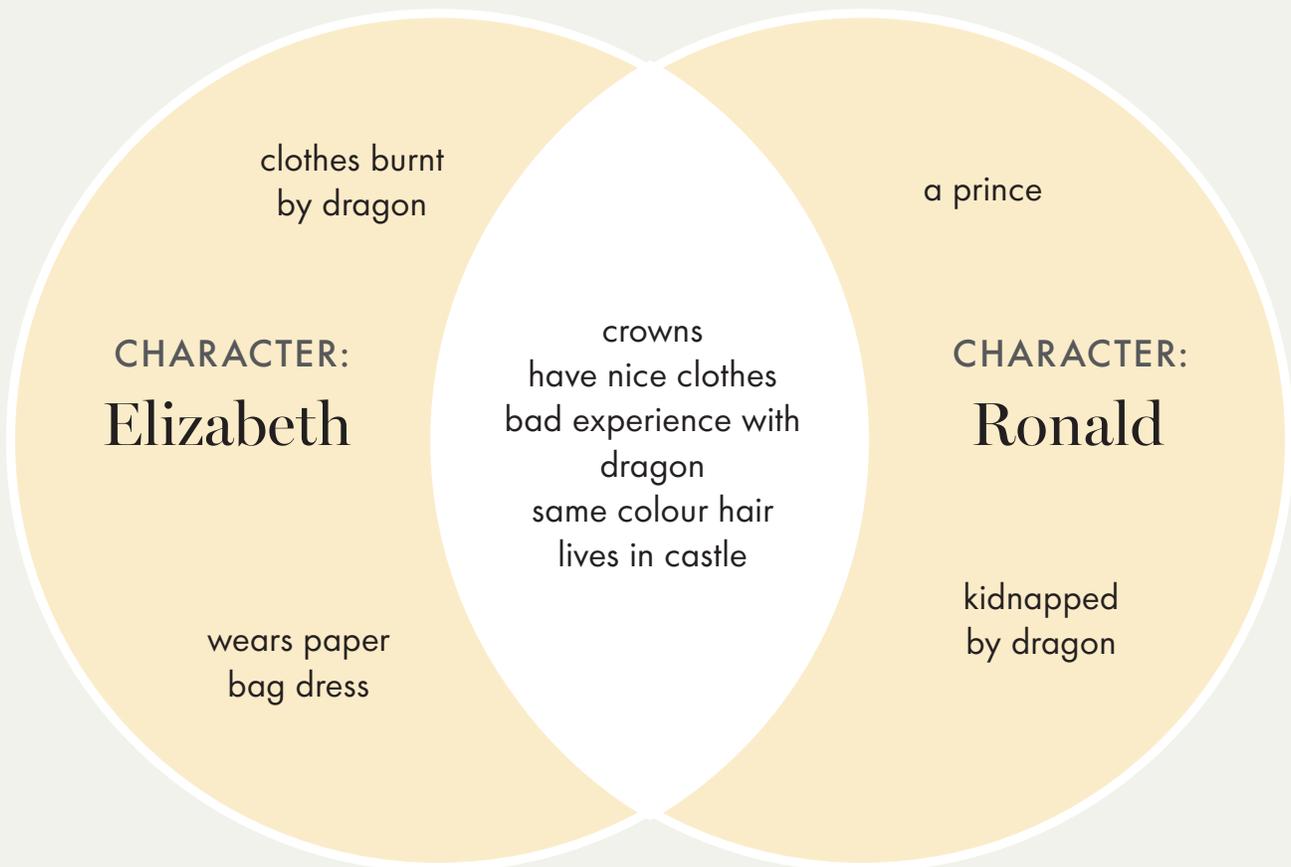


ACTIONS FROM THE STORY:	HOW RESPECTFUL WAS THE ACTION?					REASONS THAT SUPPORT MY THINKING
1.	0 NOT RESPECTFUL	1	2	3	4 VERY RESPECTFUL	
2.	0 NOT RESPECTFUL	1	2	3	4 VERY RESPECTFUL	
3.	0 NOT RESPECTFUL	1	2	3	4 VERY RESPECTFUL	

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 NOT RESPECTFUL 1 2 3 4 VERY RESPECTFUL	This was a very kind action to help Ronald.
2. Ronald	0 NOT RESPECTFUL 1 2 3 4 VERY RESPECTFUL	Ronald's speech judged Elizabeth and was very kind.
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.

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)



- **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**

- 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.

- **Respond to the challenge**

- 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.

- **Assessing 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?
<p><u>I Walk with Vanessa</u> by Kerascoet</p>	<p>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.</p>	<p> ALSO AVAILABLE IN DUAL-LANGUAGE (ENGLISH AND DINÉ)</p>
<p><u>The Power of One</u> written by Trudy Ludwig and illustrated by Mike Curato</p>	<p>One kind action can create a ripple of change that impacts the entire community.</p>	<p></p>
<p><u>The Circles All Around Us</u> written by Brad Montague and illustrated by Kristi Montague</p>	<p>Readers learn what it means to be kind and build bigger circles to include different people.</p>	<p></p>
<p><u>Paletero Man</u> written by Lucky Diaz and illustrated by Micah Player</p>	<p>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.</p>	<p></p>
<p><u>When we are Kind</u> written by Monique Gray Smith and illustrated by Nicole Neidhardt</p>	<p>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.</p>	<p></p>
<p><u>Each Kindness</u> written by Jacqueline Woodson and illustrated by E. B. Lewis</p>	<p>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.</p>	<p></p>

Reading List: What does it mean to be kind?



TITLE AND AUTHOR OF BOOK	HOW BOOK CONNECTS TO LESSON FOCUS	AVAILABLE THROUGH INDIGO?
<p><u>Be Kind</u> written by Pat Zietlow Miller and illustrated by Jen Hill</p>	<p>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.</p>	
<p><u>All Are Welcome</u> written by Alexandra Penfold and illustrated by Suzanne Kaufman</p>	<p>Filled with examples of how kindness and welcoming can be expressed in school everyday. All are welcome and all have a place in school.</p>	
<p><u>I Am Enough</u> written by Grace Byers and illustrated by Keturah A. Bobo</p>	<p>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.</p>	
<p><u>Intersection Allies: We Make Room for All</u> written by Chelse Johnson, LaToya Council & Carolyn Choi, illustrations by Ashley Seil Smith</p>	<p>Readers learn that being a friend means making room for all people, acknowledging identities and taking positive action to show respect to everyone.</p>	
<p><u>My Heart Fills with Happiness</u> written by Monique Gray Smith and illustrated by Julie Flett</p>	<p>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?</p>	

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



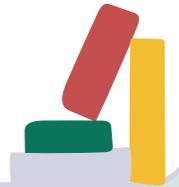
Draw or Write Here

What does Kindness
Look Like?



Draw or Write Here

What does Kindness
Sound Like?



Draw or Write Here

What does Kindness
Feel Like?



Activity Sheet:

How similar or different?

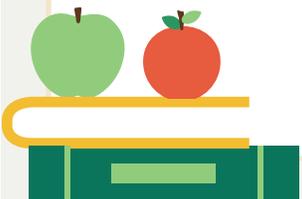


WHO COULD I BE KIND TO?

HOW COULD I BE KIND?

HOW WOULD THIS MAKE
THE OTHER PERSON FEEL?

HOW WOULD I FEEL?



Activity Sheet:

Is this kindness?



<p>I really like watching television when I do my homework or read a book.</p>	<ul style="list-style-type: none"><input type="radio"/> Yes<input type="radio"/> No
<p>I clean up my toys after I am done playing with them.</p>	<ul style="list-style-type: none"><input type="radio"/> Yes<input type="radio"/> No
<p>You help your parents plant a tree.</p>	<ul style="list-style-type: none"><input type="radio"/> Yes<input type="radio"/> No
<p>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.</p>	<ul style="list-style-type: none"><input type="radio"/> Yes<input type="radio"/> No
<p>I saved my money for weeks to buy a new toy.</p>	<ul style="list-style-type: none"><input type="radio"/> Yes<input type="radio"/> No
<p>I always run to be first in line to go to recess.</p>	<ul style="list-style-type: none"><input type="radio"/> Yes<input type="radio"/> No



4-8

What voices need to be heard?

In this lesson, students identify, assess, and recommend voices and stories that should be added to a classroom or school library.



Learning Goals

- Understand how to identify voices and stories that should be considered
- Understand how to use criteria to rate the importance of voices and stories
- Understand the value of including a range of voices and stories

Lesson Challenge

- Recommend voices and stories that should be added to a classroom or school library.

Suggested materials

- Activity sheet: What voices should be included? (one copy per pair of students)
- Activity sheet: Rating the voices and stories (one copy per pair of students)
- Activity sheet: Recommending important voices and stories (one copy per student)
- Chart paper



Lesson Timeline

● Introduce the strategy

● Develop criteria

● Share the lesson challenge

● Practice the strategy

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

- Organize your students into pairs and provide each group with a copy of the Activity sheet: What voices should be included? Read aloud the scenario and invite groups to determine which voices and stories are being considered for the news story.
- Invite students to share their ideas with the class. Student responses should include the school principal and a parent.
- Ask groups to suggest what voices were not included or considered for the news story. Encourage them to suggest voices and stories that might provide a more accurate description of the competition. Prompt groups to note their ideas in the left-hand column of the activity sheet.
- Invite students to share their ideas with the class. Student responses might include a current member of the group, the leader of the group, a former member, a robotics expert, and spectators.
- Ask students to suggest what might make a voice or story important. As students share their ideas, co-develop or present criteria for rating the importance of a voice or story:
 - Different: How different is the voice from others that are already included?
 - Revealing: Will the story help provide a more complete picture?
- Guide groups in using the scales on the activity sheet to rate the importance of each of the voices and stories. Invite students to share their ratings and thinking with the class.
- Direct students' attention to the right-hand column of the activity sheet. Encourage students to list any sources that might provide more information about each of the voices and stories. Invite students to share their ideas and thinking with the class.
- Explain that the challenge of this lesson is to recommend voices and stories that should be added to a classroom or school library.
- Invite your students to speculate on the voices and stories found in a classroom or school library: What voices and stories are most often included? Which voices or stories are most often left out or ignored? Consider noting student suggestions on chart paper for use later in this lesson.
- Provide each group with a copy of the Activity sheet: Rating the voices and stories. Guide your students' attention to the image of the books and ask students to imagine that they've been asked to decide how well the books tell a complete history of Canada. Explain that their challenge is to rate the effectiveness of the books.





- Review lesson challenge
- Respond to the challenge



- Assessing thinking
- Possible extensions

- Prompt groups to carefully examine the book titles, then rate their effectiveness by colouring in the stars.
- As groups share their rating and thinking with the class, use their ideas to explain that a complete history of Canada would be inclusive of a wider range of events and perspectives.
- Ask groups to complete the remainder of the activity sheet and recommend the three most important voices or stories that should be included to tell a complete history of Canada. Encourage your students to use the criteria to guide their thinking.
- Invite groups to share their decisions and thinking with the class.
- Remind students the challenge of this lesson is to recommend voices and stories that should be added to a classroom or school library.
- Provide each student with a copy of Activity sheet: Recommending important voices and stories. Briefly explain that this strategy can also be used to ensure that the books in a classroom, school library, or even in a bookstore are inclusive of many voices, stories, and perspectives.
- Assign a small section of a library shelf or small collection of books to pairs of students.
- After groups determine what voices and stories are included in their assigned section or collection, and direct them to identify other voices and stories that could be included.
- Ask groups to recommend the three voices or stories that should be added to make their assigned section or collection more inclusive.
- Invite groups to share their recommendations with the class. Guide your students' attention back to their ideas about the voices and stories that are most often included and left out. Ask students what they noticed: What voices and stories are most often included? Which voices or stories are most often left out or ignored?
- Conclude the lesson by encouraging groups to present their recommendations with a librarian, principal, or other authentic audience.
- While observing or listening to student thinking, notice the extent to which students are able to:
 - identify voices and stories that are included and not included
 - use criteria to rate and recommend additional voices and stories
- Invite students to use the strategy to “champion” a book that should be added to a classroom or school library in a “Canada Reads”-style event

Reading List:

What voices need to be heard?



TITLE AND AUTHOR OF BOOK	HOW BOOK CONNECTS TO LESSON FOCUS	AVAILABLE THROUGH INDIGO?
<p><u>You Matter</u> written and illustrated by Christian Robinson</p>	<p>An important book that shows us the importance of realizing that all people of all identities matter and belong.</p>	
<p><u>Milo Imagines the World</u> written by Matt De La Pena and illustrated by Christian Robinson</p>	<p>We learn the important perspective and lived experience of children who have a parent who is incarcerated. We also learn how families look different but are beautiful in their own ways.</p>	
<p><u>You Are Enough: A Book About Inclusion</u> written by Margaret O’Hair and illustrated by Sofia Cardoso</p>	<p>An empowering book that shows us the importance of building a strong sense of self and respect for others. It is inspired by Sofia Sanchez who is a young model and actress with Down Syndrome. We learn that by seeing our differences we can work towards building an inclusive world.</p>	
<p><u>Miimaanda ezhi-gkendmaanh/ This is How I Know</u> written by Brittany Luby and illustrated by Joshua Mangeshig Pawis-Steckley</p>	<p>An important story that teaches readers about the four seasons. It is written in Anishinaabemowin and English and readers follow the grandmother and child as they explore and learn.</p>	
<p><u>Where Are You From</u> written by Yamile Saed Mendez and illustrated by Jaime Kim</p>	<p>Readers learn about the intricacies of this question, ‘where are you from’ and how to think about it critically.</p>	 <small>ALSO AVAILABLE IN SPANISH</small>
<p><u>We Are Water Protectors</u> written by Carole Lindstrom and illustrated by Michaela Goade</p>	<p>Students 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.</p>	

Reading List:

What voices need to be heard?



TITLE AND AUTHOR OF BOOK	HOW BOOK CONNECTS TO LESSON FOCUS	AVAILABLE THROUGH INDIGO?
<p><u>Introducing Teddy</u> written by Jessica Walton and illustrated by Dougal MacPherson</p>	<p>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.</p>	
<p><u>Eyes that Kiss in the Corners</u> written by Joanna Ho and illustrated by Dung Ho</p>	<p>Readers are encouraged to recognize and value the beauty in their differences. In this story a girl realizes that her eyes are beautiful and mirrored in her family.</p>	
<p><u>A Friend for Henry</u> written by Jenn Bailey and illustrated by Mika Song</p>	<p>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.</p>	
<p><u>I Am Every Good Thing</u> written by Derrick Barnes and illustrated by Gordon C. James</p>	<p>This book is filled with positive and inspiring affirmations. It highlights the importance of Black children and the inspiring contributions they do and will make on the world.</p>	
<p><u>Fauja Singh Keeps Going: The True Story of the Oldest Person to Ever Run a Marathon</u> written by Simran Jeet Singh and illustrated by Baljinder Kaur</p>	<p>The true story of world record holder, Fauja Singh, who fought many obstacles to learn to walk, farm and run. Readers will learn that believing in yourself and never giving up will help you achieve your goals.</p>	



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

Activity Sheet:

What voices should be included?

SCENARIO

A robotics team from your school has just won an award for the best robot at a provincial competition. It was the seventh year in a row that the award was won by a group from your school. A local television reporter has interviewed the school principal and a parent to learn more about the robotics group.

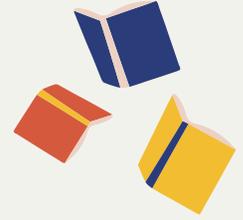
What other voices and stories should the reporter consider?



VOICES AND STORIES ALREADY INCLUDED:

Activity Sheet:

What voices should be included?



OTHER VOICES AND STORIES	REASONS	RATE THE IMPORTANCE	WHERE COULD I LEARN MORE?
WHAT ADDITIONAL VOICES AND STORIES COULD BE INCLUDED?	WHY IS IT IMPORTANT TO INCLUDE THIS VOICE AND STORY?	HOW DIFFERENT IS THE VOICE FROM THOSE THAT ARE ALREADY INCLUDED? WILL THE STORY HELP PROVIDE A MORE COMPLETE PICTURE?	WHAT OTHER SOURCES MIGHT HELP YOU LEARN MORE ABOUT THIS VOICE AND STORY?



Not Important Very Important



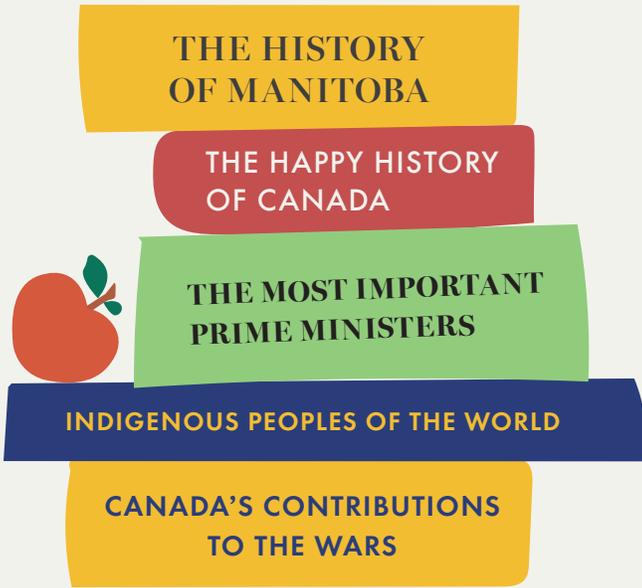
Not Important Very Important



Not Important Very Important

Activity Sheet:

Rating the voices and stories



INQUIRY QUESTION:

How effectively would these books tell a complete history of Canada?



Rate the effectiveness by colouring in the stars.

No stars coloured = not at all effective
 All three stars coloured = very effective

WHAT VOICES AND STORIES ARE INCLUDED?

WHAT ADDITIONAL VOICES AND STORIES COULD BE ADDED?

WHICH THREE VOICES OR STORIES WOULD BE THE MOST IMPORTANT TO ADD?

- 1.
- 2.
- 3.

Reasons to support your decisions:

Criteria for rating the importance of a voice or story: Different: How different is the voice from others that are already included?
 Revealing: Will the story help provide the most complete picture?

Activity Sheet:

Recommending important voices and stories

TOPIC OR QUESTION FOR INQUIRY:

How useful would the books be for telling the story or answering the question?

Rate the usefulness by colouring in the stars.

No stars coloured = not at all effective
 All three stars coloured = very effective



WHAT VOICES AND STORIES ARE INCLUDED?

WHAT ADDITIONAL VOICES AND STORIES COULD BE ADDED?



WHICH THREE VOICES OR STORIES WOULD BE THE MOST IMPORTANT TO ADD?

- 1.
- 2.
- 3.

Reasons to support your decisions:

Criteria for rating the importance of a voice or story: Different: How different is the voice from others that are already included?
 Revealing: Will the story help provide the most complete picture?

How can we respond to emotions?



In this lesson, students learn how to thoughtfully recognize and respond to emotions that may develop while reading a story.



Learning Goals

- o Understand how to recognize different emotions that can emerge when reading
- o Understand the effects that emotions can have on learning and thinking
- o Use a strategy to respond to emotions that emerge when reading

Lesson Challenges

- o Thoughtfully respond to the emotions that may arise when reading a story.



Suggested materials

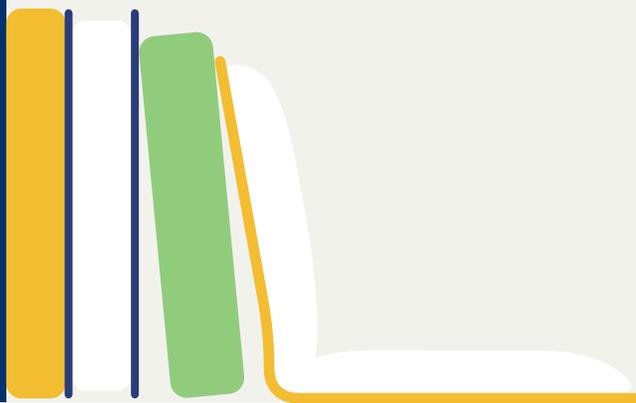
- o Chart paper or white board
- o Activity sheet: Thinking through emotions when reading (one copy for each student)
- o Activity sheet: How does the emotion affect my learning? (one copy for each student)



- Model effective thinking

to co-develop or present the following steps to engage any emotions that may arise when learning:

1. Identify the reactions: What reactions or physical sensations does the content or situation cause you to feel?
 2. Name the emotion: What emotion is causing these reactions and sensations?
 3. Reflect on the source: What about the content or situation prompts you to feel this emotion?
 4. Determine the impacts: How might this emotion help or hinder your ability to read?
 5. Select a strategy: What strategy might help you to continue reading? Strategies could include talking with a trusted friend or adult, breathing exercises to help reduce stress, using art to express an emotion, or other similar mindfulness practices.
- o Provide each student with a copy of the Activity sheet: Thinking through emotions when reading. Help students see how the steps can help them recognize and work with any emotions that develop when they are reading. Pay particular attention to the final step, discussing what strategies might be used while reading.
 - o Read the selected story, pausing to demonstrate thoughtful reading:
 - If reading aloud to students, demonstrate how you might use the steps to respond to words, actions, or events from the story that prompt emotions.
 - If students are reading on their own, consider using an example from the book to practise the steps from the activity sheet.
 - o Continue reading the story, encouraging your students to use the steps whenever they encounter words, actions, or events that prompt emotions.



- Review lesson challenges
- Respond to the challenges
- Assessing thinking

After Reading

- o After reading the story to the class, remind them of the lesson challenges:
 - Accurately identify emotions that arise when reading a story
 - Thoughtfully respond to the emotions that may arise when reading a story.
- o Guide a discussion of the emotions that emerged while reading the story. You may wish to provide students with more time to reflect on the emotions that can arise when reading challenging content or questioning dominant narratives. To create and hold space for this, consider inviting students to work with trusted classmates or using a sharing circle.
- o While reading or listening to student thinking, notice the extent to which students are able to:
 - accurately identify the emotions that may emerge when reading; and
 - thoughtfully use strategies to respond to emotions that may emerge when reading.



Reading List:

How can we respond to emotions?



TITLE AND AUTHOR OF BOOK	HOW BOOK CONNECTS TO LESSON FOCUS	AVAILABLE THROUGH INDIGO?
<p><u>The Day You Begin</u> written by Jacqueline Woodson and illustrated by Rafael Lopez</p>	<p>The girl in the story is new to the school and community. She grapples with finding her space and navigating all of her emotions.</p>	
<p><u>Saturday</u> written and illustrated by Oge Mora</p>	<p>The characters in the story are looking forward to Saturday because it is the day the mother does not have to work. They have a plan of everything they are going to do but it does not go as planned. The characters learn to manage and respond to their emotions.</p>	
<p><u>Kalamata's Kitchen</u> written by Sarah Thomas and illustrated by Jo Kosmides Edwards</p>	<p>Kalamata is new to her school. She is trying to navigate her emotions and learn to be brave through exploring her identity, especially her love for her family's food and traditions.</p>	
<p><u>The Many Colours of Harpreet Singh</u> written by Supriya Kelkar and illustrated by Alea Marley</p>	<p>Harpreet Singh's Patkas represent the many different emotions he is feeling and navigating as he has different experiences.</p>	
<p><u>Tough Like Mum</u> written by Lana Button and illustrated by Carmen Mok</p>	<p>Readers will learn how the main character navigates her mom's mental health and explore what it means to be 'tough' and ask for help.</p>	
<p><u>Each Kindness</u> written by Jacqueline Woodson and illustrated by E. B. Lewis</p>	<p>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.</p>	

Reading List:

How can we respond to emotions?



TITLE AND AUTHOR OF BOOK	HOW BOOK CONNECTS TO LESSON FOCUS	AVAILABLE THROUGH INDIGO?
<p><u>Not My Girl</u> written by Christy Jordan-Fenton & Margaret Pokiak-Fenton and illustrated by Gabrielle Grimard</p>	<p>Margaret is excited to be home from residential school but feels like an outsider to her family. In this true story, Margaret works through the pain of being forced to forget her language, her food and her best friend.</p>	
<p><u>I Am Enough</u> written by Grace Byers and illustrated by Keturah A. Bobo</p>	<p>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.</p>	
<p><u>Amy Wu and the Perfect Bao</u> written by Kat Zhang and illustrated by Charlene Chua</p>	<p>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.</p>	
<p><u>Boonoonoonous Hair!</u> written by Olive Senior and illustrated by Laura James</p>	<p>Jamilla hates her hair. With the help of her family, she learns to love her hair and herself. This story highlights the importance of positive talk and positive self-talk with respect to self-worth.</p>	



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

Activity Sheet:

Thinking through emotions when reading



Your Reflections and Ideas

1. IDENTIFY THE REACTIONS

What reactions or physical sensations does the content or situation cause you to feel?



Your Reflections and Ideas

2. NAME THE EMOTION

What emotion is causing these reactions and sensations?

Your Reflections and Ideas

3. REFLECT ON THE READING

What about the topic or situation prompts you to feel this emotion?

Activity Sheet:

Thinking through emotions when reading

Your Reflections and Ideas

4. DETERMINE THE IMPACTS
How might this emotion help
or hinder your ability to think and
continue reading?



Your Reflections and Ideas

5. SELECT A STRATEGY
What strategy might help
you to continue reading?



HOW CAN WE RESPOND TO EMOTIONS?

Activity Sheet:

How does the emotion affect my learning?

SITUATION	WHAT EMOTION DOES THIS MAKE ME FEEL?	HOW MIGHT THIS EMOTION AFFECT MY LEARNING?
<p>A. Hearing that a student in your class has been diagnosed with a serious illness, then discovering that illness is the focus of today's science class.</p>	<ul style="list-style-type: none"> ● Anger ● Disgust ● Sadness 	<ul style="list-style-type: none"> ● Happiness ● Fear ● _____
<p>B. In one of your classes you start reading about the many times in the past when your community was destroyed by fire.</p>	<ul style="list-style-type: none"> ● Anger ● Disgust ● Sadness 	<ul style="list-style-type: none"> ● Happiness ● Fear ● _____
<p>C. To complete an assignment you are asked to read stories from immigrants wanting to move to Canada.</p>	<ul style="list-style-type: none"> ● Anger ● Disgust ● Sadness 	<ul style="list-style-type: none"> ● Happiness ● Fear ● _____
<p>D. In social studies class you listen to a song about a boy who died while trying to escape a residential school.</p>	<ul style="list-style-type: none"> ● Anger ● Disgust ● Sadness 	<ul style="list-style-type: none"> ● Happiness ● Fear ● _____

Activity Sheet:

How does the emotion affect my learning?

SELECTED SITUATION:



WHAT STEPS OR ACTIONS MIGHT HELP CONTINUE THE LEARNING?



HOW CAN WE RESPOND TO EMOTIONS?



What does the story really say?

In this lesson, students use a critical reading strategy to identify the purposes and perspectives of a story.



Lesson Challenges

- o Accurately identify an author's purpose.
- o Use a strategy to identify the perspectives that are included and not included in a story.
- o Identify valuable lessons from a story.

Learning goals

- o Identify the purpose of a story
- o Read for a variety of purposes
- o Identify perspectives that are not included in a story
- o Use relevant details from the story to support thinking and decisions
- o Make personal connections
- o Question a story to reveal inequities or social justice issues



Suggested materials

- o Chart paper or white board
- o Activity sheet: Questioning the sources (one copy for each pair of students)
- o Activity sheet: Questioning the story (one copy for each student)

- Model effective thinking

- Review lesson challenges

- Respond to the challenge

- Assessing thinking



During Reading

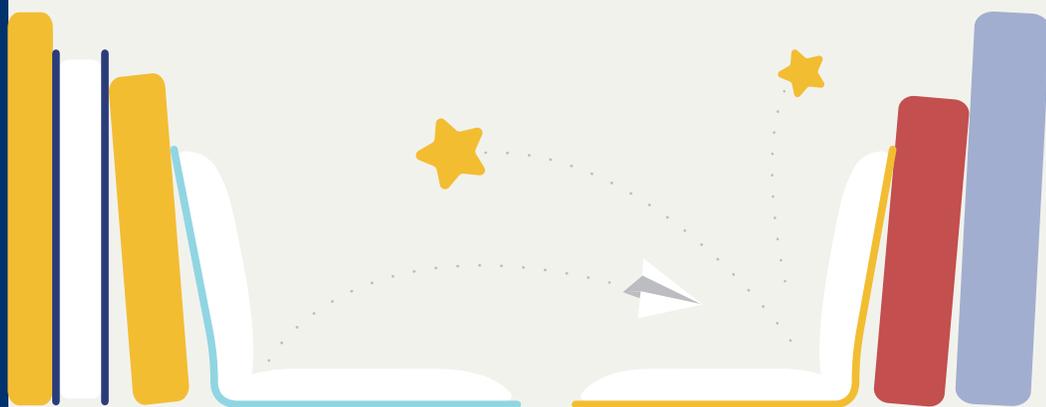
- Guide students' attention to the "Questions to ask during reading." Explain that the next step is to use the questions and details from the story to decode the purpose and perspectives of the story.
- Read the selected story, pausing to demonstrate thoughtful reading:
 - If reading aloud to students, demonstrate how you might use details from the story to answer the questions.
 - If students are reading on their own, consider using an example from the story to respond to the questions from the activity sheet.
- Continue reading the story, encouraging your students to note any details from the story that could help them determine the purpose and perspectives of the story.
- During reading, invite students to look for any connections between the story and their lives.
- Encourage groups to share their responses and connections with the class.

After Reading

- After reading the story to the class, remind them of the lesson challenges.
- Direct students' attention to the "Questions to ask after reading" section. Explain that the last step is to reflect on the implications of the perspective and purposes of the story. Ask groups to discuss the questions in this section, and encourage them to note their responses on the activity sheet.
- Guide a discussion about what might be learned from the story, paying particular attention to how ideas from the story might be used to take action or contribute to a change or improvement. You may wish to provide students with more time to reflect and discuss their reactions to the story. To create and hold space for this, consider inviting students to collaborate with trusted classmates or using a sharing circle.
- While reading or listening to student thinking, notice the extent to which students are able to:
 - use relevant details from the story to identify the purpose and perspectives of the story; and
 - identify valuable lessons from the story.

- Possible extensions and modifications

- If your students would benefit from additional practise using the questions to identify purpose and perspective, consider demonstrating how the during and after reading questions could be used to examine the sources from the Activity sheet: Questioning the sources.
- Invite students to use their responses to the “Questions we can ask during reading” to write, dramatize, or artistically rework an event, conversation, or section from the story to more accurately feature missing or misrepresented voices and perspectives.
- If students are reading text or stories that may cause emotions and feelings to arise, consider using the lesson “How can we respond to emotions?”



Reading List:

What does the story really say?



TITLE AND AUTHOR OF BOOK	HOW BOOK CONNECTS TO LESSON FOCUS	AVAILABLE THROUGH INDIGO?
<p><u>Amira's Picture Day</u> written by Reem Faruqi and illustrated by Fahmida Azim</p>	Amira has to choose between attending Eid celebrations or school pictures. Readers learn to think critically about creating inclusive spaces so people don't have to choose between two different events.	
<p><u>Home is in Between</u> written by Mitali Perkins and illustrated by Lavanya Naidu</p>	Readers learn about the lived experiences of moving to another country and all of the experiences that comes with being 'in between' countries and cultures.	
<p><u>Outside, Inside</u> written and illustrated by LeUyen Pham</p>	Readers learn about the different individual and collective experiences that have arisen due to the pandemic and how the community is coming together.	
<p><u>A Place Inside of Me</u> written by Zetta Elliott and illustrated by Noa Denmon</p>	Readers will learn about important relevant current events happening locally and globally and the feelings that can arise from them.	
<p><u>Your Name is a Song</u> written by Jamilah Thompkins-Bigelow and illustrated by Luisa Uribe</p>	Readers learn that all names are 'normal' and that we can celebrate all of our beautiful names.	
<p><u>Where Are You From?</u> Written by Yamile Saied Mendez and illustrated by Jaime Kim</p>	A girl who looks and feels like she doesn't belong is asked where she's really from. Not sure how to answer, she asks her Abuelo for help. He helps her navigate her identity and sense of belonging.	 ALSO AVAILABLE IN SPANISH

Reading List: What does the story really say?



TITLE AND AUTHOR OF BOOK	HOW BOOK CONNECTS TO LESSON FOCUS	AVAILABLE THROUGH INDIGO?
<p><u>The Paper Kingdom</u> written by Helena Ku Rhee and illustrated by Pascal Campion</p>	<p>Daniel’s family turns a night time cleaning job into a magical kingdom when the babysitter cancels. Readers will learn about the spirit of family, the value of hard work and the ability to find beauty in any situation.</p>	
<p><u>The Barnabus Project</u> written and illustrated by the Fan Brothers</p>	<p>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.</p>	
<p><u>Out</u> written by Angela May George and illustrated by Owen Swan</p>	<p>A brave girl shares her story of escaping horrible things and finding refuge in a new country. She shares her heartache, fears and hope as she navigates her life in this new place.</p>	
<p><u>Jacob’s New Dress</u> written by Sarah & Ian Hoffman and illustrated by Chris Case</p>	<p>Jacob loves dress-up and wants to wear a dress to school but his parents are apprehensive. Readers will think critically to understand his parents’ apprehension.</p>	



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

Activity Sheet:

Questioning the Sources



SOURCE A

LETTER TO THE EDITOR: WHY TEENS DON'T NEED CELL PHONES

Everywhere I look there are teens on cell phones—texting, tweeting, whatever they're doing—looking down, distracted and addicted. In fact, I don't often see a teen that isn't attached to a phone! Why do teens think they need to be on their phones all the time? Back in the day, we didn't have cell phones and we did okay. We talked to each other, read books, and found other ways to entertain ourselves. I am not sure that there's any benefit to always having access to a phone. Governments pass laws to protect people from dangerous things like lawn darts and drugs; maybe there should be laws making teens wait until they're 17 or 18 before they can have a cell phone.

SOURCE B

FACTS ABOUT TEEN CELL PHONE USE

- 24% of students in Grade 4, 52% of students in Grade 7, and 85% of students in Grade 11 own cell phones.
- Students from wealthier families had greater access to technology than students from less wealthy families: portable computers (74% vs. 61%), cellphones (49% vs. 41%), and game consoles (45% vs. 38%).
- 49% of youth said they would be upset or unhappy if they could not go online for anything other than school or work for a week.
- 5% report that they would be relieved or happy to go offline.

(from "The Online Lives of Canadian Youth." Accessed from <https://vanierinstitute.ca/online-lives-canadian-youth/>)

WHICH SOURCE EXPRESSES
A STRONG OPINION?

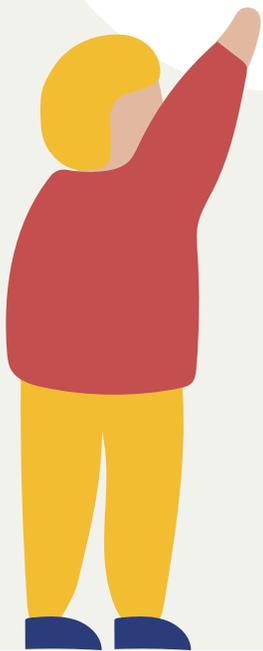
● SOURCE A ● SOURCE B

Evidence from the source that
supports my decision:

Activity Sheet:

Questioning the sources

QUESTIONS I CAN ASK TO LEARN MORE
ABOUT THE PURPOSE AND PERSPECTIVES OF A SOURCE



Activity Sheet:

Questioning the story



BOOK OR STORY:

QUESTIONS TO ASK BEFORE READING

- What do you know about this story?
- What do you already know about the topic of this story?

QUESTIONS TO ASK DURING READING

THINKING ABOUT PURPOSE

- Who wrote the story?
- When was this story created?
- Where (what place or location) is the story come from?
- What does the author want the reader to think?
- What is the purpose of this story?

Activity Sheet:

Questioning the story



QUESTIONS TO ASK DURING READING

THINKING ABOUT PERSPECTIVES

- What voices or identities does the story include?
- How are different voices and identities treated in the story?
- What voices or identities are missing or left out of the story?

QUESTIONS TO ASK AFTER READING

THINKING ABOUT THE PURPOSE

- What lessons about life could this story teach?
- Are there any beliefs or ideas in the story that you don't agree with?
- Where could you go to learn more about the beliefs and ideas from this story?

Activity Sheet:

Questioning the story



QUESTIONS TO ASK AFTER READING

THINKING ABOUT PERSPECTIVES

- o Are there any voices or identities that are treated disrespectfully in the story?
- o What would it look like if other voices were respectfully included in the story?



QUESTIONS TO ASK AFTER READING

REFLECTING ON MY THINKING

- o How did this story make you feel?
- o What valuable lessons did you learn from the story?
- o What details or learning from this story could you use to take action or contribute to a change or improvement?

What does it take to make a difference?

In this lesson, students decide which of the character's characteristics or character traits were most important in achieving her goals or make a difference.

This lesson can be adapted to include making personal connections, reflecting on personal goals and planning to develop helpful characteristics.

Learning goals

- o Identify character traits and their impact on actions
- o Make personal connections
- o Develop a plan for personal growth and improvement



Suggested materials

- o Chart paper or white board
- o Activity sheet: Thinking through emotions when reading (one copy for each student)



Optional materials

- o Activity sheet: Understanding the character
- o Activity sheet: Looks like/sounds like
- o Activity sheet: My action plan
- o Activity sheet: Reflecting on my progress
- o Activity sheet: Final self-reflection



- Model flexible thinking

- Review lesson challenges

- Develop Criteria

demonstrate how effective thinkers note partial ideas and then refine these ideas after further reading or learning.

- At various points during reading, consider pausing and inviting students to share their thinking from their Thoughtbooks with partners, with the class, or with you. You might encourage them to share their original thoughts, how their thinking has changed, or how the story influenced their thinking.
- You may wish to use any or all of the additional Activity Sheets to support student thinking as they work towards the challenge. These include:
 - Activity sheet: Understanding the character
 - Activity sheet: Looks like/Sounds like

After Reading

- Remind students of the challenges:
 - Select the characteristic that was the most important in helping a character achieve goals or make a difference
 - Identify evidence (actions and decisions) that reveal the strength of the characteristic in the character(s)
- Guide your students' attention back to their Thoughtbooks, and ask them to find all the different characteristics they learned about the character(s). Prompt them to select the ones that seemed important to helping the character(s) achieve goals or make a difference.
- Organize your students into pairs and ask partners to share their initial thoughts about which characteristics were the most important.
- Encourage students to share their thinking with the class. As they share, co-develop or present the criteria that will help them make their final decisions. Criteria for an important characteristic might include:
 - Helped the character in many situations in the story
 - Helped the character with the most difficult challenges on the way to achieving goals
 - Inspired other character to take steps towards goals or to make a difference



- Respond to the challenges

- Assessing thinking

- After students have sorted their characteristics according to the criteria and noted evidence of important characteristics, invite them to share their decisions orally or in writing. Students could share their conclusions in a format of their choice, including:
 - a reading response
 - a “pitch” to recognize their character with an award for their accomplishments,
 - a personal reflection comparing their character to themselves and who they would like to be or what they would like to accomplish. If they will engage in this, you may wish to support their thinking with the additional activity sheets including:
 - Activity sheet: My action plan
 - Activity sheet: Reflecting on my progress
 - Activity sheet: Final self-reflection
- While reading or listening to student thinking, notice the extent to which students:
 - clearly state a conclusion about which characteristic was most important;
 - refer to specific evidence from the book;
 - explain the connection between the evidence and their conclusion; and
 - make personal connections to the characteristics they want to develop (optional)



Reading List:

What does it take to make a difference?

TITLE AND AUTHOR OF BOOK	HOW BOOK CONNECTS TO LESSON FOCUS	AVAILABLE THROUGH INDIGO?
<u>Thao: A Picture Book</u> by Thao Lam	Thao's name gets mispronounced and she becomes embarrassed by it. She wants to change her name to something easier. She learns that her name is part of her identity and learns to love it.	
<u>Not Quite Snow White</u> written by Ashley Franklin and illustrated by Ebony Glenn	Tameka is excited to audition for Snow White. But she hears some people saying that she is not princess material and "too brown". She learns to believe in herself and try out for the role.	
<u>Between Us and Abuela A Family Story from the Border</u> written by Mitali Perkins and illustrated by Sara Palacios	The family goes to meet their grandmother at the US/Mexico border for La Posada Sin Fronteras. They are unable to give their gifts through the fence. The girl thinks of an idea creatively to deliver the present to her grandmother.	
<u>Amara and the Bats</u> written and illustrated by Emma Reynolds	Amara loves and is interested in bats. She learns that they are losing their habitat and mobilizes to make a difference.	
<u>Rise Up and Write it</u> written by Nandini Ahuja and illustrated by Anoosha Syed	Readers learn the different ways to take civic action in their communities for a cause they care about. They learn how each one of us can make an important difference.	
<u>Front Desk</u> written by Kelly Yang	Mia lives in a motel that she helps her immigrant parents to manage. Mia's hard work, positive attitude and empathy, help her to create a community and a better life for her family.	



Reading List:

What does it take to make a difference?

TITLE AND AUTHOR OF BOOK	HOW BOOK CONNECTS TO LESSON FOCUS	AVAILABLE THROUGH INDIGO?
<p><u>Intersection Allies: we make room for all</u> written by Chelse Johnson, LaToya Council & Carolyn Choi, illustrations by Ashley Seil Smith</p>	<p>Readers learn that being a friend means making room for all people, acknowledging identities and taking positive action to show respect to everyone.</p>	
<p><u>Prairie Lotus</u> written by Linda Sue Park</p>	<p>It is 1880, and Hanna is traveling with her father through America's heartland. She is determined to get an education and be a dressmaker. But being half-Chinese, she experiences prejudice when all she wants is to fit in.</p>	
<p><u>Alma and How She Got Her Name</u> written by Juana Martinez-Neal</p>	<p>Alma thinks her name is too long. Alma is curious and learns that she shares traits with so many of her namesakes. Eventually, she learns that her name is all hers and that she has her own story to tell.</p>	
<p><u>Amina's Voice</u> written by Hena Khan</p>	<p>Amina is Pakistani-American and trying hard to fit in. She thinks about changing herself to be more "American" when an act of hatred encourages her to bring her community together.</p>	
<p><u>Hello, Universe</u> written by Erin Entrada Kelly</p>	<p>Valencia Somerset and Kaori Tanaka are two of four main characters. Together, these middle schoolers go on a quest to save their friend and put a bully in their place.</p>	



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My Thoughtbook: What does it take to make a difference?

MY SELECTED CHARACTER:

CHARACTERISTIC

List the character traits of the character you notice as you read

EXPLANATION

(You could use a page number or use a post-it note to mark where you noticed it)

THIS CHARACTERISTIC WAS HELPFUL BECAUSE...

HOW IMPORTANT WAS THIS CHARACTERISTIC? (check the criteria)

- Crucial
- Somewhat important
- Not very important
- Irrelevant

- Crucial
- Somewhat important
- Not very important
- Irrelevant

- Crucial
- Somewhat important
- Not very important
- Irrelevant

- Crucial
- Somewhat important
- Not very important
- Irrelevant

CRITERIA FOR AN IMPORTANT CHARACTERISTIC:

Character Traits

Word Bank



adventurous ambitious bold brainy brave brilliant calm careful
cautious childlike confident courageous curious compassionate
demanding eager easygoing empathetic energetic faithful fearless
forgiving friendly funny gentle generous graceful guilty happy

helpful honest hopeful humble imaginative impatient
innocent inventive intelligent jealous kind lonely
loving loyal lucky mature mysterious nervous nice

noisy obedient optimistic patient peaceful
perseverant polite proud quiet rebellious
reliable respectful responsible risk taker

rough scared selfish serious shy silly sly
smart sneaky strange strong sweet talented
thoughtful trusting trustworthy visionary
vulnerable warm weak wise worried zany



Activity Sheet:

Understanding the character



IF YOU WERE DESCRIBING THE CHARACTER TO SOMEONE THAT DID NOT KNOW HER, WHAT WOULD YOU SAY? DESCRIBE HER CHARACTER TRAITS.

HOW SIMILAR ARE YOU TO THE CHARACTER? ● A lot ● A little ● Not at all
USE SPECIFIC EXAMPLES TO EXPLAIN YOUR CHOICE.



Activity Sheet:

Looks like/Sounds like



THE CHARACTERISTIC I WANT TO DEVELOP OR IMPROVE IS:

I CHOSE THIS CHARACTERISTIC BECAUSE:

LOOKS LIKE

SOUNDS LIKE



Activity Sheet: My action plan



CHARACTERISTIC I WANT TO DEVELOP OR IMPROVE:

ACTION #1

What can I try?
What? When? Where?

Potential challenges

ACTION #2

What can I try?
What? When? Where?

Potential challenges

Activity Sheet:

Reflecting on my progress



Over the next two weeks, record three significant situations where you will try to be more (your selected characteristic):

ACTION	EXPLANATION	DISCOVERIES
WHAT I DID	HOW MY ACTION DEMONSTRATED OR DID NOT DEMONSTRATE MY CHOSEN CHARACTERISTIC EVENTS, CHARACTERS, IDEAS, EVENTS	DISCOVERIES AND CHALLENGES I ENCOUNTERED

Date:

Situation:

Date:

Situation:

Date:

Situation:

Activity Sheet: Final self-reflection



SELECTED SITUATION:

HOW SUCCESSFUL WERE YOU IN MEETING YOUR IDENTIFIED GOAL?

● Anger ● Disgust ● Sadness

Possible criteria indicating success

- Completed my actions in most situations
- Thought more about the attribute
- Affect me personally

WHAT CHALLENGE(S) DID YOU FACE?



WHICH WAS THE MOST SIGNIFICANT CHALLENGE?



Criteria for a significant challenge

- occur frequently
- Effect my ability to carry out actions

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
Inferring	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?
Thinking about cause and effect	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?
Activating prior knowledge	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?
Thinking about details	How would you describe the event/character?	What are the five most important things to know about this event/character?
Explaining	Why do you think the event happened?	What's the most plausible explanation for why the event happened?
Predicting	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
Understanding perspective	What are the points of view/ perspectives in the story?	How similar or different are the characters' points of view/ perspectives?
Assessing merit	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?
Examining an image	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?
Assessing my understanding	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?

