

## BE KIND

by PAT ZIETLOW MILLER illustrated by JEN HILL

## COMPREHENSION FOCUS

**Retelling**  
Identify Key Words

## STANDARD CORRELATION

Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

SEL CONNECTION  
Kindness

## PREPARE

Starting with the title page as page 1 (which includes the title, author, and publisher), use the provided circle stickers and number each of the book's pages. Place a sticky flag on the following pages: 5, 7, 11, 15, 17, 23, 27, and 32.

Create the anchor chart template as shown; it will be completed during the lesson.

STEP  
1**EXPLAIN WHAT THE STRATEGY IS AND WHY READERS USE IT**

A key word is often a noun or a verb that carries the meaning of part of a story. When we read text, if we stop and choose a key word, it will help us remember the key details. As we are reading today's story, we will choose key words to help us remember the important details. This story is all about being kind. We will identify key words that help us remember ways to be kind.

STEP  
2**INTRODUCE THE NEW BOOK**

Tanisha is a girl who spills grape juice all over her new dress. A caring classmate knows she is upset and wants to help her to feel better. She thinks of many ways to be kind. Let's read and learn the many ways she finds to be kind to others.

STEP  
3**READ AND DEMONSTRATE HOW TO USE THE STRATEGY**

**Read pages 3-5.** Tanisha spilled grape juice all over her dress and everyone laughed. Well, almost everyone. One kind classmate remembered her mom said to always be kind. Let's continue reading to see what she does to be kind to Tanisha.

**Read pages 6-7.** She tried to help her feel better by saying her favorite color was purple, but that didn't seem to work. Tanisha ran out into the hall. Let's keep reading.

**Read pages 8-11.** This classmate is really thinking of ways to be kind. While she paints a pretty purple picture, she thinks maybe being kind is giving: giving cookies to someone who's lonely or shoes to someone in need. I'm going to add the key word giving to our chart.

**Read pages 12-15.** She thinks of more ways to be kind. Two of them are helping and paying attention to others. Add the words helping and paying attention to the chart.

**Read pages 16-17.** You can be kind by showing manners or by greeting others using their name. I'm going to add those to the chart.

**Read pages 18-23.** She is starting to realize sometimes being kind is easy, and sometimes it is hard, and sometimes it is the small things that make a big difference.

Turn and talk with a partner about ways you try to be kind. Listen to the partner pairs, and then share some of their ideas.

**Read pages 24-27.** Turn and talk with your partner about these pages. What does the girl think about kindness? Listen to partner pairs and discuss what she discovers. Add kindness spreads to the anchor chart.

**Read pages 28-32.** Turn and talk with your partner about these pages. What did she do that made Tanisha feel better? How did Tanisha respond to her actions (the picture made her feel better because somebody cared about her, she hung the picture in her bedroom)?

STEP  
4**INDEPENDENT PRACTICE**

Download the activity sheet from [pioneervalleybooks.com/st](http://pioneervalleybooks.com/st). Have students draw one way to be kind to others. Display the pictures on the wall.



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STEP 1

**REVIEW THE BOOK**

Have partners retell ways to be kind to others. Use the anchor chart and student pictures from Day 1 as a reminder.

STEP 2

**PROMPT**

Hand out the journals. *We learned that there are many ways to show kindness. Write the following prompt on chart paper as you read it aloud: Write an example of a time when you showed kindness in one of these ways.* Read it again, asking students to read it with you.

STEP 3

**PLAN**

Use the anchor chart and Day 1 pictures as a reference. The key words can remind us of what happened in the story and also help us think of ways we might be kind.

STEP 4

**WRITE**

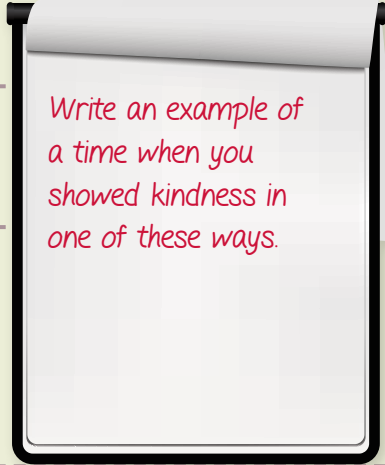
While students are writing, circulate the room and confer with individuals. Have students use their personal word wall as a spelling reference. Assist students with their plan by referencing the anchor chart and Day 1 drawings, orally rehearsing their next sentence, or addressing their individual writing target.

Have students share their writing with a partner.

STEP 5

**EXTEND AND CONNECT THE LEARNING**

Have students select key words to help them retell either fictional or informational text. Then have them use the key words in sentences to retell a story or write facts about a topic.



*Write an example of a time when you showed kindness in one of these ways.*