



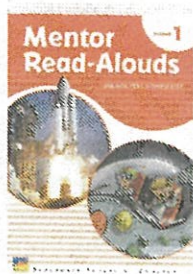
Grade K Unit 1

ESSENTIAL QUESTION

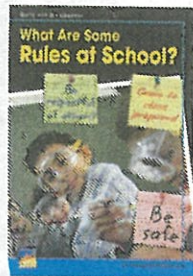
Why do we have rules?

SOCIAL JUSTICE GUIDING QUESTION

How do we know if a rule is fair to everyone?
What can we do if it is not fair?



Mentor Read-Alouds:
Grade K, Vol. 1



Extended Read Big Book



Rules at Home and School

Introduce the Unit Resources

Tell students that in this unit, they will read and compare selections about rules at school and at home.

In this unit, we are going to explore why rules are important. We will read and talk about many texts that help us answer this question.

Introduce the Social Justice Guiding Question (SJGQ)

As you begin the unit, ask students to revisit the SJGQ and the Essential Question. Students should keep a record of their thoughts about both questions.

EQ: Why do we have rules?

SJGQ: How do we know if a rule is fair to everyone? What can we do if it is not fair?

At the end of the unit, the class will revisit the Social Justice Guiding Question alongside the Essential Question and have a class discussion about what it means to be fair. Consider these questions:

- Why are rules sometimes hard to follow?
- How can students express themselves when they think a rule is not fair?
- Does everyone have/follow the same rules? Why or why not?

Do rules change in different places, and if so, why?

Weekly Topic Discussions

Week 1

Who Gets to Play?: In Unit 1 Week 1, an objective asks students to share what they know about rules. Point out to students that rules are made by people who want to be comfortable about choices. People protect what they think is important and make rules to keep what they choose safe. Talk about how even students in kindergarten often set "rules" (e.g. who they let play with them; who they let touch their belongings). Talk about positive and negative consequences when rules are followed or not followed. Follow up by asking students to think about how it feels when someone makes a rule that leaves a person out (for instance, a rule about sitting with only certain people at lunch). Why would that be unfair? What could they do to talk about and change that unfair rule?

Week 2

Just Asking: Week 2 has "Ask and Answer Questions" as an objective. In order to prepare students for a discussion about asking and answering questions, explain that words sometimes hurt other people. Ask student volunteers to share examples of things others have asked that made them feel hurt. Talk with students about how asking questions in certain ways can be hurtful and a means for picking on other people. Ask the students how they could intervene if someone was asking mean, hurtful, or unfair questions.

Week 3

Whose Rules?: This week, students will look at characters and illustrations. Discuss the idea that the way an author thinks and feels will influence how they create their characters. The same is true for illustrators. As they read this week's texts, invite students to think about the characters and the illustrations. Do the characters reflect their communities? Do the schools pictured look like their school?

Grade K Unit 1

SUGGESTED TRADE BOOKS

WEEK 1

Strictly No Elephants
by Lisa Mantchev

WEEK 2

Horrible Bear
by Anne Dymov

WEEK 3

Fair is Fair
by Sandra Vassili

Grade K Unit 1

Supporting a Social Justice Frame



In order to support a social justice frame in your classroom, it is important to keep these points in mind:

- Not all students will have the same thoughts about an issue.
- Learning about social justice means that you have to be informed first so you can support students in the classroom as they identify issues they are interested in.
- Give all students the chance to talk about positive change for people and ways to problem-solve.
- Support social justice thinking by providing opportunities for high-level thinking and analysis in the classroom, allowing students to form opinions and their own "truths" about community concerns.
- Connect lessons to students' lives and validate their experiences.
- Social justice discussions in the classroom are not bound by one "correct response." They allow for multiple perspectives.
- Social justice discussion in the classroom is connected to action.

Selection-Specific Discussion Questions

Mentor Read-Alouds, Vol. 1, "Let's Play by the Rules," page 4: After reading the selection, discuss these questions with students.

- Are teams always fair? Have you ever felt left out? Why? What happened to make you feel that way?
- How can you help another child who is feeling that they are left out?

Mentor Read-Alouds, Vol. 1, "A New Pet," page 8: Ask students what they see in the visuals.

- If we all know there are rules for school, home, stores, and other places we may go, why are there also rules about pets?
- Why are pets allowed in some apartments and not others? What happens when someone else decides if we can have pets in our house/apartment? What if there is a family in the apartment building with allergies? Should they move, or should pets not be allowed?
- What happens when a family can't make their own choices about pets? Is that fair?

"What Are Some Rules at School?": After reading the text, review all of the photos in the book.

- How do the pictures you see compare to your school?
- Why do you think your school looks the same/different?
- What makes us want to take care of the space we are in?

"Rules Are Cool": After reading the selection, point out that sometimes rules are not cool and have to be changed. You could mention how, many years ago, some students were not allowed to go to school together. Black and brown children were not allowed to be in some schools. These rules had to change.

- Why is it important that "uncool" rules can be changed?

Culminating Activity

Rules at Home and School

Return to the Social Justice Guiding Question:

How do we know if a rule is fair to everyone? What can we do if it is not fair?

Let students know that unjust things, such as rules, can be changed. Students can talk about things they can do to be a fair person. What could they do to change rules or other things that may not be fair? Have students make fairness posters for the classroom and the school.

Grade K Unit 1

FOR FURTHER READING

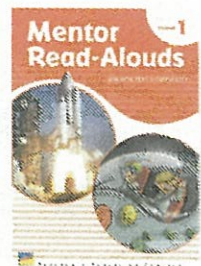
Rulers of the Playground
by Joseph Kuetler



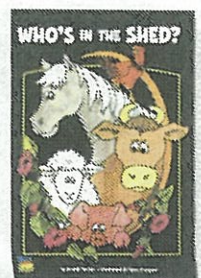
Grade K Unit 4

ESSENTIAL QUESTION
Why do people tell stories?

SOCIAL JUSTICE GUIDING QUESTION
How can stories help us learn about others and also help us see that we may have unfair ideas about others?



Mentor Read-Alouds, Vol. 1



Interview Read Big Book



Writers Tell Many Stories

Introduce the Unit Resources

Tell students that in this unit, they will read and compare stories and discuss why the authors wrote the stories.

In this unit, we will talk about what we learn about others from reading stories. We will also discuss how stories can help us look more closely at the ideas we have about other people.

Introduce the Social Justice Guiding Question (SJGQ)

As you begin the unit, ask students to look at both the EQ and the SJGQ. Students should keep a record of their thoughts about both questions.

EQ: Why do people tell stories?

SJGQ: How can stories help us learn about others and also help us see that we may have unfair ideas about others?

At the end of the unit, the class will revisit the Social Justice Guiding Question and talk about how stories can perpetuate or challenge biased ideas (both positive and negative). Prompt students to consider these questions as they read:

- Why do stories and illustrations sometimes show only one kind of person?
- What do you think the author and illustrator are trying to say about the people represented in the story?
- What would you add to represent your community?

Supporting Critical Literacy¹

Provide opportunities for students to examine texts and illustrations for biases. Selections can be reviewed with these three categories in mind:

- **Linguistic bias:** Look for culturally loaded terms (e.g., "black sheep," "that's ghetto") and sexist language (e.g., "fireman" instead of "firefighter").
- **Stereotyping:** Examine story lines and illustrations for stereotypes about ethnicity, age, gender, socioeconomic status, religion, ability, and culture (e.g., "What do the families in our texts look like?").
- **Imbalance:** Examine text and illustrations for a balanced representation of diverse

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Grade K Unit 4

SUGGESTED TRADE BOOKS

WEEK 1

Town Is by the Sea
by Joanne Schwartz

WEEK 2

Black Is a Rainbow Color
by Angela Joy

WEEK 3

The Sandwich Swap
by Her Majesty Queen Rania Al Abdullah of Jordan

Weekly Topic Discussions

Week 1

Deciding About Others: In this week, students are learning about why authors write stories. Ask them to discuss these questions:

- What might happen if we only read stories by one author or authors from a certain group?
- What might happen if an illustrator draws something or someone they have never actually seen?

Week 2

Include Me, Include Us: Support students in learning about characters by examining characters' responses to different situations. Invite students to assume the role of a character in a text, and then ask these questions:

- If you are playing the role of a character different from yourself, what actions can you take that are welcoming to others? What actions are not welcoming?
- How would it feel if your friends left you out? What might others feel when they see someone like them treated unfairly in texts? Can you make a connection?

Week 3

Views of the World: Discuss the fact that writers and illustrators create work that reflects what they know about—and their understanding of—the world. Have a class discussion to respond to these questions:

- How do we know what we know about the world?
- How does what we know about the world shape the way we view ourselves?
- How do our personal experiences shape our views of others?

Selection-Specific Discussion Questions

Mentor Read-Alouds, Vol. 1, "Who Did It?," page 30

- As you look at the illustrations, what do Mom's face and body language tell you? What might she be thinking about the people answering her questions?
- Sometimes a person does something to help their community, but not everyone may agree that it is good. People may ask, "Who did it?" in an angry way. What happens if someone thinks they already know who is guilty of doing something bad?

Mentor Read-Alouds, Vol. 1, "The Spider and the Deer," page 34

Together with the class, create a T-chart with one column labeled "Scared" and another column labeled "Safe." Ask students the following questions, and use their responses to fill in the chart:

- In the story, what events make Deer feel scared? What does Spider do to help keep Deer safe?
- Have students collaborate to answer the following questions, sharing their own experiences in their communities if they wish:
- What are small and large ways that people can help if someone is in danger?
- Can you think of any times when an individual helped another person even though they may not have known each other?
- How does helping someone who is different from ourselves help us learn about each other?

Who's in the Shed?

As students think about the story, ask these questions:

- How do you feel when someone stares at you? How do you think the bear felt, and why? What lets some people feel like they can judge others? Is that fair?
- Think about the bear. He had been captured and taken to a circus, and now he is in a barn being stared at by farm animals. What could the farm animals do that would not be offensive to the experiences and feelings of the bear?
- How would you have responded to both the bear and the farm animals?

Ungalala

The other animals didn't see how special Tortoise was until she helped them find the special tree. Discuss the idea that, when we look at people, we may think we "see" who they are. But we can make mistakes because we see others a certain way, not as who they truly are.

- What are some adjectives, or describing words, that we can use about people both inside and outside of our own communities?

Culminating Activity

Looking at Writers Tell Many Stories

Return to the Social Justice Guiding Question:

How can stories help us learn about others and also help us see that we may have unfair ideas about others?

Have a class discussion about how stories can perpetuate or challenge biased ideas (both positive and negative) about people and places. You may wish to revisit the questions you posed at the beginning of the unit (students can discuss specific texts from the unit or other texts they have read):

- Why do stories and illustrations sometimes show only one kind of person?
- What do you think the author and illustrator are trying to say about the people represented in the story?
- What would you add to represent your community?

Then have students collaborate to write a class story that includes people from their community as well as other diverse communities. The focus should be on highlighting positive characteristics, as well as on how to respond to and change negative characteristics.

FOR FURTHER READING

Crow Brothers
by Jiang Jin

Supporting
Meaningful Discussions

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Leland and Horste (2000)³ suggest the following for teachers who wish to take a critical approach as their class reads and discusses texts:

- Make differences visible rather than ignoring them.
- Share histories and stories of those who have been marginalized in the past or present.
- Stress that both young and older people can take action.
- Examine how meaning and importance are communicated and how this creates the idea of "other."
- Be honest; there is struggle and the outcome is not always a perfect ending.



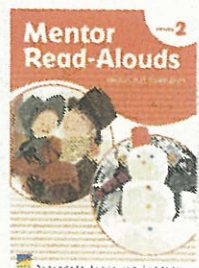
Grade K Unit 6

ESSENTIAL QUESTION

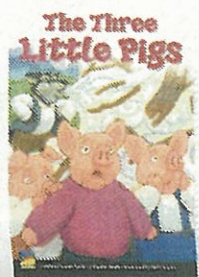
How do we know what is right?

SOCIAL JUSTICE GUIDING QUESTION

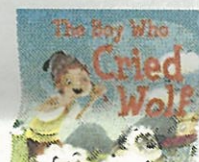
How can the messages in stories make us feel safe and proud of who we are? When do these messages not make us feel safe and proud?



Mentor Read-Alouds, Vol. 2



Extended Read Big Book



Stories Have a Message

Introduce the Unit Resources

In this unit, students will learn that stories can have messages for readers.

Introduce the Social Justice Guiding Question (SJGQ)

As you begin the unit, ask students to look at both the EQ and the SJGQ. Students should keep a record of their thoughts about both questions.

EQ: *How do we know what is right?*

SJGQ: *How can the messages in stories make us feel safe and proud of who we are? When do these messages not make us feel safe and proud?*

At the end of the unit, the class will revisit the Social Justice Guiding Question alongside the Essential Question and have a discussion about the ways people can identify themselves and their families, and the ways others may identify them. Consider these questions:

- *What are the things that make a person who they are?* (appearance, culture, language, etc.)
- *How do the pictures and illustrations in stories send messages?*
- *How can we help others understand what is true or not true about those messages?*

Supporting Critical Literacy¹

Provide opportunities for students to examine texts and illustrations for biases. Selections can be reviewed with these three categories in mind:

- **Linguistic bias:** Look for culturally loaded terms (e.g., "black sheep," "that's ghetto") and sexist language (e.g., "fireman" instead of "firefighter").
- **Stereotyping:** Examine story lines and illustrations for stereotypes about ethnicity, age, gender, socioeconomic status, religion, ability, and culture (e.g., "What do the families in our texts look like?").
- **Imbalance:** Examine text and illustrations for a balanced presentation of diverse

PD

Grade K Unit 6

SUGGESTED TRADE BOOKS

WEEK 1

Rosa
by Nikki Giovanni

WEEK 2

Love as Strong as Ginger
by Lenore Look

WEEK 3

Hey, Wait! A Story of Art and Community
by Susan Verde

Weekly Topic Discussions

Week 1

Stand Up: In Week 1, lessons include learning about how stories and illustrations have messages for readers. Help students decide when those messages are not fair or right. Explain that sometimes those messages can make us feel unsafe.

- *When we are afraid, is there anything we can do to feel safe?*
- *How can we choose to stand up for ourselves and others in a way that is fair and safe?*

Week 2

Families Are Not All the Same: In Week 2, lessons continue to focus on using the illustrations as context clues for the message from the story. As students look at the illustrations and the text together, ask them to consider the families they have seen so far in texts. Then discuss that families have things that make them similar and different. Members of a family care for one another, and each family is unique (e.g., friends can be "family"; families can be mixed race; families may have foster or adopted children; families can have a single parent; families can have same-sex parents). Ask students during a class conversation to consider the possibilities that families are not bound by dominant social ideas (mom and dad). Remind students that we see what is the same and different about each family, and all are interesting.

Week 3

Locations: In Week 3, lessons encourage students to think about setting through text and illustrations. As students think about setting, ask them to imagine a different setting for the story and respond to these questions:

- *How would the story be different? What if the community looked different?* (buildings, trees, streets, farms, etc.)
- *How would the new setting affect the characters there? Think about how some communities are labeled "bad." How are they actually "good"?*
- *How do illustrations make us feel when the place where we live doesn't match what we see? How can we see the "good" in our communities?*

Teaching Tolerance²

PD

Teaching Tolerance recommends that educators consider the following to support anti-racist instruction:

1. Allow students to speak out against bias and injustice.
2. Affirm students' ethnic, cultural, racial, and linguistic identities, and create a safe learning environment for diverse identities.
3. Utilize instructional strategies that support diverse learning preferences while developing critical thinking skills.
4. Make real-world connections to content and learning.

Selection-Specific Discussion Questions

Mentor Read-Alouds, Vol. 2, "All Together Now!," page 4

After reading the selection, have students collaborate on responses to the following questions:

- Who is missing from the story if it describes animals only as "he," "his," and "him"?
- What do you think this tells you about female characters in stories?

Ask students to look at the illustrations. Could any of the characters be girls? Which ones, and why? What messages is this story sending about boys and girls and what they do? Is this fair? Why or why not?

Mentor Read-Alouds, Vol. 2, "A House for Max," page 8

After reading, ask students to look at each illustration and have a collaborative conversation about the following:

- What messages about the family are shown by the illustrations? Make a list.
- Look especially closely at what each character is good at. Is this always right about boys and girls? Moms and dads?

Chart the student responses, and then return to the list and ask students to identify positive and negative messages. Ask students to talk about some qualities classmates have that are similar to the positive messages in the illustrations.

The Three Little Pigs

After reading the text, have students think about and respond to the following:

- Why might children have to leave a parent's house? What might this feel like? Is it always the child's choice? What can children say to adults when they want to feel safe about going somewhere?
- The wolf threatens to blow the pigs' houses down. What might it be like to feel unsafe in your own home?

The Boy Who Cried Wolf

After reading the selection, have students think about and respond to the following:

- Look at the illustrations. What do you see, and what does it make you want to ask the characters?
- Who is left out of the story when you look at the illustration of the town?
- How is the way the boy sees himself different from the way the villagers see him?

Culminating Activity

Looking at Stories Have a Message

Return to the Social Justice Guiding Question:

How can the messages in stories make us feel safe and proud of who we are? When do these messages not make us feel safe and proud?

Revisit the Social Justice Guiding Question alongside the Essential Question, and have a class discussion about the ways people can identify themselves and their families, and the ways others may identify them. Consider these questions:

- What are the things that make a person who they are? (appearance, culture, language, etc.)
- How do the pictures and illustrations in stories send messages?
- How can we help others understand what is true or not true about those messages?
- How can pictures and illustrations in stories send negative messages about groups of people? How can pictures and illustrations send positive messages?

Students will draw their own counter-narrative art by first talking about how illustrations can create false ideas about diverse communities.

Then ask students to create positive art. Have them think of a story character or a real person they know who may be struggling. Ask them to draw that character or person being supported and understood. Encourage them to draw what is right and true about that person.

Drawings can be displayed.³

FOR FURTHER READING

The Ugly Vegetables
by Grace Lin