

KINDERANDFIRSTIE BOOKKLUB

CELEBRATING DIFFERENCES



©Tara West Little Minds at Work

KINDERANDFIRSTIE BOOKKLUB

KINDERANDFIRSTIE BOOKKLUB is the property of Tara West and is protected through copyright and trademark registrations. All rights reserved.

No part of this digital download may be reproduced electronically, shared without additional licenses, or placed on the internet for others to access without the prior permission from the publisher, Tara West.

If you are a school district using this download as curriculum for more than one teacher an additional school license will need to be purchased.

This product is not sponsored or endorsed by the Common Core State Standards Initiative.

Fonts used within this download are intellectual property of Kimberly Geswein.

The clipart images are intellectual property of Sarah Oshea of Educlips, Laura Strickland of Whimsy Clips, LittleRed, Victoria Saied and Tricia Crutchfield of 2 Super Teachers, and Melissa Rodger of Pink Cat Studio.

Contact Information

Email: littlemindsatworkllc@gmail.com

Website: www.littlemindsatwork.org

Store: <http://www.teacherspayteachers.com/Store/Tara-West>

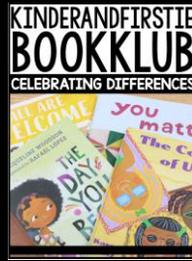
Celebrating Differences

Celebrating Differences



KINDERANDFIRSTIE BOOKKLUB:

Celebrating Differences



KINDERANDFIRSTIE
BOOKKLUB:
Celebrating Differences

KINDERANDFIRSTIE
BOOKKLUB:
Celebrating Differences

KINDERANDFIRSTIE
BOOKKLUB



KINDERANDFIRSTIE BOOKKLUB

	Monday	Tuesday
<p>Week Standard Objective: I can ask and answer questions about key details in a text.</p> <p>Week Theme: Diversity</p> <p>Close Read Texts: You Matter {Christian Robinson} The Colors of Us {Karen Katz} All Are Welcome {Alexandra Penfold} The Day You Begin {Jacqueline Woodson}</p> <p>Essential Questions: What was the author's purpose for writing the story? Why is diversity important?</p> <p>Week "I can statements": *I can identify the reason why the author wrote the story. *I can explain why diversity is important.</p> <p>Comprehension Strategy: Connections</p> <p>Story Elements: Setting</p>	<p>Phonemic Awareness: Objective: Manipulating Sounds. I'm going to say a word, and you will change one of the sounds in the word to make a new word.</p> <p>Plug - /pl/ to /sl/, place - /ā/ to /u/, hog - /o/ to /u/, fly - /fl/ to /cr/.</p> <p>Reader's Workshop {Close Read}: Day One Text: <u>You Matter</u> by Christian Robinson.</p> <p>Vocabulary</p> <p><u>tide</u>: the flow of the ocean's water (Move your hand like a wave away from your body and then towards your body.)</p> <p><u>pest</u>: someone or something that annoys or bothers others (Wave your hand like you are shooing away an insect.)</p> <p><u>gassy</u>: having a substance that is like air (Fill your cheeks with air.)</p> <p>Questions</p> <ol style="list-style-type: none"> How does the illustrator's picture on pages 9-10 help support the words "When something is just out of reach"? How do the illustrations on pages 19-20 connect to those found on pages 21-22? How does the illustrator's picture on pages 23-24 help support the words "Sometimes you feel lost and alone"? <p>Independent Practice: "Capture THIS and THAT" OR follow-up task of choice</p>	<p>Phonemic Awareness: Objective: Manipulating Sounds. I'm going to say a word, and you will change one of the sounds in the word to make a new word.</p> <p>Pace - /p/ to /f/, stop - /o/ to /e/, tape - /ā/ to /a/, moon - /n/ to /d/.</p> <p>Reader's Workshop {Close Read}: Day Two Text: <u>The Colors of Us</u> by Karen Katz.</p> <p>Vocabulary</p> <p><u>cinnamon</u>: a sweet spice made from the bark of a special tree and used in cooking and baking (Use one arm to form a bowl and use your other hand to stir.)</p> <p><u>butterscotch</u>: a hard candy made by boiling butter, sugar, and water (Pretend to unwrap a piece of candy and pop it in your mouth.)</p> <p><u>jewel</u>: a valuable stone that has been cut and polished (Show your hand like you are wearing a ring.)</p> <p>Questions</p> <ol style="list-style-type: none"> What does Lena's mom mean when she says that she could eat her up? How did Lena's understanding of the color brown change from the beginning of the story to the end? What does Lena mean at the end of the book when she says, "The colors of us!"? Use text evidence to support your answer. <p>Independent Practice: "Listen and Draw" OR vocabulary follow-up task of choice</p>

Celebrating Differences

©Tara West

Wednesday	Thursday	Friday
<p>Phonemic Awareness: Objective: Manipulating Sounds. <i>I'm going to say a word, and you will change one of the sounds in the word to make a new word.</i></p> <p>Gate - /t/ to /m/, park - /k/ to /t/, tip - /i/ to /o/, brow - /br/ to /c/.</p>	<p>Phonemic Awareness: Objective: Manipulating Sounds. <i>I'm going to say a word, and you will change one of the sounds in the word to make a new word.</i></p> <p>Snake - /ā/ to /a/, moose - /m/ to /g/, star - /st/ to /c/, chair - /ā/ to /ō/.</p>	<p>Phonemic Awareness: Objective: Manipulating Sounds. <i>I'm going to say a word, and you will change one of the sounds in the word to make a new word.</i></p> <p>Rock - /ck/ to /t/, plane - /n/ to /t/, yam - /y/ to /j/, smell - /e/ to /i/.</p>
<p>Reader's Workshop {Close Read}: Day Three Text: <u>All Are Welcome</u> by Alexandra Penfold.</p> <p>Vocabulary</p> <p>gather: to bring people together in a group (Open your arms out wide and then bring them together in front of you to form a large circle.)</p> <p>community: a group of people who live in the same area (Lock arms with two other people.)</p> <p>diversity: having people who are different races or who have different cultures in a group (Show your hand and wear a proud smile.)</p> <p>Questions</p> <ol style="list-style-type: none"> On pages 1-2, how does the illustration support the words "All are welcome here"? What does the author mean when she says, "A dozen different kinds of bread"? Why is diversity considered a strength? Use text evidence and the illustrations to support your answer. 	<p>Reader's Workshop {Close Read}: Day Four Text: <u>The Day You Begin</u> by Jacqueline Woodson.</p> <p>Vocabulary</p> <p>souvenir: something that is kept as a reminder of somewhere you went (Pretend to open up a suitcase and take something out.)</p> <p>kimchi: a Korean food made up of seasoned vegetables that have gone through a chemical change (Rub your stomach.)</p> <p>steel: a strong, hard material (Pretend to try and bend something that is not flexible.)</p> <p>Questions</p> <ol style="list-style-type: none"> How do you think Rigoberto felt when the students laughed at him? How did that feeling change when the teacher said his name? How do you think the young boy with the book felt when he was told, "I don't want him on our team"? How was Angelina's summer different than that of some of her classmates? 	<p>Reader's Workshop {Close Read}: Day Five Objective: Review.</p> <p>Review the four books read this week as well as the vocabulary words and essential questions.</p> <p>Discuss: Wrap up the week's theme with a class discussion. Ask the following question for students to discuss their thoughts.</p> <p>What was the author's purpose for writing the story? Why is diversity important?</p> <p>Journal prompt: How can you help all children feel welcome?</p> <p>Theme craft: Have students create a thumbprint rainbow craft. Supply students with a plain white sheet of paper. Students will dip their thumb into each color of paint as they add on the rainbow arcs. Add on the optional (and included) label to their student rainbow crafts.</p> 
<p>Independent Practice: Setting: What is the setting in the story? Where did the story take place?</p>	<p>Independent Practice: Connections: What is a difference about you that can be celebrated?</p>	<p>Independent Practice: Weekly assessment</p>

**Celebrating Differences
Additional Resources**

Essential Questions

What was the author's purpose for writing the story?

Why is diversity important?

Theme: Diversity

"I can" Statements

I can identify the reason why the author wrote the story.

I can explain why diversity is important.

Theme: Diversity



tide

You Matter



pest

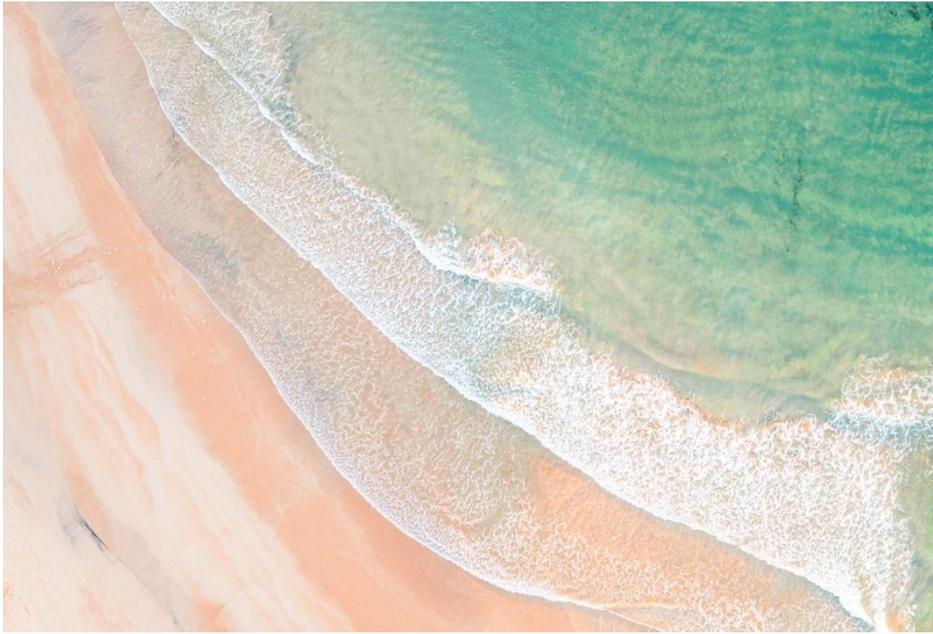
You Matter



gassy

You Matter

You Matter



tide

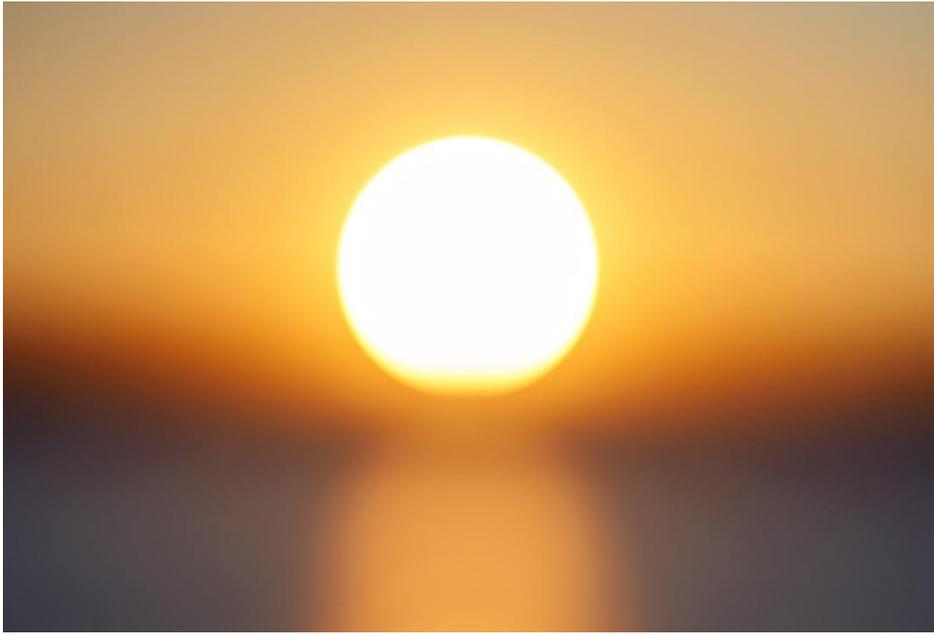
You Matter



pest

You Matter

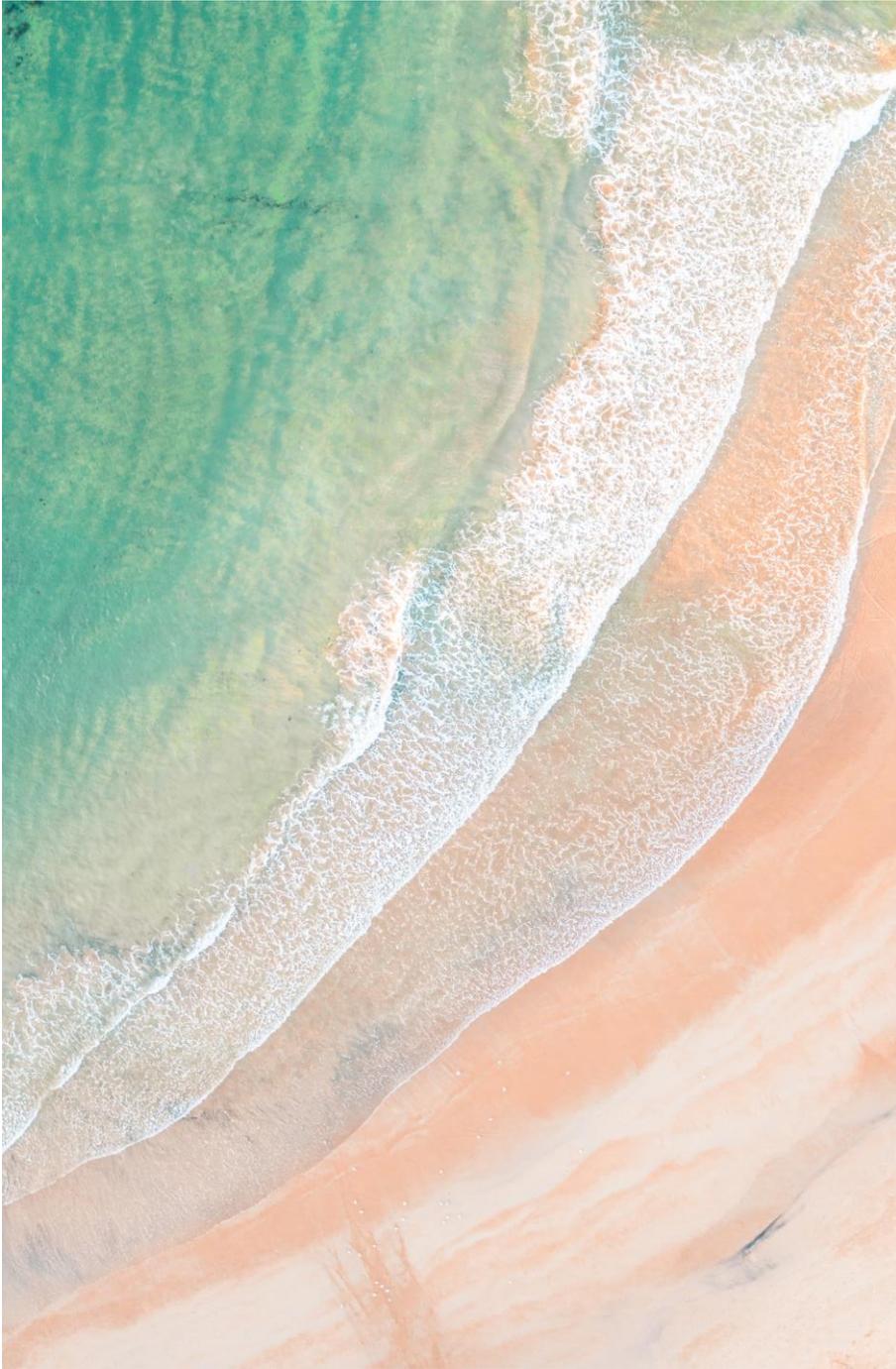
You Matter



gassy

You Matter

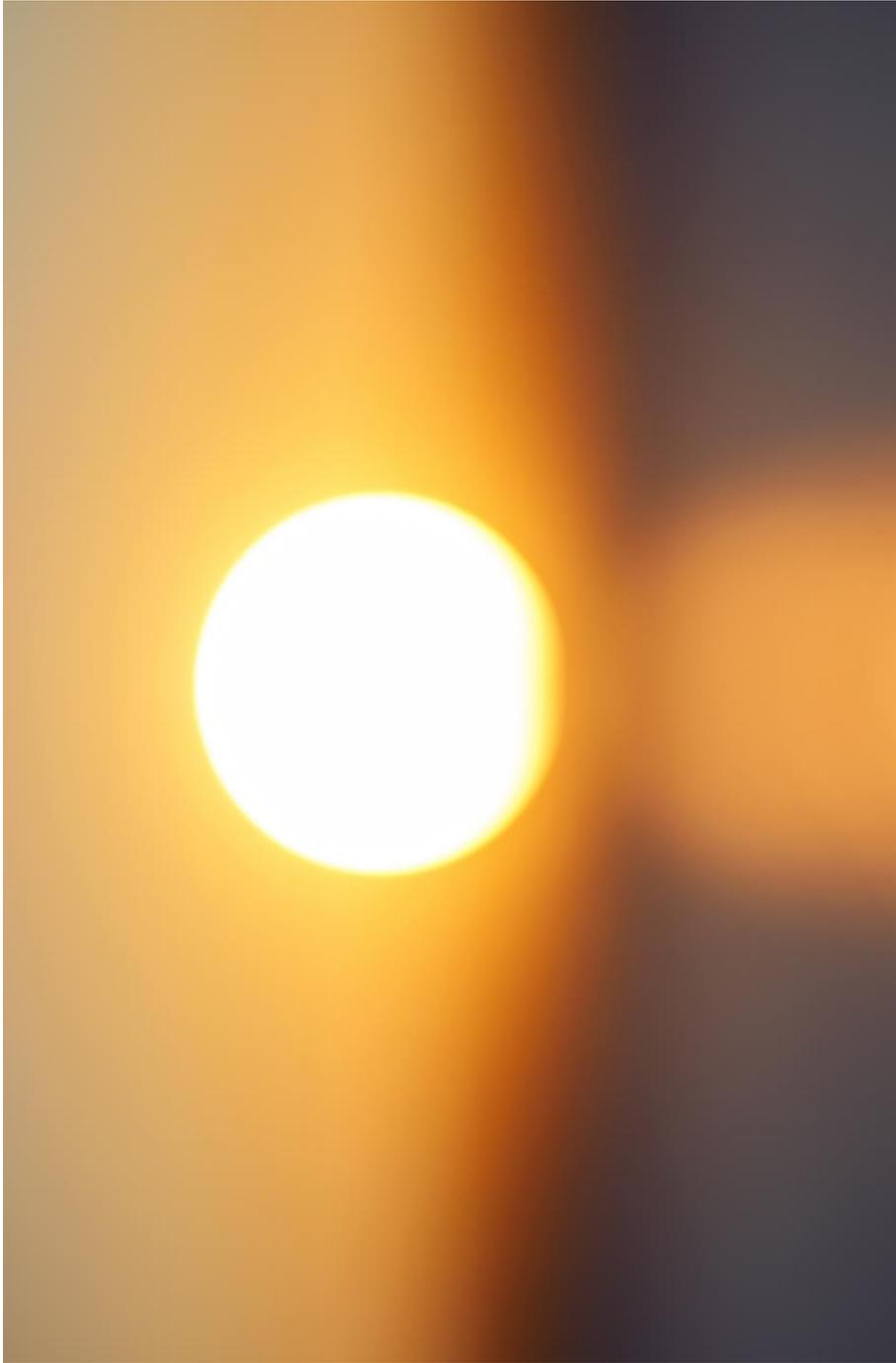
You Matter



tide



pest

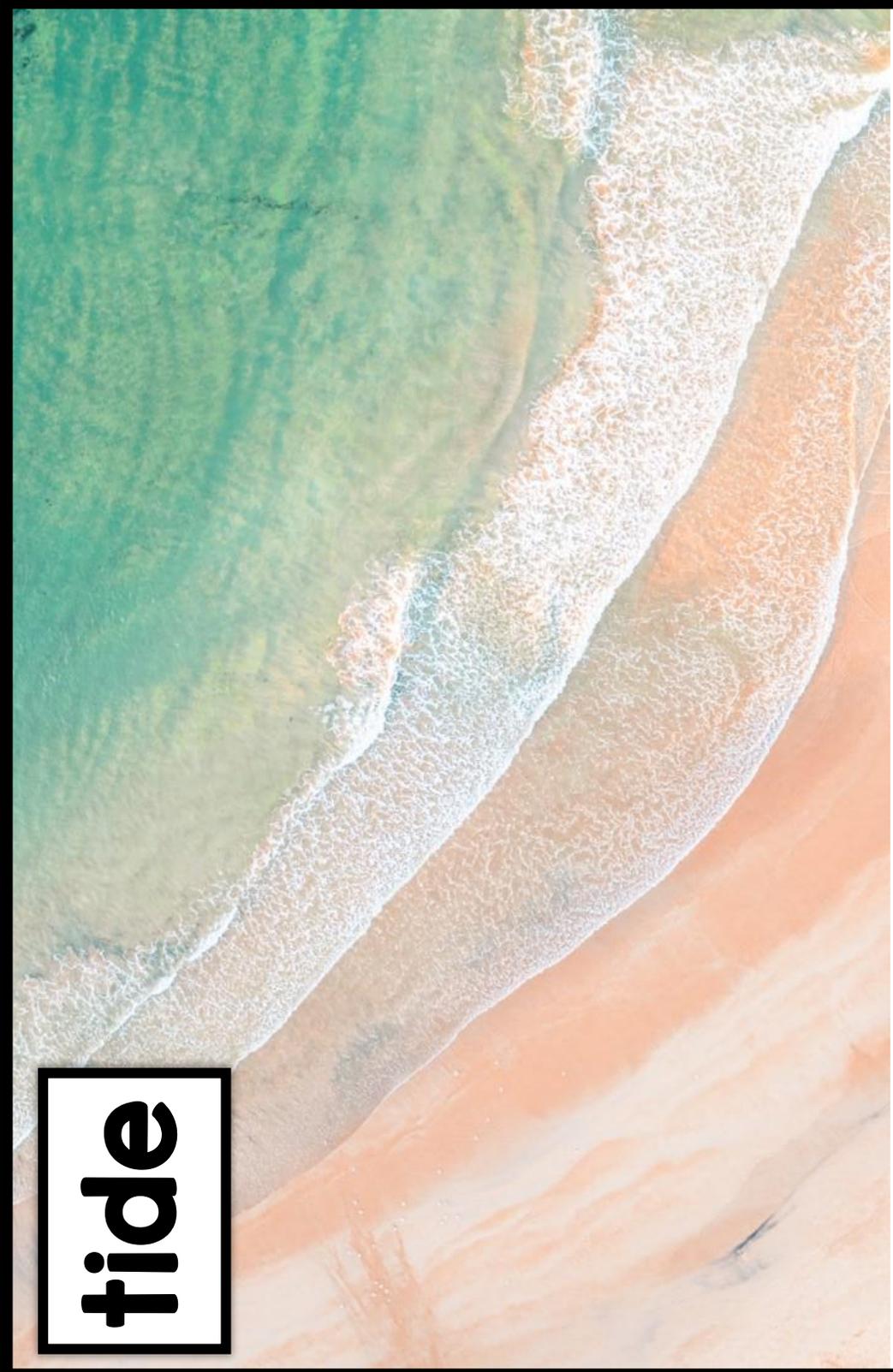


gassy

You Matter

You Matter

©Tara West



tide

**the flow of the ocean's
water**

You Matter

You Matter

©Tara West

pest



**someone or something that
annoys or bothers others**

You Matter

You Matter

©Tara West

gassy



**having a substance that
is like air**

You Matter

You Matter

©Tara West

	tide
	pest
	gassy
<small>You Matter</small>	

	tide
	pest
	gassy
<small>You Matter</small>	

	tide
	pest
	gassy
<small>You Matter</small>	

	tide
	pest
	gassy
<small>You Matter</small>	

	tide
	pest
	gassy
<small>You Matter</small>	

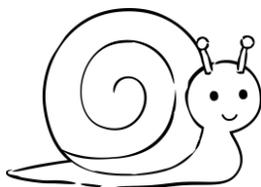
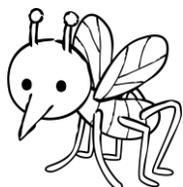
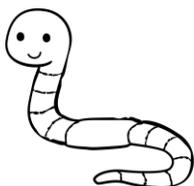
	tide
	pest
	gassy
<small>You Matter</small>	

Name: _____



Directions: Color what was a pest in the story. Color what was lost in the story.

pest



lost

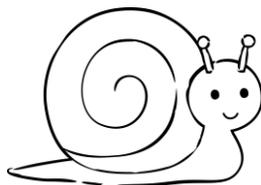
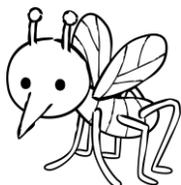
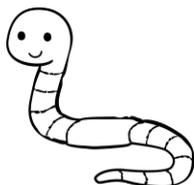


Name: _____

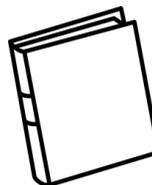


Directions: Color what was a pest in the story. Color what was lost in the story.

pest



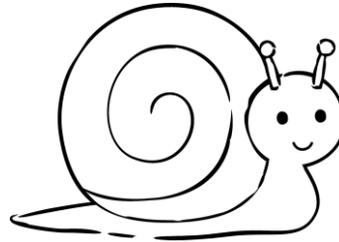
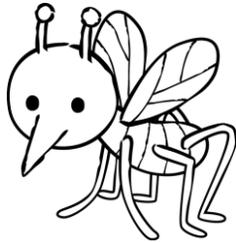
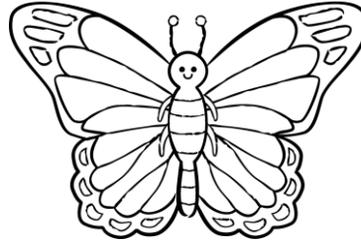
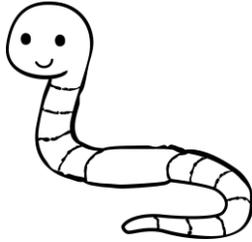
lost



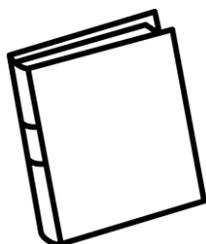
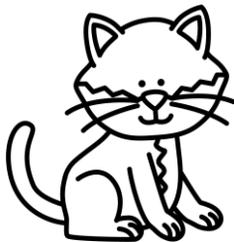


Directions: Color what was a pest in the story. Color what was lost in the story.

pest



lost



Name: _____

Capture This and That



Directions: Illustrate what was a pest in the story and what was lost in the story.

Name: _____

Capture This and That



Directions: Illustrate what was a pest in the story and what was lost in the story.

Name: _____



Directions: Illustrate what was a pest in the story and what was lost in the story.

A large, empty rectangular box with a thick black border, intended for the student to draw the 'pest' from the story.A second large, empty rectangular box with a thick black border, intended for the student to draw the 'lost' item from the story.

Name: _____



Directions: What was a pest in the story? What was lost in the story?

Blank writing area with a solid top line, a dashed middle line, and a solid bottom line.

Blank writing area with a solid top line, a dashed middle line, and a solid bottom line.

Name: _____



Directions: What was a pest in the story? What was lost in the story?

Blank writing area with a solid top line, a dashed middle line, and a solid bottom line.

Blank writing area with a solid top line, a dashed middle line, and a solid bottom line.

Name: _____



Directions: What was a pest in the story? What was lost in the story?

Blank writing area with a solid top line, a dashed middle line, and a solid bottom line.

Blank writing area with a solid top line, a dashed middle line, and a solid bottom line.



cinnamon

The Colors of Us



butterscotch

The Colors of Us



jewel

The Colors of Us



cinnamon

The Colors of Us



butterscotch

The Colors of Us

The Colors of Us



jewel

The Colors of Us

The Colors of Us



cinnamon



butterscotch

The Colors of Us

The Colors of Us

©Tara West



jewel

cinnamon



**a sweet spice made from the bark
of a special tree and used in
cooking and baking**

The Colors of Us

butterscotch



**a hard candy made by boiling
butter, sugar, and water**

jewel



**a valuable stone that has
been cut and polished**

The Colors of Us

The Colors of Us

©Tara West



cinnamon



butterscotch



jewel



cinnamon



butterscotch



jewel



cinnamon



butterscotch



jewel



cinnamon



butterscotch



jewel



cinnamon



butterscotch



jewel



cinnamon



butterscotch



jewel

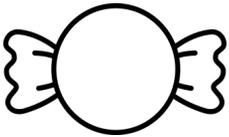
Name: _____

Listen and Draw



Directions: Color the picture that shows butterscotch and the picture that shows a jewel.

butterscotch



jewel



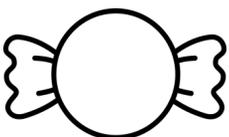
Name: _____

Listen and Draw



Directions: Color the picture that shows butterscotch and the picture that shows a jewel.

butterscotch



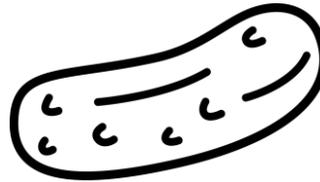
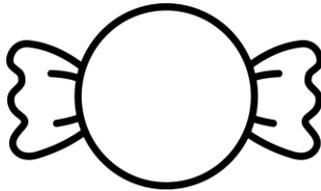
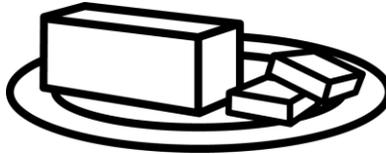
jewel





Directions: Color the picture that shows **butterscotch** and the picture that shows a **jewel**.

butterscotch



jewel

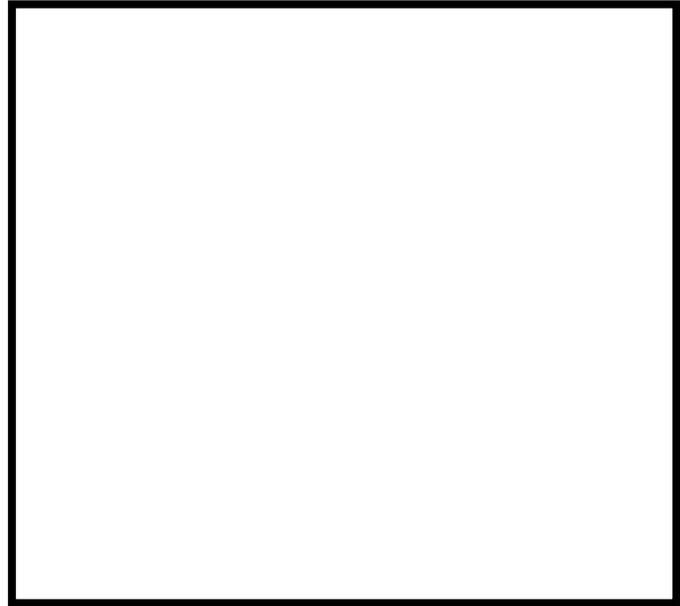


Name:

Listen and Draw



Directions: Illustrate a piece of butterscotch and a jewel.



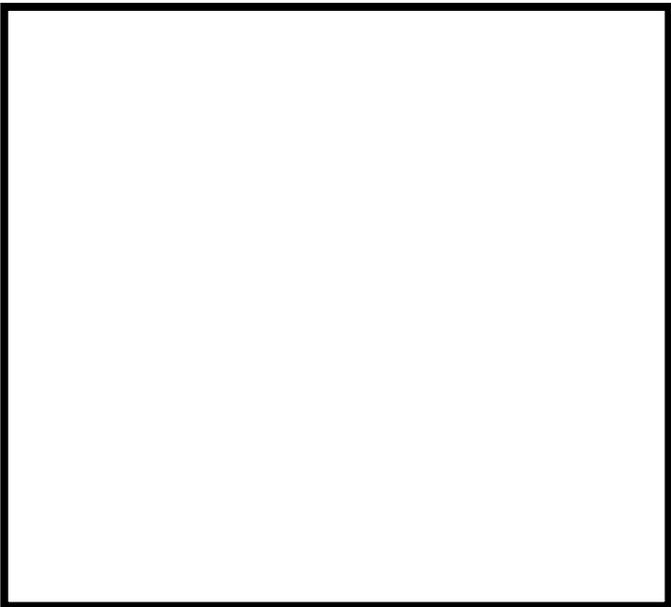
©Tara West

Name:

Listen and Draw



Directions: Illustrate a piece of butterscotch and a jewel.



©Tara West

Name: _____

Listen and Draw



Directions: Illustrate a piece of butterscotch and a jewel.

A large, empty rectangular box with a thick black border, intended for drawing a piece of butterscotch.A large, empty rectangular box with a thick black border, intended for drawing a jewel.

Name: _____

Listen and Draw



Directions: What is **butterscotch**? What is a **jewel**?

Blank writing area with a solid top line, a dashed middle line, and a solid bottom line.

Blank writing area with a solid top line, a dashed middle line, and a solid bottom line.

Name: _____

Listen and Draw



Directions: What is **butterscotch**? What is a **jewel**?

Blank writing area with a solid top line, a dashed middle line, and a solid bottom line.

Blank writing area with a solid top line, a dashed middle line, and a solid bottom line.

Name: _____

Listen and Draw



Directions: What is **butterscotch**? What is a **jewel**?

Blank writing area for the first response, featuring a large empty box at the top and a set of primary writing lines (solid top and bottom lines with a dashed middle line) below.

Blank writing area for the second response, featuring a large empty box at the top and a set of primary writing lines (solid top and bottom lines with a dashed middle line) below.



gather

All Are Welcome



community

All Are Welcome



diversity

All Are Welcome

All Are Welcome



gather

All Are Welcome



community

All Are Welcome

All Are Welcome



diversity

All Are Welcome

All Are Welcome



All Are Welcome

gather

All Are Welcome

©Tara West



All Are Welcome

community



diversity

All Are Welcome



gather

**to bring people
together into a group**

All Are Welcome

All Are Welcome

©Tara West

community



**a group of people who
live in the same area**

All Are Welcome



diversity

**having people who are different
races or who have different
cultures in a group**

All Are Welcome



gather



community



diversity

All Are Welcome



gather



community



diversity

All Are Welcome



gather



community



diversity

All Are Welcome



gather



community



diversity

All Are Welcome



gather



community



diversity

All Are Welcome



gather



community



diversity

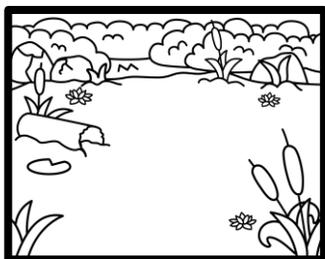
All Are Welcome

Name: _____

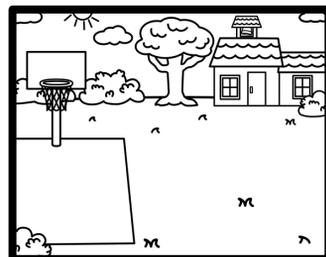
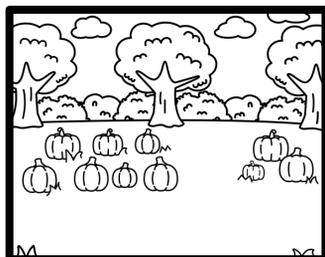
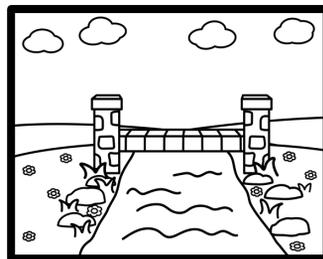
Search and Find



Directions: Color the setting of the story.



setting

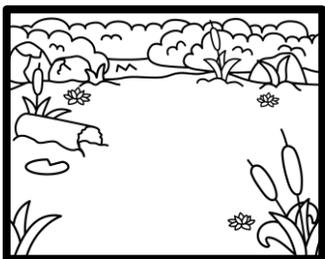


Name: _____

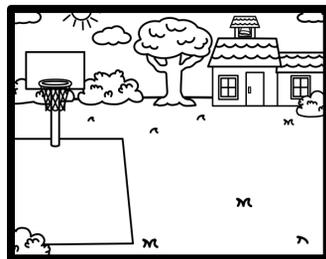
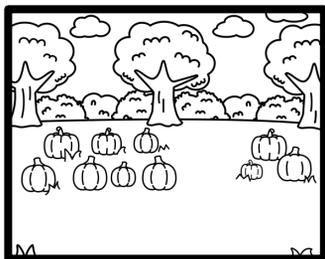
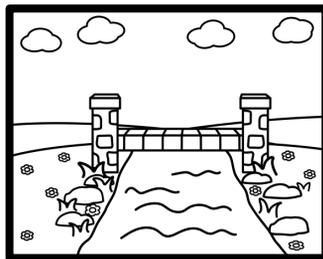
Search and Find



Directions: Color the setting of the story.



setting

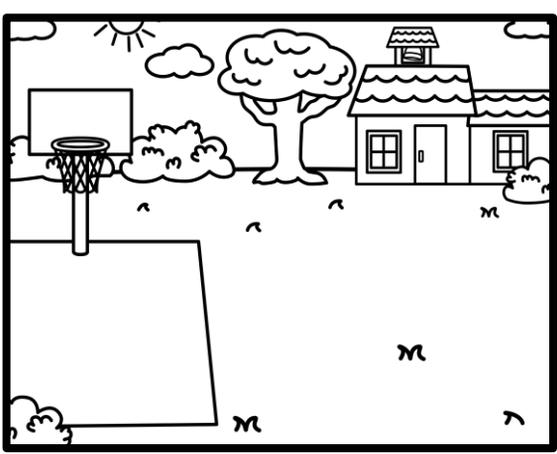
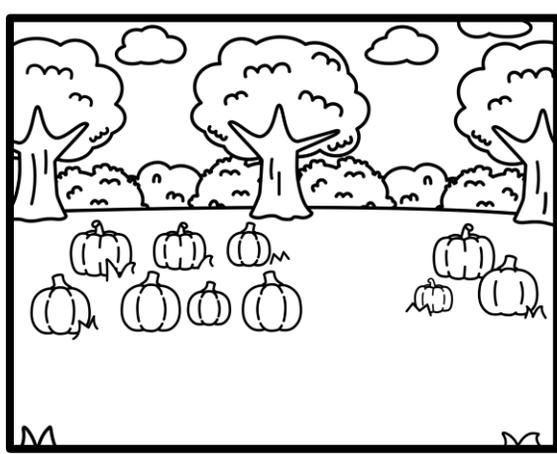
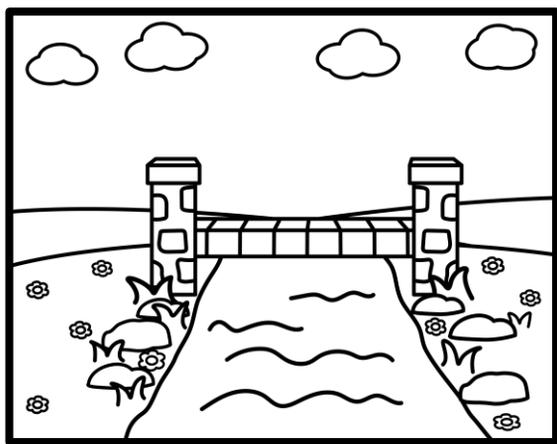
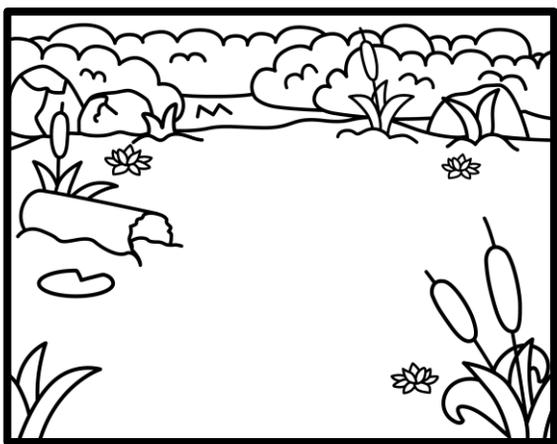




Directions: Color the setting of the story. Label the setting.



Setting



All Are Welcome

Name: _____

Search and Find



Directions: Illustrate one of the settings in the story.

©Tara West

All Are Welcome

Name: _____

Search and Find



Directions: Illustrate one of the settings in the story.

©Tara West



Directions: Illustrate one of the settings in the story.



Setting

A large, empty rectangular box with a thick black border, intended for the student to draw a setting from the story.



All Are Welcome

Name:

Search and Find



Directions: What was one of the settings in the story?

©Tara West



All Are Welcome

Name:

Search and Find



Directions: What was one of the settings in the story?

©Tara West



Directions: What was one of the settings in the story?



Setting

A large rectangular box for writing, containing two sets of primary writing lines. Each set consists of a solid top line, a dashed middle line, and a solid bottom line.



souvenir

The Day You Begin



kimchi

The Day You Begin



steel

The Day You Begin

The Day You Begin



souvenir

The Day You Begin



kimchi

The Day You Begin

The Day You Begin



steel

The Day You Begin

The Day You Begin



kimchi

The Day You Begin



The Day You Begin

steel

The Day You Begin

©Tara West

kimchi



**a Korean food made up of
seasoned vegetables that have
gone through a chemical change**

The Day You Begin

The Day You Begin



steel

a strong, hard metal

The Day You Begin

The Day You Begin

©Tara West



souvenir



kimchi



steel

The Day You Begin



souvenir



kimchi



steel

The Day You Begin



souvenir



kimchi



steel

The Day You Begin



souvenir



kimchi



steel

The Day You Begin



souvenir



kimchi



steel

The Day You Begin



souvenir



kimchi



steel

The Day You Begin

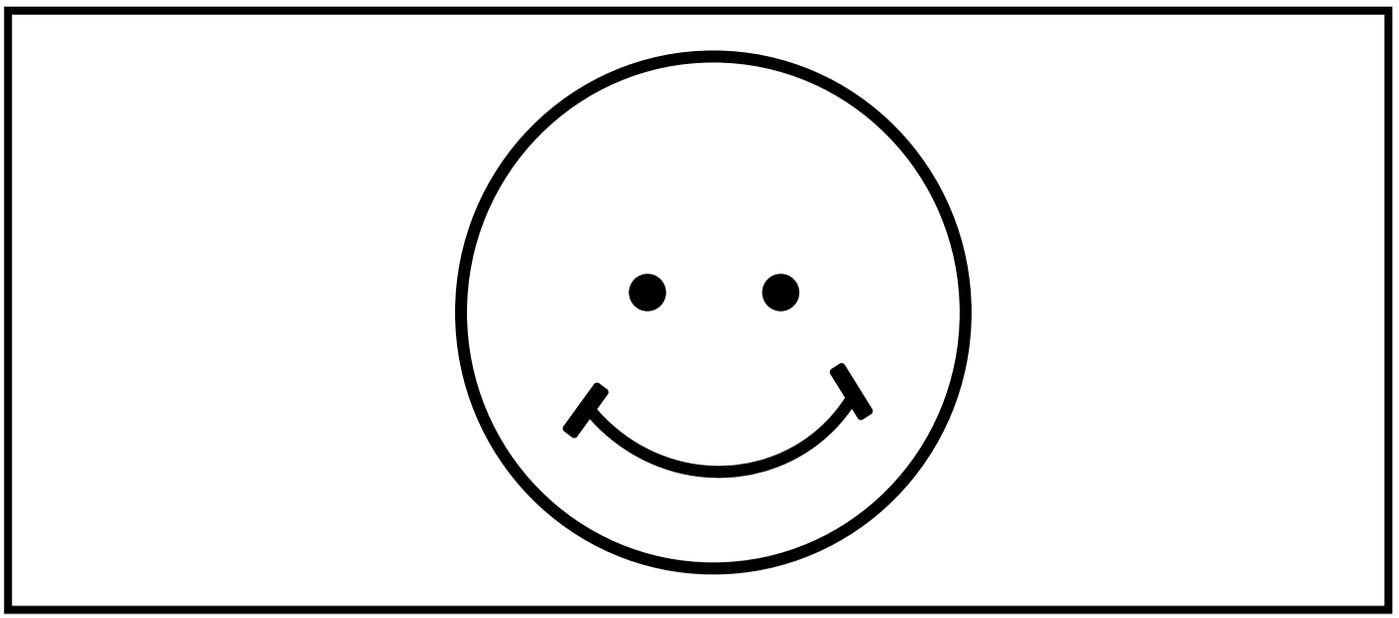
**The Day
You
Begin**

Name: _____

Connect It!



Directions: Add features to the face so that it looks like you.



©Tara West

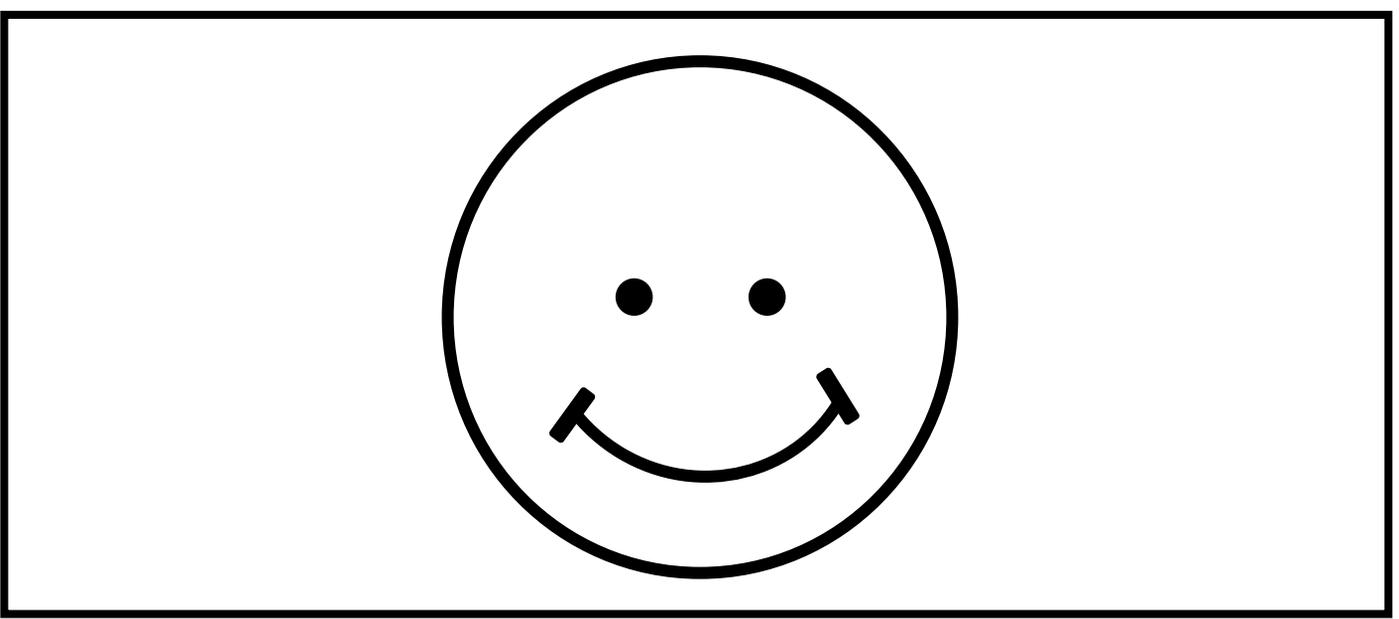
**The Day
You
Begin**

Name: _____

Connect It!



Directions: Add features to the face so that it looks like you.



©Tara West

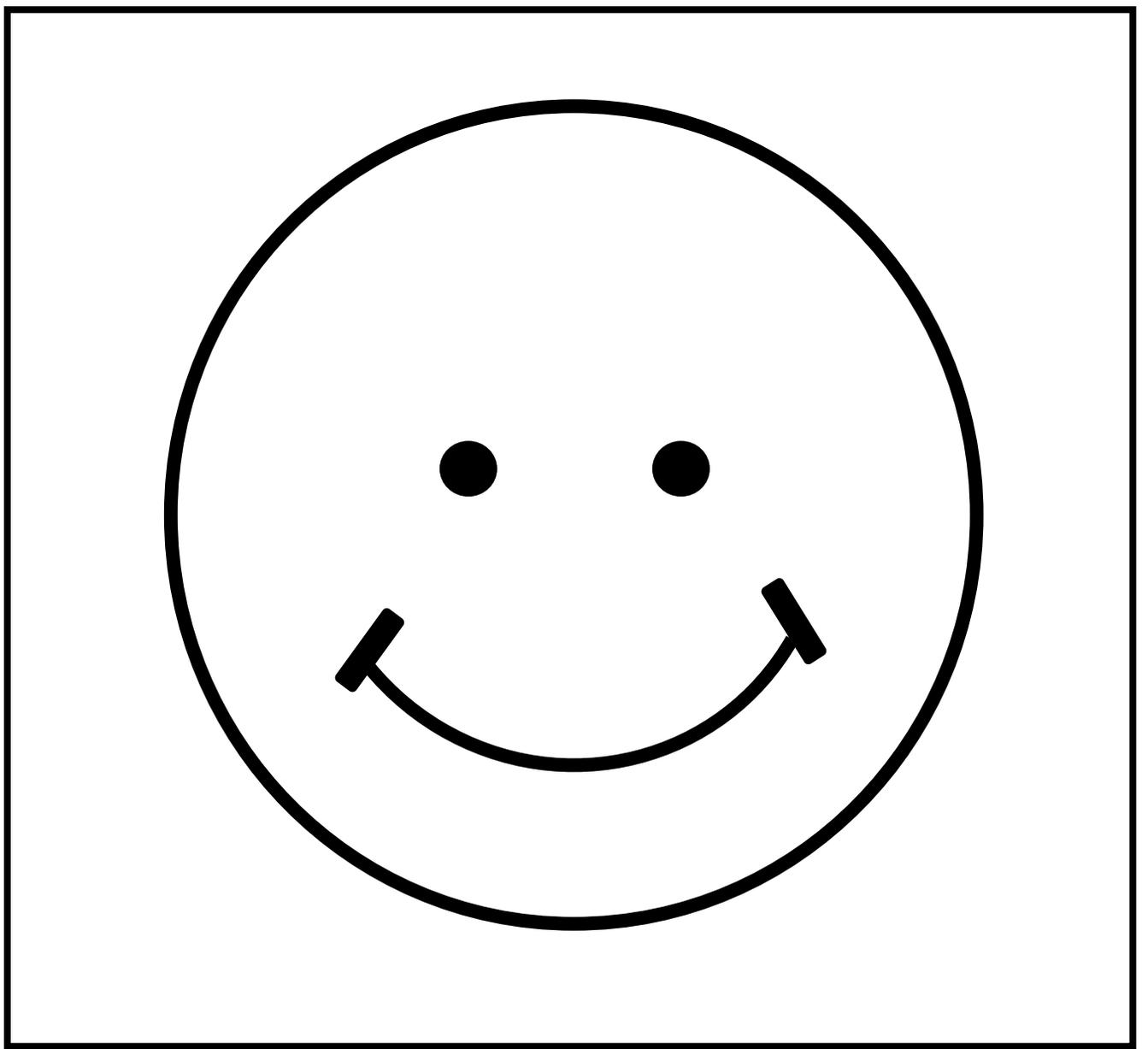
Name: _____



Directions: Add features to the face so that it looks like you.



Connections



**The Day
You
Begin**

Name: _____

Connect It!



Directions: Illustrate a difference about you that can be celebrated.

©Tara West

**The Day
You
Begin**

Name: _____

Connect It!



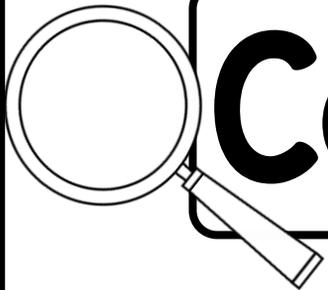
Directions: Illustrate a difference about you that can be celebrated.

©Tara West

Name: _____



Directions: Illustrate a difference about you that can be celebrated.



Connections

**The Day
You
Begin**

Name: _____

Connect It!



Directions: What is a difference about you that can be celebrated?

Blank writing area with a large rectangular box and a set of three horizontal lines (top solid, middle dashed, bottom solid) for handwriting practice.

©Tara West

**The Day
You
Begin**

Name: _____

Connect It!



Directions: What is a difference about you that can be celebrated?

Blank writing area with a large rectangular box and a set of three horizontal lines (top solid, middle dashed, bottom solid) for handwriting practice.

©Tara West

Name: _____



Directions: What is a difference about you that can be celebrated?



Connections



Directions: Have students cut and paste the journal prompt into their notebook and illustrate.

How can you help all children feel welcome?



Rainbow Craft Labels

Together We Are a...
RAINBOW
of Possibilities!

Together We Are a...
RAINBOW
of Possibilities!