

# Key Details

When We Are Kind · Kindergarten · New York

## TEACHES

### KR2

Retell stories or share key details from a text.

Why this is a winner Students share two specific key details from the story by naming each caring action and its recipient.

Verified framework: New York State Next Generation English Language Arts Learning Standards (2017), current for Kindergarten.

This regional cover is additive. The canonical teaching page that follows is unchanged.

## TUMBLETA / ELA SKILL PLAN

When We Are Kind · Kindergarten · 15 minutes

# Key Details

Written by Monique Gray Smith. Illustrated by Nicole Neidhardt. Orca Book Publishers, 2020.

|                                       |                                                                                                                                                                                                     |
|---------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Objective:</b>                     | Identify two specific acts of kindness and match each action to its recipient.                                                                                                                      |
| <b>Student product:</b>               | A picture match connecting each recipient to the correct kind action, followed by an oral or adult-scribed answer naming both matches.                                                              |
| <b>Materials:</b>                     | Book or read-along; drawing or response materials.                                                                                                                                                  |
| <b>Kindergarten response options:</b> | Students may respond orally, by pointing or selecting, with a drawing and oral explanation, or through adult scribing. Independent writing is not required unless the teacher deliberately adds it. |

## Focus question

What two kind actions does the speaker do for the dog and the Elders?

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| <b>Teacher model:</b> | The speaker cares for the dog by giving extra walking time and cares for the Elders by bringing food. |
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| <b>Expected answer:</b> | The speaker gives the dog a longer walk and provides food for the Elders. |
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## Where to look in the book

- Revisit the moment where the speaker gives the dog a longer walk.
- Revisit the moment where the speaker brings food to the Elders.

## Lesson sequence

|              |                                                                                                         |
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| <b>2 min</b> | Revisit the two book moments and name who receives each act of care.                                    |
| <b>4 min</b> | Model one match from the book: name the recipient and the action in a complete sentence.                |
| <b>5 min</b> | Students identify the dog with the longer walk and the Elders with the food, then explain both matches. |
| <b>2 min</b> | Ask one student to retell both actions without looking back at the book.                                |
| <b>2 min</b> | Exit check: Name one recipient and the exact kind action the speaker does.                              |

## Differentiate

|                 |                                                                                                 |
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| <b>Extend:</b>  | Ask for a third recipient-action match from another part of the book.                           |
| <b>Support:</b> | Point to the relevant book images and use the frames: The dog gets _____. The Elders get _____. |

## Assessment

- Names the longer walk for the dog.
- Names food as the help given to the Elders.

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| <b>Exit check:</b> | Name one recipient and the exact kind action the speaker does. |
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