

Intellectual Prep Webinar: Bringing Lessons to Life
Read Aloud Planning Template

Book Title: *Each Kindness*
Author: Jacqueline Woodson

Lesson Goals:

- Identify a character’s feelings and how those feelings change by considering what a character says, does, and thinks
- Identify the author’s message and purpose for writing the text

Stopping Point	Question	Exemplar Answer
After, “A strap on one of them had broken.”	What does this page reveal about Maya?	<ul style="list-style-type: none"> • <i>Maya is shy. She looked down at the floor and whispered hello. Maya may not have enough money for new clothes and shoes. Her clothes are ragged and her shoe strap is broken.</i>
After, “I looked away and didn’t smile back.”	<p>How would you describe the class and the narrator based on this page?</p> <p>Why do you think Chloe and the class treat Maya this way?</p>	<ul style="list-style-type: none"> • <i>The class and the narrator are unfriendly. The class is mostly silent when the teacher introduces Maya. The narrator, Chloe, doesn’t smile back at Maya and even moves away from her. She does this for several days.</i> • <i>Maybe they don’t want to be friends with her because she is different from them</i>
After, “So Maya played a game against herself.”	How do you think Maya is feeling?	<ul style="list-style-type: none"> • <i>Excluded and lonely. She tried to make friends by sharing something special and she was rejected. Push for a deeper feeling than sad → accurate but want to develop more advanced vocabulary for feelings</i>

<p>After, “Whenever she asked us to play, we said no.”</p>	<p><u>Turn and Talk</u>: What patterns do you notice about Maya’s interactions with her classmates?</p> <p>How does this page compare to Maya’s first day of school?</p>	<ul style="list-style-type: none"> • <i>Maya continues to try and make friends with her classmates. She brings things to school and shows them to her classmates. Her classmates continue to reject her and make fun of her.</i> • <i>Things haven’t changed; Maya is trying to make friends and her classmates are turning her down.</i>
<p>After, “Just jumped, jumped, jumped.”</p>	<p><u>Think Aloud</u>: I’m noticing Maya doesn’t ask the girls to play with her jump rope. I wonder if she’s gotten tired of being rebuffed everytime she tries to make a friend.</p>	
<p>After, “<i>Each kindness, Ms. Albert had said, makes the whole world a little bit better.</i>”</p>	<p>What do you notice about how Chloe is feeling at this point in the story?</p> <ul style="list-style-type: none"> • Follow-Up: Is this a change in how Chloe felt about Maya earlier in the story? 	<ul style="list-style-type: none"> • <i>Chloe’s feelings have changed. Now, she wants to be kind and befriend Maya, and she’s worried Maya is gone. Ms. Albert’s lesson must have made Chloe realize that she made a mistake.</i>
<p>After, “...and that someone turning away from it.”</p>	<p><u>Think Aloud</u>: This seems to support what we said before about how Chloe’s feelings have changed; she feels regretful about not being kind to Maya when she had the chance.</p>	
<p>End</p>	<p><u>Turn and Talk</u>: Think about how Jacqueline Woodson ended the book. What is her message? Why do you think she wrote this book?</p>	<ul style="list-style-type: none"> • <i>The story teaches us that our words and actions are significant, no matter how small. The things we do and say may go out into the world and have an impact that we don’t even realize. Kindness is important, and we might not always get a second chance to show it.</i> • <i>Woodson might have written this book to remind us to always be kind, because we never know when we may miss the opportunity to do so.</i>