



What Does It Mean to Be Kind?

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illustrated by Stéphane Jorisch

This book is from the **What Does It Mean to Be...?** series.

Essential Question: Why is showing kindness to others important?

BOOK SNAPSHOT

Selected from the New Worlds Reading Initiative Booklist



Text Type: Informational



Genre: Nonfiction



Themes: Kindness



Lexile: AD430L

Texts labeled as AD, or "Adult Directed," are better suited for a read aloud by an adult rather than being read independently by a child due to the complexity of the text.



SKILLS ALIGNED WITH FLORIDA'S ELA B.E.S.T. STANDARDS

Word Work

ELA.1.F.1.3 (d): Decode words with inflectional endings.

Vocabulary

ELA.1.V.1.1: Use grade-level academic vocabulary. (Tier 2)

Comprehension

ELA.1.R.2.4: Identify an author's opinion about the topic.

Student Learning Target

Today I am: identifying the topic of the text.

So that I can: determine the author's opinion about the topic.

BUILDING BACKGROUND

Display the front cover, and use the following prompts to introduce *What Does It Mean to Be Kind*:

- In this story, the author provides examples of actions they believe are kind.
 - What is an example of a kind act?
 - Describe a time you showed kindness to someone or someone was kind to you. How did it make you feel? Why?
- The author also provides examples of actions they believe are unkind.
 - What is an example of an unkind act?
 - How would you feel if someone treated you unkindly? Why?
- Why is it important to show kindness to others?

As you read, decide whether the acts are kind or unkind, and discuss how they might make people feel.

ELA.1.F.1.3: Use knowledge of grade-appropriate phonics and word-analysis skills to decode words accurately.

d. Decode words with inflectional endings.

Students will decode words with the **inflectional ending** *-ing*.

- An **inflectional ending** is a letter or group of letters added to the end of a word to add additional information.*
- Review *verbs*.

Try This!

Explain that when a base word ends in a silent *e*, drop the *e* before adding *-ing*. For example, *smile* becomes *smiling*. Identify other words in the story that follow this rule.

Display *-ing* on the board.

- Say:
 - “This ending is pronounced /ɪŋ/. Say it with me: /ɪŋ/.”
 - “When added to a verb, this ending shows that the action is happening now.”

Display *holding*.

- Point to *h*. “What sound does *h* make? Yes, /h/ is correct.”
- Point to *o*. “What sound does a long *o* make? Yes, /ō/ is correct.”
- Point to *l*. “What sound does *l* make? Yes, /l/ is correct.”
- Point to *d*. “What sound does *d* make? Yes, /d/ is correct.”
- Point to the corresponding grapheme as you say each phoneme: “/h/ /ō/ /l/ /d/.”
- “Blend the sounds together: *hold*.”
- Underline *-ing*. “This ending says /ɪŋ/.”
- Blend the word parts together: /hōld/ /ɪŋ/ – *holding*. If someone is *holding* a door open for you, they are doing the action right now.”

Guide students in decoding the following words from the book:

sticking (p. 9)	helping (p. 12)	picking (p. 17)
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*Language is pulled from Florida’s ELA B.E.S.T. Standards.

TALK ABOUT NEW AND INTERESTING WORDS

ELA.1.V.1.1: Use grade-level academic vocabulary appropriately in speaking and writing.

Tier 2 vocabulary words, paired with student-friendly definitions, can be used for explicit vocabulary instruction. It's important to provide background information and learning opportunities to help students make connections to the words. Examples of Tier 2 vocabulary words for this text are:



compliment (p. 7): If you give someone a **compliment**, you tell them you like something about them. Giving a **compliment** is an act of kindness.



struggling (p. 10): **Struggling** to do something means having a difficult time trying to do it. When people are **struggling** to do their best, it's kind to see the best in them.



encouraging (p. 16): When you **encourage** someone, you help them believe they can do something. During the race, the girl shows kindness by **encouraging** someone who needs support.



harmonious (p. 24): **Harmonious** describes getting along with others and showing friendship. Kindness creates a more loving, caring, and **harmonious** world.

Vocabulary Extension Activity

ELA.1.V.1.3: Context and Connotation

Ask students questions about each of the targeted words, and encourage them to act out their answers.

- For example:
 - Say to students, "Imagine you are **struggling** to open a jar of jelly. Act it out, and show me what that would look like."

ELA.1.R.2.4: Identify an author’s opinion(s) about the topic.



BEFORE:

Students will identify the **topic** and the author’s **opinion** about the topic.

- A **topic** is something that people talk or write about.*
 - The topic of a text is usually one word or short phrase that expresses what the entire text is about.
- An **opinion** is what someone thinks about something, often related to feelings or beliefs.*
 - Use the following prompts to review opinion:
 - » A fact is that *ice cream melts when it gets warm*. I can prove a fact to be true.
 - » My opinion is that *chocolate ice cream is the best flavor*. I cannot prove my opinion to be true.

Try This!

Refer to the Building Background section on the front page of this guide to enhance students’ understanding of the story.

Read the back cover, and guide students in identifying the topic of the text (kind acts).



DURING:

Model (I do): Think aloud to identify the author’s opinions on *kind* and *unkind* acts. Read pages 1–6.

- Say:
 - “The topic of the book is *kind acts*. In the story, the author gives their opinion on what they believe are *kind acts* and *unkind acts*.”
 - “The author’s opinion is that *smiling at the new student in class* is a kind act.”
 - » “Why do you think smiling at the new student in class is a kind act?”
 - “The author’s opinion is that *paying with something other than money* is an unkind act.”
 - » Why do you think the author thinks paying with something other than money is unkind?”
 - » “Do you agree or disagree with the author? Why?”

Guided Practice (We do): Pages 7–20

Use the following prompts to guide students in identifying the author’s opinions of kind acts:

- In the author’s opinion, what are some examples of kind acts?
- How could each of these kind acts help someone else?
- Do you agree with the author? Why or why not?



Guided Practice (We do): Pages 21–27

Use the following prompts to discuss the author’s opinion on the importance of kindness:

- What is the author’s opinion on being kind to others?
- What lesson does the author want readers to learn about kindness?
- What does the author say will happen if we are kind to each other and ourselves?
- How do you feel about the author’s statement? Why?



AFTER:

Use the following prompts to discuss the essential question: *Why is showing kindness to others important?*

- Why do you think being a kind person matters?
- How do kind acts make others feel? Why?

Reading/Writing Connection:

- Brainstorm kind acts, and record responses on chart paper. Discuss why these acts are important and how they help others.
 - Example: *Being kind means hugging a friend when they’re sad. This kind act is important because it helps my friend feel better.*
- Use the printable on the last page of this reading guide. Ask each student to complete the following sentence stems and draw an illustration to support their writing:
 - Being kind means _____.
 - This kind act is important because _____.
 - Example:

Being kind means hugging a friend when they are sad. This kind act is important because it helps my friend feel better.



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Name: _____

Being kind means

This kind act is important because
