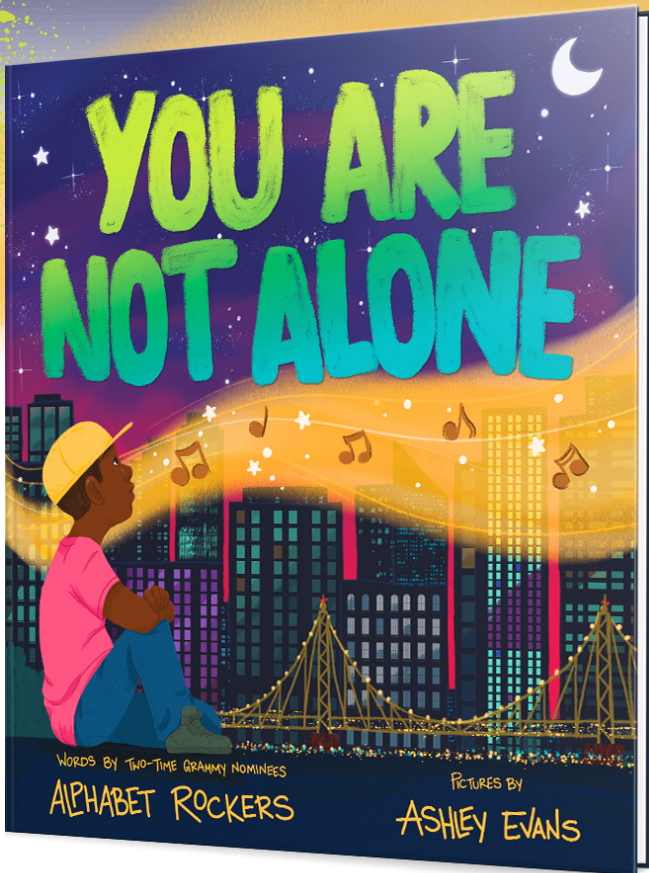


YOU ARE NOT ALONE

BY THE ALPHABET ROCKERS

EDUCATOR'S GUIDE



You are Not Alone introduces the story of several young people who share their identities and the way they experience the world. Through a lyrical and interactive tone, the reader learns that although we are all unique, we are also connected and have a responsibility to one another. Their stories show us the power of coming together, leaning on and learning from one another through inviting the reader into the story to illustrate we are truly not alone.

GRADE LEVEL STANDARDS

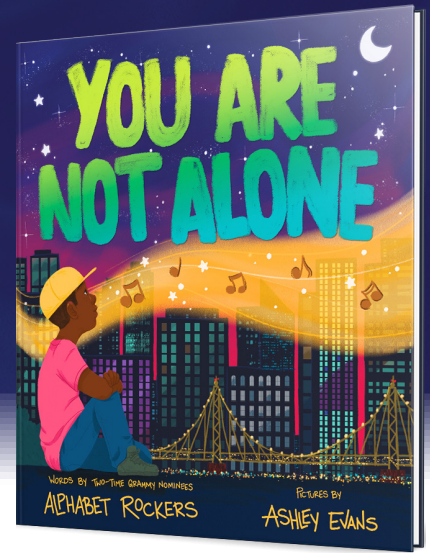
This picture book has application and relevance to students in grades 2-5. This is a large grade range and the standards below reflect how to connect the text with your specific grade level.



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Grade 2: CCSS.ELA-LITERACY.RL.2.4

Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

Grade 3: CCSS.ELA-LITERACY.RL.3.6

Distinguish their own point of view from that of the narrator or those of the characters.

Grade 4: CCSS.ELA-LITERACY.SL.4.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

Grade 5: CCSS.ELA-LITERACY.RL.5.2

Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

VOCABULARY

The following vocabulary words can be pre-taught using images or by making connections/ comparisons to students' lives in context. *For example, destiny is like the future I have no control over, and not like what I chose to do after school today.*

Tier 1 words:

Alone

Brilliant

Safe

Belong

Tier 2 words:

Destiny

Meditate

Advocates

Lineage

Nonbinary

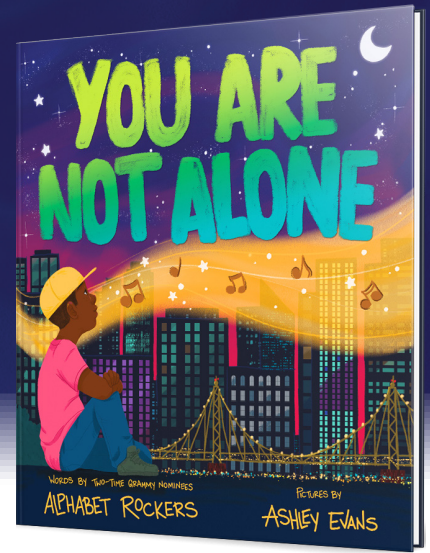
Flicker

Generations

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Tier 3 words:

Galaxy

Constellations

PRE-READING ACTIVITIES

See, Think, Wonder (CCSS.ELA-LITERACY.SL.4.1)

As a class, teachers can lead students into a close examination of the first two pages of the book that feature pictures and a land acknowledgement. Completing the see, think, wonder anchor chart as a class prior to reading the book will provide an entry point into the character's identities. Allow students to turn and talk before providing their responses. For younger students, create a wonder wall based on the first two pages.

What do you SEE? (pictures, words, images)	What do you THINK about what you see?	What does it make you WONDER?
I see...	I think...	I wonder...

Acknowledging the Land

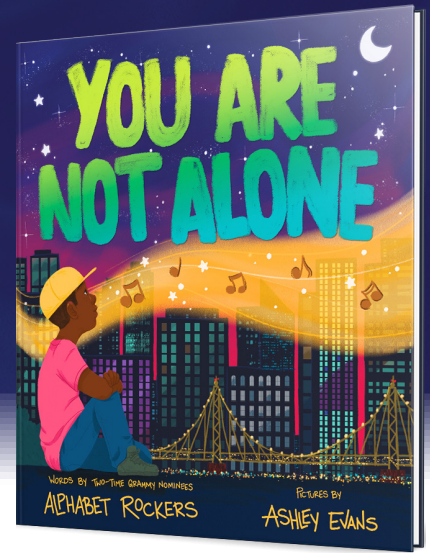
Teachers can share with students some additional information about the Chochenyo Ohlone people.

- The Ohlone are a family of tribes who have lived along the Northern California coast from San Francisco to the Salinas Valley for more than ten thousand years. Chochenyo is an indigenous language of people who once lived in what we now know as the East Bay in Oakland, California, and it is still spoken today. **Source:** <https://cejce.berkeley.edu/ohloneland>
- Question for students: *Why might the authors have told us the name of the Native land and people where they lived?*

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THEME: EMPATHY

Critical Empathy Log/Chart (CCSS.ELA-LITERACY.RL.5.2)

To develop and enhance critical empathy and thinking skills, the class can keep a log or chart that follows the main concepts of the book to build understanding of what the concepts mean, in the student's own words, the feelings related to those concepts and what students can do to better exhibit empathy.

Teachers can first lead the class in a collective definition of empathy. The discussion can include the following questions:

- What does empathy look, sound, and feel like?
- Provide your own example, and ask students to make their own connections (time they received and gave empathy).

CONCEPT	What does this [concept] MEAN?	How does this [concept] FEEL? For the character in the book? For you?	What can I do to show more EMPATHY to others who want... [insert concept, i.e., to be seen, to be heard]?
See Me			
Feel Them			
Hear You			
Stand Up with Me			
Exactly Who I Am			

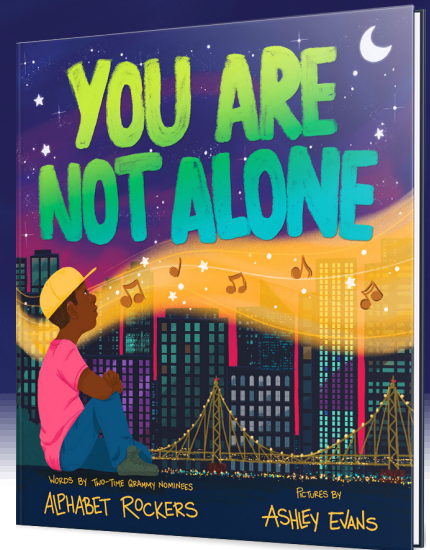


sourcebooks
eXplore

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Community Circles

Community circles (talking circles) provide space for community sharing. Students learn to speak from their heart, sharing openly about their thoughts and feelings and listening to others without interruption. A community circle is a great way to open or close the class.

- Establish a clear purpose and create shared expectations of respect and caring as a class.
- Form a class circle. Ask students one open-ended question that connects to *You Are Not Alone*. Example questions are: *What is a place or a time that you felt like you completely belonged? What makes you feel brilliant?*
- Give students time to think. Give them the option to write and/or draw before sharing with the class.
- In the circle, go around and give students an allotted time to share their responses to the open-ended question. Ensure all students have an opportunity to speak.
- All students should give a nonverbal acknowledgement [finger snaps, jazz hands, clapping] to each student's response.

DISCUSSION/READING QUESTIONS

The following questions are connected to the various concepts raised in the text.

Know Me

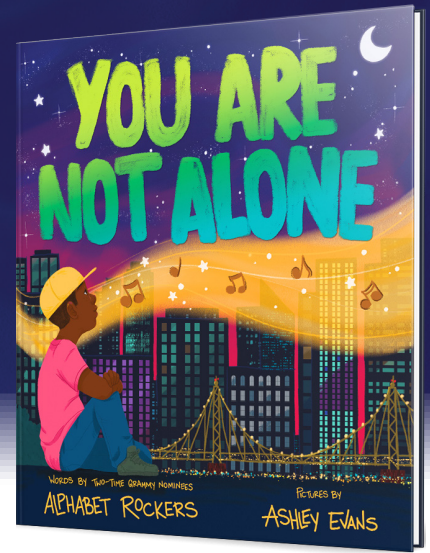


What is going on in the picture that may make the boy feel unsafe?

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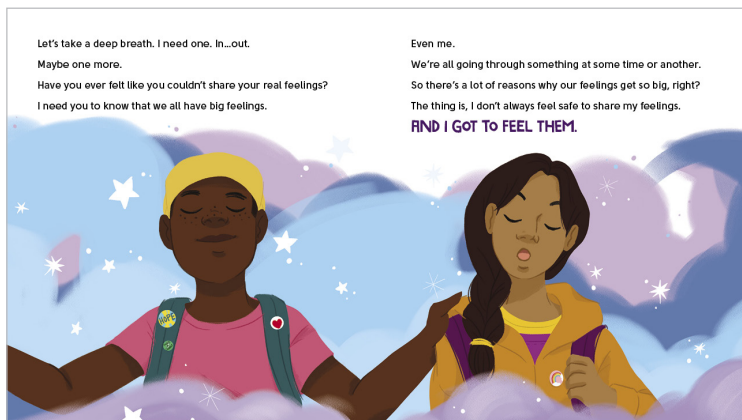
See Me



Why does she not feel seen?

Why is it important to be seen?

Feel Them



Where do you feel safe sharing your "big feelings"? Why do you think it says "I got to feel them"? Why is it important to share your feelings?

Hear You

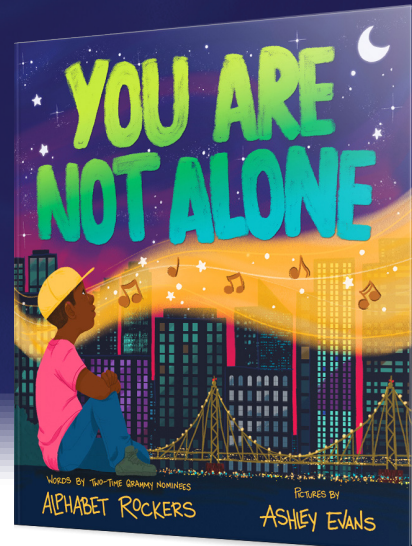


"There is no limit to being you. You are so many things." List the things you want others to hear about the things you are.

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Stand Up with Me



“And when I help the community, I make the planet better for seven generations to come.”
What are things you are doing or want to do that others can help you with?

Exactly Who I Am



“Maybe you don't know which questions feel like friendship, and which ones feel like ‘ouch’.
Not all thoughts need to become words in the world.”
These are really important ideas. Why do you think they are important?

READING ACTIVITIES

Your Story Collage (CCSS.ELA-LITERACY.RL.3.6)

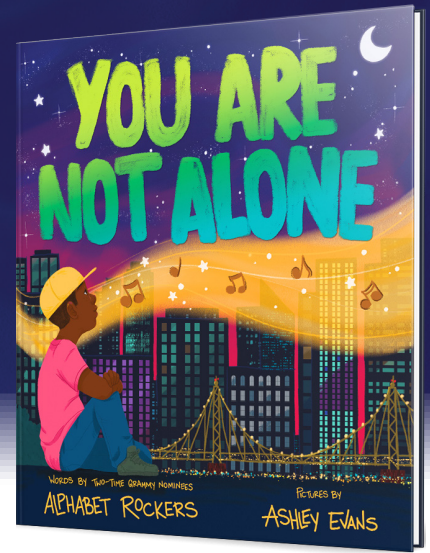
Create a collage (pictures, words, images) that tells about you. Share with others how your collage best tells your story.

- What's important to you?
- What best describes you?
- What do you want others to know about you that they might not know?

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History of Call and Response (CCSS.ELA-LITERACY.RL.2.4)

You Are Not Alone is rhythmic and uses a musical technique named call and response. Call and response began in Africa. It is a way to interact and connect with the audience. It is a common practice in American gospel music when the choir leader sings or calls out a line or lyric and everyone else responds with another line.

- Track the call and responses in the book. Discuss why the authors added this into the book. (Grades 2-3)
- Discuss examples of call and response in school. For example, if you can hear me, clap once.
 - Use the following questions to begin the dialogue: *What are the reasons we use call and response in the classroom? How do the call and responses in the book differ from the call and responses used in the classroom?*
 - *You Are Not Alone* is the response line to each story in the book. In pairs, write your own call and response that can be used in the classroom as a reminder that we are all important and a community that supports each other. Display the call and responses around the classroom.

EXTENSION ACTIVITIES

Call and Response

Conduct more extensive research into the history of call and response. Prior to research, brainstorm a list of questions students have about call and response. Initiate research with the basic what, where, how, and why call and response is used widely.

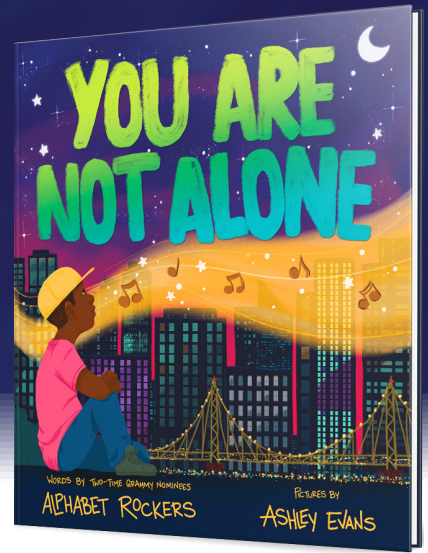
Native Land Exploration

Check this map to find out what Indigenous people lived, worked, and took care of the land on which your school sits. <https://native-land.ca/>

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Empathy Project

Enact an intentional day of kindness. Create displays to support everyone's identity to be showcased around the school. Create a book list for the community, students, teachers, and parents can use to gain a better understanding of people from different races, cultures, abilities, gender identifications, religions, and any other identities students want to include.

EDUCATOR RESOURCES

The topics of this book are important for students to discuss and understand. They can also be uncomfortable and challenging concepts for educators to bring into the classroom.

Here are some resources for educators to help have these necessary conversations:

Let's Talk! Discussing Race, Racism and Other Difficult Topics with Students

<https://www.learningforjustice.org/magazine/publications/lets-talk>

Black Boys Matter: Cultivating Their Identity, Agency and Voice

<https://www.naeyc.org/resources/pubs/tyc/feb2019/black-boys-matter>

Being Mindful of Cultural Differences

<https://www.edutopia.org/discussion/being-mindful-cultural-differences>

A Classroom Where Everyone Feels Welcome

<https://www.edutopia.org/article/classroom-where-everyone-feels-welcome>

Teaching Advocacy in Your Classroom

<https://www.edutopia.org/discussion/teaching-advocacy-your-classroom>

Let's Talk About Nonbinary

<https://www.learningforjustice.org/magazine/lets-talk-about-nonbinary>