

# Little Pickle Press

## *What Does It Mean To Be Kind?*

Written by Rana DiOrio and Illustrated by Stéphane Jorisch.

### **Discussion/Activity Guide for Grades Pre-K to 3**

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***What Does It Mean To Be Kind?*** shows that every act of kindness is also an act of courage, and how small gestures can make a big difference to other people, animals, the planet, and even oneself.

Guided Reading Level: K

Grade Level Equivalent: Grade 2

Interest Level: Pre-K to 3

#### **Before reading**

1. Finish the sentence: Kindness is ... .
2. What does it mean to be kind with ourselves?
3. What does it mean to be mindful?
4. How can we show kindness and respect for other people?
5. How can you make someone who is unhappy feel happy?
6. Why is it important to be a kind person?
7. How are you kind to others? How does being kind make you feel?
8. Look at the cover of *What Does It Mean To Be Kind?* Discuss the illustration and title. Identify the role of the author and illustrator.
9. Take a picture walk through the book. Discuss the details in the illustrations—facial expressions, body language. Predict what will happen in the story.
10. Find and identify the challenging words: compliment, bullied, struggling, forgiving, injured, patient, celebrating, encouraging, noticing, and harmonious. Underline the beginning sound for each.
11. Find the root word for each and write it on the board. For example, bullied-bully, struggling- struggle.
12. Read to find out what it means to “be kind.”

#### **During reading**

1. Read/listen to *What Does It Mean To Be Kind?* uninterrupted.
2. Re-read/listen to the story again ...
3. How do the illustrations describe the characters, settings, and events?
4. Notice how Rana DiOrio begins the sentences on each page (with an action word/verb).
5. Notice and discuss the function of the punctuation marks as you read: period, question mark, quotation mark, dash, and comma.

6. Find difficult words and phrases in the story. See if you can figure out the meaning by using context and picture clues. For example, "learn from your mistakes," "people who are "less fortunate," "being patient"
7. Why do you think Rana DiOrio wrote this book? What is her purpose?
8. Read About the Author and Illustrator. Discuss the author's purpose and authenticity.
9. What is the main idea of the story? Theme?

### **After Reading**

1. Create a main idea and detail chart of the story.
2. Discuss the problems of the characters in the book and explore solutions that involve kindness. Use past experiences.
3. Go back to the story with a partner and list all of the words and phrases that show kind actions. For example, smiling at a new student, complimenting someone
4. Go back to the story and find a part that you can relate to. Explain.
5. Write some important friendship messages. Make a class "bucket of kindness" and add the messages.
6. Create a kindness poster to hang in your school.
7. Discuss how "kindness is contagious."
8. How can you positively influence your environment and make a difference?
9. How is kindness a global issue? Create a class flow chart of how one kind act can affect an entire community.
10. Research the terms "stewardship" and "altruism." What do they mean? Find examples of each.
11. Take a vote on a class project that will help the community and show stewardship or altruism. Identify a need and plan a way to promote the cause. EX) childhood hunger, disaster relief, animal cruelty, pollution.
12. How does being kind relate to the following phrases? How do you live by these? Do you anyone who is a good example? Discuss.
  - Make good choices
  - Teach peace
  - Be Selfless
  - Have empathy
  - Teach tolerance
  - Cooperate
  - Respect yourself and others
  - Friends help friends prevent bullying
13. Create a "Recipe for Kindness". Include "what we need" and "what we do."

**Celebrate all of your hard work and kindness! Plan Kindness Day!**

Instructional Standards in this guide:  
Reading Literature, Writing, Language, & Speaking and Listening Skills.  
Encouraging comprehension and collaboration!

**CCSS.ELA-Literacy.RL.K.1**

With prompting and support, ask and answer questions about key details in a text.

**CCSS.ELA-Literacy.RL.K.4**

Ask and answer questions about unknown words in a text.

**CCSS.ELA-Literacy.RL.K.7**

With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

**CCSS.ELA-Literacy.RL.K.10**

Actively engage in group reading activities with purpose and understanding.

**CCSS.ELA-Literacy.RL.1.1**

Ask and answer questions about key details in a text.

**CCSS.ELA-Literacy.RL.1.4**

Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

**CCSS.ELA-Literacy.RL.1.7**

Use illustrations and details in a story to describe its characters, setting, or events.

**CCSS.ELA-Literacy.W.K.1**

Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is ...).

**CCSS.ELA-Literacy.W.K.3**

Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

**CCSS.ELA-Literacy.W.K.5**

With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

**CCSS.ELA-Literacy.W.K.8**

With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

**CCSS.ELA-Literacy.W.1.1**

Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

**CCSS.ELA-Literacy.W.1.3**

Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

**CCSS.ELA-Literacy.W.1.5**

With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

**CCSS.ELA-Literacy.W.1.8**

With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

**CCSS.ELA-Literacy.L.K.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-Literacy.L.K.1.f**

Produce and expand complete sentences in shared language activities.

**CCSS.ELA-Literacy.L.K.1.d**

Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).

**CCSS.ELA-Literacy.L.K.4**

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

**CCSS.ELA-Literacy.L.K.4.a**

Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).

**CCSS.ELA-Literacy.L.K.5**

With guidance and support from adults, explore word relationships and nuances in word meanings.

**CCSS.ELA-Literacy.L.K.5.b**

Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

**CCSS.ELA-Literacy.L.K.5.c**

Identify real-life connections between words and their use.

**CCSS.ELA-Literacy.L.K.6**

Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

**CCSS.ELA-Literacy.L.1.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-Literacy.L.1.1.d**

Use personal, possessive, and indefinite pronouns (e.g., I, me, my, they, them, their, anyone, everything).

**CCSS.ELA-Literacy.L.1.1.f**

Use frequently occurring adjectives.

**CCSS.ELA-Literacy.L.1.4**

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

**CCSS.ELA-Literacy.L.1.4.a**

Use sentence-level context as a clue to the meaning of a word or phrase.

**CCSS.ELA-Literacy.L.1.4.b**

Use frequently occurring affixes as a clue to the meaning of a word.

**CCSS.ELA-Literacy.L.1.4.c**

Identify frequently occurring root words and their inflectional forms.

**CCSS.ELA-Literacy.L.1.5**

With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

**CCSS.ELA-Literacy.L.1.5.b**

Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).

**CCSS.ELA-Literacy.L.1.5.c**

Identify real-life connections between words and their use.

**CCSS.ELA-Literacy.L.1.5.d**

Distinguish shades of meaning among adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

**CCSS.ELA-Literacy.L.1.6**

Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

**CCSS.ELA-Literacy.SL.K.1**

Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

**CCSS.ELA-Literacy.SL.K.1.a**

Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

**CCSS.ELA-Literacy.SL.K.1.b**

Continue a conversation through multiple exchanges.

**CCSS.ELA-Literacy.SL.K.2**

Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

**CCSS.ELA-Literacy.SL.K.3**

Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

**CCSS.ELA-Literacy.SL.K.4**

Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

**CCSS.ELA-Literacy.SL.K.5**

Add drawings or other visual displays to descriptions as desired to provide additional detail.

**CCSS.ELA-Literacy.SL.K.6**

Speak audibly and express thoughts, feelings, and ideas clearly.

**CCSS.ELA-Literacy.SL.1.1**

Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

**CCSS.ELA-Literacy.SL.1.1.a**

Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

**CCSS.ELA-Literacy.SL.1.1.b**

Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

**CCSS.ELA-Literacy.SL.1.1.c**

Ask questions to clear up any confusion about the topics and texts under discussion.

**CCSS.ELA-Literacy.SL.1.2**

Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

**CCSS.ELA-Literacy.SL.1.3**

Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

**CCSS.ELA-Literacy.SL.1.4**

Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

**CCSS.ELA-Literacy.SL.1.5**

Add drawings or other visual displays to

descriptions when appropriate to clarify ideas, thoughts, and feelings.

**CCSS.ELA-Literacy.SL.1.6**

Produce complete sentences when appropriate to task and situation.

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