

ABC READER'S OUTLINE

The Day You Begin by Jacqueline Woodson

Topic	Details
Goals	<ol style="list-style-type: none"> 1. Students will embrace and nurture each individual for who they are. 2. Students will recognize and value all dimensions of diversity. 3. Students will practice inclusive behaviors to create a caring school where <i>every voice is heard</i>.
Preparing for Lesson (45 minutes)	<p>Review lesson plan, collect materials needed, and read the book at least once.</p> <p>Contact Teacher</p> <ul style="list-style-type: none"> • Welcome feedback from <i>My Secret Bully</i> lesson • Set time and date for next reading <p>Prepare Parent Letter</p> <ul style="list-style-type: none"> • Make copies and sign parent letter for every child in classroom. • Create a short personal email to send to every parent and attach parent letter. (Send this out as soon as the classroom lesson is over.)
Conversation Starters (7- 10 minutes)	<ol style="list-style-type: none"> 1. Have all students put on nametags. 2. Recap about the ABC rules and your roles as a caring adult. 3. Ask the students about last month's book (<i>My Secret Bully</i>) 4. Try ONE of these conversation starters. <p><u>Option 1: For all grades</u></p> <p>Feeling Different (more details are in full lesson plan on website)</p> <ol style="list-style-type: none"> 1. Materials: a puppet (or a partner depending on the students' interest) 2. Ask your puppet (or partner) to share how you are both unique. <ul style="list-style-type: none"> • What's something about you that is different from everyone else? • How are people alike on the inside? • Pair students off and ask them to stand up (ask them to find differences and similarities with their pair; ask them what is something they are good at or how they can help someone). <ul style="list-style-type: none"> • <u>For older students</u> <ol style="list-style-type: none"> 1. Have you ever walked into a room full of people who seemed different than you? Think about for a minute. 2. How did you feel? What made you feel that way? Discuss your feeling and how they changed as time passed.

	<p>3. Now, ask "What do you think students would say about you when they met you for the first time?"</p> <p><u>Option 2: For grades 2-8</u></p> <p>Feeling Unique</p> <ol style="list-style-type: none"> Show students a dry sponge Ask, "Have you ever felt closed up and small like this sponge? Tell me about this. Ask, "What will happen if we put this sponge into a glass of water?" <p>Put the sponge into a glass of water. The sponge should expand, grow bigger, and become more open.</p> <ol style="list-style-type: none"> Ask, "What happens when we add water?" That's right. It grew and opened. Ask, "Have you ever felt that you grew and opened?" Tell us more about your experience. <p>Let's read the story to see how you can grow and open to be unique. (Idea from 5th grader).</p>
<p>Introduction to Book and Reading (5-10 minutes depending on grade)</p>	<p>Show the book cover. Ask for guesses: What is this book about?</p> <p><u>Option 1</u></p> <ul style="list-style-type: none"> Do a picture walk before reading the words. Say, "We are going to take a picture walk before reading the book. Please look at the body language and facial expressions of the characters." Show the students the cover and slowly turn the pages. At the end, ask: "What did you notice?"/ "What do you think the book is about?"/ "What makes you think this?"/ "What were the clues?" <p><u>Option 2</u></p> <p>Read the title and show the book cover. Ask students to think about the title. Start by asking a few questions: "What does the title mean?" and "What clues does the cover give you?"</p>
<p>Discussion Questions (5-10 minutes depending on grade level)</p>	<p><u>For tips on guiding this discussion, please see full lesson plan.</u></p> <p>Materials: chart paper and markers</p> <p>Lower grades:</p> <ol style="list-style-type: none"> How does the student feel? What makes you unique? What do you bring for snack? / Is it different from others? How do you <i>fill someone's bucket</i> when they are different from you? How do you make others feel welcome at our school?

	<p>Upper grades:</p> <p>6. What does this mean, "There will be times when you walk into a room and no one there is quite like you?"</p> <p>7. How does the girl say we must overcome our fear of being different? Explain.</p> <p>8. What character do you identify with in the story? What do you have in common with them?</p> <p>9. What can you say or do to be an <i>UPstander</i> if someone feels excluded? (see 10 Inclusive Behaviors Handout)</p> <p>10. How does this resonate with you?</p>
<p>Group Activity Option 1: Recommended Grades: K-6 (10 minutes)</p>	<p>Everyone in our Class is Special</p> <p>Materials: Large poster 25"x30" with the title <i>Everyone in our Class is Special</i>, different shapes like hearts, stars, circles or flowers for each child, and a glue stick.</p> <ol style="list-style-type: none"> 1. Pass one shape to each child. 2. Have students write their name on top. Ask them to write or draw one thing that makes them unique or special. Students paste them on the chart. 3. Pass out extra shapes and ask students to write notes about their classmates that they find unique.
<p>Group Activity Option 2: Recommended Grades: 4-6 (15 minutes)</p>	<p>What Does a Caring Person Say and Do?</p> <p>Play the mirror game. Divide students into pairs and have the "oldest" reflect the movements of the youngest. After a short time, call change. What did it feel like to mirror someone else?</p> <p>Now ask students to pair up back to back. You are going to ask the group a series of questions. When you indicate go, they are to turn and face each other and answer the question. Each person must answer. The youngest one can go first. When done they should turn around back to back again.</p> <p>Ask students to think about a time when they felt they were part of a group and felt respected, cared for and safe being themselves.</p> <ul style="list-style-type: none"> • What was it about that experience that made you feel respected, cared for, and safe being yourself? • How did members of that group treat each other? • How did people of that group treat nonmembers? • How did people in that group show that they cared for each other? <p>Have a volunteer lie down on a large sheet of paper. Have a few group members trace the</p>

	<p>outline of his or her body. This outline becomes the class's "Caring Being". Gather everyone around the "Caring Being" and ask them to think about what actions, ways of treating one another and attitudes would make your classroom the best possible place to be—a place where everyone felt included, cared for, and respected.</p> <p>Write positive things inside the outline of the "Caring Being" (sharing, listening, waiting my turn, giving put ups) If the "Caring Being" could talk, it would say....</p>
<p>Group Activity Option 3: Recommended Grades: 4-8 (15-20 minutes)</p>	<p>Common Ground Materials: paper and pens, signs with numbers 1,2,3,4. Number off the students in 1, 2, 3, 4. Have each student go to the corner of the classroom where they see their number. Give the students 5-10 minutes to discuss and write a list of things that they all have in common. They can each write a list or one list. When time is up, ask each group to quickly say one thing they have in common. Ask the next group and so on. A group is out if they repeat a trait, run out of items, or take longer than 3 seconds. When the groups no longer have a common thing, have the students count the number of things they listed. As a debrief ask: <ol style="list-style-type: none"> 1. What strategy did you use to find out what you had in common? 2. Did you find you had more in common than you thought? 3. How often do we stereotype people before trying to find common ground? 4. In what ways can you learn about what people are really like? *Great Group Games by Susan Ragsdale and Ann Saylor</p>
<p>Three Minute Huddle (3 minutes)</p>	<p>Remind the children of the ideas they had to create a caring classroom/school listed during the group discussion. Have them think about 1 kind thing they can commit to doing that day for another student. Stress that it must be something they can do today. Model the activity by beginning with a commitment to something yourself. If there is time, have them share their action item out loud to the whole group. If time is short, have them pair-share with a partner. Or Have students each say or write how you like others to show that they care about you. Write their ideas down if done orally. Cut up and put in a bucket. Give to the teacher to read 1 idea each day.</p>