

# EACH KINDNESS

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by Jacqueline Woodson, illustrated by E.B. Lewis

Ages: 5-8; Grades: K-3

Themes: Feelings, Friendship

Running time: 9 minutes

### NEW! COMMON CORE CONNECTIONS:

**CCSS.ELA-Literacy.CCRA.R.1** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

**CCSS.ELA-Literacy.CCRA.R.3** Analyze how and why individuals, events, or ideas develop and interact over the course of a text

**CCSS.ELA-Literacy.CCRA.W.3** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

### SUMMARY

Chloe isn't sure why she doesn't want to befriend the new girl, Maya, when Maya reaches out to her. Maybe it's because none of the other kids in the class seem to like her either. Or maybe it's because Maya's clothes seem too worn and her food too strange. Whatever it is, Chloe goes through the school year turning down Maya's attempts at friendship. Then one day, Maya is gone. Chloe's teacher gives a lesson about the effects of kindness and Chloe realizes that she lost an opportunity to truly make a difference in someone's life.

### OBJECTIVES

- Students will discuss how the words and pictures contribute to their understanding of the text.
- Students will reimagine and rewrite the ending of the story, *Each Kindness*.
- Students will identify how Chloe changed from the beginning to the end of the story, including making inferences about her feelings and motivations.
- Students will discuss bullying and create a class contract to stop bullying.

### BEFORE VIEWING ACTIVITIES

#### Common Core Connection Activities:

Discuss bullying with students. Ask them to share with each other a definition of bullying. Listen into partnerships, then have several partnerships share with the whole group. Scribe the students' ideas on a

chart paper. After students have crafted a working definition of bullying, extend the conversation with the following guiding questions:

- Why do you think people bully?
- What should you do when you witness bullying? Why is taking action sometimes difficult?
- What should you do if you are bullied?
- How does being bullied make you feel?

Tell students that they are going to watch a movie about a girl who is not welcoming to a new student. Encourage them to reflect on the following questions as they watch the movie:

- Are there any examples of bullying in this movie? What are they?
- Can you relate to any of the characters in the movie? How?

Ask students to respond in writing to the following question:

- *Describe a time when you or someone else performed an act of kindness. What were the results of this act?*

Tell students that you will revisit their answers to this question after watching the movie. Encourage them to watch and listen for the lesson that Chloe learns in the movie, and to think about how this lesson is connected to the question that they just wrote about.

### AFTER VIEWING ACTIVITIES

#### Common Core Connection Activities:

Revisit the writing prompt about kindness that the students did before watching the movie. Ask students to reread their response and think about how it connects to the theme of the movie. Say: We're going to rewrite the story that Jacqueline Woodson told by imagining that Chloe *did* show some kindness to Maya. How would one act of kindness change the story and characters? Guide students through the writing process, by modeling:

- 1) Use a web or list to brainstorm ideas.
- 2) Use the web or list to choose the strongest idea. Using that idea, create an organizational plan. Consider using a chronological plan that shows the effects that followed Chloe's act of kindness. Encourage all students to contribute ideas to the plan.
- 3) Use the plan to fill in details and strong vocabulary, creating a story. Scribe the story on large chart paper, so that students can see how the ideas get transformed into complete sentences.
- 4) Conclude by having students orally share their own idea for a new ending to the story with a partner. Then send them off to plan and write independently.

Lead a discussion about how the Chloe's feelings changed from the beginning to the end of the movie. Begin by brainstorming feelings word with students. List the words that they come up with, along with a visual that shows the feeling. For more support, consider using a pre-made feelings chart. Then, replay, or read the beginning of the story. Ask:

- How does Chloe feel?
- What in the movie/book shows you or tells you how she feels?
- Why does she feel that way?

After discussing, write on chart paper: In the beginning of the story, Chloe feels \_\_\_\_\_ because \_\_\_\_\_.

Then replay, or read, the middle of the story. Ask the same questions and write: In the middle of the story, the Chloe feels \_\_\_\_\_ because \_\_\_\_\_.

Repeat the activity for the end of the story. Summarize with a statement: Chloe's feelings change from \_\_\_\_\_ to \_\_\_\_\_ because \_\_\_\_\_.

Come back to the bullying discussion that the class had before watching the movie. Ask the students to respond to the questions posed before they watched:

- Are there any examples of bullying in this movie? What are they?
- Can you relate to any of the characters in the movie? How?

After students share their answers, ask them if they have any ideas that they want to add to their definition of bullying, after watching the movie. If they have not already identified it, emphasize that exclusion is a form of bullying. Explore one of the following anti-bullying websites with students:

- [www.stopbullying.gov](http://www.stopbullying.gov)
- [www.projectbully.com](http://www.projectbully.com)
- [www.pacerkidsagainstbullying.org](http://www.pacerkidsagainstbullying.org)

Conclude the discussion with drawing up an anti-bullying contract with the class. Consider including the following scenarios and class-generated solutions:

- What to do if you witness bullying
- What to do if you're being bullied
- What to do if you're being pressured to be a bully

Incorporate all students' ideas into the contract. Sign and post the contract as a reminder to all students that they won't stand for bullying in their class.

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