

Kindness
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Early Level 12
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Phonemic Awareness

1. Manipulating sounds to make new words

What word would we make if we dropped the first sound in each of these words?

fall without the 'f' - *all*

icy without the 'i' - *see*

cruel without the 'k' - *rule*

smile without the 's' - *mile*

feels without the 'f' - *eels*

sad without the 's' - *add*

What word would we make if we dropped the last sound in each of these words?

picked without the 't' - *pick*

icy without the 'e' - *ice*

seen without the 'n' - *see*

cried without the 'd' - *cry*

need without the 'd' - *knee*

road without the 'd' - *row*

Extension

What word would we make if we swapped the vowel sound in each of these words?

The short 'i' in *picked* for a short 'a' – *packed*

The short 'a' in *had* for a short 'i' – *hid*

The short 'e' in *step* for a short 'o' – *stop*

The short 'u' in *but* for a short 'i' – *bit*

The 'or' in *fall* for a long 'o' – *foal*

The long 'o' in *road* for a long 'a' – *raid*

Phonics

NOTE

The 'I' sound is written with a single **I** or a double **I**, when it follows a short vowel sound that is written with a single vowel letter (*hill, gull, doll, bell, pull*). If the short vowel sound is written with more than one letter, the 'I' is just written with a single **I** (*wool*).

The double **I** pattern is also found in words that rhyme with *all*, when the 'or' sound is written with a single **a**. (*fall, call, ball, wall* etc.)

Many words end with a vowel plus **I** pattern (*angel, table, chemical, symbol, pencil*) that sounds like 'il'. If there is an 'il' at the end of the word, the word will usually end in a vowel plus **I** pattern, although it is often hard to hear the 'i' sound before the 'l'.

1. Introducing the 'I' and 'il' sounds

Practice making the sound – 'llllllllll'. It is a continuous voiced sound. Ask students to repeat the words, *look, like, late* and to listen to the 'I' sound at the start of these words.

Listen to the sounds on the end of these words – *cable, bottle, apple* – practise saying 'il', 'il', 'il'.

2. Brainstorming words that begin the 'I' sound

Brainstorm words that begin with the 'I' sound.

(*leaf, last, lots, lollipop, listen, leave, lemon*)

Brainstorm words that end with the 'I' sound.

(*ball, call, hill, doll, snarl, curl, fall, eel, pull, will*)

Brainstorm words that have an 'I' sound inside the word.

(*follow, balance, yellow, million, calendar*)

3. Brainstorming words that end the 'il' sounds

Brainstorm words that end with the 'il' sounds.

(*tunnel, table, cattle, bottle, staple, oval, bubble, angel*)

4. Looking for the spelling patterns for the 'I' sound

Say the word *look* and count the sounds. Draw three sound boxes on the board.

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Write the word *look* on the board and ask students to help you fill in the sound boxes. Circle the spelling pattern for the 'I' sound.

l	oo	k
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Say the word *hilly* and count the sounds. Draw four sound boxes on the board.

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Write the word *hilly* on the board and ask students to help you fill in the sound boxes. Circle the spelling pattern for the 'i' sound.

h	i	ll	y
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5. Looking for the spelling patterns for the 'il' sounds at the end of words

Say the word *table* and count the sounds. Draw four sound boxes on the board.

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Write the word *table* on the board and ask students to help you fill in the sound boxes. Circle the spelling pattern for the 'il' sounds.

t	a	b	le
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Say the word *parcel* and count the sounds. Draw four sound boxes on the board.

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Write the word *parcel* on the board and ask students to help you fill in the sound boxes. Circle the spelling pattern for the 'il' sounds.

p	a	c	el
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Say the word *oval* and count the sounds. Draw three sound boxes on the board.

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Write the word *oval* on the board and ask students to help you fill in the sound boxes. Circle the spelling pattern for the 'i' sound.

o	v	al
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Write the patterns you have found on the board

'i': i ll
'il': le el al

Write some of the words students brainstormed under these spelling patterns.

Explain to students that these are the most common spelling patterns for the 'i' and 'il' sounds but they might find more.

6. Finding the words that contain the 'i' and 'il' sounds in Kindness

As students read Raspberry Fizz ask them to listen for words that contain the 'l' sound and words that end with 'il'.

When the book has been read, go back and re-read it a page at a time. Ask students to identify the 'l' and 'il' words on each page and write them on the board in two groups – 'l' words and 'il' words. Write the different spelling patterns under each of these headings.

'l' words		'il' words		
l	ll	le	el	al

Ask students to colour-code the spelling patterns for the 'l' and 'il' sounds in the words on the board.

5. Extension

Write the 'l' and 'il' words from the book and from students' suggestions, onto cards. Students could sort the cards into spelling pattern groups. They could then look at where in the word the spelling patterns occur.

Students could then sort the words into those that have a single l and those that have a double l. Ask them to listen to the vowel sounds that come before the l. This pattern usually follows a short vowel sound or a single vowel spelling pattern.

Vocabulary Development

1. Word meanings

Use the lists of important vocabulary in the story (nouns, verbs and adjectives) on the inside back cover of the book to generate discussion based on students' own experiences.

Choose some to discuss further.

For example:

Verbs –*skinned, scraped*

These are 'doing' words.

When Daniel fell off his bike he hurt his elbow. On page 2 it says, "*He landed in the gravel and skinned his elbow.*"

What does this mean? What would his elbow look like? How would it feel? What could he do to make it better?

When William fell off his bike he scraped his knee. On page 9 it says, "*He fell onto the road and scraped his knee.*"

Does this mean the same as skinned? Describe what William's knee would look like.

What other words could you use instead of *skinned* and *scraped* to describe Daniel and William's injuries?

Nouns - *footpath, road*

Describe a footpath and a road. What is the same about them? What is different about them?

Would you ever walk on the road? When would you do this?
Do we ever drive something on a footpath? Why would we do this?

gravel

What is gravel? Where would you see it? Is it easy to ride a bike in gravel? Why or why not?

2. Synonyms

Think of new words that could replace these ones that appear in the story.

Page 2: *slipped* – skidded, fell

Page 5: *cruel* – unkind, mean, nasty, horrible

Page 7: *wrapped* – tied, bandaged, covered

Page 8: *kind* – nice, good, thoughtful

3. Antonyms

Think of words that mean the opposite of these ones that appear in the story.

walked – ran, jogged, raced

cruel – kind, helpful, nice, friendly

smile – frown, scowl, cry

Discuss whether they really mean the opposite of the word as it is used in the story.

Comprehension

Characters

Read through the story a page at a time discussing the actions of each character and how these actions made other characters feel.

Page 3: Why do you think Daniel tried not to cry when he saw William watching him?

Page 4: What do you think William is thinking as he looks at Daniel?

Page 5: What do you think of William's actions? How does Daniel feel now?

Pages 6 and 7: How did Ellen feel when she saw Daniel? How did Daniel feel when Ellen helped him?

Page 9: How do you think Daniel felt when he saw William fall off his bike?

Page 10: What could Daniel be thinking as he walks up to William?

Page 11: What do you think William is thinking when Daniel helps him?

Page 12: How are both boys feeling now?

Explain how Daniel's kindness might change William's behaviour in the future. What did William say on page 12 that makes you think his behaviour might change in the future (*'Thank you for helping me.'* - He was polite, whereas before he was unkind.)

Fill in Activity Sheet 1 showing how the characters actions caused different feelings.

Story Structure

Choose the most important event in the story. Use Activity Sheet 2 to draw a picture of this event

and write about what happened. Explain why it was the most important event in the story.

Extension

Write a new story about William that shows him being kind and helping someone, instead of being nasty.

Fluency

Phonics focus words

Make up these words into cards – either colour-code the ‘l’ and ‘il’ spelling patterns or print them in colour. These cards can be used for quick word recognition or for word sorts to identify spelling patterns for the ‘l’ and ‘il’ sounds.

Read each event in the Cause column and then write about how the characters felt in the Effect column.

Cause	Effect: How characters felt
Daniel fell on the icy footpath and skinned his elbow.	Daniel felt...
William walked up to him as he lay on the ground.	Daniel felt...
William laughed at Daniel and walked away.	Daniel felt...
Ellen ran over and helped Daniel up. She wrapped a towel around his elbow.	Daniel felt...
William fell off his bike when he skidded in the gravel.	William felt...
Daniel walked up to him as he lay on the ground.	William felt...
Daniel helped William up.	William felt... Daniel felt...

Activity Sheet 2

The Most Important Event:

This event was important because _____

Phonics Focus Words

slipped	elbow
fell	feels
landed	William
fall	looked
felt	lying
Ellen	laughed
all	laughing
I'll	bleeding
help	helped

smiled	already
Daniel	gravel
cruel	towel
bicycle	trouble
l	ll
le	el
al	ol