

A Common Core State Standards-Aligned
Discussion & Project Guide for Ages 4 to 10



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Illustrated by Kristyna Litten
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In a wildly whimsical, validating, and exuberant reflection of the LGBT community, THIS DAY IN JUNE welcomes readers to experience a pride celebration and share in a day when we are all united.

Guide created by Debbie Gonzales
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Pre-Reading Discussion Questions

Consider the front cover of the book:

- Examine the people featured in this illustration. Describe them. Identify ways that they are different from one another. Determine one thing that they all have in common.
- Define the word ‘celebration.’ Are the people in the illustration celebrating something? How do you know?
- Identify how these people are feeling. Explain how you are able to predict their feelings. Tell why they are all smiling.
- Consider the use of color in this illustration. Describe how the use of bright colors makes you feel.
- Notice the shapes and colors of the letters printed on the signs the people are holding. Who made these signs? Predict why the people are carrying signs printed in this way.
- Tell why the young boy on the far right is holding a rainbow-colored flag.
- The title of this book is THIS DAY IN JUNE. What do you think happened on that particular day in June. Identify clues from the illustration to justify your prediction.

Meet the author - Gayle E. Pitman!

- Tell everything you know about an author.
- List the tools authors use to tell stories.
- Ms. Pitman is a professor. She teaches psychology, which is the study of emotions and feelings. Consider how teaching about psychology might inspire Ms. Pitman’s stories.
- Ms. Pitman is an expert in LGBTQ psychological research, meaning that she knows a great deal about acceptance, awareness, and personal expression. Explain ways that acceptance, awareness, and personal expression can be celebrated.
- To learn more about Ms. Pitman and her work access <http://gaylepitman.com>.



Meet the illustrator - Kristyna Litten!

- On her website, Ms. Litten says that she is, “obsessed with narrative and creating characters.” The word narrative means to tell a story. Explain how pictures can tell stories.
- Consider the Kristyna’s illustration of the girl wearing heart-shaped sunglasses. Notice how her arms are spread wide. Determine what that action suggests about the way she feels. Predict what her heart-shaped glasses reveal about her emotions. Tell all you know about the character featured in this illustration.
- Access Ms. Litten’s website at <http://kristynalitten.blogspot.com> to find out more about her illustrations and interests.



THIS DAY IN JUNE
www.gaylepitman.com

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www.kristynalitten.com www.debbiegonzales.com



Pride Flag Study

Objective: To explore key concepts presented in the text.

Materials:

- THIS DAY IN JUNE
- Pride Flag Template (Guide, pg. 5)
- Sample Pride Flag (below)
- Red, orange, yellow, green, blue, and purple markers
- Scissors
- Glue stick or tape

Procedure:

- Discuss the Sample Pride Flag below.
 - ~ Instruct students to identify the colors of the rainbow depicted.
 - ~ Explore the term 'pride.' Encourage the students to define the term in their own words.
 - ~ Note symbolic representation for each color. As a group, define the meaning of the words 'life', 'healing', 'sunlight', 'nature', 'serenity', 'harmony', and 'spirit.' Tell why the LGBT community values concepts such as these.
- Using the **Pride Flag Template**, first instruct students to trim around **Concept Word Labels**.
- Then, color the flag template using the Sample Pride Flag as a guide.
- Use glue stick or tape to secure **Concept Word Labels** to the correct corresponding color.
- Instruct students to write a brief summary of the Pride Flag and its symbolic colors.



Pride Flag Template

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1. Cut on solid line.
2. Trim around Concept Word Labels.
3. Match word label to its corresponding color.

harmony

serenity

life

spirit

sunlight

nature

healing



LGBT Timeline of Notable Events

Objective: To determine the main idea of a text, recount the key details and explain how they support the main idea.

Materials:

- THIS DAY IN JUNE
- Timeline Strips (Guide, pg. 7)
- Timeline Tabs (Guide, pg. 8)
- Scissors
- Tape
- Paper & Pencil

Procedure:

- Use scissors to trim around **Timeline Strips** and **Timeline Tabs**.
- Tape **Timeline Strips** together being careful to align dates in the correct sequential order.
- Place **Timeline Tabs** near designated dates along the Timeline.
- Consider the arrangement of the tabs. Note any patterns of dates or events established in the tab arrangement. Discuss your observations.
 - ~ Identify ways that events are somehow linked with one another.
 - ~ Explore reasons why some tabs are clustered together on the timeline. Determine what was happening at that time in history.
 - ~ Determine why some tabs are set apart from the clusters. Explain what kind of changes were taking place during those times in history.
- Write an informative essay discussing your response to the sequence of events featured in this lesson. Choose a topic of interest to research more thoroughly.
- Share your work with the class.



Timeline Strips

1960
1965
1970
1975
1980

Tape under 1980
1985
1990
1995
2000

Tape under 2000
2005
2010
2015
2020



Timeline Tabs

June 28,
1969

Date commemorating the three-day protest known as the Stonewall Riots, marking the beginning of the gay liberation movement.

June 19,
1972

Queens school teacher Jeanne Monford marched with her gay son, Morty, in New York's Christopher Street Liberation Day March, the precursor to today's pride parades.

1996

The U.S government passed the Defense of Marriage Act (DOMA) which defines marriage between a man and a woman.

2013

The Supreme Court ruled that DOMA was unconstitutional

May 27,
1978

Harvey Milk, the first openly gay person to be elected to public office in California is assassinated.

1987

ACT-UP (Aids Coalition to Unleash Power) was founded in New York as a political group in response to the AIDS crisis.

1979

PFLAG (Parents, Families & Friends of Lesbians and Gays) held their first meeting in Washington, D.C. As a result of this meeting, the first PFLAG office was established in Los Angeles.

1979

The Sister of Perpetual Indulgence, an order of LGBT nuns, first made an appearance on Easter Sunday in San Francisco. The sisters are devoted to community service, the promotion of human rights, respect for diversity and spiritual enlightenment.

1995

COLAGE (Children of Lesbians and Gays Everywhere), an off-shoot of GLPCI (The Gay and Lesbians Parents Coalition International), is established in San Francisco.

1980

The Human Rights Campaign (HRC) was founded by Steve Endean as one fo the first gay and lesbian political action committees in the United

1988-
1989

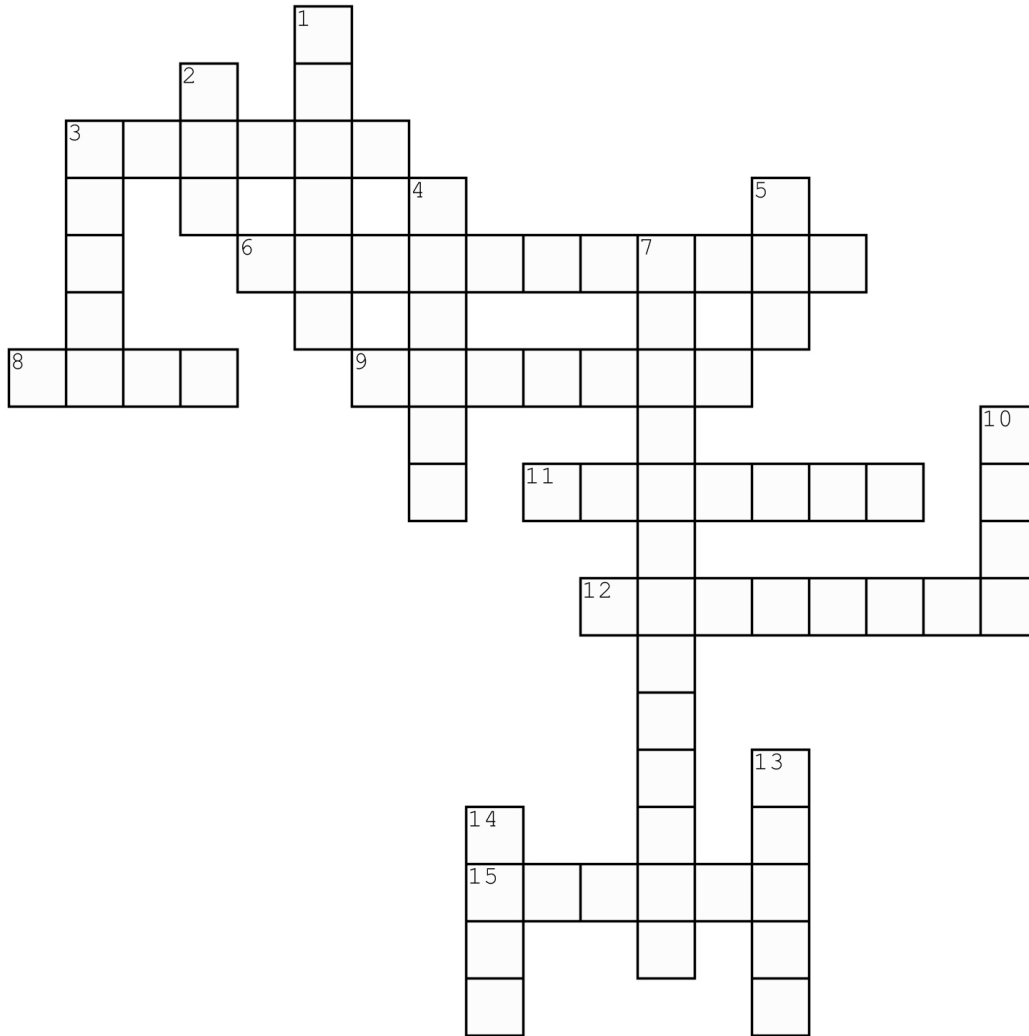
The first Gay-Straight Aliiance (GSA) is established at two private schools in Massachuettts. The GSA is a student-run club promoting a safe place for students to meet and work together to end homophobia and transphobia.



THIS DAY IN JUNE Crossword Puzzle

Note: Refer to the Reading Guide at the back of the book to discover answers to the Crossword Puzzle below.

Answers to the puzzle can be found
on the following page.



Across:

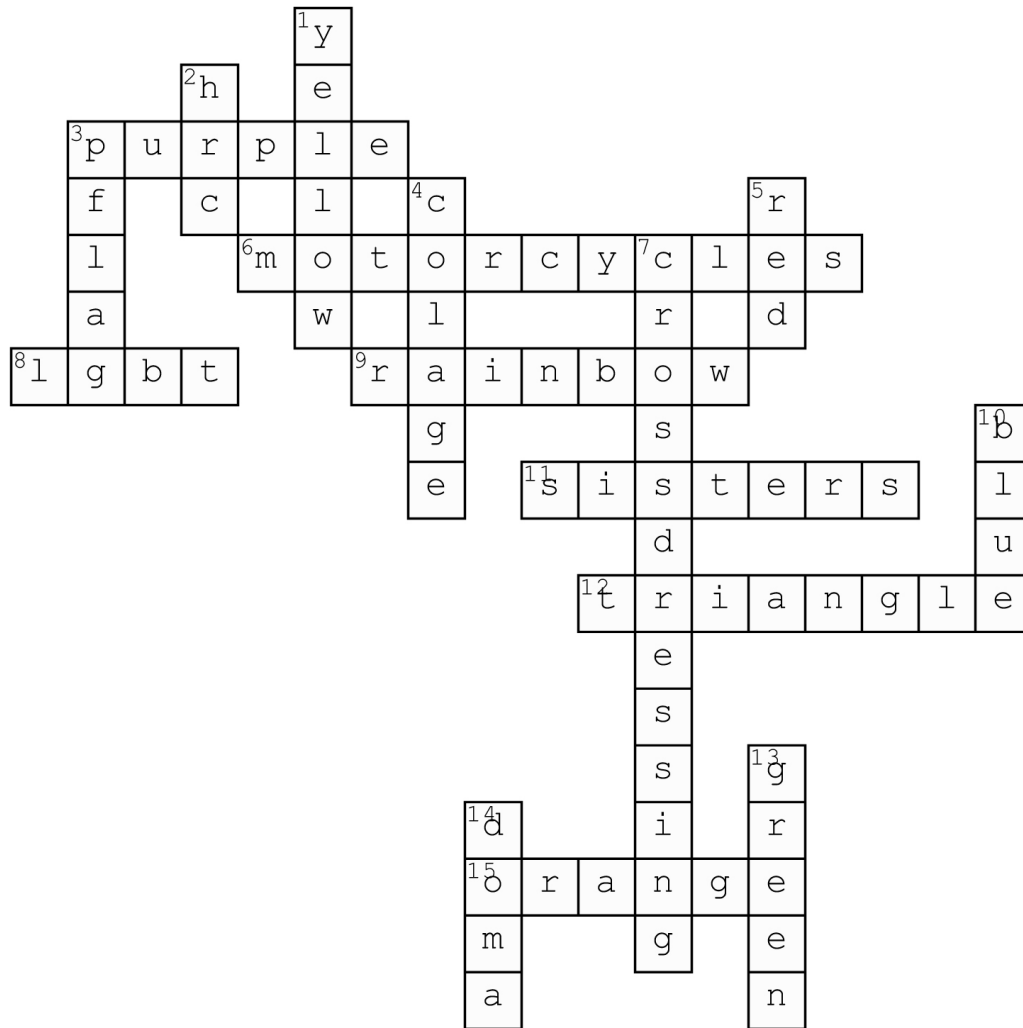
3. Color symbolizing spirit
6. Symbol of feminism and visibility
8. Lesbian, gay, bisexual, and transgender
9. A symbol of pride
11. The _____ of Perpetual Indulgence
12. Pink symbol of LGBT pride
15. Color symbolizing healing

Down:

1. Color symbolizing sunlight
2. Human Rights Campaign
3. Nation's largest support organization for allies united with LGBT people
4. Children of Lesbians and Gays Everywhere
5. Color symbolizing life
7. Wearing clothing typical of the opposite sex
10. Color symbolizing serenity or harmony
13. Color symbolizing nature
14. Defense of Marriage Act



THIS DAY IN JUNE Crossword Puzzle Answers



Across:

3. Color symbolizing spirit
6. Symbol of feminism and visibility
8. Lesbian, gay, bisexual, and transgender
9. A symbol of pride
11. The _____ of Perpetual Indulgence
12. Pink symbol of LGBT pride
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Down:

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2. Human Rights Campaign
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FIVE-STEP THEME EXPLORATION

Objective: To interpret the central message of selected quotations and explain how that are conveyed through key details in the text.

Materials:

- THIS DAY IN JUNE
- The Quotes and Theme List (Guide, pg. 12)
- The Five-Step Theme Exploration Template (Guide, pg. 13)
- Pencil
- Colored pencils or markers

Procedure:

- **Step One - Choose a Quote:**
 - ~ Review and discuss the quotations printed on the **Quotes and Themes List**.
 - ~ Explain the meaning of each quotation. What is the author's intended message?
 - ~ Select a quote. Copy it in the space designated on the **Five-Step Theme Exploration Template**.
- **Step Two - Choose a Theme:**
 - ~ Review and discuss the list of themes printed on the **Quotes and Themes List**.
 - ~ Tell what each theme means to you. Use your own words to define each term.
 - ~ Choose the term that you think best symbolizes your chosen message. Write the term in the space provided on the **Five-Step Theme Exploration Template**.
- **Step Three - Choose a Symbolic Color:**
 - ~ Using the symbolic colors of the Rainbow Flag as inspiration, decide upon a color to represent the overall message and theme of your chosen quote.
 - ~ Use chosen color to fill in the the space provided on the **Five-Step Theme Exploration Template** appropriately.
- **Step Four - Illustrate Your Message:**
 - ~ In the space provided on the **Five-Step Theme Exploration**, use markers to illustrate a scene or symbol to represent your quote, theme, and color choices.
 - ~ Review the illustrations featured in THIS DAY IN JUNE as inspiration!
- **Step Five - Write a Narrative or Informative Essay:**
 - ~ Explain your process by writing either a short narrative about your illustration or an informative essay explaining your interpretation of the chosen quote.
 - ~ Highlight your theme and color choices in the written piece. Justify the interpretive choices that you made.
 - ~ Share your work with the class.



QUOTES

“Knowledge is power.” -Sir Francis Bacon

“**Silence = Death.**” -**ACT-UP** slogan

“If you are always trying to be normal, you will never know how amazing you can be.” -Maya Angelou

“Hope will never be silent.” -Harvey Milk

“Your difference is your superpower.”
-Gayle E. Pitman

THEMES

harmony	understanding
spirit	acceptance
serenity	identity
respect	confidence
tolerance	determination
power	pride



FIVE-STEP THEME EXPLORATION TEMPLATE

Step 1: Write quote here.



Step 2: Choose a theme.



Step 3: Choose a color to symbolize theme.



Step 4: Illustrate your message.

Step 5: Write about it.

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Common Core State Standards Alignment

English Language Arts Standards » Reading: Informational Text

		Discussion Questions	Flag Study	Timeline	Crossword Puzzle	Theme Exploration
CCSS.ELA-Literacy.RI.K.1	With prompting and support, ask and answer questions about key details in a text.	●	●	●	●	
CCSS.ELA-Literacy.RI.K.2	With prompting and support, identify the main topic and retell key details of a text.				●	
CCSS.ELA-Literacy.RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.				●	
CCSS.ELA-Literacy.RI.K.5	Identify the front cover, back cover, and title page of a book.	●				
CCSS.ELA-Literacy.RI.K.6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	●				
CCSS.ELA-Literacy.RI.K.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	●	●			
CCSS.ELA-Literacy.RI.K.8	With prompting and support, identify the reasons an author gives to support points in a text.		●	●		●
CCSS.ELA-Literacy.RI.K.10	Actively engage in group reading activities with purpose and understanding.	●	●	●	●	●
CCSS.ELA-Literacy.RI.1.1	Ask and answer questions about key details in a text	●	●	●	●	
CCSS.ELA-Literacy.RI.1.2	Identify the main topic and retell key details of a text.				●	●
CCSS.ELA-Literacy.RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.			●		
CCSS.ELA-Literacy.RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.				●	
CCSS.ELA-Literacy.RI.1.5	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.				●	
CCSS.ELA-Literacy.RI.1.7	Use the illustrations and details in a text to describe its key ideas.	●	●			
CCSS.ELA-Literacy.RI.1.10	With prompting and support, read informational texts appropriately complex for grade 1.	●	●	●	●	●
CCSS.ELA-Literacy.RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.			●		
CCSS.ELA-Literacy.RI.2.4	Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .				●	
CCSS.ELA-Literacy.RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.					●
CCSS.ELA-Literacy.RI.2.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.			●		
CCSS.ELA-Literacy.RI.2.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	●	●	●	●	●
CCSS.ELA-Literacy.RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	●	●	●	●	●
CCSS.ELA-Literacy.RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.	●		●		●
CCSS.ELA-Literacy.RI.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.			●		
CCSS.ELA-Literacy.RI.3.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).			●		●
CCSS.ELA-Literacy.RI.3.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.	●	●	●	●	●



English Language Arts Standards » Writing

		Discussion Questions	Flag Study	Timeline	Crossword Puzzle	Theme Exploration
CCSS.ELA-Literacy.W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.		•	•		•
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.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, 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.2.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.		•	•		•
CCSS.ELA-Literacy.W.2.3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.					•
CCSS.ELA-Literacy.W.2.8	Recall information from experiences or gather information from provided sources to answer a question.		•	•		•
CCSS.ELA-Literacy.W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.		•	•		•
CCSS.ELA-Literacy.W.3.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.					•

English Language Arts Standards » Speaking & Listening

CCSS.ELA-Literacy.SL.K.1	Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.	•	•	•		•
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 <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.	•	•	•	•	•
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.1.4	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.2.1	Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.	•	•	•	•	•
CCSS.ELA-Literacy.SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	•		•		•
CCSS.ELA-Literacy.SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly.	•	•	•		•
CCSS.ELA-Literacy.SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.		•	•		•

