Title/Author: For You Are a Kenyan Child by Kelly Cunnane

Suggested Time to Spend: 2 Days (Recommendation: two sessions per day, at least 20 minutes per day)

Common Core grade-level ELA/Literacy Standards: RL.K.1, RL.K.3, RL.K.4, RL.K.7; W.K.2; SL.K.1, SL.K.2, SL.K.4, SL.K.5, SL.K.6; L.K.1

Lesson Objective:

Students will ask and answer questions about key details in the story, *For You Are a Kenyan Child.*

Teacher Instructions

**Before the Lesson**

1. Read the Big Ideas and Key Understandings and the Synopsis below. **Please do not read this to the students**. This is a description to help you prepare to teach the book and be clear about what you want your children to take away from the work.

Big Ideas/Key Understandings/Focusing Question

The expectation of carrying out one’s responsibility transcends culture.

Synopsis

This is a beautifully illustrated story of a Kenyan child who is easily distracted from his daily work. The child encounters several experiences throughout the day, but finally realizes that he has forgotten his chores. He is later reminded of his responsibilities when he encounters his grandfather who ironically bestows the “cow stick back to him”, despite him not fulfilling his job for the day.

1. Go to the last page of the lesson and review “What makes This Read-Aloud Complex.” This was created for you as part of the lesson and will give you guidance about what the lesson writers saw as the sources of complexity or key access points for this book. You will of course evaluate text complexity with your own students in mind, and make adjustments to the lesson pacing and even the suggested activities and questions.
2. Read the entire book, adding your own insights to the understandings identified. Also note the stopping points for the text-inspired questions and activities. *Hint: you may want to copy the questions vocabulary words and activities over onto sticky notes so they can be stuck to the right pages for each day’s questions and vocabulary work.*

*Note to teachers of English Language Learners (ELLs): Read Aloud Project Lessons are designed for children who cannot read yet for themselves. They are highly interactive and have many scaffolds built into the brief daily lessons to support reading comprehension. Because of this, they are filled with scaffolds that are appropriate for English Language Learners who, by definition, are developing language and learning to read (English). This read aloud text includes complex features which offer many opportunities for learning, but at the same time includes supports and structures to make the text accessible to even the youngest students.*

*This lesson includes features that align to best practices for supporting English Language Learners. Some of the supports you may see built into this, and /or other Read Aloud Project lessons, assist non-native speakers in the following ways:*

* *These lessons include embedded vocabulary scaffolds that help students acquire new vocabulary in the context of reading. They feature multi-modal ways of learning new words, including prompts for where to use visual representations, the inclusion of student-friendly definitions, built-in opportunities to use newly acquired vocabulary through discussion or activities, and featured academic vocabulary for deeper study.*
* *These lessons also include embedded scaffolds to help students make meaning of the text itself. It calls out opportunities for paired or small group discussion, includes recommendations for ways in which visuals, videos, and/or graphic organizers could aid in understanding, provides a mix of questions (both factual and inferential) to guide students gradually toward deeper understanding, and offers recommendations for supplementary texts to build background knowledge supporting the content in the anchor text.*
* *These lessons feature embedded supports to aid students in developing their overall language and communication skills by featuring scaffolds such as sentence frames for discussion and written work (more guidance available* [here](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion)*) as well as writing opportunities (and the inclusion of graphic organizers to scaffold the writing process). These supports help students develop and use newly acquired vocabulary and text-based content knowledge.*

The Lesson – Questions, Activities, and Tasks

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| **Questions/Activities/Vocabulary/Tasks** | **Expected Outcome or Response (for each)** |
| **FIRST READING:**  Read aloud the entire book (or chapter) with minimal interruptions. Stop to provide word meanings or clarify only when you know the majority of your students will be confused. | The goal here is for students to enjoy the book, both writing and pictures, and to experience it as a whole. This will give them some context and sense of completion before they dive into examining the parts of the book more carefully. |
| **SECOND READING (pages 1 – 12)**  **Reread pages 1-2.**  What time of day is it?  What words did you hear or what do you see in the illustrations on pages 1-2 that let you know what time of day it is?  Where does this story take place? (show on map)  **Reread page 1. Point to the rooster, green hills, sun, eucalyptus trees and doves as you read.**  Do you notice any other animals in the illustration on pages 1-2?  **Reread page 3.**  How does the Kenyan boy begin his day?  What does Mama tell her son (the Kenyan boy) he has to do?  What does watching carefully look like?  **Look at the illustrations on page 5.**  What do you notice about the Kenyan boy on page 5?  **Reread the bottom portion of page 6.**  To “slip away” means to leave or go away. What in the illustration on page 6 lets us know the Kenyan boy slips away? What does he “slip away” to do?  **Reread page 7.**  We see the words “Hodi” (“Anybody home?”) and “Karibu” (“Welcome”) again in the story. Where is the Kenyan boy at this point in the story?  What three things does Bashir, the man with the red and yellow beanie and long loopy hair, do?  **Reread page 9.**  What is the Kenyan boy doing?  Is this what he is expected to do? How do you know?  **Reread the top portion of page 11.**  Is the Kenyan boy watching the cows at this point in the story? Use information from the story and illustration to explain how you know.  We see the words “Hodi” (“Anybody home?”) and “Karibu” (“Welcome”) again in the story. Where is the Kenyan boy at this point in the story? | It was morning time.  The words wake, morning, and sun let us know it is morning time. There is a big sun and a little boy stretching on page 2.  The story takes place in a village surrounded by green hills, in Kenya.  Yes. There is a small animal with big eyes and ears in the tree with the doves.  The Kenyan boy begins his day by entering Mama’s hut, sitting on a stool by the fire, and sipping porridge (soup).  Mama tells her son that he has to take Grandfather’s cows to pasture and watch them carefully.  Students to describe what a careful watch looks like.  The Kenyan boy is standing in the field with the cows. There are mountains in the background. He has something red and white (blanket, cape, cloth) wrapped around him. He is also holding a stick and a small animal.  The Kenyan boy left the cows. He also left the red and white wrap and stick (cow switch) behind.  The Kenyan boy slips away to see who else is awake.  The Kenyan boy is at the tea shop.  He (1) lets the Kenyan boy look at him cook, (2) asks him if he wants a pancake, and (3) gives him the first hot pancake of the day.  He is chasing after the great black monkey that he wants to see. No, the Kenyan boy is not watching the cows.  The Kenyan boy is not doing what he is expected to do because he is chasing after the great black monkey.  The Kenyan boy is not watching the cows. The story says “You are not watching.” The cows are on the hill looking at him walking into the hut. The Kenyan boy has his back turned to the cows and he looks as if he is interested in what the village chief is making with the wood.  The Kenyan boy is at the little wood shop to greet the village chief. |
| **THIRD READING (pages 13 – 21)**    On page 13, what does the village chief “Mzee” ask the Kenyan boy? What words do you hear that let us know how the Kenyan child felt about being given the chief’s stick?  What words do you hear that let us know that the cows need the Kenyan child?  How does the illustration on the page help us in see how the cows need the Kenyan boy?  On page 16, we see the words “Hodi” (“Anybody home?”) and “Karibu” (“Welcome”) again in the story. Where is the Kenyan boy at this point in the story?  As the Kenyan boy drinks the sweet milk on page 16, what is he reminded of by grandma’s knowing eyes?  **Reread: “Tell Grandmother you are very busy with your chores, and hurry away to those chores.”**  Why does the Kenyan child tell his grandmother that he is very busy with his chores?  Would telling his grandmother that he was busy be a truthful statement? What have you heard in the story that let you know that this is not true?  On page 20, we see the words “Hodi” (“Anybody home?”) and “Karibu” (“Welcome”) again in the story. Where is the Kenyan boy at this point in the story?  What did Wini offer the Kenyan to eat? Did the Kenyan child enjoy eating the bug that Wini offered him? How do you know? | Village chief ‘Mzee” asks the Kenyan boy if he wants to hold the chief stick. The Kenyan boy says, “Yes!” and marches proudly around the chief with the stick, and he lifts the stick up high.  Grandfather’s cows are waiting, thirsty from their grassy breakfast. They want *someone* to take care of them to the stream for a drink.  The cows have their tongues hanging out their mouths to show they are very thirsty.  He is entering his Grandmother’s hut.  The Kenyan boy is reminded that he is not taking care of the cows as he is expected to do. Since milk comes from cows, maybe grandma gives him milk to remind him that he should be watching the cows.  The Kenyan boy is feeling guilty since he knows he should be doing what his grandfather expected him to do. He knows he should be watching the cows but he is not being responsible and doing the right thing.  No, it would not be a truthful statement.  He has stopped at various places in the village.  He is at Wini’s hut and garden.  Wini offers the Kenyan boy a bug. Yes, he did enjoy eating the bug. The text tells they are so sweet and the boy agrees by saying. “Mmmm,”…this means good. |
| **FOURTH READING (pages 21 – 31)**  On the top of page21, we see the words “Hodi” (“Anybody home?”) and “Karibu” (“Welcome”) again in the story. Who does the Kenyan boy meet at this point in the story? What does his friend ask him to do? What does the Kenyan boy do?  To “catch your breath” means to rest for a moment after doing physical exercise until you can breathe regularly again. On page 22, what does the Kenyan boy do while he catches his breath after kicking the ball with his friend?  **Reread page 23 and look at the illustration on page 24.**  What does the expression on the Kenyan boy’s face tell you? Use pictures or words from the story to answer?  **Reread page 24.**  What worries does the Kenyan boy have about the cows? What was the Kenyan boy reminded of? Was he carrying out his responsibility as expected?  On page 25, what is the Kenyan boy reminded of when he sees his Grandfather?  By looking at the illustration on page 25, how does the grandfather feel at this point in the story? Tell how the boy is  feeling from the picture.  **Reread the bottom portion of page 25.**  When Grandfather says “Twendi nyumbani sasa” what is he saying to the Kenyan boy?  On pages 25 and 26, what does grandfather do after that he says, “Let’s go home now-“ to the Kenyan boy?  Look closely at the illustrations on pages 27 and 28. Does the Kenyan boy go home as he was expected to do? What do you see in the illustration that lets you know the Kenyan boy did or did not do what he was expected to do?  On pages 29 and 30, what time of day is it? What words (or phrases) did you hear or what do you see in the illustration that lets you know?  On page 33, what is the Kenyan boy doing? What do you notice in the illustration? | The Kenyan boy meets his friend, Kiptoo. He asks the Kenyan boy if he wants to kick a rag ball. He kicks the rag ball with his friend, Kiptoo.  The Kenyan boy looks to the hillside where Grandfathers’ cows are.  The Kenyan boy looks worried or lost. He realizes that the cows are gone. In the illustration on page 24, the Kenyan boy’s hands are on his face and his eyes are wide. His expression shows us he is upset or worried. The words also tell what the boy is thinking. “Why did you wander? Why didn’t you stay and do the job Mama gave you today?  The Kenyan boy was worried about where the cows were. He was worried (or feeling guilty) about whether the cows were crashing someone’s garden or standing on the road or lost at the schoolhouse or gone over a cliff. The Kenyan boy was reminded that he wandered (went to several places in the village) and did not do the job his Mama gave him. He was not carrying out his responsibility as expected.  The Kenyan boy is reminded that he should be on the path with the cows (going home for evening tea).  The grandfather is not happy with the boy. The students may say that they can tell because the grandfather is not smiling. They will also point out that the boy has his head down, and looks sad.  Grandfather is saying, “Let’s go home now-“or it’s time to go home.  Grandfather puts the cow switch (stick) in the Kenyan boy’s hand.  Yes, the Kenyan boy goes home as he was expected to do.  The Kenyan boy: is running to hug his mother, he still has the cow switch (stick) in his hand, and he has the wrap around him like he did at the beginning of the story.  It is nighttime. The words “sleeping,” “quiet,” “curl up,” telling her child the story,” and “asleep.”  In the illustration, there are stars, a moon, the little brown animal is sleeping, and the monkeys are sleeping.  The Kenyan boy is sleeping. He is sleeping with the wrap his Grandfather gave him. There is a moon above him. |

FINAL DAY WITH THE BOOK - Culminating Task

* Narrative drama is an energizing way to learn about the setting and elements of a story, while encouraging collaboration and teamwork as kindergarten students bring the story to life.
  + Have students perform the story with the Kenyan boy making the right decisions and carrying out his responsibility of tending to the cows.
  + Then, have students act out the story with the emphasis on the boy not making the right decisions and how that makes him feel.
  + Compare and contrast the two performances to highlight how making the right decision (being responsible) helps you to feel good about yourself and how not being responsible makes you feel guilty.
* After the performances and discussion, chart a list of responsibilities students are expected to carry out at home/school. Compare their responsibilities with the responsibilities held by the characters in this book.
* Ask students to draw a picture showing them carrying out one responsibility they have at home or school that is similar to the responsibilities of the characters in the book. Have students label their pictures with words that describe what they are doing in the picture.

Vocabulary

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| **These words merit less time and attention**  (They are concrete and easy to explain, or describe events/  processes/ideas/concepts/experiences that are familiar to your students ) | **These words merit more time and attention**  (They are abstract, have multiple meanings, and/or are a part  of a large family of words with related meanings. These words are likely to describe events, ideas, processes or experiences that most of your students will be unfamiliar with) |
| Page 3 – watch – to look or observe attentively or carefully  Page 3 – hut - a small building used as a house  Page 3 - Carefully – cautious; thorough  Page 9 - leap – to jump high  Page 16 - stream – a narrow river  Page 16 – hedge – a close-set row of bushes  Page 16 – gourd – a hard skinned fruit hollowed out for drinking and eating  Page 17 – chore – a task that has to be done  Page 25 – switch – a thin rod or cane | Page 3 – maize – corn  Page 3 – pasture – an area covered with grass suitable for the grazing of livestock  Page 4 – meadow – grassy field used for grazing  Page 4 – herd – a large group of animals that are kept / driven together  Page 4 – graze – to allow animals to eat grass in a field  Page 13 – spear – a long handled weapon with a blade  Page 16 – gourd – a hard skinned fruit hollowed out for drinking and eating |

Extension learning activities for this book and other useful resources

* Have students make paper bag puppets of their favorite character from the story and reenact the story with their puppets. Encourage students to use details and dialogue directly from the text. *Note: This is particularly supportive of English Language Learners.*
* Take pictures of students carrying out classroom responsibilities and post them on a bulletin board entitled “Our Classroom Responsibilities”.
* Create a “chief stick” that can be used to recognize students for carrying out classroom expectations or jobs.

Note to Teacher

* Refer to “A Note About the Text” and “Glossary” at the beginning of the book for an overview of Kenyan culture and language. All of the Swahili words used in the story are defined in the story itself. Pronunciation information is provided in the overview.

**What Makes This Read-Aloud Complex?**

1. **Quantitative Measure**

Go to <http://www.lexile.com/> and enter the title of your read-aloud in the Quick Book Search in the upper right of home page. Most texts will have a Lexile measure in this database.

Most of the texts that we read aloud in K-2 should be in the 2-3 or 4-5 band, more complex than the students can read themselves.

2-3 band 420-820L

4-5 band 740-1010L

760L

1. **Qualitative Features**

Consider the four dimensions of text complexity below. For each dimension\*, note specific examples from the text that make it more or less complex.

Grandfather looks at you and you look down…

Take the cows home with Grandfather and so not stay…

For you are a Kenyan child.

Punctuation and fonts vary in style and size.

More than one story line: the journey of the Kenyan child, monkeys, and cows.

Figurative language

Use of Swahili throughout story

Common customs of the villagers in Kenya (holding the chief stick, “sleeping milk,”eating bugs, kicking a rag ball, waking to the sound of a rooster crowing, etc).

**Meaning/Purpose**

**Structure**

**Language**

**Knowledge Demands**

\*For more information on the qualitative dimensions of text complexity, visit <http://www.achievethecore.org/content/upload/Companion_to_Qualitative_Scale_Features_Explained.pdf>

1. **Reader and Task Considerations**

What will challenge my students most in this text? What supports can I provide?

Students will be exposed to Swahili, the official language of Tanzania and Kenya (and a language widely spoken in other African countries). All Swahili words used are defined in the story itself. This can be emphasized as the story is read to students.

How will this text help my students build knowledge about the world?

They will learn about the culture and geography of the depicted village in Kenya.

1. **Grade level**

What grade does this book best belong in?

This book is recommended as a Read Aloud for Kindergarten.

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