



## ALLY READING BUDDIES

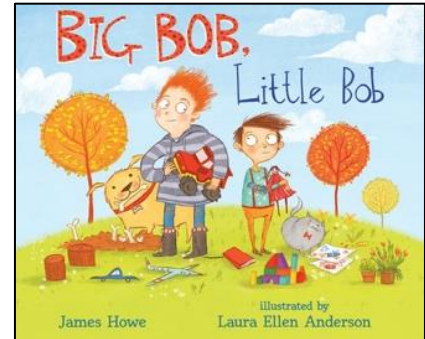
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**SUGGESTED GRADE LEVEL:** K – 1 with 2 - 5 reading buddy

**LENGTH OF TIME:** 45 minutes

### GOALS

- To develop the ability to recognize ally behavior.
- To consider the importance of words and actions.
- To develop critical thinking skills and problem solving around bullying situations.
- To develop goals and guidelines for a welcoming and inclusive classroom environment.



### OBJECTIVES

- Students will explain the power of words and actions to support others instead of making others feel “less than” or unwelcome.
- Students will explain ally behaviors.
- Students will strategize effective ways to welcome and support someone who has been treated unkindly.

### ACADEMIC STANDARDS

- 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. (Also SL.K.2, 2.2)
- CCSS.ELA-LITERACY.RL.1.3: Describe how characters in a story respond to major events and challenges. (Also RL.K.3, 2.3)
- CCSS.ELA-LITERACY.RL.1.7: Use illustrations and details in a story to describe its characters, setting or events. (Also RL.K.7, 2.7)

### EDUCATORS' NOTES

This lesson gives students an opportunity to read together and think about ally and bystander behavior. We recommend pairing K-1 students with an older student in grades 2-5 to do this activity.

After reading one of the recommended books with a classroom partner or their reading buddy from an upper grade, students will discuss what they can do to support and encourage each other (ally behavior).

If you are pairing your students in your class together, you will need to choose books that are appropriate for their reading level from the list. For kindergarten students (when buddies are unavailable), the teacher may select a story to read to the whole class and pair students for discussions and extension activities.

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## MATERIALS

- Enough books for each pair of students to have one book or selected text to read aloud
- Chart paper or a whiteboard, markers

## BOOKS WITH EXAMPLES OF ALLY BEHAVIOR

*Be Kind* by Pat Zietlow Miller

*Big Bob, Little Bob* by James Howe

*The Christmas Menorahs: How a Town Fought Hate* by Janice Cohn

*I Walk With Vanessa A Story About A Simple Act of Kindness* by Kerascoët

*The Invisible Boy* by Trudy Ludwig

*My Name Is Bilal* by Asma Mobin-Uddin & Barbara Kiwak.

*The New Girl ... and Me* by Jacqui Robbins

*One* by Kathryn Otoshi

*Red: A Crayon's Story* by Michael Hall

*Teammates* by Peter Golenbock.

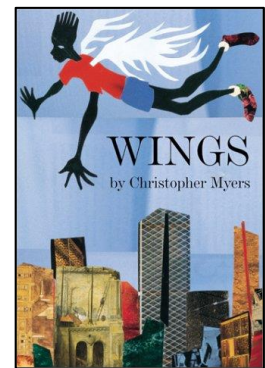
*Wings* by Christopher Myers

Or choose books from your school or classroom library that clearly have someone being bullied and have another character that is an ally standing up for them or helping them.



## BEFORE THE LESSON

- Listen to and monitor ways that students in the school put each other down. Listen for put-downs related to gender expression or identity, race, ethnicity, class, family structure, disability, personal appearance or other reasons. Notice who gets excluded and why.
- You may want to look at behavior data for your school to track any patterns.
- These steps will help you choose the texts you may want to offer for students to read together (or read to them).
- You know your students' needs best and can choose texts around important areas of growth.
- Work with an upper-grade teacher to select reading buddies for your students who can read well aloud and work well with younger students or pair students with consideration to reading abilities.



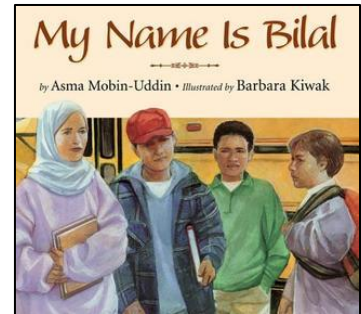
## READING THE BOOKS WITH READING BUDDIES

- If the pairs of students do not know each other, allow time for the students to meet each other.
- Ensure all pairs have a book that includes ally behavior by at least one of the characters.

- Before reading ask the students:
  - Who can tell me what an ally is? Clarify this idea for students as needed.
  - As you read the book, look for someone who is being an ally to another character in the book.
- Allow time for students to read the book with their reading buddy.

## AFTER READING THE BOOKS

- Gather your students.
- On a piece of chart paper or the board, write down your student's responses to these questions:
  - What are some things that the characters in the books did to help when they heard or saw something unkind?
  - How did characters make someone feel more welcomed and included again?
  - How could you have helped stop the hurtful teasing or bullying if you were there?
  - If somebody was being mean to you and making you feel excluded, what would you hope someone would do?
  - What are some ways that people can help each other feel better? What can we do to help each other feel included and do our best?
    - A variety of ways to reach out to a peer should be discussed. Examples might be: inviting the child to play ball, draw together or sit together at lunch. Encourage students to think of other examples.



## EXTENSIONS

- Have students work together to write “Words That Heal” on sticky notes and place them in your school lobby, up in your classroom or on student lockers.
- Have students use the prompt, “We are an Ally When...” to write or draw a response. Post the responses on the wall to create an ally wall.
- Use the Welcoming Schools lesson [Making Decisions: Ally or Bystander](#) to explore what students can do if they see bullying behavior.
- Include words like ally, bystander and upstander on a word wall.
- Work with your students to create a list of guidelines for making the classroom feel safe and affirming for everyone. Post the guidelines. (This can be done in a separate class session.)
  - Ask them what they think the goals should be in order to be a welcoming community where everyone feels safe and included.
  - Ask them to think of ways they can all participate in making these guidelines work and create strategies for intervening, requesting the assistance of an adult or joining with others to make someone feel better, safer and more welcome.

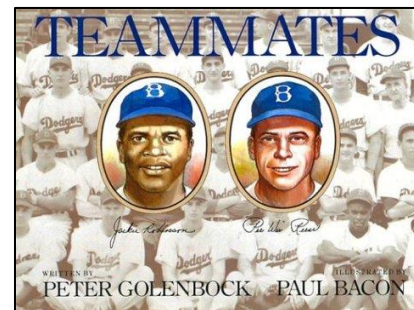
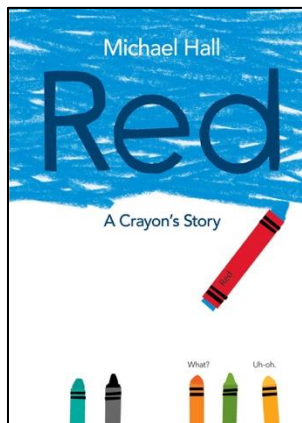
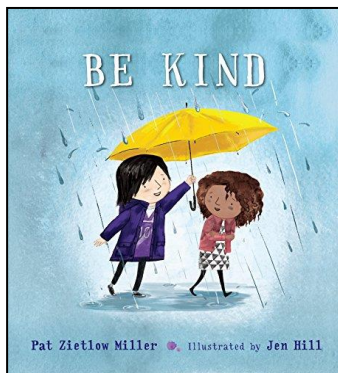
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## ASSESSMENT AND EVALUATION

- Are your students more engaged in reading or listening and answering the guided reading questions?
- Are your students noticing ally behavior in other classroom texts?
- Are your students having conversations with each other about ally behavior?
- Do you see students showing ally behavior by speaking up in the moment, finding a caring adult, walking away, or comforting someone?
- Do students demonstrate an understanding of the words ally, bystander and upstander?

## ADDITIONAL RESOURCES FROM WELCOMING SCHOOLS

- [Children's Books to Prevent Bias-Based Bullying](#)
- [Lesson Plans to Prevent Bias-Based Bullying in School](#)
- [Preventing Bias-Based Bullying – School Resources](#)
- [Professional Development Training](#)



Credit: Developed by Michele Hatchell, Madison, WI.