
✓ Lesson Objectives

Core Content Objectives

Students will:

- ✓ State that every year we remember Martin Luther King Jr. by celebrating his birthday
- ✓ State that Martin Luther King Jr. wanted everyone to live together without being mean to one another

Language Arts Objectives

Students will:

- ✓ With prompting and support, actively engage in group reading activities with purpose and understanding (RI.P.10)
- ✓ Point to the front cover and title of a book (RI.P.5, RF.P.1a)
- ✓ With prompting and support, describe and show what the author and illustrator each contributed to the creation of *Happy Birthday, Martin Luther King* by Jean Marzollo (RI.P.6)
- ✓ Find the illustration, or object within the illustration, that is being described (RI.P.7)
- ✓ Describe an illustration and how it relates to the text (RI.P.7)
- ✓ With prompting and support, ask and answer *who*, *what*, *where*, *when*, and *why* questions about *Happy Birthday, Martin Luther King* by Jean Marzollo (RI.P.1, SL.P.2, SL.P.3)
- ✓ With prompting and support, retell important facts and information from *Happy Birthday, Martin Luther King* by Jean Marzollo (RI.P.2)
- ✓ With prompting and support, ask and answer questions about the word *peaceful* in reading and discussing *Happy Birthday, Martin Luther King* by Jean Marzollo (RI.P.4)

- ✓ With prompting and support, use the word *peaceful* that was acquired through conversations, reading and being read to, and responding to *Happy Birthday, Martin Luther King* by Jean Marzollo (L.P.6)
- ✓ With prompting and support, make revisions to drawing or writing, adding greater detail, based on feedback from adults and peers (W.P.5)

Core Vocabulary

dream, n. A hope or wish that something will happen

Example: I have a dream that one day I will be a professional baseball player.

Variation(s): dreams

peaceful, adj. Calm, nice, and without fighting

Example: It is important to work out your disagreements in a peaceful way without yelling or fighting.

Variation(s): none

solve, v. To find an answer to a problem

Example: Mr. James helped Marie and Shawna solve their argument over who got to play with blocks by helping them talk to each other nicely.


Variation(s): none

talent, n. Something you are really good at doing

Example: My sister's talent is playing the piano well.

Variation(s): talents

At a Glance

	Exercise	Materials	Minutes
Introducing the Read-Aloud	Print Awareness	Image Card 3A-1; <i>Happy Birthday, Martin Luther King</i> by Jean Marzollo	5
	W Personal Connections		
	Purpose for Listening		
Presenting the Read-Aloud	W Happy Birthday, Martin Luther King by Jean Marzollo	<i>Happy Birthday, Martin Luther King</i> by Jean Marzollo; chart paper or a whiteboard, marker	10
Deepening Understanding	W Deepening Understanding: Peaceful	<i>Happy Birthday, Martin Luther King</i> by Jean Marzollo	10
 Complete remainder of lesson later in the day			
Extension Activity	S Kindness Cards	<i>Happy Birthday, Martin Luther King</i> by Jean Marzollo; paper, drawing tools	15

Advance Preparation

Presenting the Read-Aloud

Paper clip pages 18–25 and pages 30–31 together. You will skip these pages while reading *Happy Birthday, Martin Luther King* by Jean Marzollo. These pages contain sensitive material that is not likely to be appropriate for your students.

Practice delivering the read-aloud text while looking at the Flip Book, making notes as to how you plan to make the read-aloud interactive for students. Write your notes in the boxes provided.

Extension Activity

Read the **Extension Activity: Kindness Cards** and follow the directions to make your own example thank you card thanking someone for an act of kindness. Be sure to sign your name to the card.

Introducing the Read-Aloud

5 minutes

Whole Group

Print Awareness

- Read the title and slide your finger under the words as you read.

“Today we are going to read a book. The title of this book is Happy Birthday, Martin Luther King. The title tells us what the book is about. This book is about a man named Martin Luther King Jr. Martin Luther

King Jr. is no longer alive, but every year people in America celebrate his birthday because he was such an important man.”

- Show students **Image Card 3A-1: Martin Luther King Jr. photograph** and tell them he is a real person. Keep the photograph displayed during the read-aloud.

“This is Martin Luther King Jr. He was a real person who lived at a time when your grandparents were probably very young. In this book we see drawings of him, but he was a real person.”

- Ask a few students to come up and point to the title of the book.
- Point to the author’s name as you read it aloud.

“The author of this book is Jean Marzollo. Jean Marzollo wrote the words in this book.”

- Point to the illustrator’s name as you read it aloud.

“The illustrator of this book is J. Brian Pinkney. He drew the pictures in this book.”

Personal Connections

- Tell students that Martin Luther King Jr. helped people learn to treat each other with respect. Then make a connection to respect in your own classroom.

“Martin Luther King Jr., the man on the cover of our book, worked hard all of his life to help people learn to treat each other with respect. That means he wanted everyone to be nice to each other and treat each other fairly. What are some things we do in our classroom to make sure everyone treats each other with respect?” (say “please” and “thank you,” share, take turns, don’t say mean things, don’t hurt each other)

- Remind students that Martin Luther King Jr. helped people learn how to respect one another.

“Martin Luther King Jr. helped a lot of people learn how to treat each other with respect.”

Purpose for Listening

- Tell students to listen to find out why we celebrate Martin Luther King Jr.'s birthday every year and to find out what Martin Luther King Jr. did to promote respect.

“Listen while I read Happy Birthday, Martin Luther King to find out why we celebrate Martin Luther King Jr.’s birthday every year and to find out what Martin Luther King Jr. did to help people learn to treat each other with respect.”

Happy Birthday, Martin Luther King by Jean Marzollo➔ **PAGE 8 . . . Martin Luther King Jr.**

- Explain why Martin Luther King is referred to as Jr.

"Since Martin Luther King had the same name as his father, we call him Martin Luther King Jr. so we know that they are two different people. He is the younger Martin Luther King, so he is junior."

- If you have any "juniors" in your class, tell your students why their friend has the letters "Jr." after his name.

➔ **PAGE 14 . . . made them feel better.**

- Introduce students to the phrase **ACT OF KINDNESS**.

*"Martin was very kind and nice and helped people who were sick feel better by visiting them. When someone does something nice for someone else, we call it an **ACT OF KINDNESS**. In this picture, Martin Luther King Jr. is being kind. He is doing something nice by visiting this woman who is sick."*

- Tell students an example of an act of kindness in your classroom. Ask students if they can think of an example of an act of kindness that someone in the classroom has done.

"I've noticed some acts of kindness in our classroom. This morning Shaun brought me a tissue when I sneezed. That was very kind of him; it was an act of kindness. Can you think of any acts of kindness that have happened in our classroom lately?"

- After the discussion, reorient students to the book.

"Let's keep reading to find out what other acts of kindness Martin Luther King Jr. did."

➔ **PAGE 17 . . . ways to solve problems.**

- Explain what is happening in the illustration.

"Martin Luther King Jr. is helping these two boys solve a problem and get along. He wants them to solve their problem peacefully. That means he wants them to be nice and talk calmly to each other to solve a problem. These boys are shaking hands because they have agreed to get along and be peaceful. Martin Luther King Jr. helped a lot of people solve their problems peacefully, even adults."

- Ask students if anyone has ever helped them solve a problem peacefully.

"Who helps you solve a problem peacefully and makes sure everyone is nice to each other?"

- Call on a few students to respond.



SKIP Pages 18–25: These pages contain information that may not be suitable for your students.

➔ **PAGE 27 . . . pray for justice.**

- Define the word *JUSTICE*.

"All of these people wanted justice. *JUSTICE* means that everything is fair. So, all of these people wanted everything to be fair for all people. They are all marching together with Martin Luther King Jr. They are marching for justice with Martin Luther King Jr."

- Point to Martin Luther King Jr. in the middle of the illustration.

➔ **PAGE 29 . . . mean to one another.**

- Describe what is happening in the illustration as it relates to the text.

"This picture shows Martin Luther King Jr. giving a speech to many, many people. Here is Martin Luther King Jr. talking to everyone. Here are all of the people. Some of them are holding signs. The signs say that they want everyone to be nice to each other and be treated fairly."

- Reorient students to the text of the trade book.

"Martin Luther King Jr. told all of these people about how he hoped 'people everywhere would learn to live together without being mean to one another.'"



SKIP Pages 30–31: These pages contain information that may not be suitable for your students.

➔ **PAGE 32 . . . Martin Luther King!**

- Explain why we celebrate Martin Luther King Jr.'s birthday every year.

"We celebrate Martin Luther King' Jr.'s birthday because of all of the acts of kindness he did for people, like solving problems and helping make things fair. The children in this picture are celebrating Martin Luther King Jr.'s birthday with a cake."

Deepening Understanding: Peaceful**Defining Peaceful**

- Reread the part of the text that contains the word *peaceful*.

“Remember, in our book we heard the word peaceful. Listen for the word peaceful while I read part of the book you heard before.”

➔ **SHOW AND REREAD PAGE 17 . . . peaceful ways to solve problems.**

- Define the word *peaceful*.

“Peaceful means nice and calm. These two boys were having trouble getting along. Martin Luther King Jr. helped them become friends again by having them talk to each other using peaceful voices and words. That means they used nice inside voices and used kind words to get along with each other instead of fighting or yelling.”

- Have students say this word with you.

“Say this word with me—peaceful.”

Reviewing Peaceful

- As a class, think of some examples of times when students have solved a problem in a peaceful way.

I can think of a time when friends solved a problem in a peaceful way in our classroom. I remember Christian and Kayden couldn’t decide who would get a turn first on the computer. Instead of getting mad, Kayden told Christian in a peaceful voice that he could use the computer first. He said “Christian, you can use the computer first and then I will use it after you.” Kayden and Christian solved that problem in a peaceful way.”

- Give students some example scenarios and ask them how they would solve the problem peacefully.

“What if two students wanted to play with the same puzzle? How could they solve this problem peacefully? Should they yell at each other or should they take turns to solve the problem peacefully?”

- Ask students if they have any examples of times they solved a problem peacefully.

“Can you remember a time you had to work out a problem in a peaceful way?”

- Call on a few students to respond, confirming and recasting their answers to include the word *peaceful*.

Teaching Tip

Use the word *peaceful* throughout the day as you help students settle for naptime and circle time.

Expanding Peaceful

- Define the meaning of *peaceful* as a way to describe quiet time.

“We also use the word peaceful to describe when something is quiet and makes us feel safe. When we have nap time in our classroom, the room is very peaceful because everyone is quiet and feels safe. When you get ready to go to sleep at nap time, you feel peaceful. It’s not like recess, when everyone can run around and be loud. That is OK, too, but it is important that we have some parts of our day where it is peaceful and quiet so we can rest.”

- Ask students about times when they feel peaceful.

“Can you think of some times when you feel peaceful and calm?”

- Call on a few students to respond, confirming and recasting their answers to include the word *peaceful*. You might prompt students by asking them about what getting ready for bed is like.



Complete remainder of lesson later in the day



Teaching Tip

Make a Martin Luther King Jr. Act of Kindness Jar by taping a picture of Martin Luther King Jr. to the jar along with a written label. During the day, when you notice a student doing something kind, have the student dictate a sentence describing the kind thing s/he did. Write the student's name on the slip of paper and have him/her put the piece of paper in the jar. At circle time, read a few kindness strips that have been written throughout the day so that other students can hear them. Applaud the students who did an act of kindness.

Kindness Cards

Students will create a thank you card to thank someone for an act of kindness that they have observed.

- Tell students you are going to be talking about acts of kindness.
- Discuss the following acts of kindness in the book, *Happy Birthday, Martin Luther King* by Jean Marzollo:
 - Page 14: "He visited sick people in the hospital and made them feel better."
 - Page 17: "He asked people not to fight with each other."
- Discuss specific examples of acts of kindness in your own classroom and school. Use the examples below or come up with your own.

"People in our school do nice things for each other all the time. These are acts of kindness. Sometimes people share with us. Yesterday I saw _____ share with _____. Sometimes people make us food at school; that is an act of kindness. _____ made you food yesterday. Sometimes someone plays with us. That is an act of kindness."

- Ask students to share some acts of kindness they have witnessed.
- Tell students you want them to make a thank you card for someone who did something nice for them. Tell students they are thanking someone for an act of kindness.
- Show students the example thank you card you made (see **Advance Preparation**).
- Give each student a piece of construction paper and appropriate drawing tools (e.g. markers, crayons, etc.) to make their card.
- Help each student think of something nice someone has done for them and help them begin making a card for that person.
- Talk with each student individually about his/her card. Ask each student what s/he would like the card to say and write it down.

"Is there anything I can write for you to help this person know how much you appreciate their acts of kindness? I'm going to write 'thank you for . . .'"

- Help each student sign his/her name to the card by writing each student's name. If the student is ready, he/she can write his/her own name or first letter.
- Finally, explain to students how making a thank you card is also an act of kindness.
- Once students have completed their card, help students deliver them to their designated recipient.

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Language Arts Objectives

Students will:

- ✓ With prompting and support, actively engage in group reading activities with purpose and understanding (RI.P.10)
- ✓ With prompting and support, identify previously read books by the title and cover (RI.P.10)
- ✓ Point to the front cover and title of a book (RI.P.5, RF.P.1a)
- ✓ With prompting and support, describe and show what the author and illustrator each contributed to the creation of *Happy Birthday, Martin Luther King* by Jean Marzollo (RI.P.6)
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- ✓ With prompting and support, retell important facts and information from *Happy Birthday, Martin Luther King* by Jean Marzollo (RI.P.2)

- ✓ With prompting and support, ask and answer questions about the word *dream* in reading and discussing *Happy Birthday, Martin Luther King* by Jean Marzollo (RI.P.4)
- ✓ With prompting and support, use the word *dream* that was acquired through conversations, reading and being read to, and responding to *Happy Birthday, Martin Luther King* by Jean Marzollo (L.P.6)
- ✓ Demonstrate understanding and use the multiple-meaning word *dream* appropriately (L.P.4a)
- ✓ With prompting and support, make revisions to drawing or writing, adding greater detail, based on feedback from adults and peers (W.P.5)

At a Glance		Exercise	Materials	Minutes
Picture Talk		<i>Happy Birthday, Martin Luther King</i> by Jean Marzollo	Image Card 3A-1; <i>Happy Birthday, Martin Luther King</i> by Jean Marzollo	15
Deepening Understanding		Deepening Understanding: Dream	<i>Happy Birthday, Martin Luther King</i> by Jean Marzollo	10
 Complete remainder of lesson later in the day				
Extension Activity		Kindness Cards	<i>Happy Birthday, Martin Luther King</i> by Jean Marzollo; construction paper, drawing tools	15

Take-Home Material

Martin Luther King Jr: I Have a Dream

Give students the following material to take home to their family:

- **Activity Page 3B-1: Happy Birthday, Martin Luther King**

Happy Birthday, Martin Luther King by Jean Marzollo

Note: Not every page of the trade book is shown during the Picture Talk. You might find it helpful to use sticky notes to flag the pages of the trade book that are shown.

The Picture Talk is an opportunity for students to remember and practice using the language and vocabulary they heard during the previous read-aloud. As you show the trade book pages and read the prompts below, encourage students to talk about the pictures and share information. Remember the following Language Support Techniques (see **General Overview**) as you support students in participating in the Picture Talk: Comments, Self-Talk, Labels and Object Descriptions, Open Questions, Parallel Talk, Expansion, and Expansion Plus.

➔ **SHOW THE COVER OF *HAPPY BIRTHDAY, MARTIN LUTHER KING BY JEAN MARZOLLO***

- Remind students that you read a book about Martin Luther King Jr. Read the title to students.
- Remind students that this book was written by Jean Marzollo and illustrated by J. Brian Pinkney. Define the meaning of *illustration*.

“That means Brian Pinkney drew all of the pictures or illustrations in the book. We can tell that he drew them because you can see all of the lines he made with his pencil in this illustration on the cover. He drew Martin Luther King Jr. with a bunch of children on the cover of this book. This is not a photograph; it is an illustration.”

➔ **SHOW IMAGE CARD 3A-1: Martin Luther King Jr. photograph**

- Tell students about the photograph and compare it to the drawing.
- Keep this picture posted throughout the Picture Talk so you can refer to it and compare it to the illustrations.

“This is a photograph of Martin Luther King Jr. A photograph is a picture someone took with a camera. Martin Luther King Jr. is in the illustrations of this book, and he is also in this photograph. Martin Luther King Jr. was a real person, that’s how we have a photograph of him. Sometimes it’s easier to recognize a person in a photograph than in a drawing. Have you ever had your photograph taken?”

➡ **SHOW PAGE 14**

- Ask students what Martin Luther King Jr. is doing in the illustration. Give students a hint by reminding them that you have been talking about acts of kindness.

“What is Martin Luther King Jr. doing in this illustration? Remember, we have been talking about acts of kindness. In this picture he is doing an act of kindness. What is his act of kindness?”

- Call on a few students to respond. (His act of kindness is helping sick people.)

➡ **SHOW PAGE 17**

- Ask students what Martin Luther King Jr. is doing in the illustration. Give students a hint by reminding them that you learned about the word *peaceful*.

“What is Martin Luther King Jr. doing in this illustration? Remember, these boys were fighting. He is doing something to help these boys; what is he doing?”

- Call on a few students to respond. (He is helping these two boys solve a problem in a peaceful way.)
- Recast students’ answers to include the word *peaceful*.

➡ **SHOW PAGE 29**

- Ask students what Martin Luther King Jr. is doing in this picture.

“What is Martin Luther King Jr. doing with all of these people?”

- Call on a few students to respond. (He is giving a speech to many people.)
- Summarize the main idea behind Martin Luther King Jr.’s speech.

“Martin Luther King Jr. is giving a speech. He is telling everyone about his dream that people everywhere can learn to leave peacefully together and that everyone will do many acts of kindness.”

- Reread the last sentence on this page to help students understand what his dream was.
- Summarize the main idea behind Martin Luther King Jr.’s dream.

“His dream was that people everywhere would learn to live together without being mean to one another.”

Teaching Tip

Have students sing 'Happy Birthday' to Martin Luther King.

- Reread the text on page 32 to bring closure to the Picture Talk.

Deepening Understanding

10 minutes

Whole
Group

Deepening Understanding: Dream

Defining Dream

- Reread the part of the text that contains the word *dream*.

"Remember, in our book we heard the word dream. Listen for the word dream while I read part of the book you heard before."

➔ **SHOW AND REREAD PAGE 29 . . . In his speech . . . mean to one another.**

- Define *dream* and identify it as a multiple-meaning word.

"We aren't talking about a dream you have when you are asleep. We are talking about a different kind of dream. This dream is a hope or a wish that something will happen. Martin Luther King Jr.'s dream is that everyone will get along. It was so important to him that he gave a speech about it to all of these people."

- Have students say this word with you.

"Say the word with me—dream."

Reviewing Dream

- Model telling about a wishful dream.

"I have a dream that everyone in our classroom will have a really fun year in Preschool and will be ready for Kindergarten next year. Do you have a dream or a wish that something will happen?"

- Call on a few students to respond, confirming and recasting their answers to include the word *dream*.

Expanding Dream

- Ask students if they have ever had a dream while they were asleep.

"We just heard all about your dreams that are wishes. Have you ever had a dream while you were sleeping?"

- Explain to students how this is a different kind of dream.

“A dream while you are sleeping is different from the kind of dream Martin Luther King Jr. had. He was awake when he had his dream about everyone being nice to each other. His dream was a wish that he hoped would come true.”



Complete remainder of lesson later in the day

Extension Activity

15 minutes

Small
Group

Kindness Cards

Continue this activity in Small Groups. See **Day 3A: Kindness Cards** for detailed instructions on this Extension Activity.



Reflect on student progress using the Domain Assessment