

# Sharing Space

## Objective

Children will learn about and discuss how to cooperatively share space with others.

## Setting

- whole group
- small group

## Materials

- *The Napping House* by Audrey Wood
- four small picture cards of commonly shared spaces
- chart paper/tablet for teacher modeling
- student sheets for drawing and writing
- writing materials for students

## Preparation

- Read through *The Napping House* and decide where you might stop to have students talk about the book.
- Think through the personal experience you will use to model the writing prompt for students.
- Have paper and writing materials ready for students to draw and write in response to the story.

## INSTRUCTIONAL PLANNING

### PRE-K GUIDELINES ALIGNMENT

I.C.6. Child demonstrates empathy and caring for others.

VII.B.1. Child demonstrates that all people need food, clothing, and shelter.

### KINDERGARTEN TEKS

English Language Arts and Reading 13 (A)-(D)

Health Education 8 (B), (C)

### HEAD START ALIGNMENT

Goal P-SE 6. Child expresses a broad range of emotions and recognizes these emotions in self and others.

Goal P-LIT 6. Child writes for a variety of purposes using increasingly sophisticated marks.

## 1 Introduce Activity

Today we're going to read a story about people and animals who share a space. Sometimes it can feel good to snuggle up close to people you love; but other times, you might like to be by yourself in a shared space. When you share space with others, you can try making them happy by thinking about how they might be feeling.

Let's look at some pictures and talk about spaces you might share with others.

Show small picture cards of places people share and discuss. For each card you might ask:

- What is this space?
- Who do you share it with?
- How does it feel to share \_\_\_\_ (e.g., centers) with others?
- What could happen if you didn't share \_\_\_\_ (e.g., the playground)?

While we read, think about how comfortable or uncomfortable the people and animals in this book might feel.

Read the story. Stop during reading to ask questions and respond to students' ideas. Tip: Read the author's words on the page before asking a question.

Consider these possible stopping points and discussion questions:

- Page 4 (boy sleeping in chair, grandma in bed): What kind of room are they in?
- Page 8 (boy sleeping on top of grandma): How do you think the grandma feels having someone sleeping so close to her? How would you feel if someone slept snuggled up to you like that?

- Page 12 (grandma + boy + dog + cat): Who do you think will nap with them next? Why?
- Page 16 (grandma + boy + dog + cat + mouse + flea): What sounds might you hear in a house where everyone is sleeping?
- Page 30 (all outside): How do you think they feel after their nap? How can you tell?

## 2 Model and Explain

Discuss book: After you finish reading the story, consider asking the following questions:

- **How did the weather change from the beginning to the end?**
- **When all the people and animals were sleeping in the same bed, how comfortable do you think it was?**
- **Can you think of a time when you didn't want to share a space but you had to? What happened?**

Draw or write in response to text: **Now we are going to draw a picture of a place we like to share with others. While we draw, we will think about where it was and who else was there.**

**I'll draw my picture first.** (Teacher models a think-aloud drawing activity related to the sharing/donating of important items).

**I'm thinking about a time when I shared the back seat with my brother on a long car trip. I'm going to draw the seats, myself, and my brother. I'm going to add some details so people know what books we read (or games we played) and what we saw when we drove past (e.g., forest, farms, etc.).**

## 3 Guided Practice

**Now it's your turn. Think about a time you shared a space with others. Where were you? Who were you with? What did you do?**

Transition to tables and provide materials for children to create their own responses to the text and draw pictures. Provide encouragement and support to children as needed. For young children, you might ask them to draw a picture and then take dictation of students' stories and experiences with sharing or donating. For older children, you might ask them draw and write more independently.

### SCAFFOLDING SUPPORT

Less Support: **Let's think about places you like to share at home. Do you like to share the couch or do you like to share the bathroom?**

More Support: **Watching movies together on the couch is fun! You might like to share the c\_\_\_ (couch). Let's draw your couch and who you like to share it with.**

## 4 Summarize

**It feels wonderful to spend time with people we love and get along with, but things might happen when you feel uncomfortable, just like the grandma felt in the story. At first there weren't too many people in the same space, but then the bed became too crowded. Sharing spaces can be difficult, but if we think about others' feelings, we can make it work!**

### Teacher Tips

- Getting along in shared spaces can be complicated. It is okay to mention that sometimes there will be conflict, but people can find solutions if they are considerate of others.
- Consider reading another book related to feelings and caring for others:
  - *The Way I Feel* by Janan Cain
  - *Alexander and the Terrible, Horrible, No Good, Very Bad Day* by Judith Viorst
  - *Caring* by Isabel Thomas
  - *Owen* by Kevin Henkes
  - *The Kissing Hand* by Audrey Penn

closet

Image credit: 184850468, Montreal\_Photos, Et., Getty Images

classroom/centers

Image credit: 544349668, DGLimages, iStock, Getty Images

back seat

Image credit: 179578791, algre, iStock, Getty Images

bedroom

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Name: \_\_\_\_\_



**What space do you like to share with others?**

Take dictation: