



# Monthly Featured Book

Presented by ADL's Education Department

**About the Monthly Featured Book:** This collection of featured books is from Books Matter™: The Best Kid Lit on Bias, Diversity and Social Justice. The books teach about bias and prejudice, promote respect for diversity, encourage social action and reinforce themes addressed in education programs of [A World of Difference® Institute](#), ADL's international anti-bias education and diversity training provider. For educators, adult family members and other caregivers of children, reading the books listed on this site with your children and incorporating them into instruction are excellent ways to talk about these important concepts at home and in the classroom.

## Lunch Every Day

Kathryn Otoshi (Author)

Every day Jimmy takes 'Skinny Kid's' lunch at school. No way will he be caught dead standing in that FREE LUNCH line. Even when he's called into the principal's office, Jimmy just shrugs. "Yeah. Whatever." Until a surprising act of kindness and allyship stops him in his tracks. For a split second a door cracks open into Jimmy's heart. Who knows? Maybe he'll just kick that door right open.

ISBN: 978-1734348200

Publisher: KO Kids Books

Year Published: 2021

Age Range: 4-8



## Book Themes

Acting as an Ally, Bullying, Bias, Feelings and Empathy

## Key Words

Discuss and define the words below with children prior to reading the book. Rather than focus on students' retention of all the words, make sure they understand the words enough to follow the story and remind students of the words' meanings as they come up in the book. You can also post the words and point out when they appear in the story. For definitions that are differentiated for young children, see ADL's [Education Glossary Terms](#).

- |               |             |               |          |
|---------------|-------------|---------------|----------|
| ■ bullying    | ■ invited   | ■ shove       | ■ topple |
| ■ celebrating | ■ pathway   | ■ skinny      |          |
| ■ doorway     | ■ potential | ■ slumping    |          |
| ■ gift        | ■ second    | ■ tattle-tale |          |

## Discussion Questions

Before reading the book aloud, ask some or all of these pre-reading questions:

- What do you see on the cover of the book? What do you think is happening in the illustration?
- What is the title of the book? What do you think it means?
- What do you think the book might be about?

As you read the book aloud, ask a few discussion questions periodically throughout reading to check for comprehension and keep the students engaged. Below are some sample questions that correlate to specific page numbers:

- What is happening on this page? (page 7)
- Who was invited to the boy's party? (Page 19)
- What is the boy looking at in the living room? (page 26)

After reading the book aloud, ask some or all of the following discussion questions:

- What happens in the story?
- What does Jimmy do to the other boy, the one he calls "Skinny kid?" What past experiences or memories come to mind for you as you read that part?
- How do you think the boy feels when Jimmy bullies (see definition below in Activity #2) him? How can you tell?
- Why do you think Jimmy takes the boy's lunch?
- What do you think a Free Lunch line is? Why do you think Jimmy doesn't want to wait in the Free Lunch line?
- From the pictures, what do you think is happening in Jimmy's home?
- What happens when Jimmy has to go to the principal's office? How does Jimmy feel?
- What happens when Jimmy gets invited to the birthday party? How does he feel as he goes into the boy's house?
- How does Jimmy feel when the boy's mom comes toward him? What does Jimmy think she's going to say? How does he feel?
- Why do you think the boy's mom offers to make Jimmy lunch every day?
- When Jimmy says, "That's how I got lunch every day and a whole lot more," what do you think he means?
- How did you feel when the book ends?
- In the story, what changed for Jimmy? How did Jimmy change throughout the book?
- What do you think is the author's message in the book?

## Extension Activities

Below are activities for students that can extend learning from the book.

### 1. Imagine and Draw/Write what You Think Happens Next

Have students imagine and draw and/or write what they think happens next in the book. First, remind students how the book ends by re-reading pages 32-39. Then ask students: *What happens at the end of the book?* Remind students that the bullied boy's mom talks to Jimmy about lunch and tells Jimmy that she's going to make a second lunch every day for her son to give to Jimmy. Ask students: *How does Jimmy feel when the mom tells him she's going to make him lunch every day? What do you think happens between Jimmy and boy after that? Do you think Jimmy continues to bully the boy, or does something else happen?* Have students imagine what might happen if the book continues for a few more pages by letting them think and write some thoughts and ideas on their own and then engage in brainstorming of ideas as a class. Then, have students draw and/or write another page or two of the book as they imagine the book continuing. When completed, invite students to share their pages with the rest of the class by posting them on the wall, having everyone then move around the room gallery-style to see all the ways in which students imagined the story continuing. You can also invite parents and family members in for a whole class reading of the book and include the students' additional pages.

### 2. Roles We Play in Bias and Bullying

Talk with students about one of the themes of the book: bullying. Ask students: *What is bullying?* Elicit/explain the definition of bullying as: "When a person or a group behaves in ways—on purpose and over and over—that make someone feel hurt, afraid or embarrassed." Then ask students: *Where do we see bullying take place in the book? In what ways did that happen? What turned things around?* Explain that in a bullying situation, there are several roles that people can play, as follows. Create small signs or posters with these words and definitions to refer to during the lesson and beyond. For older students, you can have them write the definitions in their notebooks.

**Aggressor:** Someone who says or does hurtful things to another person on purpose over and over.

**Ally:** Someone who helps or stands up for someone who is being bullied or the target of bias.

**Bystander:** Someone who sees bullying or bias happening and does not say or do anything.

**Target:** Someone who is bullied or treated in hurtful ways by a person or group of people on purpose over and over.

Ask: *Who played each of these roles in the book? Do you think we always play only one of these roles in bullying situations?* Explain that most people have played each of these roles at different points in their lives and in different situations. Ask students to identify when bullying and ally behavior happen in the book and who and when each of these roles were played in the book. Then, have students talk in pairs or in small groups about a time that they witnessed, heard about or personally experienced bullying. They can share (1) what happened, (2) how they felt and (3) what they or someone else did or what they wish they or someone else did about it (if anyone acted as an ally).

[Note: Explain to students that they should not use specific names or identifying information when they share their stories—to prevent causing more conflict or harm.]

When students are finished talking in small groups, ask a few students to share their reflections with the class.

### 3. Feelings, Understanding and Empathy

Ask students: *What happens when Jimmy goes to the birthday party and the boy's mom asks to talk to Jimmy? What did you think was going to happen? What does Jimmy think is going to happen?* Elicit/explain that the boy's mom

understands that Jimmy doesn't have lunch and says she is going to make him lunch every day. Ask: *Why do you think the mom does that?* Share the word "empathy" with students and explain that it means: being able to imagine and understand the feelings and experiences of another person. This means that we try hard to understand what another person is feeling or experiencing, especially when they are having strong feelings. With students, brainstorm a list of feelings words and record them on the board/smart board. If you need ideas, there are many online feelings word lists like [this one](https://grammar.yourdictionary.com/word-lists/list-of-feeling-words-for-kids.html) (https://grammar.yourdictionary.com/word-lists/list-of-feeling-words-for-kids.html) and [this one](https://www.verywellfamily.com/feelings-words-from-a-to-z-2086647) (https://www.verywellfamily.com/feelings-words-from-a-to-z-2086647). After generating a list of feelings words, re-read the book and as you read each page, have students try to understand or imagine how the character is feeling by asking them, "How is \_\_\_\_\_ feeling now?" As the students share feelings words, have them write those feelings words down or record them on the board/smart board. As you read other books throughout the week and beyond, pick a few pages to elicit from students how the different characters are feeling in that moment or situation. Continue to add to the list of feelings so you begin to expand students' feelings vocabulary.

## ADL Resources

The following are curriculum and other educational resources on bullying prevention and allyship.

### Curriculum Resources

Bullying Online: What Can I Do to Help?, <https://www.adl.org/sites/default/files/Bullying-Online-What-Can-I-Do-to-Help-web/story.html>

Identity-Based Bullying, <https://www.adl.org/education/educator-resources/lesson-plans/identity-based-bullying>

Words That Heal: Using Children's Literature to Address Bullying, <https://www.adl.org/resources/lesson-plan/words-heal-using-childrens-literature-address-bullying>

Who Am I? Identity Poems, <https://www.adl.org/resources/lesson-plan/who-am-i-identity-poems>

### Websites

6 Ways to Be an Ally, <https://www.adl.org/education/resources/tools-and-strategies/6-ways-to-be-an-ally-en-espanol>

Bullying/Cyberbullying Resources, <https://www.adl.org/education/resources/tools-and-strategies/bullying-and-cyberbullying-prevention-strategies>

National Bullying Prevention Month, <https://www.adl.org/education/resources/tools-and-strategies/national-bullying-prevention-month>

What Bullying Is and Is Not, <https://www.adl.org/education/resources/tools-and-strategies/table-talk/what-bullying-is-and-is-not>

### Children's Books

Below are links to lists of recommended anti-bias and multicultural books for the indicated category.

Books about Bullying Awareness and Prevention, <https://www.adl.org/education-and-resources/resources-for-educators-parents-families/childrens-literature?childrens-lit-select-all-2=1&tid%5B165%5D=165&tid%5B166%5D=166&tid%5B167%5D=167&tid%5B168%5D=168&tid%5B169%5D=169&f%5B0%5D=topic%3A7238>