



# CARING

Grade: <b>Kindergarten</b>	Character Trait: <b>Caring</b>	Week: <b>28</b>
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## Curriculum Standards Addressed:

- English: Oral Language K.2** - The student will expand understanding and use of word meanings: a) increase listening and speaking vocabularies; b) use number words; c) use words to describe/name people, places, and things; d) use words to describe/name location, size, color, and shape; e) use words to describe/name actions; f) ask about words not understood; g) use vocabulary from other content areas.
- English: Reading K.9** - The student will demonstrate comprehension of fictional texts: a) identify what an author does and what an illustrator does; b) relate previous experiences to what is read; c) use pictures to make predictions; d) begin to ask and answer questions about what is read; e) use story language in discussions and retellings; f) retell familiar stories using beginning, middle, and end; g) discuss characters, setting, and events.

## MATERIALS NEEDED:

- Courtney Chameleon
- *Have you Filled a Bucket Today*, Carol McCloud
- 1 blank sentence strip per student

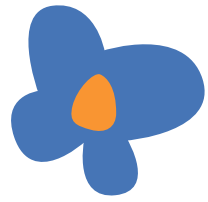
## LEARNING GOAL:

Students will be able to define, recognize, and execute acts of caring orally and in writing

## LESSON SUMMARY:

Students will be introduced to Courtney Chameleon, and her character trait of caring. Students will make connections to their own experiences being cared for and caring for others. Next, the instructor will share the book *Have You Filled a Bucket Today?* and lead a discussion. Lastly, students will create a caring chain by individually completing a link and then assembling them together as a class.





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Grade: **Kindergarten**

Character  
Trait:

**Caring**

Week: **28**

**LESSON PLAN:**  
(Est. length 30 min)

\*Please note: Items marked with an asterisk in the lesson plan have accompanying flipchart pages in the Kindergarten file.

## Step 1: Anticipatory Set (Introduction and Accessing of Prior Knowledge)

1. **Introduce** Courtney\* to students.
2. **Guide** students in identifying the first letter and sound in Courtney's name, displaying or writing the letter "C" on the board.
3. **Share** with the students that the character trait Courtney will teach us about begins with the same letter as her name: *caring*.

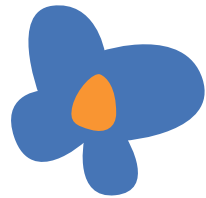
## Step 2: Direct Discussion (I Do):

1. **Ask** students to consider sharing a caring experience in their own lives.\*
  - Have you ever had to take care of something? What does it mean to take care of something? Allow a few moments for students to brainstorm, give predictions, and share brief stories.
  - To take care of something means that you are making sure the object or person is safe and has everything they need. It can be a way of showing kindness to that object or person. Your family takes care of you by making sure you have a place to live, clothing, food, etc. Your teacher takes care of you by making sure you are safe and helping you to learn many exciting things. Policemen/women show caring for others by keeping our communities safe.
  - How many students have pets? What are some of the ways you can show caring toward your pet?
  - What are some ways you can show caring if your friend isn't feeling well? How can you show caring at home? In the classroom?

## Step 3: Guided Practice (We Do):

1. **Share** the book *Have You Filled a Bucket Today?* with students.
2. **Discuss** various situations in the book by relating them to everyday life.
3. **Ask** what it means to be a caring person. Emphasize that caring people don't always wait to be asked to help others — they do nice things on their own.





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## LESSON PLAN: (cont.)

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### Step 4: Independent Practice (You Do):

1. **Distribute** blank sentence strips to students (the number of links per student will be left to your discretion). These strips will become the Caring Chain Links as they are glued end to end creating a chain link.\*
2. **Prompt** students to think of ways they can show caring for others, and have them record this on their chain link sentence strips. Should students have difficulty, offer them examples of situations where someone or something needs help (you see litter on the street, your pet is sick, etc.). Students will complete Caring Chain Links using either dictation or by utilizing invented spelling or drawing.
3. **Assist** students in assembling their Caring Chains. Share and discuss with the class.

### Step 5: Assessment

1. *Caring is a character trait that can be observed and modeled throughout the day.*
2. **Encourage** children to display acts of caring with verbal acknowledgement. In observing the discussion throughout the lesson, gauge the students understanding of how to perform acts of caring.
3. **Ensure** their understanding by monitoring their responses on the sentence strips.

### Extension Activities:

1. **Have** a "Helping day": (This activity can be done outside of the classroom as a community activity if situation permits.) By assisting another classroom within the school community, students can demonstrate caring in a real world atmosphere in order to solidify this character trait. Some examples of activities to hold on "Helping Day" include: collecting extra supplies from their classroom and/or homes to donate to other classrooms in the building, donating time to help other classrooms 'tidy up', picking up trash throughout the school, assisting cafeteria/classroom workers in wiping tables, etc.
2. **Create** a Helping Hands Bulletin Board: Trace and cut out student's hands, students illustrate an act of caring. Post the cut-outs in the classroom



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## Sentence Strips

A vertical rectangular box with a thick black border, containing three horizontal lines for writing: a solid top line, a dashed middle line, and a solid bottom line.

A second vertical rectangular box with a thick black border, identical to the first, containing three horizontal lines for writing: a solid top line, a dashed middle line, and a solid bottom line.