

Functional Approach to Character Education

Pre-Kindergarten Edition
(3 and 4 year olds)

The FACE Project
Because character education matters...



Functional Approach to Character Education
Charlottesville Wellness Center
901 Preston Avenue, Suite 201
Charlottesville, VA 22903
(434) 971-8454, ext. 1





Functional Approach to Character Education

Founded in 2000, the FACE Project (Functional Approach to Character Education) is a 501C3 nonprofit organization whose mission is to promote positive social and character development, increase socially responsible positive behaviors and reduce antisocial behaviors among school children.

The FACE Project is a unique Character Education program:

- A research-based and comprehensive curriculum, integrated within the Virginia Standards of Learning (SOL).
- A teacher-friendly curriculum that is developed by educators for educators.
- A curriculum that will help with classroom management.
- A curriculum that offers 38 weekly lesson plans per grade, preschool through 5th grade that focus on learning tolerance, empathy, and celebrating differences.

The FACE Project curriculum focuses on 6 areas of character development:

- Trustworthiness : Timmy Tiger
- Respect: Rita Robin
- Responsibility: Robbie Rhino
- Fairness: Francine Frog
- Caring: Courtney Chameleon
- Citizenship: Charlie Chipmunk

Each character trait contains specific lessons that foster caring young people by modeling and teaching good character through emphasis on universal values. It is this intentional, proactive effort that instill in students important core, ethical, and performance values such as caring, honesty, diligence, fairness, responsibility, and respect for self and others. Character education teaches students how to be their best selves and how to do their best work.

The pre-school edition of the FACE Project curriculum is an age level specific program that introduces students to the 6 character trait representatives in order to maintain comprehension and cohesion throughout the curriculum. Students become familiar with these characters and can easily relate the lesson to the parent character trait. These characters move through the grade levels with students as the curriculum develops to meet their age specific needs, creating continuity throughout the program.





Functional Approach to Character Education

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Functional Approach to Character Education

Book List

Pre-Kindergarten Edition

- David Goes to School*, David Shannon
How to be a Friend, Laurie Krasny Brown
The Berenstain Bears Show Some Respect, Stan and Jan Berenstain
If Everybody Did, Jo Ann Stover
The Crayon Box that Talked, Shane Derolf
The Boy who Cried Wolf, Aesop's Fables
The Berenstain Bears and the Truth, Stan and Jan Berenstain
Horton Hatches the Egg, Dr. Seuss
Mike Mulligan and His Steam Shovel, Virginia Lee Burton
Everyone Matters: A First Look at Respect for Others, Pat Thomas
The Berenstain Bears and the Golden Rule, Stan, Jan, and Mike Berenstain
The Skin You Live In, Michael Tyler
Clifford's Manners, Norman Bridwell
You Can Do It, Sam, Amy Hest
I Like Me!, Nancy Carlson
The Little Engine that Could, Watty Piper
Never Give Up: A Children's Picture Book, Adriana Cerrotti
Mine!, Shutta Crum
It's Not Fair!, Amy Krouse Rosenthal
A Day at the Zoo (Time Goes By), Sarah Harrison
The Cow that Went Oink!, Bernard Most
The Ugly Duckling, Hans Christian Anderson
Have you Filled a Bucket Today?, Carol McCloud
The Grouchy Ladybug, Eric Carle
Bear Feels Sick, Karma Wilson
Respect and Take Care of Things, Cheri Meiners
One of Each, Mary Ann Hoberman
The Berenstain Bears and the Joy of Giving, Jan Berenstain
We Live Here Too!, Nancy Loewen
Miss Bindergarten Gets Ready for Kindergarten, Joseph Slate



TIMMY TIGER



RITA ROBIN



ROBBIE RHINO



FRANCINE FROG

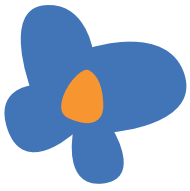


COURTNEY CHAMELEON



CHARLIE CHIPMUNK





FOLLOWING SCHOOL RULES



Grade: Pre-Kindergarten	Character Trait:	School Rules	Week: 1
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Curriculum Standards Addressed: These lessons are aligned with the Virginia Department of Education's *Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds*. Standards for three-year-olds have not been developed, however, scaffolds are included to support three-year-old students.

LEARNING OBJECTIVES:

Virginia Literacy Foundation Block 1: Oral Language

The child will develop listening and speaking skills by communicating experiences and ideas orally.

- g. The child will listen attentively to stories in a whole class setting.
- h. The child will follow simple one- and two-step oral directions.



Virginia Personal and Social Development Foundation Block 2: Self-Regulation

The child will show self-direction and responsibility.



Virginia Personal and Social Development Foundation Block 4: Interaction with others

The child will interact easily with one or more children and with familiar adults by

- c. Interacting appropriately with other children and familiar adults by cooperating, helping, sharing, and expressing interest.
- f. Beginning to recognize and respond to the needs, rights, and emotions of others.

MATERIALS NEEDED:

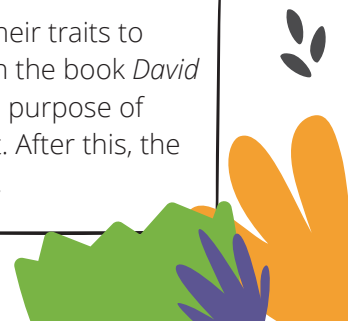
- Timmy Tiger
- Rita Robin
- Robbie Rhino
- Francine Frog
- Courtney Chameleon
- Charlie Chipmunk
- *David Goes to School*, David Shannon
- Flipchart for Pre-K or a whiteboard and dry erase markers

LEARNING GOAL:

The purpose of this lesson is to support the development of self-regulatory behaviors through creating and understanding school rules.

LESSON SUMMARY:

The lesson will begin with introducing students to the 6 characters cards and their traits to prepare them for future lesson. Then, students will preview, read and reflect on the book *David Goes to School*. The instructor then will lead a class discussion by explaining the purpose of school rules and by asking students what were the rules established in the text. After this, the class will make a list of common rules and write them on the class rules poster.





FOLLOWING SCHOOL RULES

Grade: **Pre-Kindergarten**

Character Trait:

School Rules

Week:

1

LESSON PLAN:
(Est. length 30 min)

*Please note: Items marked with an asterisk in the lesson plan have accompanying flipchart pages in the Pre-K file.

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

1. **Let students know** that they will be spending the next several weeks working with some friends who are here to help us learn to be the best we can be. We have 6 character trait friends, and each one will teach us about a specific trait. Introduce characters one at a time.* Tell the class that all of our new friends will be visiting us from time to time to help us learn different ways to be the best person we can be. Each friend teaches us a different character trait:
 - Timmy Tiger: Teaches us ways to be trustworthy
 - Rita Robin: Ways to show respect
 - Robbie Rhino: Behaviors that show responsibility
 - Francine Frog: shows ways to choose fairness
 - Courtney Chameleon: Helps us show caring
 - Charlie Chipmunk: Teaches us to show great citizenship
1. **Share** the cover of the book *David Goes to School* and explain that the front of the book is called the "cover." State that the title of the book is *David Goes to School*.
2. **Identify** the character on the book's cover and have students describe what they see on the cover of the book. Tell students this book will help them understand rules.

Step 2: Direct Discussion (I Do)

1. **Encourage** students to observe things David does in the story as you read the story. Ask, "What did David do in the story?" "What rules did he break or follow?"
2. **Identify** together the rules referenced in the book after finishing it. Also, discuss the ways this book is related to the topic of our discussion today: school rules.
3. **Say** to children, "David chose not to follow several school rules. What happened?" Explain to students why it is important to follow school rules. Check for understanding by asking "What would happen if there were no school rules?"

Step 3: Guided Practice (We Do)

1. **Use** blank chart paper, a white board, or flipchart and have students think about the classroom rules that they already know. If students struggle with this, use the picture cards to prompt their answers. After a brief period, you should come up with a list similar to this: Wait your turn in line; Do not speak when others are speaking; Work together; No running; Use indoor voices; Clean up after yourself.*



FOLLOWING SCHOOL RULES

Grade: **Pre-Kindergarten**

Character Trait:

School Rules

Week:

1

LESSON PLAN:
(cont.)

*Please note: Items marked with an asterisk in the lesson plan have accompanying flipchart pages in the Pre-K file.

Step 4: Independent Practice (You Do)

1. **Reintroduce** the characters one at a time and remind students which character trait each animal represents. Assist students with matching the character with the illustration that best fits their trait.* After this, ask the students to explain one school rule to each character. This can be done as a whole class or individually.
 - "Hi Francine, in this classroom we clean up after ourselves."

Step 5: Closure

1. **Discuss** what happens when students choose to follow the rules, and when they do not. Discuss positive rewards for following the rules (verbal encouragement, stickers, feeling good inside knowing you do the right thing, good reports to parents, etc.). Also, touch on the things that happen when you choose not to follow the rules (timeouts, loss of privileges, notes to family, etc.).

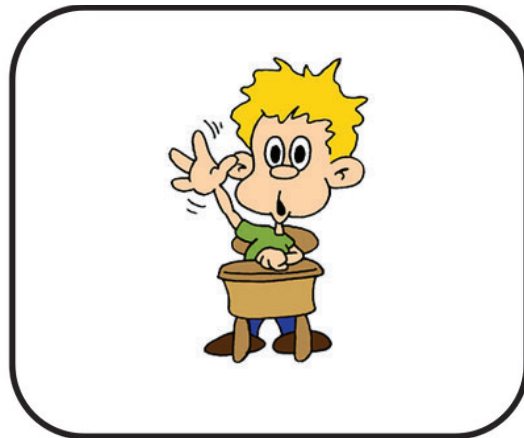
Step 6: Assessment

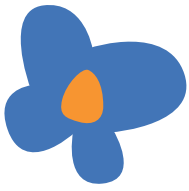
1. **Create** a 'School Rules' poster with your students. Review the rules you've gone over and have students suggest new ones and why they are appropriate for school.



SCHOOL RULES

Character Cards





WHAT MAKES A GOOD FRIEND?

Grade: Pre-Kindergarten	Character Trait: Friendship	Week: 2
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LEARNING OBJECTIVES:

Virginia Literacy Foundation Block 1: Oral Language

The child will develop listening and speaking skills by communicating experiences and ideas orally. This will be done by being able to:

- a) Listen with increasing attention to spoken language, conversations, and texts read aloud.
- b) Correctly identify characters, objects, and actions in a text with or without pictures and begin to comment about each.
- c) Make predictions about what might happen in a story.
- d) Use complete sentences to ask and answer questions about experiences or about what has been read.
- e) Use appropriate and expanding language for a variety of purposes, e.g., ask questions, express needs, get information.
- f) Engage in turn taking exchanges and rules of polite conversation with adults and peers, understanding that conversation is interactive.
- g) Listen attentively to stories in a whole class setting.
- h) Follow simple one and two step oral direction.



Virginia Personal and Social Development Foundation Block 2: Self-Regulation

The child will show self-direction and responsibility.

MATERIALS NEEDED:

- Mascot Cards (1 copy)
- *How to be a Friend*, Laurie Krasny Brown
- Blank construction paper (1 sheet per student)

LEARNING GOAL:

Students will build friendships in the class and be able to recognize and describe traits of good friends.

LESSON SUMMARY:

Students will review their 6 animal mascots and discuss their similarities and differences as a class. The instructor will lead a discussion on the word "friend," asking students to draw upon their own experiences. The instructor will then share the book *How to be a Good Friend* and students will reflect on the characters and actions in the book. Next, students will pair up, learn about their partner, and then share what they learn with the class. Lastly, students will trace their hands and write a trait of a good friend in the middle. Together, the class will make a wreath with all the cutouts.





WHAT MAKES A GOOD FRIEND?

Grade: **Pre-Kindergarten**

Character
Trait:

Friendship

Week:

2

LESSON PLAN:
(Est. length 30 min)

*Please note: Items marked with an asterisk in the lesson plan have accompanying flipchart pages in the Pre-K file.

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

1. **Display** all 6 *mascots*.
2. **Brainstorm** with students all the things the 6 animals do and do not have in common. Conclude with the statement that the 6 animals are all *friends*. Even though they may look different, like different foods, enjoy different games, they are all friends with one another*
3. **Ask** students to raise their hands to share if they have ever had a friend and why they consider this person a friend.

Step 2: Direct Discussion (I Do)

1. **Discuss the term** "friend" with students. A friend is someone who cares about you, who plays nicely with you, shares toys and games, treats you nicely with words and actions, etc. What are some ways you can be a good friend?*
2. **Share the book** *How to be a Good Friend* by Laurie Krasny Brown. Make note of the actions of the characters throughout the story. Discuss ways students have shown similar actions.

Step 3: Guided Practice (We Do)

1. **Share** the *mascot cards* with your students. Display one character at a time and discuss how that character can help their friends (e.g., Rita Robin can get a ball out of the tree branches during kickball). Encourage students to be creative with their responses.
2. **Pair** students and have them ask each other questions to find the following answers: name, favorite color, favorite food. Afterward, have each student share out about their new friend until everyone has had a chance to speak.
 - a. If time allows, you can go around the class starting with the first child sharing their name and favorite color. The second child then shares the first child's answer plus their own (e.g., This is Carla and she likes blue, I'm Shane and I like green). The third child then adds to the chain and so on. Encourage students to help each other with kind words if someone forgets.
3. **Summarize** with your students the qualities of a good friend. List suggestions on the board for everyone to see.*





WHAT MAKES A GOOD FRIEND?

Grade: **Pre-Kindergarten**

Character Trait:

Friendship

Week:

2

LESSON PLAN:
(cont.)

*Please note: Items marked with an asterisk in the lesson plan have accompanying flipchart pages in the Pre-K file.

Step 4: Independent Practice (You Do)

1. **Distribute** one *blank sheet of construction paper* to each student. Assist students in tracing their hands and then cutting out the patterns (optional).
2. **Ask** students to choose one word from your new list of good characters traits and draw out that action on their paper hand.
3. **Collect** the hands and create a wreath or friendship tree with the cut outs.

Step 5: Assessment

1. *Friendship is a character trait that can be observed and modeled throughout the day.*
2. **Encourage** children to display acts of friendship with verbal acknowledgement. In observing the discussion throughout the lesson, gauge the students understanding of how to demonstrate good friendship.
3. **Ensure** their understanding by monitoring the illustrations on students hand cutouts.

Extension Activities:

1. **Ask** students to search through magazines and trade books around the room or at home for examples of individuals showing friendship.
2. **Read** out loud the book *How do Dinosaurs Play with their Friends*, by Jane Yolen
3. **Gather** students and lead them in a friendship song: *Friend of Mine* (sung to the tune of Mary had a little lamb.

Will you be a friend of mine, friend of mine friend of mine?
 Will you be a friend of mine and (insert an action) with me?
 (Name) is a friend of mine, friend of mine, friend of mine.
 (Name is a friend of mine, who (insert an action) with me.

[Repeat]

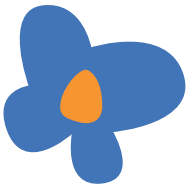
Use the chart students made to insert actions or brainstorm ideas before beginning the song. Then use each student's name in a verse of the song.



FRIENDSHIP

Mascots





RESPECTING AUTHORITY

Grade:	Pre-Kindergarten	Character Trait:	Respect	Week:	3
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LEARNING OBJECTIVES:

Virginia Literacy Foundation Block 1: Oral Language

The child will develop listening and speaking skills by communicating experiences and ideas orally. This will be done by being able to:

- Listen with increasing attention to spoken language, conversations, and texts read aloud.
- Correctly identify characters, objects, and actions in a text with or without pictures and begin to comment about each.
- Make predictions about what might happen in a story.
- Use complete sentences to ask and answer questions about experiences or about what has been read.
- Use appropriate and expanding language for a variety of purposes, e.g., ask questions, express needs, get information.
- Engage in turn taking exchanges and rules of polite conversation with adults and peers, understanding that conversation is interactive.
- Listen attentively to stories in a whole class setting.
- Follow simple one and two step oral directions.

Virginia Personal and Social Development Foundation Block 2: Self-Regulation

The child will show self-direction and responsibility.

Virginia Health and Physical Development Foundation Block 4: Responsible Behaviors

The child will demonstrate the ability to cooperate with others and follow safety rules while participating in physical activities. They will:

- Demonstrate safe behaviors by participating appropriately during physical activity, accepting feedback, and taking responsibility for behavior when prompted.
- Share equipment and space, and take turns with help from the teacher.
- Work well with others.
- Listen to and follow simple directions.

MATERIALS NEEDED:
<ul style="list-style-type: none"> • Rita Robin • <i>The Berenstain Bears Show Some Respect</i>, Stan and Jan Berenstain • 1 set of character cards • 1 copy of coloring sheet per student

LEARNING GOAL:
Students will recognize and practice respect for authority.





RESPECTING AUTHORITY

Grade: **Pre-Kindergarten**

Character Trait:

Respect

Week:

3

LESSON SUMMARY:

Students will be reintroduced to Rita Robin, their mascot for today's lesson. The class will discuss respect and brainstorm examples. Instructor will provide specific examples of people of authority and the ways to show respect. Together, the class will read and discuss the story *The Berenstain Bears Show Some Respect*. Next, students will color while the teacher discusses one-on-one the character cards showing examples and non-examples of respect.

LESSON PLAN: (Est. length 30 min)

*Please note: Items marked with an asterisk in the lesson plan have accompanying flipchart pages in the Pre-K file.

[Please also note that students at the preschool level must be reminded that authority cannot be blindly accepted. If needed, role play stranger situations in order to ensure comprehension of differentiation between strangers and individuals of authority.]

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

1. **Greet** students and remind them that Rita Robin represents the character trait "Respect."*
2. **Explain** to students the concept of respect: "Respect is a special or nice way you treat a person."
3. **Explain** to students that adults are a special group of citizens that we respect. Provide examples of adults we respect such as parents, teachers, policemen, etc.
4. **Explain** that one way we show respect to adults is by following rules.*
5. **Explain** to students that adults create rules to keep us safe.*
6. **Follow up** with the question "How do we show respect to adults?"

Step 2: Direct Discussion (I Do)

1. **Give examples** of adults in authoritative positions and provide ways to show these individuals respect:
 - Parents: respect other family members, follow directions, etc.
 - Teachers: Follow school rules, always do our best work
 - Policemen: Follow the laws, always be honest
2. **Introduce** the topic of a stranger and explain that some adults are strangers and strangers are not safe. Explain that students should not follow a stranger's directions. Ensure students have adequate comprehension of whom and what a stranger is and how they are different from adults in authority.



RESPECTING AUTHORITY

Grade: **Pre-Kindergarten**

Character
Trait:

Respect

Week:

3

LESSON PLAN: (cont.)

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[Please also note that students at the preschool level must be reminded that authority cannot be blindly accepted. If needed, role play stranger situations in order to ensure comprehension of differentiation between strangers and individuals of authority.]

Step 3: Guided Practice (We Do)

1. **Introduce** character cards. Have students identify each person in the character card. Then, review each card and explain how the student can show respect to the authority figure in the character card.

Step 4: Independent Practice (You Do)

1. **Distribute** coloring sheets to students to color (character cards that can be colored in).*

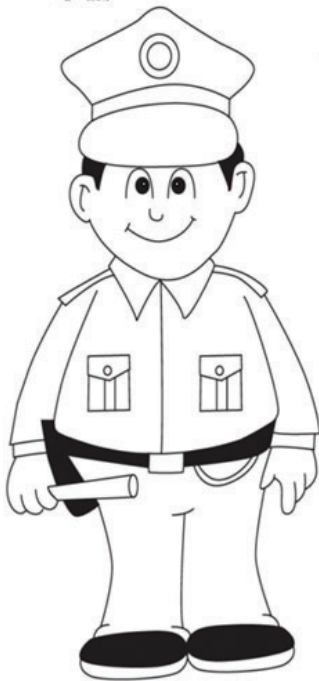
Step 5: Assessment

1. As students complete coloring sheet, **call upon** students individually to discuss the character cards.
 - Ask which individuals are in positions of authority and should be shown respect? Which ones should be considered strangers and, so, not trusted? What are ways we can show respect to these individuals? Hold brief conversations with each student to ensure comprehension.



RESPECT

AUTHORITY

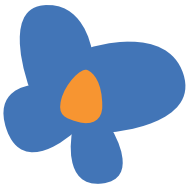


RESPECT

AUTHORITY

Character Cards





RESPECTING THE LAW

Grade:	Pre-Kindergarten	Character Trait:	Respect	Week:	4
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LEARNING OBJECTIVES:

Virginia Literacy Foundation Block 1: Oral Language

The child will develop listening and speaking skills by communicating experiences and ideas orally. This will be done by being able to:

- a) Listen with increasing attention to spoken language, conversations, and texts read aloud.
- b) Correctly identify characters, objects, and actions in a text with or without pictures and begin to comment about each.
- c) Make predictions about what might happen in a story.
- d) Use complete sentences to ask and answer questions about experiences or about what has been read.
- e) Use appropriate and expanding language for a variety of purposes, e.g., ask questions, express needs, get information.
- f) Engage in turn taking exchanges and rules of polite conversation with adults and peers, understanding that conversation is interactive.
- g) Listen attentively to stories in a whole class setting.
- h) Follow simple one and two step oral directions.



Virginia Personal and Social Development Foundation Block 4: Interaction with others

The child will interact appropriately with other children and familiar adults by cooperating, helping, sharing, and expressing interest and they will (e) demonstrate respectful and polite vocabulary.



Virginia Health and Physical Development Foundation Block 8: Community Health and Safety

The child will understand how to make good decisions about simple health issues to promote a safe and healthy community when alone, with family, at school, and in other group settings. The student will do the following:

- a) Follow safety rules on the playground with adult assistance and reminders.
- b) Follow emergency protocols after practicing safety drills, e.g., fire, earthquake, and lockdown drills.
- c) Demonstrate pedestrian safety and vehicle awareness.
- e) Know how to make an emergency phone call.

MATERIALS NEEDED:

- Rita Robin
- Law Cards
- *If Everybody Did*, Jo Ann Stover
- 1 blank badge per student

LEARNING GOAL:

Students will be able to recognize and practice respect for the law.





RESPECTING THE LAW

Grade: **Pre-Kindergarten**

Character Trait:

Respect

Week:

4

LESSON SUMMARY:

Students will be greeted by Rita Robin, their mascot for today's lesson. The class will discuss the role and responsibilities of a police officer. Instructors will provide a definition of the meaning of the word "law." Together the class will discuss what the law is and why it is important for everyone to follow laws. Instructors will read *If Everybody Did* with students. Lastly, students will create their own badge which illustrates a law that the characters from the story should follow. Students will share out why it is important to follow this law.

LESSON PLAN:

(Est. length 30 min)

*Please note: Items marked with an asterisk in the lesson plan have accompanying flipchart pages in the Pre-K file.

[Please also note that students at the preschool level must be reminded that authority cannot be blindly accepted. If needed, role play stranger situations in order to ensure comprehension of differentiation between strangers and individuals of authority.]

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

1. **Greet** the students with Rita Robin. Remind students that Rita loves to help us learn about "Respect."* Explain that today you will be speaking specifically about respect for the law.
2. **Present** students with the illustration of a policeman/woman. Discuss their job and some of the things they do during the day. (Responses can be recorded on chart paper, if so desired.)*

Step 2: Direct Discussion (I Do)

1. **Discuss** the meaning of the word "law" with students. A law is a rule that everyone must follow (including adults) so that we are able to stay as safe and protected as possible. Give examples of laws to students. Discuss their importance.
2. **Share** law cards with students. For each card, discuss what the law is and why it is important for everyone to follow the law. (Ex: stoplight—Stop on red, go on green. Cars would crash into each other, School: children must attend, etc)*





RESPECTING THE LAW

Grade: **Pre-Kindergarten**

Character Trait:

Respect

Week:

4

LESSON PLAN: (cont.)

*Please note: Items marked with an asterisk in the lesson plan have accompanying flipchart pages in the Pre-K file.

[Please also note that students at the preschool level must be reminded that authority cannot be blindly accepted. If needed, role play stranger situations in order to ensure comprehension of differentiation between strangers and individuals of authority.]

Step 3: Guided Practice (We Do)

1. **Share** the book, *If Everybody Did* with students. Ensure that students do not focus on the silliness of the story only. Reiterate throughout the book the silly behaviors demonstrated by the characters and discuss why these behaviors may be unsafe. Follow up by identifying safe behaviors.
2. **Ask**, "What would happen if everyone disrespected the laws? What would happen if there were no laws?"

Step 4: Independent Practice (You Do)

1. Have students **cut** (optional) and **color** their own badges.*
2. **Explain** to students that police officers wear badges so that we can identify who they are and that they are safe adults.

Step 5: Assessment

1. **Ask** students why we must follow the law. Evaluate their responses.

Extension Activity

1. **Introduce** street signs to children (stop signs, yield signs, stop lights etc.). Take a walk with students and have them identify these signs around the school or in the community.



RESPECT THE LAW

Police Officers



RESPECT THE LAW

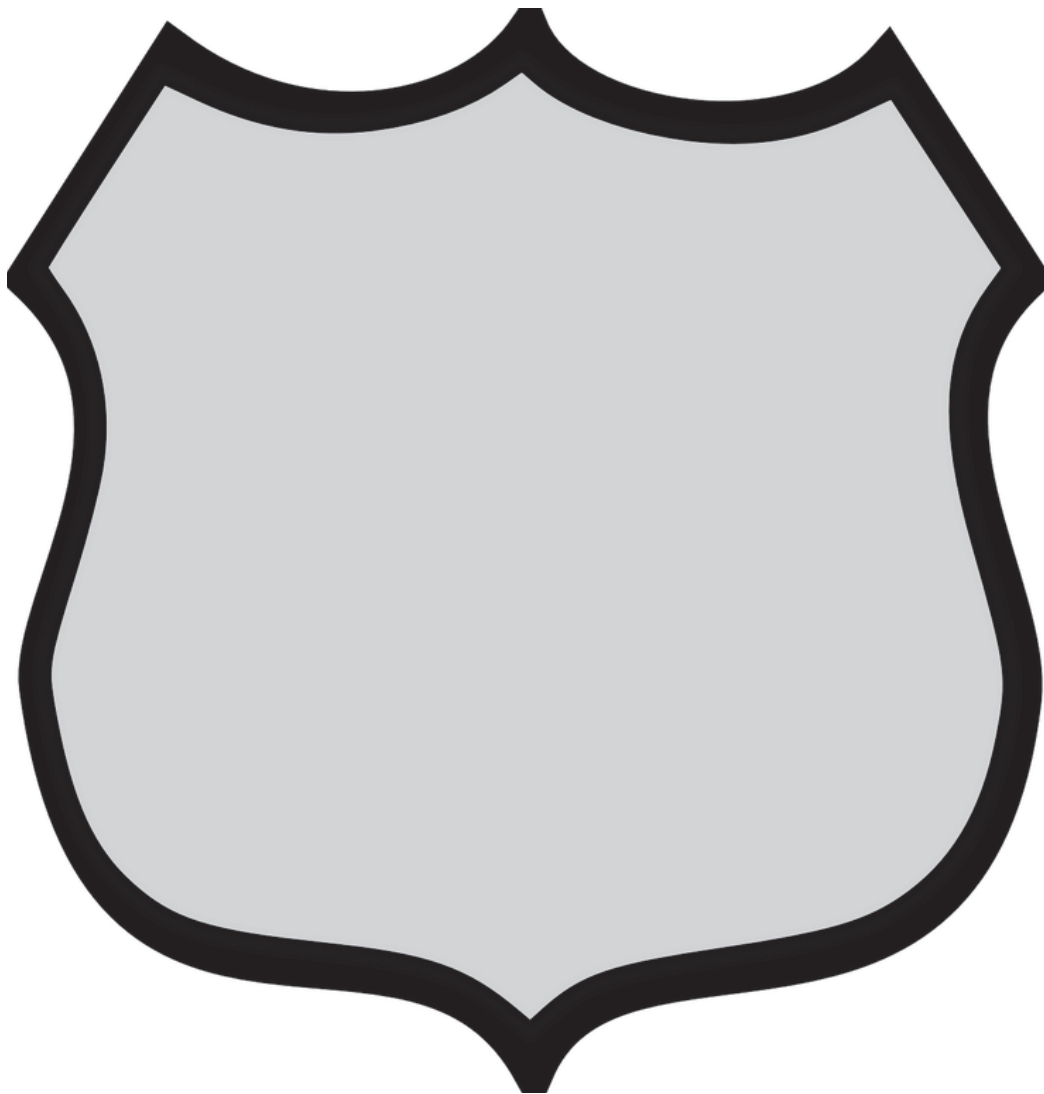
Character Cards

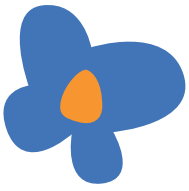


RESPECT

THE LAW

Badge





RESPECTING DIFFERENCE

Grade:	Pre-Kindergarten	Character Trait:	Fairness	Week:	5
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LEARNING OBJECTIVES:

Virginia Literacy Foundation Block 2: Vocabulary
The child will develop an understanding of word meanings through the use of appropriate and expanding vocabulary. They will be able to:
(c) Use expanding vocabulary with increasing frequency and sophistication to express and describe feelings, needs, and ideas.
(d) Participate in a wide variety of active sensory experiences to build vocabulary.

Virginia Personal and Social Development Foundation Block 4: Interaction with others
The child will interact appropriately with other children and familiar adults.

Virginia Personal and Social Development Foundation Block 5: Social Problem Solving
The child will learn and use appropriate verbal skills to resolve conflict with peers and to ask for help when needed. They will also (e) include others in play activities.

MATERIALS NEEDED:

- Francine Frog
- 1 box of crayons filled with only one color
- 1 frog pattern per student
- *The Crayon Box that Talked*, Shane Derolf

LEARNING GOAL:

Students will be able to recognize and respect that there are similarities and differences in all of us.

LESSON SUMMARY:

Students will be greeted by Francine Frog, their mascot for today's lesson. The class will discuss fairness and think about similarities within their class. Teacher will share a box filled with crayons of just one color or the image of a box of monochromatic crayons to introduce the text, *The Crayon Box That Talked*. As the teacher reads the text, he or she will pause to provide opportunities to talk about similarities and differences. Lastly students will have the opportunity to uniquely color their own frog and share the similarities or differences with the rest of the class.





RESPECTING DIFFERENCE

Grade: **Pre-Kindergarten**

Character Trait:

Fairness

Week:

5

LESSON PLAN:
(Est. length 30 min)

*Please note: Items marked with an asterisk in the lesson plan have accompanying flipchart pages in the Pre-K file.

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

1. **Greet** students with Francine Frog and prompt the class to recall the character trait Francine loves to learn about: Fairness.*
2. **Review** the meaning of fairness. Ask, "How can you treat someone fairly?" Guide students in a refresher discussion about fairness.
3. **Emphasize** how regardless of our differences and similarities, we should treat everyone fairly.
4. **Prompt** students to look around the room and find someone who looks exactly like themselves. There shouldn't be any matches, but if there are identify differences (hair style, shirt color, etc.)
5. **Have** students find someone who has something that looks similar to themselves (hair color, shirt color, etc).

Step 2: Direct Discussion (I Do)

1. **Share** your monochrome box of crayons* with the students. Allow them to observe the box. What do they notice? Would they like their box of crayons to look like this? Why or why not?

Step 3: Guided Practice (We Do)

1. **Share** the book *The Crayon Box That Talked*. Compare and contrast the crayon box on the cover of the book to your crayon box full of only one color. Read through the story, pausing to discuss and relate events in the story.





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Step 4: Independent Practice (You Do)

1. **Distribute** frog pattern to students. Allow for students to illustrate and decorate their frogs individually however they prefer.*
 - a. Once frogs are complete, have students share designs with each other to observe how different each frog looks. Are there any similarities?
2. Optional bulletin board: **Display** frogs as a visual reminder of the similarities and differences between citizens and the importance of diversity.

Step 5: Assessment

1. Tolerance can be modeled throughout the day in various situations. For example, **praise** students for sharing and including others in their play.
2. **Discuss** with the students why it is important that we respect the differences between us. Use the character cards to discuss how the characters are different and why this doesn't interfere with them all being friends and respecting one another.



RESPECT

DIFFERENCE

Frog Template

