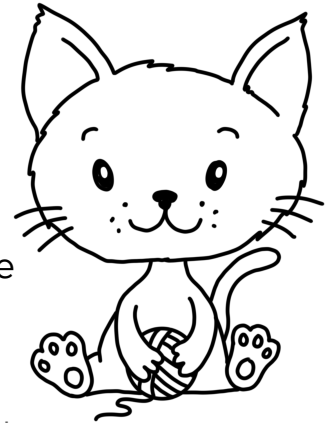


Caring

Our Young Kindness in the Classroom lessons teach kindness skills through a combination of literacy, math and science, citizenship, and music/movement activities that allow our youngest students a chance to explore difficult abstract concepts through a variety of concrete opportunities.



This unit is the second of our six-unit series which lasts six months. If your school operates year-round, there is a second six-month cycle that will cover the same concepts, but at a higher level. The focus at this young age is exposure to three basic components of caring (self-care, helpfulness, and kindness) and ample time to practice skills related to this concept.

Overview of Caring Unit

This packet contains everything you will need to complete this four-week unit. This is broken down into three core components:

- **Unit Overview** - This includes a snapshot of everything covered in the following four learning domains:
 - **Literacy** - There are four read-alouds PLUS activities and printables
 - **Math/Science** - Counting, patterns, experiments, etc.
 - **Citizenship/Social Studies** - Our themed RAK character will take students through community-based CARING activities
 - **Music & Movement** - Rhymes, fingerplays, chants, etc., to reinforce CARING
 - ONE **PROJECT** IS ALSO INCLUDED EACH WEEK!

- **Weekly Plans** - Each week includes all four domains and covers the following themes:
 - Week 1: **Self-Care, Nutrition**
 - Week 2: **Self-Care, Personal Hygiene**
 - Week 3: **Caring, Helpfulness**
 - Week 4: **Caring, Helpfulness, Kindness**

- **Printables** - Each learning domain includes at least one printable to help reinforce the concept and practice basic fine and gross motor skills. The CARING unit includes the following:
 - C is for CARING coloring sheet (**Literacy**)
 - Sort faces by feelings (**Math**)
 - Cut and glue sequencing respectful actions (**Citizenship**)
 - Feelings song sheet (**Music & Movement**)
 - **And more..!**

Caring

| RAK Concept: CARING | Read Aloud/ Literacy | Math/Science | Social Studies/ Citizenship RAK ANIMAL- Chloe the Cat | Music & Movement |
|---|---|----------------------------------|--|---|
| Week 1 <i>Themes:</i> Self-Care, Personal Hygiene PROJECT: Lifesize Me! | <i>Pig Takes a Bath</i> by Michael Dahl https://youtu.be/PKh8MpENF_Y | Glitter Germs experiment | Chloe practices personal hygiene when getting ready for school. | TOPS and BOTTOMS Handwashing Song |
| Week 2 <i>Themes:</i> Self-Care, Nutrition PROJECT: Plant Beans! | <i>The Very Hungry Caterpillar</i> by Eric Carle https://www.youtube.com/watch?v=btFCtMhF3il | Eating the Rainbow color sort | Chloe learns about the community garden. | My Garden fingerplay Poem |
| Week 3 <i>Themes:</i> Helpfulness, Caring PROJECT: Create placemats | <i>When I Care About Others</i> by Cornelia Maude Spelman https://youtu.be/rR8IxYsJ3yl | Caring for Others patterns | Chloe helps her family by setting the table. | Working Together fingerplay |
| Week 4 <i>Themes:</i> Caring, Compassion, Kindness PROJECT: Greeting Cards | <i>Try a Little Kindness</i> by Henry Cole https://youtu.be/Ajfk40SII_4 | Color scavenger hunt | Chloe shares her toys with the new student at school. | “If you want to be a Friend” song |

Caring Week 1

Theme: Self-Care, Personal Hygiene

Book of the Week: *Pig Takes a Bath* by Michael Dahl

Materials: Book of the week, basic art supplies, glitter, soap, stapler, butcher paper, tape

Literacy



Share

Read *Pig Takes a Bath* by Michael Dahl

Read Aloud Link: https://youtu.be/PKh8MpENF_Y

Together, discuss morning routines. How do you get ready for school? What are you able to do by yourself? What does someone else help you with?

Math & Science



Inspire

GLITTER GERMS! Mix colored glitter with hand soap. Explain that the glitter represents the tiny little germs we have on our hands. Even though we cannot see these germs, they are always around and can make us sick. Have each student wash their hands with the glitter soap mixture. Explain that germs (like the glitter) need to be scrubbed off. Teach them proper handwashing to help the glitter (and germs!) get off their hands.

Citizenship & Social Studies



Empower

Introduce “CHLOE the CARING Cat”. Chloe always chooses to care for herself, for others, and for her things. Chloe will follow us this entire month. Whenever we see CHLOE (choose a CAT that will become Caring Chloe), we think CARING. Chloe cares. How can you? **Read WEEK 1 of the CARING CHLOE script located at the end of this unit.**

Music & Movement



Reflect

Using the singalong sheet at the end of the unit, chant the following:

Tops and Bottoms

by Angela Thayer
to the tune “Are You Sleeping?”

**Tops and bottoms,
Tops and bottoms,
In between, in between.
Rinse your hands off
really good,
Dry them, dry them,
like you should.
Clean, clean, clean,
clean, clean, clean!**

OPTIONAL PROJECT



Project

Using butcher paper, trace an outline of each student as they lay on the paper. If desired, cut out their outline. Invite them to decorate their body. Where do the eyes go? What about the nose, mouth, hair, hands, etc.? Write student names on their body and hang all up to look at throughout the unit!

Caring Week 2

Theme: Self-Care, Nutrition

Book of the Week: *The Very Hungry Caterpillar* by Eric Carle

Materials: Book of the week, basic art supplies, lima beans, paper towels, resealable bags, small cups, soil/dirt

Literacy



Share

Read *The Very Hungry Caterpillar* by Eric Carle

Read Aloud Link: <https://www.youtube.com/watch?v=btFCtMhF3il>

Together, discuss healthy eating habits and food groups. How did the caterpillar eat at first? How did he feel? What did his body really need?

Math & Science



Inspire

Using the EATING THE RAINBOW printable at the end of this unit, have students cut out the squares and then sort the foods by color. If desired, bring in some of the more unusual foods for a taste test as well!

Citizenship & Social Studies



Empower

CARING CHLOE is back! Chloe always chooses to care for herself, for others, and for her things. Whenever we see CHLOE (choose a CAT that will become Caring Chloe), we think CARING. Chloe cares for her community this week. How can you? **Read WEEK 2 of the CARING CHLOE script located at the end of this unit.**

Music & Movement



Reflect

Using the fingerplay sheet at the end of the unit, chant the following:

My Garden

by Music Makers

This is my garden;

(extend one hand forward, palm up)

I'll rake it with care,

(make raking motion on palm with other hand)

And then some flower seeds, I'll plant

(planting motion)

The sun will shine

(make circle with hands)

And the rain will fall,

(let fingers flutter down to lap)

And my garden will blossom

(cup hands together, extend upward slowly)

And grow straight and tall.

OPTIONAL PROJECT



Project

Plant beans! White northern beans or lima beans will work best for this project. Wet a paper towel and place the bean inside the towel. Then, place the towel in a resealable bag. Check back in 1-2 days. When the bean begins to sprout, transfer it to a small cup with soil. Observe the plant as it grows over the next several weeks!

Caring Week 3

Theme: Helpfulness, Caring

Book of the Week: *When I Care About Others* by Cornelia Maude Spelma

Materials: Book of the week, construction paper, circles and rectangles for students to cut out, basic art supplies

Literacy



Share

Read *When I Care About Others* by Cornelia Maude Spelma

Read Aloud Link: <https://youtu.be/rR8lxYsJ3yI> As a class, go through the book and list all the different ways the characters care about others. How can we care for our friends at school?

Math & Science



Inspire

Using the Caring Patterns handout below have each student complete the patterns of WHERE we care for others. (Home, School, Home School, etc.) If time allows, discuss HOW to care for others in these locations.

Citizenship & Social Studies



Empower

CARING CHLOE is helping her family! Chloe always chooses to care for herself, for others, and for her things. Whenever we see CHLOE (show cat), we think CARING. Let's find out how Chloe is CARING for others this week!

Read WEEK 3 of the CARING CHLOE script located at the end of this unit.

Music & Movement



Reflect

Using the fingerplay sheet at the end of the unit, chant the following:

Working Together

by Jean Warren and Lisa Rose

Three little sailors set out to sea.

(make 3 with your fingers)

They worked together happily.

(fold your hands together)

Everyone cleaned, everyone rowed,

(pretend to sweep and row)

Everyone fished, everyone sewed.

(pretend to cast a line and sew a pillow)

When they got home they stood side-by-side.

(stand next to a friend)

Their boat full of fish,

(show fish swimming with your hands)

Their hearts full of pride!

(fold hands over your heart).

OPTIONAL PROJECT



Project

Provide construction paper for students to choose from. Label with their name. Have students cut out a large circle for the plate, a small circle for the cup, and a rectangle for the utensils. Have them glue down their shapes to create a placemat. If desired, use contact paper (or laminate) so they are waterproof!

Caring Week 4

Theme: Caring, Helpfulness, Kindness

Book of the Week: *Try a Little Kindness* by Henry Cole

Materials: Book of the week, colored blocks, small bag, construction paper, basic art supplies, envelopes

Literacy



Share

Read *Try a Little Kindness* by Henry Cole

Read Aloud Link: https://youtu.be/Ajfk40SII_4

Together, review all the different examples of caring and kindness shown in the book. Next, make a list of all the ways you can care for the classroom.

Math & Science



Inspire

Using colored blocks (or any other solid-colored items like scarves, shapes, etc.), go on a color scavenger hunt throughout the classroom or outside.

Place all the blocks in a bag. Then, have a student choose one block and identify the color. Choose 3-5 students to find matching colored items in the classroom. Repeat until all the colors are identified.

Citizenship & Social Studies



Empower

Talk with CHLOE the CARING Cat about how much your class has learned about caring. Chloe always cares. Whenever we see CHLOE, we think CARING. Even though this is our last week on Caring, Chloe will stay with us this year to remind us to always CARE for ourselves, others, and our things.

Read Part 4 of the CARING CHLOE script located at the end of this unit.

Music & Movement



Reflect

Using the singalong sheet at the end of the unit, chant the following:

If You're Friendly...

(Sung to the tune of 'If You're Happy and You Know It)

By Anonymous

**If you're friendly and you know it,
clap your hands.**

**If you're friendly and you know it,
clap your hands.**

**If you're friendly and you know it,
and you really want to show it,
If you're friendly and you know it,
clap your hands.**

Change "clap your hands" to stomp your feet, shout hooray, etc., and repeat. After finishing all 3 rounds, combine them together.

OPTIONAL PROJECT

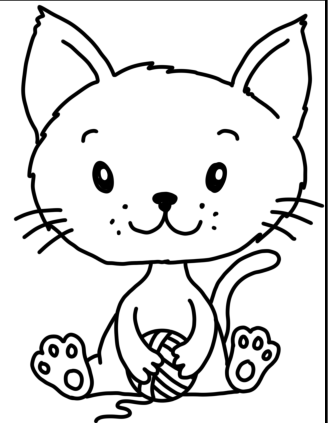


Project

Have students make greeting cards for grandparents (or local nursing home) using construction paper. Trace their hands on the paper and ask them five ways to care for others. Write their answers on each "finger" of the outline. If desired, mail the cards for an extra surprise!

Caring Chloe Script: WEEK 1

Meet Chloe, a 3-year-old cat that is part of our RAK family! Chloe always cares. Chloe will follow us this entire month. Whenever we see CHLOE (show cat), we think about CARING. Chloe cares. Caring Chloe loves to find ways to care for herself, others, and her things. Chloe works hard to CARE for herself each and every day! In the morning, she makes her bed, brushes her teeth, combs her hair, and gets dressed. Sometimes she needs help and that's okay! She CARES for herself the best that she can and asks an adult for help when something is too hard. After dinner, Chloe CARES for herself again by taking a bath, brushing her teeth, and getting ready for bed. What else can CARING CHLOE do to care for herself?

**Caring Chloe Script: WEEK 2**

Chloe is back! Who remembers CARING CHLOE? Chloe cares. CARING CHLOE loves to find ways to care for herself, others, and her things. One day Chloe and her dad were on a walk in their neighborhood. At the end of her block, she noticed pretty green plants growing. "What's that daddy?" she asked. "That's our community garden," answered her father. He explained that everyone in the community worked together to CARE for each other by growing a garden of food to share with each other. "I love CARING for others! How can I help and CARE for them too?" Chloe asked. "CARING takes time and kindness. You can show CARING by planting seeds, pulling weeds, watering the garden, and picking up trash," said her father. What should CARING CHLOE do next? How can she CARE for others where she lives?

Caring Chloe Script: WEEK 3

Chloe is back at home today! Let's see what CARING CHLOE is doing this time. Her grandmother is making dinner and Chloe is eager to show her how much she CARES by helping. "Can I set the table, Grandma?" Chloe asks. CARING CHLOE knows that setting the table will be very helpful. "Oh, yes, thank you!" her grandmother responds. Chloe CARES deeply for her family and loves helping. She puts out the placemats for each person. She adds a plate, cup, fork, and knife to each mat. Just before she leaves, CARING CHLOE adds a napkin to each placemat. Chloe remembers that being helpful is a way to CARE for others. What else can CARING CHLOE do around the house to help others?

Caring Chloe Script: WEEK 4

Chloe is finishing her adventures at school! She CARES greatly for her classroom and all her new friends. She CARES for her toys by playing gently with them and cleaning up when she is done. She CARES for the art supplies by using them kindly and sharing them with others. She also loves to CARE for new students by inviting them to play with her. She enjoys making new friends and uses kind words. One day Chloe is painting during center time and notices that her painting buddy is struggling to use the paintbrush. "Can I help you?" she asked. "Sometimes the paintbrush can be tricky!" She helps her friend. She CARES for them by helping. How else can CARING CHLOE help out in the classroom? How can she CARE for her things at school? How can she CARE for her friends at school?



Tops and Bottoms
by Angela Thayer
to the tune “Are You Sleeping?”

**Tops and bottoms,
Tops and bottoms,
In between, in between.**

**Rinse your hands off
really good,**

**Dry them, dry them,
like you should.**

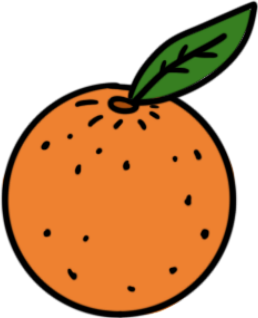
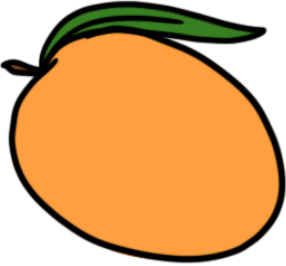



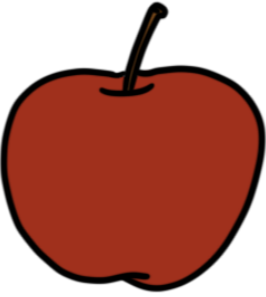





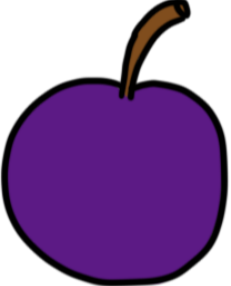
**Clean, clean, clean,
clean, clean, clean!**

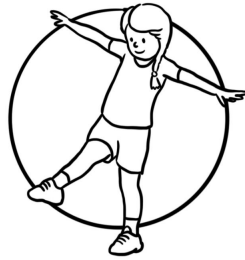


My Garden
by Music Makers

This is my garden;
(extend one hand forward, palm up)
I'll rake it with care,
(make raking motion on palm with other hand)
And then some flower seeds, I'll plant
(planting motion)
The sun will shine
(make circle with hands)
And the rain will fall,
(let fingers flutter down to lap)
And my garden will blossom
(cup hands together, extend upward slowly)
And grow straight and tall.

Directions: Have each student cut out the foods below. Then have them identify each food and sort them by color. If desired, create a block graph with the fruits and work together to see which color has the most and the least. If time allows, include 2-3 of the fruits as part of your morning snack!

| | | | |
|--|---|--|---|
|  <p>orange</p> |  <p>mango</p> |  <p>cherries</p> |  <p>green apple</p> |
|  <p>bananas</p> |  <p>apple</p> |  <p>eggplant</p> |  <p>red pepper</p> |
|  <p>pumpkin</p> |  <p>strawberry</p> |  <p>lemon</p> |  <p>plum</p> |



Working Together

by Jean Warren and Lisa Rose

Three little sailors set out to sea.

(make 3 with your fingers)

They worked together happily.

(fold your hands together)

Everyone cleaned, everyone rowed,

(pretend to sweep and row)

Everyone fished, everyone sewed.

(pretend to cast a line and sew a pillow)

When they got home they stood side-by-side.

(stand next to a friend)

Their boat full of fish,






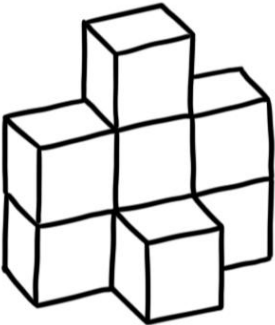






(show fish swimming with your hands)

Their hearts full of pride!

(fold hands over your heart).

Directions: Review each set of pictures. Talk about how to CARE and be helpful in each picture. Then work through each sequence of pictures. Have students decide what the next picture should come in each pattern.

NAME:

| | | | |
|---|---|--|---|
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |



If you're Friendly...

(Sung to the tunes of *If You're Happy and You Know It*)

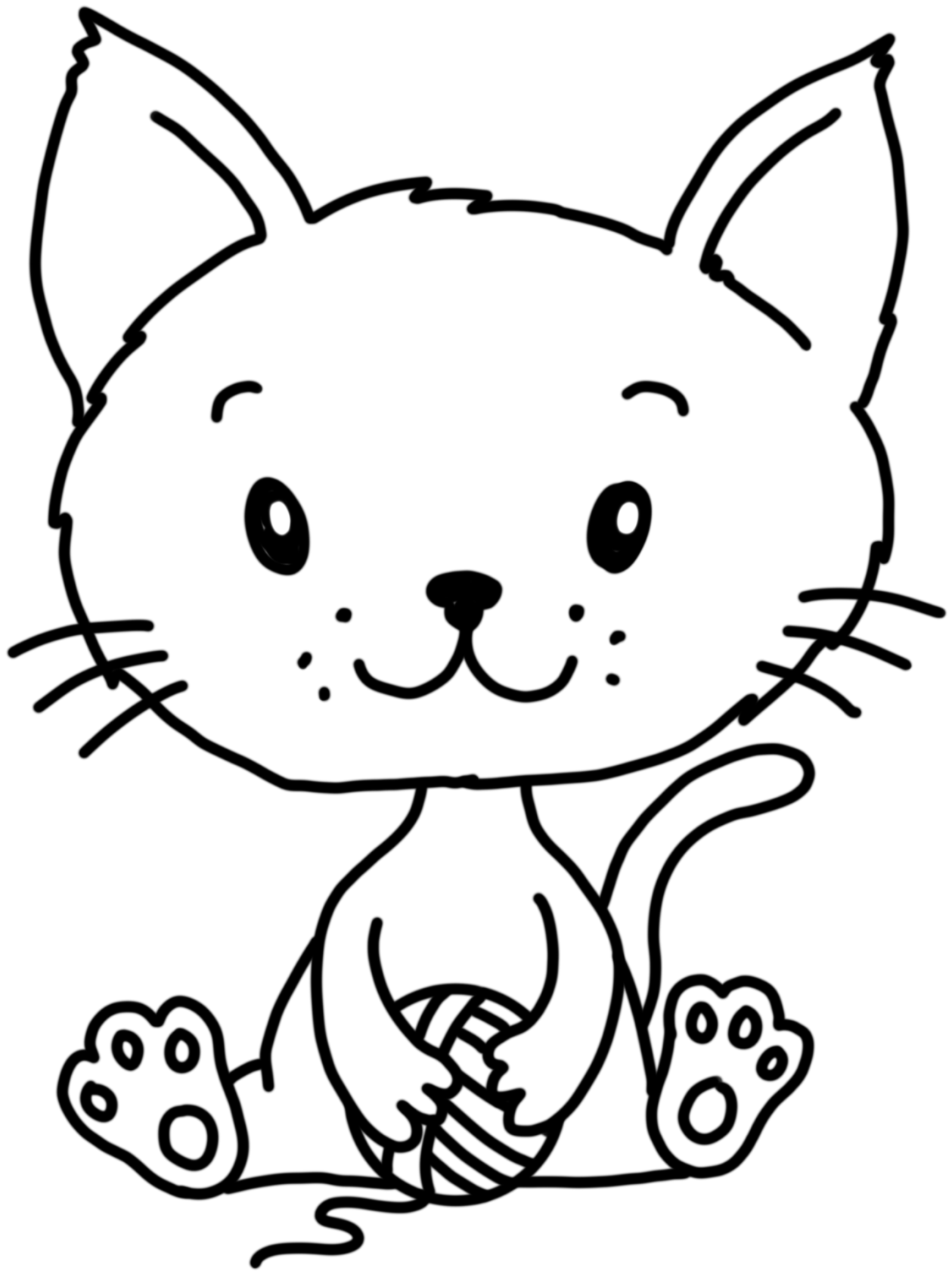
By Anonymous

**If you're friendly and you know it,
clap your hands.**

**If you're friendly and you know it,
clap your hands.**

**If you're friendly and you know it,
and you really want to show it,
If you're friendly and you know it,
clap your hands.**

Change “clap your hands” to stomp your feet, shout hooray, etc., and repeat.
After finishing all 3 rounds, combine them together.



C is for Caring