

# Respect



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 first 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 levels of respect and ample time to practice skills related to this concept.

## Overview of Respect 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 RESPECT activities
  - **Music & Movement** Rhymes, fingerplays, chants, etc. to reinforce RESPECT
  - ONE **PROJECT** IS ALSO INCLUDED EACH WEEK!
- **Weekly Plans** Each week includes all 4 domains and covers the following themes:
  - Week 1: **Feelings, Self-Respect, Kindness**
  - Week 2: **Respectful Words, What Makes Me Special?**
  - Week 3: **Friendship, Respectful Actions, Kindness**
  - Week 4: **Respect for Others, Friendship, Kindness**
- **Printables** Each learning domain includes at least one printable to help reinforce the concept and practice basic fine and gross motor skills. The RESPECT unit includes the following:
  - R is for RESPECT coloring sheet (**Literacy**)
  - Feelings Combinations, Great Pairs, Healthy Food Patterns, Paper Towel Rainbow (**Math/Science**)
  - Respectful Raphael (**Citizenship**)
  - Song Sheets and Rhymes (**Music & Movement**)
  - **And more..!**

# Respect

<b>RAK Concept:</b> <b>RESPECT</b>	<b>Read Aloud/                      Literacy</b>	<b>Math/Science</b>	<b>Social Studies/                      Citizenship</b> RAK ANIMAL- Raphael the Dog	<b>Music &amp;                      Movement</b>
<b>Week 1</b>  <i>Themes: Feelings,                      Self-Respect,                      Kindness</i>  <b>PROJECT:</b> Feelings Dance Party	<i>I'm Happy-Sad Today</i> by Lori Britain <a href="https://www.youtube.com/watch?v=TVJGvmgRh64">https://www.youtube.com/watch?v=TVJGvmgRh64</a>	Feelings Combinations	Raphael Has Feelings	Sometimes I Feel Happy
<b>Week 2</b>  <i>Themes:                      Respectful Words,                      What Makes Me                      Special?</i>  <b>PROJECT:</b> My Name Means	<i>Sulwe</i> by Lupita Nyong'o <a href="https://www.youtube.com/watch?v=vujbTOuzg2Q">https://www.youtube.com/watch?v=vujbTOuzg2Q</a>	Great Pairs	Raphael is Unique	Unique Song
<b>Week 3</b>  <i>Themes:                      Friendship,                      Respectful Actions,                      Kindness</i>  <b>PROJECT:</b> Kindness Dice Game	<i>We Don't Eat Our                      Classmates</i> by Ryan T. Higgins <a href="https://www.youtube.com/watch?v=Qwd4bpVeAVA">https://www.youtube.com/watch?v=Qwd4bpVeAVA</a>	Healthy Food Patterns	Raphael Feels Shy	Friend of Mine
<b>Week 4</b>  <i>Themes: Respect                      for others,                      Friendship,                      Kindness</i>  <b>PROJECT:</b> Thank you Cards	<i>The Day the Crayons                      Quit</i> by Drew Daywalt <a href="https://youtu.be/489micE6eHU">https://youtu.be/489micE6eHU</a>	Paper Towel Rainbow	Raphael Feels Under Appreciated	Colors Rhyme

# Respect Week 1

**Theme:** Feelings, Self-Respect, Kindness

**Book of the Week:** *I'm Happy-Sad Today* by Lori Britain

**Materials:** Book of The Week, Respectful Raphael Script, Feelings Combination Cards, Sing-Along Sheet, music player

## Literacy



### Share

Read *I'm Happy-Sad Today* by Lori Britain

Read Aloud Link: <https://www.youtube.com/watch?v=TVJGvmgRh64>

Discuss the different feelings that kids might feel together, like feeling happy-sad. How many feelings combinations could there be? Make up “pretend feeling words” as the main character does.

## Math & Science



### Inspire

#### Feelings Combinations

Using the feelings combo cards, invite students to put together as many different feelings combinations as they can. Then, have them pick the one they thought sounded the most interesting and draw a picture of what that feeling might look like. (i.e, What would “Love + Happy” look like?) Also, help them think of the “name” of their new feeling and write it on their paper. (i.e., Love + Happy = Loveappy)

## Citizenship & Social Studies



### Empower

Introduce RAPHAEL the RESPECTFUL Dog. Raphael always shows respect. Raphael will follow us this entire month. Whenever we see Raphael(choose a DOG that will become Respectful Raphael), we think RESPECT. Raphael shows respect. How can you? **Read Part 1 of the RESPECTFUL RAPHAEL script located at the end of this unit.**

## Music & Movement



### Reflect

Using the Sing-Along sheet at the end of the unit, do the following rhyme:

#### **SOMETIMES I FEEL HAPPY** by Jean Warren

Sometimes I feel happy,  
 Sometimes I feel sad.  
 Sometimes I feel curious,  
 Sometimes I feel mad.  
 Sometimes I feel silly,  
 Sometimes I feel surprised.  
 How many feelings,  
 Do I have inside?

## OPTIONAL PROJECT



### Project

#### Feelings Dance Party

Find a variety of music that projects different feelings - happy, upbeat songs; slow, sad songs; maybe surprising or “scary” songs (not too scary!). Play the music and have them dance and explain how the songs make them feel.

# Respect Week 2

**Theme:** Respectful Words, What Makes Me Special?

**Book of the Week:** *Sulwe* by Lupita Nyong'o

**Materials:** Book of the Week, Respectful Raphael Script, Sing-Along Sheet, Great Pairs Worksheet

## Literacy



### Share

Read *Sulwe* by Lupita Nyong'o

Read Aloud Link: <https://www.youtube.com/watch?v=vujbTOuzq2Q>

Together discuss the importance of having both day and night. What did *Sulwe* learn about herself? Ask students what makes each of them special.

## Math & Science



### Inspire Great Pairs

Using the Great Pairs worksheet, have students draw lines between all of the opposites (like Day and Night) that actually need each other and make great combinations! Example: Peanut Butter and .... Jelly! Talk about how things can be very different and good on their own, but even better when they are together.

## Citizenship & Social Studies



### Empower

Bring RAPHAEL the RESPECTFUL Dog to circle time. Raphael always shows respect. Whenever we see Raphael, we think RESPECT. This week, we'll talk about how unique Raphael is and how unique all of us are! **Read Part 2 of the RESPECTFUL RAPHAEL script.**

## Music & Movement



### Reflect

Use the link below to watch the Sesame Street “Unique Song”. You can also follow along using the Sing-Along sheet at the end of the unit:

**Sesame Street: Unique Song**

<https://www.youtube.com/watch?v=5XlkoxBI-3w>

## OPTIONAL PROJECT



### Project

#### My Name Means

Have each student ask their parent or guardian what their name means. (If they forget or their parent/guardian doesn't know, you can look it up online.) Help students write the meaning on their My Name Means sheet, and then have them draw a picture to represent that meaning. Post the pictures on a bulletin board to show how unique everyone is.

# Respect Week 3

**Theme:** Self-Respect, Respectful Words

**Book of the Week:** *We Don't Eat Our Classmates* by Ryan T. Higgins

**Materials:** Book of the Week, Respectful Raphael Script, printables, scissors, crayons/markers, game pieces for dice game (anything works)

## Literacy



### Share

Read *We Don't Eat Our Classmates* by Ryan T. Higgins

Read Aloud Link: <https://www.youtube.com/watch?v=Qwd4bpVeAVA>

Talk about how it can be hard to make new friends and how kind actions can make it easier to fit into a new group.

## Math & Science



### Inspire

#### Healthy Food Patterns

It wasn't okay for Penelope Rex to eat her classmates, but it's very okay for us to eat healthy foods! We show respect and care for our bodies when we put good food inside them! Have students color and cut out the food squares in the Healthy Patterns worksheet and then ask them to create patterns using the squares.

## Citizenship & Social Studies



### Empower

Take time to talk with RAPHAEL the RESPECTFUL Dog. Raphael always shows respect, even when he feels shy around new friends. Whenever we see Raphael, we think RESPECT. What are some things you can do to still be kind and respectful, even if you feel shy or nervous about doing something new? **Read Part 3 of the RESPECTFUL RAPHAEL script located at the end of this unit.**

## Music & Movement



### Reflect

Using the Sing-Along sheet at the end of the unit, sing the following song

#### Friend of Mine

Original Author Unknown

Sung to: "Mary had a little lamb"  
Will you meet a friend of mine?

Friend of mine?

Friend of mine?

Will you meet a friend of mine?

This is my friend \_\_\_\_\_. (Fill in Name)

*\*Go around the entire class until everyone has had a chance to sing and fill in a name.*

OPTIONAL PROJECT



Project

Kindness Dice Game

Using the game board worksheet, put students in small groups (or set up a play center) to play the game. Each group needs just one game piece. Anything will work for game pieces. Have students take turns rolling the dice and moving forward the spaces they roll. If they land on a space with instructions, they must follow the instructions! Make sure a teacher is able to help students read the instructions.

Preschool • Cycle 3

Week 4 Lessons

# Respect Week 4

**Theme:** Respectful Words, Respectful Actions, Kindness

**Book of the Week:** *The Day the Crayons Quit* by Drew Daywalt

**Materials:** Book of The Week, Respectful Raphael script, Sing-Along Sheet, paper towels, markers, glasses, water

Literacy



Share

Read *The Day the Crayons Quit* by Drew Daywalt

Read Aloud Link: <https://youtu.be/489micE6eHU>

Discuss why all the crayons wanted to quit. Which crayon is your favorite to color with?

Math & Science



Inspire

Paper Towel Rainbow

To do either as a class or in small groups: Take a half sheet of paper towel and cut about 1/3 of it off. Then, on about 1/4 of each end of the paper towel, use markers to create different blocks of color. Place each end of the towel into a cup of water and watch the water - and color! - travel up the paper towel and meet in the middle. (Credit: <https://www.weareteachers.com/preschool-science/>)



Citizenship & Social Studies



Empower

Talk with RAPHAEL the RESPECTFUL Dog about how much your class has learned about respect. Raphael always shows respect. Whenever we see Raphael, we think RESPECT. Raphael shows respect. Even though this is our last week on respect, Raphael will stay with us this year to remind us to always be respectful. **Read Part 4 of the RESPECTFUL RAPHAEL script below.**

Music & Movement



Reflect

Using the Sing-Along sheet at the end of the unit, say the following rhyme:

**Colors Rhyme**  
By Christie Burnett  
Orange as a carrot,  
Yellow as a pear,  
Purple as a plum,  
Brown as a bear.  
Green as the grass,  
Blue as the sky,  
Black as a cat,

**OPTIONAL PROJECT****Project****Thank You Cards**

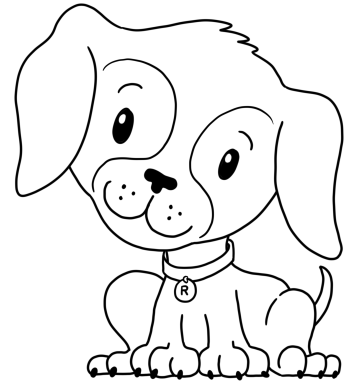
Have students make a thank you card for someone in your school who is a good helper but who may not always be recognized for their work - this could be an administrative worker, a food service worker, a custodian, a bus driver, etc. Invite students to make it as bright and colorful as possible!

Preschool Respect - C1, W1-W4

"RESPECTFUL RAPHAEL" Script

**Respectful Raphael Script- PART 1**

*Meet Raphael, a 4-year-old dog that is part of our RAK family! Raphael always shows respect. Raphael will follow us this entire month. Whenever we see Raphael (show dog), we think RESPECT. Raphael shows respect. Respectful Raphael loves to find ways to show respect to himself, others, and his things. When Raphael shows respect and is kind to others, Raphael says he feels HAPPY. And, when other animals on the farm see Raphael being kind and respectful, they feel HAPPY too! Sometimes, though, Raphael feels sad or mad or lonely or jealous. One time, Chloe the Cat did not want to share her toys and Raphael was sad. Another time, Chloe the Cat had a brand new backpack and he wanted one, too! He has feelings just like you and me! But whenever Raphael is feeling blue, he remembers that feeling happy again is just one kind act away! Making someone else happy is a great way to make yourself feel happy too. What are some kind, respectful things you can do for others here at school that will also make you feel happy?*

**Respectful Raphael Script- PART 2**

*Ok, everyone! Remember Raphael? Whenever we see Raphael (show dog), we think about what? RESPECT! As we talked about last week, Respectful Raphael loves to find ways to show respect to himself, others, and his things. He also loves that all the animals on the Kindness Farm are different and unique! No two animals are the same! Let's see what makes Raphael unique. \*Ask the kids to describe Raphael - what color is he? Are his ears big or small? Is his tail long or short?\* Raphael loves that he is different and unique. He also loves that everyone else is different and special, too! Raphael thinks the farm would be pretty boring if it only had dogs on it! What makes each of you different and unique?*

### Respectful Raphael Script- PART 3

*Let's check back in with Raphael, shall we? Oh no! Raphael is feeling shy. Why are you shy Raphael? \*Pretend Raphael whispers in your ear.\* Class, Raphael says he is feeling shy because he is going on a special farm field trip with all new animals that he has never met before. He is going to the farmers' market with Clara the Cow, Harry the Horse, Franny the Field Mouse, and Chaco the Chicken. They are going to the farmer's market with Mr. Farmer to sell vegetables from the garden. Raphael is feeling shy because he has never been to the farmer's market before and he doesn't know this group of friends very well. What should Raphael do to feel less shy and nervous? (Invite students to respond.) These are all great ideas! Raphael, do you think you could try some of these ideas to feel less shy and to have a good time with your new friends? Great! We'll check back in with Raphael next week to see how his trip went! Have fun, Raphael!*

### Respectful Raphael Script- PART 4

*Hi, Raphael! Good to see you again! Hey - how did your field trip to the farmer's market go? \*Pretend Raphael whispers in your ear. That is great news, Raphael! Class - Raphael took our advice on how he could show kindness and respect and he felt better with his new friends! Everyone, give each other a high five for helping our friend Raphael! This week, Raphael says he is very tired. He feels like he is doing more work than some of the other animals on the farm and no one notices. He doesn't feel very respected. Class, are there people in your life who do things to help you? Who are they? \*Invite students to answer - likely parents, teachers, bus drivers, or grandparents will come to mind. \*Prompt them if the list is short or repetitive. Class, what can we do to show these people respect when they do kind things for us? \*Invite responses. Those are great suggestions! I think thanking the people who help us the most - especially if they feel tired or under-appreciated - is a great way to show respect and kindness. Raphael, thank you for all you've taught us about respect this month! Class, let's give Raphael a round of applause!*

*Class, we are all done hearing from our friend Raphael about Respect - but, don't worry! We will keep our eyes on him at the Kindness Farm and whenever we see him, let's remember to be kind, respectful people. We will meet a new Kindness Friend when we begin our next unit.*





## **SOMETIMES I FEEL HAPPY**

by Jean Warren

Sometimes I feel happy,  
(Students make a happy face)

Sometimes I feel sad.  
(Students make a sad face)

Sometimes I feel curious,  
(Students make a curious face)

Sometimes I feel mad.  
(Students make a mad face)

Sometimes I feel silly,  
(Students make a silly face)

Sometimes I feel surprised.  
(Students make a surprised face)

How many feelings,  
Do I have inside?



## **Unique Song**

Sesame Street

**Unique. It means there's no one like you, and I like you  
just the way you are.**

**You're unique.**

**And what I mean to say is, in your own way,  
you're a shining star!**

**The way you look,  
the way you speak -  
it's all unique!**

**You have your own style,  
your own smile -  
even the way that you moan,  
it's all your very own!**

**You're unique.**

**What more can I say about it?**

**If you doubt it,  
take a look around.**

**You will find it's really true  
that no matter what you do,  
you're unique  
because you're you.**



## **Friend of Mine**

Original Author Unknown  
Sung to: " Mary had a little lamb"

Will you meet a friend of mine?

Friend of mine?

Friend of mine?

Will you meet a friend of mine?

This is my friend \_\_\_\_\_ . (Fill in Name)

*\*Go around the entire class until everyone has had a chance to sing and fill in a name.*



## **Colors Rhyme**

By Christie Burnett

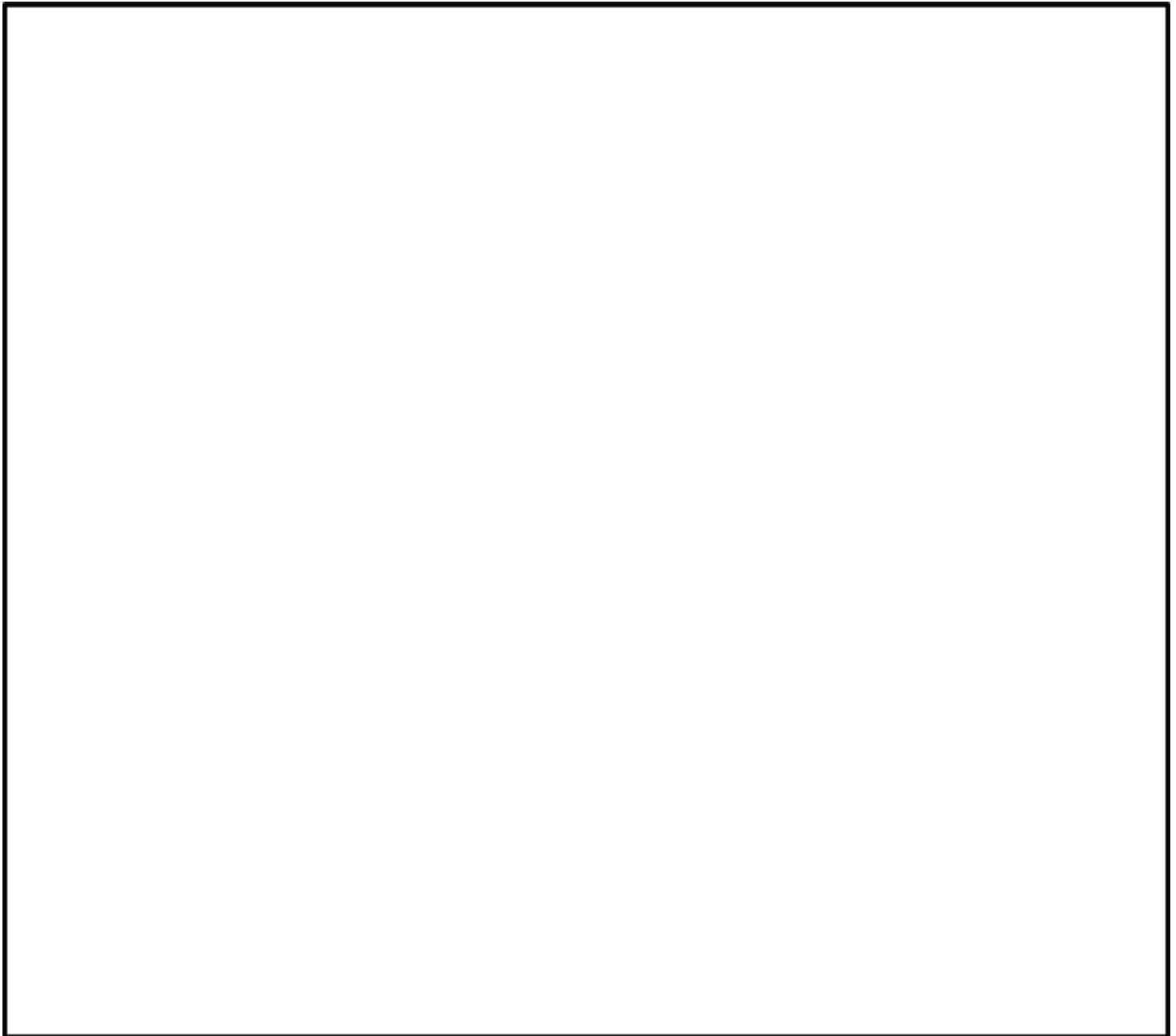
Orange as a carrot,  
Yellow as a pear,  
Purple as a plum,  
Brown as a bear.  
Green as the grass,  
Blue as the sky,  
Black as a cat,  
Red as cherry pie.

**Directions:** Have each student cut out the feelings words below and the “dash” (-) symbol. Then have them put two emotions together to create a new emotion combination like the main character from *I’m Happy-Sad today*.

HAPPY	SAD
MAD	EXCITED
JEALOUS	SHY
NERVOUS	BRAVE

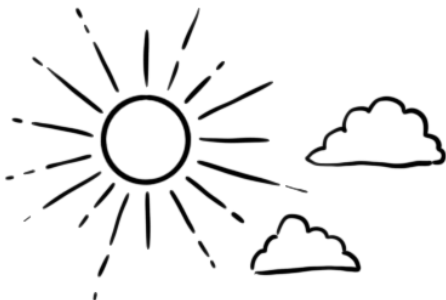
**Directions:** In the space below, pick one of your feelings combinations. Have your teacher help you write it on the lines provided (or look at your cards as a guide) and then draw a picture of what that feeling combination might look like. You can put your combination's name (like "loveappy") at the end.

I am \_\_\_\_\_ - \_\_\_\_\_ today.



**Name Combination:** \_\_\_\_\_

**Directions:** Have students draw a line between the items on the left and the items on the right that form a good combination. Example: Day (sun) and Night (moon).



**Directions:** Help students write the meaning of their name on the line below. Then have them draw a picture in the center that they feel represents that meaning.

My name is: \_\_\_\_\_

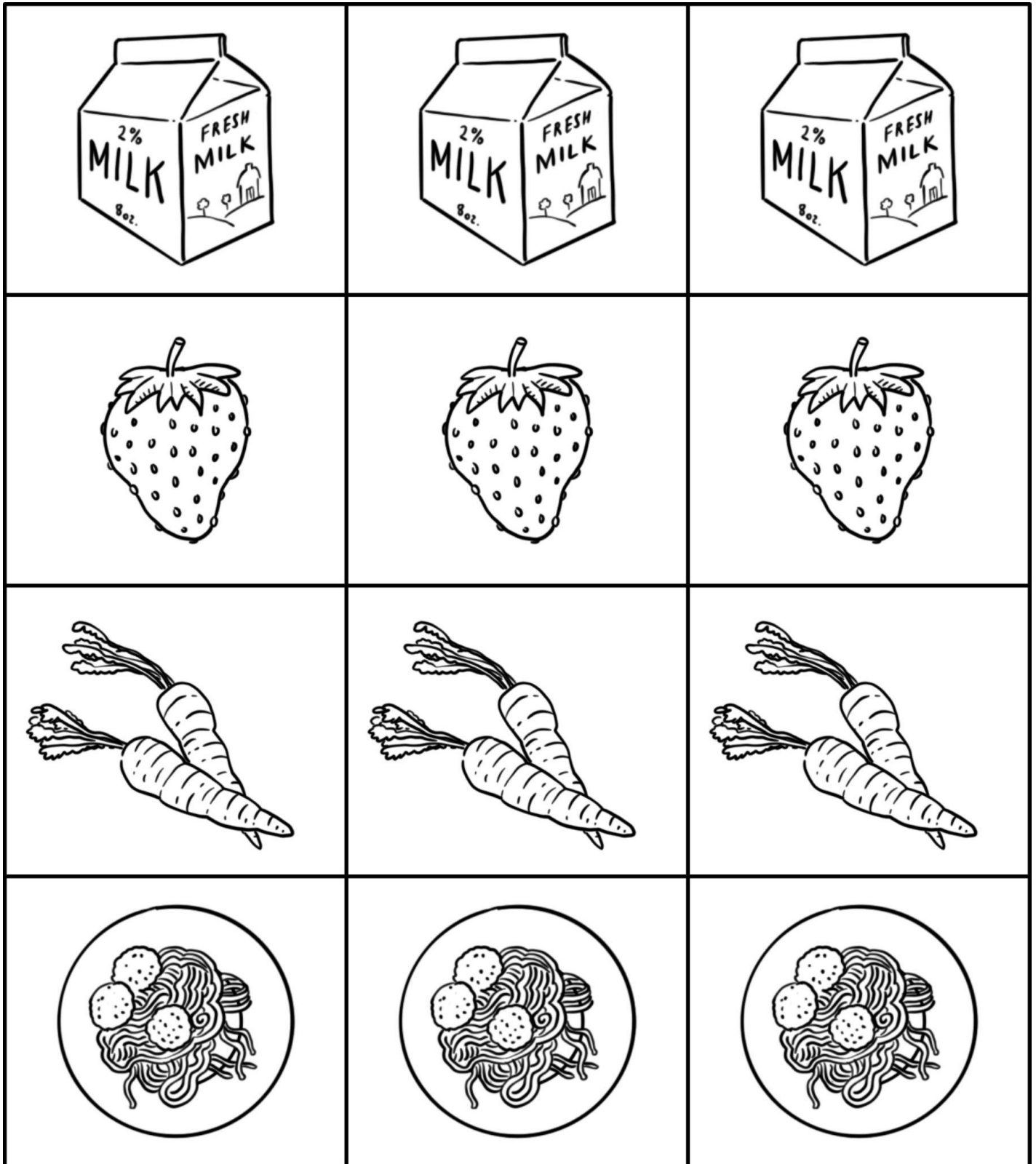
My name means:

\_\_\_\_\_





**Directions:** Have students color and cut out the following food items. Then have them arrange them in different patterns - either growing or repeating patterns. How many patterns of healthy foods can you make?



**START**

SAY YOUR FAVORITE FOOD

GO FORWARD TWO SPACES

SAY YOUR FAVORITE COLOR

SAY: "I'M SPECIAL"

GIVE YOUR CLASSMATE A COMPLIMENT

YOU ROCK!

GIVE YOURSELF A BIG HUG

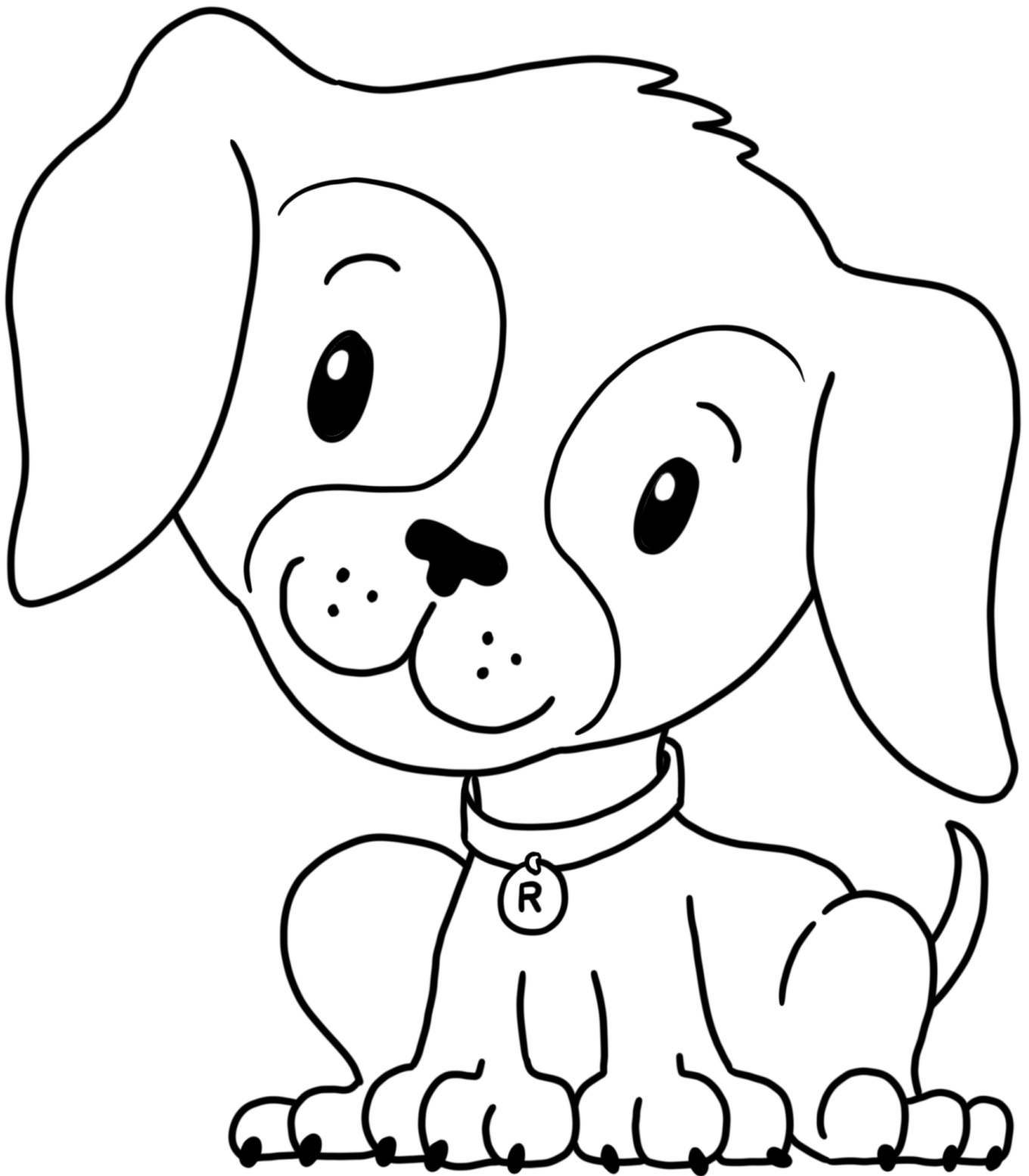
TELL A JOKE

GIVE YOUR CLASSMATE A HIGH FIVE!

SMILE!

GOOD JOB EVERYONE!

**FINISH**



**'R' is for RESPECT**