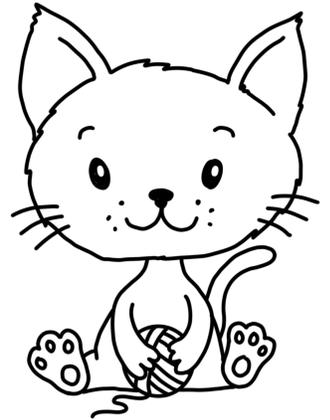


Caring

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, this cycle can be used during the second half of the year for your older 4-6 year old class. The focus at this age is exposure to five basic components of caring (self-care, health, helpfulness, compassion, 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, Hygiene**
 - Week 2: **Caring, Helpfulness, Kindness**
 - Week 3: **Caring, Helpfulness, Compassion**
 - Week 4: **Caring, Empathy**
- **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**)
 - Hand Matching Worksheet (**Math**)
 - Head, Shoulders, Knees, and Toes 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> <i>Self-Care, Nutrition, Hygiene</i> PROJECT: <i>Self-Care Mini Book</i>	<i>Growing Strong! A Book About Healthy Habits</i> by Cheri J. Meiners https://youtu.be/Hg2dJqENCCU	Tweezers Germ Sort	Chloe exercises during recess time.	Head, Shoulders, Knees, and Toes
Week 2 <i>Themes: Caring, Helpfulness, Kindness</i> PROJECT: <i>Kindness Jar</i>	<i>Be Kind</i> by Pat Zietlow Miler https://youtu.be/kAo4-2UzgPo	Kindness Sequencing	Chloe surprises her siblings with acts of kindness.	Caring Song
Week 3 <i>Themes:</i> <i>Helpfulness, Compassion, Caring</i> PROJECT: <i>Helpful Chains</i>	<i>Helping Hands</i> by Anna Prokos https://youtu.be/g98i5L1Z680	Helping Hands Cutting and Sorting	Chloe helps older neighbors in her community.	Citizenship Song
Week 4 <i>Themes: Caring, Empathy</i> PROJECT: <i>A Heart Full of Love</i>	<i>You, Me, and Empathy</i> by Jayneen Sanders https://youtu.be/uCP3O5aXlhk	Matching Hearts	Chloe and her friends discover similarities about themselves.	Kindness is a Value Song

Caring Week 1

Theme: Self-Care, Nutrition, Hygiene

Book of the Week: *Growing Strong! A Book About Healthy Habits* by Cheri J. Meiners

Materials: Book of the week, basic art supplies, germ handout, pom poms, tweezers, self-care mini-book

Literacy



Share

Read *Growing Strong! A Book About Healthy Habits* by Cheri J. Meiners

Read Aloud Link: <https://youtu.be/Hg2dJqENCCU>

Together, make a list of all the different ways the book talks about growing strong. If desired, write on butcher paper with simple images and hang it up.

Math & Science



Inspire

TWEEZERS GERM SORT. Using the handout below, have students color each germ with the color word written inside it. Next, provide each student with tweezers and a variety of colored pom poms. Have them sort their germs by color!

Citizenship & Social Studies



Empower

Introduce **CHLOE** the **CARING** Cat. For some students, Chloe may be familiar. 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, sing the following:

Head, Shoulders, Knees, and Toes

by Anonymous

Head, Shoulders, Knees, and Toes,

Knees, and Toes, Knees, and Toes.

Head, Shoulders, Knees, and Toes,

Eyes and Ears, and Mouth and Nose.

_____ (just touch head), **Shoulders, Knees, and Toes,**

Knees, and Toes, Knees, and Toes.

_____ (just touch head), **Shoulders, Knees, and Toes,**

Eyes and Ears, and Mouth and Nose.

_____ (just touch head), _____ (touch shoulders), **Knees, and Toes,**

Knees, and Toes, Knees, and Toes.

_____ (just touch head), _____ (touch shoulders), **Knees, and Toes**

Eyes and Ears, and Mouth and Nose.

Repeat until all body parts are no longer spoken. Last verse, add them all back.

OPTIONAL PROJECT



Project

Print the mini-book in this packet. Review all the ways we can take care of ourselves each morning. Have students color their books. Staple the books in the middle and invite them to 'read' their book to you and at home after they finish! Review personal hygiene daily for the rest of the week!

Caring Week 2

Theme: Caring, Helpfulness, Kindness

Book of the Week: *Be Kind* by Pat Zietlow Miler

Materials: Book of the week, basic art supplies, Kindness Sequencing sheet, clear jar, rocks

Literacy



Share

Read *Be Kind* by Pat Zietlow Miler

Read Aloud Link: <https://youtu.be/kAo4-2UzgPo>

Together, talk about all the different ways we can be kind at home, at school, and in our community.

Math & Science



Inspire

KINDNESS SEQUENCING Using the handout below, have students decide what comes next in each kindness sequence below. As a group, discuss each sequence and possible kind endings. Students can then draw or write their own kind of ending in the space provided. Have them share one sequence aloud.

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 helps her siblings this week! **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:

Caring by Jan Maples

(Try singing to the tune of Beverly Hillbillies)

I liked the story about Chloe the cat,
(point to self, put hands behind for ears)

About visiting her grandma and all of that.
(driving a car and spreading hands)

Carrie showed she cared by planting a tree,
(hands behind head, pretend digging with a shovel)

She loved her family, just like me!
(hands over heart-point to self)

When I care, I am loving and kind,
(point to self, hands over heart)

I say "Please" and "Thank You", my manners I mind.
(praying hands for please and sweep hand from chin outward)

I show I care by helping others,
(point to self, hands over heart)

Just a few of them are fathers and mothers.
(count fingers- hug and rock arms)

OPTIONAL PROJECT



Project

Start a classroom kindness jar! Each student can drop one rock into the jar at the end of school if they catch someone else being kind! Make sure they can explain who they caught and why! When the jar is full, have a party!

Caring Week 3

Theme: Helpfulness, Compassion, Caring

Book of the Week: *Helping Hands* by Anna Prokos

Materials: Book of the week, construction paper, glue, Helping Hands worksheet (see below)

Literacy



Share

Read *Helping Hands* by Anna Prokos

Read Aloud Link: <https://youtu.be/g98i5L1Z680>

As a class, talk about ways to help in the classroom. Helping and compassion go hand in hand. How can we show compassion to others each day?

Math & Science



Inspire

HELPING HANDS MATCHING Using the worksheet below, have students cut out the helping hands. Next, have them glue each matching set onto a piece of construction paper. If time permits, ask them for examples of how each set of hands helps. Write it below each match.

Citizenship & Social Studies



Empower

CARING CHLOE is showing compassion to her friend! 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 her neighbors 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:

Citizenship

by Jan Maples

(To the tune of "On Top of Old Smokey")

Cindy the Crab was a good ci-ti-zen,
(wiggle fingers like a crab, hand on your heart)

She listened to her teacher and the po-lice-men.
(hand behind ear, tip your hat)

Just like Cindy, I keep my world clean,
(wiggle fingers, pick up trash, or sweeping motion)

I like my environment to be nice and green!
(move arms like world, open hands beside face smiling)

I follow the rules of my home and my town,
(march in a straight line, shape arms like a housetop)

I know who to talk to and who to turn down.
(thumbs up sign, thumbs down sign)

I take care of my city and obey traffic laws,
(shape arms like a box, salute like a soldier)

If asked to help a neighbor, I surely don't pause.
(shake your neighbor's hand)

OPTIONAL PROJECT



Project

Using construction paper, cut strips. As a class, brainstorm ways to be kind, caring, helpful, and compassionate. Write an answer on each chain. Have students choose 3-4 chains and glue them together. Each day, take one link down and read it to the class!

Caring Week 4

Theme: Caring, Empathy

Book of the Week: *You, Me, and Empathy* by Jayneen Sanders

Materials: Book of the week, Matching Hearts handout, Giant Heart Cutout (see below), basic art supplies, random art supplies (shiny paper, cellophane, glitter, etc.)

Literacy



Share

Read *You, Me, and Empathy* by Jayneen Sanders

Read Aloud Link: <https://youtu.be/uCP3O5aXlhk>

Together, review what empathy looks like. This concept is very tricky, so tie it back to understanding how someone feels because it is similar to something that happened to you.

Math & Science



Inspire

MATCHING HEARTS Using the worksheet below, have students continue the heart pattern onto the second half of the heart. The last heart is for them to create their own pattern to be finished at home or by a friend!

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:

Kindness is a Value

by Jan Maples

(To the Tune of "I'm a Little Teapot")

Kindness is a value full of fun.

(hold up pointer finger on right hand)

Kindness is simple once you've begun.

(snap fingers)

Who should you be kind to?

(shrug shoulders)

Everyone!

(raise hands)

And you can show them how it's done.

(point finger at children)

OPTIONAL PROJECT

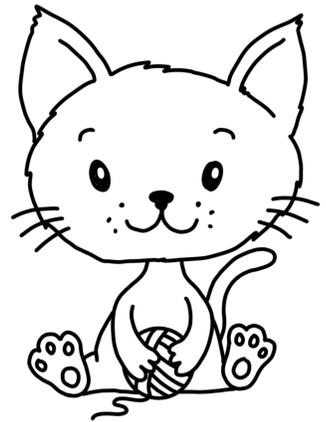


Project

Using the Heart Cutout below, have each student trace the word LOVE and then decorate the heart with random supplies. As they share their hearts, ask them for examples of love and kindness in their lives. Write it on the back!

Caring Chloe Script WEEK 1

Meet Chloe, a 5-year-old cat that is part of our RAK family! Some of you may remember Chloe! 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! Chloe works hard to take care of herself by eating healthy, exercising, and getting plenty of sleep. Today Chloe is looking at her schedule. Her dad reminds her that after lunchtime she needs to take her afternoon nap. Chloe doesn't really like naps, but she knows they are an important part of staying healthy. When she naps in the afternoon, she has more energy for fun and learning when she gets up! What else can Chloe do to CARE for her body to be healthy? What do you do to CARE for yourself?



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. Chloe works hard to care for herself and others throughout the day. Chloe loves to CARE for others by showing kindness. Today, Chloe is on the lookout for ways to help her brothers and sisters at home. She makes a game out of it, following each one of them around and secretly helping them. She starts with her sister, Felicia. Felicia is cutting up an apple for a snack and accidentally leaves a mess on the counter. Chloe comes behind her and wipes up the mess without saying anything. Felicia returns a moment later to clean up but sees that it's already done! Next, Chloe follows her brother, Jerome. He is playing with his cars, but cannot find his favorite one. Chloe remembers where he left it and runs quickly to find it. She taps him on the shoulder while he is playing and she hands him his favorite car. Where should Chloe go next? Who should she try and help? How can you CARE for others through kindness in your home?

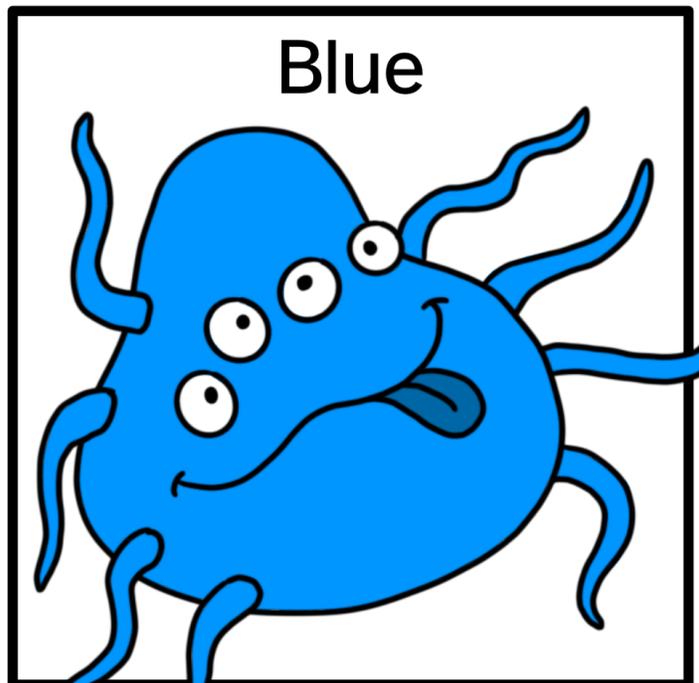
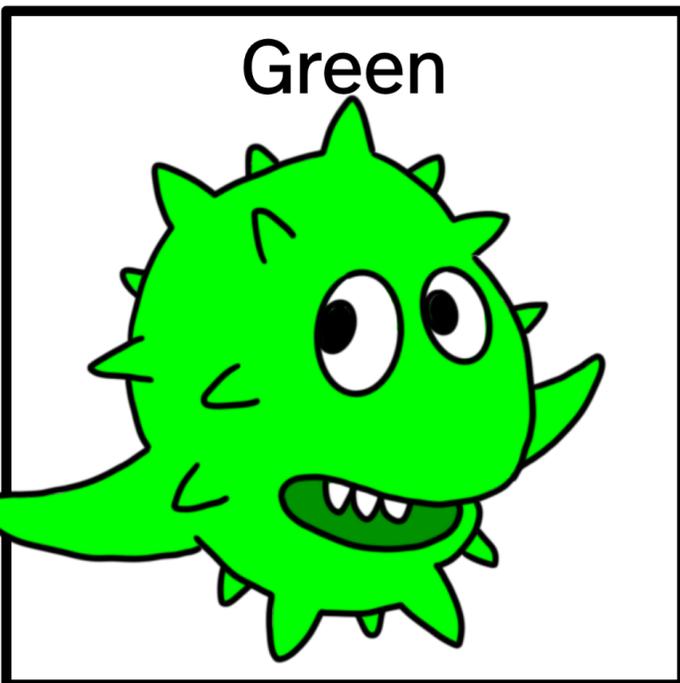
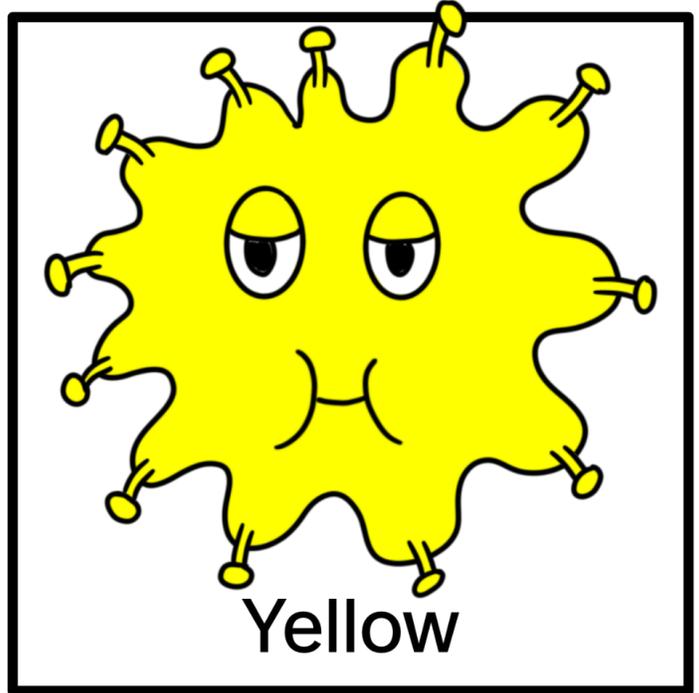
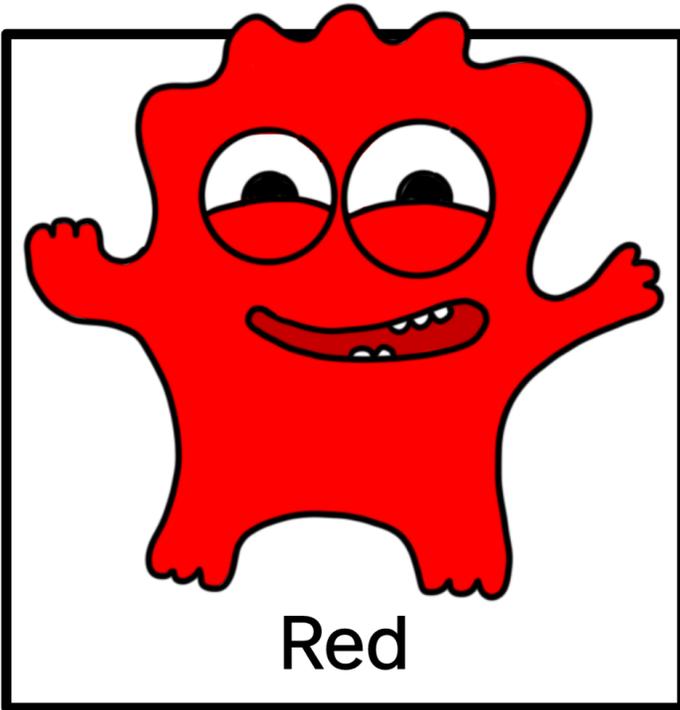
Caring Chloe Script WEEK 3

Chloe is on a walk in her neighborhood today. Let's see what CARING CHLOE is doing this time. Oh no! Mrs. Ballard has dropped an apple from her groceries! Chloe goes quickly to pick up the apple and returns it to her. "Can I help you carry your groceries?" she asks Mrs. Ballard. "They look heavy and your hands are really full!" Chloe knows that one way to CARE for others is to HELP them. Mrs. Ballard is grateful to Chloe for the help. They walk back to Mrs. Ballard's apartment and Chloe leaves the groceries on her doorstep. Chloe looks around and notices that there is a lot of trash in the grass outside her apartment complex. She decides to pick it up since she CARES about her home and her community. Her mother comes outside to check on her and is excited to see Chloe CARING for the grass. She helps out and the grass is all clean in no time! Chloe wants to keep helping but needs ideas. How else can she CARE for her neighbors and her community? What other ways can she help?

Caring Chloe Script WEEK 4

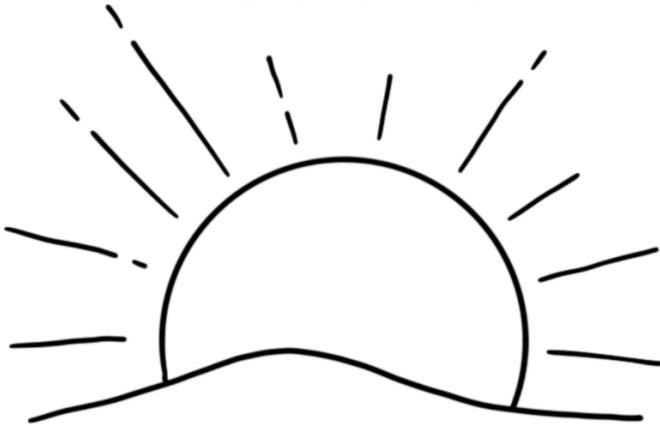
Chloe is finishing her adventures at school! She CARES greatly for her friends and loves to play with them. Today they are playing a game where one person sits in the middle and says one thing about themselves. Then every friend on the outside says one other thing they also have in common with the friend in the middle. Chloe goes first. "I have curly brown hair!" she says from the middle. Karina shouts out, "I have curly hair too!" Xavier is next. "Chloe and I both have tan skin!" Francis speaks up and says, "Chloe and I both love art!" Bernadette continues, "Chloe and I are the same height!" and Kahlil adds, "Chloe and I both jump the farthest off the swings!" Chloe can't believe how much she has in common with all her friends! She is excited to play the game again with another friend in the middle. It is fun to CARE for yourself and others by celebrating all that you have in common. What do you have in common with your friends in school?

Directions: Color each Germ Square. Using tweezers, sort the pom pom germs by color into their corresponding germ card.



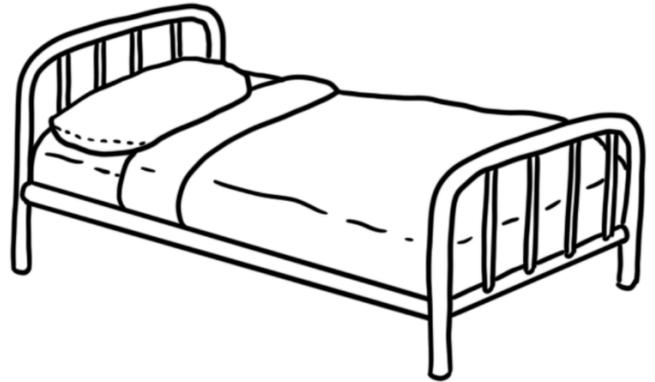
Directions: Provide each student with a copy of the mini-book on the next two pages. Read each page together, then have the children color their books. When they are finished, have them cut on the black lines and assemble the book using the page numbers. Use Caring Chloe to read the book again when you are all done!

My Morning Routine



By _____

When I wake up,
I make my bed.



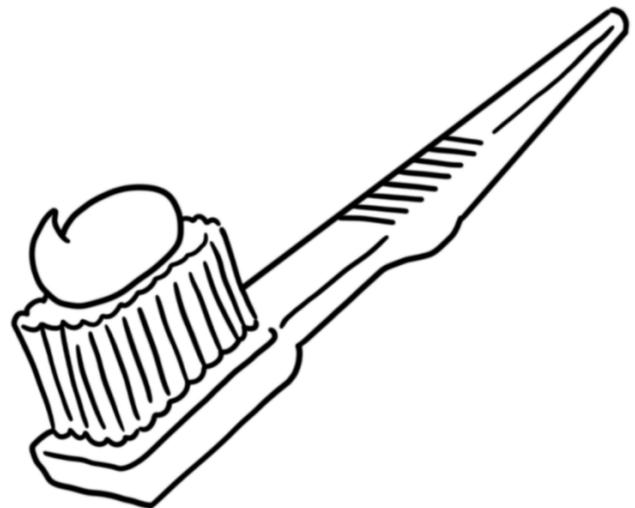
1

I get dressed.



2

I brush my teeth.



3

I grab my
backpack.



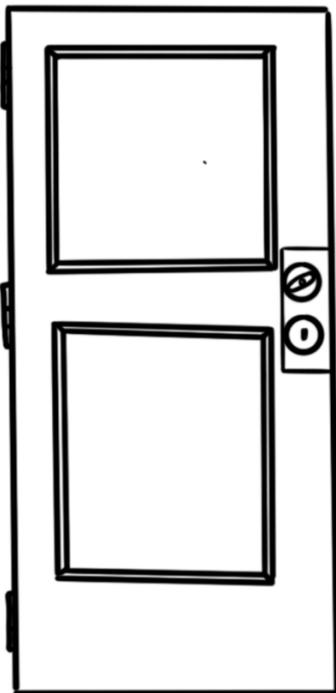
4

I put on
my shoes.



5

I leave for school.



6

I am on my way!



7



Head, Shoulders, Knees, and Toes

by Anonymous

Head, shoulders, knees, and toes, knees, and toes.

Head, shoulders, knees, and toes, knees, and toes.

And eyes and ears and mouth and nose.

Head, shoulders, knees, and toes, knees, and toes.

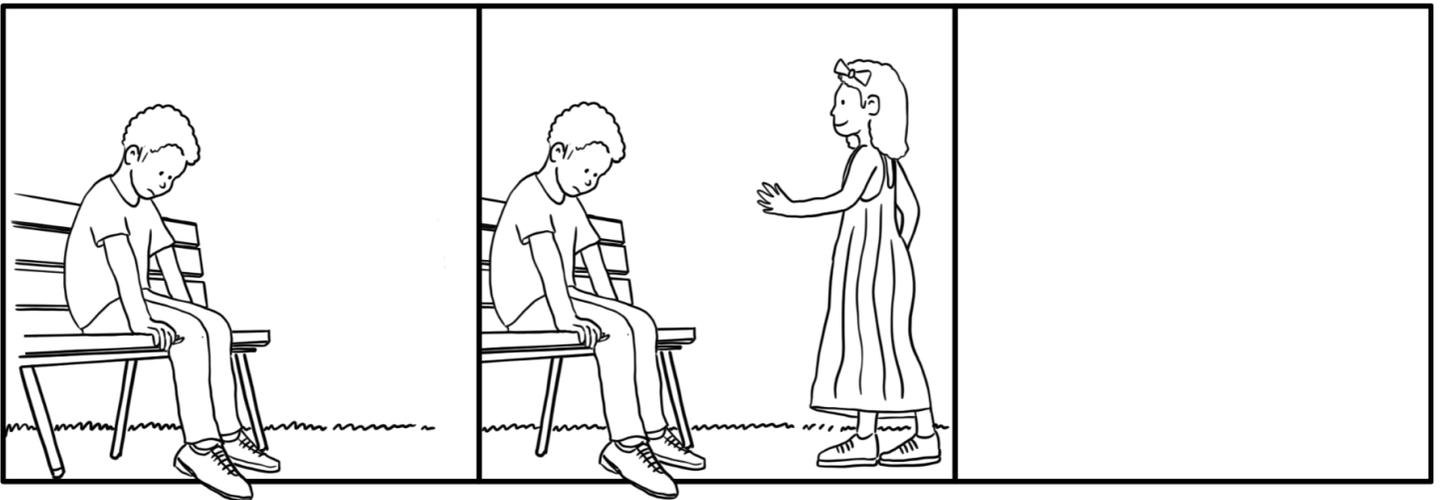
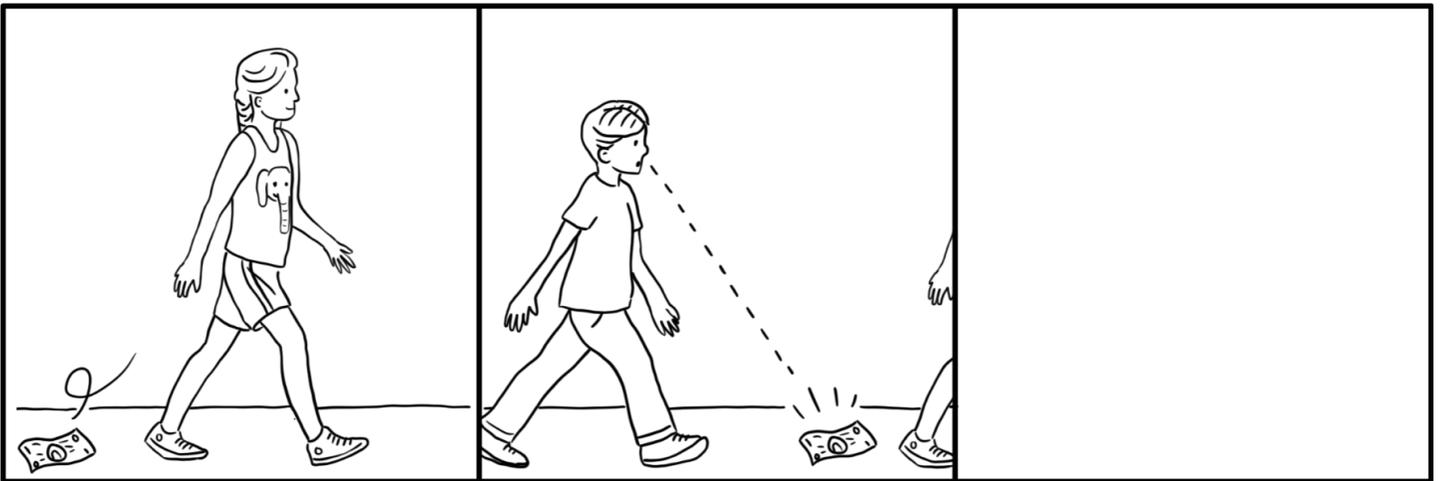
_____ (just touch head), **shoulders, knees, and toes, knees, and toes.**

_____ (just touch head), **shoulders, knees, and toes, knees, and toes.**

And eyes and ears and mouth and nose.

_____ (just touch head), **shoulders, knees, and toes, knees, and toes.**

Repeat, omitting the word for another body part each time you sing until they have all been omitted. At the end, add them all back in and sing the first version together!





Caring

by Jan Maples and Lisa Rose

(Trying sing to the tune of Beverly Hillbillies)

I liked the story about Chloe the cat,

(point to self, put hands behind for ears)

About visiting her grandma and all of that.

(driving a car and spreading hands)

Carrie showed she cared by planting a tree,

(hands behind head, pretend digging with a shovel)

She loved her family, just like me!

(hands over heart-point to self)

When I care, I am loving and kind,

(point to self, hands over heart)

I say “Please” and “Thank You”,

my manners I mind.

(praying hands for please and sweep hand from chin outward)

I show I care by helping others,

(point to self, hands over heart)

Just a few of them are fathers and mothers.

(count fingers, hug, and rock arms)

Directions: Cut out each helping hand below. Find its match and glue them together on a piece of construction paper. Ask students for examples of how to use helping hands and write the answers below each pair of hands.





Citizenship
by Jan Maples
(To the tune of “On Top of Old Smokey”)

Cindy the Crab was a good ci-ti-zen,
(wiggle fingers like a crab, hand on your heart)

She listened to her teacher and the po-lice-men.
(hand behind ear, tip your hat)

Just like Cindy, I keep my world clean,
(wiggle fingers, pick up trash, or sweeping motion)

I like my environment to be nice and green!
(move arms like world, open hands beside face smiling)

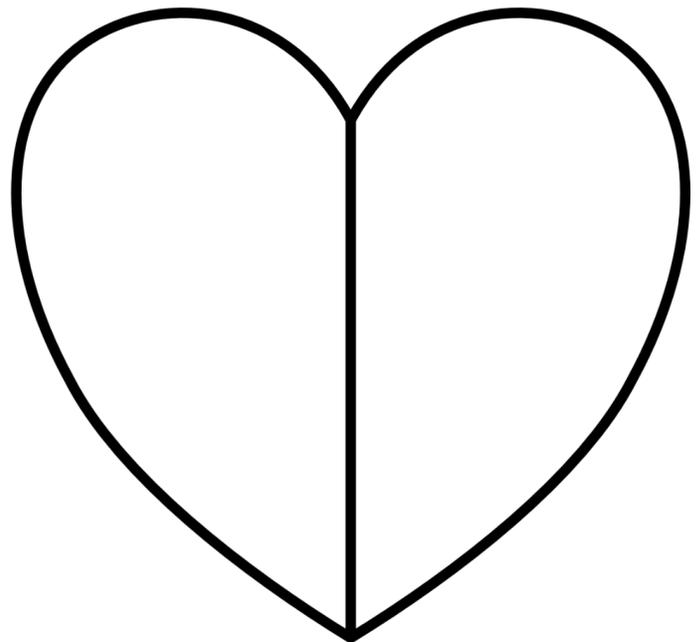
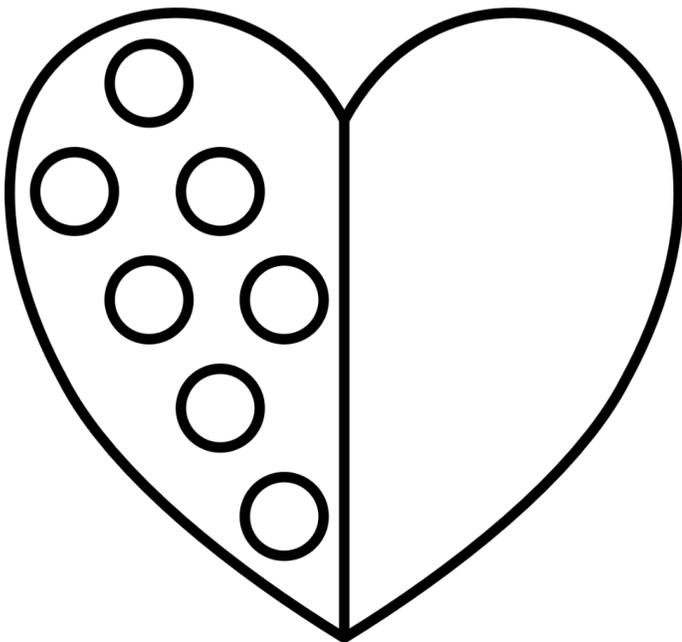
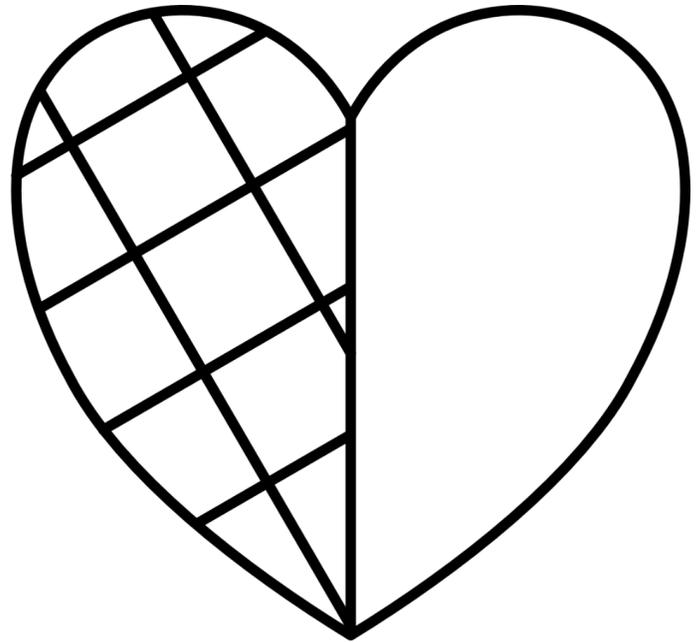
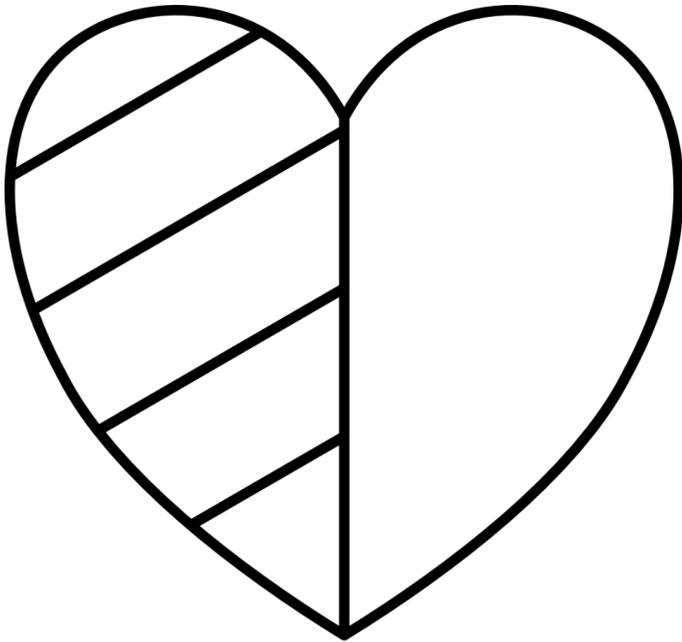
I follow the rules of my home and my town,
(march in a straight line, shape arms like a housetop)

I know who to talk to and who to turn down.
(thumbs up sign, thumbs down sign)

I take care of my city and obey traffic laws,
(shape arms like a box, salute like a soldier)

If asked to help a neighbor, I surely don't pause.
(shake your neighbor's hand)

Directions: Have each student finish the pattern on the second half of each heart. On the last blank heart, have them complete the left side of the heart with their own pattern, and then have a friend or adult at home complete the other half.





**Kindness is a Value
(To the tune of “I’m a Little Teapot”)**

Kindness is a value full of fun.

(hold up pointer finger on right hand)

Kindness is simple once you’ve begun.

(snap fingers)

Who should you be kind to?

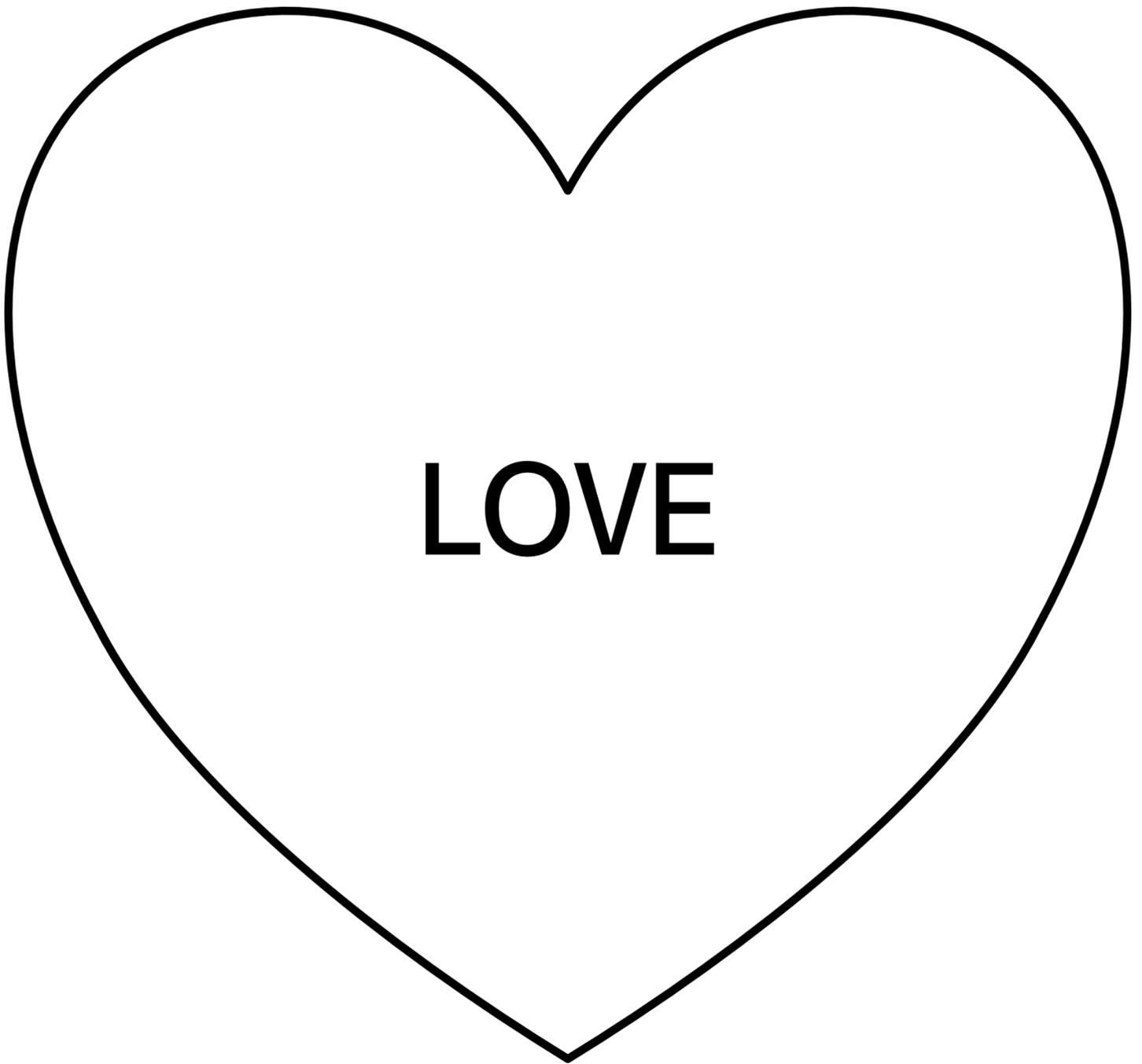
(shrug shoulders)

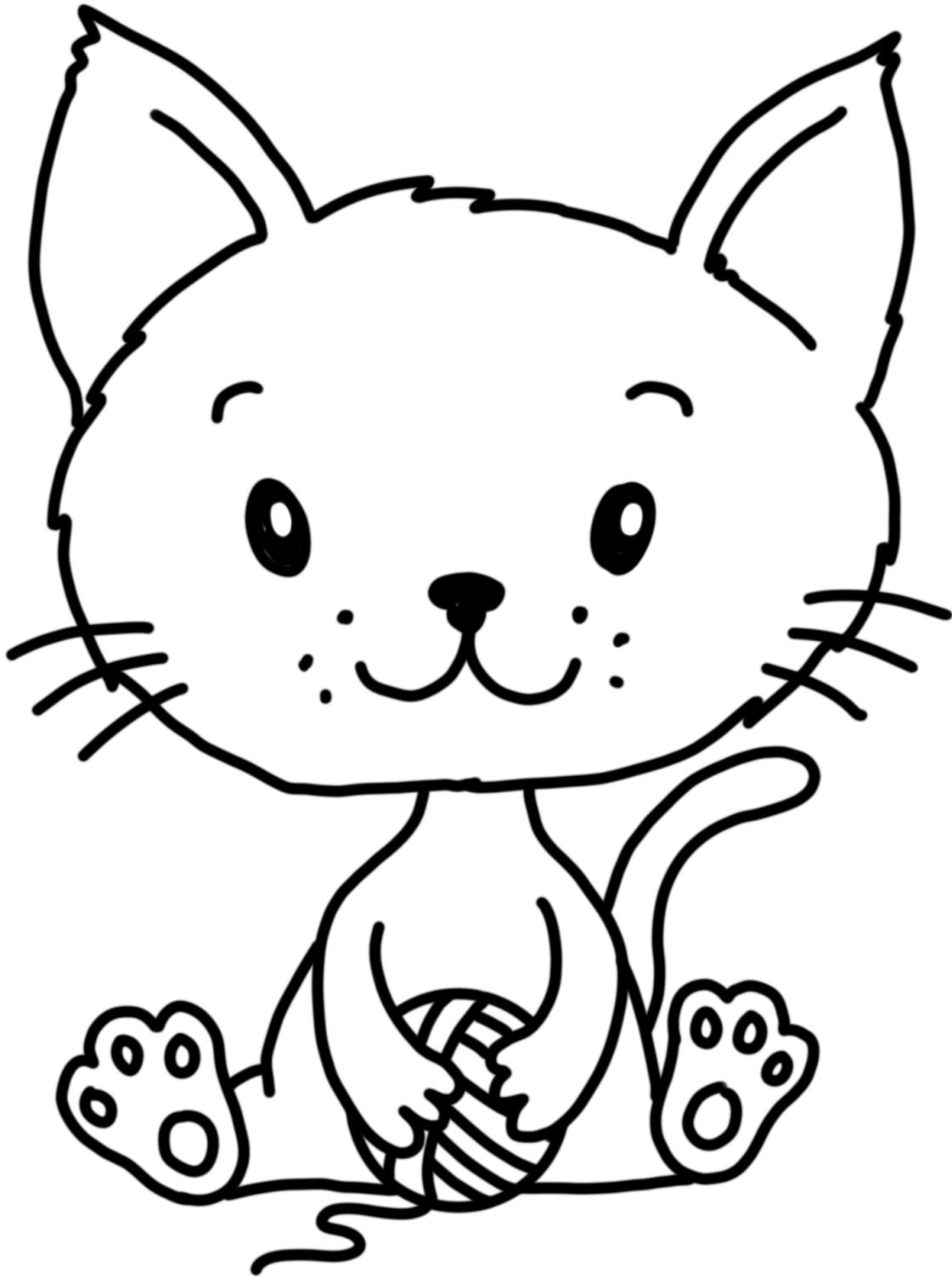
Everyone!

(raise hands)

And you can show them how it’s done.

(point finger at children)





C is for Caring