

# Caring for Others

Children will learn about, discuss, and act out different ways to show others that you care about them.

## Setting

- whole group
- small group

## Materials

- book: Caring by Isabel Thomas
- picture cards of ways to be caring

## Preparation

Read Caring and decide where you might stop to have students talk about the book. Review the picture cards to think about movements that you might have students do.

## 1. INTRODUCE

**“Today we will read** Caring, a book about the different ways people can be caring to each other. When you are caring, you are nice to other people and you try to help them. There are **lots of different ways you can be caring.**”

**“While we read, think about ways you can show people you care about them.”** Read the book. Stop during reading to ask questions and respond to students’ ideas. Consider these possible stopping points and discussion questions:

Page 7: **“How is the girl being caring to the boy?”**

Page 14: **“How do you think the boy feels on his first day in a new class?”**

Page 15: **“What did the girl do to make him feel better?”**

Page 19: Model thumbs up/down as you ask, **“Is it caring to tease somebody? Show me thumbs up for yes and thumbs down for no.”**

## 2. MODEL AND EXPLAIN

Discuss book: After you finish reading the book, consider asking the following questions:

- **“What are some ways to be caring that we read about?”**
- **“When were you caring to someone else? How did you feel?”**

Act it out: **“Now we are going to act out some different ways we can be caring. We’re going to look at pictures and act out what we see happening in the picture. I’ll show you how to do the first one and then we’ll try some together.”** Teacher models first card: following the rules.

## 3. GUIDE PRACTICE

**“Now it’s your turn! Let’s look at these pictures and act out ways to be caring.”**

As you read each card, model the action you’d like students to perform. Encourage students to do the motions and repeat the sentence after you. Respond to students’ responses to questions and interests.

## 4. SUMMARIZE

**“There are lots of ways you can be caring to other people! You used your imagination to act out some ways. The next time you see someone who needs help, think about how you can be caring to that person.”**

## SCAFFOLDING

Less Support: Reduce choices to questions. For example, you might ask, **“Does following the rules make things fair or unfair for everyone?”**

More Support: Provide a fill-in-the-blank sentence. For example, you might say, **“Following the rules makes things f\_\_\_ (fair).”**

## TEACHER TIPS

Consider reading another book related to feelings and caring for others:

- The Way I Feel by Janan Cain
- Alexander and the Terrible, Horrible, No Good, Very Bad Day by Judith Viorst
- The Rainbow Fish by Marcus Pfister
- Owen by Kevin Henkes
- The Kissing Hand by Audrey Penn

## INSTRUCTIONAL ALIGNMENTS

Head Start	Texas Pre-K Guidelines	Kindergarten TEKS	1st grade TEKS
Goal P-SE 7. Child expresses care and concern toward others.	I.C.1. Child uses effective verbal and non verbal communication skills to build relationships with teachers/adults.	§110.2(b)(5)(E) make connections to personal experiences, ideas in other texts, and society with adult assistance	§110.3(b)(6)(E) make connections to personal experiences, ideas in other texts, and society with adult assistance
Goal P-LIT 4. Child demonstrates an understanding of narrative structure through storytelling/re-telling.	I.C.6. Child demonstrates empathy and caring for others.	§115.2(b)(8)(B) explain the importance of showing consideration and respect for teachers, family members, friends, peers, and other individuals	
Goal P-PMP 3. Child demonstrates increasing control, strength, and coordination of small muscles.	III.D.1. Child retells or re-enacts a story after it is read aloud.		



# Act It Out

## Card 1: Following the rules

Ask: **How is following the rules being caring?**

Repeat, rephrase, or expand on children's responses.

Act it out: **The rule of the tube is that only one friend can crawl through at a time. Imagine it's your turn! Pretend you're crawling and say, "Following the rules is caring."**



# Act It Out

## Card 2: Helping

Ask: **How is the man being caring?**

Repeat, rephrase, or expand on children's responses.

Act it out: **Imagine you see somebody whose hands are full. Pretend to open the door and say, "Let me help you!"**



# Act It Out

## Card 3: Donating

**When you *donate*, you give your own things to others who need them more than you do.**

**Ask: How is donating caring?**

Repeat, rephrase, or expand on children's responses.

**Act it out: Imagine you have a box of toys to donate. Pretend to carry the box and say, "Donating is caring."**





# Act It Out

## Card 4: Sharing

Ask: **What's happening in this picture?**

Repeat, rephrase, or expand on children's responses.

Act it out: **Imagine you have a big bag of popcorn. Pretend to pour some into a bowl, give it to the person next to you, and say, "Sharing is caring."**



# Act It Out

## Card 5: Listening

**Listening to your teacher and friends is being caring.**

Ask: **How can you let someone know you are listening?**

Repeat, rephrase, or expand on children's responses.

Act it out: **Show me how you sit when you are listening.** (Criss-cross applesauce, etc.)