

Caring School Community Overview

Kindergarten through Fourth Grade

Kindergarten	First
Starting the Year (2 Weeks)	Starting the Year (2 Weeks)
Building the Classroom and School Community (8 Weeks) Responsible for table jobs, listening to others, speaking so others can hear	Building the Classroom and School Community (8 Weeks) Responsible for table jobs, listening to others, speaking so others can hear
Being a Responsible Learner and Community Member (7 Weeks) Work responsibly with their partners and take responsibility for classroom	Being a Responsible Learner and Community Member (7 Weeks) Work independently longer, work responsibly with partners, and take responsibility for classroom
Getting to Know My Feelings (6 Weeks) Recognize, talk about, and manage feelings and emotions	Getting to Know My Feelings (6 Weeks) Recognize, express, and manage feelings and emotions
Caring About Others (6 Weeks) Needs and feelings of others	Caring About Others (6 Weeks) Needs and feelings of others
Ending the Year (1 Week)	Ending the Year (1 Week)

Second	Third	Fourth
Getting to Know One Another	Getting to Know One Another	Getting to Know One Another
Agreeing on Norms	Agreeing on Norms	Agreeing on Norms
Taking Care of our Classrooms and Ourselves	Taking Care of our Classrooms and Ourselves	Taking Care of our Classrooms and Ourselves
The Home-School Connection	The Home-School Connection	The Home-School Connection
Making School a Happy Place	Making School a Happy Place	Making School a Happy Place
Developing Empathy	Developing Empathy	Developing Empathy
Feelings and Challenges	Feelings and Challenges	Feelings and Challenges
People Who Work in Our School	People Who Work in Our School	People Who Work in Our School
Planning for Buddies	Planning for Buddies	Planning for Buddies
Meeting Our Buddies	Meeting Our Buddies	Meeting Our Buddies
Preparing for Assemblies	Preparing for Assemblies	Preparing for Assemblies
Preparing for Field Trips	Preparing for Field Trips	Preparing for Field Trips
Preparing for a Substitute Teacher	Preparing for a Substitute Teacher	Preparing for a Substitute Teacher
Returning from Vacation	Returning from Vacation	Preparing for Tests
Welcoming New Students	Welcoming New Students	Returning from Vacation
Alike and Different	Alike and Different	Welcoming NEw Students
Friendship	Friendship	Courage
Gratitude	Gratitude	Friendship

Happiness and Creativity	Happiness and Creativity	Perseverance
Kindness	Kindness	Kindness
Mean Behavior	Bullying	Bullying
Cheating	Cheating	Exclusion
Exclusion	Exclusion	Misbehavior Outside the Class
Misbehavior Outside of Class	Misbehavior Outside of Class	Mishandling Belongings
Mishandling Belongings	Mishandling Belongings	Unkind Speech
Unkind Speech	Unkind Speech	Resolving Conflicts
Teasing	Resolving Conflicts	Teasing
Closing Week	Teasing	Closing Week
	Closing Week	

First Grade Sample

1st Grade Home Connection - Getting to Know My Feelings

Home Sharing Activity

Ways to Calm Down

Name:



Write about ways to calm down when you are very excited or angry. Draw a picture showing you using one of these ways.

1st Grade Morning Activity - Caring About Others

MORNING ACTIVITY

PURPOSE

- Write about being caring and kind at home
- Write about how it feels to be treated in a caring way

QUICK-WRITE: "BEING CARING AND KIND AT HOME"

1 **Prepare for the Quick-write.** Remind the students that they have been talking about being caring and kind and what it means to care. Explain that today the students will do a quick-write about ways they can be caring and kind at home and how that will make their family members feel. Have the students close their eyes and think silently to themselves as you ask:

Q If you have brothers or sisters, what is something you can do to be caring or kind to them? How will that make them feel?

Q How can you be caring or kind to your parents or grandparents? How will that make them feel?

Q How can you be caring and kind to your pets?

Have the students open their eyes.

2 **Conduct the Quick-write.** Distribute the materials. Have the students write their names on their papers.

Say "Quick-write."

After 5 minutes, say "Stop Quick-write."

3 **Share and Reflect.** Have the students turn to their partners and read their writing to each other.

Signal for attention. For each of the following questions, ask one or two volunteers to share.

Q Who wrote about a way to be caring or kind to a sister or brother? Read that to us.

Q Who wrote about a way to be caring or kind to a parent or grandparent? Read that to us.

Q Who wrote about a way to be caring or kind to a pet? Read that to us.

(continues)

Fourth Grade Sample

4th Grade Home Connection - Courage

Home Connection Activity

What Takes Courage?

Date: _____

Dear Home Partner,

This week our class is exploring the value of courage and talking about situations that might call on us to act courageously. Examples of such situations might include trying something we've never tried before, telling a difficult truth, or standing up for someone when we see him or her being mistreated.

Use the Conversation Starters to discuss courage with your child. Then help your child complete this sheet and return it to class by Friday.

Conversation Starters

- What are you learning at school about courage?
- When is a time you were courageous, or when have you seen someone else being courageous?
- I remember being courageous when . . .

Directions to the student:

Write about a situation in which you might want to act courageously, and explain why you would want to act that way. (Use a separate sheet of paper, if necessary.)

Comments:

Please write any comments here (either student or home partner), sign and date below, and return to class by Friday.

Student signature

Home partner signature

Date

4th Grade Morning Activity - Empathy

MORNING ACTIVITY

PURPOSE

- Use Feelings Cards to identify and discuss emotions
- Explain thinking clearly
- Handle materials responsibly
- Share work fairly

FEELINGS CARDS

1 **Review the Feelings Cards.** Show several of the large Feelings Cards, and for each card, ask:

✱✱ Q *What are some things that make you feel [furious]? [pause] Turn to your partner.*

2 **Do the "Feelings Cards" Activity in Pairs.** Review that partners explored the Feelings Cards on Tuesday. Explain that today they will repeat the "Feelings Cards" activity, but this time they will talk about times they noticed other people having the feelings on the cards. Model briefly with a partner.

✱✱ Distribute the bags of small Feelings Cards and have pairs begin the activity. Circulate and observe as partners interact.

3 **Share as a Class.** Signal for attention and discuss as a class:

Q *What feelings did you and your partner talk about today?*

Q *When have you noticed another person feeling this way?*

Remind the students that it is important for people to recognize different emotions so they can understand their own feelings and the feelings of others. They will have more opportunities to use the Feelings Cards next week.

4 **Reflect.** Ask and briefly discuss:

Q *How were you and your partner responsible during this activity?*

Q *What did you and your partner do to make sure you both contributed to this activity? How was that fair?*

Collect the bags of small Feelings Cards, and save them to use in Week 7.