

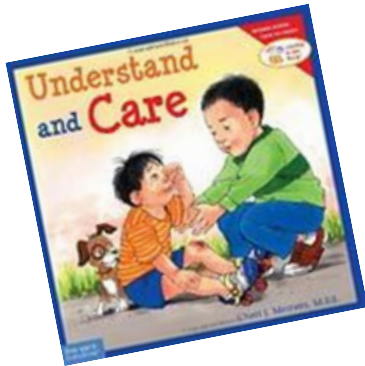


# ABC TK/Kindergarten

YEAR1

Book of the Month

Key Phrase



Title: Understand and Care  
Author: Cheri J. Meiners, M.Ed.  
Illustrator: Meredith Johnson  
Publisher: Free Spirit

Show You  
Care



## BOOK SUMMARY

*Understand and Care* focuses on explaining empathy to children. Empathy denotes a deep emotional understanding of another's feelings or problems. This lesson will teach students to identify emotions and to understand how another person feels. In order to be able to understand and care, children need to be able to name, identify, and recognize feelings. Knowing and recognizing how others feel will help children develop friendship skills and promote respect and caring for others.



## FRAMEWORK

### **Social and Emotional Learning (SEL):**

Self-Awareness (identify emotions, self-perception/identity, recognizing strengths, sense of self-confidence, and self-efficacy)

### **Developmental Assets:**

Support - #3 Other Adult Relationships  
Positive Values - #26 Caring  
Social Competencies - #33 Interpersonal Skills,  
Positive Identity - #37 Personal Power

### **Developmental Relationships:**

Express Care- Listen, Be Warm, Encourage, Believe in Me  
Provide Support- Navigate, Empower



## GOALS

- Students will identify, name, and recognize feelings.
- Students will watch and listen to others.
- Students will imagine how others might feel.
- Students will show they care.



## KEY IDEAS

This book provides a good foundation for students to learn about empathy. Empathy is the ability to understand what other people feel and experience, see things from their perspective, and imagine yourself in their place. Using the phrase *understand and care* is a way to teach others about having empathy.

- To be able to *understand and care*, children need to be able to name, identify, and recognize feelings.
- Students learn that other people have feelings that are similar and different from their own.
- Knowing how others feel and caring about them will help children make friends.
- Students learn to show they care by listening to others and respecting their feelings.



## CONVERSATION STARTER

Four- to five-year-olds love routine and consistency. Start your ABC lesson with the same opening:

- (Volunteer) Smile and say, "Hi, I am \_\_\_\_\_, your Project Cornerstone reader and I'm so happy to be back with you today. How do we start our lesson? Yes, that's right. We are going to chant *One Little Finger!*"
- Tell the students, "Today, we are going to sing it with a feeling! Everyone get your fingers ready to sing those ones. We're going to sing the ones like we're angry." Sing the song angrily.
  - "Now the twos like we're very, very, sad."
  - Pick other emotions for the rest of the song- happy, excited, scared, or sleepy.
- (Volunteer) Bring out your puppet. "Do you remember \_\_\_\_\_, my puppet?"
- (Puppet) "*Wow, you are wonderful singers, and that song is like magic, because I see hands in laps, and it looks like you are ready to listen! I missed you! Raise your hand if you did something kind for a friend? Give me a thumbs up if you helped someone. That's great! I see a class full of kind and friendly students!*"
- (Volunteer) "Ask if anyone remembers what we talked about last month? That's right we talked about being brave and having an *I can do it* attitude. Remember we practiced dancing like Gerald?"
- (Volunteer) "Well, \_\_\_\_, today we are going to talk about feelings and how we can understand what other people are feeling."
- (Puppet) "*So how do you understand what others are feeling?*"
- (Volunteer) "Well, you could ask the person, or you could read their body language."
- (Puppet) "*What is body language?*"
- (Volunteer) "We sometimes send out messages about how we are feeling with our bodies without saying a word or making a sound."
- (Puppet) "*I don't think I get it.*"
- (Volunteer) "Let me give you an example then. Okay everyone, I'm going to say

something just using my body, not my words or any sounds, and I want you to guess what I'm saying. Just shout it out." (Put out your hand and make a Stop motion.)

- (Puppet) "You said stop with your hand!"
- (Volunteer) "Yes, I didn't say the word stop, but everyone understood what I was saying."
- (Puppet) "I want to do body language please! I can do it!"
- (Volunteer) "What do you think everyone should we have \_\_\_\_\_ do body language and guess what it's saying? Just shout out the answer. Go ahead \_\_\_\_\_."
- (Puppet) Nods head up and down to signal the word, yes.
- (Volunteer) "Wow, you can do body language. Great job!"
- (Puppet) "I want to do another."
- (Volunteer) "Okay."
- (Puppet) Shakes head back and forth for the word, no.
- (Volunteer) "That's great \_\_\_\_\_. We all understood you were saying "No" just by using your body."
- (Puppet sings) "I did body language. I did body language. I love body language!"
- (Volunteer) "I'm glad you had fun. Thanks for all your help. Now it's time to read our book and find out about other ways your face and body can show how you are feeling."
- (Puppet) Says a silent goodbye with a body part by waving a tail, arm, foot, or head.



## READ THE BOOK

Show the book. It is by the author, Cheri J. Meiners, and the illustrator is, Meredith Johnson. The name of this book is *Understand and Care* and it is published by Free Spirit.

- Ask the students what *understand and care* means. Look at the cover for a clue.
- *Understand and care* means the ability to know how someone else is feeling and making room in your heart for someone and their feelings.

As you read the book, ask the students to look closely at the faces and body language of each person in the illustrations. Have the children identify the emotions expressed on each page. You can make a list as they name them during the reading or during the questions. Ask your teacher if they have a feelings chart that you can refer to as students name different feelings. At the end of the lesson review the *Understand and Care* Sign:

- Watch and listen to the person.
- Remember when you have felt the same way.
- Imagine how you might feel.
- Ask what that person is feeling.
- Show you care.



## DISCUSSION QUESTIONS

You can ask questions after you have finished the book or ask as you go along. Asking as you read the book can help keep students engaged if they are getting distracted.

1. How does it feel to be happy? (Nice, good, excited, pleased, content)
2. Have you ever been sad? What are some things that make you sad? How does it feel to be sad? (Answers may include lonely, unhappy, blue, disappointed, down)
3. How does it feel to be angry? (Answers may include mad, grumpy, upset, furious, cranky) How do you show that you are angry? What can you do when you get angry? (Identify your feeling by saying "It makes me angry when..." take deep breaths, walk away until you feel calmer.)
4. Can we always know how someone feels? If we don't, what can we do?

5. Are there times when people might want us to understand and care? (Help children realize that they can show understanding about all types of situations and feelings, including when people are excited, impatient, worried, confused, frustrated, etc.)



## ACTIVITY OPTIONS

TK

### Our Body Can Talk

Have the students stand up and stretch. Explain that you are going to use your bodies to talk to one another but not use your voices. (It may take a few times to practice this.) You can also use your puppet to demonstrate this or lead the group.

Tell the students to use:

- hand only to say "stop!"
- head to say "yes" and then "no."
- shoulder to say, "I don't understand."
- eyes to say, "I don't understand."
- ear to say, "I hear something."
- feet to say, "hurry up."

Now change the game a bit and have them use their bodies to show emotions. You can show the pictures from the book to teach the students how to be expressive. How would your body show?

- fear-whole body, hands up, eyes and mouth open
- joy-using your arms and hands only
- love-arms
- happiness-hands
- anger-feet
- loneliness-shoulder

Tell the children that we just showed how our body can talk. This is called body language. It is helpful to understand the body language of others. It lets you know how others are feeling, so you can *understand and care*.

TK/K

### Feeling Tree

Materials: flannel board, a tree out of brown felt or poster board, felt or paper hearts with feeling words written on each heart - see the Feeling Tree handout, box, or bag for heart.



When the children come to the circle have the tree on the felt board, poster board or bulletin board and the hearts in a box. Tell the children, "We are going to play the feeling tree game."

- Call up 3 children to the front. Give them each a heart with the same feeling word. See if they can read the word on the heart. If they can't, offer to help by whispering what it says in their ears.
- Have them think about this feeling and how they might express it. When they are ready, ask them to act out the feeling.
- Have the class show they *understand and care* by naming this feeling.
- Students then put their hearts on the tree. They will marvel over the magic of a flannel board and how the hearts stick to the tree.

K

## Heart Garland

Materials: large hearts cut out of construction paper, 2 holes punched on top on each side, long strand of yarn, drawing materials (crayons, markers, glitter glue), stickers



Pass out a heart to each student.

- Ask students to tell you feeling words. Make a word bank on the whiteboard.
- Instruct them to choose one feeling word and write it on their heart.
- Next, draw a picture that illustrates that feeling.
- Decorate the heart with glitter, stickers, designs, etc.
- Students can share with the class what they drew on their heart.

String the hearts on the yarn garland and hang on the wall for all to see.

K

## Imagining How I Might Feel

Materials: a bag, scissors, handout "Imagining How I Might Feel"

Preparation: Print out the handout and cut up the different scenarios. Put them in a bag.

1. Say: "I'm going to read a scene to you, and I want you to imagine how you would feel if this happened to you."
2. Pick a card and read it aloud. It might say: "Children on the bus were calling Willie names."
3. Say, "Show me with your face and your whole body how you would feel."
4. Comment on how sad/angry everyone is looking and what great actors they are.
5. Ask: "How could you show "Willie" that you *understand and care* if you saw this happen?"
6. Say, "Now stop. Let's shake off that feeling." Have students shake their arms/legs body of that feeling to get ready for the next scenario.
7. Repeat with the next scenes.



## CLOSING

- Today we talked about feelings and learned how to *understand and care* about the feelings of others.
- Have students sit in lines or a circle. Have students close their eyes. Start with one child and whisper the feeling into their ear. Then they tap the person next to them, they open their eyes, and the students act out the feeling. Then they tap the person next to them and pass the feeling on. When the feeling gets to the last student, they act it out and the group names it. Check to see if it is the same feeling that you started. This is a fun way to practice reading body language and naming emotions.
- Show me with your face how you are feeling right now.
- Excellent! Now we are going to count to 3 and say, "*I understand and care.*"
- Wave goodbye, friends.



## SCHOOL WIDE EXTENSIONS

### Valentine's Day Cards

Materials: construction paper, scissors, glue, glitter, stickers, markers, crayons, colored pencils  
Have students make cards to send to service members or a local assisted living or skilled nursing facility.

## **Empathy Puppets**

Materials: paper lunch sacks (for the puppet), construction paper, scissors, glue, markers, yarn, ribbon

Have students create their own puppets using various craft materials. Encourage the students to give their puppets names and personalities and then role-play scenes where the puppets talk about their feelings, listen, and respond with kindness. Pair upper grade students with the TK/K students for this activity.