

# Core Life: Teaching Core Life Attributes in Kindergarten

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## About the Authors

Under contract with Mental Health America of Northern Kentucky and Southwest Ohio, Dayton Independent School District engaged the following preschool-2<sup>nd</sup> grade teachers to develop the content for these materials:

- Mrs. Amanda Berringer is a wife and mother of two wonderful children. She has taught in public schools for 15 years, currently working with third graders. Mrs. Berringer teaches students with a variety of developmental needs and finds avenues to help each student succeed. In addition to teaching, Mrs. Berringer leads the Lincoln Elementary Drama Department.
- Mrs. Holly Chenot is currently a 2<sup>nd</sup> grade teacher at Lincoln Elementary School. She is beginning her 21<sup>st</sup> year as a classroom teacher and has absolutely enjoyed every minute! Mrs. Chenot married her high school sweetheart 17 years ago, with whom she has three beautiful children. The Chenots are very active in sports and theater! Mrs. Chenot enjoys spending any extra time going to antique shows and searching for new ways to improve and renovate the family's home.
- Ms. Marti Jo Griffith is a 6th year elementary school teacher. Currently, Ms. Griffith teaches 3<sup>rd</sup> grade. Ms. Griffith can always be found helping out around school- from the Cross Country club to the Chess club, Ms. Griffith does it all! Ms. Griffith also has a master's degree in special education and is working on receiving the national board verification in literacy.
- Ms. Michelle Litzler is the proud mother of one son. Ms. Litzler has taught general education and special education classes for 24 years. Ms. Litzler loves her job and her students. She volunteers her time by serving on a variety of committees, including Parent-Teacher Committee. Ms. Litzler speaks for all of the Lincoln staff by saying she feels lucky to work with the amazing students and adults at Lincoln Elementary School!
- Mrs. Heather Stuempel has been married for 21 years. With her husband, she has 2 of the sweetest daughters. Family is the most important thing in Mrs. Stuempel's life, right alongside her passion for teaching! Mrs. Stuempel has been doing what she loves for 16 years. She is starting her 8<sup>th</sup> year teaching Kindergarten at Lincoln Elementary and cannot imagine teaching anywhere else!
- Mrs. Naomi Colliver is beginning her 4<sup>th</sup> year as the Professional School Counselor at Lincoln Elementary School. Mrs. Colliver has overseen the process of writing this guide, while contributing to a few of the Tier 1 lesson plans, the take home cards, and the Tier 2 Group guide. Mrs. Colliver enjoys working with the Lincoln Little Devils, who have forever found a place in her heart and given her great joy to fulfill her heart's calling. Mrs. Colliver and her dedicated husband have two children, who are proud to call themselves Lincoln Little Devils!
- It would be a shame to exclude appreciation for our leader, who encourages our projects, our ideas, and our desires to grow. Mrs. Heather Dragan has been a champion for the children of Dayton Independent Schools for 24 years. She is beginning her 2<sup>nd</sup> year as Principal at Lincoln Elementary School. During her time as Principal, Mrs. Dragan has



inspired, engaged, and grown a staff full of spirit and love for students. When approached with the prospect of writing a guide for Core-Life implementation in primary grades, Mrs. Dragan's attitude did not waver. First, the project could not take away time and energy from our first priority: our students! Secondly, this project would be safe tucked in the hands of these teachers, who lead by word and deed daily. It is a privilege for a staff to be led by someone who encourages positive, healthy character skills, while possesses them herself. Mrs. Dragan, we are grateful to you!

And in collaboration with Behavioral Health Consulting, LLC, (BHC) the materials were organized to include a student worksheet and additional parent materials. Bonnie Hedrick, Ph.D. was the lead consultant for BHC.



# Evaluation

To measure the impact of the lessons, administer the following surveys to students and parents as follows:

- Pre-Test: Prior to introducing the Core Life Principles
- Post-Test: Upon completion of the Core Life Principles



### Guardian Pre-Survey

<b>Do you think your child can:</b>	<b>Never</b>	<b>Sometimes</b>	<b>Frequently</b>
Be friendly with everyone.			
Respect their environment.			
Follow the rules.			
Work hard to accomplish goals.			
Help someone.			
Make new friends.			
Say thank you - genuinely.			
Encourage others.			
Exercise			
Eat healthy.			
Think positively.			
Use what he/ she needs.			
Make good choices.			
Say and show an apology.			
Choose to look on the bright side.			
Use polite words at school.			
Have stamina or grit to complete a task.			
Tell the truth.			
Do things that are hard for him/ her.			
Can calm down when something bothers him/ her.			
Change the way he/ she looks at things.			



### Teacher Pre-Survey

Do you think _____ [insert child name] can:	Never	Sometimes	Frequently
Be friendly with everyone.			
Respect their environment.			
Follow the rules.			
Work hard to accomplish goals.			
Help someone.			
Make new friends.			
Say thank you - genuinely.			
Encourage others.			
Exercise			
Eat healthy.			
Think positively.			
Use what he/ she needs.			
Make good choices.			
Say and show an apology.			
Choose to look on the bright side.			
Use polite words at school.			
Have stamina or grit to complete a task.			
Tell the truth.			
Do things that are hard for him/ her.			
Can calm down when something bothers him/ her.			
Change the way he/ she looks at things.			





**Student Pre-Survey – For pre-reading students these questions must be asked by an adult in the classroom individually with each child.**

	Never	Sometimes	Frequently
I can be friendly with everyone.			
I can respect my environment.			
I can follow the rules.			
I can work hard to accomplish goals.			
I can help someone.			
I can make new friends.			
I can say thank you.			
I can encourage others.			
I can exercise.			
I can eat healthy.			
I can think positively.			
I can use what he/ she needs.			
I can make good choices.			
I can say and show an apology.			
I can choose to look on the bright side.			
I can use polite words at school.			
I can have stamina.			
I can tell the truth.			
I can do things that are hard for him/ her.			
I can keep his/ her body calm when something bothers him/ her.			
I can change the way he/ she looks at things.			



### Guardian Post-Survey

Do you think your child can:	Never	Sometimes	Frequently
Be friendly with everyone.			
Respect their environment.			
Follow the rules.			
Work hard to accomplish goals.			
Help someone.			
Make new friends.			
Say thank you - genuinely.			
Encourage others.			
Exercise			
Eat healthy.			
Think positively.			
Use what he/ she needs.			
Make good choices.			
Say and show an apology.			
Choose to look on the bright side.			
Use polite words at school.			
Have stamina or grit to complete a task.			
Tell the truth.			
Do things that are hard for him/ her.			
Can calm down when something bothers him/ her.			
Change the way he/ she looks at things.			



### Teacher Post-Survey

Do you think _____ [insert child name] can:	Never	Sometimes	Frequently
Be friendly with everyone.			
Respect their environment.			
Follow the rules.			
Work hard to accomplish goals.			
Help someone.			
Make new friends.			
Say thank you - genuinely.			
Encourage others.			
Exercise			
Eat healthy.			
Think positively.			
Use what he/ she needs.			
Make good choices.			
Say and show an apology.			
Choose to look on the bright side.			
Use polite words at school.			
Have stamina or grit to complete a task.			
Tell the truth.			
Do things that are hard for him/ her.			
Can calm down when something bothers him/ her.			
Change the way he/ she looks at things.			



**Student Post-Survey – For pre-reading students these questions must be asked by an adult in the classroom individually with each child.**

	Never	Sometimes	Frequently
I can be friendly with everyone.			
I can respect my environment.			
I can follow the rules.			
I can work hard to accomplish goals.			
I can help someone.			
I can make new friends.			
I can say thank you.			
I can encourage others.			
I can exercise.			
I can eat healthy.			
I can think positively.			
I can use what he/ she needs.			
I can make good choices.			
I can say and show an apology.			
I can choose to look on the bright side.			
I can use polite words at school.			
I can have stamina.			
I can tell the truth.			
I can do things that are hard for him/ her.			
I can keep his/ her body calm when something bothers him/ her.			
I can change the way he/ she looks at things.			



# Use of the Core Life Attributes In Primary Grades

## Core Life Attributes with Definitions

<b>Attribute</b>	<b>Definition</b>
Respect	(noun) Expressing a feeling of honor, appreciation, and admiration towards someone
Responsible	(adj.) Dependable; able to be trusted and relied upon
Rules	(noun) A statement that tells you what is or is not allowed
Goal	(noun) A purpose or objective that one strives to achieve
Volunteer	(verb) To offer oneself for a service willingly and without pay
Empathy	(noun) The ability to understand and share another person's experiences, emotions, and feelings
Gratitude	(noun) A feeling of thankfulness or appreciation
Tolerance	(noun) The willingness to accept feelings, behavior, or beliefs that are different from your own
Healthy Living	(noun) Choosing nutritious food, staying active, and avoiding toxic substances to be healthy inside and out
Moderation	(noun) Staying safely away from excesses or extremes
Honesty	(noun) Being fair and truthful; not lying, cheating, or stealing
Wisdom	(noun) Having experience, knowledge, and good judgment
Optimist	(noun) A person who is hopeful about how things will turn out
Perseverance	(noun) Having the self-discipline to continue a task in spite of many difficulties
Courtesy	(noun) Polite behavior that shows respect for others
Survival	(noun) the state or fact of continuing to live or exist, typically in spite of an accident, ordeal, or difficult circumstances
Mindfulness	(noun) <i>A way of thinking that nurtures happier and healthier living</i>
Transformation	(noun) The belief that you can learn from or become smarter if you work hard and keep trying



There are related material for each attribute for Kindergarten, First Grade, and Second Grade. This document is for Kindergarten.

## Implementation K-2

Prior to starting a primary Core Life program, meet as a group of K-2 teachers to plan the sequencing of your implementation. It is recommended to start implementation in Kindergarten, then add on each year following that. That way students get three years of introduction to all the “I Can” statements.

## Implementation in Kindergarten

This document is focused on “I Can” statements for Kindergarten students. Some things to consider prior to implementation are:

- A. **Sequence:** The following lessons can be implemented in a sequence that is determined by the kindergarten teacher or teachers. It is best for all teachers in each classroom to implement the same sequence. This will require advanced planning prior to implementation.
- B. **Organization** – Each lesson has the following materials:
  - a. Overview – getting ready to teach
  - b. Lesson Plan
  - c. Parent Guide
  - d. Student Work Sheet
- C. **How to start:** At the beginning of the year, the kindergarten teachers should decide on the sequence of their topics and implement the topics consistently across all classrooms.

## Evaluation

Implement the pre-test prior to any topics being taught. Likewise, implement the post-test at the close of the school year. Much of the content for many topics overlaps so teaching one topic will reinforce concepts taught in another. The surveys are designed to capture changes in student attitudes and behaviors on the Core Life attributes.



# Core Life Attributes



# Rules





# Rules – Kindergarten Grade Teacher Guide

**Teaching Objective: Students Learn:** I can make rules.

## Getting Started in Kindergarten

- Define “rule” in developmentally appropriate terms such as:
  - A rule is a statement that tells you what is or is not allowed.
- Choose and read aloud one or more trade book recommendations from the following list. Choose those that are developmentally appropriate to kindergarten. Recognize that teachers in grades 1 and 2 will be using these same books and videos in subsequent years to build upon what you teach in kindergarten.
  - Back to School Rules by Laurie B. Friedman (Grades K-3)
  - Delilah D. at the Library by Jeanne Willis (Grades P-2)
  - Don’t Push the Button by Bill Cotter (Grades P-2)
  - Froggy Plays 7-Ball by Jonathan London (Grades K-3)
  - Know and Follow Rules by Cheri J. Meiners (Grades P-3)
  - Library Lion by Michelle Knudsen (Grades P-2)
  - Pinkalicious by Victoria Kann (Grades P-3)
  - Thanksgiving Rules by Laurie Friedman (Grades P-3)
  - The Loch Mess Monster by Helen Lester (Grades P-2)
  - This Moose Belongs to Me by Oliver Jeffers (Grades P-3)

## Teacher Tips and Recommended Activities:

Use videos and songs to lead further discussion about rules.

**Student Activity Sheet:** When the lesson is complete, ask the students look at the picture to see all the kinds of rules the class has. Ask them to think about another rule that they might like to add to the list.

**Parent Guide-** Duplicate the parent participation page on card stock and send home with each student.



## **“I Can” Statement: I can make rules.**

### **Discussion:**

Have a class discussion about why rules are important and establish a set of classroom rules. Have the students help make the rules for your classroom and post them where everyone can see them. Review them daily.

### **Videos/ Songs:**

- “Understand the Basic School Rules”  
<https://youtu.be/RyLzsQKFpB0>
- “The Day The Monster Came to School”  
<https://youtu.be/has3T0qVqfU>
- “The Rules of the Classroom”  
<https://youtu.be/uWXPCP8t00M>

### **Activities:**

- “Monster Manners-Activities for teaching rules and expectations during the first few days of school.”-It has the children discuss what are good rules to follow and what are things they should not do. It is important to discuss examples of both. You can do the Behavior Expectation Sort with the students. (You can change the categories to meet your needs.) Then you can help the students establish the classroom rules. Teachers Pay Teachers- <https://www.teacherspayteachers.com/Product/Monster-Fun-Teaching-Manners-and-Expectations-144484?aref=s5i0uj8c> (FREE Download)
- Discuss how to make good choices at school and have the students draw a picture of themselves making a good choice at school to display around the room. A template is available in the Monster Manners download.
- There is also a Whole Body Listening Activity included in the Monster Manners download that correlates nicely with rules.
- To reinforce the importance of having rules, read any version of Goldilocks and the Three Bears and discuss what rules Goldilocks broke while in the bears’ house. Then have the class brainstorm a list of what rules Goldilocks can follow.

### **Required Resources/ Items to Prep**

- Access to the internet/SMART board if possible
- Printables from “Monster Manners” FREE download on Teacher Pay Teachers or use drawing paper
- Poster to write class rules on to display
- Markers/crayons/pencils  
Goldilocks and the Three Bears

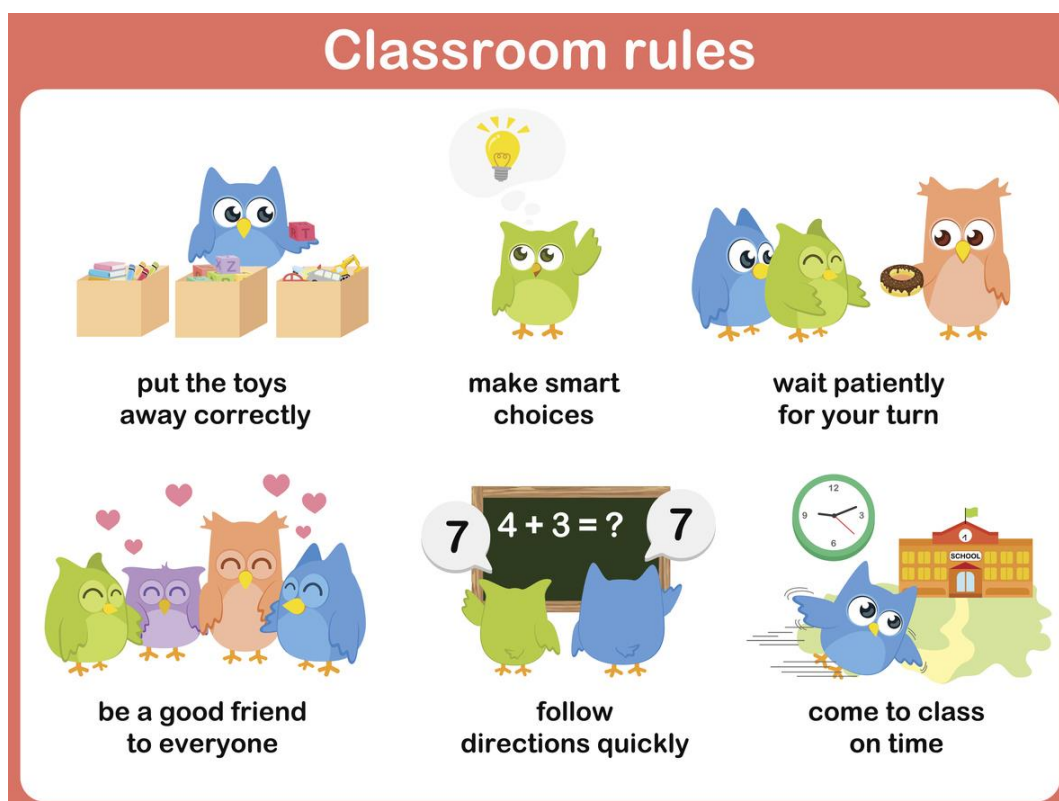
### **Questions to ask students:**

- Why is it important to have rules?
- What are some rules you should follow at school?
- What are some rules you should follow at home?
- What are some rules you should follow in our community?
- How can you make good choices?
- How can you be a good listener?





# I can make rules.



# Responsible and Responsibility



# Responsible – Kindergarten Teacher Guide

**Teaching Objective: Students Learn:** I can do what is expected at home and at school.

## Getting Started in Kindergarten

- Define “responsible” in developmentally appropriate terms such as:
  - To be responsible means that you are dependable and trustworthy. Others can count on your doing what you say you are going to.
  - Example: If you say you are going to meet someone to loan them a book or video game, you are responsible if you actually follow through on your promise.
- Define “responsibility” in developmentally appropriate terms such as:
  - To have a responsibility means that you have been given a task to do, a chore to accomplish, or an assignment to turn in, a rule to follow, etc. You are assigned these tasks because others see you as responsible – dependable, trustworthy.
- Choose and read aloud one or more trade book recommendations
  - Don’t Let the Pigeon Drive the Bus by Mo Willems (Grade 1)
  - Don’t Let the Pigeon Stay up Late by Mo Willems (Grades 1-2)
  - For You Are a Kenyan Child by Kelly Cunnane (Grades K-3)
  - Frank and Ernest by Alexandra Day (Grades K-3)
  - Frank and Ernest Play Ball by Alexandra Day (Grades K-3)
  - Honest to Goodness Truth by Patricia C. McKissack (Grades P-3)
  - How Do Dinosaurs Say Good Night? Jane Yolen (Grades P-2)
  - Nutik, the Wolf Pup by Jean Craighead George (Grades P-2)
  - Pumpkin Soup by Helen Cooper (Grades K-3)
  - The First Strawberries by Joseph Bruchac & Anna Vojtech (Grades K-3)
  - The Signmaker's Assistant by Tedd Arnold (Grades K-3)
  - The Worst Day of My Life Ever by Julia Cook (Grades K-2)

## Teacher Tips:

### Teacher Tips and Recommended Activities:

Use videos and songs to lead further discussion about rules.

**Student Activity Sheet:** When the lesson is complete, ask the students look at the picture and explain the chore that the young girl is doing. Ask them to draw a chore that they have at home or in the classroom.

**Parent Guide-** Duplicate the parent participation page on card stock and send home with each student.

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## **“I Can” Statement: I can do what is expected at home and at school.**

### **Discussion:**

Ask the students to share where their parents and grandparents work and talk about the responsibilities of different jobs. Discuss how parents also have responsibilities at home. Explain that kids have the job of being good students and helpful family members.

### **Videos/ Songs:**

- “Responsibility” by Toni Jones <https://www.youtube.com/watch?v=q2dTX-TGx-o>
- “Responsibility – Character Trait Song” by Math Dog Media--  
<https://www.youtube.com/watch?v=oizCSPgk2gw&list=RDoizCSPgk2gw#t=2>
- “Responsibility Song” by Carolyn Hoover--  
<https://www.youtube.com/watch?v=3HOKo8H7dLg>
- “Being Responsible – Little Mandy Manners” by Tiny Grads –  
[https://www.youtube.com/watch?v=IzEYos5En\\_k](https://www.youtube.com/watch?v=IzEYos5En_k)

### **Activities:**

- ***Good job!*** - Assign classroom jobs each week. Praise students when they remember to do their job without reminders.
- ***Sometimes Yucky!*** - Have students fold a piece of paper in half. On the left side students draw a picture of their favorite task or responsibility at home and at school. On the right side, they draw their least favorite task or responsibility at home and at school. Have the children share these with the class. Ask the students to talk about how to make the non-preferred tasks more fun.
- ***Hang it Up!*** - For homework, have students ask their parents to help them write down a list of their chores. Then students can make a door hanger to keep track of their responsibilities.  
<https://www.bing.com/images/search?q=chore+door+hanger+task&qpv=chore+door+hanger+task&qpv=chore+door+hanger+task&qpv=chore+door+hanger+task&FORM=IGRE>

#### **Required Resources/ Items to Prep**

- Job chart
- Drawing paper
- Crayons or markers
- Card stock or pre-made foam door hangers
- Clothespins
- Permanent markers
- Stickers and decorations

### **Questions to ask students:**

- What are your responsibilities at school?
- What are your responsibilities at home?
- Why is it important for everyone to do his or her part?
- How does it make it feel when you have accomplished your tasks?





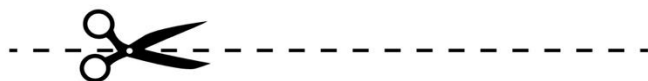
**To the Parent or Guardian:****Responsible and Responsibilities**

Families have a lot of responsibilities. Teaching children early that they have a place in household responsibilities can be helpful. Many chore recommendation charts are available online. If you are just getting started, consider ways your child can be most successful with chores. When he/ she feels successful with a task, they are more willing to try something a bit more challenging.

Younger children can often help with laundry by folding towels, matching socks, putting clothes into drawers, etc. They can also learn to sweep with a vacuum or broom, though they should not be plugging anything into a socket by themselves. Consider having children wash dishes in the kitchen sink. Hand children a spray bottle of water with a bit on vinegar and a rag and ask them to clean off tables, walls, etc.

Chores do not need to be rewarded with money, though working towards a prize or goal can help. Explain that a house is lived in by all members of the family, and as such, all members have a responsibility to clean. This part is very important! If you are asking children to clean, be sure to clean alongside them. Set a timer for 10 minutes and everyone cleans together. When the timer goes off, stop cleaning and do something fun.

**Ask your child** to share what he/ she has learned about being responsible and encourage him/ her to teach your family. Being responsible means to be dependable and trustworthy. Ask what this looks like, sounds like, and feels like. Let your child guide your discussion. Have your family pick something to try.



**Complete and return this half of the card to school.** Please answer the following question(s) and return only this half of the card to the school. Your teacher may collect all of your answer cards and return to your family at the end of the school year.

What is a responsibility your child enjoy?

What is a new responsibility your child is learning?







Use this chart to show different types of chores with which your child can help.

**I can do what is expected at  
home and school.**



# Respect



# Respect – Kindergarten Teacher Guide

**Teaching Objective: Students Learn:** I can be kind to myself.

## Getting Started in Kindergarten

- Define “respect” in developmentally appropriate terms such as:
  - To show respect is to treat someone or something in a way so that they are cared for and feel important; expressing a feeling of honor, appreciation, and admiration towards someone
- Choose and read aloud one or more trade book recommendations
  - Chrysanthemum by Kevin Henkes (Grades K-3)
  - Enemy Pie by Derek Munson (Grades K-3)
  - Hey, Little Ant by Philip M. Hoose and Hannah Hoose (Grades K-2)
  - Invisible Boy by Trudy Ludwig (Grades K-2)
  - Miss Marble’s Marvelous Makeover by Sheila Walsh (Grades K and Up)
  - One by Kathryn Otoshi (Grades P-3)
  - Recess Queen by Alexis O’Neil (Grades P-3)
  - Respect and Take Care of Things by Cheri J. Meiners (Grades K- 2)
  - The Biggest Bear by Lynd Ward (Grades K-3)
  - The Emperor’s New Clothes by Hans Christian Anderson (Grades K-3)
  - The Great Kapok Tree by Lynne Cherry (Grades P-3)
  - The Mightiest by Keiko Kasza (Grades K-2)
  - The Name Jar by Yangsook Choi (Grades K-2)
  - Too Much Noise by Ann McGovern (Grades K-3)
  - Two Bad Ants by Chris Van Allsburg (Grades K-3)
  - Zen Shorts by Jon J. Muth (Grades K-3)

## Teacher Tips:

### Teacher Tips and Recommended Activities:

Use videos and songs to lead further discussion about rules.

**Student Activity Sheet:** When the lesson is complete, ask the students to look at the student handout with a partner. Ask them to share with their partner how each of the pictures tells how they can respect themselves.

**Parent Guide-** Duplicate the parent participation page on card stock and send home with each student.

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## **“I Can” Statement: I can respect myself.**

### **Discussion:**

Whole group discussion on what it means to have self-respect. Create a list of positive words students use to describe themselves.

### **Videos/ Songs:**

- “Believe in Yourself Story”  
<https://youtu.be/CcBlAMYptNk>
- “I Like Myself” <https://youtu.be/8v-dya-zfPA>
- “Sesame Street: I am Special with Grover”  
<https://youtu.be/Gms-Yk7mzv4>
- “I am Smart: Positive Self Talk”  
<https://youtu.be/YmY4g27k73k>
- “Story time with Anne and Rocco”  
<https://youtu.be/ySNrWiq9zk8>
- “I am Important: Positive Self Talk”  
<https://youtu.be/IEDcb9VHXRI>
- “What I Am” <https://youtu.be/cyVzjoj96vs>

### **Required Resources/ Items to Prep**

- Outline of superhero mask
- “Only One You” by Linda Kranz
- Flat rocks
- Aluminum foil
- Popsicle sticks
- Markers
- Crayons
- Paint
- Pencil
- White/Drawing/Construction paper

### **Activities:**

- ***Students create their own super hero mask.*** Have students draw/write on the mask what makes them special
- ***Rock City:*** Using the book “Only One You” by Linda Kranz, students will paint/color rocks with their own unique pattern.
- ***Talking Mirror:*** Create a mirror using aluminum foil and popsicle stick. Have student’s draw/write on the mirror things that make them special or that they like about themselves.
- ***Role-play using positive self-talk in difficult situations.***
- ***Play “Guess Who?”*** Have students write/draw three or four things that they enjoy about themselves. Read or show the drawings to the class and have students guess which student you are describing.

### **Questions to ask students:**

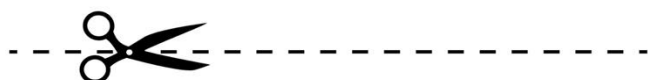
- How are we different?
- What makes you special?
- Why should we respect ourselves?
- How can we respect ourselves?
- Why is it important for us to love our bodies and minds?




## To the Parent or Guardian:

<b>Respect</b>

<p>Students are learning how to respect themselves, others, and the environment. Brainstorm ways your family can try something new together. Perhaps you could start recycling cans or paper. Perhaps you could try to say please more often.</p> <p>Using a dice, play a quick and easy game at home. Each person takes a turn rolling. On your turn, respond to the following:</p> <ol style="list-style-type: none"> <li>1: Say what respect means to you.</li> <li>2: Say how you can respect a family member.</li> <li>3: Say how you can show respect in a store or restaurant.</li> <li>4: Say how you can respect yourself.</li> <li>5: Say how you can respect the environment.</li> <li>6: Say how you can respect your home.</li> </ol> <p>Free, similar resource available at: <a href="https://www.teacherspayteachers.com/Product/FREE-Roll-and-Respond-Savvy-School-Counselor-947500">https://www.teacherspayteachers.com/Product/FREE-Roll-and-Respond-Savvy-School-Counselor-947500</a></p> <p><b>Ask your child</b> to share what he/ she has learned about being responsible and encourage him/ her to teach your family. Being responsible means to be dependable and trustworthy. Ask what this looks like, sounds like, and feels like. Let your child guide your discussion. Have your family pick something to try.</p>



	<p><b>Complete and return this half of the card to school.</b> Please answer the following question(s) and return only this half of the card to the school. Your teacher may collect all of your answer cards and return to your family at the end of the school year.</p>
<p>What do you hope to learn from Core-Life this school year?</p> <p>When is it hardest to show respect?</p>	



# I can respect myself.



# Goals





## Goals – Kindergarten Teacher Guide

**Teaching Objective: Students Learn:** I can set daily and long-term goals.

### Getting Started in Kindergarten

- Define “goals” in developmentally appropriate terms such as:
  - A goal is something we try to accomplish. We set goals to get something we want and put forth the effort to reach it.
- Choose and read aloud one or more trade book recommendations
  - I Will Make Miracles by Susie Hoch Morgenstern (Grades K-3)
  - Only a Cow by Arlene Hamilton (Grades P-2)
  - Read and Rise by Sandra Pinkney (Grades K-3)
  - Salt in His Shoes by Deloris Jordan (Grades P-4)
  - The Pink Refrigerator by Tim Egan (Grades K-2)
  - What Does It Mean to be Present? by Rana DiOrio (Grades K-3)

### Teacher Tips:

#### Teacher Tips and Recommended Activities:

Use videos and songs to lead further discussion about rules.

**Student Activity Sheet:** When the lesson is complete, ask the students to look at the student handout with a partner. Ask them to pick one or more of the activities that they would like to learn and share their ideas with their partner.

**Parent Guide-** Duplicate the parent participation page on card stock and send home with each student.

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## “I Can” Statement: I can set daily and long-term goals.

**Discussion:** Have a discussion about the things children feel they do well. Brainstorm these ideas on the SmartBoard or chart paper. This is a positive way to start the goal setting process. Talk about how it makes them feel when they do things well. Next, reflect on the things they need to work on or improve. They need to think of something that is worth working hard toward. Encourage children to choose something that interests them or a skill that they need in life. Have a class discussion about goals and the difference between daily and long-term goals.

### **Videos/ Songs:**

- Soul Pancake-A Pep Talk from Kid President [https://www.youtube.com/watch?v=l-gQLqv9f4o&list=PLIgI\\_dZ-zm6Ll\\_FGQRgctv6VT17m0OU4O](https://www.youtube.com/watch?v=l-gQLqv9f4o&list=PLIgI_dZ-zm6Ll_FGQRgctv6VT17m0OU4O)
- Insbriht - Motivational Short Story Of Two Seeds -Best Inspirational Story about Positive Thinking for Kids
- <https://www.youtube.com/watch?v=dA37zh7ohvA>
- Innoventure NMSU-Goal Setting <https://www.youtube.com/watch?v=XrsERz952qM>
- Rate City-Tinka and the Scooter - Teaching children about long-term goals  
<https://www.youtube.com/watch?v=FxWBG5HwxII>

### **Activities:**

- Complete the “3 Stars and A Wish” organizer to help students choose their goals. Students write three things they do well next to the starts and one thing they *wish* they were better at next to WISH. This becomes one of their goals.  
[www.proudtobeprimary.com](http://www.proudtobeprimary.com)
- Have students write their daily and long term goals down on various organizers and post them in the classroom.
- Set goals on the first day of school by creating a “Reach for the Stars” bulletin board or door. Students list a goal for the school year on a cut out of their arm.  
[www.secondgradethrills.blogspot.com](http://www.secondgradethrills.blogspot.com)
- Have students assist with a hall display entitled “Hopes and Dreams”. Photos of students’ entire bodies are cut out and holding onto a balloon. On the balloon the students list their dream and how they will reach their goals. [www.firstyearteachingtales.blogspot.com](http://www.firstyearteachingtales.blogspot.com)

### **Required Resources/ Items to Prep**


- Chart paper/markers
- Writing journals
- Drawing paper
- Pencils
- Student photos
- Construction paper
- Premade balloon cut outs
- Tape
- Scissors
- Glue

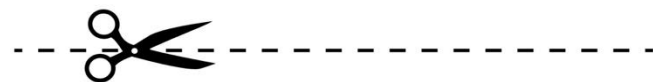
### **Questions to ask students:**


- Why is it important to set goals?
- How does it feel to have something to work toward?



## To the Parent or Guardian:

Goals

<p>Goals are an important part of life. They give us something to look forward to and to work towards. Talk to your child about a goal he/ she would like to set at home. This could be tying shoes, writing their names, learning a phone number, or even saving money for a cool, new toy. Discuss ways to reach a goal. What will your child have to do to achieve this goal? Is there a date he or she hopes to have it accomplished? Consider marking a calendar or making a sign that can be seen daily. If your child cannot yet read, draw a picture or put a sticker on the goal date. Ask your child how you can help him/ her achieve this goal.</p>
<p><b>Ask your child</b> to share what he/ she has learned about setting goals and encourage him/ her to teach your family. Ask to see the student worksheet where they picked a goal they would like to pursue. Plan how you might help them achieve their goal. Let your child guide your discussion. Have your family pick something to try.</p>



	<p><b>Complete and return this half of the card to school.</b> Please answer the following question(s) and return only this half of the card to the school. Your teacher may collect all of your answer cards and return to your family at the end of the school year.</p>
<p>What is a goal you have for your child's future?</p>  <p>When you imagine your child in 20 years, how do you describe him/ her?</p>    	



# I can set daily and long-term goals.



# Volunteer



## Volunteer – Kindergarten Teacher Guide

**Teaching Objective: Students Learn: I can help someone.**

### Getting Started in Kindergarten

- Define “volunteer” in developmentally appropriate terms such as:
  - To volunteer is to give time, energy, or resources to help other people.
- Choose and read aloud one or more trade book recommendations
  - How to Heal a Broken Wing by Bob Graham (Grades K-3)
  - I Don’t Like to Read! By Nancy L. Carlson (Grades K-2)
  - Is There Really a Human Race by Jamie Lee Curtis (Grades K-3)
  - The Other Wise Man by Henry van Dyke (Grades K-3)

### Teacher Tips:

Check out these websites/ links for more ideas:

[www.kidsgivingback.org](http://www.kidsgivingback.org)

[www.kidworldcitizen.org](http://www.kidworldcitizen.org)

<http://www.kidactivities.net/post/Community-Service-Ideas-for-Kids.aspx>

**Student Activity Sheet:** When the lesson is complete, ask the students draw at least one other picture on the sheet to show how they have or will help someone they know or something they care about.

**Parent Guide-** Duplicate the parent participation page on card stock and send home with each student.

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## **“I Can” Statement: I can help someone.**

### **Discussion:**

Have a class discussion on ways students can be helpful in different settings (i.e. classroom, home, park). Make a list of ideas, and ask each student to try one that week.

### **Videos/ Songs:**

- “Glad to Give” by Kid President <https://www.youtube.com/watch?v=bH5ozEo1Ao4>
- “Fill Your Bucket” by The Learning Station  
<https://www.youtube.com/watch/?v=WaddbqEQ1NE>
- “All About Helpfulness” by Harry Kindergarten Music  
<https://www.youtube.com/watch?v=2JuaPK4ReHA>

### **Activities:**

- Have students write or draw a picture of how they helped someone else.
- Make a helping chain by cutting construction paper into strips and having students write on a strip when a classmate is helpful. Tape the strips into circles and link them together. You could display them in the classroom or school hallway.
- Have each student trace his or her hand onto colored construction paper. Then ask the students to carefully cut out their hands and write a way to help others on them. Have the students share their hands and glue them into a classroom “wreath” of helping hands.

#### **Required Resources/ Items to Prep**


- Chart paper/markers
- Drawing paper
- Pencils
- Construction paper
- Tape
- Scissors
- Glue

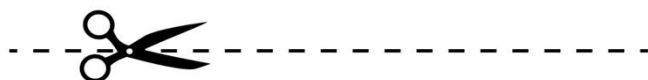
### **Questions to ask students:**


- How can you help other people?
- How do you feel when you help someone else?
- Why is it important to help others in the classroom, at home, and in your community?



## To the Parent or Guardian:

Volunteer

<p>Volunteering is the giving of a resource to someone in need of it. This can be done by donating money, supplies, or services to a person or company. It can be done over one day, one year, or even constantly over a lifetime. Volunteering builds compassion within the volunteer and gratitude within the recipient.</p> <p>Brainstorm ways your family can volunteer. Maybe you can donate vegetables from your garden to a neighbor. Maybe you could walk grandma's dog. Maybe you could raise money for a cause that special to you. Find something you care about and invest yourself in any way possible. Your child will benefit from seeing the adult in his/ her life volunteering, which will foster his/ her desire to also volunteer.</p> <p><b>Ask your child</b> to share what he/ she has learned about helping and encourage him/ her to teach your family. Ask to see the student worksheet where they drew their picture of how they helped someone and ask them to tell you about it. Let your child guide your discussion.</p>



	<p><b>Complete and return this half of the card to school.</b> Please answer the following question(s) and return only this half of the card to the school. Your teacher may collect all of your answer cards and return to your family at the end of the school year.</p>
<p>What is an example of a time your child or family volunteered?</p>   <p>What is one unique, special quality about your child?</p>   	





# I can help someone.



# Empathy



## Empathy – Kindergarten Teacher Guide

**Teaching Objective: Students Learn: I can help a person who is having a hard time.**

### Getting Started in Kindergarten

- Define “empathy” in developmentally appropriate terms such as:
  - To have empathy is to understand and share another person’s experiences, emotions, and feelings
- Choose and read aloud one or more trade book recommendations
  - Grandfather’s Wrinkles by Kathryn England (Grades K-3)
  - How to Heal a Broken Wing by Bob Graham (Grades K-3)
  - Ida Sleeps Over by Bernard Waber (Grades K-3)
  - King of the Playground by Phyllis Reynolds Naylor (Grades P-3)
  - Oliver Button is a Sissy by Tomie dePaola (Grades K-3)
  - One Potato, Two Potato by Cynthia DeFelice (Grades K-3)
  - Red by Jan De Kinder (Grades P-3)
  - Sam and the Lucky Money by Karen Chinn (Grades K-3)
  - Sissy Duckling by Harvey Fierstein (Grades K-3)
  - South by Patrick McDonnell (Grades K-3)
  - Stand Tall Molly Lou Melon by Patty Lovell (Grades K-3)
  - The Little Fir Tree by Margaret Wise Brown (Grades K-2)
  - The Potato Man by Megan McDonald (Grades K-3)
  - The Summer My Father Was Ten by Pat Brisson (Grades 1-2)
  - The Velveteen Rabbit by Margery Williams (Grades P-3)
  - Ugly Duckling, by Hans Christian Andersen (Grades P and up)

### Teacher Tips:

Use videos and songs to lead further discussion about empathy.

**Student Activity Sheet:** When the lesson is complete, ask the students look at the picture and explain what is happening. Have them to draw two pictures: 1) how they can help someone; and 2) how they would want someone to help them.

**Parent Guide-** Duplicate the parent participation page on card stock and send home with each student.



## “I Can” Statement:

**I can help a person who is having a hard or challenging time.**

### Discussion:

Ask students about a hard time they have experienced at school and/ or at home. Ask students if anyone helped them during this time. Share a time that someone helped you when you needed it.

### Videos/ Songs:

- YouTube—“Singa and the Kindness Cubbies”(Ep2) <https://youtu.be/-halog0V9Hw>
- “Ed Stockham, Empathy Explorer: Through My Eyes”- <https://youtu.be/Mu5qGdsIZ6U>
- “Empathy Hero”- <https://youtu.be/ObQSP95EYLI>
- Sesame Street-“Empathy”; [https://youtu.be/9\\_1Rt1R4xbM](https://youtu.be/9_1Rt1R4xbM)
- “Feelin’ Sad and Blue, Songs about Emotions” by StoryBots <https://youtu.be/ZctmpqIu1Zs>

### Required Resources/ Items to Prep

- Blindfolds, ear muffs, wheelchair
- Medical wrap, sling
- Situation Card from website
- Empathy Scenario cards
- Quick as a Cricket by Audrey Wood
- Bead
- String

### Activities:

- ***Walking in someone else’s shoes:*** Visual—blindfold the students, ask them to walk around the hall, or classroom, or perform a task such as pouring water into a cup. Hearing—put ear muffs on a student and have them stand on one side of the room. Have another student stand on the other side and in a normal voice, give a command to that student. It can be a multi-step command. Physical—give each student a chance to sit in a wheelchair and get from one place to another. After each situation, have a class discussion talking about how it feels to be in someone else’s shoes. Journal entry and/or illustration could be used to follow up.
- ***Role play*** a person who has a broken arm. Wrap one or more student’s arm with medical wrap, or use a medical sling. Have them spend a certain amount of time during the day with it on. Have a class discussion, letting the students talk about their challenges and brainstorm a class list as to how we can help a person in the future.
- ***Empathy Game***—Students or teacher reads “situation cards” and students respond how they would feel. There are 16 situations total. More information and situation cards can be found at <http://www.momentsaday.com/empathy-game/>
- ***“In Someone else’s shoes: Empathy Activity”***-Empathy Scenarios—6 scenario cards with questions found on teacherspayteachers- (FREE DOWNLOAD)<https://www.teacherspayteachers.com/Product/In-Someone-elses-shoes-Empathy-Activity-1078698?aref=ulv73koo>



- **Read the book** Quick as a Cricket by Audrey Wood. Make empathy beads bracelets. <http://www.theottoolbox.com/2015/05/quick-as-cricket-activity-teach-empathy.html>

**Questions to ask students:**

- How does it feel to walk in someone else's shoes?
- How could you help someone who needs help?
- What would you do if you saw someone who was making fun of someone else?

**FOR CONSIDERATION in teaching empathy.**

**From:** <https://www.weareteachers.com/50-tips-tricks-and-ideas-for-teaching-kindergarten/>

**3. Use a washable stuffed animal as a class pet.**

Low maintenance (essential for teaching kindergarten), high fun!  
Kids will love taking turns bringing it home to care for it over the weekend.



Source:

<https://www.pinterest.com/pin/26880929002827196/>



## To the Parent or Guardian:

### Empathy

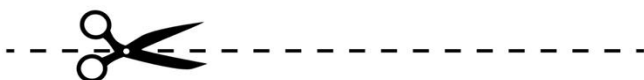


Empathy is often confused with sympathy. Sympathy is feeling the same way another person does. We sympathize with people who are grieving, or others who are joyous. We empathize when we understand the feeling another person is having, whether we feel the same way or not. Sympathy says, "I'm sad too". Empathy says, "I feel happy, but I understand that you are angry." Empathy can go further by also saying "I understand that you are angry, and I understand why you would be." Empathy validates feelings.

As a parent/ guardian, you can probably think of examples when your child has had a feeling you do not share, but you understand why they feel it. For example, your child is sad that a stuffed toy is lost. You might not feel sad, but you understand how and why that makes your child sad.

A quick, easy way to practice empathy is during a favorite children's television show. Watch with your child. Notice the character's feelings. Ask your child how that character feels. Then ask how your child knew that. Noticing others' feelings and paying attention to how they act during those feelings teaches us all how to better empathize.

**Ask your child** to share what he/ she has learned about helping and encourage him/ her to teach your family. Ask to see the student worksheet where they drew their picture of how they helped someone and ask them to tell you about it. Let your child guide your discussion.



**Complete and return this half of the card to school.** Please answer the following question(s) and return only this half of the card to the school. Your teacher may collect all of your answer cards and return to your family at the end of the school year.

What makes a good friend?

Write a memory of a time your child was kind to someone.



**I can help someone who is  
having a hard time.**



# Inclusion





# Inclusion – Kindergarten Teacher Guide

**Teaching Objective: Students Learn: I can include everyone.**

## Getting Started in Kindergarten

1. Define “inclusion” in developmentally appropriate terms such as: Inclusion is to welcome or let someone join the group.
2. Choose and read aloud one or more trade book recommendations
  - Bird Child by Nan Forler (Grades K-2)
  - Black Is Brown Is Tan by Arnold Adoff (Grades P-3)
  - Carla’s Sandwich by Debbie Herman (Grades K-3)
  - Happy to Be Nappy by Bell Hooks (Grades K-1)
  - Hooway for Wodney Wat by Helen Lester (Grades P-3)
  - Jacob’s New Dress by Sarah Hoffman (Grades K-3)
  - Little Blue and Little Yellow by Leo Lionni (Grades 1-2)
  - Little Sweet Potato by Amy Beth Bloom (Grades K-3)
  - Metropolitan Cow by Tim Egan (Grades K-3)
  - Recess Queen by Alexis O’Neil (Grades P-3)
  - Shades of People by Shelley Rotner (Grades P-3)
  - Tacky the Penguin by Helen Lester (Grades K-3)
  - The Cow That Went Oink by Bernard Most (Grades 1-2)
  - The Name Jar by Yangsook Choi (Grades P-2)
  - The Skin You Live In by Michael Tyler (Grades P-3)
  - Whoever You Are by Mem Fox (Grades 1-2)
  - William’s Doll by Charlotte Zolotow (Grades K-3)

## Teacher Tips:

Use videos and songs to lead further discussion about empathy.

**Student Activity Sheet:** When the lesson is complete, ask the students to look at the picture and explain what is happening. Have them draw a circle around the face that describes how they feel when they are left out of activities.

**Parent Guide-** Duplicate the parent participation page on card stock and send home with each student.



## **“I Can” Statement: I can include everyone.**

### **Discussion:**

Have a whole group discussion about the meaning of the word inclusion. Discuss when and where students can include one another.

### **Videos/ Songs:**

- “Howard B. Wigglebottom: Listen to Get along Better with others”  
<https://youtu.be/mDzpQYqXhdM>
- “Chrysanthemum” - <https://youtu.be/kxMlxbgYvLI>
- “Sesame Street: Include” - <https://youtu.be/bTXzYX0rrPE>
- “Olivia’s Inclusion Song” - <https://youtu.be/UE4H5IBKBNU>
- “Sesame Street: We All Sing the Same Song” -  
<https://www.youtube.com/watch?v=MYXJlfcfFKU>

### **Activities:**

- Show the students a brown egg and a white egg. Discuss how they look on the outside. Then crack the eggs and discuss how the insides look. Discuss how we might look different on the outside, but we are all the same on the inside. Discuss how it feels to be included and how it feels when you are not included.
- Have students bring in a game from home or create a game and teach this game to others in the classroom.
- Break students up into small groups and have them work together on a puzzle.
- Draw pictures of areas and how they could include others in these areas.
- Role-play asking someone to play, asking to sit by someone at lunch, etc.
- Create a classroom paper chain and write/draw different ways to include others on each link. Connect the links, and hang the chain in the classroom as a reminder.

#### **Required Resources/ Items to Prep**


- Board games
- Puzzles
- Construction paper strips (links)
- Markers/Crayons/Colored Pencils
- Pencil

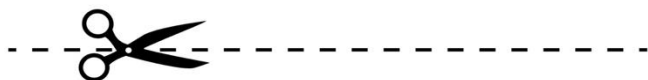
### **Questions to ask students:**


- What does include mean?
- Why should we include others?
- How do you feel when someone includes you?
- How do you feel when others don’t include you?
- How can we include someone in the classroom? Lunchroom? Playground?



## To the Parent or Guardian:

Inclusion

<p>Including everyone can be different for all of us sometimes. We are comfortable in our familiar groups of people and activities. Moving outside of that comfort zone can be challenging.</p> <p>Often times that challenge bring someone or something great into our lives, though. Find time to sit quietly together with your child. Share a time you made a new friend. Talk about your feelings as you started to get to know that person. Or perhaps someone included you sometime and it was important to you. Share that experience with your child. Ask for their examples and ideas.</p> <p>Another way to expand your child's worldview is to expand your own. Read a book about people who look or speak differently than you do. Try a new food from another culture. Visit places where people look or sound different than you. Talk to your child about the beauty in differences found in these people, places, and things.</p> <p><b>Ask your child</b> to share what he/ she has learned about helping and encourage him/ her to teach your family. Ask to see the student worksheet where they drew their picture of how they helped someone and ask them to tell you about it. Let your child guide your discussion.</p>



	<p><b>Complete and return this half of the card to school.</b> Please answer the following question(s) and return only this half of the card to the school. Your teacher may collect all of your answer cards and return to your family at the end of the school year.</p>
<p>What makes your child a good friend?</p>	
<p>Share a memory of your child that makes you proud.</p>	



# I can include everyone.



# Healthy Living



# Healthy Living – Kindergarten Teacher Guide

**Teaching Objective: Students Learn: I can exercise.**

## Getting Started in Kindergarten

1. Define healthy living in developmentally appropriate terms such as: Doing healthy activities and eating good foods makes our brain and body stronger.
2. Choose and read aloud one or more trade book recommendations
  - Eat Healthy, Feel Great by William Sears, Martha Sears. & Christie Watts Kelly (Grades P-3)
  - On My Way to a Happy Life by Deepak Chopra (Grades K and Up )
  - The Boy Who Loved Broccoli by Sarah A. Creighton (Grades K-3)
  - Tyler Makes Spaghetti by Tyler Florence (Grades K-3)
  - Green Eggs and Ham by Dr. Seuss (Grades K-2)
  - The Peanut Pickle by Jessica Jacobs (Grades K-3)
  - We are Extremely Very Good Recyclers by Lauren Child (Grades K-3)

## Teacher Tips:

Use videos and other activities to incorporate healthy activities into daily schedule:

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- Have students try new, healthy foods.
  - Begin to incorporate movement into daily routine such as starting the day with jumping jacks or marching in place.
  - Taking a 5 to 8 minute cool down (siesta) when coming back from lunch or recess. Adding music makes it a mindful moment.
  - Adding a mindfulness moment somewhere in the day.
- 

**Student Activity Sheet:** When the lesson is complete, ask the students to look at the picture and identify the exercise in the picture. Then have them take a ride on the bike. Ask them to draw: 1) the path of the bike by connecting the bikes; and 2) 3 pictures along the bike route to show where they started from and where they finished. Have them start from someplace (like home) and end up at someplace (like school).

**Parent Guide-** Duplicate the parent participation page on card stock and send home with each student.

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## **“I Can” Statement: I can exercise.**

### **Discussion:**

Whole group discussion of what exercise is and why it is important.

### **Videos/ Songs:**

- “Exercises for Different Part of the Body” <https://youtu.be/Z5VMThf0sM4>
- “Fitness and Me (Why Exercise?)” <https://youtu.be/7mv0G4yiy9c>
- “Grover Monster Workout Video” <https://youtu.be/sl86AqV0bvs>
- “Exercise is Cool” <https://youtu.be/NbEeaBULvys>
- “Stretching Song” <https://youtu.be/EpdkqVIsNPY>

### **Activities:**

- Deck of Cards: Each suit represents an exercise (I.E. hearts-push ups, spade-jumping jacks, clubs-touch your toes, diamonds-arm circles). Flip of a card that card. The number will tell you how many you have to do and the suit will tell you which exercise to do. Make up a number for face cards (i.e. on jack & king, teacher picks the number; on queen & ace, students pick the number).
- Fit Ball- On a beach ball write a variety of exercises with a Sharpie. Toss the ball to a student. Have student look at his/her hands and whichever exercise is closet to his/her thumb is the exercise the class will do.
- Brain Breaks-do a variety of exercises when students need a break.
- Dodge ball, Kick ball,
- Go for a walk

### **Questions to ask students:**


- What is exercise?
- Why is it important?
- Can you exercise even if you don’t like sports?
- How long should you exercise?
- Where can you exercise?

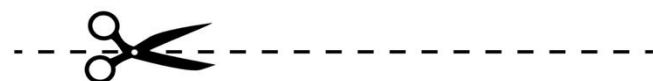
#### **Required Resources/ Items to Prep**


- Deck of cards
- Beach ball
- Sharpie
- Ball



## To the Parent or Guardian:

Healthy Living	
	
<p>Healthy Living is important for everyone. At school, your child has been learning about exercise, healthy foods, and thinking positively. Ask what he/ she can learned. Consider making a grocery list before heading to the store. Ask your child for a couple of healthy food ideas. Make a list or simple bingo card for your child to take to the store. Maybe he/ she has to find celery, a jar of peanut butter, and raisins. (Have your child makes ants on a log at home later with these ingredients.) Or maybe you have a list already. Draw pictures of some of these items, or ask your child to do so. Have your child bring that paper along and check off items as you find them.</p> <p>Think of a new way to exercise as a family. This does not have be a cardio circuit daily! It can be riding bikes together, playing kickball in the yard, parking further away and walking a bit more. Your family can stretch together, jump rope, or hiking. If it gets you moving, it will get your child moving!</p> <p><b>Ask your child</b> to share what he/ she has learned about healthy living and encourage him/ her to teach your family. Ask to see the student worksheet where they drew their picture of how they helped someone and ask them to tell you about it. Let your child guide your discussion.</p>	



	<p><b>Complete and return this half of the card to school.</b> Please answer the following question(s) and return only this half of the card to the school. Your teacher may collect all of your answer cards and return to your family at the end of the school year.</p>
<p>What is your child's favorite healthy snack?</p> <p>What is one, new activity your family will try at least once?</p>	





# I can exercise in many ways.



# Moderation



# Moderation – Kindergarten Teacher Guide

**Teaching Objective: Students Learn: I can exercise.**

## Getting Started in Kindergarten

### 1. Definitions:

- Define moderation in developmentally appropriate terms such as: Moderation means staying safely away from excesses or extremes. That can mean candy, exercise, sleep, even healthy food. Eating or doing anything to extreme is not the healthiest way to live.
- Define excess in developmentally appropriate terms such as: using more than you need of something; eating more than you need of something; and doing too much of something.
- Define recognize in developmentally appropriate terms such as: to recognize something is to see it in a way that makes sense to you and others.

### 2. Choose and read aloud one or more trade book recommendations

- Elephant Eats the Profits by Jacquelyn Reinach (grades K-3)
- Grasshopper on the Road by Arnold Lobel (Grades K-3)
- How Do Dinosaurs Eat Cookies? By Jane Yolen (Grades K-3)
- Maestro Stu Saves the Zoo by Denise Brennan-Nelson (Grades K-4)
- Oh the Places You Will Go by Dr. Seuss (Grades P-3)
- Snow Is My Favorite and My Best by Lauren Child (Grades P-2)
- Sofa Boy by Scott Langteau (Grades P and up)
- Too Much Glue by Jason Lefebvre (Grades P-2)

## Teacher Tips:

After watching the videos discuss with students how characters are demonstrating moderation.

**Student Activity Sheet:** When the lesson is complete, ask the students to look at the picture. Assign each table to take one of the characters and talk about a situation that might relate to what the character is saying. There is no right or wrong answers. The point is to get them talking about different ways people use things, eat things, and do things to excess. For example, for the characters who have a check mark, it might be to exercise more, or eat more vegetables.

**Parent Guide-** Duplicate the parent participation page on card stock and send home with each student.



## **“I Can” Statement: I can recognize excess when I see it.**

### **Discussion:**

Have a class discussion about moderation and have the class brainstorm a list of things they should use in moderation when at school, home, and in the community. Talk about needs and wants and how they should only use what they need because if they use too much it could be a bad thing

### **Videos/ Songs:**

- “Howard B. Wigglebottom Learns Too Much of a Good thing is Bad: A Story About Moderation” [https://youtu.be/Ds6\\_QevCYgA](https://youtu.be/Ds6_QevCYgA)
- “Recycle” <https://youtu.be/BaFpv03hq-4>
- “Goldilocks and the Three Bears” <https://youtu.be/YZ4gg8GLwA4>
- “Going Green” <https://youtu.be/8DJ45Yc3urg>
- “I Recycle A Song for Kids”  
<https://youtu.be/vPP4705pFdc>
- “Recycle It” <https://youtu.be/heskCH-YADQ>

### **Activities:**

- Read a version of Goldilocks and the Three Bears and discuss how baby bear’s things are just right. Explain the “just right” is using moderation. Then do the coloring, cutting, and gluing activities from “The Three Bears Contest”. Teachers Pay Teachers-“The Three Bears Contest”-  
<https://www.teacherspayteachers.com/Product/Three-Bears-Coloring-Contest-Beginning-of-the-Year-Kindergarten-1358452?aref=fq1g7rcl> (FREE download). The student’s practice coloring, cutting, and gluing just right. This is a good activity to show what not to do also so they can understand the difference between using moderation and using excess.
- Start a recycle bin of scrap paper. Have students place the scrap paper that they are not using in this bin. Have students reuse this paper when needed or create a piece of art out of the scrap paper.

### **Required Resources/ Items to Prep**

- Access to the internet/SMART board if possible
- Poster to write the list of things to use in moderation at school, home, and in the community to display
- Printables from “The Three Bears Contest” FREE download on Teacher Pay Teachers or use drawing paper
- Markers/crayons/pencils
- Goldilocks and the Three Bears
- scissors
- bottles of glue

### **Questions to ask students:**

- What does it mean to use things in moderation?
- How can you protect the Earth by using moderation?
- How can you use what you need at school, home, and the community?
- What can happen if you don’t use moderation?



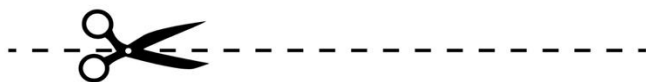
## To the Parent or Guardian:

### Moderation



Moderation is staying safely away from too much. Balance can be hard to find in a busy world. However, the benefits of balance can be long lasting. Your child has been learning to use what is needed, eat healthy amounts, and stay safe. Ask your child about these lessons. Brainstorm ways to use moderation at home. Some examples may be turning off water while brushing your teeth. Or perhaps you try to take a smaller serving of dinner and return for seconds only if needed. Consider giving away an old toy before buying a new one.

**Ask your child** to share what he/ she has learned about healthy living and encourage him/ her to teach your family. Ask to see the student worksheet where they drew their picture of how they helped someone and ask them to tell you about it. Let your child guide your discussion.



**Complete and return this half of the card to school.** Please answer the following question(s) and return only this half of the card to the school. Your teacher may collect all of your answer cards and return to your family at the end of the school year.

What is one way your family practices moderation?



I can recognize excess when I  
see it.



# Wisdom



# Wisdom– Kindergarten Teacher Guide

**Teaching Objective: Students Learn: I can make good choices.**

## Getting Started in Kindergarten

### 1. Definitions:

- Define wisdom in developmentally appropriate terms such as: Wisdom is learning from experience and gathering new information to use good judgement in all situations.

### 2. Choose and read aloud one or more trade book recommendations

- C. R. Mudgeon by Leslie Muir (Grades P-2)
- Elephant Eats the Profits by Jacquelyn Reinach (Grades K-3)
- Grasshopper on the Road by Arnold Lobel (Grades K-3)
- How Do Dinosaurs Eat Cookies? By Jane Yolen (Grades K-3)
- Maestro Stu Saves the Zoo by Denise Brennan-Nelson (Grades K-4)
- Oh the Places You Will Go by Dr. Seuss (Grades P-3)
- Snow Is My Favorite and My Best by Lauren Child (Grades P-2)
- Sofa Boy by Scott Langteau (Grades P and up)
- Too Much Glue by Jason Lefebvre (Grades P-2)

## Teacher Tips:

Use videos and songs to lead further discussion about wisdom.

**Student Activity Sheet:** When the lesson is complete, ask the students to look at the picture. Then ask the student to think about their choices over the last two days and draw a picture that shows one of their good choices. Then have students share their good choice with a classmate.

**Parent Guide-** Duplicate the parent participation page on card stock and send home with each student.





## **“I Can” Statement 1: I can make good choices.**

### **Discussion:**

Ask the students to think about choices they have made. Give an example of a poor choice you made in your life and talk about the consequences of that choice.

### **Videos/ Songs:**

- “Making Tough Choices with Kid President” by Soul Pancake
- [https://www.youtube.com/watch?v=gdsCUExLE-Y&list=PLzvRx\\_johoA-YabI6FWcU-jL6nKA1Um-t&index=2](https://www.youtube.com/watch?v=gdsCUExLE-Y&list=PLzvRx_johoA-YabI6FWcU-jL6nKA1Um-t&index=2)
- “I Make Smart Choices: Teaching Children the Importance of Making Smart Choices” by Affies 4 Kids
- <https://www.bing.com/videos/search?q=you+tube+affies+for+kids+smart+choices&view=detail&mid=75E663321961BE21E8D975E663321961BE21E8D9&FORM=VIRE>

### **Activities:**

- Play a game to help children consider the wisdom of different choices. The following is FREE: <https://www.teacherspayteachers.com/Product/Freebie-Good-Choices-Bad-Choices-2606673>
- Watch or read Jack and the Beanstalk. Discuss how actions have consequences.
- Write about a time when someone tried to get you to do something that was wrong. What did you do or say?
- Have students journal about a time when they made a bad choice. Tell them to write about the consequences and how the bad choice made them feel. Ask the students to include a few sentences about what they learned or could do differently next time.
- Make a list of 3 to 5 things you can say to yourself when you are tempted to make a bad choice.
- Be Wise Paper Cup Owl Craft for Kids.  
<http://www.daniellesplace.com/html/Owl-Crafts.html>

#### **Required Resources/ Items to Prep**

- Printouts for sorting game
- Chart paper
- Journals
- Pencils
- Owl template
- Paper cups
- Glue
- Paint

### **Questions to ask students:**

- How do you feel when you make a good choice?
- Why is it important to make good choices?
- What can you do if you choose a bad choice over a good choice?



## To the Parent or Guardian:

### Wisdom

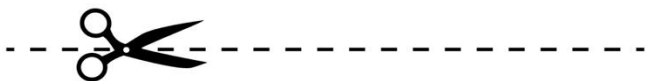


At school, your child has been learning about good choices versus poor choices and how to identify those. Your child has been practicing apologizing and making amends. Try to adjust your thinking to this model at home. Consider actions as choices, either good or poor. Point out the good choices to your child. “I like how you shared your toys.” “You used great manners! Excellent choice.” Praising the good increases your child’s desire to show off the good choices! Everyone likes to hear what they do well. When a poor choice is made, try to speak quietly and directly to your child. Embarrassment will not teach them the decision was wrong. Their brain will be flooded with the negative feelings of disappointment and shame and the learning parts of the brain will shut down in defense. To teach your child about a poor choice, have a private conversation. Explain what you saw and ask for your child’s perspective. Consider other factors- is he hungry? Is she tired? Is this a grumpy mood? When you can figure out what is behind a poor choice, you can understand how to make a better choice next time. And by teaching your child this process, he/ she is more likely to figure out how to do it independently over time.

When a poor choice is made and it impacts another, it is essential to apologize. Have your child use a consistent template for the apology. For example, “I am sorry for hitting you. I bet you felt hurt and sad. In the future, I will tell you that I’m angry and ask for a break from our game instead of hitting.” Now, they might not actually do this, but having them say the same thing and reflect in the same way builds a routine and makes good choices more likely.

Model this yourself. We all make poor choices sometimes. And we all need to apologize.

**Ask your child** to share what he/ she has learned about wisdom and encourage him/ her to teach your family. Ask to see the student worksheet where they drew their picture of how a good choice they made today and ask them to tell you about it. Let your child guide your discussion.



**Complete and return this half of the card to school.** Please answer the following question(s) and return only this half of the card to the school. Your teacher may collect all of your answer cards and return to your family at the end of the school year.

What does wisdom mean to your child?

Can you see your child practicing Core-Life skills at home?



# I can make good choices.



# Optimism



# Optimism– Kindergarten Teacher Guide

**Teaching Objective: Students Learn: I can use positive words.**

## Getting Started in Kindergarten

1. Definitions:
  - Define optimism in developmentally appropriate terms such as: Optimism is hopefulness and confidence that things will turn out well.
2. Choose and read aloud one or more trade book recommendations
  - A Good Day by Kevin Henkes (Grades 1-2)
  - Cricket's Storm by Joy Cowley (Grades P-1)
  - Good News Bad News by Jeff Mack (Grades P-2)
  - I'm The Biggest Thing in the Ocean by Kevin Sherry (Grades P-K)
  - Lily the Unicorn by Dallas Clayton (Grades P-3)
  - Pete the Cat: I Love My White Shoes by Eric Litwin (Grades 1-2)
  - Rain Brings Frogs: A Little Book of Hope by Maryann Cocca-Leffler (Grades K-2)
  - Rain! by Linda Ashman (Grades P-1)
  - The Great Day by Taro Gomi (Grades P-2)
  - The Lost Horse: A Chinese Folktale by Ed Young (Grades K-3)
  - Today I Will Fly! by Mo Willems (Grades P-K)

## Teacher Tips:

You are a role model for optimism. Modeling optimism, happiness, and positive problem solving through your daily words and actions is invaluable.

**Student Activity Sheet:** When the lesson is complete, ask the students to look at the picture. Then ask the student to think about positive words that might go with the picture. Write them on the board and ask students to copy them on their paper.

**Parent Guide-** Duplicate the parent participation page on card stock and send home with each student.



## **“I Can” Statement: I can use positive words.**

**Discussion:** Explain there are two types of words; words we speak out loud and self-talk. Discuss that self-talk is what you say to yourself mentally. Show students what you mean by self-talk by using the think aloud strategy to complete a task that is appropriately challenging to you and a task that is more difficult for you. Ask the students to listen carefully to the words you are telling yourself. Talk about the difference in the words you used when talking yourself through the different tasks. Have the students help you make a list of positive words and phrases and a list of negative words and phrases.

### **Videos/ Songs:**

- “Positive Self Talk” by Ginther Elementary School  
<https://www.bing.com/videos/search?q=positive+self+talk+videos+for+kids&&view=detail&mid=A31BC86F4D4E81E6C51FA31BC86F4D4E81E6C51F&FORM=VRDGAR>
- “Words Matter” by The Joy Team -- <https://www.youtube.com/watch?v=x1ZGijbp9go>
- “Sesame Street: Janelle Monae – Power of Yet” by Sesame Street  
<https://www.youtube.com/watch?v=XLeUvZvuvAs>
- “The ABC Song” by Positivelykidsvideo -- [https://www.youtube.com/watch?v=gtg\\_03ZbYTA](https://www.youtube.com/watch?v=gtg_03ZbYTA)
- “I Can Do It” by David Kisor -- <https://www.youtube.com/watch?v=CwKYCRodvYg>

### **Activities:**

- Practice using kind words to make everyone in the class feel more positive. Put each student’s name in the center of a piece of colored construction paper. Have students silently travel around the room and write a nice quality about the student on the paper by his or her name. Challenge them not to repeat words. Use a list of positive character traits or adjectives to help students with spelling and ideas. (If your students are too young to write by themselves, do this together as a class with the teacher writing on the papers.)
- Write several examples of negative thoughts or self-talk on notecards. Have students work together to say or write each statement positively. (i.e. “I am never going to learn to count to 100.” -> “I am learning to count more each day.”)
- During class discussions play the “turn around game.” When someone says something negative they stand up, turn around, and re-state it in a positive way. Classmates can help each other with this.

### **Questions to ask students:**


- What is self-talk?
- How do you feel when someone uses positive or kind words?
- How do you feel when some uses negative or unkind words?
- How can you change the way you talk to others or to yourself to be more positive?

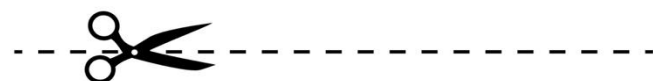
#### **Required Resources/ Items to Prep**


- Chart paper
- Markers
- Colored construction paper
- Pencils
- List of positive character traits or adjectives
- Notecards



## To the Parent of Guardian:

Optimism

<p>Hopefulness! Confidence that things will turn out well! These are the ways your child is learning about optimism. An optimistic outlook can change the entire mood of a day. Using positive words can change the way our brains think about problems or events. Finding the silver lining in a tough situation can bring us through it.</p>
<p>At school, your child is learning about the importance of “yet”. Add “yet” to something you can’t do. “I can’t climb a mountain... yet!” “I can’t write my name... yet!” “Yet” changes the tone! Try using “yet” at home.</p>
<p>Another way to think optimistically at home is to end the day by reflecting on the positives. Perhaps it was a hard work day or school day. At bedtime, ask about the best part of the day. Hopefully, there are several, but every day deserves at least one best thing.</p>
<p><b>Ask your child</b> to share what he/ she has learned about healthy living and encourage him/ her to teach your family. Ask to see the student worksheet where they drew their picture of how they helped someone and ask them to tell you about it. Let your child guide your discussion.</p>



	<p><b>Complete and return this half of the card to school.</b> Please answer the following question(s) and return only this half of the card to the school. Your teacher may collect all of your answer cards and return to your family at the end of the school year.</p>
<p>How does “yet” change your feelings?</p>  <p>Ask your child to write a positive or happy note (or draw a happy picture) below</p>    	



# I can use positive words.





# Courtesy



## Courtesy– Kindergarten Teacher Guide

**Teaching Objective: Students Learn: I can use polite words at school.**

### Getting Started in Kindergarten

1. Definitions:
  - a. Define courtesy in developmentally appropriate terms such as: To be courteous is to show politeness in attitude and behavior towards others.
2. Choose and read aloud one or more trade book recommendations
  - Cookies Bite-Size Life Lessons by Amy K.Rosenthal (Grades K- 5)
  - Decibella and Her 6-Inch Voice by Julia Cook (Grades K- 3)
  - Don't Let the Pigeon Drive the Bus by Mo Willems (Grades K-3)
  - Excuse Me by Lisa Kopelke (Grades K-2)
  - Manners Can Be Fun by Munroe Leaf (Grades K-3)
  - Interrupting Chicken by David Ezra Stein (Grades K-2)
  - Joshua's Book of Manners by Alona Frankel (Grades P-3)
  - Lacey Walker, Non-Stop Talker by Christianne Jones (Grades K-3)
  - Lady Lupin's Book of Etiquette by Babette Cole (Grades K-3)
  - Manners written/illustrated by Alikei (Grades K-3)
  - My Dog Never Says Please by Suzanne Williams (Grades K-3)
  - My Mouth is a Volcano by Julia Cook (Grades K- 3)
  - Perfect Pigs by Marc Brown and Stephen Krensky (Grades P-3)
  - Oops! Excuse Me! Please! by Bob McGrath (Grades P-3+)
  - How to Behave by Munroe Leaf (Grades P-3)
  - How to Speak Politely and Why by Munroe Leaf (Grades K-4)
  - Rude Mule by Pamela Edwards (Grades K-1)
  - Rules of the Wild by Bridget Levin (Grades K-3)
  - Someday We'll Have Very Good Manners by Harriet Ziefert (Grades P-2)
  - This Little Piggy's Book of Manners by Kathryn Allen (Grades P-2)

**Teacher Tips:** You are a role model for courtesy. Modeling courtesy through your daily words and actions is invaluable.

**Student Activity Sheet:** When the lesson is complete, ask the students to look at the picture. Then ask the student to think about polite words to use every day. Write them on the board and ask students to copy them on their paper.

**Parent Guide-** Duplicate the parent participation page on card stock and send home with each student.



## **“I Can” Statement: I can use polite words at school.**

### **Discussion:**

Have a whole group discussion about what polite words are and why we use them.

### **Videos/ Songs:**

- Please and Thank you Little Mandy Manners [www.youtube.com/watch?v=kOrC64u\\_Qjc](http://www.youtube.com/watch?v=kOrC64u_Qjc)
- Howard B. Wigglebottom Manners do Matter [www.wedolisten.org](http://www.wedolisten.org)
- “Being Polite” <https://youtu.be/ABNbUIzUSTg>
- “Please and Thank You” [https://youtu.be/kOrC64u\\_Qjc](https://youtu.be/kOrC64u_Qjc)

### **Activities:**

- Role play situations at school that require using polite words in places such as the classroom, cafeteria, hallways, recess areas, etc...
- Using one role play example from above, students journal and/or illustrate the situation.
- Make a list of examples of polite words and non-examples of polite words.
- Put examples and non-examples of polite words on index cards. In a large group, or small group setting, have students sort these.
- Make Stick Puppets for students to use in a center, or for their own role-playing situations. <https://wedolisten.org/colormehoward/stickPaperPuppets.html>
- Draw pictures of students being polite to others and share their drawings with the class or a small group.

#### **Required Resources/ Items to Prep**


- Role playing ideas
- Chart paper, journal

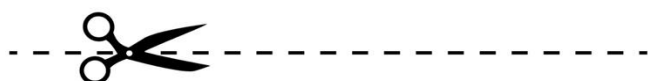
### **Questions to ask students:**


- Why is it important to use polite words at school?
- In what ways could you use these words at home?
- In what ways could you use these words in the community?



## To the Parent of Guardian:

<b>Courtesy</b>

<p>Bucket fillers are very courteous people, who use manners and kindness to fill someone else up! Your child has been practicing ways to fill a bucket at school. And others are practicing filling your child's bucket!</p> <p>Ask your child to share what he/ she has learned about bucket fillers and encourage him/ her to teach your family. More than manners, being a bucket filler requires courtesy and thoughtfulness. Ask what this looks like, sounds like, and feels like. Let your child guide your discussion. Have your family pick something to try.</p> <p><b>Ask your child</b> to share what he/ she has learned about courtesy and encourage him/ her to teach your family. Ask to see the student worksheet where they drew their picture of how they helped someone and ask them to tell you about it. Let your child guide your discussion.</p>



	<p><b>Complete and return this half of the card to school.</b> Please answer the following question(s) and return only this half of the card to the school. Your teacher may collect all of your answer cards and return to your family at the end of the school year.</p>
<p>What is courtesy to your family?</p>  <p>How did it feel to watch your child lead the family discussion?</p>  	



# I can use polite words.



# Perseverance



# Perseverance— Kindergarten Teacher Guide

**Teaching Objective: Students Learn:** I can show perseverance.

## Getting Started in Kindergarten

### 1. Definitions:

- Define perseverance in developmentally appropriate terms such as: The ability and self-control that pushes you to work through challenges.

### 2. Choose and read aloud one or more trade book recommendations

- A Chair for My Mother by Vera B. Williams (Grades K-3)
- A Girl Named Helen Keller by Margo Lundell (Grades P-3)
- All the Way to Lhasa: A Tale from Tibet by Barbara Berger (Grades K-4)
- Brush of the Gods by Lenore Look (Grades K-3)
- Clorinda by Robert Kinerk (Grades P- 3)
- Crooked Colt by C. W. Anderson (Grades K-2)
- Little One Step by Simon James (Grades P – 2)
- Paper Bag Princess by Robert Munsch (Grades K-2)
- Red Fox Running by Eve Bunting (Grades P-3)
- Sally Jean, the Bicycle Queen !) by Cari Best (Grades P- 3)
- Stuck by Oliver Jeffers (Grades K-7)
- Thank You Mr. Falker by Patricia Polacco (Grades K- 5)
- The Junkyard Wonders by Patricia Polacco (Grades K-5)
- The Mighty Lalouche by Matthew Olshan (Grades K-3)

## Teacher Tips:

Share examples of your own perseverance with the children!

**Student Activity Sheet:** When the lesson is complete, ask the students to look at the picture. Then ask the student to think about the children and what it takes to persevere in this situation.

**Parent Guide-** Duplicate the parent participation page on card stock and send home with each student.



## **“I Can” Statement 1: I can show perseverance.**

**Discussion:** Discuss what perseverance means in real life. Explain to students that they will use perseverance every day. Having perseverance means you are able to work through difficulties, whether they have to do with your mind, your body, or your emotions. It is the ability to do your best toward a goal, even though it’s a big challenge. [www.talkingtreebooks.com](http://www.talkingtreebooks.com)

### **Videos/ Songs:**

- Darryl Gurholt-Grit:  
[https://www.youtube.com/watch?v=UGKSb\\_dSZ1I&list=PLNcY9Z2o0erfsSIo3fnWExcHn8OnKWeeH](https://www.youtube.com/watch?v=UGKSb_dSZ1I&list=PLNcY9Z2o0erfsSIo3fnWExcHn8OnKWeeH)
- Stories-The Inspirational Story Of 9-Year-Old Ezra Frech:  
<https://www.youtube.com/watch?v=ekLpn4zKiNU>
- Class DoJo-Perseverance: <https://www.youtube.com/watch?v=IOaFwwLyTRo>
- Sesame Street-Bruno Mars: Don’t Give Up: <https://www.youtube.com/watch?v=pWp6kkz-pnQ>
- littleluce 1000-Imagine The Impossible:  
<https://www.youtube.com/watch?v=HqQ4B9Okryc&list=PLVoAEcOZygn1t6pJ9UGM80uQXbO0-qVH>

### **Activities:**

- “I CAN!” poster. Each student writes the word CAN on a piece of construction paper and decorates it. Glue these to a sign with the word CAN’T crossed out in the center. The poster is like a contract between the teacher and the students that they will try their best even when things are difficult. Keep this poster up to refer to throughout the year. [www.scholastic.com](http://www.scholastic.com)
- Perseverance Character Education Packet: Children complete organizer showing how they can show perseverance in different settings when trying to do difficult things. [www.teacherspayteachers.com](http://www.teacherspayteachers.com)
- Perseverance Freebies on [www.teacherspayteachers.com](http://www.teacherspayteachers.com). Students cut and paste to show that they understand the meaning of perseverance. They will identify situations that show perseverance and situations that do not.
- Complete whole class anchor chart that shows what Perseverance looks like, sounds like, and feels like and why it is important to identify. This will set the stage for a year of challenges in the classroom and how they will handle them. [www.theteacherstudio.com](http://www.theteacherstudio.com)

### **Required Resources/ Items to Prep**

- Chart paper
- Markers /crayons
- Poster board
- Scissors/Glue
- Perseverance organizers from [www.teacherspayteachers.com](http://www.teacherspayteachers.com)

### **Questions to ask students:**

- How do you show perseverance in the classroom? At home? In our community?
- Why is it important to work through hard situations?





## To the Parent or Guardian

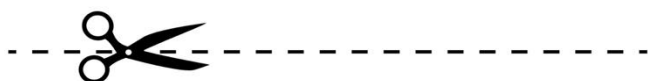
### Perseverance



Stick with it! Don't give up! Perseverance is a very powerful skill that helps in the most challenging of times. Your child is learning about challenges, stamina, and asking for help when needed.

Have a family game night, card, or puzzle night. Think of a board game, card game, or puzzle that would be easy for your child. Think of another that might be challenging. Start with the challenge! Model asking for help as you play. Encourage your child to keep going. If he/ she grows discouraged, ask if you could help somehow.

**Ask your child** to share what he/ she has learned about perseverance and encourage him/ her to teach your family. Ask to see the student worksheet and ask them to explain what they learned about it. Let your child guide your discussion.



**Complete and return this half of the card to school.** Please answer the following question(s) and return only this half of the card to the school. Your teacher may collect all of your answer cards and return to your family at the end of the school year.

What is your family's favorite game to play together?

What was your favorite game as a child?



# I can use perseverance.



# Gratitude



## Gratitude – Kindergarten Teacher Guide

**Teaching Objective: Students Learn:** I can show gratitude.

### Getting Started in Kindergarten

- Define the concept in developmentally appropriate terms.
  - Definition: Gratitude - A feeling of thankfulness and appreciation
- Choose and read aloud one or more trade book recommendations
  - A Father's Day Thank You by Janet Nolan (Grades K-2)
  - A New Coat for Anna by Harriet Ziefert (Grades P-2)
  - Gracias by Pat Mora (Grades K-2)
  - Junie B. Jones, First Grader: Turkeys We Have Loved and Eaten by Barbara Park (Grades K-2)
  - Precious Water: A Book of Thanks by Brigitte Weninger (Grades P-2)
  - Thanksgiving is for Giving Thanks by Margaret Sutherland. (Grades P-1)
  - Thank You, World by Alice B. McGinty (Grades K-3)
  - The Secret of Saying Thanks by Douglas Wood (Grades K-3)
  - Zen Shorts by Jon J. Muth (Grades K-3)

### Teacher Tips:

Challenge your students to show gratitude each day!

**Student Activity Sheet:** When the lesson is complete, ask the students to look at the picture. Remind them of the gratitude of the first European settlers in America, why they were so grateful, and how they showed their gratitude. Then ask the students to think about their classroom and draw pictures of the things they are grateful for in their classroom. Ask them to share their work with a classmate.

**Parent Guide-** Duplicate the parent participation page on card stock and send home with each student.



## **“I Can” Statement: I can be grateful.**

### **Discussion:**

Whole group discussion of what gratitude is and why it is important.

### **Videos/ Songs:**

- Soul Pancake-Kid President’s 25 Reasons To Be Thankful!  
<https://www.youtube.com/watch?v=yA5Qpt1JRE4>
- Long Story Shortz - My Gratitude Jar - Written and Narrated by Kristin Wiens  
<https://www.youtube.com/watch?v=6TYvJh5Cwvw>
- The BackyardMenagerie-What Does it Mean to Be Thankful? (FOR KIDS!)  
<https://www.youtube.com/watch?v=PcVQGoalfnk>
- emptyhandmusic-GRATEFUL: A Love Song to the World  
<https://www.youtube.com/watch?v=sO2o98Zpzg8>
- FAM JAM-My Thankful Song <https://www.youtube.com/watch?v=oM1ojINM7GE>

### **Activities:**

- Create a classroom gratitude jar and encourage students to show their gratitude by writing them down and placing into the jar. Share together when time allows. [www.creativityintherapy.com](http://www.creativityintherapy.com)
- Thankful Tree Craft: Student create and paint/color the trunk of a tree. Give students 3-5 cut out leaves and have students write/draw things they are thankful for. Attach to the tree. [www.mamashappyhive.com](http://www.mamashappyhive.com)
- Students create “Gratitude Stones”. Ask students to keep this stone as a physical reminder to show gratitude each day. [www.firefliesandmudpies.com](http://www.firefliesandmudpies.com)
- Incorporate a “grateful time” into your day and have students share together.
- Use Gratitude conversation starters to spark discussions about the importance of showing gratitude. [www.creativefamilyfun.net](http://www.creativefamilyfun.net)

### **Questions to ask students:**


- What is gratitude?
- Why is it important to show people you are grateful?
- How does being grateful make us feel?

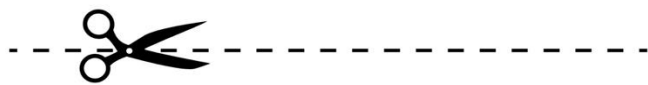
#### **Required Resources/ Items to Prep**


- Jar
- Paint
- Crayons
- Leaf Cut Outs
- Stones
- Glue/Mod Podge
- Tissue paper
- Conversation starter strips



## To the Parent or Guardian:

Gratitude

<p>Let's get creative this week. Use construction paper to make a bunch of thank you notes. Keep these available at your house and write them as needed. You can send them in the mail, deliver to someone outside of the house, or even pass them to others within your household.</p> <p>Consider the traditional Thanksgiving activity of one thing you are thankful for before dinner. This can be done anytime! At dinner or bedtime, tell your child one thing you are thankful and ask for their answer, as well.</p> <p><b>Ask your child</b> to share what he/ she has learned about gratitude and encourage him/ her to teach your family. Ask to see the student worksheet and ask them to explain why they are grateful for the things they drew. Let your child guide your discussion.</p>



	<p><b>Complete and return this half of the card to school.</b> Please answer the following question(s) and return only this half of the card to the school. Your teacher may collect all of your answer cards and return to your family at the end of the school year.</p>
<p>What is one thing your child is thankful for?</p>  <p>How does your family show gratitude to one another?</p>   	



# I can be grateful.



# Survival





# Survival – Kindergarten Teacher Guide

**Teaching Objective: Students Learn:** I can do things that are hard for me to do.

## Getting Started in Kindergarten

1. Define survival in developmentally appropriate terms such as: Survival means to continue to make good choices during difficult situations.
2. Choose and read aloud one or more trade book recommendations
  - Spinky Sulks by William Steig
  - When Sophie Gets Angry- Really, Really, Angry by Molly Bang (Grades K-1)
  - When I Feel Angry by Corneila Maude Spelman (Grades K-3)
  - If You're Angry and You Know It! By Cecily Kaiser and Cary Pillo
  - Cool Down and Work Through Anger by Cheri J. Meiners (Grades K-1)
  - Angry Octopus by Lori Lite (Grades K-1)
  - Llama Llama Mad at Mama by Anna Dewdney (Grades K-1)
  - Hands Are Not for Hitting by Martine Agassi (Grades K-1)
  - I Was So Mad by Mercer Mayer (Grades K-2)
  - Goldie Is Mad by Margie Palatini (Grades K-1)
  - Someday by Eileen Spinelli (Grades K-2)
  - Wemberly Worried by Kevin Henkes (Grades K-2)
  - The Berenstain Bears Get Stage Fright by Stan Berenstain (Grades K-2)

## Teacher Tips:

Challenge your students to recognize their emotions each day!

**Student Activity Sheet:** When the lesson is complete, ask the students to look at the picture. Ask someone to explain the picture. Why is this funny? Ask them about the things that are hard for them to do and ask them how they feel when they encounter something hard. Ask them to circle the face that describes their emotions. Then ask them what they can do to get the help they need. Write one or two suggestions on the board, like “ask for help” or “calm down” or “try again”. Ask the student to write one of the phrases on their paper.

**Parent Guide-** Duplicate the parent participation page on card stock and send home with each student.



## **“I Can” Statement: I can do things that are hard for me to do.**

**Discussion:** Make a list of things that are hard for the students to do. Include a few things that are difficult for you as well. Ask students to think of ways to get those hard things done. For example, it is hard for me to run ten miles. How can I work to do that? I can practice running every day. I can start by running 1 mile, then 2, and so on until I can run 10. Other examples could be compromising, sharing, managing conflict, raising a hand in class, or even waiting to eat a cookie.

### **Videos/ Songs:**

- Social Skills Video: Compromising  
[https://youtu.be/JN9jPCPFWT0?list=PLK28nqoJ1IGX7pX57\\_uF0-nj2ofSuz2o2](https://youtu.be/JN9jPCPFWT0?list=PLK28nqoJ1IGX7pX57_uF0-nj2ofSuz2o2)
- Conflict Management: [https://youtu.be/GnB3MpUfv\\_k?list=PLK28nqoJ1IGX7pX57\\_uF0-nj2ofSuz2o2](https://youtu.be/GnB3MpUfv_k?list=PLK28nqoJ1IGX7pX57_uF0-nj2ofSuz2o2)
- Me Want It (But Me Wait):  
[https://youtu.be/9PnbKL3wuH4?list=PLK28nqoJ1IGX7pX57\\_uF0-nj2ofSuz2o2](https://youtu.be/9PnbKL3wuH4?list=PLK28nqoJ1IGX7pX57_uF0-nj2ofSuz2o2)
- Share It Maybe: <https://youtu.be/-qTIGg3I5y8>

### **Activities:**

- Have student draw a self-portrait. Using magazines, cut out positive words that describe the student. Each student can use this as a “pick me up” when needed. Examples: I am great, good enough, positive, active, determined etc.
- Behavior Social Story- a social story mini book on how to handle frustration.  
<https://www.teacherspayteachers.com/Product/Behavior-Social-Story-2528617>
- Read Shubert is a Star by Dr. Becky A. Bailey. Using the free download, have students complete the Putting Myself Together Template.  
<http://consciousdiscipline.com/resources/putting-myself-together.asp>
- Play the Inside Out Emotions Mix Up Game available at  
<http://www.inspirationmadesimple.com/2015/07/printable-emotions-mix-up-game/>
- Make anger sandwiches, as described on  
<http://www.psrideaweb.com/2012/08/anger-sandwiches.html>
- Make Cope-cakes, a fun way to identify coping skills.  
<https://www.teacherspayteachers.com/Product/Cope-Cakes-Coping-Skill-Worksheets-1808076>

#### **Required Resources/ Items to Prep**


- Magazines
- Behavior Social Stories template
- Putting Myself Together template
- Anger Sandwiches template
- Cope-cake file

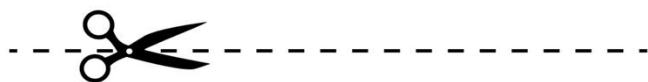
### **Questions to ask students:**


- Is it okay to experience things that are hard for me?
- What are some strategies I can use when something is hard for me?



## To the Parent or Guardian:

Survival	
	
<p>Brains are hardwired to keep us safe! When your child is learning about survival at school, he/ she is learning that chemicals in the brain create reactions to keep us safe. Also, your child is learning that it is possible to prevent negative reactions to perceived threats in the environment. Your child is practicing coping skills to help distract his/ her brain from the challenge or threat.</p>	
<p>Coping skills are individual experiences. Some things work better for some people. Some things make a reaction worse. It is essential to learn what works for you. Ask your child what he/ she has tried and liked. Find ways to practice coping skills at home. Not sure where to start? Breathing exercises are commonly helpful for most people. Slowly breathing in your nose and out your mouth infuses extra oxygen into the bloodstream, and therefore, to the brain. Coping skills can be thought of as “time buyers”. Most people calm down when escalated when given enough time. Coping skills distract the brain from the problem long enough to get oxygen, think calmer, and react healthier.</p>	
<p><b>Ask your child</b> to share what he/ she has learned about survival and encourage him/ her to teach your family. Ask to see the student worksheet and ask them to explain their pictures about things that are hard for them to do. Let your child guide your discussion.</p>	



	<p><b>Complete and return this half of the card to school.</b> Please answer the following question(s) and return only this half of the card to the school. Your teacher may collect all of your answer cards and return to your family at the end of the school year.</p>
<p>What coping skill(s) work best for your child?</p>	



**I can do things that are hard  
for me to do.**



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# Mindfulness



# Mindfulness – Kindergarten Teacher Guide

**Teaching Objective: Students Learn:** I can practice mindful breathing.

## Getting Started in Kindergarten

1. Define mindfulness in developmentally appropriate terms such as: Mindfulness is paying close attention. Mindfulness helps to calm the mind and soothe powerful emotions.
2. Choose and read aloud one or more trade book recommendations:
  - *Peace Piggy Meditation* by Kerry Lee MacLean
  - *Moody Cow Meditates* by Kerry Lee MacLean
  - *Meditation is an Open Sky* by Whitney Stewart
  - *Puppy Mind* by Andrew Jordan Nance
  - *Sitting Still Like a Frog* by Eline Snel
  - *A Handful of Quiet: Happiness in Four Pebbles* by Thich Nhat Hanh
  - *Master of Mindfulness* by Laurie Grossman, Angelina Alvarez, & Mr. Musumieci's 5th Grade Class
  - *What Does It Mean To Be Present?* by Rana DiOrio
  - *Mindful Monkey, Happy Panda* by Kerry Lee MacLean and Lauren Alderfer

## Teacher Tips:

Challenge your students to recognize their emotions each day and take mindful moments as they need them!

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**Student Activity Sheet:** When the lesson is complete, ask the students to look at the picture. Then have them practice the following exercise. Practice mindfulness with each step you take.

- Walk fast for 10 seconds, and then switch to walking slowly for 10 more seconds.
- Now STOP for 10 seconds—what was the difference between the two types of walking?
- How did they feel in your body?
- What did your mind experience?
- Now find equal weight on your feet. Tip gently to one side and then the other, noticing the weight shift.
- Now walk slowly in a small space—about 6-foot linear space—heel to toe and noticing the feel of your feet on the ground, walking. You may notice pressure of weight on the leg as you walk.
- “You might say to yourself the words “walking, walking” with each step or breath.”
- What did you notice? How did that feel?

**Parent Guide-** Duplicate the parent participation page on card stock and send home with each student.

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## **“I Can” Statement: I can practice mindful breathing.**

**Discussion:** One easy way to practice mindfulness is to slow down, or regulate, breathing. For most people, simply asking them to slow down breathing or take deep breaths does not actually assist to regulation of breath. Most people benefit from some type of visual or task related breathing strategy.

### **Videos/ Songs:**

- Belly Breathe, Sesame Street: [https://youtu.be/\\_mZbzDOpylA](https://youtu.be/_mZbzDOpylA)
- Use Your Words, Daniel Tiger: [https://youtu.be/t5D5Xfz\\_hjY](https://youtu.be/t5D5Xfz_hjY)
- <http://www.gozen.com/>
- The Flow Channel on [www.gonoodle.com](http://www.gonoodle.com)

### **Activities:**

- Take a walk from the classroom to a shaded, safe place outside. Bring bubbles for the group. Start by explaining the breathing activity. Next, demonstrate how to take a big breath, then slowly blowing out to make bubbles. Explain to students that the big breath in inserts extra oxygen into the body. Explain to students that the big, slow breath out allows the body to relax. Consider asking students to sit with their legs in butterfly—bottom of feet touching, knees able to bounce up and down, out to their sides.
- Take a mindful minute to ask these questions: <http://www.elsa-support.co.uk/take-mindful-minute/>
  - What can I hear?
  - What can I smell?
  - What can I feel?
  - What can I see?
  - What can I taste?
- Have the children sit in a circle or at their seats. Give them each a small half- inflated balloon. Have them use one finger (pointer works best) to keep the balloon off of the floor or table. Students may not move from their seat and may not touch a balloon that does not belong to them. This game can help those fast-moving children slow down.

#### **Required Resources/ Items to Prep**

- Bubble solution
- Bubble wands
- Blankets or mats, if wanted
- Balloons

### **Questions to ask students:**

- Which breathe helps you think clearer: a fast breathe or a slow one?
- When you slow down in a quieter environment, what do you think about?
- When does your body feel calmer?
- When does your mind feel calmer?









**I can practice mindful  
breathing.**



# Honesty



# Honesty – Kindergarten Teacher Guide

**Teaching Objective: Students Learn:** I can tell the truth.

## Getting Started in Kindergarten

1. Define honesty in developmentally appropriate terms such as: Honesty is speaking and acting truthfully; being fair and truthful; not lying, cheating, or stealing
2. Choose and read aloud one or more trade book recommendations:
  - A Bargain for Frances by Russell Hoban (Grades K-3)
  - A Big Fat Enormous Lie by Marjorie Weinman Sharmat (Grades 1-2)
  - Boy Who Cried Bigfoot by Scott Magoon (Grades K-2)
  - Boy Who Cried Wolf by Aesop (Grades 1-2)
  - David Gets in Trouble by David Shannon (Grades P-2)
  - I'm Telling the Truth by Pat Thomas (Grades P and Up)
  - Pinky Promise by Vanita Braver (Grades K-3)
  - Sam Tells Stories by Thierry Robberecht (Grades K-3)
  - Scapegoat by Dean Hale (Grades K-3)
  - The Boy Who Cried Wolf by Multiple Authors (Grades K-3)
  - The Principal's New Clothes by Stephanie Calmenson (Grades P-3)
  - The Wolf Who Cried Boy by Bob Hartman (Grades K-4)

## Teacher Tips:

Encourage honesty in daily activities.

**Student Activity Sheet:** When the lesson is complete, ask the students to look at the boy in the picture on the student sheet. Explain that this is "The Boy Who Cried Wolf." Then ask them and read the thought "I should have....." and ask the students to complete the sentence with others at their table.

**Parent Guide-** Duplicate the parent participation page on card stock and send home with each student.

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## **“I Can” Statement: I can tell the truth.**

**Discussion:** Have a whole group discussion about what telling the truth means. Discuss consequences and how you feel when you tell the truth and when you lie.

### **Videos/ Songs:**

“The Boy Who Cried Wolf”: <https://youtu.be/heasnJY8HMM>

“The Bernstein Bears: Trouble at School” <https://youtu.be/0dI3Ibs7Q8g>

“Sesame Street: Telling the Truth” <https://youtu.be/qSDLi8H4DII>

“Truth Song Honesty Song” <https://youtu.be/hNq1G92lZmA>

“Telling the Truth Song” <https://youtu.be/-095Ao4RAW0>

“All About Honesty” <https://youtu.be/uo1n3JzEt7Y>

### **Activities:**

- Role-play scenarios where students are being truthful and when they are lying.
- Act out “The Boy Who Cried Wolf”
- Play “Two Truths and a Lie”. Students come up with two truthful things about themselves and one lie and then their partner has to decide which the truth is and which the lie is.
- “What is in the Box”. Show students a box with toys inside. Close the box and have them write/draw everything they remember seeing in the box. Set a timer. Take a picture of the box beforehand and give it to one of the students. Tell that student to not tell the others. Then have the students share their lists. Discuss how you allowed one student to “cheat”. Discuss how this made the other students feel.

### **Questions to ask students:**


- What does it feel like when you tell a lie?
- Why should you always tell the truth?
- What does it feel like when you tell the truth?

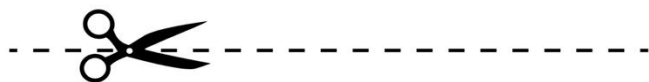
### **Required Resources/ Items to Prep**


- Box
- Toys
- Blocks
- Story “The Boy Who Cried Wolf”
- Paper Pencil



## To the Parent or Guardian:

<h3 style="text-align: center;">Honesty</h3>

<p>As your child learns about honesty, he/ she is not only learning with importance of telling the truth to others, but also to him/ herself. Lying can damage trust and relationships. Talk at home about your family's relationships and how important you are to one another.</p> <p>When you care about someone, your heart grows invisible strings that connect together. These heart strings keep our hearts connected and remind us we can trust and rely upon one another. When we lie to our loved ones, it hurts them. And those invisible heart strings can break or weaken. Using a genuine apology and being honest can repair broken heart strings.</p>
<p><b>Ask your child</b> to share what he/ she has learned about honesty and encourage him/ her to teach your family. Ask to see the student worksheet and ask them to explain the advice they gave the young boy who cried wolf.</p>



	<p><b>Complete and return this half of the card to school.</b> Please answer the following question(s) and return only this half of the card to the school. Your teacher may collect all of your answer cards and return to your family at the end of the school year.</p>
<p>When your child makes a poor decision, but tells the truth, how do you feel?</p>	



# I can tell the truth.



# Transformation



# Transformation – Kindergarten Teacher Guide

**Teaching Objective: Students Learn:** I can make transformations.

## Getting Started in Kindergarten

1. Define transformation in developmentally appropriate terms. Use the following video to convey the topic: A change. <https://youtu.be/OGuioNS2Y2s>- Sesame Street: Johnny Galecki
2. Choose and read aloud one or more trade book recommendations:
  - Trade book suggestions:
  - Giraffes Can't Dance by Giles Andreae and Guy Parker-Rees
  - Your Fantastic, Elastic Brain: Stretch It, Shape It by JoAnn Deak
  - Beautiful Oops by Barney Saltzberg
  - The Most Magnificent Thing by Ashley Spires
  - The Girl who Never Made Mistakes by Mark Pett and Gary Rubinstein
  - Papa's Mechanical Fish by Candace Fleming
  - A Perfectly Messed Up Story by Patrick McDonnell
  - Everyone Can Learn to Ride a Bicycle by Chris Raschka
  - Anything Is Possible by Giulia Belloni
  - Marvelous Mattie by Emily Arnold McCully
  - Galimoto by Karen Lynn Williams

## Teacher Tips:

Challenge your students to use a growth mindset every day.

**Student Activity Sheet** - When the lesson is complete, ask the students think about how the butterfly changes over its lifetime. Ask students to think about how they have changed since they were born and how they will change into the future. Explain that their brain is growing and developing at a very rapid pace and that they need to protect it so it will function at its maximum potential. Discuss ways to enrich the brain: getting enough sleep, eating good food, exercising, and protecting the brain from injury, and not ingesting harmful substances.

**Parent Guide-** Duplicate the parent participation page on card stock and send home with each student.





## **“I Can” Statement: I can make transformations.**

**Discussion:** Discuss transformation with the class and help the students brainstorm a list of things they know transform or change (i.e. people, plants, insects, the seasons, weather, etc.). Talk about how they are changing and growing every day. Discuss how different things change differently. They just get bigger and can do more things as they grow however an insect, such as a caterpillar, changes into something completely different. Below is a comprehensive list of activities to choose from to reinforce transformation.

### **Videos/ Songs:**

- Butterfly, Butterfly! (a song for kids about the butterfly life cycle)  
<https://youtu.be/8rvGUevGxDk>
- Froggy, Froggy! (a song for kids about the frog life cycle, etc...)  
<https://youtu.be/JrXww4oZrsI>
- Grow and Change, Sing-a-long:  
[https://youtu.be/JVt8CYlz3sA?list=PL10ELsNAkPpyx\\_O20vma8VR0q9bOjrrnf](https://youtu.be/JVt8CYlz3sA?list=PL10ELsNAkPpyx_O20vma8VR0q9bOjrrnf)

### **Activities:**

- I Am Growing Mini Book About the Human Life Cycle-  
<https://www.teacherspayteachers.com/Product/I-Am-Growing-Mini-Book-About-the-Human-Life-Cycle-700291?aref=q3gdyigy> (FREE download)
- Sequencing Stories-Human Life Cycle-  
<https://www.teacherspayteachers.com/Product/Sequencing-Stories-Human-Life-Cycle-3037304?aref=wyvay8dp> (FREE download)
- 30 Life Cycle Activities for Animals & Insects- <http://www.kcedventures.com/blog/30-animal-insect-life-cycle-activities>
- Four Seasons Tree Craft With Template-<http://www.easypeasyandfun.com/four-seasons-tree-craft/>
- Life Cycle Projects for Kids-<http://hative.com/life-cycle-projects-for-kids/>
- Pumpkin Life Cycle on a Paper Plate, oh my!-  
<http://cleverclassroomblog.com/2014/10/pumpkin-life-cycle-on-a-paper-plate-oh-my.html>
- Butterfly and Frog Life Cycle Sequencing Card  
<https://www.teacherspayteachers.com/Product/Life-Cycle-Sequencing-Cards-Butterfly-and-Frog-FREE-344007?aref=zitpkto0> (FREE download)
- Plant Life Cycle <https://www.teacherspayteachers.com/Product/Plant-Life-Cycle-1220115?aref=y2blyli3> (FREE download)
- Life Cycle of an Apple <https://www.teacherspayteachers.com/Product/Life-Cycle-of-an-Apple-FREEBIE-322403?aref=hr9cou13> (FREE download)
- Ladybug Life Cycle <https://www.teacherspayteachers.com/Product/Life-Cycle-of-a-Ladybug-Freebie-654678?aref=kvbkwlr> (FREE download)



- Butterfly Cycle <https://www.teacherspayteachers.com/Product/Butterfly-Life-Cycle-Song-199043?aref=lbc8akwv> (FREE download)
- **You can order caterpillars and have the students observe them as they change into butterflies and journal the changes. Available at [www.insectlore.com](http://www.insectlore.com)-The Original Butterfly Garden With Live Cup Of Caterpillars®@ \$24.95 and includes:**  
A cup of 5 caterpillars complete with nutritious food

Feeding Pipette

Caterpillars to Butterflies Instruction Guide

Pop-up, reusable 11.5-inch tall mesh habitat perfect for butterfly viewing

### **Questions to ask students:**


- What does it mean to transform?
- How have you transformed since you were born?
- What other things go through transformations? Explain.
- Why is it important to change?

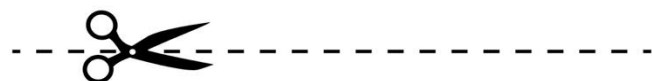
#### **Required Resources/ Items to Prep**


- Access to the internet/SMART board if possible
- Poster to write list of things that make transformations to display in the classroom
- Drawing paper
- Markers/crayons/pencils
- Other needed supplies will vary depending on which activities you choose to do.



## To the Parent or Guardian:

Transformation	
	
<p>Transformation is all around us! Butterflies, frogs, flowers—so many things transform. They grow and change. Just as we do! People transform themselves and their lives by learning new skills and meeting new people. Your child is learning to transform the way he/ she looks at situations or reacts to feelings. Core-Life is all about transforming into a healthier version of your amazing self!</p> <p>Plant a flower and watch it grow. Treat it well and give it what it needs. In many ways, you planted the flower of your child. You now get to watch him/ her grow. Treat him/ her well and give what is needed. You are also transforming, as a person, as a guardian, as some many things. It probably feels challenging some times. Persevere. Be optimistic. Set goals. Be respectful. Empathize. Be courteous. Set rules. Be responsible. Volunteer. Be honest. Survive. Be mindful. Show gratitude. Include others. Live healthy. Find balance (moderation). Learn wisdom. And you will transform!</p> <p>Return this final card and receive a reminder of the great transformations you and your child are creating!</p> <p><b>Ask your child</b> to share what he/ she has learned about transformation and encourage him/ her to teach your family. Ask to see the student worksheet and ask them to explain what their drawing.</p>	



	<p><b>Complete and return this half of the card to school.</b> Please answer the following question(s) and return only this half of the card to the school. Your teacher may collect all of your answer cards and return to your family at the end of the school year.</p>
<p>In what ways, have you seen your child grow this school year?</p> <p>What one thing you want him/ her to always remember?</p>	



# I can make transformations

