

## FEBRUARY

# Cooperation

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- Teamwork
  - Sharing
  - Social Interaction Skills
  - Responsibility
  - Decision Making
- 

Cooperation is the ability to work well with others in order to get things done. Children need to understand early on that cooperation is a valuable lifelong skill. They also need to learn that accountability, responsibility, being a good team player, and communicating effectively are all part of getting along.

### MONTHLY OBJECTIVES

Students will:

- learn about responsibility and accountability
- practice leadership and teamwork skills
- practice communicating effectively with others

### SAFE & CARING WORDS

Share	Kind
Team	Sorry
Truth	Gift

### TEACHING TIPS

- Cooperation is one skill that takes time to teach. Being part of a team is not always easy for children. They may have a hard time sharing, listening, taking turns, and following directions.
- Children can learn valuable lessons while working in large or small groups. Explain to children they have a right to their own opinions and feelings.
- The idea is to teach students how to communicate effectively and help them understand the power of teamwork.

## FEBRUARY INTEGRATED ACTIVITIES

In addition to the specific lesson plans for this month, you can use these optional ideas to integrate and extend the Safe & Caring themes into daily routines and across the curricular areas.

### LITERATURE

- Read *Cook-A-Doodle-Do* by Janet Stevens and Susan Stevens Crummel. This book discusses teamwork and dependability. Four animal friends set out to bake a strawberry shortcake.

### SOCIAL STUDIES

February is generally when 100 days of school falls. Use these books to help celebrate.

- Read *Miss Bindergarten Celebrates the 100th Day of Kindergarten* by Joseph Slate. A fun description of the celebratory preparations of the kindergarten class—from Adam the alligator to Zachary the zebra—as they find creative ways to collect 100 things to bring to class.
- Read *100th Day Worries* by Margery Cuyler. The class will celebrate the 100th day of school by bringing in collections of 100 things. Jessica worries because she is not sure what to bring until her family comes to the rescue.

### MATH

- Read *100 Days of School* by Trudy Harris. A clever way to teach children the many ways they can get to 100. Teachers will appreciate the questioning rhymes that illustrate how to count in groups of 1, 5, 10, or 20. "If 20 children each drop 5 papers on the floor, what do you get? 100 papers!"
- Read *The Hundred Penny Box* by Sharon Bell Mathis. Michael loves his great-great-aunt Dew, even if she can't always remember his name. He especially loves to spend time with her and her beloved hundred penny box, listening to stories about each of the hundred years of her life. Children can decorate their own classroom penny box and collect pennies for each story they read together. Celebrate when they collect 100 pennies.

- Read *The Little Red Hen Makes a Pizza* by Philomena Sturges, a funky rendition of the classic tale. Hen, having decided to make a pizza, discovers that she lacks certain necessities. When she asks her neighbors to help her out, she gets the expected response: "Not I."

### SCIENCE

- Read *Tops and Bottoms* by Janet Stevens. Lazy Bear sleeps through every planting season, so conniving Hare makes a deal. He and his family will work Bear's land and split the crops in half. He'll even let Bear choose which half he wants—tops or bottoms. Bear chooses tops so Hare plants root crops, leaving Bear with a useless harvest. A furious Bear insists next time he'll take bottoms, so Hare plants corn.

After reading the story, discuss the meaning of responsibility, dependability, and working together to get things done. Have children work in small groups to plant a garden in a pot. If you wish they can also decorate their pots using paints, markers, or decorative beads. Students will tend to their garden as a team. You'll need seeds, pots (one per group), potting soil, paints, markers, and paint brushes.

- Read *Planting a Rainbow* by Lois Ehlert. A young child relates in ten simple sentences the yearly cycle and process of planning, planting, and picking flowers in a garden. Mother and child plant bulbs in fall, order seeds from catalogs in winter, eagerly anticipate the first shoots of spring, select seedlings in summer, and watch the rainbow grow, reveling in the opulence of color.

### ART or SOCIAL STUDIES

- Read *Araminta's Paint Box* by Karen Ackerman. As Araminta's family makes its way west in 1847, her wooden paint box goes astray; it takes on a number of uses before artist and paints are reunited.

### MUSIC

- Listen to the song "Together" from *Ready to Rock Kids, Volume 1* by Dr. Mac & Friends. Discuss the lyrics, which are included in the activity book, or do the related activities.

# Safe & Caring Word Find and Vocabulary

## LEARNING OBJECTIVES

Students will:

- be introduced to the vocabulary that supports learning how to be safe and caring
- use the vocabulary throughout the month and year

## MATERIALS NEEDED

The book *Being Responsible* by Robin Nelson, copies of the "Safe & Caring Words" activity sheet (page 103), and pencils

## LESSON PLAN

**CIRCLE TIME** Introduce and define the new vocabulary words. Explain the concept of cooperation—*working together to get things done*. Review the different responsibilities children have in your classroom. Remind the children that teamwork and sharing make the days go smoother.

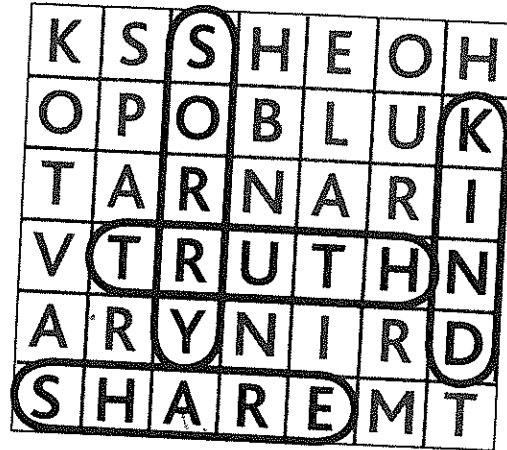
**STORY TIME** Read *Being Responsible*, a book designed to show children the ways they can be responsible at home or in their community.

Optional story for shared reading: *Strega Nona* by Tomie dePaola. Strega Nona has a magic pasta pot. Anthony loves pasta and without permission he uses the pot. Not following directions gets him in trouble.

**SHARING TIME** Review the concepts of cooperation, teamwork, and sharing. Ask children to come up with ways they can work with each other to maintain a happy classroom (*following directions, helping each other clean up, listening, sharing ideas, and so on*). Ask children what happens when we don't work nicely with one another at home or at school.

**PRACTICE TIME** Use the vocabulary activities to introduce the concepts and common language associated with this month's theme. Throughout the month, use the words in storytelling and in dealing with conflict situations. Add the words to your word wall.

Do the "Safe & Caring Words" activity sheet. Depending on your group's age, have children work in pairs to help each other or make a transparency and do it on the overhead as a group activity. Discuss what the words mean after completing the page.



**CLOSURE** Review the new words for this month's theme. Have children take turns being responsible to place the new words on the wall.

# Safe & Caring Compliments

## LEARNING OBJECTIVES

Students will:

- gain a better understanding that even the best of friends can have difficulty getting along at times
- demonstrate using kind words and practice giving compliments

## MATERIALS NEEDED

The book *Let's Be Enemies* by Janice May Udry and craft sticks (one per child)

## LESSON PLAN

**CIRCLE TIME** Even the best of friends at times forget to use their kind words. It is important to show our friends how much we appreciate them. One way to do this is by giving each other compliments.

**STORY TIME** Read *Let's Be Enemies*. Two best friends get into an argument and learn that using kind words is an important part of friendship.

Optional story for shared reading: *I Like Being Me* by Judy Lalli, a collection of poems about being kind, solving problems, learning from mistakes, telling the truth, dealing with feelings, being a friend, and more.

**SHARING TIME** In a large group, review what friends do to make each other feel special (*they care about us, they share things with us*). Sometimes friends might say and do things that hurt each other's feelings, like teasing, taking things without asking, or pushing. When this happens, what can friends do to make things better?

**PRACTICE TIME** Print students' names on craft sticks and place them in a jar. Have each student choose a stick. This is the friend who will receive a compliment. Each child will take a turn making and giving compliments to his or her friend.

**CLOSURE** Review the importance of compliments. Giving a compliment is a gift from the heart. It helps build and support friendships and make the classroom a better place to work and play.

## I Care Because . . .

### LEARNING OBJECTIVES

Students will:

- gain a better understanding of how to give and receive compliments
- demonstrate using kind words and compliments

### MATERIALS NEEDED

The book *The Day It Rained Hearts* by Felicia Bond, copies of the "I Care Because..." activity sheet (page 104), pencils, and crayons

### LESSON PLAN

**CIRCLE TIME** Review what friends do to show each other how much they care. What do the children do to show each other they are special? What do they like friends to do for them?

**STORY TIME** Read *The Day It Rained Hearts* by Felicia Bond. Young Cornelia is walking along when it starts raining hearts. Catching them in her hand and in her yellow slicker, she takes them home to make valentines. Because each heart is different, she is able to make very special cards for each of her friends.

Optional story for shared reading: *Words Are Not for Hurting* by Elizabeth Verdick. Children learn about taking personal responsibility for what they say and thinking before speaking.

**SHARING TIME** Review what friends in the book did to show each other they cared. One of the best ways for students to show someone they care is to use kind words. This lets their friends know they are understood. Brainstorm ways the class can show caring in the classroom.

**PRACTICE TIME** Distribute the "I Care Because..." activity sheets and have children make cards by cutting out the hearts and glueing them together back to back. Assign each child a classmate and have them write a compliment or a caring note to that person on the back of the heart. For younger children, you can display caring vocabulary words on the board for them to copy. They can also draw a picture on one side.

**CLOSURE** Have children exchange their "I Care Because..." cards. Review the importance of compliments. Give children the opportunity to practice giving and receiving compliments during the exchange of their cards. When someone receives a compliment, that person should say thank you.

Optional Valentine's Day Activity: If you wish to use this activity as part of a Valentine's Day celebration, ask the children to write or draw pictures for their family members to show how much they care about them. Send the cards home.

## We Count on Each Other

### LEARNING OBJECTIVES

Students will:

- learn that dependability is part of cooperation
- practice using their cooperation skills

### MATERIALS NEEDED

The book *The Pet Show* by Ezra Jack Keats, drawing paper, crayons, pencils, and markers

### LESSON PLAN

**CIRCLE TIME** Define *dependability* (*being able to count on each other*). Ask children to think of what they do at home to help their families or how they help one another at school. (Examples might include picking up toys, cleaning up their rooms, and saying something nice to a friend who is sad.)

**STORY TIME** Read *The Pet Show*. Archie has the perfect pet to enter in the neighborhood pet show: the stray cat that followed him home. It's sure to win him a prize. But now the cat is missing! What will he do if the cat doesn't come back? Archie is a quick-thinking boy with a solution for everything—even a surprise last-minute entry for the pet show!

Optional story for shared reading: *Tops and Bottoms*. This is a fun tale about what can happen when people are counting on you and you don't do your part. Hare outsmarts Bear every growing season, when he makes Bear choose tops or bottoms of the plants to receive at the end of the growing season.

**SHARING TIME** Review what happened in the story and what Archie learned about being dependable and responsible.

**PRACTICE TIME** Have the children work as a team to create a *We Count on Each Other* book. Each child draws a picture depicting a job they do in the classroom to help the teacher and at which they are dependable. Make a cover for the book with the children's names as authors. Children will practice their cooperation skills as they complete the activity and assemble the individual pages to create a classroom book.

**CLOSURE** Page through the book together, taking time to talk about each picture and the story behind it. Tell the children how much you appreciate it when they choose to be dependable and helpful in class.

## Being Responsible

### LEARNING OBJECTIVES

Students will:

- learn how to be most helpful and responsible
- practice using cooperation skills

### MATERIALS NEEDED

The book *I Am Responsible* by Mary Elizabeth Salzmann, copies of the "Being Responsible" activity sheet (page 105), and pencils

### LESSON PLAN

**CIRCLE TIME** Define *responsibility* (following through with what needs to be done, following directions, helping, listening, and so on) and review specific examples of ways children can show responsibility at home and at school.

**STORY TIME** Read *I Am Responsible*. This book defines responsibility as doing what you are supposed to do. It provides examples such as taking care of yourself, taking care of other people, and following the rules.

Optional story for shared reading: *Hands* by Lois Ehlert. This interactive book is in the shape of a glove and shows many things little hands can do to help.

**SHARING TIME** Ask children to discuss what they learned from the story.

**PRACTICE TIME** Complete the "Being Responsible" activity sheet. Children decide if the pictures presented show responsible behavior (thumb up) or irresponsible behavior (thumb down).

**CLOSURE** Review completed activity and follow up with a list of specific jobs that children may be responsible for in the classroom and at school or at the center.

## Team Play

### LEARNING OBJECTIVES

Students will:

- learn to cooperate and solve problems in teams
- learn to share and take turns

### MATERIALS NEEDED

The book *Join In and Play* by Cheri J. Meiners

### LESSON PLAN

**CIRCLE TIME** Working together as a team is important in school. Ask the children to tell the different ways they work with others. What causes problems when working as a team? How can they make things better if these problems happen?

**STORY TIME** Read *Join In and Play*. A girl explains what she does and says when she wants to play with someone. The book gives choices and emphasizes respectful communication and fairness.

Optional story for shared reading: *Sharing Is Fun* by Joanna Cole. The book presents sharing in a nonthreatening way: not every special toy must be shared, and your turn lasts until you are finished.

**SHARING TIME** Review what the children learned about making good choices when it is time to play. Discuss things like sharing ideas and toys, inviting each other, following rules, playing fair, and taking turns.

**PRACTICE TIME** Have children role-play different situations to help them practice what to say and do to play fair and be part of a group. Select situations that occur in the classroom or on the playground (for example, two children want to play with the same toy at the same time, one child pushes another during a game, one child asks to play a game with another, two children exclude a third from a game). Talk about each role play after watching it.

**CLOSURE** Remind children to take opportunities that arise to practice their cooperation skills so they can improve how to get along in groups.

## Sharing with Others

### LEARNING OBJECTIVES

Students will:

- learn to appreciate sharing and generosity
- demonstrate their sharing skills

### MATERIALS NEEDED

The book *Sharing: How Kindness Grows* by Fran Shaw, puppets, drawing paper, and crayons

### LESSON PLAN

**CIRCLE TIME** Share a story (real or made up) of a time you did not want to share. What happened and how did you feel about it? Ask children if they ever felt the same way.

**STORY TIME** Read *Sharing: How Kindness Grows*. Children can open flaps and follow along as the boys and girls see how situations such as sharing cookies, crayons, and a ride on a swing can brighten someone's day. The story also shows how sharing makes building a sandcastle twice as much fun, and how sharing can help you avoid fights and make tears disappear.

Optional story for shared reading: *I Can Share: A Lift-the-Flap Book* by Karen Katz. It's not always easy for young preschoolers to share, but with the help of this book, they'll learn how to make sharing fun!

**SHARING TIME** Review what happened in the story. What were the children fighting about? What happened when they met their new friends?

**PRACTICE TIME** Use puppets to model situations in which children need to share. Demonstrate the opposite, refusing to share. Ask children to help the puppets make better choices. Then have the children take one of the ideas and draw a picture about sharing.

**CLOSURE** Have an art show celebrating the children's artwork or put the art pieces together into a book titled *Sharing with Others*. Remind children how important it is to work together. Sharing is part of being a good member of a team.

## I Can Apologize

### LEARNING OBJECTIVES

Students will:

- learn about taking responsibility for their actions
- learn about apologizing and forgiveness

### MATERIALS NEEDED

The book *I Am Sorry* by Sam McBratney, drawing paper, and crayons

### LESSON PLAN

**CIRCLE TIME** Talk to the children about the importance of being responsible for the things they say and do. Explain to children that no one is perfect and that when we make mistakes, apologies and forgiveness are an important part of getting along.

Steps for a good apology:

- Look at the person.
- Say "I am sorry for \_\_\_\_\_ (pushing you, taking your toy)."
- Give the person a Caring Heart (page 55).
- Shake hands or give a hug.

**STORY TIME** Read *I Am Sorry*. Two good friends get into an argument and hurt each other's feelings. They learn about blaming and apologizing, and eventually forgive each other so they can be friends again.

Optional story for shared reading: *I Am Sorry* by Kelly Doudna. This book introduces readers to the importance and process of apologizing.

**SHARING TIME** What were the two boys in the story arguing about? How did they hurt each other's feelings? What did they learn by the end of the story? Ask students if they have ever been blamed for something they didn't do. Did someone have to apologize? Model how to respond to an apology. Rather than saying, "That's okay," say, "I accept your apology," because it is never okay to hurt someone's feelings.

**PRACTICE TIME** Encourage children to think of a time when they thought an apology was necessary. Ask them to draw a picture to show what happened. If they have difficulty sharing their personal stories, they may use the storybook as a topic for their drawing.

**CLOSURE** Share the students' pictures and stories. Go over the steps to making an apology and how friends can forgive one another. Tell the class that you will be watching to see if they use what they have learned in the classroom with each other.

## Helping My Team

### LEARNING OBJECTIVES

Students will:

- learn the steps for working together
- participate in team building

### MATERIALS NEEDED

The book *Swimmy* by Leo Lionni, several copies of the "Team Helper Badges" activity sheet (page 106) copied on colored cardstock and cut out to make badges (laminated the badges for more durability), and puppets

### LESSON PLAN

**CIRCLE TIME** Ask children to think of different situations where they have to work together to get things done. Talk about how working together helps them learn from one another, share ideas, and have fun.

**STORY TIME** Read *Swimmy*. Working with other small fish, Swimmy helps find a way to protect themselves from bigger fish.

Optional story for shared reading: *The Little Red Hen* by Paul Galdone. The Little Red Hen works very hard to do all the chores without any help from her three lazy animal friends.

**SHARING TIME** Review the story. What was the problem for Swimmy and the other fish? How did Swimmy and the other fish stay safe? What did they do together?

**PRACTICE TIME** Use puppets to present scenarios the children can help straighten out. The puppets interact to form teams that solve problems together that one puppet cannot solve alone. Have the class provide suggestions as to how to help.

**CLOSURE** Let the class know that throughout the day, as children work in their teams on specific activities, you will recognize them for being good listeners, sharing, taking turns, and other actions that show them working together as a team by giving them "Team Helper Badges."

## Team Portrait

### LEARNING OBJECTIVE

Students will:

- learn how to use their cooperation skills to complete a project

### MATERIALS NEEDED

The book *Look! Look! Look!* by Nancy Elizabeth Wallace, construction paper, digital camera, glue, and access to a computer and printer

### LESSON PLAN

**CIRCLE TIME** Define what a team is and what it means to be part of a team. Ask children to share what they can do to get along in their small groups or teams.

**STORY TIME** Read *Look! Look! Look!* Three mice find a postcard with a portrait of a lady. As they look, they begin to see patterns, colors, lines, and shapes. They decide to create their very own portrait.

Optional story for shared reading: *Can I Help?* by Marilyn Janovitz. A young, fluffy dog helps his dad with various outdoor chores, ending with a cuddly nap in a hammock.

**SHARING TIME** What did the three mice find while the humans were out for the day? What did they choose to do with the postcard after the humans came back? How did they work together as a team? What could they do together that each could not do alone?

**PRACTICE TIME** Divide the class into teams. Use a digital camera to take pictures of each team. Print the portraits on a color printer. Each team will glue its picture on a pre-cut piece of construction paper and decorate it to look like a framed portrait. Help the children identify the things they each do to work well as a team (*take turns, listen, share crayons, etc.*).

**CLOSURE** Ask the class to help you determine how and where to display the team portraits. Remind the class that when they work together they make a strong team. In a team, members help make important decisions together.

*"I think one of the most important things in a school is parent involvement. We've had a lack of parent involvement, but recently with Safe & Caring Schools we have promoted parent involvement through the Ambassadors of Peace breakfast. Every month we have a child from each class nominated as an Ambassador of Peace. We invite the parents to a special breakfast, and we celebrate with them and their children the accomplishments that the children have made. It's really a great way to have the parents come in and meet with the staff, and for parents to see that other parents are involved and that they do care."*

COUNSELOR—TARBOX SCHOOL



# SAFE & CARING WORDS

FEBRUARY

Word Find  
Find and circle  
these words:

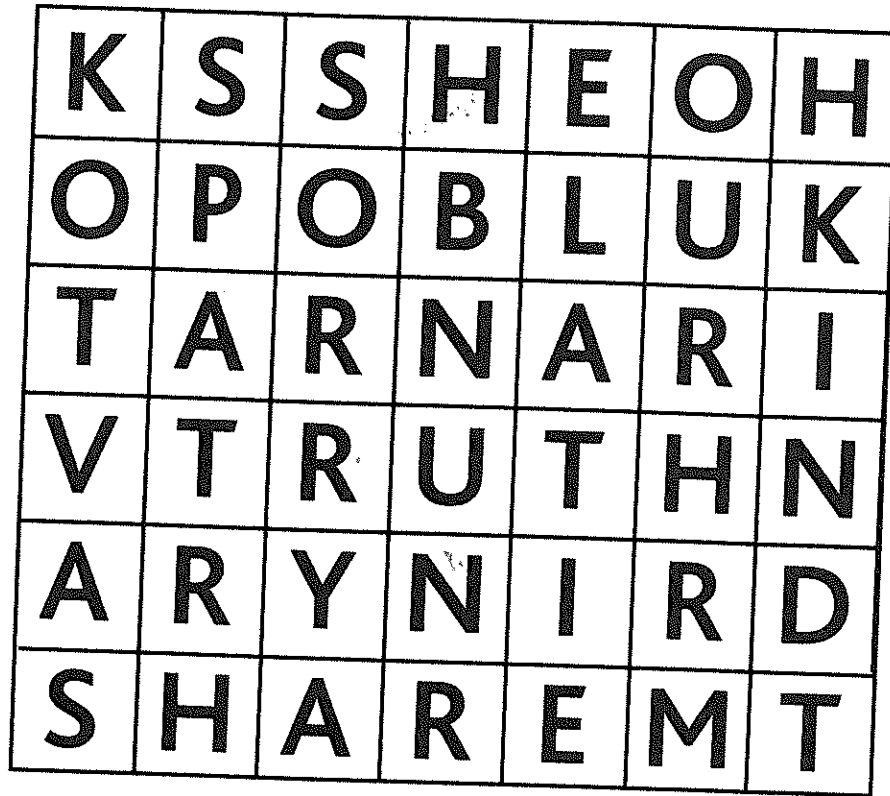
TRUTH

SORRY

KIND

SHARE

(HINT: Words can  
go across or down)



When we say we are    orry  
we are being    ind.

Trace the letters to make kind words.

share

gift

team

We are  
a safe  
& CARING  
SCHOOL.

I CARE  
BECAUSE...

Safe  
& CARING  
SCHOOLS

We are  
a safe  
& CARING  
SCHOOL.

# BEING RESPONSIBLE

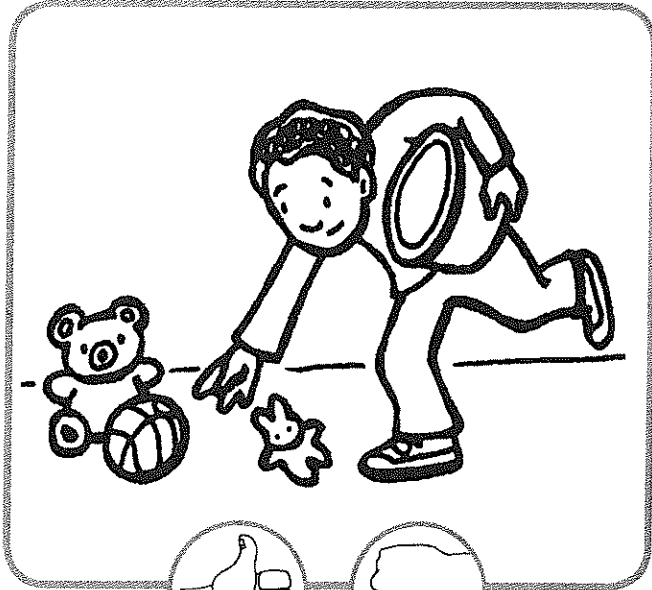
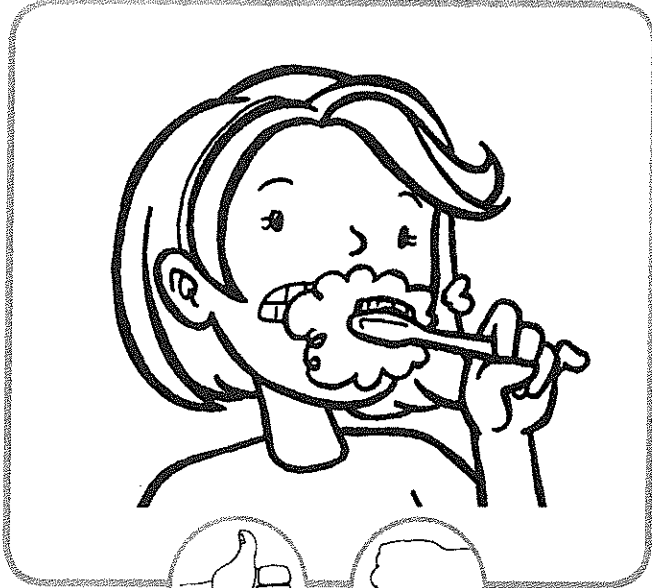
Circle the right choice.



= responsible.



= NOT responsible.



**we are  
a safe  
& CARING  
SCHOOL.**

# TEAM HELPER BADGES



**we are  
a safe  
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SCHOOL.**