

Grade: TK		Subject: Socio-Emotional Unit	Theme: Classroom Rules
Essential Question: How can I take care of myself, my friends, and my things at school?	Resources: - Visual prompts (photos, drawings, or icons) of each of the following: eyes, ears, lips, hands, feet. - Visual prompts (photos, drawings, or icons) of each of the following: daily schedule with transition destinations (i.e., morning meeting space, arrival door, boys’/girls’ restrooms, snack/lunch area, play area, resting space, center areas, dismissal door) - Visual prompts (photos, drawings, or icons) of areas of the classroom that students will clean up daily - Visual prompts (photos, drawings, or icons) of children following the class rules inside the classroom (i.e., morning meeting space, center areas) - Visual prompts (photos, drawings, or icons) of children following the class rules outside (i.e., snack/lunch area, play area restrooms) of the classroom - Transition signal (i.e., gathering song, hand signal, bell, chimes, whistle, or other instrument) - Timer (i.e., sand timer, kitchen timer, online timer) - Music & player - Stuffed animal - Toy bins - Clean up signal (i.e., clean up song, bell) - <u>The Kissing Hand</u> (Audrey Penn) - Paper cut-outs of hands or tempera paints - Paper cut-outs of hearts or heart stickers - Large papers with “Kissing Hand poem” - <u>If You Take a Mouse to School</u> (Laura Numeroff) - <u>Fill a Bucket</u> (Carol McCloud) - Large pom poms - Container for holding pom poms - Optional: <u>Un Beso en Mi Mano</u> (Audrey Penn)		Integration of Catholic Values: Catholic Identity Element: School Matthew 5:9 “Peacemakers” John 13:34-35 “Love one another” Matthew 7:12 “Do unto others”
Enduring Understanding: When I am at school, I take care of myself, my friends, and my things.			SLE(s): ***Please refer to your school SLEs.***
Standards: SE-3B Follow social and classroom rules. SE-3H Keep personal space and classroom areas orderly. SE-6C Use polite words. SE-6B Share and take turns. SE-3A Take care of physical needs (e.g. dressing, restroom use, hygiene) SE-3F Accept changes in environment (e.g. separation from family, transitions, field trips, substitutes, etc.)			

Concepts:	Skills:	Social-Emotional Development Connection:
<p>SE-3B</p> <ul style="list-style-type: none"> • classroom rules • social rules <p>SE-3H</p> <ul style="list-style-type: none"> • environment • materials • orderly • personal space <p>SE-3A</p> <ul style="list-style-type: none"> • physical needs • hygiene <p>SE-6B</p> <ul style="list-style-type: none"> • share • take turns <p>SE-6C</p> <ul style="list-style-type: none"> • polite words <p>SE-3F</p> <ul style="list-style-type: none"> • emergency drills 	<p>SE-3B</p> <ul style="list-style-type: none"> • With a visual prompt, students will identify the classroom rules. <p>SE-3H</p> <ul style="list-style-type: none"> • Demonstrate how to keep personal space and classroom areas orderly. <p>SE-3A</p> <ul style="list-style-type: none"> • Follow restroom procedures. <p>SE-6B</p> <ul style="list-style-type: none"> • Demonstrate how to share and take turns. <p>SE-6C</p> <ul style="list-style-type: none"> • Use polite words. <p>SE-3F</p> <ul style="list-style-type: none"> • Respond to transition signals and follow transition procedures. 	<p>See standards.</p>
<p>Summative Assessment:</p> <p>Teacher observes students demonstrating each skill without adult assistance. The teacher may record students' expected development of each skill in an anecdotal record or on a class checklist. The anecdotal record or checklist includes the date on which each student demonstrates expected development. Note: This record is ongoing, and expected development will vary per student. The skills include:</p> <ul style="list-style-type: none"> • With a visual prompt, students will identify the classroom rules. (SE-3B) • Demonstrate how to keep personal space and classroom areas orderly. (SE-3H) • Follow restroom procedures. (SE-3A) • Demonstrate how to share and take turns. (SE-6B) • Use polite words. (SE-6C) • Respond to transition signals and follow transition procedures. (SE-3F) 		

Instructional Sequence

Day 1:

O

With the help of the whole group, students will identify the classroom rules using visual prompts; respond to transition signals and follow transition procedures.

M

- The teacher gathers students to the Morning Meeting area by using a transition signal (i.e., gathering song, hand signal, bell, chimes, whistle, or other instrument). (Respond to transition signal)
- The teacher says she will read a book. She explains, “At school, we listen to books. We show that we are ready to listen when we take care of our bodies.”
- The teacher shows a visual prompt of eyes, ears, lips, hands, and feet.
- She points to the eyes and asks the students, “Can you point to this part of your body?”
- Students may respond verbally or non-verbally.
- The teacher says, “These are your eyes. What do you do with your eyes when you listen to a book?”
- Allow wait time for students to respond.
- The teacher explains, “Your eyes are for looking at the pages of the book.”
- The teacher repeats this procedure with the remaining pictures. (Identify classroom rules)
- The teacher reviews all the visual prompts by pointing to each picture as she says, “At school, we will listen to books. We will look at the book [eyes], listen carefully [ears], keep our mouth closed [lips], place our hands in our lap [hands], and keep our feet crisscross [feet].”
- The teacher and students say the book listening rules together, while the teacher points to the eyes, ears, lips, hands, and feet. (Identify classroom rules)
- The teacher recognizes good behaviors by identifying students who demonstrate them.
- The teacher reads The Kissing Hand (Audrey Penn).
- When finished, the teacher shows the page with a picture of a scared Chester raccoon at the beginning of the story.
- The teacher asks students, “How did Chester feel at the beginning of the story?”
- Allow wait time for students to respond.
- The teacher comments, “Chester was scared to go to school.”
- The teacher asks, “Were you scared when you came to school today?”
- Students may respond verbally or non-verbally.
- The teacher acknowledges students’ feelings by saying, “It’s okay to feel scared sometimes, especially when it’s your first day to go to a new place, like school.”
- The teacher asks the students, “Do you miss a grownup at home, like Chester misses his mommy?”
- Students may respond verbally or non-verbally.
- The teacher acknowledges students’ feelings by saying, “It’s okay to miss your mommy or another grownup. Sometimes I miss my mommy too.”
- The teacher shows the page with a picture of Mrs. Raccoon kissing Chester’s hand and comments, “Chester’s mommy decided to give him a kiss on his hand before he went to school.”
- The teacher models how to kiss the middle of her palm and tells the students, “Your turn. Try and do the same with your hands.”
- The teacher shows the page with a picture of Chester pressing his hand against his cheek.

- The teacher comments, “Chester’s mommy tells him to press his hand against his cheek to feel his mommy’s kiss.”
- The teacher models how to complete this action while saying, “Mommy loves you. Mommy loves you.”
- The teacher tells the students, “Your turn. Try and do the same with your hand.” Repeats the phrase with them.
- The teacher asks students, “How did Chester feel at the end of the story?”
- Allow wait time for students to respond.
- The teacher comments, “Chester was scared to go to school at first, but his mommy’s kissing hand made him feel better.”
- The teacher tells students, “Now you will make a kissing hand to take home to your mommy (or other grownup at home).”
- The teacher explains she will use a transition signal (i.e., song, hand signal, bell, chimes, whistle, or other instrument) to let students know when to stand up and find a table to sit at. (Respond to transition procedures)
- Students go to tables to complete a kissing hand project. (Follow transition procedures) These materials are already placed at the tables: paper hand cut-outs or tempera paints to make handprints; paper heart cut-outs or heart stickers; large papers with Kissing Hand poem.
- The teacher writes each student’s name on the top of the large paper.
- The teacher helps students glue a paper hand cut-out or make a painted handprint in the middle of the large paper.
- Teacher gives each student a paper heart cut-out or heart sticker to place in the middle of the hand.
- The teacher tells students to return to the Morning Meeting area when finished or to wait for the transition signal to do so. (Respond to transition procedures)
- Students return to the Morning Meeting area. (Follow transition procedures)
- The teacher holds a completed project and reads the Kissing Hand poem on it: This special heart I give to you, because you love me, and I love you. The heart is you, the hand is me. It shows we are a family!
- The teacher reminds students, “You will take your kissing hand home to your mommy (or other grownup) today.”
- The teacher introduces arrival procedures for the next day by saying, “There are ways we behave in school. Chester went to school and said goodbye to his mommy in a special way. Let’s practice how you can say goodbye to your mommy or grownup when you come to school tomorrow.”
- The teacher shows the page with a picture of Mrs. Raccoon kissing Chester’s hand and models how to kiss the middle of her palm.
- The teacher tells the students, “Your turn. Try and do the same with your hand.”
- The teacher shows the page with a picture of Chester pressing his hand against his cheek and models how to complete this action while saying, “Mommy loves you. Mommy loves you.”
- The teacher tells the students, “Your turn. Try and do the same you’re your hand.” Repeat the phrase with them.
- Send the Kissing Hand poem home with the following note: Dear Parents/Guardians, We read The Kissing Hand by Audrey Penn today. Mrs. Raccoon kissed Chester’s hand when he went to school. That way, Chester could feel his mommy’s kiss anytime he missed her. We can practice this special way to say goodbye at school too!
- Post a sample Kissing Hand poem at the arrival door to prompt family’s use of this goodbye procedure.

A

Students say the book listening rules together, using the visual prompts (Identify classroom rules);
 Students arrive at/return to Morning Meeting area for story (Respond to transition signals);
 Students go to tables to complete their Kissing Hand project (Follow transition procedures)

Day 2:

O

With the help of the whole group, students will identify the classroom rules using visual prompts; respond to transition signals and follow transition procedures; follow restroom procedures.

M

- The teacher gathers students to the Morning Meeting area by using a transition signal. (Respond to transition signal)
- The teacher says that she will read a book and reminds students, “We show that we are ready to listen to the book when we take care of our bodies.”
- The teacher shows the visual prompt of eyes, ears, lips, hands, and feet.
- The teacher reviews the listening rules as she points to each picture saying, “At school, we will listen to books. We will look at the book [eyes] ...”
- The teacher and students say the listening rules together, while the teacher points to the eyes, ears, lips, hands, and feet. (Identify classroom rules)
- The teacher recognizes good behaviors by identifying students who demonstrate them.
- The teacher reads If You Take a Mouse to School (Laura Numeroff)
- When finished, the teacher shows the page with a picture of the boy lining up and asks, “Do you know what these children are doing?”
- Allow wait time for students to respond.
- The teacher shows a visual prompt of children lining up and says, “At school, we line up to go somewhere. Sometimes we go to the bathroom. Sometimes we go to the playground. Sometimes we go outside for snack.”
- The teacher calls three students to stand in front of the group to model what a line looks like.
- The teacher shows the visual prompt alongside the student models and comments, “The children in this picture take care of their bodies in line. How can our friends show us that they are taking care of their bodies? What can they do with their hands? What can they do with their feet? Where are their eyes looking?”
- Allow wait time for students to respond.
- The teacher shows the visual prompt alongside the student models and points out, “When we are in line, we keep our hands and feet to ourselves. We keep our eyes looking forward. That means we look at the person’s head in front of us.”
- The teacher models how to stand up and make a circle in front of her body with her arms. She explains, “At school, we take care of our bodies. You can make your arms into a bubble in front of your body. At school, we do not pop our bubbles by bumping or touching anyone or anything else when we walk in line.”
- The teacher demonstrates keeping her bubble as she gets in line behind the student models. She asks, “Did I pop my bubble by bumping our friends when I got in the line?”
- Allow wait time for students to respond.
- The teacher sends the students to return to their seats.
- The teacher tells the whole class, “We are going to play a freeze bubble game. We are going to make our own bubbles. We will walk when we hear the music. We will freeze when the music stops.”
- The teacher demonstrates “walking” and “freezing,” and defines the space in which the students are allowed to move around.
- The teacher begins, “When I give the signal, stand up and make a bubble with your arms. Then freeze.”
- The teacher makes a transition signal and students stand with their bubbles. (Respond to transition signal)
- The teacher says, “When you hear the music, you may walk in this area with your bubble. Try not to pop your bubble by bumping your friends! Freeze when the music stops.”

- The teacher plays music for five minutes, stopping it several times to allow students to freeze with their bubbles and re-direct students who are popping their bubbles on other students.
- On the last freeze, the teacher gathers students to the Morning Meeting area by using a transition signal (Respond to transition signal).
- The teacher explains, “We will practice using our body bubbles when we get in line to use the restroom.
- The teacher shows the page with a picture of the boy bringing the mouse to the restroom.
- The teacher asks, “Why did the boy take the mouse to the restroom?”
- Allow wait time for students to respond.
- The teacher shows a visual prompt of the school restroom and explains, “We have restrooms at our school. They look like this. There is a boys’ restroom and a girls’ restroom.”
- The teacher shows a picture of the boys’ restroom sign and says, “Stand up if you are a boy. This is the restroom you will go to.”
- The teacher repeats this procedure for the girls.
- The teacher introduces restroom procedures by saying, “At school, we will use the restroom together.”
- The teacher places the restroom picture card in the daily schedule pocket chart and explains, “We go to the restroom everyday after story time and before we go to recess. I will put the restroom picture here so you remember when we go.”
- The teacher says it is now time to go to the restroom together. She explains, “We will need a boys’ line and a girls’ line. The boys will go to the boys restroom, and the girls will go to the girls’ restroom.”
- The teacher says, “When I give the signal, girls will stand up and make a bubble with your arms. Then freeze.”
- The teacher makes a transition signal and girls stand up with their bubbles. (Respond to transition signal)
- The teacher says, “When I give the signal, the girls will listen for their name. When you hear your name, walk with your bubble to make a line by the door. Take care of your body. Do not pop your bubble on anyone else.”
- The teacher calls girls’ names one at a time.
- Once the girls’ line is complete, repeat procedure for the boys’ line. (Follow transition procedures)
- The teacher makes her own bubble and goes to the front of the lines. She reminds the students, “At school, we do not pop our bubbles by bumping or touching anyone or anything else when we walk in line. We are going to the restrooms in our lines.” (Follow transition procedures)
- The teacher and aide each take one student group to the restrooms and conduct the restroom procedures inside the restroom with the students.
- The teacher introduces restroom procedures by saying, “At school, we take care of ourselves in the restroom.”
- The teacher points out individual restroom procedures with the small group. Procedures include: where to wait for a stall, proper stall use (one child a time), unlocking/locking stall door, wiping own self, flushing, washing hands, where to line up when done.
- When small group is done using the restroom, provide students with reflective feedback: “You washed your hands after using the restroom because we take care of ourselves at school.”
- Repeat the same line up and restroom procedures every day.

A

Students say the book listening rules together, using the visual prompts (Identify classroom rules);
 Students arrive at/return to Morning Meeting area for story; (Respond to transition signals);
 Students respond to signals during freeze game and line up time (Respond to transition signals);
 Students walk in line to restrooms (Follow transition procedures);
 Students demonstrate restroom procedures during actual restroom use (Follow restroom procedures)

Day 3:

O

With the help of the whole group, students will identify the classroom rules using visual prompts; respond to transition signals and follow transition procedures; and demonstrate how to keep personal space and classroom areas orderly.

M

- The teacher gathers students to the Morning Meeting area by using a transition signal. (Respond to transition signal)
- The teacher says that she will read a book and reminds students, “We show that we are ready to listen to the book when we take care of our bodies.”
- The teacher shows the visual prompt of eyes, ears, lips, hands, and feet.
- The teacher reviews the listening rules as she points to each picture saying, “At school, we will listen to books. We will look at the book [eyes] ...”
- The teacher and students say the listening rules together, while the teacher points to the eyes, ears, lips, hands, and feet. (Identify classroom rules)
- The teacher recognizes good behaviors by identifying students who demonstrate them.
- The teacher reads If You Take a Mouse to School (Laura Numeroff) and invites students to “read along” if they remember some of the story.
- When finished, the teacher shows the page with a picture of the boy leaving his house to go to school.
- The teacher points out the boy’s backpack and lunchbox and asks, “Did you bring a backpack to school today? Did you bring a lunchbox to school today?”
- Students may respond verbally or non-verbally.
- The teacher shows the page with a picture of the boy’s classroom when he arrives to school. She points out the boy’s backpack in the closet space.
- The teacher explains, “At school, we put our things away in our own cubby, like the boy put his things away in his cubby.”
- The teacher shows a visual prompt of students’ cubbies/personal containers.
- The teacher explains, “At school, we take care of our things. This is a picture of where we put our things.”
- The teacher displays a sample backpack, lunchbox, and folder, then says, “We bring our things to school every day. Do you know where your cubby is?”
- Students may respond verbally or non-verbally.
- The teacher tells the whole class, “We are going to walk to the cubby room and sit down in front of our cubbies. We are going to use our body bubbles to take care of our bodies when we go there.”
- The teacher demonstrates “walking” and “sitting” with her body bubble.
- The teacher says, “When I give the signal, stand up and make a bubble with your arms. Then freeze.”
- The teacher makes a transition signal and students stand with their bubbles. (Respond to transition signal)
- The teacher says, “When I give the signal, you may walk to your cubby and sit down. Try not to pop your bubble by bumping your friends!”
- The teacher introduces cubby procedures by saying, “At school, we take care of our things.”
- The teacher points out individual cubby procedures with the group. Procedures include: finding your cubby; finding floor space to put your backpack down and take out your lunchbox and folder; taking out your lunchbox and placing it on a separate shelf/class container; taking out your folder and putting it in a designated tray/location; placing your backpack in your individual cubby; where to go when you are done.
- The teacher gives students ten minutes to practice.
- The teacher tells students to return to the Morning Meeting area when finished or to wait for the transition signal to do so. (Respond to transition procedures)
- When students are done, provide them with reflective feedback: “You put your backpack away because we take care of our things at school. You put your folder away because we take care of our things at school. You put your lunchbox away because we take care of our things at school.”

- The teacher shows the page with a picture of the mouse looking for the boy's lunchbox.
- The teacher asks, "What is the mouse doing with all the things from the toy shelf?"
- Allow wait time for students to offer responses.
- The teacher asks, "What should the mouse do to take care of these classroom things?"
- Allow wait time for students to offer responses.
- The teacher shows the page with a picture of the mouse putting the boy's lunchbox in a shelf.
- The teacher explains, "This is the toy shelf when it is clean."
- The teacher explains, "You take care of your own things at school, like your backpack and lunchbox. We also take care of classroom things at school."
- The teacher shows a visual prompt of clean classroom areas, then explains how the students will play a clean-up game.
- The teacher shows a timer and tells the students, "You will need to clean up the classroom by the time the timer is finished."
- The teacher plays the sound the timer makes or shows what it looks like when it is finished.
- The teacher also shows the clean-up signal (i.e., clean up song, bell).
- The teacher says, "When I give the signal, stand up and make a bubble with your arms. Then freeze."
- The teacher makes a transition signal and students stand with their bubbles. (Respond to transition signal)
- The teacher says, "When I give the signal, you may walk to a part of the classroom that needs to be cleaned. We are going to use our body bubbles to take care of our bodies when we go there. Try not to pop your bubble by bumping your friends!"
- Students go to areas of the classroom where toys or books have been taken off their shelves.
- The teacher sets the timer to 10 minutes and announces when the timer begins. She puts the timer in a central location where all students can see it, or she walks around with the timer to hold at students' eye level.
- The teacher posts copies of the visual prompts of clean areas at students' eye level. She reminds them, "This is the classroom when it is clean."
- The teacher walks around to all the students when there are 2 minutes left to clean and reminds them that the clean-up game is almost done.
- When the timer goes off, the teacher announces time is up. She makes the clean-up signal (i.e., clean up song, bell).
- The teacher then directs students to return to the Morning Meeting area. (Respond to transition signal)
- The teacher shows a visual prompt of clean classroom areas, and provides reflective feedback: "You put the toys away because we take care of our classroom things. You put the books away because we take care of our classroom things."
- The teacher reviews, "We put our own things away in our cubbies. We put our classroom things away in their classroom spaces."
- The teacher and students sing a clean-up song together.

A

Students say the book listening rules together, using the visual prompts (Identify classroom rules);
 Students arrive at/return to Morning Meeting area for story (Respond to transition signals);
 Students respond to signals during cubby activity and clean up game (Respond to transition signals);
 Students demonstrate arrival procedures (Demonstrate how to keep personal space orderly);
 Students demonstrate clean up procedures (Demonstrate how to keep classroom areas)

Day 4:

O

With the help of the whole group, students will identify the classroom rules using visual prompts; respond to transition signals and follow transition procedures; and demonstrate how to share and take turns.

M

- The teacher gathers students to the Morning Meeting area by using a transition signal. (Respond to transition signal)
- The teacher says that she will read a book and reminds students, “We show that we are ready to listen to the book when we take care of our bodies.”
- The teacher shows the visual prompt of eyes, ears, lips, hands, and feet.
- The teacher and students review each visual prompts one at a time. (Identify classroom rules)
- The teacher recognizes good behaviors by identifying students who demonstrate them.
- The teacher reads If You Take a Mouse to School (Laura Numeroff) and invites students to “read along” if they remember some of the story.
- When finished, the teacher shows the page with a picture of the children playing and basketball.
- The teacher points out the children who are waiting on the basketball court and asks, “Do you know what these children are doing?”
- Allow wait time for students to respond.
- The teacher shows a visual prompt of the school play area/playground and says, “At school, we take care of our friends. When we play games, we take turns with our friends.”
- The teacher tells the whole class, “We are going to practice taking turns.”
- The teacher shows a visual prompt of children lining up and says, “At school, we line up to go somewhere. We are going to play games outside.
- The teacher points to features of the visual prompt to ask the students, “How do we take care of our bodies in line? What do you do with your hands? What can they do with their feet? Where are their eyes looking?”
- Allow wait time for students to respond.
- The teacher tells the whole class, “We are going to make two lines to go outside. We are going to use our body bubbles to take care of our bodies.”
- The teacher says, “When I give the signal, the girls will listen for their names. When you hear your name, walk with your bubble to make a line by the door. Take care of your body. Do not pop your bubble on anyone else.”
- The teacher calls girls’ names one at a time.
- Once the girls’ line is complete, repeat procedure for the boys’ line. (Follow transition procedures)
- The teacher makes her own bubble and goes to the front of the lines. She reminds the students, “At school, we do not pop our bubbles by bumping or touching anyone or anything else when we walk in line. We are going to the play area/ playground.” (Follow transition procedures)
- Once at the play area/playground, the teacher points out play procedures with the group. Procedures include: where to wait for your turn when you want to use specific playground equipment (i.e., monkey bars, slide) or play a game on the blacktop; what to do if you or a friend gets hurt.
- The teacher gives students twenty minutes to practice.
- The teacher and aide supervise small groups as they practice taking turns.
- The teacher provides students with reflective feedback: “You waited for your turn on the monkey bars because we take care of our friends.”
- The teacher walks around to all the students when there are 5 minutes left to play and tells them that they will be lining up to go back to class soon. The teacher points to the area where they will be lining up.
- When time is up, the teacher makes a transition signal. (Respond to transition procedures)

- The teacher calls students to line up in the designated area, and reminds students to use their body bubbles as they walk back to the classroom. (Follow transition procedures)
- The teacher gathers students to the Morning Meeting area by using a transition signal. (Respond to transition signal)
- The teacher reviews, “At school we take care of our friends. We take turns with our friends on the playground.”
- The teacher asks students to report ways they took turns on the playground.

A

Students say the book listening rules together, using the visual prompts (Identify classroom rules);
 Students arrive at/return to Morning Meeting area for story (Respond to transition signals);
 Students demonstrate taking turns on the play area/playground. (Demonstrate how to share and take turns)

Day 5:

O

With the help of the whole group, students will identify the classroom rules using visual prompts; respond to transition signals and follow transition procedures; and use polite words.

M

- The teacher gathers students to the Morning Meeting area by using a transition signal. (Respond to transition signal)
- The teacher says that she will read a book and reminds students, “We show that we are ready to listen to the book when we take care of our bodies.”
- The teacher shows the visual prompt of eyes, ears, lips, hands, and feet.
- The teacher and students review each visual prompts one at a time. (Identify classroom rules)
- The teacher recognizes good behaviors by identifying students who demonstrate them.
- The teacher reads Fill a Bucket (Carol McCloud)
- The teacher shows the page with a picture of the boy cleaning up his toys and explains, “This boy is taking care of his things. At school, we take care of our things. What things do you take care of at school?”
- Allow wait time for students to respond.
- The teacher says, “At school, we put our backpack and lunchbox away in our own cubby. Taking care of our own things is being a ‘bucket filler.’”
- The teacher says, “At school, we also take care of our classroom things. Taking care of our classroom things is being a ‘bucket filler.’”
- The teacher shows the page with a picture of the children playing blocks. She explains, “These children are taking care of their friends. At school, we take care of our friends. How do we take care of our friends at the playground?”
- Allow wait time for students to respond.
- The teacher says, “At school, we take care of our friends by taking turns on the playground. Taking care of our friends is being a ‘bucket filler.’”
- The teacher shows the page with a picture of the boy and grandmother eating and asks, “What kinds of polite words does the boy use?”
- Allow wait time for students to respond.
- “At school, we say ‘please’ and ‘thank you.’ That is another way of taking care of our friends and being a ‘bucket filler.’”
- The teacher tells the whole class, “We are going to sit in a circle and practice our polite words.”
- Students sit in a circle.

- The teacher explains how she will pass a stuffed animal to a student in the circle. The recipient will practice saying “thank you.”
- The teacher will ask a different student to use “please” when asking for the stuffed animal.
- Practice this activity with several different students for five minutes.
- The teacher tells the whole class, “Now we are going to practice our ‘please’ and ‘thank you’ words at the tables. We are going to use our body bubbles to take care of our bodies as we walk to the tables.”
- The teacher demonstrates “walking” and “sitting” at the table with her body bubble.
- The teacher says, “When I give the signal, stand up and make a bubble with your arms. Then freeze.”
- The teacher makes a transition signal and students stand with their bubbles. (Respond to transition signal)
- The teacher says, “When I give the signal, you may walk to a table and sit down. Try not to pop your bubble by bumping your friends!”
- Students go to the tables. (Follow transition procedures) Toy bins have already been placed at the tables.
- The teacher says, “When I give the signal, take turns with the toys at the tables. If you see a piece you would like, practice saying ‘please.’ If a friend gives you a piece, practice saying ‘thank you.’”
- The teacher shows a timer and tells the students, “We will stay at our tables until the timer rings.”
- The teacher plays the sound the timer makes or shows what it looks like when it is finished.
- The teacher also shows the clean-up signal (i.e., clean up song, bell).
- The teacher sets the timer for 10 minutes and announces when the timer begins. She puts the timer in a central location where all students can see it, or she walks around with the timer to hold at students’ eye level.
- The teacher walks around to all the students when there are 2 minutes left to play and reminds them that time is almost up.
- When the timer goes off, the teacher announces time is up. She makes the clean-up signal (i.e., clean up song, bell).
- The teacher then directs students to return to the Morning Meeting area. (Respond to transition signal)
- The teacher reviews polite words by saying, “At school, we say ‘please’ and ‘thank you.’ That is another way of taking care of our friends and being a ‘bucket filler.’”
- The teacher introduces a class bucket that will be used to collect large pom poms. Pom poms will be given to students who show that they are bucket fillers.
- The teacher explains that bucket fillers: take care of themselves; take of others; and take care of their things.
- When a student demonstrates a bucket filling action, she will give him/her a large pom pom to put in the jar.
- When the jar is full, the class will receive a small prize.

A

Students say the book listening rules together, using the visual prompts (Identify classroom rules);
 Students arrive at/return to Morning Meeting area for story (Respond to transition signals);
 Students respond to signals to go to their tables (Respond to transition signals);
 Students say “please” and “thank you” in the context of play (Use polite words)