

GRADE 1 TEACHER'S PACKAGE SAMPLE

Teacher's Manual

Caring School Community[®]

SECOND EDITION



Center for the
**Collaborative
Classroom[™]**

GRADE

1

APPENDIX

Social Skills

"X" indicates a week in which a named social skill is explicitly or implicitly emphasized. Many social skills are practiced as ancillary skills in unmarked weeks as well.

		Starting the Year		Building the Classroom and School Community								Being a Responsible Learner and Community Member						
Social Skills		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Beginning-of-Year Skills	Learn and follow classroom and school rules and procedures.	X																
	Learn and say names.	X							X									
	Follow the teacher's directions.	X	X															
	Raise hand to speak.	X	X															
	Respond to the attention signal.	X	X															
	Look at the person who is speaking.			X	X	X												
	Speak so others can hear.			X	X	X												
Interpersonal Skills	Listen and respond to others in a whole-class setting.			X		X	X	X	X	X	X			X	X			X
	Learn "Turn to Your Partner."		X															
	Learn "Think, Pair, Share."					X												
	Listen and respond to a partner.			X	X	X	X	X	X	X	X	X				X		X
	Take turns with a partner.						X					X	X	X	X			
	Report what a partner said.											X	X	X				
	Agree with a partner.														X	X	X	X
	Contribute to partner work.														X	X	X	X
	Share materials and work fairly.														X	X		
	Make sure both partners get to share their ideas.															X		X
	Act in a responsible way.	X	X	X	X	X		X	X	X		X	X	X	X	X	X	X
	Act in a safe and friendly way.	X	X	X	X						X							
	Act in a respectful or kind and caring way.							X	X									
	Act in a fair way.																	
	Express interest in and appreciation for others.					X	X	X	X									
	Ask questions and answer questions.							X	X	X	X	X	X	X	X	X	X	
	Learn and use discussion prompts.													X	X			
	Think about the feelings of others.																	

Getting to Know My Feelings						Caring About Others						Ending the Year	Social Skills	
18	19	20	21	22	23	24	25	26	27	28	29	30		
													Learn and follow classroom and school rules and procedures.	Beginning-of-Year Skills
													Learn and say names.	
													Follow the teacher's directions.	
													Raise hand to speak.	
													Respond to the attention signal.	
													Look at the person who is speaking.	
													Speak so others can hear.	
													Listen and respond to others in a whole-class setting.	
													Learn "Turn to Your Partner."	Interpersonal Skills
													Learn "Think, Pair, Share."	
													Listen and respond to a partner.	
X	X						X	X	X				Take turns with a partner.	
												X	Report what a partner said.	
X				X		X					X		Agree with a partner.	
													Contribute to partner work.	
													Share materials and work fairly.	
													Make sure both partners get to share their ideas.	
													Act in a responsible way.	
													Act in a safe and friendly way.	
													Act in a respectful or kind and caring way.	
									X	X	X		Act in a fair way.	
												X	Express interest in and appreciation for others.	
	X	X											Ask questions and answer questions.	
						X							Learn and use discussion prompts.	
						X	X	X	X			X	Think about the feelings of others.	

(continues)

APPENDIX

Social Skills *(continued)*

"X" indicates a week in which a named social skill is explicitly or implicitly emphasized. Many social skills are practiced as ancillary skills in unmarked weeks as well.

		Starting the Year		Building the Classroom and School Community								Being a Responsible Learner and Community Member						
Social Skills		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Self-management Skills	Move responsibly.	X	X		X		X	X	X						X			
	Handle materials responsibly.		X				X	X	X		X					X		
	Be responsible for working independently.											X	X	X				
	Cultivate positive emotions.	X	X	X		X		X		X	X		X	X	X			
	Get to know ourselves.																	
	Recognize emotions.																	
	Express emotions.																	
	Manage emotions.																	
	Make choices.	X	X										X					
Executive Function Skill	Reflect on learning and behavior.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

Getting to Know My Feelings						Caring About Others						Ending the Year	Social Skills	Self-management Skills
18	19	20	21	22	23	24	25	26	27	28	29	30		
			X	X									Move responsibly.	
													Handle materials responsibly.	
	X	X	X	X	X		X			X		X	Be responsible for working independently.	
	X	X		X	X							X	Cultivate positive emotions.	
X	X	X	X	X	X							X	Get to know ourselves.	
X	X	X	X	X									Recognize emotions.	
X	X	X	X	X	X							X	Express emotions.	
			X		X								Manage emotions.	
X	X							X			X	X	Make choices.	
X	X	X	X	X	X	X	X	X	X	X	X	X	Reflect on learning and behavior.	Executive Function Skill

Caring School Community®

SECOND EDITION

GRADES K–1 LESSONS OVERVIEW

The *Caring School Community* program includes 30 weeks of lessons. Each lesson consists of Morning Circle and Closing Circle.

MORNING CIRCLE

Each day begins with Morning Circle. The students enter the classroom, put their things away, come to the rug, and sit in a circle to start the day.

The “Morning Circle” chart identifies the steps to be followed every morning.

Morning Circle

1. *Greeting*
2. *Announcements and schedule*
3. *Morning activity*

1. Greeting

Morning Circle always begins with a greeting in which every student participates. The greeting allows students to learn one another’s names, make eye contact with their classmates as they greet one another, and start the day off on a positive note. In Week 6 and beyond, the greeting for the week can be found in the “Things To Do This Week” section.

Greeting of the Week: “We Are Happy”

As a class, clap and chant:

We are happy. We’re grinning from ear to ear! (Everyone grins.)

We are happy, because we’re all here. (Everyone opens his arms wide.)

We are happy, let’s give a big cheer! (Everyone shouts “Hooray!”)

2. Announcements and schedule

The greeting is followed by brief announcements (no more than 3–4 minutes), where any new students are introduced and absent students are named. Then the day’s schedule is reviewed and the students are given an opportunity to ask any questions they might have about the schedule.

3. Morning activity

The morning activity varies by lesson. During morning activities, the students learn and practice cooperative structures such as “Turn to Your Partner” and “Think, Pair, Share” as well as the social skills for the week. Each day’s lesson provides detailed steps and guidance for leading the activity.

MONDAY

MORNING ACTIVITY

MATERIALS

- Matching pairs of Feelings Word Cards from previous week

PURPOSE

- Meet and get to know this week’s partner
- Dance with a partner to show a feeling
- Agree with a partner
- Move responsibly

Morning Circle

1. Greeting
2. Announcements and schedule
3. Morning activity

PARTNER FEELINGS DANCE

1. **Assign New Partners.** Have partners from last week turn and thank each other. Distribute the Feelings Word Cards. Have the students find their new partners and sit together in the circle. Have them keep their cards.

2. **Have Partners Get to Know Each Other.** Suggest that today the students ask each other, “How are you feeling today?” when they talk. Ask:

□ If your partner says “I feel happy” or “I feel sad,” what might you ask to find out more?

★★ Give partners a minute or two to get to know each other.

3. **Prepare to Conduct the “Partner Feelings Dance.”** Remind the students that last week they each danced their own “Feelings Dance.” Explain that today partners will dance together and need to decide how they will dance. Ask:

★★ How could you and your partner show the feeling on your card? Turn to your partner and agree on two or three moves.

Give the students time to decide on two or three moves. Signal for attention and ask:

□ Why is it important to move responsibly when you dance?

Collect the cards.

4. **Conduct the “Partner Feelings Dance.”** Have the students stand. Have partners dance for about a minute. Signal for attention and have the students sit back in the circle. (continued)

Teacher Note

If the students are quite excited after dancing, suggest they pick a way to calm themselves such as taking deep breaths or counting from 1 to 10 to themselves. Then give them a moment or two to sit.

TUESDAY

MORNING ACTIVITY

PURPOSE

- Discuss “warm fuzzies” and “cold pricklies”
- Share experiences with “warm fuzzies” and “cold pricklies”

MATERIALS

- A ball of yarn and a rock, collected ahead

“WARM FUZZIES” AND “COLD PRICKLIES”

1. **Introduce and Discuss “Warm Fuzzies.”** Review that the students have been working on creating a caring classroom community where they help each other feel happy and avoid hurting one another’s feelings. Show the ball of yarn and explain that it is warm and fuzzy and feels good. Explain that when a person says or does something that makes another person feel happy it is called a “warm fuzzy.” Give a few examples of “warm fuzzies.”

Ask:

★★ When has someone given you a “warm fuzzy” by saying or doing something that made you feel good? Turn to your partner. (continued)

44 If someone says to you, “Like how you draw,” it makes you feel good. That person has given you a “warm fuzzy.” If someone makes room for you at the lunch table before you even ask, it makes you feel good. That is also a “warm fuzzy.”

Teacher Note

If the students are quite excited after dancing, suggest they pick a way to calm themselves such as taking deep breaths or counting from 1 to 10 to themselves. Then give them a moment or two to sit.

CLOSING CIRCLE

Each day ends with Closing Circle. The students clean up their desk areas and gather in a circle on the rug. During this time, the students may discuss questions that help them reflect on the day or participate in a class chant to bid their classmates farewell. Similar to the greeting to the week, the closing of the week can be found in the “Things To Do This Week” section.

Closing of the Week: “We Are Happy”

As a class, clap and chant:

We are happy, we’ve had a good day.

We are happy, let’s go home and play.

We are happy, tomorrow is another day. Bye!

WEEK 22

THIS WEEK THE STUDENTS continue to explore how to manage their feelings, as well as to cultivate and express positive emotions.

WEEK 22

OVERVIEW


MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Morning Circle Teach the “We Are Happy” greeting/“Partner Feelings Dance”	Morning Circle “ ‘Warm Fuzzies’ and ‘Cold Pricklies’ ”	Morning Circle “Secret Student” or alternative activity	Morning Circle “Giving ‘Warm Fuzzies’ ”	Morning Circle “A ‘Warm Fuzzy’ at School”
Closing Circle Teach the “We Are Happy” closing	Closing Circle “We Are Happy”	Closing Circle “We Are Happy”	Closing Circle “We Are Happy”	Closing Circle “We Are Happy”

Social Development Focus

- Students cultivate positive emotions.
- Students express emotions.
- Students become comfortable talking about and sharing emotions.
- Students recognize emotions.

Before the Week

- ✓ Before Tuesday, collect a ball of yarn to represent a “warm fuzzy” and a rough rock to represent a “cold prickly.”
- ✓ Before Wednesday, select a Secret Student and place three new clues in the “Secret Student” box, or prepare for an alternative activity (see “About Continuing the Wednesday Activity” in Week 19, Wednesday’s Morning Activity).
- ✓ Before Thursday, make a copy of the “Class Assessment Record” sheet (CA22); see page 23 of the *Assessment Resource Book*.
- ✓ Before Friday, make a copy of the “A ‘Warm Fuzzy’ at School” home sharing activity sheet (BLM29) for each student.

 **Online Resources.** Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

THINGS TO DO THIS WEEK

INTEGRATE DISCUSSION ABOUT FEELINGS THROUGHOUT THE DAY

This week the students discuss “warm fuzzies” and “cold pricklies.” Support their understanding of these concepts and their generous use of “warm fuzzies” by (1) remarking on how “warm fuzzies” help the community whenever you see or hear one, and (2) asking questions like the following:

- Q (Ask the recipient of a “warm fuzzy” or a “cold prickly.”) *Would you say you just received a “warm fuzzy” or a “cold prickly”? How did that make you feel? What might you say to the giver?*
- Q (Ask the giver of a “cold prickly.”) *How were you feeling when you gave that “cold prickly”? What could you have done instead of giving a “cold prickly”? Why is that important?*

THIS WEEK’S GREETING AND CLOSING

Use the following greeting and closing to begin and end each day:

Greeting of the Week: “We Are Happy”

As a class, clap and chant:

We are happy. We’re grinning from ear to ear! (Everyone grins.)

We are happy, because we’re all here. (Everyone opens his arms wide.)

We are happy, let’s give a big cheer! (Everyone shouts “Hooray!”)

Closing of the Week: “We Are Happy”

As a class, clap and chant:

We are happy, we’ve had a good day.

We are happy, let’s go home and play.

We are happy, tomorrow is another day. Bye!

MONDAY

MORNING ACTIVITY

MATERIALS

- Matching pairs of Feelings Word Cards from previous week

Morning Circle

1. Greeting
2. Announcements and schedule

3. Morning activity

PURPOSE


- Meet and get to know this week's partner
- Dance with a partner to show a feeling
- Agree with a partner
- Move responsibly

PARTNER FEELINGS DANCE


① **Assign New Partners.** Have partners from last week turn and thank each other. Distribute the Feelings Word Cards. Have the students find their new partners and sit together in the circle. Have them keep their cards.

② **Have Partners Get to Know Each Other.** Suggest that today the students ask each other, "How are you feeling today?" when they talk. Ask:

Q If your partner says "I feel happy" or "I feel sad," what might you ask to find out more?

 Give partners a minute or two to get to know each other.

③ **Prepare to Conduct the "Partner Feelings Dance."** Remind the students that last week they each danced their own "Feelings Dance." Explain that today partners will dance together and need to decide how they will dance. Ask:

 *Q How could you and your partner show the feeling on your card? Turn to your partner and agree on two or three moves.*

Give the students time to decide on two or three moves. Signal for attention and ask:

Q Why is it important to move responsibly when you dance?

Collect the cards.

④ **Conduct the "Partner Feelings Dance."** Have the students stand. Have partners dance for about a minute. Signal for attention and have the students sit back in the circle.

(continues)

Teacher Note

If the students are quite excited after dancing, suggest they pick a way to calm themselves such as taking deep breaths or counting from 1 to 10 to themselves. Then give them a moment or two to do so.

TUESDAY • MORNING ACTIVITY

*(continued)***5 Reflect and Share.** Ask:*Q Do you think we moved responsibly? Why do you think that?**Q What did you and your partner do to show your feeling in your dance? Show us.*

Save the cards to use next week.

TUESDAY**MORNING ACTIVITY****PURPOSE**

- Discuss “warm fuzzies” and “cold pricklies”
- Share experiences with “warm fuzzies” and “cold pricklies”

MATERIALS

- A ball of yarn and a rock, collected ahead

“WARM FUZZIES” AND “COLD PRICKLIES”

- 1 Introduce and Discuss “Warm Fuzzies.”** Review that the students have been working on creating a caring classroom community where they help each other feel happy and avoid hurting one another’s feelings. Show the ball of yarn and explain that it is warm and fuzzy and feels good. Explain that when a person says or does something that makes another person feel happy, it is called a “warm fuzzy.” Give a few examples of “warm fuzzies.”

Ask:

- 🧑🧑** *Q When has someone given you a “warm fuzzy,” by saying or doing something that made you feel good? Turn to your partner.*

(continues)

“If someone says to you, ‘I like how you draw,’ it makes you feel good. That person has given you a ‘warm fuzzy.’ If someone makes room for you at the lunch table before you even ask, it makes you feel good. That is also a ‘warm fuzzy.’”

TUESDAY • MORNING ACTIVITY


“If someone says to you, ‘You can’t play with us,’ it makes you feel bad. That’s a ‘cold prickly.’ If someone laughs at you when you fall down, you feel bad. That’s also a ‘cold prickly.’”

(continued)

Have two or three volunteers share their thinking.

- 2 **Introduce and Discuss “Cold Pricklies.”** Show the rock and explain that it is cold and *prickly*, which means that it is spiky and rough. Explain that people give “cold pricklies” when they say or do things that hurt another person’s feelings. Give a few examples of “cold pricklies.”

Ask:

 **Q** *When has someone given you a “cold prickly,” by saying or doing something that made you feel bad? Turn to your partner.*

Have two or three volunteers share their thinking.

- 3 **Reflect.** Ask:

Q *What might you say to someone who gives you a “warm fuzzy”?*

Q *What might you say to someone who gives you a “cold prickly”?*

Encourage the students to give one another “warm fuzzies” and avoid giving “cold pricklies.”

Save the ball of yarn to use on Thursday.

WEDNESDAY

MORNING ACTIVITY

PURPOSE

- Get to know one another
- Build the community

MATERIALS

- Materials for the “Secret Student” or alternative activity, prepared ahead

SECRET STUDENT OR ALTERNATIVE ACTIVITY

- 1 **Conduct the Wednesday Activity.** Conduct the “Secret Student” activity or an alternative activity (see “About Continuing the Wednesday Activity” in Week 19, Wednesday’s Morning Activity).
- 2 **Reflect.** First in pairs, and then as a class, discuss questions such as:



Q What did you learn about your classmates? Turn to your partner.

Q How does this help us build our community? Turn to your partner.

Q What did you do to treat your classmates respectfully? Turn to your partner.

Q What did you do to be a responsible community member? Turn to your partner.

THURSDAY

MORNING ACTIVITY

MATERIALS

- Ball of yarn from Tuesday
- Copy of the "Class Assessment Record" sheet (CA22)

PURPOSE

- Review "warm fuzzies" and "cold pricklies"
- Give a "warm fuzzy" to someone
- Reflect on how it feels to give and get a "warm fuzzy"

"I will roll the ball to Nigel. 'Hi, Nigel. I appreciate the way you helped Lily pick up the things that fell out of her backpack this morning. Nigel, please thank me, and then roll the ball to someone else.' Remember to greet that person by name and to give the person a 'warm fuzzy.'"

GIVING "WARM FUZZIES"

- 1 **Prepare for the Activity "Giving 'Warm Fuzzies.'"** Show the ball of yarn from Tuesday, and then ask and briefly discuss:

Q On Tuesday we talked about "warm fuzzies." What is a "warm fuzzy"?

If necessary, review that "warm fuzzies" happen when people say or do things that make others feel happy. Explain that today they will each roll the ball of yarn to a student across the circle and give that person a "warm fuzzy."

- 2 **Conduct the Activity "Giving 'Warm Fuzzies.'"** Roll the ball to a student across the circle, greet the student, and give a "warm fuzzy." Encourage the students to say "thank you" after they receive their "warm fuzzies."

Continue until every student has given and received a "warm fuzzy."



WEEKLY CLASS ASSESSMENT

As you observe the students, ask yourself:

- Are the students able to express a "warm fuzzy"?
- Are the students handling the ball in a responsible way?
- Are they taking the activity seriously?

Record your observations on the "Class Assessment Record" sheet (CA22); see page 23 of the *Assessment Resource Book*.

(continues)

FRIDAY • MORNING ACTIVITY

*(continued)***3 Reflect.** Ask:*Q How did you feel when you gave a “warm fuzzy” to someone?**Q How did you feel when you got a “warm fuzzy” from someone?**Q How does it help our classroom community when we give each other “warm fuzzies” instead of “cold pricklies”?*

Encourage the students to continue to give “warm fuzzies” and to notice how they feel when they give and get them.

FRIDAY

MORNING ACTIVITY

PURPOSE

- Reflect on the school experience
- Write about how it feels to get a “warm fuzzy”

MATERIALS

- Copy of the “A ‘Warm Fuzzy’ at School” home sharing activity sheet (BLM29) for each student

HOME SHARING ACTIVITY: “A ‘WARM FUZZY’ AT SCHOOL”

- 1 Give Directions.** Show the home sharing activity sheet and read the directions aloud.
- 2 Return to Seats and Complete the Activity.** Have the students return to their seats and work quietly on the activity for 5–10 minutes. When they finish, have them place the sheets in their backpacks to take home at the end of the day.

Home Sharing Activity

A “Warm Fuzzy” at School

Name: 

Write about how a “warm fuzzy” you got this week made you feel.
Draw a picture of you getting the “warm fuzzy.”

A large, empty rounded rectangle with a thin black border, intended for a student to draw a picture of themselves getting a “warm fuzzy.”

Actividad para compartir en el hogar

Un “*Warm Fuzzy*” en la escuela

Nombre:



Escribe acerca de cómo te sentiste en la escuela esta semana al recibir un “*warm fuzzy*” (un acto agradable y simpático). Dibuja una imagen de ti mismo recibiendo el “*warm fuzzy*”.

A large, empty rounded rectangle with a thin black border, intended for a student to draw a picture of themselves receiving a 'warm fuzzy'.

Week 22**Class Assessment Record • CA22**

Date: _____

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
Are the students able to express a "warm fuzzy"?			
Are the students handling the ball in a responsible way?			
Are they taking the activity seriously?			
Other observations:			

Week 23

1 of 3

Individual Student Assessment Record • IA3

Date: _____

The social skills listed below are emphasized during Weeks 18–23. Use the following rubric to record your observations for each student:

0 = does not exhibit skill

1 = exhibits skill with support

2 = exhibits skill independently

Social skills	STUDENT NAMES									
Recognizes emotions										
Expresses emotions										
Manages emotions										
Reflects on thinking, learning, and behavior										

Week 23
2 of 3

Individual Student Assessment Record • IA3

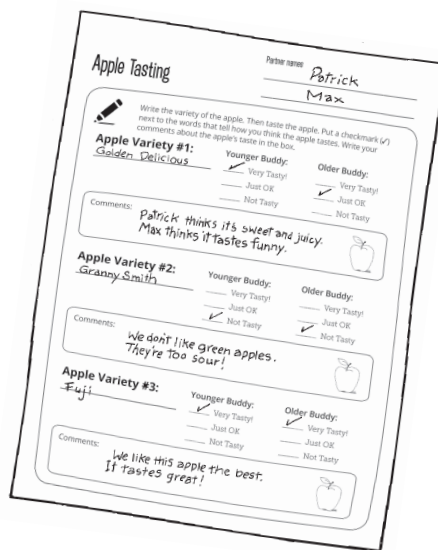
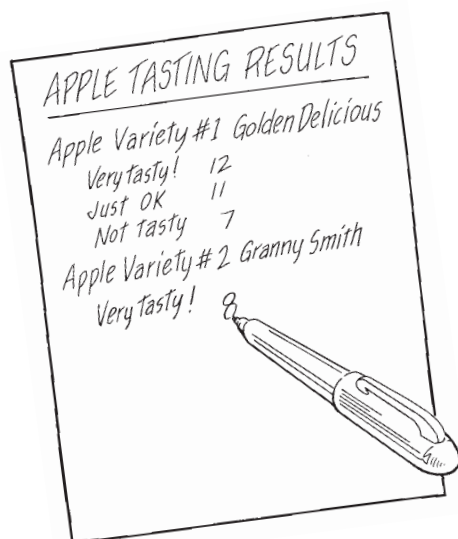
	STUDENT NAMES										
Social skills											
Recognizes emotions											
Expresses emotions											
Manages emotions											
Reflects on thinking, learning, and behavior											

Week 23
3 of 3

Individual Student Assessment Record • IA3

	STUDENT NAMES									
	Social skills									
	Recognizes emotions									
	Expresses emotions									
	Manages emotions									
	Reflects on thinking, learning, and behavior									

Apple Tasting



ACTIVITY SUMMARY

Buddies taste three different varieties of apples. Partners discuss how each apple tastes and rate the tastiness on a record sheet. After the tasting, the teacher charts the buddies' ratings, and the group discusses the chart. To prepare for the tasting, older buddies find answers to the younger buddies' questions about apples.

Content Area: Science, Health, and Nutrition; Math

Academic and Social Focuses:

- Identify healthful foods
- Compare and contrast
- Research and report information
- Share opinions
- Respect others' opinions

MATERIALS

Buddy Teacher Preparation

- Chart paper and markers in three different colors

Younger Buddy Student Preparation

- Chart paper and a marker

Older Buddy Student Preparation

- Charted younger buddies' questions
- Access to information about apples (for example, encyclopedias, books, or approved websites)

Buddies Activity

- Copy of list of research questions and answers about apples, prepared ahead by teacher for each older buddy
- A slice of each of three apple varieties for each student and a few whole apples of each variety
- Paper plates and napkins for each student
- Copy of "Apple Tasting" record sheet (BLM12) for each buddy pair
- "Apple Tasting Results" chart, prepared ahead, and markers in three different colors

LEARNING AND PLAYING TOGETHER

BUDDY TEACHER PREPARATION

Note: The younger buddy class needs to prepare first for this activity by generating a list of questions about apples.

- Choose three apple varieties for the tasting. Try to include both sweet and tart apples (see Ideas for Apple Varieties on page 143).
- Make a copy of the “Apple Tasting” record sheet (BLM12) for each buddy pair.
- Prepare the “Apple Tasting Results” chart (see diagram on the previous page). Use a different color marker for each variety of apple.
- Prepare the apples for the tasting:
 - Wash the apples in cool water and refrigerate them until the day of the activity.
 - On the day of the activity, let the apples come to room temperature.
 - To prevent browning, do not peel the apples. Slice the apples just prior to serving them to the students.

BUDDY STUDENT PREPARATION

Older Buddies

Introduce the Activity

- Explain that buddy partners will get together to eat and talk about apples. The partners will taste three different varieties of apples and discuss how each apple tastes. Each partner will rate the taste of the apples on a record sheet. After the tasting, the students will find out which apple the group rated as the tastiest.

Research the Younger Buddies’ Questions

- Explain that the younger buddies have some questions about apples. To help the younger buddies learn more about apples, the older buddies will find answers to the questions and share the answers with their younger buddies before the apple tasting.
- Post the charted younger buddies’ questions where everyone can see them. Read the questions and have each student select a question to research. Students

who select the same question can work in pairs or groups to find the answer to the question.

- Have the students do their research using the resources available to them (encyclopedias, books, websites, etc.).
- After the students complete their research, have them share the answers they found with the class. Record each answer under the appropriate question on the chart. Prior to the Buddy activity, provide each older buddy with a copy of the questions and answers to share with his younger buddy.

Discuss Respecting Others’ Opinions

- Explain that during this activity the students will need to respect the opinions of their younger buddies. Discuss:

Q Your buddy’s opinion about how an apple tastes may be different from yours. How can you show that you respect your buddy’s opinion? Why is that important?

APPLE TASTING

Younger Buddies

Introduce the Activity

- Explain that buddy partners will get together to eat and talk about apples. The partners will taste three different varieties of apples and discuss how each apple tastes. Each partner will rate the taste of the apples on a record sheet. After the tasting, the students will find out which apple the group rated as the tastiest.

Generate Questions About Apples

- Explain that before the tasting, the older buddies are going to teach the younger buddies something about apples. Ask the students what they want to learn about apples. First in pairs, and then as a group, discuss:
 - Q What do you already know about apples?*
 - Q What would you like to know about apples?*
- After partners have talked, have a few volunteers share their thinking with the class.

- On chart paper, record in question form what the students would like to know about apples.



TIP: If the students have trouble generating questions, stimulate their thinking with questions such as "How many kinds of apples are there?" "Are apples easy to grow?" "Do apple trees grow everywhere?" "How big is an apple tree?" and "Why is eating apples good for you?"

- Explain that you will give their questions about apples to the older buddies' class. The older buddies will find answers to the questions and share the answers with them at the apple tasting.

Discuss Sharing Their Opinions

- Explain that during this activity the students will need to share their opinions with their older buddies. Discuss:
 - Q Your opinion about how an apple tastes may be different from your buddy's opinion. Why is it OK to have a different opinion?*

BUDDIES ACTIVITY

Get Ready to Work Together

- Post the "Apple Tasting Results" chart where everyone can see it. Have the students gather with buddy partners sitting together.
- Review that the students will have an apple tasting. First, older buddies will answer the younger buddies' questions about apples. Then the students will taste three different varieties of apples. After each tasting, partners will discuss how the apple tastes. Each student will rate the taste on a record sheet.

Learn About Apples

- Have the older buddies share the answers to the questions with their younger buddies. Afterward, have a few younger buddies share with the group what they learned from their older buddies.

LEARNING AND PLAYING TOGETHER

Conduct the Apple Tasting

- Distribute an "Apple Tasting" record sheet to each pair. Have partners write their names on the sheet. Read the directions on the sheet aloud, pointing out where the students write the variety of each apple and where they use a check mark to indicate how they think the apple tastes.
- Explain that in the Comments box they will tell why they rated the apple as they did. For example, one partner may rate an apple as "Very Tasty!" because she thinks it is sweet, juicy, and crisp. The other partner may rate the apple as "Not Tasty" because he thinks it tastes sour and is not juicy enough.
- Pass around whole apples of the first variety for the students to touch and examine. Write the variety where everyone can see it, and have each older buddy write the variety on the appropriate line on the record sheet. Have the group discuss what they notice about the size, shape, and color of the apple.
- Serve each student a slice of the first apple variety on a paper plate. Remind partners to discuss their opinions of the taste and explain their ratings in the Comments box. Repeat these steps for the other two apple varieties.

Circulate as Buddies Work

- Walk around the room and observe the buddies. If necessary, ask questions like these to support buddy partners as they work:
Q Why did you rate the apple as [Just OK]? How would you describe the taste? Juiciness? Crispness?
Q What can you say to show you respect your buddy's opinion, even if it's different from your own?

Chart and Discuss the Apple Tasting Results

- Have the students gather with buddy partners sitting together. Have a few buddies discuss how their partners rated the apples. Ask:
Q Did you and your partner disagree about the taste of an apple? Tell us about it.
- Direct the students' attention to the "Apple Tasting Results" chart and explain that you will record the results of the apple tasting for the group on the chart. By a show of hands, have the students indicate how they rated each variety of apple, and record the totals on the chart.
- First in pairs, then as a group, discuss:
Q How many people rated the [Golden Delicious] as very tasty? Just OK? Not tasty?
Q What can we learn about our whole group from looking at the chart?
Q Why do you think more people liked the taste of the [Fuji] rather than the [Granny Smith]?

Reflect as a Group

- Facilitate a brief discussion by asking:
Q How did we do as a group today? What do you think we can do better next time?
- Post the "Apple Tasting Results" chart where both classes can view it.

REFLECTING ON THE BUDDIES ACTIVITY

Older Buddies

Discuss the Buddies Activity

- Back in the classroom, have the students reflect on how they worked with their younger buddies by discussing:

Q What went well during the activity? What could you do differently the next time you work with your buddy? How would that help?

Q How did you show that you respected your buddy's opinions about the apples?

Younger Buddies

Discuss the Buddies Activity

- Back in the classroom, have the students reflect on how they worked with their older buddies by discussing:

Q How did you do with sharing your opinions with your buddy?

Q How did your buddy show respect for your opinions? How did that make you feel?

NOTES

Ideas for Apple Varieties

- Sweet apple varieties include Red Delicious, Golden Delicious, Fuji, Cortland, Gala, Braeburn, and Rome Beauty.
- Tart apple varieties include Granny Smith, Jonathan, McIntosh, York Imperial, Newtown Pippin, Stayman, and Pink Lady.

Extensions

- Have food tastings with other varieties of seasonal fruits and vegetables. For example, you might have the students taste and rate oranges, tangelos, and tangerines, or various kinds of lettuce, such as crisphead (iceberg), butterhead, and romaine.
- After the apple tasting, read a picture book about apples aloud to the group. Have buddy partners talk about the book after the reading. You might choose one of the following picture books:
 - *Apple Farmer Annie* by Monica Wellington
 - *Apple Picking Time* by Michele B. Slawson
 - *How Do Apples Grow?* by Betsy Maestro
 - *Johnny Appleseed* by Steven Kellogg

Introduction

The *Caring School Community*® program is a social and emotional learning (SEL) and discipline program designed to help students become caring, responsible members of their school communities and, ultimately, grow into humane, principled, and skilled citizens of a democratic society. From Day 1 of kindergarten through the last day of grade 8, the lessons in the program's *Teacher's Manuals* help teachers create warm, safe, and disciplined classroom environments where students can develop the skills and dispositions they need to learn to interact constructively with others.

As in most school discipline programs, the discipline approach in the *Caring School Community* program functions first and foremost to ensure a safe and orderly learning environment for students. But it is designed to do much more than that. Its ultimate goal is to help students *acquire self-discipline*—that is, the ability to regulate their emotions, understand and relate to the feelings of others, and act independently and skillfully on responsible decisions they make about their own behavior. This goal applies to all students, regardless of their socioeconomic status, ability level, race, gender, or any other factors that might define them in demographic terms. The program accomplishes this goal through a two-pronged approach: through the strongly proactive, whole-class, SEL instruction found in the *Teacher's Manual*, and through the one-on-one interventions found in this component, *Caring School Discipline*™, which are designed to help you work with individual students who need additional support.

Principles of *Caring School Discipline*

The discipline approach in the *Caring School Community* program is rooted in the following assumptions:

- All children want to feel safe, successful, accepted, and connected to others, and all parents want their children to succeed.
- Behavior is learned. Children are capable of learning to adapt to school norms even if they are different from norms outside of school.

Lapses in behavior are opportunities to learn rather than moral failings that define a child's character.

- Children who feel connected to their community are more inclined to feel a sense of responsibility, both to themselves and others. Empathy and consideration for others are essential to developing the motivation to avoid misbehavior.
- Effective discipline relies on mutually respectful and caring relationships. Children need to feel that their teachers and other adults care about them.
- Developmentally appropriate, engaging curriculum is essential. Activity, talk, movement, and experimentation are all normal, healthy behaviors for children and must be integrated into learning. Long periods of passive listening are ineffective and can lead to discipline problems.
- Good classroom management, including consistently high expectations of behavior and explicit teaching of classroom procedures and social skills, is critical to a disciplined classroom environment. The classroom management skills described in the *Teacher's Manual* can be incorporated into any teacher's daily teaching practice.

The Roots of Problem Behaviors

There is no substitute for effective classroom management and engaging curricula for mitigating problem behaviors in school. However, even in well-managed classrooms, students may still act out for myriad, complex reasons. Understanding some of the more common reasons can help teachers respond more effectively.

Students might misbehave because they lack impulse control or because they do not yet possess the skills or language needed to be able to choose more appropriate behaviors. They may lack awareness of what is and is not acceptable, misunderstanding how school norms might be different from norms outside of school. Students' developmental levels can also play a role—young children are naturally egocentric and may have difficulty considering the needs of others, while older children can be unduly influenced by peers whose approval they are strongly motivated to seek. And sometimes students misbehave out of simple defiance—testing of boundaries, challenging

authority, rebellion. These, too, are all normal characteristics of childhood and are certainly not uncommon among school-age children. These potential sources of misbehavior inform the kinds of interventions suggested for each behavior in this book.

Much human behavior is rooted in the innate drive to meet basic psychological needs—the need to feel safe, to belong, to exercise autonomy, to feel competent and capable of making sense of the world—and this is especially true for children. They will engage in both functional and dysfunctional behaviors to try to meet these needs, and learning the difference between what is functional and what is dysfunctional is a process that takes time, teaching, and opportunities to both fail and succeed in a safe and nurturing environment. Children need to know that adults will care for them in spite of their mistakes, and adults can create this kind of safe environment when they establish clear and consistent boundaries for behavior.

Children rely on the adults in their lives to provide unambiguous direction about the boundaries that keep them physically and emotionally safe. This is true for both very young children who naturally orient toward adults and for older children who are more focused on their peers. All children, regardless of their stage of development, are powerfully motivated to seek the approval of their parents or other primary caregivers. This makes these adults vital allies in our efforts to address students' behavior issues at school. The chapters in this book provide guidance on how to effectively involve and partner with primary caregivers in supporting the students.

Discipline and Equity

While high expectations and firm boundaries are important aspects of the *Caring School Discipline* approach, this program clearly differentiates itself from discipline approaches that rely on punishment and heavy-handed control to maintain order, as well as those that make heavy use of extrinsic incentives (such as stickers, rewards, or special privileges) to motivate students. While such behavioristic approaches may temporarily gain compliance from students, they fail to build the intrinsic motivation that is absolutely necessary if students are to learn to act responsibly on their own.

Furthermore, excessive use of punishments in American public schools, particularly overuse of suspension and expulsion, has led to grossly disproportionate numbers of disadvantaged students—particularly poor African-American and Latino boys—being pushed out of school prematurely into lives of truancy, limited choices, and increased likelihood of eventual incarceration (sometimes referred to as the “school-to-prison pipeline”). Such “law and order” practices are inappropriate, damaging, and completely unnecessary to achieve a disciplined school environment.

The *Caring School Discipline* approach works by taking a strongly developmental, teaching-and-learning stance toward changing behavior. Because the program draws on principles of restorative justice, which emphasize taking responsibility for hurtful conduct and repairing harm caused to others, students stay firmly integrated in the community as they learn, grow, and change rather than become exiled from it due to mistakes. Within this context, students come to understand the effects of their behavior on others, develop a sense of responsibility to their community, learn constructive alternatives to dysfunctional behavior, and build internal regulation and control.

The Structure of *Caring School Discipline*

The chapters in this book are organized alphabetically by behaviors common for the given grade range. You can go directly to chapters as you need them to deal with specific behavior problems, or you can read the book from beginning to end to get a broader perspective on the approaches taken across behaviors.

Multiple levels of intervention are provided for each behavior (two levels at grades K–1; three levels at grades 2–5 and 6–8). We recommend beginning with the lowest level of intervention and proceeding to the next level only if the behavior persists. The interventions range from quick, in-the-moment teacher responses to quell minor disruptions to full, documented learning plans that can involve the principal, primary caregivers, and other adults. Each level of intervention provides increased support and accountability to the individual student.

Be aware that, while most school misbehaviors are part of the normal continuum of childhood behaviors and most students will respond readily to the interventions in this book, you may occasionally have students who exhibit behaviors that require resources beyond the school to resolve. For example, aggression or defiance that persists in spite of these interventions can be signs of deeper emotional or psychological issues that require professional evaluation and support to address effectively. The possible need to pursue such outside resources is noted in the pertinent chapters.

Finally, keep in mind that the interventions in *Caring School Discipline* are meant to be used in conjunction with, and not separate from, the whole-class curriculum in the *Teacher's Manual*. Their effectiveness with individual students depends wholly on the presence of a strong classroom and school community that supports all of the students, every day, in an atmosphere of respect, responsibility, and trust.

CHAPTER 3

Disruptive Talk

It takes time and practice for many young students to learn to wait when they want to speak. They can lack the impulse control to refrain from blurting out answers before raising their hands or from chatting with neighbors at times they should be listening—which are, after all, skills they did not need until they began school. They develop this control over time as they mature and gain more practice with it. Disruptive talk can be minimized with proactive classroom-management practices: providing ample opportunities for students to express themselves during lessons, keeping lessons moving, giving clear directions in the right order (for example, explaining directions *before* passing out the materials, not after), and teaching listening and social skills directly. The lessons in the *Teacher's Manual* can help you implement such practices early in the year.

For students who need additional support in learning to wait to be heard, the interventions that follow will help. However, if you believe that a student's disruptive talk stems from defiance rather than from a lack of impulse control, refer to chapter 2, "Defiance," for suggestions.

EXPECTED OUTCOME OF INTERVENTION: The student will learn when it is appropriate to talk and not talk and will develop the self-control needed to behave in situations when it is not appropriate to talk.

Level I Intervention

Redirect Disruptive Talk

GOAL: *To interrupt or minimize disruptive talk so instruction can continue*

Use the least intrusive interventions that effectively address the behavior and allow you to continue teaching the lesson. Be ready to repeat these interventions with a student, as learning new behaviors can take time and practice. Always maintain a self-confident and matter-of-fact tone.

- If the behavior is transitory, continue teaching the lesson without stopping to acknowledge the student's interruption.
- Move closer to the student as you continue to teach the lesson.
- Make eye contact with the student, shake your head "no," and continue the lesson.
- If the student is blurting out an answer, make eye contact with the student as you say to the class, *"Hold the answer to this next question inside your mouth without saying it out loud."* Ask the question, and when the student complies by not blurting out, make eye contact and nod approvingly.
- Pull the student aside and say, *"When you blurt out your answer, other students can't think. I'd like you to practice raising your hand and waiting for me to call on you,"* or *"When you talk during [silent reading time], other students can't think. I'd like you to practice not talking during [silent reading time]."*
- Take time directly before a lesson to remind the student that you expect him to control his talking during the lesson. Communicate your confidence in his ability to do so, and explain that you will check in with him afterward. Check in directly afterward to see how he did.
- Establish a private signal (such as placing a finger on closed lips) to use with the student to remind him to refrain from talking at an inappropriate time.
- The Level I Interventions, repeated over time, will help most students learn to control their disruptive talking. Expect steady improvement over time rather than overnight elimination of the behavior.

Level II Intervention

Individual Learning Plan

Disruptive talk is not a behavior that tends to require an Individual Learning Plan to resolve. However, if the behavior persists after you have tried the Level I Interventions over time, you might bring it up

with the student's primary caregivers during a regular parent-teacher conference. (See "Considerations for Involving Other Adults" below.)

Remember, if the student's disruptive talk stems from defiance rather than from a lack of impulse control, refer to chapter 2, "Defiance," for suggestions.

Considerations for Involving Other Adults

PRIMARY CAREGIVERS. If you can count on the student's caregivers to provide consistent, nonpunitive support at home, let them know that you are helping their child learn to wait to be called on before speaking (or to refrain from talking during quiet or listening times). Enlist their help by asking them to:

- Have their child practice waiting to speak at the dinner table until no one else is speaking.
- Play games with their child in which each person has to wait for a turn.
- Respond to being interrupted by the child by calmly saying, "It is not OK to interrupt when I'm talking to someone. You can quietly put your hand on my arm and wait until I can turn to listen to you."

THE PRINCIPAL. This behavior can usually be resolved without the involvement of the principal.

OTHER SCHOOL STAFF MEMBERS. Ask specialists and other adults who interact with the student to use the same interventions you have established with the student to deal with his impulsive talk. Regularly communicate with these staff members to monitor the student's progress.