



## Independent Writing Center

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### **Activity:**

Write about what makes you sad and what you can do about it

### **Materials:**

Paper, magic markers, pencils, crayons

### **Time:**

15-20 minutes

### **Conceptual Base:**

**Pre-Writing Skills:** Contrary to popular opinion, young students are able to write before they read. The “writing” may be scribbles, pictures, strings of letters, etc., but as long as the student can “read” it, it is a developmentally valid step toward writing.

### **Objective:**

To encourage students to discuss and internalize feelings

### **Procedure:**

Tell the students to think about something that makes them sad and what they can do about it. After the complete rotation have students share with their classmates what they wrote. Display work all around the room.

### **Evaluation:**

Students' work



# Independent Block Center

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## Activity:

In a cooperative group build a school and label the parts

## Materials:

Blocks of various sizes and shapes, sentence stripping, magic markers

## Time:

15-20 minutes

## Conceptual Base:

**MotoMotor Skills:** Working in small groups to assemble puzzles or build objects helps students understand how important it is to cooperate by using our hands in a helpful way.

## Objective:

To use the rules being taught about creating a peaceful classroom while working together to produce a project.

## Procedure:

In a cooperative setting and situation have the students build a school and label the parts. Encourage them to use "I-Care Language," to "Listen to Each Other," to "Use Their Helping Hands," and to "Care About Each Other's Feelings." Make sure they get the blocks ready for the next group after each rotation.

## Closure:

*Teacher:* "Today we have been talking about what we can do when we are feeling sad. You have made me very happy because you have been using the rules that I-Care Cat has taught you." (If, on the other hand, you hear or see incidents contrary to what they are learning, be sure to take care of them with the I-Care Statement, or other appropriate alternatives.)

# DAY FOUR

## Total Group Activity

### Introduction:

*Teacher:* “We have been reading about a boy who was sad and how his problem was solved. We have also read about some friends who got angry and how they solved their problem. Today, during circle time we’re going to give everyone a chance to tell about something that makes him/her happy. I-Care Cat told me he wants to help, so we’re going to pass him around the circle and you may hold him while you tell us what makes you happy. You may pass if you do not wish to share. I’ll begin: ‘It makes me happy when I see or hear someone using the rules that I-Care Cat is teaching us. I can use the I-Care Statement: “Class, it makes me happy when I hear or see someone use the rules the I-Care Cat is teaching us. Please, keep it up.”’

After circle time: *Teacher:* “Boys and girls, you have done such a fine job. Now I want you to go back to your tables and write about what makes you happy. Remember, your pictures are a very important part of your writing.”

### Activity:

Emergent writing

### Materials:

Writing paper, crayons, markers, pencils

### Time:

30 minutes, including time for several to share

### Conceptual Base:

**Pre-Writing Skills:** Contrary to popular opinion, young students are able to write before they read. The “writing” may be scribbles, pictures, strings of letters, etc., but as long as the student can “read” it, it is a developmentally valid step toward writing.

### Objective:

Express feelings through writing

### Procedure:

Have the students “write” about something that makes them happy. Remember to impress the fact that pictures are an important part of their writing.

### Closure:

*I-Care Cat:* “Thanks for letting me help today. Who would like to share what they have written?” After several share: “Thanks for sharing. I’ll be back tomorrow and we’ll talk about what we have learned this week about caring about each other’s feelings. And remember, I Care About YOU.”

# DAY FIVE

## Lesson Plans—Three Centers

### Introduction:

*Teacher:* “We have had a busy week! We learned how Lazlo got happy after he was sad, and we also learned what makes us happy. We also remembered the two friends that got angry and how they solved that problem. Today we’re going to do some activities that will help us think about what makes the difference.

“At the Art Center, you are going to make feeling posters. Look through these magazines to find pictures of people who are either happy, sad, mad, or afraid. Glue the pictures on the poster for each feeling.

“At the Writing Center, you are going to write in your Peace Journals about the favorite thing you learned about feelings. Then you are going pair-up with the person sitting next to you and take turns reading your journal to each other.

“At the Publishing Center, you are going to make your own feeling puzzles. Using the cards at the tables, you will draw a person who is either happy, sad, mad, or scared. Then you will cut the card into three pieces, put the pieces into an envelope, and label the envelope with that word. The chart at the table has the words on it for you to use if you need to. We can use the puzzles during choice time.

“Since I don’t have a center today, I’m going to work with you all.” (Visit each center, watch the students work, encourage them, and join in occasionally, especially in writing. Teacher-student interaction is extremely important.)



## Independent Art Center

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### Activity:

Feeling Posters

### Materials:

Four poster boards, each one labeled either “HAPPY,” “SAD,” “MAD,” or “AFRAID;” magazines, scissors, glue