

**Don't Miss This**

- **Kindness and Empathy** – There is no discussion guide for the read aloud. Use the questions on the lesson plan to support empathy, kindness, problem, and solution while you read. Please make sure your discussion meets your student's emotional needs.

**STEP 1: AGENDA (suggested time – 1 min.)**

**STEP 2: TUTOR READ ALOUD (suggested time – 10 min.)**

<b>Comprehension &amp; Vocabulary</b>	<p><b>BEFORE:</b> Set a purpose and ask an open-ended question.</p> <p><b>DURING:</b> Stop every few pages to ask questions and discuss. Add 1-2 <b>Forever Words</b> to the <b>Word Net</b>.</p> <p><b>AFTER:</b> Discuss what happened in the text and why. Tutor and student choose 1-2 <b>Forever Words</b> from the <b>Word Net</b> and review using one <b>Vocabulary Review Strategy</b>.</p>
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**STEP 3: INTRODUCE THE SKILL (suggested time – 10 min.)**

<b>Teach</b>	<ul style="list-style-type: none"> <li>• <i>Today we are going to learn about empathy and kindness. Empathy means understanding the feelings of others. Kindness means being friendly to others.</i></li> <li>• <i>Listening and supporting someone when they are sad or having a bad day shows that we care. Giving a hug is one way we can show empathy.</i></li> <li>• <i>We can also show empathy by sharing. Can you think of a time when you shared with someone?</i> If student responds with one word, ask them to say more. <i>That was showing empathy because you saw that someone needed something, and you were there for that person.</i></li> <li>• <i>Helping someone when you see they need help is another way to show empathy. Think about a time when you helped someone. What did that person feel after you helped and how did you feel?</i> Wait for student to respond.</li> <li>• <i>How have you shown empathy today?</i></li> <li>• If they are having difficulty thinking of something, provide an example from your day of how you have shown empathy or how others have shown empathy to you.</li> </ul>
<b>Model/Set Purpose</b>	<ul style="list-style-type: none"> <li>• Pull out <b>side 1</b> of the worksheet for your student to see.</li> <li>• <i>I am going to read some sentences to you, and we'll work together to decide if they are being kind or not being kind. You'll put a check mark either under kind or not kind. Let's start!</i></li> </ul>
	<ul style="list-style-type: none"> <li>• Read the first sentence aloud. <i>Is this being kind or not being kind?</i> (Kind)</li> <li>• If your student has difficulty responding, ask, <i>If you were new at a school, how would it make you feel if someone asked you to play during recess?</i></li> </ul>

<b>Apply</b>	<ul style="list-style-type: none"> <li>• Read the second sentence aloud. <i>Is this being kind or not being kind?</i> (Not kind)</li> <li>• Read the third sentence aloud. <i>Is this being kind or not being kind?</i> (Not kind)</li> <li>• <i>We don't want to judge someone by what we see. It is always better to be kind and talk to someone and learn about them. Even if someone is different from you, you can be friends and show kindness.</i></li> <li>• Read the fourth sentence aloud. <i>Is this being kind or not being kind?</i> (Kind)</li> </ul>
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**STEP 4: WORD NET (suggested time – 10 min.)**

<b>Add/Review</b>	<ul style="list-style-type: none"> <li>• Introduce these words that your student will hear in the book today, and put any unknown words in the <b>Word Net</b>: <ul style="list-style-type: none"> <li>○ <b>gushes: comes out quickly</b></li> </ul> </li> </ul>
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**STEP 5 & 6: COMPREHENSION AND TUTOR READ ALOUD (suggested time – 15 min.)**

<b>Teach</b>	<ul style="list-style-type: none"> <li>• <i>Today we are going to also think about the problem and solution. What do you remember about the problem of a story?</i> Wait for your student to respond.</li> <li>• <i>The problem is what goes wrong in the story. The solution is how the problem is fixed.</i></li> </ul>
<b>Set Purpose</b>	<ul style="list-style-type: none"> <li>• <i>Let's read to find out what the story is about. Then we will look back in the book to identify the problem and solution.</i></li> </ul>
<b>Tutor Reads</b>	<ul style="list-style-type: none"> <li>• Tutor reads <i>Benji, the Bad Day, and Me</i> aloud.</li> <li>• Pause after each page to ask what happened.</li> </ul>
<b>After Reading Discussion</b>	<ul style="list-style-type: none"> <li>• <i>What is the problem in the story?</i> (Sammy had a bad day at school, he walked home in the rain, and he doesn't think his family cares about his bad day.)</li> <li>• <i>How do Sammy's feelings change from the beginning of the story to the end of the story?</i> (In the beginning, he is mad because he had a bad day at school. He also feels this way at home. He feels better after Benji wraps him in his blanket.)</li> <li>• <i>How does Benji demonstrate empathy? How does he show that he cares about Sammy?</i> (Benji notices Sammy is feeling sad. When Benji is sad, he likes to be wrapped in his special blanket, so he did the same to Sammy.)</li> <li>• Pull out <b>side 2</b> of the worksheet for your student to see.</li> <li>• <i>It is important to show empathy and be kind to others. We should also be kind to ourselves! Now, let's talk about how we can show kindness to ourselves.</i></li> <li>• After discussing each question below, <b>student writes and/or draws</b> their answer in the relevant section.</li> <li>• <i>Eating the right foods is one way you can show kindness to yourself. What is one healthy snack that you eat that shows you are being kind to your body?</i></li> <li>• <i>Reading can help us be kind to ourselves. When you read, you learn new words, places, and characters. What did you learn in, "Benji, the Bad Day, and Me?"</i></li> <li>• <i>Keeping our body moving helps us be kind to ourselves. What's a fun sport or exercise you enjoy doing?</i></li> <li>• <i>Learning helps us be kind to ourselves. What's something new you want to learn?</i></li> </ul>

# Emerging and Beginning Readers

## SEL Lesson 6: Kindness and Empathy

**Student's Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Directions:**

- TUTOR:** Complete **step 3 (Teach)** of the lesson plan before using side 1 of the worksheet.

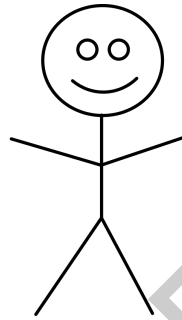
	Kind	Not Kind
I'm going to ask the new student if they want to play with me during recess.		
I don't like my neighbor because they wear dirty clothes.		
I am not talking to those kids because they are eating apples.		
When I see my friends fall, I don't laugh at them.		

**SEL Lesson 6: Kindness and Empathy**

**Student's Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Directions:**

- TUTOR:** Complete **steps 3, 4, and 5** of the lesson plan before using side 2 of the worksheet.



Eating	Sports/Exercise
Reading	Learning