



GRADE 2



Objective: Students will be able to identify ways to act kindly to themselves and others and be grateful.

Kindness Definition: Kindness means being friendly, generous or considerate to ourselves and others through our words and actions.

Kindness Concepts: Compassion, Gratitude

LESSON ACTIVITIES

Music Video Response, p. 3
(10 to 12 minutes)

Kindness and Gratitude Game, p. 4
(20 minutes)

Kindness Book
Option 1: Alphabet Kindness Book,
pp. 5-6 (25 minutes, longer with writing prompt)

Kindness Book
Option 2: Famous Person in History,
p. 6-7 (multi-day activity)

Thankfulness Poem, p. 8
(30 minutes for group activity, as needed to write poem)

Home Extension Activity, p.p 9-10

LESSON MATERIALS

- Music video downloaded before class:
<http://bit.ly/1mOLOhN>

- Balls, enough for each group of five students to have a ball
- *Optional:* Stop watches, one for each group (to use during the game)
- RAK journals

- RAK journals for writing activities
- Heavy white paper, one for each student
- Pencils, markers, colored pencils, or crayons, photos, magazine images
- 3 hole punch
- Brads/rings to hold book together

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- 3 hole punch
- Brads/rings to hold book together

- Paper and pencils
- RAK journals
- Copies of Cinquain, Limerick, Haiku, Free Verse, Diamante poems for students. Good Source is the Poetry Idea Engine: http://teacher.scholastic.com/writewit/poetry/poetry_engine.htm#

- Take home activity, one sheet for each student

QUESTIONS? CONTACT: TeacherHelp@RandomActsofKindness.org

LESSON NOTES

- The activities in this lesson focus on a central theme and connect to different curriculum areas. Lesson activities use a variety of modalities to address different learning styles and build on each other.
- Each activity includes evaluation questions to help determine how well students have internalized the lesson objective. You can discuss the questions as a class, have students work with a partner or a small group, or have students write responses in their RAK journal.
- The activities also incorporate key Kindness Concepts, which can be introduced before teaching the lesson or as the concepts are discussed in the lesson. Consider displaying the [Kindness Concept Posters](#) during the unit. See the [RAK Teacher Guide](#) for information about using Kindness Concepts to create a healthy classroom environment and help students develop pro-social behaviors.
- Each activity includes tips for how to adapt the curriculum to meet the needs of diverse learners.
- The [Kindness Tool Kit](#) is another way to meet the needs of diverse learners. See the [RAK Teacher Guide](#) for how to create and use this tool kit.
- RAK also has developed [Focusing Strategies](#) and [Problem-Solving Strategies](#) to help students better regulate their emotions, think through challenging situations, and build healthy relationships, friendships and community. See the [RAK Teacher Guide](#) for more information about incorporating those strategies into the lesson.
- Revisiting the topics or questions raised during discussions regularly will expand student understanding of the concepts. Scripted explanations are provided, but feel free to use language that feels natural for you.
- This lesson includes a home extension activity, which could be sent home at any point during the unit.
- The Common Core and Colorado P-12 Academic Standards met in this lesson are listed after the activity title. Key is provided on pages 11-13.

SUGGESTED INTRODUCTION TO UNIT

Teacher says: *“For the next few weeks, we are going to talk about what it means to show kindness to others and be grateful. What does it mean to you to be caring or act kindly toward others? Can anyone give me an example of something kind that you did for yourself or someone else recently? What does it mean to be grateful? Can you describe something that made you feel grateful this week?”* Allow time for students to respond and discuss, either as a class or in small groups. You can also use this time to introduce the key Kindness Concepts (compassion and gratitude) and create community definitions for these concepts or share the definitions listed below. Consider using the [Kindness Concept Posters](#) for compassion and gratitude as a way to reinforce learning.

VOCABULARY WORDS FOR UNIT

Compassion: Caring about someone else’s feelings and offering to help that person.

Gratitude: Being thankful.

MUSIC VIDEO RESPONSE *(10 to 12 minutes)*

LESSON MATERIALS

- Music video downloaded before class:
<http://bit.ly/1mOLOhN>
- Kindness Concept Poster for Compassion

STANDARDS MET

Common Core: CCSS.ELA-Literacy.SL.2.1a-c, 2, 3;
Colorado: Reading, Writing and Communicating S.1,
GLE.1, EO.b,c,e,f; S.1, GLE.2, EO.a.i-iii)

DESCRIPTION

1. Show the music video about kindness.
2. After showing the music video, ask the following questions:
 - 1) *What are some random acts of kindness shown in the music video?* (Possible answers: Helping a friend; telling someone not to worry; writing a letter to a friend when they are feeling blue; telling someone they are your best friend)
 - 2) *How do you think the acts of kindness made the people in the video feel?*
 - 3) *Have you ever done or said something that made a person feel better? Can you describe a time when someone said something kind to you? How did that make you feel?*
 - 4) *Do you think it makes a difference when you say something kind or caring to someone? Why or why not?*

EVALUATION

Teacher asks: *“What are some ways that you can show kindness this week?”*

TIPS FOR DIVERSE LEARNERS

Students might benefit from:

1. Drawing their response to the evaluation question.
2. Seeing a video recording that you make of the class being kind to each other in different ways. Have the recording available at a kindness center in the classroom for students to review.
3. Being acknowledged when they show kindness throughout the day.
4. Recognizing each other's kind acts at a morning meeting or at the end of the day.

KINDNESS AND GRATITUDE GAME (20 minutes)

LESSON MATERIALS

- Balls or bean bags, enough for each group of five students to have one
- *Optional:* Stop watches, one for each group (to use during the game)
- RAK journals
- Kindness Concept Posters: Compassion, Gratitude

STANDARDS MET

Common Core: CCSS.ELA-Literacy.SL.2.1, 3; CCSS.Math.Content.2.MD.D.9
Colorado: Reading, Writing and Communicating S.1, GLE.1, EO.b,c,e,f; S.1, GLE.2, EO.a; Mathematics S.3, GLE.1, EO.a.i

DESCRIPTION

1. Divide students into groups of five. Hand each group a ball or bean bag.
2. Then say *"We are going to play a game where we throw a ball around the circle. When you throw the ball, say something kind about the person you are throwing the ball to. Make sure everyone gets a turn and to use a complete sentence."*
3. Play as many rounds as you want, challenging the students to go faster each time.
4. Then say: *"We are going to play the game another way. When you throw the ball to someone else, say something kind about yourself. Make sure everyone gets a turn and to use a complete sentence."*
5. Again, play as many rounds as you would like, making sure that everyone gets a turn.
6. Then say: *"For the last round, you are going to share someone or something you're grateful or thankful for. Make sure everyone gets a turn and to use a complete sentence."*
7. Again, play as many rounds as you would like, making sure that everyone gets a turn.
8. Then ask:
 - 1) *Was it easier to say something kind about yourself or about someone else?*
 - 2) *What are some of the caring things you said to others or yourself?*
 - 3) *How did you feel when someone said something kind about you?*
 - 4) *How did you feel when you said something kind about someone else?*
 - 5) *Do you think being grateful or thankful is important? Why or why not?*
9. **Optional Math Activity:** Have one person from each group use a stopwatch to time how long it takes their group to complete a round. Were people able to say kind things about themselves or other people more quickly? After finishing the game, students could make a plot graph showing the time it took for their group to answer during the first and second part of the game. Have students compare graphs.

EVALUATION

Teacher asks (or have students respond in their RAK journals): *"What is one kind thing that you can say to someone? Can you describe a time when you used kind words in a way that helped someone?"*

TIPS FOR DIVERSE LEARNERS

Students might benefit from:

1. Seeing images and sentences that show people being kind, either from the [Kindness Tool Kit](#) or from a sheet you create. This might help them to participate in the game more effectively.
2. Discussing kind ways to describe people before starting the game and writing down the ways as reference.

KINDNESS BOOK (OPTION 1: ALPHABET KINDNESS BOOK)

(45 minutes to brainstorm and choose activity; multi-day activity to create page)

LESSON MATERIALS

- RAK journals for writing activities
- Heavy white paper, one for each student
- Pencils, markers, colored pencils, or crayons, photos, magazine images
- 3 hole punch
- Brads/rings to hold book together
- Kindness Concept Poster for Compassion

STANDARDS MET

Common Core: CCSS.ELA-Literacy.SL.2.1a-c, 2, 3, 5; CCSS.ELA-Literacy.W.2.2, 5; CCSS.ELA-Literacy.L.2.1, 2
Colorado: Reading, Writing and Communicating S.1, GLE.1, EO.b-f; S.1, GLE.2, EO.a (i-iii); S.3, GLE.2, EO.a, c-g

DESCRIPTION

1. As a class, have the students create an alphabetical list of ways they can be kind to themselves or someone else, or ways they can show they are grateful to someone. If they get stuck, have them think about some of the answers they gave during the game or saw in the music video.
2. Encourage the class to think of at least one activity for each letter. Write the list on the board. For example: I **a**cted kind to someone on the playground. I **b**rought my dirty clothes to the laundry room. (Use whatever letters the student may pick as the key word in their kindness idea sentence.)
3. Have each student choose a different kindness activity from the board (or assign if necessary).
4. Then, have students take out their RAK journal and do a pre-writing exercise answering the following questions:
 - 1) *How did that act of kindness make me or someone else feel?*
 - 2) *How can this act of kindness make a difference?*
 - 3) *How could I draw this act of kindness?*
 - 4) *What materials could I use? (markers, photos, ripped up magazines, etc.)*
5. Give each student a piece of heavy white sheet of paper, and tell them to take out markers, crayons, or colored pencils. Explain that they should write the letter on the top of the page, and write two or three sentences about that activity, using the responses from their pre-writing activity. Encourage them to think carefully about how they want to illustrate their picture. Perhaps they want to write the letter on the top of the page. Encourage them to write in pencil first and then color with markers, pencils or crayons.
6. When the students are finished, invite them to read their page to the class.
7. Gather the pages together, punch holes on the side, and secure together using brads or rings.

EVALUATION

Teacher asks: *“Was there anything new or surprising that you learned about being kind or caring from creating this book? Do you think looking for ways to be kind can help others? In what way?”*

TIPS FOR DIVERSE LEARNERS

Students might benefit from:

1. Dictating their sentences to another student.
2. Writing at their developmental level; offer blank pages, pages with lines (master provided on p. 6 but feel free to create your own), or pages with traceable sentence frames, such as “I acted kind when....”
3. Working in small groups to come up with ideas for the alphabet book.

Four sets of primary writing lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

KINDNESS BOOK (OPTION 2: FAMOUS PERSON IN HISTORY) (multi-day activity)

LESSON MATERIALS

- RAK journals for writing activities
- Books about famous people
- Heavy white paper, one for each student
- Pencils, Markers, colored pencils, or crayons, photos, magazine images, three-hole punch
- Brads/rings to hold book together
- Kindness Concept Poster for Compassion

STANDARDS MET

Common Core: CCSS.ELA-Literacy.SL.2.1 a-c, 2, 3, 5; CCSS.ELA-Literacy.W.2.2, 5, 7; CCSS.ELA-Literacy.L.2.1, 2
Colorado: Reading, Writing and Communicating S.1, GLE.1, EO.b-f; S.1, GLE.2, EO.a (i-iii),b; S.3, GLE.2, EO.a, c-g; Social Studies S.1, GLE.1, EO.c

DESCRIPTION

1. **Note:** This activity and the history activity from the How Can We Be Kind? Grade 2 lesson are similar, so you will want to choose which one best fits the needs of your classroom.
2. Have students choose a different famous person from history who did kind things for other people, such as Martin Luther King, Harriet Tubman, Rosa Parks, Nelson Mandela, Cesar Chavez, Mother Teresa, etc. You may want to create the list before class or allow students time to find a famous person on their own.
3. Have the student take out their RAK journal and take notes about their famous person's kind actions from books that you provide. Have the students pre-write three or four sentences about that person, and then self edit, checking for spelling and grammar errors.
4. Give each student a piece of heavy white paper, and tell them to take out markers, crayons or colored pencils. Explain that they should write three or four sentences about the famous person, encouraging them to think carefully about how they want to illustrate their picture; they can draw a picture or print an image they find online. Perhaps they want to write the letter on the top of the page. Encourage them to write in pencil first and then color with markers, pencils or crayons.
5. When the students are finished, invite them to read their page to the class.
6. Gather the pages together, punch holes on the side, and secure together using brads or rings.
7. To extend the activity, have students create an art project based on their alphabet page.

EVALUATION

Teacher asks: *"Was there anything new or surprising that you learned about the person you researched or about a person who was presented? Do you think their caring and kindness for others was an important way to act?"*

TIPS FOR DIVERSE LEARNERS

Students might benefit from:

1. Dictating their sentences to another student.
2. Writing at their developmental level; offer blank pages, pages with lines (master provided on p. 6 but feel free to create your own), or pages with traceable sentence frames, such as "_____ acted kindly when...."
3. Working in small groups to come up with ideas for the famous person in history book.

THANKFULNESS POEM *(30 minutes for group activity, as needed to write poem)*

LESSON MATERIALS

- Paper and pencils
- RAK journals
- Copies of Cinquain, Limerick, Haiku, Free Verse, Diamonte poems for students. Good Source is the Poetry Idea Engine: http://teacher.scholastic.com/writewit/poetry/poetry_engine.htm#
- Kindness Concept Posters for Compassion and Gratitude

STANDARDS MET

Common Core: CCSS.ELA-Literacy.SL.2.1a-c, 3, 5; CCSS.ELA-Literacy.W.2.5; CCSS.ELA-Literacy.L.2.1, 2
Colorado: Reading, Writing and Communicating S.1, GLE.1, EO.b-f; S.1, GLE.2, EO.a,b; S.3, GLE.1, EO.d

DESCRIPTION

1. **Note:** This activity could be taught near Thanksgiving, but could also be taught at any time of the year as part of a poetry unit.
2. Begin by asking: *“What does it mean to be grateful? Do you think it is important to be grateful? Why or why not?”*
3. As a pre-writing exercise, create a Thankfulness List on the board with columns and headings for People, Experiences, Things, Feelings and ask students to share. Students could also discuss with a partner first and then share with class.
3. Have students discuss either as a class, in small groups or with a partner ways they can be thankful or grateful to others. They can write their ideas in their RAK journals. If brainstorming exercise is done in small groups, have students answer the question as a whole group and write responses on the board.
4. Then, have students use the classroom writing strategies to create a thankfulness poem. They could write a limerick, haiku, free verse, diamonte, or cinquain poem. Consider showing students how to create a poem like this by projecting the [Poetry Idea Engine](http://teacher.scholastic.com/writewit/poetry/poetry_engine.htm#) (http://teacher.scholastic.com/writewit/poetry/poetry_engine.htm#) using a document camera and walking through writing a poem so they understand the different styles. You could also distribute copies of these poems to share.
5. After they are finished, have students read their poem to the class and record it so they can hear themselves read.

EVALUATION

Teacher asks: *“Did something from one of the poems stand out to you? Did you learn something new about gratitude from listening to these poems?”*

TIPS FOR DIVERSE LEARNERS

Students might benefit from:

1. Having a list of feeling words or adjectives/adverbs as a reference as they create their poem.
2. Referencing the classroom kindness book they created as part of this unit for ideas as they write their poem.

HOME EXTENSION ACTIVITY

MATERIALS

Home Extension Activity (p. 10), one sheet for each student

DESCRIPTION

1. This activity could be done at any point during the unit. Write the return date on the sheet before you distribute it. You may want to distribute the sheet in Friday folders and have it returned on Monday.
2. Hand out the Home Extension Activity and say: *“We have been talking about what it means to be kind and grateful and I want you to talk about these ideas with your parent, guardian or another adult who cares for you. Please put this in your folder and return by _____.”*
3. The day the students bring back their sheet, ask the following questions:
 - 1) *What does it mean to the people you live with to be kind?*
 - 2) *How do you show kindness and gratitude to each other?*



Name: _____

Please return by: _____

BACKGROUND

As part of the Random Acts of Kindness program, we have been talking in class about how to be kind to ourselves and others and be grateful.

VOCABULARY WORDS

Compassion: Caring about someone else's feelings and offering to help that person.

Gratitude: Being thankful.










AT HOME ACTIVITY

Discuss the vocabulary words above. Then ask your student what he or she has learned about kindness. Then discuss the following questions and write (or have your student write) responses below or on the back and return to school by the date above:

- What does it mean to us to be kind?

- How can we show kindness and gratitude to each other at home?

ACADEMIC SUBJECT KEY	
	Comprehensive Health
	Reading, Writing and Communicating
	Science
	Mathematics
	Social Studies
	Visual Arts
	Drama and Theatre Arts

COMMON CORE STANDARDS (www.corestandards.org)

1. Speaking & Listening

- *CCSS.ELA-Literacy.SL.2.1*: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- *CCSS.ELA-Literacy.SL.2.1a*: Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- *CCSS.ELA-Literacy.SL.2.1b*: Build on others' talk in conversations by linking their comments to the remarks of others.
- *CCSS.ELA-Literacy.SL.2.1c*: Ask for clarification and further explanation as needed about the topics and texts under discussion.
- *CCSS.ELA-Literacy.SL.2.2*: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- *CCSS.ELA-Literacy.SL.2.3*: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- *CCSS.ELA-Literacy.SL.2.5*: Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

2. Writing

- *CCSS.ELA-Literacy.W.2.2*: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- *CCSS.ELA-Literacy.W.2.5*: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- *CCSS.ELA-Literacy.W.2.7*: Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

3. Language

- *CCSS.ELA-Literacy.L.2.1*: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- *CCSS.ELA-Literacy.L.2.2*: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

4. Mathematics

- *CCSS.Math.Content.2.MD.D.9*: Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.

COLORADO P-12 ACADEMIC STANDARDS

www.cde.state.co.us/StandardsAndInstruction/ColoradoStandards.asp

1. Reading, Writing and Communicating

- *Standard 1: Oral Expression and Listening*
Grade Level Expectation (GLE): 1. Discussions contribute and expand on the ideas of self and others
Evidence Outcomes (EO): Students can:
 - b. Contribute knowledge to a small group or class discussion to develop a topic
 - c. Maintain focus on the topic
 - d. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings
 - e. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification
 - f. Use content-specific vocabulary to ask questions and provide informationGrade Level Expectation (GLE): 2. New information can be learned and better dialogue created by listening actively
Evidence Outcomes (EO): Students can:
 - a. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups
 - i. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion)
 - ii. Build on others' talk in conversations by linking their comments to the remarks of others
 - iii. Ask for clarification and further explanation as needed about the topics and texts under discussion
 - b. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media and ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue
- *Standard 3: Writing and Composition*
Grade Level Expectations (GLE): 1. Exploring the writing process helps to plan and draft a variety of literary genres
Evidence Outcomes (EO): d. Students can write simple, descriptive poems
Grade Level Expectations (GLE): 2. Exploring the writing process helps to plan and draft a variety of simple informational texts
Evidence Outcomes (EO): Students can:
 - a. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section
 - c. Organize informational texts using main ideas and specific supporting details
 - d. Organize ideas using a variety of pictures, graphic organizers or bulleted lists

- e. Use relevant details when responding in writing to questions about texts
- f. State a focus when responding to a given question, and use details from text to support a given focus
- g. Apply appropriate transition words to writing

2. Social Studies

- *Standard 1: History*

Grade Level Expectation (GLE): 1. People have influenced the history of neighborhoods and communities

Evidence Outcomes (EO): c. Students can give examples of people and events, and developments that brought important changes to the community

3. Mathematics

- *Standard 3: Data Analysis, Statistics, and Probability*

Grade Level Expectation (GLE): 1. Visual displays of data can be constructed in a variety of formats to solve problems

Evidence Outcomes (EO):

- a. Students can represent and interpret data
 - i. Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units

OTHER STANDARDS MET

1. 21st Century Skills (www.p21.org)

- *Learning and Innovation Skills*
 - a. Critical Thinking: Reason effectively, make judgments and decisions, solve problems
 - b. Communicate clearly and collaborate with others
 - c. Creativity and Innovation: Think creatively and work creatively with others
- *Life and Career Skills*
 - a. Initiative and Self Direction: Manage goals and time, work independently, be self-directed learners
 - b. Social and Cross-Cultural Skills: Interact effectively with others
 - c. Productivity and Accountability: Manage projects and produce results
 - d. Responsibility: Be responsible to others

2. Social and Emotional Standards (www.casel.org)

- Self-Awareness
- Social Awareness
- Relationship Skills