Sub-Concepts Covered: Fairness, Kindness

Kindness in the Classroom lessons teach kindness skills through a step-by-step framework of Inspire, Empower, Act, Reflect and Share. Each lesson starts with the ‘share’ step to reinforce learning from previous lessons. The ‘act’ piece is woven into the lessons but really takes place in the projects.

The Inclusiveness Unit is our third unit out of the six unit series. The focus in our Inclusiveness Unit is on exploring ways to include others through kindness, regardless of differences. This unit allows students the opportunity to practice the concepts of kindness, respect, and caring through tangible activities that are teacher guided. Lessons are geared towards both past concept application and exploration around what makes each person special, how we can honor each person’s uniqueness, and including others that may be different from you.

Unit Objective

Students will:
- Review the concepts of respect and caring.
- Highlight similarities regardless of preconceived notions of differences.
- Explore the difference between fair and equal.
- Understand the relationship between kindness and inclusiveness.

Student Introduction

We have spent the first two units expanding on respect and caring in our classroom as well as in our community. It is now time to take these skills and explore inclusiveness and how we can include others. When we include others in what we are doing and treat them kindly, we are practicing inclusiveness! We will also celebrate what makes each of us special and what makes others special as well. Even though we are different, we can all be included! We will be learning about these main topics:

- What makes each of us special in our own unique way!
- Using kindness to include others every day!
- Practicing cooperation as a method of including others!

Let's start by learning about our special and unique qualities as a class!
## Unit Lessons

<table>
<thead>
<tr>
<th>Lesson Title</th>
<th>Lesson Objectives</th>
<th>Materials Required</th>
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</table>
| **Lesson 1**         | *Who am I?*  
- Identify their talents, strengths, dreams, and areas they want to improve or develop further.  
- Use inclusiveness to build trust with their partner and create an inviting space for sharing personal thoughts and feelings                                                                                                                                                  | ❐ Who am I? Handout (see lesson)  
- Pencils  
- Child Outline (for RAK Interactive notebook only)                                                                                                                                                                                                                   |
| **Lesson 2**         | *Who are You?*  
- Recognize talents and strengths in fellow classmates  
- Use inclusiveness to include every student within the room in some capacity during the Bingo game.                                                                                                                                                                        | ❐ Bingo Cards (see lesson)  
- Pencils                                                                                                                                                                                                                                                                   |
| **Lesson 3**         | *Finding Common Ground*  
- Express their individuality through a personalized creation.  
- Incorporate inclusiveness within the classroom by highlighting similarities with others.  
- Explain different ways to find common ground with others in our community                                                                                                                   | ❐ Pipe Cleaners                                                                                                                                                                                                                                                        |
| **Lesson 4**         | *Fair vs. Equal*  
- Explore the concepts of fairness and equality through literature.  
- Explain examples of fairness and equality within the classroom.                                                                                                                                                                                                         | ❐ “Fair is Fair” by Sonny Varela  
https://www.youtube.com/watch?v=kVqZzLN9eQU  
- Large piece of paper/poster board  
- 30 post-its  
- Fair vs. Equal hand out (see below)  
- Black marker                                                                                                                                                                                                                                                  |

## Unit Projects

<table>
<thead>
<tr>
<th>Project Title</th>
<th>Project Overview</th>
<th>Materials Required</th>
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| **Project 1**                     | *Creative Compliment Cards*  
Students will create a compliment cards for those in our school that might get overlooked.                                                                                                                                                                                                                      | ❐ Cardstock  
- magazines  
- basic art supplies                                                                                                                                                                                                                                              |
| **Project 2**                     | *Kindness Jar*  
Students will highlight the ways others have been kind throughout the day by adding kindness notes to the class kindness jar. Each student is assigned another student at random daily.                                                                                                      | ❐ Small pieces of paper  
- Pencils  
- Clear jar  
- Glue                                                                                                                                                                                                                                                          |
Who Am I?

This first lesson introduces the topic of inclusiveness by working with a partner to learn more about each other while also exploring personal talents, dreams, and struggles.

Inclusiveness Sub-Concept(s)
Kindness

Lesson Timeframe
45 minutes

Required Materials
- Who Am I? handout (see below)
- Pencils
- Child Outline (for RAK Interactive notebook only)

Standards Map
This lesson aligns with CASEL Competencies, National Health Education Standards, and Common Core State Standards. Please refer to the Standards Map for more information.

Lesson Objective
Students will:
- Identify their talents, strengths, dreams, and areas they want to improve or develop further.
- Use inclusiveness to build trust with their partner and create an inviting space for sharing personal thoughts and feelings.

Teacher Connection/Self-Care
The topic of inclusiveness is often overlooked once we reach adulthood. We seem to falsely assume that loneliness, bullies, and cliques are a thing of the past. However, it is just as difficult, if not more so, once we have developed our own comfort levels on different hot button topics, personality types, and overall approaches to life. They say you can’t teach an old dog new tricks, but that’s not true! It might be harder, but we CAN and SHOULD strive to grow in kindness daily. This week, examine your surroundings at school carefully. Are there any new teachers that you are unfamiliar with? Maybe YOU are that new teacher and are feeling exceptionally shy. Identify 3 people this week to include in some capacity. Perhaps it’s the old “saved you a seat at lunch” adage, an invite to walk the playground during lunchtime, or even a morning coffee to brighten their day! Your efforts to include others will definitely increase the kindness quotient in your school exponentially.

Tips for Diverse Learners
- Fold the graphic organizer accordion style so they can focus on one question at a time on the page. Have them unfold the page to reveal the next part of the assignment.
- Allow students to dictate their responses to a partner or teacher.
Share

5-7 minutes

Review the concept from last month (CARING):

- Name one time this week that you were able to use empathy to put yourself in someone else’s shoes.
- How did it feel?
- How did you practice self-care this week?

Our caring unit gave us excellent skills to be used in this unit. When we care for others, we naturally include them in our activities.

Inspire

What is Inclusiveness

7-10 minutes

Inclusiveness is the act of including others, inviting them in, and welcoming them with open arms. How do you feel when you are left out? Have you ever asked to join a game and the other children said no, or worse, they laughed at you? Every time we use kind words and fairness to include others, it makes them feel good inside. Including others is a choice that you make every day. Remember, when we only choose our favorite friends and leave out others, we are being unfair. We are not practicing inclusiveness. Let’s brainstorm ways to show inclusiveness throughout our day (you can write the answers on the board if desired):

- How can you show fairness during our math/reading time?
- How can you show inclusiveness on the bus?
- How can you show fairness on the playground?
- How can you show inclusiveness during specials?

Empower

20 minutes

We are going to spend some time learning about our talents and strengths.

Ask students to partner up and ask their partner the questions on the activity sheet (in an interview style). At this time, students do not need to write on the activity sheet but talk through their responses with a classmate. Switch so both partners get a chance to share. Allow 10 minutes for this portion. Circulate around and offer help as needed.

Now that you’ve had a chance to talk about your responses with a partner, please complete the activity sheet and remember there are no right answers! This is a chance to figure out what makes you you! Allow 10 minutes for this section. Offer dictation assistance to those that may need it.
Reflect

5 minutes

Gather the class back together and review the activity using the following questions:

● How did it feel to focus on you for a change?
● Did you enjoy being interviewed? Why or why not?
● What unique qualities did you discover about your partner?
● How can you be inclusive at recess today?

Trying to include everyone in class can be hard when you have made good friends and enjoy spending time with them. However, we want to create a kind classroom where everyone feels safe and special. Let’s work together to practice inclusiveness throughout our day. When you see someone left out, invite them to join you! When you find yourself all alone, seek out other friends to play with. When we are fair and inclusive, everyone in our class enjoys coming to school!

Extension Ideas

● If there is time, extend this activity by having students ask others: What qualities do I have that you like about me? What talents should I develop more?
● At Home Extension: Print out an additional “Who Am I?” worksheet and have each student interview someone at home. As a class, read each sheet aloud and guess which family it belongs to!

RAK Notebook Prompt (See RAK Notebook Project in the Respect unit for more details):

● Glue the child outline below into your notebook. Fill it up with 10-12 positive traits about yourself. What makes you unique? What do you feel most proud of? Use your “Who Am I?” worksheet to help you add things.
● Now decorate the child to look like you. Take your time; your hair, your skin tone, your clothes, and even where you are standing (what area brings you the most joy?) are all valuable details!
Who Am I?

What you are on the outside and who you are on the inside combine to make up the real you. Answer the questions below to get a full picture of you. Think of it as a snapshot of you today.

Some things I like about myself are:

________________________________________________________________________

________________________________________________________________________

My best qualities are:

________________________________________________________________________

________________________________________________________________________

I am good at:

________________________________________________________________________

________________________________________________________________________

I would like to get better at:

________________________________________________________________________

________________________________________________________________________

A talent I want to develop is:

________________________________________________________________________

________________________________________________________________________

My secret dream is to:

________________________________________________________________________

________________________________________________________________________

Given who I am today, when I grow up, I want to be:

________________________________________________________________________

________________________________________________________________________
Who Are You?

This lesson uses a scavenger type bingo to encourage natural inclusiveness within your classroom as students hunt for classmates that embrace 30 different talents, strengths, and attributes.

Inclusiveness Sub-Concept(s)
Kindness

Lesson Timeframe
45 minutes

Required Materials
- Bingo Cards
- Pencils

Standards Map
This lesson aligns with CASEL Competencies, National Health Education Standards, and Common Core State Standards. Please refer to the Standards Map for more information.

Lesson Objective

Students will:
- Recognize talents and strengths in fellow classmates.
- Use inclusiveness to include every student within the room in some capacity during the Bingo game.

Teacher Connection/Self-Care

The skill of working together on a team is one that is utilized throughout our adult lives. Your teaching partner, your grade specific teaching group, your school, and even your district are all run by structured teams that must find common ground to accomplish a shared goal. However, your assigned team doesn't necessarily correlate with your desired team. The skills you use in your classroom every day can and should be applied to the various teams, committees, and boards you sit on both at school and beyond. Don’t expect to be perfect. We all have our faults. It is easier to look outwards than to personally reflect. Before you start complaining or struggling with your group, ask yourself these three questions: How can I help? How might I be a problem for others? How can I help things go right? We all have strengths and weaknesses. Being open about them can help you in any team situation. Be up front about both what you can offer and where you may struggle!

Tips for Diverse Learners

- Work with a partner who writes down responses on the Bingo Sheet for them.
- Have two copies of the Bingo sheet: one blank for the to fill out and the other filled in with everything they are good at to help them answer other’s questions.
Share
5-7 minutes

Using the “Who Am I?” worksheet from the last lesson, play the following guessing game:

- Choose one of the strengths from each paper and read it aloud, allowing the class to guess which person you are highlighting.

How does it feel to be included in this activity? How did it feel to have your strengths highlighted? Let’s continue our discussion on inclusiveness by working on getting to know our classmates even better!

Inspire
Exploring Inclusiveness
5-7 minutes

Review how important it is to include others in a variety of settings. We often think of inclusiveness during play time and recess, but we want to make sure everyone is included during learning time too! The word inclusiveness is just a fancy way to say everyone deserves to be included. Listen to the similarities between these two words: INCLUDE and INCLUSiveness. When we include others we are showing kindness and inclusiveness!

Explain that practicing inclusiveness takes kindness, fairness, and courage. We can help others feel included simply by asking them to join us when we are creating learning groups, praising them when they get an answer correct, and smiling when they are talking.

Empower
15 minutes

Students will practice inclusiveness during a scavenger hunt Bingo game.

Explain that now that we have figured out some things each of us is good at, we are going to play a game to learn about others’ talents and abilities as well. Pass out the Who are You? Bingo sheet and explain the different categories. Provide the following instructions:

- Notice that there are several different types of talents or abilities on the sheet. You will need to find someone in the class who is growing that talent or ability and have them write their name in the box. Each box should have a different name. You cannot use someone’s name more than twice. Whoever gets five in a row first wins a bingo! Whoever completes the entire sheet first also wins a bingo!

Allow time for students to play the game, and award prizes if desired.
Reflect
5 minutes

- What qualities do you admire that other people have?
- How is it kind to recognize other people’s strengths, talents, and abilities?
- How are we showing inclusiveness as we play this game? How can we continue this out into our daily lives at home?
- Are there times when it’s more difficult to see what someone else is good at?

Inclusiveness is not just for games and making friends. We need to include others during learning time as well. When we practice inclusiveness and treat others fairly during cooperative learning time, we are being kind to every learner in our class. It is easier to learn when everyone is included! Be aware of how you treat others, especially people you do not know very well or feel like you have nothing in common with; when you practice inclusiveness, you might be surprised what talents you uncover!

Extension Ideas

- Expand this game to include classes and/or grades. Change the rules so that players cannot have any duplicate names. You could also increase the difficulty by not allowing players to include peers in their own class!

RAK Notebook Prompt (See RAK Notebook Project in the Respect unit for more details):

- Create a simple T-chart in your notebook. On the left side, list 2-3 people in your class you don’t know very well. If you are very familiar with everyone, choose people you are not close friends with. On the corresponding right side, list 3 things you have in common with them. If you are struggling to come up with 3 things, make an effort this week to seek them out, include them in an activity. Add your newly discovered similarities into your chart!
Who Are You? BINGO Game

Directions: Try to find someone who has the talent or ability written in the boxes below. The first person to get five in a row wins a BINGO! The first person to finish the whole card also gets a BINGO!

<table>
<thead>
<tr>
<th>Talented soccer player</th>
<th>Likes to play piano</th>
<th>Enjoys being with animals</th>
<th>Loves to play basketball</th>
<th>Is good at math</th>
</tr>
</thead>
<tbody>
<tr>
<td>NAME ___________</td>
<td>NAME ___________</td>
<td>NAME ___________</td>
<td>NAME ___________</td>
<td>NAME ___________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Listens well to others</th>
<th>Likes to play with younger kids</th>
<th>Good at building things</th>
<th>Good at whistling</th>
<th>Good at playing baseball</th>
</tr>
</thead>
<tbody>
<tr>
<td>NAME ___________</td>
<td>NAME ___________</td>
<td>NAME ___________</td>
<td>NAME ___________</td>
<td>NAME ___________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Enjoys science projects</th>
<th>Good at a sport</th>
<th><strong>FREE SPOT</strong> (write your talent below)</th>
<th>Likes to read</th>
<th>Good at helping others</th>
</tr>
</thead>
<tbody>
<tr>
<td>NAME ___________</td>
<td>NAME ___________</td>
<td></td>
<td>NAME ___________</td>
<td>NAME ___________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Loves to swim</th>
<th>Likes to tell jokes</th>
<th>Enjoys writing stories</th>
<th>Enjoys computer games</th>
<th>Enjoys telling stories</th>
</tr>
</thead>
<tbody>
<tr>
<td>NAME ___________</td>
<td>NAME ___________</td>
<td>NAME ___________</td>
<td>NAME ___________</td>
<td>NAME ___________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Enjoys talking to older people</th>
<th>Good at painting or drawing</th>
<th>Plays an instrument</th>
<th>Loves to plant flowers</th>
<th>Good at dancing</th>
</tr>
</thead>
<tbody>
<tr>
<td>NAME ___________</td>
<td>NAME ___________</td>
<td>NAME ___________</td>
<td>NAME ___________</td>
<td>NAME ___________</td>
</tr>
</tbody>
</table>
Inclusiveness

Finding Common Ground

This lesson focuses on inclusiveness by finding common ground with others in the class through a hands-on, simple pipe cleaner craft activity.

Inclusiveness Sub-Concept(s)
Kindness

Lesson Timeframe
45 minutes

Required Materials
❏ Pipe Cleaners

Standards Map
This lesson aligns with CASEL Competencies, National Health Education Standards, and Common Core State Standards. Please refer to the Standards Map for more information.

Lesson Objective

Students will:
● Express their individuality through a personalized creation.
● Incorporate inclusiveness within the classroom by highlighting similarities with others.
● Explain different ways to find common ground with others in our community.

Teacher Connection/Self-Care

Even as an adult, it can be difficult being the “new kid on the block”. Every new job, every move, every time your children transition to a new school: all of these result in a new set of people to meet! One of the most challenging aspects of these new beginnings is finding entry points into already formed social circles. As you introduce this valuable lesson to your students, take time to reflect on how you feel when this is required of you. If you are more of an introvert, putting yourself out there may feel impossible. Start slowly and identify one person a week to approach. It is definitely easier to look for small groups of 2-3 people rather than approaching a larger group. On the opposite end, extroverts can come across too overbearing, chatty, or even loud. Try to get involved in productive ways through committees, meetings, or other activities that focus your nervous energy. Whether you are an introvert, extrovert, or somewhere in between, asking permission in new social situations can be unnerving, but practice makes perfect, so get out there!

Tips for Diverse Learners

● Brainstorm ideas individually with English Language Learners.
● Allow students with manual dexterity struggles to work with a partner to assist them in creating their object.
● Create an example object that represents teacher, to illustrate how the activity works.
Share

5-7 minutes

Work together to complete a Hangman. The phrase you will ask the students to solve is, “How can we include others?” Rotate through all of the students for choosing letters until the mystery sentence is identified.

- After the sentence is identified, ask volunteers for answers to this question.
- If desired, write the answers on the board below your hangman game.

Inspire

7-10 minutes

Inclusiveness and Fairness

We have spent several lessons talking about what makes each of us special and highlighting different talents within our class. Today we will talk about how to use inclusiveness to show kindness to others by including them in our activities.

Guide a class discussion on this topic:

- What are some examples of ways we can include others both here in our classroom and within the rest of our school?

Sometimes we don’t readily include others in our games, groups, etc. It might be because they are new, they look or act different, or they speak a different language. There are many reasons people might not be inclusive. However, more often than not, it is simply because we don’t know them very well!

Fairness in Games

Have you ever been alone at the park or playground and saw some other children playing a game that seemed fun? Sometimes we can ask to join the group, but other times the game they are playing might need an even number of people. Can you think of a game that has a certain number of players? (Foursquare is a good example.) If you want to join this type of game, you might have to wait your turn. You are still being included, you just need to be patient for your turn.

What about when someone asks to join YOUR game? How do you react? Do you practice inclusiveness and fairness and let them play? What about when the game already has enough players? What can you do then? Fairness is treating others in a way that does not favor some over others. Kind friends figure out ways to include anyone who might be left out. When we only choose our favorite friends and leave out others, that can be unkind. How can you be a kind friend?
Empower

20 minutes

Step 1:
Provide every student with 3 pipe cleaners. Explain that they must create something that represents themselves with the pipe cleaners. (Example: glasses, ball, pencil, etc.) Allow 5 minutes for creations.

Step 2:
Divide the class into pairs. Have each person explain their creation to their partner. Emphasize that they must be able to articulate HOW their creation relates directly back to themselves. Example: I made a ball because I play competitive soccer. Allow 5-7 minutes for this sharing exercises.

Step 3:
Bring the class back together and read the following statements aloud. Have students stand up every time they agree with a statement. They will sit down between each statement. Allow time for students to look around and acknowledge how many others have something in common with them after each statement. Students can stand up more than one time, but they must be able to explain how their creation directly connects to your statement.

- My creation is related to learning.
- My creation is related to sports.
- My creation is related to a personal attribute (how I look/act).
- My creation is related to a talent I have.
- My creation is related to my family.
- My creation is related to my culture and/or faith.

Reflect

5 minutes

After completing the activity, guide a conversation using the following questions:

- What surprised you most as you stood up?
- What is one new thing you learned about someone in our class?
- How can you show inclusiveness and fairness when someone has different interests than you?

In can be easy to say “include everyone all the time”. However, actually practicing this every day through kind words and gestures can be difficult. Being inclusive and fair means that you are open and inviting to others that may share the same interests!

Extension Ideas

- At Home Extension: Send home leftover pipe cleaners and have students continue this game with their families. Have them report back about what their loved ones created. They could even bring them in and have the class guess before they explain.
- Make a chart with the 6 areas you cover (Learning, Sports, Personal Attributes, Talents, Family, Culture/Faith). Fill in a bar tallying up how many students created something within each category.
RAK Notebook Prompt (See RAK Notebook Project in the Respect unit for more details):

- Draw a picture of (or tape in) your creation.
- Below your creation, explain how it directly relates to you. How does it describe or represent you?
Inclusiveness

Fair vs. Equal

This lesson explores the difference between fair and equal. Students at this age really struggle with differentiating between these two concepts as they correlate fair as being the same as equal. This lesson will highlight what each concept means and how that manifests within a classroom setting.

Inclusiveness Sub-Concept(s)
Fairness, Kindness

Lesson Timeframe
45 minutes

Required Materials
- Fair is Fair by Sonny Varela
  https://www.youtube.com/watch?v=KVqZzLN9eQU
- Large piece of paper/poster board
- 30 Sticky Notes
- Fair vs. Equal hand out (see below)
- Black marker

Standards Map
This lesson aligns with CASEL Competencies, National Health Education Standards, and Common Core State Standards. Please refer to the Standards Map for more information.

Lesson Objective
Students will:
- Explore the concepts of fairness and equality through literature.
- Explain examples of fairness and equality within the classroom.

Teacher Connection/Self-Care
How does fairness affect us as teachers? You are required to break up disagreements numerous times a day and teach others how to exercise fairness in a variety of settings, yet the concept seems elusive to even adults at times. Although fairness has two meanings, for this unit we are focusing on the ability to include others without showing favor. However, this skill is often overlooked in adulthood. Favoritism cannot be ignored as most people have experienced both sides of this double-edged sword. How can you consciously choose fairness in your day to day interactions with others? What subconscious tendencies do you have that may cloud your judgement? It might be a certain type of personality, a clique that has formed with close friends, or even getting stuck in the same routine every day during lunch. In order to practice fairness within your own world, you must first break out of your comfort zone and seek beyond the “usual”. Ask yourself this question each day this week: How can I treat people in a way that does not show favor for some and not others? Identify one action step you can take to move forward in your quest for fairness!

Tips for Diverse Learners
- Form groups with varying levels of English proficiency to aid in comprehension.
- Draw simple pictures on the side of each sticky note.
- Encourage students to act out any sticky notes that seem confusing to members of their group.
Share

5-7 minutes

Ask for 4 volunteers to come to the front of the classroom. Explain that each person is going to the doctor for something different.

- Student #1 has a cough
- Student #2 has a broken bone
- Student #3 scraped their knee
- Student #4 has a stomach ache

After explaining what each student has wrong, tell them you have the perfect solution: a band aid! (You will most likely hear comments like that’s not fair, etc.)

- Did everyone receive the same treatment? Yes, it was equal.
- What would happen if everyone received the same treatment when they went to the doctor? Right! Only one child would get what they need, and that’s not fair!

Today we will talk about the difference between fair and equal in our classroom and what that looks like for our special, unique third grade class.

Inspire

15 minutes

Fair vs. Equal

This unit has been focused on inclusiveness as we work towards including everyone, even when we don’t know them very well. Today we are going to talk about fair versus equal because this topic comes up a lot when we are trying to include others! Explain that equal means that everyone gets exactly the same thing.

As a class, brainstorm some examples of this. (This may be difficult, and that’s expected. Correct them gently as needed.) Explain that fair means that everyone gets exactly what they need.

As a class, brainstorm some examples of fairness. (This is often a struggle at this age. Guide the conversation back to your opening activity if students get stuck).

*Fair and equal are not the same. As we include others in our day, we need to remember what they need to be included. We are all special and unique and every one of us has needs that are just a little different than the rest of the class. It is important that we value those differences.*

Story: *Fair is Fair* by Sonny Varela

Read Aloud link- [https://www.youtube.com/watch?v=kVqZzLN9eQU](https://www.youtube.com/watch?v=kVqZzLN9eQU)

This story illustrates the difference between fair and equal and how sometimes when we treat everyone equally, it can have serious consequences!
After reading the book (or watching the video), ask the following questions:

● What did the hare and giraffe notice about the amount of food they received in comparison with the elephant?
● How did they feel when they realized they received less food?
● What was their solution?
● How did that affect each of them?
● What is one example in your own life when being equal might lead to an unsafe situation? (feeding yourself the same amount of food as your little baby sibling, wearing clothes the same size as dad, etc.)

Empower

15 minutes

Explain that the class will now work to identify what fair and equal look like in our classroom. We will accomplish this by creating a T-chart that illustrates times when we need to be fair and other times when we are all equal. Each group will receive a stack of sticky notes. Each one has a scenario written on it. Your task is to sort all of your sticky notes into two categories: Fair or Equal. When we have finished our sorting, we will come together and add our sticky notes to the giant T-chart.

● Divide the class up into 6 groups of 5. Note: if you have less than 30 students, adjust your groups so they are fairly even.
● Pass out their sticky note stacks as they are ready.
● Allow 5-7 minutes for each group to sort their sticky notes based on fairness and equality.
● Reconvene the class and present the blank T-chart you have created. Highlight the headings of FAIR and EQUAL to help students understand where to place their sticky notes as they sort them.
● Invite each group to place their sticky notes under the corresponding heading. As the sorting occurs, highlight areas within your specific classroom that are more of struggle, making sure to reiterate HOW something is fair, even when it isn’t equal. Example: Alec has an additional break time because he needs time to get refocused before our math lesson.

Hang your Fair vs Equal chart in a prominent location. Refer to it throughout the year any time you hear, “That’s not fair!”. You can even add items as they come up!

Reflect

2-3 minutes

Understanding the difference between fair and equal can be a struggle at times. Even adults struggle with this concept! Whenever you feel yourself getting frustrated that something isn’t “fair”, stop and ask yourself if that person need exactly the same thing as me OR do they need something different so we can both have fun and learn? Once you answer that question, it’s a lot easier to see why different people need different things.
Extension Ideas

- At Home Extension: Have students examine their home life. What are some areas that might be fair but not equal? Have them make a T-chart for home and share it with the class the following day.

RAK Notebook Prompt (See RAK Notebook Project in the Respect unit for more details):

- Pick a special friend in your life. Draw a picture of you on one side and them on the other.
- What is one thing that the two of you do differently that make things more fair? An example might be: When we play foursquare, I always let her go first because she is still learning how to play the game.
- Write this in between your two pictures. Below your explanation, write the word FAIR in big letters.
### Fair vs. Equal

Write (or cut out and glue) each statement onto a sticky note. Use the blank one to create a personalized option for your class.

<table>
<thead>
<tr>
<th>Has a desk</th>
<th>Has a backpack</th>
<th>Everyone walks in a line</th>
<th>Eats lunch in the cafeteria</th>
<th>Has recess after lunch</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exact same</td>
<td>Different</td>
<td>Learns math</td>
<td>Learning how to read</td>
<td>Needs extra breaks</td>
</tr>
<tr>
<td>Has a desk off to the side</td>
<td>Needs water at their desk</td>
<td>Needs extra snacks during our day</td>
<td>Has a helper in our class</td>
<td>Leaves to get extra help</td>
</tr>
<tr>
<td>Takes extra breaks during tests</td>
<td>Works out in the hallway</td>
<td>Sits closer to the board</td>
<td>Has a cushion on their chair</td>
<td>Has a fidget item to help them concentrate</td>
</tr>
<tr>
<td>Leaves early</td>
<td>Arrives later in the day</td>
<td>Has different work</td>
<td>Has a quiet area to work</td>
<td>Learns in another language</td>
</tr>
<tr>
<td>Wears glasses</td>
<td>Has homework</td>
<td>Is in 3rd grade</td>
<td>Tells their ideas out loud for the teacher to write</td>
<td></td>
</tr>
</tbody>
</table>
Creative Compliment Cards

Genuine compliments help to promote positive self esteem. However, we tend to compliment people on things they are already aware of. In addition, our compliments tend to be at people we look up to, leaving others feeling left out. This project aims to provide compliment cards to those in our school that might get overlooked. While the choice is ultimately up to each student, encourage them to look around and think of the adults and/or students in the school that do a great deal with little encouragement (janitor, receptionist, your class president, etc.)

Inclusiveness Sub-Concept(s)
Kindness

Project Timeframe
25-30 minutes

Required Materials
- Cardstock
- magazines
- basic art supplies

Step 1:
As a class, brainstorm people within your school that do a lot to help the school run smoothly. How are these people honored? What about teachers or students that fall into this category? Let’s create compliment cards for people in our school that go above and beyond. Our compliments can boost them up!

Step 2:
Individually, ask each student who they have chosen to receive a compliment card. Write the person’s name down on a piece of paper so they have the correct spelling. Make sure you keep a master list of who is receiving a compliment card. You will need this when it is time to deliver them.

Step 3:
Allow students time to write their compliment first. To help, have a word bank for students to access as needed. You can also refer back to your Who Are You? bingo boards for additional areas to highlight.

Step 4:
Allow students ample time to decorate their cards. This may take 30-45 minutes OR can be stretched out over 2 learning periods.

Step 5:
Deliver your compliment cards! This is the best part. If possible, try to find time for each student to individually deliver their cards (pull them out of a special, during recess, use an assistant, etc.).
Inclusiveness

Kindness Jar

When we are kind to others, we practice inclusiveness. Our kind words and actions help them to feel welcome and included. This project focuses on highlighting kindness in each individual in the class (yes, even you, the teacher!) by the creation of a kindness jar.

Inclusiveness Sub-Concept(s)

Kindness

Project Timeframe

25-30 minutes

Required Materials

- small pieces of paper
- pencils
- clear jar
- glue

Step 1:

Create your kindness jar. This can be as simple or complex as you desire based on your time and creative expertise! Make sure you label it with “kindness jar” in some fashion.

Step 2:

Explain that this week will be focused on highlighting all of the kind words and actions we see and hear in our classroom. Every morning, each person will select a name of a fellow student or the teacher and receive a piece of small paper. Their task is to “catch” that person saying or doing something kind that day. Once they see a kind deed, they will write or draw it on the paper, add the person’s name on the back, and place it into the kindness jar.

Step 3:

To help the students remember to write down their kindness note, ask students if they have completed their note as an exit question before recess or lunch dismissal.

Step 4:

At the end of each day, allow 2-3 minutes for everyone to write their kindness note if they haven’t already. Once you have all of the kindness notes in the jar, read each one aloud and give it to the person identified. Repeat this activity every day for an entire week!
Hello Parents and Guardians,
Welcome to Unit 3 of our Kindness in the Classroom curriculum. For the next 4-6 weeks we will be learning all about INCLUSIVENESS. Since this is a pretty new concept for children this age, we will focus on the following topics:

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>QUESTIONS WE’LL BE EXPLORING</th>
<th>HOW YOU CAN HELP AT HOME</th>
</tr>
</thead>
<tbody>
<tr>
<td>You are Special</td>
<td>● What makes each of us special?</td>
<td>Talk with your child about what makes them and your family special? How can you embrace the things that are “different” from everyone else?</td>
</tr>
<tr>
<td></td>
<td>● How can we celebrate our uniqueness?</td>
<td></td>
</tr>
<tr>
<td>Inclusiveness</td>
<td>● How can we include others, even if we do not know them?</td>
<td>Discuss the connection between inclusiveness and kindness. Emphasize how including others requires kindness. We use our kind words and actions to make them feel welcome!</td>
</tr>
<tr>
<td></td>
<td>● Why is it important to give everyone a chance during games and other activities?</td>
<td></td>
</tr>
<tr>
<td>Fair vs. Equal</td>
<td>● How can something be fair but not equal? How can something be equal and yet unfair at the same time?</td>
<td>Explore the concept of fairness and equality. Identify ways that home rules might be different for children of different ages, yet fair due to abilities.</td>
</tr>
</tbody>
</table>

Key activities we’ll be doing:
- Celebrate our uniqueness through art!
- Complete talent bingo to highlight skills in our class!
- Discuss fairness and equality!
- Find common ground with others!

If you have any questions about our Kindness in the Classroom lessons, please feel free to contact me at anytime. We are on this kindness path together!

Sincerely,

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# Inclusiveness Unit

This Standards Map summarizes each of the standards met by all lessons within this unit. All Kindness in the Classroom® lesson plans have been mapped to the five CASEL Core Social Emotional Learning (SEL) Competencies, the Centers for Disease Control and Prevention’s National Health Education Standards (NHES), and the national Common Core State Standards for English Language Arts & Literacy and Mathematics. Utilization and adoption of these national standards and competencies vary by state. Teachers can use this resource to align their own state standards with each lesson.

Lesson 1: Who Am I?

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<th>Common Core</th>
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<td><strong>English Language Arts Standards</strong></td>
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<td>1.5.2 - Identify examples of emotional,</td>
<td><strong>Reading: Foundational Skills</strong></td>
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<tr>
<td></td>
<td>intellectual, physical, and social health.</td>
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</tr>
<tr>
<td>Accurate self-perception</td>
<td><strong>Standard 4. Interpersonal communication</strong></td>
<td><strong>Phonics and Word Recognition:</strong></td>
</tr>
<tr>
<td>Recognizing strengths</td>
<td>4.5.1 - Demonstrate effective verbal and</td>
<td>CCSS.ELA-LITERACY.RF.3.3 Know and apply grade-</td>
</tr>
<tr>
<td>Self-confidence</td>
<td>nonverbal communication skills to enhance</td>
<td>level phonics and word analysis skills in</td>
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<tr>
<td></td>
<td>health.</td>
<td>decoding words.</td>
</tr>
<tr>
<td></td>
<td><strong>Standard 5. Decision-making</strong></td>
<td><strong>Fluency:</strong> Read with sufficient accuracy and</td>
</tr>
<tr>
<td></td>
<td>5.5.1 - Identify health-related situations</td>
<td>fluency to support comprehension.</td>
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<td></td>
<td>that might require a thoughtful decision.</td>
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<tr>
<td></td>
<td><strong>Standard 7. Practicing healthy behaviors</strong></td>
<td><strong>Writing</strong></td>
</tr>
<tr>
<td></td>
<td>7.5.1 - Identify responsible personal</td>
<td><strong>Text Types and Purposes:</strong></td>
</tr>
<tr>
<td></td>
<td>health behaviors.</td>
<td>CCSS.ELA-LITERACY.W.3.1 Write opinion pieces on</td>
</tr>
<tr>
<td></td>
<td>7.5.2 - Demonstrate a variety of</td>
<td>topics or texts, supporting a point of view</td>
</tr>
<tr>
<td></td>
<td>healthy practices and behaviors</td>
<td>with reasons.</td>
</tr>
<tr>
<td></td>
<td>to maintain or improve personal health.</td>
<td>CCSS.ELA-LITERACY.W.3.2 Write informative/explanatory</td>
</tr>
<tr>
<td></td>
<td></td>
<td>texts to examine a topic and convey</td>
</tr>
<tr>
<td><strong>Social awareness</strong></td>
<td></td>
<td>ideas and information clearly.</td>
</tr>
<tr>
<td>Perspective-taking</td>
<td></td>
<td><strong>Speaking &amp; Listening</strong></td>
</tr>
<tr>
<td>Empathy</td>
<td></td>
<td><strong>Comprehension and Collaboration:</strong></td>
</tr>
<tr>
<td>Appreciating diversity</td>
<td></td>
<td>CCSS.ELA-LITERACY.SL.3.1 Engage effectively in</td>
</tr>
<tr>
<td>Respect for others</td>
<td></td>
<td>a range of collaborative discussions</td>
</tr>
<tr>
<td><strong>Relationship skills</strong></td>
<td></td>
<td>(one-on-one, in groups, and teacher-led) with</td>
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<tr>
<td>Communication</td>
<td></td>
<td>diverse partners on grade 3 topics and texts,</td>
</tr>
<tr>
<td>Social engagement</td>
<td></td>
<td>building on others’ ideas and expressing</td>
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<tr>
<td>Relationship-building</td>
<td></td>
<td>their own clearly.</td>
</tr>
<tr>
<td>Teamwork</td>
<td></td>
<td>CCSS.ELA-LITERACY.SL.3.1.B Follow agreed-upon</td>
</tr>
<tr>
<td></td>
<td></td>
<td>rules for discussions (e.g., gaining the floor</td>
</tr>
<tr>
<td><strong>Responsible decision-making</strong></td>
<td></td>
<td>in respectful ways, listening to others with</td>
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<tr>
<td>Analyzing situations</td>
<td></td>
<td>care, speaking one at a time about the topics</td>
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<tr>
<td>Evaluating</td>
<td></td>
<td>and texts under discussion).</td>
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<tr>
<td>Reflecting</td>
<td></td>
<td>CCSS.ELA-LITERACY.SL.3.1.C Ask questions to</td>
</tr>
<tr>
<td>Ethical responsibility</td>
<td></td>
<td>check understanding of information presented,</td>
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<tr>
<td></td>
<td></td>
<td>stay on topic, and link their comments to the</td>
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<td></td>
<td></td>
<td>remarks of others.</td>
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<td></td>
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<td>CCSS.ELA-LITERACY.SL.3.1.D Explain their own</td>
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<tr>
<td></td>
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<td>ideas and understanding in light of the</td>
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<td></td>
<td></td>
<td>discussion.</td>
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<td>CCSS.ELA-LITERACY.SL.3.2 Determine the main</td>
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<tr>
<td></td>
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<td>ideas and supporting details of a text read</td>
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<td>aloud or information presented in diverse media</td>
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<td></td>
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<td>and formats, including visually,</td>
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<td></td>
<td></td>
<td>quantitatively, and orally.</td>
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<td></td>
<td></td>
<td>CCSS.ELA-LITERACY.SL.3.3 Ask and answer</td>
</tr>
<tr>
<td></td>
<td></td>
<td>questions about information from a speaker,</td>
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<tr>
<td></td>
<td></td>
<td>offering appropriate elaboration and detail.</td>
</tr>
<tr>
<td><strong>Presentation of Knowledge and Ideas:</strong></td>
<td></td>
<td>CCSS.ELA-LITERACY.SL.3.4 Report on a topic or</td>
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<tr>
<td></td>
<td></td>
<td>text, tell a story, or recount an experience</td>
</tr>
<tr>
<td></td>
<td></td>
<td>with appropriate facts and relevant, descriptive</td>
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<tr>
<td></td>
<td></td>
<td>details, speaking clearly at an understandable</td>
</tr>
<tr>
<td></td>
<td></td>
<td>pace.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CCSS.ELA-LITERACY.SL.3.6</td>
</tr>
</tbody>
</table>

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Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

**Language**

**Conventions of Standard English:**
CCSS.ELA-LITERACY.L.3.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCSS.ELA-LITERACY.L.3.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**Knowledge of Language:**
CCSS.ELA-LITERACY.L.3.3
Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**Vocabulary Acquisition and Use:**
CCSS.ELA-LITERACY.L.3.5
Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
CCSS.ELA-LITERACY.L.3.5.B
Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
**Lesson 2: Who Are You?**

<table>
<thead>
<tr>
<th>CASEL</th>
<th>NHES</th>
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</tr>
</thead>
<tbody>
<tr>
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<tr>
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<td>1.5.2 - Identify examples of emotional, intellectual, physical, and social health.</td>
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<tr>
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</tr>
<tr>
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<td>4.5.1 - Demonstrate effective verbal and nonverbal communication skills to enhance health.</td>
<td>CCSS.ELA-LITERACY.RF.3.3</td>
</tr>
<tr>
<td>Self-confidence</td>
<td><strong>Standard 5. Decision-making</strong></td>
<td>Know and apply grade-level phonics and word analysis skills in decoding words.</td>
</tr>
<tr>
<td>Self-efficacy</td>
<td>5.5.1 - Identify health-related situations that might require a thoughtful decision.</td>
<td><strong>Fluency:</strong></td>
</tr>
<tr>
<td><strong>Social awareness</strong></td>
<td><strong>Standard 7. Practicing healthy behaviors</strong></td>
<td>CCSS.ELA-LITERACY.RF.3.4</td>
</tr>
<tr>
<td>Perspective-taking</td>
<td>7.5.1 - Identify responsible personal health behaviors.</td>
<td>Read with sufficient accuracy and fluency to support comprehension.</td>
</tr>
<tr>
<td>Empathy</td>
<td><strong>Speaking &amp; Listening</strong></td>
<td><strong>Comprehension and Collaboration:</strong></td>
</tr>
<tr>
<td>Appreciating diversity</td>
<td><strong>Presentation of Knowledge and Ideas:</strong></td>
<td>CCSS.ELA-LITERACY.SL.3.1</td>
</tr>
<tr>
<td>Respect for others</td>
<td>CCSS.ELA-LITERACY.SL.3.1</td>
<td>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</td>
</tr>
<tr>
<td><strong>Relationship skills</strong></td>
<td><strong>Language</strong></td>
<td>CCSS.ELA-LITERACY.SL.3.1.B</td>
</tr>
<tr>
<td>Communication</td>
<td><strong>Conventions of Standard English:</strong></td>
<td>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).</td>
</tr>
<tr>
<td>Social engagement</td>
<td>CCSS.ELA-LITERACY.SL.3.1.C</td>
<td>Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</td>
</tr>
<tr>
<td>Relationship-building</td>
<td>CCSS.ELA-LITERACY.SL.3.1.D</td>
<td>Explain their own ideas and understanding in light of the discussion.</td>
</tr>
<tr>
<td>Teamwork</td>
<td><strong>Knowledge of Language:</strong></td>
<td>CCSS.ELA-LITERACY.SL.3.2</td>
</tr>
<tr>
<td><strong>Responsible decision-making</strong></td>
<td><strong>Vocabulary Acquisition and Use:</strong></td>
<td>Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</td>
</tr>
<tr>
<td>Analyzing situations</td>
<td>CCSS.ELA-LITERACY.SL.3.3</td>
<td>Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</td>
</tr>
<tr>
<td>Evaluating</td>
<td>CCSS.ELA-LITERACY.SL.3.4</td>
<td><strong>Presentation of Knowledge and Ideas:</strong></td>
</tr>
<tr>
<td>Reflecting</td>
<td>Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</td>
<td></td>
</tr>
<tr>
<td>Ethical responsibility</td>
<td>CCSS.ELA-LITERACY.SL.3.6</td>
<td>Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</td>
</tr>
</tbody>
</table>
Lesson 3: Finding Common Ground

<table>
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<td>Explain their own ideas and understanding in light of the discussion.</td>
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<td>CCSS.ELA-LITERACY.SL.3.2</td>
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<td>CCSS.ELA-LITERACY.SL.3.3</td>
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<td>Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</td>
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<td><strong>Presentation of Knowledge and Ideas:</strong></td>
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<td>CCSS.ELA-LITERACY.SL.3.4</td>
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<td>CCSS.ELA-LITERACY.SL.3.6</td>
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<td><strong>Language</strong></td>
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<td><strong>Conventions of Standard English:</strong></td>
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<td>CCSS.ELA-LITERACY.L.3.1</td>
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<td>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
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<td><strong>Knowledge of Language:</strong></td>
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<tr>
<td>CCSS.ELA-LITERACY.L.3.3</td>
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<td>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</td>
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<td><strong>Vocabulary Acquisition and Use:</strong></td>
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<td>CCSS.ELA-LITERACY.L.3.5</td>
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<td>Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</td>
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<td>CCSS.ELA-LITERACY.L.3.5.B</td>
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<td>Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</td>
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Lesson 4: Fair vs. Equal

**CASEL**

**Self-awareness**
- Identifying emotions

**Social awareness**
- Perspective-taking
- Empathy
- Appreciating diversity
- Respect for others

**Relationship skills**
- Communication
- Social engagement
- Relationship-building
- Teamwork

**Responsible decision-making**
- Identifying problems
- Analyzing situations
- Solving problems
- Evaluating
- Reflecting
- Ethical responsibility

**NHES**

**Standard 1. Understanding concepts**
1.5.2 - Identify examples of emotional, intellectual, physical, and social health.

**Common Core**

**English Language Arts Standards**

**Reading: Foundational Skills**

**Phonics and Word Recognition:**
CCSS.ELA-LITERACY.RF.3.3
Know and apply grade-level phonics and word analysis skills in decoding words.

**Fluency:**
CCSS.ELA-LITERACY.RF.3.4
Read with sufficient accuracy and fluency to support comprehension.

**Reading: Literature**

**Key Ideas and Details:**
CCSS.ELA-LITERACY.RL.3.1
Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

CCSS.ELA-LITERACY.RL.3.3
Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

**Speaking & Listening**

**Comprehension and Collaboration:**
CCSS.ELA-LITERACY.SL.3.1
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.3.1.B
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.3.1.C
Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

CCSS.ELA-LITERACY.SL.3.1.D
Explain their own ideas and understanding in light of the discussion.

CCSS.ELA-LITERACY.SL.3.2
Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CCSS.ELA-LITERACY.SL.3.3
Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

**Presentation of Knowledge and Ideas:**
CCSS.ELA-LITERACY.SL.3.4
Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

CCSS.ELA-LITERACY.SL.3.6
Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

**Language**

**Conventions of Standard English:**
CCSS.ELA-LITERACY.L.3.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**Knowledge of Language:**
CCSS.ELA-LITERACY.L.3.3
Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**Vocabulary Acquisition and Use:**
CCSS.ELA-LITERACY.L.3.5
Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
CCSS.ELA-LITERACY.L.3.5.B
Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
CCSS.ELA-LITERACY.L.3.5.C
Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).