

Goal: Students will be able to demonstrate what it means to help someone in need.

Scale:

- 1- I do not know what it means to care for others.
- 2- I can identify one way to care for someone else.
- 3- I can identify at least 3 ways to care for others in the world around me.
- 4- I can identify 3 or more ways to care for others and I can teach others to do the same.

Materials:

- Book: *Clifford's Good Deeds* by Norman Bridwell Link: <https://www.youtube.com/watch?v=UJmb0aQMq3M>
- Hands are for Helping Worksheet
- Writing Utensil
- Chart Paper titled "We are great helpers"

Procedure:

DQ2: Intro/Review/Engage: Ask: Have you ever helped anyone? As students respond, write down some of their responses on a chart paper or white board titled "We are great helpers". *They will have MANY ways that they help but write down all of their responses and you will add to it after they read the story!*)

DQ2: Direct Instruction: Tell the students that it is really important to understand the idea of helping others. Read the book "*Clifford's Good Deeds*". Ask students what a good deed is? Throughout the story, ask students what good deeds are taking place in the book.

DQ2: Shared Practice: After reading the story, ask students if there are any other good deeds that they have done. Add to the chart that you started before the book. Remind students that one of the six pillars is caring and that caring people help others.

DQ3, 4: Independent Practice: Student will complete a worksheet titled "Hands are for Helping". There are several differentiated worksheets to choose from attached. Students can fill in the blank, make a list of ways to help others, or write a story about a time they helped others. After they have finished their writing, they can draw a picture to match or trace their helping hands!

DQ 1: Check for Understanding/Assess: Observation, individually asking student how helping others proves that you care.

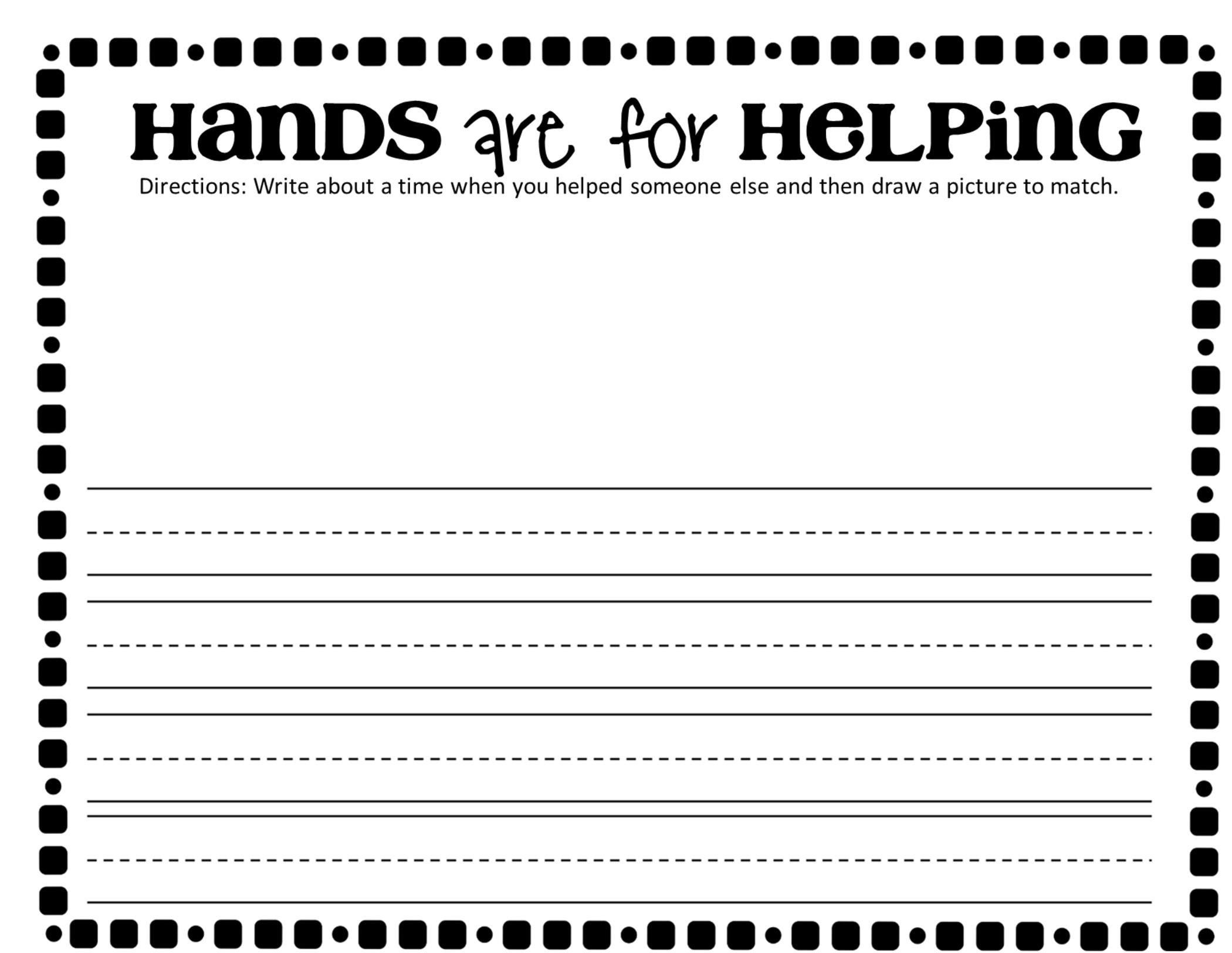
Reflection:



HANDS are for **HELPing**

Directions: Fill in the blank about how you can help someone else. In the free space below, trace your helping hands.

I can help others by _____.



HANDS are for **HELPING**

Directions: Write about a time when you helped someone else and then draw a picture to match.

Handwriting practice area with four sets of lines. Each set consists of a solid top line, a dashed middle line, and a solid bottom line.



HANDS are for **HELPING**

Directions: Fill in the rest of the sentence and then trace your helping hands.

I can help others when I

HANDS are for HELPing

Directions: Make a list of at least 3 ways that you can help others. Draw a picture to match.

HANDS are for **HELPing**

Directions: Make a list of at least 3 ways that you can help others. Draw a picture to match.





