

Lesson Title : Be Respectful

Class and Grade level(s): Kindergarten

Goals and Objectives

The student will:

- gain appreciation of others and their differences
- understand that there are many different foods eaten around the world
- locate Japan, the United States and the state of Kansas on the map
- comprehend the definitions of the words bully, respect, kindness, and friendship
- identify the characteristics of a bully
- compare and contrast a bully and a friend
- actively listen to a story read aloud
- demonstrate respectful behavior at school

Time required/class periods needed: 4 (30 minute lessons) 1 (45 minute lesson)

Lesson 1: 30 minutes (Literature session/Bully)

Lesson 2: 30 minutes (Bully vs. Friend)

Lesson 3: 30 minutes (Accepting differences)

Lesson 4: 30 minutes (Respecting Differences Paper Quilt Craft)

Lesson 5: 45 minutes (Hands-on food session)

Primary source bibliography



Sushi



Flag of Japan

Other resources used:

Yoko by Rosemary Wells

Respect and Take Care of Things by Cheri Meiners

Second Step-Respect Lesson (Kansas City Kansas School District Curriculum)

Monkey Pudding and Other Dessert Recipes by Kristi Johnson

Read Aloud Enemy Pie: <https://www.youtube.com/watch?v=r1KkcMW7rfg>

Required materials/supplies:

Lesson 1: *Yoko* by Rosemary Wells, text questions

Lesson 2: *Yoko* by Rosemary Wells, behavior prompts, t-chart

Lesson 3: *Respect and Take Care of Things* by Cheri Meiners, Second Step-Respect Lesson, and dog and snail puppet

Lesson 4: Construction paper, crayons, glue

Lesson 5: *Yoko* by Rosemary Wells, ingredients for turkey pinwheel “sushi” rolls

<http://www.foodnetwork.com/recipes/sandra-lee/turkey-pin-wheels-recipe.html>

Vocabulary

Lesson 1: acceptance, respect, sushi, chop sticks, thermos, treasure

Lesson 2: bully, friend, behavior

Lesson 3: respect, different, kindness

Lesson 4: respect, different, kindness, friendship

Lesson 5: acceptance, respect, sushi

Procedure

Lesson 1:

Anticipatory Set: Do you bring your lunch to school? What do you like to bring for lunch? (Share with a partner)

1. Show students cover of book, identify and state the author and illustrator
2. Question: What does an author do? What does an illustrator do?
3. Read-aloud the book, *Yoko* by Rosemary Wells
4. After reading the book, ask the following questions for comprehension:
 - a. What did Yoko bring to school for her lunch and snack?
 - b. Have you ever tasted any of the foods in the story?
 - c. What country do you think the foods in the story came from?
5. Have students examine the map and find Japan.
6. Have students locate the United States and the state of Kansas on the map.
 - a. How would it make you feel if your classmates treated you that way? (share with partner)
 - b. How did Timothy make Yoko feel happier about the food she brought to school?

Lesson 2:

1. Reread *Yoko* by Rosemary Wells
2. What was the conflict in the story?
3. How does the teacher handle the conflict?
4. Place vocabulary words on index cards and place on board during lesson
5. Create a T-Chart and label “bully” “friend”
6. Define bully and friend and give examples
7. State behavior prompts and call on students to decide whether it is the action of a bully or a friend.
8. Behavior Prompts: (place on sentence strips and place on correct side)
 - a. Making fun of someone’s name
 - b. Being mean
 - c. Helping someone pick-up
 - d. Sharing
 - e. Hitting or Kicking
 - f. Playing together
 - g. Being kind
 - h. Being respectful
9. Read the items in each column aloud
10. Question: What type of person do you want to be? Why?

Lesson 3:

1. Ask: What does the word respect mean?
2. Read aloud *Respect and Take Care of Things* by Cheri Meiners
3. Think aloud during the reading and make personal connections that relate to the school setting
4. Teach the Second Step-Respect Lesson (follow the lesson located on back of the picture card)
5. Use the dog and snail puppet to model respectful behavior to the students
6. Question: How do we show respect at school, at home, and with friends?

Lesson 4:

1. Review “bully” and “friend” T-Chart
2. Have students brainstorm rules for “How to be a good friend” and record on chart paper
3. Students will create their own friendship person and attach it to a “class quilt” which shows that we may be different but are still able to respect one another

Lesson 5:

1. Have students recall events from the story, *Yoko* by Rosemary Wells
2. What did Yoko bring to eat for lunch? What country is Yoko from?
3. What is sushi?
4. Why do you think people are afraid to try new things?
5. What does international food day mean to you?
6. Play: Listen and Jump!
 - a. Students stand side-by-side in a row;
 - b. Teacher calls out the name of a food.
 - c. If the student has eaten that type of food before or is willing to try it they jump forward a space otherwise they stay put.
 - d. The more jumps a student has the more open minded.
7. Wrap-up lesson with turkey pinwheel “sushi” rolls

Assessment/evaluation

The students will be assessed informally through observation and participation, noting, especially, students who respond to questions during the lessons and make self-to-text connections and who show respect and acceptance of one another's differences. In addition, teacher should assess:

- Students' understanding of the story its conflict and solution.
- Students' ability to identify and define vocabulary.
- Students' ability to follow the steps in creating their friendship person and completing the classroom quilt.