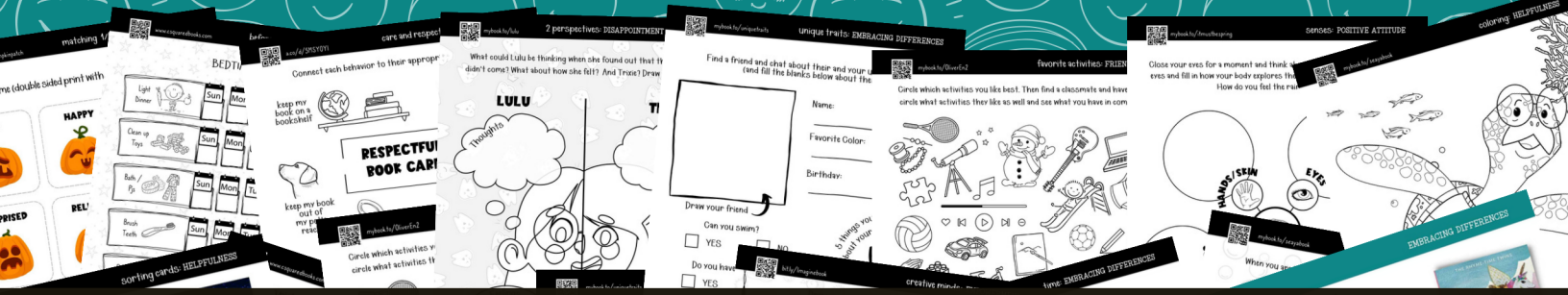


Grab & Go

GRADES
K-2

CHARACTER BUILDING

9 WEEKS LESSONS



CREATED BY
A CHILDREN'S MENTAL HEALTH THERAPIST & SCHOOL SOCIAL WORKER



Dear Educators and Parents,

This character education curriculum was developed to help busy educators like you! These lesson plans were crafted to enhance the world around your children by two incredible professionals:

- Charissa Bates (a children's mental health therapist and school social worker of 10+ years) developed each ready-to-go lesson.
- Kelle Lima (an author focused on children's development and a designer for 10+ years) created all the worksheets & activities.

Lessons can be 15 min to 1 hour in length (or even include "take home" material). We added multiple activities in each lesson to meet different needs, so you can personalize the lesson according to your classroom. Our goal when creating these lessons was to bring literacy, character education, social-emotional learning, and fun, quick & easy-to-implement lessons.

Make sure you get the book listed on each lesson beforehand (either type the website or scan the QR code). Then prepare the material, and gather supplies indicated in each lesson, such as crayons, tape, scissors, etc.

We are so glad you found this free resource! All authors in this set paid to have quality lessons and worksheets created. I know they'd appreciate you finding them on social media (many have other free resources too!) and also purchasing their books. Reviews are always appreciated too.

We hope we made this teaching time easy and enjoyable!

*Charissa
Bates*

Charissa Bates, LICSW, SSW
Author of The Traveling Book

*Kelle
Lima*

Kelle Lima

Founder of Writerverse Journey LLC

**PRO
TIP**



Get large construction sheets (12 inches by 18 inches size) and fold them in half to look like folders. You will need a "folder" per student (write their names on the front), and an extra folder for "group" activities. Gather the books, print all needed worksheets, and put each set of worksheets in the designated folder. This way you can grab your book + folders and go before classroom lessons without a hustle!

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THE FISH AND THE UNDERWATER BIRD

By Barbara Pinke

Lesson Preparation

- Print a copy of “being helpful” and “latest helpful act” per student
- Print and cut (laminiate if you wish to reuse) the sorting cards per class (or group)

Start by saying

- Have you ever helped someone? Have you ever been helped? How did you feel when someone helped you?
- Being helpful when others need it makes our world a better place. We are going to learn about a very determined fish that wants to help a new friend. There are a lot of barriers to helping her new friend, but she never gives up.

Read the book

Ask questions about how fish feels when she keeps feeling defeated after requests of help.

After reading

- Sometimes when we help someone we may feel more fulfilled than when we get helped. When you've helped someone, how have you felt afterwards?
- Why do you think the fish didn't give up helping bird?
- How do you think bird felt while waiting for someone to help him?
- How do you think bird felt after he was helped?

Activity Time

- Individual Activity: kids need to unscramble the letters to find out the answer (kindness)
- Individual Activity (full class activity - optional): each child will be handed a copy of the worksheet. After students draw you may ask them to tape their drawings on one designated area (usually board/wall) and you all can make a helpfulness wall to inspire each other.
- Full classroom or small groups (print more than one set if you intend to do smaller groups): students should study each card and separate into two piles: things that are helpful vs, things that aren't.



mybook.to/seayabook



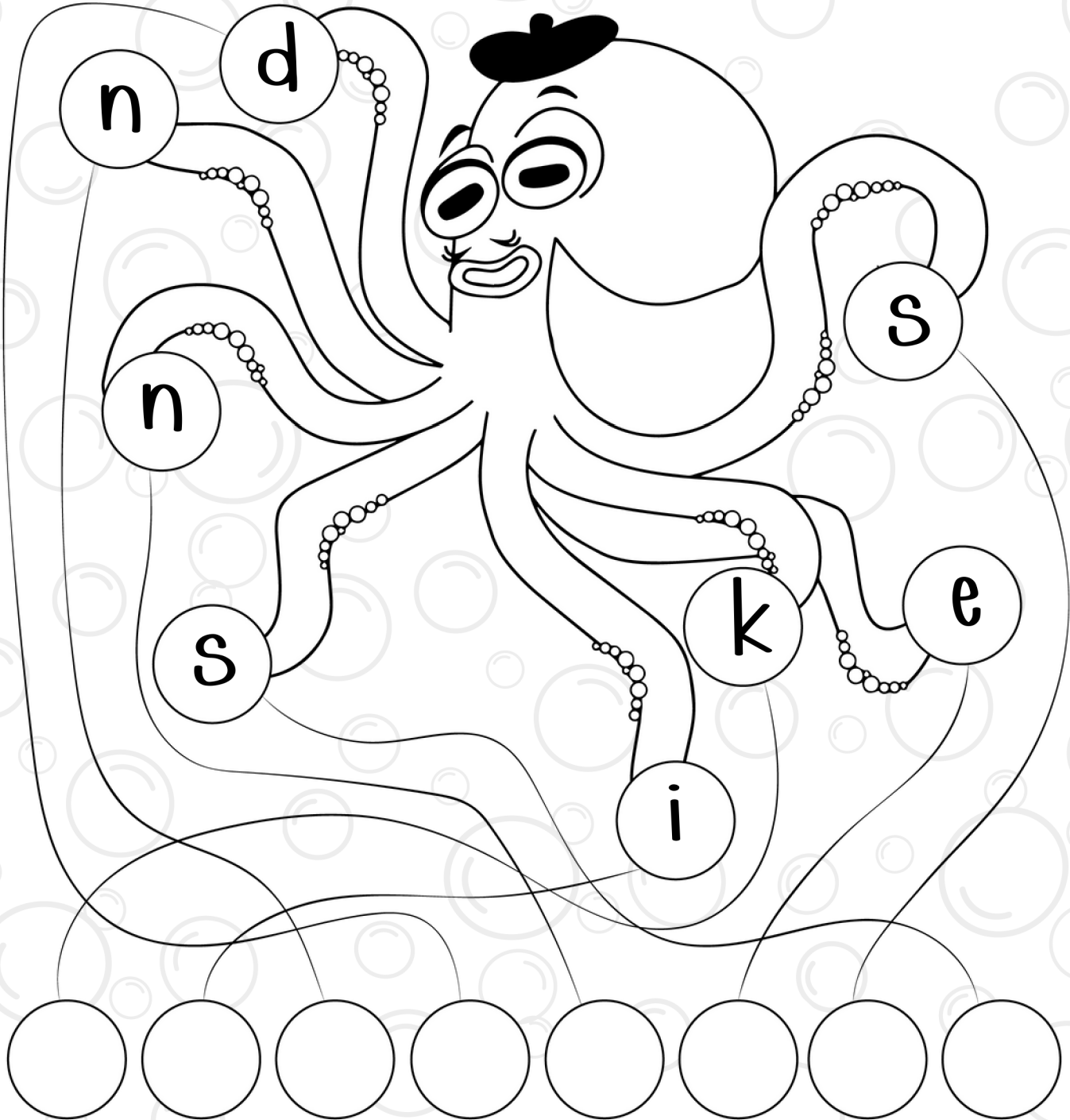
Student Material

- Pencil
- Coloring pencils



When you are helpful to others, it means you are showing them

Unscramble the letters below to find out:





Draw the last time you helped someone:





**OPEN THE
DOOR TO
SOMEONE**



**DRAW ON
THE WALL
WITHOUT
PERMISSION**



**THROW
TRASH ON
THE GROUND**



**BE MEAN TO
OTHER PEOPLE**



**FIX SOMETHING
THAT WAS
BROKEN**



**MAKE
SOMEONE
CRY**



**SHARE YOUR
THINGS**



**HELP WITH THE
DIRTY DISHES**





**FIGHT OVER
A TOY**



**HELP SOMEONE
FIND
SOMETHING**



RECYCLE



**MAKE A MESS
ON PURPOSE**



**HELP CARRY
GROCERIES**



**HELP WITH
LAUNDRY**

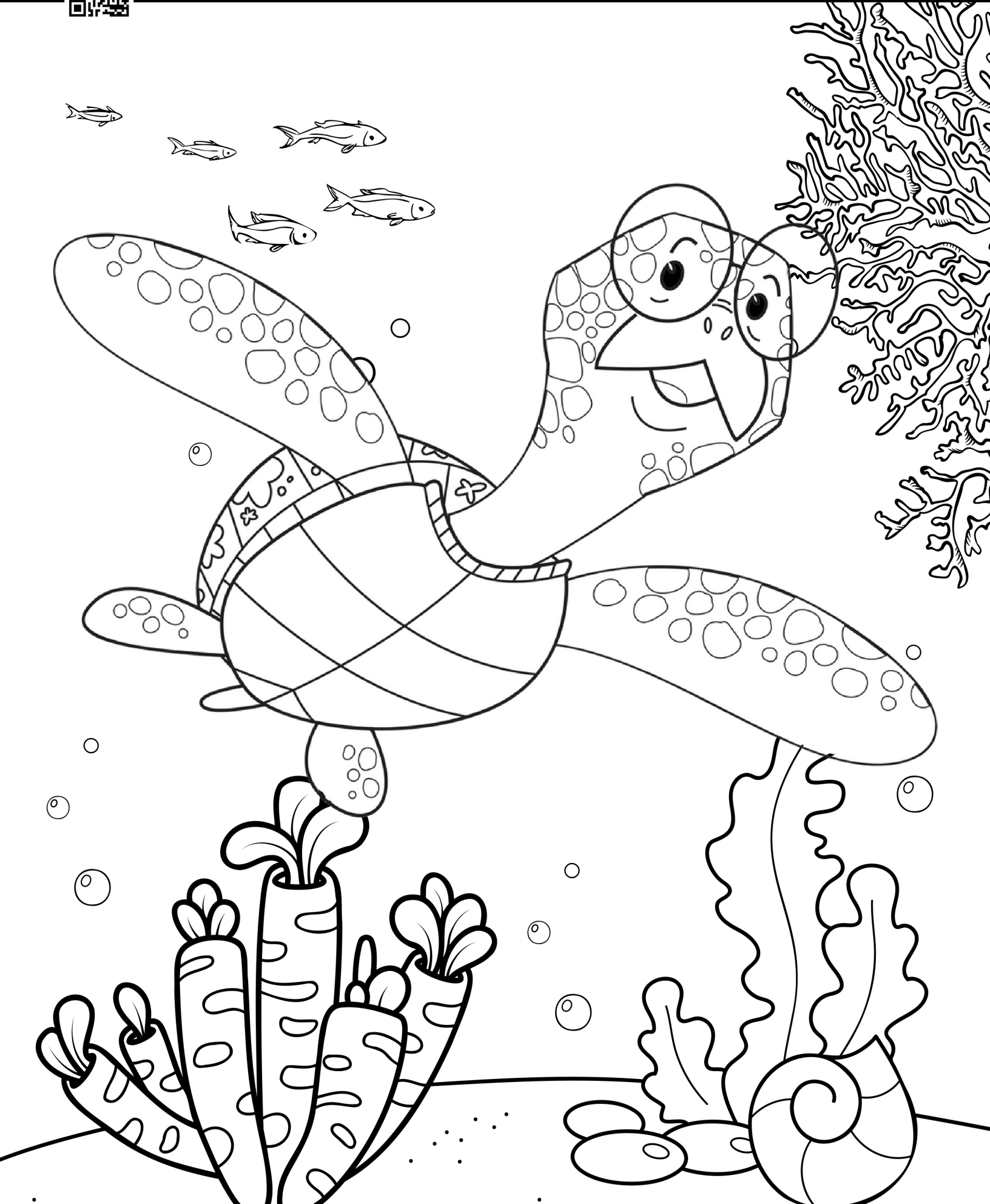


**PUT YOUR
TOYS AWAY**



**HELP
CLEAN UP**







ALONG CAME OLIVER

By Kelle Lima

Lesson Preparation

Print a copy of the "FRIENDSHIP" lesson per student

Start by saying

Ask "what is a friend?" - after kids have given all their answers, say "making new friends can be fun and exciting, but it can be hard for the new friend and for you." We will learn how we have enough friendship to share with everyone we meet. The three kids in the story learned a vital lesson from a little furry creature!

Read the book

Point out the different emotions while reading. Ask how Lilly is frustrated when she sees Oliver joining Billy and her for lunch. You can add that you bet her hands are sweaty and that her heart is probably beating fast!

After reading

How do you think Oliver felt being new at school? How do you think he felt when Lilly invited him to play? What lesson did Lilly learn from Milky?

Answer: There is enough friendship to be spread to more than one friend!

Activity Time

- Individual Activity: each student will receive a different crayon color to circle the activities they like best, then they will find a classmate and have them circle their favorite activities too. Look at the differences and similarities. Students can be asked to pair up multiple times. At the end of the activity, students should compare and see if anyone has ALL of the same answers as them. Discuss how we all have our own passions/things we like, etc. But probably, we also have at least one thing in common with each person in the room.
- Game 1 - full class activity (no material/worksheets needed): ask students different a/b questions (are you an only child? Strawberry or chocolate ice cream,? Skittles or Reese's? Slide or swing? Read or draw? Etc.) they should either go to the left/right of the room according to their answer. Point out how we all have differences and similarities and aren't always on the same side as our closest friend. Note: an alternative way to answer could be one thumb up vs. two thumbs up, stand up vs. sit down, etc.
- Individual Activity: ask kids to write down six different ways to make new friends. Then ask them to read their answers aloud individually as you make a graph on the whiteboard: what's the most popular way to make a friend? What about the least popular? Did you all find out new ways to make friends?
- Individual Activity: chat about what it means to be a good friend, then ask kids to color the sheet accordingly.



mybook.to/OliverEn2





Circle which activities you like best. Then find a classmate and have them circle what activities they like as well and see what you have in common!





I CAN MAKE A NEW FRIEND IF I:



1

2

3

4

5

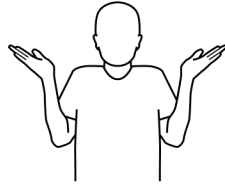
6



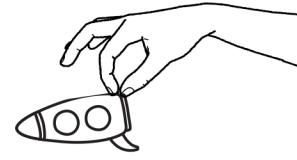
Color things that makes you a good friend, cross the ones that don't:



keep your promises



don't ask them about their day



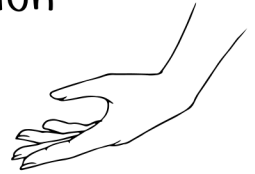
get their things without prior permission



share things



respect their turn

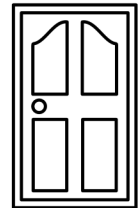


help them in a time of need

GOOD WAYS TO BE A FRIEND



be honest about your feelings



respect their private space

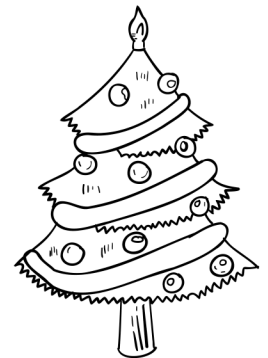


cheer them on

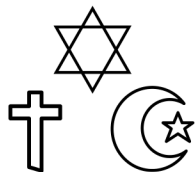


disrespect their family

invite them while playing with others



listen about their traditions



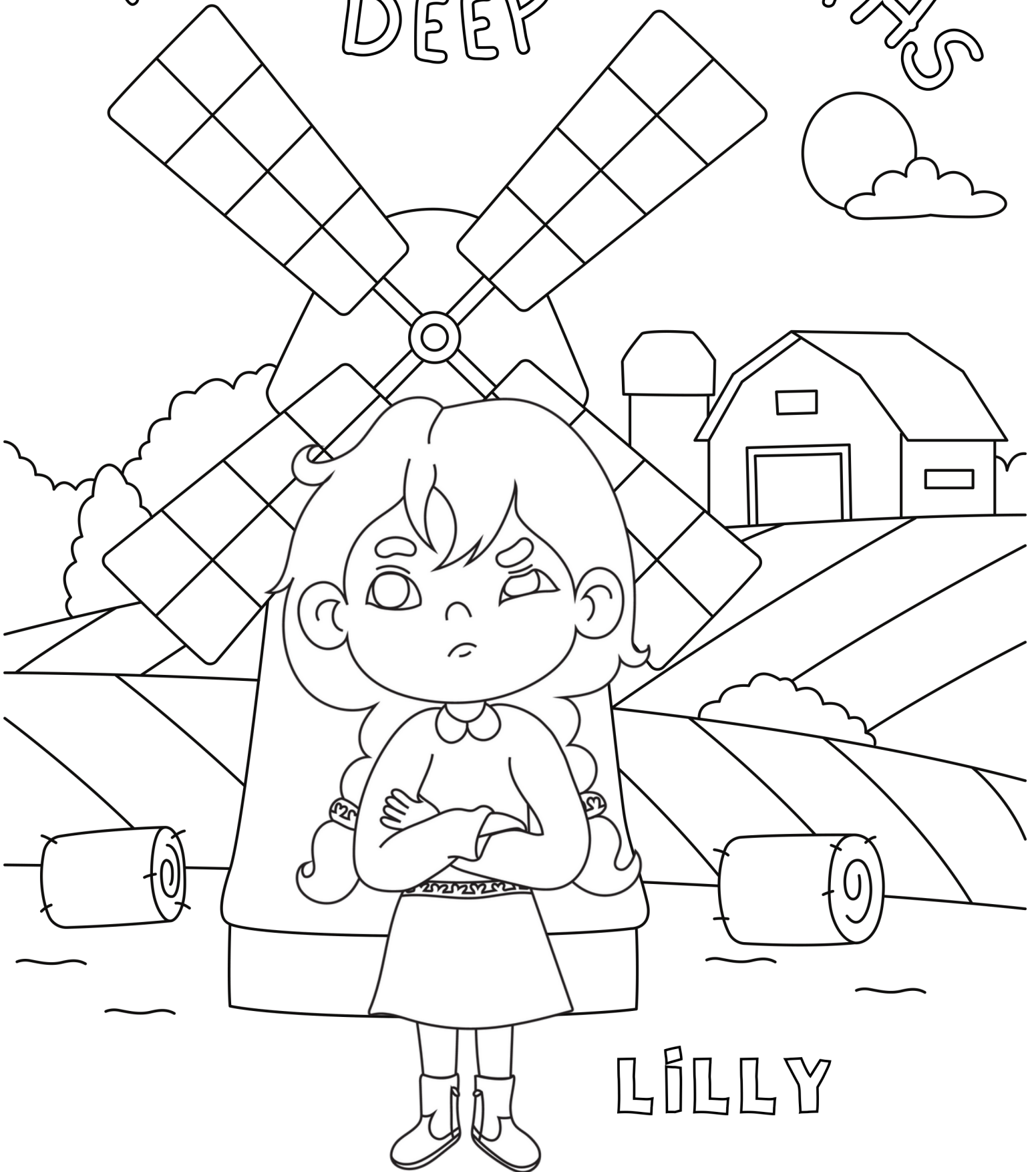
respect their religion

use mean words





TAKE DEEP BREATHS



LILLY

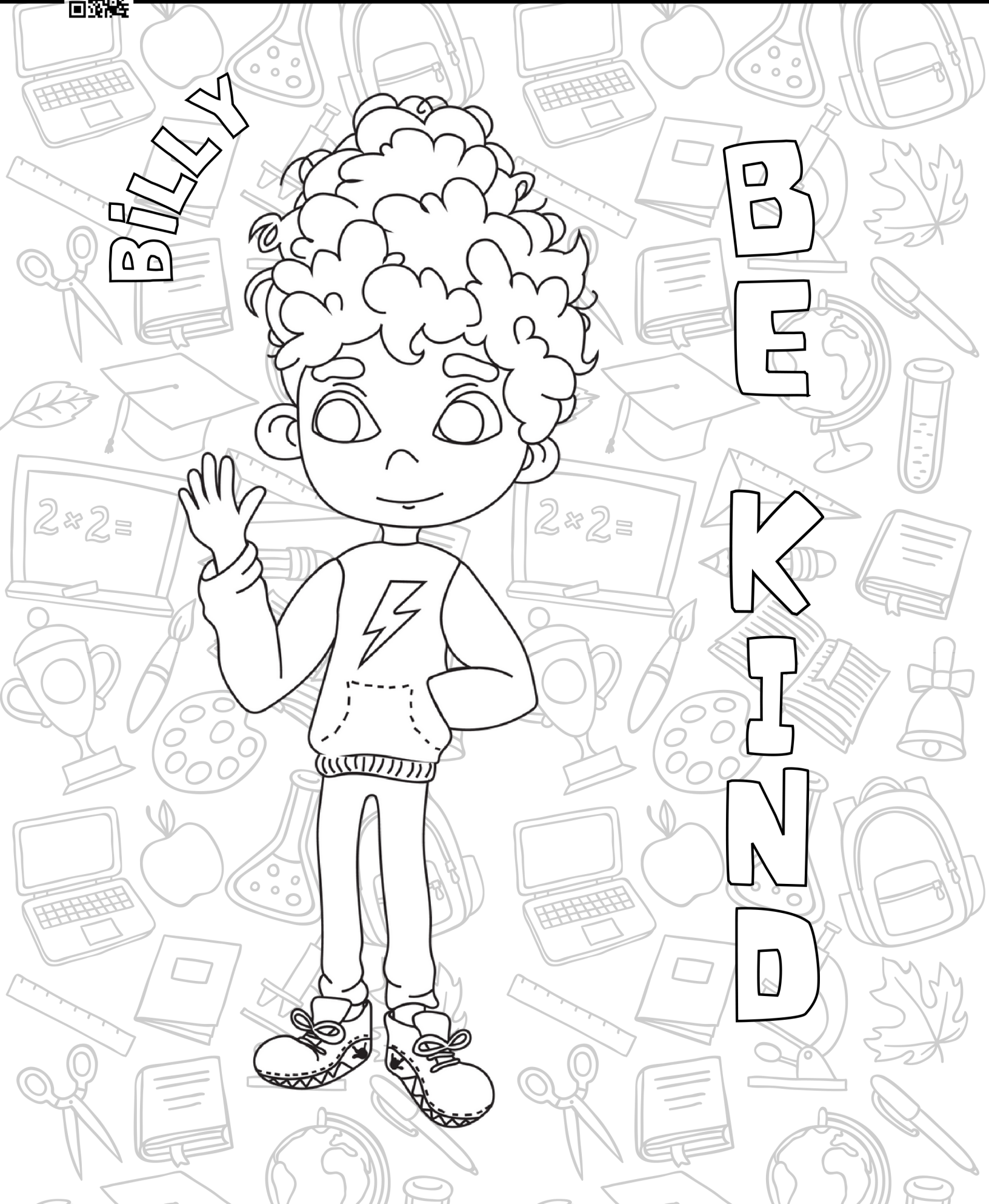


BILLY



B
E

K
I
N
D





OLIVER



YOU'VE

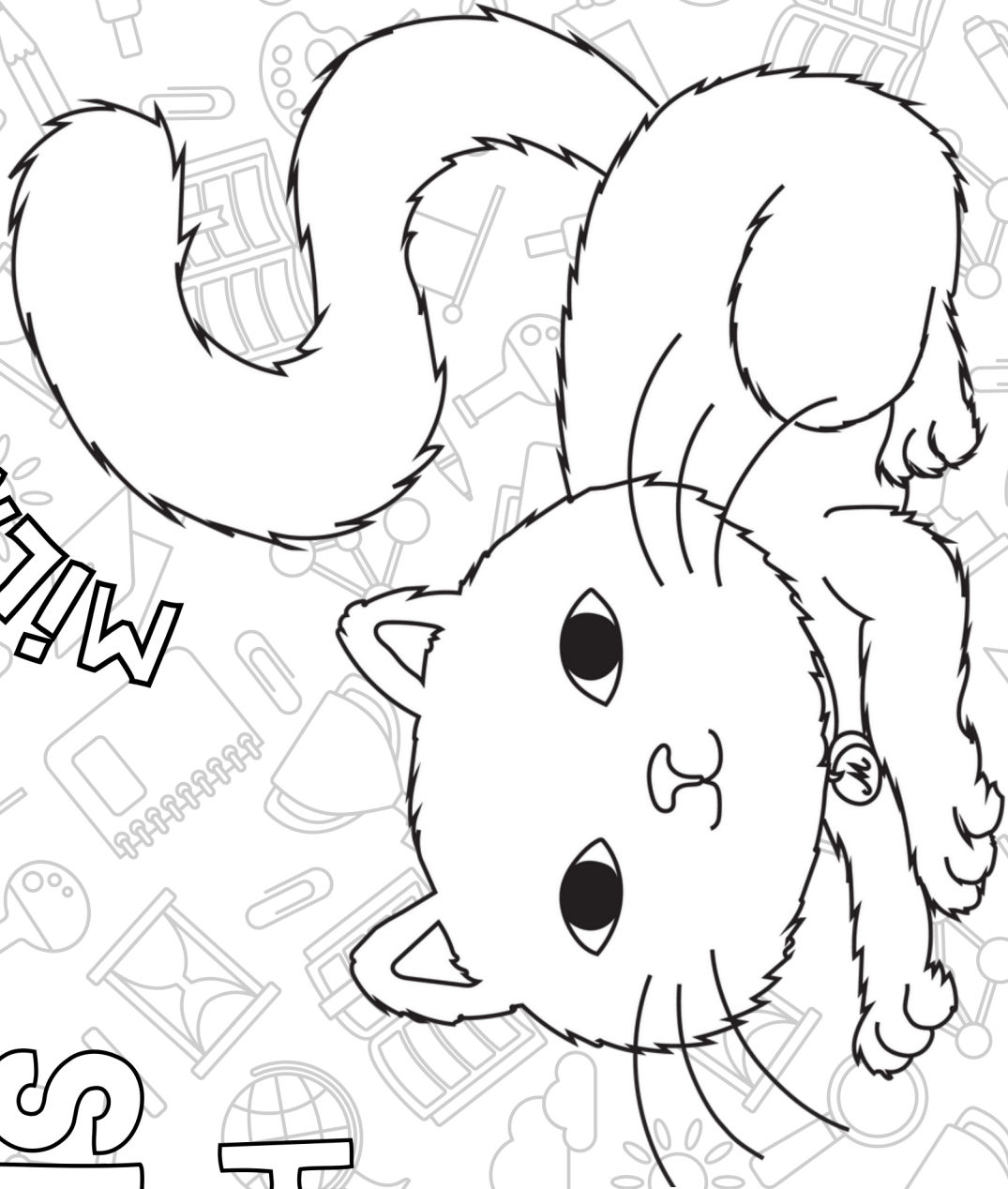
GOT

THIS



MILKY

LIFE IS
TOUGH
AND
SO ARE
YOU



IT MUST BE SPRING

By Michelle Wang



mybook.to/itmustbespring



Lesson Preparation

- Print a copy of the full "Positive Attitude" lesson per student
- Best if used around the month of April or a good weather day
- Gather any decorative material and colored shredded paper and glue

Start by saying

What are you looking forward to doing today? Is anyone looking forward to playing outside? How would you feel if it rained today? How would you feel if you wanted to play soccer outside and it started raining? Today we are going to be reading a book about how one family embraced all the wonderfulness of a Spring rain storm. Can you believe that YOU have the power to have a good day? It's called positive thinking. Positive thinking is realizing that there can be good found in moments that we feel upset about. If you forget to bring your backpack to school, you can do one of two things. One thing you can do is be mad and upset about it all day long. The other option is to have positive thinking. You could think to yourself: "It's okay that I forgot my backpack. I will bring it tomorrow." You really do have the power to have a good day through positive thinking.

Read the book

Point out all the different family members that are happy.

After reading

- Did anyone get upset about the rain?
- Why do you think they didn't get mad?
- They decided to make an unexpected thing (rain) into a happy thought.

Having their happy thoughts made them enjoy the moment. They had a good day because they decided to!

Student Material

- Pencil
- Coloring pencils
- Colored paper (and glue)
- Any other decorative material

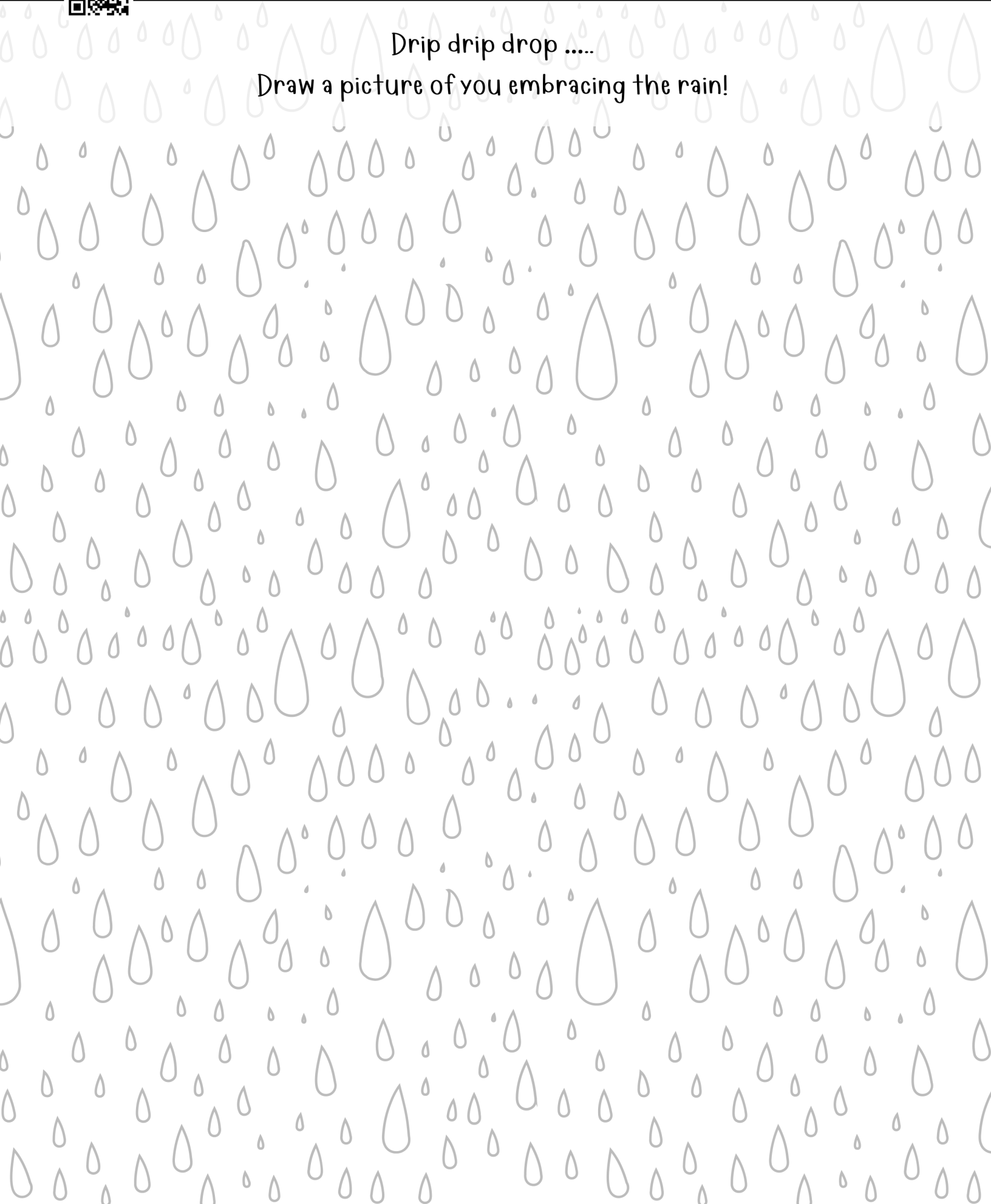
Activity Time

- Individual Activity: ask students about multiple ways to embrace the rain. What activities make them happy? Then ask them to draw that in the 'drip drip drop' worksheet
- Individual Activity: how can we change sadness around us with positive attitudes? Students should draw themselves under the positivity umbrella. Then ask if they can find a way to spread their positive energy over the sad drops: coloring, gluing, glitter, cotton - anything that they would like to use and you have available.
- Individual Activity: ask students to close their eyes and imagine a rainy day. How did it look? How did it feel? What did they hear? And what did each of those things made them feel?



Drip drip drop

Draw a picture of you embracing the rain!





Open your happy umbrella and make the best out of your day. Draw yourself below with a big smile on your face. Maybe the energy and radiance coming out of you can turn any sad drops into positive ones.

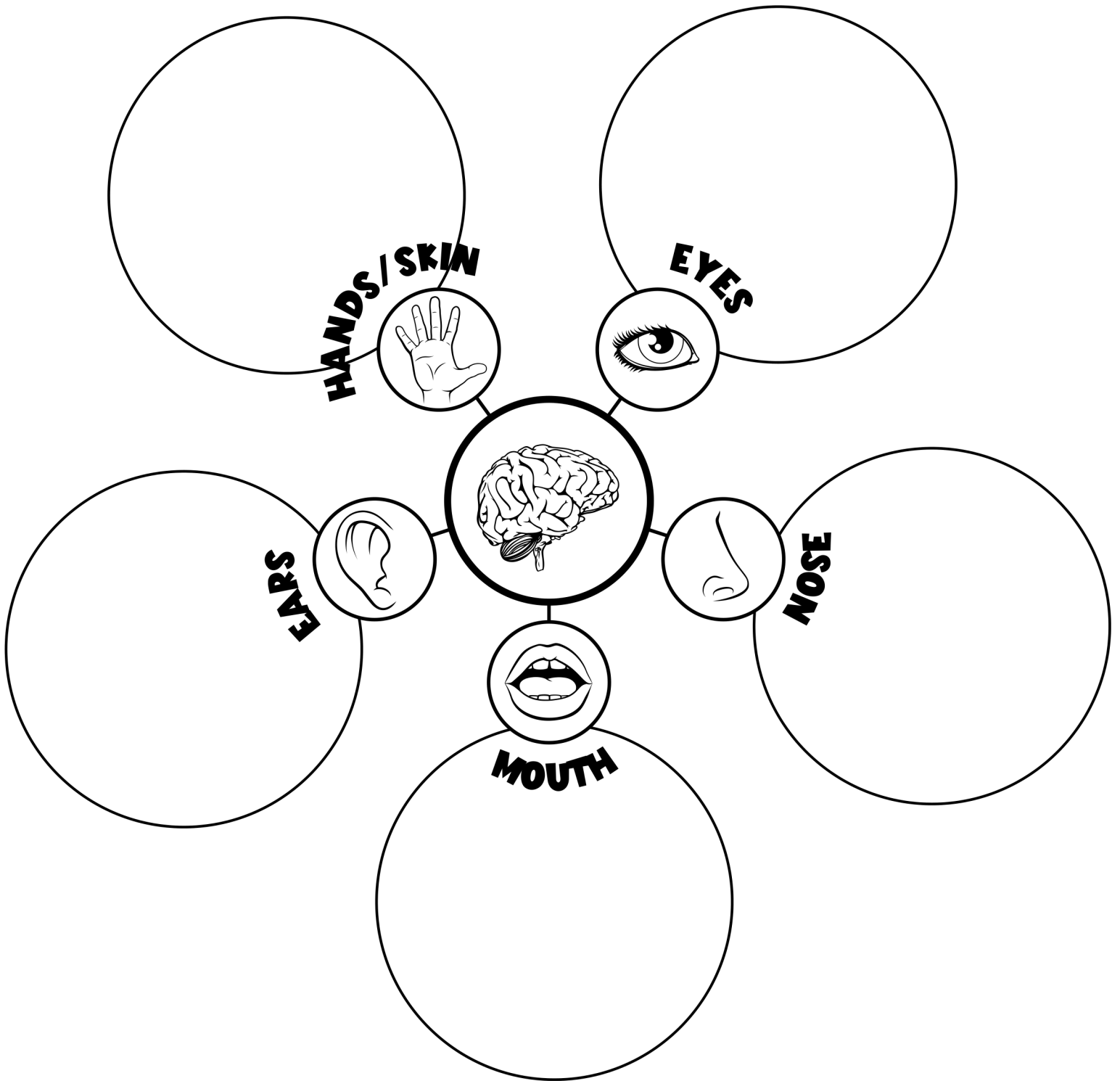
It is all about your attitude!





Close your eyes for a moment and think about a rainy day. Then open your eyes and fill in how your body explores the rain and how it makes you feel.

How do you feel the rain with your:







WORDS TAKE FLIGHT

By Etaine Raphael

Lesson Preparation

- Print a copy of the full “EMBRACING DIFFERENCES” lesson per student

Start by saying

Have you ever felt different? You don't have to raise your hand or say why, but know that we all have felt different from time to time. The Rhyming Twins in today's book felt very different.

Today we are learning about using our unique traits and embracing our differences. Sometimes when we hear the word “difference,” it can sound scary or bad. But it's just the opposite. We each are unique and bring something amazing to this world! Differences make our world incredible and fun! Let's read The Rhyme Time Twins to see how special they are!

Read the book

Point out facial expressions and ask the class how different characters feel!

After reading

- What happened at the beginning of the book?
- Did the twins feel they were special?
- When they saw someone in need, what did the twins do?
- How did others see them after that?
- Let's explore our unique selves with a fun worksheet!

Activity Time

- Individual Activity 1: kids should connect the images/words that rhyme from the first to the second column
- Individual Activity 2: work on phonics by asking kids about words that rhyme with “pat”
- Small Group Activity (2-3 players): ask kids to find a partner (you can make a trio if the number is uneven) and they should interview each other and write the answers on the designated answer areas. Kids may present their friends to the class if desired so.



mybook.to/unique_traits

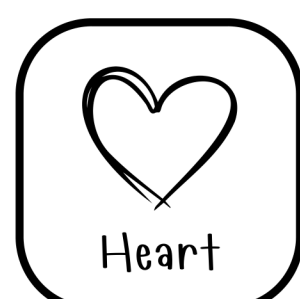
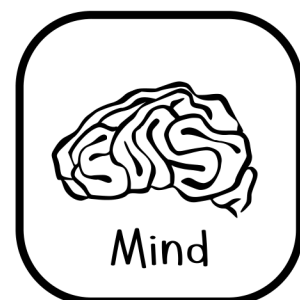
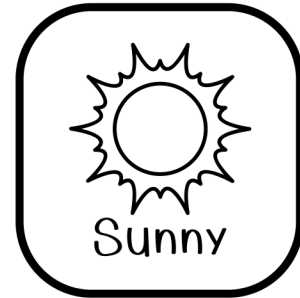
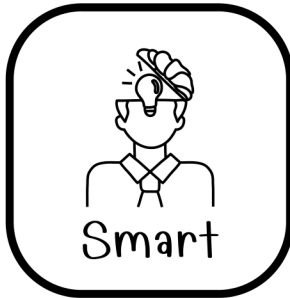


Student Material

- Pencil
- Coloring pencils (optional)

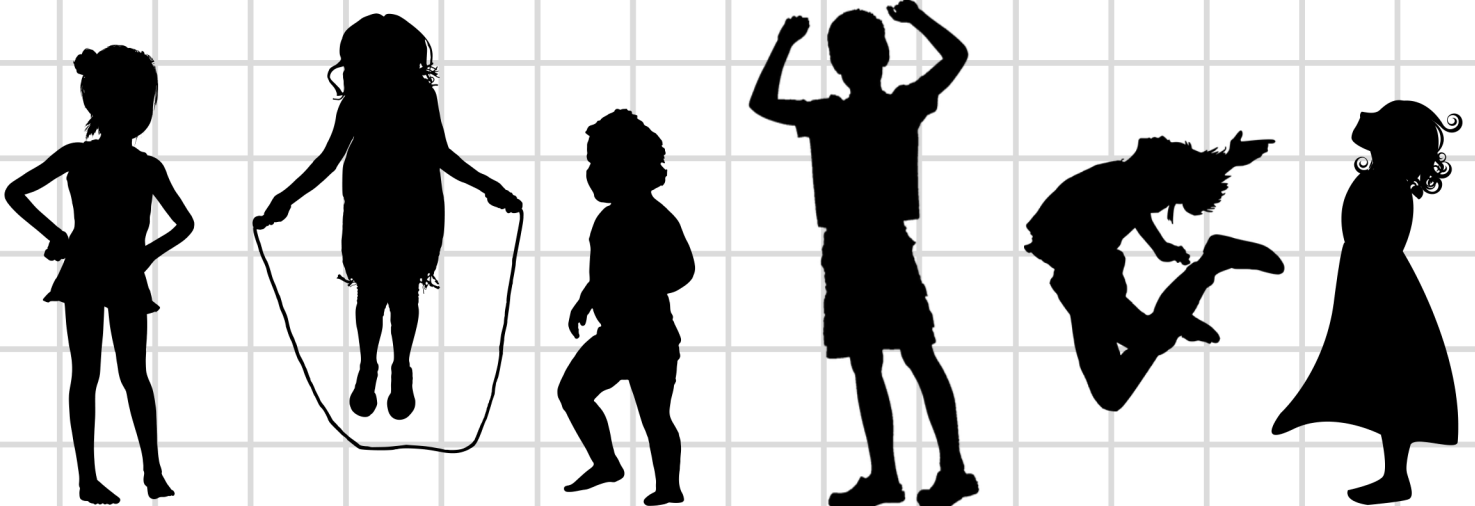


Which words rhyme? Connect them:



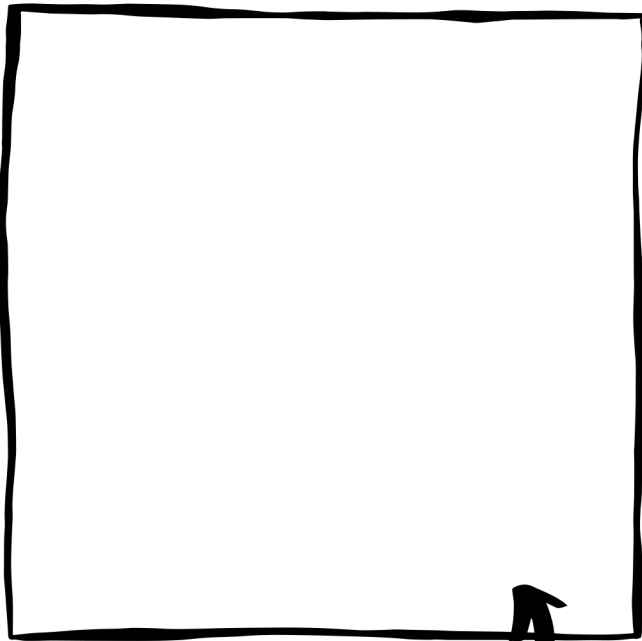


PAT yourself on your back for being a unique and wonderful self!
Write or draw all the words you can think of that rhyme with PAT:





Find a friend and chat about their and your unique traits
(and fill the blanks below about them)



Draw your friend

Name:

Favorite Color:

Birthday:

Can you swim?

YES

NO

Do you have a pet?

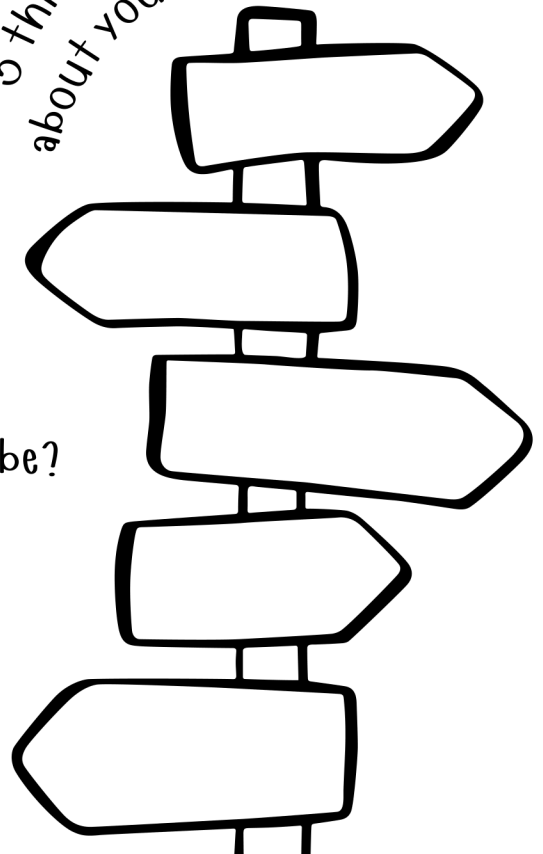
YES

NO

If you could be an animal, which one would it be?

Favorite movie?

5 things you like
about your friend:



THE TRAVELING BOOK: A BOOK ABOUT LITTLE FREE LIBRARIES

By Charissa Bates

Book trailer:

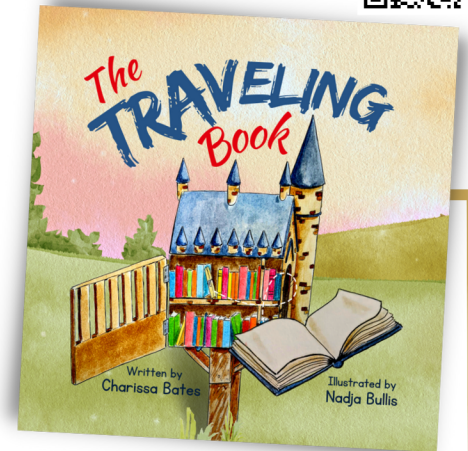


Lesson Preparation

- Print a copy of the full "RESPECTING ITEMS" lesson per student
- Cut the "a damaged book" into two pieces (you can laminate to reuse)

Start by saying

- Have you ever had a book get damaged? What happened?
- Have you ever broken something or damaged something that wasn't yours? We will learn all about respecting items today! What does Respect mean? Answer (write these down on the whiteboard/say out loud): Respect is being considerate of someone's items or feelings. Respect is all about being accepting and kind to others and items.
- We all have had our items break or become damaged at some point in our lives. Some aren't preventable, but many are. Let's see all the different ways The Traveling Book was treated. Notice if it becomes damaged during its travels (answer: it doesn't).



a.co/d/5MSY0YI



Student Material

- Pencil
- Tape / Band-Aid
- Decorative material (optional)
- Coloring pencils (optional)

Read the book

Point to the different ways the readers respect the book. Point out the emotions the book feels throughout. During the reading, the book is tossed into a box. Discuss how the book could be put gently into the box and what would happen versus being thrown into the box.

After reading

- We saw many ways in which The Traveling book was respected on all of his travels.
- When do you think the book was the happiest? (answer: taken care of and read). When do you think the book was the saddest? (answer: being forgotten, tossed into a box).



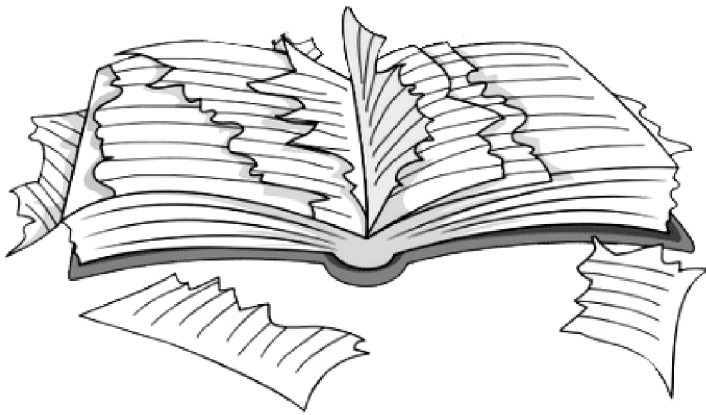
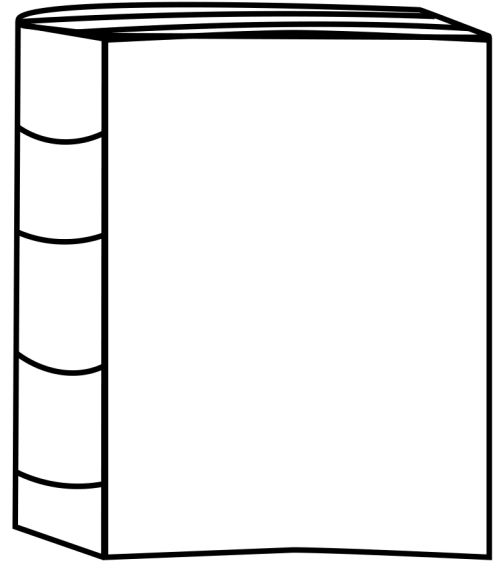
Breathing
Exercise

Activity Time

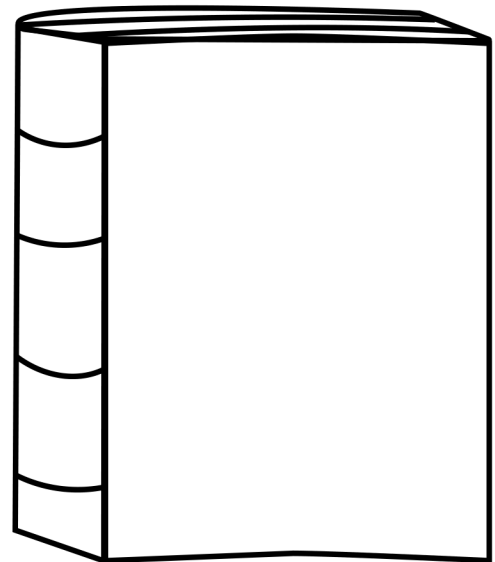
- Individual Activity: kids should draw or write feelings on each book. The damaged one should be sad, hurt, etc. The one that is not ripped should be happy, satisfied, etc.
- Individual Activity: Print and cut the book into two parts. Hand tape/Band-Aids to students and ask them to fix them. You may also ask them to decorate it (try to cover the book's "scar")
- Individual Activity: Ask kids to connect each action to either respectful or disrespectful care boxes



How do you think this book feels?
Draw or write on the cover next to it



How do you think this book feels?
Draw or write on the cover next to it

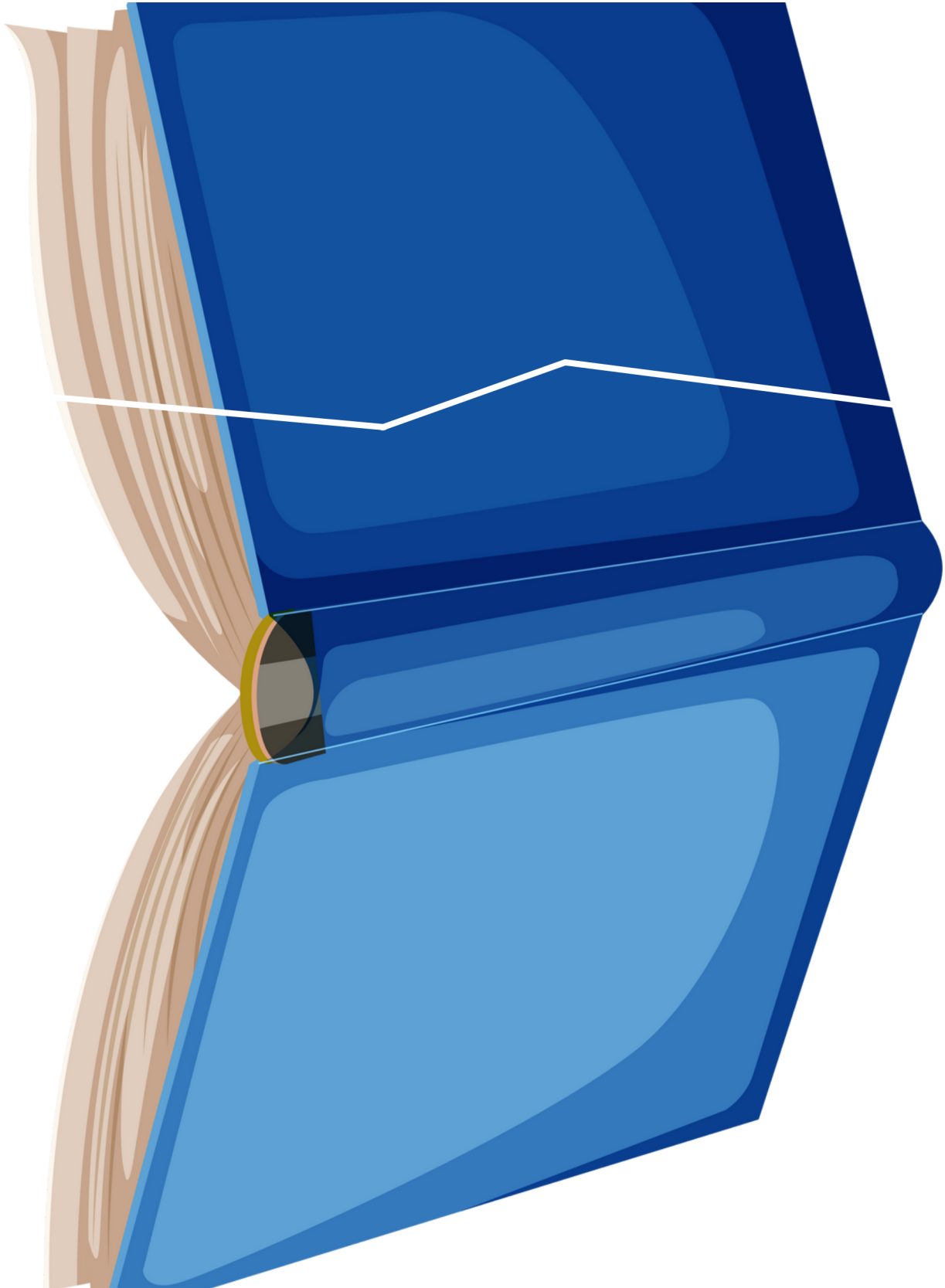




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a damaged book: RESPECTING ITEMS

Cut the book below and ask your students to make it happy again (tape/glue needed, they can also decorate it to cover the damage)



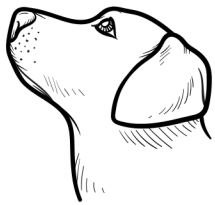


Connect each behavior to their appropriate box below:

keep my book on a bookshelf



Snack while reading

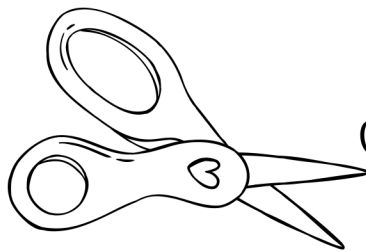


keep my book out of my pet's reach

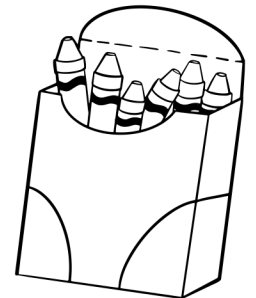
RESPECTFUL BOOK CARE



Let babies play with my book



Cut book pages



Draw, color, or write on books



protect my books from rain

DISRESPECTFUL BOOK CARE

Carry a water bottle inside my bookbag



Read with clean hands





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coloring: RESPECTING ITEMS





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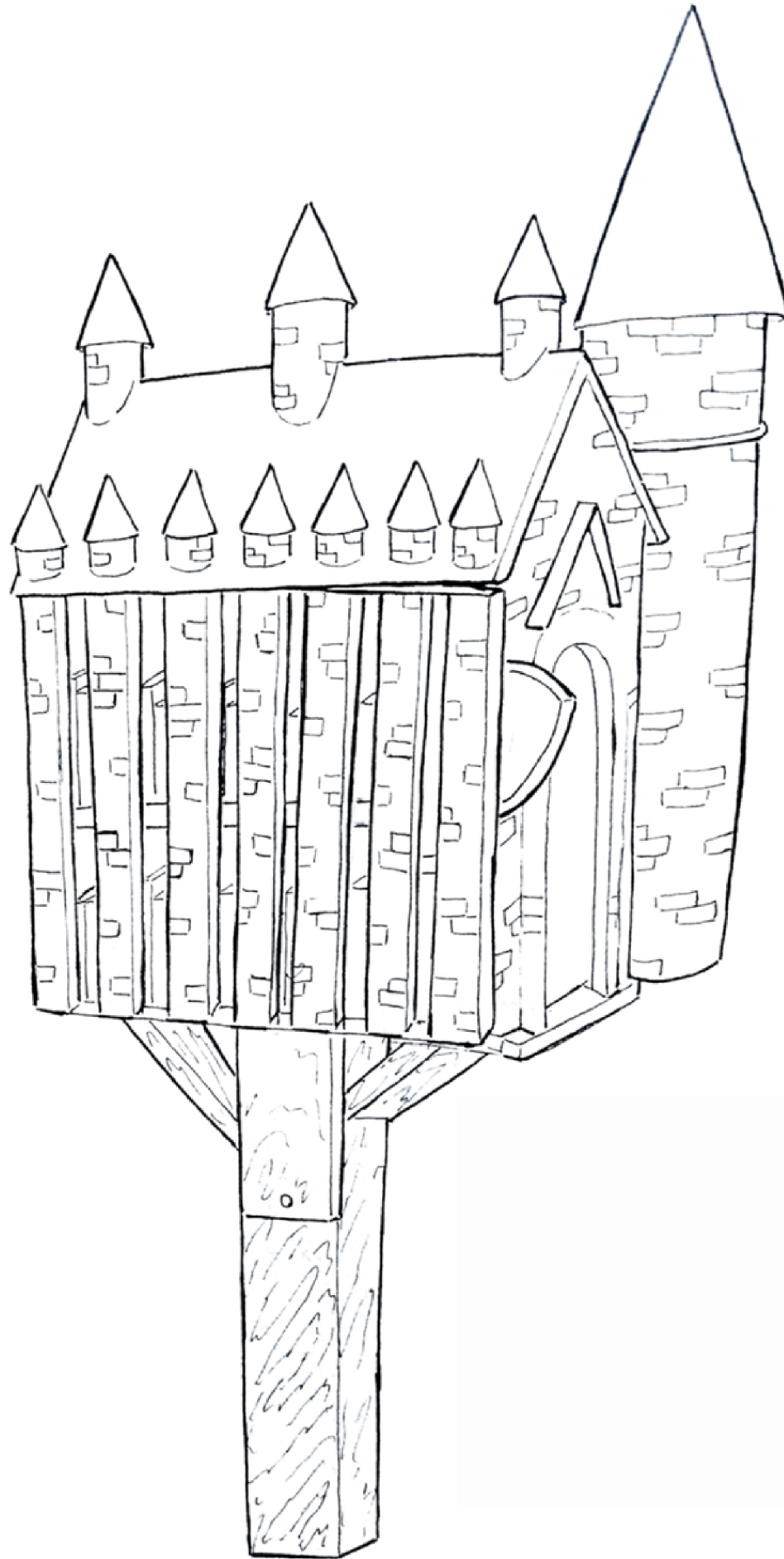
coloring: RESPECTING ITEMS





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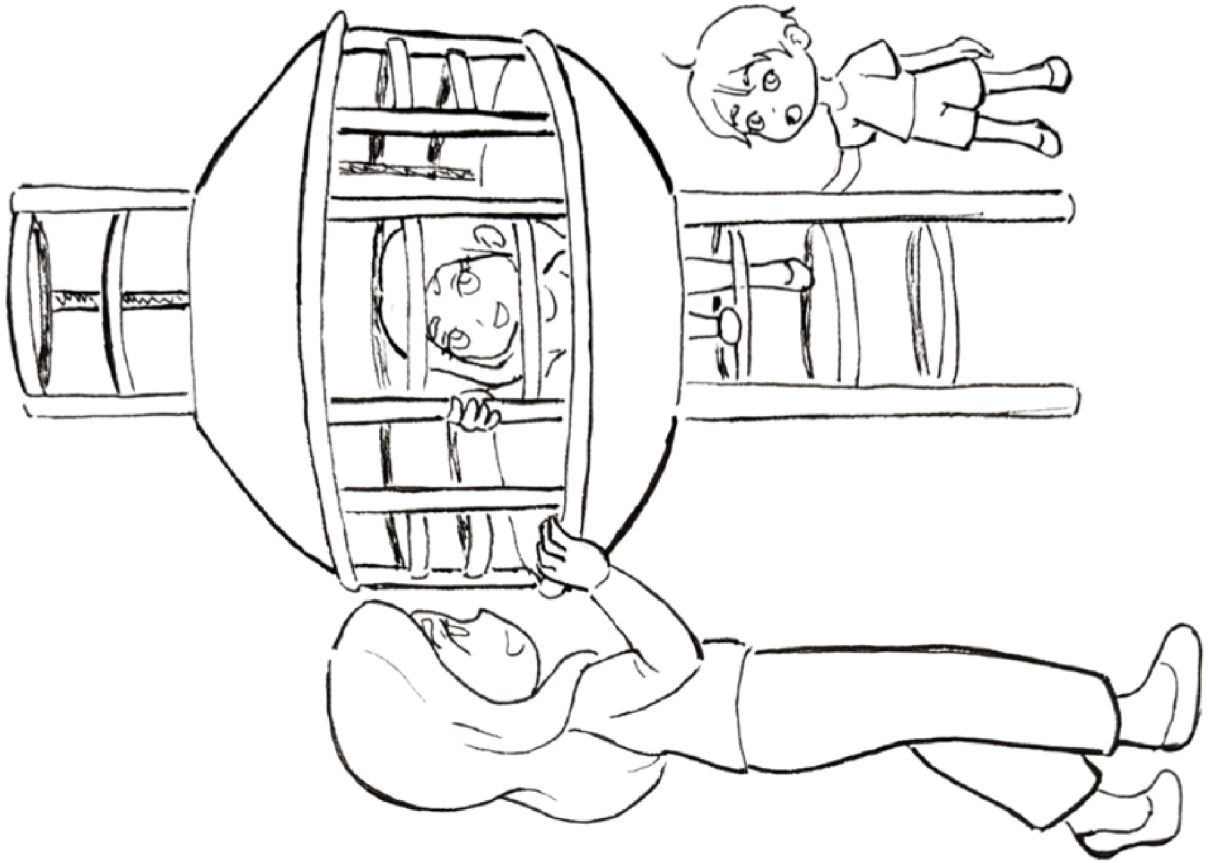
coloring: RESPECTING ITEMS





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coloring: RESPECTING ITEMS



LULU AND THE MISSING TOOTH FAIRY

By S. E. Richey

Lesson Preparation

- Print a copy of the worksheets per student
- Print 2-4 teeth pages, cut and place them under kids' chairs.

Start by saying

'Look under your chair, some of you have a surprise under it!' Then ask the kids who have a tooth: 'How do you feel about finding the tooth?' (happy, excited, curious, etc.). 'Those that didn't find the tooth, how do you feel?' (sad, wish I had one, unhappy). 'This feeling of expecting something but not finding it is called disappointment.'

'We are going to learn about a little girl (Lulu) and a tooth fairy (Trixie) that also felt disappointed. Disappointment is a big word. It means feeling sad about something you thought was going to happen - but didn't. We will hear two different perspectives on what happens with Lulu and Trixie.'



mybook.to/lulu



Read the book

Talk about perspective throughout the book. Discuss the different feelings the characters are having.

After reading

- A perspective is understanding something from a point of view: what you saw and understood, but not always what was happening.
- What two perspectives were in the story? (Answer: Lulu's and the Tooth Fairy's perspective)
- The Tooth Fairy was trying really hard to get to Lulu. Lulu thought the Tooth Fairy forgot. How did the Tooth Fairy feel? (Answer: sad, defeated)
- Have you ever done something that someone thought you did on purpose, but it was an accident? You both had different perspectives. It's essential to make sure we understand what's going on before making assumptions.

Student Material

- Pencil
- Coloring pencils

Activity Time

- Class Activity: place 2-4 teeth under random seats before class, then move to the "start by saying" section
- Individual Activity: After the reading, hand the '2 perspectives' printable. Ask kids to put themselves in Lulu's shoes and imagine what she thought about it and how she felt. Then do the same about Trixie.
- Individual Activity: ask kids to draw or write how they would feel in each scenario provided in the swing perspective. You may cut the page in half and give the number 1 before handing out the number two, so they won't read the second scenario before answering the first one.



Lesson Starter:

Print 2-4 copies of this page, Cut each tooth or put the full page under random student seats before starting the class.

Laminate if you intend to reuse!





What could Lulu be thinking when she found out that the tooth fairy didn't come? What about how she felt? And Trixie? Draw or write below:

LULU

TRIXIE

Thoughts

Thoughts

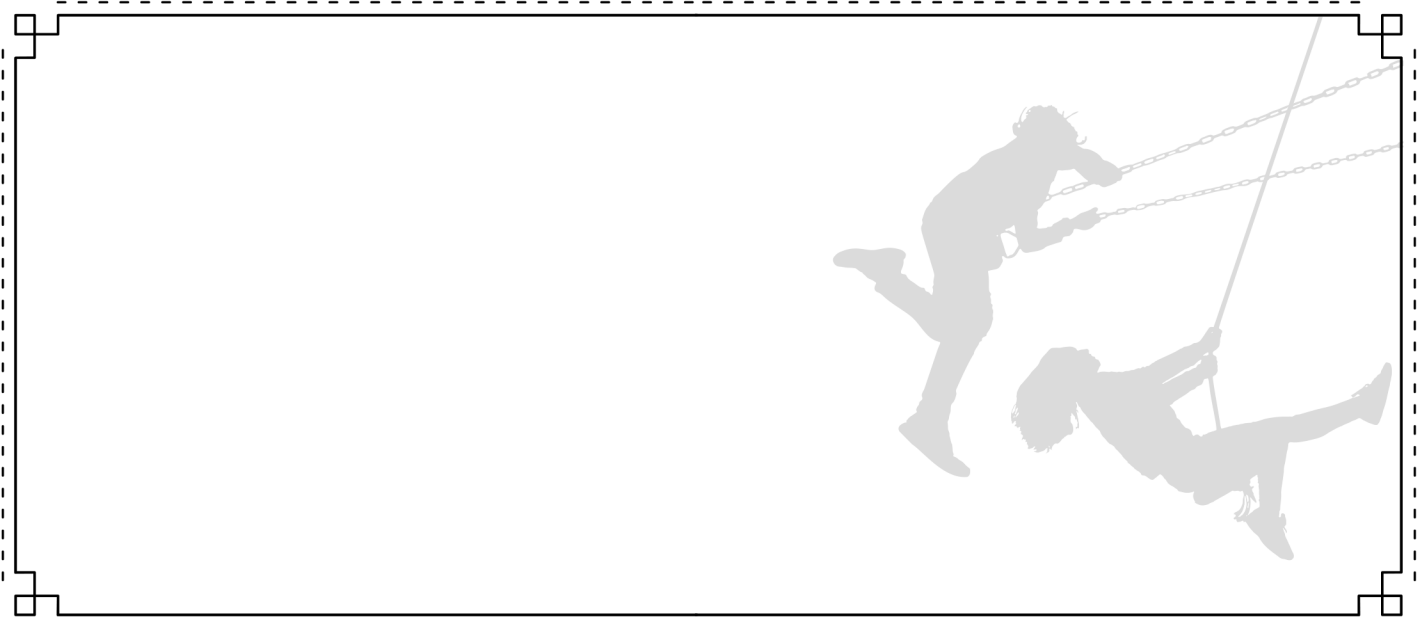
Feelings

Feelings

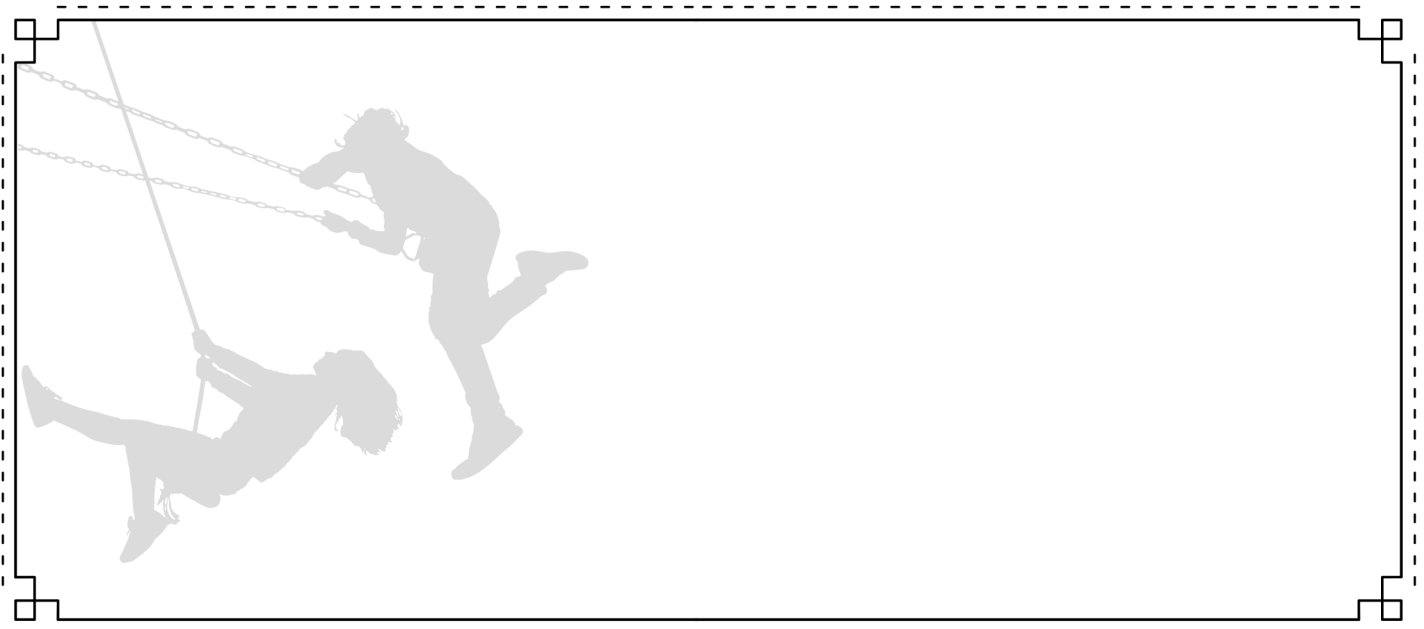


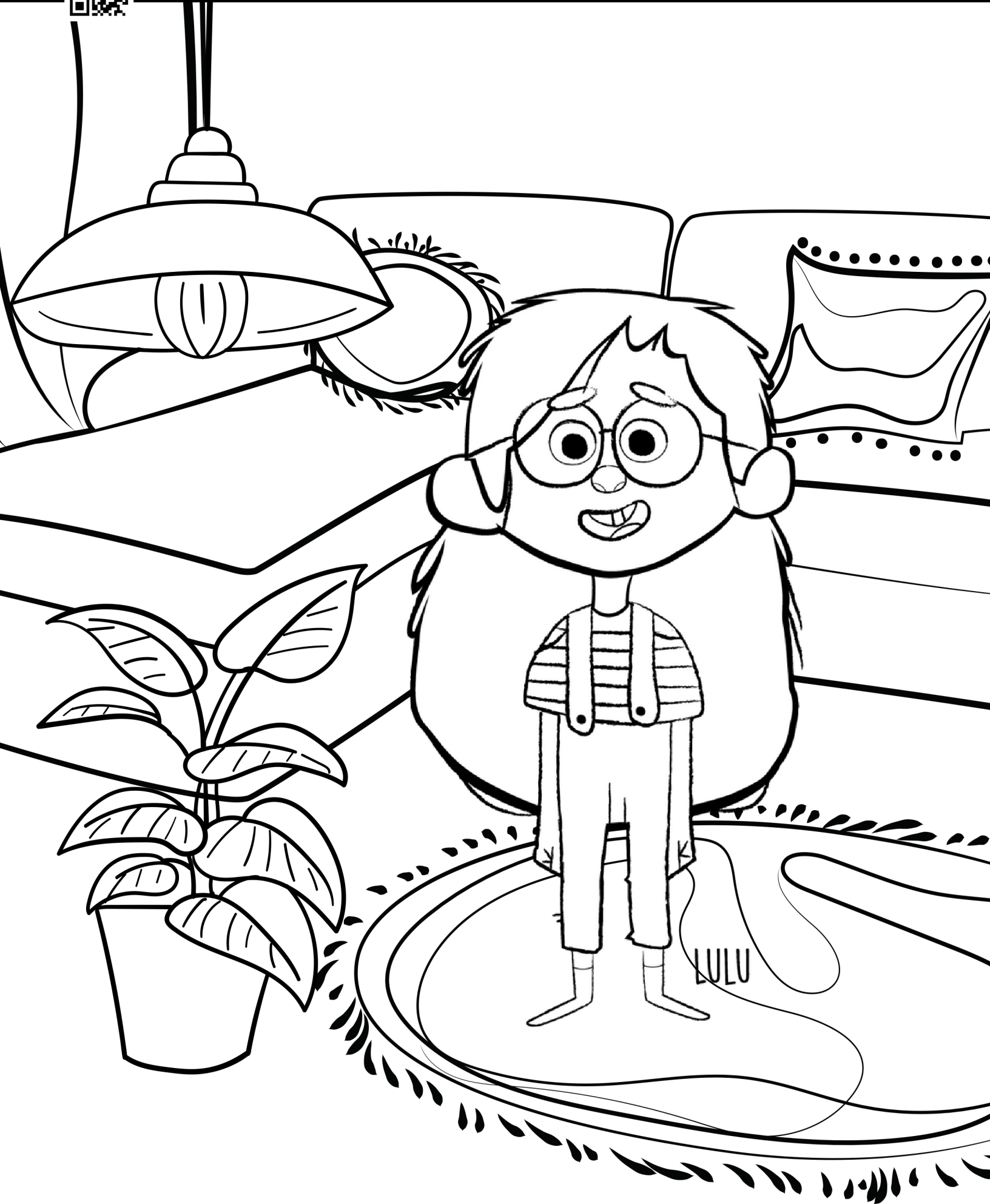


1) Your friend is playing with someone on the swing.
You feel like they left you out. Draw your perspective below:



2) Your friend saw another classmate was sad because he forgot his basketball for recess. You tried to cheer him up and thought you'd join them. Draw their perspective.





CUTEST PUMPKIN IN THE PATCH

By Carli Valentine

Lesson Preparation

- Print a copy of "connect activity: EMOTION REGULATION" per student
- Print a copy of "matching: EMOTION REGULATION" per small group (2-3 players). Best to print both sided (black pages won't let players see through when cards are facing down). You'll need to cut each card beforehand.
- Print a copy of "pumpkin expression: EMOTION REGULATION" per student

Start by saying

Show me your happy face. Show me your sad face. Show me your concerned face. Show me your scared face. Show me your silly face.

We will learn about many different feelings today in the Cutest Pumpkin in the Patch book! The fantastic thing is that all the emotions we'll see in the book are all we experience daily! So give me a thumbs up if you see the emotion on a pumpkin that you've experienced before!

Read the book

Point out the different emotions when you see them.

After reading

- What emotions did you see in the book?
- Does anyone have a time they felt any of those emotions?

Activity Time

- Individual Activity: connect each pumpkin face to their respective pumpkin expression word.
- Small Group Activity (2-3 players): print, cut, and play! Face all 18 cards down and take turns trying to match a pair. If you have a pair, you can play again. If you don't, it's the next player's turn.
- Individual & Large Group Activity (full classroom): ask kids to draw or cut out an expression on their pumpkin. Then each student shows their work and sees who can guess that expression first.



mybook.to/Pumpkinpatch



Student Material

- Pencil
- Coloring pencils
- Any other Decoration
- Scissors (optional)



Connect the expression to its correct word:



SAD



NERVOUS



HAPPY



UPSET



SCARED



BORED



EXCITED



Matching game (double sided print with next page):

TIRED



HAPPY



MAD



SURPRISED



RELIEVED



EXCITED



SAD



NERVOUS



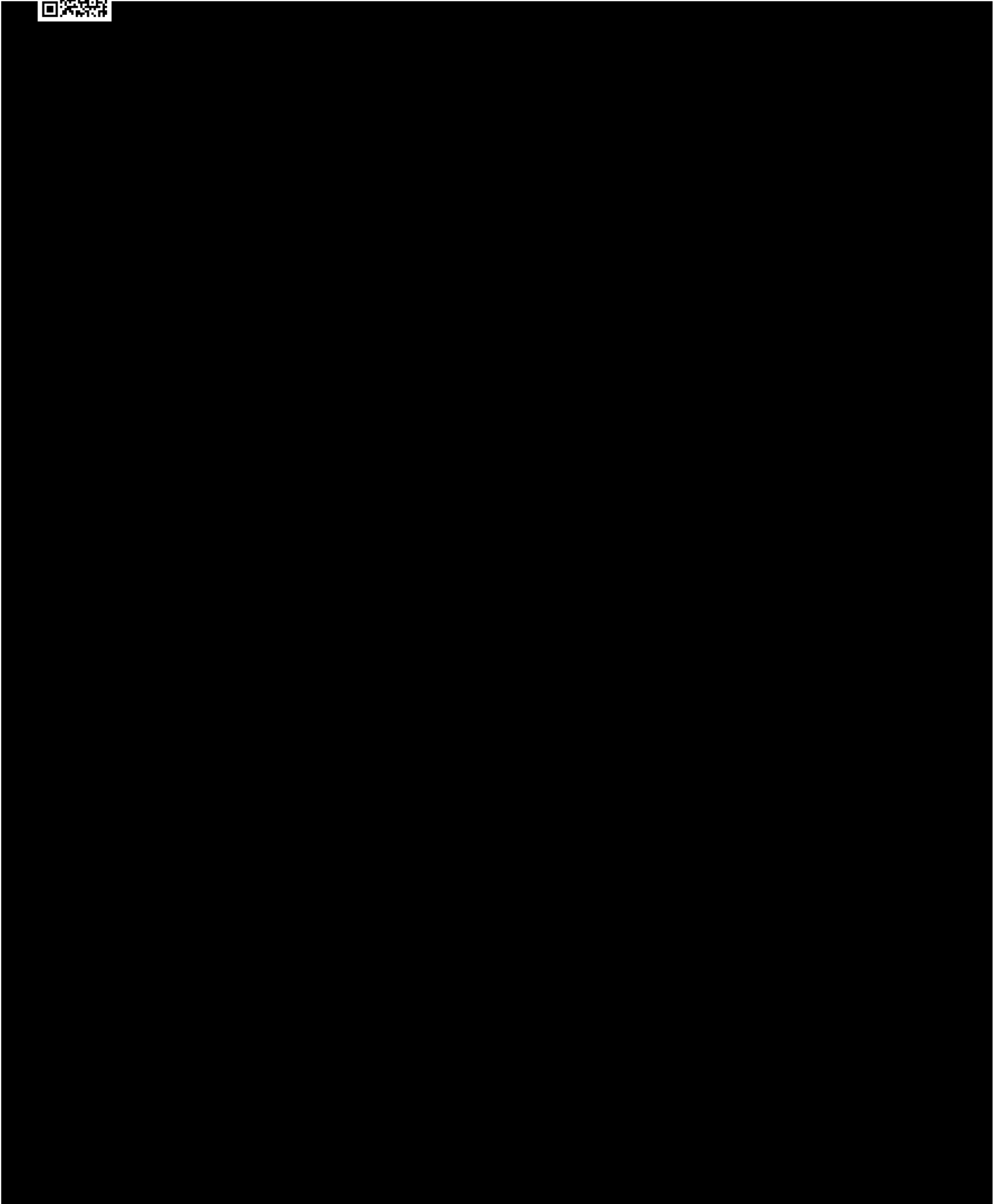
DISAPPOINTED





mybook.to/Pumpkinpatch

matching 2/4: EMOTION REGULATION





Matching game (double sided print with next page):

TIRED

HAPPY

MAD

SURPRISED

RELIEVED

EXCITED

SAD

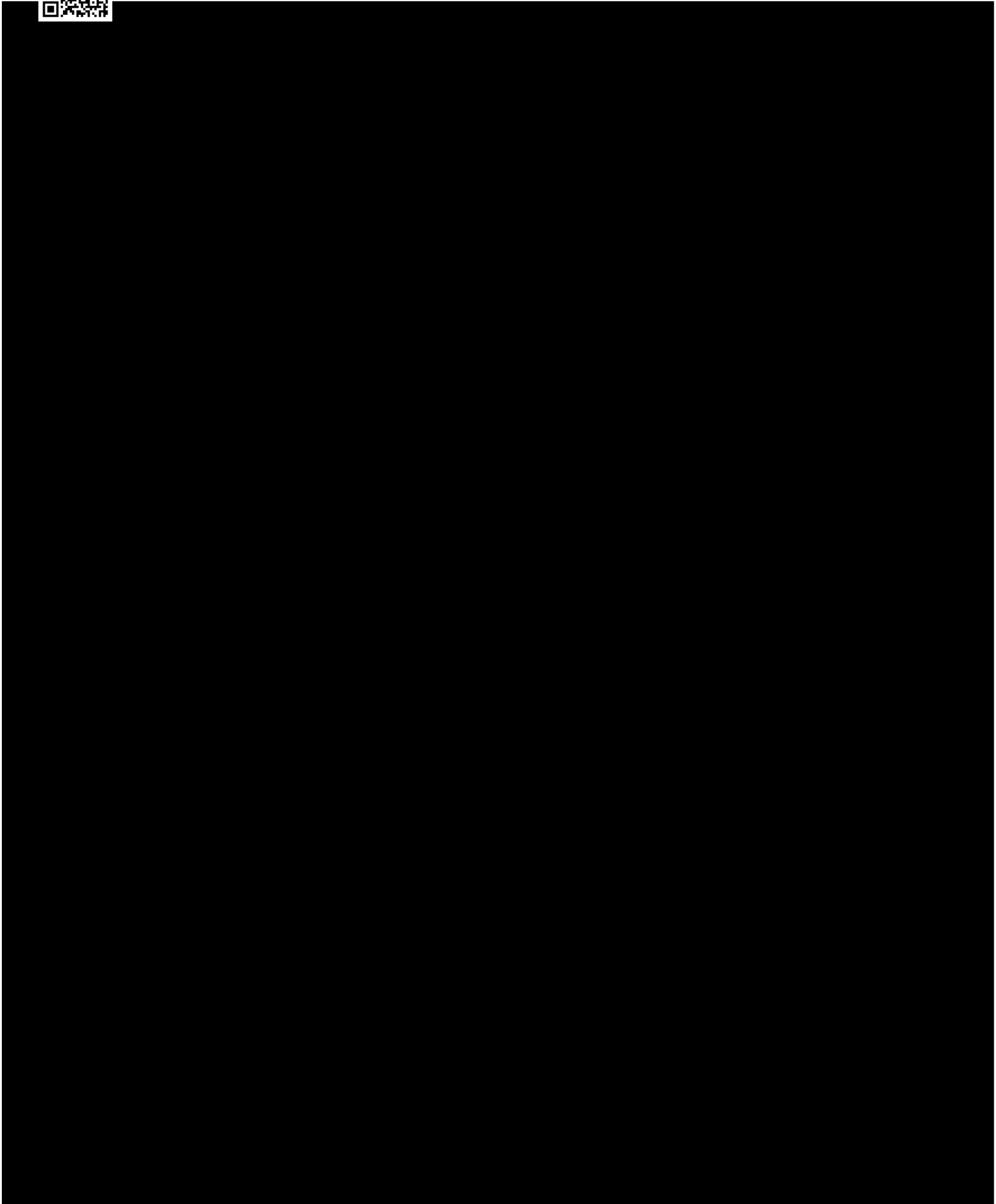
NERVOUS

DISAPPOINTED



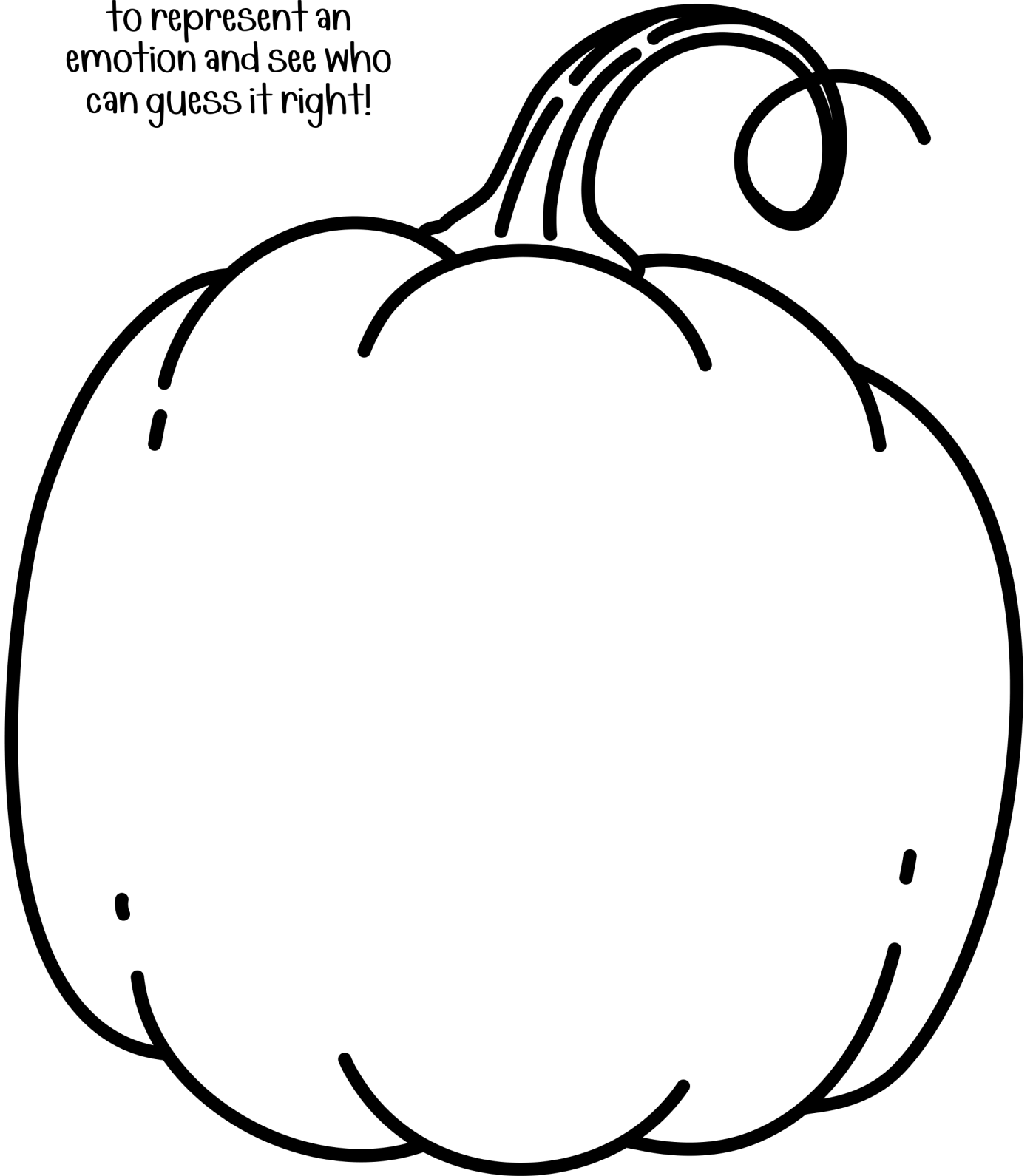
mybook.to/Pumpkinpatch

matching 4/4: EMOTION REGULATION





Either draw or cut
out eyes and mouth
to represent an
emotion and see who
can guess it right!



BELLIES TO THE SKY

By Colleen Canning

Lesson Preparation

- Print a copy of the full "SLEEP RECHARGES YOU" lesson per student

Start by saying

How many hours of sleep do you think your age needs?

Answer: About ten hours! Some kids need eleven or more hours at your age! Now... What time do you think you need to go to bed if you wake up at 6:30 am?

Answer: 8:30.

We are going to read *Bellies to the Sky* – a book that will guide you to a peaceful night/s sleep.

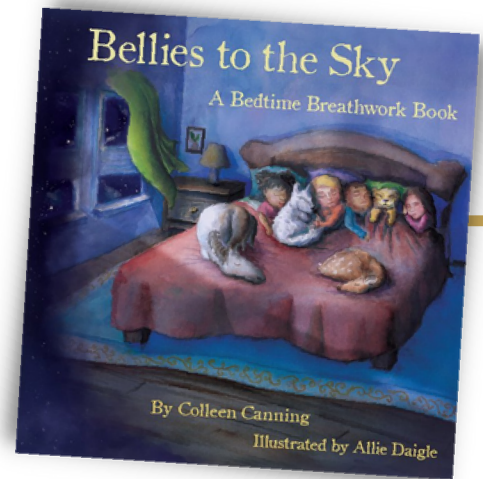
Read the book

After reading

- Ask: How did the kids prepare for bed?
- Ask: How do you prepare for bed?
- Note that screens, TV, and having a lot of light around you before bed can make it hard for you to fall asleep. Playing a board game, coloring, or reading a book before bed can help you fall asleep easier and get a good night's rest.
- Ask: What do you do before bed?

Activity Time

- Individual Activity (before bedtime): draw a picture of something you usually do before bedtime
- Individual Activity (healthy bedtime): circle all things that helps you get ready to go to sleep
- Individual Activity to take home (bedtime routine): track your bedtime routine for a week
- Individual Activity (bellies to the sky): coloring pages



www.csquaredbooks.com

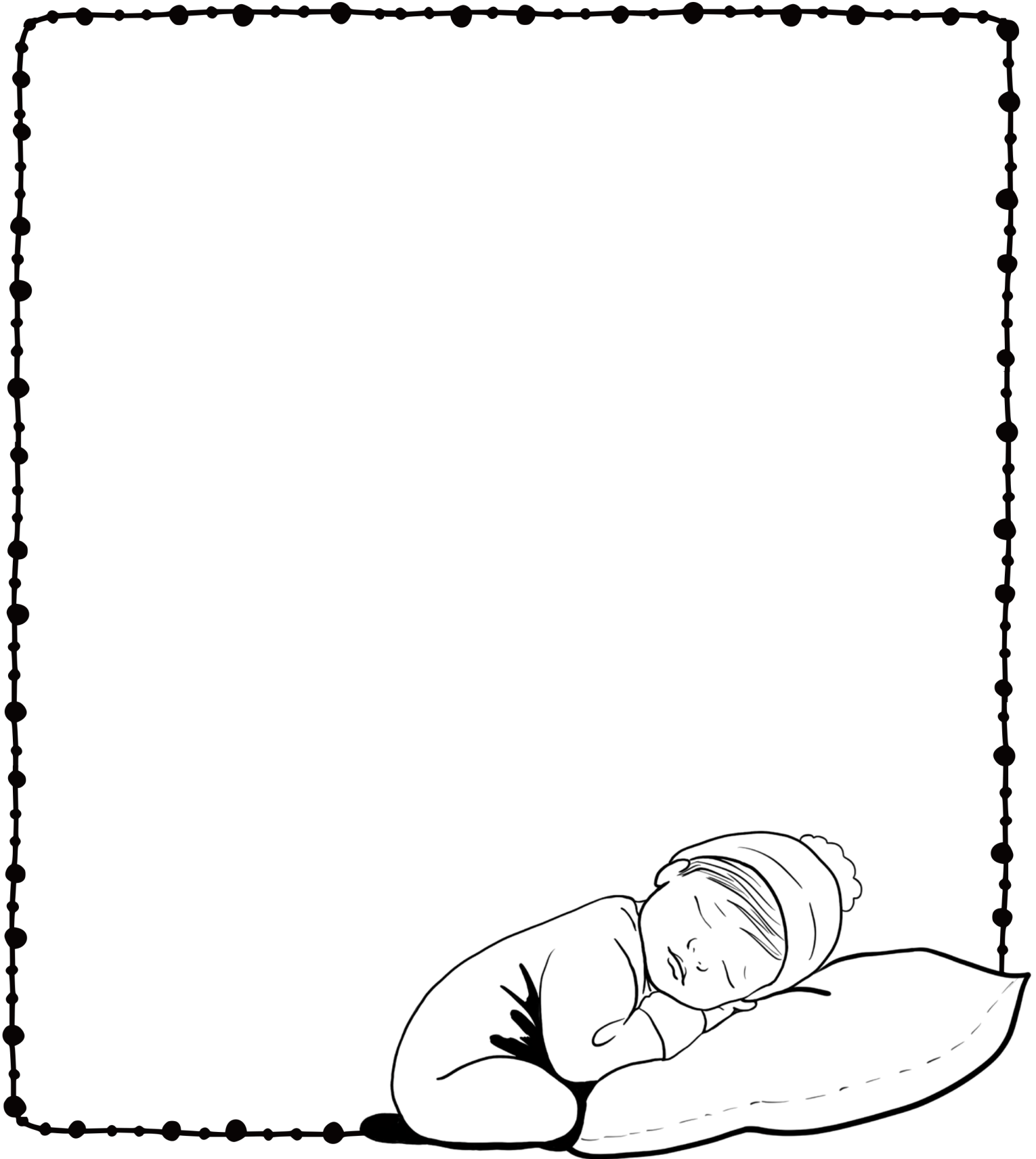


Student Material

- Pencil
- Coloring pencils

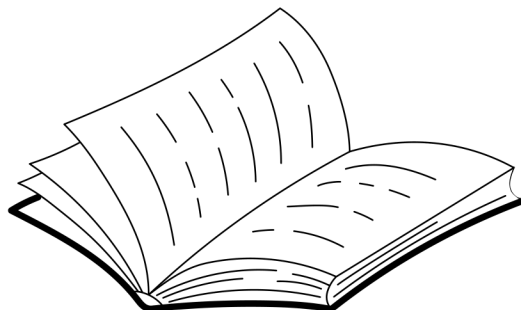
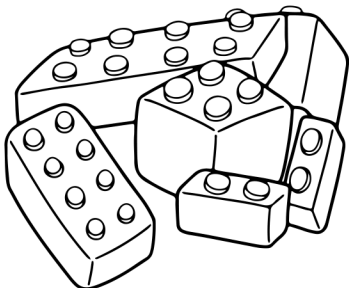
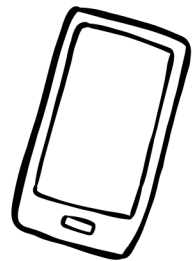
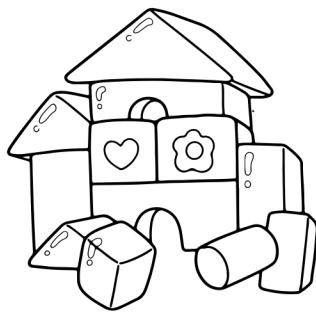
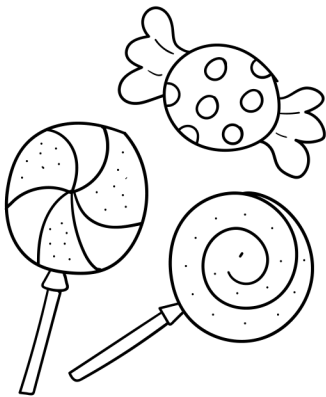
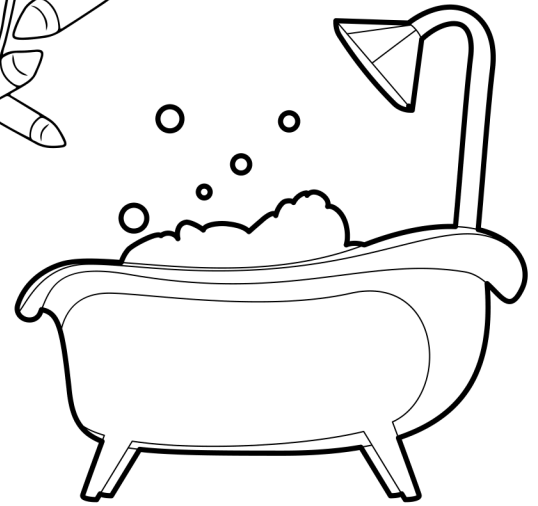
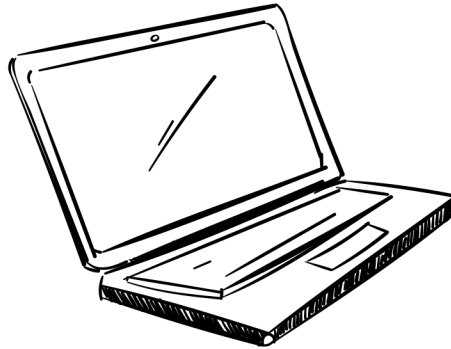
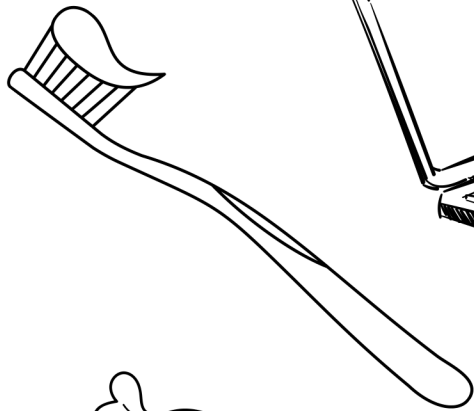
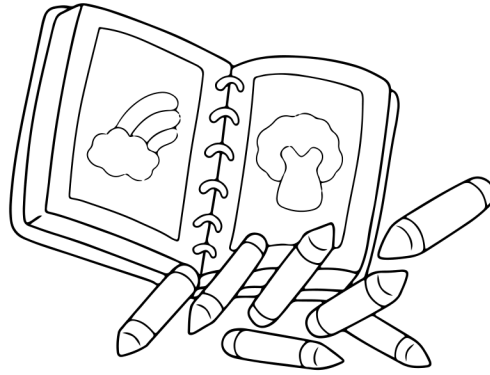
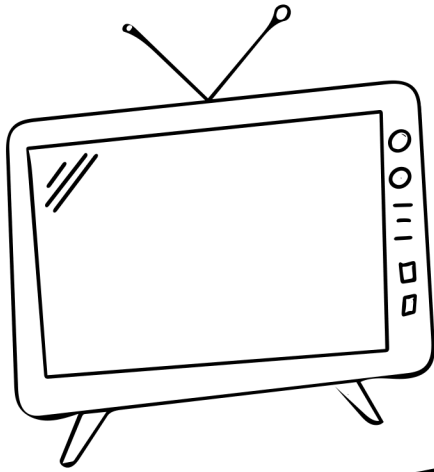


Draw a picture of something you usually do before bedtime







Circle all things that helps you get ready to go to sleep




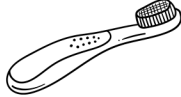



BEDTIME ROUTINE!


Light Dinner 	Sun	Mon	Tue	Wed	Thu	Fri	Sat


Clean up Toys 	Sun	Mon	Tue	Wed	Thu	Fri	Sat

Bath / Pjs 	Sun	Mon	Tue	Wed	Thu	Fri	Sat

Brush Teeth 	Sun	Mon	Tue	Wed	Thu	Fri	Sat

Read a Book 	Sun	Mon	Tue	Wed	Thu	Fri	Sat

Potty Time 	Sun	Mon	Tue	Wed	Thu	Fri	Sat

Goodnight Greetings 	Sun	Mon	Tue	Wed	Thu	Fri	Sat









IMAGINE A WORLD FULL OF WONDER

By Leigha Huggins & Heather Lean

Lesson Preparation

Print a copy of the full "EMPOWERMENT" lesson per student

Start by saying

- Do you think you can change the world? Why or why not?
- You do have the power to change the world. Imagine having that power. What would you change?
- How would you change how others interact with each other? Here is a secret: You DO have that power. Today we are going to be talking about a big word called Empowerment. What do you think that word means?
- It means you have the power to do great things and change the world around us. Let's see how our next book shows us different ways our world can be!



bit.ly/Imaginebook



Read the book

While reading pick out a few different traits and ask the kids if they see that trait in the world around them. Example, you could ask how do you see people being creative?

After reading

Wow! That was a book full of so many amazing ways to find wonder and discover endless imagination. Did you know that this book embraced many different artists talents? 27 different artists helped bring this book to life. What pages did you like best?

Student Material

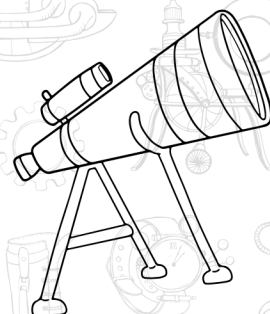
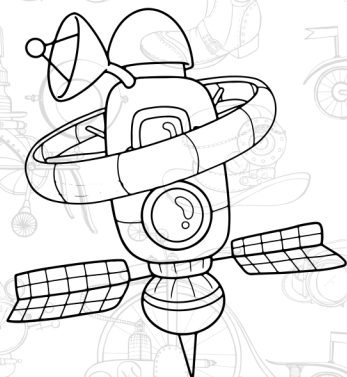
- Pencil
- Coloring pencils

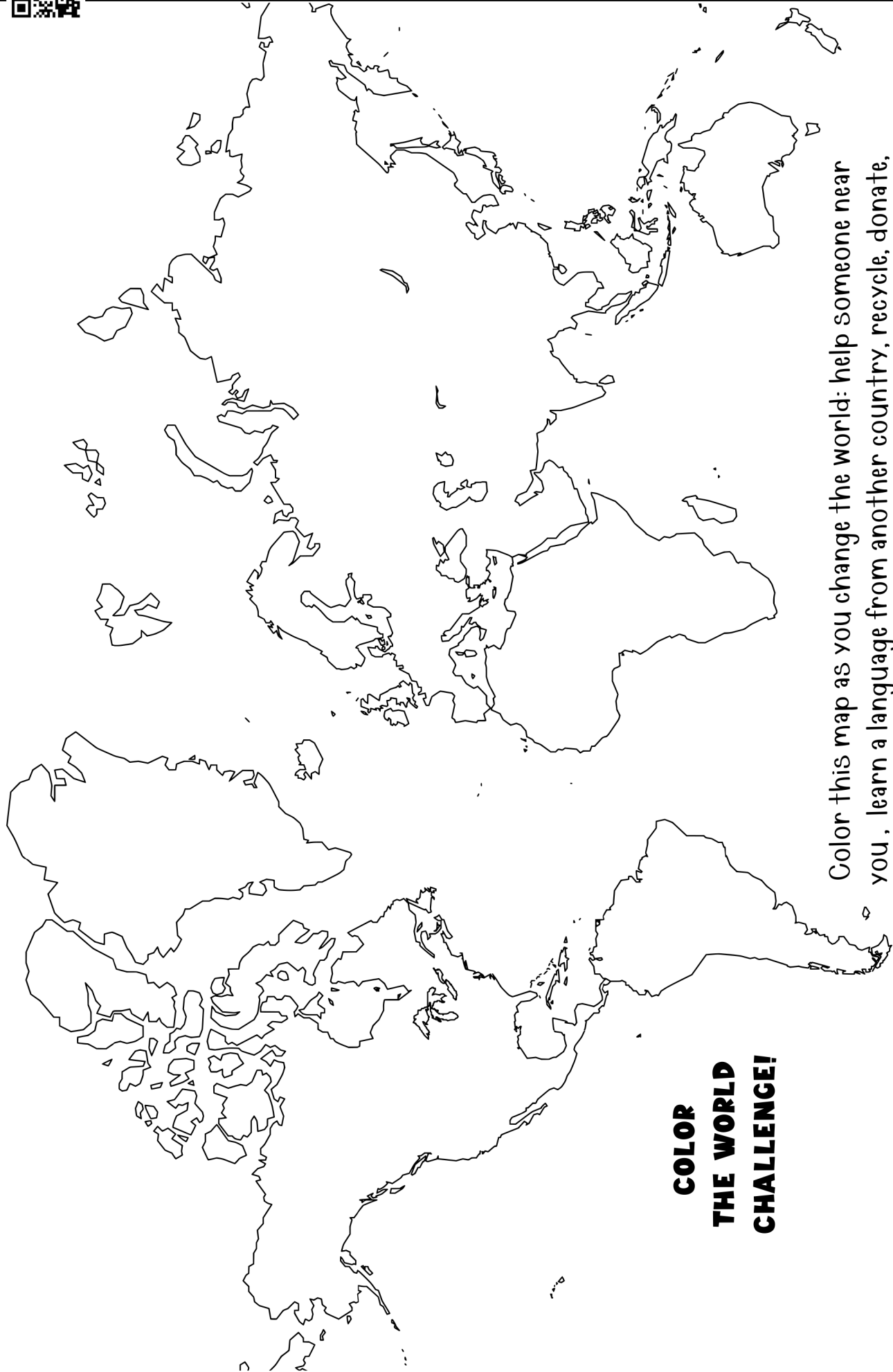
Activity Time

- Individual Activity: chat about how we create things all the time, how some inventions can end up changing the world even by accident. (eg: Wilson Greatbatch created a device that keeps the heart working properly while he was trying to create a device to record a heart's rhythm). Then ask kids to draw their best inventions!
- Individual Activity: color and draw activities they are grateful for.
- Take-Home Individual Activity: chat about all the ways we can change the world near and far away from us, now or in the future. For example plan a volunteer abroad, or write a letter for military families abroad, etc.



Draw your most creative invention below!





**COLOR
THE WORLD
CHALLENGE!**

Color this map as you change the world: help someone near you, learn a language from another country, recycle, donate, make a special card for families in need, teach someone from another country, etc. Possibilities are endless!



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