



Lesson Plan: Understanding Feelings, Kindness, and Respect

Text: Perri's Pencil Problem

Grades: K–2

Time: 30–45 minutes

Objectives - Students will:

- Identify how characters feel and why (emotional literacy)
- Describe a problem and possible solutions in a story
- Practice respectful behavior and empathy in real-life situations
- Participate in collaborative discussions

Common Core Standards

Reading Literature

- RL.K.3 / RL.1.3 / RL.2.3: Describe characters, settings, and major events
- RL.K.1 / RL.1.1 / RL.2.1: Ask and answer questions about key details
- Speaking & Listening
- SL.K.1 / SL.1.1 / SL.2.1: Participate in collaborative conversations
- SL.K.2 / SL.1.2 / SL.2.2: Confirm understanding of a read-aloud
- Social-Emotional Learning Connection
- Recognizing feelings
- Respecting differences
- Responding to hurtful behavior

Essential Questions

- How can we tell how someone is feeling?
- What should we do if someone hurts our feelings?
- How can we treat others with kindness and respect?



Lesson Activities

1. Warm-Up (5–7 minutes)

Ask students:

- “What are some ways we show kindness at school?”
- “Has someone ever done something that made you feel uncomfortable?”
- Keep responses brief and supportive.

2. Read-Aloud (10–15 minutes)

- Read Perri’s Pencil Problem aloud.
- Pause and Think Moments:
 - “How is Perri feeling right now?”
 - “Why do you think everyone is laughing?”
 - “Is what the classmate is doing okay? Why or why not?”
- Encourage students to use feeling words (sad, confused, embarrassed, upset).

3. Guided Discussion (10 minutes)

Ask:

- What was Perri’s problem?
- How did it make her feel?
- What could the other students have done differently?
- What could Perri say or do?

Teacher Tip: Write student responses on chart paper under:

- “Kind Choices”
- “Unkind Choices”



4. Activity: “What Would You Do?” (5–10 minutes)

Give simple scenarios:

- Someone touches your hair without asking
- Someone laughs at you
- Someone feels left out

Students can:

- Turn and talk
- Act out kind responses
- Share aloud

5. Closing Activity (5–10 minutes)

Option A (K–1): Draw & Label

- Draw a picture of a kind action
- Sentence starter: “I can be kind by ____.”

Option B (Grade 2): Quick Write

- “If I were Perri, I would...”
- “A kind classmate would...”

Differentiation

For Emerging Learners:

- Use visuals (emotion cards, facial expressions)
- Provide sentence frames

For Advanced Learners:

- Ask them to write an alternate ending
- Have them explain why a behavior is respectful or not



Assessment

Informal:

- Participation in discussion
- Ability to identify feelings and problem

Exit Check

"Name one way to be kind at school."

Extension Ideas

- Create a class kindness chart
- Role-play "asking for permission" (e.g., personal space, touching hair)
- Connect to anti-bullying or respect lessons

SWEET VS. SOUR

Introducing "Sweet vs. Sour Words"

Objective: Students understand the difference between kind and hurtful words.

Activities:

1. Hook (5 min):

Show or describe sweet vs. sour foods (candy vs. lemon)

Ask: "How do these taste? How do they make your face feel?"

2. Mini-Lesson (10 min):

Explain:

- Sweet words = kind, helpful, caring
- Sour words = hurtful, mean, unkind

3. Sorting Activity (10–15 min):

Give examples:

- "You're my friend!" (sweet)
- "You can't play." (sour)

Students sort into two categories (chart or movement activity)

4. Closing:

Ask: "Which words would you rather hear?"

READ ALOUD

Read Aloud & Feelings

Objective: Students identify Perri's feelings and the problem in the story.

Activities:

1. Read-Aloud (15 min):

Read Perri's Pencil Problem

- Pause for Questions:
- How does Perri feel?
- What is the problem?
- What are the other students doing?

2. Feelings Chart (10 min):

Create a chart:

- Beginning:
- Middle:
- End:

3. Turn & Talk:

"When have you felt like Perri?"



Say Something Sweet

Objective: Students practice replacing “sour” words with “sweet” ones.

Activities:

1. Review (5 min):

Revisit sweet vs. sour chart

2. “Fix-It” Game (15 min):

Teacher says a sour phrase:

- “Your hair is weird.”

Students turn it into something sweet:

- “I like your hair.”
- “Can I learn about your hair?”

3. Partner Practice (10 min):

Students work in pairs to “fix” phrases

4. Anchor Chart:

Title: “We Say Something Sweet!”

Add student ideas to the chart

SPEAKING UP ROLE PLAY

Speaking Up & Role Play

Objective: Students practice responding to unkind behavior.

Activities:

1. Scenario Cards (10–15 min):

Examples:

- Someone laughs at you
- Someone touches your body without asking
- Someone says something mean

2. Role Play (15 min):

Students act out:

- Saying something sweet
- Speaking up respectfully
- Helping a friend

Sentence Frames:

- "Please stop."
- "That hurts my feelings."
- "We can be kind."

SWEET WORDS PROJECT

Sweet Words Project

Objective: Students apply learning through writing and creativity.

Activities:

Option A (K-1):

- Draw a picture of kindness
- Sentence: "I can say something sweet by ____."

Option B (Grade 2):

Write a short response:

- "If I were Perri, I would..."
- "Sweet words are important because..."

Class Project:

Create a "Sweet Words Wall"

- Each student adds a kind phrase
- Decorate with candy visuals

DIFFERENTIATION

Differentiation

Support:

- Visuals (emoji feelings, pictures)
- Sentence starters
- Modeling responses

Extension:

- Write an alternate ending to the story
- Create their own "sweet vs sour" book

Assessment

Formative:

- Participation in discussions
- Ability to identify feelings and kind responses
- Exit Prompts:
 - "One sweet thing I can say is..."
 - "Kind words make people feel..."

Optional Extensions

- Create a "Kindness Jar" (students can add sweet words daily)
- Connect to anti-bullying lessons