



Caring

Discussion Questions, Vocabulary and Activity

For Grades 3-5

Segment Summary

The caring nature of family and new friends helped Hallie and Elena Ricardo cope when their family moved to another state.

One year ago, Hallie and Elena Ricardo's parents told them that their family was moving from New Jersey to Georgia. Both girls were upset because they would have to leave all of their friends behind. After they moved, Hallie and Elena missed the people they really cared about, but Hallie admits that her life got easier when she school started. She began to meet new people and form strong friendships. Realizing that her new classmates were nice made the transition much easier for Hallie.

For Elena, things are still tough. She misses one of her really good friends from New Jersey. Elena's parents know how difficult it is to be separated from your lifelong friends. That's why Mrs. Ricardo is trying to help Elena adjust to her new home by helping Elena design and decorate her room. She wants Elena to feel as if she has a special place all her own. The Ricardos are also enrolling Elena in gymnastics and ballet classes to help her meet new people. It's hard for both girls to leave their friends, but the caring attitudes of others have helped both girls become accustomed to their new surroundings.

Discussion Questions:

1. Who demonstrates caring behavior in this video segment? How?
2. Why is it difficult to leave behind someone you care about?
3. How can you help someone else to cope with a difficult time in his or her life?
4. How does it make you feel when someone tries to help you with a problem?
5. Have you ever had a friend, relative or even a pet that you had to leave? What were the circumstances and how did you feel about leaving?

Caring

Vocabulary Words and Definitions

Caring (adj.)

Definition: being kind and loving; being concerned about someone because a person likes or loves him or her

Context: T.J. shows his caring nature by taking the neighborhood kids to the park to spend the day together.

Correspond (v.)

Definition: to send and receive letters

Context: After the family reunion in Florida, Shameka began to correspond with her distant cousins.

Source: *Longman Advanced American Dictionary*. Harlow: Pearson Education Limited, 2000.

Caring Activity **Cross-Country Caring**

Objectives:

Students will be able to

- Discuss the ways that distance affects friendships
- Compose paragraphs
- Demonstrate a knowledge of the components of a friendly letter
- Identify locations on a map

Materials:

- Pens, pencils, crayons, markers
- Paper, construction paper, card stock, poster board
- Chalkboard or overhead projector
- Letter and picture of a friend or relative
- Pushpins and a large map of the United States and/or world map

Procedure:

1. Read a letter that you received from a long-distance friend or relative to your class. Show students a picture of the person, and describe your relationship with him or her.
2. Discuss the ways in which people who live in different places can remain friends. Ask students to provide examples, and record their responses on the board or overhead.
3. Ask each student to choose a person whom he or she cares about but who lives far away. Assign each student to write a friendly letter to this person in order to show his or her caring nature.

Note: Provide examples if necessary – grandparent, cousin, aunt, uncle, friend, sibling, etc.

4. After students make their choices, send a note to each student's parents requesting a stamped envelope addressed to the recipient of the letter. Have each student write your school's return address in the proper place on his or her envelope.
5. Explain or review the elements of a friendly letter:
 - Date
 - Greeting or salutation
 - Body
 - Closing
 - Signature
6. Ask students to think about the types of topics they would like to write about in their letters. Consider the following topics:
 - Favorite activities or sports
 - Events at home (new home, new sibling, etc.)
 - School performance
 - Friends at school
 - Reasons why the student misses the person
 - Pets

Note: Remind students to include a line in the body of the letter asking the recipients to write back and to send a picture, if possible.

7. Allow time for students to write and edit their letters. Encourage students to include pictures, stickers or other special items that the recipient will appreciate.
8. As the responses to students' letters arrive, allow them to read their letters to the class and show the pictures.
9. Designate a bulletin board for the letters and pictures that your students receive. Display a map of the United States on the board, and mark your city or town with a pushpin. Add students' letters and pictures to the board, using pushpins to indicate the areas of the country where students' friends and relatives live. Use string or embroidery floss to connect the pushpin for your town to each of the other identified cities and towns.

Note: If your students are corresponding with friends or relatives outside the country, post a world map on the bulletin board as well as a map of the United States.

Related Vocabulary Words

caring correspond

Assessment

1. Individual assignments should be evaluated using a set standard offering letter grades or points.
 2. Group assignments should be evaluated using guidelines that address individual student participation and contribution, as well as evaluating the group as a whole.
 3. The ***Caring Assessment/Evaluation*** form serves as a guideline for assessing each student's performance within the activities and lessons. Additional evaluations may be added to the table, such as writing assessments for grammar, syntax, punctuation, style, etc. Reports may be graded on accuracy and analysis. Students may also be evaluated on their use of technology within key activities that encourage using the Internet for research and for the creation of a Web page.
 4. Students should receive a copy of the evaluation form at the beginning of the program so that they are aware of the assessment standards and the necessity of participation in order to fully benefit from the program.
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Caring **Assessment/Evaluation**

Name _____

Class _____

<i>Lesson/Activity</i>	<i>0</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>Total</i>
<i>Caring</i> <i>Cross-Country</i> <i>Caring</i>	No participation	Participated in class discussion	Participated in class discussion and selected loved one with whom to correspond	Participated in class discussion, selected loved one with whom to correspond and wrote friendly letter	

Additional comments: