

Kind Choices

Choose classroom actions, then practice them with your teacher.

K.1.b "practicing honesty and showing kindness to oneself and others;"

NAME _____

DATE _____

Teacher: this page is run aloud. The script and answers are on the guide page.

1 CIRCLE KIND _____

a	HIDE	TELL	LEAVE
b	PUSH	LAUGH	HELP
c	BREATHE	YELL	HIT

2 MATCH ACTIONS _____

SAD	•	•	TELL
MAD	•	•	ASK
WORRIED	•	•	BREATHE

HOW TO RUN THIS PAGE

Read all situations and choices aloud and support marking. After the choices, give each pair two books to place on a low shelf. Each child asks the partner, May I help? After the partner agrees, each puts one book away carefully. Each tells the teacher truthfully which book they moved. Model kind words and safe handling; offer accessible roles.

Students never read directions on this sheet. Read each part's script aloud, then each prompt, giving think time before students mark.

PART 1 • CIRCLE KIND

SAY "Listen to each short story and the words in its row. Circle the word that answers the question."

ROW	SAY	STUDENTS CIRCLE
a	You spill water by accident. The words are HIDE, TELL, and LEAVE. Which word shows that you tell the teacher the truth? Circle it.	TELL
b	A classmate is crying. The words are PUSH, LAUGH, and HELP. Which word shows a kind action? Circle it.	HELP
c	You feel upset. The words are BREATHE, YELL, and HIT. Which word names a kind way to help yourself feel calm? Circle it.	BREATHE

PART 2 • MATCH ACTIONS

SAY "Draw a line from each feeling to the action I ask about. If you feel SAD, which action asks a trusted adult for help? If you feel MAD, which action means taking slow breaths, and if you feel WORRIED, which action means telling a trusted adult what is wrong?"

- **SAD** matches **ASK**
- **MAD** matches **BREATHE**
- **WORRIED** matches **TELL**

WHAT TO ACCEPT

Circle-row answers are TELL, HELP, and BREATHE. Match SAD to ASK, MAD to BREATHE, and WORRIED to TELL; accept clear lines even if they cross. Observe the kind offer, helpful action and truthful report from every child. Support speaking, signing or pointing to the actual book. Keep the feeling matches tied to the stated prompts; other helpful responses are possible. Give feedback and another try.