

Care and Share

Choose classroom actions, then practice them with your teacher.

K.1.d "caring for one's personal property and respecting other students' property; and"

NAME _____

DATE _____

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

1 CARE FOR MINE

a	CLOSE	TOSS	HIDE
b	FLOOR	DESK	TRASH
c	BREAK	LOSE	PACK

2 RESPECT OTHERS

a	ASK	OPEN	TAKE
b	KEEP	RETURN	HIDE
c	GRAB	WAIT	ASK

HOW TO RUN THIS PAGE

Read all choices and situations aloud. Each child stores their labeled classroom pencil in its assigned spot. Then use classroom erasers as pretend belongings: each partner asks to borrow one, waits for permission, uses it gently and returns it. Swap roles; model and support the steps.

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

PART 1 • CARE FOR MINE

SAY "Listen as I read each row's choices and situation. Circle or point to the best choice. Tell me why."

ROW	SAY	STUDENTS CIRCLE
a	You finish using your glue. What should you do before storing it?	CLOSE
b	Your book has your name on it. Where should you keep it while working?	DESK
c	You want your pencil ready tomorrow. What should you do after using it?	PACK

PART 2 • RESPECT OTHERS

SAY "Listen as I read each row's choices and situation. Circle or point to the best choice. Tell me why."

ROW	SAY	STUDENTS CIRCLE
a	You see another student's backpack. Which choice is respectful?	ASK
b	You find a pencil labeled with another student's name. What should you do?	RETURN
c	You want to use a classmate's eraser. What should you do first?	ASK

WHAT TO ACCEPT

Keep all six table keys. Observe each child storing their item and asking, caring and returning in the role-play. Respect declined permission; offer a teacher item instead. Ask for one caring-action reflection, with support and a retry.