

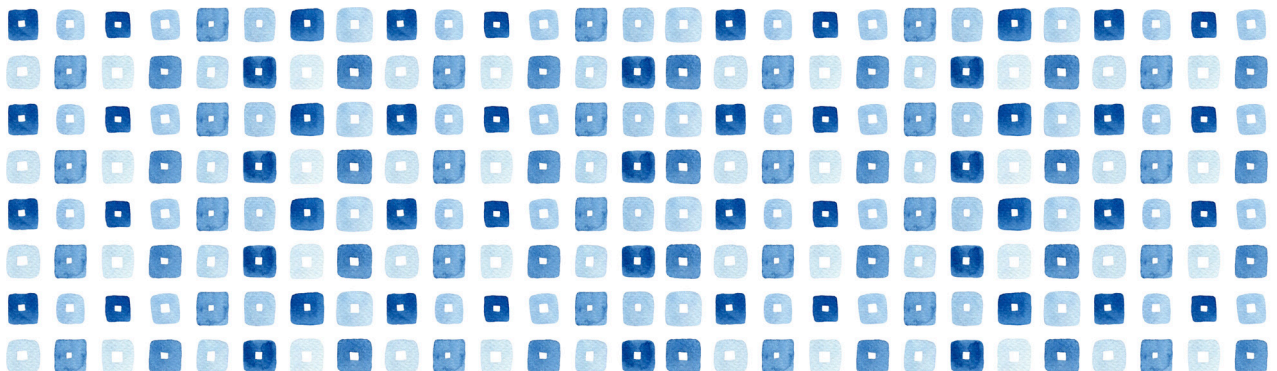
A MONTH OF

Compassion

BY



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Compassion

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Compassion

TEACHER INSPIRATION

Encouragement

Can you remember a time when someone showed compassion to you and how encouraged you felt? Why did it mean so much? Could it be because you finally felt seen or noticed or because someone really understood how you were feeling, and then they took time to do something to help or shared in your excitement?

Three words have helped our family understand compassion better. SEE. FEEL. DO. Sometimes these three things happen all at once. The person beside you in traffic needs to get over, you see their blinker and immediately wave your hand to them. You know how it feels to desperately need to cross lanes during a busy time, so you do something to help.

Sometimes, these three things happen slower. You're at a social event where you know everyone and you're having a great time, but out of the corner of your eye you see an acquaintance standing by herself. You've seen her, but now you have a choice. Will you show compassion or not? You can tell she feels nervous by the way she is standing and looking at her phone while others buzz by, chatting all around her. What to do? Will it be awkward because you can't exactly remember her name? You decide to do it! You walk over and engage her in conversation. Her face immediately reveals the power of your compassion!

It would have been so easy to miss this divine opportunity if we didn't have eyes of compassion or if we were so focused on staying in our own comfort zone. So the question to ask ourselves as we begin this month of compassion is, "What are we looking for? What are we teaching our children to look for?" It is so interesting to note that even the Levite and the Priest who did not stop to help the injured man in the parable of the Good Samaritan, SAW him. (Luke 10:31-32)

This month, make a special effort to call out compassion in others and in your students. Just the simple act of saying the word, compassion, encourages others to look for opportunities as well. Chris Gardner says it like this:

| *"Speak what you seek until you see what you've said."*

Biblical references

Nehemiah 9:17

Matthew 9:36

James 5:11

Psalms 51:1

2 Corinthians 1:3-4

1 Peter 3:8-9

Psalms 103:13

Ephesians 4:32

Lamentations 3:22-23

Colossians 3:12

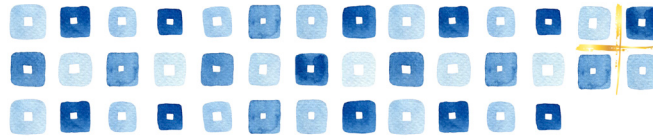
Resources

Tattoos on the Heart, The Power of Boundless Compassion by Gregory Boyle.

Compassion

CALENDAR

WEEK 1		
W.O.W. Word Compassion	Bible Verse Psalm 145:9	Bible Story The Good Samaritan Luke 10:25-37
WEEK 2		
Language & Literacy Book List	Let's Be Social Do You See What I See?	Ready, Set, Play! Doctor, Doctor!
WEEK 3		
Makerspace How Are You Feeling?	Brain Building Lend A Helping Hand	Language & Literacy Are You My Neighbor?
WEEK 4		
C.I.A. Neighbor Bags	Brain Building The Least of These	STEM 10 Shiny Pennies



Bible Story

Children use props and role play, to reinforce the story of the Good Samaritan.

Grab 4 peg people, green and brown felt.

TEACHER PREP:

Gather the following props for students to retell the Bible story.

- **Backpack** - Man traveling to Jericho
- **Sign**-with the word Jericho
- **Eye patch or black strip of cloth to wear around head** - Robbers
- **Bible** - Priest
- **Pitcher** -Levite, to represent how they helped in the temple-offering sacrifices.
- **Stick horse and two silver coins** - Good Samaritan
- **Money bag/pouch with coins** - Inn Keeper

Bible Story

Use peg people to tell the story of the Good Samaritan. Refer to the story map as needed, but caution: if you only read the words on the outline, your students will not get as much from this story. It is meant to be a guide for you and a resource for the children.

Extension

To demonstrate comprehension of the Bible story, ask for volunteers to act out the story using props. (If needed, divide the class into small groups.)



Wonder Questions:

- I wonder if you've ever been hurt and needed help?
- I wonder how the injured man felt when the Levite and Priest walked past him?
- I wonder how he felt when the Samaritan stopped to help?
- I wonder who was the neighbor to the injured man?

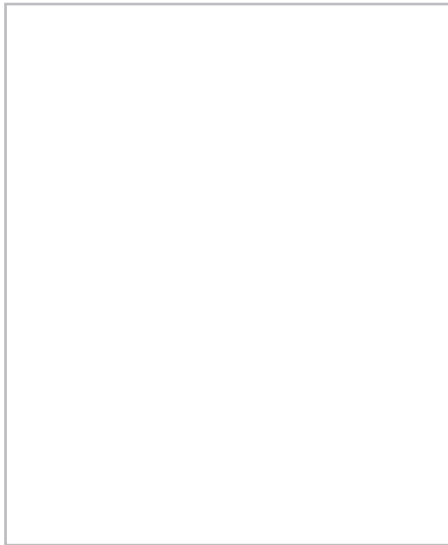
STANDARDS

Creativity: Choose materials/props and use novel ways to represent ideas, characters, and objects in symbolic play. **Speaking and Listening:** Confirm understanding of information presented orally by retelling or acting out. Create representations of stories through drawing and discuss them with others.

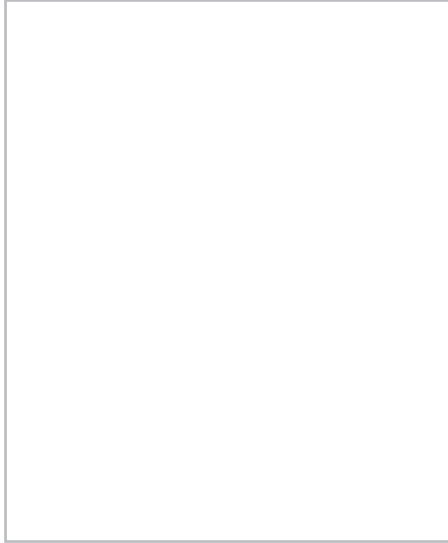
The Good Samaritan

COMPASSION

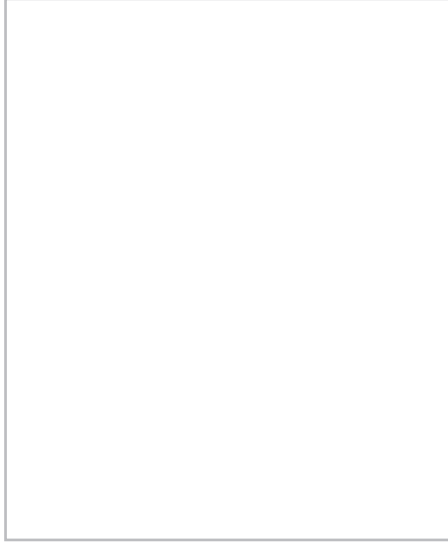
Luke 10:25-27



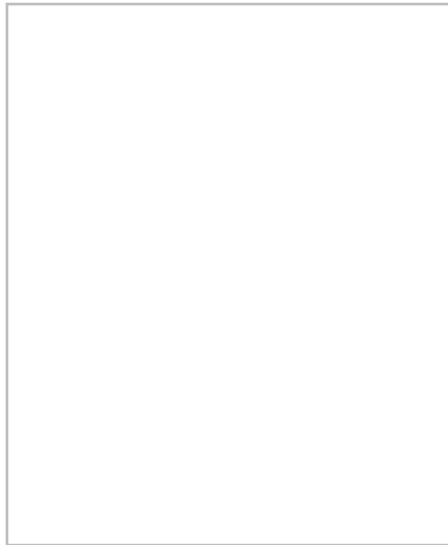
Who is my neighbor?



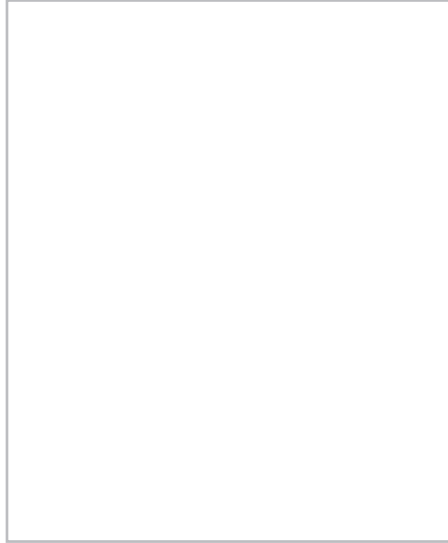
A man is attacked by robbers.



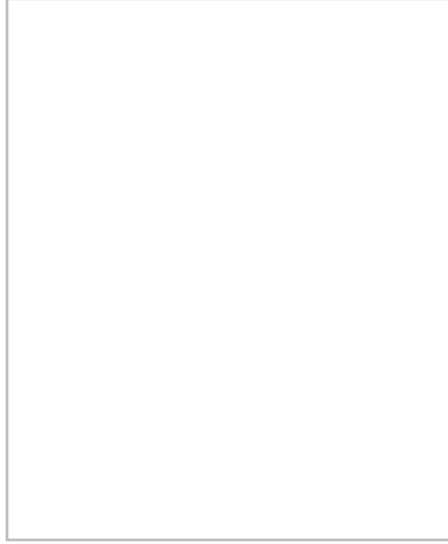
A priest passes by. A Levite passes by.



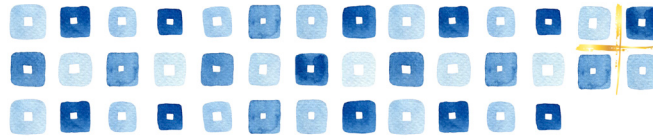
A Samaritan shows compassion.



Who was a neighbor?



Jesus said, "Go and do the same."



Language & Literacy

Compassion Booklist

Grab the bookmark.

Select a story to read from the bookmark. As you read, ask students 2-3 age appropriate questions from the back of the bookmark.

Focus Books

2 Year Old *All Better*, Henning Lohlein

3 Year Old *Bear Feels Sick*, Karma Wilson

4 Year Old *One*, Kathryn Otoshi

5 Year Old *The Teddy Bear*, David McPhail

Who Is My Neighbor, by Amy-Jill Levine is appropriate for all ages!

STANDARDS

Reading: Determine central ideas or themes of a text and with support ask and answer questions about a story read aloud. **Foundational Literacy:** Demonstrate understanding of the organization and basic features of print.

Compassion

BOOK LIST

All Better

Henning Lohlein

Bear Feels Sick

Karma Wilson

George Washington and the General's Dog

Frank Murphy

Hey, Little Ant

Phillip and Hannah Hoose

How do YOU feel?

Anthony Browne

My Blue is Happy

Jessica Young

One

Kathryn Otoshi

Ronnie Wilson's Gift

Francis Chan

Stand Tall Molly Lou Melon

Patty Lovell

The Invisible Boy

Trudy Ludwig

The Rabbit Listened

Cori Doerrfeld

The Snow Bear

Miriam Moss

The Teddy Bear

David McPhail

We're All Wonders

R.J. Palacio

*Character
Builds Joy*

Compassion

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The Teddy Bear

David McPhail

We're All Wonders

R.J. Palacio

*Character
Builds Joy*

BEFORE YOU READ

Look at the cover, how many words are in the title?

Where do you find the author's name?

Does an author write the words or draw the pictures?



WHILE YOU ARE READING

What is the setting for this story?

Which character needs compassion?

If you were in this story, how would you show compassion?



AFTER YOU READ

Who told this story?

Did you notice any characters using courage with their compassion?

If you were writing the story, what would happen next?



DID YOU SEE OUR W.O.W. WORD IN THIS BOOK?

BEFORE YOU READ

Look at the cover, how many words are in the title?

Where do you find the author's name?

Does an author write the words or draw the pictures?



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AFTER YOU READ

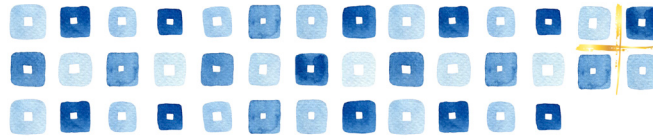
Who told this story?

Did you notice any characters using courage with their compassion?

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DID YOU SEE OUR W.O.W. WORD IN THIS BOOK?



Brain Building

Lend a Helping Hand

A game to improve alphabet knowledge.

TEACHER PREP: You will need 26, 3 x 5 inch notecards. Fold in half and write one letter on each card. (Uppercase on one side and lowercase on the other.) Also, trace around your hand on cardstock, cut out, and attach to fly swatter.

Introduction

As you hold up the “helping hand” (fly swatter with paper hand attached,) ask students what it means to lend a helping hand. No, it does not mean we are going to give one of our hands away. When we show compassion and help someone, we could say that we are lending a helping hand.

Today, these letters need our help. They have forgotten their names! Let’s lend them a helping hand.

Game

In an open area, set up the 26 alphabet cards so that both uppercase and lowercase letters are visible. For younger children, set up a small group of cards to limit the amount of options .

Students will take turns lending a help hand (swatting the letters) as they identify letters of the alphabet. Use the following prompts based on individual student needs:

- Lend a helping hand to the letter B.
- Lend a helping hand to the letter that makes the /sss/ sound.
- Listen to the word, help, what sound do you hear first? Lend a helping hand to that letter.

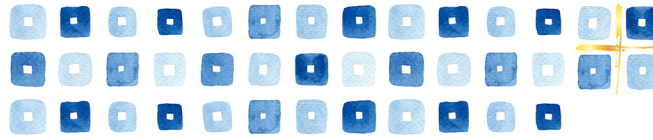


Conclusion

This was just a silly game with letters, but be on the lookout for ways you can lend a helping hand to people you see!

STANDARDS

Foundational Literacy: Recognize familiar uppercase letters and some of the most common lowercase letters. Demonstrate understanding of spoken words, syllables, and sounds. **Fine Motor:** Demonstrate eye-hand coordination and dexterity needed to manipulate objects.



Brain Building

The Least of These

Showing compassion to others is actually a gift to God.

TEACHER PREP: Print and cut out the large pictures that go along with Matthew 25:37-40 and use these pictures to create your own poster size version of this Bible verse. Display as a visual for students to follow along with as you read the verse. Additionally, print the corresponding worksheet for each student.

Introduction

Ask your class the question, “How do we show compassion to Jesus?” After listening to their answers, tell students the secret is found in this verse from Matthew 25. (Point to pictures as you read the verse.)

“Lord, when did we see you hungry and feed you, or thirsty and give you something to drink? When did we see you a stranger and invite you in, or needing clothes and clothe you? When did we see you sick or in prison and go to visit you? The King will reply, Whatever you did for one of the least of these, you did for me.”

That means anytime you help someone in need, you are showing compassion to them AND to Jesus!

Activity

Distribute worksheets and have children refer to the classroom poster in order to connect the matching pictures and complete the verse.

Wrap Up

Read the verse together as a class, with children saying picture words.

STANDARDS

Relationship Skills: Use positive communication skills to interact effectively with others. **Critical Thinking:** Demonstrate an awareness of connection between prior and new knowledge.

Name: _____

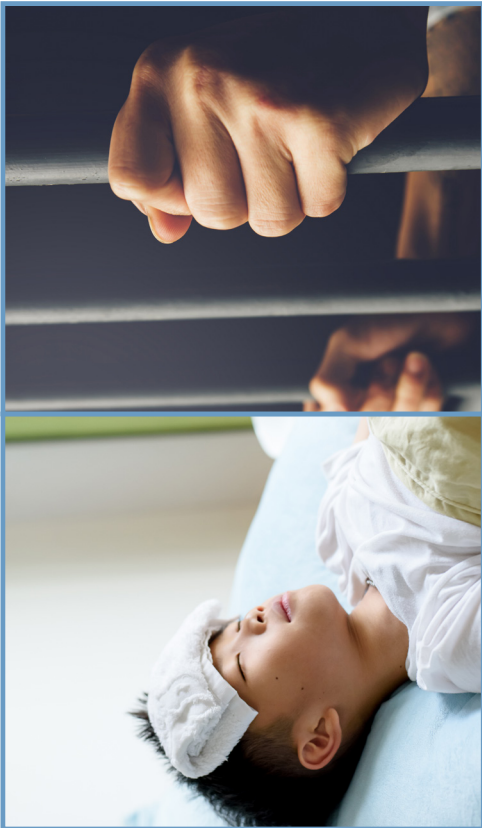
Lord, when did we

you

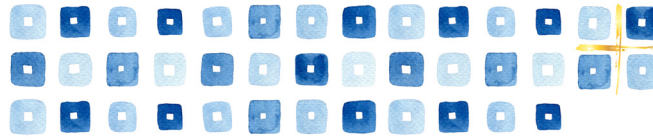


The King will say, 'I tell you the truth, whatever you did for the least of these, you did for me!' Matthew 25:37-40









Rainy Day Activities

On screen,
touch to visit
our Spotify
playlist



Music Notes

Spotify Compassion Playlist

<https://open.spotify.com/user/kmshive/playlist/3Bsb5FB6LX2ZneTuQ4sT2A?si=B56zt8YzT1qx7aUKQqwP8A>

Soul Food: Ants on a Log

After reading *Hey, Little Ant*, have children help make ants on a log using celery, peanut butter, and raisins. It is a simple snack but adds a delicious twist to story time.

Proverbs 6:6 says: **“Go to the ant, you sluggard; consider its ways and be wise!”**



Ant Farm

Buy an ant farm and be amazed at all the ants can do!

Invisible Boy

Grab a piece of paper and some crayons. Before you read, *The Invisible Boy*, have children draw a picture of the main character in the book. As you read, have students crinkle/crumble the paper when someone misses an opportunity to show compassion. When students in the book begin to show compassion, have children try and smooth out the wrinkles. It's impossible, they won't come out! Make the connection that we can't go back to the moments we miss to show compassion. Other's feelings are hurt, but we can pray to have eyes of compassion and courage to DO something, even when no one else does!



Emotion ROCKS

Sometimes, children have a difficult time identifying and explaining how they feel. Create emotion rocks by painting rocks with different colors and adding a face.

Red-angry, blue-sad, black-scared, dark green-frustrated, purple-silly, yellow-happy, lime-green-tired. Keep a set of rocks in your room or let each child make a set to take home. Rocks can be used to help children process their emotions!