

## Share and Share Alike

Suggested Grade Level: preschool - K

Credit: [WGBH Play and Learn with Arthur Vol 1](#)

Based on: [Finders Key-pers](#)

### Objective and Subject areas:

Practicing sharing helps children develop and improve

Creative Thinking and Problem-Solving Skills

Math

Social and Emotional Development

### Materials

bite-sized crackers

crayons

paper

### Directions

You can help children develop their ability and willingness to share with the following activities.

**Sharing Crayons:** Divide children into groups of four. Give each child a piece of drawing paper. Give each group six crayons. Explain that each group must figure out a fair way to share the crayons. After children have drawn their pictures, each group will show and tell how they decided to share the crayons.

**A Fair Share:** Give small groups of children enough bite-sized crackers for each child to have three. Ask each group to share the snack fairly. Afterwards have children explain their solutions.

**Take It Further**

For more practice in sharing, read and dramatize *The Doorbell Rang* by Pat Hutchins, using 12 paper cookies as props.

### In the Learning Center

Library Center

Explore the issue of "finders, keepers" with *Jamaica's Find* by Juanita Havill and *Irene and the Big Fine Nickel* by Irene Smalls-Hector.

### Honesty & Truthfulness

**Grade Level:** *Kindergarten*

**Content Area:** *Social Science*

#### Objectives:

- Help develop self-awareness.
- Understand the concept of honesty and truthfulness.
- Link the concept of honesty and truthfulness to the concept of caring.

#### Strategy/Focus:

- To use narrative text as a means to convey and apply certain behaviors
- To integrate language arts and thinking skills
- To use prior knowledge and experiences

#### Integration Of Content/Subject Areas:

- Character Education
- Language Arts
- Critical-thinking Skills

**Activities:**

Read the story, *Jamaica's Find*, by Juanita Havill to the class.

Discuss Jamaica's behavior when she finds some items that have been lost in the park.

Ask the students why they think the little girl returned the hat to the park's Lost and Found but decided to keep the stuffed dog.

Lead the class to the conclusion that Jamaica liked and wanted the stuffed dog.

Point out to students that Jamaica told the truth when her mother asked where she got the dog.

Discuss why her mother said she should have returned the dog.

Recall what Jamaica's brother and father said about the stuffed dog.

Ask students to share why they think Jamaica decided to take the dog back.

Conclude the discussion with what happened the next day at the Lost and Found.

Give students an appreciation for Jamaica's honesty and her concern about the feelings of others.

Help students understand that Jamaica's honesty and truthfulness not only made her feel better, but that she also made someone else happy.

Ask students to think about what should be done with items they may find in or around the school.

Write their comments on a sheet of chart paper.

Involve the group in an interactive writing activity by inviting students to write the letters or words for which they hear the dominant letter sounds.

**What We Should Do When We Find Things**

Give it to the teacher.

Ask if anyone lost the item.

Take it to the school Lost and Found.

Explain to students that there are times they may find lost items away from school.

Discuss with the group what they should do, taking into consideration where they are when they find these items.

Write their suggestions at the bottom of the chart.

In a store (Give it to the clerk or manger)  
On a bus (Give it to the driver)  
At a park (Take to the park building, if possible)  
At the theater (Give it to the manager)  
At a museum (Take it to the information desk)  
At a library (Give it to the Librarian)  
At church (Take it to the church office)  
On the street (Take it home and show it to a parent)

Help students understand that all lost items belong to other people. Ask the class members to think about how they would feel if they lost something special. Point out that they would probably like to have it back if it was possible. Explain that sometimes they might lose or find items that cannot be returned. Share instances where people advertise in newspapers about lost items or pets or post fliers. Explain that sometimes rewards are offered because the lost item or pet means so much to the owner. Remind students that when they find something and they know the owner, it is not honest to keep the item. Let students know this behavior is like stealing. Stress the importance of honesty and truthfulness when we find items that others have lost.

Discourage the idea of “Finders, Keepers! Losers, Weepers!”.

Conclude this lesson with students writing three ways they could show honesty if they found something in the classroom. Accept their invented spellings, and invite volunteers to share their writing with the group.

**Materials Needed:**

Story, *Jamaica's Find*, by Juanita Havill, chart paper, jumbo marker, writing paper, journal, pencils