THEMATIC UNIT

FRIENDSHIP

Grade Two

* Whole Language
* Literature-Based
* Cooperative Learning
* Across the Curriculum

Reproducible
Primary

Teacher Created Materials, Inc.
Introduction
Title: Friendship

Grade Level: Second

Target Group: Mainstream classroom with integrated ELL students

Source of Written Materials:
- *Friends* by Helme Heine
- *Best Friends* by Steven Kellogg
- *Ira Sleeps Over* by Bernard Waber

Source of Lessons: Thematic Unit FRIENDSHIP
Published by Teacher Created Materials, Inc.

Goals: I want my students to know that friends are fun to be with.

I want my students to know that when friends help each other, they are cooperating.

I want my students to know that being different is a positive aspect of friendship.

Skills: I want my students to be able to: choose a picture, add pictures, words or phrases to graphic organizers and sentence starters; show or imitate facial expressions, role play and/or verbally answer (to the best of their ability) questions related to a story.

I want my students to be able to illustrate, label, or choose from a list of vocabulary words to complete sentences and write complete sentences.
<table>
<thead>
<tr>
<th>Friendship</th>
<th>Lesson 1</th>
<th>Lesson 2</th>
<th>Lesson 3</th>
<th>Lesson 4</th>
<th>Lesson 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Main Content Objectives</strong></td>
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<td>CSDE: Obj. C.I</td>
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<td>Make connections between the text and outside experiences (For all five lessons)</td>
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<tr>
<td><strong>Language Objective</strong></td>
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<tr>
<td>Speak and/or write about how the topics related to the characters and/or to the students own personal experiences</td>
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<td><strong>Main Content Objective</strong></td>
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<tr>
<td><strong>Lesson 1</strong></td>
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<tr>
<td>• Friends (characters) like to play together.</td>
<td>• Ways friends have fun.</td>
<td>• Ways in which friends help each other.</td>
<td>• Friends don’t always get along; friends have emotions.</td>
<td>• Pre-reading activity reinforces Lesson 4 concept.</td>
<td></td>
</tr>
<tr>
<td>• Friends (characters) help each other.</td>
<td>• Ways Characters had fun.</td>
<td>• Ways in which the characters helped each other.</td>
<td>• Friends can be different.</td>
<td>• Review the 3 concepts: Friends have fun together. Friends help each other. Friends can be different.</td>
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<tr>
<td>• Friends (characters) share.</td>
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<tr>
<td><strong>B.</strong> After teacher models an action the student will choose the stick puppet of the character that performed that action.</td>
<td>B. Student can add (pre-made or stick figure) picture to the web.</td>
<td>B. Student draws his/her picture in the center of Friendship Wheel, labels ea. section w/friend’s name and draws how they help ea. other.</td>
<td>B. Students will show or imitate facial expressions or choose picture to add to the “emotions” chart</td>
<td>B. Students will illustrate a book (cover/pre-printed title). On 3 other pgs. the students will copy &amp; illustrate 3 key vocab. words fun, help, different.</td>
<td></td>
</tr>
<tr>
<td>Student will draw a picture of their friend.</td>
<td>I. Student writes words on sentence strip to add to the web.</td>
<td>I. Student draws his/her picture in the center of Friendship Wheel, labels ea. section w/friend’s name, draws picture of how they help ea. other and chooses (he/she; him/her) to complete: ___ helps me _____. OR I help ____.</td>
<td>I. Students will tell, write or draw rebus pictures on the EMOTIONS poster.</td>
<td>I. Students will complete a 4-page book with key vocab. missing but posted. “What is a ___?” (friend). “It is ___ to be _____. (fun, with friends).” “Friends ___ each other.” (help). “Friends can be ___.” (different). Students illustrate each sentence.</td>
<td></td>
</tr>
<tr>
<td><strong>I.</strong> Student will role-play using stick puppets in groups of three to show the characters actions. (ex: How did the three char. get the bike to go?) Students will fill in the blanks “My Friend” activity for a class book.</td>
<td>A. After copying the class web each student will add words/phrases to their own webs.</td>
<td>A. Student draws his/her picture in center of Friendship Wheel, labels ea. section w/friend’s name, draws picture and writes a complete sentence of how they help each other.</td>
<td>A. Students will tell or write words on EMOTIONS poster.</td>
<td>A. In addition to doing Intermediate lesson. Students will add to pgs 2-4. “I had fun when...” “I helped my friend...” or “My friend helped me...” “My friend ___ and I are different because...”</td>
<td></td>
</tr>
<tr>
<td>A. Student will verbally express how the char. showed they were friends.</td>
<td>Students will draw a picture and write 3+ sentences about “My Friend”</td>
<td>Students will pick one favorite activity to write about and share with the class.</td>
<td>Students will illustrate a personal event &amp; write a brief description of event/emotion.</td>
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<tr>
<td><strong>Lesson 2</strong></td>
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<td><strong>Lesson 3</strong></td>
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<td><strong>Lesson 5</strong></td>
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</tbody>
</table>
Goal 1, Standard 2: To use English to communicate in social settings: Students will interact in, through and with spoken and written English for personal expression and enjoyment.

Goal 2, Standard 2: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.
Unit Overview

The theme for this Language Arts Unit is "friendship. Friendship is a concept that spans across cultures all around the world. Friendship knows no bounds except for those we create ourselves. Friends can be young or old, near or far. Friendship can be short or long lasting. Even pets can be our friends.

Many primary grades start off the school year with the theme "All About Me". This "Friendship" unit would be a good follow-up to an "All About Me" unit; after students have had a chance to introduce themselves to each other and begin to form friendships with classmates. It also might be used mid-year or anytime during the year when students need to be reminded about working cooperatively and treating classmates fairly and with respect.

During these five lessons the students will have opportunities to work cooperatively in order to use and develop language skills. The students will draw upon their own personal experiences and make connections to the characters in each of the three literature selections (Friends by Helme Heine, Best Friends by Steven Kellogg, Ira Sleeps Over by Bernard Waber).

In the first activity, the students will complete a questionnaire-type form as they interview a friend (classmate) and draw a portrait of their friend. These can be assembled into a class book and used in a center or part of a lending library for students to take home and share with their families.

In the second activity, using "think-pair-share", the students will create a class web by brainstorming ways in which friends have fun together. The students can each illustrate and write about an activity they like to do with a friend on a piece of construction paper or they can make a class mural on butcher paper. Each can be displayed as a bulletin board.

In the third activity students create a friendship wheel. The objective here is to stress that friends help each other, are fair and work “together”. The student draws a picture of him/herself in the center of the wheel and illustrates and writes about how he/she helps each friend or how the friend helps him or her.

The fourth lesson focuses on the idea that friends can be different; friends don’t always get along and friends have feelings (emotions). Prior to reading Best Friends by Steven Kellogg, the students will answer “How do you feel when ..” questions, then brainstorm a list of emotions to add to an “EMOTIONS” poster. Once again you may have students use “think-pair-share” to help each other come up with words. After this activity, the students will draw or write about an emotion that they felt at some time (ex: I felt ___ when) or the students can create a collage by cutting out different facial expression from magazines and labeling them.

The final activity is a review and culmination of the lessons that were taught during the week:
- Friends have fun together.
- Friends help each other.
- Friends can be different.

The students will create an accordion book depicting these concepts.
Lesson 1
### Goals and Objectives

**Lesson 1**  
**Characteristics/Qualities of a Friend**

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Language</th>
<th>Content</th>
<th>Learning Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Spoken ideas can be recorded.</td>
<td>• Qualities of a friend.</td>
<td>• Use of web to record qualities of a friend</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Skills</th>
<th>Language</th>
<th>Content</th>
<th>Learning Strategies</th>
</tr>
</thead>
</table>
|           | • Give oral description of what is a friend. (background knowledge)  
• Interview/write about a friend.  
• Share orally their interview/writing. | • Add spoken ideas to a class web.  
• Identify text and pictures to support ideas and answer questions  
• Write personal information about a friend. | • Use of vocabulary list  
• Pictures to make vocabulary more comprehensible.  
• Pictures of the characters  
• Pair interaction |

<table>
<thead>
<tr>
<th>Attitudes &amp; Awareness</th>
<th>Language</th>
<th>Content</th>
<th>Learning Strategies</th>
</tr>
</thead>
</table>
|                       | • Teacher observation during shared reading and interviewing process. (Are students pointing, talking, nodding, smiling, speaking?) | • Teacher observation during group web activity.  
• Teacher observation during writing process. (Are students using pictures, words, phrases or complete sentences?) | • Modeling to help demonstrate a task before it is undertaken. |
# Functional/Notional Chart

## Lesson 1

<table>
<thead>
<tr>
<th>Function</th>
<th>Situation</th>
<th>Formulae</th>
<th>Grammar Structure</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Brainstorm</strong></td>
<td>List characters of a friend.</td>
<td>Friends are __.</td>
<td>Adj./Nouns</td>
<td>friends, pets, family, play, neighbors, together,</td>
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<tr>
<td></td>
<td></td>
<td>Friends can be __.</td>
<td>Adv./Verbs</td>
<td>share, help (+ student suggested words)</td>
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<tr>
<td></td>
<td></td>
<td>Friends can __.</td>
<td></td>
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<tr>
<td><strong>State</strong></td>
<td>Describe actions/text that support the characters were friends.</td>
<td>The pig, rooster &amp; mouse were __.</td>
<td>Nouns/Verbs</td>
<td>pig, rooster, mouse, bike, boat, cherries, sleep,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>They liked to __ together.</td>
<td></td>
<td>pirates, fishing</td>
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<tr>
<td></td>
<td></td>
<td>The pig gave more cherries to rooster because __.</td>
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<tr>
<td><strong>Ask/Write/Draw</strong></td>
<td>Interview a classmate to complete “My Friend” writing sheet for class book.</td>
<td>My friend likes to eat __.</td>
<td>Nouns/Verbs</td>
<td>Responses will vary.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>My friend likes to play __.</td>
<td></td>
<td>Students will generate answers.</td>
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<td></td>
<td></td>
<td>We like to __ together.</td>
<td>Number words</td>
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<td>I help my friend __.</td>
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<td></td>
<td></td>
<td>My friend is __ years old.</td>
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</table>
Lesson 1 (Revised)

Content Objective:
• Students will understand that friends can be neighbors, classmates, family, pets, etc.
• Students will recognize there are many words to describe friends.
• Students will realize friends are:
  fun to be with
  share
  help each other

Language Objective: Note: (All students = English speakers, B/I/A ELLS)
• (warm-up, 10-15 min.) All students will contribute word/phrases/pictures to a class web (background knowledge).
• (shared reading, 20 min.) All students will use new vocabulary in a variety of ways.
  All students will listen to a story about friendship.
  Beginner ELLs will point to the characters or vocabulary pictures to demonstrate understanding.
  Eng. speakers & Adv. ELLs will restate text to show comprehension.
• (discussion & writing, 30 min.) All students will communicate with at least one classmate.
  All students will complete “My Friend” writing sheet for class book.
  Beg. & Int. ELLs will draw rebus pictures or write single words.
  Eng. speakers & Adv ELLs will write at least three more complete sentences on the back of the “My Friend” writing sheet.
• (cool down, 15 min) All students will be encouraged to share the information that they gathered from interviewing a classmate.

Total Time: Approximately 1 hour and 15 minutes.

Materials: Chart paper, markers, pictures, magazines (food & sports mag., flyers), stick puppets (pig, rooster, mouse), book (Friends), vocabulary list.

Procedure:

1. Setting the Stage: Let students know that today they will begin a unit on friendship and that together they’ll decide who is a friend and what they think makes a good friend. Tell the students that after reviewing some basic vocabulary words, they will come up with some words of their own to describe what a friend is. Introduce the vocabulary list. As the teacher models each picture and points to the vocabulary word, have students repeat vocabulary after you.

2. On chart paper write the word “friends” in a circle. To begin the web, model one or two ideas that you (the teacher) think make a good friend or someone who is your friend. For
friend can be anyone that you like to be with. In a group have students start to brainstorm other words that describe friendship. Have students write a word or draw rebus pictures on the web or provide pictures for some students to add to the web if they are unable to come up with a word on their own.

3. Leaving the “Friendship” web on display as a visual aid, read the story Friends to the students. As you read, speak clearly. Display the pictures and the text. Pause and ask questions about the text. Begin with recall questions like:

   - Who woke up the animals? (rooster)
   - Who helped him? (mouse, pig) **Beginners could come and point to the characters or hold up a stick puppet or use the word wall.

   Then move to higher order thinking questions:

   - Why would pig and mouse help rooster? ** Continue this process as you read through the story.

Sample questions:

   - What did they ride? (bike)
   - Who steered? (model this action) (rooster)
   - How did they make the bike move? (pig & mouse stepped on the pedals)
   - What did they play? (pirates)
   - How did they decide to play pirates? (Text: “Friends decide things together)
   - How did they make the boat move? (they worked together)
   - When rooster complained that pig had more cherries, how did they solve the problem? (they gave rooster the pits to be fair)

4. After listening to and discussing the story, inform the students that they will be doing an activity in which they will be talking to someone in the class (preferably, someone they are familiar and comfortable with). Group each child with a partner, three in a group is okay if you have an odd number of students. Children should also be grouped with someone who speaks their native language if possible and beginner ELLs with advanced ELLs. If children are not already familiar with each other, tell them that this classmate could already be a friend or someone who will hopefully become a friend.

5. It is necessary for the teacher to prepare a larger version of the “My Friend” writing sheet in advance or make a copy for the overhead projector. The teacher must use rebus pictures to show the words, eat, play, together, help, brothers, sisters, and age. The teacher must also model, particularly for beginning ELLs, that it is okay to draw rebus pictures or copy words from the web.

6. Before beginning the writing allow students time to look in food or sports magazines for ideas. Beginning ELLs may cut out pictures or words or draw pictures to aid in completing their “My Friend” writing sheet. Intermediate ELLs can use words or short phrases to complete the writing assignment and advanced ELLs should be encouraged to complete the front of the writing sheet and write three complete sentences on the back (for example: My friend has a pet. It is a ___. My friend plays on a baseball team.)
7. The teacher should walk around the room to observe and encourage conversation as well as assist students who are struggling with the writing process.

8. When the students have completed the writing assignment, tell them that they will share what they found about their friend. The teacher will model on the chart or overhead how to orally present information about a friend using pictures and or words. For example:

- My friend likes to eat **cake**.

- My friend likes to **play soccer**.

When sharing is over tell the students that you will be using their papers to make a book (or bulletin board). Ask students to share what they learned about what it means to be a friends.

The teacher praises the students for working cooperatively and sharing their writings.

The teacher assembles “My Friend” class book and displays it in the reading center for the students to read during center time or during sustained silent reading or to be brought home from a lending library to be shared with their families.
Narrative
Lesson 1 - Friendship

Before beginning this lesson the teacher must prepare a word wall that contains thematic words and pictures (friend, play, together, share, help) and word/pictures from the literature selection *Friends* by Helme Heine (pig, rooster, boat, bike, cherries, sleep, pirates, fishing). These pictures/words will aid the ELL in pointing to and discussing the concepts of friendship and to answer questions pertaining to the text, as well as develop vocabulary. It will also aid the teacher in assessing comprehension. The teacher will review the word wall and create a friendship web by adding a list of student-generated words/pictures and phrases.

Stick puppets should also be prepared before the lesson to help beginner ELLs to answer questions such as, “Who steered the bike?” The teacher should also keep in mind that it will be necessary to demonstrate action words like steer, pedal, fishing, etc. during and after the shared reading lesson. The teacher and/or students may refer to the word wall or web to answer questions or make contributions before, during and after reading the story.

Instead of giving the students five or six pages of the “My Friend” writing sheet, as suggested in the original lesson, and having them complete a book individually, the students will be assigned a partner to interview; they will be given one sheet to complete based on the information they gather. Information may be presented in picture form for beginning ELLs. Advanced ELLs should be encouraged to write additional information in complete sentences on the back of the writing sheet.

After completing the writing, encourage students to share their findings and their drawings of their friend (polaroid pictures or computer prints may also be used here). The students’ writings can then be assembled into a class book and put into a center or used in a lending library for students to take home and share with their families.

Note: The teacher should consider pairing students with someone they feel comfortable with, share the same first language (if possible) and pair a beginner or intermediate ELL with an advanced ELL.

I like the word wall and puppet ideas. Gathering pictures is great too - could use a digital camera and computer.
*See suggested activities page 6.

Faces can be used as stick puppets.
rooster  mouse  fishing  pet

pig  pets  boat
bike  pirate  play

cherries  sleeping
My Friend

My friend is my friend.

My friend likes to eat

My friend likes to play

When we are together, we like to

I like to help my friend. I help my friend

My friend is _____ years old.

My friend has _____ sisters and _____ brothers.

I like my friend!

A picture of my friend.

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My Friend

My friend likes to eat ________________________________

My friend likes to play ________________________________

When we are together, we like to ________________________________

I like to help my friend. I help my friend ________________________________

My friend is _____ years old.

My friend has _____ sisters
and _____ brothers.

I like my friend!

A picture of my friend.
Lesson 2
Goals and Objectives
Lesson 2 - Friends have fun together.

<table>
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<tr>
<th>Knowledge</th>
<th>Language</th>
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<tbody>
<tr>
<td>• Spoken ideas can be recorded</td>
<td>• Friends have fun together in a variety of ways.</td>
<td>• Use of web to record ways in which friends have fun together.</td>
<td></td>
</tr>
<tr>
<td>Skills</td>
<td>• Listen to a story.</td>
<td>• Add spoken ideas to web.</td>
<td>• Use vocabulary list.</td>
</tr>
<tr>
<td></td>
<td>• Discuss, draw and write about ways in which friends have fun together.</td>
<td>• Sequence pictures and sentences on a time line.</td>
<td>• Pictures to make vocabulary more comprehensible</td>
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<td></td>
<td></td>
<td>• Illustrate and write about ways in which friends have fun together.</td>
<td>• Photo copies from story.</td>
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<td>• group project (mural) to encourage peer interaction.</td>
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</tbody>
</table>
### Functional/Notional Chart
#### Lesson 2 - Friends have fun together.

<table>
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<tr>
<td>Brainstorm</td>
<td>List ways in which friends have fun together.</td>
<td>Friends can ___ together.</td>
<td>Nouns/Verbs</td>
<td>Friends, play, together (+ student suggested words)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Friends have fun when they ___</td>
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<td></td>
</tr>
<tr>
<td>State</td>
<td>Describe how the characters have fun together by pointing or restating the text.</td>
<td>Pig, Rooster &amp; Mouse had fun when ___.</td>
<td>Nouns/Verbs</td>
<td>pig, rooster, mouse, bike, pirates, fishing, (student generated words such as, ride, playing, sailing, etc.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>They like to ___ together.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Write/Draw/Show/Speak</td>
<td>Draw pictures. Draw pictures with words or sentences on a mural.</td>
<td>My friend and I like to ___.</td>
<td>Verbs</td>
<td>Responses will vary. Students will produce own answers.</td>
</tr>
<tr>
<td></td>
<td>(students show how they have fun with friends) Share ideas, pictures &amp; words before, during and after drawing.</td>
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</table>
Lesson 2 (revised)
Friends have fun together

Content Objective:

- Students will understand that friends have fun together in a variety of ways.
- Students will identify and sequence the actions of the story characters.

Language objective:

Note: All students = English speakers, Beginner, Intermediate & Advanced ELLs.

- (warm-up - 15 minutes): All students will contribute words/phrases/pictures to a class web. (background knowledge)

- (shared reading - 20 min.): All students will listen to a story about friendship. Beginner ELLs will add pre-made pictures to a time line. Intermediate and Advanced ELLs will read and add pre-written action words to the time line.

- (discussion & writing - 30 min.) All students will communicate with the teacher and some classmates. All students will draw a picture on the mural. Int. and Adv. ELLs will label or write a brief description about their picture.

- (cool down - 10 min.) All students will be encouraged to share their drawing with the class.

Total Time: Approximately 1 hour and 15 minutes.

Materials: Book “Friends”, vocabulary list/pictures, chart paper, markers, crayons, sentence strips, tape, pictures of characters to use above the time line with heading “Friends” by Helme Heine.

Procedures:

1. Setting the stage: Remind students that yesterday they talked about what made a good friend. Review some of the ideas they added to their “friends” web. Tell the students that they’re going to have a good time sharing with their classmates the ways in which they like to have fun with friends.

2. Tell them that today they are going to start the lesson by creating a web together entitled “Fun Times”. Let them know that they are going to write words or draw pictures on sticky notes of fun things they like to do with friends and then stick them on the web. The teacher models by drawing herself (as a stick figure) doing something with a friend. She puts her sticky note on the web and draws a line from the center circle (Fun Times) to her sticky note. Give students a moment to talk to their neighbor (or assigned partner) on what they will draw or write. Give them another moment to draw/write. Let students
take turns telling or showing how they like to have fun with friends. Then have them add their sticky notes to the web and draw a line from the center label to their sticky note.

Notes: Beginners might just show their picture and the teacher might say: Child’s name likes to _____ with his/her friends.

Before beginning the next activity, group beginner ELLS with a partner who has good reading skills. The beginner ELL can match the picture to the book and the advanced could match the words. The time line could be written on sentence strips that have been taped together. (First - then - then - Last).

3. Tell the students that you are going to read “Friends” again and that you are going to stop each time the characters are doing something fun together. Tell them that they are going to help make a time line by adding the pictures and words on the chalk ledge to the time line in the order that each event happens. (The pictures should be mixed up but the words should be in close proximity to the matching picture).

When you stop during the reading ask students to “think” about what’s going on in the story. Tell them to talk to their partner (pair) about their thoughts. Then ask, “Who can tell me what the friends are doing?” Allow time for the chosen pair to “share”. Ask the rest of the class if they agree, using “thumbs up/thumbs down”. Next ask them to find the picture and words that they can tape to the time line. Guide them in thinking where to place the picture/words on the time line.

After finishing the book and completing the time line, review the order of events.

Notes: During the next part of this lesson, students will need lots of space to work side by side. Set up a work area by pushing tables together or clear an area on the floor in the classroom, library, cafeteria or hallway if necessary.

4. Tell the students you have a fun project planned for them. They’re going to make a giant picture for the bulletin board called a mural. Tell them they will have a few minutes to discuss in small groups what they like to do for fun with friends. Tell them to talk about what they will draw or write.

While students are drawing/writing the teacher should circulate and ask students to explain what they are drawing. Encourage students to help each other with labeling, or use the vocabulary list and webs to find the words they need. When students are done they can fill in the empty spaces with sky, clouds, sun, water, hills, trees, houses, birds, etc.

Once the mural is complete, praise them for their efforts and ask children to share their creations with the class.
Narrative
Lesson 2 - Fun Times

In lesson 2 the teacher and students will create a web entitled "Fun Times." The students will give as many examples as they can of ways in which they have fun being with friends.

In the original lesson students create a list of ways the friends have fun together. As a modification to the original lesson the students will create a time line using pre-written action words, photocopies from the book or from the vocabulary list. As the teacher re-reads the story she will pause each time the characters are doing something fun together. At this time pre-assigned pairs of students will use "think-pair-share" to describe what the characters are doing. One set of students will then be asked to choose a picture and the words that go with it from the chalk ledge and tape it to the time line made out of sentence strips. This will help the ELL to not only remember the order of events but to also reinforce vocabulary development though the use of visual aids.

After comparing the "Fun Times" web to the time line, the students will create a class mural of ways in which they have fun with friends. Many children like to talk while they are drawing, especially in a situation where they are creating one large piece of artwork. It also gives the students a chance to work cooperatively, helping each other with the labeling. Advanced ELLs could help beginners by pointing to vocabulary words or with spelling and inventive spelling.
Friends’ Faces

*See suggested activities page 6.

Faces can be used as stick puppets.
Sample of what time line might look like.
Draw on chalk board or tape sentence strips together.

<table>
<thead>
<tr>
<th>First</th>
<th>Next</th>
<th>Then</th>
<th>Then</th>
<th>Last</th>
</tr>
</thead>
</table>

Write these sentences on index cards or sentence strips. Have pairs of students match the sentence and the pictures then add them to the time line.

The friends woke up the farm animals.
Their bike together.
They played hide and seek.
They played pirates.
They went fishing.
They picked cherries.
They ate cherries.
They rode their bike home.
They dreamed about each other.
Lesson 3
## Goals and Objectives

**Lesson 3 - Friends help each other. (cooperation)**

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Language</th>
<th>Content</th>
<th>Learning Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Spoken ideas</strong>&lt;br&gt;can be recorded.&lt;br&gt;Ideas can be acted out.</td>
<td><strong>Friends help each other.</strong></td>
<td><strong>Record a list of students responses on chart paper. (How they helped someone).</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Skills</strong>&lt;br&gt;Give oral description of how students helped a friend.&lt;br&gt;Draw and write about how they helped a friend or how that friend helped them.</td>
<td><strong>State examples of how the characters helped each other.</strong>&lt;br&gt;<strong>Role-play how the characters interacted.</strong></td>
<td><strong>Use vocabulary and pictures.</strong>&lt;br&gt;<strong>Use stick puppets and sentence strips to increase comfort level and to encourage speaking.</strong>&lt;br&gt;<strong>small group interaction.</strong>&lt;br&gt;<strong>teacher prepared sample for writing assignment.</strong>&lt;br&gt;<strong>modeling</strong></td>
<td></td>
</tr>
</tbody>
</table>
# Functional/Notional Chart

## Lesson 3 - Friends help each other. (cooperation)

<table>
<thead>
<tr>
<th>Function</th>
<th>Situation</th>
<th>Formulae</th>
<th>Grammar Structure</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Explain</strong></td>
<td>Students explain how they’ve helped a friend.</td>
<td>Students help each other by ___</td>
<td>Verbs</td>
<td>friends, help</td>
</tr>
</tbody>
</table>
| **Plan/Present Role-Play**| Students plan and talk within small groups. Present skit. | Pig and Mouse helped Rooster by ___.
|                           |                                               | Pig, Mouse, Rooster all helped ride the ___   | Verbs             | Pig, Mouse, Rooster, help, bicycle |
| **Write/Draw**            | Students write/draw ways in which they’ve helped a friend or visa versa. | My friend helps me ___.
|                           |                                               | I help my friend ___                         | Verbs             | Responses will vary.
|                           |                                               | Students will generate answers.              |                   |                              |
| **Pair/Share Personal Information** | Students share personal information with a classmate. | My friend helps me ___.
|                           |                                               | I help my friend ___                         | Verbs             |                              |
Lesson 3 (revised)
Friends help each other (cooperate)

Content Objectives:
• Students will identify ways in which friends help each other.
• Students will show how the characters in the story helped each other.

Language Objectives:
Note: All students = English speakers, Beginner, Intermediate & Advanced ELLs.
• (warm-up - 10 minutes) All students will contribute words, phrases, pictures or gesture some way in which they helped a friend. (background knowledge)
• (Role play - 25 minutes) All students will talk within a small group.
  All students will role-play,
  English speakers, Intermediate & Advanced ELLs will talk during role-playing activity.
• (Writing - 30 minutes) All students will draw/write about ways they help friends or their friends help them.
• (Cool down - 5 minutes) All students will share their writings with at least one classmate.

Total time: approximately one hour 10 minutes.

Materials: Chart paper, markers, pencils crayons, copies of Friendship Wheel, Character action strips for role playing, character face puppets (1 set)

Notes: Show the vocabulary word/picture of help (from first lesson). Prepare a copy of your own friendship wheel to show as a sample. Have copies of friendship wheel ready. Have character action strips ready for role-play. Group students for role play activity so that there is a mix of beginner ELLs with advanced ELLs or Intermediates with advanced ELLs or with English speaking students (three students per group). Providing character puppets could help with the insecurity that comes with speaking or acting in front of a group.

Procedures: Ask students to raise their hands if they remember what they talked about yesterday in regards to friendship (friends have fun together). Tell them that today they are going to talk about how friends help each other.

2. Display the vocabulary word/picture of help. Give an example of the time you helped someone. Write it on the chart paper with your name next to it.

Note: Act out your example for beginner ELLs or draw rebus pictures above your writing.

Have students give examples of when they helped someone. Write it on the chart paper with the student’s name next to it.
Notes: Beginners can use gestures or draw on a white board and the teacher can then write it on the chart paper using words/pictures. If possible an advanced ELL that speaks the same first language can help the beginner translate.

3. After all students have had a chance to share how they’ve helped a friend, tell them they are all going to have a chance to use the stick puppets and play one of the characters. Read each of the character action strips aloud and stress how each of the characters helped each other. Tell the students they will form groups of three and that one student will be the pig, one the rooster and one the mouse. Each group will read their character action strip and decide how they will act it out. Students can add their own dialog.

4. Now divide students into groups and allow approximately 10-15 minutes to make decisions and practice. Circulate between groups, make suggestions for students who may be having difficulty. After students have had time to practice, call them back to your whole group area. Have groups of students come forward. The teacher reads one group’s character action strip, then let that group do their skit using the stick puppets. Clap and praise as each group finishes.

5. After all groups finish their skit, show the students a completed example of your “friendship wheel”. Explain how you drew your picture in the center and how you completed each section with a friend’s name and drew a picture of how you help that friend or how that friend helps you. Write one sentence describing how you or your friend help each other. Beginners can just write their friend’s name and draw a picture. Intermediates may also add one word or label.

6. After completing their friendship wheels students can share them with one or two classmates.
Narrative - Lesson 3
Friends help each other (cooperate)

In lesson three the students will discuss ways in which friends help each other. They will share personal experiences of a time that they helped someone or someone helped them. The teacher will record their responses on chart paper and write the child’s name next to it.

In the original lesson the students were to generate a class list of how the characters helped each other. As a modification, the students will be separated into groups of three to work on a role playing activity. The teacher will ensure that there is at least one advanced ELL in each group and one beginner and one English speaking student or intermediate ELL. The groups will each be given a piece of paper with a brief activity of how the characters helped each other. Students will have about 10 minutes in their group to plan a one to two minute skit and then act it out for the class.

Following the role playing activity, the teacher will write on the board “When friends help each other, they are cooperating”. After discussing how they help each other (cooperate) in the classroom, the students will create a “Friendship Wheel”. On the “Friendship Wheel” each student draws his/her own face in the middle then writes the names of four friends in each of the four sections. The student then draws and writes how he/she helps each friend or how that friend helps him or her.

Note: Remind students that friends can be family members, neighbors and pets.
Friends’ Faces

Enlarge stick puppets for role-playing activity.

*See suggested activities page 6.

Faces can be used as stick puppets.
Acting strips to go with role-playing activity

Show how the pig, the mouse and the rooster woke up the animals each morning.

Show how the pig, the rooster and the mouse made the bicycle move.

Show how the mouse, and rooster played hide and seek. The book does not show the pig. Where do you think he was hiding?

Show when mouse found the boat and what he and pig and rooster did next.

Show how rooster and pig and mouse went fishing. Each had a special job to do. What do you think they used for a hook?

Explain how pig, mouse and rooster could reach the cherries. Show how they shared them and how they made thing fair when Rooster complained. How did they feel after eating all those cherries?

Show what happened when they tried to sleep at mouse’s house. Show what happened when they tried to sleep at pig’s house.

Show what happened when they tried to sleep at rooster’s house. Show what happened at the end of the story.

Great idea!
*See suggested activity, page 13.
Lesson 4
## Goals and Objectives
### Lesson 4 - Emotions

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Language</th>
<th>Content</th>
<th>Learning Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Spoken ideas can be</td>
<td>• People experience many emotions.</td>
<td>• Use of poster to brainstorm</td>
</tr>
<tr>
<td></td>
<td>recorded.</td>
<td>• Friends don’t always get along.</td>
<td>ideas.</td>
</tr>
<tr>
<td>Skills</td>
<td>• Listen to a story.</td>
<td>• Brainstorm a list of emotions</td>
<td>• Use pictures to make vocabulary</td>
</tr>
<tr>
<td></td>
<td>• Confirm predictions.</td>
<td>• Predict the emotions the characters will</td>
<td>more comprehensible</td>
</tr>
<tr>
<td></td>
<td>• Draw and write about</td>
<td>feel.</td>
<td>• Examine book cover.</td>
</tr>
<tr>
<td></td>
<td>a personal experience.</td>
<td>• Identify emotions the characters felt,</td>
<td>• Connect story to brainstorming</td>
</tr>
<tr>
<td></td>
<td>• Explain their drawing</td>
<td>• Students will write about how he/she felt</td>
<td>activity.</td>
</tr>
<tr>
<td></td>
<td>or experience in a</td>
<td>about a personal experience.</td>
<td>• Small group interaction.</td>
</tr>
<tr>
<td></td>
<td>small group.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Functional/Notional Chart
#### Lesson 4 - Emotions

<table>
<thead>
<tr>
<th>Function</th>
<th>Situation</th>
<th>Formulae</th>
<th>Grammar Structure</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Answer/Point</td>
<td>Students will answer “How do you feel when...?” types of questions.</td>
<td>I feel ___ when ___</td>
<td>Verbs</td>
<td>angry, jealous, happy, embarrassed, etc.</td>
</tr>
<tr>
<td>Predict</td>
<td>Students will predict what emotions the characters will feel throughout the story.</td>
<td>I think the girls will ___</td>
<td>Verbs</td>
<td>Student produces vocabulary or points to vocabulary pictures.</td>
</tr>
<tr>
<td>Write/Draw</td>
<td>Students will write/draw about personal experience and emotions.</td>
<td>I felt ___. I felt ___ when ___.</td>
<td>Verbs</td>
<td>Student produces vocabulary or chooses from the list.</td>
</tr>
</tbody>
</table>
Lesson 4 (revised)
Emotions

Content Objectives:
• The students will express that people experience many emotions.
• Students will realize that friends don’t always get along, but can still remain friends.

Language Objectives:
Note: All students = English speakers, Beginner, Intermediate & Advanced ELLs.
• (Warm-up - 10-15 minutes) Beg. ELLs will point to pictures or answer questions “How do you feel when ...”
  Eng. speakers, Int. & Adv. ELLs will contribute words to a class poster (background knowledge)
• (Shared reading - 20 minutes) All students will listen to the story “Best Friends”
  Eng. speakers, Int. & Adv. ELLs will identify “emotions” vocabulary during reading.
  Beg. ELLs will point to vocabulary/pictures to demonstrate understanding.
  Eng. speakers, Int. & Adv. ELLs will restate text to demonstrate understanding.
• (Writing - 20 minutes) All students will draw a picture on the “Framed Feelings” writing sheet.
  Beg. & Int. ELLs will copy vocabulary words for a list of emotions to complete the sentence “I felt ___ when ___.”
  English speakers & Adv. ELLs will write complete sentences to describe an event and an emotion.
• (Cool down - 15 minutes) Students will divide into small groups to share their drawing and writing.

Total Time: 1 hour 10 minutes.

Materials: Poster board with “EMOTIONS” written in big block letters, markers, pencils, crayons, “Framed Feelings” writing paper (one copy for each advanced ELL and regular ed. student & one copy of the modified writing paper for each Beginner ELL), book “Best Friends” by Steven Kellogg.

Notes: Send home the vocabulary/picture list the day before so that students can become familiar with facial expressions and vocabulary words.
***These pictures can also be used to make a matching game (memory).

Procedure: Tell the students that today they are going to talk about different feelings that people have called “emotions”. Introduce students to the new picture/vocabulary list of emotions. Show students the poster that has “EMOTIONS” written in the center. Record student’s answers on the poster as they respond to the following questions:

1. How do you feel when a friend says that you are nice? (happy)
2. How do you feel when a friend says that they are going to tell the teacher on you?
3. How do you feel when a friend says that they got a new bike and you didn’t?
Notes: Since many of these words may be very abstract to beginner ELLs, allow wait
time for them to examine the facial expressions on the new vocabulary chart and let them
point to the pictures to answer questions that can be easily acted out, such as,
1. How do you feel when a friend sticks his tongue out at you?
2. How do you feel when a friend takes your toy?
3. How do you feel when a friend tells you they like the shirt you are wearing?

2 Before beginning the story Best Friends, allow students a few moments to examine the
cover. Point to the poster and say to the students, “Since the two girls are friends, what
emotions do you think they will experience in the story?” Use a red marker to put a star
next to the hypothesized emotion on the poster.

3. Read the story slowly. Have students stop when the girls are showing emotions. Each
time an emotion is identified either verbally or by pointing to the vocabulary list, look
back at the emotions chart. If it appears on the chart circle it with a red marker. If it does
not appear on the chart, add it with red marker. When you are finished reading the story,
look back at the chart to study the emotions of the two “best friends”. It will show that
best friends are not always “buddy, buddy”, but can sometimes have feelings of anger,
envy, jealousy and other strong emotions and still be good friends. Ask them how this can
be true.

4. Tell students you want them to think of things they’ve done with their best friend and
how they felt at that time. Show students the writing paper and tell them they will draw a
picture of themselves doing something with their best friend. Tell them they will write
about how they felt during that time. Beginner ELLs will draw the picture and use the
vocabulary list to complete the sentence, “I felt ___. Intermediate ELLs can complete the
sentence “I felt __ when ___.”

5. When students are finished they can share their pictures and writing in small groups.
Narrative
Lesson 4 - Emotions

In lesson four, the students will respond to “How do you feel when ...” types of questions. Their responses will be recorded on a poster with EMOTIONS written in block letters. The students will brainstorm a list of “emotion” word to add to the poster.

***Before this lesson begins the teacher will introduce a new picture/vocabulary list depicting emotions/feelings.

After examining the cover of the book “Best Friends” the students will predict what emotions the two little girls will experience. These predictions will also be added to the “EMOTIONS” poster. While reading the story the teacher will pause and look back at the poster. She will make a red star next to their hypothesized emotion if it appears on the “EMOTIONS” poster.

During the reading of this story the students will discover that the girls are not always “buddy, buddy”, but sometimes have feelings of anger, jealousy, envy and still remain good friends. The students will refer back to the poster and will highlight or add words to the poster.

Using the new vocabulary/picture list of emotions, the students will draw a picture of themselves and write about an emotion they felt at some time. (Ex.: I felt____ when____.). Since the writing paper has a wood frame border, these pictures can be displayed in the hallway with the title “We’ve Been Framed.”
happy
thankful
guilty
proud
embarrassed
hopeful
Sorry
Sad
Shy
Excited
Surprised
Ashamed
lonely
jealous
scared
angry
I feel _____

By:
I feel ______ when ______

By:
Lesson 5
## Goals and Objectives
### Lesson 5- Friends can be different

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Language</th>
<th>Content</th>
<th>Learning Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Spoken ideas can be recorded.</td>
<td>• Friends can be different.</td>
<td>• Students are given opportunities to examine pictures and express opinions.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Skills</th>
<th>Language</th>
<th>Content</th>
<th>Learning Strategies</th>
</tr>
</thead>
</table>
| • Group discussion.  
• Listen to a story about friendship.  
• Write and illustrate a short book.  
• Share with classmates the last page of their book. | • Examine then explain how they feel about 5 (almost) identical pictures.  
• Describe how characters are the same and different.  
• Write and illustrate a book about lessons 1-4 and how friends can be different. | • Showing particular pages so students can focus on the picture to identify similarities and differences.  
• Pictures to make vocabulary more comprehensible  
• Modeling  
• Completed sample of the book. |
### Functional/Notional Chart

**Lesson 5 - Friends can be different.**

<table>
<thead>
<tr>
<th>Function</th>
<th>Situation</th>
<th>Formulae</th>
<th>Grammar Structure</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observe/Give Opinion</td>
<td>Students will look at 5 (almost) identical pictures and express opinions</td>
<td>I think the (multi-colored) picture looks _____, I think the pictures that are all one</td>
<td>Antonyms</td>
<td>friends, same, different</td>
</tr>
<tr>
<td>Answer/Point</td>
<td>Tell or show how the characters are same or different.</td>
<td>The characters are the same because _____. The characters are different because _____.</td>
<td>Antonyms</td>
<td>friends, same, different</td>
</tr>
<tr>
<td>Draw/Write &amp; Tell</td>
<td>Draw/write &amp; tell how one of their friends is different from them.</td>
<td>My friend is different from me because _____. Friends can be different.</td>
<td>Antonyms</td>
<td>friends, same, different</td>
</tr>
</tbody>
</table>
Lesson 5 (revised)
Friends Can Be Different
Putting It All Together

Content Objectives:
• Students will analyze pictures.
• Students will identify differences in story characters.
• Students will realize friends can be different.

Language Objectives:
Note: All students = English speakers, Beginner, Intermediate & Advanced ELLs.
• (Warm-up - 15 minutes) All students will observe a set of five pictures.
  English speakers, Int. & Adv. ELLs will state how the pictures make them feel or how the pictures look.
  Beg. ELLs will point to the picture that looks best.
• (Shared reading - 20 minutes) All students will listen to a story about friendship.
  Beg. ELLs will point to the characters to answer questions about the characters differences.
  Eng. speakers, Int. & Adv. ELLs will verbalize or restate text to demonstrate an understanding of the character differences.
• (Discussion and writing - 30 minutes) All students will make an accordion book to take home.
  Beg. & Int. ELLs will use a modified vocabulary list to complete sentences.
  Beg. & Int. ELLs will copy the sentences from the board.
• (Cool down - 15 minutes) All students will have an opportunity to share the last page of their book with the class.

Total Time: Approximately 1 hour 20 minutes.

Materials: Four pictures (see attached - one colored all blue, one colored all red, one colored all purple and one colored all orange) one picture colored appropriately, book “Ira Sleeps Over”, two sheets of white construction paper taped together on the short end and folded into an accordion book for each student, a prepared sample of a completed accordion book, pencils, crayons, markers, tape.

Notes: To teach this lesson the teacher must prepare 5 pictures of the attached park scene. Four of the pictures should be in mono-color (i.e. color everything in the picture blue on one sheet. Repeat with other copies using only a single color crayon. Color the fifth copy with the appropriate color hues to look like a regular park scene).

*** Beginner ELLs should sit next to someone who shares a common first language if possible and whose English skills are more advanced.
1. Gather the students around you and ask them to observe the pictures you are going to show. Ask them to notice how each picture makes them feel and to think about which picture looks best. With no talking involved, show each picture for approximately 10 seconds. Go through the stack twice. Instead of immediately asking students to react to what they thought, the lesson has been modified by having the students turn to a partner and tell them what they noticed or how they felt about the pictures. After a few minutes ask the students to share what they thought or felt about the pictures.

**Note:** Most often the replies will be that the ones in which all the colors were the same “didn’t look right” and the multi-colored scene will be most pleasing. Use their reactions to convey that it is the same with our friends and friendship. If we were all the same the world would be a very boring place. Because we are all so different, it makes be friends an exciting adventure!

***Introduce two new vocabulary words/pictures. (same and different)***

Read the story “Ira Sleeps Over”. Have students answer the following questions. For these first two questions, you could point to when the boys wore masks (p.28) and ask the beginner ELLs to point to the same/different vocabulary words or you could show the page when they both held their teddy bears (p.48) or the page where Reggie has a bike and Ira doesn’t (p.20).

1. How were the friends alike?
2. How were the friends different?
3. Because the friends were different, how did they react to each other’s differences?
4. Did any of the differences change during the story? Why?

3. Now show the students the sample accordion book. Tell students they will copy the sentences (see below) on the four pages as you have already done. As a modification, the beginner ELLs will have their words preprinted with only the key vocabulary words missing. Those four key vocabulary words, which are underlined below, should be displayed over each of the four pictures. After the students copy the sentences they will illustrate their books. Remind students that these are four important things that we learned about friendship.

On the cover:  What is a **friend**?
It is fun to **play** with friends!
Friends **help** each other!
Friends can be **different**!

Before students begin have them think about a friend and how that friend is different from them. Give them a little extra time to draw a picture in the last section that shows the difference. As they are doing this walk around the room and talk to students about what they are drawing. If necessary offer some ideas such as differences in physical characteristics, abilities or hobbies.
Cool down: When completed let each student share his “difference”. After all have shared, reinforce the idea that it is OK to be different from our friends and it is OK for our friends to be different from us.

Finally, present everyone with a “Friendship Award”. (See Attached)
Narrative
Lesson 5 - Putting It All Together

In this final lesson, the students will review what was taught in the previous four lessons as well as convey that it is sometimes our differences that make being friends an exciting adventure. As a pre-reading activity, the students will view five identical pictures of a park scene. Four of the pictures have been colored in a single color (ex: all blue, all red, all purple, all orange). The fifth picture would be colored appropriately with green trees and grass, blue sky, etc. These pictures will be used to stress the fact that if we were all the same the world would be a boring place.

After reading “Ira Sleeps Over” the students will identify how the characters were alike and how they were different.

Finally, the students will create an accordion book based on the concepts learned in the previous four lessons as well as what they’ve learned today: “friends can be different”.
Vocabulary words for lesson 5

Same

Different
Accordion books for Beginners can be preprinted with only key vocabulary missing.
Post missing vocabulary above each page.

friend    play    help    different

<table>
<thead>
<tr>
<th>What is a _____?</th>
<th>It is fun to ____ with friends!</th>
<th>Friends ____ each other!</th>
<th>Friends can be ____!</th>
</tr>
</thead>
</table>
A FRIENDSHIP AWARD

Presented To

[Student's name]

Friends know how to help, share, care, and cooperate with each other!

[Date] [Teacher's signature]
# Sheltered ELL Strategies Checklist

<table>
<thead>
<tr>
<th>SHELTERED FEATURES</th>
<th>PRESENT IN LESSON</th>
</tr>
</thead>
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<td>1.c. Activate Background Knowledge</td>
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<td>2b. Develop Vocabulary</td>
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Adapted from the Sheltered Instruction Observation Protocol (SIOP)

Training for All Teachers Program • Southern Connecticut State University
Original Lessons
Lesson 1

SETTING THE STAGE

1. What is a friend? Brainstorm with students what they believe the qualities of a friend are. Encourage students to recognize that classmates, family members, people in their neighborhood, and even animals can be their friends! Write their ideas on butcher paper.

ENJOYING THE BOOK

1. When reading the story, Friends, explain that you want your students to notice how each of the three characters showed he was a friend, both by the text and picture clues. After the initial reading, list observations on paper "headed" by the animals' faces (patterns on page 8). Post their findings in the classroom with the title "Friendly Observations."

Writing Activities

Language and Writing Experiences

Note to Teacher: To help students reach their maximum writing potential, enlist the help of volunteers or aides during the language experiences.

My Friends Book

After discussing the concept of "friendship," a "My Friends" book will give your students an opportunity to tell about their friends in a written form. Use the writing sheet (p. 31) and reproduce five or six per student. Hand out and allow students to complete. When finished, give each student two sheets of colored construction paper for a cover and back page. Allow them to decorate the cover as desired, being sure to include the title "My Friends." Have the class share their books orally, then place in a reading area for all to enjoy!
3. Create a web with the students entitled "Fun Times." Ask the students to give as many examples as they can of ways in which they have fun being with their friends. Note: Remember that a friend does not necessarily mean a classmate—a friend can have four legs and wag its tail, too!

**Activity 2**

**Friends Are Fun!**

*Preparation:* Complete the "Fun Times" web (p. 6). With the "Fun Times" web posted, re-read the story *Friends.* Add to the web all of the ways in which the three friends had fun together (if not already on the web).

- wake up the farm animals
- play pirates
- look for cherries
- talk
- ride a bicycle
- ride in a boat
- eat
- try to spend the night
- play hide and go seek
- catch fish
- sit and rest
- dream about each other

Add mural

Let students know that they can have more fun if they follow these rules:

- **Take turns being the leader.**
- **Cooperate with each other.**
- **Be a good friend—help others.**

Check to see if Percy, Johnny Mouse, and Charlie Rooster followed these three "Be a Friend Rules" by reviewing the story. Ask students to give examples of when they have followed these rules in the classroom, school, home, or neighborhood.
Lesson 3
Helping Friends

Friends Help Each Other

Ask the students to think of times when they have helped friends. Give an example of a time that you helped a friend. Ask students to give examples of how the animals in the story helped each other. List their replies on butcher paper.

Johnny Mouse and Percy helped Charlie Rooster wake up the barnyard animals.
* To ride the bike, Charlie Rooster steered while Percy and Johnny Mouse pedaled.
* Johnny Mouse steered the boat, while Charlie Rooster helped it sail, and Percy covered up the hole in the bottom of the boat with his body.
* Percy held Johnny Mouse while the mouse used his tail to go fishing, and Charlie Rooster took care of the worms in his beak.
* They all helped each other to reach the cherries by standing on each other's shoulders.
* Johnny Mouse and Percy helped Charlie Rooster's anger by giving him the cherry pits.
* Percy helped Charlie Rooster get unstuck from Johnny Mouse's "house" hole.
* They helped each other decide that it was not the best idea to spend the night together; instead, they could dream about each other, as true friends do!

When Friends Help Each Other, They Are Cooperating.

Explain the above statement to the class. Ask students to give examples of how they help each other (cooperate) in the classroom. Add their replies to the butcher paper.

Hand out a Friendship Wheel (p. 14) to each student.

Give the following directions:

1. In the center, where the smaller circle is located, draw a picture of yourself and label with your name.
2. Think of four friends that you help, or that help you. Write their names in the four sections.
3. Draw a picture and/or write a sentence expressing how you or your friend help each other.
4. Share wheels either in whole or small groups. Display.
Lesson 4
Overview of Activities

SETTING THE STAGE

Ask students to share how it makes them feel to be with their friends. Ask them to tell you how it makes them feel when a friend says: "You are nice." (happy); "I'm going to tell the teacher on you!" (angry); "I got a new bike and you didn't." (jealous); "You are my best friend." (special). Explain that these feelings are called emotions.

Friends share feelings (emotions). On a large sheet of white butcher paper write the word "Emotions" in bold letters. Have the students brainstorm as many "emotion" words as they can. List them on the butcher paper with a black marker.

Show the cover of Best Friends. Share that the two main characters of the story are Louise and Kathy. They are best friends. Ask the class to look at their emotions chart. Since the girls are best friends, what emotions will they experience in the story? Use a red marker to place a red star next to the hypothesized emotions.

ENJOYING THE BOOK

Do this emotional evaluation activity after completing Setting the Stage-2 and reading the story. Reread the story slowly. Have students stop you when the girls are showing emotions. Each time an emotion is identified, look back at the emotions chart. If it appears on the chart, circle it with red marker. If it is an emotion that does not appear on the chart, add it with the red marker. When the story review is complete, look back at the chart to study the emotions of these two "best friends." (It will show that best friends are not always "buddy, buddy," but can sometimes have feelings of anger, jealousy, envy, and other strong emotions, and still be good friends.) Ask them why they believe this can be true. Remind them of the three rules they learned when reading Friends (p. 12).

Take turns being the leader.
Cooperate with each other.
Be a good friend—help each other.

Framed Feelings

Use the sheet on page 32. Explain to the class that you want them to draw a picture in the frame showing how they can make a friend feel happy today. After they draw the picture, tell them to write a sentence or two to explain their drawing. Display the framed feelings in the hallway or classroom with the title, "We've Been Framed!"
Lesson 5
If We Were All the Same
Pre-Reading Activity

This activity is recommended to be used before reading any additional resources (p. 79) which emphasize the positive aspect of friends being different. Some excellent stories that meet this criteria are: Rosie and Michael; How Joe the Bear and Sam the Mouse Got Together; and Ira Sleeps Over.

To teach this lesson, make five copies of the following page. Color four of the five copies in a single color hue. (i.e., Color all the animals, people, trees, clouds, and other items with a red crayon on one sheet. Repeat with other copies using only a single color crayon.) Color the fifth copy with the appropriate color hues to look like a regular park scene. Shuffle the pictures and stack. Gather the students around you and ask them to observe the pictures you are going to show. Ask them to notice how each picture makes them feel, and to think about which picture looks the best. With no talking involved, show each picture for approximately 10 seconds. Go through the stack twice. Ask the students to react to what they saw. Most often the replies will be that the ones in which all the colors were the same "didn't look right," and the multi-colored scene will be the most pleasing. Use their reactions to convey that it is the same with our friends and friendships. If we were all the same, the world would be a very boring place. Because we are all so different, it makes being friends an exciting adventure!

Read the additional resources and evaluate as a class or in small groups, answering the following questions:

1. How were the friends alike?

2. How were the friends different?

3. Because the friends were different, how did they react to each other's differences?

4. Did any of the differences change during the story? Why?

5. If a friend is doing something that is different, but wrong (like cheating, stealing, lying), should we try to help them or let them stay "different"?

For an extension activity, allow students to illustrate an example of a way in which the story characters were different. Older students can also write a "book review" and share how friends can be different!
Lesson 5
What Is a Friend?

NOTE: This review activity has been divided into two parts. The first deals with concepts that have been introduced thus far, and the second deals with the remaining concept.

Part One
Cut butcher paper or white shelf paper into a 4 foot (1.2 meters) length, one per student. Fold paper into four equal sections.

To begin the review, have students write the first concept in the first section: What is a friend? Have each student draw a picture in that section to represent what a friend is to them. Discuss the concept. In the next section, have students write the second concept: It's fun to be with friends! Draw pictures and discuss, as with the first section. Repeat with the next concept: Friends help each other!

Part Two
When ready for the last section, write the following statement on the chalkboard and have students copy it in the remaining section: Friends can be different!

Have students think of a friend. Have them think of one way in which their friend is different from them, or they are different from their friend. Give them time to draw a picture in the last section that shows the difference. As they are doing this, walk around the room and talk to students about what they are drawing. If necessary, offer some ideas, such as differences in physical characteristics, abilities, or hobbies. When completed, let each student share his "difference." After all have shared, reinforce the idea that it is O.K. to be different from our friends, and it's O.K. for our friends to be different from us!

Before moving on to the next activity, have students work with partners to help each other memorize the four friendship concepts. Encourage them to remember these concepts while in the classroom, on the playground, in the lunchroom, at home, or playing with friends in the neighborhood!
Appendix
Friends

by Helme Heine

Summary

Friends are so much fun to be with! In this delightful story of friendship you will meet Charlie Rooster, Johnny Mouse, and Percy, the pig. They wake up the barnyard, go for a morning bike ride, play hide-and-go seek, pretend to be pirates, go fishing, pig out (no pun intended!) on cherries, and pledge to be friends forever!

The outline below is a suggested plan for using the various activities presented in this unit. You may adapt the ideas to meet specific needs in your classroom environment.
Friends
written and illustrated by
Helme Heine
Every morning, when Charlie Rooster strutted into the barn to wake the other animals, Johnny Mouse and fat Percy went with him to help. "Good friends always stick together," they said. When this job was done, they wheeled their bicycle out of the barn and set off for their morning ride.
While Johnny Mouse was hiding, he discovered an old boat lying in the tall grass. He showed his friends,
and they decided to play pirates. “Good friends always decide things together,” they said.
Best Friends

by Steven Kellogg

Summary

Best friends: we all have had at least one! Come and enjoy this delightful story of two best friends, Louise Jenkins and Kathy Cotski. Not only did they share an imaginary horse, Golden Silverwind, their desks at school, and the love of chocolate milk, but they learned the value of friendship by having to spend a summer apart. Great lessons in what being a friend really means are conveyed well through the excitement of the new neighbor's dog having puppies. Compromise, an essential ingredient to true friendship, helps to clear up a difficult situation when only one puppy is born!

The outline below is a suggested plan for using the various activities presented in this unit. You may adapt the ideas to meet specific needs in your classroom.
BEST FRIENDS

Story and pictures by

STEVEN KELLOGG
Louise Jenkins and I love horses, but we aren’t allowed to have real ones.

I said, “Let’s pretend that a stallion named Golden Silverwind lives in a stable between our houses.” Louise loved the idea.
At school we pushed our desks together.

And we played on the same team.

At lunch we shared our chocolate milk.

Chocolate is Louise's favorite, and it's mine too.
Summary

Invited to his friend Reggie's for his first sleepover, Ira debates the pros and cons of bringing his teddy bear.
IRA SLEEPS OVER

BERNARD WABER
I was invited to sleep at Reggie's house.

Was I happy!

I had never slept at a friend’s house before.
But I had a problem.
It began when my sister said:
"Are you taking your teddy bear along?"

"Taking my teddy bear along!" I said.
"To my friend's house? Are you kidding? That's the silliest thing I ever heard! Of course, I'm not taking my teddy bear."