

Student-Friendly Learning Target



Post the learning target associated with each lesson in your classroom to help students know what is expected and what they should take away from the activity.

Every Lesson:

- Identifies key vocabulary
- Includes **discussion starters** and **questions to check for understanding**
- Features engaging **writing prompts**
- Includes **activities** and at least one **printable** activity or resource

Aligned to Common Standards

Every lesson plan aligns with grade-level standards in **Reading, Writing, Speaking & Listening and Literacy**. Every lesson plan supports **ASCA Mindsets & Behaviors**.

Seven lesson plans featuring the concept of relationship-building, emphasizing friendship and encouragement.

IDEAL FOR PRIMARY K-2 LESSON PLANS



Book Title and Author
Rainbow Fish and the Big Blue Whale
 Marcus Pfister
 ideal for **K**

Printable Activities
 • **School of Friends:** Identify friendship words

Big Ideas
 Relationship Skills
 Friendship
 Cooperation
 Encouraging Others



Once Upon a Cool Motorcycle Dude
 Kevin O'Malley

• **Fill in the Blanks:** Describing feelings with words/images

Dealing with Jealousy
 Sibling Rivalry



Tallulah's Solo
 Marilyn Singer

• **Encouragement Spirals:** Practice encouragement

IDEAL FOR INTERMEDIATE 3-6 LESSON PLANS

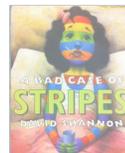


K-6 Video & Lesson Plan

Friendship Soup 3:31 mins

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- **My Friendship Soup:** Identify friendship words
- **My Friend:** Personalize friendship traits
- **Friend Recipes:** Create three unique recipes



A Bad Case of Stripes
 David Shannon

• **Venn Diagram:** Identify unique qualities

Being Yourself
 Acceptance
 Sibling Rivalry
 Revenge



The Lemonade War
 Jacqueline Davies

• **Cause and Effect:** Identify characters' key decisions

Forgiveness
 Empathy
 Family
 Immigration



The Orphan of Ellis Island
 Elvira Woodruff

• **Four Generations of My Family:** Explore family history

Loss



Friendship Soup

www.theNEDshow.com/lessonplans Length 3:31

If friendship were a soup, what ingredients would be in it? In this whimsical 3 minute video, friends describe what ingredients are necessary to create 'friendship soup.'

Build Background

Key Vocabulary

Explain to students that 'Building Relationships' is the theme of this video. Ask them to discuss what it means to 'build' a relationship. Primary students may identify traits. Challenge intermediate students to discuss why we often use construction-type language (e.g. build, make, form, develop) when talking about friendship.



Discussion Starters



Choose the appropriate questions for the learners in your classroom:

- Remembering** What are three friendship ingredients that you can recall from the video? Can you name the ingredient that made the soup "sticky"?
- Understanding** In this video, what is meant by *Friendship Soup*? Paraphrase the boy's definition of *honesty*. Can you provide an example when honesty was important to your friendship? Summarize the girl's definition of *trust*. Can you write your own definition of trust? Explain the ingredient *safety*.
- Applying** Is there an ingredient you wish you could add or remove from *Friendship Soup*? Give a scenario where *honesty* can lead to an argument?
- Analyzing** How is your "soup" different from friend to friend? Why are different soups necessary for different friends? Can you explain what would happen if your soup only had one ingredient? Why did they take *jealousy* out of the soup? How does *jealousy* impact a friendship? What is the role of *respect* during an argument? Do all the ingredients in *Friendship Soup* need to be equal in portions?
- Evaluating** Was there an important ingredient left out? Why would that ingredient be important? How could "sticky arguments" be a good thing for a friendship? Would others like your *Friendship Soup* recipe? Are all ingredients in *Friendship Soup* equally important?
- Creating** Instead of soup, what other metaphors could be used to talk about friendship?

BIG IDEAS To Reinforce



Relationship Skills, Friendship

Student-Friendly Learning Target



I can identify the ingredients of a healthy friendship.

Aligned to Common Standards

Every lesson plan aligns with grade-level standards in **Reading, Writing, Speaking & Listening and Literacy.**

Every lesson plan supports **ASCA Mindsets & Behaviors.**

Continued...

Activities



Choose the appropriate activity for the learners in your classroom:

My Friendship Soup Hand out the two page printable of the soup pot and ingredients. Instruct students to color both pages. Help student cutout the ingredients and glue or tape them to their pot to create their own 'friendship soup.' Challenge intermediate students to write three synonyms and one antonym for each word on the ingredient.



Reader's Theatre Students can demonstrate what specific "friendship traits" look and sound like in every-day life scenarios.

1. Divide class into small groups of 4-5 students.
2. Assign a script recorder for each group. This person is responsible for writing the script with the ideas and supporting of the rest of the group.
3. Give each group a setting for their Reader's Theatre: What do friends DO and SAY.... at play, at camp, on the bus, at lunch, on a sports team, write your own!
3. Each member of the group is a character in the Reader's Theatre script. Each person should name their character and choose one unique friendship trait (use the list of video key vocabulary words and/or any new words that you added after class discussion).
4. Each character needs a minimum of three lines of conversation/ interaction with the other characters. Make sure the scripted lines for each character demonstrate their character trait in such a way that the audience will be able to identify what trait that character represents. NOTE for students: Don't say your character is HONEST...SHOW him being honest without using the word honest!
5. Allow groups time to write a script and prepare to present their Reader's Theatre Play to the class.
6. The audience students will evaluate the success of each group by identifying what trait each character best represented through their words and voice intonation. The audience students should share their reasoning for matching a trait to a character.

Writing Prompts



Choose the appropriate prompt for the learners in your classroom:

Pair of Friends Using the printable provided, instruct students to draw a pair of friends. They could be from a book or tv show, or they could be the student and a friend. Why are they friends? Help them complete this sentence: _____ and _____ are friends because _____. (Example: "Drew and Matthew are friends because they ride the same bus home.")



Friendship Recipes After watching the "Friendship Soup" video, instruct students to create the recipes for three of your friendships. Choose three different types of friends (for example, a peer, family member, pet, faraway friend, much older/younger friend, someone who you would like to know better). Write their names on the printable . Are there similar ingredients? Are your recipes quite different? What gives each friendship its flavors?



BIG IDEAS To Reinforce



Relationship Skills, Friendship

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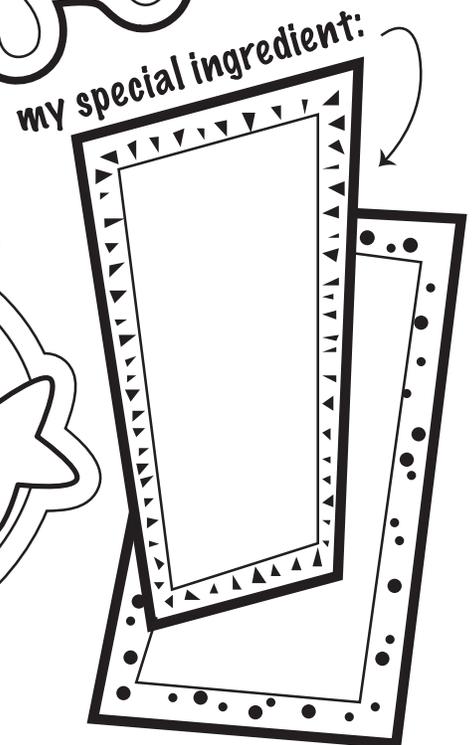
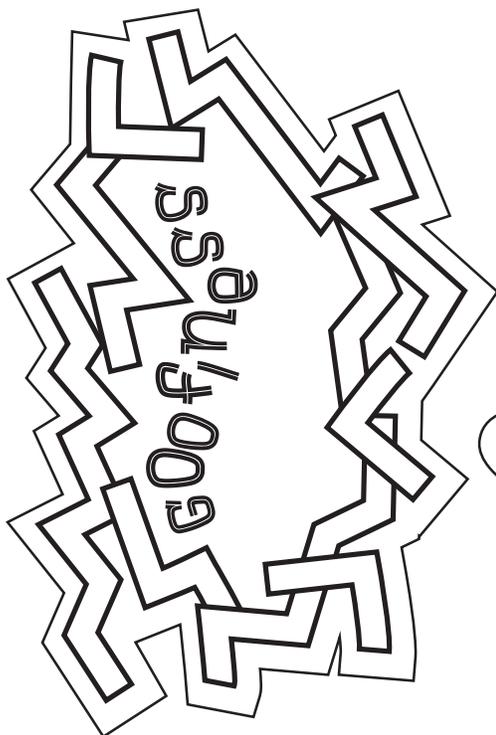
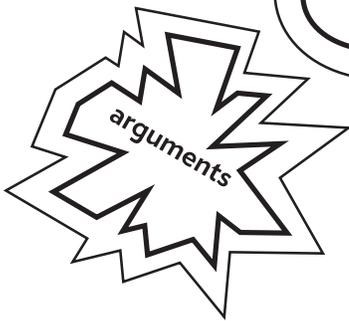
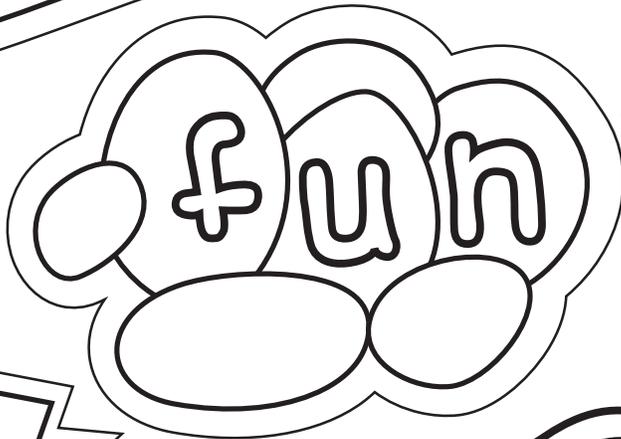
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Name: _____





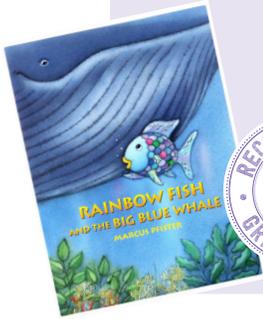
Name: _____

Directions: Draw a pair of friends below. They could be from a book or tv show, or they could be you and a friend.
Why are they friends?

_____ and _____

are friends because _____





A big blue whale moves to Rainbow Fish's reef. The fish become suspicious of the whale and jealous of their food supply. Will Rainbow Fish have the courage to make peace with this new, and much larger, neighbor?

Build Background

Ask students to explain the statement "To have good friends you have to be a good friend." On chart paper write "How to be a Good Friend." Students may respond with: good friends listen, help each other, say nice things, etc.

Key Vocabulary

irritable	pg 5	cautious	pg 20
suspicious	pg 6, 23	hostile	pg 26
terror	pg 14	ashamed	pg 27
sinister	pg 15		

BIG IDEAS To Reinforce



Friendship,
the Unknown,
Cooperation

Student-Friendly Learning Target



I can retell a story remembering the characters, setting and what happened.

Discussion Starters



1. Describe the setting and characters of the story.
2. Retell the sequence of events in the story. What happened first, in the middle and how did the story end?
3. If you were Rainbow Fish, how would you feel about meeting the Big, Blue Whale?
4. What kinds of things could Rainbow Fish and the whale do now that they are friends?
5. Why were Rainbow Fish and the other fish afraid of the whale?
6. Rainbow Fish was like NED....he *never gave up*. How would the story have ended if Rainbow Fish had given up and didn't talk to the whale?

Activity



MATERIALS

- Small brown-paper lunch bags
- Newspaper
- Yarn or string
- Tempera paint, markers, crayons, colored pencils
- Glue
- Scissors
- Sequins, foil paper, or prism paper

SET UP

Squeeze the newspaper into small paper balls and place firmly inside a lunch-size brown bag, leaving approximately 2 inches at the end. Gather the remaining portion of the bag and tie closed with yarn to make the fish's tale. Allow students to decorate their fish as they see fit.

REFLECTION

When students are finished allow time for retelling the story with a partner or small group. When most have finished, gather the group together to retell the story one more time.

Writing Prompt



School of Friends Hand out the printable activity. Instruct students to decorate their fish and write (or dictate) one word that relates to friendship (e.g. helpful, caring, kind). Cover a bulletin board with blue paper and title it "School of Friends."



More Resources

- Accelerated Reading Quiz: 30016
- www.marcuspfister.ch/

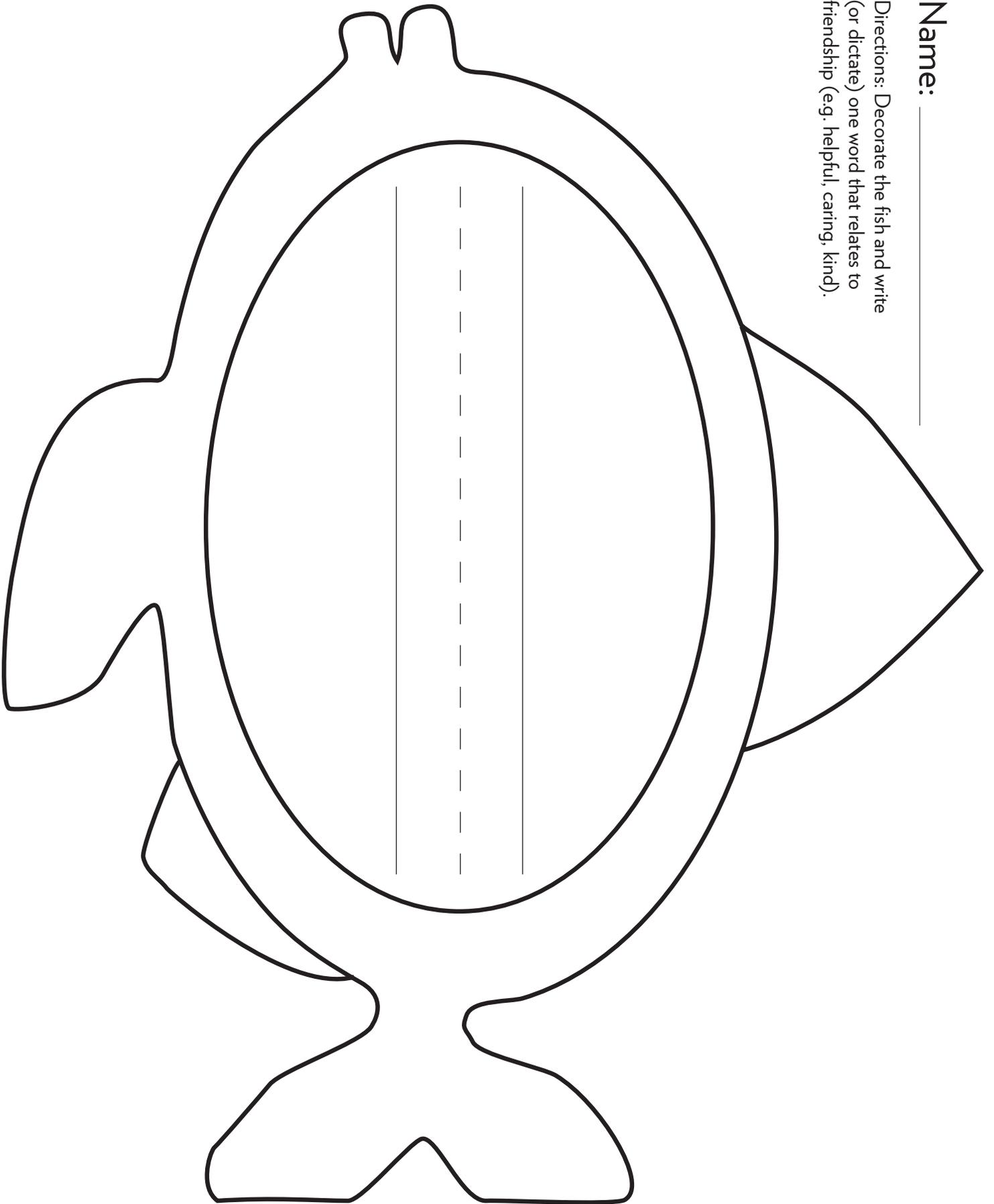
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Name: _____

Directions: Decorate the fish and write
(or dictate) one word that relates to
friendship (e.g. helpful, caring, kind).





Once upon a time there was a boy and a girl who had to tell a fairy tale to the class, but they couldn't agree on the story.

Will everyone live happily ever after?

- Walker & Company

BIG IDEAS To Reinforce



Cooperation & Encouraging Others

Build Background

Hand out paper to several students and crayons to the others. Without giving any further instructions, ask students to create a picture. After comments such as "I don't have any paper, I only have crayons" ask students what they think they should do. Encourage students to partner up. After a few minutes of drawing, come together to discuss what the word "cooperation" means.

Key Vocabulary

princess	pg 2
giant	pg 5
prince	pg 7
warrior	pg 19
tremendous	pg 22
invisible	pg 24

Student-Friendly Learning Target



I can discuss how illustrations make a story more interesting.
I can describe how a character feels using details from a story.

Discussion Starters



1. What do you like and dislike about this story?
2. Do you think these students enjoyed writing the story together?
3. How did the students use N, E or D to write just one story?
4. Have you ever had to work with someone you didn't want to? What happened?

Writing Prompt



Describe Feelings Chose a character in the story and complete this sentence: In the story *Once Upon a Cool Motorcycle Dude*, the _____ is feeling _____ because _____. (Example: "The princess is feeling scared because nobody is there to protect her.")



Activity



Create a Big Book Using chart paper, ask students to retell the story. Write a sentence or two on each page in order to create a "big book" with 10-12 pages, making sure to leave ample space for students' illustrations.

Discuss how this book uniquely highlights three different illustrators. Invite students to think about the three different types of art used in the book. Can they identify which art each illustrator created? Discuss why the publishers may have printed the book using the work of three illustrators. How do the illustrations enhance the story? Do the three types of art help to define the different parts of the story?

After this discussion, group students in twos or threes and hand each group one piece of chart paper. Ask each group to illustrate the page paying close attention to the details and the style of illustration they choose.

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More Resources

Accelerated Reading Quiz: 103997

Name: _____

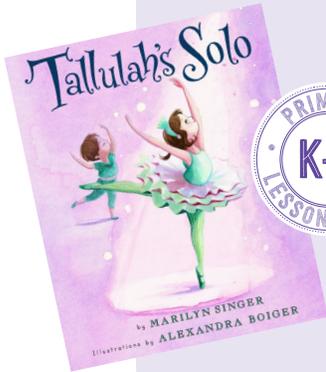
Directions: Chose a character in the story and complete this sentence: In the story Once Upon a Cool Motorcycle Dude, the _____ is feeling _____ because _____. (Example: "The princess is feeling scared because nobody is there to protect her.") Draw a picture of the character.



The _____

is feeling _____

because _____



Tallulah is certain she will have a solo in her dance school's upcoming performance of *The Frog Prince*. After all, she is now an excellent ballerina. And she's proud that her little brother, Beckett, has started taking ballet too, even though he spends most of his time goofing off. But then Tallulah gets an unexpected surprise . . . and not the good kind. What's a ballerina to do when everything does not go as planned?

- Clarion Books

BIG IDEAS To Reinforce



Dealing with Jealousy, Sibling Rivalry & Encouraging Others

Student-Friendly Learning Target



I can describe how the main character changed her attitude as the story progressed.

Build Background

In the book the main character gets upset because her brother gets a part in the recital that is better than her part. Discuss the word jealousy. Write down words that students associate with the word "jealousy." Share some examples of when you were upset with something a sibling or friend did to you.

Key Vocabulary

ballet	pg 2
recital	pg 2
solo	pg 2
audience	pg 14
applauding	pg 14
choreographer	pg 15

Discussion Starters



1. Why did Tallulah think she deserved a big part in the recital?
2. How did Tallulah feel about her brother when he was goofing around?
3. How did Tallulah feel when her brother was chosen for a bigger part than she was?
4. What did Tallulah do to encourage (the E in NED) her brother?

Activity



Practice Encouragement Practice the act of encouragement by having children find positive traits to encourage in one another. Instruct students to write his/her names at the top of a piece of paper. Then pass the paper around the room, and ask everyone to write one word describing a positive trait about that person. Limit their responses to one word to make the task easy even among children who may not like each other. **PRINTABLE**

Writing Prompt



Create a Poem Using the descriptive words from the group activity, students will create a poem about themselves. Prior to completing this activity the teacher may need to take some time to brainstorm other words students might use to describe themselves. Allow students time to complete a draft and then write a final copy.

An example:

*NED
So amusing
So athletic
So humorous
So talented
So laughable
Sooo... NED*

More Resources

- Accelerated Reading Quiz: 150137
- Book Trailer
- Printable Activities from the Publisher

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Encourage others!

That's the way you make people feel great by the words you say.

Directions: Practice the act of encouragement by finding positive traits to encourage in one another. Write your name next to the star below. Then pass the paper around the room, and ask everyone to write one word describing a positive trait about you.



_____ is...



A large rectangular frame containing a smaller rectangular frame, which in turn contains a square frame. Inside the square frame, there is a graphic that says "A Champion" with two stars above the word "A".