A Bad Case of Stripes
by David Shannon

Camilla Cream loves lima beans, but she never eats them. Why? Because the other kids in her school don't like them. And Camilla Cream is very, very worried about what other people think of her. In fact, she's so worried that she's about to break out in...a bad case of stripes!
- Scholastic

Build Background

As a class, have students discuss something that is unique about them. As an example, compare/contrast yourself to a student by creating a Venn Diagram on the whiteboard. Identify both your similar and different qualities.

Key Vocabulary

<table>
<thead>
<tr>
<th>Term</th>
<th>Page</th>
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<tbody>
<tr>
<td>lima beans</td>
<td>2</td>
</tr>
<tr>
<td>ointment</td>
<td>5</td>
</tr>
<tr>
<td>distraction</td>
<td>11</td>
</tr>
<tr>
<td>contagious</td>
<td>11</td>
</tr>
<tr>
<td>bizarre</td>
<td>19</td>
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<tr>
<td>vanished</td>
<td>29</td>
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Discussion Starters

1. How would you feel if you woke up completely covered in stripes?
2. What do you think the students will say when they see Camilla?
3. The other kids did not use the E in NED (Encourage others) when they saw Camilla and laughed at her. How do you think Camilla felt? Has there even been a time when you’ve laughed at others? Why? Do you wish you hadn’t?
4. How do you think the little old woman knew the cure for a bad case of stripes?
5. Camilla realizes that it is ok to be different. What would it be like if everyone was the same and only liked the same things?
6. What advice do you think NED would give to Camilla?

Writing Prompt

Identify Unique Qualities Using ideas from the group discussion, have each student create a Venn Diagram comparing and contrasting their unique qualities with a friend or family member.

Activities

Allow students to paint their faces with stripes or take a picture of each student and allow them to add stripes to their face using crayons/markers or a computer program. Display the pictures along with a writing prompt about their unique qualities.

More Resources

Accelerated Reading Quiz: 27685

W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
b. Provide reasons that support the opinion.
c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
d. Provide a concluding statement or section.
Name: ___________________________ Date: ______________________

Pick a friend or family member and write their name in one of the shapes below. Write your name in the other shape. In the overlapping area, identify similar qualities that you both share. Identify unique character qualities in the areas of the shapes that do not overlap. Why is it important to be true to yourself?
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

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.

Key Vocabulary

<table>
<thead>
<tr>
<th>Friendship:</th>
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<tr>
<td>2 sticks</td>
</tr>
<tr>
<td>1 gallon</td>
</tr>
<tr>
<td>3 cups</td>
</tr>
<tr>
<td>3 peels</td>
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<tr>
<td>1 tablespoon</td>
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<tr>
<td>3 tablespoons</td>
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<tr>
<td>1 1/2 cups</td>
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<tr>
<td>1 cup</td>
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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?

Common Core State Standards

Speaking & Listening
Interact with information presented in diverse media and formats.
Grade 1: ELA-Literacy.SL.1.2
Grade 2: ELA-Literacy.SL.2.2
Grade 3: ELA-Literacy.SL.3.2
Grade 4: ELA-Literacy.SL.4.2
Grade 5: ELA-Literacy.SL.5.2
Grade 6: ELA-Literacy.SL.6.2

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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 students cut out 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 everyday 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!
4. 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).
5. 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!
6. Allow groups time to write a script and prepare to present their Reader’s Theatre Play to the class.
7. 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.

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?
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 _______________________

__________________________

__________________________
Friendship Recipes After watching the “Friendship Soup” video, 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 or younger friend, someone who you would like to know better). Write their names on the cards below. Are there similar ingredients? Are your recipes quite different? What gives each friendship its flavors?