

Book Page for Kindergarten Friendship Class Book Amy Chaussee	3	2	1
Length	Students dictated 3-4 or more sentences to typing partner.	Students dictated 1-2 sentences to typing partner.	Students dictated one or no sentences to typing partner.
Ideas	Ideas were expressed in a clear and organized fashion. It was easy to figure out what the sentences were about.	Ideas were expressed in a pretty clear manner, but the organization could have been better.	The page seemed to be a collection of unrelated sentences. It was very difficult to figure out what the sentence(s) was about.
Content Accuracy	The sentences contain at least 3 accurate facts about the topic.	The sentences contain 1-2 accurate facts about the topic.	The sentence contains one or no accurate facts about the topic.
Picture Page Completion using Technology	Photo of illustrating a friendship trait has been taken and is included on Pages document.	Photo was included but does not show a friendship trait.	Page is devoid of photo. Pair did not include text.



TTL Unit of Instruction

Unit Overview	
Title:	Why Can't We Be Friends?
Author:	Amy Chaussee
Grade Level:	Kindergarten
Subject(s) Addressed: Please check all that apply	
<input type="checkbox"/> Arts (Visual and Musical) <input type="checkbox"/> Communication <input checked="" type="checkbox"/> English/Language Arts <input type="checkbox"/> Employability <input type="checkbox"/> Geography <input type="checkbox"/> Government and Citizenship <input type="checkbox"/> History	<input type="checkbox"/> Library/Information Literacy <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input checked="" type="checkbox"/> Skills for a Healthy Life <input type="checkbox"/> Technology <input type="checkbox"/> World Language <input type="checkbox"/> Other:
Duration:	One Week
Synopsis:	This unit will help students discover what makes a good friend and how to be one.
Desired Results	
Enduring Understanding:	Friendships have value.
Essential Question:	How can I be a good friend?
Standards: Content, Cultural, Performance, &/or Grade Level Equivalents	
Standard: Text & Reference Number (if applicable)	Method of Assessment: Written Product, Quiz, Model, etc.
Skills for a Healthy Life P. 26, C. 4, 5, 2 A student who meets the standard should understand how respect for the rights of others contributes to relationships.	*Star of the week books and student letters *Role modeling *Observations *Journals *Collaborative work groups
ISTE P.9, 5. Digital Citizenship B. Student who meets this standard should exhibit a positive attitude toward using technology that supports collaboration, learning and productivity.	*Assisting with dictation sentence while adult helper types onto the computer. *Kindergartners will work with a 3rd grade big buddy to take photos with the digital camera. In computer lab, pairs will drag photos into a pages blank document and add text for a whole class book. *With adult assistance, student will select pictures from the internet that may represent friendship or friendly actions.
<u>ASD SBR: SEL (SOCIAL AWARENESS)</u> <u>Student demonstrates awareness of other people's emotions and perspectives.</u> <u>Student demonstrates consideration for others and a desire to positively contribute to the school community.</u> <u>SOCIAL MANAGEMENT</u> <u>Student develops constructive relationships.</u>	<u>*Student cares about others' feelings and ideas. (Teacher observation and written work)</u> <u>*Students work to make school community (Teacher observation and written work)</u> <u>*Students play and learn in fair and courteous ways. (Teacher observation).</u>

Knowledge & Skills: Knowledge & skills students will need in order to successfully complete the Culminating Task	
Students Need to Know:	Students Need to be Able to:
<ul style="list-style-type: none"> • Various qualities make a good friend. • How to practice using classroom environment in order to create meaningful friendships. 	<ul style="list-style-type: none"> *Demonstrate qualities that make a good friend. *Work collaboratively with a partner to create a page using pages and word in the computer lab.
Evidence of Understanding	
Culminating Performance Task:	Students will take a photo of a partner that demonstrates that person being a good friend. They will also (with the aide of a peer tutor) use digital cameras and Pages document to create a page for a class book.
<input checked="" type="checkbox"/> Scoring Guide Attached	
Types of Understanding Culminating Performance Task Emphasizes:	<input type="checkbox"/> Application <input checked="" type="checkbox"/> Interpretation <input checked="" type="checkbox"/> Empathy <input type="checkbox"/> Perspective <input checked="" type="checkbox"/> Explanation <input checked="" type="checkbox"/> Self-Knowledge
Student Self-Assessment, Logs, and Peer Reviews:	Students fill out rubric with adult assistance. (See attached). Peer review including comments in response to written work or spoken ideas. Journals are kept and written in on a daily basis. 3 rd grade buddies will assist in answering questions about the photo page for class book.
Written, Oral, or Visual Products:	Students will keep journals consisting of writings and drawings after each activity. Student will have a variety of times in which to create written work (illustrations) in response to questions or stories. Students will locate pictures from a variety of sources including magazines, internet (with adult assistance) and by taking pictures in their classroom environment. Students will orally share work on a regular basis.
Formal Observations or Interviews of Students:	Teacher observation will be taken during group discussion and small group activities. Individual interviews will be conducted to gain information about students' knowledge.
Quizzes & Tests:	
Public Performances, Exhibits, &/or Models:	Students will prepare a friendship book using photos added to a pages document, including pictures and text.
Learning Experiences & Instruction	
<input checked="" type="checkbox"/> Handouts Attached	
Activity:	Timeline:
<p>Guiding Question: What is a good Friend?</p> <p>Activity: A) Share a variety of age appropriate books about friendship. Students are exposed to several selected readings about friendships.</p> <p>B) 3rd grade reading buddies assist with reading with kindergarten little buddy). 3rd grade reading buddy takes kindergartner's picture with a digital camera for future use.</p> <p>C) Students help create a KWL chart: What is a Friend and How do you become One? Students are invited to share background connections about what good friends do.</p> <p>Assessment: Teacher observes students sharing ideas.</p>	1-2 days with 30-45 minute session.

<p>Guiding Question: Why is _____ a good Friend? Activity: After sharing a “superstar” poster with his or her classmates, the class prepares a letter for the student with several attribute sentences that explain why he or she is a good friend.</p> <p>Assessment: Teacher observation and follow up with students sharing writing and/or picture with class.</p>	<p>1 day with 45 minute session.</p>
<p>Guiding Question: Will you be My Friend? Let’s Share! Activity: After reading several books, poems about friendships (How to be a good Friend by L. and M., We’re Best Friends by Frances R. Hoban), and others, students participate in a “peace circle.” Students take turns going around the circle and giving a compliment to another friend. Then, students divide a paper into four parts. In each square they draw a picture of a way to make a friend.</p> <p>Assessment: Teacher observes student participation and checks for completion of four-fold assignment. Students share four fold illustrations, explaining each box.</p>	<p>1 day with a 30 minute session.</p>
<p>Guiding Question: What is a good Friend? Activity: Read, My Teacher is My Friend by P.K. Hallinan. Make a Friendship Class Book. Students will make a class friendship book using the Brown Bear, Brown Bear format. Using the computer lab, students will drag the picture taken in lesson #1 into a Pages template adding text with help. Assessment: Teacher collects “rough copy” page from each student and assists with any questions, helps generate ideas as necessary. Revisions can be made and a final copy completed. Students share idea with class. Each student receives a copy of the finished product. (See Rubric).</p>	<p>2 days</p>
<p>Guiding Question: What did I Discover? Activity: Revisit the KWL chart as a whole group to determine the “ingredients for a good friend.” Assessment: Measure the KWL chart results by comparing answers to day one.</p>	<p>1 day</p>
<p>Other Considerations</p>	
<p>Accommodations to be Inclusive of All Students:</p>	<p>Work will be modified for students who need: *extra assistance, reduced work load. *more challenging work to accompany task. *assistance with ESL during school day.</p>
<p>Author’s Reflection: <i>Why is this a good Unit?</i></p>	<p>Socializing with peers may be a new concept for many students in the classroom. It is a skill I will work on throughout the year with my class. It makes perfect sense for my young students to study the concept of friendship because students this age crave the attention acceptance of their peers. The students will examine closely the qualities that make a good friend and ultimately they will be encouraged to choose to be a good friend to others.</p>

Materials Needed:	<ul style="list-style-type: none"> • Variety of different children’s books about friendship. • Various media supplies for art projects. • Internet access availability. • Digital cameras and a scanner.
Resources:	<ul style="list-style-type: none"> • Various Children’s books, poems, and movies about friendship. • Journal articles about the importance of friendship.

Annotated Bibliography (Books)

Berenstain, S. and Berenstain, J. (1982) *Berenstain Bears Get in a Fight*. Random House.
 This book is a fiction book. Brother and Sister Bear are fighting all day long. Sister takes too long in the bathroom and Brother Bear won’t sit with sister on the school bus. Mama Bear helps them realize that everyone argues once in a while, even with loved ones.

Berenstain, S. and Berenstain, J. (1987) *The Berenstain Bears and the Trouble with Friends*. Random House.
 This book is a fiction book. There is a new cub in the neighborhood named Lizzy Bruin. She is the same age as Sister Bear and she’s just as bossy. After a fight threatens their budding friendship, both cubs learn that you can’t always have your own way if you want to have friends. This book teaches that all friends fight and you should always try and make up in the end.

Brown, L. and Brown M. *How to be a Good Friend*. Little, Brown and Company.
 This book is a non-fiction book. The book provides common-sense advice to help children to discuss ways to be a good friend and ways not to be a good friend. The underlying theme throughout this book is “Being a good friend means treating others the way you would like them to treat you.

Hallinan, P. K. (2001). *My Teacher’s My Friend*. Ideals Children’s Books.
 This is a fiction book. This is a rhyming book that looks at the relationship between a child and his/her teacher in a positive and reassuring manner. A young child describes a typical day at school and shows how his teacher makes each day special.

Annotated Bibliography (Journal Articles)

Gurian, Anita, Ph.D. Pope, Alice, Ph.D. *Do Kids Need Friends?* NYU Child Study Center.
 This is a journal reference article. Writing focuses on the importance of friendship in a young child’s emotional and social development. Friendships are necessary for healthy physiological development. Children with friendship problems are more likely to feel lonely, be victimized by peers, and have problems with adjusting to school. The article lists many things both schools and parents can do to promote healthy friendships and create conflict resolution strategies.

Burton, Christine B. *Children’s Peer Relationships*. Educational Resource Information Center (US Department of Education)
 This article emphasizes the importance of peer relationships. Intervention can be used if a child has difficulty in relating to peers. Cooperative classroom projects am foster peer acceptance. Students are placed in groups to work collaboratively to find ways to interact with peers they may typically avoid.