



Let's Be Friends: Examining Why It's Important to Have an Understanding of Friendship at an Early Age

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This curriculum unit is recommended for:
Kindergarten and First grade/Social Studies

Keywords: Friendship, Social Skills

Teaching Standards: See [Appendix 1](#) for teaching standards addressed in this unit.

Synopsis: Today's children don't spend as much time interacting with each other because of the level of technology that is available to them and their busy schedules. The art of going outside and making friends don't occur as often as in the past. Let's pause and think about how important it is to teach friendship in school. In their article *Do Kids Need Friends*, Anita Gurlan, PhD and Alice Pope, stated

“Friendships are not just a luxury; they are a necessity for healthy psychological development. Research shows that children with friends have a greater sense of well-being, better esteem and fewer social problems as adults than individuals without friends. On the other hand, children with friendships problems are more likely than other children to feel lonely, to be victimized by peers, to have problems adjusting to school, and to engage in deviant behaviors.”ⁱ

It's important that children know what friendship is and how to make one.

I plan to teach this unit during the coming year in 2014 to 24 students in Kindergarten.

I give permission for the Institute to publish my curriculum unit and synopsis in print and online. I understand that I will be credited as the author of my work.

Let's Be Friends: Examining Why It's Important to Have an Understanding of Friendship at an Early Age

Brandy Daniels

Introduction

This curriculum unit is to look at the importance of having a relationship with another person. Friendship is a relationship of mutual affection between two or more people. Friendship can also extend to the relationship you have with your pet. Friendship is a stronger form of interpersonal bond than an association. (Wikipedia.org)ⁱⁱ In their article *Do Kids Need Friends*, Anita Gurlan, PhD and Alice Pope, PhD wrote

“Friendships are important in helping children develop emotionally and socially. They provide a training ground for trying out different ways of relating to others. Through interacting with friends, children learn the give and take of social behavior in general. They learn how to set up rules, how to weigh alternatives and make decisions when faced with dilemmas. They experience fear, anger, aggression and rejection. They learn how to win, how to lose, what’s appropriate, what’s not. They learn about social standing and power—who’s in, who’s out, how to lead and how to follow, what’s fair and what’s not. They learn that different people and different situations call for different behaviors and they come to understand the viewpoints of other people. Friends provide companionship and stimulation for each other, and they find out who they are by comparing themselves to other children—who’s bigger, faster, who can add better, who can catch better. They learn that they’re both similar to and different from other’s. Through friendships and belonging to a group, children improve their sense of self-esteem. The solace and support of friends help children cope with troubling times and through transition times—moving up to a new school, entering adolescence, dealing with family stresses, facing disappointments.”ⁱⁱⁱ

My personal definition of friendship is someone I can trust, talk to, they make me laugh, we can share secrets, is there for me in a time of need, honest and loyal, and cares about me as much as I care about them. The people we surround ourselves with are called friends. What makes a good friend? Friendship plays a vital role in the relationship we have with one another. Children learn and are given the opportunity to grow socially and emotionally by interacting with people and developing friendships early in life. “The importance of friendship in child development was first explored more than half a century ago by the American psychiatrist Harry Sullivan, who in an influential 1953 book argued for the importance of “chumships” in activating children’s sense of empathy. “If you will look very closely at one of your children when he finally finds a chum-

somewhere between 8-and-a-half and ten, “ Sullivan wrote, “you will discover... that your child [is beginning] to develop a real sensitivity to what matters to another person.”^{iv}

Friendships are important in everyone’s lives. Children’s first friends are their parents. They love, depend on, share, and respect them right from the beginning. Parents teach and model what friendship is all about through the relationships they have with their spouses, relatives, friends, neighbors, associates and children. I remember saying to my son when he was young that “it’s ok to share your dinosaurs” with a little boy that was in the park one day. They became friends instantly because they shared a common interest which at the time was dinosaurs. They maintained this friendship over twenty five years. They’ve shared other interests along the way such as video games, football, attending the same University and presently living in Chicago, IL. How did this happen? I believe it happened from instilling in my child at a young age what friendship is all about. As a parent I gave him numerous opportunities to develop a relationship with a kid he didn’t know until he went to the park that day. The first act was of letting him know that it was ok to share.

Background Information

I love teaching and I love children. I have a bachelor degree in Science and Education and a master’s degree in Curriculum Instruction. I have been teaching for 27 years. I’ve taught four year kindergarten, five year old kindergarten and first grade. It remains to be said friendship is an important part of growing into a healthy, socially, and emotional person. I am presently a kindergarten teacher in a full magnet school. The magnet program has a Learning Immersion K-5 program and Talent Development 3-5 program. We have eleven Learning Immersion classes in grades kindergarten through fifth grade. Learning Immersion is teaching at a faster more advanced level. An example in my class would be teaching a lot of the first grade curriculum to my students. The students tend to come to school already reading and writing. Their math skills are higher. They are self motivated and ready to learn. We have six Talent Development classes in grades third through fifth. My school is located in downtown Charlotte NC. The students that attend my school live all over the city of Charlotte NC and as far away as Huntersville, NC. Their parents chose this school for its high academic achievement. The school has a high population on African Americans followed by European Americans, Asian Americans, Indian Americans and Hispanic Americans.

My class this year consists of twenty-four students. There are fifteen boys and nine girls. My class population consists of twelve African American children, two African children (parents born in Africa), five European American children, two Asian American children (parents not born in American.), and three Hispanic Children (parents not born in American and mostly Spanish spoken in the home.) All the children speak English. I will need an interpreter for two of the parents when I communicate with them. I have four students that are below grade level. I have fourteen students that are at grade level. I have

six students that are above grade level. There are no EC students in my class but several undiagnosed ADD and ADHD students in my class. The norm for my school is to have 80% of students that are above grade level with 10% of students that are at grade level and 10% that are below grade level.

I earlier stated the norm for my school was that the children tend to come to school already reading and writing with high math skills and are self motivated and ready to learn. There is no test to decide who gets in my school. The goal remains the same to get 80% of my students above grade level. The challenge for me this year is to get all my students at or above grade level in reading and math. This year I need to find a way for the eleven active boys and three active girls in my class to get along with each other. I chose the topic of friendship because no matter how smart a child may be it still lonely if you have no friends.

Rationale

Do you remember your very first friend? Do you remember his or her name? Do you remember how you became friends? My friendships have played an extremely important role in my life. They have helped define many of things that make me who I am today. My closest friends I have are the same ones I met in elementary school. One of my friends I met while in kindergarten. As I look at what kept us as friends were things like accepting each other for the way we are, caring about each other, helping each other, having fun together, depending on each other, sharing ideas with each other and working at keeping our friendship going. We had times when things weren't working out. We grew up in the generation where our parents knew each other and had taught us to respect each other. A true friendship is a wonderful thing. I can't imagine my life without the friends I have now. When I think about my own friends I think about the characteristics we have in common that bond us together. I have been influenced by many people in my life, but it's my friends that have had the biggest impact on who I am and what I have become. In his article, *How kids make friends—and why it matters*, Leon Neyfakh of the Boston Globe wrote,

“How kids make friends-and why it matters. One of the most significant findings to come out of this growing field” friendship “is that making friends isn't the same as being popular: The ability to initiate and maintain close relationships is different from simply being liked and accepted by the group. To make friends, it turns out, children need to be able to carry out sophisticated social maneuvers, screening potential pals for certain positive qualities and making careful assessments about how much common ground they share. And in order to be a good friend-the kind that inspires loyalty and dedication- even a very young child must be not only fun to spend time with, but capable of being emotionally mature in ways that can be difficult even for grown-ups.”^v

Having friendships are important. Discussing friendship with children helps them to understand the concept of what friendship is all about. They will get a better understanding of “how to make a friend. They will discover that friends often have the same things in common such as favorite toy, favorite color and even favorite games they like to play. A friend is someone who knows and cares about you. They can be a neighbor, classmate or a relative. A friend could even be a pet for some children.

What makes a good friend? Karen Karbo published the article, *Friendship: The Laws of Attraction* in 2006

“The conventional wisdom is that we choose friends because of who they are. But it turns out that we actually love them because of the way they support who we are. As the study suggests, friends are often those who cross paths with regularity; our friends tend to be coworkers, classmates, and people we run into at the gym.”^{vi}

Knowing how to make a friend is just the start of having one. They will learn that a friend is someone that can help you, someone that you can share things with such as games, stories, fun and activities, someone who is there when you are struggling. They give you advice. They help you make good choices. They make you feel good about yourself.

Another aspect of friendship is knowing that you have to work at maintaining one. It’s important for children to know what friendship is all about, how to make a friend and how to maintain a friendship. Good friendships are built on trusting one another. You have to learn how to say you are sorry. Even good friends can hurt each other’s feelings sometimes. It’s important to say sorry when you have done or said something to make your friends sad. Friends have to be forgiving. Sometimes it’s hard to forgive a friend who has hurt your feelings. They may not realize that they have made you sad. It’s important to forgive someone who has apologized for hurting your inner and outer feelings. We tend to forget that our inner feelings, the emotional ones, hurt just as much as our outer feelings, the physical ones. True friendship cannot survive without having honesty, respect, and love for one another. A consequence of having friends is peer pressure. In their article, *Do Kids Need Friends*, Anita Gurlan, PhD and Alice Pope PhD quoted Dishion, TJ Andrews, and DW Crosby (1995) *Anti-social boys and their friends in early adolescence: Relationship characteristics, quality, and interactional process.* *Child Development*, 66, 139-151. :

“When friendships are not helpful-the downside of friendship. The quality of friendship is important. The well known “peers pressure effect” which starts in early adolescence, although positive for many, can also have negative consequences. Children who align themselves with friends who engage in antisocial behavior are at risk for also engaging in this type of behavior.

Antisocial friends are not good role models. Especially during adolescence, teenagers who have a history of difficult behavior and poor peer relationships can engage in delinquent behavior. In contrast, adolescents who have a history or positive peer relationships and are socially mature are more resilient and better able to deal with life changes and stress.”^{vii}

Aristotle quotes - “Wishing to be friends is quick work, but friendship is a slow ripening fruit” (Philosophy, Greek Philosophers)^{viii}

Objectives

My objective for doing this unit is for children to recognize the importance of friendship. Irwin Academic Center is a Talent Development Magnet school focused on providing their students with an accelerated curriculum. Within this curriculum the students are given many opportunities to work collaboratively. The Common Core and 21st Century Skills are an important part of why developing friendships early in life are important. The Common Core in CMS guides us with teaching the skills necessary for students to be successful. The standard Speaking S.L.K.1 states students will participate in collaborative conversations with diverse partners about topics and texts. The Visual Literacy Standard K.V.2.1 states that students recognize that artists may view or interpret art differently. While showing students various visuals they will view things differently. Our Social Studies standard K.C. & G.1.1 states students will exemplify positive relations through fair play and friendships. The 21st Century Skills, Creativity, Collaboration, Communication and Critical Thinking are important for allowing students to work collaboratively for a common goal. They will be given opportunities to communicate. They will be thinking creatively to elaborate, refine, analyze and evaluate visuals. They will interpret information and draw conclusions. They will reflect critically on learning experiences and processes. My goal is for students to identify the characteristics of a friend, display good friendships skills through play and learning.

This unit is intended for kindergarten and first grade students. The activities are geared toward young child. The concept of friendship is important no matter the age of the individual. The things I want to cover in the unit are (1) What is friendship, (2) What are the characteristics of a good friend, and (3) How do friends stay friends. Start of the unit consists of getting a feel from students what they know about friendship. The students will learn through activities about what friendship is all about. They will then share more visuals and write about them as well as share stories about friendship. My hope at the end of the unit is that the children will look at friendship and learn that they too can become good friends with each other. My goal is to incorporate it first as a unit and then have it revisited throughout the school year.

Teaching Strategies

Visuals: Bringing two or three dimensional visuals into the classroom to enhance teacher instruction in the content area.

Cooperative Learning: A range of team based learning approaches where students work together to complete a task.

Turn and Talk: Have the students turn to the person that is the closest to them and share what they just learned or sharing a favorite part of a story.

Thinking Maps: Having students use a graphic organizer to organize information

KWL Chart: Is a graphic organizer designed to help in learning. The letters KWL are an acronym for what students in the course of a lesson, already **know**, **want** to know, and ultimately **learn**. Before you begin the unit chart what you **Know** and what you **Want** to Know. Fill in the last column **Learned** after completing the unit.

Retell: Students verbally rehearse story information by retelling a story to a partner or group.

Oral Sharing: Students share their written or prepared responses.

Response Journals: Students record in a journal what they learned that day

Pre-reading strategies: Giving overview of unit, previewing main ideas and connecting it to the background of the students.

Pre-teach vocabulary: teaching key vocabulary words prior to working with the lesson of unit.

Books about friendship

The Important Book by Margaret Wise Brown is a pattern book that allows children to share their own opinions and think for themselves about what is important about some things in nature.

My Friends by Taro Gomi is a story about when a little girl recounts all the things she has learned from an enchanting menagerie of animal friends. It has vibrant illustrations and a simple rhythmic text.

The Little White Owl by Tracey Corderoy and Jane Chapman is a story about a little white owl who has no parents, no name, and few possessions but has the courage to

explore the world and meet new friends. He does it through storytelling, even when facing the most reluctant of listeners.

Rainbow Fish by Marcus Pflister is a story about a beautiful fish that learns to make friends by sharing his most prized possessions.

The Recess Queen by Alexis O’Neill and Laura Huliska-Beith a story about a little girl named in the story as Mean Jean who has all the kids at school afraid of her, She wants to be first at everything and takes over the playground until a new student Katie Sue comes along and is unaware of the behavior of the Mean Jean. She does all the things that Mean Jean does and invites Mean Jean to jump rope with her. Mean Jean is shocked because no one has ever ask her to play before.

Stand Tall, Molly Lou Melon by Patty Lovell is one of my favorite books that I read every year to my students. It has wonderful pictures that I enjoy discussing with my students. It’s a story about a little girl who appears to be different because of her size, looks, and things she enjoys doing. Her grandmother told her “Walk as proudly as you can and the world will look up to you.” She moves away and has to start a new school where a little boy tries to make fun of her. She manages to out shine him throughout the story. In the end they become friends. (This is one of the stories I want to use to teach acceptance.)

Owen and Mzee told by Isabella Hatkoff, Craig Hatkoff, and Dr. Paula Kahumbu. This is a nonfiction story about the rescue of a baby hippo that was given the name Owen from a tsunami that occurred in the Indian Ocean who goes to live in a nature park called Haller Park in Bamburi, Mombasa, on the Kenyan Coast. He immediately warms up to the tortoise named Mzee. The book has a great picture that appeared in newspapers in January 2005 that I will use as a visual. With this story I will teach acceptance and differences and show the students that sometimes it takes a lot of patience when making friends.

Franklin’s New Friend by Paulette Bourgeois. This story is about Franklin having a new neighbor and isn’t sure he was to be friends because his neighbor is a moose. Franklin is asked at school to be his buddy. He is still hesitant and ignores Moose. His teacher points out to him how lonely Moose must feel because he doesn’t have a friend. Franklin spends some time with him and they become friends.

Odd Velvet by Mary E. Whitcomb is a story about a little girl who does things that appear to be odd to her classmates at the beginning of the story. She has no friends and no one wants to play with her. But, as the school year unfolds, the things that Velvet does and says slowly begin to make sense to her friends and they warm up to her.

Fish is Fish by Leo Lionni is a modern fable about a minnow who wants to follow his tadpole friend who becomes a frog onto land. It's a great story to show how even though we change we can still be friends.

Who Will Be My Friend? by Syd Hoff is a story about a little boy who goes in search of a friend. He meets community helpers along the way that tell him they are his friends but, when he asks them to play they tell them they have to go to work. He goes to a park where he sees children playing and asks them if they will be his friends. They keep on playing. He then plays by himself. They see his skills at throwing a ball and then ask him to play. It's a great book to show that friends pick friends because they are similar.

The Name Jar by Yangsook Choi is a story about a Korea girl who comes to America. She is afraid that the kids will not like her. So instead of introducing herself on the first day of school, she tells the class that she will choose a name from a jar with names her classmates place in it. A classmate discovers her real name and encourages her to use her Korean name. It's a great story to teach acceptance.

How Dinosaurs Play with Their Friends? By Jane Yolen & Mark Teague is a guide to friendship and playing nicely with each others. It's brilliantly illustrated and packed with rhymes that teach children how to play nicely.

Best Friends by Steven Kellogg is a story who two little girls that share everything until one of them go on vacation. Kathy feels lonely and betrayed when her best friend goes away for the summer and has a wonderful time. A great story to share with your students when conflict show in their relationships.

How to Be a Friend: A guide to Making Friends and Keeping Them by Laurie Krasny Brown is a picture book offering children practical suggestions about resolving arguments, making friends, ways not to be a friend, getting over being shy, bossy children and bullies and more.

Activity # 1

Objective: SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.
S.L.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. WK.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

Purpose: To have students share what they know about friendship and create a chart to track their knowledge about the unit.

Essential Questions: What is meant by the word friendship? What is meant by the word friends?

Teaching Strategy: KWL, Cooperative Learning, Re-looping of previously learned material

Teacher Input: The teacher will read the story *My Friends*. The Teacher will ask the students questions about what friendship means to them. Explain to the students that they will be creating a KWL to chart their knowledge about friendship. Explain that they will fill out the “K” part of the chart to share what they already know about friendship. They will fill out the “W” part to list what they want to know and will save the “L” to write later about what they learned at the end of the unit. The KWL will help you decide where you want and need to go with the other activities. Post the chart and let the students know that during the unit on friendship they will start to add to the “L” on the chart. As the students to share you can add to the chart or use it as a separate lesson at the end of the unit.

Vocabulary: caring, sharing

Guided Practice: TW write down on a large KWL chart what the students know about friendship

Assessment: Listen to make sure students are listing appropriate responses.

Independent Practice: Students complete the “K” & “W” on their KWL chart by copying from the group chart.

Suggested Books and Materials: Large KWL chart and individual chart for students

Summary: Students will share their thoughts for the “K” and “W” on the KWL chart

Activity # 2

Objective: K.C. & G.1.1 Exemplify positive relationships through fair play and friendship. SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly. S.L.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. SL.K5 Add drawing or other visual displays to descriptions as desired to provide additional detail. WK.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts I which they name what they are writing about and supply some information about the topic. RL.K.3 With prompting and support, identify

characters, setting, and major events in a story. RI.K7 With prompting and support, describe the relationship between illustrations and the text in which they appear.

Purpose: The purpose of the lesson is for the students to see themselves interacting as friends.

Essential Questions: What is going on in the pictures?

Teaching Strategy: Oral sharing, Visuals, Response journal, Summarize

Teacher Input: Explain to students that they are going to look at some visual images of children playing. Show the pictures you took in advance showing your class playing. Try to take pictures where you can see kids talking, helping each other, building together, playing together. Lead a discussion as to what is going on in each of the pictures. Try to take enough pictures for each student. The same picture can be used several times. Put the student's papers together to create a book for the class

Guided Practice: Discuss the pictures with the students. Guide them to list the things they see going on in the pictures.

Assessment: Observation

Independent Practice: Students will choose a picture to write about.

Summary: Students will look at pictures of themselves playing. They will choose a picture to write about.

Activity # 3

Objective: K.C. & G.1.1 Exemplify positive relationships through fair play and friendship. SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly. S.L.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. SL.K5 Add drawing or other visual displays to descriptions as desired to provide additional detail. WK.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. RL.K.3 With prompting and support, identify characters, setting, and major events in a story. RI.K7 With prompting and support, describe the relationship between illustrations and the text in which they appear.

Purpose: The purpose of the lesson is to gauge what students feel is important in a friendship.

Essential Questions: Why do we have friends?

Teaching Strategy: summarize, sharing, pre-teach vocabulary, retell,

Teacher Input: Read the book *The Important Book* by Margaret Wise Brown. Discuss with students the main idea of the story. Discuss with the students what they would say if the book was about friends. Have them recite something about friends using the same pattern in the book. Make a list of what friends do for each other. Prepare a work sheet that states: The important thing about friends is they _____. They _____. They _____. But the important thing about friends is they _____. Example of a page: The important thing about friends is they make me happy, they are kind, they are helpful. But the important thing about friendship is they make me happy.

Vocabulary: important

Guided Practice: Guide the student in a discussion about how the important of friends.

Assessment: Observation, Listen for correct responses.

Independent Practice: Students will complete a worksheet about friends.

Suggested Books: The Important Book by Margaret Wise Brown

Summary: Students will listen to the story “The Important Book”. They will create a book about friends using the same pattern.

Activity # 4

Objective: K.C. & G.1.1 Exemplify positive relationships through fair play and friendship. SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly. S.L.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. SL.K5 Add drawing or other visual displays to descriptions as desired to provide additional detail. WK.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. RL.K.3 With prompting and support, identify characters, setting, and major events in a story. RI.K7 With prompting and support, describe the relationship between illustrations and the text in which they appear. K.M.EH.1.1 Recognize feelings and ways of expressing them. K.1CR.1.2 Compare people in terms of what they have in common and how they are unique. K.1CR.1.4 Recognize bullying, teasing, and aggressive behaviors and how to respond.

Purpose: The students share what they can do to be a good friend.

Teaching Strategy: Sharing, graphic organizer

Teacher Input: Review with the students about what they have learned about friendship. Discuss how they have said what they can do and want from friendship but have not shared what they say to each other. Discuss that sometimes have to say they are sorry. Have the share a time that they had to say sorry. How that time made them feel as well as their friend. Tell the students they are going to complete a circle math about themselves showing how they can be a good friend. The students draw a picture of them or write their name in the middle of the map. All around the map they will write or draw what they can do to be a good friend. Examples: I help, I share, I say I'm sorry.

Vocabulary: sorry, feelings

Guided Practice: Create a list with the students about what they can do to be a good friend. Using chart papers demonstrate how the children will put their name or a picture of themselves in the middle of the map. Write several ideas they came up with on the paper.

Assessment: observation

Independent Practice: The students will feel out their own circle map.

Suggested Books: Mean Jean the Recess Queen by Alexis O'Neill and Laura Huliska – Beith, Franklin's New Friend by Paulette Bourgeois

Summary: In this lesson students will complete a circle map showing how they can be a good friend.

Activity # 5

Objective: K.C. & G.1.1 Exemplify positive relationships through fair play and friendship. SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly. S.L.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. SL.K.5 Add drawing or other visual displays to descriptions as desired to provide additional detail. WK.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. RL.K.3 With prompting and support, identify characters, setting, and major events in a story. RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear. K.V.1.2

Create original art that expresses ideas about oneself. K.V.2.3 Create original art that does not rely on copying or tracing. K.V.3.3 Use the processes of drawing, painting, weaving, printing, collage, mixed media, sculpture, and ceramics to create art.

Purpose: The purpose of this lesson is for the students to compose a work of art depicting what they have learned from this unit.

Essential Questions: How can you express what you learned about friendship using art supplies?

Teaching Strategy: Visuals, Technology, Cooperative Learning, Demonstration, Hands On

Teacher Input: Tell the students they will create a poster that depicts what they learned about friends and friendship. If possible show the students examples of what a collage looks like. Pinterest.com has friendship collages. Provide students with art material (markers, magazines, construction paper, paint, glitter, crayons, ribbons, yarn, buttons, tissue paper, writing etc.) for them to create a poster showing what they have learned about friends and friendship. They can work in a group or individual. The poster could consist of magazine or drawing of children playing. They can write about what children do or say or feel. This can also be sent home as a take home project.

Vocabulary: creativity, original

Guided Practice: Guide students with the activity by cutting out a picture from a magazine. Show them how they could use speech bubbles, clouds etc to write about the picture. Discuss with them how they should think about what they want on their poster. Encourage them to be creative and use as many supplies as necessary. Most students will need guidance to get started.

Assessment: Observation

Independent Practice: Students work in groups or individually creating a poster depicting friendship.

Technology: www.pinterest.com

Summary: The students will create posters using various materials showing what they learned from the unit on friendship.

Appendix 1 - Implementing Common Core Standards

Reading Standards for literature and text (RL.K RI.K)

With prompting and support, the students will identify characters, settings, and major events in a story (RL.K.3) and describe the relations between the illustrations and text in a story (R1.1.7).

Social Studies Standards for culture and civics (K.C. & G.1)

The students will discuss and model good relationships through fair play and friendship (K.C. &G.1.1)

Writing Standards (W.K.)

The students will use a combination of drawing dictating, and writing to compose informative/explanatory texts about a topic (W.K.2).

Speaking and Listening Standards (SL.K)

The students will participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers (S1.K.1), add drawings to provide details (S.1.K5), and speak clearly to express themselves (SL.K.6).

Visual Literacy Standards (K.V.1)

K.V.1.2-The students will create original art that expresses ideas and oneself (K.V.1.2) that does not rely on copying (K.V.2.3) and use mixed media to create a finished product (K.V.3.3).

Mental and Emotional Health Standards (K.ME.H.1)

The students will recognize feelings and ways of expressing them (K.M.EH.1.1)

Appendix 2

Name_____ **Date**_____



The important thing about friends is they _____.

They_____ They_____.

They_____.

But the important thing about friends is they_____

Annotated Bibliography

Anita Gurlan, Anita, PhD, and Alice Pope, PhD, “Do Kids Need Friends?” All About Kids.org

This article addresses the idea of do kids need friends. It goes on to say that friendships are important in helping children develop emotionally and socially. Friendships are not just a luxury but a necessity. It has ideas for what the school can do and what parents can do.

Neyfakh, Leon. “How kids make friends-and why it matters,” *The Boston Globe*, September 2, 2012.

This article looked into the strange, complicated mysterious ways children connect with each. One of the finding in the study stated that making friends isn’t the same as being popular. Girls put more effort into their friendships and help their friends more. Adults who had friends early were more likely to have healthy relationships with people.

Karbo, Karen, “Friendship: The Laws of Attraction”, *Psychology Today*

This article looks at how we choose friends. It was once thought we choose friends because of who they are, but it turns out we actually love them because of the way they support who we are.

Laursen, Brett and Hartup, Willard W, “The Origins of Reciprocity and Social Exchange in Friendships”, *New Direction for Child and Adolescent Development*, no. 95, Spring 2002.

This article states we have pleasant interactions with individuals with whom we have formed stable and enduring bonds of mutual concern. Friends who engage in the exchange of resources are more likely to have lasting relationships. Resources can be

Notes

ⁱ Anita Gurlan, PhD, and Alice Pope, PhD, “Do Kids Need Friends?” All About Kids.org

ⁱⁱ En.wikipedia.org/wiki/friendship

ⁱⁱⁱ Anita Gurlan, PhD, and Alice Pope, PhD, “Do Kids Need Friends?” All About Kids.org

^{iv} Leon Neyfakh. “How kids make friends-and why it matters,” *The Boston Globe*, September 2, 2012.

^v Leon Neyfakh. “How kids make friends-and why it matters,” *The Boston Globe*, September 2, 2012.

^{vi} Karen Karbo. “Friendship: The Laws of Attraction”, *Psychology Today*

^{vii} Anita Gurlan, PhD, and Alice Pope, PhD, “Do Kids Need Friends?” *All About Kids.org*

^{viii} Aristotle. Aristotle Quotes (Author or Politics)-Goodreads, www.goodreads.com/author/quotes/2192.Aristotle