

THEMATIC UNIT

Related to ELA Prototypes



Themes: **Truth, Friendship, Kindness**

Suggested for: **Kindergarten**

Developed by:

Christina Angell, Kdg. Teacher
East China School District
Patricia Wimmer, Kdg. Teacher
Algonac Community Schools

Edited by:

Jeff Beal, Language Arts Consultant



499 Range Road
P.O. Box 5001
Port Huron, MI 48061-5001
Phone: (810) 364-8990
Fax: (810) 364-7474
www.sccisd.org

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~Thematic Units~

Dear Colleagues:

The purpose of this project was to organize thematic units related to previously published MEAP ELA prototypes using best practices in reading and writing.

These were developed by, **real teachers**, just like you! We worked to make them teacher friendly for easy implementation in your classroom. Teachers from school districts across St. Clair County gathered the material. The units are a representation of what each group of teachers thought important to your grade level and to the themes in the prototypes.

Every packet includes **THEME RELATED TEXT SETS**. These are titles that can be used in a variety of ways to develop a deeper understanding of themes. We have noted the **PAIRED TEXTS** (look for the #2) and **LISTENING TEXT** (#3) that are included in the prototypes. We also noted the title(s) we used for **FRAYER'S MODEL** (#1).

A **PROFUNDITY MATRIX** was developed for each set of paired texts in the prototype to help in identifying possible themes. The matrix also helps look across text to make cross text connections. Blank copies of this chart are included and can be used in your classroom to help students make connections between other texts.

CROSS TEXT QUESTIONS were written and answered to aid in responding to both the multiple choice questions and the provocative question given in the second writing piece of the ELA MEAP assessment.

Many packets include one or more **WRITING MODELS** for the second writing piece. We suggest you use these before or after student writing to exhibit a well written constructed response.

The **TEACHER SUGGESTION PAGE** is a personal response by the individuals involved in the project. Some contain anecdotes from the use of the material in their classrooms. Others contain a plethora of ideas to implement. We hope these help.

OTHER ACTIVITIES (#4) are poems, plays, articles, reader's theater presentations and related suggestions to further develop understanding of the themes.

It is our sincere hope these packets are useful to you and your students.

Happy reading and writing!

Unit Concepts

to Help Introduce and Understand Friendship

Unit Concepts

Adapted and extended from *Teaching Young Children Using Themes*
Edited by Marjorie J. Kostelnik

What is a friend?

People who are your friends:

- Care about what happens to you
- Invite you to play with them
- Help you do things
- Try to keep you from being hurt
- Help you solve a problem
- Like you even when you are different
- Forgive you
- Sometimes let you have your way even when it is not their way

Some people are friends, some are acquaintances, and some are strangers.

Friends may be like you in many ways, and different from you in others.

Friends may see each other frequently or only once in a while.

Friends may have different ideas about things. Sometimes they may agree, and sometimes they may disagree.

How to be a friend

People do these things when they want to be friendly:

- Smile
- Play near you
- Look at your eyes when they talk
- Say “hi”

People feel friendly toward others who:

- Take turns
- Share
- Listen to their ideas
- Let them do some things their way
- Care about their feelings
- Have interesting ideas
- Are interested in things they have to say
- Like to do some of the same things
- Trust them

- Stick up for them
- Notice the nice things they do
- Are thoughtful
- Think of ways to solve problems without hurting others

People feel less friendly toward others who:

- Hurt them
- Make fun of them
- Grab their things
- Tattle on them
- Cheat
- Lie to or about them
- Always insist on having their own way
- Gossip about them

People can have more than one friend at a time.

Friends may enjoy doing some things together, some things with other people, and some things by themselves.

Friends can remain friends even when they are not together.

The same person can be a friend to more than one person.

People do not always like all the people their friends are friends with.

People experience different feelings about their friends.

Sometimes friends hurt each other's feelings.

Ending a friendship

People have different feelings when friendships end.

It can be sad or confusing when someone no longer wants to be our friend.

After a friendship ends, sometimes the same people become friends again, and sometimes they do not.

After a friendship ends, people make new friends.

ELA Prototype Materials

- **Thematically related texts**
- **Fruyer’s Model examples**
- **Writing from knowledge and experience using narrative strategies**
- **Profundity examples**
- **Cross Text Question examples**
- **Writing in Response to Reading example**

These materials were designed to provide examples of instructional approaches that will help you and your students prepare for the ELA assessment. The examples are all possible answers; they are not to be considered the “right” answers. We wanted to provide examples of other teachers’ thinking through Fruyer’s Profundity and cross text questions to guide you through your own thinking.

The sequence of instruction would be to introduce the theme through using the Fruyer’s Model of concept attainment. Have students write from knowledge and experience. Think through each reading selection using the profundity scale to create a matrix by which cross text questions can be posed and answered. Examples and blank copies are provided to help you in planning instruction.

Writing From Knowledge and Experience

The English Language Arts MEAP assessment requires students to write from knowledge and experience. Students may choose the style or genre of writing that suites them best. However, the majority of students choose to write personal narratives. Dr. Elaine Weber, Barbara Nelson, and Ray Woods, the authors of *Profiles in Writing 2002*, have granted permission to us to offer you some information from the book. This information may help you as you instruct students in personal narratives.

These resources will provide you with:

- Description of the four qualities of writing the MEAP assessment used to evaluate student writing;
- A model for creating writing prompts;
- Examples of well written student papers;
- Attributes of writing that commonly appear at this grade level;
- Strategies used by narrative writers; and
- Examples of student papers with the narratives strategies highlighted.

attributes of **writing**

Note

This year the Profiles Project has reorganized the attributes of writing to align with the 4-trait rubric most widely used by Profiles Network members:

Focus on Content and Ideas

Organization

Voice/Style,

and

Conventions.

focus on content

Focus refers to concentration on the content and ideas of the piece of writing and to the development of the content and major ideas with appropriate details, examples, etc.

or gan i za tion

Organization refers to the structure of a piece of writing with logical sequence; beginning, middle, and end; flow; cohesion, coherence, unity, effective leads; transitions and conclusions; sense of wholeness, etc.

Voice/style

Voice refers to the writer's ability/attempts to engage and interest the reader through stylistic elements and techniques such as: descriptive detail, precise word choice, sentence variety, strong verbs, humor, figurative language, personal reflection, etc.

con·ven·tion(s)

Conventions refer to a writer's presentation of a piece of writing through accurate and effective use of writing form including: directionality, spacing, mechanics (capitalization, punctuation), grammar and usage, spelling, etc.

profiles prompt

Topic

A Special Place

Thinking About The Topic

Do you have a favorite place that is important to you?

- Where or what is this place or space? (indoors, outdoors, your bedroom, closet, tree house, a place you like to visit, etc.)
- What is it like there?
- What do you do there
- Why is it special to you?

Writing About The Topic

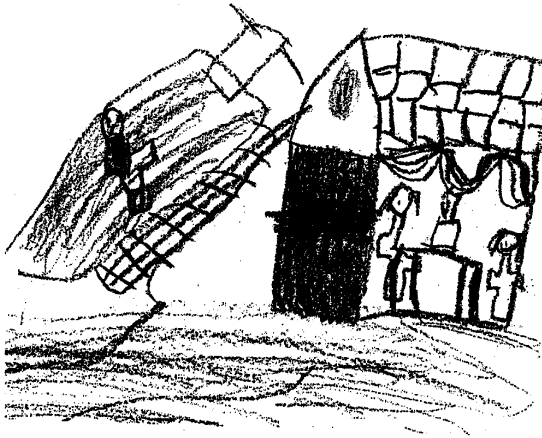
Write about a special place.

You might, for example, do one of the following:

- describe in detail a place that is important to you.
- or ■ tell what you like to do in your special place.
- or ■ tell why your special space is important to you.
- or ■ write about the topic in another way.

You may use examples from real life, from what you read or watch, or from your imagination. Your writing will be read by interested adults.

kindergarten (A Special Place)



MY special place is MY GRANDMA
 PEKAS you git to HAV a BIRTHDAY
 AND you KEN GO SWIMMING. the BIRTHDAY
 IS the BEST to DO AT MY GRANDMA
 PEKAS you win you. - HAV 4 BIRTHDAY
 you git to HAV a DELICIOUS CAKE
 AND you git to DEKORAT the
 (streamers) (delicious) (decorate)
 AND IT'S FUN TO ON THE SWELING
 (ceiling)
 WHICH THE
 BIRTHDAY
 Box
 BIRTHDAY
 Git
 → (back)

BUT IT'S ALWAYS FUN TO GO SWIMMING
 PEKAS I GIT TO JAP IN THE
 POOL AND THAT IS FUN TO JAP IN
 THE POOL.

focus on content

- ✓ focuses on topic
- ✓ gives lots of details
- ✓ specific detail
- ✓ picture supports writing with lots of detail

organization

- ✓ well-organized
- ✓ logical sequence of ideas
- ✓ introduction - 2 parts
- ✓ good transitions

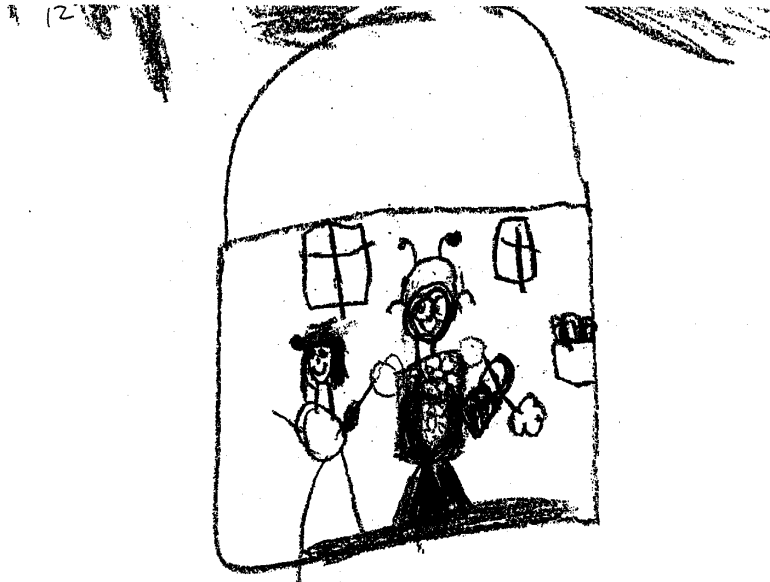
Voice/style

- ✓ holds readers attention
- ✓ rich descriptive vocabulary
- ✓ risks with interesting words

convention(s)

- ✓ sound-letter correspondence
- ✓ uses invented and conventional spelling
- ✓ punctuation
- ✓ directionality/spacing

kindergarten (A Special Place)



~~My Special~~ My Special HiDot
 I Love My HiDot Be Cas my
 Sister is in the HiDot NO BaDee
 cene see aSe Be Casso the Windose
 WUR to Fur a Wo so it is a HiDot
 the END

focus on content

- ✓ focuses on topic
- ✓ gives appropriate details
- ✓ specific title

organization

- ✓ includes beginning, middle, and end
- ✓ includes title

Voice/style

- ✓ voice
- ✓ catches readers attention
- ✓ gives definition of "hidot"
- ✓ creative
- ✓ expresses sentiment (sister there)

con-ven-tion(s)

- ✓ good sound-letter correspondence
- ✓ left-to-right sweep
- ✓ spacing
- ✓ accurate letter formation

attributes kindergarten

focus on content

- ✓ responds to the prompt, writes on topic
- ✓ knowledge of subject
- ✓ develops well-thought-out response
- ✓ illustration supports/enhances writing
- ✓ picture extends message
- ✓ appropriate details/examples
- ✓ specific detail
- ✓ expresses experience, opinion, fact, and prior knowledge
- ✓ labeled pictures
- ✓ two or more sentences
- ✓ specific title

organization

- ✓ sequences "story" with beginning, middle, and end
- ✓ logical sequence from beginning to end
- ✓ use of transition words
- ✓ includes title
- ✓ introduction

Voice/style

- ✓ identifiable voice
- ✓ original ideas
- ✓ feelings expressed
- ✓ presents sophisticated concepts and ideas
- ✓ variety of sentence structure
- ✓ risks with interesting words
- ✓ strong verbs
- ✓ uses humor
- ✓ descriptive detail
- ✓ writing shows a sense of accomplishment
- ✓ catches and holds reader's attention
- ✓ rich descriptive vocabulary
- ✓ gives definition
- ✓ expresses sentiment

con·ven·tion(s)

- ✓ directionality: top to bottom and left to right
- ✓ return sweep
- ✓ spacing between words
- ✓ uses sound-letter relationships
- ✓ understands that the letters that form a word should all be together
- ✓ words have vowels even though they may be incorrect
- ✓ demonstrates good recall of known words
- ✓ appropriately uses words available in room
- ✓ demonstrates knowledge and use of capital letters – (e.g. proper nouns)
- ✓ emergent use of punctuation
- ✓ sense of sentence structure
- ✓ uses mixture of invented and conventional spelling
- ✓ shows attempt at editing
- ✓ accuracy in punctuation

strategies used by **narrative writers**

The next step in the Profile process, after selecting the most effective writings and holistically scoring the papers with a rubric, is to identify writing strategies used by the authors of the effective papers. The following list of writers' strategies is a combination of the original list that came from the New Standards Project shared by Sally Hampton and modified by Barbara Nelson to include the writing strategies of Barry Lane. These writing strategies can be taught in focused lessons. It is also a way to talk about narrative writing with students during writing conferences. The list of strategies used by narrative writers follows:

1. forecasting
2. flashback / flash forward
3. foreshadowing
4. compressing - shrink a century
5. naming (specific names of people or objects quantities, number)
6. describing visual details of scenes, objects, or people (size, colors, shapes, feature, dress) binoculars
7. describing sounds or smells of the scene - snapshots
8. narrating specific action (movements, gestures, postures, expressions) snapshots
9. creating dialogues, interior monologues, or expressing remembered feelings or insights at the time of the incident - thoughtshots
10. slowing the pace to elaborate the central moment in the incident - explode a moment
11. using syntax to support meaning
12. creating suspense or tension - explode a moment
13. including the element of surprise
14. comparing or contrasting other scenes or people
15. detailing subjects's routines habits or typical activities - binoculars
16. humor or irony
17. repetition / recurring events, objects, phrases
18. using various characters' voices to narrate a story
19. inserting historical or factual information into a story
20. figurative language - simile, metaphor, personification, onomatopoeia, alliteration
21. effective lead
22. effective conclusion, ending
23. literary allusion
24. creative, insightful word choice/word order (eg. active not passive voice, strong verbs, interesting or unusual use of or combination of words, etc.)
25. transitions
26. engaging audience intentionally and effectively (questioning, conversational tone)

strategies used by **narrative writers** (cont.)

Samples of writing strategies found in the student writing samples (pp. 12–27) featured in this yearbook follow:

Kindergarten

My special place is my grandma Pekas you git to Hav a BrthDay and you Ken go swimming. the Brthday Is the Best To Do At My Grandma Pekus win you Hav a Brthday you git to Huv a dllshli (delicious)

word choice detail, taste Cac And you git to Dekrat the Shchrcmr's (decorate the streamers)

word choice, detail On The Seling and it's Fun to woch the Brthday Boy or a Brthday Gr **specific action**

But It's alwas Fan To Go swimin Pekus I git to Jup in the Pool And that is Fun To Jup in The pool.

First Grade

At a tropical island it smells **snapshot-smell** like fresh cokanut **simile** . I see a big fish jumping out of the water a cokaanut tree shades **word choice** me. I took a cokanut and ate it I axedently **word choice** opened a cokanut and lot's of coca milk fell on me and I got wet **humor** . But it tasted good **contrast**

Thematically Related Texts - Truth

Code Key: Suggested Uses and Genres

1 – Frayer’s Model

NF – Non-Fiction

2 – Paired Text

P – Poems

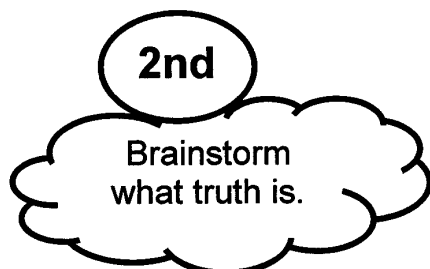
3 – Listening

S – Songs

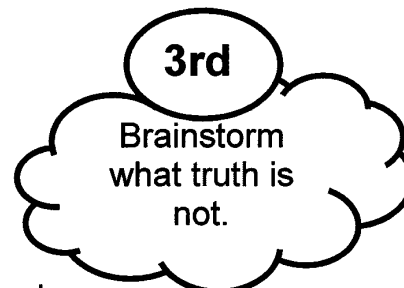
CODE	TITLE	AUTHOR
2	Franklin Fibs	Paulette Bourgeois
2	Jamaica’s Find	Juanita Havill
3	The Berenstain Bears and the Truth	Stan and Jan Berenstain
	My Big Lie	Bill Cosby
	The Principal’s New Clothes	Stephanie Calmenson
	Junie B. Jones Is Not a Crook	Barbara Park
	Lleonard the Llama	Susan Cameron
	Little Red Riding Hood	Brothers Grimm, illustrated by Trina Schart Hyman
1	A Big Fat Enormous Lie	Marjorie Weinman Sharmat
	The Empty Pot	Demi

How to Use Frayer's Model to Develop Student Understanding of Themes

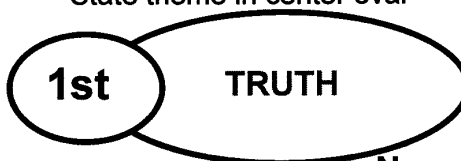
Truth is...



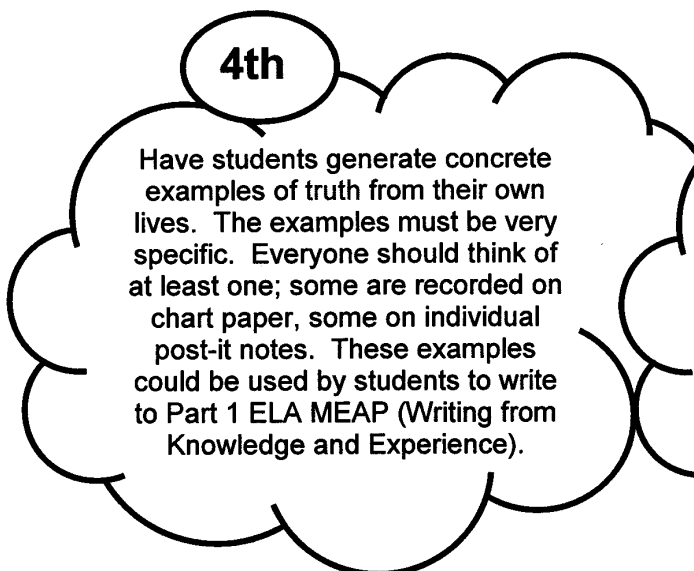
Truth is not...



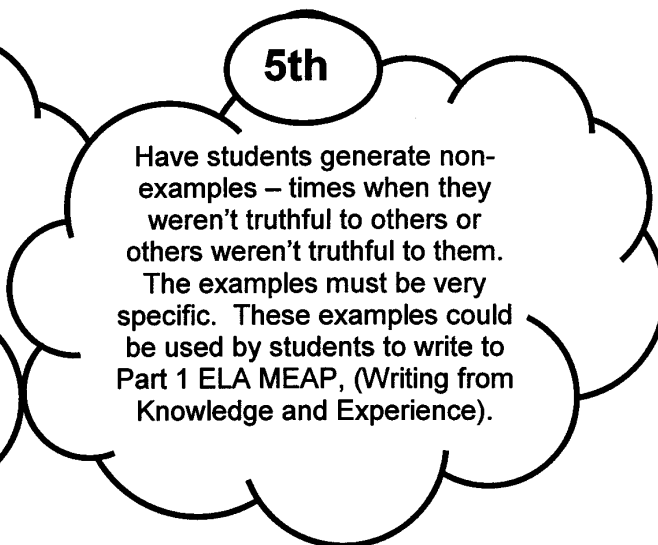
State theme in center oval



Examples:



Non-examples:



6th Read a book about "Truth" that is not in the prototype. Have students listen for clear examples and non-examples of truth. Use names and situations specific to the reading selection, when recording the examples.

7th Have students identify clear examples from the 1st reading selection to record on the chart.

8th Have students identify clear examples from the 2nd reading selection to record on the chart.

9th Have students listen for clear examples and non-examples of Truth during part three of the prototype to record on the chart.

10th Students who need help can use the clear examples from this chart when writing to Part II ELA MEAP. (Response to Reading).

Example of Frayer's Model

Truth is...

Telling your parents when you break something.

Telling your friend that you are the one who knocked down his/her block tower, even if s/he might be mad.

Turning in money when you find it.

Putting a sweatshirt from the playground in the lost and found.

Truth is not...

Taking candy at the store.

Telling your mom that you didn't have an ice cream yet, but you really did at your friend's house.

Lying about how many toys you have at home.

Telling your friends you stayed up late when you didn't.

TRUTH

Examples:

Jan found a Harry Potter sweatshirt on the slide and gave it to the office for lost and found.

Patty found my lunch money on the floor and gave it back to me.

Maggie's sister accidentally broke her doll, but she told Maggie and said she was sorry.

Julie had a cookie and she cut it in two even pieces so I could have some, too.

Non examples:

Butchy hit me when he was swinging his backpack around, but he said he didn't.

John's pencil didn't have an eraser, and he took mine without asking to trade.

Scott picked strawberries from his neighbor's garden without asking.

Ryan took a pack of gum from Target when nobody was looking.

...from *A Big Fat Enormous Lie*, by Marjorie Weinman Sharmat

Examples:

The boy told his mom and dad that he knows who ate the cookies.

The boy told his mom and dad that he ate one of the cookies.

The boy told his mom and dad that he ate all of the cookies.

Non examples:

The boy told his father that he didn't eat the cookies.

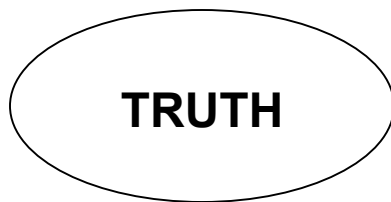
The boy told his mother that he didn't eat the cookies.

The boy told his sister that he didn't eat the cookies.

...as you continue through the prototype add examples from each of the reading and listening selections

Truth is...

Truth is not...



Examples:

Non examples:

Using Profundity in the Kindergarten Classroom

Using profundity in the kindergarten classroom requires extensive modeling by the teacher. This is most effective when the children are exposed to repeated reading of the text over a span of several days.

First Reading

The teacher reads the book to students for enjoyment.

Second Reading

The teacher reads the book, stopping to model a discussion about the actions of one particular character and why the character did what he/she did.

Third Reading

The teacher reads the book, stopping to model a discussion about whether the actions of the character were right or wrong and what the character got as a result of his or her actions.

Fourth Reading

The teacher reads the book, and models a discussion about the theme (lesson learned) of the book and links that to the children's lives.

Later Experiences with Different Books

Later, children are ready to participate in the discussions themselves. As they get better at being insightful and understand the process, they are ready to begin discussing profundity across texts, that is, comparing and contrasting the actions of characters in two different texts.

****A note about Frayer's Model****

This activity is most meaningful to children when extended throughout the unit, allowing children to add to the different lists as they learn more about the topic. It is also valuable to apply Frayer's Model to a variety of texts.

Using Profundity with Thematically Related Text Sets - Truth

Titles of paired texts	List three important actions of one character	Why did the character act this way?	Was it right or wrong for the character to act this way?	What did the character get from acting this way?	How am I like the characters in this story?	What is the lesson learned from this story?	How has this lesson learned changed the way I think?
<p>Franklin Fibs</p> <p>By Paulette Bourgeois</p> <p>Character: Franklin</p>	<p>Franklin lies and says he can swallow 76 flies in the blink of an eye.</p> <p>Franklin lies about a sore throat when Beaver brings him 76 flies.</p> <p>Franklin makes a pie with 76 flies and eats it.</p>	<p>Franklin wants to impress his friends.</p> <p>Franklin didn't want to admit he'd lied.</p> <p>Franklin wanted to save face in front of his friends.</p>	<p>Franklin was wrong to lie about what he could do.</p> <p>Franklin was wrong to keep lying.</p> <p>Franklin was right to admit he'd lied and to try to do what he said he could do.</p>	<p>Franklin felt like he fit in with his friends.</p> <p>Franklin avoided embarrassment.</p> <p>Franklin was able to eat 76 flies while letting his friends know he lied.</p>		<p>Being truthful isn't always easy.</p> <p>OR</p> <p>One lie leads to another.</p>	
<p>Jamaica's Find</p> <p>By Juanita Havill</p> <p>Character: Jamaica</p>	<p>Jamaica finds a hat and stuffed dog. She turns in the hat but keeps the dog.</p> <p>Jamaica turns the stuffed dog in to lost and found.</p> <p>Jamaica meets Kristin and takes her to retrieve her dog.</p>	<p>The hat didn't fit, but she liked and wanted the dog.</p> <p>She felt guilty when she realized someone else was missing the dog.</p> <p>Jamaica wanted Kristin to find her lost dog.</p>	<p>Jamaica was wrong to keep something that didn't belong to her.</p> <p>Jamaica was right to try to return the dog to its owner and think about someone else's feelings.</p> <p>Jamaica was right to help others.</p>	<p>A stuffed dog she liked and wanted.</p> <p>Jamaica felt better about herself.</p> <p>Jamaica felt good because she made someone happy.</p>		<p>Doing the right thing isn't always easy, but it has it's own rewards.</p>	

Thematically Related Text Sets

Titles of paired texts	List three important actions of one character	Why did the character act this way?	Was it right or wrong for the character to act this way?	What did the character get from acting this way?	How am I like the characters in this story?	What is the lesson learned from this story?	How has this lesson learned changed the way I think?

CROSS TEXT QUESTIONS AND POSSIBLE ANSWERS FOR “FRANKLIN FIBS” AND “JAMAICA’S FIND” -- TRUTH

- Q. Did Franklin and Jamaica do the same kinds of things? How were their actions similar or different?**
- A. Both Franklin and Jamaica were not truthful. Franklin lied about what he could do, and Jamaica kept the dog that did not belong to her.
- Q. How are their reasons for acting the way they did similar or different?**
- A. Franklin tells a lie because he wants to impress his friends. Jamaica keeps a toy dog because she wants it and she doesn't realize how she is hurting someone else.
- Q. Do you agree more with the things that Franklin did or with the things that Jamaica did? Why?**
- A. We agree with Franklin more because he admitted that he lied, and he learned that lying was wrong.
- Q. Did Franklin and Jamaica get the same thing for their actions? Why or why not?**
- A. No. Franklin felt good about himself because he told the truth and his friends still liked him. Jamaica felt good because she made someone else happy.
- Q. If both of the characters learned the same lesson, what was the lesson?**
- A. They both learned that doing the right thing is not always easy.
- Q. If each of the characters learned different lessons, what were the lessons learned?**
- A. Both characters learned the same lesson.
- Q. Do you agree or disagree that the theme of these two stories is “truth?”**
- A. We agree.

Thematically Related Texts - Friendship

Code Key: Suggested Uses and Genres

1 – Frayer’s Model

NF – Non-Fiction

2 – Paired Text

P – Poems

3 – Listening

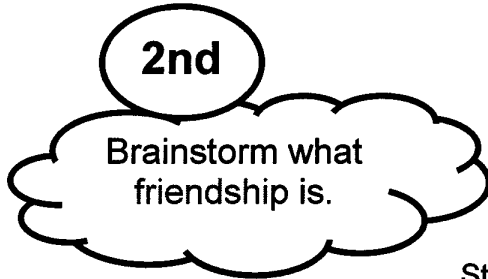
S – Songs

CODE	TITLE	AUTHOR	ISBN #	Comments
1	Friends	Helme Heine	0-689-71083-6	How to be a friend
2	Franklin Helps Out	Paulette Bourgeois	0-439-20379-1	How to be a friend
2	Being Friends	Karen Beaumont	0-8037-2529-9	Diversity
3	The Lobster and The Crab	Aesop		
	Corduroy	Don Freeman	0-14-050173-8	Acceptance
	Ira Sleeps Over	Bernard Waber	0-395-20503-4	Acceptance
	Ira Says Goodbye	Bernard Waber	0-395-48315-8	Ending a friendship
	Best Friends for Frances	Russell Hoban	0-590-478460-X	Who can be a friend
	Chester’s Way	Kevin Henkes	0-688-15472-7	Diversity
	A Weekend with Wendell	Kevin Henkes	0-688-06325-X	How to be a friend
	A Friend Like Ed	Karen Wagner	0-439-13300-9	Diversity
	Alexander, Who’s Not (Do You Hear Me? I Mean It!) Going to Move	Judith Viorst	0-689-31958-4	Ending a friendship
	Stellaluna	Jane Yolen	0-15-280217-7	Diversity
	Rainbow Fish	Marcus Pfister	1-55858-009-3	How to be a friend
	Amos and Boris	William Steig	0-374-40360-0	How to be a friend
	Toot and Puddle	Holly Hobbie		Diversity
	Little Beaver and The Echo	Amy MacDonald	0-440-84686-2	How to be a friend
	Will I Have a Friend?	Miriam Cohen	0-689-71333-9	How to be a friend
	My Friends	Taro Gomi	0-590-48615-2	Learning from a friend
	Friends Go Together	Ena Keo	0-8172-8255-6	
	Shubert’s BIG Voice	Dr. Becky A. Bailey and Leigh Ann Burdick	1-899609-10-2	Conflict Resolution
NF	How to Be a Friend	Laurie Krasny Brown & Marc Brown	0-439-15399-9	How to be a friend

NF	Making Friends	Fred Rogers	0-399-21385-6	How to be a friend
P	Hug O' War from <i>Where the Sidewalk Ends</i>	Shel Silverstien	0-60-0256667-2	
P	Since Hanna Moved Away from <i>The Random House Book of Poetry for Children</i>	Judith Viorst	0-394-85010-6	Ending a Friendship
P	Together from <i>The Random House Book of Poetry for Children</i>	Paul Engle	0-394-85010-6	
P	The Opposite of Two from <i>The Random House Book of Poetry for Children</i>	Richard Wilbur	0-394-85010-6	
S	The More We Get Together from <i>Singable Songs for the Very Young</i>	Raffi		
S	I Like Friends from <i>Tony Chestnut</i>	Learning Station	(800) 789-9990	
S	Stick to the Glue from <i>Jim Gill Makes It Noisy in Boise, Idaho</i>	Jim Gill	www.jimgill.com	How to be friendly
S	Love Me for Who I Am from <i>10 Carrot Diamond</i>	Charlotte Diamond	(604) 274-8216	Diversity
S	Say Hi! from <i>Teaching Peace</i>	Red Grammer	(315) 676-5516	How to be friendly
S	The World Is a Rainbow from <i>We All Get Together, volume 2</i>	Greg and Steve	(800) 663-3223	Diversity
S	Friends from <i>On the Move with Greg and Steve</i>	Greg and Steve	(800) 663-3223	

How to Use Frayer's Model to Develop Student Understanding of Themes

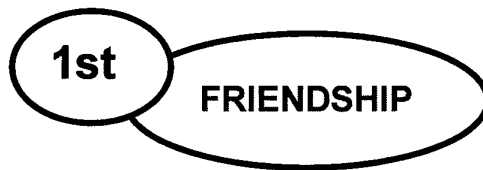
Friendship is...



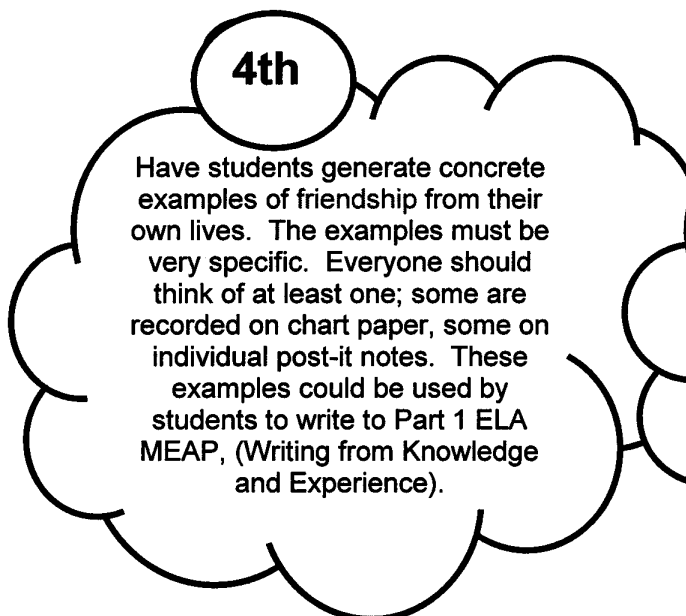
Friendship is not...



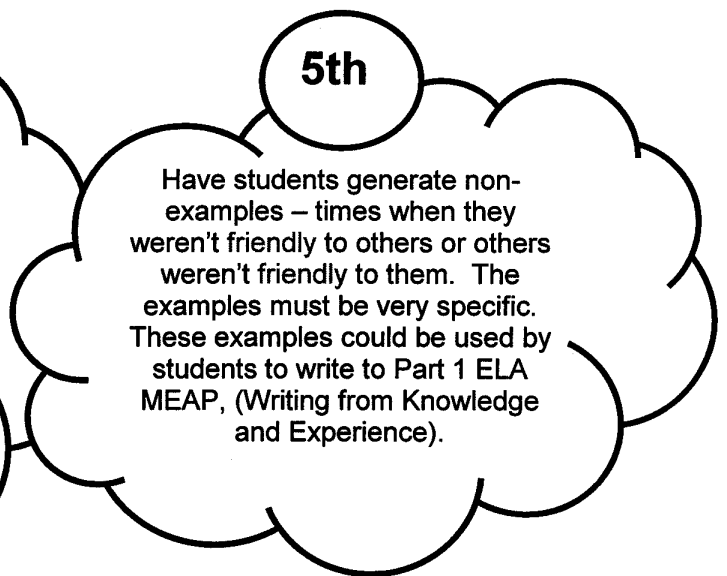
State theme in center oval



Examples:



Non-examples:



6th Read a book about "Friendship" that is not in the prototype. Have students listen for clear examples and non-examples of friendship. Use names and situations specific to the reading selection, when recording the examples.

7th Have students identify clear examples from the 1st reading selection to record on the chart.

8th Have students identify clear examples from the 2nd reading selection to record on the chart.

9th Have students listen for clear examples and non-examples of friendship during part three of the prototype to record on the chart.

10th Students who need help can use the clear examples from this chart when writing to Part II ELA MEAP, Response to Reading.

Example of Frayer's Model

Friendship is...

Asking names.
Playing together.
Sharing.
Spending the night.
Watching movies.
Liking each other.
Going over to your friend's house.
Reading with someone.
Going to a birthday party.

Friendship is not...

Saying no.
Saying you're ugly.
Punching in the face.
Poking eyes.
Kicking.
Taking toys away.
Pushing.
Pulling hair.
Telling someone, "You can't come to my birthday party."
Saying, "You're not my friend."



FRIENDSHIP

Examples:

Tyler told Joshua that he was his friend.

Katarina said, "Do you want to play with me?" on the first day of school.

Julia asked, "Can you pick flowers with me?"

Non examples:

Danielle's brother bit her.

Christian said, "I am not your friend," to Rebecca.

...from *Friends*, by Helme Heine

Examples:

They dreamed about each other.

They rode bicycles together.

They played pirates together.

They played hide and seek together.

They said, "Good friends always stick together."

Non examples:

Mouse said that he didn't want to sleep in a pigsty.

...as you continue through the prototype add examples from each of the reading and listening selections

Friendship is...

Friendship is not...



Examples:

Non examples:

Using Profundity in the Kindergarten Classroom

Using profundity in the kindergarten classroom requires extensive modeling by the teacher. This is most effective when the children are exposed to repeated reading of the text over a span of several days.

First Reading

The teacher reads the book to students for enjoyment.

Second Reading

The teacher reads the book, stopping to model a discussion about the actions of one particular character and why the character did what he/she did.

Third Reading

The teacher reads the book, stopping to model a discussion about whether the actions of the character were right or wrong and what the character got as a result of his or her actions.

Fourth Reading

The teacher reads the book, and models a discussion about the theme (lesson learned) of the book and links that to the children's lives.

Later Experiences with Different Books

Later, children are ready to participate in the discussions themselves. As they get better at being insightful and understand the process, they are ready to begin discussing profundity across texts, that is, comparing and contrasting the actions of characters in two different texts.

****A note about Frayer's Model****

This activity is most meaningful to children when extended throughout the unit, allowing children to add to the different lists as they learn more about the topic. It is also valuable to apply Frayer's Model to a variety of texts.

Using Profundity with Thematically Related Text Sets - Friendship

Titles of paired texts	List three important actions of one character	Why did the character act this way?	Was it right or wrong for the character to act this way?	What did the character get from acting this way?	How am I like the characters in this story?	What is the lesson learned from this story?	How has this lesson learned changed the way I think?
<p>Franklin Helps Out</p> <p>Based on characters created by Paulette Bourgeois and Brenda Clark</p> <p>Character: Franklin</p>	<p>Franklin helps Snail without asking.</p> <p>Franklin runs away and realizes that he left Snail behind with the wasps.</p> <p>When they return to the bus, Franklin asks Snail before he carries him.</p>	<p>Franklin helps because he wants to be a good friend.</p> <p>Franklin was afraid of the wasps.</p> <p>Snail has told Franklin that he doesn't always need help.</p>	<p>Franklin was wrong to help because Snail didn't want help.</p> <p>Franklin was right to think of his own safety.</p> <p>Franklin was right to ask if Snail needed his help.</p>	<p>Franklin felt good about being helpful.</p> <p>Franklin kept himself safe.</p> <p>Franklin sees that Snail is happy to be respected.</p>		<p>Friendship is considering others' needs and wants.</p>	
<p>Being Friends</p> <p>By: Karen Beaumont</p> <p>Characters: The Girls</p>	<p>The girls each tell what they like.</p> <p>The girls pretend to be each other.</p> <p>The girls both like being friends.</p>	<p>The friends want to share what they like.</p> <p>It is fun to see what it is like to be someone else.</p> <p>It is interesting to be friends with someone who has similarities and differences.</p>	<p>It is right to share yourself with others.</p> <p>It is right to try to understand others.</p> <p>It is right to be friendly with all kinds of people.</p>	<p>The girls learn about each other, and they get to share about themselves.</p> <p>The girls learn what it's like to be someone else.</p> <p>The girls both get a friend to play with.</p>		<p>Friendship is considering others' likes and dislikes.</p> <p>OR</p> <p>We are always more the same than we are different.</p>	

Thematically Related Text Sets

Titles of paired texts	List three important actions of one character	Why did the character act this way?	Was it right or wrong for the character to act this way?	What did the character get from acting this way?	How am I like the characters in this story?	What is the lesson learned from this story?	How has this lesson learned changed the way I think?

CROSS TEXT QUESTIONS FOR “FRANKLIN HELPS OUT” AND “BEING FRIENDS” - FRIENDSHIP

Q. Did Franklin and the girls do the same kinds of things? How were their actions similar or different?

A. No. Franklin was unaware of how his friend, Snail, was feeling. The girls knew from the beginning of the story that they had similarities and differences.

Q. How are their reasons for acting the way they did similar or different?

A. Their reasons are similar because both Franklin and the girls wanted to be good friends.

Q. Do you agree more with the things that Franklin did or with the things the girls did? Why?

A. We agree more with the girls because they considered each other's feelings from the start.

Q. Do Franklin and the girls get the same thing for their actions? Why or why not?

A. They both gained perspective on how their friends felt.

Q. If both of the characters learned the same lesson, what was the lesson?

A. Both characters learned the same lesson.

Q. If each of the characters learned different lessons, what were the lessons learned?

A. Franklin learned that friendship is helping others when they want help. The girls learned that people are always more the same than they are different.

Q. Do you agree or disagree that the theme of these two stories is “friendship?”

A. We agree

Thematically Related Text Sets -- Kindness

Code Key: Suggested Uses and Genres

- | | |
|--------------------|------------------|
| 1 – Frayer’s Model | NF – Non-Fiction |
| 2 – Paired Text | P – Poems |
| 3 – Listening | S – Songs |

CODE	TITLE	AUTHOR	ISBN #	Comments
1	Stone Soup	Marcia Brown		Sharing
2	Flower Garden	Eve Bunting		Giving
2	The Brand New Kid	Katie Couric		Diversity
3	Enemy Pie			
	Wilfrid Gordon McDonald Partridge	Mem Fox		Compassion
	The Doorbell Rang	Pat Hutchins		Sharing
	A Chair for My Mother	John Keats		Compassion
	Elmer	David McKee		Diversity
	The Meanest Thing to Say	Bill Cosby		Bullies
	Peter’s Chair	Ezra Jack Keats		Sibling Rivalry
	It’s Mine	Leo Lionni		Sharing
	The Grouchy Ladybug	Eric Carle		
	The Teddy Bear	David McPhail		Compassion
	Little Sunshine The Legend of the Dipper The Lion and the Mouse In <i>The Children’s Book of Virtues</i>	Edited by William J. Bennett		Compassion Sharing

	The Recess Queen				Bullies
	Hooway for Wodney Wat	Helen Lester			Bullies
	King of the Playground	Nola Malone			Bullies
	The Chocolate-Covered Cookie Tantrum	Deborah Blumenthal			Kindness to Parents
	The Berenstain Bears Lend a Helping Hand	Stan and Jan Berenstain			Helping
	Clifford's Manners	Norman Bridwell			Manners
	Clifford's Good Deeds	Norman Bridwell			Helping
	Clifford, We Love You	Norman Bridwell			Compassion
P	Love In <i>The Random House Book of Poetry for Children</i>	William Jay Smith		0-394-85010-6	
S	Teaching Peace I Think You're Wonderful Use a Word On <i>Teaching Peace</i> CD	Red Grammer		(315) 676-5516	

Example of Frayer's Model

Kindness is...

Tying your friends shoe.
Saying "please" and "thank you."
Sharing the blocks.
Getting crayons for your friend.
Telling your teacher she looks pretty.
Helping your friend cut on the lines.
Helping your friend spell a word.
Taking things to the office for your teacher.
Taking out the garbage for Mom.
Using your words.

Kindness is not...

Racing to be first in line.
Grabbing someone's glue before they are done with it.
Spitting.
Pushing to be next on the slide.
Saying, "You can't play with us."
Saying, "You're stupid."
Kicking when you are mad.

KINDNESS

Examples:

Susie brought in a sticker for everybody.
Mark brought in birthday treats to share.
Joe raised his hand and waited his turn to talk.
Grace helped me clean up in pretend play.
Amber said, "I like your shoes."

Non examples:

Brandon pushed me out of line.
Bob made fun of me because I couldn't tie my shoes.
Macy said I couldn't play with her.
Benjamin hit me when he got mad.

...from *Stone Soup*, by Marcia Brown

Examples:

The peasants brought a pot and water for the soup.
Children brought salt and pepper for the soup.
Francois and Marie brought carrots and cabbages for the soup.
The peasants brought potatoes, a side of beef, barley and milk for the soup.
People let the soldiers sleep in the best beds they had.

Non examples:

The people hid their food from the soldiers.
When the soldiers came to the door to ask for food, the villagers told them:
We have no food.
We gave our food to the other soldiers.
It has been a poor harvest.

Kindness is...

Kindness is not...



Examples:

Non examples:

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Using Profundity with Thematically Related Text Sets – Kindness

Titles of paired texts	List three important actions of one character.	Why did the character act this way?	Was it right or wrong for the character to act this way?	What did the character get from acting this way?	How am I like the characters in this story?	What is the lesson learned from this story?	How has this lesson learned changed the way I think?
<p>Flower Garden</p> <p>By: Eve Bunting</p> <p>Character: The Girl</p>	<p>The girl and her father buy flowers for a garden.</p> <p>They transplant the flowers into a window box where others admire them.</p> <p>They surprise the mother with cake, ice cream, and the flower garden.</p>	<p>They want to buy a present that the mother would like.</p> <p>They want to make the present special.</p> <p>They want to surprise the mother.</p>	<p>Is it right to buy a present that someone will like?</p> <p>It is right to work to make a present special for a specific person.</p> <p>It is right to pleasantly surprise someone for his/her birthday.</p>	<p>The girl, the father, and even the people on the bus smile and feel happy.</p> <p>The girl, the father, insects, and some people on the street feel happy to see the colorful flower garden.</p> <p>The family spends time together enjoying the party and the colorful flower garden.</p>		<p>Being kind to others can make you and others happy.</p>	
<p>The Brand New Kid</p> <p>By: Katic Couric</p> <p>Character: Ellie</p>	<p>Ellie and her friends tease Lazlo who is new to their school.</p> <p>Ellie invites Lazlo to play with her.</p> <p>Ellie encourages others to befriend Lazlo.</p>	<p>They tease Lazlo because he is different.</p> <p>Ellie sees how her teasing is hurting Lazlo and his mother.</p> <p>Ellie had fun playing with Lazlo.</p>	<p>It is wrong to tease others.</p> <p>It is right to make new friends</p> <p>It is right to include others.</p>	<p>Ellie felt like she fit in when she joined in on the teasing.</p> <p>Ellie got a new friend.</p> <p>Ellie felt good about helping Lazlo fit in.</p>		<p>Being kind to others can make you and others happy.</p>	

Thematically Related Text Sets

Titles of paired texts	List three important actions of one character	Why did the character act this way?	Was it right or wrong for the character to act this way?	What did the character get from acting this way?	How am I like the characters in this story?	What is the lesson learned from this story?	How has this lesson learned changed the way I think?

CROSS TEXT QUESTIONS FOR “FLOWER GARDEN” AND THE “BRAND NEW KID” – KINDNESS

Q. Did the girl and Ellie do the same kinds of things? How were their actions similar or different?

A. Yes. They both planned to do things that would make someone else happy.

Q. How are their reasons for acting the way they did similar or different?

A. Their reasons are different. The girl planned a birthday party because she loved her mother. Ellie planned to invite Lazlo to her home because she was feeling guilty for having teased Lazlo.

Q. Do you agree more with the things that the girl did or with the things that Ellie did? Why?

A. We agree more with Ellie’s actions because she was making restitution for a situation she created. She did this without the help of an adult.

Q. Did the girl and Ellie get the same thing for their actions? Why or why not?

A. Yes. They both made someone else happy.

Q. If both of the characters learned the same lesson, what was the lesson?

A. Being kind to others can make you and others happy.

Q. If each of the characters learned different lessons, what were the lessons learned?

A. They both learned the same lesson.

Q. Do you agree or disagree that the theme of these two stories is “kindness?”

A. We agree.

Related Language Arts Activities:

Before, During and After Prototypes

Language Arts Activities

Discussion Questions to Promote Deeper Thinking

After reading a book about friendship, kindness, or truth, gather a group of children and pose questions designed to get them thinking about main idea, theme, comparing and contrasting, or making cross-text connections.

For example:

- What did you see in your head when you were listening to the story?
- After listening to the story, what one word pops into your head?
- How are you like the character? How are you different?
- Why did the character... Was that right or wrong?
- How is this character like a character from a different book? How are they different?

Later in the year, when they have had experience discussing these topics, children should also be asked to respond in illustration/written form.

Poem Charts

On poster board, write out any song or poem. Choral and echo read it several times, modeling one-to-one correspondence as you point and fluency as you read. Once children are familiar with the poem, it can be used to help children learn to identify capital or lower case letters and sight words. Depending on the level of the group, ask the children if they can find:

- A letter they know
- A letter in their name
- A specific letter
- A wall word they know
- A specific wall word

After the child locates the letter/word, use highlighting tape to permanently identify it for later, when children are reading the poem on their own.

Getting to Know You

[From *Month-by-Month Reading and Writing for Kindergarten: Systemic, Multilevel Instruction*, by Dorothy P. Hall and Patricia M. Cunningham.]

Use children's names as a basis for building friendships as well as learning about phonemic awareness, concepts about print, and letter-sound relationships.

Friendship Interview Book

[From *The Teacher's Guide to Building Blocks*, by Dorothy P. Hall and Elaine Williams]

Interview each child to learn more about each other. The children ask a child up to three questions. The teacher records the child's answers in three simple sentences on chart paper using shared writing. During shared writing, the teacher models and talks about a variety of writing strategies, depending on the level of the group:

- Directionality (left to right and top to bottom)
- Beginning sounds and letters
- Stretching words to hear many sounds in order
- Referring to the word wall to copy sight words
- Spacing between words
- Capitalization at the beginning of a sentence and punctuation at the end

Extension: The teacher types each interview to make a class book. The child makes a picture.

Note: This shared writing technique can be used whenever the teacher records children’s words on paper (when brainstorming, making lists, etc).

Photo Friends

[From *Teaching Young Children Using Themes*, edited by Marjorie Kostelnik]

Take a photo of each child. Make a name card for each child. The children match the photo and the name. This increases children’s awareness about the names of their friends and encourages them to differentiate among names, studying letters within the children’s names.

Using Friendly Songs to Teach Phonemic Awareness

[From *Fall Phonemic Awareness Songs and Rhymes*, by Kimberly Jordano and Trisha Callella-Jones]

(A selection can be found in the related songs and poems section.)

Segmenting Friends’ Names

Sing “Love Somebody,” but change the last line to “Let me say it slow for you.” Then the teacher segments one child’s name, for example “S-a-m.” The children blend the sounds together and guess whose name was segmented.

My Friendship Book

[From *Teaching Young Children Using Themes*, edited by Marjorie Kostelnik]

Children can complete the book at their own levels of development: it can be dictated to an adult, an adult can share the writing, or the child can use invented spelling. Use as many or as few pages as needed to match your student’s ability. The blackline master can be found later in this section.

Patterned Reproducible Book: Best Friends

[From *25 Emergent Reader Mini-Books: Easy-to-Make Reproducible Books to Promote Literacy*, by Maria Fleming]

After reading the book several times, children can color the pictures and finish the book by completing the sentence on the last page in their own spelling. The blackline master can be found later in this section.

Being a Good Friend

Children complete the sentence, “I am a good friend because...” The blackline master can be found later in this section.

Comparing and Contrasting Friends

Children write about ways they are the same and different from their friends. The blackline master can be found later in this section.

Friendly Poetry

[From Kids’ Poems: *Teaching Kindergarteners to Love Writing Poetry*, by Regie Routman]

The teacher models writing poetry through a shared writing activity.

For example:

Harriet is
my best friend.
she
keeps my secrets
likes my jokes
gives great hugs.
I love her
a lot!

Children complete their own poems by filling in the name of their friends and listing three things their friends do that makes them good friends. They can illustrate their poems in the box. A blackline master can be found later in this section.

Recognizing Children’s Names

[From *Building Literacy with Interactive Charts* by Kristin G. Schlosser and Vicki L. Phillips]

Create a birthday cake on poster board and write the Happy Birthday song on it. Write each child’s name on an index card. Together during shared reading or at a center, the children can change the names and sing the song while pointing to each word.

I Think You’re Wonderful

After singing “I Think You’re Wonderful,” have the children write a letter to someone they think is wonderful. The children should give a specific detail explaining what is wonderful about that person. A blackline master can be found later in this section.

Teach Peace

After singing “Teaching Peace” write a class list of all the ways that kindergartners can teach peace and kindness. If time permits, use a shared writing approach to model strategies.

My Friendship Book

by _____

My Friendship Book

by _____

Here is a picture of me.

Here is a picture of me.

One friend I have is

_____.

Here is my friend.

One friend I have is

_____.

Here is my friend.

I like my friend because

I like my friend because

**Sometimes we do things
together, like when we**

**Sometimes we do things
together, like when we**

I am friendly when

I am friendly when

**I would like to be friends
with**

_____ **and** _____.

**I would like to be friends
with**

_____ **and** _____.

Best Friends



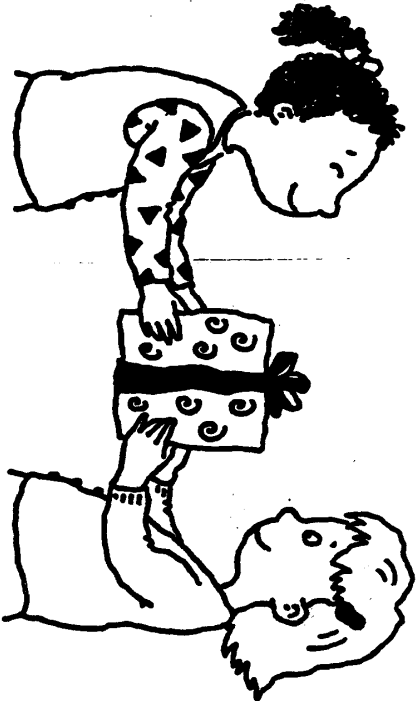
8

I share



Best friends share secrets.

4



Best friends share presents.

5

3

Best friends share cupcakes.



6

But best of all,



2 Best friends share books.



7

best friends share hugs!

Name _____

I am a good friend because

Friends

By _____

My friend is

_____.

Here is a picture of us.

Friends are alike. I am like my friend because

Friends are different. I am different from my friend because

Name _____

My Friend Poem

_____ is my best friend.

She

I like her a lot!

Name _____

My Friend Poem

_____ is my best friend.

He

I like him a lot!

Dear _____,

I think you're wonderful.

Sincerely,

**Related
Songs and Poems:
Before, During and After
Prototypes**

Songs and Poems

The More We Get Together

[Tune: "Did You Ever See a Lassie?"]

The more we get together,
Together, together,
The more we get together,
The happier we'll be.
For your friends are my friends,
And my friends are your friends,
The more we get together,
The happier we'll be.

Friends, Friends, 1, 2, 3

Friends, friends, 1, 2, 3
All my friends are here with me.
You're my friend and
You're my friend and
You're my friend and
You're my friend.
Friends, friends, 1, 2, 3
All my friends are here with me.

Look Through the Window

[From: *Barney*]

Look through the window,
And who do I see?
John, friend John,
Looking back at me.

Other suggestions:

Smiling back at me
Waving back at me

Can students think of more verses?

If You're Friendly and You Know It

If you're friendly and you know it,
Say "*hello.*"
If you're friendly and you know it,
Say "*hello.*"
If you're friendly and you know it,
Then your words will surely show it.
If you're friendly and you know it,
Say "*hello.*"

Verse 2... *play with me*

Verse 3... *your turn*

Verse 4... *sit by me*

Verse 5... *here's some for you.*

Can your students come up with more verses?

Everybody Shake Hands

[Tune: "Everybody Do This" – close to "Did You Ever See A Lassie?"]

Everybody shake hands,
Shake hands, shake hands.
Everybody shake hands,
Just like me.

Verse 2... Everybody wave hi.

Verse 3... Everybody smile awhile.

Verse 4... Everybody hug a friend.

Verse 5... Everybody hold hands.

To extend this activity for math, have a variety of shapes available for windows -- circle, square, triangle, rectangle, etc. -- and have the children identify which they choose.

We're Glad You're Here Today

[Tune: "The Farmer in the Dell"]

We're glad you're here today.
We're glad you're here today.
Give a cheer; we're glad you're here.
We're glad you're here today.

Benjamin's here today.
Emily's here today.
Cheer, cheer, Elizabeth's here.
Alex is here today.

Continue with more verses until all of the children have been mentioned.

It's Time to Say Goodbye

[Tunes: "The Farmer in the Dell" and "Goodnight, Ladies"]

It's time to say "goodbye."
It's time to say "goodbye."
We had some fun; now we're all done.
It's time to say "goodbye."

Goodbye, Susan.
Goodbye, Matthew.
Goodbye Erik.
It's time to say goodbye.

Continue with more verses until all of the children have been named.

Hug O' War

[From: *Where the Sidewalk Ends*, by Shel Silverstien]

I will not play at tug-o' war.
I'd rather play at hug o' war,
Where everyone hugs
Instead of tugs,
Where everyone giggles and rolls on
the rug,
Where everyone kisses,
And everyone grins,
And everyone cuddles,
And everyone wins.

Since Hanna Moved Away

[From: *The Random House Book of Poetry for Children*, by Judith Viorst]

The tires on my bike are flat.
The sky is grouchy gray.
At least it sure feels like that
Since Hanna moved away.

Chocolate ice cream tastes like
prunes,
December's come to stay.
They've taken back the Mays and
Junes
Since Hanna moved away.

Flowers smell like halibut.
Velvet feels like hay.
Every handsome dog's a mutt
Since Hanna moved away.
Nothing's fun to laugh about.
Nothing's fun to play.
They call me, but I won't come out
Since Hanna moved away.

Twinkle, Twinkle

[From: *I Love You Rituals*, by Dr. Becky Baily]

Twinkle, Twinkle, little star,
What a wonderful friend you are.
(See the appendix for movement ideas.)

The Opposite of Two

[From: *The Random House Book of Poetry for Children*, by Richard Wilbur]

What is the opposite of *two*?
A lonely me, a lonely you.

Love

[From: *The Random House Book of Poetry for Children*, by William Jay Smith]

I love you, I like you,
I really do like you.
I do *not* want to strike you,
I do *not* want to shove you.
I *do* want to like you,
I *do* want to love you;
And like you and love you
And love you and love you.

Georgie Porgie

[From: *I Love You Rituals*, by Dr. Becky Bailey]

Georgie Porgie, pudding and pie,
Gave his friend and big High Five!
With his friend he loved to play,
A gift of smile he gave each day.

Can your students think of other gifts
to give each day? (hug, wink, kiss)
(See the appendix for movement
ideas.)

Together

[From *The Random House Book of Poetry for Children*, by Paul Engle]

Because we do
All things together
All things improve,
Even weather.

Our daily meat
And bread taste better,
Trees are green,
Rain is wetter.

Love Somebody

[Tune: "Skip to My Lou"]

Love somebody, yes I do.
Love somebody, yes I do.
Love somebody, yes I do.
I love _____.

Knock, Knock Joke

Knock, knock.
Who's there?
Sherwood.
Sherwood, who?
Sherwood likes to be your friend!

Clapping Patterns

[Sing to the tune of "Are You Sleeping?"]

CLAP a friend's name. (T)
CLAP a friend's name. (Ch)

After me. (T)
After me. (Ch)

Clapping names is so much fun. (T)
Clapping names is so much fun. (Ch)

Sa-man-tha (T)
Sa-man-tha (Ch)

Good Morning

[Sing to the tune of "Good Night Ladies"]

Good morning, **Hunter**.
Good morning, **Bailey**.
Good morning, **Tana**.
We're glad you're here at school.

Good morning, **Nunter**.
Good morning, **Nailey**.
Good morning, **Nana**.
We're glad you're here at school.

Buddy Boogie

[Sing to the tune of "Hokey Pokey"]

Give your pal's hand a shake.
Give your pal's hand a
squeeze.
Give your pal a pat,
And then tap him/her on the
knees.
You do the Buddy Boogie,
And you turn yourself around.
Friendship's what it's all about.

Names with /b/ jump in,
Names with /b/ jump out.
Names with /b/ jump in,
And you shake yourself about.
You do the Buddy Boogie
And you turn yourself around.
/b/ /b/ /b/ /b/ /b/ /b/!

Friends Sound March

[Sing to the tune of "Ants Go Marching"]

My friends are marching round and round.
Hurrah, hurrah.
My friends are marching round and round.

Hurrah, hurrah.
My friends are marching round and round
Names beginning with /b/ must sit on the
ground.
We'll march around until we all sit down!

Where Can My Good Friend Be?

[Sing to the tune of "Where, Oh, Where Has My Little Dog Gone?"]

Where, oh, where can my good friend be?
Where, oh, where can she be?
She starts with /j/ and ends with /ee/.
Where, oh, where can she be?
Where, oh, where can my good friend be?
Where, oh, where can he be?
He starts with /t/ and ends with /t/.
Where, oh, where can he be?

Fun with Names

[Sing to the tune of "Alouette"]

In the classroom,
Early in the morning
Hear the children
Playing with their sounds.
Change your name to start with /t/.
Change your name to start with /t/.
Name with /t/.
Name with /t/.
What's your name?
Shout it now

Singing Silly Names

[Sing to the tune of "If You're Happy and You Know It"]

If you change the /k/ in Kim to a /b/,
If you change the /k/ in Kim to a /b/,
If you change the /k/ to /b/,
Then **Kim** turns into **Bim**,
If you change the /k/ in **Kim** to a /b/.

Name That Sound

[Sing to the tune of "Bingo"]

What's the sound that starts these names:

Derek, Daniel, David?

/d/ /d/ /d/ /d/ /d/

/d/ /d/ /d/ /d/ /d/

/d/ /d/ /d/ /d/ /d/

Derek, Daniel, David.

What's the sound that ends these names:

Kenny, Katie, Kelsey?

/ee/ /ee/ /ee/ /ee/ /ee/

/ee/ /ee/ /ee/ /ee/ /ee/

/ee/ /ee/ /ee/ /ee/ /ee/

Kenny, Katie, Kelsey.

Twinkle Twinkle, Little Star

Twinkle twinkle, Little Star
What a wonderful friend you are!
With bright eyes and nice round cheeks,
Talented person from head to feet.
Twinkle twinkle, little star,
What a wonderful child you are!

Preparation and Instructions: It is important that you be similar heights for this activity. You may choose to stand, kneel, or sit with the child in order to obtain this position.

“Twinkle twinkle, little star,”

Hold the child’s hands and raise them slightly above your heads. Wiggle your fingers together for the “twinkle” representation of stars.

Georgie Porgie

Georgie Porgie, pudding and pie,
Gave his friend a big High Five!
With his friend he loved to play,
A gift of a smile he gave each day.

Preparation and Instructions: This poem provides the opportunity to expand the concept of gifts with children. True gifts are the love we share with each other, not the material goods. The children learn that smiling is a gift of joy to be treasured. As you expand on this rhyme, you can ask the children to name other “gifts” that can be given and insert them in the poem (e.g. a gift of “a hug” or “a wink” she gave each day). Other possible gifts include pinky hugs (little fingers intertwine), thumb touches, and a kiss (blow a kiss).

“Georgie Porgie, pudding and pie,”

Stand or sit facing the child, making eye contact as you say this first line. Move your shoulders up and down to the rhythm of the words.

“Gave his friend a big High Five!”

With both hands execute a loving, gentle High Five with the child.

**Related
Social Studies Activities:
Before, During and After
Prototypes**

Social Studies Activities

Match a Face

Cut faces with a variety of expressions out of a magazine, or photograph children with different emotions expressed on their faces. Given mirrors and these cards, the children can make their own facial expressions match the expression on the cards.

Pass a Face

Sitting in a circle, one child demonstrates a feeling on his/her face. The next child makes that same face and then makes a different face to pass to the next child.

Musical Chairs

Everyone sits in a circle of chairs, one per student. The teacher starts the game by completing the sentence, "I like..." Everyone in the group who likes that or has that object/characteristic/attribute then stands up and moves, much like musical chairs. The person who is left without a chair starts again.

What Is a Friend?

After explaining the rules for brainstorming (think of as many ideas as possible, even if they seem outlandish, and do not judge others' ideas), title a big piece of chart paper, "A friend is someone who..." If the children need prompting, ask them questions like,

- How do you know someone is your friend?
- How do you treat your friends differently than you treat people you don't know?

Tell children that they will be able to add to the list as they learn more about making and being friends. Another day, brainstorm a chart titled, "A friend is someone who does not."

Mirror Game

Explain that friends need to know how to lead and how to follow. Children stand facing each other in pairs. One child is the leader and the other is the follower. The leader moves his/her body, and the follower moves as a reflection in the mirror. Then change roles. Can be played with music to dance to.

Conflict Resolution

After reading *Shubert's Big Voice*, have pairs of children practice resolving conflicts using this format. Then share this format in your parent letter.

CHILD A: Mary hit me.

TEACHER: Do you want Mary to hit you?

CHILD A: No.

TEACHER: Then you need to tell her that.

(Teacher directs both children to look at each other's eyes)

CHILD A: Mary, please don't hit me.

CHILD B: Yes, Susan.

Who's Missing?

Children sit in a circle. Review each child's name. Children close their eyes while the teacher touches one child. That child quietly walks away and hides. The other children open their eyes to guess who is missing.

Understanding Moods and Emotions

Lakeshore has a poster set of moods and emotions (item #LC1184) that sets the stage for discussion and includes a guide with activities for building self-esteem, language skills, etc.

**Related
Art Activities:
Before, During and After
Prototypes**

Art Activities

Share a Button

After reading *Corduroy*, by Don Freeman, have each child trace a bear pattern and a pattern for Corduroy's overalls. Then have the children make two buttons that are the same shape and color and bring them to the circle without gluing them on Corduroy's overalls. The children sit in a circle with their two buttons and take turns telling about the color and shape of their buttons. The children then share one button with a friend until each child has two different buttons, which they can glue on Corduroy's overalls.

Share a Scale

After reading *Rainbow Fish*, by Marcus Pfister, have each child make a fish out of two paper plates. Cut a triangle mouth, and use that piece for the fish tale. Staple the two plates together. Decorate scales to glue on the fish. Let a friend choose any one scale, or the teacher can share a shiny scale made out of aluminum foil with every child.

Friendly Hands

[From *Teaching Young Children Using Themes*, edited by Marjorie Kostelnik]

Help children make a handprint mural. Prints can be made using paint, traced with marker or crayon, or traced and cut out and glued to the mural. Label the handprints with children's names and display. Children's handprints can also be put on squares and displayed like a quilt (Our Kindergarten Friendship Quilt).

Extension: Discuss the concept that hands are for helping. Children can suggest things that hands are good for, and ways they should not be used. Children can also choose one example to write about and illustrate for a class book. A blackline master can be found in the appendix.

Sharing the Paper

Children can work together to create a work of art using any media – finger paints, watercolors, chalk, etc. When they are finished, they can each write their names on the art and display for all to enjoy.

Name

Hands are for

Name

Hands are for

**Related
Physical Activities
To do
Before, During and After
Prototypes**

Physical Activities

Practicing Greeting a Friend

[From *Parachute Play for Indoor/Outdoor Fun*, by Liz and Dick Wilmes]

After discussing that friends greet each other, have children enjoy greeting each other under a parachute.

- The teacher should call on two children. Say, “John and Jim walk under the chute and say “hi” by smiling at each other.”
- All the girls let go of the chute, walk three giant steps to the middle and bow. Walk back.
- Boys let go of the chute; walk two giant steps to the center and bow to each other. Walk back.
- Call on three children. Have them slide to the middle and wave to each other.
- Call on two children to go under the parachute and give a high five.

Play cooperative musical hoops

Teacher puts several hula-hoops on the floor in a circle. Children start by standing in the hoops. Then the children walk around the hoops while the teacher plays music. When the music stops, the children have to arrange themselves so that all the children are in a hoop. This means that there will be more than one child in a hoop. The teacher will take a hoop away, and the children play again.

Caterpillar

Sort the children in same gender groups of four. The children sit in a row looking at each other’s backs. The first child crosses his/her legs. The other children rest their feet in the lap of the child in front of them to make a caterpillar. The children move together using only their hands.

Related Math Activities:

Before, During and After Prototypes

Math Activities

Companionable Counting

[From *Teaching Young Children Using Themes*, edited by Marjorie Kostelnik]

To give children practice in one-to-one correspondence and counting, give each child a collection of two kinds of counters (buttons, chips, counting bears, etc.). Suggest that they make a line of one kind of counter and then give each counter a “friend” by placing a counter of the second type next to each one. Have the children count the friends and tell how many they have. Next, rearrange the counters so they’re not in pairs, and ask the children whether each counter still has a friend. Realign the counters in their original positions to help children check their predictions.

Friendly Patterns

[From *Teaching Young Children Using Themes*, edited by Marjorie Kostelnik]

Provide materials for building a pattern (paper squares of different colors, blocks, cubes beads, pegs). Suggest that pairs of friends work together to make a continuous pattern. Then, one child can start a pattern and the other can extend its repetitions.