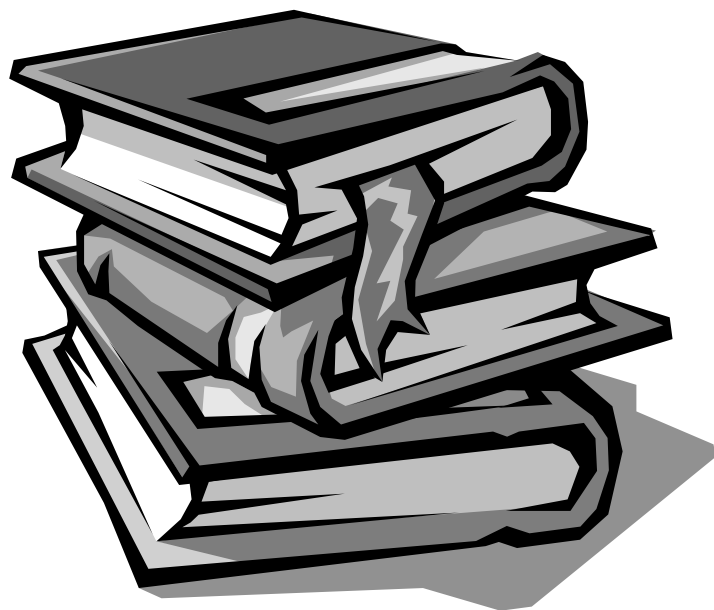
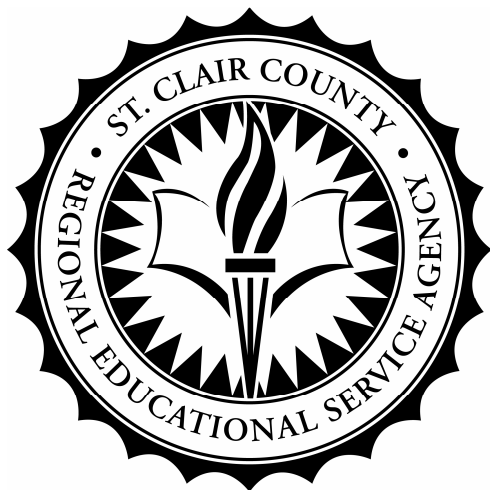


English Language Arts Prototype



Suggested for: **Kindergarten**
Friendship

Prototypes developed by
St. Clair County Educators
Revised January 2005



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PART 1

WRITING FROM KNOWLEDGE AND EXPERIENCE

PART 1: SESSION 1 PREWRITING

DIRECTIONS:

With your partner, discuss the questions and statements below. Make sure each of you have an opportunity to share his or her ideas.

TALKING AND THINKING ABOUT THE TOPIC:

Friendship – having someone as a friend that likes the same things you like.

TALK ABOUT FRIENDSHIP:

What is friendship?

Tell some things that friends do for each other.

Describe your best friend. Why do you care about them?

PART 1

PART 1: SESSION 1 DRAFTING

DRAWING AND WRITING ABOUT THE TOPIC: Friendship

Draw a picture showing a time when you helped a friend.

You may use examples from real life, from what you read or watch, or from your imagination.

When you are ready, you may begin your picture.

Be sure to include details in your picture.

Write about what is going on in the picture.

PART 1: SESSION 1
PEER RESPONSE

DIRECTIONS:

Share your picture and story. Each student will read his story to the group.

QUESTION FOR GROUP:

Are my ideas easy to understand?

KINDERGARTEN ANALYTIC RUBRIC

Qualities of Writing	4	3	2	1
Content and Ideas	Writing sticks to topic with: <ul style="list-style-type: none"> • text enhancing drawing • appropriate details/examples; e.g., prior knowledge/experience • two or more sentences. 	Writing/drawing is on topic and shows development of topic with details/examples.	Writing/drawing is generally on topic. Details/ examples may be limited.	Writing/drawing shows little or no development of topic.
Organization	There is a logical sequence from beginning to end.	There is an attempt at a logical sequence from beginning to end.	There is an attempt at sequence and/or development of ideas.	The writing shows little direction.
Style/Voice	The writing interests the reader; for example <ul style="list-style-type: none"> • risking with interesting words and a variety of sentence structures. • using humor and descriptive detail • appropriately using words available in the room. 	The drawing/writing holds the reader's attention.	Sentences and vocabulary are limited.	Written vocabulary is limited; e.g. one or two words, not a complete sentence.
Conventions	The writing consistently demonstrates knowledge of sound/letter correspondence and accuracy in punctuation and capitalization. Spacing between words, accurate letter formation, and left-to-right sweep contribute to ease of reading. Surface feature errors do not interfere with understanding.	The writing demonstrates some knowledge of sound/letter correspondence and shows some attention to punctuation and capitalization. Surface errors do not interfere with understanding.	Surface feature errors make understanding difficult. There are at least initial consonants for most words.	Writing shows little or no use of writing conventions or sound/letter correspondence.

- Not ratable if:
- A Off topic
 - B Illegible
 - C Written in a language other than English
 - D Blank/refused to respond

PART 2a
READING FOR UNDERSTANDING

Directions:

In this part of the test, you will be reading two selections that are related.

FIRST READING SELECTION

Being Friends
by Karen Beaumont

Read the story aloud to the whole class four times over a one-week period. After the first reading have a discussion about the main character's actions and why they did what they did. After the second reading have a discussion about whether it was right or wrong for them to behave the way they did. After the third reading have a discussion about what the character got for behaving the way they did. After the fourth and final reading have a discussion about the lesson learned in the story.

SECOND READING SELECTION

I Can Be Your Friend
By Phil Vischer

Read the selection aloud to the whole class four times over a one-week period. After the first reading have a discussion about the major idea of the text. After the second reading generate a list of supporting details found in the selection. After the third reading have a discussion about the lesson learned from the texts. After the fourth and final reading have a discussion about how the text might inform the students to change their behavior.

I Can Be Your Friend

words and music by Phil Vischer

Have you ever seen a boy with funny clothes,
A girl with braces on her teeth or freckles on her nose?
Some kids call them odd balls; some kids call them weird
Is it my imagination, or does Aunt Ruth have a beard?

There are lots of people in all colors, shapes and sizes.
We love them very much, and what we need to realize is
That calling people names because they're different is wrong.
Instead, we need to look on them in love and sing this song:

I can be your friend;
I can be your friend.
Any day in any weather,
We can be friends and play together!

Yeah, we're all pretty different,
Some are skinny; some are stout.
But the inside is the part
That we're supposed to care about!

Aye! That's where we've got feelings
That are very much the same.
And so, instead of "weirdo,"
I think "friend's" a better name!

I can be your friend;
I can be your friend.
If your hair is red or yellow,
We can have lunch. I'll share my Jell-O!

I can be your friend;
I can be your friend.
It's okay if we are different
We can still play, 'cause I can be your friend!

Note: italicized words were changed to remove religious bias

CROSS-TEXT QUESTIONS

After reading *Being Friends* and *I Can Be Your Friend*, have a discussion using some of the following questions.

How are the two selections alike?

How are the two selections different?

Do you agree that the theme of these two selections is friendship?

Why do you think the authors wrote these selections?

PART 2b

READING AND WRITING

APPLYING IDEAS TO A TASK

DIRECTIONS:

During Part 2a of this test you read *Being Friends* and *I Can Be Your Friend*.

Draw a picture showing how being a friend to others can help you in your own life. Write about your picture.

PART 3

LISTENING FOR UNDERSTANDING

DIRECTIONS:

In this part of the test, you will be listening to a story on tape.

LISTENING DIRECTIONS:

Concentrate on listening to *The Lobster and The Crab* as a story. As you listen think about the actions of Lobster and Crab and what you could learn from them. Do Lobsters and Crab's actions remind you of something you or someone you know has done?

LISTENING SELECTION

DIRECTIONS:

After listening to *The Lobster and The Crab*, draw your favorite part. Label the characters if you can. Share with the class.

Questions: How do Lobster and Crab show friendship?
 What lesson can you learn from this story?