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# A Unit on Friendship

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Written by  
Jennifer Berthelot

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## Introduction

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The purpose of this unit is to introduce students to a variety of friendship issues using high-quality children's literature. Brief summaries and suggested activities have been provided for each primary literature selection. *A Unit on Friendship* includes literature selections and related activities in reading, writing, speaking, listening, the arts, math and social studies. The activities have been collected and organized to teach about the following friendship issues:

- Making Friends and Friendly Behavior
- Difficulties in Friendships
- Mixed-Sex Friendships
- Intergenerational Friendships
- Interracial and Cross Cultural Friendships
- Imaginary Friends
- Loss of a Friend

Each issue is explored through at least one literature selection. However, in the event that the main literature selection is not available in your library, some additional literature suggestions have been provided to help you identify other possible resources. Furthermore, the additional selections can be used to extend or modify the activities and teachings of the main issues to better meet your students' needs. You may wish to refer to page 38 where you will find a *List of Children's Literature* that is related to the friendship theme.

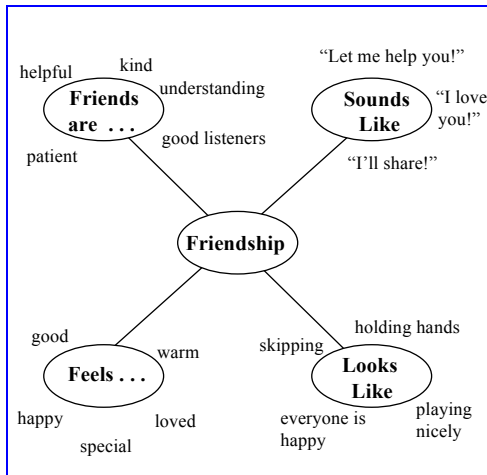
The literature-based activities outlined in this unit do not have pre-assigned time requirements. Therefore, you decide if the activities can be completed in a given period or if your students need additional time to complete the activities successfully. This unit can be used in its entirety but it has been designed so that each section or issue can stand-alone. If, for example, you are teaching this unit to grade three students and you want to focus on friendly behavior, the sections on losing a friend and imaginary friends can be easily omitted. This arrangement allows for a great deal of teacher choice and flexibility.

### About the Literature Selections

Although most of the literature selections are picture books and the majority of the activities are **designed for use with K-3 students, many of the activities can be modified for use with older students**. In some cases, the additional literature suggestions include novels and more difficult books. Novels and books above student reading ability can be read aloud to students during a daily reading program or used to supplement the unit in other ways. It is up to you to decide how the literature selections should be read: out loud, silently, in groups, as a class, and so forth.

Finally, in the sections entitled *Getting Started* and *Wrapping Up* you will find several activities that can be used to introduce and conclude *A Unit on Friendship* successfully.

## Building Friendship Vocabulary



Create a class web of friendship words! Place the word *friendship* in the center and make up categories for the main web titles, such as: *sounds like*, *looks like*, *feels*, *friends are*, *memories*, *friends we have*, and so forth. Students contribute words that they personally associate with the concept of friendship. Accept all words and eliminate words that do not belong at a later time *only* if the class agrees that the word has nothing to do with friendship. (For example, a student may contribute *fight* as her friendship word and although we do not think of fighting as a friendly thing to do, fighting and disagreeing are often part of friendship.) This friendship web can be posted on a bulletin board and continually

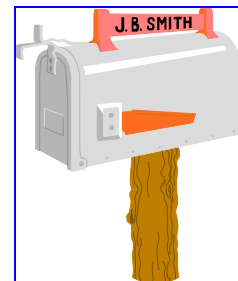
modified throughout the unit. Encourage students to use as many of the words as possible in their own writing. Teachers can use the web to address any misconceptions students may have about friendship or to identify areas where students are lacking experience and knowledge. To extend this webbing activity students can *Web a Friend* by placing a friend's name in the center of a web. Then, they can web characteristics, experiences, events, and so forth.

## Friendship Dictionary

Encourage students to collect friendship words in a personal friendship dictionary. Younger students can print their favorite words and then draw a picture to remind them what the written word says. Encourage older children to write sentences or record memories that use the friendship words. Students can collect the words from the literature they read, their own experiences and from the class webbing activity. When writing, encourage children to refer to their dictionary for the correct spelling of friendships words.

## Secret Friends

Assign each student a secret friend. The secret friends are only allowed to correspond with one another in writing by 'mailing' letters for delivery to the personal mailboxes. Provide a mailbox for each student and a mail drop for the anonymous notes. A student can be assigned to deliver the notes to the proper mailboxes. Allow time each day for students to write a note to their secret pals and to check for mail. Consider assigning occasional topics for students to write about (write something nice about your secret pal today or compliment your secret pal if you have seen him or her doing something friendly). At the end of the unit have the secret friends reveal themselves to their partners. Note: If a child is sick write a note to his or her secret pal so that a student does not learn who his or her secret pal is through the absence of a letter. The *Secret Friends Mailing* program can be introduced by reading *Anna's Secret Friend* by Y. Tsutsui. Teachers can also use the mailboxes to correspond with individual students.



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## Pen Pals/ Key Pals

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- Set up a pen pal/ key pal (e-mail) program by contacting another classroom teacher who is interested in doing the same (in another country, city or local school).
- Schedule time to read mail and respond to pen pals.
- When the unit is over, encourage students to keep their pen pals.
- If students have key pals or pen pals from other cities and countries, use the pal's location to teach about map reading skills, geography and the cultures of different people from around the world.

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## Advice Column -- Daily Writing Activity

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Find a spot on the wall where you can post a daily (or weekly) friendship related problem. Give the students time to read the problem and to write a reply to the anonymous person who has the problem. Student responses can be posted beside the original letter for everyone to read. This on-going activity will encourage students to think about a variety of friendship problems and they will begin to consider possible alternatives when they find themselves in a “friendly” bind. Possible problems may include: jealousy, fighting, sharing, telling someone's secrets, rivalry, being teased by peers, dealing with the loss of a friend, and how to make new friends. Consider posting friendship related poetry that presents the joys and sorrows of friendship and encourage students to write anonymous responses.

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## Bulletin Board -- Friendly Collage

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Instruct students to make a friendship bulletin board by creating an enormous collage of friendship words, pictures, stories, poems, riddles and jokes. Students may want to bring pictures from home (clearly identified), cut pictures, words and short stories from magazines, or write descriptions of friends and friendly behaviors. Watch the bulletin board collage grow throughout the unit. Allow time for students to discuss the bulletin board at the end of the unit to reflect on what they have learned.

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## Friendship Games (Grouping Activities)

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**Hook Up:** Students move freely around an open space. At the sound of a double whistle, students must “hook up” with the person closest to them. The pair becomes “friends” and they can only move if they continue to be “hooked up.” At the sound of a single whistle, students break apart and move on their own again until they hear another double whistle instructing them to hook up again. If students are hooked up already when they hear a double whistle, the pairs then hook up with other pairs. Encourage the students to be creative when hooking up (holding hands, piggy back, one behind the other hopping). If there are an uneven number of children, the double whistle should instruct children to hook up into appropriate group numbers so that no one is left out.

**Put It Together:** Split the class into two even groups. On small cards have the students from one group write an interesting detail, fact or characteristic about themselves (birthday, initials, color of their clothes). Collect the cards, mix them up and hand them out to the other group (one per student). Allow the students to mingle for 3-5 minutes while they find the original owner of the card that they are holding. Once the owner has been found, the students are in pairs and ready for group work.

**Friendship Knots:** Students stand in a circle holding hands. One student walks across the circle to the other side (still holding hands) and steps over, or goes under, the hands of the children on the other side of the circle. Students take turns tangling themselves up until no more movement is possible. Students continue to hold hands and try to untangle themselves. To untangle the group, everyone must cooperate. When doing this activity for the first time, children should practice in small groups of 3-5 before the entire class ties a friendship knot.

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### Reading Center

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Refer to the *List of Children's Literature* provided on page 38 for literature suggestions to include in a classroom-reading center. Include books that vary in difficulty and genre so that students are exposed to a variety of literature. Also, encourage children to read in their spare time and allow them choice in their reading material.

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**Literature Selection: *Willy and Hugh* by Anthony Browne**

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**Summary**

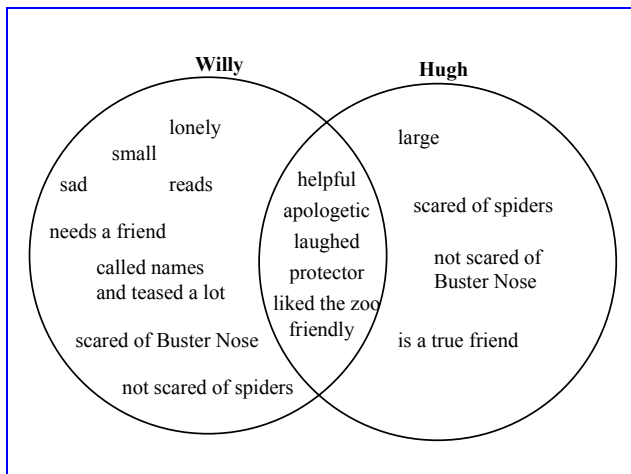
Willy is sad because he has no friends. He bumps into Hugh Jape one day and he learns that their friendship can still be wonderful even if the two of them are quite different. Browne creates several humorous situations for readers to enjoy.

**Suggested Activities:**

- Venn Diagram
- Listening for Order
- Pantomiming Events
- Humor -- How the Author Makes Us Laugh

**Venn Diagram -- Similarities and Differences**

Read and discuss the story *Willy and Hugh*. As a class, create a Venn diagram that represents the similarities Willy and Hugh share and the qualities that make them unique. The diagram may look something like this:



Once the class has used the Venn diagram to identify the similarities and differences of Hugh and Willy, it is time for the students to Venn diagram the similarities and differences that they share with a friend. Consider pairing students up to encourage oral discussion, rather than letting them work independently. Also, encourage students to discuss activities they could do together based on the information in the Venn diagrams. This activity will help students get to know one another better and is a great way to start off the year.

**Listening for Order<sup>1</sup>**

Explain to your students that they must listen very carefully to the story so that they will be able to complete the activity that will follow. Re-read *Willy and Hugh* to your students and have the students identify the correct order that the events took place in the story. In *Willy and Hugh* the sequence of events looks something like this:

1. Willy is lonely because he has no friends.
2. Willy's peers tease him.
3. Willy bumps into Hugh Jape and they become friends.
4. Hugh protects Willy from Buster Nose.
5. Willy and Hugh go to the zoo together.
6. Willy and Hugh go to the library together.
7. Hugh sees a spider and he is scared. Willy moves the spider for Hugh.

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<sup>1</sup> This activity has been adapted from "Listening for Sequences" in *Language Arts Activities for Children, 3rd ed.*, by Donna Norton. Page 84.

### 8. Hugh and Willy make plans to meet again and they do!

Once the students have identified the correct sequence of events, reproduce the sequence on a piece of paper. Cut the sequence into strips and mix the order of the strips. Read the mixed up version of the story events. Mix the order several times to demonstrate that the order of events is critical to the success of the story. Finally, have the students arrange the strips into the correct order. The entire class can do this activity together or each student can have their own set of strips to manipulate. If this activity is done individually, students can read their mixed up version of the story to a group of peers. Each child is responsible for gluing the strips back into the correct order. Also, groups of students could be assigned to create a large illustration for one of the events in the sequence (one group per event). Then, the illustrations could be posted on a wall and used as students practice re-telling the complete story.

### **Pantomiming Events**

Once the students have established the sequence of events it is time for students to put the events into their own performances. Post the order of events for all to see and have the students break off into pairs. Have the students mime the events (one plays the role of Willy, the other plays Hugh) in the story. To extend this activity, have students discuss the mood or feeling of the story. Then, listen to various pieces of music and identify which piece of music fits best with the story line and mood. Have students do their miming to the music to create their own “Making a Friend” dances.

### **Humor -- How the Author Makes Us Laugh**

Anthony Browne has used some humor to create an enjoyable story. Have students identify the ways in which Browne makes *Willy and Hugh* humorous. They must provide logical statements to support the points they have identified. The following is an example of an acceptable student response:

The author has named one of the characters Hugh Jape. At first I thought his name was just Hugh but when it is read aloud as Hugh Jape is sounds like Huge Ape. Hugh is really a huge ape so that makes his name funny.

Students can reproduce the funniest moment in the story by drawing a picture and labeling it or by writing an explanation of their drawing. Also, encourage students to introduce humor into their own writing by playing with words and sounds like Browne does (ie. Hugh Jape).

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**Literature Selection: *Franklin is Bossy* by Paulette Bourgeois**


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**Summary**

Franklin and his friends have a fight because Franklin is constantly telling the others what to do and he never listens to anything that the others have to say. Finally, Franklin's friends decide not to put up with his unfriendly behavior and Franklin is forced to play alone. Eventually Franklin and his friends make up and Franklin learns to compromise so that everyone is happy.

**Suggested Activities**

- Modeling Characterization (Franklin)
- Writing Franklin -- Giving Advice
- Role Play
- Friendship Recipes

**Modeling Characterization<sup>2</sup>**

An author creates a believable and attractive character by giving readers information about the character that shows readers that the character is not all bad or all good. Information about characters is communicated to the reader

- through narrative text or the author's literal descriptions about the character  
Example: "Franklin the turtle could zip zippers and button buttons. He could count by twos and tie his shoes. He had lots of friends and one best friend, named Bear."
- by describing actions of the characters  
Example: "Franklin saw that he was losing and cried out ... "Slowest one wins!" as he crawled across the finish line last."
- by letting readers know the thoughts of the main character and other characters  
Example: "He missed Bear and all his Friends. And he had lots of time to think. He would go to Bear and apologize."
- through dialogue shared between characters  
Example: "That's not fair," said Bear.

Share the above examples of characterization with your students to help them understand how an author develops a character. Then, model the process of inferencing using the examples listed below. Encourage students to join in with you as they catch on to the process of inferencing characterization. Once students feel comfortable making inferences on their own, let them practice this new skill on various books with strong characterization that share the friendship theme.

**Example One:**

1. Begin reading *Franklin is Bossy*, stopping at the end of the first page.
2. Ask the question, "What do we know about Franklin?"
3. Answer: We know that Franklin is smart. We also know that Franklin is a nice turtle. He feels good about himself.
4. Evidence: In the text it says that Franklin can count and tie his shoes and zip zippers and button buttons. The text also says that Franklin has lots of friends.
5. Reasoning: I think that Franklin must be nice if he has lots of friends because no one is a friend with someone who is mean. If Franklin has a best friend he must be a really good

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<sup>2</sup> The steps used to present the modeling of characterization have been taken from *The Impact of Literature-Based Reading* by Donna Norton.

friend because I would not be a best friend with someone who did not know how to share or play with me nicely. I also know that Franklin thinks his fight with Bear is awful, so he must not like fighting with his friends. He likes to be happy and friendly with people.

**Example Two:**

1. Read the next three pages of text.
2. Ask, "What else do I know about Franklin?"
3. Answer: Franklin is not a very fast runner and he does not like to lose. He does not seem to care what his other friends think. Franklin seems to be pushy. He can't cooperate.
4. Evidence: In the text it says that when Franklin was losing the race he changed the rules so he would be the winner. Bear did not think that was fair and Franklin just ignored him. Franklin is always telling everyone else what to do, "You always pick the games." Franklin ignores his friends whenever they try to tell him they do not want to do something.
5. Reasoning: It is not fair for Franklin to change the rules of a race so that he wins all of the time. Bear even says, "That's not fair." Franklin is not always nice. He tells the others what to do all of the time. When my friends are bossy I get really mad at them.

**Example Three:**

1. Read the next two pages of text.
2. Ask, "What else have I learned about Franklin?"
3. Answer: I think that Franklin knows that he was wrong to cheat and to push his friends around.
4. Evidence: He was mad at Bear for saying he did not want to play with him but Franklin does not tell his father what is wrong when he asks him. Franklin just says that, "There's no one to play with." Franklin is not telling the whole truth.
5. Reasoning: Sometimes when I know I have done something wrong I do not tell the whole truth to my parents. I might even make something up so that I do not look so bad because I do not want my parents telling me what I have done wrong. I already know that I was wrong but I do not want to admit it to anyone because I do not like to be wrong. That is what Franklin does.

**Example Four:**

1. Read the next three pages of text.
2. Ask, "Has Franklin's time alone taught him anything?"
3. Answer: Yes, Franklin learns that he gets really bored when he has no friends to play with but he still has not learned why his friends do not want to play with him.
4. Evidence: It says in the text that Franklin play by himself for an hour and then he ran out of things to do so he went to find his friends. When he finds his friends he starts bossing them around right away.
5. Reasoning: If Franklin had learned that his friends did not like him when he was bossy then he would not have come back and started bossing them around. I try to change when my friends think that I am mean or bossy and Franklin would too if he knew that's why they did not want to play with him.

**Example Five:**

1. Read the next three pages of text.
2. Ask, “How do we know that Franklin has learned what he has done wrong?”
3. Answer: Franklin sees his father helping his friends and he learns that even his dad and his friends fight but they make up. Franklin thinks about what has happened with him and Bear and he decides he was wrong and he should go apologize. Franklin also learns how much he misses Bear and his other friends.
4. Evidence: Franklin heads to Bear’s house to apologize and he admits that the fight was all his fault.
5. Reasoning: Franklin would not go to apologize to Bear unless he realized he had done something wrong, and he understands that the fight would not have happened if he had not been so bossy.

As you model the above examples to the students they should begin providing their own answers, evidence and reasoning for their answers. Students can finish *Franklin is Bossy* continuing to infer characterization. Then, the class can discuss the friendly and unfriendly behaviors Franklin displayed throughout the story. Also, ask student to decide whether or not they would like to be Franklin’s friend. Have them provide strong support for their answers. In most cases, although Franklin is bossy, readers still like him because he can admit when he has done something wrong and he really does love Bear. Because his character is well developed, readers learn both the good and the bad points about Franklin.

**Writing Franklin -- Giving Advice**

Begin reading *Franklin is Bossy* through to the line, “And I don’t want to play with you, either!” At this point stop reading and have the students write letters of advice to Franklin to help him repair his friendship with Bear. Have the students share their written responses with a partner. Or, have a class discussion and create a letter to Franklin from the class on chart paper. Once the letters are done, continue reading the book through to the line, “Franklin turned his back and went home.” Discuss how the fight between Bear and Franklin began and have the students elaborate on the advice they have already written to Franklin. Discuss how things would have been different for Bear and Franklin if Franklin had followed some of the students’ advice. Finish reading the story. Discuss times when students have said sorry and it made things better and times when saying sorry was not enough to fix a relationship.

**Role Play**

In pairs, have student role play the part in the story where Franklin is being bossy and he begins to fight with Bear. Have the students create different ways to “fix” the friendship or to remove the conflict. Students can perform the role plays for one another and the class can discuss some of the ideas the students have come up with for getting along better with friends. Also, discuss how the students felt when they were in role. How did Bear feel about Franklin? How did Franklin feel when his friends would not do as he said?

### **Friendship Recipes**

Through examining the character of Franklin and through discussions and role plays about getting along with friends, students will have become more aware of friendly behaviors. Create “Friendship” recipes using friendship related words for the special ingredients. Provide students with examples of real recipes so their writing can be put into a recipe format.

#### **Recipe for Friendship**

You'll need:

1 cup Time	2 ears for Listening
2 cups Patience	6 cups Love
1 1/4 cup Understanding	a pinch of Need

In a large bowl mix the Time and Patience together until blended evenly. Add one cup of the Understanding, two Ears, and the entire six cups of Love. Mix in the remaining quarter cup of Understanding as needed and sprinkle a pinch of Need over the mixture. Pour into a willing heart and bake carefully for 20 years at 200°F. Yields enough friendliness to last a lifetime!

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### **Additional Literature Suggestions**

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*King of the Playground* by Phyllis Reynolds Naylor (bullying)  
*The Giving Tree* by Shel Silverstein (selfishness)  
*Wilfrid Gordon McDonald Partridge* by Mem Fox (helping)  
*Amos & Boris* by William Steig (helping)  
*Crow Boy* Taro Yashima (being cruel, accepting people)  
*Sam, Bangs & Moonshine* by Evaline Ness (lying)  
*The Unfriendly Book* by Charlotte Zolotow  
*The Hating Book* by Charlotte Zolotow  
*The Grouchy Lady Bug* by Eric Carle  
*The Boy with A Problem* by Joan Fassler (being sympathetic)  
*A Toad for Tuesday* by Russell E. Erickson (short novel-making friends)

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**Literature Selection: *Best Friends* by Steven Kellogg**


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**Summary**

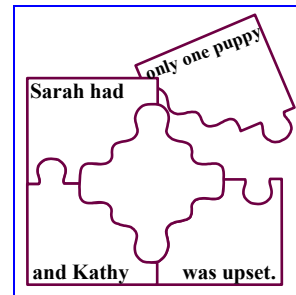
When Kathy and Louise are separated over the summer, Kathy becomes jealous of Louise's new friends. Kathy feels lonely and she thinks that Louise does not miss her at all. Kathy is mad and she begins to think of ways she can "fix" Louise for not being her best friend anymore. The girls sort things out and Kathy realizes she is lucky to have a special friend like Louise.

**Suggested Activities**

- Story Puzzle
- Sorting Characteristics
- Pantomiming Emotions
- Open Journal Response

**Story Puzzle**

On durable cardboard, students draw a picture of one of their favorite events from *Best Friends* and then they write a sentence that describes what they have drawn. Next, the completed picture and sentence are cut up into puzzle pieces. Encourage children to vary the shape and size of each puzzle piece, avoiding straight lines. The puzzle pieces are mixed up and the students trade their puzzle with another student. Students assemble the puzzles. Once the students have had the chance to put a few puzzles together, discuss the events they decided to record and classify the puzzles as a beginning, middle or concluding event. Once the puzzles have been classified, discuss the results. Have more children picked a middle event to reproduce? Why might this be? Discuss where the events fit in on a plot development graph.

**Sorting Words**

Get students talking about the words in this literature selection. Below is a list of words from *Best Friends*. In pairs (or individually) students cut up the words and sort them into categories such as friendly words, feelings, characteristics of friends, and so forth. Students can make up their own categories as long as they can support why they have sorted the words the way they have.

<b>play</b>	<b>nurse</b>	<b>afraid</b>
<b>worried</b>	<b>lucky</b>	<b>help</b>
<b>share</b>	<b>lonely</b>	<b>fun</b>
<b>jealous</b>	<b>special</b>	<b>excited</b>
<b>pretended</b>	<b>fair</b>	<b>mad</b>
<b>glad</b>	<b>rescue</b>	

**Pantomiming Emotions**<sup>3</sup>

In *Best Friends*, Kathy experiences many different emotions during her friendship with Louise. Below are some cards that describe an event and an emotion. Cut the cards up and have students (in groups) pantomime the emotion while other classmates guess what emotion is being pantomimed.

<p><b>WORRIED</b></p> <p>Kathy is worried that Louise has forgotten all about her during her summer vacation.</p>	<p><b>JEALOUS</b></p> <p>Kathy receives a postcard from Louise and she learns that Louise is making all kinds of new friends.</p>	<p><b>LONELY</b></p> <p>Louise's Aunt and Uncle have just taken Louise away for the summer and Kathy is feeling very lonely.</p>
<p><b>SADNESS</b></p> <p>"Summer came, and so did Louise's Aunt and Uncle. They took her to a mountain resort for a vacation."</p>	<p><b>WILD CARD!</b></p> <p>Act out any emotion.</p>	<p><b>MAD</b></p> <p>Only one puppy is born and Louise gets it. Kathy is really mad because now she doesn't get one at all!</p>
<p><b>HAPPINESS</b></p> <p>Louise tells Kathy that the puppy should belong to both of them.</p>	<p><b>EMBARRASSED</b></p> <p>Kathy has had horrible thoughts about Louise during the summer and when she learns she had been wrong she is embarrassed.</p>	<p><b>EXCITEMENT</b></p> <p>Kathy is excited to when she learns Sarah is going to have puppies and she gets to have one!</p>

**Open Journal Response**

Students respond to the story in their journals in any way they feel is appropriate. The type of response is entirely up to the students but you may need to offer some suggestions to get some students started. Possible responses may include:

- writing about how something similar has happened to them
- creating a poem in response
- changing the ending
- discussing what they liked or disliked about the story or characters
- stating an opinion or observations about the illustrations
- explaining what they would like to change about the book and why

<sup>3</sup> Adapted from *Language Arts Activities for Children, 3rd ed.*, by Donna Norton. Page 49, part d.

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## **Literature Selection: *The True Francine* by Marc Brown**

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### **Summary**

Francine's friend Muffy copies Francine's answers on a test and then Muffy lets Francine take the blame for cheating. Muffy eventually realizes she must face the consequences of her actions and the girls make up.

### **Suggested Activities**

- Dilemma Cards -- Role Playing
- Diary Entry
- Poster Making
- Creating Riddles

### **Dilemma Cards**

If friendships are going to be healthy and successful, children must understand that being a good friend comes with some responsibilities. Good friends should be honest and trustworthy. In *The True Francine*, students will learn about the consequences of making a bad decision and being an unfaithful friend. Children face problems every day and often the decisions they have to make are not easy. Practice making "good" decisions by role-playing dilemmas. Some dilemma cards are provided on page 40 or students can brainstorm dilemmas to role-play that they have faced in their own lives.

### **Diary Entry**

Muffy has been dishonest and she has been unfriendly. How must she feel knowing what she has done to her friend? Write a diary entry, pretending you are Muffy. Write about how you feel, explain why you lied, and explain how you think Francine is feeling about what you have done.



### **Poster Making**

Decorate the classroom with colorful posters that are full of tips on how to be a good friend, how to deal with difficulties in a friendship, how to make up after a fight, how to make a new friend and so forth.

### **Creating Riddles**

Have students create their own friendship riddles. Give the students time to try to solve some of the riddles created by classmates.

Examples:

- What do a good friend and a wall have in common? They can both be leaned on.
- Why did the child laugh when his friend said he would listen to all of his problems? His friend was all ears!
- What does a worm stuck under someone's shoe and a good friend have in common? They are both under-standing!

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**Additional Literature Suggestions:**

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***Rosie & the Yellow Ribbon* by Paula DePaolo**

When her favorite yellow hair ribbon goes missing, Rosie accuses her friend Lucille of taking it. Rosie learns of her mistake and must apologize to her friend.

***Time for School Nathan!* by Lulu Delacre**

Nicholas is jealous when Nathan goes off to school and makes some new friends.

***Rosie and Michael* by Judith Viorst**

This story presents a realistic overview of the ups and downs of a good friendship.

***Three Wishes* by Lucille Clifton**

Zenobia and her friend Victor have a fight about the three wishes she should make on a lucky penny. Once Victor leaves her home she uses her last wish to win her friend back.

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## **Literature Selection: *Jennifer Jones Won't Leave Me Alone!* by Frieda Wishinsky**

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### **Summary**

This rhyming story is about a young boy who complains about Jennifer and her affectionate behavior towards him. She adores him but his friends tease him so he pretends he does not like her. She moves away for a while and he misses her more than he thought he ever would. When he learns she is moving home he decides to tell everyone how he really feels.

### **Suggested Activities**

- Writing and Performing Poetry (Pros and Cons of Mixed Sex Friendships)
- School Survey
- Graphing Data and Math Problems
- Debate

### **Writing and Performing Poetry**

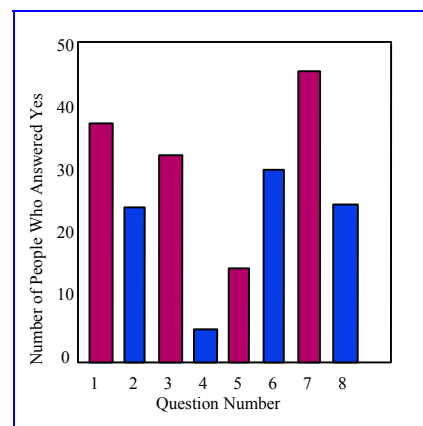
Have students identify the pros and cons of mixed-sex friendships. Write the list on the board for student reference. Have students write a poem about the pros and cons of mixed-sex friendships to be shared with a group of students (4-5). The groups then identify one of the poems that they would like to perform using Readers Theater. Introduce some of the different ways that readers can perform Readers Theater (for example, each student reads a stanza, one student joins in each stanza until all are reading, pairs read alternating lines, and so forth). To extend this activity, give the students musical instruments, props and puppets to perform the poems.

### **School Survey**

As a class, create a survey form that consists of approximately 5-7 questions about mixed-sex friendships. At recess, or during a prearranged “survey time” with other classroom teachers, have students distribute the surveys to other students. Once the students have completed the questions, collect the surveys and tally the data. If you have access to computers, introduce how computers are used to tally the data and show what types of things a computer can do with data (graphing, sorting, etc).

### **Graphing Data and Math Problems**

Make a wall graph that represents the results of the survey questions. Discuss the graph with the students and then have them answer some teacher created math problems based on the data on the wall graph. Or, have the students make up their own questions that could be answered using the wall graph. Students complete the questions created by a peer.



### **Debate**

Divide the class into two groups. Each group defends a position, either 'GIRLS AND BOYS SHOULD NOT BE FRIENDS' or 'BOYS AND GIRLS SHOULD BE FRIENDS.' Set up the class for an oral debate. Give each group some time to come up with some points to support their position. Establish the rules of the debate. Have the groups switch positions after a while and debate again. Discuss the debate. Which argument was better? Why? Did both positions have valid arguments?

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### **Additional Literature Selections**

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#### ***Everett Anderson's Friend* by Lucille Clifton**

Everett learns that having a girl for a friend is not so bad after all.

#### ***Best Friends for Frances* by Russel Hoban**

Frances shows her male friend that there is no reason to have "boys only" activities and that there are certain benefits that come with having female friends.

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## **Literature Selection: *Yo! Yes?* by Chris Raschka**

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### **Summary**

*Yo! Yes?* is a cheerful story about a two boys who become friends. Raschka uses simple words and punctuation to make this story come alive! A great read aloud. The language can be used as a springboard to discuss cultural differences.

### **Suggested Activities**

- The Power of Punctuation (Choral Reading)
- Writing Assignment
- Drama - Acting it out!
- Book Making

### **The Power of Punctuation**

After reading this book with your students and discussing the story line, re-read it, focusing on the punctuation and oral expression. Have your students practice their oral expression as you read. Discuss the function of the punctuation used so that all of the students understand at a comma there is a pause and with an exclamation mark there is excitement. Experiment saying words with different punctuation marks to demonstrate to the students that punctuation can make a difference in the meaning that is conveyed, even through a single word! (Me? Me! Me.) Also, give the students a card with a punctuation mark on it and instruct them to say something using the correct punctuation. The other students guess which punctuation mark the student is expressing. Once the students understand the punctuation symbols used in the book, split the class in half. Have one group read the one child's lines while the other group reads the other child's lines (choral reading). Encourage the students to say their lines with as much expression as possible.

### **Writing Assignment**

Have students brainstorm simple words that they can use to create their own stories of friendship that will be similar to *Yo! Yes?*. If the class has students who speak different languages, use this activity as an opportunity for these children to teach their classmates a few words of their native tongue. If in pairs, one student can write their lines in English, while the other student responds to the English words in his or her lines in their native language.

### **Drama -- Acting it Out**

Have the pairs perform their stories of friendship for the class, focusing on the expression used as a result of their choice of punctuation.

### **Book Making**

After the students have performed their stories and made the changes they feel are necessary, the friendship stories can be put into "real books". Bookmaking is a motivating activity because most children are very eager to make their writing look as "real" as possible. The finished books can be shared with younger students. Before the students do their illustrations discuss the influence that line, shape, color and texture have on how people feel when they look at story illustrations (for example, red, orange and yellow are warm colors whereas, blues and greens are

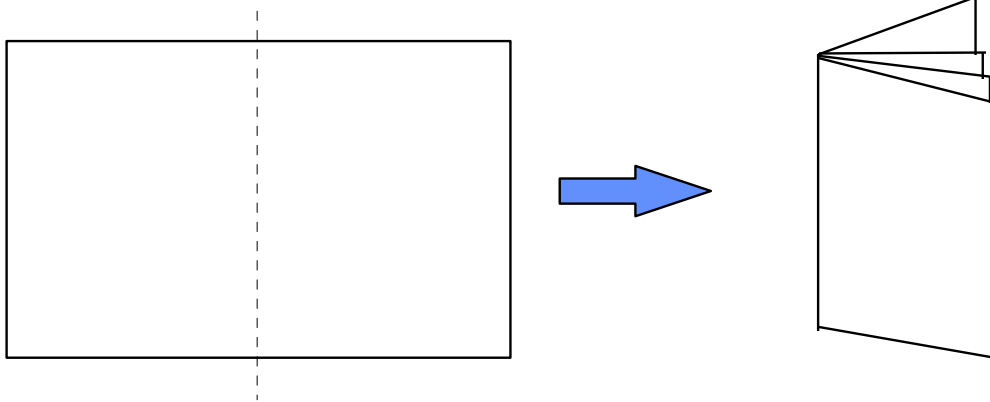
cool). Consider making one big book for the reading center or for students to share with a younger grade.

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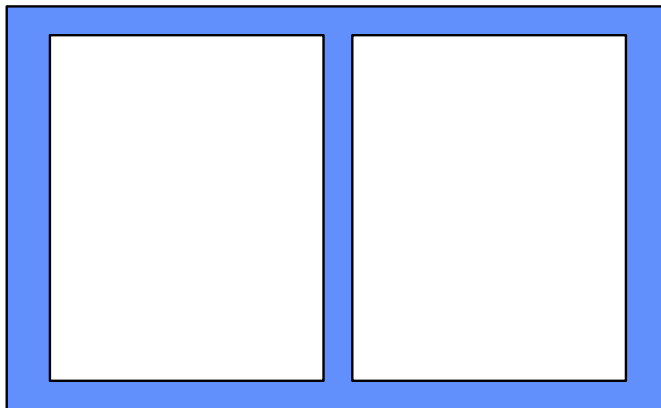
### Book Making

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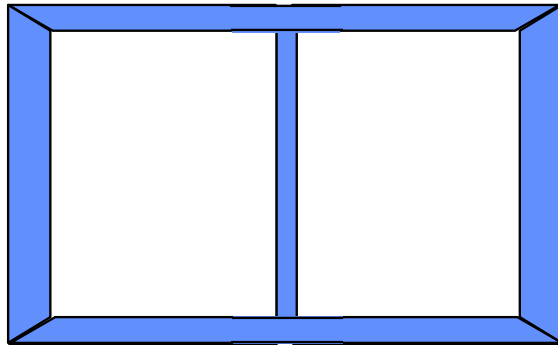
- Take six sheets of plain white paper. Line the paper up and hold it together while folding all six sheets in half. Sew along the crease using fairly large stitching so the paper doesn't tear apart. This makes the pages of the book. Set aside.



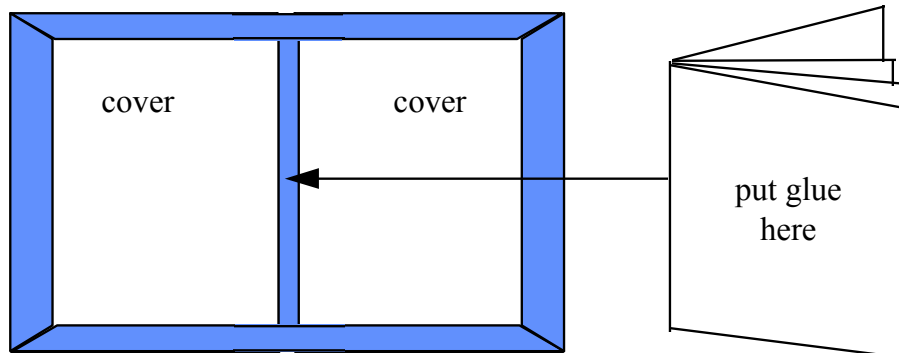
- Lay the fabric (15"x11") patterned side down onto the table. Lay two pieces of 6"x9" cardboard on top of the fabric leaving 1/2" between the pieces of cardboard. Pick up cardboard pieces, apply glue to one side and place cardboard back where it was putting glued side on fabric. Hold firmly.



- Then fold up the edges of the cloth, like you wrap the ends of a present. Glue them in place.



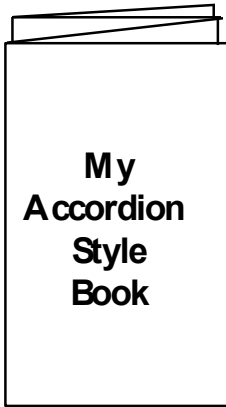
- Take the sewn pages and put glue on the front cover. Place the crease of the sewn book in the 1/2" space left between the cardboard pieces. Press the cover, glue side down into the cardboard. This page should cover the rough edges of the fabric. Do the same to the back cover. Close the book and place heavy item on top to press out air bubbles and to keep book flat while it dries. (Check to make sure no glue has escaped so that the pages don't get glued together).



Put spine of sewn booklet into space between covers while gluing front and back sheets of paper of booklet to front and back cover.

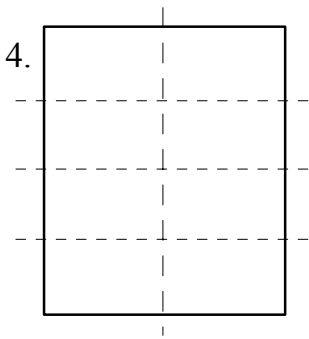
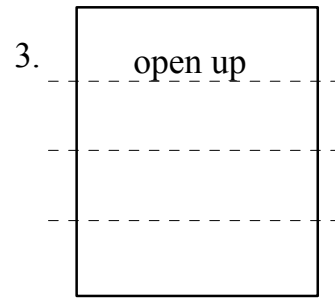
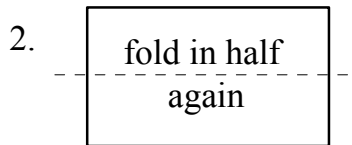
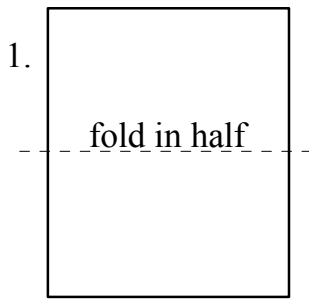
- The books are ready for students to write and draw in them.

### More Book Making Ideas

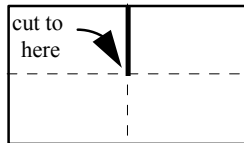


The accordion style book is very easy to make. Take a piece of paper and fold it as illustrated (like a brochure). Students can then glue in illustrations and text (not too much glue or the pages wrinkle!!)

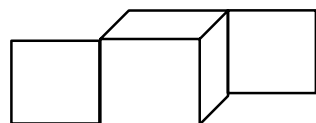
### A Tiny Book for Tiny Hands



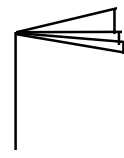
Fold vertically in half and open up. Then fold in half the way you folded it in step 1. Cut down middle fold until the scissors hit the other fold line.



5. Open the sheet up and fold vertically like done in the first part of step 4. Push the ends towards the middle and the slit in the paper will open up, keep pushing until the slit closes. Press the book flat.



Presto!



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**Literature Selection: *Mrs. Katz and Tush* by Patricia Polacco**

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**Summary**

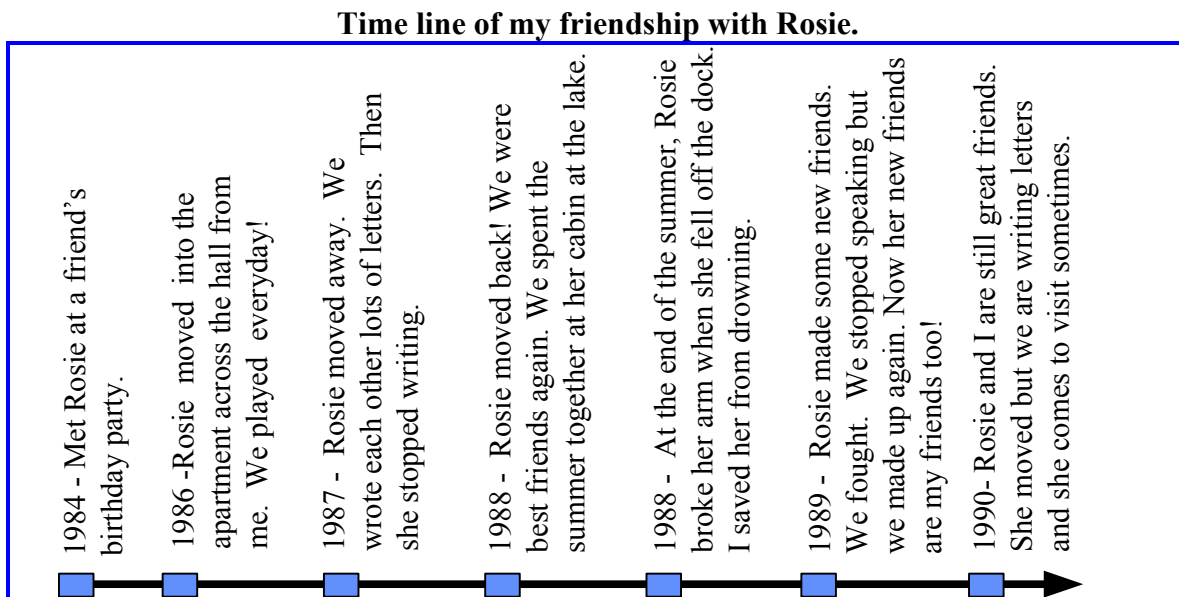
Larnel begins a friendship with Mrs. Katz when he asks her to take in an abandoned kitten. As Larnel and Mrs. Katz take care of the kitten together their friendship grows stronger. Readers learn about Larnel’s cultural history and Mrs. Katz’s Jewish heritage and the special times the two of them spend together.

**Suggested Activities**

- Time Line a Friendship
- Learning About Cultures
- Friendly Action Search
- FlipFlap Book

**Time Line a Friendship**

Although Patricia Polacco gives readers no exact dates when Larnel and Mrs. Katz first met, students learn about some of the special events in their friendship and about how Larnel and Mrs. Katz met. Eventually, readers learn of Mrs. Katz death and Larnel’s life long friendship with her. In this activity students will time line a friendship they have or have had in the past. On the time line students will record special events or dates that have a significant meaning to them and the development of the friendship. The finished time lines should look something like this:



**“Friendly” Action Search**

Readers know that Larnel and Mrs. Katz are good friends because they do some really nice things for each other. Have students re-read the book, searching for and identifying actions of either character that prove that the characters have “friendly” characteristics. Students may identify any of the following actions from the book as “friendly” actions:

- Larnel stopped in to see Mrs. Katz by himself to see if she wanted the kitten.
- Larnel kept his promise and helped Mrs. Katz with Tush.
- Larnel went with Mrs. Katz to the cemetery to say kaddish for Myron.
- Larnel helps Mrs. Katz look for Tush.
- Larnel prayed for Tush to return to Mrs. Katz.
- Mrs. Katz hand knitted a sweater for Larnel.
- Mrs. Katz left Larnel her book when she passed away.
- Mrs. Katz baked kugel for Larnel.
- Mrs. Katz got Larnel dancing with her.
- Mrs. Katz invited Larnel to go to the cemetery.
- The neighbors found Tush and returned her.
- Larnel spends Passover with Mrs. Katz so she is not alone.
- Larnel read at her gravesite and kept her memory close to his heart throughout the years.

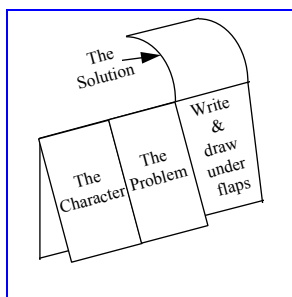
Students should be able to explain why they feel the action can be classified as a friendly action. Some questions students may want to ask themselves to help classify the actions are:

1. How does this action make others feel?
2. How does this action make the character feel?
3. Why does the character do it?

### **Learning About Cultures**

Larnel and Mrs. Katz come from different cultural backgrounds but through their friendship they learn about themselves and each other's cultural background. Larnel learns a great deal about Mrs. Katz's Jewish heritage and he discovers similarities shared between his African American heritage and her Jewish heritage. Have students identify some of the Jewish traditions that Larnel learns about from Mrs. Katz. Then, have students interview one another to learn more about each other's cultural background and family traditions. Once the students have had enough time to interview one another, students introduce their partner to the rest of the class by summarizing the information that they have collected through the interview.

### **FlipFlap Book**



Students pick a character from the story, identify one problem that the character has experienced in the story, and identify the solution to the problem. Then, fold a piece of 9" x 11" paper in half lengthwise and cut from one side to the middle fold line to create three equal sized flaps as illustrated. Close and label the flaps (The Character, The Problem and The Solution). Under the appropriate flap, students draw or write (or both) the information. Students can exchange their FlipFlap Books and try to figure out who the character is by reading about the problem or solution and so forth. Students can also create their own labels for the flaps to summarize information about Mrs. Katz's Jewish culture.

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**Additional Literature Suggestions**

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***Iggies's House* by Judy Blume** (novel)

A Black family moves into Winnie's neighborhood and Winnie learns first hand about racism and fear. She also learns how to be a good friend.

***The Bracelet* by Yoshiko Uchida**

A Japanese-American girl remembers the friend she had to leave behind when she was forced to live in an internment camp during World War II.

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**Literature Selection: *Wilfrid Gordon McDonald Partridge* by Mem Fox**


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**Summary**

Gordon helps his older friend, Miss Nancy, when he learns that she has lost her memory.

**Suggested Activities**

- Making Memories -- Meeting Seniors
- Interviewing Seniors--Writing a News Story
- Journal -- Friendship Memories I'd Hate to Lose
- Making Thank You Notes

**Making Memories**

If your school is close to a senior's home, arrange for your students to be paired off with a senior for a meeting. Prepare the students for the meeting by discussing what types of behaviors and attitudes will help them make friends with the seniors.

**Interviewing Seniors<sup>4</sup>**

Have students spend time in class creating a list of interview questions (7-10) to ask their new friend in order to learn specifics about the senior's life. Discuss what types of questions would be appropriate to ask in the interview. Discuss interview behavior and the importance of listening to the interviewee's responses. Have students practice interviewing one another a few times. Discuss how it feels to be the interviewer and how it feels to be the interviewee. Perform the interviews with the senior citizens. Have students write news stories about their senior friends using the information they have gained from the interview. Consider making a class newspaper for the news stories.

**Journal**

Following a reading of *Wilfrid Gordon McDonald Partridge* discuss how Miss Nancy must have felt when she was losing her memory and how Wilfrid's collecting memories for her might have made her feel. Have students write a journal entry entitled *Friendship Memories I Would Hate to Lose*. Also, encourage students to respond to the interviews and the experiences they shared with their senior friend.

**Making Thank You Notes**

Have students construct thank you notes and cards for the senior citizens who took the time to meet with them. Students may also want to include a copy of the news story they wrote about the senior based on the interview.

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<sup>4</sup> For additional information on interviewing refer to *Language Arts Activities for Children, 3rd ed.*, by Donna Norton.

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**Additional Literature Suggestions**

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***Mr. Silver & Mrs. Gold* by Dale Fink**

The characters develop a friendship that eases their loneliness.

***The Gift* by Helen Coutant**

When Anna's elderly friend suddenly goes blind, Anna describes what she has seen during the day in hopes that Nana Marie can "see" what Anna has seen too.

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**Literature Selection: *My Friend Jacob* by Lucille Clifton**


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**Summary**

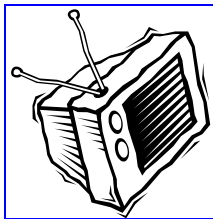
Seventeen-year-old Jacob has difficulties that other children do not have but eight-year-old Sam thinks he is the best friend in the world.

**Suggested Activities**

- Webbing -- Qualities We Look For in Friends
- Commercial Advertisements for Friends
- Journal Entries -- Another Point of View
- Other Titles

**Webbing**

On the following page is a web template for this activity. Individually, students create main web categories to place in the circles and then they web the concepts out on the spokes. Once the students have finished their webs, discuss them as a class to learn about the variety of qualities and characteristics that the students look for in a friend. Students should add to their individual webs during the discussion. Discuss what types of people have the qualities that were webbed -- it is possible for all people, despite differences in appearances, skin color, or weight to have these desirable qualities? If children talk about friends that must be able to run and play, discuss the modifications that they can make to their play to include disabled friends.

**Commercial Advertisements for Friends**

Following the webbing activity, students will be aware of many qualities that are found in good friends. Show them examples of different types of commercials (radio and TV) and then have them create their own commercials advertising for friends. What qualities are they looking for? This activity forces them to make a personal definition of a good friend. Students can tape their commercials to play in front of the class or they can perform the commercial in front of the class. You may want to consider making a mock TV with a large cardboard box. Put students in pairs or small groups for this activity. Encourage the use of props, music and instruments for sound effects. If your school has a video camera, try it out!

**Journal Entries -- Another Point of View**

Sometimes children are mean to other children because they have failed to consider the other child's point of view. Have students write how they would feel if they were teased just because they were different. Also, encourage children to write about times when they might have picked on another child because he or she was different and why they realize they were wrong to do so. Let the students share their responses.

**Other Titles**

Following the reading of the literature selection, have students make up a new title for the story. Students should present their titles to the class and state why they think that their new title is appropriate for the story.

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**Additional Literature Suggestions**

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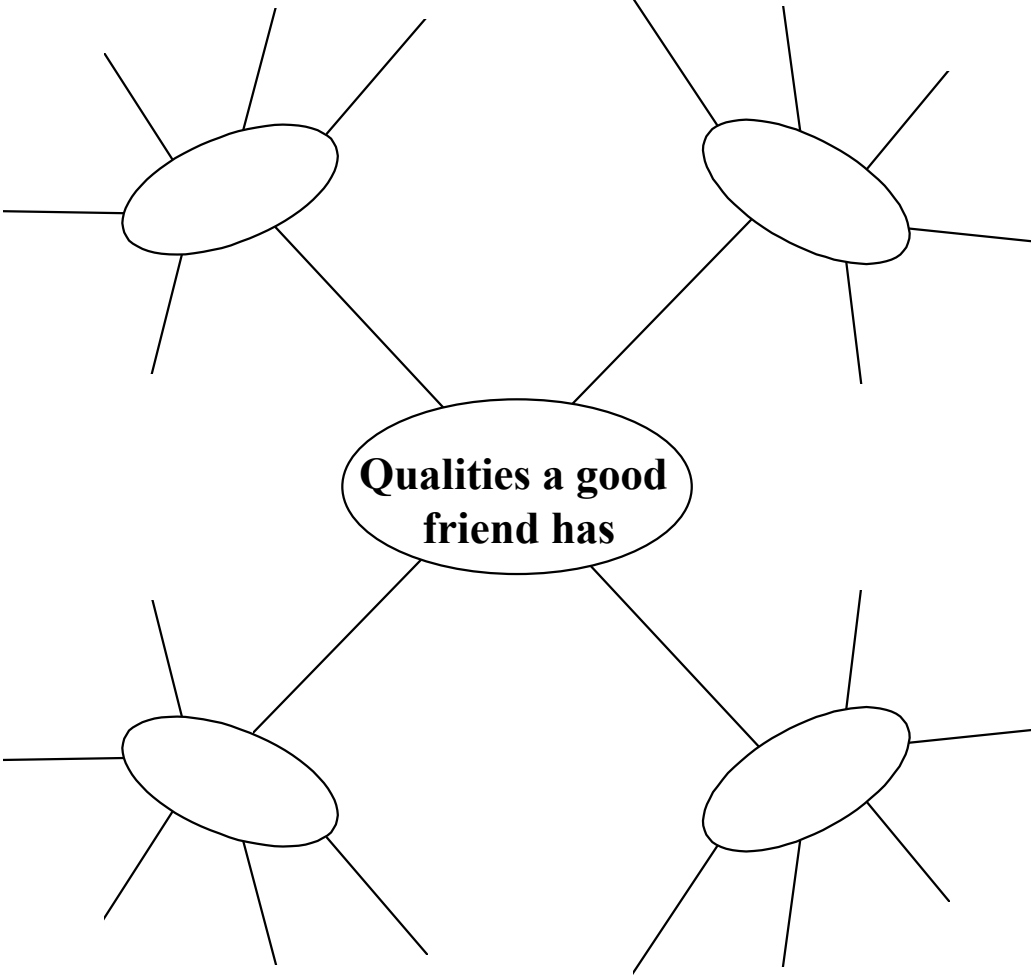
***A Very Special Friend* by Dorothy Hoffman Levi**

A little girl is searching for a friend and when she meets a deaf girl she learns a lot about her self and others.

***Arnie and the New Kid* by Nancy Carlson**

Philip comes to school in a wheelchair and Arnie teases him mercilessly. When Arnie breaks his leg and must use crutches, Philip helps him maneuver around the school. Arnie discovers that Philip is a lot of fun to play with even if he cannot run and play baseball.

**Qualities and Characteristics of Good Friends -- Webbing Activity**



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**Literature Selection: *Jessica* by Kevin Henkes**

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**Summary**

Ruthie gives up an imaginary companion named Jessica when she finds a real friend named Jessica in her kindergarten class.

**Suggested Activities**

- Making an Imaginary Friend
- Individual Story Theater
- Dictating Stories
- Re-Telling the Story

**Making an Imaginary Friend**

On paper plates have students create the face of an imaginary friend using construction paper, beads, buttons, pipe cleaners and various other arts and craft supplies that are on hand. Cotton balls or yarn can be used to add hair. Students can glue Popsicle sticks to the backs of the plate to form a handle so that the faces can be used as puppets.

**Individual Story Theater**

Read *Jessica* again and have each student act out the events of the story as you read. Because most of the story is based on only one “real” character, children can pretend to be talking to an imaginary friend just as Ruthie does. Let half of the kids sit down and watch the rest of the students perform and then let the groups switch. Allow all students a chance to perform and to observe. Discuss the body movements and actions that students used to help show what was going on in the story as it was read aloud.

**Dictating Stories**

If the students are unable to write, have them dictate stories to you about adventures they would like to have (or have had) with an imaginary friend. This activity can be done as a class or in small groups if there are other adults or older students to help record the dictation. Read the dictation back to the students and have them identify certain letters, words or sounds in the letters that make up the dictation. Encourage children to join in as you read and re-read the dictation. Students can draw illustrations to complement the dictations.

**Re-Telling the Story**

Read and discuss the story. Have the students re-tell the story of *Jessica* and record it on tape. Encourage students to use instruments, sound effects and voice inflection in their re-telling. Model a re-telling of another book so students have an example to follow. Consider pairing young students up with students from an older grade to make this assignment more interesting. Also, the younger students may need some help from an older student or adult with the tape recorder and sound effects. Have children work in pairs or small groups. Play the recorded re-tellings for all to enjoy!

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## Literature Selection: *Mary Ann* by Betsy James (Moving Away)

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### Summary

Mary Ann is Amy's best friend. After Mary Ann moves away Amy finds a praying mantis and names it after Mary Ann to help ease her loneliness. The insect becomes Amy's new friend until the mantis dies after she lays her eggs. Amy and her family return home from a visit to the real Mary Ann's house to discover that all of the eggs have hatched and Amy has hundreds of new friends. Amy will never be lonely again!

### Suggested Activities

- Predictions
- Relating Story to Personal Experiences
- House of Syllables
- I am . . . Re-telling from another point of view
- Look for a Clue

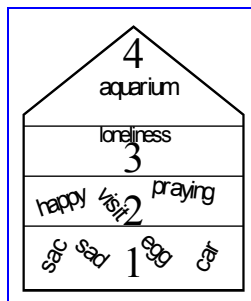
### Predictions

Help students develop prediction, comprehension and decision making skills. Start by simply reading the title of the book. Ask student to make a prediction or a guess about what the story might be about. Record their predictions on the board. Next, read some of the text, stopping at a predetermined point. When everyone has read to the stopping point, have them make another prediction. What will the character(s) do? What can't the character(s) do at this point? Record the second prediction and cross off any of the first predictions that are no longer possible. Make sure the class discusses why the predictions are no longer possible. Ask the students to listen or watch for the plot clues that lead them to suspect that the story might turn out a particular way. Finish reading the story and discuss their sequence of predictions. Was anyone really close? If so, let the student share what things in the story helped them make effective predictions.

### Relating Story to Personal Experiences

Read *Mary Ann*. Ask students to think of story incidents similar to events in their own lives and discuss them with the class. Have they ever had a friend move away? How did they feel? Why? What did they do to make themselves feel better? Did they ever see the friend who moved away again? Have students put their thoughts onto paper by having them write or draw ways that they and the story character(s) are similar.

### House of Syllables<sup>5</sup>



Draw a house and divide the house up into floors. The number of floors required depends on the words in the text (how many syllables they have) and the students' ability to identify word syllables. Number the floors starting with one. The floor number signifies how many syllables a word must contain before it can be written down on that floor. Encourage students to find words from the text of *Mary Ann* that can be placed in the House of Syllables. Also, encourage students to add their own words that may describe a situation in the story or how Amy may have felt at a given time. Add additional floors to the syllable house to challenge students.

<sup>5</sup> Taken from *Learning Magazine's Superbook of teacher tips*. Page 115.

**I am . . . Re-telling from another point of view**

Have the students choose one of the characters from the story: Mary Ann (the girl or the mantis), Amy, or either of Amy's parents. Students re-tell the story of *Mary Ann* from their characters point of view, adding their own little details to enhance the re-telling of the story. The audience must listen closely to the re-telling and decide which character the student is representing. Also, the audience must identify any details that the re-teller has added to the story to make it different than the book. Discuss the different points of view and the different emotions that each character felt throughout the story (i.e. How did Amy's mother feel when she discovered the eggs had hatched? How did Amy feel when she discovered the eggs had hatched? Why might the two characters feel differently about the same event? How did Amy feel when Mary Ann moved? How might have Mary Ann felt?)

**Look for a Clue**

Amy comes home to find that the screen had been left off the aquarium full of eggs and the house is full of insects. We do not really know for sure who left the screen off the aquarium so it is time for students to search the text and illustrations for clues. Students collect evidence from the text and the illustrations to prove who is guilty.

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**Other Literature Suggestions**


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The following literature selections deal with the issue of losing a friend in a more serious manner than the primary literature selection.

***Star of Fear, Star of Hope* by Jo Hoestlandt**

Nine-year-old Helen loses her Jewish friend Lydia when the Nazis take her. The last thing Helen said to Lydia was "You're not my friend anymore!" Many years later Helen is still hoping that Lydia survived the war and that she knows how much Helen loved her.

***The Bracelet* by Yoshiko Uchida**

A Japanese-American girl remembers the friend she had to leave behind when she had to go live in an internment camp during World War II.

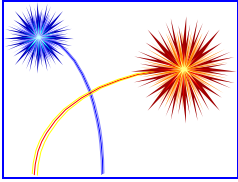
***I had a friend named Peter: Talking to children about the death of a friend* by Janice Cohn**

This is a story about a child that loses her friend, Peter. The story touches on how she finds answers to some of her questions about death.

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## Friendship Festival

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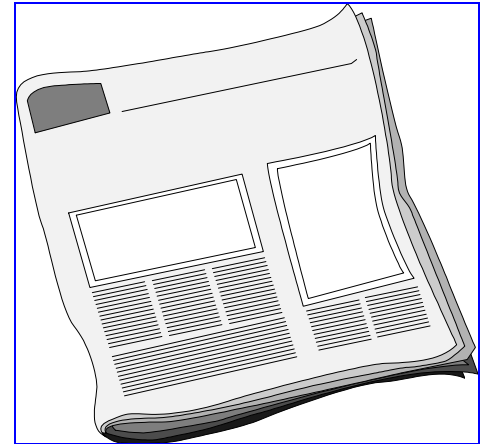
It is time to play some games! Have the students plan this one on their own with just a little guidance from you. This is a time for students to share what they have learned with others. Maybe a class of younger children would like to see a puppet show, learn a friendship dance, play a friendship game, or hear the students re-tell stories. It is all up to them (and you).

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## Create a Classroom Newsletter or Magazine

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The unit is coming to a close and you want to tie it up in a way that will keep the students involved. Take this chance to have the students create a class newsletter to send home to parents that tells the parents what the students have learned. Or, create a classroom magazine that includes fiction and non-fiction stories about friends, a Dear Fred and Fran Friend column featuring some of the best advice given during the daily problem postings, poems, quotes from interviews, advertisements for good friendship books, short book reviews, puzzles, riddles and jokes, directions to a friendship dance that they have created, findings of the mixed-sex survey, math graphs, and classified (personal) ads. Encourage each child to choose the piece of work that they want to contribute or have them work in groups. Photocopy artwork, shrinking it when necessary to fit on the pages or have students do black and white artwork on small pieces of cardboard so that it can be pasted in place for easy photocopying. Stories can be typed by you or the students on a school computer, or printed neatly on paper and then pasted in place. Make a copy of the magazine for each student. They will be thrilled!




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## Party

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Everyone loves a party! Plan games and activities for the students to participate in and encourage others to join you. Reveal secret friends' identities if the Secret Friend mailing program was used.

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## Performance for Parents and Friends

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If students have done some of the Readers Theater, Story Theater, puppet show, or pantomime activities, now is the time to let them shine in front of their parents and friends. Consider inviting the senior citizens from the local senior's home!

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### **Art Exhibition**

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With all of the art that has been created during this unit, it would be a shame for it not to be displayed for all to appreciate. Set the room up like an art gallery and invite parents and other classes to come and view the artwork. Have each student display his or her favorite art piece and write a brief description for others to read as they go through the gallery. Assign the students to visitors so that they feel at home in the gallery.

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### **Scrap Books**

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Students make a scrapbook that contains a variety of images, words, and stories that represent the friendship theme. This can be done throughout the unit or as a summarizing activity.

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### **Friendship Quilt**

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Each student makes a “patch” for a class friendship quilt. Using various scraps and art supplies students create a patch to represent a special friend, friendly behavior, special memory or a special event that has happened with a friend. Once all of the students have completed their individual patches, the patches are sewn onto a large sheet and displayed. Consider introducing symbolism to help children create their patches (for example, red means love and circles can represent a sense of completeness). The patches can be made of felt squares (8”x8” or larger, depending on area available for display, number of children, etc). The patches can be easily sewn in place on a bed sheet. Encourage students to discuss their patches with one another.

## WORD SEARCH

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y	n	f	i	r	n	t	n	i	n	k	n	i	n	n	n	n	n	o
o	i	l	e	r	e	s	p	e	c	t	i	k	d	i	d	i	n	
p	c	i	s	u	c	w	c	o	c	h	c	e	i	l	e	c	d	
a	o	s	p	k	s	h	a	r	e	s	o	m	r	e	r	o	e	
c	s	t	o	i	s	u	p	p	o	r	t	s	l	k	s	s	r	
c	t	e	p	l	t	o	k	e	t	t	c	a	u	e	t	g	f	
e	e	n	i	m	e	m	o	r	i	e	s	e	m	c	a	e	u	
p	v	s	y	a	v	e	v	t	f	s	v	k	p	o	n	v	l	
t	g	t	d	r	t	f	r	i	e	n	d	l	y	s	d	t	j	
s	i	e	s	t	e	i	e	l	i	e	u	e	i	i	i	e	o	
t	v	w	d	e	p	e	n	d	a	b	l	e	n	e	n	l	t	
h	i	n	x	d	e	m	e	p	o	s	q	w	g	v	g	e	r	
e	n	e	f	a	i	r	p	s	p	e	c	i	a	l	l	p	u	
l	g	z	d	r	g	y	s	w	e	y	i	y	l	e	w	y	s	
p	w	a	n	i	c	e	w	i	w	a	c	a	r	i	n	g	t	
s	i	o	r	y	h	o	n	e	s	t	i	i	a	l	r	i	k	

friendships	like	special	dependable
understanding	helps	caring	accepts
listens	respect	friendly	memories
supports	shares	trust	wonderful
nice	fair	honest	giving

## WORD SEARCH

f	r	i	e	n	d	s	h	i	p	s	r	l	u	r	u	r	w	
y	n	f	i	r	n	t	n	i	n	k	n	i	n	n	n	n	n	o
o	i	l	e	r	e	s	p	e	c	t	i	k	d	i	d	i	n	
p	c	i	s	u	c	c	c	o	c	c	c	e	i	l	e	c	d	
a	o	s	p	k	s	h	a	r	e	s	o	m	r	e	r	o	e	
c	s	t	o	i	s	u	p	p	o	r	t	s	l	k	s	s	r	
c	t	e	p	l	t	o	k	e	t	t	c	a	u	e	t	g	f	
e	e	n	i	m	e	m	o	r	i	e	s	e	m	c	a	e	u	
p	v	s	y	a	v	v	v	t	f	v	v	v	p	o	n	v	l	
t	g	t	d	r	t	f	r	i	e	n	d	l	y	s	d	t	j	
s	i	e	s	t	e	e	e	l	i	e	u	e	i	i	i	e	o	
t	v	w	d	e	p	e	n	d	a	b	l	e	n	e	n	l	t	
h	i	n	x	d	e	e	e	p	e	e	e	e	g	v	g	e	r	
e	n	e	g	i	v	e	p	s	p	e	c	i	a	l	l	p	u	
l	g	z	d	r	y	y	y	w	y	y	y	y	l	e	w	y	s	
p	w	a	n	i	c	e	w	i	w	a	c	a	r	i	n	g	t	
s	i	o	r	y	h	o	n	e	s	t	i	i	a	l	r	i	k	

friendships      like      special      dependable  
 understanding      helps      caring      accepts  
 listens      respect      friendly      memories

## Word Scramble

The words in the box have been scrambled below.

respect	understanding	helpful	giving
caring	special	honest	trust
friendly	wonderful		

Cover answers before copying.

1. sepectr \_\_\_\_\_
2. lpehulf \_\_\_\_\_
3. drenutsnaignd \_\_\_\_\_
4. ngiacr \_\_\_\_\_
5. odnwreufll \_\_\_\_\_
6. vigign \_\_\_\_\_
7. ohnste \_\_\_\_\_
8. pescail \_\_\_\_\_
9. ustrt \_\_\_\_\_
10. rendfiyl \_\_\_\_\_

respect

helpful

understanding

caring

wonderful

giving

honest

special

trust

friendly

**Make ten sentences using the unscrambled words from above.**

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## Love and Friendship

You are surrounded by friends and family who care about you. Listed below are some of the people that you may think of as friends. Beside the person's name, write a sentence telling how you would show that person that you love and respect him or her.

A brother or a sister \_\_\_\_\_

\_\_\_\_\_

A classmate \_\_\_\_\_

\_\_\_\_\_

A parent \_\_\_\_\_

\_\_\_\_\_

A friend \_\_\_\_\_

\_\_\_\_\_

What does friendship mean to you?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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**Dilemma Card**

You catch your best friend taking something from a locker.

What will you do?

With a partner, act out the dilemma and try to come up with a solution.

**Dilemma Card**

You hear that your friend is saying bad things about you behind your back. Get a partner and act out the dilemma.

What will you say? How will your friend respond?

Will you still be friends?

**Dilemma Card**

You see some other children picking on a child in the playground.

The child starts to cry. In a group, act out the dilemma and come up with a solution that makes everyone happy.

**Dilemma Card**

Your friends are daring you to smoke. They are all watching you.  
What will you do? What will they say?  
Act out this dilemma and see what happens!

**Dilemma Card**

You want to invite a new student to your Birthday Party. Your other friends don't know this new student and they tell you that if the new student is invited, none of them will come to your party.  
Act out this dilemma and see if you can work things out!

**Dilemma Card**

Your best friend gets mad at you whenever you play with other children. He or she doesn't ever seem to want to play with anyone else except you and this is causing a problem. How will you tell your best friend that it is important for the two of you to play with other kids too?

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