



# A Class Book about Friendship

Standard Connection:

ELA.SL.PK4.1

ELA.W.PK4.1b

M.CC.PK4.2

M.MD.PK4.1

S.T.PK4.2

SS.FC.PK4.8

PD.FM.PK4.1

PD.FM.PK4.4

## Enduring Understanding(s):

- A friend is someone we care for and want to spend time with.
- Friends like to do things together and enjoy each other's company.

## Essential Question(s):

- How do you deal with and express complex feelings in productive and creative ways?

Materials	Books
<ul style="list-style-type: none"> <li>all Unit 2 books</li> <li>drawing paper</li> <li>writing utensils</li> <li>children's name cards</li> <li>chart paper</li> </ul>	
Vocabulary	
<p><b>care:</b> to provide help or protection</p> <p><b>friendship:</b> someone you care for and want to spend time with</p> <p><b>cooperate:</b> work together</p> <p><b>collaborate:</b> work together</p>	

Intro to Centers	
Preparation: Set up materials.	
<p>"In <i>The Little Red Hen (Makes a Pizza)</i>, the Hen and her <b>friends</b> gathered to enjoy pizza. In <i>Matthew and Tilly</i>, the <b>friends</b> played hopscotch and grocery store. What do you notice?"</p>	<p><b>Show</b> illustrations. <b>Children respond.</b></p>
<p>"Today in Creative Writing, you can create a book about how we <b>care</b> for and <b>cooperate</b> with our classroom <b>friends</b>."</p>	<p><b>Show</b> materials.</p>
<p>"You can <b>collaborate</b> with your <b>friends</b> to create one book. Everyone will write and/or illustrate a part of the book."</p>	<p><b>Show</b> materials.</p>
<p>"Think about a <b>friend(s)</b> you have in Pre-K. How is _____ a good <b>friend</b> to you?"</p>	<p><b>Children respond.</b> <b>Model</b> illustrating a picture and writing a caption of a child's idea.</p>
<p>"How is your <b>friendship</b> with _____ the same as or different from (<i>Matthew and Tilly</i>, the Hen and her <b>friends</b>, etc.)?"</p>	<p><b>Children respond.</b></p>

### **During Centers:**

Encourage children to collaborate in creating pages for the class book (one child writes, another child illustrates). Support children in assembling the class book - creating a title and cover, numbering pages, identifying authors and illustrators, etc. Encourage children to consider a variety of ways to create illustrations for the book (photographs, painting, etc.).

### **Guiding Questions during Centers:**

- When is it easy/difficult to be a friend?
- Why are friends important?
- What can you do to resolve conflicts with your friends, like when Matthew and Tilly argued about the purple crayon?
- How did you decide to assemble and order the pages in the class book?

### **Thinking and Feedback:**

Invite children to share their processes. Encourage children to describe the challenges they might have encountered.

### **Documentation:**

Take photographs of children during the activity and display them with captions of the children's words describing their processes.

### **Provocation:**

Share the class book with the school community or with families as part of the culminating class celebration. Encourage children to write a "sequel" book towards the end of the year that chronicles how their friendships have developed in the Pre-K year.

### **Differentiation/Accommodation:**

For Intro to Centers, children with limited verbal skills can use a pre-programmed voice output device to answer questions about the story. (Keep in mind these will likely be closed-ended questions, as those are easiest to program into devices.) This can also be used to help students answer Guiding Questions. During Centers, provide visual supports to remind children how to collaborate with peers. Steps for making a book can also be provided on picture cards.