

Lesson Plans for Pre-K

Grade: Pre-K	Theme:	Week: 2
Character Trait: Friendship		Estimated Lesson Length: 30 min
<p>SOL Addressed: (Pre-K SOLs have not yet been created, therefore these lessons are aligned with Kindergarten SOLs, but with scaffolds needed to support Pre-K students).</p> <p>English: Oral Language K.2 - The student will expand understanding and use of word meanings. a) Increase listening and speaking vocabularies. b) Use number words. c) Use words to describe/name people, places, and things. d) Use words to describe/name location, size, color, and shape. e) Use words to describe/name actions. f) Ask about words not understood. g) Use vocabulary from other content areas.</p> <p>English: Reading K.9 - The student will demonstrate comprehension of fictional texts. a) Identify what an author does and what an illustrator does. b) Relate previous experiences to what is read. c) Use pictures to make predictions. d) Begin to ask and answer questions about what is read. e) Use story language in discussions and retellings. f) Retell familiar stories, using beginning, middle, and end. g) Discuss characters, setting, and events.</p>		
<p>Learning Goal: Students will build friendships within the class and describe traits of good friends.</p>		

Summary:

Students will review their 6 animal mascots and discuss similarities and differences. Teacher will lead students in Students will preview, read and reflect on the book How to be a Friend. Teacher will lead a class discussion guiding students to think of how each of their new mascots would treat a friend. Next students will pair up and learn about their classmate (friend) and share with the whole class what they have learned. Lastly students will trace their hands and write a trait of a good friend in the middle, the class will make a wreath with all the cutouts. Note: Teacher can assist students with writing their good friend trait.

Lesson Materials - *Mascot Cards*: Timmy *Tiger*, Rita *Robin*, Robbie *Rhino*, Francine *Frog*, Courtney *Chameleon*, Charlie *Chipmunk*, 1 copy of friendship character cards, book: How to be a Friend by, Laurie Krasny Brown, optional book: How Do Dinosaurs Play with Their Friends? by, Jane Yolen, 1 blank construction paper per student

*In the lesson description below, items with asterisks have accompanied flipchart pages in the Pre-K file.

Lesson Steps

- *Anticipatory Set (introduction & accessing prior knowledge):*
 - **Display** all **6 mascots**.
 - **Brainstorm** with students all of the things the 6 animals have in common as well as things that are different. Conclude with the statement that all 6 animals are all *friends*. Even though they may look different, like different foods, enjoy different games, they are all friends with one another.*
 - **Ask students** to show hands if they have ever had a friend. Why do you consider this person a friend? What makes them a friend?
- *Direct Instruction (I Do):*
 - **Discuss the term friend** with students. A friend is someone who cares about you, who plays nicely with you, shares toys and games, treats you nicely with words, etc. What are some ways you can be a good friend?*
 - **Share the book**, How to be a Good Friend by: Laurie Krasny Brown. Make note of the actions of the characters throughout the story. Discuss ways students have shown similar actions.
- *Guided Practice (We Do)*
 - **Share the character cards** with students. As you display one character at a time, discuss how that specific character can help his/her friends (ex: Rita Robin can get a ball out of the tree branches during kickball, etc.) Encourage students to be creative with their responses
 - **Ask** students to count off by twos. Divide the ones and twos and then partner students. Have students speak with one another and ask questions to find the following answers: name, favorite color, and favorite food. Go around the circle and have students take turns speaking about their friend until each student has had a turn.
 - If time allows go around the circle starting with the first child telling their name and favorite color. Second child responds with first child's answers plus their own i.e. this is John and his favorite color is blue, my name is Jenny and my favorite color is green. The third child adds on, etc.
 - **Summarize** with students ways to show that you are a good friend. List the suggestions on a chalkboard or chart paper where students can see.*
- *Independent Practice (You Do)*
 - **Distribute** one blank sheet of construction paper to each student. Assist students in tracing their hands. (Students may need help cutting out hand patterns to ensure all the fingers remain.) Ask students to choose one word from your newly created list and illustrate the action on their hand. Collect hands and create a wreath with the cutouts. (Option: Hands can also be used to create a friendship tree.)

Gather students and lead them in a friendship song: **Friend of Mine** (Sung to the tune of Mary Had a Little Lamb)

Will you be a friend of mine, a friend of mine, a friend of mine?
Will you be a friend of mine and (insert an action) around with me?
(name) is a friend of mine, friend of mine, friend of mine,
(name) is a friend of mine, who (insert same action) around with me.

[Repeat]

[Optional: Share the book, How Do Dinosaurs Play with Their Friends? By: Jane Yolen]

- *Assessment*
 - ***Friendship is a character trait that can be observed and modeled*** throughout the day.
 - ***Encourage*** children who display acts of friendship with verbal acknowledgement. In observing the discussions throughout the lesson, gauge the students understanding of how to demonstrate good friendship.
 - ***Ensure*** their understanding by monitoring the illustrations on students hand cutouts.

- *Extension Activity*
 - ***Encourage*** students to search through magazines and trade books around the room and at home for examples of individuals showing friendship.

