

Friendship (BookFlix Lesson for Kindergarten)

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Standards:

Ohio's Learning Standards for English Language Arts:

Reading Literature. K.1. With prompting and support, ask and answer questions about key details in a text.

K.2. With prompting and support, retell familiar stories, including key details.

K.3. With prompting and support, identify characters, settings, and major events in a story.

Reading Information Text. K.1. With prompting and support, ask and answer questions about key details in a text.

K.2. With prompting and support, identify the main topic and retell key details of a text.

K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

Overview:

Students will make text-to-text connections and text-to-self connections, identify ways to be good friends and classmates and participate in team-building activities after viewing and reading *Crazy Hair Day* and *Let's Be Friends*, found in BookFlix on the INFOhio web site.

Materials Needed:

- Computer/Projector
- Website: [Go to www.infohio.org](http://www.infohio.org) : Click K-5. Choose *BookFlix*. Use the Search box and type in the Title *Crazy Hair Day* by Barney Saltzberg. Grades K-3. Lexile: 560. Guided Reading Level: M. *Let's Be Friends*. Amanda Miller. Grades PreK-2. Lexile: 320. Guided Reading Level: I.

Instructional Plan:

Before viewing the *Crazy Hair Day* Video:

1. Discuss friendship with the students. Ask students if they have ever had a friend who has really helped them in a tough time. Have students share their experiences with a partner. Then, have some students share the story told to him or her by their partner. Tell students that they are going to watch a story about someone who supports his friend who is having a bad day.
2. You may wish to share and discuss these other important vocabulary words:
 - **Gently:** softly
 - **Peacemaker:** someone who helps others resolve conflict
 - **Tease:** to make fun of someone
 - **Troublemaker:** a person who causes problems

Best Practice: The use of digital text and technology must be matched with student need and scaffolded.

Start early and scaffold appropriately.

Supportive adults (parents, teachers, librarians) collaborate across age/grade levels to support skill-building and appropriate scaffolding.

Interventions from an early age increase digital print success in middle grades.

Best Practice: Most promising literacy practices with digital tools and devices involve lots of human to human interaction. Encourage active use of technology/digital texts to connect to self; to other texts; and to world. Use quality digital literature; features of quality digital texts include high-quality writing, images, narration and audio support.

3. Discuss embarrassment with students. Guiding questions: What does it mean to be embarrassed? What are some situations that might make a person embarrassed? How do people act when they're embarrassed? What are kind ways to treat people who are embarrassed? (Record on chart paper as appropriate.) Tell students that one of the characters in the story gets embarrassed. Encourage them to watch and listen for how he acts and how others act towards him. Ask them to think about how they might act if they were in Stanley's situation.

After Viewing the Video:

4. Introduce text-to-self connections. Tell students that a text-to-self connection is when you can relate to one of the characters or events in a book or movie. Give students some examples of a way that YOU can relate to one of the characters in *Crazy Hair Day*, perhaps the teacher. (Show students hand motions to go along with making a text-to-self connection. Have them hold their hands up like a book, then point to themselves, then clasp their hands together to show a connection.) Then ask students to make their own text-to-self connections with the movie/book. Invite students to share their connections with each other. Close by having students draw a picture of their connection and complete the sentence: "I connect to _____ because..."
5. Did they hear the new vocabulary words? Did it help them to know what those words meant before they watched the movie?

Share the Non-Fiction Book:

6. If devices are available, have students follow as you read (or use the audio) for *Keeping Fit*. You could also project the book on a screen for whole-group reading.
7. Discussion: What was different about the way this book was presented to you? Do you think one way is better than the other?

Paired Text Activities:

8. How does this book *Let's Be Friends* remind you of *Crazy Hair Day*? How can we connect the two books? You may want to compare Stanley's class to the non-fiction class. You may want to use one side of a T-chart to review the ways that Stanley's friend Larry, his teacher, and the rest of his class helped him to overcome his embarrassment. Ask students to brainstorm ways that they would have helped Stanley if he had been in their class. Connect this with the Before-Viewing discussions about friendship and embarrassment.

Best Practice: Young children's interaction with enhanced digital books also advances their facility to communicate and comprehend across modes and platforms (sometimes called trans-literacy development).

Extension Activities:

1. Discuss ways in which Stanley's class worked as a team to help Stanley. Then play some team-building games with the class. Suggestions are:

Pulse: Students stand in a circle and join hands. The teacher acts as the timekeeper. One person starts the "pulse" by squeezing the hand of the person next to him/her. As soon as the next person feels the pulse, he/she passes it on. The aim is to see how fast the pulse can travel around the circle, back to its origin. Play several rounds. After each round, have students discuss what they did that caused the time to be faster (or slower).

Silent Ball: The aim of this game is to see how long students can toss a ball around to each other without dropping the ball or making a sound. The teacher acts as the timekeeper. Students stand behind their seats and pass the ball randomly around to each other. When the ball drops or a student makes a sound, the game is over.

Memory Maze: Use carpet squares or pieces of construction paper to make a 4x4 grid on the floor. Draw a secret map that shows a path through the grid. Students gather around the grid and one at a time take turns trying to guess which square to step on next. Whenever they step on the correct square, they are able to keep going. As soon as they land on the wrong square, their turn is over and the next student is up. Students should help each other remember the path that the previous students went on in order to discover the secret path through the maze.

2. Create a class chart or book about how to be a good friend.

Differentiation:

Teachers use many techniques to differentiate instruction to meet the needs of different learning styles. Some examples of differentiation used in BookFlix include:

- Lexile levels
- Student focused - Individual and/or small group
- Important vocabulary words are highlighted and definitions are given when clicked
- Listen to nonfiction book read aloud with words highlighted, or choose to turn off audio
- Games reinforcing concepts with each pair of books

Assessment:

Use the "Puzzler" feature for the paired text. Both Word Match and Which Came First can be used to assess students. Complete the assessment as a class.

Friendship – BookFlix

Home Assignment – Challenge Activity

Parents,

Today your child used a digital resource called BookFlix to listen to, read, and discuss two books that deal with a similar topic. They learned how to navigate the digital tools that are provided to help them comprehend information and participated in class discussion.

Please have your child share with you the BookFlix paired books they read today and retell you the stories. Also, please take a few extra minutes to explore other paired books within the BookFlix resource. Here are the directions:

Best Practice:

Teachers, caregivers and parents should communicate frequently about the use of digital text. Parent and child should complete the Challenge Activity together.

1. Have your child go to www.infohio.org. Select the PK-5 tab. Select BookFlix.
2. Have your child choose the section "Family and Community" (bottom left). Choose tab #9-12. Choose *Crazy Hair Day* and *Let's Be Friends*.
3. Your child can show you how to watch a video of the first book, then how to listen to the reading of the second book. They should be able to retell the stories in their own words and be able to tell you some things that made the books the same.
4. After this, click on the BookFlix icon at the top left. You and your child may choose a different section or continue with the "Family and Community" section. Explore some other book pairs, then read and discuss together.