



Gold Seal:

Copernicus Education Gateway

Author(s): <i>Marsha Kucker</i>			Lesson Title: <i>Being a Helpful Friend</i>			
Grade Span			ICLE Application Model			
<i>K-4</i> <i>XX</i>	<i>5-8</i>	<i>9-12</i>	<i>A</i>	<i>B</i>	<i>C</i> <i>XX</i>	<i>D</i>

Instructional Focus:

Listening – Students listen for a variety of purposes appropriate to the grade level.
Speaking – Students speak for a variety of purposes and audiences with sophistication and complexity appropriate to the grade level.
Reading – Students read a variety of grade level materials, applying strategies appropriate to various situations.

Performance Task

<ol style="list-style-type: none"> 1. Ask the students to read the Poem <u>A New Friend</u> by Marjorie Allen Anderson (Being a Helpful Friend Chart 1). Discuss with them what the neighborhood children could have done to help this boy feel more welcomed in their neighborhood. Tell them that we are going to make our classroom as friendly as we want the neighborhood. 2. Show pictures to the students that show peers being friendly and helpful.. Ask the students to tell how the various people are being helpful or showing their friendship. List some of these qualities on the board. 3. Go over the list with the children after you are finished looking at the pictures. 4. Using the list that the students just made, ask the students to list ways that they can help in the classroom. Why are things they listed helpful? What would happen if the things listed weren't done? Each student should be able to tell why the task is helpful to the classroom (whatever they suggest). 5. Make up a list of jobs that the students need to fulfill in order to make sure that the classroom is taken care of well. Have a job chart ready to put the newly-created jobs on. 6. Have the students role play situations in the classroom in which people show they are friends (emphasizing the chart the children have made of 'helpful' qualities). For example: A person is hurt on the playground. Have the students come up with their own ways of solving the situation. 7. Ask the students why it is good to be helpful in the classroom. Recap the qualities listed on the board. Ask the students to become aware of peers who perform the helpful qualities. Have a form in the classroom to be used by the students. Whenever they see a person being helpful in the room (outside of his/her job responsibilities), a student can fill out the form and hang it somewhere in the classroom (on a door, or a bulletin specifically designed for this activity).
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ICLE Essential Skills

Identify, collect and/or select pertinent information while reading. (e5)
Express opinions clearly and forcefully without interrupting or insulting others. (e16)
Participate, sometimes leading, in group meetings by contributing, taking turns speaking, and working toward a common goal. (e20)
Gather information such as data, facts, ideas, concepts, and generalizations from oral sources. (e51)
Respond orally to fellow student's opinions during presentations by asking questions, asking for clarification, agreeing and/or disagreeing courteously. (e59)
Relate situations, events, and characters in a reading selection to personal experience. (e60)

Scoring Guide:

	4 Exceptional	3 Admirable	2 Acceptable	1 Amateur
Group Participation	All students enthusiastically participate	At least $\frac{3}{4}$ of students actively participate	At least half the students confer or present ideas	Only one or two persons actively participate
Shared Responsibility	Responsibility for task is shared evenly	Responsibility is shared by most group members	Responsibility is shared by $\frac{1}{2}$ the group members	Exclusive reliance on one person
Quality of Interaction	Excellent listening and leadership skills exhibited; students reflect awareness of others' views and opinions in their discussions	Students show adeptness in interacting; lively discussion centers on the task	Some ability to interact; attentive listening; some evidence of discussion or alternatives	Little interaction; very brief conversation some students were disinterested or distracted
Roles Within Group	Each student assigned a clearly defined role; group members perform roles effectively	Each student assigned a role but roles not clearly defined or consistently adhered to	Students assigned roles but roles were not consistently adhered to	No effort made to assign roles to group members

Student evaluation form available under attachment: Being a Helpful Friend Evaluation Chart 2.

Keywords

English Language Arts	Mathematics	Science
Reading Construction meaning	Algebra	Earth Science
Writing	Geometry	Life Science
Communications Discussion Listening Communication Role play	Statistics	Chemistry
Literature Poetry	Calculus	Physics
Other	Trigonometry	Other
	Other	

Chart 1

A NEW FRIEND

By Marjorie Allen Anderson

They've taken in the furniture;

I watched them carefully.

I wondered, "Will there be a child

Just right to play with me?"

So I peeked through the garden fence

(I couldn't wait to see).

Chart 2

Evaluation Form A: Process

Name:

Date:

Class:

	Exceptional	Admirable	Acceptable	Amateur
Group Participation				
Shared Responsibility				
Quality of Interaction				
Roles Within Group				