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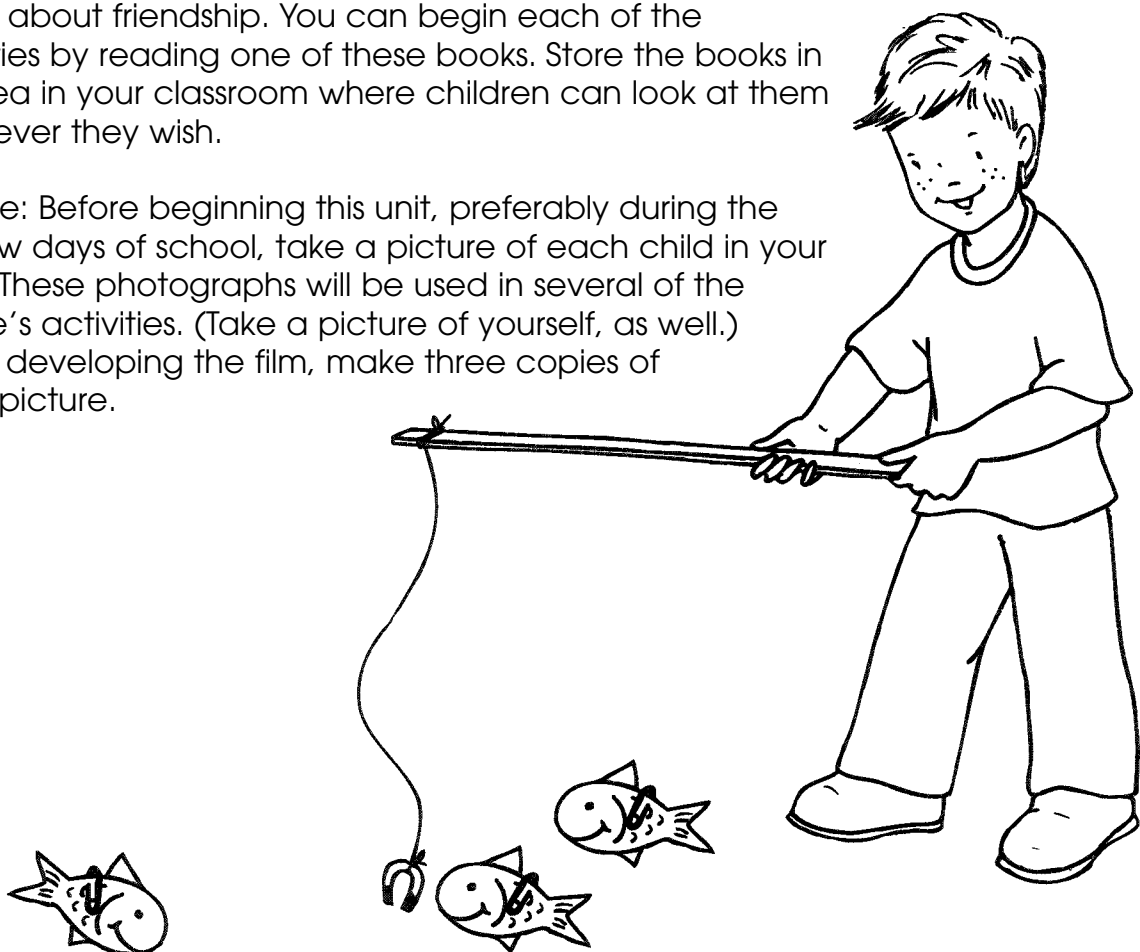
Introduction

Starting the school year off with a friendship unit allows children to get to know each other right away. The activities in this unit encourage classroom interactions, strengthen name recognition and build new friendships. While focusing on friendship, children reinforce and expand their knowledge and skills in important curriculum areas: English, maths, social studies and art.

This theme unit begins with an introductory activity, 'Good friend tokens' and ends with a final activity, which is a 'Friendship party'. The rest of the activities are spread out through four weeks. Each week includes an English, maths, social studies, art and game activity. Be sure to model these friendship activities before having the children work on them. A good model allows the children to learn more and create better projects.

At the end of this book, you will find a list of suggested books about friendship. You can begin each of the activities by reading one of these books. Store the books in an area in your classroom where children can look at them whenever they wish.

Note: Before beginning this unit, preferably during the first few days of school, take a picture of each child in your class. These photographs will be used in several of the theme's activities. (Take a picture of yourself, as well.) When developing the film, make three copies of each picture.





Good friend token

Goal:

- Reinforce the meaning of friendship.

Materials:

Good friend tokens (below), scissors, coloured paper, clear container, laminating machine or contact paper

Preparation:

- Duplicate the good friend tokens onto coloured paper. Make many tokens.
- Cutout the tokens, laminate and cut out again.

Directions:

1. During a group discussion time, talk about what 'friendship' means to your children (sharing, helping others, playing nicely, making friends with new people etc.).
2. Show the children one of the good friend tokens and the clear container.
3. Tell the children that every time you see a friendly act, you will put one of the tokens in the special container.
4. When the container has (name a reasonable amount), the class will be allowed to choose a special activity, for example, have a few extra minutes at recess, play a game they like or have free-choice time.





Good friends

Goal:

- Reinforce the qualities of being a good friend.

Materials:

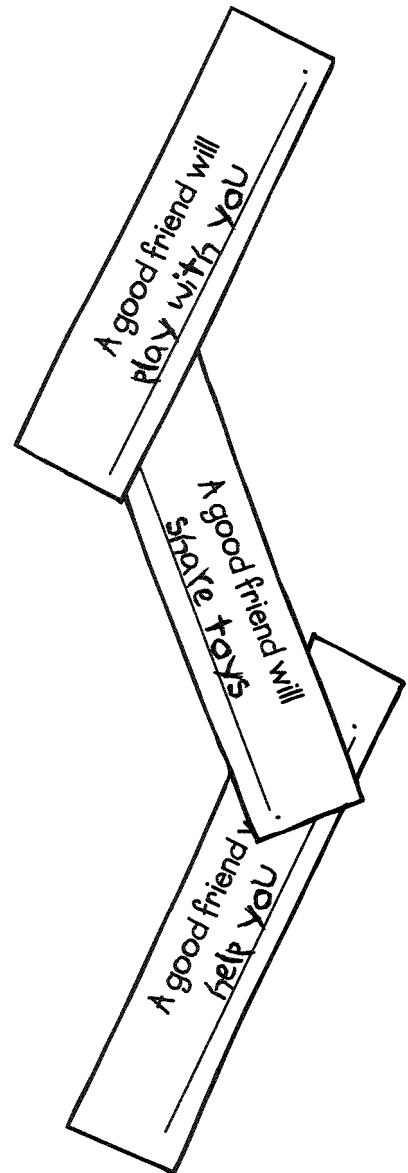
Sentence prompt (bottom of this page), textas, crayons, paper, 'friendship' books (see book list, p. 32), hole punch, brads or wool.

Preparation:

- Duplicate one copy of the sentence prompt for each child.
- Make a cover page to use for the completed class book.

Directions:

1. Read one of the books about friendship to the children.
2. Discuss the qualities that make a person a good friend. Have children share their thoughts.
3. Ask each child to complete the following sentence:
A good friend will _____
4. Transcribe each child's answer.
5. Give each child their sentence to illustrate.
6. Assemble the completed pages into a class book using the book cover, a hole punch and either brads or wool.
7. Read the book to the class. Then store it in the class library.



A good friend will



Who likes what?

Goals:

- Reinforce number recognition and counting.

Materials:

'Who likes what?' survey (p. 7), crayons

Preparation:

- Duplicate one copy of the survey per child.

Directions:

1. Lead the class in a discussion about food likes and dislikes.
2. Explain that the children will be finding out what kinds of food their new friends like.
3. Discuss the foods and numbers pictures on the survey. Explain that each child will try to find a specific number of friends for each food pictures. For example, children will try to find four friends who like macaroni and cheese.
4. Give each child one copy of the survey and a crayon.
5. Have the children walk quietly around the room and find the correct number of friends' names to fill in the spaces provided.
6. Have the children write their friends' names in the spaces provided. Or have the friends write their own names. (Children who cannot write their names can draw an X.)
7. After the children have had time to interact, gather the group together and ask them which foods were the most and least popular.

