

What is a Friend?

A Multimedia Approach to Comprehension

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Grade Level: 1st

Time Allotment: 50 min

Overview:

Throughout school, students are exposed to a variety of literature and media. Not only do these resources serve as educational tools in terms of literary comprehension and criticism, but they allow students to be exposed to many life lessons. The video, *Story of Read-Alee-Deed-Alee, The: "My Wet Pet"* (Song: "A Friend Is Someone Who Really Cares for You") provides students with an understanding of friendship, as well as creates an experience allowing students to recall friendships from previous experiences. The book *Just My Friend and Me* is an entertaining story that develops the simple concepts of plot. This resource also delivers a message of "a bad friendship" between two people. The last video for this lesson, *The Bernstein Bears: Road Race* gives students the benefits of viewing a positive friendship, as well as an understanding plot.

Students will read Mercer Mayer's book *Just My Friend and Me* and watch the videos *My Wet Pet* and *The Bernstein Bears: Road Race* to find strong character traits of a friend. Students will have to use character traits and communication skills to formulate opinions and ideas about the definition of a friend. The activity will include students recognizing and creating traits of friendship, as well as creating and demonstrating the definition of friendship through choices and experiences.

Subject Matter: English

Learning Objectives:

- To retell the plot of a story
- To identify traits of friendship
- To formulate an opinion based on related information

Standards:

The objective will in part meet the Virginia Standards of Learning for English, which can be found at <http://www.pen.k12.va.us>

1.1 English - Listen and respond to a variety of media

1.11 English - Relate previous experiences to what is read through oral language

Media Components:

- United Streaming Video
Story of Read-Alee-Deed-Alee, The: "My Wet Pet", which can be found at <http://www.unitedstreaming.com/index.cfm?unique=2573E2AB-F20F-79F8-4740D241479AA139>
(Song: "A Friend Is Someone Who Really Cares for You")

This link will allow the teacher and students to view the video from the internet or save to another recording device.

- Video
Bernstein Bears: Road Race

This video is available at Blue Ridge Public Television. This video can be recorded to a DVD or a VCR tape to help with viewing.

- Windows Media Player

This component is necessary to view the United Streaming Video.

Materials:

For Teacher:

- LCD Projector
- Computer / Laptop
- VCR / DVD Player
- Windows Media Player
- The book, *Just My Friend and Me*
- The video, *Bernstein Bears: Road Race*
- Pictures that represent Friendship
- Construction Paper / Crayons / Tape / Glue / Scissors

For Students:

- Reading / Listening Mats
- Tables

Prep for Teachers:

The teacher should do the following to prepare for the lesson:

- Read Mercer Mayer's book *Just My Friend and Me*
- Select pages to stop and check comprehension with students
- Select pictures relating to "Friendship" and put into a PowerPoint slide show (see the attached sheet)
- Select examples of "Friendship" in the video, *Bernstein Bears: Road Race* and the book, *Just My Friend and Me*
- Gather materials for students to create Friendship Cards
- Preview the video, *Bernstein Bears: Road Race*
- Preview the United Streaming video "My Wet Pet"

Introductory Activity:

Step one: **Say:** "What makes a person a friend? (possible answers: sharing, talking, playing together, or caring) I want you to help me find examples of friendship in the PowerPoint slide show we are going to look at today. Please look at the screen." **Provide a Focus for Media Interaction** and **say:** "We will look at six pictures, and I am going to ask you if it is an example of friendship. When you know the answer, raise your hand." The teacher will then show the PowerPoint with the *Friendship* pictures using the LCD projector. (see attached documents for PowerPoint slide show)

Step two: As each slide is shown, the teacher will **pause** and question students about the word friendship and how it relates to each PowerPoint slide. (there is a total of six pictures) The teacher will **say:** "Is friendship shown in this picture? Why or why not?" (possible answer: yes, because they are playing together) **Provide a Focus for Media Interaction** and **say:** "Please look at the next picture."

The teacher will **say:** "Is friendship shown in this picture? Why or why not?" (possible answer: yes, because they are reading together) **Provide a Focus for Media Interaction** and **say:** "Please look at the next picture."

The teacher will **say:** "Is friendship shown in this picture? Why or why not?" (possible answer: yes, because they are dancing together) **Provide a Focus for Media Interaction** and **say:** "Please look at the next picture."

The teacher will **say**: “Is friendship shown in this picture? Why or why not?” (possible answer: yes, because they are playing and joking together) **Provide a Focus for Media Interaction** and **say**: “Please look at the next picture.”

The teacher will **say**: “Is friendship shown in this picture? Why or why not?” (possible answer: no, because they are fighting) **Provide a Focus for Media Interaction** and **say**: “Please look at the next picture.”

The teacher will **say**: “Is friendship shown in this picture? Why or why not?” (possible answer: yes, because one is fixing the other’s hair) “Now, we are going to view a video about Friendship and I want you to pay attention to examples of Friendship and when I call your name, share your answer with the class.”

Step three: **Provide a Focus for Media Interaction** and **say**: “I now want you to look at the screen and watch this video. Listen for what the dragon has to tell his friends. When I call your name, be ready to give me an answer.” **Provide a Focus for Media Interaction** and **play** the video, *My Wet Pet* to allow students to hear in rhyme how a person may be a friend. The teacher should **pause** the video at 26 seconds and **say**: “What did the dragon have to tell his friends?” (possible answer: “I am glad you are my friend!”)

Step four: **Provide a Focus for Media Interaction** and **say**: “I now want you to look at the screen and watch this video. Listen for what the phone says a friend should do for another friend. **Provide a Focus for Media Interaction** and **resume** the video: *My Wet Pet* to allow students to hear in rhyme how a person may be a friend. The teacher should **start** the video at 27 seconds and **pause** the video at 50 seconds and **say**: “What did the phone say about friendship?” (possible answer: a friend is someone to call you when you are alone)

Step five: Step four: **Provide a Focus for Media Interaction** and **say**: “I now want you to look at the screen and watch this video. Listen for what the clock says a friend should do for another friend.” **Provide a Focus for Media Interaction** and **play** the video: *My Wet Pet* to allow students to hear in rhyme how a person may be a friend. The teacher should **resume** the video at 51 seconds and **pause** the video at 1:13 and **say**: “What did the clock say about friendship?” (possible answer: a friend is someone who can help you not make mistakes)

Step five: Step four: **Provide a Focus for Media Interaction** and **say**: “I now want you to look at the screen and watch this video. Listen for what the radio says a friend should do for another friend.” **Provide a Focus for Media Interaction** and **play** the video, *My Wet Pet* to allow students to hear in rhyme how a person may be a friend. The teacher should **resume** the video at 1:14 and **pause** the video at 1:35 and **say**: “What did the radio say about friendship?” (possible answer: a friend is someone who will keep you company)

Step six: **Provide a Focus for Media Interaction** and **say**: “I now want you to look at the screen as I read the book to you. I will read the pages of the book and you will be able to view the pages on the PowerPoint slide show on the screen. The name of the book is *Just My Friend and Me* by Mercer Mayer.”

Learning Activity:

Step one: **Start** the slide show and begin reading the book. (the teacher should refer back to the teacher preparation in the lesson about the book) The following could be used as questions to help with comprehension and the definition of “Friendship” throughout the story:

- Is the friend being a good friend? Why or why not?
- Does this remind you of anything you have done before?
- What is happening in the story?
- Why is he not being a good friend?

Step two: After reading the book *Just My Friend and Me*, **Provide a Focus for Media Interaction** and **say**: “We will now watch a video about friends building a car. I want you to watch how the friends work together and help each other with their project. When I **pause** the video, I want you to tell me how friendship is shown by the people in the video.” The teacher will then play the video, *Bernstein Bears: Road Race*.

Step three: The teacher should **pause** the video after the character Kenny decides to carry the milk for brother. **Ask**: “How is friendship being shown in the video?” (possible answers: Kenny carrying the milk, the friends going swimming, or Kenny’s wagon)

Step four: **Provide a Focus for Media Interaction** and **say**: “We will continue to watch the video. Keep looking for examples of friendship.” The teacher should continue the video and **pause** when the friends decide to leave and build a car together and Kenny says “Okay, see you later.” **Ask**: “How is friendship being shown in the video?” (possible answers: when the friends decide they can build a go kart together, Kenny takes the milk home, and the older bears invite Kenny to the shed)

Step five: **Say**: “I hope you are enjoying the video and are learning about Friendship from the characters in the video. We are now going to stop the video and finish it after we make “Friendship Cards” for our friends. The teacher should now direct the attention of the students to the Friendship Book made before the lesson by the teacher. (teacher has the option of completing the video before or after creating the “Friendship Cards”)

Culminating Activity:

Step one: **Provide a focus** and **say**: “Look at this book I made about my friends. I want you to do the same thing with pictures I have created for you. You will have to choose three pictures that represent Friendship and make a book. I want you to get your materials and create a book. After you finish, we can see what happens with Brother Bear and his friends.”

Step two: Teacher will monitor and help students with books. Students will remain at individual tables to complete their books.

Step three: If the teacher has chosen to complete the video after making the book, the remainder of the video should be viewed at this time.

Cross – Curricular Extensions:

- Art – students can make other friendship crafts, such as bracelets or necklaces
- Character Education – students can work in groups to complete other friendship projects

Community Connections:

- Create a “Buddy System” with an older class.
- Big Sister and Big Brother programs
- Mentor Programs with the working community

Friendship – Yes or No



Friendship – Yes or No



Friendship – Yes or No



Friendship – Yes or No



Friendship – Yes or No



Friendship – Yes or No

