



Friendship

FRIENDSHIP is a relationship between two or more people who enjoy being together.

LESSON 1

Explain the meaning of **FRIENDSHIP** to students. Ask students to describe qualities of a good friend. Take time to explore and discuss the varied ideas students may share. Have each student create two similes (a statement that compares two people or things by using the words “like” or “as”) about friendship or one of their friends. For example, “Friendship is like a seed, it starts off small, and it grows with time,” or, “My friendship with Zoe is like a plant, the more care it receives the more it grows,” or “Lindy’s smile is as bright as sunshine.” As time allows, call on students to share their similes. Have class show a thumb up for each correctly written simile.

School/Home Link Ask students to talk with a family member about the characteristics of a good friend.

LESSON 2

Review the meaning of **FRIENDSHIP**. Ask: **What is required to qualify as a “best friend”?** Have students describe specific qualities they think are important in a “best friend.” Examples include: “She eats lunch with me every day at school.” “He thinks I’m cool!” “She likes to do the things I like to do.” “He keeps my secrets.” Read the quote by Henry Ford: **“My best friend is the one who brings out the best in me.”** Ask students to explain what the quote means in their own words. Emphasize that a real friend would never ask them to do something that is wrong or harmful. Encourage students to be true friends who will help their friends make good choices and do their best. As time allows, have students turn to a neighbor and share ideas about how he or she can be a good friend.

School/Home Link Ask students to talk with a family member about the qualities of a real friend.

LESSON 3

Review the definition of **FRIENDSHIP**. Write the heading on the board: **“How To Make Friends.”** Ask students to share their ideas and experiences about how to make and keep friends. Examples include: Smiling in a friendly way, being considerate, remembering names, saying hello, inviting others to play, being positive, listening, giving a sincere compliment, etc. As time allows, create a list of behaviors that make it hard for friendships to develop, such as: Being bossy, yelling, hitting, gossiping, etc. Compare and contrast the different behaviors. Ask students to evaluate their own behavior and determine what they can do to build friendships more effectively.

School/Home Link Ask students to create a “How to Make Friends” list with a family member.

LESSON 4

Review the meaning of **FRIENDSHIP**. Write on the board: **“Dogs are a man’s best friend.”** Ask your students why people might feel that way. (Examples include: they play with you, can help protect you, don’t hold grudges, are always happy to see you, love you no matter what, etc.) Explain that the characteristics of a loyal dog are important in all kinds of friendships. Ask students to share stories about pets who have been their animal friends. As time allows, have them write their story. Have them alternate simple sentences (expressing one complete thought) and compound sentences (two or more complete thoughts combined with a conjunction like “and, or, but, so.”) Remind students to use correct punctuation and capitalization.

School/Home Link Ask students to share what they have learned about friendship with a family member.

LESSON 5

Review the meaning of **FRIENDSHIP**. Inform students they will develop a story as a class. Explain that each student when called upon will add to the story. Write the following story starter on the board and have the students develop the story by adding a sentence when they are called on. Remind students to use correct grammar. Read: ***At school, you overhear someone saying that your best friend was cheating on a spelling test, but you know that isn’t true. You...*** Call on one student to add one sentence that will continue the story. Continue calling on students as time allows or until the story is complete.

School/Home Link Tell students to read their stories to a family member.

Louisiana Content Standards and Grade Level Expectations

ELA-2-M6, ELA-4-M2, ELA-4-M4, ELA-4-M5 ELA-4-M7 ELA-7-M2, LA-1-M1, ELA-1-M4, ELA-7-M1, ELA-3-M, C1-A-M7, C1-B-M5