

FRIENDSHIP

Do we need friends? / ¿Necesitamos amigos?

QUARTER 2

STAGE 1: DESIRED LEARNING

Essential Question: Do we need friends? / ¿Necesitamos amigos?

Essential Understanding: "Friendships often serve as children's first significant connections beyond their immediate family" (Genoff, 2021). In this unit, students will embark on a comprehensive exploration of the intricate dynamics of friendship, using a diverse array of media, including stories, poems, songs, and videos. The concept of forming and maintaining friendships holds great relevance for six- and seven-year-olds, as it marks a pivotal juncture in their social and emotional development. "After the era of playdates arranged by parents, children begin to navigate the complex terrain of friendships independently" (Schrader, 2018).

During this transitional phase, students will grapple with the multifaceted challenges of building positive relationships and meaningful connections. Within the unit, students will draw upon their individual backgrounds and personal experiences, enabling them to establish connections, discover relatability, and engage with thought-provoking stories and inquiries. The unit emphasizes the importance of fostering acceptance and inclusivity, principles that permeate the carefully selected stories. By teaching students to appreciate both similarities and differences among their friends, the curriculum promotes an open and embracing mindset. It is crucial for children to recognize that friendships can transcend age, background, and interests.

Furthermore, the unit delves into the emotional dimensions of friendship, guiding students to explore a wide spectrum of feelings and attitudes within their relationships. Through activities focused on the shades of meanings between words, students will expand their emotional vocabulary beyond basic adjectives such as "happy" and "sad." The curriculum also offers insights into trust and reliability, by exploring what constitutes a strong and lasting friendship.

Additionally, students will critically examine the concept of a "best friend," a term commonly used by children. They will discuss the similarities and differences between a best friend and a friend through a series of stories and discussions. As an integral component of social and emotional learning and the CASEL Competencies, the unit equips students with the skills to foster positive connections and relationships. Students will learn strategies for making new friendships,

recognizing that this may not come easily to all. To achieve this, it is imperative for students to embrace acceptance and inclusivity toward those around them.

Lastly, the unit acknowledges the inevitability of change and growth in people over time. This recognition informs students that friendships can evolve and transform throughout the years. Addressing these changes is essential, as students may have already experienced friends moving away or the ending of friendships for reasons that remain unclear to them.

This unit is explored through the cognitive strategies of making connections and summarizing. Students will engage in conversations to apply these strategies, enhancing their comprehension of the texts and fostering a deeper understanding.

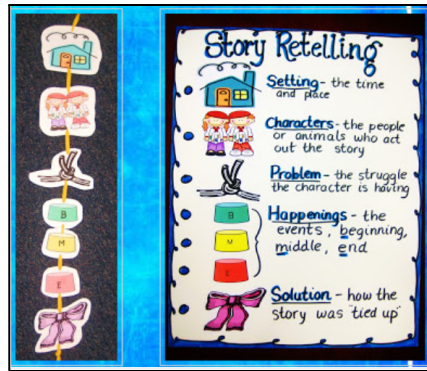
Cognitive Strategies. The use of cognitive strategies can increase the efficiency and confidence with which the learner approaches a learning task, as well as his/her ability to develop a product, retain essential information, or perform a skill. Strategies include: predicting, making connections, questioning, visualizing, summarizing, inferring, and notice and note. (Classroom Routines, 2023)

By drawing on their personal experiences, the hope for this friendship unit is that students are able to recognize and articulate the importance of friendships and maintaining positive connections throughout their journey.

Looking Back: The conversations within all the Kindergarten purposeful play areas focus on developing positive relationships and connections with each other. They explore self-identity and self-acceptance while embracing the similarities and differences of diversity within our school and the world. The emphasis on forming these personal connections and nurturing positive relationships serves as a solid foundation for the friendship-building work done within this first-grade unit.

In Kindergarten's Unit 3: Need and Wants, students learned the difference between the two and connected to this unit's essential question. Do people need friends or do they want friends?

The skill of retelling is the major work of Kindergarten and is explicitly taught in Unit 2: Feelings and Fairytales. The below images and what teachers are using to help guide the student throughout retelling the setting, characters, problem, happenings (beginning, middle, and end), and solution. They also use the walking map to physically walk through the parts of a story.



In Kindergarten's Unit 3: Needs and Wants and 4: Celebrations students begin to build a basic understanding of summarizing through the use of identifying the main idea and supporting key details.

Looking Ahead: This unit connects generally to the remaining first-grade units as they will deal with relationships between people and making connections. Students will also continue building their understanding around the strategies of summarizing and retelling stories.

In second grade, the students will focus on retelling stories in Unit 1: Developing Authors using the Story Grammar Map as a class during shared reading. In shared writing Unit 2: Perspective, students will use the story grammar map to plan their own writing. Students will also continue practicing summarizing using the main ideas and details in their units 3 and 4.

STAGE 3: THE LEARNING PLAN

The Learning Plan below gives a detailed explanation of the work that happens on a day to day basis to get students to the Essential Question, Essential Understandings, and standards outlined in Stage 1. The expectation is that all inquiries are taught in the manner and order in which they are written below.

Culturally Responsive Teaching and the Brain (Hammond, 2014) / (Classroom Routines, 2023)

Building Intellectual Capacity. Culturally Responsive Teaching is not just about motivating disengaged students. It's about rebuilding trust with them through a learning partnership, using that rapport and trust to get permission from students to push them into their zone of proximal development. As a culturally responsive teacher, you should be planning instruction so that students move through the brain's three stages of information processing: input, elaboration, and application. There are four macro level instructional strategies that help move students through each stage.

- Ignite: Getting the brain's attention
- Chunk: Making information digestible
- Chew: Actively processing new information
- Review: Having a chance to apply new learning

INQUIRY PLANNER

Unit Launch: Do we need friends? / ¿Necesitamos amigos?	2 Sessions
1. Who can be your friend? / ¿Quién puede ser tu amigo?	6 Sessions
2. How do you make friends? / ¿Como haces amigos?	7 Sessions
3. How many friends do you need? / ¿Cuántos amigos necesitas?	7 Sessions
4. What do friends do together? / ¿Qué hacen los amigos juntos?	6 Sessions
5. How can friends make you feel? / ¿Cómo pueden hacerte sentir los amigos?	5 Sessions
6. How can friendships change over time? / ¿Cómo pueden cambiar las amistades con el tiempo?	7 Sessions
Unit Closing: Do we need friends? / ¿Necesitamos amigos?	1 Session
Unit Extension	

FRIENDSHIP-Shared Writing

Do we need friends?

QUARTER 2

STAGE 1: DESIRED LEARNING

Essential Question: Do we need friends? /¿Necesitamos amigos?

Essential Writing Tasks: Students will make at least one book during this unit that includes pictures and words about friendship or an experience of being a friend. The number of details and words will vary depending on the student's foundational skills such as handwriting, encoding, fine motor control, and more. The book should tell a story about something they want to share or a story they want to tell the class. Students will learn more about friendship throughout quarter 2 which can help inspire as well as provide additional background knowledge for their book. Students can begin this book at any time throughout the quarter. Once they have completed their friendship book, they can continue creating books on topics of their choice.

STAGE 3: THE LEARNING PLAN

The Learning Plan below gives a detailed explanation of the work that happens on a day-to-day basis to get students to the Essential Question, Essential Understandings, and standards outlined in Stage 1. The expectation is that all inquiries are taught in the manner and order in which they are written below.

TASK PLANNER

10. FLEX WEEK	5 Sessions
11. Simple Sentences	5 Sessions
12. Pronouns	4 Sessions
13. Crafting Details of Expression and Gesture	5 Sessions 2 Sessions
14. Plural Nouns	5 Sessions
15. Crafting Cover Design	5 Sessions
16. Verbs: Present Tense	5 Sessions
17. Verbs: Past Tense	5 Sessions
18. Verbs: Future Tense	
19. Crafting Background / Book Creator	