



GRADE 4



Objective: Students will be able to:

- Discuss facts that support healthy relationships with friends and family.
- Describe the characteristics of being a friend.

Kindness Definition: Kindness means being friendly, generous or considerate to ourselves and others through our words and actions.

Kindness Concepts: Caring, Respect

LESSON ACTIVITIES

What Makes a Good Friend? Visual Responses, pp. 3-4
(25 to 30 minutes)

Friendship Chains, p. 5
(20 to 30 minutes, depending on time for narrative response)

Friendship Recipes, p. 6
(25 minutes for recipes, longer for poster display)

Friendship and Family Role-Plays, pp. 7-9 (30 minutes)

LESSON MATERIALS

- Friends clip: <http://bit.ly/19w2M47>
- Unusual Friendship, New York Times clip: <http://www.nytimes.com/video/us/1194817103175/an-unusual-friendship.html>
- Large self-adhesive poster sheet with “Qualities of a Friend” written at the top
- RAK Journals
- Qualities of a Friend poster sheet, with student responses from the What Makes a Good Friend? activity
- Strips of construction paper for friendship chain. Optional: Write students’ names, one on each strip before class for variation
- RAK Journals
- Teacher’s personal recipe for friendship as a model for students, created before class. See explanation under description below for how to create a friendship recipe.
- “Qualities of a Friend” poster sheet, with student responses from the What Makes a Good Friend? activity
- Poster board and materials to decorate friendship display with recipe
- RAK Journals
- Friendship and Family Role-Play Situations, cut apart before class
- RAK Journals

QUESTIONS? CONTACT: TeacherHelp@RandomActsofKindness.org

LESSON ACTIVITIES

Literacy Activity: Charlotte's Web Read Aloud, pp. 10-11
(multi-day project)

- Charlotte's Web by E.B. White, for teacher and additional copies for students if you want to read in literature circles
- For questions to ask students at the end of each chapter and great follow up activities, refer to: <http://bit.ly/16Vf9bx>
- RAK Journals

Home Extension Activity, pp. 12-13

- Take Home Activity, one sheet per student

LESSON NOTES

- The activities in this lesson focus on a central theme and connect to different curriculum areas. Lesson activities use a variety of modalities to address different learning styles and build on each other.
- Each activity includes evaluation questions to help determine how well students have internalized the lesson objective. You can discuss the questions as a class, have students work with a partner or a small group, or have students write responses in their RAK journal.
- The activities also incorporate key Kindness Concepts, which can be introduced before teaching the lesson or as the concepts are discussed in the lesson. Consider displaying the [Kindness Concept Posters](#) during the unit. See the [RAK Teacher Guide](#) for information about using Kindness Concepts to create a healthy classroom environment and help students develop pro-social behaviors.
- Each activity includes tips for how to adapt the curriculum to meet the needs of diverse learners.
- The [Kindness Tool Kit](#) is another way to meet the needs of diverse learners. See the [RAK Teacher Guide](#) for how to create and use this tool kit.
- RAK also has developed [Focusing Strategies](#) and [Problem-Solving Strategies](#) to help students better regulate their emotions, think through challenging situations, and build healthy relationships, friendships and community. See the [RAK Teacher Guide](#) for more information about incorporating those strategies into the lesson.
- Regularly revisiting the topics or questions raised during discussions will expand student understanding of the concepts. Scripted explanations are provided, but feel free to use language that feels natural for you.
- This lesson includes a home extension activity, which could be sent home at any point during the unit.
- The Common Core and Colorado P-12 Academic Standards met are listed after the activity title. Key is provided on pages 14-16.

SUGGESTED INTRODUCTION TO UNIT

Teacher says: "For the next few days, we are going to talk about friendship and what it means to be a friend. What do you think are the qualities of a good friend?" Allow time for students to respond and discuss, either as a class or in small groups. You can also use this time to introduce Kindness Concept (caring, respect) and create community definitions for these concepts or share the definitions listed below. Consider using the [Kindness Concept Posters](#) for caring and respect as a way to reinforce learning.

VOCABULARY WORDS FOR UNIT

Caring: Showing care and concern for others.

Respect: Treating others as you would like to be treated.

WHAT MAKES A GOOD FRIEND? VISUAL RESPONSES *(25 to 30 minutes)*

LESSON MATERIALS

- Friends clip: <http://bit.ly/19w2M47>
- Unusual Friendship, New York Times clip: <http://www.nytimes.com/video/us/1194817103175/an-unusual-friendship.html>
- Large shelf-adhesive poster sheet, with “Qualities of a Friend” written at the top
- RAK Journals
- Kindness Concept Posters: Caring, Respect

STANDARDS MET

Common Core: CCSS.ELA-Literacy.SL.4.1, 2
Colorado: Comprehensive Health S.3, GLE.1, EO.a,b,e;
Reading, Writing and Communicating S.1, GLE.1, EO.a,b

DESCRIPTION

1. Explain: *“We are going to talk today about friendship. Let’s start with a short video where students talk about what friendship means to them.”*
2. Watch the friendship clip. Then ask: *“Which qualities make a good friend? What are some other qualities that you think make a good friend?”*
3. Allow students to brainstorm and write their responses on the poster with “Qualities of a Friend” written at the top. Keep this sheet for future activities.
4. Before watching the Unusual Friendship clip, explain: *“In this clip, a newspaper reporter talks about a friendship between a refugee from Burma and a boy from Georgia. As you watch this clip, think about what makes them good friends.”*
5. Watch the clip and then discuss the following questions:
 - 1) *What did you think of this clip?*
 - 2) *What do you think makes Soung and Dante such good friends?*
 - 3) *What are some of the challenges they face in their friendship?*
 - 4) *How do they show caring and love to each other?*
 - 5) *What qualities about friendship do they show?*
 - 6) *How do good friends show respect to each other?*
6. Add any other qualities the students may think of to the poster.
7. **If you can’t stream the clips**, write the bulleted statements on the board (which are from the friendship clip). Ask students to turn to a partner (or assign partners) and discuss the statements and what other qualities make a friend. Have students share with the class and write any other qualities on the board.
 - A friend is loyal and you can trust that person to keep a secret.
 - A friend doesn’t lie and is honest.
 - A friend helps a friend when they need it.
 - A friend doesn’t say mean things or say things behind your back.
 - A friend takes care of you and comforts you when you are sad.
 - A friend has the same interests.
 - A friend includes a friend no matter what.
 - A friend shows respect.
 - A friend doesn’t keep secrets.

8. Then continue: *“Now I am going to share a story from The New York Times about a friendship between Soung, a refugee from Burma who has been diagnosed with dwarfism and Dante, a boy from Georgia, which is a southern state in the United States.”* Point out Burma and Georgia on a map. You may want to explain that dwarfism is a genetic or medical condition that causes short stature. The average adult with dwarfism is about 4 feet tall.
9. Then say: *“These two boys attend a school in Georgia, where students come from many different countries. Many of the students have never been to school before or don’t speak English. One teacher wonders what it is like for the new students to go to a school where they don’t understand anything except “Sit down!” or “Listen!” Moving to a new place can be difficult, but imagine what it would be like if you had to go to school where you can’t understand any of the words! Have you ever moved? What was that like? Did you have to make new friends? Could you speak the language in your new school?”* Allow students time to respond.
10. Continue: *“In class, Dante started to help Soung with the work, they played soccer on the playground and pretty soon, Soung was calling Dante on the phone. Dante’s mom said Soung would just call and say “Dante, Dante, Dante” over and over on the phone. What would you think if someone did that? Would you want to play with that person? Would it be easy or hard for you to be friends with someone who didn’t speak the same language as you?”* Allow students time to respond.
11. Say: *“Soon the boys became best friends. Soung, who is still learning English, will often use a hand motion to describe something when he doesn’t know the English word. Dante helps him by saying the correct word. Do you think this is helpful? How else could you help someone who is just learning English? How do you think you could be a friend to someone new at your school?”* Allow students time to respond.
12. End with the following questions, and write student responses on the poster or the board: *“What do you think makes these boys such good friends? How do you think that the boys show caring and respect to each other?”*

EVALUATION

Have students write responses in their RAK journals to the following questions: *“What did you learn from these clips (or the stories if you can’t show the clips) about what it means to be a friend? How can you show caring and respect to your friends?”*

TIPS FOR DIVERSE LEARNERS

Students might benefit from:

1. Having a little longer time to think before answering the questions.
2. Having a partner who writes down their responses on the poster or in their RAK journals.

FRIENDSHIP CHAINS *(20 to 30 minutes, depending on time for Evaluation)*

LESSON MATERIALS

- Qualities of a Friend poster from What Makes a Good Friend? activity
- Strips of construction paper for friendship chain. Optional: Write students' names, one on each strip before class for variation described in Step 5 below.
- RAK Journals
- Kindness Concept Posters: Caring, Respect

STANDARDS MET

Common Core: CCSS.ELA-Literacy.SL.4.1; CCSS.ELA-Literacy.W.4.2; CCSS.Math.Content.4.MD.B.4
Colorado: Comprehensive Health S.3, GLE.1, EO.a,b,e; Reading, Writing and Communicating S.1, GLE.1, EO.a; S.3, GLE.2, EO.a; Mathematics S.3, GLE.1, EO.a, IQ.1,2

DESCRIPTION

1. Review the Qualities of a Friend poster from that activity (if you've done it) and ask students if they have any other qualities to add. Otherwise, ask students for qualities and write them on a poster or the board.
2. Pass out three or four small strips of construction paper that can be easily made into a paper chain. On the strips of paper, have students write the names of their friends and what qualities make this person a good friend. Explain that they can have as many strips as they like, but to create at least two. Have students refer to the poster or the board for qualities if necessary.
3. Next, have students take two of the strips, weave them through each other and staple or tape the ends of the strips to make their own individual, short friendship chain.
4. Then have students join their individual friendship chains together to make one long classroom chain.
5. Another variation (particularly if you want to make sure that each student has something written about them) would be to give each student in the room a strip of construction paper with another classmate's name written on it. The student would write what friendship qualities this person possesses, and then link each strip together with other students' links to make a larger friendship chain.
6. After students complete their chains, read or have a student read qualities from the poster one at a time and ask by a show of hands whether the students wrote down that particular quality on their chain.
7. Then ask the following questions:
 - a. (As you read the qualities from the sheet) *Why is that quality important to you?*
 - b. *What did you learn about friendship from this activity?*
 - c. *Did your friends have the same or different qualities?*
 - d. *What do you think makes you a good friend?*
8. **Optional Math Extension Activity:** As you read or a student reads the qualities from the posters, make a graph showing the top friendship qualities that they value in their class.

EVALUATION

Have students write responses in their RAK journals to the following questions: *"Write a short narrative response that describes two qualities you have as a friend and how you can show those qualities this week."*

TIPS FOR DIVERSE LEARNERS

Students might benefit from:

1. Referencing the Qualities of a Friend poster or the list created during this activity as they make their chain.
2. Helping with the graphing activity; having a special job can help a reluctant learner connect with activity.

FRIENDSHIP RECIPES *(25 minutes for recipes, longer for poster activity)*

LESSON MATERIALS

- Teacher's personal recipe for friendship as a model for students, created before class. See explanation under description below for how to create a friendship recipe.
- "Qualities of a Friend" poster sheet, from the What Makes a Good Friend? activity
- Poster Board and materials to decorate friendship display with recipe
- RAK Journals
- Kindness Concept Posters: Caring, Respect

STANDARDS MET

Common Core: CCSS.ELA-Literacy.SL.4.1; CCSS.ELA-Literacy.W.4.2;
Colorado: Comprehensive Health S.3, GLE.1, EO.a,b,e;
Reading, Writing and Communicating S.1, GLE.1, EO.a;
S.3, GLE.2, EO.a

DESCRIPTION

1. Teacher says: *"During our last activity, we discussed the qualities that make a good friend. Let's review some of those qualities."*
2. Read or have a volunteer read some of the qualities that students mentioned during the Friendship Chain activity, referencing the Qualities of a Friend poster if necessary.
3. Then explain: *"Today we are going to make friendship recipes. A recipe usually includes ingredients and directions for how to make the recipe. A friendship recipe does the same thing...it tells what goes into a friendship and how to make it."*
4. Share the following recipe or create your own personal friendship recipe before class. Recipe: 3 cups of trustworthiness, 1 tablespoon of humor, 1/2 cup of caring, 1/2 cup respect, and so on. Steps for the recipe could be: Mix together trustworthiness and humor. Slowly add in loyalty.
5. Consider having students read real recipes as a way to get them thinking about friendship recipes and then create their recipe.
6. Once they have created their friendship recipes, one option would be to have the students copy their recipe on a poster board and decorate them for a friendship display.
7. After they finish ask: *"What ingredients for friendship did your recipe include? What ingredient did you include in the largest amount?"* Discuss how the ingredient you used the most is the quality that you value most in a friendship.

EVALUATION

Discuss (or have students write responses in their RAK journals): *"What did you learn about friendship from this activity? What are some ways that you can be the friend that you wrote about in your recipe?"*

TIPS FOR DIVERSE LEARNERS

Students might benefit from:

1. Seeing teacher "act out" the process of following or creating a friendship recipe using cooking bowls, measuring cups, cookbooks, etc. to increase understanding of a recipe.

FRIENDSHIP AND FAMILY ROLE-PLAYS (30 minutes)

LESSON MATERIALS

- Friendship and Family Role-Play Situations, cut apart before class
- RAK Journals
- Kindness Concept Posters: Caring, Respect

STANDARDS MET

Common Core: CCSS.ELA-Literacy.SL.4.1, 1b
Colorado: Comprehensive Health S.3, GLE.1, EO.a,b,e;
Reading, Writing and Communicating S.1, GLE.1, EO.a

DESCRIPTION

1. Divide students into groups of three or four and give each group a role-play. Note how many students are needed for each role-play.
2. Explain: *"Today we are going to do some friendship and family role-plays. Each group has been given a role-play, and it says how many students are needed. But you can add and delete characters if you want. You can also change the names and whether it is a boy or girl depending on who is in your group. Feel free to change the situation and to be creative! Remember that everyone needs a part. You will have five minutes to create your role-play and then you will perform it for the rest of the class your role-play should be about two minutes."*
3. As students create their role-plays, go around the room and offer suggestions if necessary.
4. After performing their role-plays ask the following questions:
 - 1) *What qualities did the friends and family members show in the skits?*
 - 2) *Are these qualities that you look for in a friend? Why or why not?*
 - 3) *What do you think you can do to be a good friend?*
 - 4) *How can you be respectful of your family?*
 - 5) *How can you show caring and respect?*

EVALUATION

Discuss (or have students write responses in their RAK journals): *"What did you learn about friendship from this activity? What are some ways that you can be kind and respectful to your friends and family this week?"*

TIPS FOR DIVERSE LEARNERS

Students might benefit from:

1. Having note cards to remember their lines; if you use, give note cards to everyone so that students who need them will not feel singled out.
2. Being reminded about appropriate noise levels during role-play practice; consider having students practice in different areas of the room or reserve space in the gym so they don't get distracted by each other.
3. Recording the role-plays while students are practicing and then showing them to the class; this might help those students who get nervous performing in front of others.

FRIENDSHIP AND FAMILY ROLE-PLAYS

SITUATION # 1: THREE PEOPLE

Lydia comes into the cafeteria and sees two of her friends, Clarissa and Ivy, sitting in different parts of the cafeteria. They both motion to her to join them. Lydia walks over and sits with Ivy. Clarissa feels very upset that Lydia didn't sit with her.

Create a role-play that shows how the friends can work out their conflict.

SITUATION #2: THREE OR FOUR PEOPLE

At recess, a group of friends are playing basketball and another boy, Henry, wants to join them. Some of the boys in the group are friends with Henry and want to include him in their game and some do not want him to play.

Create a role-play that shows how the friends can work with the group to successfully include Henry in their basketball game.

SITUATION #3: FOUR PEOPLE

Lucas and Hayden are twins and best friends. Lucas is very outgoing and popular and Hayden is shy and reserved. At school, Lucas hangs out with a lot of friends and Hayden just wants to be with Lucas. Lucas loves his brother but doesn't always want to be with him. Hayden feels left out when Lucas hangs out with other students.

Create a role-play that shows what the brothers can do to be fair, caring and respectful to each other in this situation.

SITUATION #4: FOUR PEOPLE

Aisha and Danielle enjoy doing all the same things: they like to play soccer, they like to read, and they love science. Sarah and Ruby like soccer, but when they aren't playing soccer they like to dance and listen to music. When the four friends are together and are tired of playing soccer, it is sometimes difficult for them to find something they all like to do.

Create a role-play that shows how the friends can figure out what to play.

SITUATION #5: THREE OR FOUR PEOPLE

It is Sienna's birthday and she doesn't know whom to invite to her party. She has many different friends and they don't all get along. She decides to talk to some of the friends from each group to figure out a way they can all get along at the party.

Create a role-play that shows Sienna talking to her friends about how to get along at her party.

SITUATION #6: FOUR PEOPLE

Malcolm, Alejandro and Ignacio are brothers who argue all the time. Today they are arguing about who is going to set the table and pick up the living room. Their grandma is tired of all the arguing and tells them they need to figure out how to work together.

Create a role-play that shows the brothers working together to decide how they will do the chores.

SITUATION #7: FOUR OR FIVE PEOPLE

The popular group of fourth grade girls doesn't like to hang out with Jessica. Elena is Jessica's best friend and wants to be part of that group. However, the group tells her that to she can't be Jessica's friend if she wants to hang out with them.

Create a role-play that shows how Elena can be a true friend to Jessica.

LITERACY ACTIVITY: *CHARLOTTE'S WEB* READ ALOUD ACTIVITY

(multi-day project)

LESSON MATERIALS

- *Charlotte's Web* by E.B. White, for teacher and additional copies for students if you want to read in literature circles
- For questions to ask students at the end of each chapter and great follow up activities, refer to: <http://bit.ly/16Vf9bx>
- RAK Journals
- Kindness Concept Posters: Caring, Respect

STANDARDS MET

Common Core: CCSS.ELA-Literacy.SL.4.1; CCSS.ELA-Literacy.RL.4.1, 2, 3, 4; CCSS.ELA-Literacy.W.4.1, 2, 3; Colorado: Comprehensive Health S.3, GLE.1, EO.a,b,e; Reading, Writing and Communicating S.1, GLE.1, EO.a; S.2, GLE.1, EO.a.i-iv; S.3, GLE.1, EO.a,b,c; S.3, GLE.2, EO.a

DESCRIPTION

1. Before beginning the *Charlotte's Web* read aloud, introduce the main characters to the students: Wilbur, Charlotte, Templeton, and Fern.
2. Then say: *"Making a new friend can be difficult and a little scary, but it is something we all experience. We are going to read a book together about how a pig and a spider learned the true meaning of friendship. To begin, can you remember a time when you were in a new situation and didn't know anyone? How did you feel?"* Allow students to respond.
3. Read a chapter out loud to the students, have them do paired reading with another student, or divide them into groups for literature circles.
4. Consider creating a Word Wall for new vocabulary before beginning each chapter and explain the words as you read through the book.
5. Create questions for each chapter and discuss the questions with the students or create a booklet for the literature circles or paired reading groups. See the website listed above for sample questions.
6. As they read, have students identify, describe, and interpret story elements and common organizational text structures.
7. After reading the book, consider doing one of these follow up activities (and see website above for more activities):
 - 1) Write a page and a half sequel to the book. What happens next?
 - 2) Write a two-paragraph essay that describes Wilbur and Fern's or Charlotte's and Fern's friendship. Think about the following questions:
 - a. *How did the friendship begin?*
 - b. *Do the two characters grow closer or drift apart? Why?*
 - c. *What major events prompt these changes?*
 - d. *How does the friendship end?*
 - e. *Do the characters forget each other afterwards, or do they keep some kind of connection?*
 - 3) Have students reflect in their RAK journals on the meaning of friendship.

- 4) Present students with letters, either from characters in *Charlotte's Web* or from children in situations similar to theirs, which detail problems the writers are having with making or being a friend. Ask students to write responses to these letters, acting as the role of Dear Abby (the newspaper advice columnist) and giving practical advice that will help the letter writer to solve his or her problem.
- 5) Reread the pact that Wilbur makes with Joy, Aranea, and Nellie. Create a classroom pact in which students pledge to show friendship toward each other, or have each individual student write their own friendship pledge detailing what they look for in a friend and what they promise to do in return. Model the pact on the pledge that Wilbur makes to Charlotte's daughters.
- 6) Assign children in the class a buddy, either younger children or children who are new to the school. Have them give tours around the school, eat lunch with them once a week, or study together. The goal is to make that person feel welcome in the school and to practice being a friend to others.
- 7) Have students write a poem about friendship.

EVALUATION

Discuss (or have students write responses in their RAK journals): *"What were some qualities about friendship that you learned from reading Charlotte's Web as a class?"*

TIPS FOR DIVERSE LEARNERS

Students might benefit from:

1. Having an adaptation of *Charlotte's Web* that fits their reading level. Many adaptations are available, so consider asking your school librarian for different versions.
2. Having a note catcher or graphic organizer available to gather important information while reading.
3. Discussing in small groups the questions listed under 7.2 on p. 10 as a pre-writing strategy.

HOME EXTENSION ACTIVITY

MATERIALS

Take Home Activity (p. 12), one sheet per student

DESCRIPTION

1. This activity could be done at any point during the unit. Write the return date on the sheet before you distribute it. You may want to distribute the sheet with the Friday folders and have it returned on Monday.
2. Hand out the Home Extension Activity and say: *"We have been talking about what it means to be a friend and I want you to talk about these ideas with your parent, guardian or another adult who cares for you. Please put this in your folder and return by _____."*
3. After the students bring back their sheet, ask the following questions:
 - 1) *What does it mean to be a friend in your family or household?*
 - 2) *What are some ways that you discussed to help develop strong, healthy relationships in your family or household?*



Name: _____

Please return by: _____

BACKGROUND

As part of the Random Acts of Kindness program, we have been talking in class about what it means to be a friend and to have strong relationships with friends and family.

VOCABULARY WORDS

Caring: Showing care and concern for others.

Respect: Treating others as you would like to be treated.



AT HOME ACTIVITY

Review the vocabulary words listed above. Also ask your student what he or she has learned about what makes a good friend. Then discuss the following questions and write (or have your student write) responses below or on the back and return to school by the date above:

- What does it mean to be a friend?

- How can we help develop strong, healthy relationships in our household?

ACADEMIC SUBJECT KEY



Comprehensive Health



Reading, Writing and Communicating



Science



Mathematics



Social Studies



Visual Arts



Drama and Theatre Arts

COMMON CORE STANDARDS (www.corestandards.org)

1. Reading: Literature

- *CCSS.ELA-Literacy.RL.4.1*: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- *CCSS.ELA-Literacy.RL.4.2* Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- *CCSS.ELA-Literacy.RL.4.3* Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
- Craft and Structure
- *CCSS.ELA-Literacy.RL.4.4* Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

2. Writing

- *CCSS.ELA-Literacy.W.4.1* Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- *CCSS.ELA-Literacy.W.4.2*: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- *CCSS.ELA-Literacy.W.4.3* Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

3. Speaking & Listening

- *CCSS.ELA-Literacy.SL.4.1*: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
- *CCSS.ELA-Literacy.SL.4.1b*: Follow agreed-upon rules for discussions and carry out assigned roles.
- *CCSS.ELA-Literacy.SL.4.2*: Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

4. Mathematics

- *CCSS.Math.Content.4.MD.B.4*: Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Solve problems involving addition and subtraction of fractions by using information presented in line plots.

COLORADO P-12 ACADEMIC STANDARDS

<http://www.cde.state.co.us/StandardsAndInstruction/ColoradoStandards-AcademicStandards.asp>

1. Comprehensive Health

- *Standard 3: Emotional and Social Wellness in Health*

Grade Level Expectation (GLE): 1. Identify positive behaviors that support healthy relationships

Evidence Outcomes (EO): Students can:

- a. Discuss factors that support healthy relationships with friends and family
- b. Describe the characteristics of a friend
- e. Identify the positive ways that peers and family members show support, care, and appreciation for one another

2. Reading, Writing and Communicating

- *Standard 1: Oral Expression and Listening*

Grade Level Expectation (GLE): 1. A clear communication plan is necessary to effectively deliver and receive information

Evidence Outcomes (EO): Students can:

- a. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly
- b. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally

- *Standard 2: Reading for All Purposes*

Grade Level Expectation (GLE): 1. Comprehension and fluency matter when reading literary texts in a fluent way.

Evidence Outcomes (EO): Students can:

- a. Use key ideas and details to:
 - i. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text
 - ii. Identify and draw inferences about setting, characters (such as motivations, personality traits) and plot
 - iii. Determine a theme of a story, drama, or poem from details in the text; summarize the text
 - iv. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., character's thoughts, words or actions)

- *Standard 3: Writing and Composition*

Grade Level Expectation (GLE): 1. The recursive writing process is used to create a variety of literary genres for an intended audience

- a. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- b. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences
- c. Write poems that express ideas or feelings using imagery, figurative language, and sensory details

Grade Level Expectation (GLE): 2. Informational and persuasive texts use the recursive writing process

Evidence Outcome (EO): Students can:

- a. Write informative/explanatory texts to examine a topic and convey ideas and information clearly

3. Mathematics

- *Standard 3: Data Analysis, Statistics, and Probability*

Grade Level Expectation (GLE): 1. Visual displays are used to represent data

Evidence Outcome (EO): Students can:

- a. Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$)

Inquiry Questions (IQ):

1. What can you learn by collecting data?
2. What can the shape of data in a display tell you?

OTHER STANDARDS MET

1. 21st Century Skills (www.p21.org)

- *Learning and Innovation Skills*
 - a. Critical Thinking: Reason effectively, make judgments and decisions, solve problems
 - b. Communicate clearly and collaborate with others
 - c. Creativity and Innovation: Think creatively and work creatively with others
- *Life and Career Skills*
 - a. Initiative and Self Direction: Manage goals and time, work independently, be self-directed learners
 - b. Social and Cross-Cultural Skills: Interact effectively with others
 - c. Productivity and Accountability: Manage projects and produce results
 - d. Responsibility: Be responsible to others
- *Information, Media and Technology Skills*
 - a. Information Literacy – Access and Evaluate Information

2. Social and Emotional Standards (www.casel.org)

- Self-awareness
- Social Awareness
- Relationship Skills