



Exploring Friendship and Diversity with Meet Heckerty ©

Objectives

- Students will be able to make connections between ideas of friendship introduced in the text and their own ideas of what makes a good friend.
- Students will be able to express ideas on friendship both orally and in writing.
- Students will be able to create a drawing.
- Students will be able to analyze text to find answers to questions.
- Students will be able to listen and follow instructions appropriately.

Common Core Standards

- **CCSS.ELA-LITERACY.RL.K.1**
With prompting and support, ask and answer questions about key details in a text.
- **CCSS.ELA-LITERACY.SL.K.1**
Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- **CCSS.ELA-LITERACY.SL.K.2**
Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- **CCSS.ELA-LITERACY.SL.K.5**
Add drawings or other visual displays to descriptions as desired to provide additional detail.
- **CCSS.ELA-LITERACY.SL.K.6**
Speak audibly and express thoughts, feelings, and ideas clearly.

General

In this lesson plan the teacher uses the Meet Heckerty™ text to introduce discussion about important qualities of friendship and explore the idea that although people may look or act differently they can still be good friends.

If this is the first time using the Heckerty™ books in class, model the use of the books.

Story Teller Mode: The story is read aloud and automatically goes to the next page.

Read & Play mode: readers can read the book themselves or by tapping the Heckerty™ face icon in the upper right hand side of the page each sentence is highlighted and read aloud.

Reader can also tap individual words and the word tapped will be read aloud. Animations are embedded on the page. Encourage readers to tap the images on the page to find the animations.

Questions? Suggestions? Requests?

We'd love to hear from you & we respond quickly.
Email us at heckerty@heckerty.com or visit www.heckerty.com

Sometimes by tapping an image repeatedly other animations may appear.

Tapping the broomsticks on the bottom left of the page goes to the previous page.

Tapping the broomsticks on the bottom right of the page goes to the next page.

Tapping the compass on the top left of the page goes to the index.

Story can be read in pairs, individually or as a group in **Story Teller** or **Read & Play** mode.

Remind students that words they do not know can be tapped and read to them.

Materials needed

- Device that plays apps.
- Projector.
- Meet Heckerty™ App.
- Large Construction paper.
- Coloring implements.
- Glue.
- Friendship organizer.
- Guided questions.
- Recording device (optional).

Essential questions

- What does it mean to be a friend?
- Who will I include in my circle of friends?

Anticipatory set

On the board write the word “friend.” Ask students what qualities they like in their friends and what makes them a good friend. Follow with asking students do friends have to be just like them or can they be different?

Modeled practice

Teacher will introduce the Meet Heckerty™ story and model the preferred way of reading the text.

After story is read teacher will provide guided questions to be used in class discussion to explore ideas of friendship and check for comprehension.

Questions (example questions at end of lesson plan) can be discussed in whole group, in pairs, small group or depending on the level of the students answers could be written. Questions re-quire students to refer to text, go beyond text and to make connections with own experience.

Teacher will use the board to model filling out an organizer with the teacher’s own ideas about friendship. (See model organizer questions below.)

Teacher will provide each student with an organizer with the questions.

Teacher will instruct students to revise their work based on teacher feedback from the organizer sheet.

Teacher will provide large construction paper, glue and coloring implements. Teacher will instruct students to

draw a picture of their friend and remind them to include qualities and or activities they like to do with their friends in the picture. (I.e.: their friend is always happy - picture would have a smile on friends face, the student likes to read with their friend - they would include a book in the picture etc.)

Teacher will instruct students to make sure they leave room on the paper to glue their organizers/paragraphs to the bottom of the page. (If students are not writing out answers this step and the following is skipped.)

Teacher will instruct students to glue their organizer/ paragraph to the bottom of the picture.

Teacher will post the students' drawings around the room.

Independent Practice

Students will follow instructions and read story either in pairs, individually or as a whole group. Students will participate in discussion of guided questions and/or write out answers to questions. Students will use the organizer and answer in written form questions about friendship.

Higher level students will use organizer as a jumping off point and create their own organizer and put their answers into paragraph form. Lower level students will use the organizer and verbally construct answers and either record answers or share answers in whole/small group or in pairs.

Students will draw a picture of their friend including representations of qualities they like about their friend and activities they like to do together using their organizer/paragraph for reference.

Students will glue the organizer (paragraph) to the bottom of a large piece of white construction paper.

Students will share their drawings and thoughts on friendship with the class and/or students will take a gallery walk around the room.

Differentiation

For higher level students teacher can instruct students to use the organizer questions as a jumping off point and have them create their own organizer and write a paragraph using brainstorming ideas.

Mid level students teacher will allow students to use "creative" spelling for their answers and simple sentence structure.

Lower level students there are several options:

- Students discuss answers to guided questions and organizer questions in pairs/small group and record their answers using "creative" spelling in list form.
- Students discuss answers to guided questions and organizer questions in pairs/small group and draw the picture of the friend keeping in mind the organizer questions and then share with class, small group or pair answers to the questions.

Note: an extension to this lesson could be to compare and contrast students' ideas about friendship and what is important to them.

Closing

Students will share with a partner a quality of friendship other than one they identified that they think is important.

Assessment

Teacher will assess students participation in discussion through observation. Teacher will assess students' reading for comprehension through evaluating answers to guided questions. Teacher will evaluate writing and/or drawing for understanding of friendship theme.

Guided Questions Examples

1. Heckerty wants to be beautiful for _____? (a picture for her passport)
2. A passport is _____? (a document used to travel outside of the United States) Here is an opportunity to talk about passports, if a student has ever used a passport, what countries students may have traveled to, where you may have traveled etc. as a lesson extension.
3. Heckerty does not like the _____ on her face? (spots, warts)
4. Zanzibar is Heckerty's _____? (cat, friend)
5. To make her face beautiful Heckerty wants to create a _____ for _____. (spell, magic soap)
6. Heckerty could not find her spell book so she had to create a spell by _____ it. (remember)
7. When Heckerty recited the spell she and Zanzibar _____ round and round. (dances)
8. When Heckerty went to look at her beautiful new face what did she see? (A green face)
9. Why didn't Heckerty's spell work the way she wanted it to? (She said Wizard's Nose instead of Lizard's Toes)
10. Why is Heckerty so upset about her face? (She thinks she is ugly and will not be able to make new friends)
11. Sometimes if a person looks or acts different, people find it hard to be their friends. What do you think makes a good friend? Even though Heckerty is different, why might Heckerty be a good friend to have?

Organizer Example

My friend's name is (explain a friend could be a pet etc. and focus on how friends can be different from us)

Some of the good qualities my friend has are (teacher can include a number of qualities they want the student to provide, i.e. 5 qualities, or leave it open)

The activities I like to do with my friend are

What I like best about my friend is

Rubric

Organizer/ Drawing	Developing	Approaching	Meets	Exceeds
Level 1 Drawing only.	Student leaves out more than half of the required elements for the drawing.	Student leaves out some of the required element for the drawing.	Student completes the drawing with all required elements.	Student creates an drawing that shows clear understanding of concepts of friendship and diversity.
Level 2 Drawing with Organizer.	Student leaves some of the organizer incomplete and/ or more than half of the required elements for the drawing.	Student fills in each portion of the organizer with letters matching sounds. Student leaves out some of the required element for the drawing.	Student fills in each portion of the organizer and is able to write a word or more in each section. Student completes the drawing with all required elements.	Student completes entire organizer and writes a phrase or sentence for each description, and where necessary expressing a preference or opinion. Student creates an drawing that shows clear understanding of concepts of friendship and diversity.
Level 3 Drawing with Paragraph.	Student leaves all or some of the organizer and/ or more than half of the required elements for the drawing.	Student completes some of the organizer. Student leaves out some of the required elements for the drawing.	Student completes all of the organizer forming complete sentences for each section. Student leaves out some of the required element for the drawing.	Student completes the organizer with language beyond what was demonstrated in the lesson model, Student creates an drawing that shows clear understanding of concepts of friendship and diversity.