

CL-04A

Building Friendships

Grades K-1

Interpersonal Effectiveness

How to Make a Friend

Students learn five Friendly Steps with hand motions, sort friendly and not-friendly choices, and practice saying hi, asking a question and inviting a story character to play.

HOOK
3 min

TEACH
5 min

PRACTICE
9 min

WRAP-UP
3 min

OPTIONAL EXTENSION
+10 min · Friendly Steps

BIG IDEA Friendships start with small, friendly steps. Say hi, ask, and invite!

1 I CAN

- ☐ make a friendly face and say hi and my name.
- ☐ ask a question and invite someone to play.
- ☐ tell if a choice is friendly or not friendly.

KEY WORDS / PALABRAS CLAVE

friend	amigo, amiga
friendly	amigable
question	pregunta
invite	invitar
include	incluir
take turns	tomar turnos

2 MATERIALS

- ☐ A puppet or stuffed animal to play Owen (optional; the teacher can play Owen instead)
- ☐ Projector page (p. 4) on the document camera, or copied onto chart paper
- ☐ Worksheet (p. 5), one per student, and crayons or pencils
- ☐ Extension: Friendly Steps cards (p. 6) on the document camera
- ☐ Family letter (p. 7), one per student

PREP · 5 MINUTES

- Practice the five Friendly Step motions once. Pick a puppet or stuffed animal to be Owen.
- Copy p. 5 and p. 7, one per student. Print p. 4 and p. 6 once.

3 STANDARDS

Texas Model 5th ed., 2018	Interpersonal Effectiveness
ASCA Standards Mindsets & Behaviors, 2021	B-SS 1 Effective oral and written communication skills and listening skills · B-SS 2 Positive, respectful and supportive relationships with students who are similar to and different from them
Health TEKS K §115.12(b)(3)(D)	demonstrate skills for making new acquaintances
Health TEKS Gr 1 §115.13(b)(3)(E)	describe ways to build and maintain friendships
Health TEKS Gr 1 §115.13(b)(3)(F)	identify ways to respectfully communicate verbally and nonverbally. The friendly face and motions are the nonverbal part.
ELA TEKS K §110.2(b)(1)(E) · Gr 1 §110.3(b)(1)(E)	develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants (K) / such as introducing himself/herself and others, ... (Gr 1)
Character traits TEC §29.906(b)(7)	caring, including kindness, empathy, compassion, consideration, patience, generosity, charity, and interpersonal skills

4 THE LESSON

HOOK 3 min

SAY "Today we'll talk about story characters, not real people. We'll use the names in the stories. This is Nayeli. She is a story character in first grade. At recess, she sees Owen building a sand castle. Nayeli wants to make a new friend."

DO Teach two signals. **Friendly:** wave hello. **Not friendly:** cross your arms in an X. Read each idea; students show a signal.

ARMS X "Could Nayeli grab Owen's shovel?"

WAVE "Could Nayeli smile and say, 'Hi! I'm Nayeli?'"

WAVE "Could Nayeli ask, 'Want to build with me?'"

ASK "Nayeli smiled and said hi. Owen smiled back! Why did a smile and a hi help Nayeli?" Take two answers, then say: "Friendships start with small, friendly steps."

TEACH 5 min

DO Show the projector page. Point to each Friendly Step and teach its motion. The class echoes the words and the motion.

- 1 **Friendly face.** Smile and face the person. Motion: point to your smile.
- 2 **Say hi and your name.** "Hi! I'm ____." Motion: wave.
- 3 **Ask a question.** "What do you like to play?" Motion: draw a question mark in the air.
- 4 **Invite.** "Want to play?" Motion: wave your hand toward you.
- 5 **Take turns.** "Your turn, then my turn." Motion: point to them, then to you.

SAY "When Nayeli invites Owen, she includes him. Include means inviting someone to join in. Be a buddy. Stand with them, or invite them to play. Watch me be Nayeli."

DO Act out all five steps as Nayeli, with the puppet (or the teacher) as Owen. When Nayeli asks, "What do you like to play?" the puppet says, "I like castles!" Then the class says each line with you, all together, to the puppet.

Friendly face: some children are taught to lower their eyes to show respect. Facing the person is enough.

PRACTICE 9 min

DO · 2 MIN Friendly or not friendly? Read each one; students show a signal. For items 2 and 3, ask, "Which Friendly Step could Ruby (or Renata) use instead?"

WAVE 1. Gael smiles and says, "Hi! I'm Gael."

ARMS X 2. Ruby laughs at a new kid's drawing.

ARMS X 3. Renata keeps the jump rope all recess.

WAVE 4. Diego asks, "Want to play ball with us?"

Item 2: Ruby can use a friendly face and ask a question, like "What did you draw?" Item 3: Renata can take turns.

DO · 7 MIN Worksheet. Help students write their name. Read each Part 1 item aloud; students circle YES (friendly) or NO (not friendly). Read the Part 2 story twice; students draw Nayeli and Iker playing and copy *play*.

Answer key. Part 1: Yes 1, 3, 4; No 2, 5, 6. Part 2: any drawing of Nayeli and Iker playing together; the word is *play*.

WRAP-UP 3 min

SAY "Here is the end of Nayeli's story. She smiled. She said, 'Hi! I'm Nayeli.' She asked, 'What do you like to play?' Owen said, 'Castles!' She asked, 'Want to build with me?' Then they took turns with the shovel." Students show each step's motion as you read.

CHECK "Show me the Friendly Step Nayeli used when she said, 'Want to build with me?'" (Invite: wave your hand toward you.) Give the family letters to the teacher for take-home folders.

Short on time? Read practice items 1 and 3 only, and do worksheet Part 1 together; students draw Part 2 later.

5 OPTIONAL EXTENSION · 10 MINUTES

Friendly Steps. Show page 6 on the document camera. Everyone stands by their seat. Friendly? Take one step in place and show that step's motion. Not friendly? Freeze with arms in an X.

- 1 Review the five Friendly Steps and their motions (2 minutes).
- 2 Play. Point to a card and read it. Students step or freeze. For a not-friendly card, ask, "Which Friendly Step could Regina (or Emiliano) use instead?" (5 minutes).
- 3 Partner play. One seat partner is Nayeli and one is Owen; then switch. Nayeli does all five steps. Point to one picture at the bottom of page 6: Owen answers "What do you like to play?" with that picture, not a real favorite (3 minutes).

Step in place: no running and no touching. Partners are seat neighbors, so no one has to pick a partner. Use only the story names.

6 SUPPORT EVERY LEARNER

EMERGENT BILINGUALS

The motions and pictures work in any language. Teach *amigable* and *invitar* (cognates: *invite* / *invitar*, *include* / *incluir*). Let partners talk in Spanish first. Frames: "Hi! I'm ____." "Want to play ____?"

EXTRA SUPPORT

Read every item aloud and point to each picture. Students may point instead of circling. For Part 2, students may draw only, and you can write *play* with them.

STRETCH

Ask: "Why is a friendly face a good first step?" Early finishers add a speech bubble to their drawing with Nayeli's words.

7 QUICK CHECK

During the signals: if many students mix up friendly and not friendly, say the five steps once more with the motions before the worksheet.

After class: I collect the worksheets and sort them into "all 6 right" and "not yet." They go home through the teacher the next day.

The worksheet is about story characters, not the child, so it is fine to collect.

9 KEEP IT GOING SCHOOLWIDE · CYCLE 4

MORNING ANNOUNCEMENT

EN "Good morning, Yellow Jackets! Friendships start with small, friendly steps. Today, smile, say hi, and invite someone to play!"

ES "¡Buenos días, Yellow Jackets! Las amistades empiezan con pasos pequeños y amigables. ¡Hoy sonrían, saluden e inviten a alguien a jugar!"

8 PICTURE BOOKS (OPTIONAL)

Strictly No Elephants by Lisa Mantchev (Simon & Schuster, 2015). Spanish edition: *No se permiten elefantes*. A boy and his tiny elephant are turned away from a club, so they start a club where everyone is welcome. Good for talking about inviting and including.

The lesson works without a book. Preview any book before you read it to a class.

HALLWAY IDEA

Post a paper "Friendship Path" of footprints near the cafeteria. When a teacher spots a friendly step, like saying hi or inviting someone in, the class adds a footprint with its class name, such as "Room 12."

TEACHER TIP

Name it when you see it: "You invited a classmate to join your game. That's a Friendly Step!"

If a student shares something personal: keep the lesson on the characters. "Thanks for telling me. Let's think about what Nayeli could do." If what the student said worries me, I follow up after the lesson using district procedures and my reporting guides (LR-01, CS-01).

How to Make a Friend

Friendships start with small, friendly steps.

Friendly Steps · One small step at a time.



Friendly face.



Say hi and your name.



Ask a question.



Invite.



Take turns.

Pon una cara amigable · Saluda y di tu nombre · Haz una pregunta · Invita · Toma turnos



“Hi! I’m ____.”



“What do you like to play?”



“Want to play?”



Friendly

Signal: wave hello.



Not friendly

Signal: arms in an X.



Be a buddy. Stand with them, or invite them to play.

How to Make a Friend

Friendships start with small, friendly steps.

Part 1 Is it friendly? Circle YES or NO.

- | | | | |
|---|--|---|-----------------------------|
| 1 |  Camila smiles and says hi. | ☒ YES | ☐ NO |
| 2 |  Ben says, "Go away!" | ☒ YES | ☐ NO |
| 3 |  Ximena asks, "What do you like?" | ☒ YES | ☐ NO |
| 4 |  Rodrigo says, "Want to play?" | ☒ YES | ☐ NO |
| 5 |  Wyatt keeps all the blocks. | ☒ YES | ☐ NO |
| 6 |  Esteban grabs the ball away. | ☒ YES | ☐ NO |

Part 2 Invite! Draw Nayeli and Iker playing.

At recess, Nayeli sees Iker. He is new. Nayeli says, "Hi! I'm Nayeli. Want to play?" Iker says, "Yes!"



Nayeli and Iker at recess

Nayeli invites Iker to _____

Word bank: play

Friendly Steps

Listen to the card. Friendly? Take one step and show it. Not friendly? Freeze in an X.



Friendly face



Say hi



Ask



Invite



Take turns



1. Lupita smiles at a new kid.



2. Jack says, "Hi! I'm Jack."



3. Regina grabs the chalk away.



4. Grace asks, "What do you like to play?"



5. Emiliano says, "No new kids!"



6. Nayeli asks, "Want to play?"

Partners "What do you like to play?"

Owen answers with the picture the counselor points to.



Blocks



Ball



Puzzles



Drawing



Be a buddy. Stand with them, or invite them to play.

Building Friendships

Cómo hacer amistades

Family letter · Carta para la familia · Grades K-1 · Grados K-1

ENGLISH

Dear Family,

This week, your child's class had a lesson about **making a friend** with the school counselor. Friendships start with small, friendly steps. Include means inviting someone to join in. We learned five Friendly Steps with hand motions and practiced them with story characters.

FIVE FRIENDLY STEPS

1. Friendly face: smile and face the person. · 2. Say hi and your name: "Hi! I'm ____." · 3. Ask a question: "What do you like to play?" · 4. Invite: "Want to play?" · 5. Take turns: "Your turn, then my turn."

TRY THIS AT HOME

1. Ask your child to show you the motions for the five Friendly Steps. Practice them together or with a toy.
2. When you see someone being friendly, say it out loud: "You said hi and asked her name. That's a Friendly Step!"

TALK ABOUT IT AT HOME

"What can a kid say to invite someone to play?"

Your child may bring home a drawing of Nayeli and Iker playing. Ask your child which Friendly Steps Nayeli used.

You are welcome to see any counseling lesson or handout. Call the school office at **956-262-4741** and ask for me.

Mrs. Handy, School Counselor

ESPAÑOL

Estimada familia:

Esta semana, el grupo de su hijo(a) tuvo una lección sobre **cómo hacer amigos** con la consejera escolar. Las amistades empiezan con pasos pequeños y amigables. Incluir significa invitar a alguien a participar. Aprendimos cinco Pasos Amigables con movimientos de las manos y los practicamos con personajes de cuentos.

CINCO PASOS AMIGABLES

1. Cara amigable: sonreír y voltear hacia la persona. · 2. Saludar y decir su nombre: "¡Hola! Me llamo ____." · 3. Hacer una pregunta: "¿A qué te gusta jugar?" · 4. Invitar: "¿Quieres jugar?" · 5. Tomar turnos: "Te toca a ti y luego a mí." (En clase usamos las palabras en inglés *Friendly Steps*.)

PARA PRACTICAR EN CASA

1. Pídale a su hijo(a) que le enseñe los movimientos de los cinco Pasos Amigables. Practíquenlos juntos o con un juguete.
2. Cuando vea a alguien ser amigable, dígalos en voz alta: "Saludaste y le preguntaste su nombre. ¡Ese es un Paso Amigable!"

PARA PLATICAR EN FAMILIA

"¿Qué puede decir un niño o una niña para invitar a alguien a jugar?"

Es posible que su hijo(a) traiga a casa un dibujo de Nayeli e Iker jugando. Pídale que le cuente qué Pasos Amigables usó Nayeli.

Puede ver cualquier lección o material de consejería cuando guste. Llame a la escuela al **956-262-4741** y pregunte por mí.

Sra. Handy, consejera escolar

