

CL-04B

Building Friendships

Grades 2–3

Interpersonal Effectiveness

Joining In

Students learn four Joining-In Steps, sort asking from telling, and practice how a story character joins a game and how a group includes someone new.

HOOK
3 min

TEACH
5 min

PRACTICE
9 min

WRAP-UP
3 min

OPTIONAL EXTENSION
+10 min · Can I Join? Scenes

BIG IDEA

Friendships start with small, friendly steps: watch, find a good moment, ask kindly, stay calm.

1 I CAN

- ☐ use the four Joining-In Steps to join a game.
- ☐ tell the difference between asking and telling.
- ☐ say how a group can include someone: "Sure! Here's how we play."

KEY WORDS / PALABRAS CLAVE

join in	unirse (a un juego)
include	incluir
group	grupo
moment	momento
kindly	con amabilidad
calm	calma

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

Gr 2 §115.14(b)(3)(E)

describe the qualities of a good friend

Health TEKS

Gr 2 §115.14(b)(3)(G)

identify the feelings and perspectives of others by interpreting their verbal and nonverbal cues. Used in "Watch first."

Health TEKS

Gr 3 §115.15(b)(3)(E)

describe the characteristics of healthy and unhealthy friendships. Partial fit: a group that includes others is a healthy sign.

ELA TEKS

Gr 2 §110.4(b)(1)(E) · Gr 3 §110.5(b)(1)(E)

develop social communication such as distinguishing between asking and telling (Gr 2) / such as conversing politely in all situations (Gr 3)

Character traits

TEC §29.906(b)(4), (7)

respect and courtesy · caring, including kindness, empathy, compassion, consideration, ... and interpersonal skills

2 MATERIALS

- ☐ Projector page (p. 4) on the document camera, or copied onto chart paper
- ☐ Worksheet (p. 5), one per student, and pencils
- ☐ Extension: Can I Join? scene cards (p. 6), one set, and sticky notes
- ☐ Family letter (p. 7), one per student

PREP · 5 MINUTES

- Copy p. 5 and p. 7, one per student. Print p. 4 and p. 6 once.
- Cut the scene cards apart if you plan to do the extension. Plan groups by seats, so no one has to ask to join a real group.

4 THE LESSON

HOOK 3 min

SAY "Today we'll talk about story characters, not real people. Use the names in the stories. Héctor and Daniela both want to join a game of four square at recess. Listen to how each one tries."

HÉCTOR "Héctor runs into a square while the ball is bouncing. He grabs the ball and says, 'I'm playing now!'"

DANIELA "Daniela stands by the court and watches how they play. When the round ends, she asks, 'Can I play too?'"

ASK "Who asked and who told? Which way will the group like better? Why?" Take two answers, then say: "Daniela asked. Héctor told. Friendships start with small, friendly steps, and asking kindly is one of them."

TEACH 5 min

DO Show the projector page. Read each Joining-In Step; the class echoes it and holds up that many fingers.

- 1 **Watch first.** See what they play and how. Look for clues: Is it the middle of a turn? Is someone waving you over?
- 2 **Find a good moment,** like the end of a turn or a round.
- 3 **Ask kindly.** "Can I play too?" Asking is kinder than telling.
- 4 **Stay calm with a yes or a "not now."** Yes? Join in and follow their rules. Not now? Say, "Okay," take a slow breath, and try another group or ask an adult for ideas.

SAY "Groups have a job too. Include means inviting someone to join in. A group that includes says, 'Sure! Here's how we play.' If the game is full, a kind group still offers a way in: 'You can play next game.' See someone watching alone? Be a buddy. Stand with them, or invite them to play."

ASK "Why was it smart for Daniela to watch first?" (She learned the game and found a good moment.)

PRACTICE 9 min

DO · 2 MIN Which step? Read each one; students hold up 1, 2, 3 or 4 fingers. After item 3, ask, "What could the chalk group say to include Liam?" ("Sure! Here's how we play.")

- STEP 3** 1. Marisol walks up to the hopscotch group and asks, "Can I play too?"
- STEP 1** 2. Kayla stands near the soccer game and sees how the teams play.
- STEP 4** 3. A group says, "Not now." Liam says, "Okay," and asks the kids drawing with chalk.
- STEP 2** 4. Bruno waits until the jump rope stops before he asks.

DO · 7 MIN Worksheet. Students write their name and teacher. Part 1 alone or with a partner; Part 2 on their own. In grade 2, read Part 2 aloud together first. The second bubble line is optional for students who need more time.

Answer key. Part 1: Ask 1, 4, 5; Tell 2, 3, 6. Part 2: Watch how the group plays; Wait until the jumper stops; Ask kindly, "Can I jump next?"; If they say "not now," stay calm and try another group. Bubble: any including words, such as "Sure, Daniela! You can jump next."

WRAP-UP 3 min

SAY "Daniela watched first, waited for the end of the round and asked kindly. What can the four-square group say to include her?" ("Sure! Here's how we play.") "Friendships start with small, friendly steps."

CHECK "Show me with your fingers: Daniela asks to join, and a group says, 'Not now.' Which step comes next?" (Four fingers: say "Okay," stay calm, and try another group or ask an adult for ideas.) 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 2 together as a class.

5 OPTIONAL EXTENSION · 10 MINUTES

Can I Join? Scenes. Groups of 3 or 4 (made by seats) each draw one scene card from page 6. Rules: use the names on the card, never a classmate's name; act out only what the card says; stay in your spot, no running.

- 1 Read the card together. Pick one joiner; everyone else is the group (2 minutes).
- 2 Practice a 30-second scene. The joiner uses the four Joining-In Steps. The group answers the way the card says, in a kind voice. On a "not now" card, the joiner says, "Okay," stays calm and does what the card says next (4 minutes).
- 3 Two or three groups show their scene. The class holds up fingers for each step they see (4 minutes).

No time to act it out? Groups write what the group could say to include the joiner on a sticky note, so the cards stay clean for the next class.

6 SUPPORT EVERY LEARNER

EMERGENT BILINGUALS

Use the finger signals and the pictures on the projector page. Point out cognates: *incluir*, *grupo*, *momento*, *calma*. Let partners talk in Spanish first. Frames: "Can I play too?" "Sure! Here's how we play."

EXTRA SUPPORT

Read the worksheet aloud. Pair students. Use the word bank under the speech bubble. In Part 2, students may draw instead of writing. Shorten Part 1 to items 1–4 if needed.

STRETCH

Ask: "The kickball teams are full. How can the group still include Itzel?" Early finishers write including words for one "not now" scene card on a sticky note.

7 QUICK CHECK

During the finger check: if many students miss two or more, replay Daniela's four-square story, naming each step, before the worksheet.

After class: I collect the worksheets and sort them into "all 4 moves" 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.

8 PICTURE BOOKS (OPTIONAL)

Enemy Pie by Derek Munson (Chronicle, 2000). Spanish edition: *Pastel para enemigos* (2018). A boy's secret "enemy pie" plan works only if he spends a whole day being nice to his enemy. By the end, they are friends. Preview: at first the boy hopes the pie will be awful for his enemy.

The Invisible Boy by Trudy Ludwig (Knopf, 2013). Spanish edition: *El niño invisible* (2022). Nobody seems to notice Brian until a new student, Justin, arrives and they become friends. Preview first: it has exclusion scenes (children left out); the ending is hopeful. Talk about Brian as a character.

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

9 KEEP IT GOING SCHOOLWIDE · CYCLE 4

MORNING ANNOUNCEMENT

EN "Good morning, Yellow Jackets! Want to join a game? Watch first, find a good moment and ask kindly. When someone asks to join, include them: 'Sure! Here's how we play.'"

ES "¡Buenos días, Yellow Jackets! ¿Quieren unirse a un juego? Observen primero, busquen un buen momento y pregunten con amabilidad. Cuando alguien pida unirse, inclúyanlo: '¡Claro! Te enseñó cómo jugamos.'"

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 watched first and asked kindly. That's how to join in!"

If a student shares something personal: keep the lesson on the characters. "Thanks for telling me. Let's think about what Daniela 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).

Joining In

Friendships start with small, friendly steps.

Joining-In Steps · Hold up 1, 2, 3 or 4 fingers.

1 🧐

Watch first.
See how they play.

2 ⌚

Find a good moment, like the end of a turn.

3 💬

Ask kindly.
“Can I play too?”

4 😊

Stay calm.
Yes? Join in!
Not now? Try another group or ask an adult.

Observa primero · Busca un buen momento · Pregunta con amabilidad · Mantén la calma: ¿ahora no? Busca otro grupo o pídele ideas a un adulto

? **Ask**

“Can I play too?”
“May I join your game?”
“Can I be next?”

! **Tell**

“I’m playing now!”
“Give me the ball.”
“Move! My turn.”



Groups include, too.

Include means inviting someone to join in. Say, “Sure! Here’s how we play.”

Joining In

Friendships start with small, friendly steps.

Part 1 Ask or tell? Read each one. Circle **ASK** or **TELL**.

1 Rubén says, “Can I play too?”

? **ASK**

! **TELL**

2 Fernanda says, “I’m on your team now.”

? **ASK**

! **TELL**

3 Noah grabs the ball and says, “My turn!”

? **ASK**

! **TELL**

4 Jimena says, “May I join your game?”

? **ASK**

! **TELL**

5 Andrés says, “Can I be next?”

? **ASK**

! **TELL**

6 Chloe says, “Move! I’m playing.”

? **ASK**

! **TELL**

Part 2 Join in! Help Daniela join the jump-rope group.

At recess, two kids are turning a jump rope. A third kid is jumping and counting. Daniela wants to join them.



Check ✓ the 4 moves that will help Daniela.

☐ Watch how the group plays.

☐ Run in while someone is jumping.

☐ Wait until the jumper stops.

☐ Ask kindly, “Can I jump next?”

☐ Grab the rope.

☐ If they say “not now,” stay calm and try another group.

What can the group say to include Daniela? Write it in the bubble.

Sure, Daniela! You can _____

Here’s how we _____

Word bank: jump next · turn the rope · count · play · team · together

Can I Join?

✂ Cut on the dashed lines.

1. Read your card. 2. Pick a joiner; everyone else is the group. 3. Practice a 30-second scene. 4. Show the class.

SCENE #1



Tomás wants to join the block builders. The group says, “Sure! Here’s how we build.”

Watch first

Good moment

Ask kindly

Stay calm

SCENE #2



Itzel wants to join kickball. The group says, “**Not now.** The teams are full. You can play next game.” Itzel says, “Okay!” and tries hopscotch.

Watch first

Good moment

Ask kindly

Stay calm

SCENE #3



Lily wants to join the chalk group. The group says, “Yes! You can draw the sun.”

Watch first

Good moment

Ask kindly

Stay calm

SCENE #4



Sergio wants to help with a puzzle. The group says, “Sure! You can do the edges.”

Watch first

Good moment

Ask kindly

Stay calm

SCENE #5



Paola wants to join jump rope. The group says, “**Not now.** You can jump after this round.” Paola says, “Okay,” and tries four square.

Watch first

Good moment

Ask kindly

Stay calm

SCENE #6



Eli wants to join soccer at recess. The group says, “Yes! Be on our team.”

Watch first

Good moment

Ask kindly

Stay calm

SCENE #7



Valeria wants to join a board game. The group says, “**Not now.** It’s full.” Valeria says, “Okay,” and asks the teacher for ideas.

Watch first

Good moment

Ask kindly

Stay calm

SCENE #8



Harper wants to join I Spy by the bench. The group says, “Sure! You go next.”

Watch first

Good moment

Ask kindly

Stay calm

Building Friendships

Cómo hacer amistades

Family letter · Carta para la familia · Grades 2–3 · Grados 2–3

ENGLISH

Dear Family,

This week, your child's class had a lesson about **joining in** with the school counselor. Friendships start with small, friendly steps. We practiced how a story character can join a game kindly, and how a group can include someone new.

FOUR JOINING-IN STEPS

1. Watch first: see how they play. · 2. Find a good moment, like the end of a turn. · 3. Ask kindly: "Can I play too?" · 4. Stay calm with a yes or a "not now." Not now? Try another group or ask an adult for ideas.
- Groups include, too.** Include means inviting someone to join in. A group can say, "Sure! Here's how we play."

TRY THIS AT HOME

1. Practice asking and telling. "Can I play too?" (asking) sounds different from "I'm playing!" (telling). Take turns saying each one.
2. Practice including words together: "Sure! Here's how we play." If a game is full: "You can play next game."

TALK ABOUT IT AT HOME

"What can a kid do when a group says 'not now'?"

Your child may bring home a worksheet about Daniela joining a jump-rope group. Ask your child which steps helped Daniela.

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 unirse a un juego** con la consejera escolar. Las amistades empiezan con pasos pequeños y amigables. Practicamos cómo un personaje de cuento puede unirse a un juego con amabilidad y cómo un grupo puede incluir a alguien nuevo.

CUATRO PASOS PARA UNIRSE A UN JUEGO

1. Observar primero: ver cómo juegan. · 2. Buscar un buen momento, como cuando termina un turno. · 3. Preguntar con amabilidad: "¿Puedo jugar también?" · 4. Mantener la calma, le digan que sí o "ahora no". ¿Ahora no? Buscar otro grupo o pedirle ideas a un adulto. **Los grupos también incluyen.** Incluir significa invitar a alguien a participar. Un grupo puede decir: "¡Claro! Te enseño cómo jugamos." (En clase usamos las palabras en inglés *Joining-In Steps*.)

PARA PRACTICAR EN CASA

1. Practiquen la diferencia entre pedir y mandar. "¿Puedo jugar también?" (pedir) suena diferente a "¡Voy a jugar!" (mandar). Túrnense para decir cada frase.
2. Practiquen juntos frases para incluir: "¡Claro! Te enseño cómo jugamos." Si el juego ya está lleno: "Puedes entrar en el siguiente juego."

PARA PLATICAR EN FAMILIA

"¿Qué puede hacer un niño o una niña cuando un grupo le dice 'ahora no'?"

Es posible que su hijo(a) traiga a casa una hoja de trabajo sobre Daniela y un grupo que salta la cuerda. Pídale que le cuente qué pasos ayudaron a Daniela.

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

