

CL-04C

Building Friendships

Grades 4–5

Interpersonal Effectiveness

Friendship Starters

Students learn that a friendship starter is a friendly question or comment that starts a conversation, then practice five Starter Steps with story characters.

HOOK
3 min

TEACH
5 min

PRACTICE
9 min

WRAP-UP
3 min

OPTIONAL EXTENSION
+10 min · Starter Cards

BIG IDEA

Friendships start with small, friendly steps: start, listen, follow up, connect, include.

1 I CAN

- ☐ use a friendship starter and a follow-up question to keep a conversation going.
- ☐ tell a conversation keeper from a conversation stopper.
- ☐ find a common interest and include someone new.

KEY WORDS / PALABRAS CLAVE

conversation	conversación
friendship starter	frase para empezar una amistad
follow-up question	pregunta de seguimiento
common interest	interés en común
listen	escuchar
include	incluir

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 4 §115.16(b)(3)(D)

identify positive and negative characteristics of social groups. A group that includes someone new is a positive one.

Health TEKS
Gr 4 §115.16(b)(3)(G)

identify verbal, physical, and situational cues that indicate how others may feel. Used in Part 3: a new student watching a game.

Health TEKS
Gr 5 §115.17(b)(3)(C)

explain ways of maintaining healthy relationships and resisting negative peer influence in social groups

ELA TEKS
Gr 4 §110.6(b)(1)(A) · Gr 5 §110.7(b)(1)(A)

listen actively, ask relevant questions to clarify information, and make pertinent comments (Gr 4) / listen actively to interpret verbal and non-verbal messages, ask relevant questions, and make pertinent comments (Gr 5)

Character traits
TEC §29.906(b)(7)

caring, including kindness, empathy, compassion, consideration, patience, generosity, charity, and interpersonal skills

2 MATERIALS

- ☐ A beanbag or soft ball to toss from hand to hand (optional)
- ☐ Projector page (p. 4) on the document camera
- ☐ Worksheet (p. 5), one per student, and pencils
- ☐ Extension: Starter Cards (p. 6), two sets for about 20 students (one card per pair), 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 once and p. 6 twice; cut the Starter Cards apart.
- Plan seat partners for the extension, so no one has to choose a partner.

4 THE LESSON

HOOK 3 min

SAY “Today we’ll talk about story characters, not real people. Use the names in the stories. Karla is new in Room 18. In P.E., she blocked a lot of goals. At lunch, two classmates try to talk with her. Listen.”

TALK A Isaac: “Do you like soccer?” Karla: “Yes.” Isaac: “Okay.” (Quiet. The talk stops.)

TALK B Adrián: “Hi, I’m Adrián. You blocked so many goals in P.E.! Where did you learn?” Karla: “On my old school’s team.” Adrián: “What was your best save?” Karla: “I stopped a penalty kick!” Adrián: “No way! I play soccer at recess. Want to play with us tomorrow?”

ASK “Which talk kept going? What did Adrián do that Isaac didn’t?” Take two answers, then say: “Isaac made a friendly start. Adrián kept it going: he listened, asked a follow-up question, found something in common and included Karla. Friendships start with small, friendly steps.”

TEACH 5 min

DO Show the projector page. Read the five Starter Steps; the class echoes each one. If you have a beanbag, toss it hand to hand for each step: a conversation is like playing catch. Keepers toss it back. Stoppers drop it.

SAY “A friendship starter is a friendly question or comment that starts a conversation. Ask about something you can both see or share: an animal, a game, the school lunch, a book or a sport. A follow-up question asks about what the person just said. It shows you listened. A common interest is something you both like. Different interests? Get curious: ‘How does that work?’ Friends can be alike and different.”

SAY “Look for clues, too. Someone standing near a group and watching may want to join in. Include means inviting someone to join in. Be a buddy. Stand with them, or invite them to play.”

ASK “Karla says, ‘I’m reading about sharks.’ What follow-up question could Adrián ask?” (Any question about her shark book, such as “What’s the wildest shark fact?”)

PRACTICE 9 min

DO · 2 MIN Keeper or stopper? Read each one. Students cup their hands for a keeper (catch) or let their hands drop for a stopper. For each stopper, partners turn it into a keeper.

KEEPER 1. Natalia sees a new student reading and asks, “What’s your book about?”

STOPPER 2. A classmate says, “I like drawing dragons.” Caleb says, “Dragons are for little kids.”

STOPPER 3. Leonardo asks a question, then talks over the answer.

KEEPER 4. A classmate says, “I like drawing dragons.” Maya asks, “How do you draw the wings?”

Item 1 is a starter; item 4 is a follow-up question. Fixes: Caleb could ask, “What kind of dragons?” Leonardo could listen until the answer ends.

DO · 7 MIN Worksheet. Students write their name and teacher. Parts 1 and 2 on their own. For Part 3, seat partners talk for one minute first. If they disagree, they use the frame “I see it differently because ____.” Then each student writes.

Answer key. Part 1: Keeper 1, 4, 5; Stopper 2, 3, 6. Part 2: any question about Lucía’s comic (“What powers does the cat have?”); any connect line (“Me too! I draw comics too.”) and invite (“Want to draw together at recess?”). Part 3: any including idea with a reason, such as inviting Mateo to wait in line for the next turn and telling him the rules.

WRAP-UP 3 min

SAY “Adrián started a talk with Karla, listened, asked a follow-up question, found something in common and included her. Each one was a small, friendly step.”

CHECK “Make it a keeper: Ava asks a new student, ‘Do you like the library?’ The student says, ‘Yes.’ What follow-up question could Ava ask?” (Any question about what the student said, such as “What kind of books do you like there?”) Give the family letters to the teacher for take-home folders.

Short on time? Use practice items 1 and 2 only, and do worksheet Part 3 as a class discussion before students write.

5 OPTIONAL EXTENSION · 10 MINUTES

Starter Cards. Seat partners share one Starter Card. Rule: use only the names and lines on the card, never a classmate's name. The card character answers only with the card's lines, in order.

- 1 Read the card together. Round 1: Partner A plays Adrián and Partner B plays the card character (2 minutes).
- 2 Role-play for 2 minutes: Adrián starts, listens, asks at least two follow-up questions, connects and includes. Round 2: trade cards with the next pair; Partner B plays Adrián (5 minutes).
- 3 Two pairs show their talk. The class counts the follow-up questions and names one keeper they heard (3 minutes).

Out of card lines? The card character says, "I'm not sure. What do you think?" Pairs write their best follow-up question on a sticky note, so the cards stay clean.

6 SUPPORT EVERY LEARNER

EMERGENT BILINGUALS

Point out cognates: *conversación*, *interés*, *incluir*, *conectar*. Partners may plan in Spanish first. Frames: "What do you like about ___?" "Me too! I like ___ too." "Want to join us?"

EXTRA SUPPORT

Read the sort items aloud and do items 1–3 with a partner. In Part 2, students may use a keeper line from the projector page. Part 3 may be talked through instead of written.

STRETCH

Ask: "Why does a follow-up question work better than a brand-new question?" Early finishers write three more follow-up questions about Lucía's comic on the back of the worksheet.

7 QUICK CHECK

During practice: listen for follow-up questions that use the speaker's words. If many partners ask brand-new questions instead, model one more with Karla's soccer talk.

After class: I collect the worksheets and sort Part 2 into "real follow-up" 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, try a friendship starter, ask a follow-up question and really listen."

ES "¡Buenos días, Yellow Jackets! Las amistades empiezan con pasos pequeños y amigables. Hoy, empiecen una conversación, hagan una pregunta sobre lo que la otra persona dijo y escuchen con atención."

8 PICTURE BOOKS (OPTIONAL)

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. Good for talking about noticing and including someone new. Preview first: it has exclusion scenes (children left out and teased); 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.

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 asked a follow-up question. That shows you were listening!"

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

Friendship Starters

A friendship starter is a friendly question or comment that starts a conversation.

Starter Steps · Small, friendly steps.

1 

Start: say hi and ask.

2 

Listen: let them finish.

3 

Follow up: ask about what they said.

4 

Connect: find a common interest.

5 

Include: invite them in.

Empieza: saluda y pregunta · Escucha · Pregunta más sobre lo que dijo · Conecta: busca algo en común · Incluye: invita a la persona



Keepers

“What are you building?”
“How did you learn that?”
“Me too!” or “How does it work?”



Stoppers

“That’s boring.”
Talking over someone
Turning away during the answer



Include means inviting someone to join in.

Friendship Starters

A friendship starter is a friendly question or comment that starts a conversation.

Part 1 Keeper or stopper? Circle KEEPER or STOPPER.

1 “That looks fun. How do you play?”



KEEPER



STOPPER

2 “Who cares about that?”



KEEPER



STOPPER

3 Cutting in before they finish talking.



KEEPER



STOPPER

4 “Wait, how did you make that part?”



KEEPER



STOPPER

5 “Me too! Which one did you like best?”



KEEPER



STOPPER

6 Walking off in the middle of their answer.



KEEPER



STOPPER

Part 2 Follow up and connect Help Adrián keep the talk going.

At recess, Lucía is drawing on the bench. Adrián says, “Hi, I’m Adrián. What are you drawing?” Lucía says, “A comic about a cat who is a superhero.”



Adrián likes drawing too. Write a follow-up question he could ask. Then help him connect and include Lucía.

Adrián asks, _____

Me too! _____

Want to _____

Part 3 Think it through Talk with a partner. Then write.

Adrián, Ethan and two classmates are playing four square at recess. Mateo is new. He stands near the court, watching. Ethan says, “Sorry, the game is full.”



What could the group do to include Mateo? Give a reason.

The group could _____

This includes Mateo because _____

Starter Cards

✂ Cut on the dashed lines.

Round 1: Partner A plays Adrián. Partner B plays the card character and says only the card's lines, in order. Adrián uses the Starter Steps: start, listen, ask two follow-ups, connect and include. **Round 2:** trade cards; Partner B plays Adrián.

STARTER CARD #1



Animals. Elena is new. She reads at the library table. *Adrián likes ocean animals.*

Elena: (1) "It's about sea turtles." (2) "They swim really far." (3) "I want to see one someday."

STARTER CARD #2



Games. Óscar sets up checkers at indoor recess. *Adrián has never played. Get curious!*

Óscar: (1) "Want to see a trick move?" (2) "I learned it from a library book." (3) "I win sometimes."

STARTER CARD #3



School lunch. Yaretzi sits by Adrián in the cafeteria. *Adrián likes pizza day too.*

Yaretzi: (1) "Pizza day is my favorite." (2) "I always pick the fruit, too." (3) "The line was so long today."

STARTER CARD #4



Books. Julián reads a graphic novel.

Adrián likes mysteries. **Julián:** (1) "It's about a robot detective." (2) "This is book three." (3) "The robot solves a mystery at a zoo."

STARTER CARD #5



Sports. Zoe practices free throws in P.E. *Adrián is learning free throws.*

Zoe: (1) "I made five in a row!" (2) "Bend your knees first." (3) "I'm trying for ten."

STARTER CARD #6



Games. Ramón teaches a clapping game at recess. *Adrián has never played. Get curious!*

Ramón: (1) "It's called Stella Ella Ola." (2) "We clap in a circle." (3) "The last clap is tricky."

STARTER CARD #7



Class library. Nora picks a book from the class library. *Adrián likes animal books too.*

Nora: (1) "This one is about bats." (2) "Bats sleep upside down." (3) "Some bats eat bugs all night."

STARTER CARD #8



Sports. Joaquín is new. He watches a kickball game. *Adrián plays kickball.*

Joaquín: (1) "I played kickball at my old school." (2) "I like to kick far." (3) "I can play any spot."

Building Friendships

Cómo hacer amistades

Family letter · Carta para la familia · Grades 4–5 · Grados 4–5



ENGLISH

Dear Family,

This week, your child's class had a lesson about **starting conversations and including others** with the school counselor. Friendships start with small, friendly steps. Include means inviting someone to join in. We practiced these steps with story characters.

FIVE STARTER STEPS

1. Start: say hi and ask about something you can both see. · 2. Listen: let them finish. · 3. Follow up: ask about what they said. · 4. Connect: find a common interest, or get curious. · 5. Include: invite them in. Example: "What are you reading?" "It's about sharks." "What's the wildest shark fact?"

TRY THIS AT HOME

1. Play "Follow-Up Catch": one person says a sentence about a topic, like animals or sports, and the other asks a follow-up question. See how long you can keep it going.
2. When you hear a good follow-up question, name it: "That question showed you were listening!"

TALK ABOUT IT AT HOME

"What makes a good follow-up question?"

Your child may bring home a worksheet about Adrián and Lucía. Ask your child what follow-up question Adrián could ask.

ESPAÑOL

Estimada familia:

Esta semana, el grupo de su hijo(a) tuvo una lección sobre **cómo empezar conversaciones e incluir a los demás** con la consejera escolar. Las amistades empiezan con pasos pequeños y amigables. Incluir significa invitar a alguien a participar. Practicamos estos pasos con personajes de cuentos.

CINCO PASOS PARA EMPEZAR UNA CONVERSACIÓN

1. Empezar: saludar y preguntar sobre algo que los dos pueden ver. · 2. Escuchar: dejar que la persona termine. · 3. Dar seguimiento: preguntar sobre lo que dijo. · 4. Conectar: buscar un interés en común o mostrar curiosidad. · 5. Incluir: invitar a la persona. Ejemplo: "¿Qué estás leyendo?" "Es sobre tiburones." "¿Cuál es el dato más increíble sobre los tiburones?" (En clase usamos las palabras en inglés *Starter Steps*.)

PARA PRACTICAR EN CASA

1. Jueguen a "Atrapa la pregunta": una persona dice algo sobre un tema, como los animales o los deportes, y la otra hace una pregunta sobre lo que escuchó. Vean cuánto tiempo pueden seguir la conversación.
2. Cuando escuche una buena pregunta de seguimiento, dígalos: "¡Esa pregunta muestra que estabas escuchando!"

PARA PLATICAR EN FAMILIA

"¿Qué hace que una pregunta de seguimiento sea buena?"

Es posible que su hijo(a) traiga a casa una hoja de trabajo sobre Adrián y Lucía. Pídale que le cuente qué pregunta de seguimiento podría hacer Adrián.

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

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