

# Project Friend



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## **Major Goals**

The purpose of this program is to promote friendships among students with and without disabilities. The program has two major components. First, the general education class is provided with sensitivity lessons to help them gain a better understanding and acceptance of people with disabilities. A safe environment must be provided in which students can discuss their concerns without fear of being judged. The second part consists of lessons and activities that are done during the integration program, when the general education students and the students with disabilities work together. This is a collaborative effort of two or more teachers. Together we read stories about friendship, share special events, and work on a variety of projects and activities related to friendship. The students with disabilities increase their social, communication, and academic skills, as their general education peers initiate conversations with them and model appropriate behaviors. Directly working together and getting to know each other is what really leads to the understanding and acceptance of each other's differences.

## **English Language Arts Standards Addressed:**

Students will:

- E1a. Read twenty-five books
- E1b. Read and comprehend at least four books on the same subject
- E2b. Produce a response to literature
- E2c. Produce a narrative account
- E3a. Participate in one-to one conferences with the teacher
- E3b. Participate in-group meetings



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### **Target Student's Age / Level**

I have worked on this project with second, fourth, and fifth graders. This project can be adapted for use with middle school students as well. If possible, the students should work with their like-aged peers.

### **Timeline**

The program takes place from October to June. I provided the sensitivity lessons to the general education students. The lessons are about fifty minutes and take place once or twice per month. The general education students and those with disabilities meet weekly for a fifty-minute period from October to June.

### **Assessments**

- Pre- and post-attitudinal survey
- Teacher observations of interactions between general and special education students
- Student's journal writing, reflective essays, etc.
- Group discussions

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## Lesson Plans—Sensitivity / Disability Awareness

These lessons were created for use as preparation for an Integration Program. Research has shown that forming relationships with people who are different than we are is the best way to develop an understanding and change attitudes about those people. If, however, collaboration is difficult to establish, these lessons can be used simply as a unit about people with disabilities.

It is necessary to have at least one sensitivity lesson before the general education students meet the students with disabilities. Disabilities are explained as simply as possible. The school nurse as well as the physical, occupational, and speech therapists are invited to periodically attend our sensitivity sessions and speak on a specific topic for fifteen minutes or so. The school nurse spoke about many of the medical conditions, the medications, and the medical equipment that the students might see during the Integration Program. The therapists showed some of the adaptive equipment that they use and explained some of their major goals.

The lessons often begin with a book related to the topic presented. This book is used as a springboard for discussion. A video may also be used for this purpose. The resources contain several books that can provide you with interesting handouts that relate to the lessons.

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## Lesson I

### Aim:

To become aware of our individual attitudes and feelings about people with disabilities.

### Materials:

A poster or large photo of a person with a disability

Pencils

An attitudinal survey (a series of questions regarding personal feelings or beliefs about people with disabilities) for each child

**Note:** A survey can be found in some of the resource books or created by the teacher. Some of the questions might be:

Should children with disabilities go to the same school as children without disabilities?

Can you be friends with a child who has a disability?

Can people with disabilities live by themselves when they grow up?

Would you invite someone with a disability over to your house to play?

Can a person with a disability be a good parent?

### Procedure:

1. Hold up the poster and ask the students what they see in the picture. Ask if they know anyone who has a disability. What type of disability? Does the person they know need any equipment to help them walk, talk, speak, etc.? Did they ever break an arm or a leg? Tell us about it.
2. Explain that you are going to give them some questions to answer. Make sure students know there are no right or wrong answers and that they should try to be as honest as they can. They will not have to share their answers with anyone unless they want to. It is important to create a safe atmosphere as quickly as possible. Give students the survey.
3. Give students enough time to answer the questions. Ask for volunteers to read the questions to the class. Students may share their responses if they wish to. Discuss each question. If the students are too young to read these questions, you can read each one to the class and ask for responses.

### Follow-up:

The general education students begin a journal in which they write thoughts and feelings regarding the program. They can also write about experiences when they visit the students with disabilities during the Integration Program. Once again, remind them that there are no right or wrong feelings and they do not have to share their journal writings unless they want to. The students will decorate a special pocket folder to hold handouts that they receive on one side and their journal writing on the other side.

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## Lesson II

### Aim:

Students will become aware of a variety of disabilities.

Students will realize that friends can be different.

Students will understand that people with disabilities can do things in different ways.

### Book:

*Just Because You're Different* By Janis Poe

### Materials:

Dolls with disabilities; wheelchair, walker, braces, standers, adaptive feeding equipment, communication devices, etc.

### Procedure:

1. Show the students the equipment and ask them what they think its function is. How can this make life easier for a person with disabilities? Students may take turns coming to the front of the room to look at and touch the equipment. They can sit in the wheelchair and try to wheel themselves.
2. Read the story *Just Because You're Different*.
3. Discuss the characters' feelings about their disability. What do they need? How are they similar to and different than people without a disability? What can we do to assist them?
4. The students will respond to the literature by selecting one of the characters and writing about the character's feelings about his/her disability. The students can illustrate their work. Younger students can draw a picture about the book and dictate a sentence or two to the teacher.

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### Lesson III

#### Aim:

- To understand that people with disabilities can do a lot of things.
- To realize that people with disabilities sometimes do things differently.
- To realize that we all have strengths and weaknesses.

#### Materials:

Adapted feeding equipment, communication boards, and dolls with disabilities

#### Book:

*We Can Do It* By Laura Dwight

#### Procedure:

1. Show the students the equipment and ask why they think it's necessary.
2. I tell the students I like this book because it focuses on what people *can* do rather than what they *cannot* do.
3. Read *We Can Do It*.
4. Ask the students to discuss different ways that the characters in the book did things. What were some of the activities that the children in the book participated in?
5. Draw a picture of one of the characters in the book doing an activity. Write a sentence or two to describe your illustration.

#### Follow-up Activity:

Ask students to think about things they are good at and things they are not. The teacher can begin by modeling: "I am good at \_\_\_\_\_," "I am not good at \_\_\_\_\_." Give each student a big pre-cut yellow star and ask him/her to write two sentences on it. They may illustrate their sentences if they like. Younger students may draw pictures and dictate answers.

Ask students to share their responses with the class.

Hang the stars on the bulletin board or place together in book.

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## Lesson IV

### AIM:

Students will become aware of modifications necessary for people with disabilities.  
Students will identify barriers for people with disabilities.

### Materials:

Picture of a sign for physically challenged.

### Procedure:

1. Hold up sign for physically challenged. Ask students the following questions: What does this sign mean? What adjustments are made to help people with disabilities? Why do we need to make the world barrier-free?
2. If possible, take a walk around your school and neighborhood and look for things that are wheelchair accessible, such as ramps, wheelchair-accessible curbs, a school bus lift, adaptive bathroom facilities, and parking spaces for people with disabilities.
3. Have students take turns using the digital camera (or a disposable one) to take pictures of places that are wheelchair accessible.
4. Photos can be made into a class collage.
5. Students can draw a picture of something that they saw on the neighborhood walk and label it. Younger children can color a picture of something that makes life easier for people with disabilities.

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## Lesson V

### AIM:

Students will understand that people have different degrees of visual acuity.  
Students will understand that people who are blind develop their sense of touch, hearing, smelling, and tasting.  
Students will develop their own sense of touch.

### Book:

*A Picture Book of Helen Keller* By David Adler

### Materials:

Books in Braille, textured books for the visually impaired, a copy of the Braille alphabet for each student

### Procedure:

1. Hold up a book in Braille. Ask: Does anyone know what this is? Who uses these books? Allow students to pass the items around the class to feel them. Collect items.
2. Ask: Does anyone know who Helen Keller was? What was her disability?
3. Read the story.
4. How do you think Helen Keller felt about being deaf and blind? How would *you* feel? Would it be harder to be deaf or blind? Which of your senses do you feel you need the most? Which do you need the least?
6. Students will respond in their journals.

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## Lesson VI

### Aim:

Students will become familiar with the Braille alphabet, which enables some people who are blind to read.

### Materials:

Braille alphabet, dry split peas, glue, and cardboard strips

### Procedure:

1. While using the Braille alphabet as a guide, the students will write their names in Braille using the glue and dry split peas.
2. The students can pair up or work in cooperative groups and write a sentence in Braille using the dry peas.
3. The students will see if their classmates can guess what they wrote.
4. Students can write vocabulary words in Braille for more practice.

### Follow-up:

#### Aim:

Students will realize that we receive information through our sense of touch.

#### Materials:

Box with a hole in the lid, small items such as comb, cup, dish, crayon, pencil, etc.

#### Procedure:

1. Students reach into the box without looking and guess what object they are touching. Children can be blindfolded or close their eyes.
2. The child removes the object to see if their guess was correct.

**Note:** This activity can also be done placing very similar objects on a tray, such as a pencil, marker, crayon, pen, etc. The tray can be covered. Students reach underneath and guess what they are touching. Ask them why it's difficult to depend on their sense of touch.

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## **Lesson VII:**

### **Aim:**

To help students realize that people hear differently.

To help students become aware that people who cannot hear, sometimes use sign language or lip-read to communicate.

Students will increase their ability to communicate without the use of words.

**Book:** *I'm Deaf and It's OK* by Lorraine AseLINE

### **Materials:**

Large poster of people signing, poster of sign language alphabet, copy of signing alphabet for each student, index cards with an action, sport, or occupation written on each one, picture symbols on index card for students who cannot read.

### **Procedure:**

1. Hold up a poster of people signing; ask the students to tell what they see in photo.
2. Read the story. Discuss how the main character felt about his hearing disability in the beginning of the story. How did he feel at the end of the book? What helped him change his attitude? How do you think you would feel if you were deaf?
3. Ask for volunteers to pick an index card out of a box. Ask student to read word or picture on card; act out by using natural signs and gestures until the class guesses.

## **Follow Up Activities:**

### **Activity I**

**Aim:** Students will act out feelings through facial expression, body language, and attitude.

**Materials:** Cards with words such as happiness, shock, disappointment, worry, embarrassment, anger, and fear. Note: cards can also contain a picture for the younger child or child with special needs.

### **Procedure:**

1. Students will randomly choose a card, read it to themselves, and act it out.
2. Students will try to guess what word (or picture) is being expressed.

### **Activity II**

**Aim:** Students will gain an understanding of how it feels to be unable to speak.

### **Procedure:**

1. Ask the students how they would feel if they could not speak.
2. Tell the students that no one is allowed to speak for fifteen minutes
3. Discuss how it felt. How did they interact with their friends?



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4. How can we be friends with someone who is unable to speak?

### **Lesson VIII**

#### **Aim:**

Students will become aware of the pain of being excluded from a group.

Students will realize the importance of being attentive in relationships.

Students will become aware of non-verbal behavior as part of communicating.

#### **Materials:**

Book: *The Brand New Kid* by Katie Couric

#### **Procedure:**

1. Read *The Brand New Kid*.
2. Discuss how the main character felt when he was left out. Why was he left out? How did someone help him to feel included?
3. Students will break up into cooperative learning groups.
4. Discuss what it feels like to be included in a family, a group of friends, or in a class.
5. Tell the students that we are going to see what it feels like to be left out or excluded. Ask a student volunteer from each group to wait in the hallway for a few minutes.
6. Tell the students in the room that when the volunteer returns, they are to be involved in a discussion of their choice and they are to ignore the person who left. They are to turn their bodies away and not listen to anything that he or she is trying to say.
7. While the group is deciding on a topic to discuss, tell the students in the hall that when they return, they should tell the group something special about themselves.
8. Allow only a minute or two for the ignoring experience. Discuss how it felt to be ignored. How did it feel to be ignoring someone? Did you ever get ignored? When? Did you ever ignore someone else? Discuss how it would feel to be constantly ignored. Do you think this happens to people with disabilities? Explain. What can we do to help?
10. Allow other students to take turns being ignored if they wish.

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## **Lesson Plans--Friendship**

These lessons were designed to be used during our Friendship Program, when both general education students and those with special needs work together to form friendships and learn to accept each other's differences. When collaboration is not possible, these lessons can still be beneficial to any group of students. Over the last several years I had the good fortune to collaborate with some wonderful teachers. Sometimes we met in my school library. Other times we met in the general education classroom. Together we created a framework in which friendships could develop. We met briefly at the beginning of the year to plan the format. Each week we would take turns planning a book and learning activity or follow-up. We would assist each other during the actual lesson. Often the students themselves would contribute great ideas for future activities. We often began with a Read Aloud about Friendship. We discussed the characters and their friendship, or lack of, in the story. We asked the students how they think the main character felt in different situations. We kept the large group activity brief because our time together was short and we wanted it to be as interactive as possible for the students. After the story we broke into smaller groups to do a learning activity or write a response to the literature. The students were often given books about friendship to read together. Several projects were worked on, such as:

Partner Book Reports  
Book Talks/ Book Reviews  
Book Jackets  
Storytelling

The general education students were able to initiate conversations and model appropriate behavior such as sharing and turn taking. The students with special needs continued to increase their social skills as we worked together in a cooperative manner. The general education students also began to realize that we are more alike than different.

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## **Lesson I**

### **Aim:**

Students will get to know each other.  
Students will interview each other to find out information.

### **Materials:**

Blackboard or chart paper

### **Procedure:**

1. The teacher asks students to brainstorm things they would like to know about their new “friends.”
2. The teacher draws a web on the blackboard or on chart paper for all to read.  
Some items of interest might include:
  - name
  - family
  - pets
  - birthday
  - favorite sport, food, TV show, place to go, color, hobby, book, movie
  - what they would like to be when they grow up
3. Students separate into pairs and are given time to interview each other using the items on the web. Students write their friends responses in their notebooks to help them remember.
4. Volunteers from each group tell the class three things they learned about their new friend.

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## **Lesson II**

### **Aim:**

Students will learn more about each other and themselves by playing an enjoyable game.

Students will have the opportunity to interact with each other.

Students share their feelings with their friends.

### **Materials:**

A list of teacher- or student-made questions, scissors, and a plastic bag for each group of students

Examples of questions might be:

What makes you happy?

What makes you laugh?

What are you worried about?

What makes you scared?

What hurts your feelings?

### **Procedure:**

1. Students break into cooperative learning groups. Each group of students is given the materials. They are told to cut the questions apart, place them in the provided bag, and shake it up.
2. The students take turns asking each other questions as they pull them out of the bag.
3. The student may pass if he/she does not want to answer the question, or another question can be pulled from the bag.

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### **Lesson III**

#### **Aim:**

Students will become aware of things they like.  
Students will become aware of things their friends like.  
Each child will make a poster entitled "Things I Like."

#### **Materials:**

Oak tag, magazines, markers, colored pencils, crayons, glue

#### **Procedure:**

1. The children can draw or cut out pictures from magazines about things they like. Students can also work on this for homework. They can include photos if possible.
2. Students with special needs can choose from pre-cut pictures.
3. Students give small presentations of their posters in front of the class.
4. The teacher can videotape or take photo of the students holding up their posters, if desired.

#### **Follow-up:**

Students can write their responses and draw pictures to illustrate them on the computer, using KidPix. The pages can be laminated and placed together in a class book called "Things I Like."

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## **Lesson IV**

### **Aim:**

Students will gain an understanding of what a friend is.  
Students will become aware of the many qualities that good friends possess.  
Students will create a class book about friendship.

### **Materials:**

Pencils, plain drawing paper, poster paper for each student, markers

### **Procedure:**

1. The teacher asks the students to complete the sentence, "A friend is someone who..."
2. The students brainstorm the answers while the teacher writes their responses on a web on the blackboard.
3. The students are asked to create one page in a very special book. First they use the plain drawing paper to practice. They write and finish the sentence, "A friend is someone who..." on the bottom of the page. Then they use their pencil to illustrate their sentence.
4. After the teacher gives his/her consent, the students transfer their drawing and sentence onto the poster paper and color it using markers.
5. Students with special needs can work with a partner for assistance.
6. Each page can be laminated, put together with large loose-leaf rings, and displayed in the classroom library for all to enjoy.

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## **Lesson V**

### **Aim:**

Students will create a Friendship Quilt.

Students will increase their ability to use the computer to express their thoughts and ideas.

### **Materials:**

Paper, pencils, KidPix Studio software, a computer, glue, construction paper, tape

### **Procedure:**

1. Students brainstorm answers to the question "What is a friend?"
2. Students write their response on paper and illustrate it.
3. Students rewrite their response and illustration on the computer using KidPix.
4. After all students have completed their work, it is printed out in color.
5. Tape four large pieces of colored construction paper together for background.
6. Arrange students' printed-out work on top of the construction paper, leaving a border. Glue on with glue stick.
7. Add a title and glue on top.
8. The pages can also be laminated and placed in a book for the classroom or library.

**Note:** Ideally, this project should be done in a computer lab, with the help of the computer teacher, so that all of the students can work together and finish together. This project can take three to four sessions. This can also be made into a fabric quilt by printing the work out on transfer paper in the mirror image and ironing it onto fabric. It would then need to be sewn together.

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## **Lesson VI**

### **Aim:**

Students will learn how to work together.

Students will learn how to share materials and take turns using materials.

Students will create a Friendship Mural.

### **Materials:**

A large piece of art paper to fit the top of a long table; collage materials such as fabric scraps, lace ribbon, buttons, stickers, glue, markers, crayons, and pre-cut pictures of friends from magazines; a digital camera

### **Procedure:**

1. Tape the long piece of paper to the top of the table.
2. Organize the materials in the middle of the table. Tell the students that they are going to make a friendship mural. They are going to work together and share all of the materials.
3. Tell each student to write his/her name in the area in which they are working. They may trace their hands and color them. They may draw pictures of friends using the markers. Younger students or those with special needs can color randomly, glue fabrics or glue pre-cut pictures of friends on the mural.
4. The teacher or students can take pictures of the friends working together using the digital camera. They can later be printed out and glued onto the mural.

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## **Follow Up Activities:**

### **Photo Fun**

Take pictures of the students using the digital camera.  
Print and laminate photos for a variety of games.

Friendship Bingo: use photos of different groups of students to create bingo boards and an extra set of individual photos to match.

Concentration: use two matching sets of photos, and mix and place all of the photos facing down. Students try to select the matching photos (this is a good memory game).

Matching games: use two sets of individual photos for students to match (this is great for younger students or those with special needs).

### **Writing Activity**

Take pictures of the students working and playing together. Students will each be given one photo of themselves with a friend to glue onto a larger sheet of paper and write or dictate what is happening in the picture. The pages can be placed together in a book for all to enjoy.

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## **Performance**

### **Aim:**

General and special education students will do a performance, "Songs of Friendship," for an assembly program.

### **Materials:**

Music selections, CD player or piano for music, decorations

### **Procedure:**

1. Teachers and students brainstorm and select three or four songs about friendship that the students can sing together, such as "That's What Friends Are For."
2. The two classes meet as often as possible to practice. We incorporate sign language into our songs.
3. We use our Friendship Quilt and Mural for the decorations.
4. We invite parents to our assembly performance.

### **Follow-up:**

1. We have a "Celebration of Friendship" party after the performance for everyone involved.
2. We dance and eat ice cream.
3. During the party, the students from the general education class discuss how they felt about the program and the friends they made this year. Students from the special education program also speak if they are able to.
4. The students take digital pictures of each other.
5. The students are given certificates for being such good "friends" to each other.

**Note:** This is a great culminating activity for the end of the year.

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### **Bibliography—Books About Disabilities**

*Just Because You're Different* by Janis Poe  
*We Can Do It* by Laura Dwight  
*When Learning Is Tough- Kids Talk About Their Disabilities* by Cynthia Roby  
*Teens With Physical Disabilities- Real Life Stories Of Meeting The Challenges* by Glen Alan Cheney  
*A Special Kind Of Sister* by Lucia B. Smith  
*My Brother, Matthew* by Mary Thomson  
*Our Brother Has Down's Syndrome* by Shelley Cairo  
*Different, Not Dumb* by Margot Marek  
*A Picture Book Of Helen Keller* by David Adler  
*Young Helen Keller, Woman Of Courage* by Anne Benjamin  
*Helen Keller* by Pamela Walker  
*A Cane In Her Hand* by Ada Litchfield  
*Listen For The Bus: David's Story* by Patricia McMahon  
*I Have A Sister- My Sister Is Deaf* by Jeanne Whitehouse Peterson  
*I'm Deaf And It's Okay* by Lorraine AseLINE  
*Simple Signs* by Cindy Wheeler  
*Beginning Sign Language* series, Garlic Press  
*Talk To Me* by Sue Brearley  
*Andy And His Yellow Frisbee* by Mary Thomson  
*Otto Learns About Medicine- A Story About Medication For Hyperactive Children* by Matthew Galvin, M.D.  
*Lee, The Rabbit with Epilepsy* by Deborah M. Moss  
*Helping Hands- How Monkeys Assist People Who Are Disabled* by Suzanne Haldane  
*My Buddy* by Audrey Osofsky  
*Animals That Help Us- Animals Helping With Special Needs* by Clare Oliver  
*Where's Chimpy?* by Berniece Rabe  
*Nick Joins In* by Joe Lasker  
*My Friend Leslie* by M. Rosenberg  
*What's Wrong With Timmy?* by Maria Shriver  
*The Summer Of The Swans* by Betsy Byars  
*Welcome Home Jelly Bean* by Marlene Fanta Shyer

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### **Other Resources About Disabilities**

*That's My Buddy! Friendship And Learning Across The Grades*, Developmental Studies Center

*Kids With Special Needs- Information And Activities To Promote Awareness And Understanding* by Veronica Getskow and Dee Konczal, The Learning Works, Inc.

*Storytime Activities To Help Children Cope* by Grace Jasmine, Teachers Created Materials, Inc.

*An Early Childhood Curriculum About Disability- Including All Of Us* by Merle Froschi, Linda Colon, Ellen Rubin, Barbara Sprung

Guest speakers, such as people with disabilities, parents of those with disabilities, therapists

Basic Signing Vocabulary Cards-100 Signs With Words, Garlic Press.

Videos: *Regular Lives*, PBS  
*Best Boy* by Ira Wohl

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### **Bibliography—Books About Friendship**

*Friends* by Alma Flor Ada

*Bein' With You This Way* by W. Nikola Lisa

*How I Found A Friend* by Irina Hale

*My Best Friend* by Pat Hutchins

*My Teacher's My Friend* by P.K. Hallinan

*The Rainbow Fish* by Marcus Pfiste

*Friendliness* by Lucia Raatma

*Caring* by Lucia Raatma

*Feeling Left Out* by Kate Petty and Charlotte Firmin

*Best Friends Think Alike* by Lynn Reiser

*The Brand New Kid* by Katie Couric

*Stellaluna* by Jannell Cannon

*We're Different We're The Same* by Bobby Jane Kates

*Could We Be Friends? Poems For Pals* by Bobbi Katz

*Angel Child, Dragon Child* by Michele Maria Surat

*Chicken Soup For The Soul* by Jack Canfield, Mark Hansen

*We Are All Alike... We Are All Different* by the Cheltenham Elementary School

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### **Other Resources About Friendship**

*Friends Primary Theme Series* by Adela Garcia, Creative Teaching Press.

*Living Values Activities For Young Adults* by Diane Tillman, Health Communications Inc.

*Tribes - a process for social development and cooperative learning* by Jeanne Gibbs, Center Source Publications.

*Character Education-Teaching Values For Life* by Kathleen Knoblock, Instructional Fair.

*Friendship* by Janet Hale, Teacher Created Materials, Inc.

*Let's Learn About Getting Along With Others* by Jeri A. Carroll, Good Apple.



## Samples Of Students Work



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### Emma's and Jessica's Book Review!

Emma: I'm Emma.  
 Jessica: And I'm Jessica.  
 Emma: We read the book Grandma's Wheelchair by Lorraine Henriod and pictures by Christa Chevalier.  
 Jessica: We recommend this book for young readers.  
 Emma: This book is about a 4-year old child and his grandmother, who uses a wheelchair.  
 Jessica: A problem begins when the grandmother's wheelchair becomes broken.  
 Emma: If you want to find out what happens, read the book.  
 Jessica: This is Jessica  
 Emma: And Emma  
 Emma: Signing off and reminding you to read Grandma's Wheelchair.



### P811 BOOK TALK

BY: LAUREN GURDUS & ANDREA GAVORA

A-HI I'M ANDREA  
 L- AND I'M LAUREN  
 A-WE READ THE BOOK "THE LAND OF MANY COLORS" BY THE YMCA OF OREGON. ILLUSTRATED BY RITA POCOCC.  
 L-WE REALLY LIKED THIS BOOK. IT IS ABOUT DIFFERENT PEOPLE WHO LIKE DIFFERENT THINGS. THEY ALL GET INTO A WAR. THEN THEY REALIZE IT IS STUPID TO FIGHT. THEY STOPPED FIGHTING AND EVERYONE LIVED TOGETHER IN HARMONY.  
 A-WE THINK THIS BOOK IS DIRECTED TO CHILDREN AGES 3-6. THIS BOOK TEACHES CHILDREN, THAT PEOPLE WHO ARE DIFFERENT STILL CAN BE FRIENDS.  
 L-ANDREA AND I RECOMMEND THIS BOOK BECAUSE IT TEACHES CHILDREN TO GET ALONG WITH OTHERS AND TO RESPECT PEOPLE WITH DIFFERENCES.



P.S. 29  
 Class 5-207

Krytyka Derzonka  
 June 2, 1995

### P811

My experience at P. 811 has helped me become a better person. It showed me that even a person with a disability is still like me. The wheelchair, crutches or anything else that they need does not make them different.

I made many new friends in the class I was working in with Adam Fier, which was Z19. Their names are Yu, Dana, Kristina, Paris, Georgina, Cathy, Simeon and many others.

The first couple of visits scared me. I was afraid that these would be kids that people couldn't control. But now when we are ending our program I wish it didn't have to come to a stop. I hope that other kids that get a chance to do this will have as much fun as I did.



Project Friend  
Susan Bellack  
P.S. 811Q

