

The Friend Who Changed My Life


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AGE LEVELS: Upper Elementary/Middle School

DESCRIPTION: Students work individually and in pairs to enact the characters and their relationships in this story about the thin line between friends and bullies

<p>STEP ONE</p>	<p><u>SNAPSHOT</u> <i>(Click for strategy facilitation handout)</i></p> <p>Students creatively play with key vocabulary before reading or hearing the story.</p>	<p>Snapshot/Vocabulary</p>
<p>STEP TWO</p>	<p><u>O.D.I.+1 Response to SNAPSHOT</u> <i>(Click for response process and strategy facilitation handout)</i></p> <p>Students observe and respond to each other's creative work.</p>	<p>ODI response to Snapshot</p>
<p>STEP THREE</p>	<p><u>SCULPTED SNAPSHOT</u> <i>(Click for strategy facilitation handout)</i></p> <p>Before hearing or reading the story, pairs of students explore who the characters might be based on sample text selections.</p> <ul style="list-style-type: none"> 'New kid at school' 'I didn't have the necessary confidence' 'She walked with a deliberate swagger' 'Gentle Giant' 	<p>Sculpted Snapshot</p>

STEP FOUR	Read Part One
STEP FIVE	<p><u>PAIR SNAPSHOT</u> <i>(Click for strategy facilitation handout)</i></p> <p>Pairs of students create images that interpret the relationship between the main characters, based on the first text selection.</p> <p>Text focus: Every day [Theresa] waltzed up to me and kicked me in the shins or the back of the legs. I could expect a wallop any time I was off-guard.</p> 
STEP SIX	<p>Read Part Two Pairs of students again create images interpreting relationship between other characters, based on the second text selection.</p> <p>Text focus: Mary Lou ushered me to the girl's bathroom. As I stood there, shaking, she took a wad of paper towels, wet them, handed them to me and pointed to my bloody leg.</p>
STEP SEVEN	<p>Read Part Three Students again create character relationship images based on the third text selection.</p> <p>Text focus: I had visions of having a personal hero to protect me-Fantasies of Mary Lou escorting me around the school with a protective arm over my shoulder, clobbering anyone who came near me. Instead Mary Lou said, "You can't let her keep doing this to you. She's never going to stop unless you make her stop. Get it?" I didn't really get it, but I nodded. "Listen she's a pain. But if you don't stick up for yourself, things will get worse. You know that, don't you?" How could it get worse? Did she want me to fight Theresa? That idea terrified me more than being kicked every day. "I'm not kidding," said Mary Lou. "And if you don't do something, I'm going to start hitting you, too. Understand?" I thought about Mary Lou's size and weight and gulped. Things could definitely get worse. "Yes," I whispered.</p>
STEP EIGHT	<p>Read Part Four Students create images based on the fourth text selection.</p> <p>Text focus: Theresa swung her leg back to haul off and kick me. I jumped back to avoid the kick. I made my fist and flailed my arm wildly, in some sort of ridiculous motion.</p>

	<p>Pop! In a miraculous blow, I caught Theresa in the nose and blood sprayed across her clothes. I don't know which of us was more surprised.</p>
<p>STEP NINE</p>	<p>Read Part Five</p> <p><u>ADD-ON SNAPSHOT</u> <i>(Click for strategy facilitation handout)</i></p> <p>Student pairs observe and add on to each other's images to capture specific story moments.</p> <p>Text focus: The yard duty teacher corralled and ceremoniously walked us to the principal's office. I, the nice girl, the good girl, was going to the principal's office for fighting. Devastated, I hung my head.</p> 
<p>STEP TEN</p>	<p>Read Part Six</p> <p>Read Part Seven, up to PAUSE</p> <p>Student pairs observe and add on to each other's images to capture specific story moments.</p> <p>Student pairs finally create images that predict what will happen next between the major characters. Student pairs share their images and describe their reasons for their predictions based on what they heard in the text.</p> <p>How might Theresa react? What might their future relationship be?</p>
<p>STEP ELEVEN</p>	<p>Read Part Eight to finish the story (and discuss how it matches or not with the predictions)</p>