



Resolving Conflict with Friends Lesson Plan: Grade 2

Grade Level: **Second Grade** | Duration: **Two days, 30 minutes per lesson**

Objective

In this lesson, second graders use BrainPOP Jr. resources to learn how to manage conflict with peers.

Students will:

1. Build Background Knowledge:

- Watch the BrainPOP Jr. movies [Friends](#) and [Conflict Resolution](#).

2. Think and Do:

- Write About It: Write about a time you argued with a friend and how you solved it.
- Word Play: Draw a representation of the word “conflict.”

3. Assess:

- Take the Friends quiz.

Preparation

- Preview the BrainPOP Jr. movies [Friends](#) and [Conflict Resolution](#) to plan for any adaptations.
- Read Background Information for [Friends](#) and [Conflict Resolution](#) topics.
- Create and schedule Day 1 assignment: [Friends movie](#), [Write About It](#), and [Easy Quiz](#).
- Create and schedule Day 2 assignment: [Conflict Resolution movie](#) and [Word Play](#).

Before the Lesson

Background knowledge helps students make sense of new ideas and experiences. To activate prior knowledge, ask these questions:

- *Think of a time you argued with a friend or sibling. What was the argument about? How did you solve it?*

DAY 1: Build Background (10 minutes)

Lesson Steps	Offline Modifications	Modifications for Diverse Learners	ELL/Language Development
<div style="text-align: center;">  </div> <p>1. Watch the Friends movie. Click pause whenever a question appears in Annie’s Notebook. Discuss the question, then click play for Annie’s response.</p> <p>TIP: Pause turns red to remind you to pause.</p> <div style="text-align: center;">  </div>	<ul style="list-style-type: none"> ● Print the movie transcript and Annie’s Notebook for a grown-up to read aloud. ● Have a student play Moby and “beep” in response to Annie. ● Read aloud a grade-level sentence two times while tracking with your finger. Then track again, word-by-word as students repeat the words. Do this for three sentences. 	<ul style="list-style-type: none"> ● Set a specific viewing purpose for individual students or small groups based on lesson objectives and student readiness. For example, have students focus on one or two ways to be a good friend. ● Pause at two key points and prompt students to summarize. ● Support recall by having students draw one or two key ideas from the movie. 	<ul style="list-style-type: none"> ● Pause for new vocabulary. Use the word in a sentence. Prompt students to say the word and repeat the sentence. Invite them to draw a picture of the word. ● Create a word wall with vocabulary and the drawing. ● Pause at key points and ask discussion questions from Annie’s Notebook in the student’s home language or English.

DAY 1: Think & Do (15 minutes)

Lesson Steps	Offline Modifications	Modifications for Diverse Learners	ELL/Language Development
<div style="text-align: center;">  </div> <p>2. Students open their Write About It assignment. Or, if not using Assignment Builder, model how to open Write About It.</p> <p>Students click the Start arrow to begin. When they finish their writing, they click the</p>	<ul style="list-style-type: none"> ● Print the “Write About It” page and complete the activity offline. 	<ul style="list-style-type: none"> ● Students speak their response and brainstorm what they will write. ● Model an example of a strategy that can be used when resolving a conflict with a friend. 	<ul style="list-style-type: none"> ● Read aloud the prompt in students’ home language or English to review the directions. ● Before students write, have them use their home language or English to discuss what they plan to write.

<p>Submit to Teacher button and/or print out their writing.</p>		<ul style="list-style-type: none"> As a challenge encourage students to think about what advice they would give to a friend who is experiencing a conflict with someone. 	<ul style="list-style-type: none"> Use key vocabulary from the movie to prompt students as they write.
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DAY 1: Assess (5 minutes)

Lesson Steps	Offline Modifications	Modifications for Diverse Learners	ELL/Language Development
<div data-bbox="379 722 639 787" style="border: 1px solid #ccc; padding: 5px; margin-bottom: 10px;">  Easy Quiz </div> <p>3. Students open their Quiz assignment. Or, if not using Assignment Builder, model how to open the Easy Quiz.</p> <p>If you assigned the quiz, you will see students' results in your Dashboard. If not assigned, students click the Submit to Teacher button.</p>	<ul style="list-style-type: none"> Print the Easy Quiz. Read aloud the questions and answers. 	<ul style="list-style-type: none"> Hover over the questions and answers to hear them read aloud. Reduce the number of questions and/or possible answers (using the Quiz Mixer). Support recall by revisiting movie drawings. 	<ul style="list-style-type: none"> Read aloud the quiz in students' home language. Highlight the key vocabulary in a printable version of the quiz. Support recall by having students review drawings they made during the movie.

DAY 2: Build Background (10 minutes)

Lesson Steps	Offline Modifications	Modifications for Diverse Learners	ELL/Language Development
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4. Watch the [Conflict Resolution](#) movie. Click pause whenever a question appears in Annie’s Notebook. Discuss the question, then click play for Annie’s response.

TIP: Pause turns red to remind you to pause.



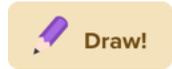
- **Print the [movie transcript](#)** and Annie’s Notebook for a grown-up to read aloud.
- Have a student play Moby and “beep” in response to Annie.
- Read aloud a **grade-level sentence** two times while tracking with your finger. Then track again, word-by-word as students **repeat the words**. Do this for three sentences.

- Set a **specific viewing purpose** for individual students or small groups based on **lesson objectives and student readiness**. For example, have students focus on how to discuss your feelings and thoughts when having a conflict.
- Pause at two key points and prompt students to **summarize**.
- **Support recall** by having students draw one or two key ideas from the movie.

- Pause for new **vocabulary**. Use the word in a sentence. Prompt students to say the word and repeat the sentence. Invite them to draw a picture of the word.
- Create a **word wall** with vocabulary and the drawing.
- Pause at key points and ask **discussion questions** from Annie’s Notebook in the student’s home language or English.

DAY 2: Think & Do (20 minutes)

Lesson Steps	Offline Modifications	Modifications for Diverse Learners	ELL/Language Development
<div data-bbox="373 964 634 1032" data-label="Image"> </div> <p>5. Students open their Word Play assignment. Or, if not using Assignment Builder, model how to open Word Play.</p>	<ul style="list-style-type: none"> ● Print the “Draw!” page for the word “resolve”. ● Students use markers or crayons to draw a picture showing how they once resolved a conflict. Have them write a caption describing the picture. 	<ul style="list-style-type: none"> ● Model how to use the drawing tools. ● As a challenge, have students draw pictures for more than one vocabulary word. 	<ul style="list-style-type: none"> ● Say the word “resolve” in their home language. Then say it in English. Have students repeat it in English ● Have students use their home language to discuss ways to resolve conflict. ● Use the word “resolve” in a sentence. Prompt students to say the word and repeat the sentence.



Students click the word “resolve” and choose the “Draw” tab.

Instruct students to draw a picture showing how they resolved a conflict they’ve had.

When they finish, students click **Save** then **Submit To Teacher** and/or print out.

- Hover over the prompt to hear it read aloud. **Repeat in students’ home language.**