

Where Can I Find a Good Friend?



Level: D4 Word Count: 87

Little Books of Answers

Curriculum Connection	Citizenship
Content Vocabulary	beach, book, digging, friend, good, helps, hole, hold, home, jumps, learning, listening, park, plays, rope, sand, school, shares, secret, slide, snow, story, street, teach, whisper, write, writing
Visual Literacy Element	concept web
Critical Thinking	interpret a photo and make an inference
Comprehension Strategy	responding
High-Frequency Words	a, at, can, find, how, in, me, my, the, to, with, you, your

Before Reading

Prior Knowledge – Discuss the Topic

- Discuss friends. Have each student talk about their friends and where they met them. Have they got school friends and friends who go to different schools? Have they got friends who they do different things with?

- Give each student a copy of the book *Where Can I Find a Good Friend?* and read the title with them.
- Invite the students to say which word in the title signals that it's a question. Ask them if they know any other books that start with the same question word.
- Work with the students on setting a purpose for reading the book. Discuss with them some possible purposes, for example, to find out if the people in this book find friends in the same places as they do.
- Discuss the cover photo. Ask questions such as – *Where are these good friends? What are they doing together? Do you do this with any of your friends?*
- Have the students turn to the title page. Ask similar questions to those you asked about the cover photo.

Introduce the Vital Vocabulary

- Ask the students to turn to the Vital Vocabulary.
- Discuss each of the photos. Tell the students that the words in the labels are the places where the friends are.
- Tell the students that the Vital Vocabulary words are in the book. They should look for them as they read.

Take a Photo Walk

- Take a photo walk discussing each photo in the book.
- Read the captions and labels to the students and invite the students to read them with you. Draw the students' attention to the extra details provided in the captions
- To extend understanding and vocabulary say things such as – *Look at each photo and say who is telling the story and who is the friend. The words and the photos will help you work out which is which.*
- Discuss the concept web on page 15. Explain to the students that they could add other things to the concept web. The web helps them understand the sorts of things that good friends do.

Read the Book

- Invite the students to read the title on the cover and title page again.
- Have them read the Vital Vocabulary again, prompting individual students if necessary.
- Remind them that the book will answer the question in the title. They should think about this as they read.
- Have the students read the book aloud independently. Remind them to check with the photos and the text to make sure that what they are reading is correct. Remind them to point to each word as they read if one-to-one matching is not established.
- Move around the group listening and helping individual students as necessary.

After Reading

Comprehension

- Check literal comprehension by asking these questions:
 - What are the friends doing together at the beach?*
 - What does the good school friend do?*
 - Where do the friends jump rope?*
 - What does the friend in the snow do?*
- Check inferential comprehension by asking these questions:
 - Which friends help each other?*
 - Which friends play together?*
 - Why do friends share secrets?*
 - Which is the best friend to have?*
- Have the students respond to the book. Ask questions such as, *Was this a good book to read? Why or why not? Which part of the book did you like the best? Why? Which of these friends would you most like to have? Why?*
- Invite volunteers to choose one of the friends and ask another question, for example, *What else could the friends at school do together?* Have other members of the group answer the question.

Critical Thinking

- Have the students turn to page 16 and look at each photo. Discuss the photos with the students. Tell the students that their task is to say what is the same about these houses and their house.

Fluency

- Invite the students to read the book again with a partner.
- Have the weakest reader in the group reread the book to you.

Writing

- Have the students draw themselves and a friend doing something together. Have them write a sentence to go with their picture. Tell them to use the book to help with spelling. Assist those students who require extra help.

Independent Follow-Up Activities

- Have the students complete the photocopiable activities.

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Write a story about the photo.

Use some of these words to help you.

friend home read book chair teddy bear



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Read and Draw

My good friend jumps rope with me.

My good friend shares a secret with me.

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