

Best of Friends

Before Reading

Text Type

Draw children's attention to the:

- title
- chapter titles
- photographs
- visual communicators: text frames (p.4), photograph frames (p.5), labels (p.8), arrows (p.9)
- glossary and index.

Ask "What type of book is this?" (Non-fiction) How do you know? What type of non-fiction book is this? (Description)

Visual Literacy

Browse the photographs. What feelings do you get about the topic friendship when you look at the photographs in this book? (fun, happiness, good feelings) What different people can you see in the photographs? Which people remind you of you and your best friends?

Background Knowledge

Describe your best friends, including how you met, what you like to do together, what you have in common, and why you are best friends.

Phonological Awareness

Make sure students are able to break words into syllables and identify the number of syllables in words: friends: 1 syllable; China: Chi / na: 2 syllables; together: to / ge / ther: 3 syllables; Australia: Aus / tra / li / a: 4 syllables

Say the word 'friendship'. Ask students to say the word, breaking it into syllables, and clapping the syllables as they hear them. Give students practice in breaking key words from the text into syllables as a listening and oral activity first. Then, show them how to use lines to mark the breaks between the syllables: friend / ship.

Break 'basketball' into syllables. Clap each syllable i.e.: bas / ket / ball. Students repeat the word. Say and clap the word, omitting a syllable. The students must guess what syllable was left out e.g.: bas / ____ / ball. Students reply 'ket'. Common: ____ / mon. Students reply 'com'.

Vocabulary:

Australia, babies, band, bonds, born, China, common, country, defence, dog, email, friends, notebooks, paper, practice, school, share, t-shirt, vet.



High Frequency Words

come, different, each, every, kinds, lives, loved, others, quiet, really, same, something, their, there, together

Write the words on cards. Read a sentence from the text to the students, omitting a high frequency word from the list. Ask the students to select the missing word from the cards e.g.: They ____ together to help each other solve problems. (meet)

Write two high frequency words and one technical word from the text that can be used to make a sentence about friendship e.g.: friends, same, together. Students read the words, then use the words in a sentence e.g.: 'Friends like to do the same things together.'

Motivation / Purpose

The purpose of the text is to describe the different types of friendships that people have. The text links with the Social Studies theme *People and Beliefs*.

During Reading

Vocabulary in Context

Discuss the meaning of each vocabulary word. Write 'their' and 'there' on cards. What do you notice about each word? Identify these words as homophones - words with the same sound but different meanings and spellings. Define the meaning of each. Say a sentence to the students using 'their' or 'there'. Students select the word that has the correct meaning. Repeat with students making up sentences using the words.

Checking for Meaning

Literal:

How did Zac and Josh become friends? (p.9)
How do Maddy and Mai keep up their friendship and what do they do as friends? (pp.20-21)

Inferential:

Who would have had the longest friendship?

Which friendship relies on technology to stay close?
Make sure students understand the difference between literal and inferential information.

Response:

Which friendship described in the book best resembles one of your friendships?
How does it feel when you are with your friends?
Are friends important? Why?

Grammatical Patterns

Make sure students understand the following components of a description:

- Introduction to the subject of the description: *Friends are people who are special to each other.* (pp.4-7)
- Characteristic features of the subject: *People who are friends since they were babies* (pp.8-9), *Friends who look out for each other in bad times* (pp.12-13)
- Use of general nouns: *friends* (p.4), *people* (p.4), *friendship* (p.7), *dog* (p.12), *basketball* (p.15)
- Use of adjectives to describe nouns and noun groups: *special* (p.4), *strong bonds* (p.5), *a quiet time* (p.7), *the same class* (p.11), *the same country* (p.18)
- Use of adverbial phrases to provide additional information: *When Josh's dog was sick*, (p.12), *When Zac couldn't see a band he really loved*, (p.13)
- Summary and final comment: (p.22)

Fluency and Punctuation Patterns

Dashes indicate further information is to follow: *When Zac couldn't see a band he really loved, Josh got him a t-shirt and CD - signed by the band!* (p.13) Demonstrate how to read this sentence with a short pause, maintaining links between sentences. Have students demonstrate their understanding of dashes by reading *The best thing about friends is that they help each other - in the good times and the bad times.* (p.22)

Commas are used to separate longer independent clauses in compound sentences: *Friends like to spend time together, and they have things in common.* (p.4) Demonstrate how to read this sentence, pausing at the comma. Have students echo your reading.

These punctuation patterns occur in the text:

- Use of apostrophes indicating a contraction: *couldn't* (p.13), *don't* (p.14).
- Use of apostrophes of possession: *Zac's mum* (p.9), *Josh's mum* (p.9), *Josh's dog* (p.12)
- Use of exclamation marks to emphasise the surprise and importance of a word: *born!* (p.9), *signed by the band!* (p.13)

Critical Literacy

What key ideas about friendship does the author want to communicate in this book? How does the author communicate these ideas by explaining the different ways people are friends or by describing real life friendships?

Is this an effective way to write a book about friendship?

Linking Visual and Written

Discuss pages 8-9. Why are the labels on page 8 on the photographs important? Why are the arrows on page 9 important? What do the photographs on pages 8 and 11 tell you about their friendship? What sentences could have been written in the text to describe this part of their friendship?

How do photographs help to give extra information in factual texts? Compare pages 8-9 with pages 12-13. Do these photographs show what is written in the text?

After Reading

What questions about friendship does this book answer? E.g.: what different types of friendships do people have?

What key facts about friendship did you learn from this book?

What key words about friendship did the author need to know to be able to write this book?

Activities

Students will:

- make connections between key words to show their understanding of the text
- break words into syllables and locate words in the text using clues based on meaning and syllables
- select words to fill gaps in sentences, then use the words to make a word find
- write research questions, factual statements and key words based on their reading.

Comprehension (meaning) Phonics (visual) Vocabulary (structure) Writing (structure)

