



Running words: 118

## Book Summary

This book features the different activities that two best friends do together, such as talking, skating, laughing and even fighting.

## Themes

Relationships, Friends, Conflict

## Features of the Book

- The information contained in the photographs
- Content words for discussion: *best, each, friends, laugh, share, sometimes, together*
- Phonics and phonemic awareness: /th/ digraph (this, everything, the, other, both, nothing, together, that)

## Strategies

*Friends* introduces and reinforces the following strategies:

- making connections
- finding main ideas

## Materials

- copies of the BM, pencils

# Friends

by Feana Tu'akoi

## Introducing the Text

Begin by asking the students what things they do with their friends, encouraging the students to draw on their personal experiences (answers will vary).

- *What do you do with your friends?*

## Reading the Text

Ensure each student has a copy of the text. Make sure that the content words (*best, each, friends, laugh, share, sometimes, together*) are integrated naturally into the discussion. An understanding of these terms will help the students appreciate the author's purpose. Encourage the students to use the information in the photographs and text to determine the strategies of making connections and finding main ideas as you work through the book.

## Cover

Together, read aloud the preview question on the back cover: What do you do with your best friend? Help the students to make connections with the preview question and their own experiences. Turn to the front cover. Read the title and the name of the author. Point to the photograph and ask:

- *What are the children doing?* (laughing, joking)
- *What do you and your best friend laugh and joke about?* (answers will vary)

## Title Page

- Turn to the title page and read the title aloud. Discuss the photograph.
- *What are the children doing?* (eating together)
- *Let's find out more about what the best friends do together.*

## Page 2

Point out the photograph of the two best friends. Discuss that how friends usually make each other happy and that best friends often do everything together. Read the text

with the students.

## Page 3

Now turn to page 3 and point out the photograph of the friends skating together. Ask the students what they notice about what the children are wearing (one child likes the colour pink and the other child likes blue). Discuss how friends can like similar things, as well as different things, at the same time. Now read the text on page 3 together.

- *What do both girls like about skating?* (going fast)

## Page 4

Point to the photograph of the children eating lunch.

- *What are the friends doing in this photograph?* (sharing food)
- *What do you and your best friend like to eat? Do you like the same foods or different foods?* (answers will vary)

Read the text with the students.

## Page 5

- *Look at the photograph. What are the best friends doing now?* (reading together)
- *What do you and your best friend like to read? Do you like the same or different type of books?* (answers will vary)

Together, read the text.

## Page 6

Point to the photograph. Establish with students that the two best friends are joking and laughing.

- *Why do friends like to laugh?* (to have fun together)

Together, read the text.

## Page 7

Point to the photograph. Say it looks like the best friends are talking to one another. One friend is talking while the other friend is listening

- *What happens if both friends talk at the same time?* (no one is listening)

# Friends

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Together, read the text.

## Page 8

- *Who sits around and does nothing with their best friend?* (answers will vary)
- *Why is that sometimes a good thing to do?* (it gives you time to rest and think)

Have the students read the text aloud together.

## Page 9

- *Look at the photograph. Who knows what the best friends are doing now?* (meditating)

Explain to the students that when you meditate, you relax your body and mind. Read the text with the students.

## Page 10

Talk about the photograph. Ask the students if they think the friends are happy or angry in the photograph (angry).

- *What might have made them angry?* (they have had a fight)
- *Do you and your best friend fight? Why or why not?* (answers will vary)

Read the text together to confirm that the friends have had a fight.

- *Do you think the children will be best friends again? Let's read on to find out.*

## Page 11

Read the text with the students.

- *Why do you think it might be a good idea to go off and have time alone* (it gives time for the friends to calm down and think about why they are best friends in the first place)
- *Have you ever had to go off and have time alone when you have had a fight with your best friend? Did it resolve the problem?* (answers will vary)

## Page 12

Look at the photograph. It shows the two best friends holding hands and smiling at each other.

- *What does this body language tell us about the two friends?* (they are not fighting any more and are friends again)

Together, read the text and enjoy the happy ending!

## Revisiting the Text

- Review what the students know about the main idea of the book. Explain that the main idea is the most important idea. Tell the students that other ideas in the book often tell more about the main idea and that these are called supporting details. Ask: *What is the main idea of this book?* (The two children are best friends and do everything together.) Have the students suggest the details that support this main idea. Answers will include: *They go skating together. They eat lunch together. They read together,* and so on. You could also discuss the main idea and supporting details of one particular page, such as page 4. Talk about how the main idea of the page is that the best friends each lunch together. Have the students suggest the supporting details for the main idea (The best friends like different foods and they sometimes share.)
- Revisit the text on page 2. Show the students that three of the words have the /th/ digraph. Point to the /th/ sound in the words *This, everything and together.* The /th/ sound in these three words is a digraph. A digraph is when two letters make one sound. Sometimes /th/ is at the beginning of a word, such as *this.* Sometimes it is at the middle of a word, such as *everything and together.* Have the students turn to page 3 and find another word with the /th/ digraph at the end of the word (*both*). Now ask the students to find the other words that contain the digraph /th/ in the book (*the, other, nothing, that*).

## Following Up

- Skim the book again and create a list of all the things the two best friends do together, such as biking, skating, eating, reading and so on. Then create two vertical columns beside each activity. One column is headed up "Yes" and the other column is entitled "No". Put a tick in the "Yes" column if you go cycling with your best friend, or put a tick in the "No" column if you do not go cycling with your best friend. Do the same for all the activities in the book.
- Choose one of the activities that the best friends in the book do, such as eat together. Write some replacement text to say what you and your best friend do. For example:
  - *We eat morning tea together.*
  - *I like red apples. Josh likes red tomatoes.*
  - *We both have red lunchboxes.*
- Give the students copies of the BM for this title.