

Focus Question:

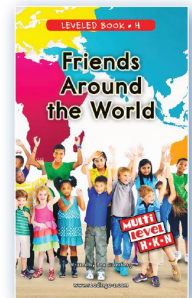
How are you like the friends in the book? How are you different?

Book Summary

Text Type: Nonfiction/Descriptive

Children around the world are alike and different in many ways. *Friends Around the World* gives students a glimpse into the lives of children from Brazil, China, India, Nigeria, and South Korea. The book can also be used to teach students how to compare and contrast and to recognize and use proper nouns as names of places.

The book and lesson are also available for levels K and N.



Lesson Essentials

Instructional Focus

- ☐ Ask and answer questions
- ☐ Compare and contrast
- ☐ Describe information provided by captions
- ☐ Manipulate sounds
- ☐ Identify short vowel *i*
- ☐ Recognize and use proper nouns as names of places
- ☐ Place words in alphabetical order

Materials

- ☐ Book: *Friends Around the World* (copy for each student)
- ☐ Compare and contrast, proper nouns: names of places, alphabetical order worksheets
- ☐ Discussion cards
- ☐ Book quiz
- ☐ Retelling rubric

Vocabulary

Boldface vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com. (*) words appear in the lesson but not the book.

- **High-frequency words:** *are, like, live*
- **Words to Know**
Story critical: *aquarium* (n.), *barbecued* (adj.), *favorite* (adj.), *ping-pong* (n.), *porridge* (n.), *silk* (n.)
- **Academic vocabulary:** *compare* (v.), *contrast* (v.), *different* (adj.)

Guiding the Reading

Before Reading

Build Background

- Provide each student with a blank piece of paper, and have students draw a picture of the world. Invite students to share and discuss their drawings in small groups. Then display students' drawings throughout the classroom.
- Show students a globe, and point out that people who live in different parts of the world live in different ways, eat different foods, play different games, and so on.
- Create a KWLS chart on the board. Review or explain that the *K* stands for knowledge we know, the *W* stands for information we want to know, the *L* stands for information we learned, and the *S* stands for what we still want to know about the topic. As a class, fill in the *K* section of the chart with students' prior knowledge about how children in different parts of the world live.

Introduce the Book

- Give students their copy of *Friends Around the World*. Guide them to the front and back covers, and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name).

Introduce the Reading Strategy:

KWLS: Ask and answer questions

Explain to students that engaged readers pause to ask and answer questions about the text in order to better understand and remember what they are reading. Invite students to review the table of contents on page 3 and use the section titles to develop questions about friends around the world. Add students' questions to the *W* section of the KWLS chart on the board.

Guiding the Reading (cont.)

Introduce the Comprehension Skill:

Compare and contrast

- Write the words *compare* and *contrast* on the board, and read them aloud to students. Have students turn to a partner and discuss the meaning of each word. Invite volunteers to share their discussions with the class. Explain that to *compare* means to look at the way things are the same and to *contrast* means to look at how things are different.
- Create a Venn diagram on the board, and label the right circle *trees* and the left circle *flowers*. Invite students to share how trees and flowers are similar and different. Model how to record their responses in the Venn diagram.

Vocabulary

Have students turn to the “Words to Know” box on the copyright page. Discuss each word with students. Then, have students turn to the glossary on page 16. Explain that the glossary provides definitions for the vocabulary words in the book. Point out the use of each content word and academic vocabulary word in the book, and then use each word in a different model sentence. Have students work in groups to create posters for these words. Have them include on each poster the word and its part of speech, the definition, the word in an example sentence, and a picture illustrating the meaning of the word.

Set the Purpose

- Have students read to find out more about friends around the world. Write the Focus Question on the board. Invite students to look for evidence in the book to support their answer to the question.
- Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in a future discussion.

During Reading

Text-Dependent Questions

As students read the book, monitor their understanding with the following questions. Encourage students to support their answers by citing evidence from the book.

- *What does Maria like to do?* (level 1) page 6
- *What does Wei like to eat?* (level 1) page 8
- *How are Woo-jin and Wei the same? How are they different?* (level 2) pages 7, 8, 11, 12
- *Where does Boma live, and what does she like to eat?* (level 2) pages 13 and 14
- *How are the friends in the book similar? How are they different?* (level 3) multiple pages

Text Features: Captions

Explain that *captions* are the words that accompany photographs and images in a book. Point out that a caption not only gives more information about the picture but also tells more about what the author has written in the book. Have students turn to page 8. Ask students the following questions: *How does this caption help you to better understand this picture? Why do you think the author included this caption?* Review the rest of the captions in the book together as a class.

Skill Review

- Model for students how to answer questions on the KWLS chart using details from the text. Have students discuss what they learned about friends around the world. Invite volunteers to share answers to the questions. Record responses in the L section of the KWLS chart on the board. Ask students what information they would still like to know about children throughout the world, and fill in students’ questions in the S section of the chart. Discuss with students what resources they could use to find answers to these lingering questions.
- Remind students that to *compare* means to look at the way things are the same and to *contrast* means to look at how things are different. Point out that the information about each friend can be compared and contrasted.
- Model comparing and contrasting information.
Think-aloud: *As I read the story, I pause to consider how the friends are different and how they are similar. For example, I can compare and contrast Maria and Woo-jin. I know that one similarity between these friends is that they both live in cities that are close to the water. Wei and Riya are different because they are different ages and they have different favorite foods. As I read, I will continue to compare and contrast the friends listed in the book. I can also compare and contrast the friends to myself. For example, I am similar to Maria because I also like to go to the beach. We are different because she is eight. As you read, look for ways that you are similar and different from the friends in the book.*
- Record the information about Riya and Wei from the Think-aloud in the Venn diagram on the board. Invite students to offer additional similarities and differences between the two friends. Invite volunteers to show where each piece of information should be placed on the diagram.
- Model how to complete the **compare-and-contrast worksheet**. Have students work with a partner to compare their findings.

After Reading

Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Guiding the Reading (cont.)

Skill Review

Graphic Organizer: **Compare and contrast**

Review the compare-and-contrast worksheet that students completed. Have students share their responses with the class.

Comprehension Extension

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided to be used for extension activities.

Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Answers will vary from student to student but should reference specific details from the text. Example: *I am like the friends in the book because I like to play tag and jump rope. I also like to go to the beach, the aquarium, and the water park. I am different from the friends in the book because my favorite food is pizza.*)

Comprehension Checks

- **Book quiz**
- **Retelling rubric**

Book Extension Activities

Build Skills

Phonological Awareness:

Manipulate initial sounds

- Explain to students that they are going to play a word game. In this game, explain that they will make a new word by replacing the first sound with a new sound. For example, say the word *tag* aloud, and have students repeat it. Then instruct students to change the initial consonant sound /t/ to the /b/ sound. Invite a volunteer to share the new word (*bag*).
- **Check for understanding:** Say the following words one at a time, and have students change the initial sound: *bun* to *run*, *mat* to *pat*, *big* to *rig*, *live* to *give*, *miss* to *kiss*, *kid* to *rid*, *cot* to *not*, *nip* to *tip*, *set* to *met*.

Phonics: **Short vowel i**

- Write the word *six* on the board, and read it aloud with students. Have students say the short /i/ sound aloud. Then, run your finger under the letters in the word *six* as students say the whole word aloud. Ask students to identify which letter represents the short /i/ sound in the word *six*.
- **Check for understanding:** Have students work with a partner to circle all the words in the book with the short /i/ sound. Review students' findings as a class.

Grammar and Mechanics:

Proper nouns: Names of places

- Write the following sentence on the board: *I live in India*. Discuss with students that words that name people, places, and things are called **nouns**. Ask a volunteer to come to the board and underline the noun in the sentence (*India*). Invite another volunteer to explain why this noun is capitalized. Point out that nouns that reference a particular person or place are capitalized and are called **proper nouns**.
- Write the word *country* on the board, and explain to students that it is a common noun. Have students turn to page 11 to identify the proper noun that names a country (*South Korea*). Have a different volunteer explain why *South Korea* is capitalized.
- **Check for understanding:** Have students look through the book independently to locate proper nouns that name places. Ask them to share the nouns they found with a partner and confirm that each one is a proper noun that names a place.
- **Independent practice:** Introduce, explain, and have students complete the **proper-nouns-names-of-places worksheet**. If time allows, discuss their answers.

Word Work: **Alphabetical order**

- Review or explain the process of putting a list of words in alphabetical order. Remind students to look at the first letter of each word and then decide which word comes first by looking at the alphabet. Write the words *world* and *friends* on the board. Underline the first letter in each word. Have a volunteer explain which word would appear first in alphabetical order.
- Write the following words on the board: *food*, *children*, *seeds*, *beach*. Underline the first letter of each word. Have students work in groups to place the words in alphabetical order. Have a volunteer explain his or her reasoning.
- **Check for understanding:** Have students work independently to record the following words in alphabetical order on a separate piece of paper: *beach*, *stew*, *tag*, *rope*, *play*. Then, have students compare their results with a partner.
- **Independent practice:** Introduce, explain, and have students complete the **alphabetical order worksheet**. If time allows, discuss their answers.

Connections

- See the back of the book for cross-curricular extension ideas.