



## About the Book

Text Type: Realistic Fiction Page Count: 16 Word Count: 774

### Book Summary

When you're the new kid at school, it can be hard to find friends. Lucy is happy when Dinah wants to be her friend . . . at first. But Lucy soon discovers that Dinah might not be the right kind of friend for her. Now what should she do? Readers will relate to Lucy's problem as she tries to figure out what to do in this difficult social situation.

## About the Lesson

### Targeted Reading Strategy

- Connect to prior knowledge


### Objectives

- Use the reading strategy of connecting to prior knowledge to understand text
- Make inferences
- Identify and categorize the two sounds of variant vowel /oo/
- Identify and use irregular past-tense verbs
- Identify and find synonyms in a thesaurus

### Materials

Green text indicates resources available on the website

- Book—*The False Friend* (copy for each student)
- Chalkboard or dry erase board
- Thesauruses
- Inference, variant vowel /oo/, irregular past-tense verbs, synonyms worksheets
- Discussion cards

 Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting book on interactive whiteboard or completed with paper and pencil if books are reused.)

### Vocabulary

\*Bold vocabulary words also appear in a pre-made lesson for this title on [Vocabulary a-z.com](http://Vocabulary a-z.com).

- Content words:  
 Story critical: *compliments (v.), confuses (v.), hesitated (v.), lies (v.), opposite (n.), weird (adj.)*  
 Enrichment: *accident (n.), complained (v.), panic (v.), relief (n.), scanned (v.)*

## Before Reading

### Build Background

- Ask students if they have ever moved to a new town or had to start attending a new school. Ask volunteers to share how they felt about leaving their old school, meeting new teachers and students, and learning new routines.
- Ask student volunteers to share how they meet and make new friends. Ask: *How do you make friends? How do you know when you want to be friends with someone?* Discuss the process with students, including what to do when someone behaves unkindly or is a bully.

## Preview the Book

### Introduce the Book

- Give students their copy of the book. 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, fiction or nonfiction, 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, illustrator's name).

### Introduce the Reading Strategy: **Connect to prior knowledge**

- Explain to students that good readers make connections between what they already know and new information they read. Remind students that thinking about what they already know about the topic of the book will help them understand what they read.
- Model connecting to prior knowledge using the information on the covers.  
*Think-aloud: When I read a book, I try to think about what I already know about the topic of the book before I begin reading. When I read the title of this book and look at the cover, I know it's going to be about making friends or maybe someone who wasn't a good friend. It reminds me of when I had to change schools when I was in the third grade. I was nervous and sad because no one would play with me the first day I was there. I missed my old friends so much!*
- Invite students to preview the book. Ask them to share how they connected to prior knowledge, based on the covers and title page of the book.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

### Introduce the Comprehension Skill: **Make inferences**

- Explain to students that sometimes an author will not tell everything about a character or a story. The author expects the reader to use clues in the writing, along with what the reader already knows, to make an inference about the character or story. Making an inference is like putting clues together and making a "good guess."
- Write the following sentences on the board: *I sit with my friend Gina every day at lunch. We bring different types of food each day. But I notice that Gina always brings juice to drink. Whenever I offer to trade my milk for her juice, she always makes a face and says, "No thank you!"*
- Create a two-column chart on the board with the headings *Text* and *What I Know*. Model making an inference.  
*Think-aloud: I know that authors don't always directly state all the ideas in a story and that I must sometimes make inferences to understand the story completely. In the story on the board, Meg always brings juice for lunch. Whenever her friend offers to trade her milk for the juice, Meg says no. She also makes a face at the offer of milk. I know that when I make a face at something, it is usually because I do not like it. If I do not like something, I wouldn't want it if it were offered to me. Based on these clues from the story and what I know, I infer—or guess—that Meg does not bring milk for lunch because she doesn't like it.*
- Ask students to identify information from the sentences on the board that supports the inference. Write this information under the heading *Text* on the chart. Ask students to identify information from your prior knowledge that you shared during the discussion that supports the inference. Write this information under the *What I Know* heading on the chart.

### Introduce the Vocabulary

- Write the story critical words on the board: *compliments, confuses, hesitated, lies, opposite, and weird*. Point to each word, read it aloud, and provide an oral sentence for each word.

## Lesson Plan *(continued)*

## The Sometimes Friend

- Ask students to read the words along with you. Ask them to think about each of these words and the title of the story, *The Sometimes Friend*, and then make a prediction about what the story might be about. Help them make connections using their prior knowledge to how words like *sometimes*, *lies*, and *confuses* might be related and what clues those words might give the reader about the story.
- Point out the glossary at the back of the book. Review or explain that a glossary and a dictionary contain lists of words and their definitions.
- Model how students can use the glossary to find a word's meaning. Have them locate the word *compliments* in the glossary. Invite a volunteer to read the definition for *compliments*. Have them compare the definition with their prior knowledge of the word.
- Have students follow along on page 11 as you read the sentence in which the word *compliments* is found to confirm the meaning of the word. Repeat the exercise with the remaining vocabulary words.

### Set the Purpose

- Have students think about what they already know about the topic, and their prediction, as they read the book to find out more about Lucy and her new school.

### During Reading

#### Student Reading

- **Guide the reading:** Have students read pages 3 and 4, and study the illustrations on both pages. Model connecting to prior knowledge.  
*Think-aloud: Before I started reading the story, the title of the book made me think about making friends and being the new kid at school. I used my own experience to predict what kinds of things could happen to the main character in this book. After reading these first two pages, I now know that the main character, Lucy, is nervous because it is her first day at a new school. Then a girl asks her to sit with her and talks to her. Lucy feels relieved. I think I know exactly how she feels.*
- Invite students to share how they connected with what they already knew as they read. Allow time for students to discuss how their experience might be similar to the main character's, if they were ever in a similar situation.
- Ask students to use information in the text and their prior knowledge to infer what type of person Dinah seems to be (friendly at first, but a little bossy). Have students identify information from the text that supports their inference (she introduces herself; she compliments Lucy but then invites herself over and tells Lucy to bake her cookies). Have students share information from their prior knowledge that supports their inference.
- Introduce and explain the [make inferences worksheet](#). Model how to write the information from the discussion on the worksheet, and allow students time to fill in their own copy.
- **Check for understanding:** Have students read to the end of page 7. Encourage them to share how they connected to prior knowledge as they read. Accept all answers that show students understand how to connect to prior knowledge.
- Based on the information in the book and their prior knowledge, ask students what they can infer about Dinah now (she is unkind, careless with making a mess). Have students identify the clues from the text that support their inference (she tells Lucy she likes chocolate chip cookies better; she drops crumbs on the rug; she makes a marks on Lucy's bedspread and says it was an accident).
- Ask students to write this information on their worksheet. Monitor and discuss the information students wrote on their worksheet, and allow students time to make corrections if necessary. If needed, model how to make and record inferences, based on the information on pages 8 and 9.
- Have students read the remainder of the book. Remind them to use their previous experiences to help them think about how Lucy might be feeling and to make inferences about the characters of both Lucy and Dinah.

## Lesson Plan *(continued)*

## The Sometimes Friend



Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. Encourage them to use the strategies they have learned to read each word and figure out its meaning.

### 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.

### Reflect on the Reading Strategy

- Discuss how making connections between information students read and what they already know, or have experienced, keeps them actively involved with the story and helps them remember what they have read.  
*Think-aloud: When I read about how Dinah lied and tried to manipulate Lucy, I thought about someone I went to school with. She behaved a lot like Dinah, and it made me feel confused and angry. I thought she was my friend, but she was really a bully. I know that connecting my experiences with Lucy's made me more interested in the story and helped me understand it better. I know that I will remember more about this book because I used this strategy while I read.*
- Have students share examples of how they connected to prior knowledge to understand the characters and the story.

### Reflect on the Comprehension Skill

- Discussion:** Review with students the inferences they wrote on their worksheet. Remind them that inferences are based on both text clues and prior knowledge.
- Independent practice:** Have students turn to page 15 and reread the page. Ask them to infer what might happen next, as Lucy sits down with Ana and Eugene. Have them complete the final section of the worksheet.
- Enduring understanding:** In this story, you read about Lucy's emotions as she tried to make a new friend. Lucy asked her Dad for advice and decided to end her friendship with Dinah. Now that you have read this story, what do you think you should do if someone says they want to be your friend but does not treat you in a kind and respectful way? Is it okay to not be friends with everyone you meet?


### Build Skills

#### Phonics: Variant vowel /oo/

- Write the word *school* on the board and say it aloud with students.
- Have students say the /oo/ sound in *school* aloud. Run your finger under the letters in the word as students say the whole word aloud. Ask students to identify which letters represent the /oo/ sound in the word *school*.
- Write the word *good* on the board and say it aloud with students. Have students say the /oo/ sound in *good* aloud as you run your finger under the letters. Ask students to identify the sound. Ask if it is the same sound as in *school* (no, there are two sounds for /oo/). Have students practice the two sounds aloud, listening for the difference.
- Check for understanding:** Have students turn to page 4 in the book. Ask them to find all the words on the page that contain the variant vowel /oo/ (*look, too, cookies*). Ask students to identify which words make the /oo/ sound in *school* (*too*) and which words make the /oo/ as in *good* (*look, cookies*).
- Independent practice:** Introduce, explain, and have students complete the **variant vowel /oo/ worksheet**. Discuss their answers aloud after students finish.

### Grammar and Mechanics: Irregular past-tense verbs


- Explain or remind students that *verbs* are words that show action. Write the word *bring* on the board and read it with students. Then use it in a sentence: *I'll bring my markers*. Explain that *bring* is a verb in the *present tense*, which means the action is happening now.
- Explain that often, when *-ed* is added to the end of a verb, it signals that the action has already happened. We say that the verb is in *past tense*. Give students some concrete examples (*jump/jumped*; *walk/walked*, and so on).
- Explain that many times, the past tense of a verb cannot be formed simply by adding *-ed*. In those cases, we say that the verbs are *irregular*, or NOT regular, past-tense verbs. Return to the example sentence, *I'll bring my markers*. Model for students that we don't say *brought my markers*—we must instead change the verb to *brought*.

 **Check for understanding:** Write the following present-tense verbs on the board: *tell, have, feel*. Have students work in pairs to identify the past-tense form of each verb (*told, had, felt*). If necessary, model oral or written sentences using present-tense verbs and then cross out the verbs and replace them with the irregular past-tense form of the verbs. Ask students to find sentences on page 13 in their book that contain irregular past-tense verbs (*shook, spoke, felt, had*).

- **Independent practice:** Introduce, explain, and have students complete the [irregular-past-tense-verbs worksheet](#). If time allows, discuss their responses.

### Word Work: Synonyms

- Review or explain that a word that means the same or almost the same as another word is called a *synonym*. One reason writers replace words with synonyms is to make a piece of writing more interesting.
- Point out the word *hesitated* on page 6 and show students a thesaurus. Look up *hesitated* and model how to use a thesaurus. If the word can be more than one part of speech (for example, some words can be a noun or a verb), make sure to model how the part of speech can affect the meaning, and remind students to use the correct synonyms listed in the thesaurus. Also remind students to use only the base word when looking in the thesaurus; for example, the word *hesitated* will not appear in the thesaurus, but the word *hesitate* will.
- Give students a thesaurus. Ask them to find the word *hesitate* and confirm the synonyms suggested.

 **Check for understanding:** Have students read the first paragraph on page 4. Ask them to circle the word *big*. Have students use the thesaurus to identify a synonym for *big* that will make the sentence more interesting. Remind them, when using a thesaurus, to choose words that do not change the meaning or the tense of the sentence (for example, *buy* vs. *bought*). Have them write the sentence using the new word at the bottom of the page. Encourage students to share their sentences.

- **Independent practice:** Introduce, explain, and have students complete the [synonyms worksheet](#). Discuss their answers aloud after they are finished.

## Build Fluency

### Independent Reading

- Allow students to read their book independently. Additionally, partners can take turns reading parts of the book to each other.

### Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends. Have them share connections they made to the main character and the story from their prior knowledge and experiences.

## **Extend the Reading**

### **Realistic Fiction Writing Connection**

Have students write a story about a character who had friendship problems or was bullied. Have them include how the character felt and what the character did to solve the problem. Remind students of the elements of a good story and how authors often rely on their own experiences to write realistic fiction.

Visit [Writing A–Z](#) for a lesson and leveled materials on narrative writing.

### **Social Studies/Health Connection**

Supply books and links to Internet websites for students to learn more about bullying. Invite the school counselor or safety officer to come to the classroom and lead a discussion, or teach a lesson on how to respond to bullying or difficult friendship issues. Encourage students to share personal experiences and possible solutions.

### **Skill Review**

[Discussion cards](#) covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

## **Assessment**

### **Monitor students to determine if they can:**

- consistently use the strategy of making connections to prior knowledge to comprehend the text during discussion
- consistently use context clues and prior knowledge to make inferences while reading and on a worksheet
- accurately identify and categorize the two sounds of variant vowel /oo/ during discussion and on a worksheet
- accurately identify and use irregular past-tense vowels in the text and on a worksheet
- accurately identify and understand the use of synonyms during discussion and on a worksheet

### **Comprehension Checks**

- [Book Quiz](#)
- [Retelling Rubric](#)