

About the Book

Text Type: Fiction/Realistic Page Count: 10 Word Count: 127

Book Summary

Tiger and Lily were enemies. Will they become friends? *Best of Friends* provides practice retelling and identifying cause-and-effect relationships. There are repetitive language and high-frequency words for emergent readers.

About the Lesson

Targeted Reading Strategy

- Retell

Objectives

- Use the reading strategy of retelling to understand and remember story events
- Identify cause and effect
- Discriminate initial consonant /f/
- Identify short /a/ vowel
- Identify and use proper nouns
- Locate and use antonyms

Materials

Green text indicates resources available on the website

- Book—*Best of Friends* (copy for each student)
- Chalkboard or dry erase board, highlighters
- Cause and effect, initial consonant /f/, proper nouns 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

- High-frequency words: *first, got, if, there, were, with*
- Content words: *enemies, friends, hissed, Lily, raced, Tiger, waking*

Before Reading

Build Background

- Write the word *enemies* on the board and point to the word as you read it aloud to students. Repeat the process and have students say the word aloud.
- Ask students whether they know how enemies would treat each other. Discuss animals that are enemies with one another.
- Write the word *friends* on the board and point to the word as you read it aloud to students. Repeat the process and have students say the word aloud.
- Ask students to share how friends would treat each other. Discuss animals that are friends with one another.

Book Walk

Introduce the Book

- Show students the front and back covers of the book and read the title with them.

Ask what they think they might read about in a book called *Best of Friends*. (Accept all answers that students can justify.)

- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).

Introduce the Reading Strategy: **Retell**

- Explain that good readers stop now and then during reading to retell in their mind what is happening in the story. Stopping to retell the events of the story helps readers remember and understand what they are reading.
- Explain that when people retell a story or event, they explain the details in order. Point out that people retell stories as part of their daily lives, such as sharing what happened at school or the events of a television show.
- Model retelling a familiar story in detail, such as *The Three Little Pigs*.
Think-aloud: *In The Three Little Pigs, the pigs decide to build their own houses. The first little pig builds his house out of straw. The big bad wolf comes along and asks the little pig to let him in. The little pig refuses, so the wolf huffs and puffs and blows down the house of straw. The little pig runs away. The second little pig builds his house out of sticks. The big bad wolf comes along and asks to be let in. When the second little pig refuses, the wolf huffs and puffs and blows down the house of sticks. The second little pig runs away.*
- Continue retelling in detail to the end of the story. Invite students to suggest information for the retelling of this story.
- Have students place sticky notes on pages 4, 6, 8, and 10. Explain that as they read, they should stop on these pages to think about what has happened so far in the story. Encourage students to retell in their mind what happens in the story as they read.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Cause and effect**

- Explain to students that one way to understand information in a story is to think about what happened and why it happened. Point out that a *cause* is something that makes something else happen, and an *effect* is what happens because of the cause. Explain that asking the question *Why did it happen?* reveals the cause, and asking the question *What happened?* reveals the effect.
- Create a two-column chart on the board with the headings *Cause* and *Effect*. Model how to identify an effect and its cause.
Think-aloud: *One way to understand a story is to think about the events that happen and try to figure out the reason why they happened. This keeps me involved in the story and excited about what might happen next. For example, if a character in a story is laughing, I read to find out the reasons he or she is laughing. The character might have seen something funny on television. The effect, or what happened, would be laughing, and the cause, or why the laughing happened, would be seeing something funny on television.*
- Write this cause-and-effect relationship on the board. Invite students to suggest other possible causes for the effect of the character laughing (hearing a joke, being nervous, and so on). Write these new cause-and-effect relationships on the board.

Introduce the Vocabulary

- While previewing the book, reinforce the vocabulary words students will encounter in the story. For example, while looking at the pictures on page 3 and 4, you might say: *It looks as though Tiger and Lily are enemies. If Tiger hissed, Lily hissed.*
- Remind students to look at the pictures and the letters with which a word begins or ends to figure out a difficult word. For example, point to the word *raced* on page 8 and say: *I am going to check the picture and think about what would make sense to figure out this word. I see that Tiger and Lily ran to get outside. When I look at the first part of the word, it starts with /r/ /a/. However, the word ran ends with the /n/ sound, so this can't be the word. I know that raced is*

another word that means almost the same thing as ran. The word raced ends with the /d/ sound. The sentence makes sense with this word. The word must be raced.


Set the Purpose

- Have students read to find out what happened as Lily and Tiger went about their day. Remind them to stop reading at the end of each page with a sticky note to quickly retell in their mind the details of the story so far.

During Reading

Student Reading

- **Guide the reading:** Give students their copy of the book. Have them read to the end of page 5 and then stop to think about what has happened so far in the story. Encourage students who finish before others to reread the text.
- Model retelling.
Think-aloud: I stopped after a few pages to retell in my mind what I had read so far. I learned that Tiger and Lily were enemies. If one of them hissed, the other one hissed, too. When Lily got to the food first, Tiger hissed at her. When Tiger got to the food first, Lily hissed at him. The cats did not get along.
- Have students reread page 4. Tell them that the cause on this page is Lily getting to the food first. Explain that the effect will be what happens because she got to the food first. Ask for a volunteer to tell the effect of the cause (Tiger hissed). Say: *I will write Lily got to the food first under the Cause heading, and I will write Tiger hissed under the Effect heading.*
- Introduce the **cause-and-effect worksheet**. Have students write information they know so far about the cause-and-effect relationship discussed above.
- **Check for understanding:** Have students read to the end of page 8. Have them retell what they have read so far. Ask them to write on their worksheet what caused Lily and Tiger to race to the door (the door opened). Have students record any additional cause-and-effect information on their worksheet.
- Have students read the remainder of the book. As they read, remind them to retell what they have read so far and think about cause-and-effect relationships to help them understand and remember the events of the story.

 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 the discussion that follows.

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

- Retell in detail the events of the story after Tiger and Lily sat in a lap.
Think-aloud: When the back door opened, the cats raced to see who could get outside first. If Lily got there first, Tiger hissed. If Tiger got there first, Lily hissed. But when no one was around, Tiger and Lily curled up in the basket together and went to sleep. They were the best of friends.
- Have students retell the story from the beginning to a partner. Listen for whether they include the following: correct events in detail, events in order, main characters, problem, and solution.

Reflect on the Comprehension Skill

- **Discussion:** Discuss the causes and effects that students wrote on their worksheet.
- **Independent practice:** Have students write any additional causes and effects on their worksheet. If time allows, discuss their answers.
- **Enduring understanding:** In the story, Tiger and Lily are enemies. They hiss at each other and do not

get along. However, at the end of the story, they become the best of friends. Now that you know this information, why is it important to remember that enemies can sometimes become friends?

Build Skills

Phonological Awareness: **Discriminate initial consonant /f/**

- Say the word *fast* aloud to students, emphasizing the initial /f/ sound. Have students say the word aloud and then say the /f/ sound.
- Read page 4 aloud to students. Have them give the thumbs-up signal when they hear a word that begins with the /f/ sound.
- **Check for understanding:** Say the following words one at a time and have students give the thumbs-up signal if the word begins with the /f/ sound: *food, door, fun, first, hissed*.

Phonics **Short vowel /a/**

- Write the word *fast* on the board and say it aloud with students.
- Have students say the short /a/ sound aloud. Then run your finger under the letters in the word as students say the word aloud. Ask students which letter stands for the short /a/ sound in the word *fast*.
- Write the following words that have the short /a/ sound on the board, leaving out the medial vowel: *cap, cat, hat, that*. Say each word, one at a time, and have volunteers come to the board and add the *a* in each word. Have students blend the sounds together as you run your finger under the letters.



Check for understanding: Have students search the story to locate and highlight words that have the short /a/ sound.

Grammar and Mechanics: **Proper nouns**

- Explain that a *proper noun* names a specific *person, place, or thing*. Provide examples by saying: *The word dog is a common noun. Rover is the name of a specific dog, so the word Rover is a proper noun.* Provide other examples as necessary to help students understand what makes a noun a proper noun. Explain to students that a proper noun begins with a capital letter, even if the word is not at the beginning of a sentence.
- Have students turn to page 3. Ask a volunteer to identify the animals they see in the picture (cats). Ask them to tell if *cat* is a common noun or a proper noun and to explain why. Next, ask a volunteer to give an example of a proper noun to name one of the cats (*Tiger or Lily*).



Check for understanding: Have students search the story to locate the proper nouns and highlight them.

- **Independent practice:** Introduce, explain, and have students complete the proper nouns worksheet. If time allows, discuss their responses.

Word Work: **Antonyms**

- Write the word *big* on the board. Ask students to suggest a word that means the opposite of big (*little, small*). Review or explain that a word that means the opposite of another word is called an *antonym*.
- Have students turn to page 3 and reread the first sentence. Point to the word *enemies*. Ask students to explain what the word means (not getting along).
- Have students turn to page 10 and reread the sentence. Point to the word *friends*. Ask students to explain what the word means (getting along).
- Point out that the words *enemies* and *friends* have opposite meanings. Have a volunteer tell the name for words that have opposite meanings (*antonym*).
- Have students turn to page 6 in their book. Reread the first sentence. Point to the word *asleep*. Ask students to identify an antonym for the word *asleep* (*awake*). Write the antonym pair on the board.

- **Check for understanding:** Write the word *happy* on the board. Have students work with a partner to identify an antonym for the word (*sad*). Have them use the original word and the antonym in separate oral sentences.

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 students retell the story to someone at home. Remind them to identify some cause-and-effect relationships in the retelling.

Extend the Reading

Realistic Fiction Writing Connection

Have students draw a picture on one half of the paper that shows two people not getting along. On the other half, have them draw a picture that shows the same people getting along. Have students write a sentence to tell about each picture.

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

Science Connection

Discuss different animals and their enemies. Provide Internet and other resources about animals and their enemies in nature. Have students pick an animal and its enemy to research. Have students present their information in a poster format that includes pictures of the animals, their names, what makes them enemies, what kinds of food they eat, and where they live. Allow time for students to share their poster with the class.

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 card 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:

- accurately and consistently retell the story during discussion to understand text
- accurately identify cause-and-effect relationships during discussion and on a worksheet
- accurately discriminate the initial consonant /f/ sound during discussion
- identify and write the letter symbol that stands for the short /a/ sound during discussion
- accurately identify and understand the use of proper nouns during discussion and on a worksheet
- accurately identify antonyms during discussion and locate them in text

Comprehension Checks

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