

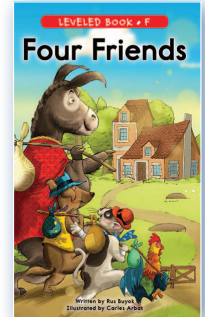
Focus Question:

How did the four friends find a home?

Book Summary

Text Type: Fiction/Folktales

Four Friends is a delightful and clever story that students will love! Detailed illustrations, onomatopoeic words, and a repetitive text structure will support emergent readers. Students will also have the opportunity to make, revise, and confirm predictions as well as to make inferences and draw conclusions in order to better understand the story.



Lesson Essentials

Instructional Focus

- ☐ Make, revise, and confirm predictions to understand text
- ☐ Make inferences and draw conclusions using clues found in the text
- ☐ Describe details found in illustrations in the text
- ☐ Identify and produce rhyme
- ☐ Identify word families *-ack* and *-ake*
- ☐ Discriminate and use exclamatory sentences
- ☐ Understand that some words sound like their meaning (onomatopoeia)

Materials

- ☐ Book: *Four Friends* (copy for each student)
- ☐ *Make inferences / draw conclusions, word families -ack and -ake, exclamatory sentences 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.

- **High-frequency words:** *away, man, must*
- **Words to Know**
Story critical: *heard* (v.), *helpful* (adj.),
noise (n.), *protect* (v.), *shooed* (v.),
together (adv.)
- **Academic vocabulary:** *show* (v.)

Guiding the Reading

Before Reading

Build Background

- Place on the board photographs of various animals, including a donkey, dog, cat, and rooster. Ask students what sound each of these animals make. Invite students to make these noises with a partner.
- Circle the photographs of the donkey, dog, cat, and rooster. Explain to students that they will be reading a story about these four animals that will include words that represent the sounds these animals make. Have students share with a partner which of these four animals is their favorite and why. Invite volunteers to share their answers with the class.

Introduce the Book

- Give students their copy of *Four Friends*. 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, illustrator's name).

Introduce the Reading Strategy:

Make, revise, and confirm predictions

Explain to students that effective readers make guesses about what is going to happen as they read a story. These guesses are called *predictions*. Emphasize that knowing how to make a prediction is more important than whether the prediction is right, or confirmed. These predictions give readers a purpose while reading. Ask students to use the title and picture on the cover page to make a prediction before reading this book. Invite them to share their predictions with the class, and record these predictions on the board.

Introduce the Comprehension Skill:

Make inferences / draw conclusions

- Explain to students that authors don't always use details to explain everything that happens in a book. Sometimes they give readers clues to figure out what they didn't tell in words. Readers have to use clues from the story and what they already

Guiding the Reading (cont.)

know to make a guess. This is called *making an inference* or *drawing a conclusion*.

Vocabulary

Have students turn to the “Words to Know” box on the copyright page. Point out that these words can be found in the story and that understanding the meaning of each word will help them better understand what they read. Read the words aloud to students and as a group, discuss the meaning of each word. On the basis of the definitions discussed, have students work in groups to illustrate each vocabulary word on a poster. Have students share their posters with the class.

Set the Purpose

- Have students read to find out how the four friends find a new home. 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.

- *Why is this book called Four Friends?* (level 1) page 1
- *Why do the friends want to move in with the man?* (level 2) pages 3 and 4
- *How do the animals try to convince the man they are helpful?* (level 2) multiple pages
- *Why did the man pack up and move away?* (level 1) page 10
- *Did the animals’ plan work? Why or why not?* (level 3) multiple pages

Text Features: Illustrations

Explain that illustrations give readers more details about a story. Have students look at the illustration on page 3. Ask students: *How does this illustration give you details about the story that aren’t given in the words? How does this illustration help you identify various story elements, such as character and setting, that aren’t given in the words?* Have students review other illustrations in the book and discuss in groups how these illustrations provide important details about the story. Invite volunteers to share their ideas with the class.

Skill Review

- Draw students’ attention back to the predictions on the board. Circle any predictions that have been confirmed and draw a line through any predictions

that have been disproven. Invite students to work with a partner to create new predictions for the ending of the story. Remind students that making predictions is more important than whether or not their predictions are confirmed.

- Draw students’ attention back to the three-column chart on the board.
- Model making inferences and drawing conclusions. **Think-aloud:** *I know that authors don’t always use details to explain everything that happens in a book. But I know I can use clues from the pictures and words to make inferences and draw conclusions. On page 3, I see a picture of a donkey, a dog, a cat, and a rooster walking toward a house. The author’s words tell me that these animals are friends and they need a new home. When my dad got a new job, we had to move to a new home. I remember being sad to leave my old house, but I was excited for our new house and to make new friends. So I can infer that the animals are feeling excited to find a new house and to make new friends. Using clues from the book and what I already know helps me make inferences and draw conclusions while reading.*
- Model how to complete the **make-inferences-draw-conclusions worksheet**. Have students use clues from the pictures and words in this story to make inferences and draw conclusions.

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.

Skill Review

Graphic Organizer:

Make inferences / draw conclusions

Review the make-inferences-draw-conclusions worksheet that students completed. Have students share their work in groups. Invite volunteers to share their answers with the rest of the class. Ask students to share how using clues from the story and what they already know can help them make inferences and draw conclusions while reading.

Comprehension Extension

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

Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Answers will vary. Sample: *The four friends saw a large house and wanted to move in with the man inside. They decided to sing to the man to tell him how helpful they would be if they lived there so he would let them move in. But all the man heard*

Guiding the Reading (cont.)

were loud animal noises, so he packed up and moved away! So the four friends got a new home after all.)

Comprehension Checks

- Book quiz
- Retelling rubric

Book Extension Activities

Build Skills

Phonological Awareness: Rhyme

- Say the word *tack* aloud to students, emphasizing the final /ack/ sound. Have students say the word aloud and then say the final /ack/ sound.
- Say the words *tack* and *Jack*. Have students repeat each word aloud. Ask students to share with a partner what both words have in common (they end with the same sound). Explain that when words have the same ending sound, they are called *rhyming words*.
- Say the following word pairs, and have students stand-up if they hear words that rhyme: *man/tan*, *jug/mug*, *yellow/bed*, *water/willow*, *Kate/date*.
- **Check for understanding:** Say the following words one at a time, and have students come up with their own rhyming word for each word you say: *tick*, *rake*, *Tim*, *loss*, *fate*.

Phonics: Word families -ack and -ake

- Write the word *tack* on the board and say it aloud with students.
- Have students say the short vowel /a/ sound aloud. Then, run your finger under the letters in the word *tack* as students say the whole word aloud. Ask students to identify which letter represents the short vowel /a/ sound in the word *tack*.
- Write the words *tack* and *Jack* on the board. Circle the *ack* letter combination in each word and explain that these words belong in the -ack word family. Point out to students that the words in this family rhyme because they all end with the same sound.
- Repeat this process with the words *take* and *Jake*. Explain that words with the *ake* letter combination at the end belong in the -ake word family.
- Emphasize with students that the *ack* letter combination has the short vowel /a/ sound, while the *ake* letter combination has the long vowel /a/, silent e pattern.
- **Check for understanding:** Have students brainstorm to create a list of other words that belong in either the -ack or -ake word family. Call on students to share a word and record it on the board. Read the list of words aloud with students. Have students work in groups to sort the words into either the -ack or -ake word family.

- **Independent practice:** Introduce, explain, and have students complete the [word-families-ack-and-ake worksheet](#). If time allows, discuss their answers.

Grammar and Mechanics: Exclamatory sentences

- Explain to students that every sentence has a signal at the end that shows readers where to stop reading, just like a stop sign. One type of end mark, called an exclamation mark, is used at the end of *exclamatory sentences*. Exclamatory sentences are sentences that express strong emotions, such as surprise, excitement, or warning.
- Review or explain to students that *interrogative sentences* are sentences that ask a question. These sentences end with *question marks*.
- Write various exclamatory and interrogative sentences on the board. Have students take turns reading these sentences with the correct inflection based on the sentences' punctuation.
- Have students work in groups to create their own exclamatory and interrogative sentences. Invite volunteers from each group to share their sentences on the board, and ask the rest of the class to identify which punctuation mark should be used for each sentence.
- **Check for understanding:** Have students reread the story with a partner and circle all of the exclamatory sentences.
- **Independent practice:** Introduce, explain, and have students complete the [exclamatory sentences worksheet](#). If time allows, discuss their answers.

Word Work: Onomatopoeia

- Explain that when some words are spoken, they sound like their meaning. These words are called *onomatopoeic words*. The book *Four Friends* has words that sound like their meaning: *meow*, *cock-a-doodle-do*, *bray*, and *bark*.
- Say various onomatopoeic words aloud, such as *boom*, *clang*, *fizz*, *plop*, *rip*, *splash*, and *squeak*, and ask students to identify what noun or verb could make that noise.
- Post various picture cards on the board, such as *bees*, *pigs*, *bells*, or *doorbells*. Have students work in pairs to come up with sounds for each picture. Invite volunteers to share their sounds with the class.
- **Check for understanding:** Have students reread the story and underline every occurrence of onomatopoeic words in the story.

Connections

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