

### About the Book

Text Type: Fiction/Realistic Page Count: 16 Word Count: 526

### Book Summary

*Friends Around the World* focuses on children from countries around the world. The children tell their names and where they live. They share what they do for entertainment and the foods they enjoy.

Book and lesson also available at Levels H and K.

### About the Lesson

#### Targeted Reading Strategy

- Visualize


#### Objectives

- Visualize to understand text
- Compare and contrast characters
- Read words with *r*-controlled vowels
- Recognize proper nouns
- Place words in alphabetical order

#### Materials

Green text indicates resources available on the website

- Book—*Friends Around the World* (copy for each student)
- Chalkboard or dry-erase board
- World map
- Visualize, compare and contrast, proper nouns, alphabetical order worksheets
- Discussion cards

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

#### Vocabulary

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

- Content words:

Story critical: **Aboriginal** (adj.), **barbecued** (adj.), **boomerang** (n.), **caribou** (n.), **generations** (n.), **Inuit** (n.)

Enrichment: **Arctic Circle** (n.), **Australia** (n.), **Canada** (n.), **Russia** (n.), **South Korea** (n.), **Tanzania** (n.)

### Before Reading

#### Build Background

- Ask students if they think that people from different countries are all the same. Discuss some similarities and differences between people from any two countries—for example, the United States and Mexico.
- Show students a copy of the world map. Point out different countries, including Australia, Russia, South Korea, Tanzania, and Canada.

- Ask students to think about what they already know about different people around the world. Discuss the fact that there are many different cultures and that many people around the world eat, dress, and play differently than they do. Ask students if they have ever visited another country, and if so, to share their experience.

## 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 kind of book this is and what it might be about.
- Ask students if they think this book is fiction or nonfiction and to explain their reasoning.
- Show students the title page. Talk about the information on the page (title, author's name, illustrator's name).
- Preview the table of contents on page 3. Ask students what information they can tell from looking at the chapter titles. (Accept all answers that students can justify.)

### Introduce the Reading Strategy: **Visualize**

- Explain to students that good readers often visualize, or create pictures in their mind, while reading. Visualizing is based on what a person already knows about a topic. Explain that one way to visualize is to draw a picture. Read page 4 aloud.
- Model how to visualize.  
*Think-aloud: Whenever I read a book, I pause often to create a picture in my mind of the information I've read. This helps me organize the important information and understand the ideas in the book. For example, on page 4, the author tells us about different people from around the world. I imagined meeting a friend from a different part of the world. I visualized myself shaking hands with her and smiling.*
- **Independent practice:** Introduce and explain the [visualize worksheet](#). Have students draw on their worksheet what they visualized as they listened to you read the text on page 4. Invite students to share their drawings.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

### Introduce the Comprehension Skill: **Compare and contrast**

- Explain that one way an author helps readers understand information in a book is to tell how topics in the book are *alike* and *different*.
- Have students look at the illustration on page 4. Model how to compare and contrast using illustrations.  
*Think-aloud: This illustration shows different people from all around the world. I'm going to focus on the person I see on the far left and the person on the far right. They are alike in some ways and different in some ways. One way they are alike is that they both have two arms and two legs. One way they are different is that the person on the far left is wearing thick, warm clothing while the person on the right is wearing shorts and a short-sleeved shirt.*
- Model how to compare and contrast information using a Venn diagram. Draw a Venn diagram on the board. Label the left circle *left* and the right circle *right*. Explain that information relating to the friend on the left is written in the left side of the left circle (thick clothing). Information that relates to the friend on the right is written in the right side of the right circle (shorts). Explain that in the middle where both circles overlap, information is written about what the friends have in common (two arms, two legs).
- Have students identify other similarities and differences between the two friends. Record these on the Venn diagram.


**Introduce the Vocabulary**

- Model how to use context clues to figure out the meaning of an unknown word. Have students locate the word *Aboriginal* on page 7. Read this sentence aloud to students. Explain to students that sometimes the sentences before and after the sentence containing an unfamiliar word have clues about its meaning. Ask a volunteer to read the sentences before and after the sentence containing the word *Aboriginal*. Ask students if either of these sentences was helpful in understanding the meaning of the word. (The sentence after describes how Aborigines have lived in Australia for thousands of years). Say: *Based on the clues that we found, I think the definition of the word Aboriginal is a group of people native to Australia who have lived there for a very long time. Let's reread the sentence to see if this definition makes sense.*
- Invite students to turn to the glossary and find the word *Aboriginal*. Ask a volunteer to read the definition aloud. Have students compare the glossary definition to the definition derived from the context clues.
- Repeat this procedure with all Story Critical words.

**Set the Purpose**

- Have students read to find out more about friends around the world who are mentioned in the book. Remind them to stop after every few pages to visualize the most important information and to draw on their worksheet what they visualized about it.

**During Reading**
**Student Reading**

- **Guide the reading:** Have students read from page 5 to the end of page 8. Encourage those who finish early to go back and reread. Have students draw what they visualized for the different friends on the visualize worksheet.
  - **Model visualizing.**  
*Think-aloud: When I read about Chang-Yong, I pictured a ten-year-old boy wearing a beautiful red silk jacket. I thought about how his favorite food is barbecued beef, and visualized him sitting with his family, and sharing bulgogi with them all.* Have students share the pictures of what they visualized while reading. Have them explain their drawings aloud.
  - **Check for understanding:** Have students read to the end of page 12. Have them visualize the information on those pages. Discuss what they visualized. Ask students to continue to draw on their worksheet what they visualize as they read the book. Point out that they can use their drawings to identify the important details on the pages.
  - Have students work with a partner to compare and contrast Jessica and Natasha, and write the information on a Venn diagram on a separate piece of paper. Discuss their responses aloud as you create a Venn diagram on the board.
-  Have students make a 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**

- Ask students to explain or show how the strategy of visualizing helped them understand and remember important events in the story.  
*Think-aloud: When I read about Manka, I pictured a girl sitting in a small wooden hut looking up at a grass roof. I pictured her forming a new toy out of soft clay. This picture helped me to understand what life in Tanzania might be like, and to remember that part of the book.*

## Lesson Plan *(continued)*

## Friends Around the World

- **Independent practice:** Have students complete the visualize worksheet. If time allows, have them share their drawings after they finish.

### Reflect on the Comprehension Skill

- **Discussion:** Review with students the similarities and differences between Jessica and Natasha. Add any new information to the Venn diagram on the board. Review how the information is organized in the Venn diagram.
- **Check for understanding:** Have students provide examples of how Kipanik and Manka are alike and different. Record this information on a new Venn diagram on the board.
- **Independent practice:** Introduce, explain, and have students complete the [compare-and-contrast worksheet](#). If time allows, discuss their responses aloud.
- **Enduring understanding:** In this book, you learned about a lot of different friends from around the world. You learned about how many people are alike and how they are different. Now that you know this information, why is it important to understand that people from different parts of the world can be our friends, even if we are not alike? How can knowing people unlike yourself be helpful to you as a person?

### Build Skills

#### Phonics: **R-controlled vowels**

- Write the word *world* on the board. Have students find the word in the title on the book's cover, and read the title together.
- Explain to students that, in some words, when the letter *r* comes after a vowel, it can affect the sound of the vowel. For example, the word *world* has the same beginning sound as the word *were*, but it has a different spelling pattern.
- Create a four-column chart on the board and write the most common *r*-controlled vowels. Include (write as column headings on the chart):
  - *er, ir, ur* (as in *her, bird, fur*)
  - *or, or-e, oar* (as in *for, more, roar*)
  - *ar* (as in *car*)
  - *ar-e, air, ear, eir* (as in *care, hair, wear, their*)
- Have students brainstorm other examples that belong in each category.
- Have students reread page 6 independently. As a group, discuss two examples of words in which the vowel sound is affected by the letter *r* (*worn, formal, generations, barbecued, Koreans*). As a group, discuss which spelling pattern each word should be grouped with. Write the words under the appropriate headings on the board.
- Have students reread page 10. When they have finished, ask students to identify the examples of words with *r*-controlled vowels (*very, wear, fur, winter, ears*). Write the examples on the board.
- **Check for understanding:** Assign the remaining pages of the story to pairs of students to have them locate additional examples of *r*-controlled vowel words. Have student pairs record their examples under the appropriate spelling patterns on the board.
- Review the chart on the board as a group when finished. Emphasize spelling patterns for *r*-controlled vowel words that students may encounter repeatedly.

#### Grammar and Mechanics: **Proper nouns**

- Review or explain that a *noun* is a *person, place, or thing*. Ask students to turn to page 6 and give examples of nouns from the text (*days, jacket, hanbok, generations, occasions, beef, bulgogi, food*).
- Review or explain that a *proper noun* is the name of a *specific person, place, or thing*. A proper noun always begins with a capital letter. Write examples of proper nouns from page 7 on the board (*Jessica, Aboriginal, Australian, Australia*).

## Lesson Plan *(continued)*

## Friends Around the World

- Remind students not to confuse a proper noun with the capital letter used at the beginning of a sentence, or in the title of a chapter. Point out instances in the book where capitals are used, but a proper noun is not present.
- **Check for understanding:** Write the following nouns in a column on the board: *girl, boy, street, month, holiday*. Ask volunteers to give examples of proper nouns for each, and write them on the board.
- **Independent practice:** Have students complete the [proper nouns worksheet](#). If time allows, discuss their answers aloud.

### Word Work: Alphabetical order

- Review or explain the process of putting a list of words in alphabetical order. Explain to students that they must look at the first letter of each of the two words and then decide which word begins with the letter that comes first in the alphabet. Point to the alphabet posters in the classroom, and remind students that they can refer to the posters or sing the alphabet song in their mind when deciding which word comes first in the alphabet.
- Write the words *friend* and *world* on the board. Have a volunteer explain which word would appear first in alphabetical order (*friend*) and why (because *f* comes before *w* in the alphabet).
- Remind students that if the first letter of two words is the same, they must compare the next two letters instead. Write the words *boomerang* and *barbecued* on the board. Have a volunteer explain which word would appear first in alphabetical order (*barbecued*) and why (because in looking at the second letters, *a* comes before *o* in the alphabet).
- **Check for understanding:** Write the words *Aboriginal* and *Australian* on the board. Have students write the words in alphabetical order and explain their thinking on a separate piece of paper. Discuss their answers aloud.
- **Independent practice:** Introduce, explain, and have students complete the [alphabetical order worksheet](#). If time allows, discuss their responses.

## Build Fluency

### Independent Reading

- Invite 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 practice visualizing the story with someone at home and then compare the pictures they created in their mind.

## Extend the Reading

### Expository Writing Connection

Have each student write an autobiographical page. Have them write in the style of *Friends Around the World* and include their name, foods enjoyed, games played, type of clothing worn, and home life. Encourage students to illustrate their page. Bind all the pages into a book and title: *Children In \_\_\_\_\_* (fill in the blank with name of the city or country where you live). Emphasize to students that even though they all live in the same place and have many similarities, there are still many differences among them.

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

### Social Studies Connection

Organize students' chairs in a circle and facilitate a discussion about different countries and cultures. Ask questions such as: Why is it important for us to learn about different countries and cultures? Why do you suppose people who live in different parts of the world eat different foods, wear different clothing, and speak different languages? Why don't all people look the same? Encourage thoughtful reflection and emphasize respectful language.

### 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.
- Conduct a class discussion as a review before the book quiz.

### Assessment

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

- consistently use the strategy of visualizing to comprehend the text during discussion and on a worksheet
- consistently compare and contrast details within the text during discussion and on a worksheet
- correctly read and categorize *r*-controlled vowel words
- consistently identify proper nouns during discussion and on a worksheet
- accurately place words in alphabetical order during discussion and on a worksheet

### Comprehension Checks

- **Book Quiz**
- **Retelling Rubric**