



Running words: 36

Book Summary

This story is about a girl and the things she uses to care for her dog.

Building Basic Skills

High-frequency words – A, for, Me, you, me

Content words – Friend, bed, rug, dish, bone, collar, leash, ball, friend

Repeated phrase – A ... for you

Phonics and phonemic awareness – b (bed, bone, ball), f (for, friend)

Punctuation – periods, capital letters

Skills and Strategies

A Friend for Me can be used to introduce and reinforce:

- monitoring reading and ensuring that it is making sense using meaning, structural, and visual information from the story
- reading a variety of simple high-frequency words in context
- writing labels for a specific purpose
- responding to simple questions about the story content.

Materials

- copies of words and punctuation for this book from page 95, cut and ready for use
- copies of BLM, pencil, scissors, glue, markers
- items used for caring for a dog
- play dough
- paper, markers

A Friend for Me

by Jane Buxton

photographs by Wendy Rivers

Introducing the Text

What animal am I describing? Describe a dog to children. Continue with the description until children have guessed a dog. Encourage discussion about children's prior experiences with dogs. *Who has got a dog? What does it look like? How do you look after dogs?* Use a range of items used to look after dogs to help promote discussion.

Discussion Model

Using only the teacher's copy, discuss each page of the book with the group. Ensure that content words are integrated naturally into the discussion.

Cover – *In this book, we find out about looking after a dog.*

Page 3 – *What is happening in this picture? What do you think the dog would like in the bed?*

Page 5 – *Were you right? Why does the dog need a mat in his bed?*

Pages 7 and 9 – *What is the girl giving to the dog? What else could she feed her dog?* Encourage children to think about the kinds of food and drink that dogs need.

Pages 11 and 13 – *What is the girl showing us in this picture? Why does the dog need a collar/leash? What do you think they are going to do?*

Page 15 – *What do you think the girl and her dog are going to do? Do you think they are good friends? How can you tell?*

Page 16 – *What does this picture tell us? Who is a good friend for you?*

Reading the Text

Hand one book to each child. Together, read the title and the names of the author and photographer on the cover and title page.

Page 2 – Clarify where to start reading and encourage children to point to each word as you quietly read aloud together. Encourage children to predict the content word by using the visual, structural, and meaning cues in the text.

Page 4 – Point to the first word together and encourage children to read quietly to themselves. Observe accuracy of one-to-one matching.

Pages 6–16 – Encourage children to read the remaining pages quietly to themselves. Pay particular attention to their use of visual, structural, and meaning cues when reading content words. If children encounter difficulties, ask questions that encourage using reading strategies such as attempting the initial sound in a word, rerunning, and checking the picture.

Revisiting the Text

- The girl had seven different things to use to care for her dog. In pairs, children recall all seven items.
- Ask children to find the words in the text that begin with "b." Make a list on a chart. Encourage children to think of other words that begin with "b." Repeat this with "f."
- Using the words and punctuation for this book from page 95, reassemble the sentences with children.

Following Up

B On the BLM activity opposite, children cut and paste the pictures onto the diagram showing things that are needed to care for a dog.

With a friend, children use play dough to make a bed, rug, dish, bone, collar, leash, and ball and label these using card.

- Children draw a picture of themselves looking after a dog. Caption with "A ... for you" and collate the pictures into a big book to share.