



Running words: 34

My Friend

by *Penelope Newman*

photographs by *Wendy Rivers*

Introducing the Text

This book is called My Friend. What do you think a friend is? Have you got a friend? What things do you like to do with a friend?

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 read about what this girl likes to do with her friend, Andrew.*

Page 3 – *What are they doing together? How could Andrew help her?*

Page 5 – *What are they doing now? What might Andrew be saying? What else do you think they will do together?*

Page 7 – *Where do you think the girl and Andrew are? What are they doing?*

Page 9 – *What is Andrew showing her? What else can you see in the picture that would help her to count?*

Pages 11 and 13 – *Where are the children now? What kinds of things can they do in the playground?*

Page 15 – *Why has the girl got her hands in the air? What song would you sing with a friend?*

Page 16 – *Do you think these children like having a friend? How can you tell?*

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. Ask children to show with their finger which direction their eyes and pointing finger will move.

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. Continue to observe accuracy and directionality. 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

- Discuss activities that children like to do with a friend. Group their suggestions on a chart labelled “Same” and “Different” that compares their activities with those in the book.
- Write the sentence from page two on the board, omitting the capital letters and full stop. *Turn to page two in your book. What is missing from my sentence?* Invite children to put full stops and capital letters into the sentence. Repeat this exercise again using a different page from the book. Discuss why the punctuation is required.
- Using the words and punctuation for this book from page 96, reassemble the sentences with children.

Following Up

- B** Children cut and paste sentences to match the pictures on the BLM activity opposite.
- ✏** Children draw a picture of themselves doing an activity with a friend. Underneath, write a sentence about their picture, “I ... with...” Emphasise the need for capital letters for names.
- Write the words “Friend”, “read”, “Andrew”, and “draw” on paper in large letters. Children make “d”s with play dough and place them on the “d”s on the paper. This activity can be extended to making the capital letters of children’s names.

Book Summary

This story tells of the many things that you can do with a friend.

Building Basic Skills

High-frequency words – My, I, with, is, my

Content words – Friend, read, Andrew, write, draw, count, run, jump, sing, friend

Repeated phrase – I ... with Andrew

Phonics and phonemic awareness – r (read, run), d (Friend, draw, Andrew, read)

Punctuation – full stops, capital letters

Skills and Strategies

My Friend can be used to introduce and reinforce:

- developing an awareness of the directionality of the print on each page
- creating artwork or a piece of writing related to the text
- writing using the conventions of capital letters and full stops
- sharing own experiences related to the content of the story.

Materials

- copies of words and punctuation for this book from page 96, cut and ready for use
- copies of BLM, scissors, glue, pencil, felt-tip pens
- paper, felt-tip pens, pencil
- large paper, play dough