

A FRIEND FOR CHIP

By - Mary Labatt

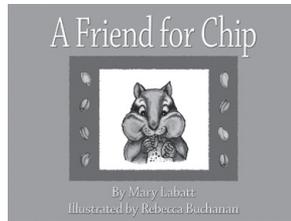
Illustrated by - Rebecca Buchanan

Genre - Narrative

Set 17 - 352 Words

Building Anticipation - Setting the Context

Ask students what kinds of animals live in a forest? Make a list of these animals and categorize them in a variety of ways, i.e., big and small, carnivores and herbivores etc.



Introduction

Show students the cover of the book. Ask if this is one of the animals that they listed? Recall *A New Home for Chip* from set 13. Who would be a good friend for a Chip? Students can make suggestions and support their choices. Show students four words they will meet in this book: *bulged*, *snatched*, *voice* and *silent*. Remind students that they can sometimes determine the meaning of unknown words by getting clues from the sentence. Have the following sentences on chart paper and scaffold the skill of discerning an unknown word from sentence clues.

The boy popped the gumball in his mouth but his cheek *bulged* out and the teacher saw it.

She *snatched* the letter so fast that the mailman didn't see her.

He opened his mouth but he couldn't say a word because he had lost his *voice*.

There wasn't a sound in the woods and even the birds were *silent*.

Tell students if they meet unknown words to look for clues in the sentences. Ask the students to read the story to find out how Chip makes a new friend.

Discussion - Book Talk

Right there questions:

Who was Chip's new friend?

What did the boy put down in a long line?

Find a word that is another name for Chip's home?

Think and search questions:

What are the differences between the picture on page 7 and the picture on page 16?

Find the sentence that tells you why Chip's cheeks bulged.

Why is Chip not lonely and afraid anymore?

On your own questions:

How did the boy make Chip his friend?

Why do you think the little boy choose that strategy to make Chip his friend?

What are some words you would choose to describe the little boy?

Creative Response – Independent Practice

Similes

Refer to the simile on page 10, *as quiet as a mouse*. Make a class list of similes using *as quiet as . . .* as the starting point. Have students complete similes using the reproducible master. Students can illustrate the similes and create a class book of similes.

Writing Workshop

Choose an animal from the list that the class generated during the anticipation phase of the lesson. Write a story to explain how you would go about making it your friend.

Creating Text Features

Draw attention to page 8 and discuss the words, *down, down, down*. Why did the author use this technique with the word *down*? Look at another example, the word *ate* on page 12. Have students write the following list of sentences and creatively enhance a word in each sentence.

The bird flew up, up, up toward the clouds.

The dancers twirled around and around the stage.

The mother softly whispered, "Go to sleep."

The snowball rolled down the hill and grew bigger and bigger and bigger.

The boy was so afraid that his whole body shook.

Read Aloud and Poetry Connections

A Friend for Sam by Mary Labatt, Kids Can Press, 2003.

Chipmunk at Hollow Tree Lane by Victoria Sherrow, Soundprints, 1994.

Frog and Toad Are Friends by Arnold Lobel, Econo-clad Books, 1979.

How Chipmunk Got His Stripes by Joseph Bruchac, Penguin, 2003.

My Friend, poem by Emily Hearn in *Till All the Stars Have Fallen – Canadian Poems for Children* selected by David Booth, Kids Can Press Ltd., 1989

Learning about Language – Focused Teaching

High Frequency Words - friend, still, along, place

Interest Words - bulged, burrow, voice, stuffed, nibbled, tunnel, snatched, lonely

Word Families and Letter Clusters – *ch* sound: Chip

Structural Features of Words - Words with double letters, *pp, ll, tt, ff, bb, nn, rr*.

Text Features - Familiar character: Chip - Use of simile on page 10 - Print moving down the page on page 8 – Alliteration: *stayed still, stopped stared* on page 14 .

Write some similes.

As fast as _____.

As noisy as _____.

As silly as _____.

As hungry as _____.

As beautiful as _____.

As wiggly as _____.

As slow as _____.

As angry as _____.

As happy as _____.