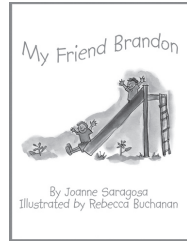


# MY FRIEND BRANDON

By – Joanne Saragosa  
 Illustrated by – Rebecca Buchanan  
 Genre – Narrative - Letter  
**Set 11 - 203 Words**

## Building Anticipation – Setting the Context

Ask the children about moving to a new house. Ask them if they have ever moved or had one of their friends move away. Talk about what they think would be the good things and what would be the bad things about moving to a different place. Record the children's answers on an experience chart. Put a check mark beside good things and an X beside bad things, or make two columns, one for good things, one for bad.



## Introduction

Introduce the story by saying: *This is a story about a boy who moves to a new house and misses his best friend. What are some things they can do so they won't miss each other so much?* The children's answers will include going to visit, phoning, writing letters, sending e-mail. Pose the question: *I wonder what they are going to do.*

Lead the children in a picture walk through most of the book to ensure that students recognize the letter format. Point out words like *angels*, *scooter*, *snow forts*. Then have the children read to themselves to find out the things Brandon and his friend like to do at different times of the year.

## Discussion – Book Talk

Retell the story and recount the story structure.

Ask the children what strategies they used when they were reading. Point out strategies you observed students using. Initiate a discussion

by asking: *Do you like to do any of the same things as the boys in the book?*

Extend the children's thinking by asking what other things they like to do with their friends in summer, fall, winter and spring. Make a chart of the four seasons with the children.

## Creative Response – Independent Practice

Children can:

- make individual picture books called, *Things I Like to Do with My Friends*. Divide the pages into four or make four separate pages, labeled *Winter, Spring, Summer, Fall*. Or make a class book of the experience chart statements from the discussion. (Invite each student to illustrate his or her own page in the class book.)
- write a letter to a friend. (Teach the basic format of a letter: greeting, message and signature.) Use the reproducible master as a guide.

## Read Aloud Connections

- Best Friends* by Steven Kellogg, Hutchinson, 1998.  
*Good-bye Curtis* by Kevin Henkes, Greenwillow Books, 1995.  
*Ira Says Good-bye* by Bernard Waber, Houghton Mifflin School, 1991.  
*My Best Friend Moved Away* by Nancy L. Carlson, Viking Children's Books, 2001.  
*Sam Finds a Friend* by Mary Labatt, (from the *Puppy Sam* easy to read series, 6 books in all) Kids Can Press, Spring 2004.

Learning about Language – Focused Teaching		
High Frequency Words	our, walk, old, new, when, that, from, long, over	Clap, chant and cheer the words. Find them on the word wall and in books.
Word Families and Letter Clusters	Words with double letters	Go on a word hunt through the story for words with double letters. Make a chart or worksheet.
Structural Features of Words	<i>ing</i> in words that drop the silent <i>e</i> - riding, making, raking	Create a word sort of root words and <i>ing</i> words. Work with students to develop a generalization about dropping the final <i>e</i> .

# Write a Letter

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Your Friend,  
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