

- For students reading at
Literacy Level C/4, including:
- English-language learners
 - Students reading below grade level
 - Kindergarten emergent readers

Objectives at a Glance

COMPREHENSION

Students will:

- Identify cause and effect
- Make connections
- Utilize text and graphic features
- Summarize the information in the book
- Answer text-dependent questions

VOCABULARY

Students will:

- Recognize high-frequency words
- Develop Tier Two vocabulary
- Develop Tier Three vocabulary

GRAMMAR AND LANGUAGE DEVELOPMENT

Students will:

- Recognize the sentence structures
My ___ has ___ and I can ___
- Use the preposition **with**

PHONEMIC AWARENESS

Students will:

- Listen for initial /m/

PHONICS

Students will:

- Use first-letter cues to solve words
- Recognize words with initial "m"

FLUENCY

Students will:

- Read smoothly with minimal breaks

CONCEPTS ABOUT PRINT

Students will:

- Use return sweep when reading multiple lines of print

WRITING

Students will:

- Write to a picture prompt

Helping Friends

Theme: Being a Good Citizen

- Helping Friends (C/4)
- Helping Animals (E/8)

Social Studies Big Idea:

Readers observe good citizens who help their friends with work, math, messes, books, and cuts.



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Before Reading

Related Resources

The following Benchmark Education resources support this lesson.

Other Early Explorers Books

- A Good Pick (G/12)
- What Is a Good Citizen (G/12)
- Miss Keen Needs Help (I/16)
- A Volunteer Helps (I/16)

Fluency and Language Development

- *Helping Friends* Audio CD

Comprehension Resources

- *Helping Friends* question card
- Power Tool Flip Chart for Teachers
- Student Bookmark
- Cause and Effect poster

Assessment

- *Early Explorers Overview & Assessment Handbook*
- *Grade K Comprehension Strategy Assessment Book*

Make Connections and Build Background

- **Use Drama Say:** *We will read a book about helping friends. You can help a friend. I will pretend I am putting a puzzle together. I need help finishing the puzzle. Pretend to work on a puzzle. Ask a volunteer to help you finish. Then say: Thank you for helping me. You are a good friend. Invite students to share other ways they can help a friend. Encourage them to act out their ideas with a partner.*

- **Use a Graphic Organizer** Write **Helping Friends** on the board and underline it. Read the phrase and ask students to help you list ways to help friends. As students respond, write their ideas under the heading. Then read each entry and ask students to echo-read.

Helping Friends
finish a puzzle
do math
carry something
heavy

Introduce the Book

- Give each student a copy of the book. Remind students that they will read about helping friends. Preview the book, encouraging students to interact with the pictures and text on each page as you emphasize the elements from the page 3 chart that will best support their understanding of the book's language, concepts, and organization. (Items in bold print include sample "teacher talk.")
- **Cover Graphic Feature** *The cover has a photograph. Photographs are pictures that show us what the book is about. What does the photograph on the cover show you about the book?* Allow time for students to share their ideas.
- **Pages 2–3 Words to Discuss** Ask students to point to each photograph as you say its matching label. Repeat the process, inviting students to echo-read. After students Think/Pair/Share what they know about each word, fill in any missing details. **Say:** *We will see these words in the book.*

Pages	Text and Graphic Features	Words to Discuss	English/Spanish Cognates	Sentence Structures
Cover	title, author, photo			
1	title page, photo			
2–3	photos	book, friends, math, mess		
4–5	photo	help, friends	to/tu (false cognate)	
6–7	photo	work		My ____ has ____. I can ____.
8–9	photo	math		
10–11	photo	mess		
12–13	photo	books		
14–15	photo	cut		
16	photo		me/me, too/tu (false cognates)	

• **Page 4 Spanish False Cognate**

Say: Does **to** sound like a word you know in Spanish? (Allow time for students to respond.) The English word **to** sounds like the Spanish word **tu**. **To** and **tu** do not look the same, though. **To** and **tu** do not mean the same thing, either. Write the word **to** on the board and ask students to locate it on page 4 in the book.

- **Page 6 Sentence Structure** Write *My ___ has ___* on the board. Read the sentence structure aloud and ask students to repeat it several times. **Say:** We use this sentence structure to tell about something. Model using the sentence structure to tell about something in the classroom, such as *My desk has a large drawer* or *My book bag has a zipper*. Then assist students in forming their own sentences using the structure. **Say:** This sentence structure is in the book. Can you find the structure on page 6? Frame the sentence. Let's read the sentence together.

Rehearse Reading Strategies

- **Say:** One word in this book is **some**. Say the word **some**. What letter do you expect to see at the beginning? Allow time for students to respond as needed. Then ask them to find the word **some** on page 6. **Say:** Use first-letter sounds to help you when you read.
- Remind students to use other reading strategies they are learning as well, such as checking the pictures and returning to the beginning of the sentence if something doesn't sound right.

Set a Purpose for Reading

- Direct students' attention to the helping list. **Say:** Now it's time to whisper-read the book. Read to learn ways to help friends.

Cue Source	Prompt	Example	Page
Graphophonic	Look at the first letter.	mess	10
Syntactic	Think about the sentence structure.	My friend has math to do.	8
Semantic	Check the picture.	books	12

During Reading

Observe and Prompt Reading Strategies

- After the supportive introduction, students should be able to read all or most of the book on their own. Observe students as they read. Take note of the graphophonic, syntactic, and semantic cues they use to make sense of the text and self-correct. Prompt individual students who have difficulty problem-solving independently, but be careful not to prompt English-language learners too quickly. They may need more time to process the text as they rely on their first language for comprehension.

After Reading

Use the Graphic Organizer to Summarize

- Ask students to think about their reading. **Say:** *Look at our list. Which ideas did we read about in the book?* Put a ✓ beside any matching responses. Then ask students to name other ways friends help each other in the book. Add these to the list and put check marks beside them. Choral-read the checkmarked entries. Then ask students to use the graphic organizer to tell a partner about the book.

Helping Friends

finish a puzzle
do math ✓
carry something heavy
do work ✓
clean up a mess ✓
get books ✓
cover a cut ✓

Reading Strategy Mini-Lesson: Make Connections

- **Reflect Ask:** *Did you understand what you read? What parts were hard to understand? How did you help yourself?*
- **Model Say:** *I want to understand what I read. One way is to connect the information to my own experiences. Page 6 makes me think of a connection. Read the page aloud, and then say: Sometimes I need help with work at school. My friend likes to help me put up bulletin boards. Thinking about my friend makes me understand how friends help each other with work.*
- **Guide** Invite students to read page 10 with you. **Ask:** *Have you ever made a big mess? Did someone help you clean it up? Did you ever help a friend clean up a mess?* Allow time for students to share their connections. Then invite them to tell how making connections helped them better understand page 10.
- **Apply** Ask students to read their favorite page to a partner and then make a connection to their own experiences. Observe students as they share connections, providing assistance if needed. See the *Early Explorers Overview & Assessment Handbook* for an observation chart you can use to assess students' understanding of the monitor-reading strategy. Then **say:** *You can make connections any time you read. Remember to make connections to help you understand.*

Answer Text-Dependent Questions

- **Explain** Remind students that they can answer questions about books they have read. **Say:** *We answer different kinds of questions in different ways. I will help you learn how to answer each kind.* Tell students today they will practice answering *Prove It!* questions. **Say:** *The answer to a Prove It! question is not stated in the book. You have to look for clues and evidence to prove the answer.*
- **Model** Use the first *Prove It!* question on the question card. **Say:** *I will read the question to figure out what to do:* Friends are protecting their eyes. What clue shows that they are protecting their eyes? *This question asks me to make an inference. I know because the question asks something that is not explained in the book. I already know an inference has only one or two clues. What words in the question will help me?* (Allow student responses.) *Yes, I need to find a clue about **protecting eyes**.* Model looking through the book. Stop at page 7. **Say:** *This picture shows students wearing goggles. I know people wear goggles to protect their eyes. I have located the clue I need. The clue supports my answer. The answer makes sense.*
- **Guide** Ask students to answer the other questions on the question card. Use the Power Tool Flip Chart and Student Bookmark to provide additional modeling as needed. Remind students to ask themselves: *What is the question asking? How can I find the answer? Does my answer make sense? How do I know?*

Build Comprehension:
Identify Cause and Effect

- **Explain** Create an overhead transparency of the “Helping Friends” graphic organizer on page 12 or draw it on the board. **Say:** *Nonfiction books sometimes tell about things that happen and why they happen. The reason something happens is the **cause**. What happens is the **effect**.*
- **Model Say:** *Let’s figure out the cause-and-effect relationships in Helping Friends. Ask students to turn to page 6. **Say:** A friend has some work. Having work to do is a **cause**. Write **work to do** in the first Cause box on the graphic organizer. Then **say:** The **effect** is what happens next. The effect is to help with the work. Write **help with work** in the first Effect box on the graphic organizer. Ask students to turn to page 8. **Say:** A friend has math to do. Having math to do is a **cause**. The **effect** on a friend is to help with the math. Write this cause-and-effect relationship in the next row.*
- **Guide Say:** *Let’s find another cause and effect. Look on page 10. What problem does the girl have? (Allow time for students to respond, assisting if needed.) Yes, the girl has a mess. Having a mess to clean up is the next **cause**. What is the **effect**? (Again allow time for students to respond.) Yes, the **effect** is to help with the mess. Write the cause and effect in the third row on the graphic organizer.*

- **Apply** Ask students to work with a partner to find other causes and effects mentioned in the book. Remind them that a **cause** happens first and an **effect** happens as a result of the cause. After each partnership shares, agree on how to word the entries on the graphic organizer. Finally, read the completed graphic organizer aloud and invite students to echo-read.

Name: _____ Date: _____

Helping Friends

Cause	Effect
work to do	help with work
math to do	help with math
mess to clean up	help with mess
getting books	help get books
cut	help with cut

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Home Connection

- Give students the take-home version of *Helping Friends* to read to family members. Encourage students to work with a friend or family member to make a list of ways friends can help each other. Invite them to bring their lists to share with the group.

Reader Response

Invite students to respond to the book in a way that is meaningful to them. Model and use think-alouds as needed to scaffold students before they try the activities on their own.

- Act out something from the book with a partner.
- Draw a picture of friends helping each other.
- Retell your favorite part of the book to a partner.
- Write a sentence about your favorite page in the book.
- Write a question you would like to ask the author.
- Describe another book about friends you have read or heard.

Write to a Picture Prompt

- **Retell** Tell students that they will talk about a photograph from the book. Then they will write about the photograph. Ask them to turn to page 4. **Say:** *I can use this photograph to tell part of the book in my own words. **Friends can help each other with school work.** Now I will write my idea.* Model writing your sentence on the board. Ask students to choose a picture and tell a partner about it. Allow time for students to share their retellings, providing assistance as needed. Then **say:** *You used a picture to tell part of the book in your own words. Now write your idea. After you are finished, read your writing to a partner.*

Concepts About Print

- **Use Return Sweep When Reading Multiple Lines of Print** Point out that some pages in the book have words on more than one line. **Say:** *We read the first line. We sweep down and back. Sweeping down and back takes us to the beginning of the next line. Then we keep reading.* Turn to page 6. Without reading the words aloud, model how to move your finger under the first line, sweep down and back, and repeat the process with the second and third lines. Then invite students to mimic your actions.

Phonemic Awareness:

Initial /m/

- Tell students you will read a sentence from *Helping Friends*. Ask them to listen for words that begin with the **/m/** sound: *My friend helps me, too!* (page 16) Reread the sentence if needed so students can identify the words **my** and **me**.

- **Say:** *I will name some friends. Some names begin with the /m/ sound and some do not. Please listen carefully. Say mmmmm if you hear a name that begins with /m/: **Madeline, Mario, Jing, Raoul, Maggie, Savetta, Marcus, Petra.***

Phonics: Initial “m”

- Write the letter “m” on the board. Tell students they will go on a letter “m” hunt in *Helping Friends*. Ask them to locate words that begin with “m” on pages 4, 6, 8, 10, 12, 14, and 16.
- Ask students to brainstorm words beginning with /m/. Make a list on the board. Read each word, inviting students to echo-read.
- **Say:** *I will ask you a question. You will guess which word answers the question. I will circle the letter “m” in the word. Then you will know you answered correctly. Model the process using one of the words on the list, such as *What shines in the sky at night?* (**moon**) Then invite each student to make up a question about one of the words and circle the letter that makes the /m/ sound.*

Vocabulary

- **Tier Two Vocabulary** Pronounce the word **assist** and ask students to repeat it. **Say:** *To **assist** is to help someone. You can **assist** a friend doing math or cleaning up a mess. Discuss other ways people can **assist** others, such as tying shoes for a small child or raking leaves for a neighbor. Then model a sentence, such as *I **assist** my grandmother with her grocery shopping.* Invite students to share their own sentences, providing*

assistance as needed. **Ask:** *What word have we been talking about? Yes—**assist**. Let’s try to use the word **assist** many times today. We can use the word at school and at home.*

- **Tier Three Vocabulary** Review the book with students and write the words **friends, help, work, mess, math, books,** and **cut** on index cards. Ask students to read the words with you. Then mix up the cards and place them facedown on the table. Choose two cards, read them, and model an oral sentence using both words. Finally, invite students to take turns doing the same. Continue the game until each student has had several turns with different word pairs. For additional practice, students may work as a group or in pairs to complete the vocabulary activity on page 11.

Grammar and Language Development

Preposition **with**

- **Model** Explain that authors sometimes use phrases that begin with the word **with**. Ask students to read the last sentence on page 6 with you: *I can help my friend with the work.* **Say:** *The word **with** has many different meanings. Here the words **with the work** explain **what** the student does to help. I use the word **with**, too. Pantomime some simple actions and make up a sentence about each one, such as:*
*I help my dad **with** his suitcases.*
*I help my sister **with** her chores.*
*I help my cousin **with** her art project.*

- **Guide** Ask students to turn to page 8. **Ask:** *What does this student do?* (**helps with math**) Ask students to turn to page 10. **Ask:** *What does this student do?* (**helps with the mess**)

- **Apply** Pair students. Ask partners to make up sentences using the structure *I help my ____ with ____*. As they share their sentences with the group, write them on the board. Circle the **with** phrases. Remind students that the phrases beginning with the word **with** show what they do to help.

Fluency: Read Smoothly with Minimal Breaks

- **Say:** *We do not pause or stop between each word. Instead, we read smoothly. We blend one word into the next. We pause or stop only when we see punctuation marks. We quickly fix mistakes and move on.*
- Ask students to turn to page 16. Read the page in a choppy, word-by-word manner. Discuss how this makes the listener feel. **Say:** *Now I will read the words smoothly. The punctuation will show me when to pause or stop.* Read the sentence again, pausing at the comma and stopping at the exclamation point. Then invite students to echo-read the page with you.

- Ask students to turn to page 8. Choral-read the page with them, reading smoothly. Stop at the periods.
- Invite students to take turns rereading *Helping Friends* with a partner. Remind them to read smoothly, pause or stop at punctuation, and quickly fix any mistakes so they can keep on reading.

Vocabulary

Find each word in the book. Write the page number where you first found the word. Then write a sentence for each word.

Words	Page Number
friends	
work	
math	
mess	
books	
cut	

Name: _____ Date: _____

Helping Friends

Cause	Effect