

Friendship/Inclusiveness: Preschool-2nd Grade

A RIF Guide for Educators

Themes: Friendship, Inclusiveness, Kindness

Book Brief: This guide is designed for use with books about friendship and inclusiveness at the Preschool to 2nd Grade reading level. Adapt the questions and activities in this guide to the book you are reading.

Content Connections: ELA, Health, Social Studies

Time To Read!

Before we read, let's look at...

The Cover: What is the title of this book? Who is the author? Who is the illustrator? What is happening in the cover illustration? Based on the cover, how do you think a character will be a friend, include someone else, or show kindness in this book?

Prior Knowledge: What is a friend? What are some things friends do together? Why is it important to have friends and to be a friend to others? Why is it important to be kind and to include others in your work and play?

Vocabulary: Identify 3-5 words that are likely to be new to your students and introduce them before you read this book with your class.

Purpose for Reading: It's important to be able to describe the characters, settings, and major events in the story. As we read, think about who is in the story, where the story takes place, and what happens in the story.

While We Read

Monitoring Comprehension

- Is this book fiction or nonfiction?
- How does each real person or character feel at the beginning of the book? What words or pictures let you know?
- How does each real person or character feel at the end of the book? What words or pictures let you know?
- What happens in the story that changes how the real people or characters feel?
- How do you see one or more real people or characters being a friend, showing kindness, or including others in this story?

Let's Think About

Our Purpose: Identify and describe each of the characters, settings, and major events in the story. How do characters respond to each major event?

Extending Our Thinking: Have your students trace and cut out their handprints or provide pre-cut handprint shapes. Have students write, draw, or dictate one way they can be a good friend on the handprint shape. Then mount the handprints in your classroom. Conclude by discussing the examples students used. When have they seen these traits in action, either in the book or in their lives?