

Why?
It's fun.
It makes me a better reader.



How?
Choose a book.
Sit by a friend.
Take turns.

Frog and Toad Are Friends by Arnold Lobel

You may only have time to read one of the episodes (chapters) in this book. For any of the chapters, you can ask:

- What was the problem?
- How did a friend help solve the problem?
- Are you more like Frog or Toad? How?
- How did Frog and Toad show that they were good friends?
- Tell us about a time when a friend helped you.

You Will Be My Friend by Peter Brown

A bear aggressively seeks a new friend in the forest. Be sure to read Peter Brown's three lessons about making new friends on the back jacket flap.

- Make a prediction before reading the book by looking at the front cover. How do you think this will go? How can you tell?
- What would be some better ways for Lucy the bear to talk to a new friend?
- Do you think Lucy will find a friend? What kind of animal do you think will be her friend? (I would guess that flamingo would be the least expected new friend, for students who haven't read the book before.)



Friendship Sort

This fingerplay is from the Johnson County Library in Kansas.

[Click here to see a video of this finger play.](#)
(I've changed the word "little" to "kind.")

Five kind friends playing on the floor.
One got tired, and then there were four.
Four kind friends, climbing up a tree.
One jumped down, and then there were three.
Three kind friends, skipping to the zoo.
One went out for lunch, and then there were two.
Two kind friends, swimming in the sun.
One went home, and then there was one.
One kind friend, going for a run.
Went to take a nap and then there were none.



share	kind
help	give
polite	smile
talk	play

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Have/Are Center

This is another center that is super easy to set up.
Put the "I Can" sign at the center.
On a poster board or piece of butcher paper, write "Friends" across the top. Under that, draw 2 straight lines, dividing the page into 3 columns. Write "Can," "Have," and "Are" at the top of the columns.
Place markers in a container at the table.
You may want to help get things started by writing a word or two under each heading, so students will understand what we mean.
You can display the finished product to

Chester's Way by Kevin Henkes

Here is an official activity guide for Chester's Way:
<http://www.lusokmedia.com/client/guides/29710.pdf>

After reading the story, ask:

- How was Lily different from Chester and Wilson?
- What did Chester and Wilson learn from Lily?
- What did Lily learn from Chester and Wilson?
- Do you think it was more fun to ignore Lily or to include her?

Horace and Morris but Mostly Dolores by James Howe

Here is an official activity guide for Horace and Morris:
<http://www.lusokmedia.com/client/guides/23410.pdf>

After sharing this book with your students, ask:

- At the beginning of the story, what did Horace, Morris and Dolores like to do together?
- Why did this change?
- How did Horace, Morris and Dolores show friendliness to everyone?
- Have you ever been part of a group that wouldn't let everyone join or play? What was that like?

- Move the squares around to make one big square
- Match the words and pictures so they are next to each other
- Ask a friend if I need help
- Put the pieces back in the bag

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Friendship Fun
with library centers
by Carl Young
From [The Centered School Library](#)

Friendly Books Center

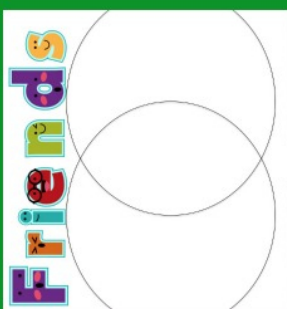
- I can:
- Trace my hand on a piece of paper
 - Cut out my hand print
 - Think of a book with a friend in it
 - Write the title of the book neatly on my hand print
 - Clean up my scraps

Have/Are Center



I can:

- Think about what I know about friends.
- What can they do?
- What do they have?
- How are they?
- I can write a word neatly under "can" (for what friends can do), or "have" (for what friends



I can color ONE bookmark.
I can take the bookmark with me to finish later.
I will put the colors back in the box.

