

A Splendid Friend, Indeed Interactive Read-Aloud

A note to story readers: The following includes suggestions on ways to make A Splendid Friend, Indeed an interactive read aloud. You will probably not want to use all of the following, however, you can pick and choose what works best for the children.

Before Reading:

Introducing the Text: Explain to children your purpose for reading the story, Example: “I have a very special story to share with you today; it is my FAVORITE this week. It is called **A Splendid Friend, Indeed** by Suzanne Bloom. Right now, I would like you to bring your eyes to the cover of this book. What are you *wondering* about the story when you look at the front cover?”

Examples: I wonder what the polar bear and goose are reading.
I wonder if the polar bear and goose are friends.
I wonder what the silver circle is on the front cover.
I wonder where they are.

Introducing the Genre: “The book I have to share with you today is a fiction book. As a successful reader, I know that this type of book is made up by the author. Fiction books tell stories that are not real, while we are reading you may notice some things that you know are make believe.”

Introducing the Author/Illustrator: “As successful readers we should always think about the author or illustrator of the books we read. Suzanne Bloom is both the author and illustrator of this book. That means that she wrote the book and illustrated the book too! How neat!”

Getting Started: “All of the things we are wondering about the cover and the story help us to get really excited to read it. Let’s dive into this story together and find out what is inside.” or “I want you to think of a good friend that you have. What do they look like? Picture them in your head. What do they do that makes them a good friend? What do you do that makes you a good friend to them? (connect)

During Reading:

Ask Open-Ended Questions:

On the page that Goose said, “What are you doing? Are you reading?” ask...

What do you think the Polar Bear is reading?
Or...What do you think the bear's book is about?

On the Page that Goose said, "I like to read," ask...

Do you think the polar bear likes to read- why or why not? (6)

On the Page that Goose said, "Do you want to hear me read?" ask...

Do you think the Polar Bear will want to hear the Goose read or not. Why?
(prediction)

What kind of mood is Polar Bear in? Why? (inference)

What kind of mood is Goose in? (inference)

On the Page that Goose said, "Now what are you doing? Writing?" ask

...

What do you think the bear is doing?

What clues does this book give to tell that it is fiction?"

Why do you think the Polar Bear is ignoring the goose?

On the page that Goose said, "Do you want to see me write?" ask...

What do you think the Polar Bear is thinking or feeling by the way he looks in
the illustration?

On the Page that Goose said, "What are you doing now? Thinking?" ask ...

What is Polar Bear thinking? (inference)

Why do you think the goose keeps talking to the bear?

On the Page that Goose said, "Thinking makes me hungry," ask...

Does Polar Bear want Goose around? Why not? (inference)

Do you ever feel like you want to do something by yourself? (connect)

On the page that Goose said, "I'm back. I made a snack." ask...

Goose brought more than a snack. What did he bring? (observation)

Do you think Polar Bear wants a snack from Goose? (inference)

What snacks do you like to share with your friends? (connect)

On the page that Goose said, "I wrote you a note," ask...

Think of words that describe how the bear is feeling.

What do you think the bear will say?

On the page that Goose said, "I like you," ask...

How does Polar Bear look now? How is he feeling? (inference)

On the page that Polar Bear said, "Thank you," ask...

What's Polar Bear doing with the blanket? Why? (inference)

On the page that says, “You are my splendid friend,” ask...

How/why did they become friends? (inference)

What’s really on the note? Words? (observation)

On the last page, ask...

What are some ways you can cheer up your friend? (Connect)

Vocabulary:

“Listen very carefully as I read this sentence again and try to pick out one of my special words for today.”

Indeed: In fact; in reality; in truth; truly.

Friend: A person attached to another person by feelings of affection OR a person who gives assistance and is a supporter.

Splendid: Excellent, fine, or very good. Gorgeous or magnificent.

After Reading:

Retell Activities:

“Let’s think back to the special story that we shared together.”

1. Where did this story take place? (setting)
2. Who were the main characters/animals?
3. Tell me some things about the characters/animals.
4. What was something new that you learned from the story?”
5. Does the Goose remind you of someone in your family? (connect)
6. Have you ever had anyone keep talking to you when you didn’t want them to? (connect)

Make Text Connections:

1. “If you like this story that we shared together you may really like _____, or these informational books _____.”
 - a. *Hello, Hello!* By Miriam Schlein
 - b. *Owen and Mzee: The true story of a remarkable friendship.* By Isabella Hatkoff, Craig Hatkoff, and Paula Kahumbu
 - c. *Yo! Yes?* By Chris Raschka
2. Does this book remind you of any other book we have read together or that you have read on your own?

You may also wish to have a connecting activity to further enhance the literacy experience you just enjoyed with the children. Refer to the activity guide for suggestions.

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