



Best Friends

Book Band Green

RR Level 12, 13, 14

Genre Play: Fable

Length 16pp (367 words)

Letters and Sounds Phase 5

Year 1, term 3

Phonics Bug Up to Unit 26

High-frequency words can't,
it's, I'll

Summary

Bird and Mouse are best friends until Bird decides that he wants to find someone stronger. He asks Sun, Cloud and Wind but each one tells him that there is someone stronger. Finally, Mountain tells Bird that Mouse is the strongest so Bird goes back to his original friend.

Curriculum Reference	Objectives	Progression Map Objective
Y1, RC, p.11 LIT 1–16a (CfE) RProg8 (NI) RS8 (W)	Reading Making inferences on the basis of what is being said and done	Y1 t3, Making Inferences Participate in discussion about books, drawing [...] inferences based on things said and done.
Y1, RC, p.11 LIT 1–09a (CfE) T&L 4.11 (NI) OS13 (W)	Spoken Language Predicting what might happen on [...] what has been read so far.	Y1 t3, Prediction Predict what might happen on [...] what has been read so far.
Y1, WC, p.14 ENG 1–31a (CfE) WProg3 (NI) WS8 (W)	Writing Re-reading what they have written to check that it makes sense.	Y1, Evaluating, Editing and Performing Read aloud their writing [...] to be heard by their peers and the teacher.

Key

CfE = The Curriculum for Excellence (2009)

NI = Northern Ireland Primary Curriculum Foundation Stage (2007)

RC = Reading – comprehension, National Curriculum in England (2013)

WC = Writing – composition, National Curriculum in England (2013)

W = Foundation Phase Framework for children's learning for 3 to 7-year-olds in Wales (2008)



PCM

Download cards for other curricula from:

<http://bugclubnews.pearson.com>



Session 1: Reading

Before Reading

Reading plays

Remind children that a play is a different way to tell a story.
Talk about these features and look for examples in the play:

Scene: where the story takes place.

Characters: the people in the play who take it in turns to speak. The character's name is written on the left of the page.

Lines: the text that each character says.

- Read the title and ask children about their best friends. Talk about how you make friends and who makes a good friend.
- Turn to pages 2–3 and read the characters' names. Explain that Bird is looking for a new friend and ask children to predict which of these characters would be a good friend for Bird.
- Write the word 'strong'. Read it together, then show how the meaning changes when you add '-er' and '-est'.
- Remind children to apply their phonic knowledge and skills as they decode words when they are reading the play.
- Allocate character parts to children. (Note that the character with the most speeches is at the top of page 2, and the others are laid out in descending order.)

During First Reading

- Read the play together with each child reading the line for their character out loud when it is their turn, whilst the others follow in their own books.
- Check that children are applying their phonic knowledge and skills to decode words as they are reading.

After First Reading

- Focus on Bird and ask children to recall what he says and does in the play. Help them to pick out the main points and to summarise the story.
- Ask children their opinions of Bird and encourage them to relate the story to their own experiences. Would they want to be Bird's friend? How do they think Mouse felt?

Main question: **What does Bird say and do? What do you think about the way he behaves? (Y1 t3, Making Inferences)**

During Second Reading

- Explain that they are going to read the play again. This time they need to think about reading clearly so that other people can hear and understand the play.
- You could make an audio recording so that children could play it back and listen to themselves.

Main question: **How can you make sure that you are reading clearly enough for other people to hear and understand?**

After Second Reading

- Give children feedback about their performance, pointing out examples of individuals adding clarity (e.g. by pronouncing each word carefully).
- Listen to the recording, if possible, and encourage children to evaluate their own reading.

Session 2: Spoken Language & Writing

Spoken Language (Y1 t3, Prediction)

Main Focus: **Using clues to predict what might happen.**

- Look back at the end of the play. Ask children what they think Bird and Mouse will say next. Do they think that Mouse will agree to be friends again?
- Ask pairs to role-play Bird and Mouse's conversation. Listen to each pair and decide as a group which idea would work best as part of the play.
- Remind children of the difference between writing lines for a play and writing a story by comparing two sentences:
 1. Bird: Oh Mouse, I'm sorry I tried to find a new friend.
 2. Bird felt bad about trying to find a new friend and he said sorry to Mouse.

Writing (Y1, Evaluating, editing and performing)

Main Focus: **Writing a dialogue to perform to peers.**

- Introducing the PCM, ask pairs to write new lines for Bird and Mouse to say at the end of the play.
- Remind children to just write what the character says.

After Writing

- Ask pairs to read their lines out loud to check that they make sense and sound like lines from the play.

Extension: Ideas for Performance

- Children could create a set of pictures on the computer to show Bird talking to each character. These could be made into a slideshow.
- They could record themselves reading the play and add sound effects to provide a soundtrack for the slideshow.
- They could invite the rest of the class to the performance.