

Friendship/Inclusiveness: 3rd-5th 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 3rd-5th 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: Based on the cover, including the title and any illustrations, what is this book about? What are some possible themes? What characters and settings might appear in this book?

Prior Knowledge: What does it mean to be a friend? How do friends behave toward one another? Name some reasons a person might feel left out, and then name some ways you might include that person.

Vocabulary: Identify 8-10 words that are likely to be new to your students and introduce them before you read this book with your class.

Purpose for Reading: Stories move forward from scene to scene because of what the characters do. What the characters do is often based on how they feel. As you read, think about how characters are feeling and the choices they make because of those feelings.

While We Read

Monitoring Comprehension

- Summarize what happens in this book.
- What is the major theme or main idea of this book? Use evidence from the text to support your answer.
- If this book includes illustrations, describe how they contribute to your understanding of such elements as theme, main idea, and/or character.
- Describe how this book is organized, using terms like chapter and scene. If it is a nonfiction book, explain why the author might have chosen to put the information in this order. If it is a fiction book, discuss differences between the first scene and the last scene.
- Whose point of view is depicted in this book? How does that influence the information readers are given?

Let's Think About

Our Purpose: Describe the major characters in the book, including such elements as thoughts, traits, words, and actions. How did they feel? What did they do? How did their actions move the story from scene to scene?

Extending Our Thinking: Ask, "How can we make sure that each student feels welcome and included in our classroom?" Brainstorm some nice things students can say about each other. Then have each student write his/her name at the top of a piece of paper and leave it on his or her desk. Let students circulate through the classroom and leave encouraging notes for each other on the pages. (To avoid any possible issues with this activity, collect and review the pages before sending them home with students.) After you have completed the activity, draw students' attention back to the book you read. Talk about how the characters felt when others were friendly and inclusive and emphasize the idea that this activity gives them a chance to help their classmates feel valued.