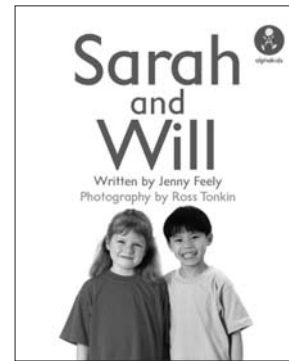


Sarah and Will

Written by Jenny Feely

Photography by Ross Tonkin



Getting ready for reading

Talk with the children about any friends that they have had for a long time. Ask questions such as: *What do you do to make sure you stay friends. Has any one had a good friend move far away? What happened? Did you stay friends? How did you manage this?*

Talking through the book

You might say: *This is a book about two friends who wanted to stay friends.* Turn through the book looking at the different letters, faxes and so on. Ask: *How can we tell that this is a letter? fax? postcard?*

Reading the book

Children read the book independently while the teacher observes the children's reading behaviours.

Teaching opportunities

Select the most appropriate teaching focus for the learning needs of the group.

Being a meaning maker

Discuss these questions. Encourage children to support their responses with evidence from the book.

Why was Will worried about staying friends?

What did Will and Sarah do to make sure that they stayed friends?

Will Sarah and Will always be friends?

Being a code breaker

Vocabulary

- High-frequency words: *and, are, they, had, said, be, then, a, away, how, will, we, now, what, your, you, some, I, from, is, my, in, the, on, too, go, to, like, good, play, for, went, can, come, are, I'm*
- Word families: *will – bill, dill, fill, gill, hill, ill, fill, kill, mill, pill, quill, still, sill, till, trill*

Sounds and letters

- Hearing words: Children listen for words with two syllables.
- Hearing sounds: Children identify the final sound in *friends, always, Will's, house, lives, class, fax*

TEXT FEATURES

- **This book uses letters to tell the story of two friends who stay friends by writing to each other.**
- **Provides models of simple letters, faxes, birthday cards and postcards.**
- **Gives children the opportunity to read hand-written text.**

Writing conventions

- Punctuation: capital letters, full stops, exclamation marks, quotation marks, commas, question marks
- Use of possessive apostrophe: *Will's*
- Compound words: *always, forever, together, birthday*
- Letter-writing convention: use of *Dear, from*, and so on.
- Fax, birthday card, and postcard format.

Being a text user

Discuss:

What could this book teach you about writing letters? sending faxes? writing postcards?

Being a text critic

Discuss:

When friends move away from each other do they always stay friends?

Is writing letters a good way to stay friends? Why?

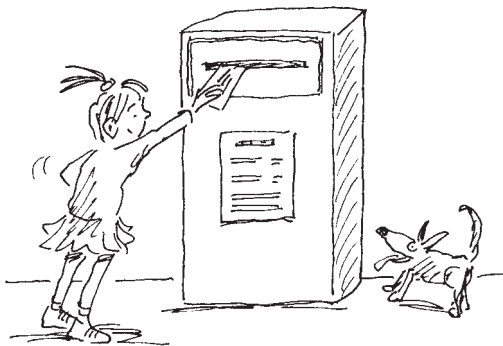
The author has chosen a boy and a girl as the main characters in this book.

Do you think boys and girls can have friendships like this? Why?

Literacy learning centres

Writing centre

Children explore the conventions of different forms of written communication and write each other letters, faxes or postcards. They could also use e-mail if facilities are available. They could extend the activity by finding a penpal to write to.



ABC Alphabet centre

Have children locate all the high-frequency words in the text using the list on Blackline Master 4. They can then write the words on cards, and place them in alphabetical order to first letter.

Word centre

Children can make, break and record words using onset and rime:

will bill dill fill gill hill ill Jill kill mill pill quill still sill till trill

each beach teach reach peach

other mother brother smother

Keeping track

Children's work can be assessed according to how it meets work requirements:

Does the letter have an address?

Does it begin 'Dear ...' and so on.