

And to Think That We Thought That We'd Never Be Friends

by Mary Ann Hoberman

Poetry Foundation: Children's Poet Laureate, 2008-2010. A heart-warming multi-cultural, rhyming book used to teach children how to be friends, not fighters.



Read

Before:

Introduce the book and tell the children a little bit about it. Follow with a comment or question that is related to the story such as, *What is one way you can help stop friends from fighting?* Encourage a discussion so the children can comment, ask questions, and express their feelings. Set the stage for listening by asking an "I wonder" statement based on the cover illustration.

- I wonder what all those people and animals are doing in that car?

During:

Encourage the children to comment on the illustrations, ask questions, and predict what will happen next in the story. Children gain confidence and a sense of achievement through being able to correctly predict how a story will end. Point out "rare words" (e.g., those words that are not commonly used in every day conversation) and help the children relate the meaning in a way that makes sense to them.

Rare Words in *And to Think That We Thought That We'd Never Be Friends*

- thwacked: to strike somebody with a flat object
- walloped: to strike somebody with great force
- argument: a disagreement
- instrument: an object that produces music
- tuba: a brass instrument that makes a low-pitched tone
- bassoon: a brass instrument that makes a low-pitched tone
- practiced: to repeat something to get better
- marched: to walk in a formalized pattern
- beg: to ask something with emotion
- whistle: a wind instrument that makes a shrill high-pitched sound
- flute: a wind instrument with a high sound
- trumpet: a brass instrument with a middle to high pitched sound
- bugle: a brass instrument, like a small trumpet, without the valves
- wailing: make a loud, long cry
- disturbing: upset someone or something
- trembled: shake slightly but uncontrollably
- earsplitting: extremely loud or shrill sounds
- deafening: make somebody unable to hear
- kettles: same as a teapot, metal pot
- splendid: magnificent, radiant or excellent
- cacophony: unpleasant noise
- soothes: calm somebody down, ease pain
- disbanded: split up

After:

Discuss the story. Ask questions...

- Why are the siblings fighting?
- Why did they stop fighting?
- What did all the siblings do after they became friends?
- What made the dad turn off the television? What did they do instead?
- Who moved in next door?
- When did the new neighbors play their instruments?
- What kind of instruments did they play? What would you like to play?
- Who told them to stop making so much noise?
- Who joined the parade?
- Where did the parade travel to?
- What other kinds of instruments did they use to make noise?
- What animals walked paw-in-paw?
- What did they march into?
- What animal did they hear after they walked out of the ocean?
- What did they decide to do every year on the anniversary?
- What is their cheer at the end of each year?



Do

Rhyming Words BINGO

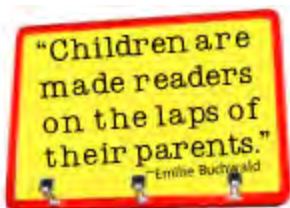
Before playing the game, have the children yell out rhyming words they heard in the story. For example: Say fight, possible answers – might or right. They may also say nonsense rhyming words (i.e. cright, pight, gright etc.)

Then, hand out a Rhyming Words BINGO sheet to each child. Take a few minutes to name all the pictures for the children. Give each child either stickers or crayons to mark their paper. Draw a card from the Teacher's Cards and say the word out loud. Help the children find a word on their sheet that rhymes with your card and have them mark it. Once they have three in a row, they yell "BINGO" and they can get a sticker or any other small reward. Keep playing the game until everyone gets a BINGO.

My Name: _____

Teacher Cards

up	see	hard	another	instead
more	afternoon	come	made	tunes
beat	land	scale	commotion	glee



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