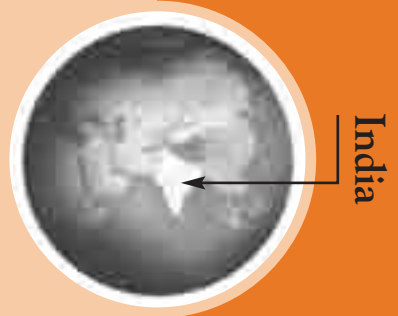


Synopsis

My Elephant, My Friend highlights the relationship between a young elephant handler and his best friend—an elephant. The text also includes interesting facts about India.



At a Glance

- ◆ **Genre:** nonfiction—photo essay
- ◆ **Theme:** responsibility—caring for animal friends
- ◆ **Developing Comprehension:** comprehension—summarizing significant information about elephants
- ◆ **Developing Vocabulary and Language:** synonyms.
Highlighted words: *bamboo, dal, extended family, mahout, responsibility*
- ◆ **Developing Fluency:** repeated reading
- ◆ **Developing Writing:** report form; looking after a pet

Learning Outcomes

- Students will
1. locate and summarize important information about elephants (LO 1)
 2. be able to recall significant facts about India (LO 2)
 3. display an understanding of different animal services and why people care for animals (LO 3)
 4. write a coherent report on caring for a pet (LO 4)

Visual Elements

- ◆ captioned photographs
- ◆ map with icons
- ◆ questions in circles
- ◆ captioned illustrations

Focus on Fluency

Repeated Reading for Expression

Write the text from page 10 on a chart. Have students follow along with their eyes as you read the text. Encourage them to listen to how you read the punctuation, phrase groups of words, and emphasize words (in particular, the commands in quotation marks).

Have students take particular note of pausing at commas and before phrases such as *into the forest* and *or my feet*. Then, as a group, have students practice reading the chart a number of times (repeated reading), until they begin to match your model. Take note of the efforts of individual students. Work together with any students who need further support.

Before Reading



Read the back cover to students. Have them discuss their knowledge and assumptions about India. Help them understand how populous India is and how diverse its people and cultures are. Ask, *Why would elephants be so important to people in rural India? Would they also be important to people in the main cities?*

Turn to pages 2–3. Use a globe to help students locate India. Read the entries on the contents page. Show students how the book is divided into two main parts. Ask, *Does it matter in which order we read the two parts? Why/why not?* Discuss the text on page 2. Talk about how the author uses this text to engender interest in the story.

Other Books in the India Set



Fiction



Biography

During Reading



This lesson guide provides suggestions for teaching the various sections of the book. It suggests using a variety of teaching approaches based on text complexity, vocabulary, and students' background knowledge. Teachers should feel free to alter the approach based on the needs and competencies of their students.

| Section | Read & Discuss | Focus on Visual & Text Features | Observe & Assess |
|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| pp. 4–5 | Read page 4 to students while they view page 5. Discuss the traditional and contemporary uses of elephants. Ask, <i>How would elephants be useful for logging?</i> | Discuss the highlighted word <i>mahout</i> . Help students with the pronunciation (<i>out</i> —like <i>oot</i> in <i>boot</i>). Discuss similar sounding endings with different spellings (<i>suit, cute, etc.</i>). | Were students able to use the photo to infer that elephants could use their strong trunks to lift heavy objects? (LO 1) |
| pp. 6–9 | Say, <i>Read to the end of page 9 and find out how Bomman and his elephant care for one another.</i> When students have finished, have them recall the main facts. | Discuss the use of captioned photographs. Then have students respond to the question in the circle. | Were students able to recall the main ways Bomman and the elephant helped one another? (LO 1) |
| pp. 10–11 | Have students read page 10 independently and talk about the two ways Bomman tells Mudumalai what to do. | Read the panel on page 11 to students. Talk about why this interesting information was highlighted in this fashion. | Did students understand that Bomman used both physical and verbal commands? (LO 1) |
| pp. 12–13 | Say, <i>Read page 12 and find out how Bomman feels about his life with Mudumalai.</i> Then have students talk about how Bomman takes pride in the relationship. | Discuss the highlighted word <i>bamboo</i> , and how it is actually a type of grass, as are grains such as oats and rye. | Were students able to understand that the friendship between Bomman and his elephant was based on meeting each other's needs? (LO 1) |
| pp. 14–15 | Read these pages to students. Discuss how India's size allows it to have many different environments. Compare it to your country. | Discuss the students thoughts on the "On the Go" questions. Help students read and understand the map and icons. | Did students display an understanding of the map and how the icons related to it? |
| pp. 16–17 | Have students read these pages and then talk about population distribution in India. | Read page 17 to students. Talk about the "Did You Know?" format used to highlight interesting or unusual information. | Did students understand that the majority of India's population is rural? (LO 2) |
| pp. 18–19 | Have students read these pages independently. Then have them recall different aspects of life in India. | Discuss the concept of <i>extended family</i> . Have students respond to the question in the circle. | Were students able to recall different aspects of life in India? (LO 2) |
| pp. 20–23 | Say, <i>Read to the end of page 23 and find out about Indian food and festivals.</i> Then have students discuss what they have read. | Discuss the highlighted word <i>dal</i> and the information contained in the "Did You Know?" sections. | Were students able to discuss different foods and festivals from India? (LO 2) |
| p. 24 | See Extending the Learning Experience | | |

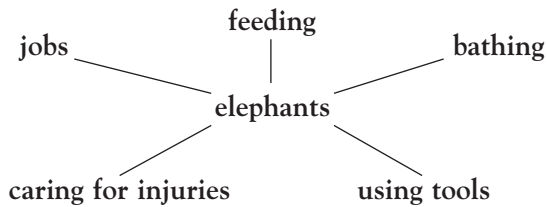


Developing Comprehension

Summarizing Information (LO 1)

Together with students, use the index and contents pages to compose a list of headings that could be used to record significant information about elephants. Write these in the form of a “web.”

For example:



Challenge students to locate information that can be included under each heading. Complete the chart as a group. Discuss other examples of how a “web” could be useful in recording information.

Developing Vocabulary

Synonyms

Review students’ understanding of synonyms, or introduce the concept. Talk about how writers, including themselves, have a wealth of words from which to choose. Demonstrate replacing target words in the text with synonyms. For example, page 4:

Original: *My name is Bomman, and my best friend is an elephant called ...*

Altered: *I am called Bomman, and my favorite buddy is a pachyderm named ...*

Discuss the changes. Then invite students to rewrite the second paragraph on page 4 using as many synonyms as possible. When students have finished, have them share their writing and discuss the impact of the altered text.

Developing Writing

Writing a Report (LO 4)

Reread pages 4 to 13, highlighting the steps taken by Bomman to look after his elephant friend. Model how to set out this information in the form of a report. Use some of the headings on the activity sheet to model the process.

Brainstorm a list of pets, and discuss some of them using the headings on the **Caring for a Pet** activity sheet. Then have students choose a pet and complete the activity. If students don’t have their own pet, encourage them to write about the animal they know the most about. Work together with students needing support. When the activity is finished, the completed reports could be mounted as a “Pet Care” display.

Extending the Learning Experience

Responsibility (LO 3)

Read the questions on page 24 to students. Discuss some of the similarities and differences between life in Bomman’s village and where students live. Then have students use pages 4 to 13 to help them make a list of possible qualities of a good mahout. Discuss some of the ways Bomman cared for his friend. Ask, *Why do many people make an effort to care for animals?*

Talk about situations where there are reciprocal responsibilities (if you do this, I will do that). Read through the **Sharing Expectations** activity sheet and then have students complete the task and share some of their responses.



Vocabulary Assessment — My Elephant, My Friend

Name _____

Date _____

| New Word | Assessment Task | Response |
|----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| bamboo | <p>Ask, <i>Can you use bamboo in a sentence?</i></p> <p><i>Bamboozle means to trick or deceive. How is this word related to bamboo?</i></p> <p><i>How many syllables are there in bamboo?</i></p> | <p>Did the student use the word to indicate meaning? (meaning)</p> <p>Did the student say that “bamboo” was a great place to hide? (associated words)</p> <p>Did the student say <i>two</i>? (syllabification)</p> |
| responsibility | <p><i>What does having responsibility mean?</i></p> <p><i>Can you think of other words that are related to responsibility?</i></p> <p><i>What does the word capability have in common with responsibility?</i></p> | <p>Could the student define the word <i>responsibility</i>? (meaning)</p> <p>Did the student say <i>response</i> and/or <i>responsible</i>? (associated words)</p> <p>Did the student say that they had the same ending or suffix? (note the spelling difference) (words parts)</p> |
| extended | <p><i>What does it mean to have something extended?</i></p> <p><i>What is the base word for extended?</i></p> <p><i>Can you tell me a word that means the same as extended?</i></p> | <p>Did the student indicate an understanding of <i>extended</i>? (meaning)</p> <p>Did the student say <i>extend</i>? (base words)</p> <p>Did the students say <i>stretched, reached, continued,</i> or similar? (synonyms)</p> |
| family | <p><i>What does it mean to be part of a family?</i></p> <p><i>How would you spell the plural of family?</i></p> <p><i>What part of speech is the word family?</i></p> | <p>Did the student display an understanding of the word <i>family</i>? (meaning)</p> <p>Did the student say <i>families</i>? (plurals)</p> <p>Did the student say <i>noun, naming word,</i> or similar? (parts of speech)</p> |

Sharing Expectations

Name _____

Date _____

Being responsible is often a two-way thing. For example, you may be responsible for mowing the lawns, but your parents or caregivers are responsible for making sure the mower works and is available.

Write about the shared responsibilities in each of the following situations:

| | | |
|------------------------------|--------------------------|--------------------------------------------------|
| Homework | My Responsibility | My Teacher's Responsibility |
| Healthy Eating | My Responsibility | My Parents' or Caregivers' Responsibility |
| Being Friends | My Responsibility | My Friend's Responsibility |
| Getting Enough Rest | My Responsibility | My Parents' or Caregivers' Responsibility |
| Being a Good Neighbor | My Responsibility | My Neighbors' Responsibility |

Caring for a Pet

Name _____

Date _____

Choose a favorite pet and use the headings below to write about how you care for your pet. If you do not have a pet, write about an animal you would like to have as a pet or the one you know most about.

Type of Animal _____

Pet's Name _____

Feeding: _____

Grooming: _____

Exercise: _____

Sleeping Arrangements: _____

Safety: _____

Entertainment: _____

This pet is special to me because _____
