

Unit 1

Name: _____

Date: _____

Reader's Notebook

The Language of Friendship

Before Reading

1. Predict: What do you think this story will be about?

Responses will vary.

During Reading

1. What do you notice about how the author has divided the story into paragraphs?

Each paragraph shows the progression in Lena's understanding and communication skills.

2. Make a list of at least ten double-consonant words you find in the story. Divide these words into syllables.

Word	Syllables
	Rus-sia
	Rus-sian
	bud-dy
	be-gin-ning
	ex-pres-sions
	ex-pres-sive
	real-ly
	gig-gling
	in-no-cent
	fun-ny
	as-sured
	coun-sel-lor
	dif-fer-ent
	bet-ter
	op-po-site

After Reading

1. How did Tori find ways to include Lena, even though they didn't speak the same language?

Hand signals, facial expressions, using a Russian-English dictionary, laughing and joking together.

2. What do you think the title of the story means?

Friendship can be expressed through more than just words (or similar response).

3. How does the story remind you of something in your own life? (For example, have you ever had a friend who spoke a different language than you? How did you become friends with that person? What did you have in common?)

Responses will vary.

4. What do you think the author wants you to learn from this story?

It is possible to overcome a communication barrier and become friends with someone from another country (or similar response).