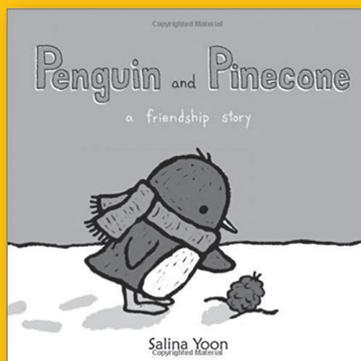


6 FRIENDSHIP



PENGUIN AND PINECONE: A Friendship Story

Written and illustrated by Salina Yoon

One day Penguin finds Pinecone in the snow. They become best friends, but Pinecone is too cold to stay in the snow. Even though he will miss Pinecone, Penguin makes a long journey to return Pinecone to his home in the forest. Campers will see that when friends love each other, the distance between them doesn't matter.

UNIT GOAL

The purpose of the Friendship Unit is to encourage campers to build relationships. Through books and shared experiences, campers will explore the value of friendship by extending goodwill toward others and receiving it from others.

OBJECTIVES

Reading: Campers will practice describing a character's actions using examples from the book.

Listening and Speaking: Campers will practice respecting one another in the LitCamp community and will ask and answer questions about the book they read.

Writing and Storytelling: Campers will connect the story to their own lives and share with one another through drawing, labeling, and oral storytelling.



OPENING CAMPFIRE

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WELCOME

Greet your campers by name and with warmth.



Opening Song
The Hello Song



Community Building Activity
Boom Chicka Boom



Transition Song
Now We're Ready

MATERIALS FOR THE DAY

- *Penguin and Pinecone*
- Campers' portfolio folders, writing paper, pencils, and crayons
- Chart paper or whiteboard
- "Picture Frame" Graphic Organizer

WORDS OF THE DAY

- **sled:** A sled can take you from one place to another by sliding on snow.
- **knit:** When you knit, you are making a piece of clothing out of yarn using long needles.
- **journey:** When you go on a journey, you are going on a long trip.

EL TIP

Show campers photographs of snowy settings, as these may be unfamiliar to them. Include a photograph of a sled to reinforce vocabulary development.



READ ALOUD: Penguin and Pinecone

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INTRODUCE THE BOOK

Today we are going to read Penguin and Pinecone: A Friendship Story. In this book, we will read about two friends who love each other even though they live far apart.

Look at the cover illustration. Tell me what you see. I am excited to talk more about friendship as we read together.

DURING READING

- **AT THE START:** Ensure that campers understand what a pinecone is. Explain that it is like a seed that grows into a pine tree. *Would you like to be friends with a pinecone? What about being friends with a penguin?* Invite campers to share their ideas about friendship with different creatures.
- **AFTER PAGE 13:** *Look at the illustration. How do you think Penguin feels here? Why do you think that? Do you think his journey has been easy? Why or why not? Sometimes friendship means helping our friends even when it's a bit hard to do so.*
- **AFTER PAGE 16:** *When we are friends with someone, we show that we love and respect him or her. How is Penguin being a friend to Pinecone here? From what we have read, how do you know that Penguin is a good friend to Pinecone?*
- **AFTER PAGE 19:** *Reading can make us feel happy or sad, excited, curious, or even something else. On this page, Penguin says goodbye to Pinecone. How do you think Penguin feels? Why do you think that?*
- **ON PAGE 33:** *Look at the pictures of the pine trees. What do you notice? Stop and talk with your partner about what you notice about the pine trees. When students have noticed the hats and scarves, ask: How do you think those got there?*

EL TIP

Name each of the cold-weather clothing items on the trees and explain their uses for campers who do not live or travel to cold climates.

AFTER READING

We saw acts of friendship in this book. When Penguin knit Pinecone a scarf to protect him from the cold,

that was an act of friendship. Can you share with your partners an act of friendship that you liked best?



BRING THE TEXT TO LIFE: Pack Penguin's Sled

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INSTRUCTIONS: Have campers sit in a circle. Invite them to think about all the things Penguin might pack on his sled for the long journey to visit Pinecone in the forest.

SAY: *Today we went with Penguin on two long journeys: once to return Pinecone to the forest, and another time to visit Pinecone after he grew big and strong. Let's name some things that Penguin might need on his journey.*

Have campers name items that would be useful. Organize their responses by initial sound and letter. For example, if a camper says "food," say: *Food starts with the /f/ sound. The first letter of food is f.* Then write the letter *f* and the word *food* underneath it on chart paper.

Extension Idea: *Now I am going to call out a letter. We will go around the circle, and each of you will name something for Penguin to pack on his sled for*

his journey. We'll start with the letter P, which makes the /p/ sound, for Penguin and Pinecone. Explain that each camper will get a turn. Let's see how we can practice friendship by listening to one another as we pack Penguin's sled.

AFTER THE ACTIVITY: *Turn and talk to a camper next to you. What do you think this story teaches us about friendship? Do you think Penguin was a good friend to Pinecone? Why do you think that?*



Transition Song

Now We're Ready



READING POWER: Sequencing

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TEACH: *Super Readers like to pay close attention to the characters in the stories they read. In the book Penguin and Pinecone, we learned about all the different ways that Penguin was a good friend to Pinecone. He was a good friend because he was kind and brave in order to help his friend. Create a simple two-column chart on chart paper in front of campers. Use the example below for reference. Let's go back*

to the story and pay close attention to the actions that the character is taking to show friendship. We can use the pictures in the book to remember all the ways that, through his actions, Penguin was a good friend to Pinecone. For example, I can see on page 9 that Penguin is busy knitting a scarf for Pinecone because Pinecone was so cold. Let's look for more actions that show how Penguin was a good friend.

CHARACTER NAME	CHARACTER ACTIONS
Penguin	Knits Pinecone a scarf to protect him from the cold.
Penguin	Takes Pinecone on a long journey home.

TRY: Guide campers to look through the pictures in the book and think of other ways that Penguin was a good friend to Pinecone.

Now it's your turn. Can you think of other times that Penguin was a good friend to Pinecone? Let's look at the pictures in the book to help us. What actions did Penguin do that showed us he was a good friend?

CLARIFY: *Looking at the pictures helps us remember important details about what the main character does. We can also learn how to be good friends by thinking about how characters in a story act. Those actions may give us ideas for how we can be good friends as well.*



BUNK TIME: Independent Reading

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LitCampers will engage in peaceful, relaxing experiences with books of their choice from their 7 Strengths Collection, the LitCamp trade books, or other books in the room. They will use the agreements created at the start of LitCamp, taking care to treat materials with respect and to use space in a way that builds independence and community.

POSSIBLE AREAS OF FOCUS FOR CONFERRING

- *Do any of the characters in your book have friends? What do they do for their friends?*
- *How did the illustrations help you read the book?*
- *Did a character show kindness to a friend in the book that you are reading? Tell me about it.*

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COMMUNITY LIT: Sharing with Sounds

Yesterday we read a book all about sharing. In today's story, Penguin shared his time by taking the long journey to take Pinecone home. Sharing is an important part of friendship.

Today we'll brainstorm a list of things you can share with a friend. We'll use some letter sounds to help us come up with things to share.

For this activity, use the sounds that correspond with the following letters: *m, s, f, l, r, v,* and *z*. These are continuous sounds, which means you can stretch them out as you pronounce them. For example, the correct pronunciation of

/m/ sounds like "mmm," not "muh." Take care not to add an "uh" sound at the end of these consonant sounds.

Teach the sound and then help campers think of a word that begins with that sound. Then discuss whether that is something that could be shared with a friend.

Example: One sound that comes at the beginning of many words is /m/. The /m/ sound is the first sound of the word monkey. Could you share a monkey with your friend? Why or why not? Milk also starts with the /m/ sound. What other words begin with the sound /m/? Which could you share?

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WRITING POWER: The Picture of Kindness

TEACH: *In our read aloud today, we saw all the ways in which Penguin was a good friend to Pinecone, even though they lived far apart. Penguin told Pinecone, "You will always be in my heart." Today you are going to think about all the ways that you are a good friend.*

TRY: *Now think about one special time that you were a good friend to someone. What did you do? How did it make the person feel? How did you feel?*

Pass out the "Picture Frame" reproducible to campers.

CLARIFY: *Draw a picture in the frame of a time you were a good friend. Show what you did for your friend and how you and the other person felt about what you did.*

SHARE: Create a Wall of Friendship and hang campers' pictures. You may also take photos of them to send home to families by text message or newsletter.

CAMPERS ON THE MOVE

Teach campers the basics of how to play charades-style games. Explain that some campers will use their faces and bodies to silently act out something, and the others will guess what they are doing. Now ask them to create friendship scenarios. (Examples: Helping a friend up when they have fallen or sharing your lunch with a friend.) It may be helpful to write down a few scenarios on cards prior to playing. Whisper the scenarios to the volunteer actors, and support the campers who are guessing. Discuss each scenario after it has been revealed and connect it to the Strength of Friendship.

EL TIP

Allow campers to whisper their guesses to you or to a friend to build comfort. Repeat their guesses back aloud to affirm them, and model speaking their words with confidence.

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CLOSING CAMPFIRE

REFLECTION QUESTION: *Turn and talk with a friend today. What did you learn from Penguin and Pinecone? How does being a good friend make you feel? Give a shooting star to your friend to show that you care about your friend.*

PRAISE AND AFFIRMATION: Offer concrete praise and affirmation for reading steps or new things the campers have tried today and/or ways they have demonstrated the Strength of Friendship.

SHOOTING STARS DANCE: Together with the rest of the group, throw shooting stars (pretend to throw a basketball into a hoop). Campers get to do a dance with the praise, or they can put it in their pockets.