



Read Aloud: *A Letter to Amy*

Enduring Understanding(s):

- A friend is someone we care for and want to spend time with.
- Friends like to do things together and enjoy each other’s company.
- Friends may have conflicts that can cause complex feelings. Usually, friends work together to resolve these problems; a possible solution may be to spend time apart.

Essential Question(s):

- How do you deal with and express complex feelings in productive and creative ways?
- How do you maintain your sense of self while compromising and collaborating when necessary?

Materials	Vocabulary	
<ul style="list-style-type: none"> • <i>A Letter to Amy</i> • Vocabulary word picture cards 	<p>reflection: an image that you can see in a mirror, glass, or water</p> <p>spoiled: ruined</p> <p>stare: to look at for a long time</p> <p>wish: to want</p> <p>invite: to ask someone to do something</p> <p>(postage) stamp: a small piece of paper that costs money that is needed to mail a letter</p>	<p>candle: a dipped piece of wax with a wick that can be burned</p> <p>hopscotch: a child’s game involving throwing a small object and hopping over a square pattern</p> <p>seal: to close an envelope or other container</p> <p>parrot: a bird with vivid colors</p>
Books		

First Read

Preparation: Set up materials

Children will:

- listen to a story read aloud
- demonstrate increasing levels of sustained and focused engagement
- show a steady increase in the number of words in listening vocabulary
- develop an understanding of main events

“The title of this book is <i>A Letter to Amy</i> . The author and illustrator is Ezra Jack Keats. He wrote the words and created the pictures.”	Show front cover.
“We know the main character in this story. We read <i>Peter’s Chair</i> about the birth of his baby sister.”	p. 1
“Peter stared at the paper - he looked at it for a long time. Peter didn’t write to invite his other friends to his birthday party. He invited them just by asking them. Amy is probably a special friend.”	pp. 2-3
“You need to put a letter in an envelope, and then put a postage stamp on the envelope to mail it. The postage stamp shows that you paid to mail the letter.”	p. 5

<p>“Amy is Peter’s neighbor - they live close to each other.”</p>	
<p>“It’s a windy, stormy day, and Peter’s invitation for Amy blew out of his hand.”</p>	
<p>“Peter didn’t want the surprise to be spoiled - ruined - so he ran as fast as he could to grab his invitation.”</p>	<p>p. 8</p>
<p>“That was lucky! Amy didn’t see the name and address on the letter. She didn’t find out that it was for her.”</p>	
<p>“I think he is still hoping that Amy will come to the party, so he wants to wait for her. But after the other children shouted to bring out the cake, he changed his mind.”</p>	<p>p. 16</p>
<p>“Amy did come! She brought her pet parrot, also. How can we tell that Peter is feeling happy now?”</p>	<p>p. 23 Children respond.</p>
<p>“The birthday child makes a wish before blowing out the candles. A wish is something you really want.”</p>	<p>pp. 24-26</p>
<p>Discussion Question(s):</p> <ul style="list-style-type: none"> • Peter bumped into Amy and knocked her down by accident. How do you think Amy felt? Why? • Why didn’t Peter want Amy to know what was in the envelope? 	

Second Read

Children will:

- recall some main events when asked
- link characters’ basic emotions to their actions
- use their own experiences to understand characters’ feelings and motivations
- express the main idea of a story or other text in a way that shows increasing understanding

<p>“We read this book the other day, so you know the title is... <i>A Letter to Amy.</i>”</p>	<p>Pause before you read the title so that children can chime in. Underline the title with a finger as you read it.</p>
<p>“What’s happened here?”</p>	<p>Children respond.</p>
<p>“Peter is writing to his friend, Amy. Why is he writing to Amy?”</p>	<p>Children respond.</p>
<p>“Why did Peter write to Amy instead of just asking her, like he did with the other children?”</p>	<p style="text-align: center;">p. 1 Children respond.</p>
<p>“What did Peter’s mother remind him to do?”</p>	<p style="text-align: center;">p. 1 Children respond.</p>
<p>“What does Peter do when the wind takes his <i>invitation</i>? Why does Peter run after his <i>invitation</i> when he sees Amy?”</p>	<p style="text-align: center;">p. 2 Children respond.</p>
<p>“What happened when Peter grabbed his <i>invitation</i>?”</p>	<p style="text-align: center;">pp. 5-6 Children respond.</p>
<p>“<i>‘In his great hurry’</i> means that Peter was trying to get his letter quickly, before Amy could see that it was for her.”</p>	<p style="text-align: center;">pp. 8-11 Children respond.</p>
<p>“How do you think Amy is feeling right now? How can you tell?”</p>	<p>Children respond.</p>
<p>“Why did Peter sound sad when he answered his mother’s question?”</p>	<p>Children respond.</p>
<p>“It is Peter’s birthday party. The boys Peter <i>invited</i> are there. Who isn’t there yet?”</p>	<p style="text-align: center;">pp. 15-16 Children respond.</p>
<p>“Peter does not know Amy is on her way. How does he feel? How can you tell?”</p>	<p style="text-align: center;">pp. 18, 21-24 Children respond.</p>

Discussion Question(s):

- Why didn’t Peter stop to ask Amy if she was okay after he bumped into her?
- How did Amy know to come to Peter’s party?
- How do you think Amy felt when she received Peter’s invitation? How would you feel if you received an invitation in the mail?

Third Read

Children will:

- chime in and read the story with the teacher
- practice saying and using story-related vocabulary words
- recall main events and characters in the story

As you read, slow down in some places to invite children to chime in. If children have difficulty recalling, scaffold by saying the first sound of a word or the first word in a phrase.

Discussion Question(s):

- How do you think Peter would have felt if Amy had decided not to come to his party?
- Would Peter have still enjoyed his party if Amy had not come? Why? Why not?

Fourth Read

Children will:

- act out one or more scenes from the story
- explore character motivations and emotions
- recall the main events from the story

With children, choose one scene to act out. Assign roles to children or use a structure to ask for volunteers. As you read the corresponding pages from the story, children act out the scene and recite any dialogue.

Discussion Question(s):

- Why did Eddie say, “A girl - ugh!” when Amy arrived at Peter’s party?
- How do you think that made Peter feel? Why?