
Literature Selection: *Willy and Hugh* by Anthony Browne

Summary

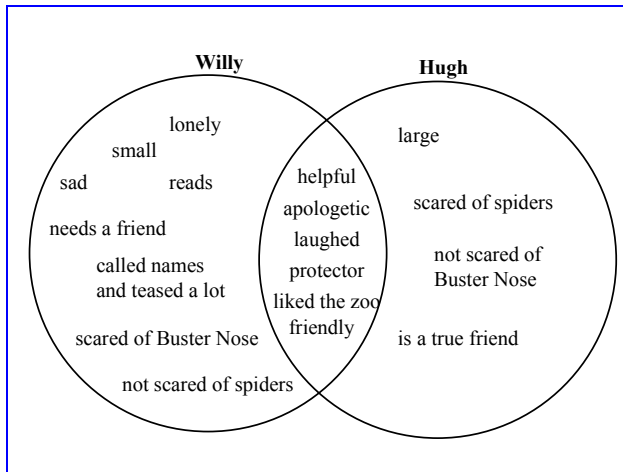
Willy is sad because he has no friends. He bumps into Hugh Jape one day and he learns that their friendship can still be wonderful even if the two of them are quite different. Browne creates several humorous situations for readers to enjoy.

Suggested Activities:

- Venn Diagram
- Listening for Order
- Pantomiming Events
- Humor -- How the Author Makes Us Laugh

Venn Diagram -- Similarities and Differences

Read and discuss the story *Willy and Hugh*. As a class, create a Venn diagram that represents the similarities Willy and Hugh share and the qualities that make them unique. The diagram may look something like this:



Once the class has used the Venn diagram to identify the similarities and differences of Hugh and Willy, it is time for the students to Venn diagram the similarities and differences that they share with a friend. Consider pairing students up to encourage oral discussion, rather than letting them work independently. Also, encourage students to discuss activities they could do together based on the information in the Venn diagrams. This activity will help students get to

know one another better and is a great way to start off the year.

Listening for Order¹

Explain to your students that they must listen very carefully to the story so that they will be able to complete the activity that will follow. Re-read *Willy and Hugh* to your students and have the students identify the correct order that the events took place in the story. In *Willy and Hugh* the sequence of events looks something like this:

1. Willy is lonely because he has no friends.
2. Willy's peers tease him.
3. Willy bumps into Hugh Jape and they become friends.
4. Hugh protects Willy from Buster Nose.
5. Willy and Hugh go to the zoo together.
6. Willy and Hugh go to the library together.

¹ This activity has been adapted from "Listening for Sequences" in *Language Arts Activities for Children, 3rd ed.*, by Donna Norton. Page 84.

7. Hugh sees a spider and he is scared. Willy moves the spider for Hugh.
8. Hugh and Willy make plans to meet again and they do!

Once the students have identified the correct sequence of events, reproduce the sequence on a piece of paper. Cut the sequence into strips and mix the order of the strips. Read the mixed up version of the story events. Mix the order several times to demonstrate that the order of events is critical to the success of the story. Finally, have the students arrange the strips into the correct order. The entire class can do this activity together or each student can have their own set of strips to manipulate. If this activity is done individually, students can read their mixed up version of the story to a group of peers. Each child is responsible for gluing the strips back into the correct order. Also, groups of students could be assigned to create a large illustration for one of the events in the sequence (one group per event). Then, the illustrations could be posted on a wall and used as students practice re-telling the complete story.

Pantomiming Events

Once the students have established the sequence of events it is time for students to put the events into their own performances. Post the order of events for all to see and have the students break off into pairs. Have the students mime the events (one plays the role of Willy, the other plays Hugh) in the story. To extend this activity, have students discuss the mood or feeling of the story. Then, listen to various pieces of music and identify which piece of music fits best with the story line and mood. Have students do their miming to the music to create their own “Making a Friend” dances.

Humor -- How the Author Makes Us Laugh

Anthony Browne has used some humor to create an enjoyable story. Have students identify the ways in which Browne makes *Willy and Hugh* humorous. They must provide logical statements to support the points they have identified. The following is an example of an acceptable student response:

The author has named one of the characters Hugh Jape. At first I thought his name was just Hugh but when it is read aloud as Hugh Jape it sounds like Huge Ape. Hugh is really a huge ape so that makes his name funny.

Students can reproduce the funniest moment in the story by drawing a picture and labeling it or by writing an explanation of their drawing. Also, encourage students to introduce humor into their own writing by playing with words and sounds like Browne does (ie. Hugh Jape).

Literature Selection: *Franklin is Bossy* by Paulette Bourgeois

Summary

Franklin and his friends have a fight because Franklin is constantly telling the others what to do and he never listens to anything that the others have to say. Finally, Franklin's friends decide not to put up with his unfriendly behavior and Franklin is forced to play alone. Eventually Franklin and his friends make up and Franklin learns to compromise so that everyone is happy.

Suggested Activities

- Modeling Characterization (Franklin)
- Writing Franklin -- Giving Advice
- Role Play
- Friendship Recipes

Modeling Characterization²

An author creates a believable and attractive character by giving readers information about the character that shows readers that the character is not all bad or all good.

Information about characters is communicated to the reader

- through narrative text or the author's literal descriptions about the character

Example: "Franklin the turtle could zip zippers and button buttons. He could count by twos and tie his shoes. He had lots of friends and one best friend, named Bear."

- by describing actions of the characters

Example: "Franklin saw that he was losing and cried out ... "Slowest one wins!" as he crawled across the finish line last."

- by letting readers know the thoughts of the main character and other characters

Example: "He missed Bear and all his Friends. And he had lots of time to think. He would go to Bear and apologize."

- through dialogue shared between characters

Example: "That's not fair," said Bear.

Share the above examples of characterization with your students to help them understand how an author develops a character. Then, model the process of inferencing using the examples listed below. Encourage students to join in with you as they catch on to the process of inferencing characterization. Once students feel comfortable making inferences on their own, let them practice this new skill on various books with strong characterization that share the friendship theme.

Example One:

1. Begin reading *Franklin is Bossy*, stopping at the end of the first page.
2. Ask the question, "What do we know about Franklin?"
3. Answer: We know that Franklin is smart. We also know that Franklin is a nice turtle. He feels good about himself.

² The steps used to present the modeling of characterization have been taken from *The Impact of Literature-Based Reading* by Donna Norton.

4. Evidence: In the text it says that Franklin can count and tie his shoes and zip zippers and button buttons. The text also says that Franklin has lots of friends.
5. Reasoning: I think that Franklin must be nice if he has lots of friends because no one is a friend with someone who is mean. If Franklin has a best friend he must be a really good friend because I would not be a best friend with someone who did not know how to share or play with me nicely. I also know that Franklin thinks his fight with Bear is awful, so he must not like fighting with his friends. He likes to be happy and friendly with people.

Example Two:

1. Read the next three pages of text.
2. Ask, "What else do I know about Franklin?"
3. Answer: Franklin is not a very fast runner and he does not like to lose. He does not seem to care what his other friends think. Franklin seems to be pushy. He can't cooperate.
4. Evidence: In the text it says that when Franklin was losing the race he changed the rules so he would be the winner. Bear did not think that was fair and Franklin just ignored him. Franklin is always telling everyone else what to do, "You always pick the games." Franklin ignores his friends whenever they try to tell him they do not want to do something.
5. Reasoning: It is not fair for Franklin to change the rules of a race so that he wins all of the time. Bear even says, "That's not fair." Franklin is not always nice. He tells the others what to do all of the time. When my friends are bossy I get really mad at them.

Example Three:

1. Read the next two pages of text.
2. Ask, "What else have I learned about Franklin?"
3. Answer: I think that Franklin knows that he was wrong to cheat and to push his friends around.
4. Evidence: He was mad at Bear for saying he did not want to play with him but Franklin does not tell his father what is wrong when he asks him. Franklin just says that, "There's no one to play with." Franklin is not telling the whole truth.
5. Reasoning: Sometimes when I know I have done something wrong I do not tell the whole truth to my parents. I might even make something up so that I do not look so bad because I do not want my parents telling me what I have done wrong. I already know that I was wrong but I do not want to admit it to anyone because I do not like to be wrong. That is what Franklin does.

Example Four:

1. Read the next three pages of text.
2. Ask, "Has Franklin's time alone taught him anything?"
3. Answer: Yes, Franklin learns that he gets really bored when he has no friends to play with but he still has not learned why his friends do not want to play with him.

4. Evidence: It says in the text that Franklin play by himself for an hour and then he ran out of things to do so he went to find his friends. When he finds his friends he starts bossing them around right away.
5. Reasoning: If Franklin had learned that his friends did not like him when he was bossy then he would not have come back and started bossing them around. I try to change when my friends think that I am mean or bossy and Franklin would too if he knew that's why they did not want to play with him.

Example Five:

1. Read the next three pages of text.
2. Ask, “How do we know that Franklin has learned what he has done wrong?”
3. Answer: Franklin sees his father helping his friends and he learns that even his dad and his friends fight but they make up. Franklin thinks about what has happened with him and Bear and he decides he was wrong and he should go apologize. Franklin also learns how much he misses Bear and his other friends.
4. Evidence: Franklin heads to Bear’s house to apologize and he admits that the fight was all his fault.
5. Reasoning: Franklin would not go to apologize to Bear unless he realized he had done something wrong, and he understands that the fight would not have happened if he had not been so bossy.

As you model the above examples to the students they should begin providing their own answers, evidence and reasoning for their answers. Students can finish *Franklin is Bossy* continuing to infer characterization. Then, the class can discuss the friendly and unfriendly behaviors Franklin displayed throughout the story. Also, ask student to decide whether or not they would like to be Franklin’s friend. Have them provide strong support for their answers. In most cases, although Franklin is bossy, readers still like him because he can admit when he has done something wrong and he really does love Bear. Because his character is well developed, readers learn both the good and the bad points about Franklin.

Writing Franklin -- Giving Advice

Begin reading *Franklin is Bossy* through to the line, “And I don’t want to play with you, either!” At this point stop reading and have the students write letters of advice to Franklin to help him repair his friendship with Bear. Have the students share their written responses with a partner. Or, have a class discussion and create a letter to Franklin from the class on chart paper. Once the letters are done, continue reading the book through to the line, “Franklin turned his back and went home.” Discuss how the fight between Bear and Franklin began and have the students elaborate on the advice they have already written to Franklin. Discuss how things would have been different for Bear and Franklin if Franklin had followed some of the students’ advice. Finish reading the story. Discuss times when students have said sorry and it made things better and times when saying sorry was not enough to fix a relationship.

Role Play

In pairs, have student role play the part in the story where Franklin is being bossy and he begins to fight with Bear. Have the students create different ways to “fix” the friendship or to remove the conflict. Students can perform the role plays for one another and the class can discuss some of the ideas the students have come up with for getting along better with friends. Also, discuss how the students felt when they were in role. How did Bear feel about Franklin? How did Franklin feel when his friends would not do as he said?

Friendship Recipes

Through examining the character of Franklin and through discussions and role plays about getting along with friends, students will have become more aware of friendly behaviors. Create “Friendship” recipes using friendship related words for the special ingredients. Provide students with examples of real recipes so their writing can be put into a recipe format.

Recipe for Friendship

You'll need:

1 cup Time	2 ears for Listening
2 cups Patience	6 cups Love
1 1/4 cup Understanding	a pinch of Need

In a large bowl mix the Time and Patience together until blended evenly. Add one cup of the Understanding, two Ears, and the entire six cups of Love. Mix in the remaining quarter cup of Understanding as needed and sprinkle a pinch of Need over the mixture. Pour into a willing heart and bake carefully for 20 years at 200°F. Yields enough friendliness to last a lifetime!

Additional Literature Suggestions

King of the Playground by Phyllis Reynolds Naylor (bullying)

The Giving Tree by Shel Silverstein (selfishness)

Wilfrid Gordon McDonald Partridge by Mem Fox (helping)

Amos & Boris by William Steig (helping)

Crow Boy Taro Yashima (being cruel, accepting people)

Sam, Bangs & Moonshine by Evaline Ness (lying)

The Unfriendly Book by Charlotte Zolotow

The Hating Book by Charlotte Zolotow

The Grouchy Lady Bug by Eric Carle

The Boy with A Problem by Joan Fassler (being sympathetic)

A Toad for Tuesday by Russell E. Erickson (short novel-making friends).