SUMMARY This is a book about two friends from very different cultures and how they keep in touch via e-mail. Through the characters’ messages, students can see the differences and similarities in these friends’ values and in their cultures. Students can also experience storytelling in a new way—through e-mails.

LESSON VOCABULARY
- arranged bundles
- dangerously errands
- excitedly steady
- unwrapped wobbled

INTRODUCE THE BOOK

INTRODUCE THE TITLE AND AUTHOR Discuss with students the title and the author of *E-Mail Friends*. Based on the title, ask students what kind of information they think this book will provide. Ask: Have you ever read a book in e-mail form?

BUILD BACKGROUND Discuss with students if they have ever written letters or sent e-mails to friends or pen pals. Ask: What sorts of things did you write about? Do students know people from different countries? Discuss how they think students from different countries might differ from and be similar to students in the classroom.

PREVIEW/USE ILLUSTRATIONS Have students preview the book by looking at the illustrations. Ask: Where do you think these two e-pals live? (*The girl probably lives in the United States, and the boy lives in Africa.*)

READ THE BOOK

SET PURPOSE Have students set a purpose for reading *E-Mail Friends*. Students’ curiosity about different countries and their interest in e-mail and computers should guide this purpose.

STRATEGY SUPPORT: STORY STRUCTURE As students read about the two friends getting to know each other, they should follow the story structure to help them keep track of its overall meaning. Following a story from beginning to end will help students distinguish between plot and detail. The story is easy to follow in this book because the actions and ideas are divided into e-mail messages. If you wish, explain to students that telling a story through letters is a very old form of story structure. Ask if students think e-mail is equally old. *(No, because computers, and therefore e-mail, have only been around for a comparatively few years.)*

COMPREHENSION QUESTIONS

PAGES 4–5 What are the two main settings in this book? (*Tanzania and Colorado*)

PAGE 6 What is similar about Tanzania and Colorado? *(Possible responses: Soccer is enjoyed in both places; both have wildlife.)*

PAGES 6–7 What does Molly put in her message that makes Juma answer? *(a question)*

PAGES 10–11 How is Molly going to try and make Juma’s visit fun? *(Juma wants to see grizzlies, and Molly’s father is going to take them to the mountains to look for wildlife.)*
REVISIT THE BOOK

READER RESPONSE
1. To teach students about other cultures. To show differences between countries and cultures.
4. Responses will vary but should include a question related to Tanzania.

EXTEND UNDERSTANDING Discuss with students how plot refers to the events of the story and always has a beginning, middle, and end. Suggest that students look at both the beginning and the ending of the story and then discuss with students whether Molly and Juma are better friends at the beginning of the story or at the end.

RESPONSE OPTIONS
WRITING Ask students what interests them about where Juma or Molly lives and what else they would like to know about the characters’ lives. Then ask students to write e-mails to both Juma and Molly, asking them questions about their homes and their activities. Have volunteers read their e-mails aloud.

SOCIAL STUDIES CONNECTION
Assign each student an imaginary pen pal from another country. Have students research what their e-pals’ countries are like. Discuss the things students might like to ask their pen pals and the things they think their pen pals might like to know about life in the United States. Invite students to compose their letters in class. Create a bulletin board where students can post their letters.

Skill Work

TEACH/REVIEW VOCABULARY
Review the vocabulary words with students. Then play “right word, wrong sentence” with students. Take a word like steady and use it in two different sentences: That strong table is steady. The tilted table with the broken leg is steady. Then ask students to determine in which sentence the word is used correctly. (the first) Repeat with all vocabulary words.

TARGET SKILL AND STRATEGY
AUTHOR’S PURPOSE Tell students that the author’s purpose is the reason or reasons an author has for writing. Common purposes are to persuade, to inform, to entertain, and to express. If an author wants to explain important information, you may want to read slowly. Ask students what information they think the author wanted them to learn and adjust the way they read accordingly.

STORY STRUCTURE Remind students that the story structure is how a story is organized, and that a story has a beginning, a middle, and an end. Discuss with students how this story might look different from other stories they have read because it is written as a series of e-mails. Ask students to think about what the beginning, middle, and end might be as they read.

ELL Instruct students to write three different sentences. One sentence will describe the beginning of the story, one will describe the middle, and the last will describe the end.

ADDITIONAL SKILL INSTRUCTION
COMPARE AND CONTRAST Remind students that comparing means finding similarities between things and contrasting means finding differences. With students, make a chart that compares and contrasts the two characters from the book.
Author’s Purpose

• The author’s purpose is the reason or reasons an author has for writing a story.
• An author may have one or more reasons for writing.

Directions Read the passage below. Then write the answers to the question on the lines.

Dear Molly,
Father found a baby zebra yesterday. She was dangerously far from the herd. Today she wobbled on her tiny legs. Father said she will be more steady each day.
Take care,
Juma

Dear Juma,
I’d like to see that zebra. My dad teaches people about wildlife. He is worried about grizzly bears. People are taking over their habitats.
Well, I’m off to do errands.
Molly

1. Why do you think the author wrote this passage?

2. What is another reason the author may have written the passage?

3. Why do you think the author mentions the jobs of Juma’s father and Molly’s dad?

4. Why do you think the author uses the words “father” and “dad”?
Vocabulary

Directions Fill in the letters to make each of the words from the box. Then write a definition on the line under the word.

1. ___ R R ___ N___ ___ D

2. W ___ B B ___ ___ ___

3. E ___ ___ A ___ D S

4. E ___ C ___ ___ E ___ ___ Y

5. ___ T ___ A D ___

6. D ___ ___ G E ___ ___ ___ S ___ Y

7. ___ U ___ D ___ E S

8. ___ N ___ R ___ P P ___ ___

Directions Write a sentence that includes one of the vocabulary words.

9. ________________________________