



ABOUT THE BOOK:

Frances won't play with her little sister Gloria because Gloria is "too little," but then Albert won't play with Frances because he doesn't think she'll be good at his games. So Frances returns to Gloria, and they start no-boys activities, while Albert and his friends play no-girls baseball. But soon everyone wants to play each other's games—so it's time for them all to learn how to be better friends.

DISCUSSION QUESTIONS:

1. How would you describe Frances? How would you describe Gloria? How would you describe Albert? What challenges do they face? How do they overcome these challenges? How do the actions of each character affect the others? How do their actions affect the story? *Common Core State Standards (Reading: Literature): RL.K.3., RL.1.3., RL.2.3., RL.3.3.*
2. On page 31, Frances says to Albert, "Maybe you'll be best friends when it's lunch-in-the-hamper time. But how about when it's no-girls-baseball time?" What does she mean by this? How does Albert respond? What does his response suggest about how their relationship might have changed? *Common Core State Standards (Reading: Literature): RL.K.1., RL.1.1., RL.2.1., RL.3.1.*
3. Retell this story. What are its central messages, lessons, or themes? Use details to support your answer. Why might these messages, lessons, or themes be important to the characters in the future? How and why are they important to you and your friends? *Common Core State Standards (Reading: Literature): RL.K.2., RL.1.2., RL.2.2., RL.3.2.*
4. How is this story similar to and different from other Frances books? How is it similar to and different from other stories about boys and girls learning to be better friends to each other? How is it similar to and different from other stories about sisters learning to be better friends? *Common Core State Standards (Reading: Literature): RL.K.9., RL.1.9., RL.3.9.*
Common Core State Standards (Speaking and Listening) that discussions might also address: SL.K.1a-b., SL.1.1a-c., SL.2.1a-c., SL.3.1a-d., SL.K.6., SL.1.6., SL.2.6., SL.3.6.

EXTENSION ACTIVITIES:

True Songs: In this story, Frances often says in songs what she really feels about things that upset her. Think about a situation or event that upset you in your own life. What happened? How did it make you feel? Once you have all your ideas, with help from your teacher, write or dictate your own True Song. Then perform it for your friends, and listen to their True Songs, too. *Common Core State Standards (Writing): W.K.3., W.1.3., W.2.3., W.3.3a., W.3.3b., W.3.3c., W.3.3d.*

Best Friends Poster: At the end of the story, Frances, Gloria, and Albert talk about best friends. What do you think makes someone a best friend? Why? Write or dictate and draw a poster that shows your ideas, including your reasons why. You can use examples from your own life, as well as examples from stories like *Best Friends for Frances*. Once you're done, hang your poster to show everyone how to be a great best friend. *Common Core State Standards (Writing): W.K.1., W.1.1., W.2.1., W.3.1a., W.3.1b., W.3.1c., W.3.1d.*

Tough Times for Friends Story: Think about a time when you and a friend had a disagreement or didn't get along. Brainstorm about the problem you had and how you tried to fix it, as well as how the situation made you feel. Once you're ready, write, draw, or dictate your Tough Times for Friends story. Make sure to include the resolution—the way you both faced your friendship challenges. *Common Core State Standards (Writing): W.K.3., W.1.3., W.2.3., W.3.3a., W.3.3b., W.3.3c., W.3.3d.*

An Opinion Piece on Making Assumptions: In this story, Albert makes assumptions about what girls can and can't do. Write, draw, or dictate why such assumptions upset Frances and Gloria. Then explain why and how Albert's assumptions are inaccurate. With help from your teacher, finish your opinion piece with your own thoughts on ways people you've observed have made similar assumptions—and what people should do instead. *Common Core State Standards (Writing): W.K.1., W.1.1., W.2.1., W.3.1a., W.3.1b., W.3.1c., W.3.1d.*

Common Core State Standards (Writing) that writing activities might also address: W.K.5., W.1.5., W.2.5., W.3.5., W.K.6., W.1.6., W.2.6., W.3.6.

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