

Guided Reading with

SILENT SAM

Guided Reading: H

DRA: 14 Intervention: 13

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Overview: Gus is trying to teach his parrot Sam to speak, but Sam doesn't seem to be interested in learning. When Sam finally speaks, will Gus regret ever teaching him?

24 pages, 144 words

Genre: Realistic Fiction

Focus:

- connecting personal experiences with a story
- reading and following conversation
- reading with expression
- understanding third person singular verb endings
- following a longer story

Supportive Text Features:

- familiar words and concepts
- narrative sentence and text form
- consistent placement of text
- pictures support and extend the story
- humor used to engage the reader

High-frequency Words:

has, a, the, is, to, makes, he, for, his, but, you, are, no, into, looks, at, on, who, be

Common Core Standards

- R.1, R.2, R.4, R.6, R.7
- RF.1, RF.2, RF.3, RF.4
- W.1, W.2, W.3
- SL.1, SL.2, SL.4
- L.1, L.4

ELL/ESL

Sam el silencioso See back page

Getting Ready to Read

1. Introduce the concept and vocabulary by asking open-ended questions:

- How do you teach a pet to do tricks?
- What kinds of birds make good pets?
- What do you know about parrots? Have you ever heard a parrot talk? Tell me how you might teach a parrot to talk.

2. Connect children's past experiences with the book vocabulary:

- Hold the book. Call children's attention to the title. Read: "*Silent Sam*."
- Ask children to use the title and picture on the cover to predict what might happen in the story.
- Show the back cover and read the copy. Ask children to think about what Gus will have to do to teach Sam to talk.
- Have children suggest some words they might read in the story.
- Give children the book and have them look at the pictures.
- Ask them to tell what the boy in the story is doing as they turn the pages.



3. Remind children of the strategies they know and can use with unfamiliar words:

- Ask them, "What will you do if you come to a word you don't know?"
- Encourage children to look for chunks of words they know and to blend the sounds quickly.
- Suggest that children read on past an unfamiliar word in order to use the context of the story to unlock the meaning of the word.
- Suggest that children also think about what they know about pet birds. Then encourage them to choose a word that makes sense in the sentence.

4. Be aware of the following text features:

- The book contains several high-frequency words and many familiar words that children may know by sight.
- The story is written in narrative form. Quotation marks indicate what the characters say.
- The sentences vary but they are simple constructions.
- Several third person singular verbs are used: *wants, says, makes, plays, sings, cheers, shouts, decides, kicks, knocks, rushes, looks, asks.*
- Ellipses are used to designate a continuation in the text.
- The pictures extend the story and lead to a humorous ending.

Guided Reading Note: Children reading at level H are moving into an early fluent stage, and the focus shifts to an emphasis on comprehension and independent reading. Most of the reading should be done silently. Children read the book with a specific purpose, to understand the story. They are also encouraged to: 1) independently apply their reading skills and strategies, 2) make connections between their own experiences and the story, and 3) "get" the author's message and be able to discuss it with other readers. Most importantly, children should feel confident and eager to read. This is a time to build fluency and independence.

Reading the Book

- 1. Set a purpose by telling children to read about Gus and his parrot Sam.**
- 2. Have children read the first few pages silently.** Each child should be reading at his or her own pace. Children should not read in chorus. Listen to children as they read by leaning close or bending down beside each child. Check comprehension with a simple comment such as: "Tell me how the story begins." Then direct children to continue reading. As they read, watch for indications of comprehension: changes in facial expression, giggles, audible comments, rereading, turning back to a page. You may want to record these "noticings."



3. Look for these reading behaviors during the first reading:

- Do they rely on the print while reading?
- Do they have a strong sight vocabulary?
- Do they use known sound chunks to read unknown words?
- Are they monitoring meaning and rereading when they lose meaning?
- Do they easily move from one line of text to the next when making a return sweep?
- Do they easily move from page to page?
- Are they using punctuation to gain meaning and as a key to reading dialogue?
- Do they make accurate predictions?
- Can they connect the text to their own experiences?
- Do they react to the text even though they are reading silently?

4. As children read, note what they are doing. Help them build independence by being available, but not intervening too quickly.

- Watch for changes in children's facial expressions and use these signals to ask questions, such as: "What made you smile?" or "Where do you need some help?"
- Encourage children's attempts by making comments such as: "I like how you are using a different strategy when the first one you tried didn't work."

- If children are struggling with deciding which strategy to use, suggest a specific strategy that would help them get meaning in the most efficient way, such as, "Did you think about chunking the word?"

5. Possible teaching points to address based on your observations:

- Review how to find a known part or sound chunk in an unknown word.
- Show children how to use analogies to move from the known to the unknown when encountering new words.
- Work with suffixes and prefixes.
- Review using grammar (syntax) to unlock words by considering the sentence structure or parts of speech in the sentence.
- Explore the story grammar—characters, setting, problem, solution, and so on.
- Review how to determine what is important in a sentence or story.
- Model asking questions or making "I wonder..." statements to extend comprehension.
- Review using punctuation marks to guide the meaning-making process. Point out the use of quotation marks, commas, and question marks in dialogue and the exclamation point on page 16.
- Work with the third person verb endings "-s" and "-es."
- Point out the series commas and use of an ellipsis on page 6.



- Model how to revisit the text to find specific examples or ideas in the story.

After the First Reading

- 1. Have children confirm and compare their predictions about what happened in the story.**
- 2. Ask children if they had difficulty with any words or ideas, and what specific strategies they used to make sense of the story.** Encourage children to be specific about showing the parts that gave them trouble and telling how they went about sorting things out.
- 3. Talk about the process Gus uses to get Sam to talk.** Discuss why the parrot ignores Gus and remains silent.
- 4. Explore the humor in the story.** Discuss the ending and why it makes us laugh.
- 5. Encourage children to practice reading the dialogue with appropriate expression.**
- 6. Connect the story with children's experiences with their own pets and trying to teach them new behaviors.**
- 7. Brainstorm with children what might happen after the end of the story.** What might life be like for Gus and Sam now that Sam started talking?

Second Reading

- 1. Have children reread the book silently or to a partner.**

2. This is a time for assessment. Keeping notes on children's progress during a guided reading session will be a helpful resource for giving children on-going feedback about themselves as readers as well as helping you record how they develop over time.

- While they are reading, watch what children do and what they use from the teaching time.
- You might also take a running record on one child as an assessment of the child's reading behavior.
- You might also listen in on each individual reader, observing as children use appropriate or inappropriate strategies. This information will be valuable for any additional strategy discussions after the second reading.

Cross-Curricular Activities

Art: Show children pictures of several parrots so children understand the variety of coloration possible. Then let children draw their own parrots. Extend the activity by showing children how to draw speech bubbles near their parrots and add some words their parrots might say. Also consider using paper plates, feathers, toilet paper tubes, construction paper, googly eyes, hand or footprints (as feathers) to make parrots.

Music: Page 10 of the story says, "Gus sings his name for Sam." Invite children to give their ideas about how Gus does this. Encourage them to make up a song Gus might sing to Sam to help Sam learn to say



“Gus.” Another song to teach students is available at this website:

<http://bobbysusser.com/activities/animalatthetoo.html#parrotcantkeepasecret>

Science: Investigate why parrots can learn to speak while other birds cannot. Then ask children if parrots can learn any language or just English. After children make a preliminary decision, help them use what they have learned to find support for their decision. Children may wish to change their decision after evaluating their information. One place to start is this website:

<http://wonderopolis.org/wonder/can-parrots-really-talk>

Math: Using a clock with moveable hands or a large clock drawn on the whiteboard, have children point the hands to a specific time and then tell whether Sam should talk or be quiet at that time. If they say Sam should talk, elicit ideas about what the might say. For example, at 7:30am in the morning, Sam might say, “I’m hungry.” For 9:00pm in the evening, children might say Sam should be quiet.

Ask children if they have any pets and if so, which kind and how many. Record children’s answers on the whiteboard or chart paper. As a class, create a bar graph or pie chart based on children’s responses. Which type of pets are the most popular? How many children have no pets, one pet, or multiple pets? How many children have one type of pet or

multiple types of pets? Show children and discuss the most popular pets in the United States:

<https://www.avma.org/KB/Resources/Statistics/Pages/Market-research-statistics-US-pet-ownership.aspx>

<http://www.livescience.com/32415-whats-the-most-popular-pet.html>

Social Studies: Birds are one of the most popular pets in the United States, but parrots need special care. Help children learn about the special needs of parrots. What are the responsibilities of caring for a parrot? As a group, create a list of things a parrot needs to be healthy and content, such as food, water, love and attention, and so on.

Read another book about a talking parrot, LET ME HELP! / QUIERO AYUDAR!

<https://www.leeandlow.com/books/2801>

Talk about how families can see their pets as family members, not just “pets,” and how pets make people feel.

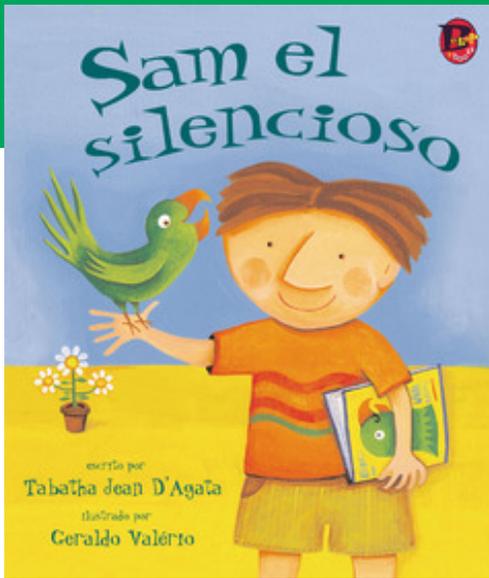
Writing: Have children write a conversation between Gus and Sam using quotation marks, commas, and other punctuation marks appropriately.

Have children think about if Sam would be good at keeping secrets. Can Gus trust Sam to keep a secret? In a paragraph, have children write whether they think Sam would be trustworthy or not trustworthy with Gus’ secrets and why.

Ask children to describe a pet they have or a pet they would like to have. What characteristics make an animal a good pet?



BEBOP CLASSROOM CONNECTION



Guided Reading: F
EDL/DRA: 10
Intervention: 10

Guided Reading with

SAM EL SILENCIOSO

Children reading at guided reading level H are moving into an early fluent stage of reading. All the directions given for the introduction, first reading, and second reading of the English edition can be used with the Spanish edition of the book. The focus of the teacher's support should be on building comprehension, fluency, confidence, and independence. To read the book successfully, children need the same kinds of support as their English-speaking classmates. Second language learners often benefit from acting out new words, seeing pictures, and talking about them using concrete examples.

The Spanish edition has many familiar words. Children may be unfamiliar with the way dialogue is indicated and how question marks are used in written Spanish. Dashes are used to indicate dialogue and question marks and exclamation marks appear "upside down" at the beginning and "right side up" at the end of each sentence. Also call attention to the sentence on page 2 that reads, "**El loro se llama Sam.**" Help children understand that the parrot's name is Sam but that possession is expressed differently in Spanish and English.

The book language used may differ from children's oral language. Comparing any differences will help children read and understand the story. Also help children understand that we often speak differently than we write, and that both ways of using language are important.

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Guided Reading Level: F

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