

Hear-and-Say Reading Planning Worksheet

Remember! Great dialogic reading sessions always include:

- ✓ Introducing the title and author of the book. Point them out with your finger.
- ✓ Asking the children what they think the story will be about based on the title and cover.
- ✓ Using each type of prompting question when planning your story times.
- ✓ Following up your questions by acknowledging the children's responses, expanding on their ideas, and repeating key information.



Book Title: Pete the Cat and His Four Groovy Buttons by Eric Litwin

The first page of this book begins with: Pete the Cat put on his favorite shirt...

Helpful tip: For easy reference, use the prompt questions on the labels or photocopy them and attach them on the appropriate pages in the book.

Reading 1	Reading 2	Reading 3
Cover: Tell me about what you see on the cover. <i>Prompt Type: O</i>	Cover: What is Pete feeling? How can you tell? <i>Prompt Type: Wh, O</i>	Cover: What happens in this book? <i>Prompt Type: R</i>
Inside Cover: What colors do you see on this page? Why do you think the words are written in different colors? <i>Prompt Type: Wh, O</i>	P1: Pete loves his shirt. What is your favorite thing to wear? What color is it? <i>Prompt Type: D</i>	P3: Do you remember Pete's song? Let's sing it together. <i>Prompt Type: R, C</i>
P1: Let's count how many buttons are on Pete's shirt. What number is Pete thinking about? <i>Prompt Type: Wh</i>	P4–5: What color is the button that just popped off Pete's shirt? Can you name anything else in our classroom that is the same color? <i>Prompt Type: Wh</i>	P8: What do we use buttons for? <i>Prompt Type: Wh</i>
P5: What happened to Pete's button? <i>Prompt Type: Wh</i>	P9: Let's sing Pete's song together: <i>Prompt Type: R, C</i>	P10: Tell me about this picture. <i>Prompt Type: O</i>
P9: Let's sing Pete's song together. <i>Prompt Type: R, C</i>	P10–11: How many buttons are left on Pete's shirt? Do you remember how many he had to start with? <i>Prompt Type: Wh, R</i>	P15: Pete just bought ice cream. What kind of day do you think it is? Why do you think that? <i>Prompt Type: O</i>

Reading 1	Reading 2	Reading 3
<p>P10–11: Let's say it together: "Pop! Oh no! Another button popped off and rolled away!"</p> <p><i>Prompt Type: C</i></p>	<p>P18: What is Pete sitting on? Why do you think the surfboard is on top of the car? Where do people usually ride surfboards?</p> <p><i>Prompt Type: Wh, O</i></p>	<p>P20: Let's count down. How many buttons did Pete start with?</p> <p><i>Prompt Type: R, Wh</i></p>
<p>P14: What is Pete doing? What is your favorite ice cream?</p> <p><i>Prompt Type: O, D</i></p>	<p>P21: Do you remember what kind of button Pete found after all of his shirt buttons are gone?</p> <p><i>Prompt Type: R</i></p>	<p>P22: Have you been to the beach before? What was it like?</p> <p><i>Prompt Type: D</i></p>
<p>P24: What is Pete thinking? Why is it all good?</p> <p><i>Prompt Type: R, O</i></p>	<p>P26: What do you think Pete will say if he loses something else? Have you ever lost anything? How did you feel?</p> <p><i>Prompt Type: O, D</i></p>	<p>Back Cover: What is happening here?</p> <p><i>Prompt Type: O</i></p>

Extension Activities:

- Math:** Categorize a collection of classroom or found objects based on their attributes (shape, color etc.). Collections might include colored building sets/blocks, shells, coins, colored/patterned/textured paper cut into various shapes, children's shoes, and, of course, buttons.
- Math/Literacy:** Use objects to do simple math and then create a story about the objects. You might need to provide a starting place for some: "You are making a picture, and you have 6 markers. Your friend sits next to you and you share 2 of them. How many markers do you have now?"
- Just for Fun:** Print out large colored buttons on sturdy paper and hide them around the room. Have a button search.