

## Hear-and-Say Reading Planning Worksheet

Remember! Great hear-and-say 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:** Strictly No Elephants by Lisa Mantchev

**The first page of this book begins with:** The trouble with having a tiny elephant

**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: What do you think is happening?<br><br><i>Prompt Type: O</i>   | Back cover: What do you see on the back cover?<br><br><i>Prompt Type: Wh</i>                      | Cover: Look at the boy and his elephant. How are they alike? How are they different?<br><br><i>Prompt Type: O</i> |
| P1: What does "fit in" mean? Why wouldn't you fit in if you had an elephant for a pet?<br><br><i>Prompt Type: O</i> | P5: What does "thoughtful" mean? How is the elephant thoughtful?<br><br><i>Prompt Type: Wh, O</i> | P2-3: What are some of the other pets you see? Do you have one of these pets?<br><br><i>Prompt Type: Wh, D</i>    |
| P6-7: Why do you think the elephant is scared of the cracks on the sidewalk?<br><br><i>Prompt Type: O</i>           | P6-7: How do you help your friends when they are scared?<br><br><i>Prompt Type: D</i>             | P8-9: Why do the boy and his elephant want to go to the pet club?<br><br><i>Prompt Type: O</i>                    |
| P11: What do you think the sign might say?<br><br><i>Prompt Type: O</i>   | P12: What does the sign say?<br><br><i>Prompt Type: R</i>   | P12: How would you feel if you were not allowed to play in a group?<br><br><i>Prompt Type: D</i>                  |
| P12: What does "strictly" mean?<br><br><i>Prompt Type: Wh</i>   | P13: How do the boy and the elephant feel now?<br><br><i>Prompt Type: O</i>                       | P14-15: How are the boy and his elephant feeling? Who else is feeling the same way?<br><br><i>Prompt Type: O</i>  |

| Reading 1  | Reading 2   | Reading 3  |
|--|---|--|
| P14-15: What is happening on this page?<br><br><i>Prompt Type: O</i>                                     | P16-17: How are the boy and girl similar? What has happened to them?<br><br><i>Prompt Type: Wh, O</i>                     | P20-21: Where are they all going? Do you remember what is going to happen next?<br><br><i>Prompt Type: R</i>             |
| P20-21: Where do you think they are going?<br><br><i>Prompt Type: Wh, O</i>                              | P21: Finish the sentence: "Because that's what _____." (Pause to let them say "friends do.")<br><br><i>Prompt Type: C</i> | P22-23: How are all the kids and pets feeling? How can you tell?<br><br><i>Prompt Type: O</i>                            |
| P22-23: What are some of the other pets that have joined the boy and girl?<br><br><i>Prompt Type: Wh</i> | P26-27: What does "All Are Welcome" mean?<br><br><i>Prompt Type: O</i>  | P28-29: What kind of club would you start? How would you make everyone feel welcome?<br><br><i>Prompt Type: D</i>        |
| P26-27: What do you think the new sign says?<br><br><i>Prompt Type: Wh</i>                               | P30: What other things do friends do?<br><br><i>Prompt Type: O</i>  | P30: Finish the sentence "Because that's what _____." (Pause to let them say "friends do.")<br><br><i>Prompt Type: C</i> |

### Extension Activities:

- Animal Movements: Have each child move around like an elephant, skunk, penguin, bat, giraffe, or any other animal from the story.
- Matching: Make a copy of the illustrations of the animals in the book, then cut out photos of those same types of animals. Have the students match the photos of the animals with the illustrations of the animals. Do they notice any differences?
- Play-Doh Pets: Make Play-Doh pets that the children see in the book.
- How to be a friend: Have the children draw a picture of a pet that they would like. In small groups, have them describe how they would take care of their new friend.
- Have your students create a sign for their home. Get some white poster board, crayons or markers, and some yarn or string. You can have them trace the words "All Are Welcome" or, if they are able, copy the words from the whiteboard.
- Build a clubhouse for snack time: Using marshmallows and stick pretzels, have each child build their own clubhouse. After they are finished, pass out animal crackers, so that each child can welcome in their own animals.