

Hear-and-Say Reading Teacher Guide

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: 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, create labels with the prompt questions by photocopying the label template (made for Avery 8366) onto file folder labels and attaching 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>

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

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.