

START Read Planning Template

For use with sophisticated storybooks: books with rich vocabulary that require critical thinking.

Gain children’s attention with a song or finger play that connects to story: One little goldfish lives in a bowl. Two little goldfish eat their food whole. Three little goldfish swim all around. Although they move, they don’t make a sound. Four little goldfish have swishy tails. Five little goldfish have pretty scales.


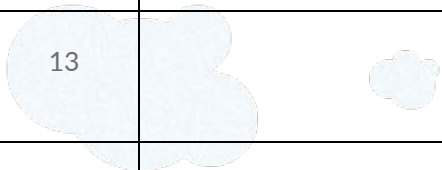



Story Title: *Gilbert Goldfish Wants a Pet* by Kelly DiPucchio

State: 1st: Events	State: 2nd: Thoughts & Feelings	State: 3rd: Children Retell Story
Purpose of Read: This fish is named Gilbert. He really wants a pet to be his companion, his friend. I wonder if his wish comes true. Let’s read and find out.	Purpose of Read: Remember how Gilbert desperately wants a pet. He keeps thinking he’s found one and they keep leaving. I wonder how Gilbert feels when he finally gets a pet. Let’s read and find out.	Purpose of Read: Gilbert desperately wanted a pet. He kept thinking that he had found a companion, and they kept leaving. Now that you know this story so well, I would like for you to tell the story.

Main Idea: When you want something very much, don’t give up. Be determined and keep trying.

P.A.T. the Vocabulary (*point to pictures, act out words, and/or give child friendly definitions of tier two words*)

Teach

Pg.#	Point	Act	Tell
1	Gilbert		 outsider -someone looking into the fish bowl
2	Castle, treasure chest		
3			Desperately - very much
6		Floppy- make bunny ears with your hands near your ears and flop them up and down	Imagined -to think of something in your mind
9		blinked – blink your eye Wagged- move your arm back and forth	
11			glubbed - gurgling, gulping
13		teensy bit – say in a high voice and make a teeny sign with your thumb and forefinger	Relieved – very glad 
14		pitter, patter, swish – make beating motion with hand over heart sniffed – make a sniffing sound with your nose	peering - looking very closely because something is hard to see 

15		chunk- show a large chunk with your thumb and forefinger glubbed- say in a gurgling, gulping voice	
16		sniffed- make a sniffing sound with your nose	
17		Pitter, patter, plop – make beating motion with hand over heart	determined- decided, made a choice
18	Rim		rim – the edge cheerfully-in a happy way
19			startled- surprised greet- to say hello midair- in the air
20		thwack-make a slapping sound with your hand glubbed-say in a gurgling, gulping way	
22	whiskers (point to shadow picture of cat's whiskers)	gulped flicked	
23			cautiously- carefully
24			eyeing- looking at curious- strange
25		Glubbed – say in a gurgling, gulping way	
27	Creature		Creature- an animal
30	Fluffy		

Focus Tier 2 Vocabulary: words may or may not be included in the story but are related and for use throughout your reads and throughout the day. Be sure to include these words in your "Think Alouds":

1. **Determined-** to keep working at something until you get what you want; to not give up
2. **Imagine-** to think up a picture of something in your mind
3. **Companion** – a friend, someone you like to do things with
4. **Relieved-** happy something that was hard is over
5. **Disappointed-** upset because things didn't work out the way you wanted them to




Idea: As you plan to share your START read with your students, you can copy notes from this guide onto sticky notes and place on the back cover and inside your book. Or consider printing this document (one-sided) and **cut and tape** these notes directly into your book! Try using repositionable glue to turn your paper into a sticky note.

Pg.	1 st Read Think Alouds	Pg.	2 nd Read Think Alouds	3 rd Read Think Alouds
2	I'm thinking that Gilbert's owner drops the tasty food in each morning because he wants to take good care of his pet.	2	I notice that Gilbert has many nice things in his fish bowl, and he is smiling. I think he must be very happy with his nice, magnificent home.	<p>Choose a few pages of the book that include significant events.</p> <p>Use the following scaffolds to elicit responses from the children in your class:</p> <p>What's happening here?</p> <p>How does _____ feel/think about that?</p> <p>Support the children in your class and verbally prompt them to use vocabulary previously modeled in the 1st & 2nd Reads.</p> <p>Insert pages # below to review.</p> <p>Pg. 2 Pg. 3 Pg.4,5,6 Pg. 7 Pg. 9 Pg. 12,13 Pg. 14,15 Pg. 17 Pg. 18 Pg. 20,21 Pg. 22 Pg. 25 Pg. 27 Pg. 28,29 Pg. 30</p>
6	Gilbert is imagining many pets for himself. He is pretending that he has these pets! Gilbert is wishing for a bear, a pelican, and a bunny. I'm thinking that Gilbert wants a pet to be his companion , or a friend. Remember (flip back to pg. 4,5) He was also imagining he has a ladybug, a horse, and an elephant.	3	I notice a frown, an unhappy look, on Gilbert's face. I think not having a pet is making him really sad.	
13	The dog is in a car and the family is waving good-bye to him. I think that this dog does not live at Gilbert's house, but was just visiting. Remember (flip back to pg. 8) the little girl with the dog had a suitcase with her? She must have come to visit, and now she is leaving and taking her dog with her.	4	I see Gilbert smiling again. I think when Gilbert imagines , or pretends, that he has a pet, it makes him happy.	
14	I'm thinking that now that the dog went away, Gilbert is looking for a new pet, a new companion . He probably thinks that this mouse could be his new pet.	9	I notice a dog has joined Gilbert's family, and is licking Gilbert's bowl. Gilbert is smiling. I think Gilbert and the dog are both very happy to meet each other.	
17	The mouse realized that Gilbert isn't cheese for her to eat, so she is leaving. It looks like Gilbert doesn't have a pet anymore.	13	It looks like the dog is drinking from Gilbert's fish bowl. I bet Gilbert doesn't really like it when the dog does that. He's probably thinking "Oh no! I can't survive, or stay alive, without water. I hope this dog doesn't drink all the water in my bowl!"	

18	<p>A fly has landed on Gilbert's bowl. Gilbert thinks the fly is a new companion!</p> <p>Remember (flip back to pg. 9,14), first he has a dog for a pet, then a mouse, and now he thinks a fly is his pet. He is determined to find the perfect pet. He has not given up, even though all the pets keep leaving.</p>	14	<p>Gilbert's heart is making a happy sound. Gilbert's eyes look like hearts. I'm thinking he already loves having a mouse for a companion.</p>
20	<p>I see that someone in Gilbert's family has swatted the fly.</p> <p>That's what people usually do to flies in their homes because they don't like flies living in their house. They didn't know that Gilbert thought the fly was his pet.</p>	17	<p>I notice that the mouse thought Gilbert was something delicious or good to eat. Now, that he knows that Gilbert isn't food, the mouse is running away. He looks very sad. I'm thinking that he is disappointed that his new pet the mouse has run away. I bet Gilbert is feeling lonely. He would really like a companion, a friend.</p>
22	<p>I'm thinking that this looks like a cat looking at Gilbert.</p>	19	<p>Gilbert is splashing and jumping in the air. I think Gilbert is excited to have a new pet, a new companion. Even though the other two pets he thought he had left, he is determined, not giving up. He will keep trying to find the perfect pet.</p>
25	<p>Gilbert is thinking about how this new pet is not like his other pets. This pet is not too loud, or rude, or squished. I bet that Gilbert is thinking this new pet will be a great companion, or friend!</p> <p>Remember (flip back to pgs. 12,17,20), how the dog barked so much. The mouse didn't stay with Gilbert after he figured out that Gilbert wasn't something to eat, and Gilbert's pet fly was squished with the fly swatter.</p>	20	<p>Gilbert was enjoying having the fly for his pet, and then suddenly the fly was gone. Someone has smashed the fly with a fly swatter. I think Gilbert was surprised, and sad about losing his pet fly.</p>
27	<p>I'm thinking that cats like to eat fish. I hope Gilbert is safe.</p>	21	<p>I notice Gilbert is crying. Gilbert must be heartbroken, or very sad. He is determined to have a pet of his own.</p>



28	Oh, it's a catfish. A catfish is a fish with a face that looks a little bit like a cat. I'm relieved , I'm so glad, that Gilbert is okay! I was worried about him, but now I see that he is all right. I think that Gilbert's owner noticed how sad Gilbert was when the fly got squashed, and decided to put this catfish in the fish bowl with him, so that he could have a companion .	23	Gilbert thinks he sees somebody, but he's not too sure. I think Gilbert might be a little confused, not sure about who is watching him. He isn't smiling, and he isn't frowning. I bet he isn't sure what to think.
30	I see that Gilbert has a companion , a friend to be with him always. He was determined to find a pet, he didn't give up, and now he has a perfect pet!	25	I notice Gilbert is smiling again. I think Gilbert really likes this pet.
		27	I think Gilbert might feel a little afraid that his new pet might want to eat him for breakfast. I bet Gilbert is a little bit worried. He might be afraid of what is going to happen next.
		28,29	I notice Gilbert is smiling. He does not feel lonely anymore. He has somebody to share his home with. I bet both fish are thinking "It sure is more fun with two of us in here than one. We like having a companion (a friend!)".
		30	I think Gilbert is very happy that his wish came true. He was determined to find the perfect pet and now he has a magnificent pet to share his bowl with!

Ask	Ask a question at the end of the story that is related to the purpose for the read that you stated before reading.		
	Ask: 1 st Read	Ask: 2 nd Read	Ask: 3 rd Read
	How did Gilbert's wish come true?	How did Gilbert feel when he finally got a pet?	Why did Gilbert's pets keep leaving?

Respond	<p>Scaffold children's responses by:</p> <ul style="list-style-type: none"> • Restating their responses in a more complex sentence • Using proper grammar & syntax • Modeling rich vocabulary • Add more detail (tier 2 words from the story reads) <p>*If children have difficulty responding to open ended wh-questions consider using the following scaffolds:</p> <ul style="list-style-type: none"> • Provide a forced choice (ex. Is it _____ or _____?). Let the child supply the answer. • Begin a sentence and let the child finish (He ran away after he _____.) • Provide semantic cues and let the child finish. (Teacher: What do you call the place where we live with our families? We eat and sleep there. It is our _____.) • Provide phonemic cues and let the child finish a word (ex. He performed tricks for his...Teacher: /f/... Child: family).
Main Idea	When you want something very much, don't give up. Be determined and keep trying.
Tie	<p>Create connections to the story all throughout day/week (intentional extension activities). <i>For Example:</i> Dramatic Play: Have several stuffed animals that can be pets. Have the children care for their new companions. Writing Center: Draw a picture of a pet that you would want and describe characteristics of why it would be great pet for you. Small Groups: Have children retell the story using either sequencing cards or verbally. Ask each child the "why question" at the end of the story to check for understanding and opportunities for them to use tier 2 vocabulary.</p>

Supports for Dual Language Learners	<p>Dual language learners comprehend and participate more when START reads are adapted. Learn more by checking out "When Reading Books with Dual Language Learners," a resource on Cox Campus.</p> <ul style="list-style-type: none"> • Who will read/introduce the book in the home language prior to first read? • When will you introduce the book in English in small groups? • Which visuals do you need to pair with the focus words? <i>A connected Focus Word Visual set resource is available in the Cox Campus Resource Library.</i> • How do you say these focus words in the home language? (Spanish below) <ol style="list-style-type: none"> 1. Determined: decidido (des-ih-dee-dough) 2. Imagine: imaginar (ee-mah-he-nar) 3. Companion: acompañante (ah-com-pahn-yan-tay) 4. Relieved: aliviado (ah-leave-ee-ah-dough) 5. Disappointed: decepcionado (des-ah-par-eh-see-dough) <ul style="list-style-type: none"> • Props: Be creative and use items that you have that will help children understand the story. Suggestions: plastic animals or print or draw animals from the story
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