

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: *Friend of Mine* (to the tune of Mary had a little Lamb) Will you meet a friend of mine? Friend of mine? Friend of mine? Will you meet a friend of mine? This is my friend _____. (choose two or three friends in the class to sing about each time)

Story Title: Otis

Author: Loren Long

State: 1st: Events

State: 2nd: Thoughts & Feelings

State: 3rd: Children Retell Story

Purpose of Read: Point to cover illustration. This tractor, whose name is Otis, and this little calf are very close friends. I wonder how they got to be such close friends. Let's read and find out.

Purpose of Read: It was difficult for Otis and the calf to be separated. Things changed for both of them. I wonder how they felt about these changes. Let's read and find out.

Purpose of Read: Now that you know this story so well, I would like for you to help tell the story. I wonder what made Otis and the calf true friends. Let's read to find out.

Main Idea: True friends will always be there when you need them.

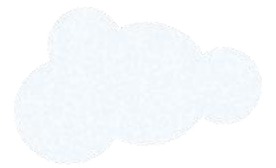
P.A.T. the Vocabulary (*point to pictures, act out words, and/or give child friendly definitions of tier two words*)

Teach

Pg.#	Point	Act	Tell
Pg. 1	Otis, farmer		Tractor - a machine used on farms for pulling heavy loads
Pg. 3	Rolling hills, bales of hay	Skirt (make a circle with your hand)	Unwind - rest from work Skirt - to go around
Pg. 4	Haystacks	leapfrog (hand motion going over)	Explode - blow up into pieces
Pg. 6	Barn	Tired	Stall - a little area with walls
Pg. 7	Otis fast asleep, calf	Bawled, drifted off to sleep	Bawled - crying loud Calf - baby cow
Pg. 14	Farmer, yellow tractor		
Pg. 16	Weeds, tires	Deep, rumbling snore, shook	
Pg. 17			Poster - a paper sign Sank - to go lower towards the bottom Stuck - can't move
Pg. 19	Farmhands, ropes	Tugged	Farmhands - people who helped out on the farm
Pg. 21	Big red fire truck, farmhands, tractor		Startled - scared Fit to be tied - really upset
Pg. 23		Ears perked up	Faint - quiet
Pg. 31	Parade		Parade - people walking together to celebrate

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. **Comfort**- to make someone feel less worried or afraid
2. **Rescue**- to save from danger
3. **Frightened**- scared
4. **Separated**- not together, apart from one another
5. **Replaced**- went into someone else's place
6. **Relieved**- glad that things are getting better



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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.

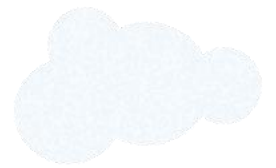
Pg.	1 st Read Think Alouds	Pg.	2 nd Read Think Alouds	3 rd Read Think Alouds
Pg. 6	I think that Otis really enjoys his life on the farm. He likes to work and he likes to play with his friends.	Pg. 7	The little calf was upset because she had been separated from her mother. I think that the sound of Otis' motor comforted the calf.	<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. 6 Pg. 7 Pg.11 Pg. 14 Pg. 16 Pg. 17 Pg. 20 Pg. 21 Pg. 23 Pg. 29 Pg. 33</p>
Pg. 7	The little calf joined Otis in the barn. She was frightened , but being close to Otis helped her fall asleep.	Pg. 11	I think having a friend to play with made the calf and Otis very happy. Just being together made them happy.	
Pg.11	Otis and the Calf spend a lot of time together doing fun activities. Sometimes they just like to sit together. I think they have become best friends.	Pg. 14	Look at Otis' face. He looks so upset. I bet he is thinking, "Oh no. I am being replaced by a new tractor. I am not important any more. Nobody needs me anymore. And worst of all, I don't get to live in the barn with my best friend." Poor Otis.	
Pg. 14	The yellow tractor moves into the barn and Otis has to leave. Now the new tractor has replaced Otis. He lives in the stall that used to belong to Otis.	Pg. 17	I think the little calf is frightened . She must be thinking, "I wish Otis were here. I need help."	
Pg. 16	The little calf would still sit with Otis behind the barn, but Otis would not play with her. She was trying to comfort Otis like he did on her first night in the barn.	Pg. 20	The little calf must be so frightened . She is probably thinking. "I am scared of that big yellow tractor. I wish Otis were here to comfort me."	
Pg. 17	The farmer wanted to take the calf to the fair, but she got stuck in the mud pond.	Pg. 23	The little calf must feel so glad to hear Otis and know that he was near.	
Pg. 21	No one was able to rescue the calf. The farmer had called people to help, but they could not get the calf out of Mud Pond.	Pg. 29	I can tell that Otis is a real friend to the calf. He is working so hard to rescue her. The little calf must feel so relieved .	
Pg. 23	The calf heard the sound of Otis' motor. I think she was relieved to hear her friend.	Pg. 33	I think now Otis feels so important. He must be thinking. "I am important. The farm still needs me. I can be useful. But best of all I can be with my best friend."	
Pg. 29	Otis rescued his best friend by circling the pond.			
Pg. 33	I think that after Otis rescued the little calf, the farmer realized what a special tractor he was.			



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 Otis and the little calf get to be such good friends?	How did Otis feel after he was separated from the calf? Why?	How do we know that Otis and the little calf are true friends?
Respond	Scaffold children's responses by: <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) 		
Main Idea	True friends will always be there when you need them.		
Tie	Create connections to the story all throughout day/week (intentional extension activities). <i>For Example:</i> Dramatic Play: Transform the dramatic play area into a farm. Inspire the children to act out different events that happened throughout the story. Writing Center: Encourage the children to write a letter to a friend explaining how special he or she is. Small Groups: Prompt each student to draw their favorite event from the story. Ask each child to elaborate why the event is their favorite. Record their responses.		

Supports for Dual Language Learners	<p style="text-align: center;">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? • How do you say these focus words in the home language? • Props:
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