

### 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: My Puppy:** My puppy has a doghouse, just outside my door. He licks me when I pet him, and wags his tail for more. He’s always there beside me, no matter what I do. My puppy is my special friend, and a family member, too.

**Story Title:** A Whistle For Willie

**Author:** Ezra Jack Keats

State: 1st: Events	State: 2nd: Thoughts & Feelings	State: 3rd: Children Retell Story
<p><b>Purpose of Read:</b> This is Peter. He’s trying to whistle to get his dog Willie’s attention. But Peter can’t whistle when he first tries. Let’s read and find out what Peter does to solve his problem.</p>	<p><b>Purpose of Read:</b> Peter really wanted to whistle, but it was very difficult and he couldn’t do it when he first tried. I wonder how that made Peter feel. Let’s read and find out.</p>	<p><b>Purpose of Read:</b> Now that you know the story so well, I want you to help me tell it. We know Peter wants to whistle, but he can’t when he first tries. He keeps trying because it is important to him. I wonder why it’s so important to Peter to whistle. Let’s read and find out.</p>

**Main Idea:** Learning a new skill can take a lot of time and practice. It can sometimes be difficult. If it is important enough, you will stick with it until you can do it.

**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. 2	Willie		<b>Wish-</b> wanting something very much
Pg. 3	Boy, dog		
Pg. 7	Carton, sidewalk	Wink	<b>Quick as a wink-</b> very fast, as long as it takes to wink
Pg. 12	Door, cheeks	Blow with your cheeks puffed out and point to your cheeks	
Pg. 14	Father’s hat, mirror	Practice whistling	<b>Grown-up-</b> acting like an adult <b>Practice-</b> doing something over and over until you get it right <b>Mirror-</b> piece of glass where you can see your reflection
Pg. 15			<b>Pretended-</b> acted out something that is not true
Pg. 19	Shadow		
Pg. 20	Corner, Willie		
Pg. 21			<b>Scrambled-</b> moved quickly
Pg. 24			<b>Raced-</b> ran quickly
Pg. 27			<b>Errand-</b> go on a short trip to do a job

**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-** really wanting to do something and not giving up until you do it
2. **Imitate-** to act like someone else, to copy
3. **Attention-** when you notice something
4. **Proud-** feeling pleased and happy with something you have done



**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 <sup>st</sup> Read Think Alouds	Pg. 	2 <sup>nd</sup> Read Think Alouds	3 <sup>rd</sup> Read Think Alouds
Pg. 3	Peter saw a boy whistling for his dog. I'm thinking Peter wants to be able to whistle to get his own dog's <b>attention</b> , just like the boy.	Pg. 1	Peter looks a little sad here. He must be feeling bad about not being able to whistle.	<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><b>What's happening here?</b></p> <p><b>How does _____ feel/think about that?</b></p> <p>Support the children in your class and <b>verbally prompt</b> them to use vocabulary previously modeled in the 1<sup>st</sup> &amp; 2<sup>nd</sup> Reads.</p> <p>Insert pages # below to review. Pg. 1 Pg. 3 Pg. 6 Pg. 8 Pg. 12 Pg. 14 Pg. 16 Pg. 21 Pg. 26</p>
Pg. 8	I think Willie kept walking because he did not see or hear Peter. Peter is trying to whistle, but he can't do it so he does not get Willie's <b>attention</b> .	Pg. 3	Peter saw another boy whistling for his dog, and that made Peter wish he could do the same thing.	
Pg. 12	Peter must be <b>determined</b> to learn to whistle, because he keeps trying again and again. He is spending a long time practicing whistling.	Pg. 6	Peter must be feeling dizzy after he turned his body around so many times!	
Pg. 14	I think Peter must be <b>imitating</b> his dad because adults know how to whistle, so he thinks being like his dad will help him learn.	Pg. 8	I bet Peter is feeling a little disappointed that he couldn't get Willie's <b>attention</b> by whistling.	
Pg. 21	Peter was finally able to whistle! I'm noticing that Willie is stopping this time- he must have heard the whistle.	Pg. 12	Peter is blowing until his cheeks are tired. He is trying really hard to learn to whistle. He is <b>determined</b> to do it.	
Pg. 26	I think Peter is very <b>proud</b> of himself for learning to whistle. It took a long time and a lot of practice. It looks like his mom and dad are proud of him too.	Pg. 14	<b>Imitating</b> his father must make Peter feel like a big guy. He knows that adults know how to whistle, so maybe he thinks if he feels older, that will make him able to whistle.	
Pg.		Pg. 16	I'm thinking that Peter's mom knows that is him <b>imitating</b> his dad, but she pretends he is his dad too. She wants him to have fun using his imagination.	
Pg.		Pg. 26	Look at Peter! He looks so <b>proud</b> here! He tried so hard to whistle, and now he can do it. I think his mom and dad are <b>proud</b> too. His mom is clapping for him!	

Ask	Ask a question at the <b>end of the story</b> that is related to the <b>purpose for the read</b> that you stated before reading.		
	✂ Ask: 1 <sup>st</sup> Read	Ask: 2 <sup>nd</sup> Read	Ask: 3 <sup>rd</sup> Read
*Cut dotted lines	How did Peter learn to whistle?	How did Peter feel when he finally learned to whistle? Why?	How do we know that it was important for Peter to learn to whistle?
Respond	Scaffold children's responses by: <ul style="list-style-type: none"> <li>• Restating their responses in a more complex sentence</li> <li>• Using proper grammar &amp; syntax</li> <li>• Modeling rich vocabulary</li> <li>• Add more detail (tier 2 words from the story reads)</li> </ul>		
✂ Main Idea	Learning a new skill can take a lot of time and practice. It can sometimes be difficult. If it is important enough, you will stick with it until you can do it.		
Tie	Create connections to the story all throughout day/week (intentional extension activities). <i>For Example:</i> <b>Dramatic Play:</b> Provide children with stuffed dogs and dog accessories. During dramatic play, children can take care of their pets by feeding them, playing with them, and taking them for walks. They can even practice whistling for their dogs! <b>Writing Center:</b> Have children write and draw stories about the activities they like to do with their pets. <b>Small Groups:</b> During science small groups, explore reflections and shadows like Peter did in the story.		

✂	<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"> <li>• Who will read/introduce the book in the home language prior to first read?</li> <li>• When will you introduce the book in English in small groups?</li> <li>• Which visuals do you need to pair with the focus words? <a href="#">A connected Focus Word Visual set resource is available in the Cox Campus Resource Library.</a></li> <li>• How do you say these focus words in the home language? (<b>Spanish below</b>)</li> </ul> <ol style="list-style-type: none"> <li>1. <b>Determined:</b> <b>decidido</b> (des-ih-dee-dough)</li> <li>2. <b>Imitate:</b> <b>imitar</b> (im-ee-tar)</li> <li>3. <b>Attention:</b> <b>atención</b> (ah-ten-see-own)</li> <li>4. <b>Proud:</b> <b>orgulloso</b> (or-gew-yo-so)</li> </ol> <p><b>Props:</b> Be creative and use items that you have that will help children understand the story. <b>Suggestions:</b> plastic or stuffed dog, whistle, mirror, hat</p>
Supports for Dual Language Learners	