Stage: Pre Alphabetic
Skill Level:

Before Reading Activity

SARITA AND
THE ELEPHANT BIRD

- Have speech-to print-match.
- Use the illustrations and a predictable pattern to predict what a word says.
- Use beginning sound information to confirm what a word says.
- Recognize high-frequency words: what, can, do, a, and, the, you, go
- Pronounce the following beginning sounds: /h/, /f/, /k/, /d/, /s/.

Lesson Guide

Activity 1 Explore the Book Cover

Page 1
Direct students’ attention to the illustration on the book cover. Guide students to infer what the book will be about. Connect the title of the book to the illustration. This will help them to try to read the words during the guided reading of the book. The lesson provides the questions you can ask students and a model of what you can say to make a prediction with evidence from the title and illustration.

Make Predictions About the Story
- Discuss the title and pictures.
- What is the setting of the story? (It looks like it is in a forest.)
- Who and where are the characters? (Sarita and the elephant bird.) What do you see in the picture that connects to the title? (I see Sarita thinking about riding a horse, picking apples.)
- What kind of punctuation is at the end of the sentence? (The title has a question mark (?).)
Model Think-Aloud to Describe the Cover Illustrations

I see a girl. I think her name is Sarita because the title says, *What Can Sarita Do?* and there are pictures of Sarita doing things with a giant bird. It looks like Sarita and the big bird are in the forest. Maybe this book will be about what they like to do together in the forest.

Model Inferences that Can be Made from Pictures and Words

**Academic Language Frames:**
- I think ________________ so, I predict ________________.
- I predict ________________ because I see ________________.

(Example: I think Sarita is thinking about things she likes to do with her pal, the elephant bird, so I predict the book will be about what they do together.)

**Oral Language Level 1:**
Ask students to point to parts of the illustration and make connections between the illustration and the words in the title. Point to Sarita. Point to the words, point to the elephant bird. Point to Sarita feeding the horse. Point to Sarita up in the tree.

**Oral Language Level 2:**
I read the title _______________, so I think ________________.

(Example: I read the title, *What Can Sarita Do?* so I think the book is about the things Sarita and the elephant bird like to do.)

I see ____________, so I predict that __________________.

(Example: I see Sarita on the cover picture, so I predict that she will be a character in the book.)

**Activity 2 Word Work | Foundational skills**

Before leading students through a guided reading of the book, *What Can Sarita Do?*, prepare students to apply what they know about words, letters, and sounds to figure out what the words in the story say. This will include practice thinking about the sounds in words and using the first letter of words to predict what the words says.

**Phonological Awareness Practice:**
- Clap and count syllables: Sarita (3), climb (1), horse (1), dance (1), hide (1), seek (1)
- Identify the beginning sound, how to make it and how to spell it for the words: seek /s/, hide, horse /h/, climb /d/, feed /f/, dance /d/, pick /p/

**Identify How to Make the Sounds /d/, /h/, /f/**
Use multisensory cues to help students learn the sounds made by the letters p and b or other letter-sound relationships your students need to practice.

**Language Practice with High-Frequency Word Practice**
Write the carrier phrase on a sentence strip and leave room to put in a picture or point to the pictures of animals from the book. Students should see the bolded words in print so they learn to read them. Focus on words: the, into, oh, no, so
- Practice using the phrases and have students use the pictures to complete the sentence: What can you do?
  I can ________________.  (Act out the verbs from the book: climb, feed, dance, pick).
Activity 3 A Guided First Reading of Text

- Teacher guides students to read each page of the text.
- First, read the predictable part, of the text with familiar high-frequency words.
- Figure out the new word or words on each page.
- Predict content words from the pictures and then check the beginning sound of the word to confirm that the prediction and the spelling both make sense.
- Ask text-dependent questions about each page of text to connect the pictures with the words.

Page 2 Text: Sarita can pick apples.

Guided Group Reading
Teacher says:
- What is Sarita doing in the picture? (picking apples)
- What word do you think says pick? What sound does the word pick begin with? (/p/). Let’s read: Sarita can ______.
- Let’s read the whole sentence together: Sarita can pick apples.
- I can use what I know about the sound a letter makes to confirm the word I predicted from the picture.
- Read the sentence again with me.
- Read the sentence to me.

Page 3 Text: Sarita can climb a tree.

Guided Group Reading
Teacher says:
What is Sarita doing in the picture? (She climbed a tree, She is up in the tree.)
What sound does the word climb begin with? /k/. We can spell the /k/ sound with a k or a c at the beginning of a word. Which word do you think says climb?
What did she climb? (a tree)
Point to the word a. Point to the last word, which must be tree.
I can use what I know about the sound a letter makes to confirm the word I predicted from the picture.
Read the sentence again with me.
Read the sentence to me.

Page 4 Text: Sarita can play hide and go seek.

Sarita can play hide and go seek.

Guided Group Reading
Teacher says:
What is Sarita doing in the picture? (It looks like she is hiding from the bird. The bird is looking for her. Maybe they are playing hide and go seek.)
What sound does the word hide begin with? /h/. We can spell the /h/ sound with the letter h. Which word do you think says hide?
Read the sentence so far with me: Sarita can play hide and go______.
Let’s look at the last word. It begins with the letter s. What sound does the letter s say? (/s/) What do you think the word says? (seek) What sound does seek end with? (/k/) We can spell the /k/ sound with a k or a c at the beginning of a word.
I think the last word says seek because it begins with a /s/ and ends with a /k/.
I can use what I know about the sound a letter makes to confirm the word I predicted from the picture.
Read the sentence again with me.
Read the sentence to me.
Guided Group Reading

Teacher says:

- What is Sarita doing in the picture? (Feeding the horse an apple).
- Let's check the sounds to see if our prediction is correct. What sound does the word *feed* begin with? (/f/). We can spell the /f/ sound with the letter *f*. Which word do you think says *feed*? (Yes, that begins with the letter *f*). What is the last sound in the word *feed*? (/d/) How do we spell the sound /d/? (the letter *d*). So we can confirm that this word says *feed* from the pictures and the letters.
- Let's read what we have figured out so far: *Sarita can feed the ___________.* What word do you predict comes next? Who or what is Sarita feeding? (the horse). What sound does *horse* begin with? (/h/) I see the letter *h*, so it must say *horse*?
- Read the sentence with me: *Sarita can feed the horse.*
- Read the sentence again with me.
- Read the sentence to me.

Guided Group Reading

Teacher says:

- What can Sarita do in the picture? (Ride a horse).
- Let's check the sounds to see if our prediction is correct. What sound does the word *ride* begin with? (/r/) We can spell the /r/ sound with the letter *r*. Which word do you think says *ride*? So, we can confirm that this word says *ride* from the pictures and the letter *r*.
- Let's read what we have figured out so far: *Sarita can ride the ___________.* What word do you predict comes after the? What is Sarita riding on? (the horse). What sound does *horse* begin with? (/h/) I see the letter *h*, so it must say *horse*?
- Read the sentence with me: *Sarita can ride the horse.*
- Read the sentence to me.
Page 7 Text: Sarita can dance.

Guided Group Reading
Teacher says:
• What can Sarita do in the picture? (dance)
• What word do you think says dance? What sound does the word dance begin with? (/d/) Let’s read: Sarita can ______.
• Let’s read the whole sentence together: Sarita can dance.
• I can use what I know about the sound a letter makes to confirm the word I predicted from the picture.
• Read the sentence again with me.
• Read the sentence to me.

Page 8 Text: What can you do?

Guided Group Reading
Teacher says:
• What do you see at the end of the sentence? (a question mark ?)
• The first word is a question word. It says, what.
• What is the next word? (can)
• Let’s try to finish the question. We have been talking about what Sarita can do. It looks like in the picture Sarita and the elephant bird are asking the reader a question. Who is the reader? YOU!
• Read the question with me as you point to the words: What can you do?
• What things can you do?
Activity 4 Second Reading of the Book

Fluency Practice. Reread the text with students: My turn, your turn. The teacher reads a page of text, as the students point to each word. The students read back the same page and the teacher observes students to see if they are pointing to each word as they are read. Teacher: “My turn: Sarita can ride the horse. Now, your turn.” Student: “Sarita can ride the horse.”

Activity 5 Third Reading of the Book

Close Reading of the Text with Text-Dependent Questions
Reread each page of text with students and ask text-dependent questions that will help students to understand the content and vocabulary of the book. Practice retelling the story as you go along. Use the sequence language cue words: first, next, then, after that, finally. Identify the punctuation marks on each page (period (.), exclamation mark (!)). Model reading the sentence according to the punctuation mark.

Page 2 Text: Sarita can pick apples.

Oral Language Level 1: Point to an apple. Count the apples. Point to Sarita. Point to Sarita’s crutches. Oral Language Level 2+: How can Sarita pick apples? (she uses a stick with a grabber attached to her crutch). Infer: Why do you think Sarita wants to pick apples? (answers can vary) Why does Sarita use crutches? (to help her walk)
**Page 3 Text:** Sarita can climb a tree.

**Sarita can climb a tree.**

Oral Language level 1: Point to Sarita. Point to the tree.
Oral Language level 2+:
Where is Sarita? (up in the tree).
Where is the elephant bird?
Infer: How do you think Sarita climbed the tree? (with the help of the elephant bird)

**Page 4 Text:** Sarita can play hide and go seek.

**Sarita can play hide and go seek.**

Oral Language (OL)level 1: Find Sarita.
Oral Language level 2+:
Where is Sarita? (far away, behind a tree)
What is the elephant bird doing?
What are they playing?
How do you know the elephant bird is looking for Sarita?
Infer: What do you think the bird will do next?
Page 5 Text: *Sarita can feed the horse.*

**Sarita can feed the horse.**

Oral Language level 1: Point to Sarita. Point to the horse. Point to the apple.
Oral Language level 2+: What is Sarita doing? 
Infer: Why does she feed the horse an apple? 
Who else might want an apple?
Make a connection with this story and the one you listened to about the elephant bird. (the horse in the other story broke his fence to get apples and they found the horse in the apple orchard.)

Page 6 Text: *Sarita can ride the horse.*

**Sarita can ride the horse.**

Oral Language level 1: Point to Sarita. Point to the horse.
Oral Language level 2+: What is Sarita doing? (riding the horse) 
What is the elephant bird doing?
Retell Story Set-up and First Events.
Sarita and the elephant bird like to play together in the forest. They can do many things together. First, Sarita picks apples. Next, she plays hide and seek with the elephant bird. Then, she feeds an apple to the horse. After that, Sarita rides on the horse and the elephant bird gets an apple that is on the ground.
Page 7 Text: Sarita can dance.

Sarita can dance.

Oral Language level 1: Point to Sarita. Point to the elephant bird. Act out what they are doing.
Oral Language level 2+:
What are Sarita and the elephant bird doing?
Make a connection between the illustration on the cover: Sarita is thinking about all the things she can do.

Page 8 Text: What can you do?

What can you do?

Oral Language level 1: Point to Sarita. Point to the elephant bird. Point to a sign. Count the signs.
Oral Language level 2+:
What does the text say? What can you do?
Infer: Why does the author have the characters ask the question.
How does Sarita feel about what she can do? (proud)
How do you know? (because she is thinking about all the things she can do on the cover.)

Activity 6 Model Retell of the Story

Teacher uses sequence words (first, next, then, after that, finally) to model a retell of the story.

Retell the story:
Sarita and the elephant bird like to play together in the forest. They can do many things together. First, Sarita picks apples. Next, she plays hide and seek with the elephant bird. Then, she feeds an apple to the horse. After that, Sarita rides on the horse and the elephant bird gets an apple that is on the ground. Finally, Sarita and the elephant bird decide to dance. Sarita can do so many things when she plays with the elephant bird in the forest.
**Activity 7 Collaborative Conversation/Think-Pair-Share**

Discuss with your partner what kinds of things Sarita can do with the help of the elephant bird: (pick apples, climb a tree).
Discuss with your partner what kinds of things Sarita can do without any help from the elephant bird.

Academic Language Frame: *I think Sarita can ____________________________ because ___________.*
(Example: I think Sarita can dance because she was dancing with the elephant bird.)

What part of the story did you think was funny?

Academic Language Frame: *I think it was funny when ____________________________.*
(Example: I think it was funny when the elephant bird could not find Sarita because she was hiding.)

**Activity 8 Cut-Up Sentences**

Before doing this activity become familiar with the demonstration and explanation for the *Cut-up Sentences* activity.

Directions: Prepare the sentences on a strip of paper and then cut the sentence into individual words, but leave the period with the last word of the sentence as a clue. It is helpful to write each sentence in a different color or on different color paper so students don’t mix up the words from different sentences. Guide students to use strategies to put the words back in order to make sense. The first clues students can learn to use are the uppercase letter for the first word in the sentence and the punctuation after the last word in the sentence.

- Sarita can ride the horse.
- Sarita can climb a tree.
- Sarita can dance.
- Sarita can pick apples.
- Sarita can play hide and go seek.
- Sarita can feed the horse.

**Activity 9 Assessment**

Have students point to words as they read the story.
- Observe speech-to print-match. Watch students read the book and observe if they are pointing to each word.
- Check to see if students can read the high-frequency words out of the text: *what, can, do, a, and, the, you, go*
- Ask students to tell the beginning sound for the words: *seek/s/, hide, horse /h/, climb /d/, feed /f/, dance /d/, pick /p/*.