



Running words: 377

Book Summary

This book looks at a girl named Sarah who doesn't like speaking in front of her class. One day, her teacher, Ms Kelly, wants them to read out poetry. Poor Sarah's heart sinks. Her best friend, Kaylee, after hearing Sarah sing her poem at lunchtime, has a good idea. After lunch, Sarah manages to perform her poem in front of the class without stuttering. Ms Kelly is so impressed with Sarah's approach that she asks the rest of the class if they would like to sing their poems instead of reading them.

Themes

Challenge, Overcoming obstacles, Personal change, School and community

Features of the Book

- The information contained in illustrations
- Content words for discussion: *poem, stutter, practise, brave*
- Phonics and phonemic awareness: -oo (short /oo/ and long /oo/)

Strategies

Sing, Sarah! introduces and reinforces the following strategies:

- compare and contrast
- summarising

Materials

- copies of the Sentence Strips reproducible for this book, cut and ready for use
- copies of the BM, pencils

Sing, Sarah!

by Janine Scott

Introducing the Text

Begin by asking the students about a time when they had to perform in front of a group of people.

- *Do you like to getting up in front of people and singing or speaking? Why or why not?*
- *How does it make you feel?* (Answers will vary.)

Reading the Text

Ensure each student has a copy of the text. Ensure that the content words (poem, stutter, practise, brave) are integrated naturally into the discussion. An understanding of these terms will help the students appreciate the author's purpose and the decisions the characters make in the story. Encourage the students to use the information in the illustrations and text to determine the strategies of compare and contrast and summarising as you work through the book.

Cover

Together, read the book's title and the name of the author. Point out the illustration.

- *What is the girl in the illustration doing?* (singing)
- *Does she look confident or nervous?* (confident)
- *Why might she feel confident?* (She is good at singing.)

Talk about how different people feel differently in situations like that and that some people have no trouble at all, whereas other people can't get a sound out.

Title Page

Read the title aloud together. Discuss the illustration. Point out that it is lunchtime and that Sarah is sitting with her friend, who is confidently practising during the break.

Page 2

Discuss the illustration. Point out the children in the class sitting quietly listening to Sarah, who is in front of the class. Then read the text

together. Discuss why Kaylee would always know what Sarah was trying to say. (She spends so much time with Sarah that she would be used to how Sarah speaks.)

Page 3

Read the text with the students. Talk about how you can't see Sarah's expression in the illustration. Ask the students to predict what kind of expression she might have based on the fact that Sarah's heart sank (worried, shocked, scared, annoyed, etc.)

Page 4

Confirm Sarah's expression in the illustration on page 5. She looks worried. Compare Sarah's expression with her friend Kaylee's expression (Kaylee looks happy and relaxed, which contrasts with Sarah's expression, which tells us she is worried and shocked.) Read the text with the students. Talk about how Kaylee is trying to reassure Sarah. Point out the words w-w-will and d-d-does. Have the students tell you what this suggests about Sarah's speech. (She stutters.)

Page 5

- *How do Sarah and Kaylee's expressions compare now?* (Sarah is still worried, and Kaylee still looks relaxed.)

Together, read the text. Encourage the students to summarise the story so far. Remind them that when you summarise that you retell the most important parts of a story. Explain that up until now, the students would summarise who the main characters are and what the problem is. Then talk about what possible things Sarah could do to help solve her problem. (Answers will vary, but might include that she could practise her poem many times.)

Page 6

- *Look at the illustration. Why might Sarah not be practising her poem?* (She knows that she would keep

Sing, Sarah!

stuttering no matter how much she practises.)

Read the text with the students. Talk about the possible things that Kaylee could do to help Sarah. (Answers will vary.)

Page 7

- *Look at the illustration of Sarah performing her poem. What do you notice about her expression now?* (She looks happy and confident.) Together, read the text. Talk about how Kaylee and Sarah compare when they perform their poems. (They are both happy now.) Discuss how they contrast, too. (Kaylee reads her poem, whereas Sarah sings her poem.)

Pages 8 to 9

Read the text on page 8 together. Explain to the students that when some people who suffer with a stutter sing, then their stutter can be reduced or even disappear. Have the students try to guess what Kaylee might be whispering to Sarah. Now read page 9 with the students. Talk about how Sarah looks pretty relaxed in the illustration and how this contrasts with how she was at the beginning of the story.

Pages 10 to 11

- *Why might Sarah have raised her hand in the air?* (She is volunteering to perform her poem.)
- *Why would Sarah choose to go first?* (She is confident that she can do her poem without stuttering.)

Ask the students if they think Sarah is going to read or sing her poem, and why. (Answers may vary.)

Together, read the text on pages 10 and 11.

Page 12

Read the ending with the students and enjoy how Sarah bravely performed her poem. Compare Sarah at the beginning of the story to Sarah at the end of the story (start: worried

and nervous; end: brave, confident and happy).

Revisiting the Text

- Revisit the story. Ask the students to compare and contrast how Sarah and Kaylee reacted throughout the story. Have the students say how they reacted differently and the same. Record the students' responses on the board or on chart paper.
- Write the word *stood* on the board or on chart paper. Underline the letters *oo*. Explain to the students that *oo* is a vowel digraph, and that a digraph is two letters represented by one sound. Remind them that vowels are *a, e, i, o, u*. Talk about how the word *stood* has a short /oo/ sound. Then write the word *classroom* on the board or on chart paper. Explain how this word has a long /oo/ sound. Have the students go through the book and identify the other *oo* words. Then ask them to sort them into short /oo/ words and long /oo/ words (long /oo/: *choose, too, classroom*; short /oo/: *look/ took, stood, good*).

Following Up

- Encourage the students to find a poem or write a poem that they can perform in front of the class. Some students might even want to sing their poem to their classmates!
- Give the students copies of the BM for this title. They can complete the five-finger summary.