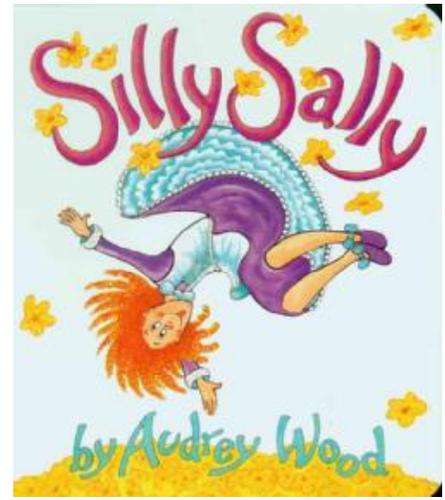


Silly Sally

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Silly Sally is a very silly girl who gets to town by doing all kinds of silly things with different animals. On her way to town she dances with a pig, plays leapfrog with a dog, sings with a loon, sleeps with a sheep and more. Towards the end of the story she meets Neddy Buttercup who wakes everyone up by tickling them and that is how they all finally get to town.



Possible strategies for instruction:

Comprehension:

- **Check for Understanding:**
 - Read the first seven pages of the book and ask yourself who and what is going on in the story so far. Model to the students how you ask yourself these questions as a reader. Retell the story (so far) in your own words. Tell the students that this strategy is the secret to success for reading. If you don't have a clear understanding you will need to go back and reread (Another comprehension strategy taught later with this book). Continue with this modeling every few pages.
- **Make a picture or mental image:**
 - This story is fun for kids to visualize because it is full of silly, funny things that Sally is doing. The teacher will read pages 6 and 7 to the class (pg. 6: On the way she met a dog, a silly dog, pg. 7: they played leapfrog.) **without** showing them the pictures. Have students visualize what is happening and ask them to make a picture in their head of what they see when those pages are read. Give students plenty of "wait time" so they can develop a clear picture in their heads before revealing the actual picture to them.
- **Back up and reread:**
 - Read a few pages of the book and model for the students how you check for understanding. In this case model for students that you are confused as you checked your understanding. Tell the students that a strategy they can use when they are confused in a story is to back up and reread. For example, read pages 16-21. Stop and check your understanding with the class. Ask yourself "why are Sally and all the animals sleeping?" Model how you are going to start again and reread the same pages to see if it helps clear up what you were confused about. After rereading, model how you ask yourself again what is going on (who and what?). Make it clear to students that now you understand why they are all sleeping; because Sally met a sheep and they fell asleep, that's why everyone is now sleeping in the story. Continue modeling towards the end of the story.

Accuracy:

- **Use the pictures....Do the words and pictures match?**
 - Reading pictures is one of the three ways that young children can read a book. As you read Silly Sally model how you are reading the pictures along with the words and noticing how the pictures and the words match. For example:
 - Read page 1: "Silly Sally went to town, walking backwards, upside down." Model to students how the words say that Sally was walking backwards, upside down. Now look at the picture. The picture is of Sally walking backwards upside down. Even if I wasn't reading the words I could still read the pictures and it would tell me the same thing that the words are saying in the story.
 - Try this strategy again with page 2-3 but instead of reading the words first, read the pictures first out loud to the students. After explaining that on these pages the pictures show Sally dancing with a pig. Now read the words: "On the way she met a pig, a silly pig, they danced a jig." Explain to students that the pictures matched the words exactly. Continue modeling this with different pages of the book.

Fluency:

- **Adjust and apply different reading rates to match text:**
 - This strategy is good for kids that either read too fast, or read too slow. (A common problem with young readers) Ask the students to listen to you read a few pages of the book and see if they can tell what you're doing wrong as a reader. (Read the first 7 pages very fast.) Students will comment that you read too fast. Now read the same pages again but this time read very slow. Ask the students what didn't sound right. Now read the same page with the appropriate rate. Explain how reading at an appropriate rate helps make the reading enjoyable and easy to understand.

Expand Vocabulary:

- **Tune into interesting words and use new vocabulary in speaking and writing:**
 - Select 2-3 words from the book to focus on. Write the words on the board and read them to the students. When you come across the words in the book, read them, have the students say them. Refer to them on the board and add them to your word wall. Come back to these words often to make students familiar with them, and to enhance comprehension and exposure.
 - Good words to use with Silly Sally: jig, leapfrog, loon, and tickled.

This text can be used with nearly any strategy on the CAFE menu. The above strategies are a highlighted collection to use as a springboard for further instruction.