



NOTE TO EDUCATORS

The activities in this resource aim to provide learning opportunities for both literacy and ESL students. The final decision as to which activities are completed, and how, is left to you and the students.

Note: You will need to support the students by reading through the directions with them as they work through the exercises in the worksheets.

PAGES	CONTENT	PURPOSE
2–4	Teacher’s Pages Pre-reading Discussion Post-reading Discussion	Activate students’ background knowledge Set a purpose for reading Develop comprehension skills Make connections with the text
5–8	Reproducible Worksheets	Develop knowledge of letter name and sound relationships Develop word recognition strategies Develop vocabulary and writing skills
9–10	Language Experience	Provide familiar, meaningful text that is predictable and easy to read Establish the link between spoken and written words
11	Answer Key	

BEFORE READING THE STORY**1. Share a Personal Experience**

Ask the students to think of a time someone asked them to do something (e.g. run an errand, take care of a pet), and they did it, but did not really feel like doing it. Print the following questions on the board:

What were you asked to do?

Why didn't you want to do it?

Why did you do it?

How did you feel when doing it?

Have the students move into pairs. Read the questions out loud. Encourage the students to share their experiences with one another using the questions as prompts. After students tell their stories, ask if anyone would like to share their story with the group as a whole. This will provide more confident students with an opportunity to speak in front of larger groups.

2. Preview the Book**Choose Option A or B:**

Option A: Tell the students that they are going to read about Fay. Explain to the students they are going to preview the book in order to get an idea of what the book is about. Read the title out loud to the students. Give them time to look at the front cover. Ask, "What do you learn about the book from the photo and the title?" Then direct the students to the back cover. Read the text out loud to the students. Give the students time to look at the back cover. Then ask, "What do you learn from the photo and text?"

Option B: Print the following on the board:

True or False?

- | | |
|--|--|
| (a) _____ Fay looks serious. | (c) _____ People are mad at Fay. |
| (b) _____ Fay probably wants to say, "No." | (d) _____ Fay needs to make changes in her life. |

Direct the students to the photo on the front cover of the book. Say, "This is Fay." Direct the students to the title of the book. Read the title out loud. Explain new vocabulary as necessary. Then read statements a and b out loud to the students. Have them determine if the statements are true or false. Have the students give a reason for their responses.

Then direct the students to the back cover of the book and preview the photo and text, as you did with the front cover. Read statements c and d out loud. Have the students determine if the statements are true or false. Encourage the students to give one reason for each response.

3. Predict the Story

Print the following statements on the board. Tell the students they are going to guess what might happen in the book. Then read each statement out loud. As a group or in pairs, have the students mark the statements probably (P), maybe (M), or no (N). Have the students compare and give reasons for their responses.

- | | |
|--------------------------------------|---|
| (a) ____ Fay learns to say "No." | (c) ____ Fay leaves her family. |
| (b) ____ Fay makes her daughter mad. | (d) ____ Fay starts to control her friends. |

AFTER READING THE STORY

1. Remember Details

Have students move into pairs. Have them work together to remember as many details as possible from *Saying No*. Then as a group, have the students share the details they remember. As students agree on details, print the details on the board. (*Note: The details can be left on the board as support for students as they work through the worksheets on pages 5 to 8.*)

2. Check Comprehension

Choose Option A or B:

Option A: Print the following questions on the board and read them out loud. Have the students discuss the questions as a group or in pairs.

- (a) Why is Fay afraid to say, “No”?
- (b) Why do you think Fay feels a little angry?
- (c) Describe three changes Fay makes.
Do you think the changes are easy to make? Why or why not?
- (d) What did you learn about saying no?
Will you use what you learned? How? When?

Option B: Print the following statements on the board and read them out loud. As a group or in pairs, have the students determine whether the statements are true or false. Have the students give one reason for each response.

- (a) ____ Fay never says “No” because she is afraid.
- (b) ____ Fay feels used.
- (c) ____ Fay makes some easy changes in her life.
- (d) ____ I will use what I learned about saying no.

3. Discussion: Beyond the Story

Have the students discuss the following questions as a group or in pairs:

- (a) Some people are assertive. They speak their minds firmly and without anger. Describe a few situations in which it is good to be assertive. Describe a few situations in which it might be better to be quiet.
- (b) What could you say in the following situations in order to get what you want but at the same time cause no hurt feelings?

A friend always teases you about little things in front of others. You are starting to feel a little angry.
The people next door play their music loud late at night. You can't sleep.
Someone butts into line in front of you.
- (c) Pet peeves are things that drive you crazy (e.g. people who talk through a movie, erasers that just smudge instead of erasing, extreme packaging). What are your pet peeves? Why do they drive you crazy? What can you do about your pet peeves?

1. Letter Names

Look at the sentences on pages 6 and 15 in the book.

Find words that begin with the letter **t**.

Copy the words on the lines.

2. Letters and Sounds

Listen. Your teacher will read the words you copied in #1.

What sound does the letter **t** make?

Read the words with your teacher.

Think of three more words that begin with the sound /t/.

Your teacher will print the words on the board.

Copy the words.

3. Word Family

(a) Say these words: tell
 bell

These words belong to the **ell** word family.

(b) Read these sentences. Circle the words in the **ell** word family.

1. What does Fay tell friends and family?
2. I do not feel well.
3. Why does she yell so much?

(c) Print words that belong to the **ell** word family.

_____ tell _____

4. Matching

Read the sentences. Copy the sentences under the correct picture.

1. Fay is a good person.

2. Fay is tired.

3. Fay knows people love her.

4. People get mad at Fay.



(a) _____

(b) _____



(c) _____

(d) _____

5. Predict Words

Read each sentence.

Say a word that makes sense.

Print the word. Your teacher will help you with spelling.

- (a) Fay is a good _____ .
- (b) Fay helps _____ and family.
- (c) Fay feels _____ .
- (d) Fay starts to _____ her time.
- (e) People stay mad at Fay for a _____ time.
- (f) Fay learns to _____ no.

6. Scrambled Sentences

Put the words in order so they make a sentence.

Print each sentence on the line.

- (a) say / learns / no / Fay / to _____
- (b) time / Fay / her / controls _____
- (c) just / Sometimes/ no / she / says _____
- (d) friends / mad / Will / get / her _____?
- (e) her / Will / mad / friends / stay _____?
- (f) give in / Fay / not / does _____

7. Sentence Frames

Read the first sentence.

Complete the other sentences with your own words.

(a) Fay starts to control her time.

Fay starts to control her _____ .

Fay starts to control her _____ .

Fay starts to control her _____ .

Fay starts to control her _____ .

(b) I know I am a good person.

I know I am a _____ person.

I know I am a _____ person.

I know I am a _____ person.

I know I am a _____ person.

Look at the sentences again.

Which words do you want to remember?

Add these words to your word bank or dictionary.

LANGUAGE EXPERIENCE APPROACH

Step 1: Start a Discussion

Possible prompt: Ask the students to think of what makes a person a true friend.

Step 2: Record the Students' Words

Print the students' responses on the board, using their exact words (e.g. They listen even if they are busy.). Print clearly. Say each word as you print it.

Step 3: Read the Text

Read the student-generated text out loud to the students, pointing to each word as you read. Then read each sentence, inviting the class to read along with you. Finally, read each sentence out loud, inviting the student who contributed the sentence to read along with you. Always point to each word as you read.

The purpose of using the **Language Experience Approach** is to help students establish the link between spoken and written words and to develop reading skills through using their own words.

Note: Educators and ESL students may not be comfortable working with text that contains non-standard English forms. A flexible approach is recommended. The extent to which you choose to make corrections unobtrusively while recording should reflect the needs and concerns of the students.

Step 4: Use the Student-generated Text

(a) Sight Words

Have students choose three words they would like to remember. Have them add the words to their personal dictionary or word bank.

(b) Cloze

Cover highly predictable words (one per response) with paper and tape. Read the text back to the students. Stop when you reach a covered word and ask students to predict a word that makes sense and sounds right. Check their predictions by uncovering the word.

(c) Review Phonics and Word Families

The target letter and sound for *Saying No* was *t/t/*. Have students find, circle, and copy the words that start with the letter *t*. Repeat the process for the word family *ell*, if applicable.

(d) Copying

Have students copy the language experience text. Copying the text provides practice in both printing and in learning the letter-sound relationships.

(e) Frame Sentences

Choose one sentence from the language experience text. Print the sentence on the board. Underline one word and ask the students to substitute the word with their own words. Print the sentence frame again to record each student's response.

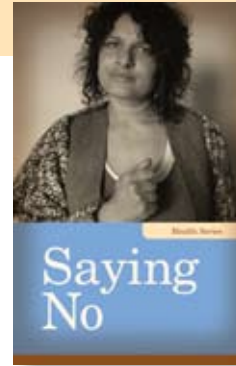
Example:

They listen even if they are busy.

They listen even if they are tired.

They listen even if they are sick.

They listen even if they are mad.



ANSWER KEY

Teacher's Pages

After Reading the Book

2. Check Comprehension:

Option A: (a) Fay thinks her family might get mad at her. Fay thinks her friends will stop liking her. Fay thinks people will think she is a bad person. (b) Possible answer: Fay feels used by friends and family. (c) Fay starts to ask friends and family for help. She starts to control her time. She tells friends and family to ask others for help. She just says, "No." (d) Students will have different answers.

Option B: (a) True: Fay thinks her family might get mad at her. Fay thinks her friends will stop liking her. Fay thinks people will think she is a bad person. (b) True. Fay feels angry because friends and family always come to her for help or favours. (c) Students will have different answers. (d) Students will have different answers.

Worksheets

- Letter Names:** tired, tells, to
- Letters and Sounds:** Students will have different answers.
- Word Family:** (b) 1. tell 2. well 3. yell (c) Possible answers*: well, yell, bell, cell, fell, hell, quell, sell
- Matching:** (a) Fay is tired. (b) People get mad at Fay. (c) Fay knows people love her. (d) Fay is a good person.
- Predict Words*:** (a) person, friend, mother, woman, lady (b) friends (c) tired, angry, used (d) control, watch, manage, check (e) short, long (f) say
- Scrambled Sentences:** (a) Fay learns to say no. (b) Fay controls her time. (c) Sometimes she just says no. (d) Will her friends get mad? (e) Will her friends stay mad? (f) Fay does not give in.
- Sentence Frames:** Students will have different answers.

* Other answers are good if they make sense.