



Key vocabulary: prick, quills, porcupine, pal, flips, trots

Introduce the book and word list

Have children describe what's happening in the picture on the front cover. (*Two dogs are playing by a lake or pond.*) Point to Golly on the left, and ask children who they think Sam is. (*the little black dog*) Then read the title with children. Explain that in this book, Golly and Sam have fun playing together, but Sam can do everything faster than Golly can. Have children discuss what they think Sam might do fast (*maybe run, jump, bark, eat*) and share anything else they know about what dogs like to do for fun.

Read the word list on the inside front cover with children. Explain that **prick** means to poke and **quills** are sharp points on some animals, such as a **porcupine**.

Guide reading

Listen and give support as individuals read the book in a small group. Pause every few pages to ask comprehension questions.

Page 1 What does it mean that Sam is Golly's **pal**? Sam is Golly's friend. Why do you think Sam tugs on Golly's ear? He wants Golly to wake up and play with him. (Understand characters)

Page 3 How can you tell what Golly is thinking? His thoughts are in balloons above his head. What does Golly think when he and Sam run to the pond? He thinks Sam is faster than he is. (Understand text features)

Page 5 Why do you think Sam and Golly dig? for fun, dogs like to dig Who digs faster? Sam Who slides faster into the pond? Sam (Use prior knowledge; compare and contrast)

Page 6 Sam and Golly do **flips**. What does that mean? They turn their bodies over in the air. Why do you think Sam can flip faster? maybe because he's smaller and younger than Golly is (Draw conclusions)

Page 7 What are Golly and Sam both able to do in the pond? swim Who is the better swimmer? Sam How is he better at swimming than Golly? Sam can swim faster. (Compare and contrast)

Page 8 Golly **trots**. That means he's moving faster than walking but slower than running. How does Golly look like he's feeling as he trots? tired Why do you think he's getting tired? He's been playing hard and moving around fast with Sam. (Understand characters)

Page 9 What kind of animal do Sam and Golly meet? a porcupine What's odd about it? It has quills. What can quills do? prick you What do you think Sam and Golly will do? Answers will vary. (Make predictions)

Page 10 What do Sam and Golly do? run off fast **Why?** so they won't get pricked by the porcupine **Does Golly run slower than Sam?** No, he runs just as fast. (Determine cause and effect)

Discuss the book after reading it

1. **Why do you think Golly is able to run just as fast as Sam at the end?** He must have been really afraid of getting pricked by the porcupine quills, and that made him run faster than he usually does. (Understand characters)
2. **If you were Golly, do you think you'd like playing with Sam? Why or why not?** Answers and reasons will vary. (Connect text to self)
3. **Do you think it's always better to do things fast? Why or why not?** Answers and reasons will vary. (Give and support opinions)

Focus on patterns in text

Tell children that some stories follow a pattern in how they're told. Have them turn to pages 4 and 5 of *Fast Sam*. Read the sentence at the top and then Golly's thought balloon on each page. Help children recognize this pattern: The sentence at the top tells what Sam and Golly did; the thought balloon shows that Golly thinks Sam can do it fast and he is not as fast as Sam. Discuss pages 6–8 and have children confirm that they follow the same pattern. Then read page 10 and ask how the pattern changes. (*This time Golly thinks he is just as fast as Sam.*) Explain that authors can change their

pattern at the end of a story to surprise readers or make them laugh. Have children discuss whether they were surprised by the ending of *Fast Sam* and if they thought it was funny.

Independent Activities

- Have children reread the book several times for fluency practice.
- On Practice Page 23, have children cut apart the sentences at the bottom and glue them under the pictures they describe.
- Have children draw and write about something they are good at doing fast.

