

## Say Something Activity

This activity encourages readers to engage with the text by stopping to ask questions, make predictions or inferences, share observations, and draw conclusions.

### Benefits of the Say Something Activity

- Builds comprehension
- Encourages asking of questions
- Provides opportunities to discover important ideas
- Facilitates visualization of text

### Types of Stories for the Say Something Activity

Since this is a reading activity, it can be used any time a small group of people are reading the same text aloud. Look for texts that participants will be able to read fluently. Stories that have a high number of unfamiliar names will interfere with fluency. Look for challenging stories with a lot of detail or interesting characters so that the readers can make observations and inferences as they read.

### Directions for the Say Something Activity

1. Make one *Say Something* card for each reader.
2. Assign a common text to be read by small groups of 2 or three people.
3. One person in the small group will begin reading aloud.
4. The reader will stop at some point in the text, and comment on the text using one of the prompts provided on the *Say Something* card.
5. Other participants can also make comments on that point.
6. Ask each group to select a scribe who will jot down some of the comments and questions made during the activity.
7. After all of the groups have completed reading and recording the text, gather as a large group. Ask any of the following questions:
  - a. Can any of the groups share an observation or an insight you made about any of the characters in the story?
  - b. Did any of you have areas of confusion?
  - c. Can you share any questions you had while reading?
  - d. Did you change your mind about anything as you read? In other words, were there things that you used to believe that now you don't.

- e. When you read the section \_\_\_\_\_, what did you visualize?

### **Prompts for the *Say Something* Card**

1. I learned . . . . and this reminds me. . .
2. When I read . . . I inferred . . . .
3. I learned . . . and I think this is an important detail because . . .
4. Even though it isn't said in the text, I think that . . .
5. At first I thought . . . but now I know . . .
6. At first I thought . . . but now I think . . .
7. As we start to read the next section, I think it will be important to remember . . . because . . .
8. This line / section / story reminds me of . . .
9. When I read . . . I could visualize . . .
10. When I read . . . I could hear . . .
11. When I read . . . I could smell . . .
12. I think . . . tells us a lot about the character because . . .
13. When . . . happened, I thought . . . because . . .
14. This section made me think about the time we studied / learned . . . .