

CLASS-Aligned Read-Aloud Handout

Saturday by Oge Mora

A guide for rich conversations that build thinking, language, and emotional skills.



Key Concepts & Advanced Vocabulary

Concepts



Resilience



anticipation



quality time

Advanced Vocabulary



splendid



ruined



cherished



disappointed



deep breath



Instructional Support

Concept Development (Analysis, Reasoning, and Creating)



Analyzing Cause & Effect:

"Every time something goes wrong, Ava and her mom close their eyes and take a deep, deep breath. Why do they do that? What does taking a deep breath do to our bodies when we are upset?"



Problem Solving:

"When the hair salon is ruined, they don't get mad—they pivot. What is another way they could have fixed that problem?"



Predicting:

(Before turning the page to the puppet show) "They are finally at the puppet show, which was their biggest plan. Look at their faces. What do you think is about to happen next?"



Real-World Connection:

"Ava and her mom love Saturdays because they get to be together. What is a special day or a special routine you have with someone in your family?"



Language Modeling & Quality of Feedback



Advanced Language Prompt:

"The author says their day was splendid. That's a big, beautiful word. What do you think splendid means based on how happy they look?"



Scaffolding Thought Processes:

(If a child says, "They got sad because they forgot the tickets.") They did forget the tickets, and Ava's mom felt like she ruined the day. But look closely at Ava. How is Ava trying to help her mom feel better?"



Emotional Support

Positive Climate & Teacher Sensitivity



Validating Complex Emotions:

"Ava's mom worked so hard to make the day perfect, and then she felt like she ruined it. Have you ever tried really hard to do something nice, but it didn't go the way you planned? How did that feel?"



Co-Regulation:

"Notice how whenever one of them feels sad, the other one holds their hand or gives a hug. How does having a partner or a friend help you handle a big, disappointing feeling?"



Regard for Student Perspectives



Exploring Character Motivation:

"At the very end of the story, they go home and make their own puppet show out of socks and paper. Do you think that was better or worse than the real puppet show? Why?"



Strategy Reminder: Pick Your Moments

1

On the first read:

Focus on the repetitive, comforting rhythm of the book ("But the day was not ruined!"). Let them enjoy the predictable structure.

2

On the second read:

Pause on the climax—where the mom realizes she forgot the puppet show tickets and finally loses her composure—and use that moment to dive deep into the Concept Development and Emotional Support questions about handling disappointment.

