

INTERACTIVE
READING GUIDE

Save Me a Seat

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Joe has lived in the same town all his life, and was doing just fine until his best friends moved away and left him on his own. Ravi's family just moved to America from India, and he's finding it hard to figure out where he fits in. Joe and Ravi don't think they have anything in common—but soon enough, they realize they have both been victims of the biggest bully in their class. Joe and Ravi then unite on a common mission: to take control of their lives over the course of a single crazy week. Told in alternating chapters through Joe's and Ravi's points of view, this book brings to life two memorable characters.

Want to read more books like this one? Visit your local or school library to check out more!

CREATE SUCCESSFUL READING HABITS

When you read a book multiple times with your child, they:

- increase vocabulary development
- improve word recognition
- develop fluency

Fluency is the ability to read words and sentences accurately, at a good pace, and with expression.

Current research shows that children can learn more from books when they are read multiple times.* When a teacher reads the same book 2–4 times, children will become familiar with the content, and might “read” to themselves or others. Reading books multiple times also allows teachers opportunities to review topics that were taught during the previous readings of the books.

* U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, What Works Clearinghouse. (n.d.). Practice Guides. <https://ies.ed.gov/ncee/wwc/PracticeGuides>

WORD WORK

When your child reads longer words, help them look for and identify **base words**, **prefixes**, and **suffixes**.

- **Base words** are single words that cannot be broken into smaller word parts and still have meaning, like the word *friend*.
- A **prefix** is a word part that is added to the beginning of a base word, like *un* in the word *unfriendly*. Prefixes have meaning and will change the meaning of the base word when added.
- A **suffix** is a word part that is added to the end of a base word, like *ly* in the word *friendly*. Suffixes have meaning and will change the meaning of the base word when added.

Here is an example of how to identify **base words**, **prefixes**, and **suffixes** using the following words from the book.

correctly (p. 4)

discover (p. 78)

unfriendly (p. 10)

- Point to the word *correctly*. Say the word and ask your child to repeat it.
- Cover the *ly* with your finger and say, “What is the base word in *correctly*?” (*correct*)
- Then say, “Point to the suffix in *correctly*.” (*ly*)
- Say, “Now run your finger under the whole word and read the word parts together.”
- Repeat the steps for *discover* and *unfriendly*.
 - The base word in *discover* is *cover* and the prefix is *dis*.
 - The base word in *unfriendly* is *friend*, the prefix is *un*, and the suffix is *ly*.

TALK ABOUT NEW AND INTERESTING WORDS

When children encounter unfamiliar words, take a moment to talk about the words using child-friendly explanations or definitions. This promotes a rich vocabulary, enhances communication, and improves comprehension. Here are some child-friendly definitions for some important words from the first chapter of the book:

pronounce (p. 3)

When you **pronounce** a word, you say it in a certain way. Many people in America do not **pronounce** Ravi's first or last name the right way.

twitching (p. 3)

If a part of your body **twitches**, it makes a little jumping movement. Mrs. Beam's eyebrows **twitch** a little when she is nervous or unsure about something.

virtue (p. 4)

Virtue is thinking and doing what is right and trying not to do things that are wrong. Ravi's mum says being patient with people who cannot say his name is a **virtue**, and he should not be cross with them.

genius (p. 5)

A **genius** is someone who is very clever and talented. Ravi's school is named after a **genius** who loved science.

ASK QUESTIONS AND MAKE CONNECTIONS

Help your child understand what they read by pausing to have conversations before, during, and after they engage with a book. Encourage them to make connections to their lives, other books, and the world around them. Have your child go to the page or chapter number listed to help them answer the questions.

Before:

- The title of this story is *Save Me a Seat*. Do you like it when someone saves you a seat? Why?
- Name some places where people might save seats for each other?

During:

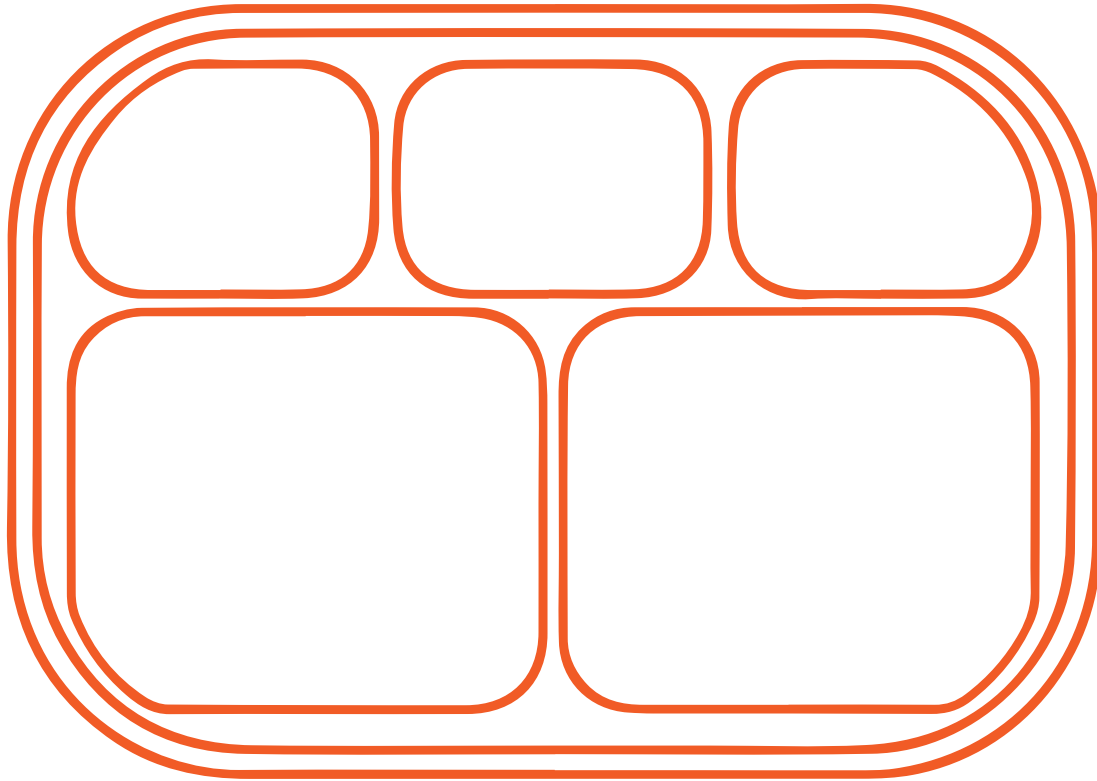
- Both Ravi and Joe spend their lunch periods eating by themselves. Why do you think they have very different experiences? (p. 29)
- Ravi makes lists of things he would like to do, but he seems to do something else instead. Why doesn't he act on his lists? (p. 69)
- If you could give some advice to Ravi or Joe about dealing with Dillon, what would you say to them?
- Why does it take Ravi a long time to figure out that Dillon is not great friend material? (p. 129)
- What do you think Ravi will bring as his personal reflection? What would you bring to school as your personal reflection? Why? (p. 159)

After:

- Compare your first week of 5th grade with Ravi and Joe's. What did you experience that was the same? How was your experience different from theirs?
- How would this book be different if told from Dillon's point of view?

PERSONAL MEAL REFLECTION

Create a meal that is a reflection of who you are. Fill up the lunch tray by drawing foods you WISH were on the tray. Below, write a few sentences to explain why you are choosing these particular items to reflect who you are.



I am choosing these items because _____
