

Educator Information and Directions

This PDF provides the materials that accompany the lesson “*Sounder*.” This PDF contains activities for students to complete before, during, and after they read the passage. Highlighted words within the passage indicate vocabulary words that will be referred to in assessment questions.

Student Reading Guide

Before Reading

- Read some information about today’s passage.
- Start thinking about the topics in the passage by answering the questions.

During Reading

- Read the **Purpose for Reading**.
- Read the passage.
- Take notes and annotate what you are reading.

After Reading

- Reflect on what you have read by answering the questions.
- Complete the **Online Assessment** questions.

Taking Notes and Annotating

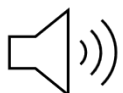
Here are some strategies for annotating and taking notes **in the text itself**:

- **Highlight** or underline important words or words you don’t know.
- **Circle** key concepts and ideas.
- Use abbreviations or symbols. For example:

?	To show confusion or questions
M.I.	To show the main idea
★	To show important details
♥	To show the main character’s feelings

Here are some strategies for annotating and taking notes **in the notes section** under the text:

- Summarize key points in your own words.
- Write brief comments and questions.

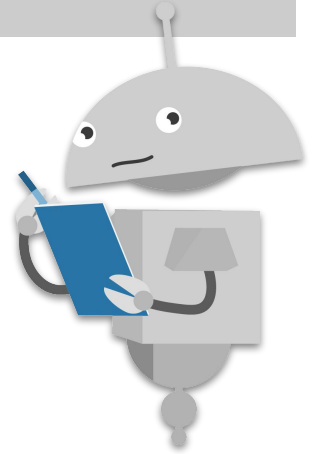


If you would prefer to listen to the passage, select the link to access an audio recording: [Link to Audio Recording of Passage](#)

Before Reading

Today's passage is an excerpt from the book *Souder*, written by William H. Armstrong. The main character in the story is a young boy.

Before you read today's passage, think about how someone might be affected by something being missing from their life. Draw or write to answer the reflection questions.



Do you prefer silence or noise? What emotions do you have when things are really quiet or when things are really noisy?



Do you have a favorite place to think or be? Where is it? Why do you like it?

During Reading



Purpose for Reading: While you are reading, pay attention to the emotions, settings, and characters in the passage. Ask yourself how the boy interacts with his surroundings and how he interacts with his mother.

While you read, remember to annotate and take notes! You can review strategies for annotation on page 1 of this PDF.

Excerpt from *Souder*, by William H. Armstrong

(1) He watched the red coals through the open draught in the stove door brighten each time the wind blew loud enough to make a low whistling noise in the stovepipe. A burning chunk-stick fell against the inside of the stove, but the boy did not try to convince himself that it might be the thump of Souder scratching fleas underneath the floor.

(2) He was thinking of tomorrow.

(3) Tomorrow he would go into the woods and look for Souder.

(4) “The wind whistlin' in the pipe is bothersome,” he said. He hated the cold wind. It blew through his clothes and chilled his body inside and made him shiver. He hoped the wind would not be blowing in the woods tomorrow. The wind made the woods noisy. The boy liked the woods when they were quiet. He understood quiet. He could hear things in the quiet. But quiet was better in the woods than it was in the cabin. He didn't hear things in cabin quiet. Cabin quiet was long and sad.

(continued)

During Reading (continued)



Excerpt from *Souder*, by William H. Armstrong (continued)

(5) “Turn the pipe-damper a little and the whistlin' will stop,” his mother said at last.

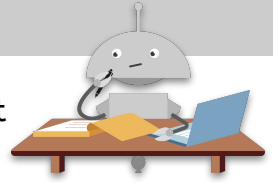
(6) The next day he walked the great woodlands, calling Sounder's name. The wind blew through his clothes and chilled him inside. When he got home after dark, his clothes were torn. His throat hurt with a great lump choking him.

(7) His mother fed him and said, “Child, child, you must not go into the woods again. Sounder might come home again. But you must learn to lose, child. The Lord teaches the old to lose. The young don't know how to learn it. Some people is born to keep. Some is born to lose. We was born to lose, I reckon. But Sounder might come back.”

Armstrong, William H.. *Souder*. New York, Harper & Row, 1969.

Notes

After Reading



Imagine you were to create a drawing based on this passage. What three main elements would you include in your artwork?



How might the story change if it were set in a bustling city instead of a quiet cabin and woods?

After you are done reading and answering these questions, you may want to ask yourself some more questions, like...

- What was the passage about?
- Did it have a theme or main idea?

You may even want to read the passage a second or third time! When you feel ready, go ahead and take your assessment!