

LP

COOPER AND THE SWINGS

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COOPER AND THE SWINGS

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INTRODUCTION

Organization

Lesson plans for the K-1 books are organized into seven sections.



BR

Before Reading

It is highly recommended that Structured Guided Reading lessons always begin with **high frequency word work** and **oral reading fluency practice** as described in the pages that follow.

BBK

Building Background Knowledge

Teachers introduce the book by engaging students in a conversation about how the title and illustration on the cover of the book can tell the reader what the story or expository text is about. Students make a prediction. The teacher also explains the difference between fiction and non-fiction books.

Text

Text Reading

During text reading, teachers do a Book Walk, provide a purpose for students to read on their own, and discuss a focus question.

Ret

Retell

Retelling frames are provided for both fiction and nonfiction books.

INTRODUCTION

Str

Strategy Lesson

Every book has a strategy lesson. The strategy is taught within the context of the book. Teachers use a direct instruction model: teacher modeling, guided practice, independent practice, and time for sharing or reflection.

PA

Phonological Awareness Lesson

Every book has a phonological awareness lesson.

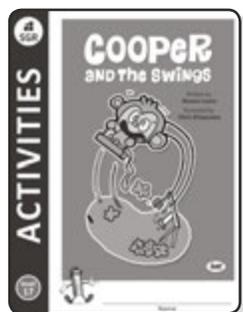
The phonological awareness skill is taught in the lesson within the context of the book. Teachers use a direct instruction model: teacher modeling, guided practice, independent practice, and time for sharing or reflection.

Act

Activity Pack

Extended activities and assessments are found in the Activity Packs bundled with the Structured Guided Reading kits.

Activity Packs also may be accessed from our website to view, project, and print.



Structured Lessons

Lessons are structured, systematic, and predictable.

Black font or **white font** color indicates what the teacher says.

Blue font color indicates a direction, an answer to a question, background knowledge for the teacher.

High Frequency Word Work

Ph
WR

Take 3-5 minutes to teach high frequency word work using the word list found at the back of the student book. These words represent one group of Fry's 1000 Instant Words.

The number beside each word indicates its position within the 1000 words. As students move up reading levels, the group of words moves up the 1000 word list as well. This same group of words appears in each book at this level. The goal is for students to be able to read each word in the group in 1-2 seconds over the course of all the books published for these levels.

HIGH FREQUENCY WORDS	
Group 15	#351-375
351 listen	360 passed
352 wind	361 vowel
353 rock	364 true
354 space	367 hundred
355 covered	368 against
356 fast	369 pattern
357 several	370 numeral
358 hold	371 table
359 himself	372 north
360 toward	373 slowly
361 five	374 money
362 step	375 map
363 morning	

Teach

Create flashcards for 2-3 words from the high frequency word list found at the back of the student book.

Place the cards on the table in front of students.

Please look at the cards on the table.

Select one of the words to say.

Listen to me say the word.

Model saying the word.

Say it together with me.

Say it one more time by yourself.

Have students write the selected word in the air with you.

Model by turning your back to the students and writing the word in the air from left to right while displaying the word card.

Have students practice writing with their index finger on the carpet, table, or hand. Repeat this process with the 2-3 selected words.

Fun Word Practice Activities

1



Pour a layer of salt or sugar on a cooking sheet, tray, pan, or plate. Practice writing the words on it.

2



Spell out the words with plastic letters.

3



Write two sets of words on cards, turn them over, and play a matching game.

4



Write the word on a card, cut the letters apart, scramble the letters, and then reassemble the word.

5



Practice reading the words using Word Book 2000 flash-cards in the Mobl21 app.

TEST High Frequency Word Work

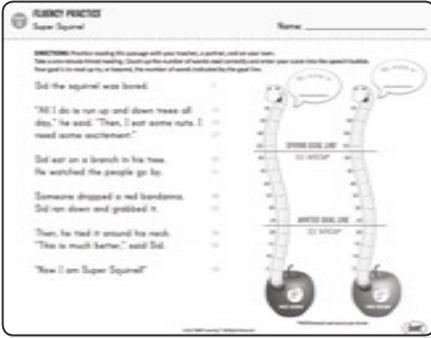
DIRECTIONS TO TEACHER: Students read the words from their word list found at the back of their student book. As they read, place a "+" mark for each correctly read word and a "-" mark for each word read incorrectly. Students must read words automatically (1-2 seconds) to be counted as correctly read. To avoid frustration, stop the check after students miss 5 words. Record the score in the score box.

Before moving to another title, test students using the High Frequency Word Checklist found in the student Activity Pack.

Oral Reading Fluency

FI

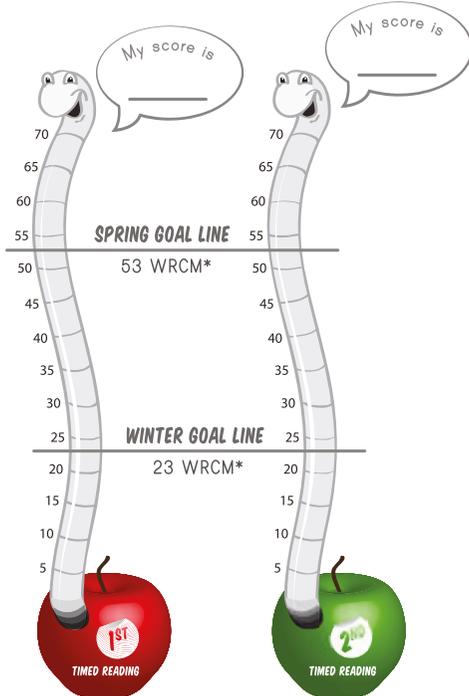
Continue with oral reading fluency practice after word recognition work.



The Activity Pack contains a passage taken from this book with numbered lines and two score worms.

The numbered lines help students count the number of words read correctly after a one-minute timed reading.

Each score worm contains a speech bubble to record the number of words read correctly after a one-minute timed reading.



The score worm is designed to work like a bar graph.

The goal lines indicate the approximate 50th %ile (Hasbrouck & Tindal, 2006) for this level book at two different times of the year.

*WRCM=words read correct per minute

Fluency Practice

Using the passage in the Activity Pack, students practice oral reading fluency for 3-4 minutes daily.

Practice may include the following:

Choral Reading

Partner Reading

Independent Reading

Fluency Practice Assessment



On the first day, administer a one-minute timed cold read.

At the end of one-minute, students make a mark in the passage at the last word read.

Using the numbered lines, students count the number of words read correctly (WRC) and record the WRC in the speech bubble for the first worm.

Students color in the worm up to the number of their score. Students set a goal for the next timed reading.

On subsequent days, administer a one-minute timed reading after 3-4 minutes of fluency practice. Students record the final score in the score bubble for the second worm.

AI

Here's the title of this book.

Point to the title.

Please read it with me.

Read title together.

There's also an illustration on the cover of the book.

The title and illustration tell you what the story or expository text will be about.

AaA

What do you think this text is about? *Pause.*

CD

Discuss students' predictions.

Answers may vary. Confirm or clarify the subject of the text.

F/NF

For fiction say:

A story has a setting, characters, and events.

CSE

It usually includes a problem and solution.

IS

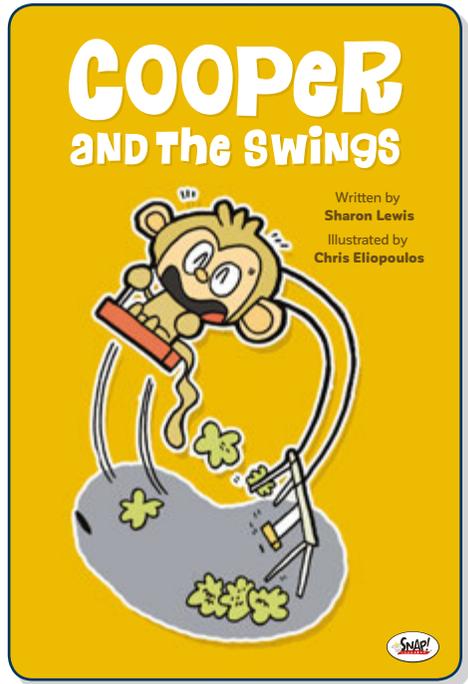
The illustrations aid your comprehension of the story.

TF

For non-fiction text say:

An expository text presents information.

It may have illustrations, photographs, headings, labels, diagrams, a glossary, or an index to aid your comprehension.



AaA

Wo
Ph

IS

TF

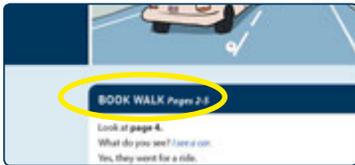
Book Walk

At this level of text, the Book Walk becomes less supportive and encourages students to take more responsibility in the reading of the text. As the teacher, you must decide when to release support.

If students are having difficulty, continue the supportive Book Walk introduction until students are ready to read on their own.

Steps

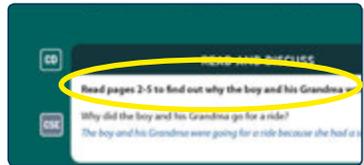
- 1 Do a **Book Walk** as indicated on each page (ex. Book Walk Pages 2-5).



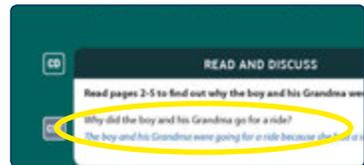
- 2 Stop at the **Read and Discuss** page.



- 3 Set a purpose for reading, "Read page ____ to find out ____."



- 4 Students read the pages on their own in a "small voice."
- 5 Ask the question on the Read and Discuss page.



- 6 Students share their answers.

For English Learners

The Book Walk supports English learners through:

- Previewing vocabulary
- Explaining idioms
- Modeling syntax
- Reinforcing comprehension strategies
- Speaking in complete sentences



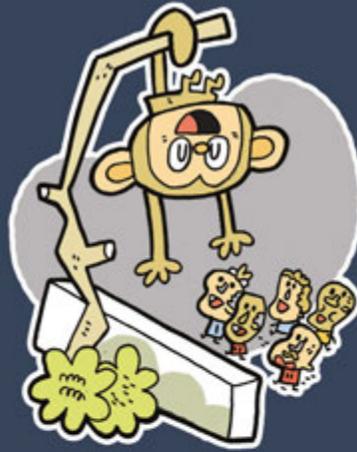
- 1 Cooper was a happy little monkey.
- 2 He lived in the monkey cage at the zoo with all the other monkeys.
- 3 Every day, many people came to see the monkeys play and swing from the tree branches.

2

BOOK WALK Pages 2-5

Let's look at **pages 2 and 3**.

What do you see? *Cooper swung from the trees.*



- 4 They liked to watch Cooper as he did his tricks.
- 5 He would hang upside down from the branches.
- 6 He would swing and fly through the trees.
- 7 When he let go, he would land on his feet and roll.
- 8 He made the children laugh.

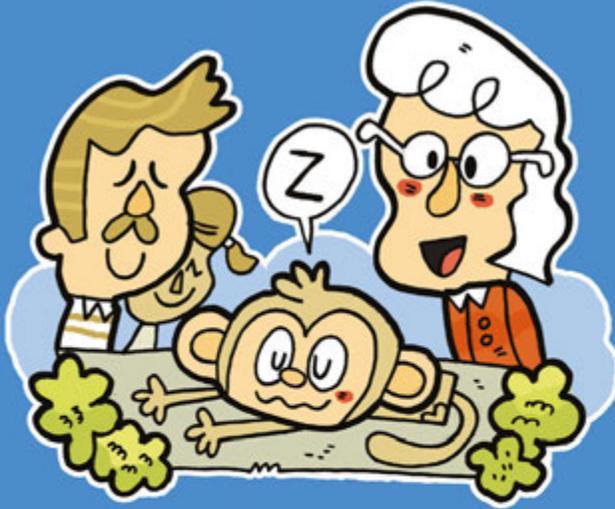
3

BOOK WALK Pages 2-5

Think about the title.

Can you visualize a monkey in a cage at the zoo? *Pause.*

What do you see him doing? *Answers may vary.*



- ⁹ But something had changed.
- ¹⁰ Now when the people came to the monkey cage, Cooper was asleep.

4

BOOK WALK Pages 2-5

Look at **pages 4 and 5**.

What do you see? *Cooper was asleep.*

What was different?

Cooper was sleeping while the other monkeys were playing.



- 11 The other monkeys would run, jump, and play.
- 12 They would swing in the trees.
- 13 They would make funny faces.
- 14 Cooper just slept near a rock under the trees.

5

CD

READ AND DISCUSS

Read pages 2-5 to find out how Cooper had changed.

CSE

How had Cooper changed?

Cooper changed because he was sleeping instead of doing his usual tricks.



- 15 Every day at feeding time, the zookeeper watched Cooper eat all his food.
- 16 He watched him drink his water.

6

BOOK WALK Pages 6-9

Let's look at **pages 6 and 7**.

What do you see?

The zookeeper fed Cooper and checked his arms.



- 17 He checked Cooper's arms and legs.
- 18 They were still strong.
- 19 He checked his eyes and ears.
- 20 They were fine.

BOOK WALK Pages 6-9

That's right, he **checked** him. To check means to look at people or things and watch them to make sure they are fine.



21 What was wrong with Cooper?

8

BOOK WALK *Pages 6-9*

Look at **pages 8 and 9**.

What do you see? *The zookeeper didn't know what was wrong with Cooper.* Yes, he was **puzzled**. Puzzled means confused and unable to understand something. Why do you think the zookeeper was puzzled?

*He was **puzzled** because Cooper seemed fine, but was sleeping instead of playing.*



22 The zookeeper was puzzled.

9

CD

READ AND DISCUSS

Read pages 6-9 to find out why the zookeeper was puzzled.

CSE

Why was the zookeeper puzzled?

The zookeeper was puzzled because when he checked Cooper, he seemed fine.



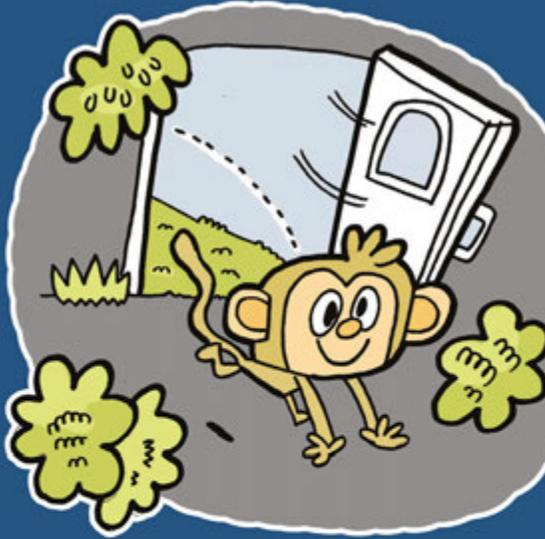
- ²³ He didn't know that Cooper had a new trick.
- ²⁴ At night, the zoo was quiet and the other animals were asleep.
- ²⁵ But, Cooper was awake.

10

BOOK WALK Pages 10-13

Now let's look at **pages 10 and 11**.

Can you visualize the zoo at night? *Pause*.



- 26 He was a clever little monkey.
- 27 He had learned to open the lock on the monkey cage.

11

BOOK WALK Pages 10-13

What do you see?

Cooper got out of his cage.

Yes, he was **clever**. Clever means smart or resourceful.



28 As soon as Cooper was free, he went to the swings on the children's playground.

12

BOOK WALK Pages 10-13

Let's look at **pages 12 and 13**.

What do you see? *Cooper was on the children's swings.*

Can you visualize Cooper playing on the swings? *Pause.*



- 29 He would swing higher and higher until the swings went over the bar.

13

CD

READ AND DISCUSS

Read pages 10-13 to find out what Cooper did at night.

DT

What did Cooper do at night?

At night, Cooper opened his cage and played on the swings on the playground.



- 30 He would spin the swings in circles.
- 31 Finally they were tangled.
- 32 He couldn't spin anymore.

14

BOOK WALK *Pages 14-16*

Let's look at **pages 14 and 15**.

What happened to the swings when Cooper played on them?

He tangled them.



- 33 When the sun came up and the other animals awoke, Cooper went back to the monkey cage.
- 34 He was tired, so he slept all day.

16

BOOK WALK Pages 14-16

What does “when the sun came up” mean?

“When the sun came up” means that it was morning.

Now let’s look at **page 16**.

Why do you think Cooper was asleep?

He was asleep because he was tired from playing all night.



35 Cooper would have more fun tonight.

16

CD

READ AND DISCUSS

Read pages 14-16 to find out if the zookeeper learned Cooper's secret. Explain how the illustration on page 16 helps you understand the text.

DT

Did the zookeeper learn Cooper's secret?
The zookeeper did not learn Cooper's secret.

IS

How does the illustration on page 16 help you understand the text? *The illustration shows him scratching his head, so he was still wondering about Cooper.*

ReT

CSE

The purpose of the Retelling Guide is to provide practice in retelling, through which the learner is likely to experience deeper levels of understanding and increased communicative competency.

For English Learners

Retelling has been found to significantly improve comprehension and sense of story structure while enhancing oral language proficiency. Language is supported through the use of sentence frames and a predictable structure.

This story is about _____.

The story takes place _____.

The main characters are _____.

The problem in the story is _____.

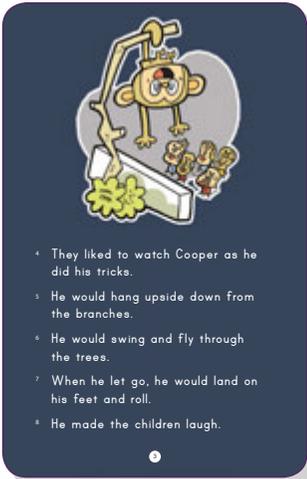
The problem is solved _____.

CSE

We are going to learn how to *use visualization to help us understand the text.*

Good readers make a picture in their mind when they're reading. It is like a movie. Visualization helps them understand the text, predict what will happen, and feel like they are right there in the story.

Model



Turn to *page 3.*

Cover the illustration. Read the text.

I picture a monkey doing tricks. I feel like I am right there watching him. I read the text and make a picture in my mind.

What can you use to help you understand the text better? *Have students respond with a complete sentence.*

We can use visualization to help us understand the text better.

Let's read **page 3** together. *Read page together.*

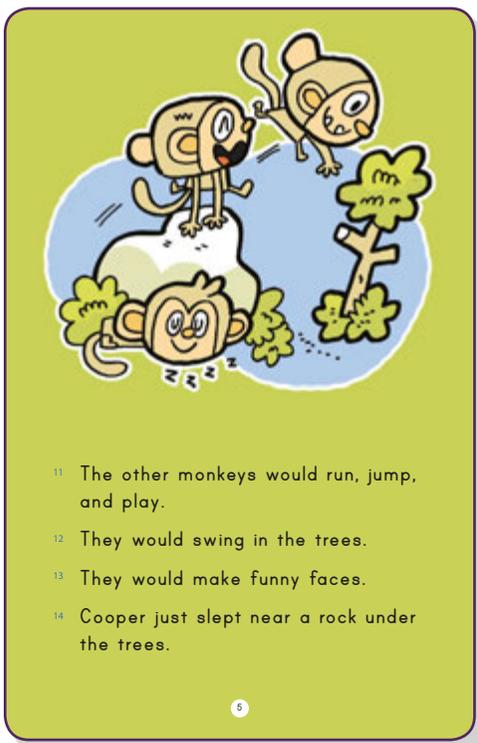
Guided Practice

Turn to **page 5**.

Cover the illustration. Read the text.

What do you visualize? *Pause.*

Do you see the other monkeys playing while Cooper slept? *Pause.*

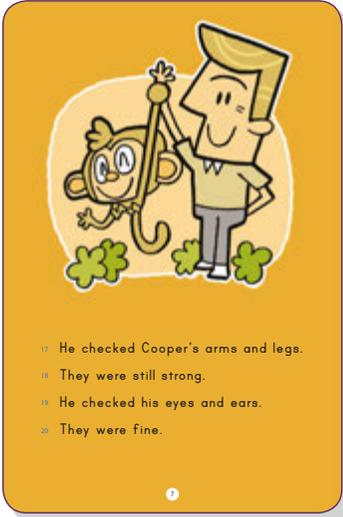


Do you feel like you are there? *Pause.*

How does visualization help you understand the text?
We read the text and make a picture in our minds.

Let's read **page 5** together. *Read page together.*

Independent Practice



Try it on your own.

Turn to **page 7**.

What will you do first?

I will cover the illustration, read the text, and make a picture in my mind.

After students read text, ask

What do you visualize?

Did students cover the illustration, read the text, and make a picture in their minds?

If not, say, OK, let's try it again. Good

readers always read the text and make a picture in their minds.

What do good readers do?

Good readers read the text and make a picture in their minds.

Share and Reflect

How can visualization help you as a reader?

Visualization can help us understand the story because it makes us feel as if we are there.

PHONOLOGICAL AWARENESS / PHONICS AND WORD RECOGNITION

Ph
APh
WR

Today you are going to **change the beginning sound (onset)** of the words I say to create a new word. Good readers can change the onset of a word to create new words with the same ending (rime).

These new words belong to the same word family as the first word. They are also rhyming words. This helps us to be better readers because we can use known words to read unknown words.

Model

Listen to this word

play

- I am going to separate the beginning sound(s) from the rest of the word:

/pl/

/ay/

- I am going to use a new beginning sound, or sounds, to make a new word. If I use the sound(s) /cl/, my new word is **clay**.

cl + **ay** = **clay**

- Do **play** and **clay** rhyme? *Pause.*
- Do they belong to the same word family? *Pause.*

Guided Practice

Are you ready to make some more new words?

play

We will say the word together and separate the beginning sound(s) from the rest of the word.

play

/pl/

/ay/

We are going to use new beginning sounds to make new words.
Can you think of other sounds we can use to make a new word?

*Have students look at an alphabet chart to find letters that make words.
Encourage use of blends. Below are letters that will make words*



Do they rhyme? *Pause.*

Do they belong to the same word family? *Pause.*

Independent Practice

Find the word **play** in sentence 11 of the text.

Make a new word from the word **play** by separating the beginning sound from the rest of the word. *Pause.*

Do your words rhyme? *Pause.*

Do they belong to the same word family? *Pause.*

Share and Reflect

How can learning to make new words by separating the beginning sound(s) from the rest of the word help you become a better reader?

Learning to separate the beginning sound(s) from the rest of the word can help us become better readers because it helps us read unknown words.

CSE

SUMMARY SENTENCE

For fictional stories, students write a summary sentence about the story. Students write who the story is about, what the character did in the story, and why the character did it. An example is provided for students.

MI

For nonfiction, students write two facts learned from the book using a beginning frame.

DT

I read a book about _____. I learned _____.

Ph
WR

WORD FAMILIES PRACTICE

This activity is tied directly to the phonics lesson in the lesson plan book.

Students write four or more words by separating the beginning sound or letter from the rest of the word. Students check the words written by saying each word and listening for the rhyme.

DT

COMPREHENSION CHECK

Students complete a multiple-choice comprehension check. There are six questions for students to answer.

CSE

STORY STRUCTURE

For fictional stories, students write a summary of the story by completing the frame for beginning, middle, and end of the story.

MI

DT

TOPIC/DETAIL GRAPHIC ORGANIZER

For nonfiction books, students identify the main topic and three key details to complete the graphic organizer.

COLLEGE AND CAREER READINESS Standards

Literary Text

- DT** Details in Text
- ReT** Retell
- CSE** Characters, Settings, and Events
- Wo Ph** Words and Phrases
- F/NF** Differences between Fiction/NonFiction
- AI** Author and Illustrator **PoV** Point of View
- IS** Illustrations in Stories
- CC** Compare and Contrast
- TC** Text Complexity

Writing

- I/E** Informational / Explanatory
- Nar** Narrative
- RoW** Range of Writing

Foundational Skills

- PC** Print Concepts
- PhA** Phonological Awareness
- PhWR** Phonics and Word Recognition
- FI** Fluency

Informational Text

- DT** Details in Text
- MI** Main Idea **ReT** Retell
- Rel** Relationships in Text
- Wo Ph** Words and Phrases
- TF** Text Features
- AI** Author and Illustrator **IT** Illustrations and Text
- ID** Illustrations and Details
- RE** Reasons and Evidence
- CC** Compare and Contrast
- TC** Text Complexity

Speaking and Listening

- CD** Collaborative Discussion
- AaA** Ask and Answer

Language

- WM** Word Meaning

k-1

K-1

SNAP!

RIGBY*

GLE*

RR*

FP*

DRA*

WORD
COUNT

17

17

1.8

18

J

18

286

**Estimated Level*

GLE: Grade Level Equivalent

RR: Reading Recovery

FP: Fountas and Pinnell

DRA: Developmental Reading Assessment

