

LP

# Special Visitors

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# Special Visitors

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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.

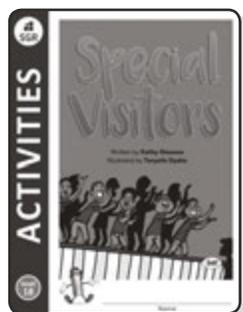
The phonological awareness skill is taught in the lesson within the context of the book. Teachers use a direct instruction model: teacher modeling, guided practice, independent practice, and time for sharing or reflection.

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 16	#376-400
376 farm	389 fall
377 pulled	390 king
378 draw	391 town
379 voice	392 I'll
380 seen	393 unit
381 cold	394 figure
382 cried	395 certain
383 plan	396 field
384 notice	397 travel
385 south	398 wood
386 sing	399 fire
387 war	400 upon
388 ground	

### 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 flashcards in the Mobl21 app.

## TEST High Frequency Word Work

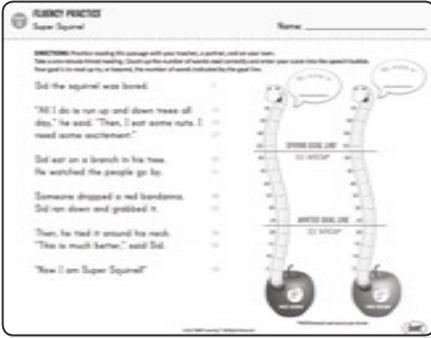
**DIRECTIONS TO TEACHER:** Students read the words from their word list found at the back of their student book. As they read, place a "+" mark for each correctly read word and a "-" mark for each word read incorrectly. Students must read words automatically (1-2 seconds) to be counted as correctly read. 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

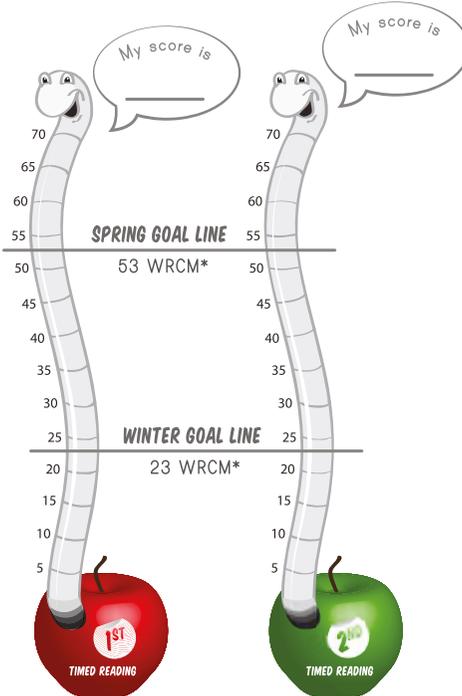
Continue with oral reading fluency practice after word recognition work.



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

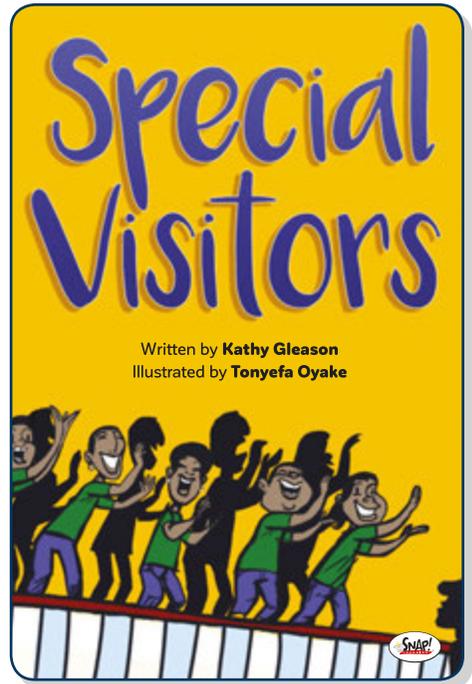
The illustrations aid your comprehension of the story.

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

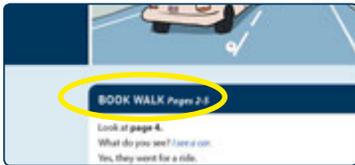
## Book Walk

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

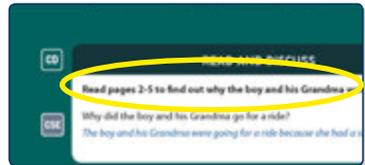
- 1 Do a **Book Walk** as indicated on each page (ex. Book Walk Pages 2-5).



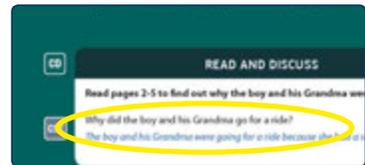
- 2 Stop at the **Read and Discuss** page.



- 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 On Tuesday, Mom came home from work.
- 2 She told Lacy that they were going to have special visitors.
- 3 "What do you mean?" asked Lacy.

2

**BOOK WALK** *Pages 2-5*

Look at **pages 2 and 3**.

What do you see? *A girl and her mom are unpacking food.*



- 4 "Some children from Africa are coming to town.
- 5 They travel all over America and they are going to sing at your school.
- 6 After they sing they will need a place to stay.
- 7 I invited some of them to stay at our house."

**BOOK WALK** *Pages 2-5*

Yes, Mom told Lacy that some children from Africa would be staying at their house.



- 8 "Where will they sleep?" asked Lacy.
- 9 "They'll sleep on the couch," said Mom.
- 10 "They can use our sleeping bags."
- 11 "What are their names?" asked Lacy.

4

**BOOK WALK** Pages 2-5

Look at **pages 4 and 5**.

What do you see? *Mom is baking something.*

Yes, she was preparing food. Mom said the two girls, Mandy and Teresa, were ten years old like Lacy.



- 12 "Mandy and Teresa," said Mom.
- 13 "They are both ten years old."
- 14 "They're the same age as me!"  
said Lacy.

5

CD

## READ AND DISCUSS

**Read pages 2-5 to find out what special visitors were coming to stay with Lacy and her mom.**

DT

What special visitors were coming to stay with Lacy and her mom?

*Children from Africa were coming to stay with Lacy and her mom.*

- 14 "Do they speak English?"
- 15 "I think so," said Mom.
- 16 "They will have an adult with them too.
- 17 Her name is Auntie Doris.
- 18 She'll sleep in your bed.
- 19 You can sleep in the front room with the girls."

**BOOK WALK** Pages 6-9

Look at **pages 6 and 7**.

How do you think Lacy felt? *Answers may vary.*

- "I've never met anyone from Africa before!" said Lacy.
- "Do you think they'll like it here?"
- "Why did they come so far just to sing?"
- "Do they go to school?"
- Lacy was full of questions.
- Mom did not know all the answers.

**BOOK WALK** *Pages 6-9*

Lacy had many questions about the visitors from Africa.



- 27 On Friday, Lacy and her family went to the school.
- 28 Many people were there.
- 29 The children came out on the stage.
- 30 They sang and danced.

**BOOK WALK** Pages 6-9

Look at **pages 8 and 9**.

What do you see?

*The visitors from Africa are singing on a stage.*

Yes, they sang, danced, and told stories about Africa.



- 31 They wore matching clothes.
- 32 They sang African songs.
- 33 They told stories about their lives  
in Africa.
- 34 Lacy loved the music.

CD

## READ AND DISCUSS

Read pages 6-9 to find out what the visitors from Africa did at school.

DT

What did the visitors from Africa do at school?

*The visitors from Africa sang, danced, and told stories about their lives in Africa.*

- 35 After the show they took Mandy, Teresa, and Auntie Doris home.
- 36 The girls were very shy.
- 37 Lacy asked them questions.
- 38 The girls answered quietly.
- 39 They ate dinner, and Mom talked to Auntie Doris.

**BOOK WALK** *Pages 10-13*

Look at **page 10**.

What do you see?

*The visitors are eating dinner with Lacy and her mom.*



- 40 After dinner the girls played in Lacy's room with some of her toys.
- 41 Soon they were tired.
- 42 Mom put sleeping bags on the couches.
- 43 Mandy and Teresa fell asleep quickly.

11

**BOOK WALK** Pages 10-13

Look at **page 11**.

The girls slept in sleeping bags that night.



- <sup>44</sup> In the morning, they all went to school for a big breakfast.
- <sup>45</sup> They ate pancakes, eggs, and potatoes.

12

**BOOK WALK** Pages 10-13

Look at **pages 12 and 13**.

What do you see? *Everyone is eating at school.*

Yes, all the visitors from Africa ate breakfast at school.



<sup>46</sup> Mandy and Teresa had seconds of everything.

13

CD

### READ AND DISCUSS

Read pages 10-13 to find out what the visitors did at Lacy's house.

DT

What did the visitors do at Lacy's house?

*Mom talked to Auntie Doris while Mandy and Teresa played with Lacy's toys.*



- 47 Then it was time to take them to the airport.
- 48 A big bus was waiting in front of the school.

**BOOK WALK** *Pages 14-16*

Look at **pages 14 and 15**.

What do you see? *The visitors are getting on the bus.*



- 49 Lacy said good-bye to Mandy and Teresa.
- 50 The girls thanked Lacy and her parents.
- 51 The children climbed on the bus.
- 52 Lacy could not see them anymore.

15

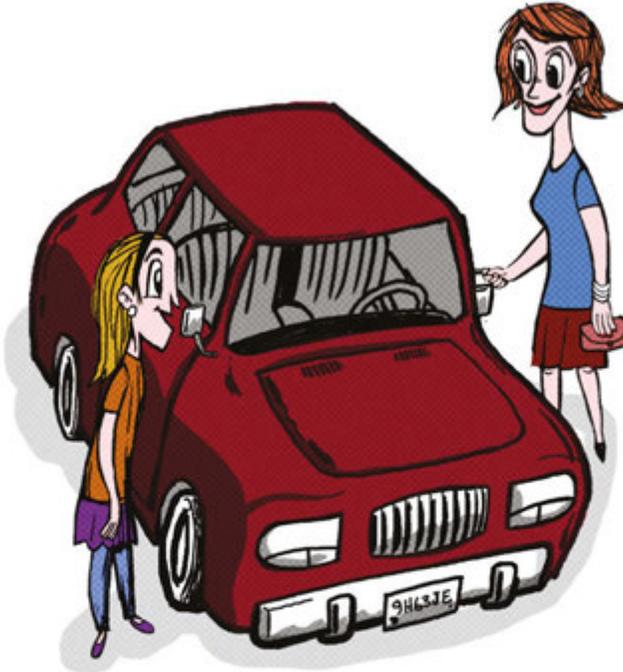
**BOOK WALK** Pages 14-16

Yes, they said good-bye and climbed on the bus.

Look at **page 16**.

What do you think Lacy and her mom talked about?

*Answers may vary.*



- 53 "That was so much fun!" said Lacy to Mom.
- 54 "I hope I can travel to Africa some day!"

16

CD

## READ AND DISCUSS

**Read pages 14-16 to find out how Lacy felt when the visitors left.**

CSE

How did Lacy feel when the visitors left?

*Answers may vary.*

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 \_\_\_\_\_.

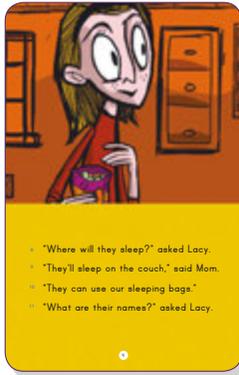
The problem is solved \_\_\_\_\_.

CSE

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

Good readers make a connection with the text when they're reading. They connect the text to their lives, what is going on in the world, or what they have read in other texts. This helps them comprehend the text and relate to the characters.

## Model



Turn to **pages 4 and 5**.

Hold up the book so students can see the illustration. Read the text.

I think about a time when I had visitors come to my house. Like Lacy, I asked questions about what they like to eat and where they would sleep. I read the text and make a connection in my mind.

What can you use to help you understand the text better?

*Students should respond with a complete sentence.*

*We can use connecting to help us understand the text better.*

Now, let's read **page 4** together. *Read page together.*

## Guided Practice

Turn to **pages 8 and 9**.

Read the text.

How do you feel when you are in the audience at a special performance?

*Pause.*



A cartoon illustration showing a group of children on a stage. They are wearing matching green shirts and purple pants. Some are dancing, and others are singing into microphones. The background is a bright orange and yellow sun.

27 On Friday, Lacy and her family went to the school.

28 Many people were there.

29 The children came out on the stage.

30 They sang and danced.



A cartoon illustration showing a group of children in an audience. They are silhouetted against a bright orange and yellow sun. Some are clapping, and others are looking towards the stage. A woman with long hair is visible in the foreground.

31 They wore matching clothes.

32 They sang African songs.

33 They told stories about their lives in Africa.

34 Lacy loved the music.

What can you do to help you understand the text better? *Pause.*

*We read the text and make a connection in our minds.*

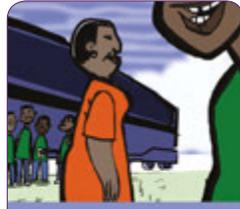
Now, let's read **pages 8 and 9** together.

*Read pages together.*

## Independent Practice



- « Then it was time to take them to the airport.
- « A big bus was waiting in front of the school.



- « Lacy said goodbye to Mandy and Teresa.
- « The girls thanked Lacy and her parents.
- « The children climbed on the bus.
- « Lacy could not see them anymore.

Try it on your own.

Turn to **pages 14 and 15**.

What will you do first?

*I will read the text and make a connection in my mind.*

*Did students read the text and make a connection in their mind?*

*If not, say:* What part of the text can you connect with? OK, let's try it again.

Good readers always read the text and make a connection in their mind.

What do good readers do?

*Good readers read the text and make a connection in their mind.*

## Share and Reflect

How can connecting with the text help you as a reader?

*Connecting with the text can help us understand the text because it helps us understand the characters and their actions.*

# 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

**sing**

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

/s/

/ing/

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

**p** + **ing** = **ping**

- Do **sing** and **ping** rhyme? *Pause.*
- Do they belong to the same word family? *Pause.*

## Guided Practice

Are you ready to make some more new words?

# ping

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

ping

/p/

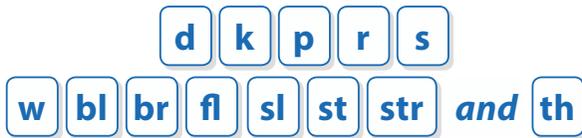
/ing/

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 digraphs and 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 **sing** in sentence 5 of the text.

Make a new word from the word **sing** 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

18

18

1.8

18

J

18

393

*\*Estimated Level*

**GLE:** Grade Level Equivalent

**RR:** Reading Recovery

**FP:** Fountas and Pinnell

**DRA:** Developmental Reading Assessment

