

LP

Snail

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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 4	#76-100
76 your	89 its
77 were	90 now
78 way	91 find
79 could	92 long
80 people	93 there
81 when	94 day
82 than	95 did
83 first	96 an
84 if	97 how
85 been	98 made
86 call	99 may
87 who	100 their
88 will	

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

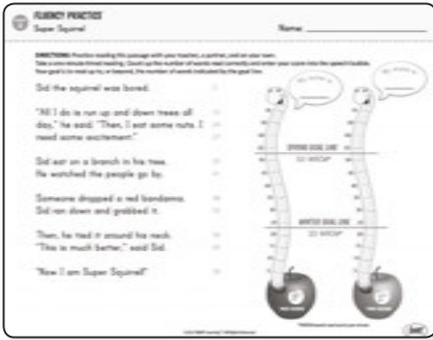
DIRECTIONS TO TEACHER: Students read the words from their word list found at the back of their student book. As they read, place a "+" mark for each correctly read word and a "-" mark for each word read incorrectly. Students must read words automatically (1-2 seconds) to be counted as correctly read.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

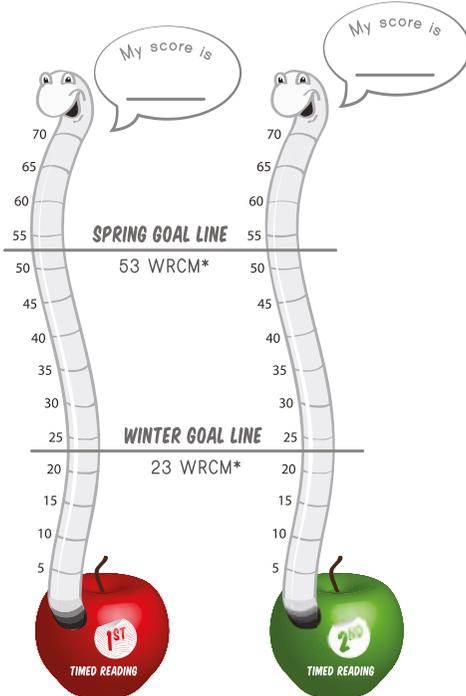
Continue with oral reading fluency practice after word recognition work.



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.*

Discuss students' predictions.

CD

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

For fiction say:

F/NF

A story has a setting, characters, and events.

It usually includes a problem and solution.

CSE

The illustrations aid your comprehension of the story.

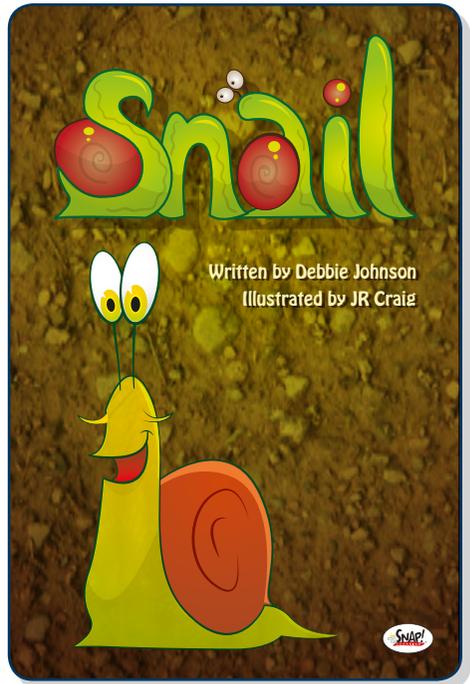
IS

For non-fiction text say:

TF

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

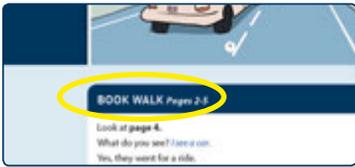
Book Walk

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.

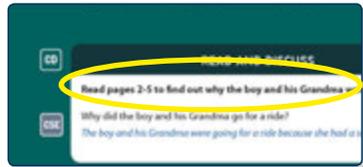
If students are having difficulty, continue the supportive Book Walk introduction until students are ready to read on their own.

Steps

- 1 Do a **Book Walk** as indicated on each page (ex. Book Walk Pages 2-5).
- 3 Set a purpose for reading, "Read page ____ to find out ____."



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



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



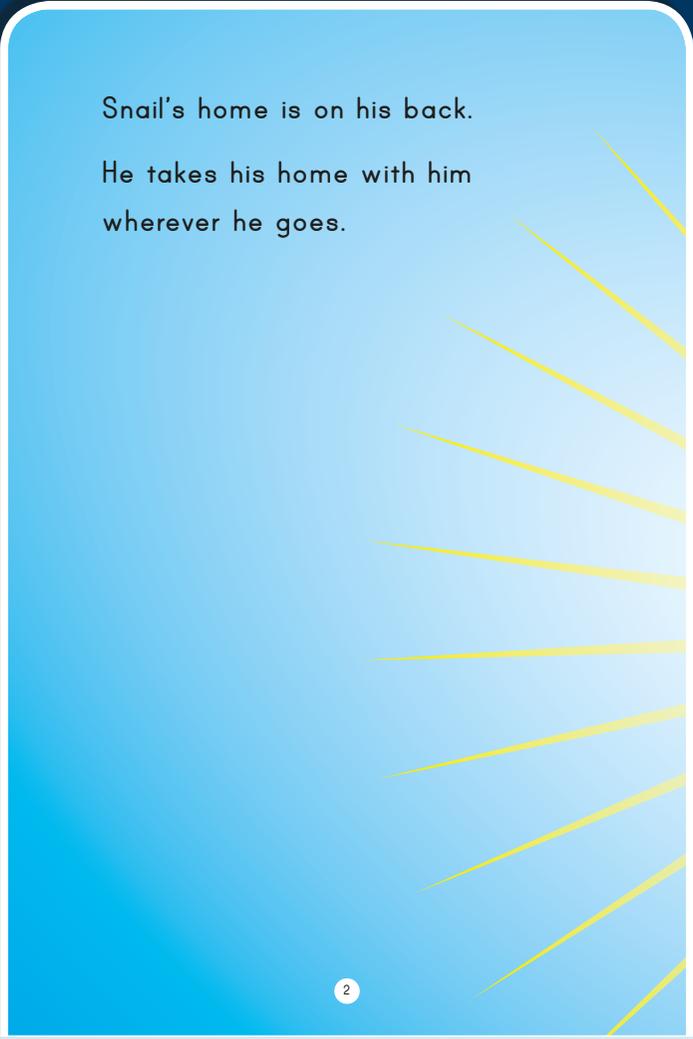
- 6 Students share their answers.

For English Learners

The Book Walk supports English learners through:

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

Snail's home is on his back.
He takes his home with him
wherever he goes.



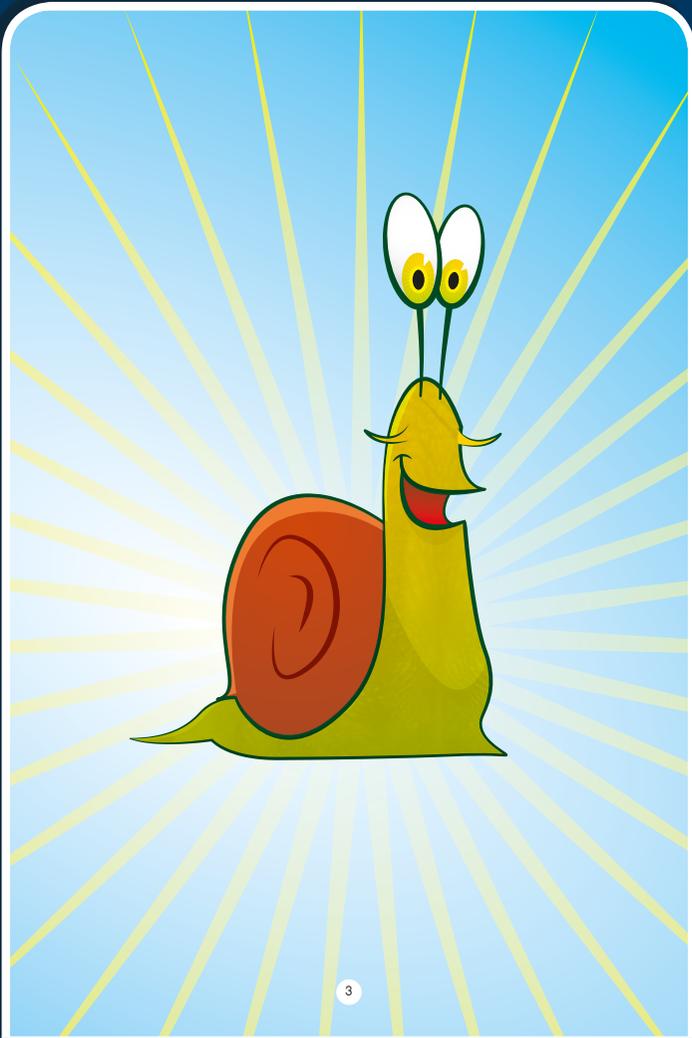
2

BOOK WALK *Pages 2-5*

Look at **pages 2 and 3.**

What do you see?

I see a snail.

**BOOK WALK** Pages 2-5

Yes, and where is Snail's home?

Answers may vary.

A snail's home is on his back, isn't it? *Pause.*



Snail goes up a hill and his
home goes with him.

4

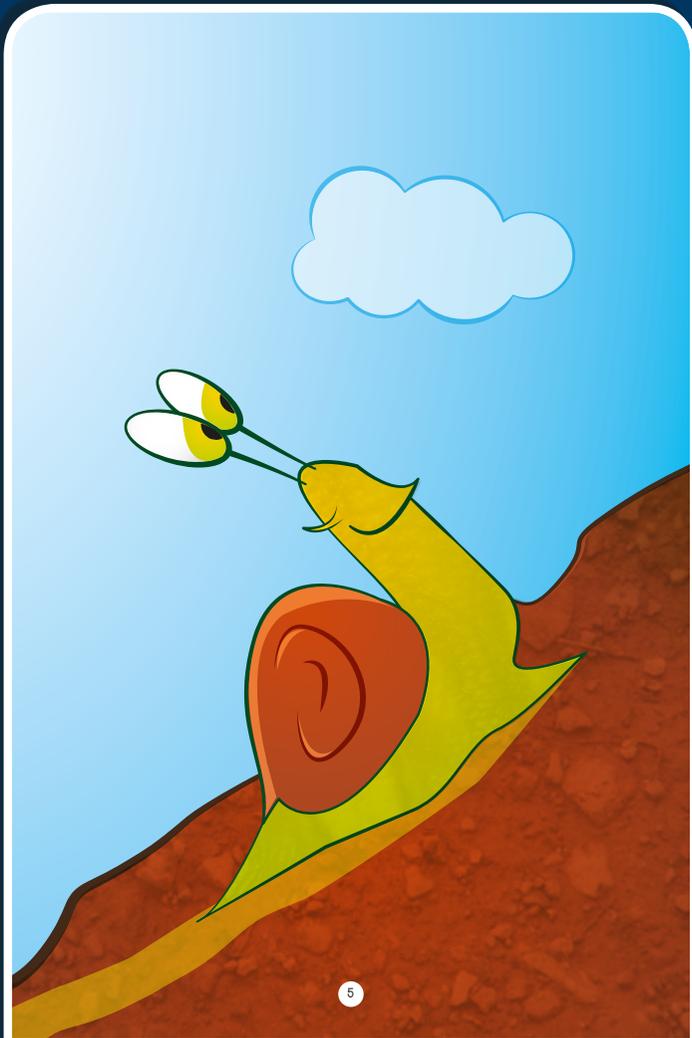
BOOK WALK *Pages 2-5*

Look at **pages 4 and 5.**

Where does Snail go?

Snail goes up a hill.

Yes, and his home goes with him.



CD

READ AND DISCUSS

Read pages 2-5 to find out where Snail's home is.

CSE

Where is Snail's home?

His home is on his back.

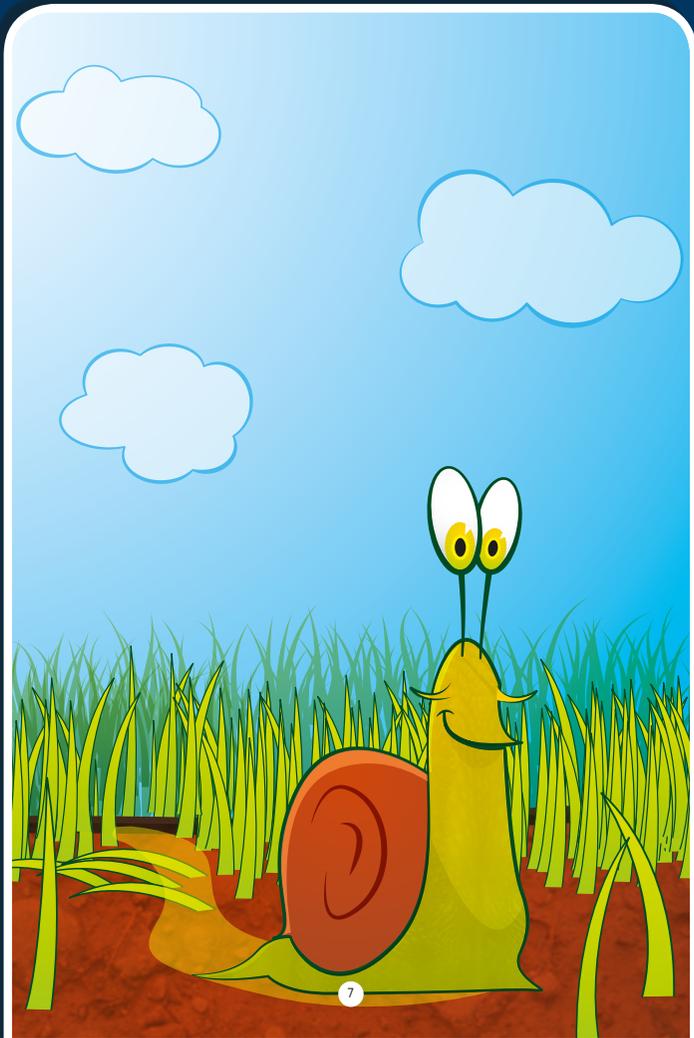


Snail goes onto the grass and his home goes with him.

BOOK WALK Pages 6-9

Look at **pages 6 and 7.**

Where does Snail go now? *He goes onto the grass.*



BOOK WALK Pages 6-9

Does his home go with him? *Yes.*

Snail is hungry and wants something to eat.

He goes under a vine and into the garden.



BOOK WALK Pages 6-9

Look at **pages 8 and 9**.

What do you see? *Snail is in the dirt.*

Yes, he is hungry. He goes into the garden.

What do you think he will eat? *Answers may vary.*



CD

READ AND DISCUSS

Read pages 6-9 to find out where Snail goes when he gets hungry.

CSE

Where does Snail go when he gets hungry?

Snail goes into the garden when he gets hungry.



BOOK WALK *Pages 10-13*

Look at **pages 10 and 11**.
What does he eat? *He eats corn.*

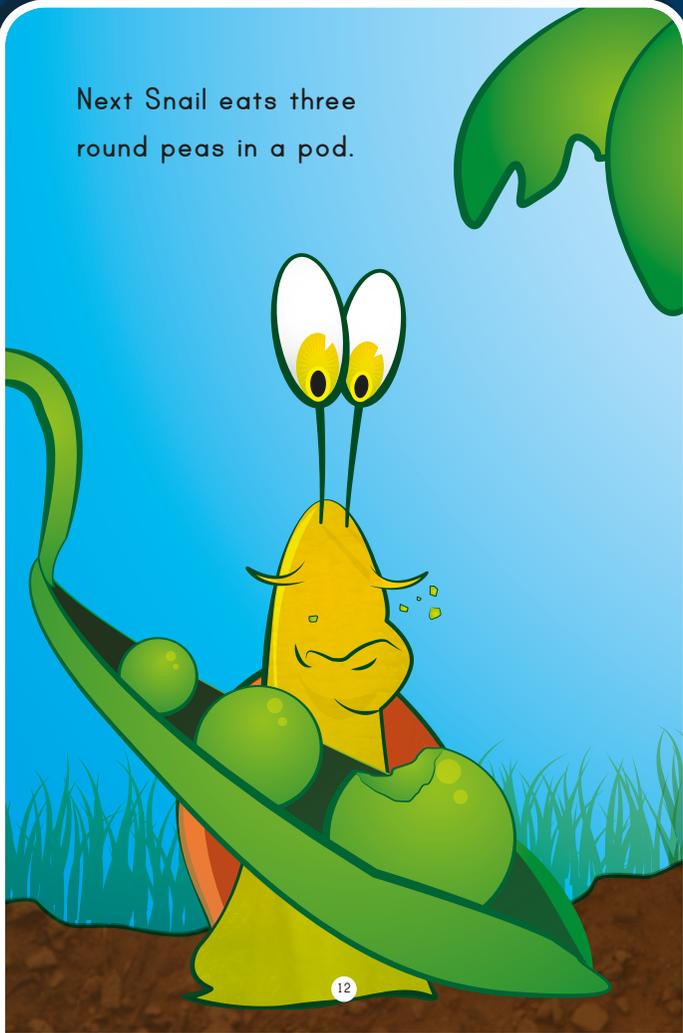
Snail eats two green leaves and some yellow corn.



BOOK WALK *Pages 10-13*

Yes, he eats corn and two leaves.

Next Snail eats three
round peas in a pod.



BOOK WALK Pages 10-13

Look at **pages 12 and 13**.

What else does he eat? *He eats peas and a carrot.*

Yes, he eats three round peas and a bit of carrot.

Finally he eats a little bit of orange carrot.



CD

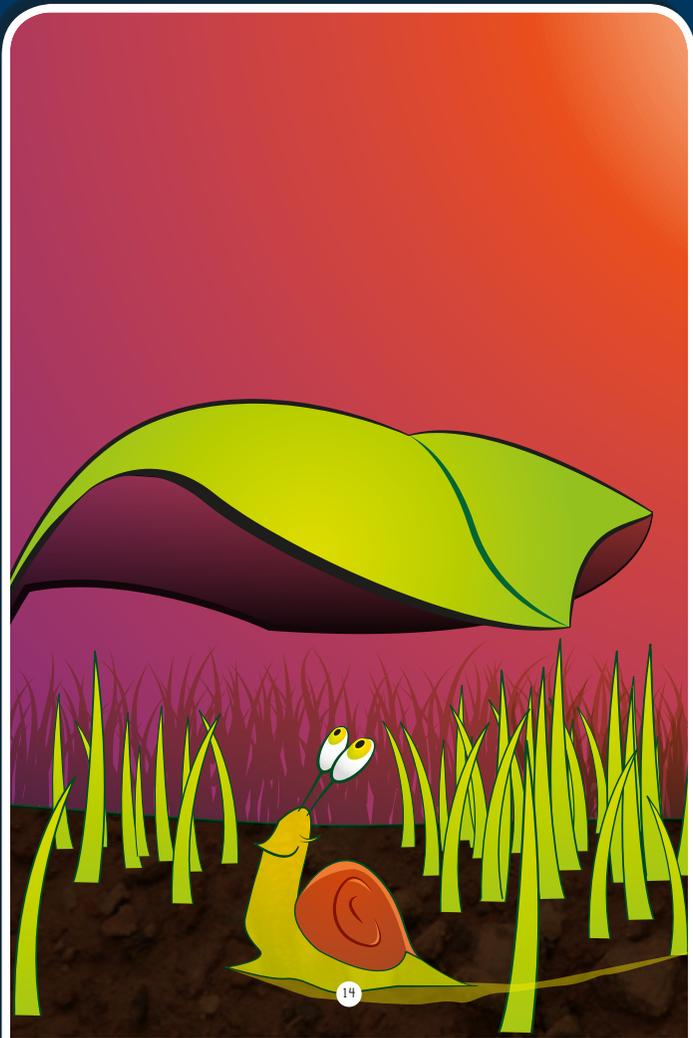
READ AND DISCUSS

Read pages 10-13 to find out what Snail ate.

DT

What did Snail eat?

Snail ate leaves, corn, peas, and a bit of carrot.



BOOK WALK Pages 14-16

Look at **pages 14 and 15**.

What do you see? *Snail is under a leaf.*



Then Snail wants to go to sleep.
He goes under a big green leaf.

15

BOOK WALK Pages 14-16

Yes, he is tired. What do you think he wants to do?

Answers may vary.

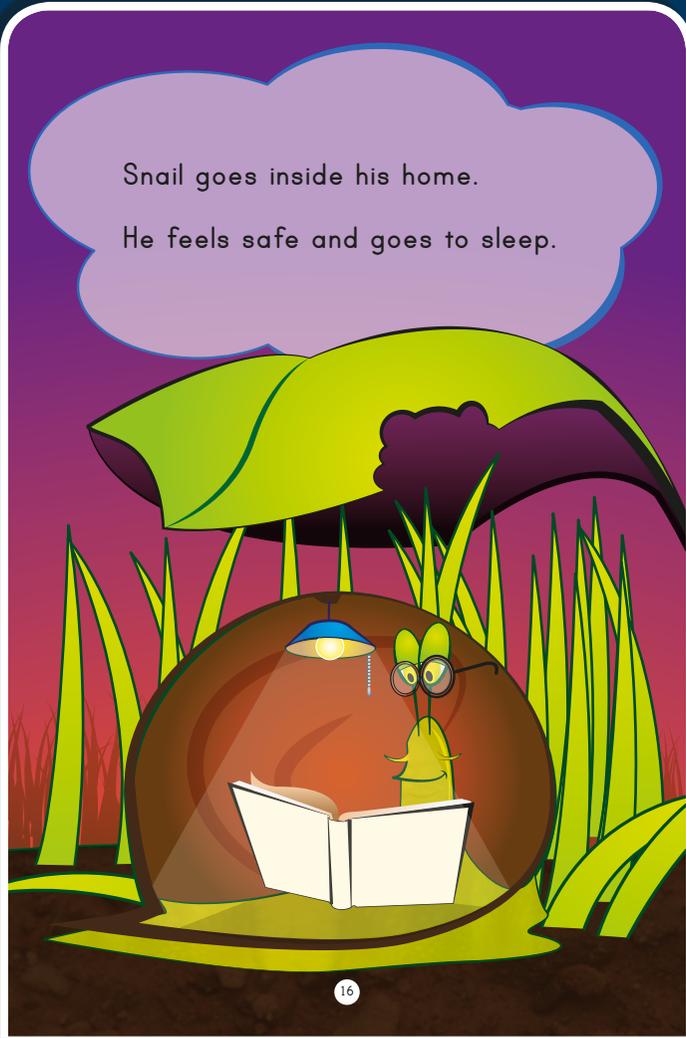
Look at **page 16**.

What do you see? *I see snail reading a book.*

Yes, he is reading a story before he goes to sleep.

Snail goes inside his home.

He feels safe and goes to sleep.



16

CD

READ AND DISCUSS

Read pages 14-16 to find out what Snail did when he was tired. Explain how the illustration on page 16 helps you understand the text.

DT

What did Snail do when he was tired?

Snail went under a big green leaf and inside his home.

IS

How does the illustration help you understand the text?

Snail is reading a book to help him fall asleep.

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 _____.

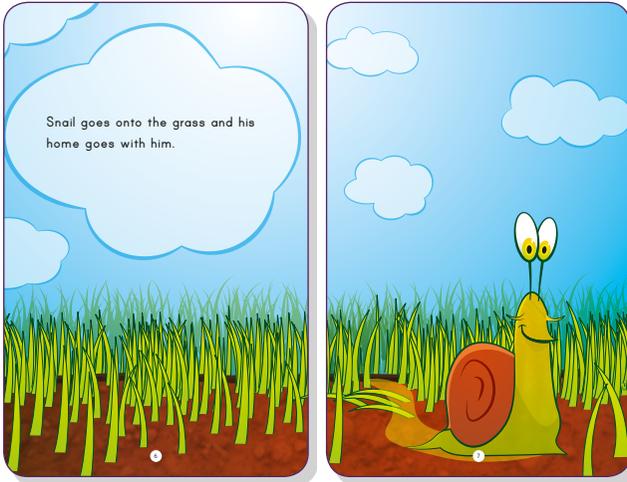
The problem in the story is _____.

The problem is solved _____.

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 6 & 7.**

Cover the illustration. Read the text.

I picture a snail going through the grass. 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? *Students should respond with a complete sentence.*

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

Let's read **page 6** together. *Read page together.*

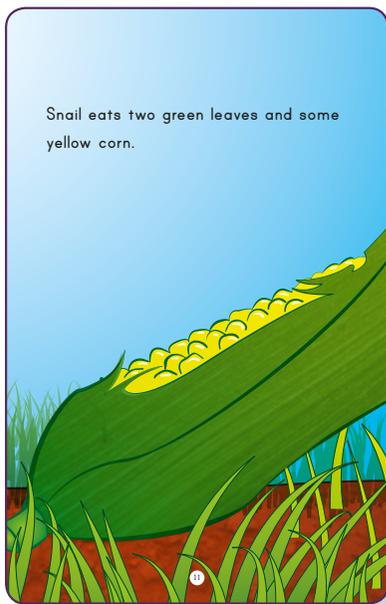
Guided Practice

Turn to **page 10 & 11**.

Cover the illustration. Read the text.

What do you visualize? *Pause.*

Do you see Snail eating the leaves and corn? *Pause.*



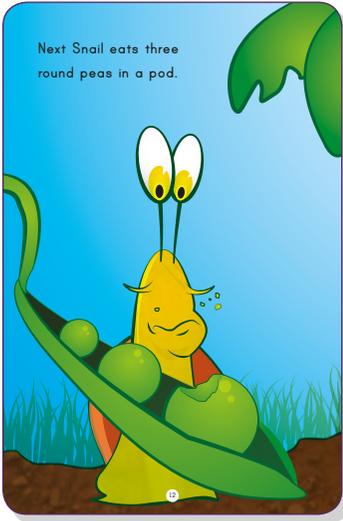
Do you feel like you are there? *Pause.*

How does visualization help you understand the text?

We read the text and make a picture in our minds.

Let's read **page 10** together. *Read page together.*

Independent Practice



Try it on your own.
Turn to **page 12**.

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

You are going to **segment sounds** in words that I say. Some of the words will be real and some make-believe. Good readers can segment the beginning, middle, and ending sounds in words. This helps them to be better readers.

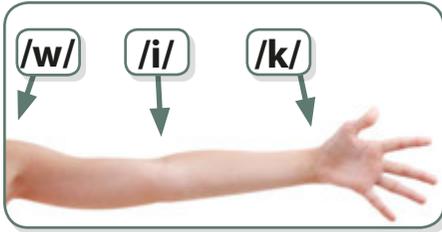
Model

Listen to this word:

wik

I am going to segment the sounds in the word **“wik.”**

Watch me as I tap my arm and segment the sounds in the word. I touch my shoulder for the beginning sound **/w/**, my elbow for the middle sound **/i/**, and my wrist for the ending sound **/k/**.



Touch your shoulder, elbow, and

*wrist for each sound, then, run your hand down your arm as you say the word **wik**.*

The three sounds in the word are **/w/ /i/ /k/**.

The beginning sound is **/w/**, the middle sound is **/i/**, and the ending sound is **/k/**.

Now, I am going to segment the sounds in the word **pop**.

Watch me as I tap my arm and segment the sounds in the word. *Touch your shoulder, elbow, and wrist for each sound, then, run your hand down your arm as you say the word.* The three sounds in the word are **/p/ /o/ /p/**.

What was the beginning sound? *Pause.*

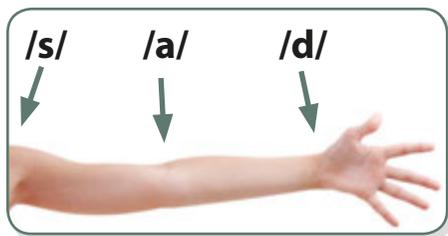
The middle sound? *Pause.* The ending sound? *Pause.*

If student is incorrect, ask student to listen for the targeted sound as you tap it on your arm.

Guided Practice

Are you ready to segment the sounds in some words?

Say **“sad.”**



We will say the word and segment the sounds together. **Sad.**

Model tapping your shoulder, elbow, and wrist for each sound.

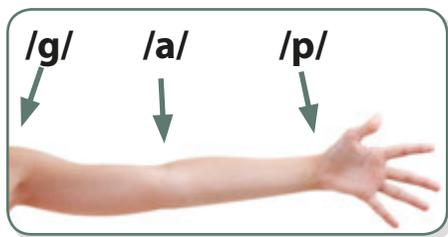
Then, say the word as you run your hand down your arm.

Have students do it with you.

What was the beginning sound? *Pause.*

The middle sound? *Pause.* The ending sound? *Pause.*

Say **“gap.”**



We will say the word and segment the sounds together. **Gap.**

Model tapping your shoulder, elbow, and wrist for each sound.

Then, say the word as you run your hand down your arm.

Have students do it with you.

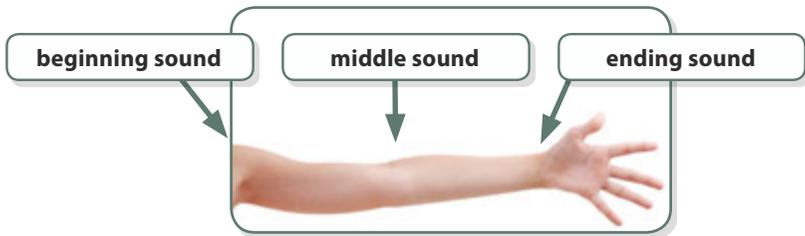
What was the beginning sound? *Pause.*

The middle sound? *Pause.* The ending sound? *Pause.*

Independent Practice

What will you do to show me how to segment the sounds in a word?

I will use my arm and touch my shoulder for the beginning sound, my elbow for the middle sound, my wrist for the ending sound, and run my hand down my arm when I say the word.



Are you ready to segment the sounds in a word? *Pause.*

The word is **“fed.”**

Say the word **“fed.”** *Pause.*

Now, using your arm, segment the sounds in the word **fed.** *Pause.*

What is the beginning sound? *Pause.* The middle sound? *Pause.*

The ending sound? *Pause.* Now, say the word. *Pause.*

Monitor students to see if they are moving their hands down their arms to indicate the position of sounds in the word.

Are you ready to segment the sounds in another word? *Pause.*

The word is **“rip.”**

Say the word **“rip.”** *Pause.*

Now, using your arm, segment the sounds in the word **rip.** *Pause.*

What is the beginning sound? *Pause.* The middle sound? *Pause.*

The ending sound? *Pause.* Now, say the word. *Pause.*

Monitor students to see if they are moving their hands down their arms to indicate the position of sounds in the word.

Act

EXTENDED ACTIVITIES & ASSESSMENTS

Ph
WR



TRACE AND WRITE

Students practice tracing and writing high frequency words and domain-specific words from the text.

CSE

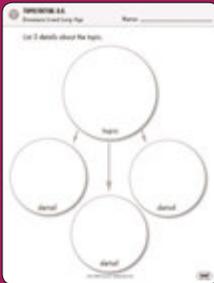


STORY STRUCTURE

For fictional stories, students draw and label a picture of something that happened at the beginning, in the middle, and at the end of the story.

MI

DT



TOPIC/DETAIL GRAPHIC ORGANIZER

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

DT



COMPREHENSION CHECK

Students complete a multiple-choice comprehension check. Beginning first grade students learn how to fill-in bubbles for multiple-choice questions.

IE

Nar

RoW



DRAW AND WRITE

Students draw and write about a favorite part of the story.

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
- Fl** 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

6

6

1.1

5,6

C,D

6

107

***Estimated Level**

GLE: Grade Level Equivalent

RR: Reading Recovery

FP: Fountas and Pinnell

DRA: Developmental Reading Assessment

