

LP

# ART

## *the Delivery Truck*

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# ART

## *the Delivery Truck*

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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.

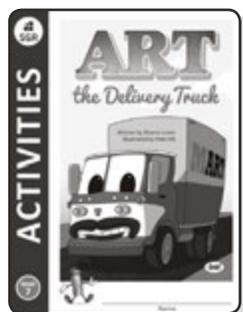
The phonological awareness skill is taught in the lesson within the context of the book. Teachers use a direct instruction model: teacher modeling, guided practice, independent practice, and time for sharing or reflection.

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 5	#101-125
101 over	114 give
102 new	115 most
103 sound	116 very
104 take	117 after
105 only	118 thing
106 which	119 our
107 work	120 just
108 know	121 name
109 place	122 good
110 year	123 sentence
111 live	124 man
112 each	125 think
113 back	

### 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

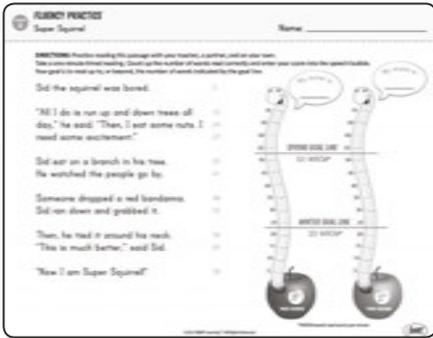
**DIRECTIONS TO TEACHER:** Students read the words from their word list found at the back of their student book. As they read, place a "+" mark for each correctly read word and a "-" mark for each word read incorrectly. Students must read words automatically (1-2 seconds) to be counted as correctly read.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

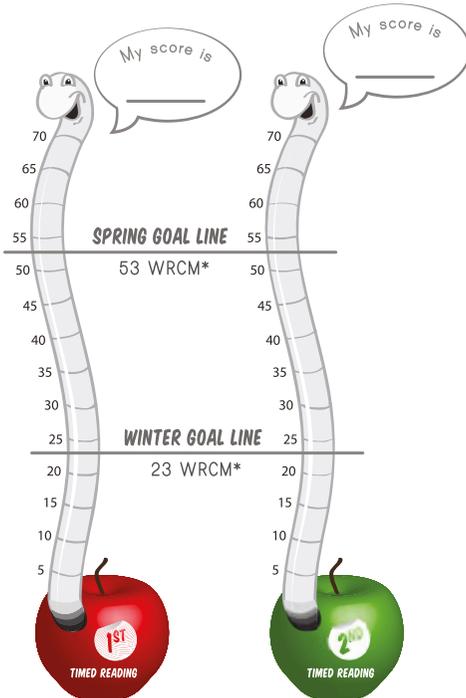
Continue with oral reading fluency practice after word recognition work.



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.

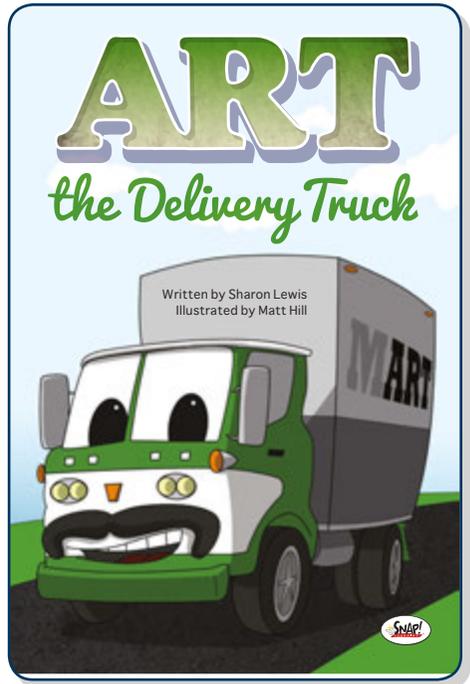
IS

*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

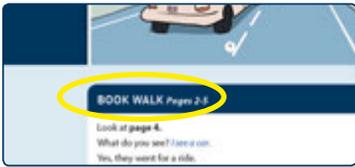
### Book Walk

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.

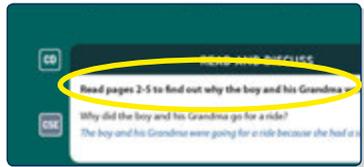
If students are having difficulty, continue the supportive Book Walk introduction until students are ready to read on their own.

### Steps

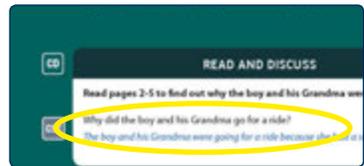
- 1 Do a **Book Walk** as indicated on each page (ex. Book Walk Pages 2-5).
- 3 Set a purpose for reading, "Read page \_\_\_\_ to find out \_\_\_\_."



- 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

# TEXT READING

This is Art.

He is a delivery truck.

2

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

This story is about Art. He's a delivery truck.



3

**BOOK WALK** Pages 2-5

What do you see?

*I see Art the delivery truck.*

Art goes to many different places.  
He carries many things.

4

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

I wonder what he's delivering today.

Look at **page 5**.

What do you see?

*Art is in the city and the country and the mountains.*



CD

## READ AND DISCUSS

Read pages 2-5 to find out what Art does.

DT

What does Art do?

*Art goes to many places and carries many things.*

Art takes boxes of food to  
the market.

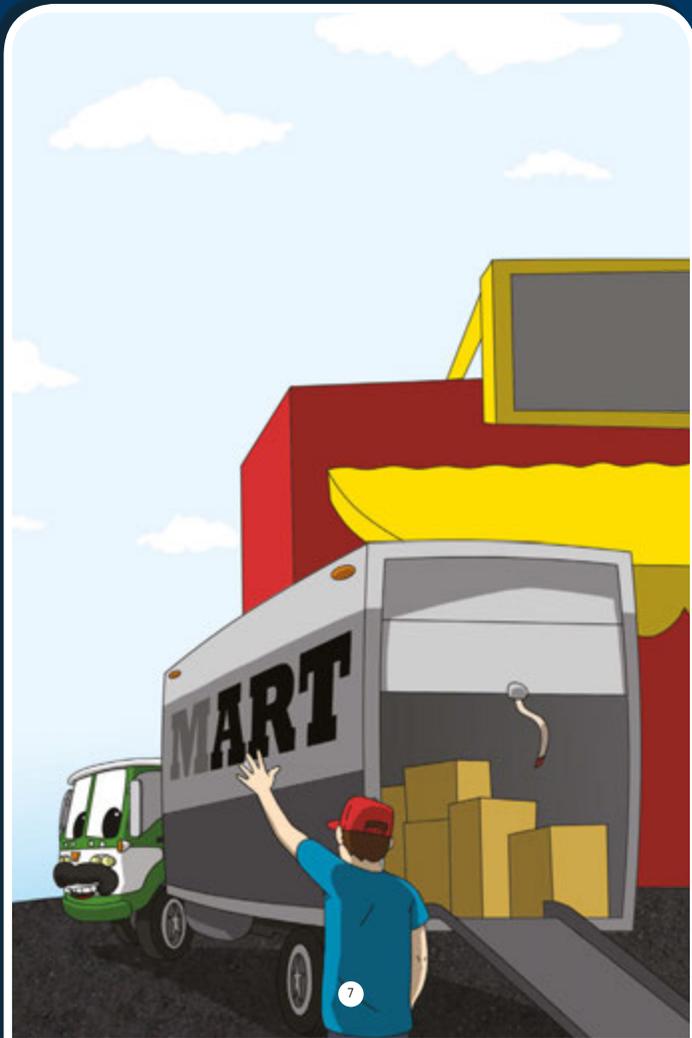
He carries clothes and toys to  
stores and homes.

He takes supplies to camp.

6

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

Art goes to many different places.



**BOOK WALK** Pages 6-9

Look at **page 7**.

What do you see? *Art has some boxes.*

Art has an important job.

People are happy to see him come.

Art is happy, too.

He likes to see the people smile  
when he brings their packages.

8

### BOOK WALK *Pages 6-9*

Art can carry boxes of food, clothes, or toys. He can even take supplies to camp.

Look at **page 9**.

What do you see? *Art brought a present to someone.*

Does Art like his job? *Answers may vary.*

Yes, Art has an important job.



CD

## READ AND DISCUSS

**Read pages 6-9 to find out why Art is happy.**

CSE

Why is Art happy?

*Art is happy because people smile when he brings their packages.*

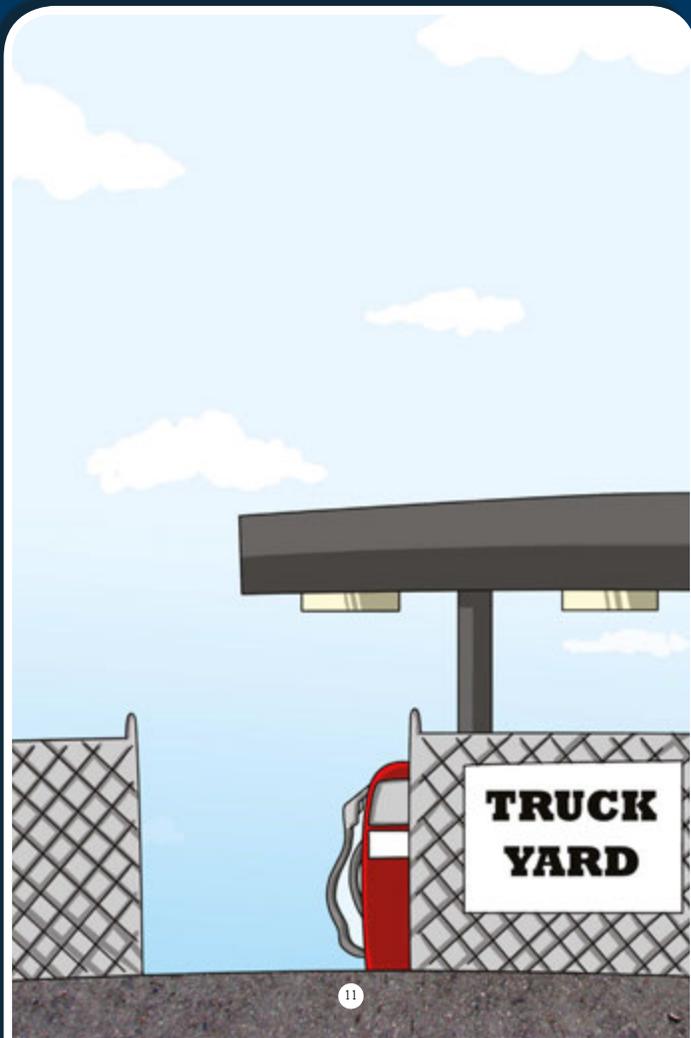
This is the yard where Art lives.  
He sleeps when he is not working.

10

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

Look at **page 11**.

What do you see? *I see a fence and a gas pump.*

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

Yes, that is the truck yard.

Do you see the sign?

Read the sign. *Truck Yard*.

That is where Art lives and sleeps.

Many trucks live here.

He is not big like the other trucks.

He is not shiny and new.

12

### BOOK WALK *Pages 10-13*

Look at **page 13**.

What do you see? *Art is parked between two big trucks.*

Yes, many trucks live in the truck yard.



CD

## READ AND DISCUSS

Read pages 10-13 to find out how Art is different from the other trucks in the truck yard.

DT

How is Art different from the other trucks in the truck yard?

*Art is not big, shiny, or new like the other trucks in the truck yard.*

Art is smart and strong.

He uses a map to find his way.

Art is always on time.

14

### BOOK WALK *Pages 14-16*

Look at **page 15**.

What do you see? *Answers may vary.*



15

**BOOK WALK** Pages 14-16

Art is looking at map. He uses a map to find his way.

Look at **page 16**.

What do you see? *Answers may vary.*

Do you think Art likes his job? *Discuss.*



16

CD

## READ AND DISCUSS

Read pages 14-16 to find out what Art thinks about his job. Explain how the illustration on page 16 helps you understand the text.

DT

What does Art think about his job?  
*Art thinks his job is perfect for him.*

IS

How does the illustration help you understand the text?  
*Art is smiling as he leaves the truck yard to go to work.*

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 \_\_\_\_\_.**

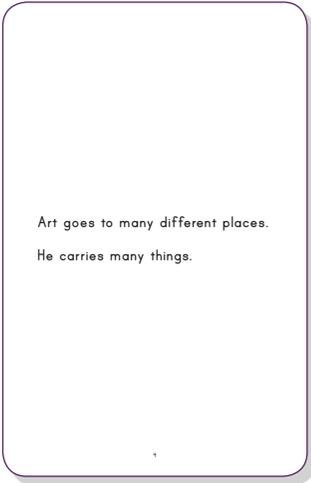
**The problem is solved \_\_\_\_\_.**

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 4.  
Read the text.*

I picture a truck driving around all different places. 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 4** together. *Read page together.*

## Guided Practice

Turn to **page 6**.

Read the text.

What do you visualize? *Pause.*

Do you see Art carrying boxes filled with all kinds of things? *Pause.*

Art takes boxes of food to  
the market.

He carries clothes and toys to  
stores and homes.

He takes supplies to camp.

6

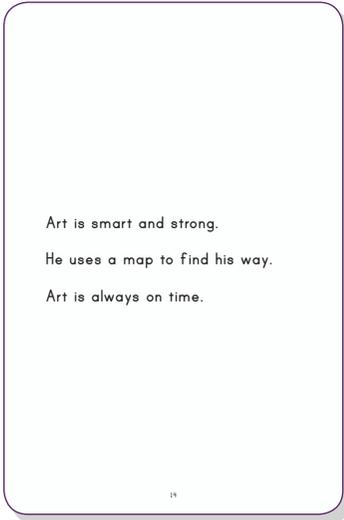
Do you feel like you are there? *Pause.*

How does visualization help you understand the text?

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

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

## Independent Practice



Try it on your own.

Turn to **page 14**.

What will you do first?

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

*After students read text, ask*

What do you visualize?

*Did students 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  
A

You are going to **change the beginning sound** of the words I say. Some of the words will be real and some make-believe.

Ph  
WR

Good readers can change the beginning sound of a word to create new words. This will help you read new words that are similar to known words.

## Model

Listen to this word:

# kin

/k/ /i/ /n/

↓  
/p/ /i/ /n/

I take away the beginning sound /k/ and put /p/.  
The new word is **pin**.

/p/ /i/ /n/

↓  
/r/ /i/ /n/

I take away the beginning sound /p/ and put /r/.  
The new word is **rin**.

/r/ /i/ /n/

↓  
/ch/ /i/ /n/

I take away the beginning sound /r/ and put /ch/.  
The new word is **chin**.

Repeat above script with **wet**.

Replace /w/ with /s/ (set), /l/ (let), /th/ (thet).

## Guided Practice

We will change the beginning sound in a word together. You will say the word, take off the beginning sound, put the new sound in its place, and say the new word. Are you ready to make some new words?

mid

**Mid.** We will say the word together. *Mid.*

/m/ /i/ /d/



/d/ /i/ /d/

Take away the beginning sound /m/ and put /d/.

What is the new word? *did*

/d/ /i/ /d/



/p/ /i/ /d/

Take away the beginning sound /d/ and put /p/.

What is the new word? *pid*

/p/ /i/ /d/



/ch/ /i/ /d/

Take away the beginning sound /p/ and put /ch/.

What is the new word? *chid*

Repeat above script with **bus**.

Replace /b/ with /f/ (*fus*), /p/ (*pus*), /r/ (*rus*).

## Independent Practice

What will you do to show me how to change the beginning sound in a word?

*I will say the word, take off the beginning sound, put the new sound in its place, and say the new word.*

**wag**

Are you ready to make some new words?

The word is **wag**. *Students should repeat the word.*

Take away the beginning sound and put **/b/**.

What is the new word? *bag*

Take away the beginning sound and put **/t/**.

What is the new word? *tag*

Take away the beginning sound and put **/d/**.

What is the new word? *dag*

## Share and Reflect

How can changing beginning sounds of a word help you be a better reader?

*Changing the beginning sound of a word can help me be a better reader because I can read new words that are similar to known words.*

# 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

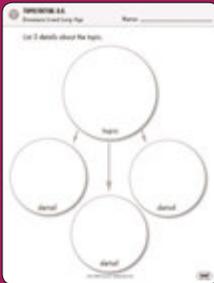


### STORY STRUCTURE

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
- 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

7

7

1.2

5,6

D

8

132

*\*Estimated Level*

**GLE:** Grade Level Equivalent

**RR:** Reading Recovery

**FP:** Fountas and Pinnell

**DRA:** Developmental Reading Assessment

