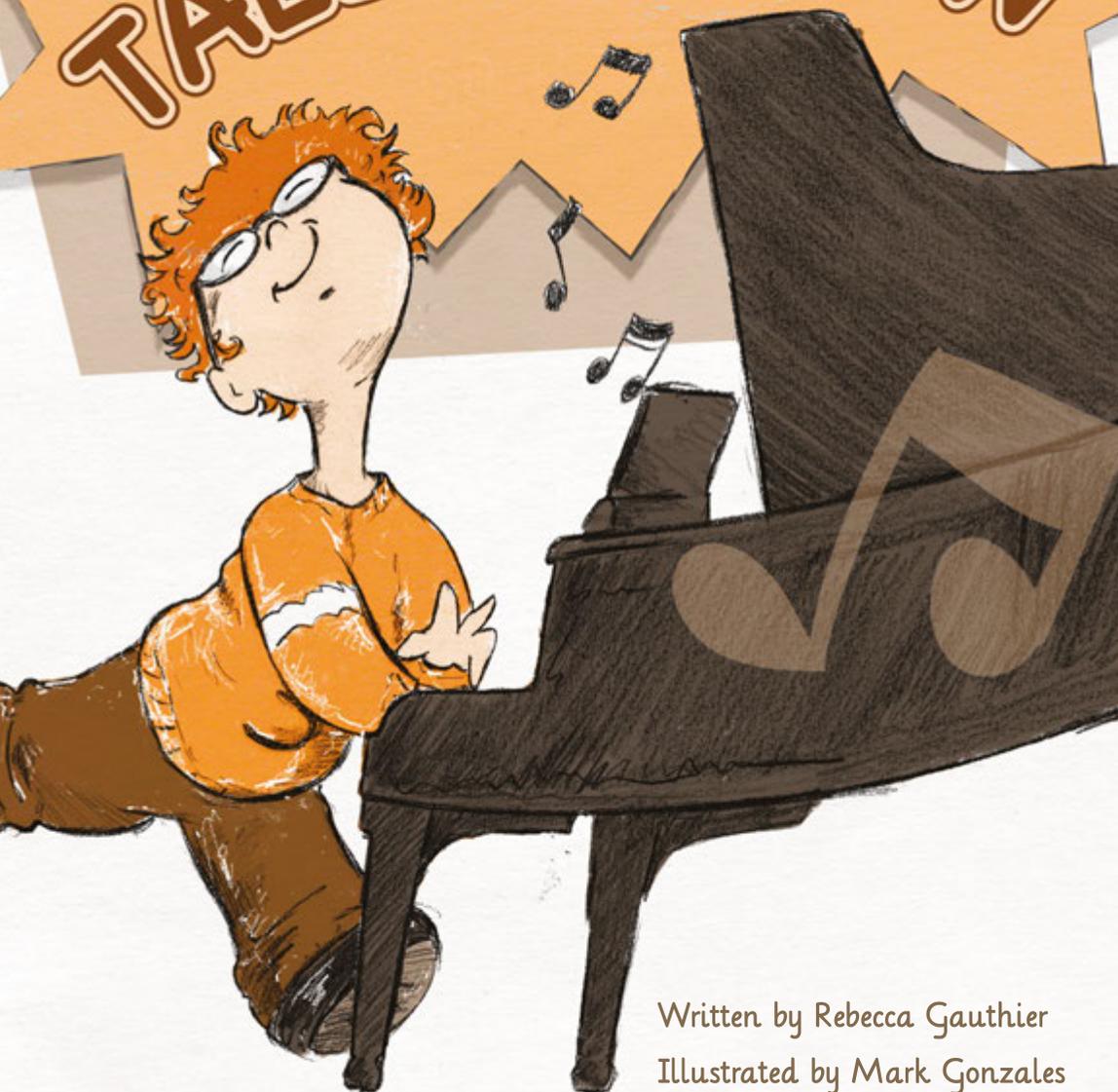


LP

# The TALENT SHOW



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# The TALENT SHOW

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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.

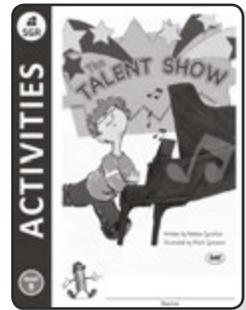
The phonological awareness skill is taught in the lesson within the context of the book. Teachers use a direct instruction model: teacher modeling, guided practice, independent practice, and time for sharing or reflection.

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 7	#151-175
151 set	169 part
152 put	163 why
153 end	164 ask
154 does	167 went
155 another	168 men
156 well	169 read
157 large	170 need
158 must	171 land
159 big	172 different
160 even	173 home
161 such	174 us
162 because	175 move
163 turn	

### 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

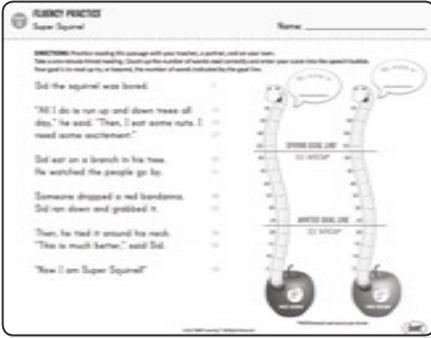
**DIRECTIONS TO TEACHER:** Students read the words from their word list found at the back of their student book. As they read, place a "+" mark for each correctly read word and a "-" mark for each word read incorrectly. Students must read words automatically (1-2 seconds) to be counted as correctly read.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

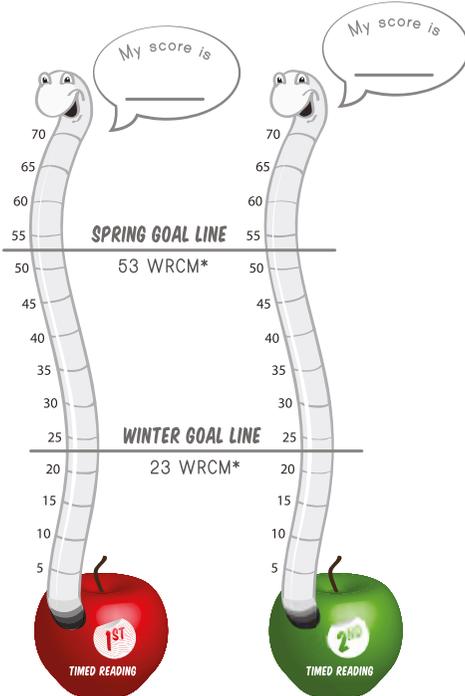
Continue with oral reading fluency practice after word recognition work.



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

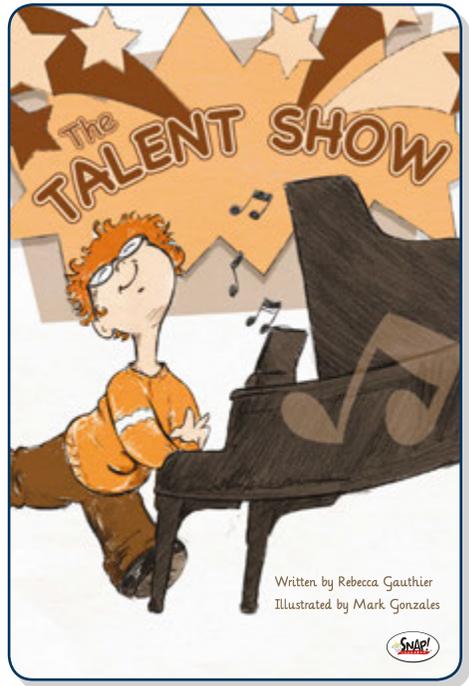
The illustrations aid your comprehension of the story.

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

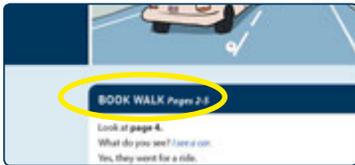
## Book Walk

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

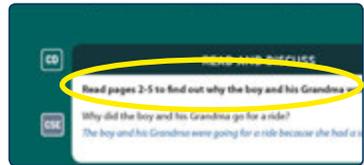
- 1 Do a **Book Walk** as indicated on each page (ex. Book Walk Pages 2-5).



- 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.

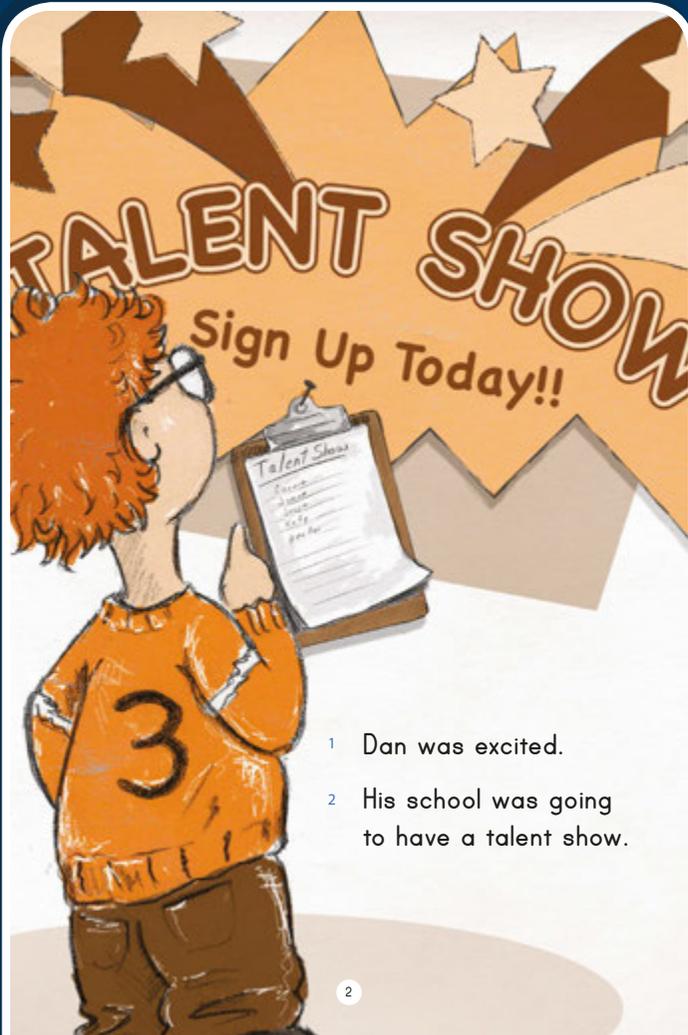


- 6 Students share their answers.

### For English Learners

The Book Walk supports English learners through:

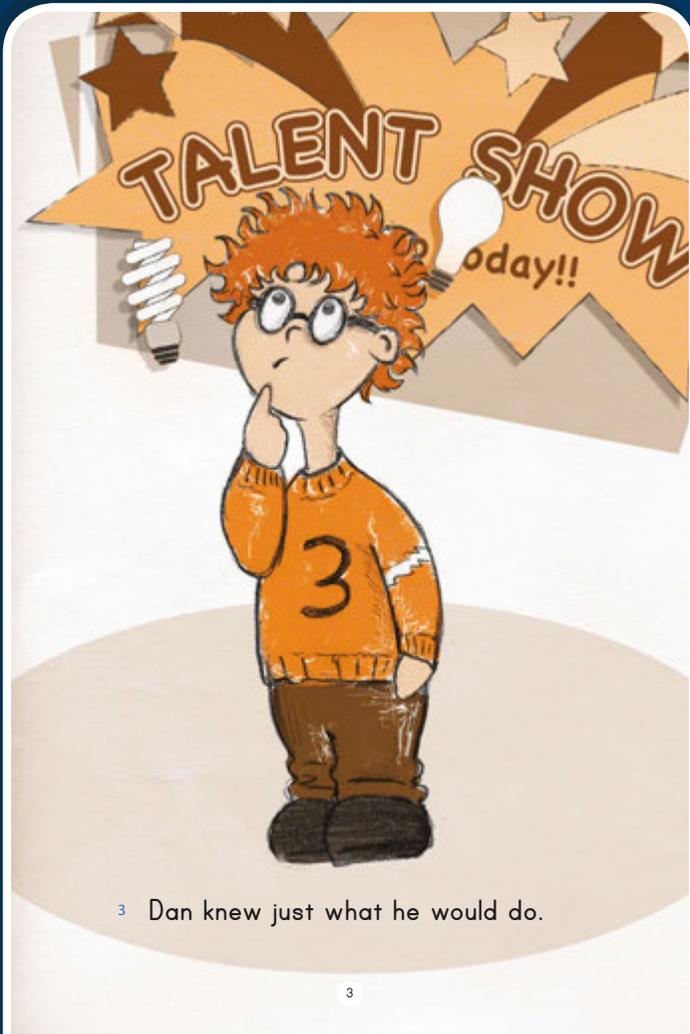
- Previewing vocabulary
- Explaining idioms
- Modeling syntax
- Reinforcing comprehension strategies
- Speaking in complete sentences

**BOOK WALK** Pages 2-5

Look at **pages 2 and 3**.

What do you see?

*The boy looked at a sign about a Talent Show.*



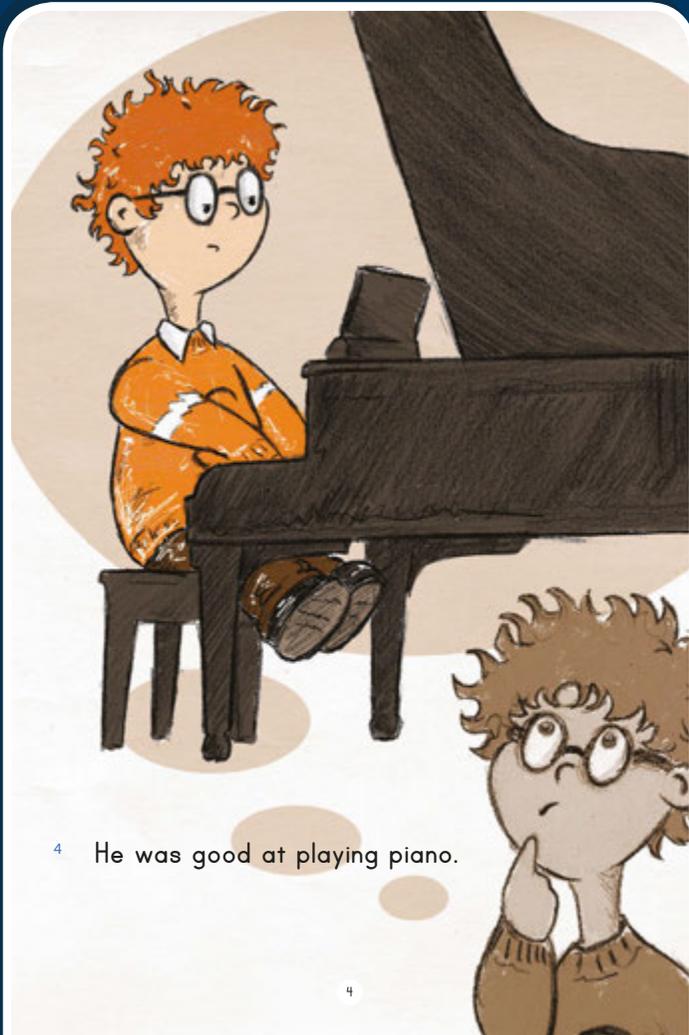
3 Dan knew just what he would do.

3

### BOOK WALK Pages 2-5

That is Dan. What do you think Dan was thinking about?  
Make a prediction.

*Dan was thinking about what he could do for the Talent Show.*

**BOOK WALK** Pages 2-5

Look at **pages 4 and 5**.

What do you see? *Dan played the piano.*

Yes, Dan took piano lessons.

Have you ever taken any kind of lessons? *Discuss.*



- 5 Dan had taken piano lessons for a long time.

5

CD

## READ AND DISCUSS

Read pages 2-5 to find out why Dan was excited.

CSE

Why was Dan excited?

*Dan was excited because his school was going to have a Talent Show.*



- 6 He loved to play his favorite songs.

6

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

Look at **pages 6 and 7**.

What do you see?



- 7 Dan signed up for the talent show.

7

### BOOK WALK Pages 6-9

*Dan signed his name on the Talent Show list.*



8 Dan chose a song to play.

8

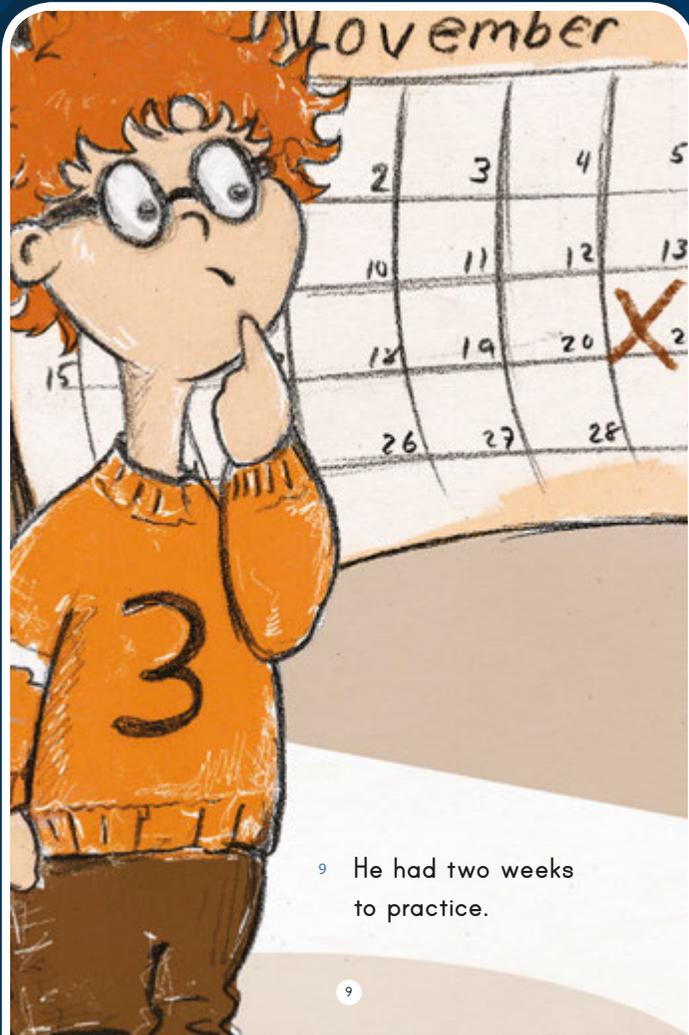
### BOOK WALK Pages 6-9

Look at **pages 8 and 9**.

What do you see?

*A date was marked on the calendar.*

Yes, Dan had two weeks to **practice**. Practice means to repeat something over and over to become better at doing it.



CD

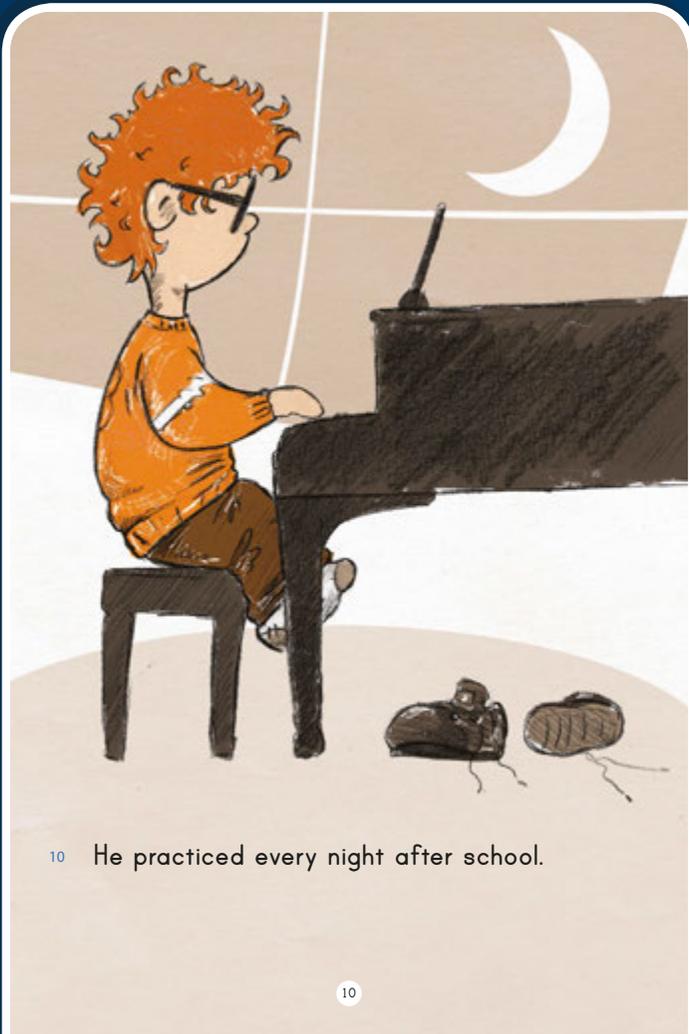
## READ AND DISCUSS

Read pages 6-9 to find out what Dan was going to do for two weeks.

DT

What was Dan going to do for two weeks?

*Dan was going to practice the piano for two weeks.*

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

Look at **pages 10 and 11**.

What do you see?



- 11 Dan wanted to be sure he played the song right.

11

**BOOK WALK** Pages 10-13

*Dan practiced and practiced.*



- <sup>12</sup> The big day arrived.
- <sup>13</sup> All the students were ready to watch the talent show.

12

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

Look at **pages 12 and 13**.

What do you see?

*Dan was dressed up and in front of the audience.*

Yes, Dan was shy and nervous.



- 14 Dan saw all of his friends in his class.  
15 He felt shy and also nervous.

13

CD

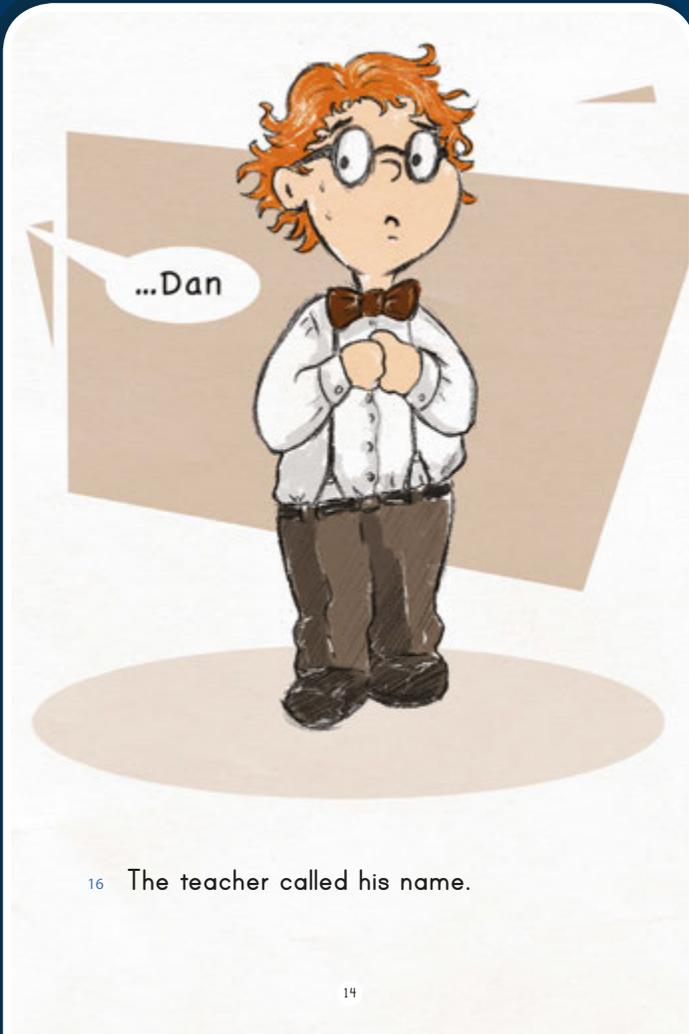
## READ AND DISCUSS

Read pages 10-13 to find out why Dan felt shy and nervous.

CSE

Why did Dan feel shy and nervous?

*Dan felt shy and nervous because he saw all his friends in his class in the audience.*



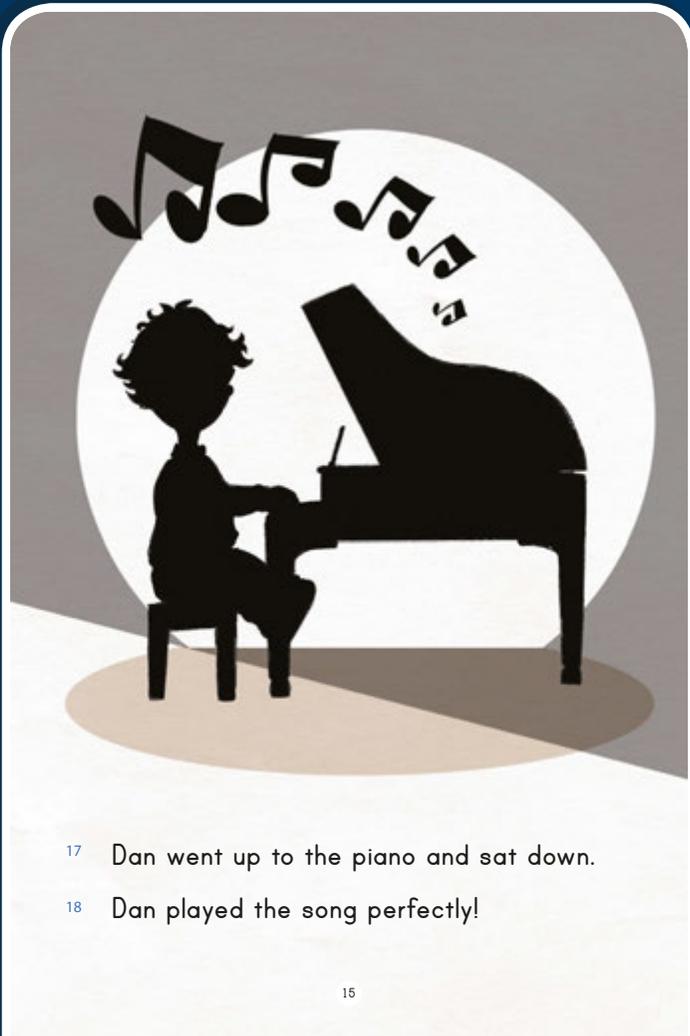
16 The teacher called his name.

14

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

Look at **pages 14 and 15**.

What do you see? *Dan played the piano.*



- 17 Dan went up to the piano and sat down.
- 18 Dan played the song perfectly!

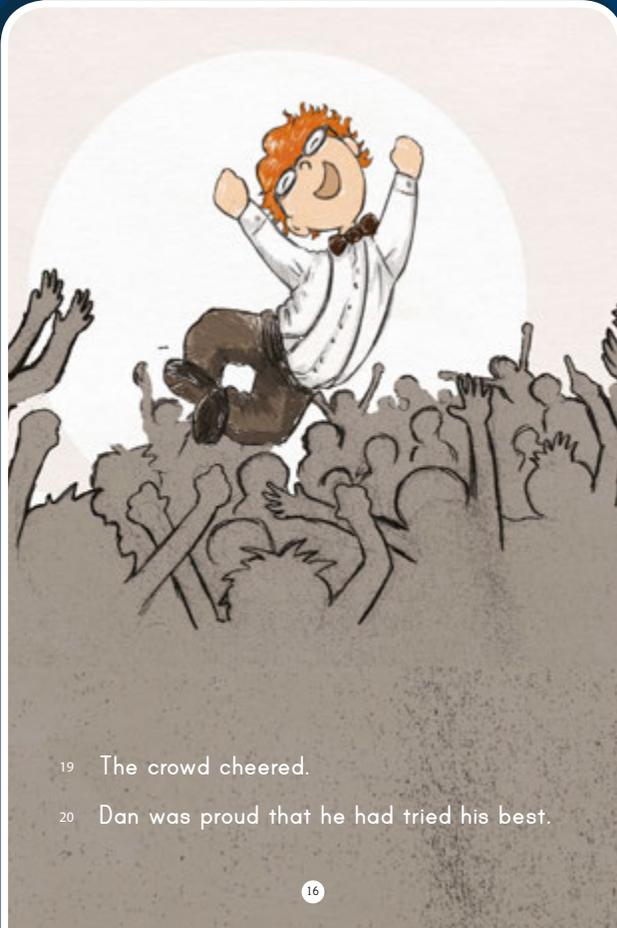
15

**BOOK WALK** Pages 14-16

Look at **page 16**.

How do you think Dan felt? *Pause*.

Dan was proud because he had tried his best.



19 The crowd cheered.

20 Dan was proud that he had tried his best.

16

CD

### READ AND DISCUSS

**Read pages 14-16 to find out how well Dan played his song.**

**Explain how the illustration on page 16 helps you understand the text.**

DT

How well did Dan play his song?

*Dan played his song perfectly.*

IS

How does the illustration help you understand the text?

*The illustration shows how excited and proud Dan was because he played his song well.*

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

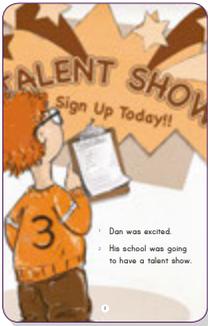
**The problem is solved \_\_\_\_\_.**

CSE

We are going to learn how to use an *illustration from the text to make a prediction*. Good readers use illustrations to make predictions.

They look at the illustration, think about what makes sense in the text, and make a prediction to help them read. Predictions help readers read the words and understand the text.

## Model



Turn to **pages 2 and 3**.  
Hold up the book so students can see the illustration.  
Point to the illustration.

I look at the illustration and think about the text. When I look at the illustration, I see Dan looking at the sign-up sheet for the talent show. I

think Dan was thinking about signing up for the talent show.

Read **pages 2 and 3** aloud. My prediction was correct.

We can look at the illustration, think about what would make sense in the text, and make a prediction to help us read.

What can you do to help you read?

*Students should respond with a complete sentence.*

*We can look at the illustration, think about what would make sense in the text, and make a prediction to help us read.*

Let's read **pages 2 and 3** together. *Read pages together.*

## Guided Practice

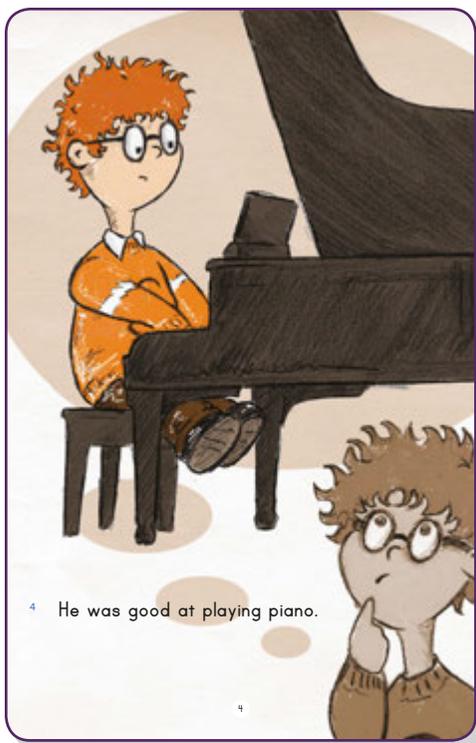
Turn to **page 4**.

What will you do before you start to read?

*Look at the illustration, think about what would make sense in the text, and make a prediction.*

Look at the illustration and make a prediction about what Dan will do for the talent show. *Pause.* Now read **page 4**.

Was your prediction correct? *Pause.*

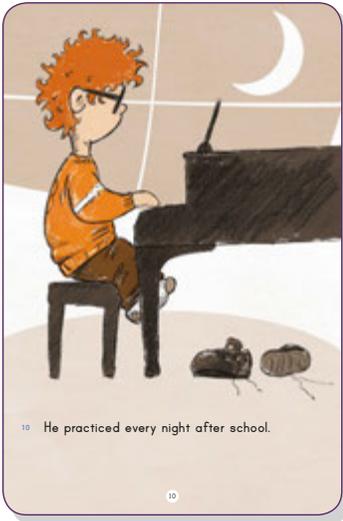


What can you do to help you read?

*We can look at the illustration, think about what would make sense in the text, and make a prediction to help us read.*

Let's read **page 4** together. *Read page together.*

## Independent Practice



Try it on your own.

Turn to **page 10**.

What will you do before you start to read?

*I will look at the illustration, think about what would make sense in the text, and make a prediction.*

What prediction did you make?

*Discuss.*

Read page 10 on your own.

Was your prediction correct? *Discuss.*

*Did students look at the illustration, think about what would make sense in the text, and make a prediction?*

*If not, say:* Let's try it again. Good readers always look at the illustration, think about what would make sense in the text, and make a prediction.

## Share and Reflect

How can using illustrations and thinking about what would make sense in the text to make a prediction help you as a reader?

*Using illustrations, and thinking about what would make sense in the text to predict, can help us read the words and understand the text.*

# 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

# best

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

/b/

/est/

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

**b** + **est** = **rest**

- Do **best** and **rest** rhyme? *Pause.*
- Do they belong to the same word family? *Pause.*

## Guided Practice

Are you ready to make some more new words?

**best**

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

**best**

**/b/**

**/est/**

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. Below are letters that will make words.*

**n** **p** **t** **v** **w** *and* **z**

Do they rhyme? *Pause.*

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

## Independent Practice

Find the word **best** in sentence 20 of the text.

Make a new word from the word **best** by separating the beginning sound(s) 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

9

9

1.3

7,8

E

10

135

*\*Estimated Level*

**GLE:** Grade Level Equivalent

**RR:** Reading Recovery

**FP:** Fountas and Pinnell

**DRA:** Developmental Reading Assessment

