



Guided Reading with

## The Talent Show

Guided Reading: J

DRA: 18

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**Overview:** Henry is nervous about sharing his dance moves at the school talent show.

32 pages, 460 words + activity

**Genre:** Realistic Fiction

### Focus:

- reading and following conversation
- following a longer story
- maintaining meaning
- sequencing events

### Supportive Text Features:

- familiar words and concepts
- narrative sentence and text form
- pictures support and extend the story

### High-frequency Words:

*saw, poster, school, next, month, should, said, friends, talked, talents, read, created, puppets, sing, stories, liked, best, didn't, want, play, wanted, something, different, what, yet, down, thinking, show, quiet, asked, everyone, okay, laugh, sometimes, brave, love, drawing, telling, dancing, happy, nervous, people, favorite, song, mistakes, made, picked, kept, forgot, cheered, expected, play, without, himself, small, steps, smile, cheered, loudest, ended, bow, together*

### Phonics:

- words ending in **-ing**
- words ending in **-ed**

### Common Core Standards:

- R.1, R.2, R.4, R.6, R.7
- RF.1, RF.2, RF.3
- W.2, W.3
- SL.1, SL.2, SL.3, SL.4
- L.1, L.4

### ELL/ESL

**La muestra de talentos**

See last page

## Getting Ready to Read

### 1. Introduce the concept and vocabulary by asking open-ended questions:

- What do you like to do for fun? Do you have a specific hobby, like playing an instrument or sport? Why do you like to do it? How does it make you feel?
- If you had to perform at a talent show, what would you choose to do? Why?
- Was there ever a time when you had to practice something? What was that like? What does it mean to practice? Why do you practice?
- Share a time where you did something even though friends or family thought you were going to do something else. How did that make you feel? What was it like to do something that you wanted to do, instead of what people expected you to do?
- Have you ever been nervous before a performance or a sporting event? Why did you feel that way? What were some different ways that helped you feel better?
- What does it feel like when you make a mistake? How do you recover from the mistake and what did you learn from the mistake?

### 2. Connect the children's past experiences with the book vocabulary:

- Call children's attention to the title: *The Talent Show*.



- Tell children that this book is about Henry and how he is nervous about sharing his dance moves at the school talent show.
- Show the back cover and read the copy. Ask children how they think Henry is going to prepare for the talent show and how it makes him feel.
- Have children suggest some words they might read in the story.
- Give children the book and have them look at the pictures. Ask them to tell what they see happening as they turn the pages.

### 3. Remind children of the strategies they know and can use with unfamiliar words:

- Ask them, “What will you do if you come to a word that you don’t know?”
- Encourage children to look for chunks of words they know and to blend the sounds quickly.
- Suggest that children continue reading beyond an unfamiliar word in order to use the context of the story to unlock the meaning of the word.

### 4. Be aware of the following text features:

- The story is told in three chapters. The book contains a table of contents and chapter headings.
- Page 1, the title page, has a picture that introduces all of the children in the story.
- Page 3, the contents page, has a picture of the neighborhood featured in the story.
- The book contains numerous high-frequency words and many other familiar words.
- The story is written in narrative form; dialogue is interspersed with narrative.
- All the sentences are different; there are no text patterns.

- There are different number of sentences on each page; many sentences require a return sweep.
- Exclamation points are used to emphasize action and responses.
- The pictures enhance the story, but most of the story is told in the text.
- The last page has several activities to inspire young people to follow their passions and discover their own talents.

### GUIDED READING NOTE:

Level J is the benchmark for the beginning of the second grade. Children reading at this level are moving into a fluent stage, and the focus emphasizes comprehension and independent reading. Most of the reading should be done silently. Children are also encouraged to: 1) independently apply their reading skills and strategies, 2) make connections between their own experiences and the story, and 3) “get” the author’s message and be able to discuss it with other readers. Most importantly, children should feel confident and eager to read. This is a time to build fluency and independence as children read a variety of genres and develop a sense of reading for different purposes.

## Reading the Book

**1. Set a purpose by telling children to find out how Henry feels about the talent show and how he prepares to do his performance.**

**2. Have children read the story silently.** Each child should be reading at his or her own pace. Listen to children as they read by leaning close or bending down beside each child. After the group has read a few pages, check on understanding with simple questions, such as: “What is the story about?” or



“Tell me how the story begins.” As they read, watch for indications of comprehension: changes in facial expression, giggles, audible comments, re-reading, turning back to a page. You may want to make notations about what you observe.

### 3. Look for these reading behaviors during children’s first reading:

- Do they have multiple sources for information? Have they begun to cross-check, using a variety of strategies, and self-correct?
- Do they rely less on pictures and more on print when reading?
- Do they have a strong sight vocabulary?
- Are they monitoring meaning and rereading when they lose meaning?
- Do they use beginning, middle, and ending sounds to read unknown words?
- Have they started to use punctuation to gain meaning?
- Do they easily move from page to page?
- Do they make accurate predictions? Do they confirm or revise their predictions while reading?
- Can they connect the text to their own experiences?
- Do they read more automatically and with fluency?
- Do they react to the text even though they are reading silently?
- Have they begun to draw conclusions and make inferences?

**4. As children read, note what they are doing.** Help them build independence by being available, but not intervening too quickly.

- Watch for changes in children’s facial expressions and use these as signals to ask

questions, such as: “What made you smile?” or “Where do you need some help?”

- Encourage children’s attempts by making comments, such as: “I like how you are using a different strategy when the first one you tried didn’t work.”
- If children are struggling with deciding which strategy to use, suggest a specific strategy that will help them get meaning in the most efficient way, such as: “Did you think about chunking the word?” or “Did you think about reading the rest of the sentence and then going back to the word?”

### 5. Possible teaching points to address based on your observations:

- Review how to find a known part or sound chunk in an unknown word.
- Show children how to use analogies from the known to the unknown when encountering new words.
- Work with inflectional endings: the “-ed” form of verbs.
- Work with tricky words that are present in the text, including: could, would, and should. Go over with students how these words are pronounced and how they don’t look like how they should sound. Consider putting up a phonetic chart with how to pronounce these words for students to reference.
- Explore the story grammar—characters, setting, problem, and solution.
- Review how to determine what is important in a picture or sentence.
- Model asking questions or making “I wonder...” statements to extend comprehension.
- Review using punctuation marks to guide the



meaning-making process. Call attention to the use of quotation marks, commas, exclamation points, and question marks in dialogue.

- Model how to revisit the text to find specific examples or ideas in the story. Revisit *The Talent Show* to review Henry's performance and how he practiced and chose what he wanted to do.

### After the First Reading

- 1. Have children tell what they learned about Henry and what he decided to do at the talent show.** Ask children to talk about how Henry feels during the story and how he chose what he wanted to do at the talent show.
- 2. Discuss how Henry feels about doing something different than what his friends expect of him, and how he practices his routine before the talent show.** How did Henry feel about doing something different? Why did he want to dance instead of play the drums, like he usually does? How does that make him feel? How do his mom and Joy encourage him to follow his passions?
- 3. Discuss how Henry works through his feelings about doing something differently at the talent show.** Why do you think everyone was expecting him to play the drums? Why do you think he wanted to dance instead? Have students think about why it's important to try something different and follow your dreams.
- 4. Elicit children's ideas about how Henry brainstormed different things that he liked and what he should do at the talent show.** How did Henry think about his mom and Joy's advice? How did he eventually decide what to do at the talent show?

**5. Have children compare Henry's feelings about the talent show in the beginning of the story versus the end of the story.** Discuss how his feelings change over the course of the story and what kinds of emotions Henry experiences at the final performance.

**6. Make a list of the different talents that Henry and his friends show at their performance.** Afterwards, children can brainstorm different things that they would do at a talent show. Explore what the word "talent" means and how students feel about talents. Do they feel like they have a talent? Why or why not? Why do you think it's important that you don't have to be talented at everything that you do?

**7. Ask children to talk about anything in the story that surprised them.**

**8. Discuss the lesson in the story that could help children in their real lives.**

**9. Additional questions to ask:**

- What do Henry's friends decide to do at the talent show?
- How do Henry's friends react to the talent show sign? What do they say to Henry? How does that make Henry feel?
- What do Henry, his mom, and Joy talk about when Henry mentions the talent show to them? What kind of advice do they give Henry? What does their advice inspire Henry to do?
- How did Henry prepare for his performance?
- Why do you think Henry wanted his performance to be a surprise?
- How did Henry feel before the talent show? What helped him cope with his nerves?
- What happened at the talent show? How did the other kids perform? How did they



demonstrate perseverance if they made a mistake? How did people in the audience react if one of the students made a mistake?

- What does Lily ask Henry at the end of the story? How does he answer? How do his friends respond?

## Second Reading

**1. Have children reread the book silently or to a partner.**

**2. This is a time for assessment.** Keeping notes on children's progress during a guided reading session will be a helpful resource for giving children on-going feedback about themselves as readers as well as helping you record how they develop over time.

- While they are reading, watch what children do and what they use from the teaching time.
- You might also take a running record on one child as an assessment of the child's reading behavior.
- You might also listen in on each individual reader, observing as children use appropriate or inappropriate strategies. This information will be valuable for any additional strategy discussions after the second reading.

## Cross-Curricular Activities

**Art:** Henry and his friends see a poster for a talent show at the beginning of the story. Have students create their own posters for a talent show. What would they want to tell people about the talent show? What are some important details to include on a poster about a talent show?

Encourage students to read other stories about talent shows. PBS features Kyle Lukoff sharing his story, "Max and the Talent Show" (<https://ny.pbslearningmedia.org/resource/l199-max-talent-show-video/lets-learn/>). Lee & Low's *The Happiest Tree* (<https://www.leeandlow.com/books/the-happiest-tree>) is about a young girl who's nervous about performing in the school play. Have students compare Max, Henry, and Meena's characters. How do they feel preparing for their performance? How do they overcome their nerves?

If possible, put on a talent show in your classroom or other relevant setting. For more ideas on how to conduct a talent show in the classroom, consult PTO Today's "How to Stage a Successful School Talent Show" (<https://www.ptotoday.com/pto-today-articles/article/1285-stage-a-successful-talent-show>). Have students continue to think about Henry and how he wanted to be different. His friends expected him to play the drums, but he wanted to dance. What do students love to do, and why do they want to do that for the talent show? For additional support on validating and boosting students' self-esteem, look to PBS' "Appreciating Talents" Lesson Plan (<https://ny.pbslearningmedia.org/resource/arct14.pre.arttalent/appreciating-talents/>) and "What Makes You Unique?" (<https://ny.pbslearningmedia.org/resource/l152-what-makes-you-unique-video/lets-learn/>).

**Language Arts:** Have students read books about the importance of individuality and being different. Lee & Low titles include *I Can Be... Me!*, ([leeandlow.com/books/i-can-be-me](http://leeandlow.com/books/i-can-be-me)) *Sparkle Boy* ([leeandlow.com/books/sparkle-boy](http://leeandlow.com/books/sparkle-boy)), *Marisol McDonald Doesn't Match/Marisol McDonald no combina* ([leeandlow.com/books/marisol-mcdonald-doesn-t-match-marisol-mcdonald-no-combina](http://leeandlow.com/books/marisol-mcdonald-doesn-t-match-marisol-mcdonald-no-combina)), and *David's Drawings* ([leeandlow.com/books/david-s-drawings](http://leeandlow.com/books/david-s-drawings)). Have students think about the following



questions: Why is important to be yourself? How can we show our passions and interests differently? How do each of the characters in the books show who they truly are?

Encourage students to read other stories about dance and the power of dance. Other Lee & Low titles featuring dance include *Fancy Dance* ([leeandlow.com/books/fancy-dance](http://leeandlow.com/books/fancy-dance)), *African Dance* ([leeandlow.com/books/african-dance](http://leeandlow.com/books/african-dance)), *Drumbeat in Our Feet* ([leeandlow.com/books/drumbeat-in-our-feet](http://leeandlow.com/books/drumbeat-in-our-feet)), and *The Electric Slide and Kai* ([leeandlow.com/books/the-electric-slide-and-kai](http://leeandlow.com/books/the-electric-slide-and-kai)). Afterwards, have students reflect on the following questions: how does dance make the different characters feel? What kinds of dances do they perform? How is dance similar in each story? How is it different? Have students share out what they learned from each of the stories.

**Writing:** Encourage children to write and draw an illustration about something they practice. Whether it's a musical instrument, sport, or other activity, have students write about the importance of practice and why it's necessary to practice something. How does doing this activity make them feel when they practice? What about after?

Students can write a piece about a time that they performed in a talent show, or if they haven't performed in a talent show what they would choose to do in a talent show at their school. What was it like to perform in a talent show? How did it make them feel? If students haven't performed in a talent show before, what would they choose to do? Would they feel nervous? Why or why not? Did they make a mistake? Compare experiences to Henry's and his friends for additional text connections.

Have students write about a time that they made a mistake. Pablo and Padma both make a mistake during the talent show. How did they react to their

mistake? How did they keep going? Have students write about their mistake and how they demonstrated persistence, despite making an error. Why is it important to be resilient?

Lily asks Henry where he learned to dance like that, and he reveals that he dances at home. Pablo, Padma, and Mei all share things that they like to do by themselves. What do students like to do by themselves? Are there things that they like to do alone? Have students share what it is and how it makes them feel.

**Social Studies:** Students can learn about the history of dance, and what it means in different cultures and across the world. PBS' "Dance" section has videos and other resources on the history of dance (<https://ny.pbslearningmedia.org/subjects/the-arts/dance/>). Why is dance meaningful to so many different people? How does dance make people feel? How does it make you feel when you dance? What kind of music do you like to dance to? Who do you like to dance with?



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## English Language Learner Teaching Activities With The Talent Show

The focus of the teacher's support should be on building comprehension, fluency, confidence, and independence. These strategies might be helpful to use with students who are English Language Learners.

1. Assign English Language Learners to partner-read the story with strong English readers/speakers. Children can alternate reading between pages, repeat passages after one another, or listen to the more fluent reader.
2. Have each child write three questions about the story. Then let children pair up and discuss the answers to the questions.
3. Depending on children's level of English proficiency, after the second reading:
  - Review the illustrations in order and have children retell what is happening on each page orally, then in writing.
  - Have children work in pairs to retell either the plot of the story or key details. Then ask children to write a short summary or opinion about what they have read.
4. Have children give a short talk about what Henry decided to do for the talent show and how it made him feel.
5. The book contains several words that may be unfamiliar to children. Based on children's prior knowledge, review some or all of the vocabulary. Expose English Language Learners to multiple vocabulary strategies. Have children make predictions about word meanings, look up and record word definitions from a dictionary, write the meaning of the word in their own words, draw a picture of the meaning of the word, list synonyms and antonyms, create an action for each word, and write a meaningful sentence that demonstrates the definition of the word.
6. The Talent Show also has a Spanish edition, *La muestra de talentos* ([leeandlow.com/books/la-muestra-de-talentos](http://leeandlow.com/books/la-muestra-de-talentos)). If possible, have students read the *La muestra de talentos*. Students can compare both editions, if possible. What was it like to read a Spanish version of *The Talent Show*, and vice versa?

**Guided Reading** Guided reading levels were assigned by literacy experts and certified Reading Recovery® teachers using the guidelines identified in Guided Reading and Matching Books to Readers by Irene C. Fountas and Gay Su Pinnell.

**INT. (Intervention)** Intervention levels were assigned by literacy experts and certified Reading Recovery® teachers and are intended for use in early intervention and one-on-one tutorial programs, including Reading Recovery®. These levels are not officially authorized by Reading Recovery®. Reading Recovery® is a registered servicemark of The Ohio State University.

**DRA (Developmental Reading Assessment)** and **EDL (Evaluación del desarrollo de la lectura)** DRA and EDL levels were determined using information in the Developmental Reading Assessment Resource Guide and EDL Resource Guide by Joetta Beaver.

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