

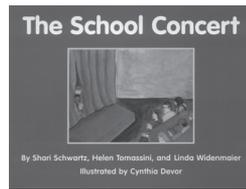
THE SCHOOL CONCERT

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Illustrated by – Cynthia Devor

Set 7 – 145 words

Building Anticipation – Setting the Context

Remind the children of a concert or a performance they have seen at school. Discuss the role of audience and performers. Recall a concert that they might have put on for others and encourage them to share their experiences. Ask: *Do you enjoy going to concerts? Have you ever had a chance to be a performer? What did you do? Was the performance fun?*



Introduction

Introduce the book by showing the cover and saying: *This book is called 'The School Concert'. Mom, Dad, and Danny go to Tracey's school to see her perform in the concert. Danny cannot find Tracey when the play begins.*

Give each child a book. Talk about the illustrations and create interest in the story. Guide the children to locate known words first to build confidence in reading. Select an unknown word for the children to find after predicting initial and final consonants, or rime. Look at the unknown words *begin* on page 9 and *yet* on page 11. Have the children check their predictions with the text.

Give the children time to complete an independent book walk. Then ask the children to read the text independently to find out what role

Tracey had in the concert. Observe the children as they read to ensure that they are in the right group.

Discussion – Book Talk

Praise a reading strategy children were observed using and then ask children to share a few strategies they used.

Ask: *What role did Tracey have in the concert? Why was it hard for Danny to find her? Do you think Danny enjoyed the concert? Find the part in the text that supports your opinion.*

Responding Creatively – Independent Practice

Children can:

- use the reproducible master to draw a scene from their favorite fairy tale and explain why it is their favorite.
- make a list of the props that would be needed to perform the favorite tales that are referenced in the book.
- make head band props at the visual arts center for some of the characters in the fairy tales i.e., round ears for the three bears.
- enjoy performing their favorite tales. (Prepare drama suitcases for each play mentioned in the text and place them at the drama centre. Put a copy of the fairy tale in the suitcase for reference).

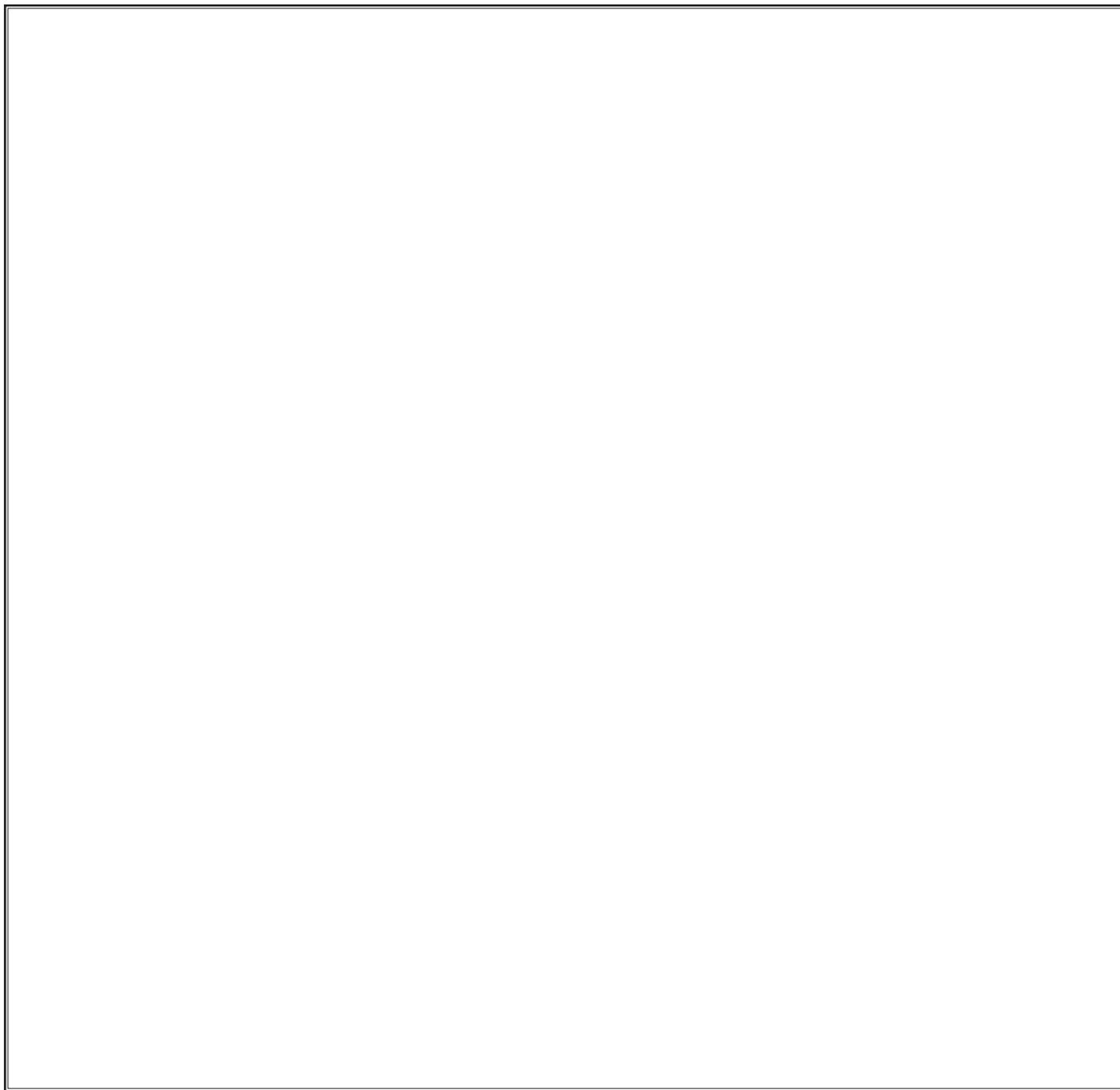
Read Aloud Connection

Clams Can't Sing, by James Stevenson, Gage, 1980.

Learning About Language - Focused Teaching		
High Frequency Words	it's, your, very, help, came, was, there	Identify a high frequency word that needs practice. Write this word on an erasable board. Check personal writing for correct spelling. Encourage editing.
Letters and Letter Clusters	Cc - concert, come y - you, your, yet dr - dress pl - play st - stairs	Find a letter or cluster of letters children need to learn. Brainstorm a chart and post for reference during their independent writing.
Onset and Rimes and Word Families	new, few, grew, crew hair, air, fair, lair, pair, stair	Say pairs of words one at a time. Have children listen to see if they rhyme, e.g. new, few, grew, very.
Word Endings	y - happy, very	Find words which feature this ending.
Compound Words	cannot	Write a sentence using the word <i>cannot</i> .
Contractions	It's	Place this word on the word wall. Encourage children to check the word wall for correct spelling.
Text Features		Review familiar concepts.
Poetry Links	<i>very</i> - Meeting a Bear <i>here</i> - The Big Truck <i>it's</i> - My Shadow	Tape their favorite poem and invite children to listen to the tape and follow along using a printed copy of the poem. The high frequency words shown are found in the book as well as the poem.

Reproducible Master - The School Concert

Draw a scene from the fairy tale you like the most.



I like _____ the most because
