



Orientation

Ensure that you have read about using the plan in the Program Guide.

Book summary

Read the following summary to the student.

Amaze your family and amuse your friends. Balance a coin and mend a broken toothpick with a wave of your wand – it'll seem just like magic!

Introduction

Foster interest and activate the student's background knowledge. Be concise – focus on motivating and involving the student. Encourage prediction by using the text and illustrations on the cover of the book. Discuss new vocabulary and remind the student to use the glossary (when applicable). Also remind the student to ask him/herself questions before, during and after the reading.

Ask the student if they know any magic tricks. How did they learn them? Did they need to practice them? Discuss the skills a good magician needs. Explain to the student that good magicians practice for hours to perfect their tricks.

Together, look through the pictures in the book and discuss the two tricks. Ask the student if they'd like to do these tricks in front of an audience once they've read the book.

Conferencing

Check how well the student reads

When you are conferencing, the student reads all or part of the book to you. Then:

- praise, pause, and prompt appropriately;
- check for accuracy (by counting mistakes) and fluency;
- check for understanding by using one or more of the following methods:
 - asking the comprehension questions provided and any others that seem necessary;
 - asking the student to retell the story in their own words;
 - asking questions about and discussing aspects of the story, such as the theme, plot, main ideas, sequence and characters;
 - encouraging the student to confirm the predictions they made during the orientation.

Decide what the student does next

Next recommend that the student:

- practices some more on the same book, with or without the audio;
- completes one of the activities provided that is related to the book;
- practices with another book from the same level; or
- is assessed for promotion to the next level.

Comprehension questions

1. What do you need to perform the balancing-coin trick?
2. How do you trick people with the self-mending toothpick?
3. When you choose a handkerchief, napkin, or scarf for the self-mending toothpick trick, what do you need to make sure it has?
4. Why is it best to practice the tricks before you share them with an audience?
5. Why is it best not to share the secrets behind the tricks?

Answers to the Comprehension questions

1. A coin and a pin.
2. You break a hidden toothpick and not the one you show the audience.
3. A hem.
4. Answers will vary.
5. Answers will vary.

Supporting English Language Learners

The following are suggestions for optional lessons to take with your English language learners. See the overview chart in the Program Guide for a summary of the text features of this book.

Purpose

Understanding and following simple written instructions for classroom-related activities

Introduce the concept and practice

Following written instructions from a procedural text provides evidence of the reader's comprehension.

When the student has read the book at least twice, look through the text together. Discuss any vocabulary or instructions that the student doesn't understand, focusing on the verbs. Explain that instructions or procedures use a lot of verbs because they are "doing" (or action) words. Ask the student to scan the text to find as many verbs as they can.

Have the student select one of the tricks and reread the instructions. They should then explain the procedure so that you can check their understanding of the steps involved. Provide the necessary equipment so that the student can practice the trick by following the written instructions.

Once the student is confident that they can do the trick successfully, have them perform it for the class.





Name: Date:

Introduction: Amaze your family and amuse you friends. Balance a coin and mend a broken toothpick with a wave of your wand – it'll seem just like magic!

Errors
M S

Here are two tricks for you to try. If you practice before _____ share them with an _____ and don't tell anyone _____ secrets behind the tricks, _____ they'll seem just like _____ . **The Balancing-coin Trick**

A coin appears to _____ on your fingertips without _____ support. For this trick, _____ need: One coin, One _____ . 1. Hide the pin in _____ hand between your first _____ fingers. 2. Using your other _____ , take a coin from _____ pocket or borrow a _____ from someone in the _____ . Pass it around for _____ audience to examine. 3. Lay _____ coin on top of _____ fingers that are holding _____ hidden pin. 4. Lift the _____ and pin into a _____ position near the ends _____ your fingers. Make sure _____ the pin is below _____ top of the coin _____ that the audience can't see it.

Accuracy Chart (Exact word replacement only)

Words Entered	Score	Level
More than 11 correct		Independent
10 or 11 correct		Instructional
Fewer than 10 correct		Frustration

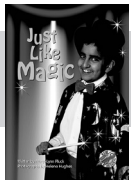
Errors

M = Meaning (makes sense) ____ **S** = Syntax (sounds right) ____

Heard Seen Unseen

Comments:





Here are two tricks for you to try. For the Balancing-coin Trick, you'll need one coin and one pin. Hide the pin in your hand between your first two fingers. Using your other hand, pass it around for the audience to examine. Lay the coin on top of the fingers that are holding the hidden pin.

Lift the coin into a standing position near the ends of your fingers. Make sure that the pin remains hidden at all times. Hold the pin tightly between your two fingers, and the coin should balance there. Say some magic words as you wave your other hand over the coin.

Slowly release your grip on the pin, and the coin will slide back to rest on your fingers. Invite the audience to examine it again. If you keep the pin hidden at all times, it'll seem just like magic. For the Self-mending Toothpick Trick, you'll need a napkin and some wooden toothpicks.

Hide a toothpick in the hem of the napkin. Hold the napkin by the hidden toothpick. Shake it gently and lie it on a flat surface. Lie some toothpicks in your hand and invite someone from the audience to choose one. Place this toothpick in the center of the napkin.

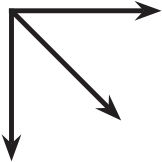
Lastly, roll up the napkin and hand it to someone in the audience. Ask them to break the toothpick in half. Move your hand over the napkin and say a few magic words. Slowly unroll the napkin and show your audience the unbroken toothpick. It'll seem just like magic!





Name: Date:

Words can be found in these directions:



The letter in each square can only be used in one word.

b	t	r	i	c	k	i	a	r	o	u	n	d
e	c	b	h	a	n	d	n	s	o	n	e	h
f	o	p	a	s	t	h	e	t	t	m	a	i
o	i	r	f	l	h	a	a	i	o	a	t	d
r	n	a	i	t	a	a	l	s	p	i	y	d
e	r	c	n	t	i	n	k	l	e	t	t	e
s	e	t	g	h	c	m	c	e	r	o	h	n
l	m	i	e	e	i	n	e	e	s	u	i	a
o	a	c	r	r	f	o	r	s	o	c	n	s
w	i	e	s	e	l	i	k	e	n	h	k	k
l	n	y	o	u	r	s	o	m	e	o	n	e
y	w	o	o	d	e	n	c	e	n	t	e	r
s	t	a	n	d	i	n	g	g	f	l	a	t

Words to find:

- | | | | | |
|--------|--------|--------|---------|----------|
| all | around | ask | at | balance |
| before | center | coin | fingers | flat |
| for | hand | hidden | in | into |
| is | like | one | person | practice |
| remain | shake | slowly | someone | standing |
| stay | the | there | think | times |
| touch | trick | wooden | your | |

Use the letters that are left to make the word that tells what kind of word you could say at the end of each trick.....





- ★ Spin the numbered spinner.
- ★ The highest number starts.
- ★ You need to spin the exact number to move onto the END square.

START
Here's a trick for you to try.

1 For the balancing-coin trick, you'll need one coin and one pin. Spin again. Go forward that number.

2

3

19

20 With practice, you'll be able to move your hand and the coin will stay still. Go back two spaces.

21

22

4 Hide the pin in your hand between your first two fingers. Go forward three spaces.

18

END
Ask the audience to examine the coin. If you keep the pin hidden, it'll seem just like magic.

23

5

17 Hold the pin tightly between your two fingers. The coin will balance there. Go on to 21.

30

24

6

16

29

25 Say some magic words as you wave your hand over the coin. Name two numbers. If you spin one of them, go onto 28.

7

15

28

27 Release your grip on the pin, and the coin will slide back to rest on your fingers. Go back to 24.

26

8 Take the coin and pass it around the audience. Spin again. If you spin a 1 or 6, go on to 11.

14 Lift the coin into a standing position near the ends of your fingers. Miss a turn.

13

12 Lay the coin on top of the finger holding the hidden pin. Spin again. Go back that number.

11

10

9





Name: **Date:**

You are organizing a magic show. Design a poster that will make people want to come to the show.

Write on the back of this page if you need more space.



Use clear, colorful lettering and illustrations. Include where and when the show will be held and what time it will start.

