Congratulations on your purchase of this Really Good Stuff® product, Lights, Camera, Action! Comprehension, a hands-on activity that strengthens your students’ comprehension and their speaking and listening skills.

**Objective**
Orally recount and summarize literature and informational text, including main idea and supporting details, vocabulary, author’s point of view, and text structure.

**Common Core State Standards**
Recount stories and determine the main idea; explain how characters’ actions contribute to the sequence of events; determine two or more main ideas and supporting details. Apply domain-specific vocabulary, infer author’s point of view, identify text structure, and summarize the text.

This Really Good Stuff® product includes:
- 3 Text Cards
- 6 Cue Cards
- 1 Bow/Applause! Card
- 1 Director’s Checklist/Clapboard Card
- 1 Answer Key Card
- 1 Center Task Card
- Storage Bag with Handle
- This Really Good Stuff® Teaching Guide

**Lights, Camera, Action! Comprehension**
A reader, a director, and a listener work together in a retelling performance. The director completes the Director’s Clapboard Card with title, number of takes, etc. The reader provides a summary of the text. The audience may record key elements on the reproducibles.

**Managing Lights, Camera, Action! Comprehension**
- Use a low-odor dry erase marker (not included) on the Director’s Checklist/Clapboard Card.
- When finished, place all the materials in the Storage Bag.
- Use any text in your classroom for this activity after students have practiced with the Text Cards.

Introducing Lights, Camera, Action! Comprehension
Explain to students that they will have the opportunity to be in show biz while they read and retell text for a small group or whole class. Remind students of the important elements in literature (see green Cue Cards 1-6) and informational text (see yellow Cue Cards 1-6). Students’ roles are reader, director, and listener. The reader reads and retells. The director completes the Clapboard, holds Cue Cards, and marks the Checklist, and the listener checks the Answer Key for accuracy of the retelling. (You may opt to use just two students, director and reader, and have them check answers together when they finish.) The audience may record key elements on the reproducibles.

Model the Activity
Begin by modeling the activity, discussing each step with students. Invite three students to perform the activity as you facilitate it. Select literature (green cards) or informational text (yellow cards). Allow the reader to choose a title of interest and view the same color Cue Cards so that he or she has a clear purpose for reading. You may determine which of the Cue Cards to use to differentiate the activity for your readers. The director fills in the Clapboard Card, using a dry erase marker. The listener may put the Cue Cards in numerical order for the director. The reader reads the Text Card aloud so that the director and listener are also familiar with the text.
When the reader is ready, the director calls "Lights, Camera, Action!" and shows the audience the Clapboard, announcing the reader, title, whether it is fiction or nonfiction, and the take number. The director then holds up Cue Card 1 and the reader begins retelling the text, referring only to the Cue Cards (depending on your purpose, you may allow readers to refer to the Text Card). The director listens and quickly determines whether the reader completed the Cue Card. If so, the director puts a check in the box; if not, the director leaves it blank. If the director finds it too challenging both to hold up Cue Cards at the right time and mark the Director’s Checklist, the director may ask the listener to assist with the Checklist.

If the reader finishes the fifth (or final, as determined by you) Cue Card, and the director determines from the Checklist that the reader gave a satisfactory performance, the director may hold up the Encore Card, and the reader will provide a summary of the text. If the reader had difficulty in retelling, the director may say, "It’s a wrap!" and show the Bow Card, indicating that the performance is over. The audience or listener will see the Applause side of the card and applaud. If a summary is given afterwards, the director may say, "It’s a wrap!" and show the Bow/Applause! Card. The director, listener, and reader may have a lively discussion about which Cue Cards the reader excelled at or struggled with. A “Take 2” may happen if the reader is willing to try again. The audience may share their thinking with each other, noting key vocabulary, author’s purpose, main idea, and supporting details.

Each Nonfiction Text Card follows one of four text structures listed on the reproducible. If you instruct on text structure, include this as part of the audience’s activity. Students may simply circle their choice and discuss excerpts that lead them to their decision.

**Related Really Good Stuff® Products:**
- Little Pocket Sorts™: Fact & Opinion Level 1 (#304735)
- Little Pocket Sorts™: Fact & Opinion Level 2 (#304745)
- Little Pocket Sorts™: Cause & Effect Level 1 (#304748)
- Little Pocket Sorts™: Cause & Effect Level 2 (#304763)
- Little Pocket Sorts™: Main Idea & Supporting Details Level 1 (#304738)
- Little Pocket Sorts™: Main Idea & Supporting Details Level 2 (#304743)
- Little Pocket Sorts™: Text Structures (#3050227)
- Little Pocket Sorts™: Parts of Speech (#3050282)
- Little Pocket Sorts™: Envelopes (#304762)
- Little Pocket Sorts™: Envelope Storage Box (#304822)
- Many more Really Good Literacy Centers-In-A-Bag™ are available on our Web site at www.reallygoodstuff.com.
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**Lights, Camera, Action! Comprehension**
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**Managing Lights, Camera, Action! Comprehension**
- Should you need this or any other Really Good Stuff® Teaching Guides, download them from our website at www.reallygoodstuff.com.
- Use a low-odor dry erase marker (not included) on the Director’s Checklist/Clapboard Card.
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**Classroom Production**

<table>
<thead>
<tr>
<th>Title:</th>
<th>Reader:</th>
<th>Director:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Roller Coaster Comparison</td>
<td>Tony</td>
<td>Anna</td>
</tr>
</tbody>
</table>
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