

For students reading at **Literacy Level B/2**, including:

- English-language learners
- Students reading below grade level
- Kindergarten and first grade emergent readers

## Objectives at a Glance

### COMPREHENSION

Students will:

- Summarize information
- Monitor their reading by retelling what they've read
- Utilize text and graphic features
- Summarize the information in the book
- Answer text-dependent questions
- Respond to the book

### VOCABULARY

Students will:

- Recognize high-frequency words
- Develop academic content (Tier Three) vocabulary

### LANGUAGE

Students will:

- Recognize the sentence structures *I have a \_\_\_\_\_ and I put it in \_\_\_\_\_*
- Use the pronoun **it**

### PHONEMIC AWARENESS

Students will:

- Listen for initial /p/

### PHONICS

Students will:

- Use first-letter clues to solve words
- Recognize initial "p" in words

### FLUENCY

Students will:

- Read smoothly with minimal breaks

### CONCEPTS ABOUT PRINT

Students will:

- Use one-to-one matching

### WRITING

Students will:

- Write to a picture prompt

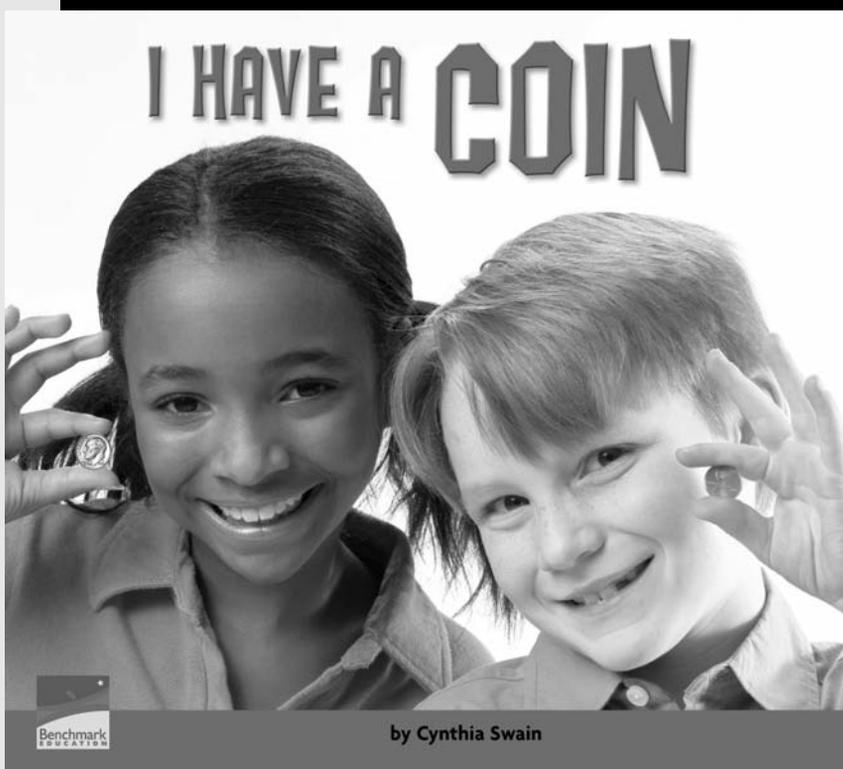
# I Have a Coin

## THEME: Coins and Money

- **I Have a Coin (Level B/2)**
- Wishing with Pennies (Level B/2)
- We Can Use Coins (Level D/6)
- The Yard Sale (Level D/6)

## MATH BIG IDEA:

Pennies and dimes are coins. We can put the coins in many different places.



ISBN 978-1-4008-6070-5



## Related Resources

The following Benchmark Education Company resources support the skills and strategies taught in this lesson.

### Early Explorers Partner

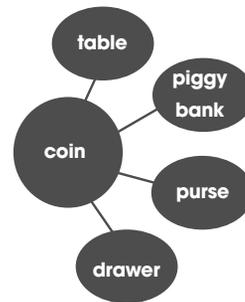
- *Wishing with Pennies* (Fiction, Level B/2)

### Text-Dependent Comprehension Resources

- *I Have a Coin* Comprehension Question Card
- Power Tool Flip Chart for Teachers
- Student Bookmark

### Assessment

- *Early Explorers Overview & Assessment Handbook*
- *Grade K Comprehension Strategy Assessment Book*



## Make Connections and Build Background

- **Use Realia** **Say:** *We will read a book about coins. The kids in the book put the coins in different places. Display a penny and say: I have a penny. I put it on the table. Next, ask students to Think/Pair/Share about another place to put the coin. As each partnership shares, invite them to say a sentence beginning with "I put it \_\_\_\_."*
- **Use a Graphic Organizer** Draw a circle on the board and write the word **coin** in the center. Read the word. **Say:** *You named places to put a coin. What places did you name? As students respond, create a concept web about places to put coins. Then read each entry and ask students to echo-read.*

## Introduce the Book

- **Preview Cover and Title Page** Give each student a copy of the book. Point to the front. **Say:** *This book is about coins. A penny is a coin. A dime is a coin, too. Read the title and author, and ask students to echo-read. Invite them to tell what they see in the photograph. Say: This is the book's cover. Repeat the process with the title page. Say: The cover and title page get us ready to read the book. Using the think-aloud strategy, model how to make predictions about the book based on the cover and title page information: The title tells me that someone has a coin. I see a boy and a girl. I think this book will tell about coins the boy and girl have. Allow time for students to share their own predictions about the book.*
- **Preview Photographs and Vocabulary** Revisit the photographs on the cover and title page. **Say:** *Nonfiction books have many photographs. Photographs help us understand the words in the book. They help us learn more, too. Ask students to turn to pages 2 and 3, and point to each photograph as you say its matching label. Repeat the process, inviting students to echo-read. Say: We will see these words in the book. Then take students on a picture walk. Reinforce the meanings of the previewed words as you talk about the photographs. Also talk about the **purse, shoe, backpack, and jar**, and make sure students can pronounce each word.*

- Locate High-Frequency Words to Monitor Meaning** Ask students to turn to page 4 and locate the word **my**. Ask them to frame the word and check it by running their finger under the word in a left-to-right motion. Then ask students to locate the word **my** on page 6. **Say:** *My is an important word. Use the word **my** to help you while you read.*
- Preview Sentence Structures** For students who need additional support, write “I have a \_\_\_\_\_” on the board. Read the sentence structure aloud and ask students to repeat it several times. **Say:** *We used the words **I have a** when we talked about coins. The words **I have a** are in the book, too. Page 4 has a sentence with the words **I have a**. Model how to frame the sentence between two fingers. Then read the sentence aloud and ask students to echo-read. Invite them to turn to page 6. **Ask:** *Can you frame a sentence with the words **I have a**?* Assist as needed, and then read the sentence aloud and ask students to echo-read. If students need additional practice, allow them to locate and read the sentence structure on pages 8, 10, 12, 14, and 16. Finally, repeat the process with “I put it in \_\_\_\_\_” on pages 4, 6, 8, 10, 12, and 14.*
- Use Graphophonic Cues** **Say:** *Another word in this book is **coin**. Say the word **coin**. What letter do you expect to see at the beginning?* (Allow time for students to respond, assisting as needed.) *Find the word **coin** in the title on the cover. Use first-letter sounds to help you when you read.*
- Scaffold Spanish-Language Speakers** Say the word **jar**. **Ask:** *Does **jar** sound similar to a word you know in Spanish?* (Allow time for students to respond.) *The English word **jar** sounds similar to the Spanish word **jarro**. **Jar** and **jarro** mean the same thing. The words look similar, too. Write the word **jar** on the board and ask students to locate it on page 14 in the book. Repeat with the words **bank** on page 4 and **banco**. Point out that the word **dime** on page 6 sounds like the Spanish word **dime** but does not mean the same thing. Finally, invite students with other first languages to share their cognates.*

## Observe and Prompt Reading Strategies

- After the supportive introduction, students should be able to read all or most of the book on their own. Observe students as they read. Take note of the graphophonic, syntactic, and semantic cues they use to make sense of the text and self-correct. Prompt individual students who have difficulty problem-solving independently, but be careful not to prompt English-language learners too quickly. They may need more time to process the text as they rely on their first language for comprehension.

Strategic Reading Prompts

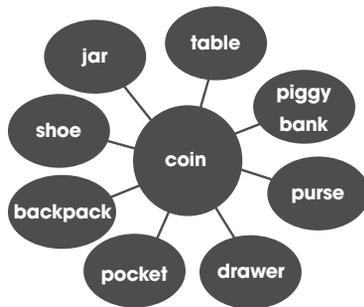
Cue Source	Prompt	Example	Page
Graphophonic	Look at the final letters.	it/in	4
Syntactic	Think about the sentence structure.	I have a dime.	6
Semantic	Check the picture.	backpack	10

## Set a Purpose for Reading

- Direct students' attention to the coin web. **Say:** *Now it's time to whisper-read the book. Read to learn about places you could put a coin.*

## Use the Graphic Organizer to Summarize

- Ask students to think about their reading. **Ask:** Do we need to add any places to put coins to the web? Record words students suggest. Choral-read the entire web. Then ask students to use the graphic organizer to tell a partner about the book.



## Reading Strategy Mini-Lesson: Retell What You've Read

- **Reflect** Ask students to think about the parts of the book that were hard for them to understand. **Ask:** What did you do to help yourself understand what you read?
- **Model Say:** I want to make sure I understand what I read. One way is to retell the important information. I will turn back to page 4. First I will read the page: "I have a penny. I put it in my bank." Now I will say the important information in my own words: A boy put a penny in his bank.

- **Guide** Ask students to turn to page 6. Read the page aloud together. Ask the following questions, allowing time for students to respond after each one: *What do you see? What is this page about? What kind of coin does the author talk about? How could you tell about the coin in your own words?* If students have difficulty, model a retelling of your own, such as *A girl put a dime in her purse.*
- **Apply** Ask each student to turn to his or her favorite page. Then ask students to read the page to a partner and retell the important information in their own words. Observe students as they read and retell. If more support is needed, use the prompts in the "Guide" section. See the *Early Explorers Overview & Assessment Handbook* for an observation chart you can use to assess students' understanding of the **retell what you've read** monitor-reading strategy. Then **say:** *You can retell anytime you read. Remember to retell to help you understand.*

## Answer Text-Dependent Questions

- **Explain** Remind students they can answer questions about books they have read. **Say:** *We answer different kinds of questions in different ways. I will help you learn how to answer each kind.* Tell students today they will practice answering *Look Closer!* questions. **Say:** *The answer to a Look Closer! question is in the book. You have to look in more than one place, though. You find the different parts of the answer. Then you put the parts together to answer the question.*

- **Model** Use the second *Look Closer!* question on the Comprehension Question Card. **Say:** *I will show you how I answer a Look Closer! question. I will read the question to figure out what to do. The question says: "The girl put a dime in her purse. What happens after this?" This question asks me to find a sequence of events. I know because the question has the cue word **after**. Now I need to look for other important words in the question. What words do you think will help me? (Allow student responses.) Yes, I'm looking for the words **girl, dime, and purse**. Now I will look back in the book. Page 6 says: "I have a dime. I put it in my purse." The next thing that happens is on page 8. The boy says: "I have a penny. I put it in my pocket." Put your fingers on these two pages. Putting this information together answers the question. The answer makes sense. I have found the answer in the book.*

- **Guide** Ask students to answer the other questions on the Comprehension Question Card. Use the Power Tool Flip Chart and Student Bookmark to provide additional modeling as needed. Remind students to ask themselves: *What is the question asking? How can I find the answer? Does my answer make sense? How do I know?*

## Build Comprehension: Summarize Information

- **Explain** Create an overhead transparency of the "I Have a Coin" graphic organizer on page 8 or draw it on the chalkboard. **Say:** *Nonfiction books have lots of information. A good reader looks for the most important ideas. Then the reader puts the ideas together into one sentence. The sentence tells what the book is about. Putting the ideas together into one sentence is called **summarizing** information. Good readers summarize to make sure they understand what they are reading. They also summarize to share the information with others.*

- **Model Say:** *Let's figure out the important ideas in I Have a Coin. On page 4, I read that you can put a coin in a bank. I will write about the bank in the first box on the graphic organizer. On page 6, I read that you can put a coin in a purse. I will write about the purse on the graphic organizer as well.*

- **Guide Say:** *Let's find another place you can put a coin. Look on page 8. Where does the boy put the coin? Allow time for students to respond, assisting if needed. Say: Yes, the boy puts a coin in his pocket. Let's write about a pocket in the next box on the graphic organizer.*

- **Apply** Ask each student to work with a partner to find other places to put coins. Remind students that the word **put** is a cue word they can use in this book. If more support is needed, utilize all or part of the "Guide" process on pages 10 (backpack), 12 (shoe), and 14 (jar). Once the graphic organizer is complete, read it aloud and invite students to echo-read. Then work together to compose a sentence that summarizes the information in the book, such as "You can put coins in many different places."

NAME \_\_\_\_\_ DATE \_\_\_\_\_

**I Have a Coin**  
Summarize Information

Important Ideas	→	bank
	→	purse
	→	pocket
	→	backpack
	→	shoe
	→	jar

You can put coins in many different places.

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**Teacher Tip** Use Benchmark Education Company's *Comprehension Strategy Assessment* books to assess students' ability to summarize information in other brief, grade-level texts.

## Home Connection

- Give students the take-home version of *I Have a Coin* to read to family members. Encourage students to work with a friend or family member to draw a picture of a place they like to put coins. Invite them to bring their drawings to share with the group.

## Reader Response

Invite students to respond to the book in a way that is meaningful to them. Model and use think-alouds as needed to scaffold students before they try the activities on their own.

- Draw a picture of two kinds of coins and label them.
- Talk with a partner. Where is a good place to put a coin?
- Tell what you remember best about the book.
- Draw a picture of a place you can put a coin. Then write about it.
- Write something you already knew about coins.
- Write about what you thought was most important in the book.

## Write to a Picture Prompt

- **Write a Personal Narrative** Tell students they will think about their own experiences with coins. Then they will write about the experience. **Say:** *I like the pictures in this book. Some of the pictures make me think of my own experiences. The picture on page 15 reminds me of an experience: I put my pennies in a jar every day. Soon I have many pennies. Does this picture make you think about an experience?* Allow time for students to respond. **Ask:** *Which picture do you like best? What experience does the picture make you think about?* Allow time for students to respond, prompting further if needed. **Say:** *You have used a picture to remember an experience. Now write about your experience. After you are finished, read your narrative to a partner.*

## Concepts About Print

- **Use One-to-One Matching** Turn to page 4. **Say:** *A sentence is made of words. Let's count the words in the second sentence. (Point to each word as you count aloud.) How many words are in the sentence? Yes, the sentence has six words. We must match our voices to each word when we read. Model how to move your finger under each word as you read it aloud. Then invite students to read with you and mimic your actions.*

## Phonemic Awareness: Listen for /p/

- Tell students you will read a sentence from *I Have a Coin*. Ask them to listen for words that begin with the **lp** sound: "I put it in my purse" (page 6). Reread the sentence if needed so students can identify the words **put** and **purse**. Then repeat the process with page 9 (**penny, put, pocket**).
- **Say:** *I will name things you can put in your pocket. Some begin with the **lp** sound, and some do not. Please listen carefully. Put your hands on your hips if you hear a word that begins with **lp**: **button, pad, leaf, peanut, nickel, pen.***

## Phonics: Initial “p”

- Write the letter “p” on the board. Tell students they will go on a letter “p” hunt in *I Have a Coin*. Ask them to locate words that begin with “p” on pages 4, 6, 8, 10, 12, 14, and 16.
- Ask students to brainstorm words that begin with /p/. Make a list on the board. Read each word, inviting students to echo-read.
- **Say:** *I will draw a picture of one of the words. You can guess which one it is. I will circle the letter “p” in the word. Then you will know you guessed correctly.* Model the process using one of the words on the list. Then invite each student to draw a picture about one of the words and circle the letter that makes the /p/ sound.

## Vocabulary

- **Academic Content Vocabulary** Review the book with students and record the words **penny, dime, pocket, bank, purse, shoe, backpack,** and **jar** on index cards. Read the words and invite students to add illustrations to the cards. Spread the cards out in a pocket chart or on a table. Ask students to work with a partner to think of one way to sort the words, such as by category (coins/ places to put coins) or by the size of the object (small/medium/large). Finally, invite the partners to use one word from each group in a sentence.

## Language Development: Pronoun “it”

- **Model Say:** *Authors sometimes use the word **it** to talk about an object. Let’s read page 6 together. “I have a dime. I put it in my purse.” The author talks about a dime in the first sentence. The author is still talking about the dime in the second sentence. The word **it** means the dime. I will use the word **it**, too.* Point to various classroom objects as you model **it** sentences, such as:  
*We have a clock. **It** is on the wall.  
My desk is large. **It** has many drawers.  
The picture is pretty. **It** has many bright colors.*

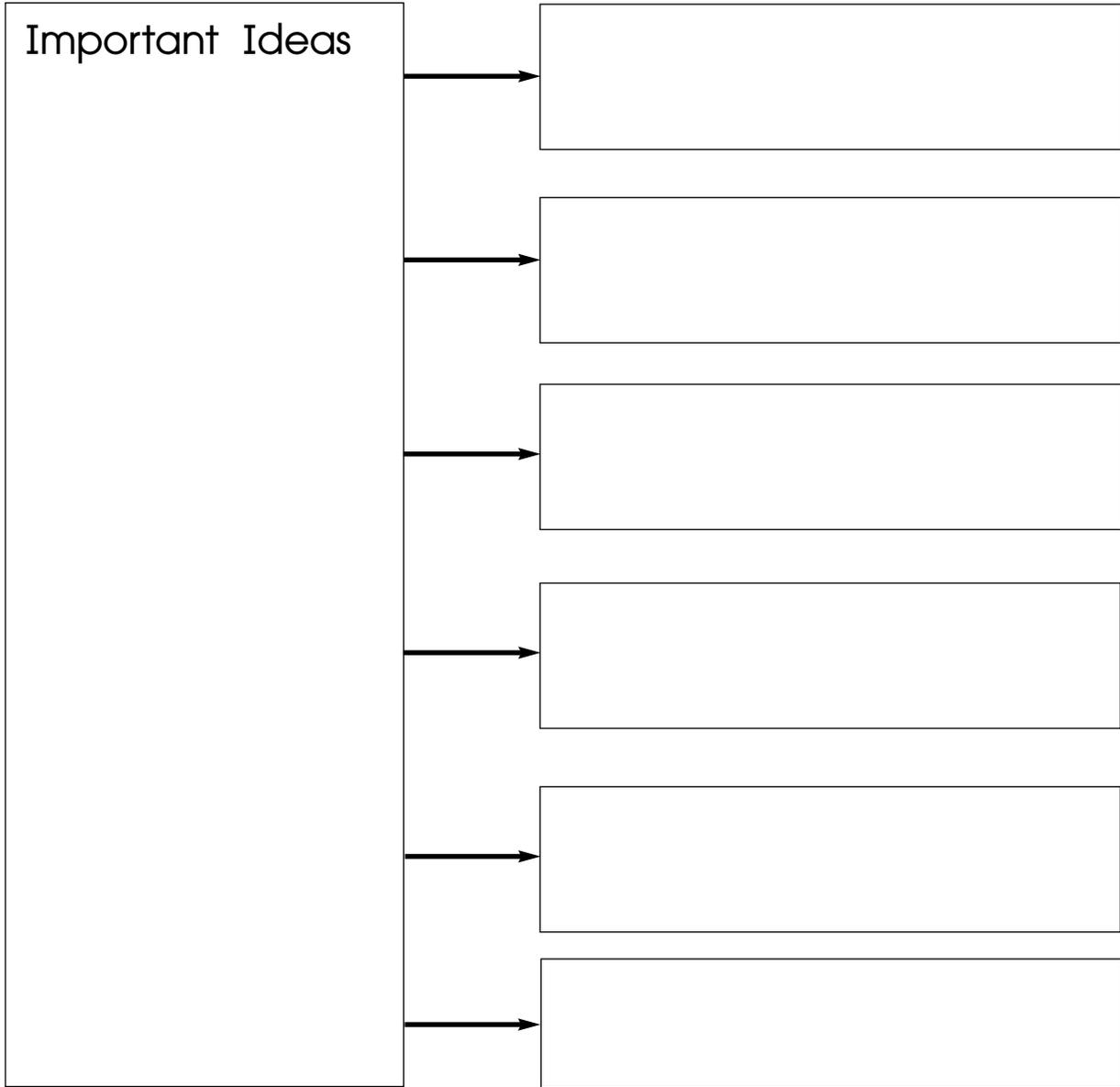
- **Guide** Invite students to read page 8 with you. **Say:** *The author talks about the penny in both sentences. The author uses the word **penny** in the first sentence. What word does she use for the penny in the second sentence? (**it**)*
- **Apply** Pair students. Ask them to take turns making up questions using the frame “Where is the \_\_\_\_?” The partner should answer the questions using the word **it**.

## Fluency: Read Smoothly with Minimal Breaks

- **Say:** *Good readers do not pause or stop between words. Instead, good readers read smoothly. They blend one word into the next. They pause or stop only when they see punctuation marks. They quickly fix mistakes and move on. Reading smoothly helps the reader focus on what the author has to say. Reading smoothly also helps the listener enjoy the story.*
- Ask students to turn to page 4. Read the page in a choppy, word-by-word manner. Discuss how this makes listeners feel. **Say:** *Now I will read the words smoothly. The punctuation will show me when to stop.* Read the sentences again, stopping at the periods. Then invite students to echo-read the page with you.
- Ask students to turn to page 6. Choral-read the page with them, reading smoothly. Stop at the periods.
- Invite students to take turns rereading *I Have a Coin* with a partner. Remind them to read smoothly, stop at periods, and quickly fix any mistakes so they can keep on reading.

# I Have a Coin

Summarize Information



\_\_\_\_\_