

- For students reading at  
**Literacy Level B/2** including:
- English-language learners
  - Students reading below grade level
  - Kindergarten emergent readers

## Objectives at a Glance

### COMPREHENSION

Students will:

- Compare and contrast
- Read aloud to clarify
- Utilize text and graphic features
- Summarize the information in the book
- Answer text-dependent questions

### VOCABULARY

Students will:

- Recognize high-frequency words
- Develop Tier Two vocabulary
- Develop Tier Three vocabulary

### GRAMMAR AND LANGUAGE DEVELOPMENT

Students will:

- Recognize the sentence structures  
*Look at this \_\_\_\_ and This \_\_\_\_ is \_\_\_\_*
- Use the adjective **this**

### PHONEMIC AWARENESS

Students will:

- Listen for short /i/

### PHONICS

Students will:

- Use first-letter cues to solve words
- Recognize words with short "i"

### FLUENCY

Students will:

- Read with appropriate stress or emphasis

### CONCEPTS ABOUT PRINT

Students will:

- Locate spaces between words

### WRITING

Students will:

- Write to a picture prompt



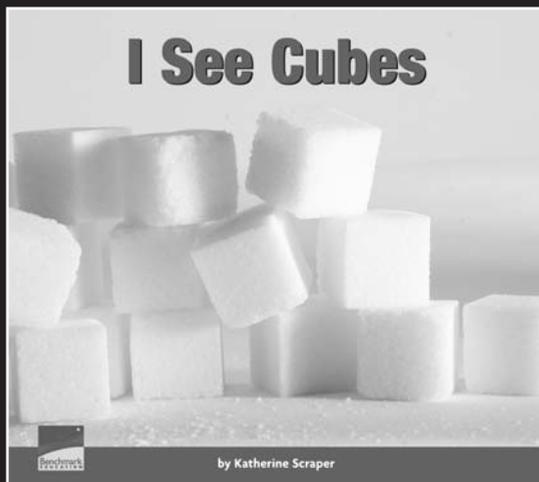
# I See Cubes

Theme: Shapes

- I See Cubes (B/2)
- Cones All Around (E/7)

Math Big Idea:

Readers observe cubes of different colors and then determine if the final photograph depicts a cube.



# Before Reading

## Related Resources

The following Benchmark Education resources support this lesson.

### Other Early Explorers Books

- What Is Round? (F/10)
- Shapes and Solids (I/15)
- Shapes and Solids Outdoors (K/20)
- Finding Shapes and Solids (M/28)

### Fluency and Language Development

- *I See Cubes* Audio CD

### Comprehension Resources

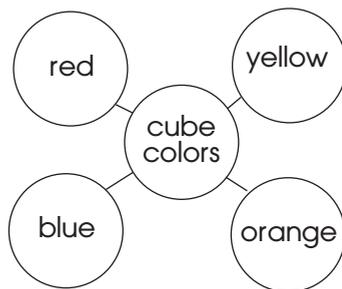
- *I See Cubes* question card
- Power Tool Flip Chart for Teachers
- Student Bookmark
- Compare and Contrast poster

### Assessment

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

## Make Connections and Build Background

- **Use Realia** Display several small cubes, such as building blocks or math manipulatives. **Say:** *We will read a book about cubes.* Hold up one cube. **Say:** *A cube has six faces. Help me count the faces.* Touch each face as you count with students. Then invite students to name the color of each cube.
- **Use a Graphic Organizer** Draw a circle on the board and write **cube colors** in the center. Read the phrase. **Say:** *The cubes in the book are different colors. What colors do you think we might see?* As students respond, create a concept web about cube colors. Then read each word and ask students to echo-read.



## Introduce the Book

- Give each student a copy of the book. Remind students they will read about cubes of different colors. Preview the book, encouraging students to interact with the pictures and text on each page as you emphasize the elements from the page 3 chart that will best support their understanding of the book's language, concepts, and organization. (Items in bold print include sample "teacher talk.")
- **Cover Graphic Feature** *The cover has a **photograph**. Photographs are pictures that show us what the book is about. What does the photograph on the cover show about the book?* Allow time for students to share their ideas.
- **Pages 2–3 Words to Discuss** Ask students to point to each photograph as you say its matching label. Repeat the process, inviting students to echo-read. After students Think/Pair/Share what they know about each word, fill in any missing details. **Say:** *We will see these words in the book.*

Pages	Text and Graphic Features	Words to Discuss	English/Spanish Cognates	Sentence Structures
Cover	title, author, photo			
1	title page, photo			
2–3	photos, labels	<b>cube, green, red, yellow</b>		
4–5	photo	cube, red	<b>cube/cubo</b>	<b>Look at this ____.</b> This ____ is ____.
6–7	photo	blue		
8–9	photo	green		
10–11	photo	yellow		
12–13	photo	white		
14–15	photo	brown		
16	photo			

- **Page 4 Spanish Cognate** Does **cube** sound like a word you know in Spanish? (Allow time for students to respond.) The English word **cube** sounds like the Spanish word **cubo**. What is a **cube**? (Allow time for students to respond.) Write the word **cube** on the board and ask students to locate it on page 4 in the book.
- **Page 4 Sentence Structure** Write *Look at this \_\_\_\_\_* on the board. Read the sentence structure aloud and ask students to repeat it several times. **Say:** *We use this sentence structure to tell about something.* Model using the sentence structure to tell about the photograph, such as *Look at this picture* or *Look at this color*. Then assist students in forming their own sentences using the structure. **Say:** *This sentence structure is in the book. Can you find the structure on page 4? Frame the sentence. Let's read the sentence together.*

### Rehearse Reading Strategies

- **Say:** *One word in this book is look. Say the word look. What letter do you expect to see at the beginning?* Allow time for students to respond as needed. Then ask them to find the word **look** on page 4. **Say:** *Use first-letter sounds to help you read.*
- Remind students to use other reading strategies they are learning as well, such as checking the pictures and returning to the beginning of the sentence if something doesn't sound right.

### Set a Purpose for Reading

- Direct students' attention to the cube color web. **Say:** *Now it's time to whisper-read the book. Read to find out about cubes of different colors.*

Cue Source	Prompt	Example	Page
Graphophonic	Look at the first letter.	yellow	10
Syntactic	Think about the sentence structure.	This cube is blue.	6
Semantic	Check the picture.	white	12

## During Reading

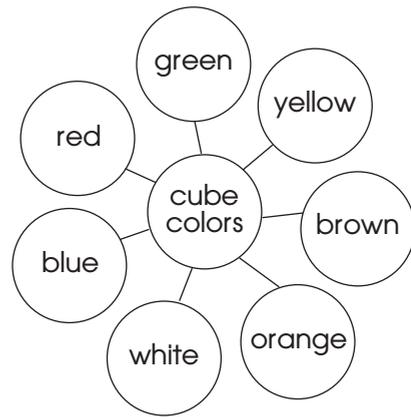
### Observe and Prompt Reading Strategies

- 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.

## After Reading

### Use the Graphic Organizer to Summarize

- Ask students to think about their reading. **Say:** *Look at our web. Do we need to add any colors? Record colors 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: Read Aloud to Clarify

- **Reflect Ask:** *Did you understand what you read? What parts were hard to understand? How did you help yourself?*
- **Model Say:** *I want to understand what I read. Sometimes I read aloud to figure out a tricky part. Ask students to turn to page 4. **Say:** The first time I read this page I was confused. What is red? Then I read the page aloud. Look at this cube. This cube is red. Now I understand that the cube is red. Now the page makes sense. I'm ready to keep whisper-reading.*
- **Guide** Ask students to turn to page 8. **Ask:** *What is the author writing about on this page? (Allow time for students to respond.) Let's check by reading the page aloud together. Then we will be sure we understand what shape and color the author means. Read the page aloud together and briefly discuss how this clarifies or confirms students' understanding.*
- **Apply** Invite each student to turn to a tricky page. Then ask students to tell a partner about the page. Afterward, they should read the page aloud to make sure they understand it. Observe students as they read aloud to clarify, providing assistance if needed. See the *Early Explorers Overview & Assessment Handbook* for an observation chart you can use to assess students' understanding of the monitor-reading strategy. Then **say:** *You can read aloud any time you need to. Remember to read aloud 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 Prove It! questions. **Say:** The answer to a Prove It! question is not stated in the book. You have to look for clues and evidence to prove the answer.*
- **Model** Use the first Prove It! question on the question card. **Say:** *I will read the question to figure out what to do: Write a summary sentence for this book. The word **summary** means I need to tell what the book is about. What other word in the question helps me? (Allow student responses.) Yes, I need to say my summary in one **sentence**. Model looking through the book. **Say:** *I see a red cube, blue cube, green cube, yellow cube, white cube, and brown cube. Now I can summarize the book: **Cubes can come in different colors**. The evidence in the book supports my answer. The answer makes sense.**
- **Guide** Ask students to answer the other questions on the question card. Use the Power Tool Flip Chart and Student Bookmark to provide additional modeling as needed. Remind student 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: Compare and Contrast

- **Explain** Create an overhead transparency of the “I See Cubes” graphic organizer on page 12 or draw it on the board. Label the columns **Alike** and **Different**. **Say:** *Nonfiction books sometimes tell how things are alike and different. We **compare** by telling how things are alike. We **contrast** by telling how things are different.*
- **Model Say:** *Let’s figure out how the cubes in I See Cubes are alike and different. Ask students to turn to page 4. **Say:** We read that the shape is a cube. The cube has a color. The color is red. Repeat the process throughout the book, and then **say:** The cubes are alike in two ways. All the cubes have the same shape. All the cubes have colors. Write these details in the first column of the graphic organizer.*
- **Guide Say:** *Now let’s figure out how the cubes are different. Are all the cubes the same color? (Allow time for students to respond, assisting if needed.) No, the cubes are different colors. Where should we write about different colors on the graphic organizer? (Again allow time for students to respond.) Yes, we can write **different colors** in the second column.*

- **Apply** Ask students to work with a partner to find one more way cubes can be different. If more support is needed, help students contrast the cube on page 15 with the cube on page 16 and guide them to discover that cubes can be different sizes. Finally, read the completed graphic organizer aloud and invite students to echo-read.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**I See Cubes**

Alike	Different
<ul style="list-style-type: none"><li>• same shape</li><li>• have colors</li></ul>	<ul style="list-style-type: none"><li>• different colors</li><li>• different sizes</li></ul>

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## Home Connection

- Give students the take-home version of *I See Cubes* to read to family members. Encourage students to work with a friend or family member to draw and color cubes they find in their home. 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.

- Tell what you wondered as you read.
- Tell about another book you have seen about shapes.
- Draw a picture using only cube shapes. Tell a partner how you did it.
- Name your favorite color in the book. Tell why you like it.
- Write what you thought was most important about the book.
- Tell about your favorite page in the book.

# Mini-Lessons

for Differentiating Instruction

## Write to a Picture Prompt

- **Write a Description** Tell students they will talk about a picture from the book. Then they will write about the picture. Ask them to turn to page 7. **Say:** *I can describe this picture in my own words: I see a big cube. The cube is blue. Now I will write my idea.* Model writing your sentences on the board. Ask students to choose a picture and describe it to a partner. Allow time for students to share their descriptions, providing assistance as needed. Then say: *You described a picture in the book. Now write your idea. After you are finished, read your writing to a partner.*

## Concepts About Print

- **Locate Spaces Between Words** Turn to page 4. **Say:** *A sentence is made of words. After each word is a space. Our eyes look for the space after each word. Then we know we're ready to read the next word.* Tell students you will read the sentence aloud. Ask them to clap after each word to signal the space. Read slowly, pointing at the words and lingering in the spaces while students clap. Then repeat the game asking student to hop after each word.

## Phonemic Awareness: Short /i/

- Tell students you will read a sentence from *I See Cubes*. Ask them to listen for two words with the short /i/ sound: *This cube is red.* (page 2) Reread the sentence if needed so students can identify the words **this** and **is**.

- **Say:** *A box can be a cube. I will name some things you would not find in a box. Some have the short /i/ sound and some do not. Please listen carefully. Say **It's short i** if you hear a word that has the short /i/ sound: **fish, bus, pig, hill, pond, fence, milk, mud.***

## Phonics Short “i”

- Ask students to locate the word **this** on page 4. Write **this** on the board and underline the “i” in the middle. **Say:** *I see the letter “i” in the word **this**. I hear the short /i/ sound in the word **this**.* Slowly draw your finger under the word as you blend the sounds. Then ask students to do the same in their books. Repeat the process with **is** on the same page.
- Ask students to brainstorm words with the short /i/ sound. Make a list on the board. Then read each word, inviting students to echo-read.
- **Say:** *I will make up some rhymes. You may call out a word from the list to help me finish each rhyme. I will underline the “i” in the word. Then you will know you guessed correctly. Use simple rhymes such as: *I can skip and do a \_\_\_\_.* (flip)*

## Vocabulary

- **Tier Two Vocabulary** Pronounce the word **colorful** and ask students to repeat it. **Say:** *Something that is **colorful** has a color you really notice. Many of the cubes in the book are **colorful**. I think the red cube is especially **colorful**, don't you?* Discuss colorful objects in the classroom, such as pictures on the boards or the covers

of books. Then model a sentence, such as *I picked some colorful flowers from my garden.* Invite students to share their own sentences, providing assistance as needed. **Ask:** *What word have we been talking about? Yes—**colorful**. Let's try to use the word **colorful** many times today. We can use the word at school and at home.*

- **Tier Three Vocabulary** Review the book with students and write the words **cube, red, blue, green, yellow, white,** and **brown** on index cards. Ask students to illustrate the words on another set of cards. Place the word cards in a pocket chart or on a table. Show the picture cards one at a time. Ask students to find the word that names the picture, read it aloud, and place the two cards on the chalk ledge. Continue until all the words have been matched to their pictures. For additional practice, students may work as a group or in pairs to complete the vocabulary activity on page 11.

## Grammar and Language Development

### Adjective **this**

- **Model** Explain that authors sometimes use the words **this** to name things. Ask students to read the second sentence on page 4 with you: *This cube is red.* Point out that the author uses the word **this** so we will look at one cube—the cube in the photograph. **Say:** *I use the word **this**, too.* Point to items around the classroom as you model **this** sentences, such as:  
**This** book is very large.  
**This** key opens the door.  
**This** crayon is broken.

- **Guide** Write *This \_\_\_\_ is \_\_\_\_* on the board. Read it aloud and ask students to echo-read. **Say:** *I can complete this sentence by telling about something in the classroom: This pencil is small.* Then invite student partners to make up their own sentences using the structure. Record their sentences on the board and circle the word **this**.
  - **Apply** Ask student partners to choose an object from their desks and make up a **this** sentence about it to share with the group.
- Ask students to turn to page 14. Help students locate words they might want to emphasize, such as **this** and **brown**. Choral-read the page with them, emphasizing the words discussed.
  - Invite students to take turns rereading *I See Cubes* with a partner. Remind them to stress or emphasize important words as they read.

### **Fluency: Read with Appropriate Stress or Emphasis**

- **Say:** *We do not read every word the same way. Instead, we watch for important words to stress or emphasize.*
- Ask students to turn to page 16. First, read the page in a flat voice. Discuss how this makes the listener feel. Then read the page again, emphasizing the word **this**. **Say:** ***This** cube is different from the rest so we can emphasize the word **this**.* Read the page again, asking students to echo-read.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Vocabulary

**Choose four words from the box. Write a sentence about a cube for each word. Draw a picture for each sentence.**

<b>red</b>	<b>blue</b>	<b>green</b>	<b>yellow</b>	<b>brown</b>	<b>white</b>
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Word: \_\_\_\_\_ cube

Sentence: \_\_\_\_\_  
\_\_\_\_\_

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# I See Cubes

<b>Alike</b>	<b>Different</b>