

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:

- Identify characters and setting
- Make inferences
- Monitor their reading by asking questions
- Utilize text and graphic features
- Summarize the story
- Answer text-dependent questions
- Respond to the book

### GENRE STUDY

Students will:

- Recognize the characteristics of an animal fantasy
- Determine the story's message

### VOCABULARY

Students will:

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

### LANGUAGE

Students will:

- Recognize the sentence structures *She puts in \_\_\_\_\_* and *He puts in \_\_\_\_\_*
- Use the pronouns **he** and **she**

### PHONEMIC AWARENESS

Students will:

- Listen for initial /t/

### PHONICS

Students will:

- Use first-letter cues to solve words
- Recognize initial "t" in words

### FLUENCY

Students will:

- Read smoothly with minimal breaks

### CONCEPTS ABOUT PRINT

Students will:

- Locate spaces between words

### WRITING

Students will:

- Write to a picture prompt

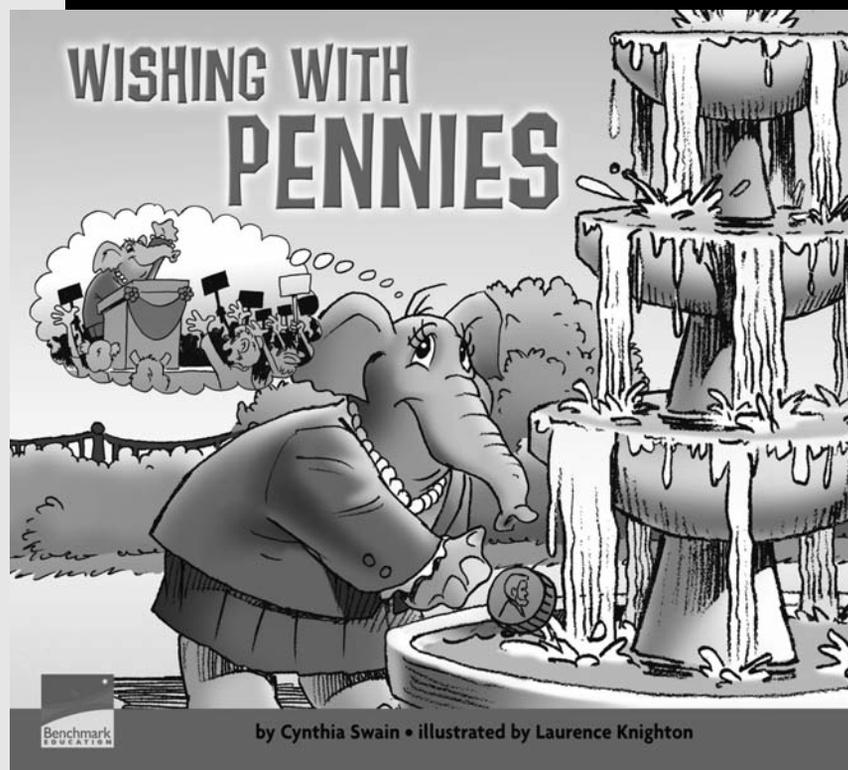
# Wishing with Pennies

## 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)

## GENRE/SUMMARY:

In this animal fantasy, Bear, Tiger, Bat, Elephant, Gorilla, and Turtle make wishes by putting pennies in a fountain. Then a fox comes along and steals the pennies.



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## Related Resources

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

### Early Explorers Partner

- *I Have a Coin* (Nonfiction, Level B/2)

### Emergent Comprehension Strategy Poster

- Make Inferences

### Text-Dependent Comprehension Resources

- *Wishing with Pennies* 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 Drama** **Say:** *We will read a book called Wishing with Pennies. The animals in the story put a penny in a fountain and make a wish. I will pretend to put a penny in a fountain and make a wish.* Pretend to do so. Then invite students to tell what they might wish for. Encourage them to act out putting a penny in a fountain as well.
- **Use a Graphic Organizer** Draw a three-column chart with the headings **Animal**, **I think . . .** and **I find out . . .** List **Bear**, **Tiger**, **Bat**, **Elephant**, **Gorilla**, and **Turtle** in the first column. Ask students to help you think of something each animal might wish for, and write their suggestions in the **I think . . .** column. Then read each idea, prefacing it with the phrase *I think \_\_\_ will wish for \_\_\_* and ask students to echo-read.

Animal	I think . . .	I find out . . .
Bear	honey to eat	
Tiger	a nap	
Bat	a cave	
Elephant	peanuts	
Gorilla	bananas	
Turtle	a fancy new shell	

## Introduce the Book

- **Preview Cover and Title Page** Give each student a copy of the book. Point to the front. **Say:** *This story is about some animals that wish with pennies.* Read the title and author, and ask students to echo-read. Invite them to tell what they see in the illustration. **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 we will read about wishing with pennies. I see a fountain in the illustration. I think someone in the story will put a penny in this fountain.* Allow time for students to share their own predictions about the story.
- **Introduce Characters and Setting** **Say:** *The animals in the story are called characters.* Ask students to turn to pages 2 and 3, and point to each character as you read the matching name. Repeat the process, inviting students to echo-read. Then **say:** *The setting is where the story takes place. What is the setting of the story?* Help students use the illustrations to determine that the story takes place outdoors in a park.
- **Preview Illustrations and Vocabulary** Revisit the illustrations on the cover and title page. **Say:** *The pictures in fiction books are called illustrations. Illustrations help us understand the words in the book.* Take students on a picture walk, emphasizing the words **fountain**, **penny**, **elephant**, **gorilla**, **bear**, **tiger**, **bat**, and **turtle** as you talk about the illustrations and what is happening in the story. Make sure students can pronounce each vocabulary word.

- Locate High-Frequency Words to Monitor Meaning** Ask students to turn to page 4 and locate the word **goes**. 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 **goes** on page 6.  
**Say:** *Goes is an important word. Use the word goes to help you while you read.*
- Preview Sentence Structures** For students who need additional support, write “She puts in \_\_\_\_\_” on the board. Read the sentence structure aloud and ask students to repeat it several times.  
**Say:** *The words **She puts in** are in the book. Page 6 has a sentence with the words **She puts in**. 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 10. **Ask:** *Can you frame a sentence with the words **She puts in**? 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 page 14. Finally, repeat the process with “He puts in \_\_\_\_\_” on pages 4, 8, and 12.**
- Use Graphophonic Cues** **Say:** *Another word in this book is **Bear**. Say the word **Bear**. What letter do you expect to see at the beginning? (Allow time for students to respond, assisting as needed.) Find the word **Bear** on page 4. When students have found the word and confirmed the beginning letter, **say:** *Use first-letter sounds to help you when you read.**
- Scaffold Spanish-Language Speakers** Say the word **in**. **Ask:** *Does **in** sound like a word you know in Spanish? (Allow time for students to respond.) The English word **in** sounds like the Spanish word **en**. **In** and **en** mean the same thing. The words look similar, too. Write the word **in** on the board and ask students to locate it on page 4 in the book. Point out that the word **to** on pages 4, 6, 8, 10, 12, and 14 sounds like the Spanish word **tú** but does not mean the same thing. Finally, invite students with other first languages to share their cognates.*

## Set a Purpose for Reading

- Direct students’ attention to the prediction chart.  
**Say:** *Now it’s time to whisper-read the book. Read to find out what the animals wish.*

## 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 first letter.	bat	8
Syntactic	Think about the sentence structure.	She puts in a penny.	6
Semantic	Check the picture.	Uh-oh!	16

## Use the Graphic Organizer to Summarize

- Ask students to think about their reading. **Say:** *Look at our prediction chart. What did each animal wish? Write students' responses in the third column. Then choral-read each entry, prefacing it with the phrase *The \_\_\_ wishes to \_\_\_*. Ask students to use the graphic organizer to tell the story to a partner.*

Animal	I think . . .	I find out . . .
Bear	honey to eat	be a businessman
Tiger	a nap	win a race
Bat	a cave	play baseball
Elephant	peanuts	make a speech
Gorilla	bananas	play in a band
Turtle	a fancy new shell	be a dancer

## Genre Study

- **Say:** *This story is an animal fantasy. You could see real animals like Bear, Tiger, Bat, Elephant, Gorilla, Turtle, and the fox in real life. But fantasy means some things could not happen in real life. What parts of this story are fantasy? Guide students to mention that the animals wear clothes, wish to do things people do, and put pennies in the fountain. Then the fox puts the pennies in a bag.*
- **Say:** *Animal fantasy stories have themes. A theme is like a message from the author. I notice in *Wishing with Pennies* the animals wish for certain things. The animals try to make their wishes come true by putting pennies in a fountain. Will pennies in a fountain make the animals' wishes come true? Allow time for students to give their ideas. **Say:** *The theme for *Wishing with Pennies* could be "Don't just wish for something—do it!" The author uses the characters to send readers a message. The author is telling us to find a better way to make our wishes come true.**

## Reading Strategy Mini-Lesson: Ask Questions

- **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 ask questions before, during, and after reading. I will turn back to pages 4 and 5. I asked myself a question when I read the words. I wanted to know why Bear puts a penny in the fountain. I found the answer in the picture. The picture shows Bear imagining himself as a businessman. Now I know Bear puts a penny in the fountain to try to make his wish come true.*

- **Guide** Ask students to turn to page 16. Read the page aloud together. Ask the following questions, allowing time for students to respond after each one: *Did you ask yourself a question when you read this page? Did the book answer your question? How did you find the answer? Did you have a question about this page that wasn't answered in the book? What is it? How can you figure out an answer to your question? After students share any additional questions, invite them to tell how asking questions helped them better understand page 16.*

- **Apply** Ask each student to turn to his or her favorite page. Then ask students to read the page to a partner and share any questions they have. The partner may then find the answer in the book or help think of another way to find the answer. Observe students as they ask questions, providing assistance if needed. See the *Early Explorers Overview and Assessment Handbook* for an observation chart you can use to assess students' understanding of the **ask questions** monitor-reading strategy. Then **say:** *You can ask yourself questions any time you read. Remember to ask questions 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.**

- **Model** Use the first *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: "Tiger goes to the fountain. Who goes to the fountain next?" This question asks me to find a sequence of events. I know because the question has the cue word **next**. 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 **Tiger goes to the fountain**. I find these words on page 6. On page 8, I read, "Bat goes to the fountain." Put your finger on these two sentences. Putting this information together answers the question. The answer makes sense. I have found the answer in the text.*

- **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: Make Inferences

- **Explain** Create an overhead transparency of the "Wishing with Pennies" graphic organizer on page 8 or draw it on the chalkboard. **Say:** *An author can't tell us every single thing in a story. We need to figure out some things on our own. We use the author's words for clues. We use the story illustrations for clues, too. Figuring something out using one or two clues is called **making an inference**. Good readers make inferences as they read.*

- **Model Say:** *Let's make an inference in Wishing with Pennies. I read that the animals put pennies in the fountain. I see in the illustrations that the animals make wishes. I will write these clues in the first box on the graphic organizer. Now I will use the clues to make an inference. I can infer that the animals think the pennies will make their wishes come true. The author doesn't say the animals think this, but I can figure it out from the clues. I will write this idea in the **Inference** box on the graphic organizer.*

- **Guide Say:** *Now let's make another inference about the animals' wishes. What are the animals imagining in the illustrations? (Allow time for students to respond, assisting if needed.) Yes, the animals imagine doing exciting things. What can we figure out from this clue? (Again allow time for students to respond.) Yes, we can infer that the animals hope to try some new things someday.*

- **Apply** Ask students to work with a partner to make an inference about the fox on page 16. Remind them to use word and illustration clues to figure out something the author doesn't say. After each partnership shares, agree on how to word the entries on the graphic organizer. Finally, read the completed graphic organizer aloud and invite students to echo-read.

NAME _____ DATE _____	
<b>Wishing with Pennies</b> Make Inferences	
<b>Clue</b> The animals put pennies in fountain and make wishes.	<b>Inference</b> The animals think the pennies will make their wishes come true.
The animals imagine doing exciting things.	The animals hope to try some new things someday.
The fox has a burglar mask and bag. The words say "Uh-oh!"	The fox is stealing the pennies.

**Teacher Tip** Use Benchmark Education Company's K-2 Emergent Comprehension Strategy Poster Set to provide additional instruction in making inferences. Use BEC's *Comprehension Strategy Assessment* books to assess students' ability to make inferences in other brief, grade-level texts.

## Home Connection

- Give students the take-home version of *Wishing with Pennies* to read to family members. Encourage students to work with a friend or family member to draw a picture of a wish they would make while putting a penny into a fountain. Invite students 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.

- Talk with a partner. What are some things people might wish for?
- Tell what might happen next in the story.
- Draw a picture of your favorite character in the story.
- Act out the story with several partners.
- Think about something you might wish for. Then write about it.
- Write about your favorite part of the story.

## Write to a Picture Prompt

- **Retell** Tell students they will tell a small part of the story in their own words. Then they will write down their words. **Say:** *I like the pictures in this book. I like to choose one and retell that part of the story in my own words. Look at pages 8 and 9. I can tell about this picture: Bat imagines holding a bat at home plate in a baseball game. He puts a penny in the fountain. What do you notice about the picture? How would you retell this part of the story?* Allow time for students to respond. **Ask:** *Which picture do you like best? How would you retell that part of the story?* Allow time for students to respond, prompting further if needed. **Say:** *You have retold part of the story based on the picture you chose. Now write about what happened. After you are finished, read your retelling 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. The space means we have finished reading a word. Sometimes the space means we have a new word to read, too.* Tell students you will read the first 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 students to hop after each word.

## Phonemic Awareness: Listen for /t/

- Tell students you will read a sentence from *Wishing with Pennies*. Ask them to listen for words that begin with the **ItI** sound: “Tiger goes to the fountain” (page 6). Reread the sentence if needed so students can identify the words **Tiger** and **to**.
- **Say:** *I will say some animal names. Some begin with the ItI sound, and some do not. Please listen carefully. Raise your hand if you hear a word that begins with ItI: **tadpole, lion, worm, tortoise, fox, turkey.***

## Phonics: Initial “t”

- Write the letter “t” on the board. Tell students they will go on a letter “t” hunt in *Wishing with Pennies*. Ask them to locate words that begin with “t” on pages 4, 6, 8, 10, 12, and 14.
- Ask students to brainstorm words that begin with /t/. List the words 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 “t” 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 /t/ sound.

## Vocabulary

- **Academic Content Vocabulary** Review the story with students and record the words **fountain, penny, elephant, gorilla, bear, tiger, bat,** and **turtle**. Invite students to locate an illustration to match each word and describe it to a partner.
- **Robust Oral Vocabulary** **Say:** *Each animal in the story has a **daydream**. A **daydream** is something exciting that people imagine while they are awake. Think about a **daydream** you have had. Try to use the word **daydream** when you tell about it. You could start by saying, “I had a **daydream** about \_\_\_\_.” (Allow time for each student to respond, assisting if needed.) What is the word we’ve been talking about? Yes—**daydream**. Let’s try to use the word **daydream** many times today. We can use the word at school and at home.*

## Language Development: Pronouns “he” and “she”

- **Model Say:** *Sometimes we talk about people without using their names. We use the word **she** when we talk about a girl or woman. We use the word **he** when we talk about a boy or man. Let’s read page 4 together: “Bear goes to the fountain. He puts in a penny.” First the author mentions Bear. Then the author uses the word **he** to talk about Bear. Now let’s read page 6 together: “Tiger goes to the fountain. She puts in a penny.” First the author mentions Tiger. Then the author uses the word **she** to talk about Tiger. I can use the words **he** and **she**, too. Point to different students as you model **he** and **she** sentences, such as:  
*Jenny was cold. **She** put on a warm jacket.  
Jon read a book. **He** read Wishing with Pennies.**
- **Guide** Ask students to find other examples of the words **he** and **she** on pages 8, 10, 12, and 14. On each page, **ask:** *Who is the author talking about? What is the animal doing?*
- **Apply** Invite student partners to draw a picture of a boy and a girl and then make up sentences about each person using the words **he** and **she**. Encourage students to point to the correct person in their picture as they share their sentences.

## Fluency: Read Smoothly with Minimal Breaks

- **Say:** *Good readers do not pause or stop after each word. Instead, good readers read smoothly. They blend one word into the next. They pause or stop only when they see punctuation marks. 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 6. Read the page in a choppy, word-by-word manner. Discuss how this makes the listener feel. **Say:** *Now I will read the words smoothly. The punctuation will show me when to pause or stop.* Read the sentences again, stopping only at the periods. Then invite students to echo-read the page with you.
- Invite students to take turns rereading *Wishing with Pennies* with a partner. Remind them to read smoothly, stop at periods and exclamation point, and quickly fix any mistakes so they can keep on reading.

NAME \_\_\_\_\_

DATE \_\_\_\_\_

# Wishing with Pennies

Make Inferences

**Clue**



**Inference**

