

For students reading at

**Literacy Level A/1**, including:

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

## Objectives at a Glance

### COMPREHENSION

Students will:

- Identify cause and effect
- Make connections
- 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 structure  
*I have \_\_\_\_*
- Use the pronoun **I**

### PHONEMIC AWARENESS

Students will:

- Listen for initial /p/

### PHONICS

Students will:

- Use final-letter cues to solve words
- Recognize initial "p"

### FLUENCY

Students will:

- Read smoothly with minimal breaks

### WRITING

Students will:

- Write to a picture prompt

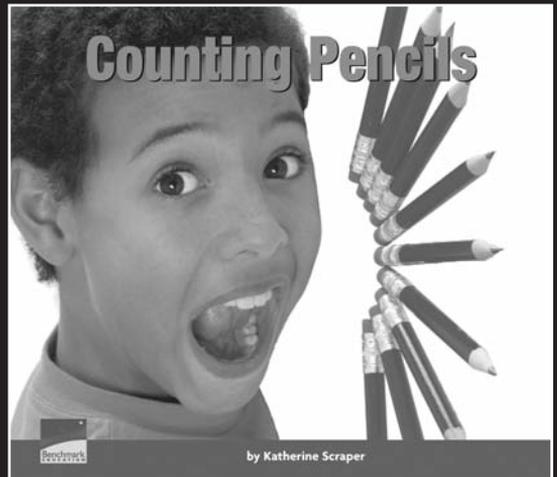
# Counting Pencils

**Theme: Number Families**

- Counting Pencils (A/1)
- My Beach Bag (D/5)

**Math Big Idea:**

First, readers count to ten. Then they learn that five groups of ten equal fifty.



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# Before Reading

## Related Resources

The following Benchmark Education resources support this lesson.

### Other Early Explorers Books

- The Ants Have a Picnic (F/9)
- Hooray! 100 Days (F/9)
- Fun with Fives (H/13)
- Shopping with the Nicholas Family (H/13)

### Fluency and Language Development

- *Counting Pencils* Audio CD

### Comprehension Resources

- *Counting Pencils* 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** Put ten pencils of the same color on the table. **Say:** *We will read a book about counting pencils. Invite students to count the pencils on the table. Then say: Yes, I have ten pencils. The pencils are [name color]. A boy in the book has many pencils. The pencils are different colors. Ask students to Think/Pair/Share about other colors for pencils.*

- **Use a Graphic Organizer** Draw a two-column chart with the headings *I think . . .* and *I find out . . .* Ask students what pencil colors they think they might see in the book. Write students' ideas in the *I think . . .* column of the prediction chart. Then read each idea, prefacing it with the phrase *I think the pencils are . . .* and ask students to echo-read.

<i>I think . . .</i>	<i>I find out . . .</i>
red	
blue	
white	
pink	

## Introduce the Book

- Give each student a copy of the book. Remind students they will read about counting pencils. 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** **Say:** *The cover has a photograph. Photographs are pictures that show us what the book is about. What does the photograph on the cover show you about the book? Allow time for students to share their ideas.*

<b>Pages</b>	<b>Text and Graphic Features</b>	<b>Words to Discuss</b>	<b>English/Spanish Cognates</b>	<b>Sentence Structures</b>
Cover	title, author, photo			
1	title page, photo			
2–3	photos	blue, paper, pencils, red		
4–5	photo	10, blue, pencils		I have ____.
6–7	photo	red		
8–9	photo	yellow		
10–11	photo	brown		
12–13	photo	green		
14–15	photo	50		
16	photo	paper		

- **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.*

- **Page 4 Sentence Structure** Write *I have \_\_\_\_* 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 *I have two hands* or *I have many pencils*. 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 **have**. Say the word **have**. What letter do you expect to see at the beginning?* Allow time for students to respond, assisting as needed. Then ask them to find the word **have** on page 4. **Say:** *Use first-letter sounds to help you when 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 prediction chart. **Say:** *Now it's time to whisper read the book. Read to learn what colors of pencils the boy has.*

Cue Source	Prompt	Example	Page
Graphophonic	Look at the first letter.	yellow	8
Syntactic	Think about the sentence structure.	I have paper.	16
Semantic	Check the picture.	brown	10

## 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 prediction chart. What colors are the pencils in the book? Write the words students call out in the I find out . . . column of the chart. Then choral-read each entry, prefacing it with the phrase The pencils are . . . Ask students to use the graphic organizer to tell a partner about the book.*

<i>I think . . .</i>	<i>I find out . . .</i>
red	blue
blue	red
white	yellow
pink	brown
	green

## Reading Strategy Mini-Lesson: Make Connections

- **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. One way is to connect the information to what I know about the world. Ask students to turn to page 4. Read the page aloud, and then say: The picture reminds me of other things I know that are blue. The sky is blue, and some birds are blue. Making this connection shows me how important the color blue is in the world.*
- **Guide** Invite students to read page 6 with you. **Ask:** *What are some things you know about that are red? Where could you see red things? Why might people like to have red pencils? Allow time for students to share their connections. Then invite them to tell how making connections helped them better understand page 6.*
- **Apply** Ask students to read their favorite page to a partner and then make a connection to something they know about the world. Observe students as they share their connections, 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 make connections any time you read. Remember to make connections 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 Take It Apart! questions. **Say:** *The answer to a Take It Apart! question is not stated in the book. You must think like the author to figure out the answer.*
- **Model** Use the Take It Apart! question on the question card. **Say:** *I will read the question to figure out what to do: Look at page 16. How did the author end the sentence? This question asks me to figure out a text structure. I know because the question has the words **how** and **author**. What other words in the question will help me? (Allow student responses.) Yes, I need to look at the **sentence on page 16**. Model doing so. **Say:** *Let's read the sentence together: I have paper! The sentence is an exclamation. Now I know the author ends the sentence with an exclamation mark.**
- **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 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: Identify Cause and Effect

- Explain** Create an overhead transparency of the “Counting Pencils” graphic organizer on page 12 or draw it on the board. **Say:** *Nonfiction books sometimes tell about things that happen and why they happen. The reason something happens is the **cause**. What happens is the **effect**.*
- Model Say:** *Let’s figure out the cause-and-effect relationships in Counting Pencils. Ask students to turn to page 4. **Say:** We read that the boy has 10 blue pencils. Now turn to page 6. We read that the boy has 10 red pencils, as well. Adding 10 red pencils to 10 blue pencils is a **cause**. Write **Add 10 red pencils to 10 blue pencils** in the first Cause box on the graphic organizer. The **say:** *The **effect** of adding the pencils is that the boy has 20 pencils. Write **The boy has 20 pencils** in the first Effect box on the graphic organizer. Ask students to turn to page 8. **Say:** Now the boy has 10 yellow pencils. Adding 10 more pencils is a **cause**. The **effect** of adding 10 pencils to 20 pencils is that the boy has 30 pencils. Write this cause-and-effect relationship in the next row.**
- Guide Say:** *Let’s find another cause and effect. Look on page 10. What does the boy have now? (Allow time for students to respond, assisting if needed.) Yes, the boy has 10 brown pencils. Adding 10 brown pencils is the next **cause**. What happens when we add 10 brown pencils? (Again allow time for students to respond.) Yes, the **effect** of adding 10 brown pencils is that the boy has 40 pencils. Write the cause and effect in the third row on the graphic organizer.*

- Apply** Ask students to work with a partner to find one more cause and effect mentioned in the book. Remind them that a **cause** happens first and an **effect** happens as a result of the cause. Finally, read the completed graphic organizer aloud and invite students to echo-read.

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

**Counting Pencils**

Cause	Effect
Add 10 red pencils to 10 blue pencils.	The boy has 20 pencils.
Add 10 yellow pencils.	The boy has 30 pencils.
Add 10 brown pencils.	The boy has 40 pencils.
Add 10 green pencils.	The boy has 50 pencils.

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## Home Connection

- Give students the take-home version of *Counting Pencils* to read to family members. Encourage students to work with a friend or family member to draw five groups of ten familiar objects, such as stars or smiley faces. 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 yourself with 10 pencils.
- Use the photographs in the book to count to 50 with a partner.
- Name your favorite color in the book. Tell why you like it.
- Choose the funniest photograph in the book. Tell why you think it is funny.
- Write about the pencils you would most like to have. Tell why.
- Write about something you have 10 of. Use the sentence frame: *I have 10 \_\_\_\_.*

# 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 5. **Say:** *I can describe this picture in my own words: **The boy has 10 fingers. The boy has 10 pencils. The pencils look like blue fingers.** 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

- **Use One-to-One Matching** Turn to page 4. **Say:** *A sentence is made of words. Let's count the words in this sentence. (Point to each word as you count aloud.) How many words are in the sentence? Yes, the sentence has five 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: Initial /p/

- Tell students that you will read a sentence from *Counting Pencils*. Ask them to listen for a word that begins with the /p/ sound: *I have 10 blue pencils* (page 4). Reread the sentence if needed so students can identify the word **pencils**. Repeat the process with **paper** on page 16.

- **Say:** *I will say some other things the boy in the book might count. Some begin with the **lpl** sound and some do not. Say **perfect** if you hear a word that begins with **lpl**: **people, pillows, toes, books, puppies, cans.***

## Phonics: Initial “p”

- Write the letter “**p**” on the board. Ask students to locate the word **pencils** on page 4. Write **pencils** on the board. Ask students to locate another word that begins with the letter “**p**” on page 16.
- Ask students to brainstorm words beginning with **lpl**. List the words on the board. Read each word, inviting students to echo-read.
- **Say:** *I will choose one of the words on the board. I will give you a clue about the word. You can use my clue to figure out which word I chose. Then I will circle the “**p**” in the correct word. Model the process using one of the words on the list, such as *I saw a black and white animal at the zoo. It was a \_\_\_\_.* (**panda**) Invite each student to choose one of the words, offer a clue, and circle the “**p**” after the group correctly guesses.*

## Vocabulary

- **Tier Two Vocabulary** Pronounce the word **collect** and ask students to repeat it. **Say:** *To **collect** something means to get as many as you can. The boy in the book **collects** pencils. He has fifty pencils now. Maybe he will **collect** even more!* Discuss other things people might **collect**, such as coins, shells, toy cars, or stamps. Then

model a sentence, such as *I like to **collect** leaves in the fall.* Invite students to share their own sentences, providing assistance as needed. **Ask:** *What word have we been talking about? Yes—**collect**. Let’s try to use the word **collect** many times today. We can use the word at school and at home.*

- **Tier Three Vocabulary** Review the book with students and record the words **blue, red, yellow, brown, green, pencils, and paper** on index cards. Ask students to read the words with you. Mix the word cards and place them facedown on the table. Choose two cards, read them, and model an oral sentence using both words. Invite students to take turns doing the same. Continue the game until each student has had several turns with different word pairs. For additional practice, students may work as a group or in pairs to complete the vocabulary activity on page 11.

## Grammar and Language Development

### Pronoun **I**

- **Model** Explain that people in books use the word **I** to talk about themselves. Ask students to read page 4 with you: *I have 10 blue pencils.* **Say:** *The boy has 10 blue pencils. The boy uses the word **I** to tell about something he has. I use the word **I** when I talk about myself, too. Model using the word **I** in sentences about yourself. Point to yourself each time you say the word **I**.*
  - I** see a book.*
  - I** see my desk.*
  - I** see the windows.*

- **Guide** Invite students to read the sentence on page 6 with you. **Say:** *The boy is talking about himself. What word does the boy use to let us know he has 10 red pencils? (I)*
- **Apply** Invite students to make up their own sentences using the word **I**. Encourage them to point to themselves as they say **I**.

## Fluency: Read Smoothly with Minimal Breaks

- **Say:** *We do not pause or stop between each word. Instead, we read smoothly. We blend one word into the next. We pause or stop only when we see punctuation marks. We quickly fix mistakes and move on.*
- Ask students to turn to page 4. 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. I will only stop at the end of the sentence.* Read the page again without hesitating between words. 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.
- Invite students to take turns rereading *Counting Pencils* with a partner. Remind them to read smoothly, stop only at the ends of sentences, and quickly fix any mistakes so they can keep on reading.

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

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

# Vocabulary

**Draw a picture for the words in each box.**

red pencils

blue paper

brown pencils

green paper

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

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

# Counting Pencils

<b>Cause</b>	<b>Effect</b>