

- 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:

- Identify unstated main idea and supporting details
- Retell what they've read
- 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 the ____ and The ____ has ____*
- Use commands

PHONEMIC AWARENESS

Students will:

- Listen for short /a/

PHONICS

Students will:

- Use first-letter cues to solve words
- Recognize short "a"

FLUENCY

Students will:

- Read with appropriate stress or emphasis

CONCEPTS ABOUT PRINT

Students will:

- Use return sweep when reading multiple lines of print

WRITING

Students will:

- Write to a picture prompt



The Flag

Theme: Symbols

- The Flag (B/2)
- The White House (D/6)

Social Studies Big Idea:

Readers get a close look at the colors and design of the American flag.



Before Reading

Related Resources

The following Benchmark Education resources support this lesson.

Other Early Explorers Books

- The Statue of Liberty (F/10)
- Flags Around the World (H/14)

Fluency and Language Development

- *The Flag* Audio CD

Comprehension Resources

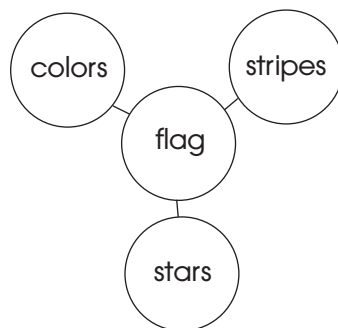
- *The Flag* question card
- Power Tool Flip Chart for Teachers
- Student Bookmark
- Main Idea and Supporting Details poster

Assessment

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

Make Connections and Build Background

- **Use Realia** Point to the flag in the classroom. **Say:** *We will read a book about the flag. The flag has three colors. What are the colors?* Allow students time to respond, and then **say:** *Yes, the flag is red, white, and blue.* Invite students to point out other details about the flag.
- **Use a Graphic Organizer** Draw a circle on the board and write **flag** in the center. Read the word. **Ask:** *What do we see on the flag?* As students respond, create a concept web about the flag. Then read each word or phrase and ask students to echo-read.



Introduce the Book

- Give each student a copy of the book. Remind students they will read about the flag. 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.
- **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	flag, pole, stars, stripes		
4–5	photo	flag, stars		Look at the ____. The ____ has ____.
6–7	photo	stripes		
8–9	photo	red		
10–11	photo	white		
12–13	photo	stars		
14–15	photo	pole		
16	photo			

- **Page 4 Sentence Structure** Write *Look at the ____* 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 photographs, such as *Look at the stripes* or *Look at the white star*. Then assist students in forming their own sentences about the flag 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, assisting as needed. Then ask them to find the word **look** 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 web.
Say: *Now it's time to whisper-read the book. Read to learn what we can see on the flag.*

Cue Source	Prompt	Example	Page
Graphophonic	Look at the first letter.	red	8
Syntactic	Think about the sentence structure.	Look at the flag.	6
Semantic	Check the picture.	pole	14

During Reading

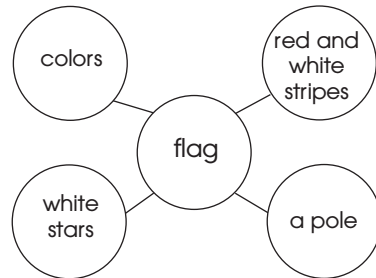
Observe and Prompt Reading Strategies

- 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 details about the flag?* Record words or phrases 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:** *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 retell the important information. Look at page 4. Let's read together: Look at the flag. The flag has stars. Now I will say the important information in my own words: We can see stars on the flag.*
- **Guide** Invite students to read page 8 with you. Ask the following questions, allowing time for students to respond after each one: *What do you see? What is this page about? What does the author say about the flag? How could you tell about the flag in your own words?* If students have difficulty, model a retelling of your own, such as *We can see red stripes on the flag.*
- **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 monitor-reading strategy. Then **say:** *You can retell any time 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 first *Look Closer!* question on the question card. **Say:** *I will read the question to figure out what to do: Look at pages 9 and 11. How are the girls alike and different? Explain your answer. Use a Venn diagram to answer this question. This question asks me to compare and contrast. I know because the question has the cue words **alike** and **different**. What other words in the question will help me? (Allow student responses.) Yes, I need to look for the **girls** on **pages 9 and 11**. Model doing so. **Say:** *I see two ways the girls are alike. Both girls are holding flags. Both girls have their arms out. I see one way the girls are different. The girl on page 9 is holding the flag in her hands. The girl on page 11 is holding a flag with a pole. 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 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 Unstated Main Idea and Supporting Details

- **Explain** Create an overhead transparency of the “The Flag” graphic organizer on page 12 or draw it on the board. **Say:** *Nonfiction books have main ideas and supporting details. The main idea is the most important thing we learn. Details tell about the main idea. Sometimes the author states the main idea. Other times readers use details to figure out the main idea.*
- **Model Say:** *We know from the title that the book is about the flag. The author does not state the main idea, though. We will use details to figure out the main idea. Ask students to turn to page 4. **Say:** On this page we read that the flag has stars. Stars are a detail about the flag. Write **stars** in the first Detail box on the graphic organizer. Ask students to turn to page 6. **Say:** On this page we read that the flag has stripes. Write **stripes** in the second Detail box on the graphic organizer.*
- **Guide Say:** *Let’s find some more details. Look on page 8. What color are some of the stripes on a flag? (red) What detail do we read about on page 10? (white stripes) What detail do we read about on page 12? (white stars) As students call out responses, add the words to the Detail boxes on the graphic organizer.*

- **Apply** Review the supporting details, and then ask each student to work with a partner to figure out the book’s main idea. Remind them that the main idea is the most important thing they learned in the book. Once each partnership has shared, agree on how to word the main idea and add it to the graphic organizer. Finally, read the completed graphic organizer aloud and invite students to echo-read.

Name: _____ Date: _____

The Flag

Main Idea: The flag has special colors and patterns.	→	Detail: stars
	→	Detail: stripes
	→	Detail: red stripes
	→	Detail: white stripes
	→	Detail: white stars

THE FLAG

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Home Connection

- Give students the take-home version of *The Flag* to read to family members. Encourage students to work with a friend or family member to draw the flag. Invite them to share their drawings 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 different flag that you would like to see in real life.
- Draw a design using stars and stripes.
- Tell about your favorite photograph in the book.
- Tell about places you can see the flag in your community.
- Write what you like best about the flag.
- Write a caption for one of the photographs.

Mini-Lessons

for Differentiating Instruction

Write to a Picture Prompt

- **Write a Personal Narrative** Tell students they will talk about a picture from the book. Then they will write about the picture. Ask them to turn to page 15. **Say:** *I can use this picture to talk about something that happened to me: **I rode in a boat. I saw a flag blowing in the wind.** Now I will write my idea.* Model writing your sentences on the board. Ask students to tell a partner about something they have experienced that goes with one of the pictures. Allow time for students to share their narratives, providing assistance as needed. Then **say:** *You used a picture to tell about an experience. Now write your idea. After you are finished, read your writing to a partner.*

Concepts About Print

- **Use Return Sweep When Reading Multiple Lines of Print** Point out that some pages in the book have words on more than one line. **Say:** *We read the first line. We sweep down and back. Sweeping down and back takes us to the beginning of the next line. Then we keep reading.* Turn to page 4. Without reading the words aloud, model how to move your finger under the first line, sweep down and back, and move under the second line. Then invite students to mimic your actions.

Phonemic Awareness: Short /a/

- Tell students you will read a sentence from *The Flag*. Ask them to listen for words with the short **a** sound: *Look at the flag* (page 4). Reread the sentence if needed so students can identify the words **at** and **flag**. Repeat the process with **has** in the next sentence.

- **Say:** *I will say name some things I see in the book. Some have the short **a** sound and some do not. Say **that's it** if you hear a word with the short **a** sound: **man, window, glasses, city, hands, chair.***

Phonics: Short “a”

- Ask students to locate the word **at** on page 4. Write **at** on the board and underline the “**a**.” **Say:** *I see the letter “**a**” in the word **at**. I hear the short **/a/** sound in the word **at**.* 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 **flag** and **has** on the same page.
- Ask students to brainstorm words with the short **/a/** 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 “**a**” in the word. Then you will know you guessed correctly.* Use simple rhymes such as: Mr. See likes eggs and ham. Mrs. See likes toast and _____. (jam)

Vocabulary

- **Tier Two Vocabulary** Pronounce the word **respect** and ask students to repeat it. **Say:** *To **respect** something is to show you know it is important. People show **respect** for the flag in many ways. People **respect** the flag by hanging it in front of important buildings. People **respect** the flag by saying the Pledge of Allegiance. People **respect** the flag by folding it carefully, too. Discuss other things*

people might **respect**, such as rules and people’s feelings. Then model a sentence, such as *I **respect** people in the library by being quiet so they can read.* Invite students to share their own sentences, providing assistance as needed. **Ask:** *What word have we been talking about? Yes—**respect**. Let’s try to use the word **respect** many times today. We can use the word at school and at home.*

- **Tier Three Vocabulary** Review the book with students and write the word **flag** on the board. Then record the words **pole, stars, stripes, red,** and **white** on index cards. Ask students to read the words with you. Mix the word cards and place them facedown on the table. Choose a card, read the word, and model an oral sentence using that word and **flag**. Invite students to take turns making their own sentences. Continue the game until each student has had several turns with different words. For additional practice, students may work as a group or in pairs to complete the vocabulary activity on page 11.

Grammar and Language Development

Commands

- **Model** Explain that authors sometimes use sentences that tell readers what to do, or **commands**. Ask students to read the first sentence on page 4 with you: *Look at the flag.* **Say:** *The word **look** is used as a command. The word **look** tells us what to do. I use commands, too.* Model simple commands for students to act out, such as:
Clap your hands.
Close your eyes.
Hop on one foot.

- **Guide** Invite students to read page 6.
Ask: *What command is on this page? (Look at the flag) How do you know the sentence is a command? (The author tells the reader what to do.)* Have students find similar commands on pages 8, 10, 12, 14, and 16.
- **Apply** Pair students. Ask them to make up simple commands for each other to follow, such as *Count your fingers* or *Hand me the book*. Ask each student to perform his or her partner's command. Then invite students to share their commands with the group.
- Ask students to turn to page 14. Point out that authors do not always use an exclamation point to show what to emphasize. Help students locate words they might want to emphasize, such as **look** and **pole**. Choral-read the sentence with them, emphasizing the words discussed.
- Invite students to take turns rereading *The Flag* 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 **flag**. Point out that **flag** is followed by an exclamation point.
Say: *Sometimes an exclamation point shows us what to emphasize.* Read the page again, asking students to echo-read.

Name: _____

Date: _____

Vocabulary

Fill in the blanks. Use words from the box below. Then draw a picture of the flag.

stripes

pole

stars

flag

1. Look at the _____.
2. The flag has red and white _____.
3. The flag has white _____.
4. The flag has a _____.

My flag:

The Flag

