

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 sequence of events
- Retell what you'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 *The \_\_\_ has \_\_\_* and *This \_\_\_ gets \_\_\_*
- Use present tense verbs

### PHONEMIC AWARENESS

Students will:

- Listen for initial /b/

### PHONICS

Students will:

- Use first-letter cues to solve words
- Recognize words with initial "b"

### FLUENCY

Students will:

- Stop at the end of each sentence

### CONCEPTS ABOUT PRINT

Students will:

- Read a line of print left to right

### WRITING

Students will:

- Write to a picture prompt

# We Get the Cookies

## Theme: Subtraction

- We Get the Cookies (B/2)
- We Subtract (D/6)

## Math Big Idea:

Readers learn about subtraction as a baker starts out with ten cookies and ends up with zero.



ISBN 978-1-4108-7495-5



9 781410 187495



## Related Resources

The following Benchmark Education resources support this lesson.

### Other Early Explorers Books

- Big Ben Helps the Town (F/10)
- The Mail Comes to Main Street (F/10)
- The Farm Stand Mystery (H/14)
- How Many Muffins? (H/14)

### Fluency and Language Development

- *We Get the Cookies* Audio CD

### Comprehension Resources

- *We Get the Cookies* question card
- Power Tool Flip Chart for Teachers
- Student Bookmark
- Identify Sequence of Events poster

### 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 We Get the Cookies. A baker in the book makes cookies for people. I will pretend I am a baker. You may get some of my cookies. Ask a volunteer to pretend to get some cookies and say how many he or she gets. Then say: I have some cookies left. Who else would like some cookies? Continue the game until all the pretend cookies are “gone.”*

- **Use a Graphic Organizer** Draw a two-column chart with the headings *I think . . .* and *I find out . . .* Ask students who they think might get cookies in the book. Write students' ideas in the *I think . . .* column of the prediction chart. Then read each idea using the sentence frame *I think \_\_\_ will get the cookies* and ask students to echo-read.

<i>I think . . .</i>	<i>I find out . . .</i>
a boy	
a girl	

## Introduce the Book

- Give each student a copy of the book. Remind students they will read about a baker who gives away cookies. 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.”)
- **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>baker, cookie, ten, zero</b>		
4–5	photo, <b>subtraction diagram</b>	ten, cookies, two		<b>The ___ has ___.</b> This ___ gets ___.
6–7	photo, subtraction diagram	eight, one		
8–9	photo, subtraction diagram	seven, two		
10–11	photo, subtraction diagram	five, one		
12–13	photo, subtraction diagram	four, one		
14–15	photo, subtraction diagram	three		
16	photo, subtraction diagram	zero		

- Page 4 Sentence Structure** Write *The \_\_\_\_ has \_\_\_\_* 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 *The baker has a hat* or *The boy has cookies*. Then assist students in forming their own sentences about other photographs 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.*

- Page 4 Graphic Feature** *This page has a **subtraction diagram**. The subtraction diagram shows how many cookies are left when the boy gets two.* Allow time for students to count the cookies the baker started with and how many he has left.

## Rehearse Reading Strategies

- Say:** *One word in this book is **five**. Say the word **five**. 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 **five** on page 10. **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 find out who gets the cookies.*

Cue Source	Prompt	Example	Page
Graphophonic	Look at the first letter.	zero	16
Syntactic	Think about the sentence structure.	The baker has eight cookies.	6
Semantic	Check the picture.	three	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 prediction chart. Who got the cookies in the book? Write the ideas the students call out in the I find out . . . column of the chart. Then choral-read each entry read each idea using the sentence frame \_\_\_ got the cookies.* Ask students to use the graphic organizer to tell a partner about the book.

<i>I think . . .</i>	<i>I find out . . .</i>
a boy	a boy
a girl	a girl
	a woman
	a man
	a dog

## 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 pages 6 and 7. Let's read together: The baker has eight cookies. This girl gets one cookie. Now I will say the important information in my own words: A girl gets a cookie from the baker. Now the baker has seven cookies on his tray.*
- **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 cookies? How could you tell about the cookies in your own words?* If students have difficulty, model a retelling of your own, such as *A woman gets two of the baker's cookies. The baker has five cookies left.*
- **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 *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: Look on page 16. The baker has zero cookies. What happened to the cookies? This question asks me to make an inference. I know because the question asks something that is not explained in the book. I already know an inference has only one or two clues. Which words in the question will help me? (Allow student responses.) Yes, I need to look on **page 16**. I need to find clues and evidence about what **happened** to the **cookies**. Model looking at page 16. **Say:** *I read that the baker has zero cookies. The photo shows a dog eating cookies. Now I know the baker has no cookies left because the dog eats the cookies. I have located the clues and evidence I need. The clues support 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 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 Sequence of Events

- **Explain** Create an overhead transparency of the “We Get the Cookies” graphic organizer on page 12 or draw it on the board. **Say:** *Nonfiction books sometimes tell about events that happen in a certain order, or sequence.*
- **Model Say:** *Let’s figure out the sequence of events in We Get the Cookies. We will start at the beginning. Ask students to turn to page 4. **Say:** The baker has ten cookies. Write **baker has ten cookies** on the top box of the graphic organizer. **Say:** Now we will read on to see what happens next. The boy gets two cookies. Write **boy gets two cookies** in the second box on the graphic organizer.*
- **Guide Say:** *Let’s find out what happens to the cookies now. Look on page 6. How many cookies does the girl get? (Allow time for students to respond, assisting if needed.) Yes, the girl gets one cookie. Getting one cookie is the third event in the sequence. Write **girl gets one cookie** in the next box on the graphic organizer.*

- **Apply** Ask students to work with a partner to find the remaining events in the book. Remind students that a sequence happens in order, so they will need to turn the pages to find each event. 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: \_\_\_\_\_

**We Get the Cookies**

baker has ten cookies
↓
boy gets two cookies
↓
girl gets one cookie
↓
woman gets two cookies
↓
man gets one cookie
↓
girl gets one cookie
↓
dog eats three cookies
↓
baker has zero cookies

WE GET THE COOKIES ©2007 Benchmark Education Company, LLC

## Home Connection

- Give students the take-home version of *We Get the Cookies* to read to family members. Encourage students to work with a friend or family member to draw a subtraction diagram about cookies. Invite them to bring their diagrams 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.

- Act out the book with some partners.
- Write a question you would like to ask the baker.
- Use the diagrams in the book to retell the information to a partner.
- Name your favorite photograph in the book. Tell why you like it.
- Write about a connection you made to the book.
- Draw a picture of yourself getting some cookies from the baker.

# Mini-Lessons

for Differentiating Instruction

## Write to a Picture Prompt

- **Analyze Feelings** Tell students they will talk about a picture from the book. Then they will write about the picture. Ask them to turn to page 16. **Say:** *I will look at the baker's face in this picture. I will try to figure out how the baker feels: The baker is surprised that the dog ate the last three cookies! Now I will write my idea.* Model writing your sentences on the board. Ask students to describe the feelings of someone in a picture. Allow time for students to share their descriptions, providing assistance as needed. Then **say:** *You figured out how someone in a picture might feel. Now write your idea. After you are finished, read your writing to a partner.*

## Concepts About Print

- **Read a Line of Print Left to Right** Turn to page 14. **Say:** *A line of print is made of words. We always read the left word first. Then we move our eyes along the line as we read each word.* Without reading the words aloud, model how to put your finger under the left word and move it word-by-word to the right. Then invite students to mimic your actions.

## Phonemic Awareness: Initial /b/

- Tell students you will read a sentence from *We Get the Cookies*. Ask them to listen for words that begin with the /b/ sound: *The baker has ten cookies* (page 4). Reread the sentence if needed so students can identify the word **baker**.

- **Say:** *I will name some things a baker might use. Some begin with the /b/ sound and some do not. Please listen carefully. Raise your hand if you hear a word that begins with /b/: **bowl, knife, mixer, book, butter, cup, pan, bag.***

## Phonics: Initial “b”

- Write the letter “b” on the board. Ask students to locate two words that begin with the letter “b” on page 4. (baker, boy)
- Ask students to brainstorm words beginning with /b/. Make a list on the board. Read each word, inviting students to echo-read.
- **Say:** *I will tell you a riddle. You will guess which word answers the riddle. I will circle the letter “b” in the word. Then you will know you guessed correctly. Model the process using one of the words on the list, such as *I am opposite of top. What am I?* (bottom) Then invite each student to make up a riddle about one of the words and circle the letter that makes the /b/ sound.*

## Vocabulary

- **Tier Two Vocabulary** Pronounce the word **purchase** and ask students to repeat it. **Say:** *To **purchase** something means to buy it. People went to the baker’s shop to **purchase** cookies. The dog did not **purchase** the cookies, though!* Discuss other things people purchase, such as gasoline from a station, clothes from a yard sale, or pencils from a vending machine. Then model a sentence, such as *I will go to the bookstore to **purchase** a gift for my niece.* Invite students to share their own sentences, providing assistance as

needed. **Ask:** *What word have we been talking about? Yes—**purchase**. Let’s try to use the word **purchase** 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 **zero, one, two, three, four, five, seven, eight,** and **ten** on index cards. Ask students to read the words with you, and then invite volunteers to write a numeral for each word on another set of cards. Show the numeral cards one at a time. Ask students to find the word that names the numeral, read it aloud, and place the two cards on the chalk ledge. Continue until all the words have been matched with their numerals. For additional practice, students may work as a group or in pairs to complete the vocabulary activity on page 11.

## Grammar and Language Development

### Present Tense Verbs

- **Model** Explain that authors sometimes write about events that are happening right now. Ask students to read the second sentence on page 4 with you: *The boy gets two cookies.* **Say:** *The word **gets** means the girl is getting the cookie right now. I can use the word **gets**, too. Point to various students as you model sentences with **gets**, such as:  
*Daniel **gets** a book.  
Cassie **gets** a folder.  
Jess **gets** a pencil.**
- **Guide** Invite students to read page 14 with you. **Ask:** *What word tells you the action is happening right now? (**has**)*

- **Apply** Write the words **has** and **gets** on the board and ask students to locate the words on other pages throughout the book. Then invite student partners to make up a sentence for each word.

## Fluency: Stop at the End of Each Sentence

- **Say:** *Each sentence in a book is a complete thought. We stop at the end of each sentence.*
- Ask students to turn to page 4. First, read the sentences without stopping. Discuss how this makes the listener feel. Then read the page again, stopping at the end of each sentence. Ask students to echo-read.

- Ask students to turn to page 6. Choral-read the page with them, stopping at the end of each sentence.
- Invite students to take turns rereading *We Get the Cookies* with a partner. Remind them to stop at the end of each sentence.

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

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

## Vocabulary

**Fill in the blanks. Use the words from the box below. Then read the paragraph to a partner.**

<b>zero</b>	<b>one</b>	<b>five</b>	<b>baker</b>	<b>cookie</b>
-------------	------------	-------------	--------------	---------------

A \_\_\_\_\_ has ten cookies. A boy gets five cookies. The baker has \_\_\_\_\_ cookies. A girl gets four cookies. The baker has \_\_\_\_\_ cookie. The baker gets a \_\_\_\_\_. The baker has \_\_\_\_\_ cookies.

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

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

# We Get the Cookies

