

For students reading at **Literacy Level D/6**, 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
- Summarize
- Monitor their reading by making connections
- Utilize text and graphic features
- Summarize the story
- Answer text-dependent questions
- Respond to the book

### GENRE STUDY

Students will:

- Recognize the characteristics of realistic fiction
- Determine the story's message

### VOCABULARY

Students will:

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

### LANGUAGE

Students will:

- Recognize the sentence structures        put        on the        and        put a        in the
- Use the pronoun **they**

### PHONEMIC AWARENESS

Students will:

- Listen for initial /s/

### PHONICS

Students will:

- Use final-letter cues to solve words
- Recognize initial "s" in words

### FLUENCY

Students will:

- Read question marks

### WRITING

Students will:

- Write to a picture prompt

# The Yard Sale

### 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:

This story is realistic fiction. After Mark and Mom sell toys, clothes, and books at a yard sale, Mark wants to go shopping with their jar of coins.



## Related Resources

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

### Early Explorers Partner

- *We Can Use Coins* (Nonfiction, Level D/6)

### Text-Dependent Comprehension Resources

- *The Yard Sale* Comprehension Question Card
- Power Tool Flip Chart for Teachers
- Student Bookmark

### Assessment

- *Early Explorers Overview & Assessment Handbook*
- *Grade K or 1 Comprehension Strategy Assessment Book*

## Yard Sale

games  
toys  
lamps  
clothes  
dishes

## Introduce the Book

- **Preview the Cover and Title Page** Give each student a copy of the book. Point to the front. **Say:** *This story is about a yard sale.* 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 a yard sale. I think the boy and the woman in the illustration will have a yard sale.* Allow time for students to share their own predictions about the story.
- **Introduce Characters and Setting** **Say:** *The people 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. **Ask:** *What is the setting of this story?* Help students use the title and illustrations to determine that the story takes place in the family's front yard.
- **Preview the 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 **yard, nickel, pennies, quarter, dime, tables, toys, clothes, books, toy car, doll, and baseball cards** as you talk about the illustrations and what is happening in the story. Make sure students can pronounce each vocabulary word.

## Make Connections and Build Background

- **Use Drama** **Say:** *We will read a book called The Yard Sale. A boy and his mom put toys, clothes, and books on tables in their yard. Then people come to buy the toys, clothes, and books. I will pretend I'm at the yard sale. I will choose an item and pay for it. I see a game I like. The game costs 5 cents. I will put a nickel in the jar on the table. Then I will take the game.* Pretend to do so. Then invite students to tell what they would buy at the yard sale. Encourage them to act out choosing and paying for the item.
- **Use a Graphic Organizer** Write the phrase **Yard Sale** on the board and underline it. Read the phrase and ask students to help you list the different yard sale items they mentioned. As students respond, write the words under the heading. Then read each entry and ask students to echo-read.

- **Locate High-Frequency Words to Monitor Meaning**

Ask students to turn to page 8 and locate the word **get**. 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 **get** on page 10. **Say:** *Get is an important word. Use the word **get** to help you while you read.*

- **Preview Sentence Structures**

For students who need additional support, write “\_\_\_\_\_ put \_\_\_\_\_ on the \_\_\_\_\_” on the board. Read the sentence structure aloud and ask students to repeat it several times. **Say:** *This sentence structure is in the book. Page 6 has a sentence with this structure. Model how to frame the sentence between two fingers. Then read the sentence aloud and ask students to echo-read. Invite students to turn to page 6. **Ask:** Can you frame a sentence with a \_\_\_\_\_ **put** \_\_\_\_\_ **on the** \_\_\_\_\_ structure? Assist as needed, and then read the sentence aloud and ask students to echo-read. Finally, repeat the process with \_\_\_\_\_ **put** \_\_\_\_\_ **in the** \_\_\_\_\_ on pages 8, 10, 12, and 14.*

- **Use Graphophonic Cues**

**Say:** *Another word in this book is **book**. Say the word **book**. What letter do you expect to see at the end? (Allow time for students to respond, assisting as needed.) Find the word **book** on page 8. **Say:** Use final-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. **In** and **en** look similar, too. Write **in** on the board and ask students to locate the word on page 4 in the book. Repeat the process with **baseball** on page 14 and **béisbol**. Then point out that the word **too** on page 6 sounds like the Spanish word **tu** 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 yard sale list.

**Say:** *Now it's time to whisper-read the book. Read to find out what Mark and Mom sell at their yard sale.*

## 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 final letter.	books	6
Syntactic	Think about the sentence structure.	Mom put a quarter in the jar.	12
Semantic	Check the picture.	shopping	16

## Use the Graphic Organizer to Summarize

- Ask students to think about their reading. **Say:** Look at our list. Which items did Mark and Mom sell at the yard sale? Put a ✓ beside any matching responses. Then ask students to name any other items they read about in the book. Add these words and put a checkmark beside them. Choral-read the checkmarked words. Then ask students to use the graphic organizer to tell the story to a partner.

<b>Yard Sale</b>	
games	books ✓
toys ✓	dolls ✓
lamps	baseball cards ✓
clothes ✓	
dishes	

## Genre Study

- **Say:** This story is realistic fiction. You could see characters like Mark, Mom, the dog, and the people at the yard sale in real life. The things the characters do could really happen. What are some ways this story is realistic? Guide students to mention story events such as getting ready for a yard sale, buying and selling items, and thinking about what to do with the money in the jar.
- **Say:** Realistic fiction stories have themes. A theme is like a message from the author. I notice in The Yard Sale Mark and Mom work hard. What happens when Mark and Mom work hard? (Allow time for students to respond.) Yes, Mark and Mom sell their items and get lots of coins. The yard sale turns out the way Mark and Mom hoped it would. The theme for The Yard Sale could be "Work hard, and things will turn out well." The author uses the characters to send readers a message. The author is telling us to work hard when we want things to turn out well, too.

## Reading Strategy Mini-Lesson: Make Connections

- **Reflect** Ask students to think about the parts of the story 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 connect the story characters, setting, and events to my own experiences. Page 6 makes me think of a connection. Read the page aloud, and then **say:** My neighbors and I had a sidewalk sale last summer. First we gathered up things we didn't need or want anymore. Then we sold the items to other people out on the sidewalk in our neighborhood. We cleaned out our homes and made some money, too. Thinking about the sidewalk sale helps me understand the story. Making this connection shows me how Mark and Mom might feel.

- **Guide** Ask students to turn to page 8. Read the page aloud together. **Ask:** Have you ever gone to a yard sale? Did you buy anything? What did you buy? How much did you pay? How was shopping at a yard sale different from shopping at a store? Allow time for students to share their connections. Then invite them to tell how making connections helped them better understand page 8.

- **Apply** Ask students to read their favorite page to a partner and then make a connection to their own experiences. 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 **make connections** 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 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.

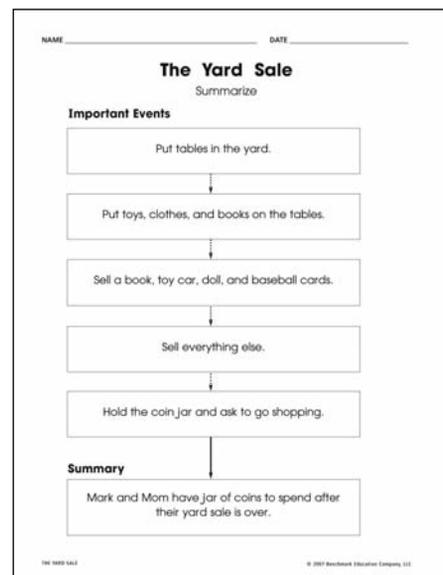
- **Model** Use the first *Prove It!* question on the Comprehension Question Card. **Say:** *I will show you how I answer a Prove It! question. I will read the question to figure out what to do. The question says: "Look at page 10. A nickel is the same as . . ." This question asks me to make an inference. I know because the question asks me to find clues and evidence about a nickel. What information do you think will help me? (Allow student responses.) Yes, I need to look on page 10. I need to find clues and evidence about something that is **the same** as a nickel. I read that the car is five cents. Then I read that the boy put a nickel in the jar. Now I know a nickel is the same as five cents. 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 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: Summarize

- **Explain** Create an overhead transparency of "The Yard Sale" graphic organizer on page 8 or draw it on the chalkboard. **Say:** *Stories have many events. A good reader looks for the most important events. Then the reader puts the events together into one sentence. The sentence tells what the story is about. Putting events together into one sentence is called **summarizing**. Good readers summarize to make sure they understand what they are reading. They also summarize to share the story with others.*
- **Model Say:** *Let's figure out the important events in The Yard Sale. On page 4, I read that Mark and Mom put tables in the yard. I will write about the tables in the first box on the graphic organizer. On page 6, I read that Mark and Mom put toys, clothes, and books on the tables. I will write about the toys, clothes, and books in the second box.*
- **Guide Say:** *Let's find some more important events. Look through the next few pages. What do Mark and Mom sell at the yard sale? (Allow time for students to respond, assisting if needed.)*

*Yes, Mark and Mom sell a book, toy car, doll, and baseball cards. We will write about this in the third box. Now look at the picture on page 16. Are the tables empty? What does this mean? (Mark and Mom sold everything else.) Let's write about selling everything else in the fourth box.*

- **Apply** Ask students to work with a partner to find the last important event on page 16. Remind them to use both the words and the illustration to help them. If more support is needed, utilize all or part of the "Guide" process instead. Once the graphic organizer is complete, read it aloud and invite students to echo-read. Then work together to compose a sentence that summarizes the important events in the book, such as *Mark and Mom have a jar of coins to spend after their yard sale is over.*



**Teacher Tip** Use Benchmark Education Company's *Comprehension Strategy Assessment* books to assess students' ability to summarize in other brief, grade-level texts.

## Home Connection

- Give students the take-home version of *The Yard Sale* to read to family members. Encourage students to work with a friend or family member to make a list of things they might sell at a yard sale someday. Invite them to bring their lists 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 things did you see at the yard sale? What would you buy if you were there?
- Tell what Mark might do next.
- Act out the story with some partners.
- Draw a picture of something you could sell at a yard sale. Write how much the item would cost.
- Write a question you would like to ask Mark.
- Write about your favorite part of the story.

## Write to a Picture Prompt

- **Write Dialogue** Tell students they will think of something they would like to say to a character in the story. Then they will write their dialogue. **Say:** *I like the pictures in this book. Sometimes I pretend I'm in the picture, too. I think about what I would say to the characters. Look at page 12. I will pretend I'm looking at the toy table. I would say: "I have fifteen cents. I wanted to buy the flying disk, but I will take the baseball instead." What would you say to Mom or the dog? Allow time for students to respond. Ask: Which picture do you like best? What would you say to a character in that picture? Allow time for students to respond, prompting further if needed. Say: You have thought of something to say to a character in the picture you chose. Now write your dialogue. After you are finished, read your dialogue to a partner.*

## Phonemic Awareness: Listen for /s/

- Tell students you will read a sentence from *The Yard Sale*. Ask them to listen for a word that begins with the **/s/** sound: "Mark and Mom got some tables" (page 4). Reread the sentence if needed so students can identify the word **some**.
- **Say:** *I will name some things you might see at a yard sale. Some begin with the /s/ sound, like some, and some do not. Please listen carefully. Pretend to drop a coin in a jar if you hear a word that begins with /s/: saw, jacket, sofa, sandals, wagon, suit.*

## Phonics: Initial "s"

- Write the letter "s" on the board. Tell students they will go on a letter "s" hunt in *The Yard Sale*. Ask them to locate words that begin with "s" on pages 4, 8, 10, 12, 14, and 16.
- Ask students to brainstorm words that begin with **/s/**. List the words on the board. Read each word, inviting students to echo-read.
- **Say:** *I will say a nonsense word that rhymes with one of the "s" words on the board. You can guess which word it is. I will circle the letter "s" in the word. Then you will know you guessed correctly. Model the process using one of the words on the list, such as wocks (socks). Then invite each student to say a nonsense word that rhymes with one of the "s" words and circle the letter that makes the /s/ sound.*

## Vocabulary

- **Academic Content Vocabulary** Review the story with students and record words that apply to yard sales: **yard, tables, pennies, nickel, dime, quarter, toys, clothes, and books.** Invite students to work together to draw a picture of a yard sale and label their picture with the words.
- **Robust Oral Vocabulary** **Say:** *In the story, the yard sale is **successful**. **Successful** means something turns out the way you hope it will. Say the word with me: **successful**. Here are some things that are **successful**: The school fair is **successful** if everyone has fun. A class is **successful** if everyone learns something. A design for a new toy is **successful** if many people buy the toy. Now, tell about something you know about that was **successful**. Try to use the word **successful** when you tell about it. You could start by saying, “The \_\_\_\_\_ was **successful** because \_\_\_\_\_.” (Allow time for each student to respond, assisting if needed.) What is the word we’ve been talking about? Yes—**successful**. Let’s try to use the word **successful** many times today. We can use the word at school and at home.*

## Language Development: Pronoun “they”

- **Model** **Say:** *We use the word **they** when we talk about other people. Authors use the word **they**, too. Authors use **they** to talk about two or more characters already mentioned in the story. Let’s read page 6 together: “Mark and Mom put toys on the tables. They put clothes on the tables. They put books on the tables, too.” First the author mentions Mark and Mom. Then the author uses the word **they** to talk about Mark and Mom. I can use the word **they**, too. Model using the word **they** in sentences about the students. Point to the appropriate students as you say the word **they**.  
**Matt and Sarah** sit next to one another. **They** sit next to one another.  
**Alex and Yasmeen** work together. **They** work together.  
**Sol and Maria** like to read. **They** like to read.*

- **Guide** Write the following sentences on the board: “Tom and Rosa make soup. They eat the soup for lunch.” Read the sentences aloud and ask students to echo-read. **Ask:** *Who makes soup? Who eats the soup?* Then write: “Bo and Lia go to the park. Bo and Lia play on the swings.” **Ask:** *Who goes to the park? What word could we use in place of Bo and Lia in the second sentence? Replace Bo and Lia with the word **they** in the second sentence, and then invite students to reread both sentences.*
- **Apply** Invite student partners to draw a picture of two or more people and then make up sentences about the people using the word **they**. Encourage them to point to the people in their drawing as they share their sentences.

## Fluency: Read Question Marks

- **Say:** *Sometimes characters in stories ask questions. We recognize a question by the question mark at the end. Our voices sound different when we ask something. Our voices move to a higher pitch at the end of the question. Good readers say the end of a question in a higher pitch, too. Saying the end of a question in a higher pitch shows that the character is asking something. It helps the listeners understand that the character is asking something, too.*
- Ask students to turn to page 10. First, read the boy’s question in a flat voice. Hold your hand level while you read the question. Discuss how this makes the question sound. Then read the question again, moving your hand upward at the end as you move your voice to a higher pitch. Ask students to echo-read and move their hands along with yours.
- Ask students to turn to page 14. Choral-read the page with them, moving to a higher pitch at the end of the question.
- Invite students to take turns rereading *The Yard Sale* with a partner. Remind them to move their voices to a higher pitch at the end of each question.

NAME \_\_\_\_\_

DATE \_\_\_\_\_

# The Yard Sale

Summarize

## Important Events



## Summary