

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:

- Summarize information
- Monitor their reading by discussing ideas with others
- Utilize text and graphic features
- Summarize the information in the book
- Answer text-dependent questions
- Respond to the book

VOCABULARY

Students will:

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

LANGUAGE

Students will:

- Recognize the sentence structures _____ *has a* _____ and *We can* _____
- Use correct question/answer word order

PHONEMIC AWARENESS

Students will:

- Listen for short /i/

PHONICS

Students will:

- Use first-letter clues to solve words
- Recognize short "i" in words

FLUENCY

Students will:

- Stop at the end of each sentence

WRITING

Students will:

- Write to a picture prompt

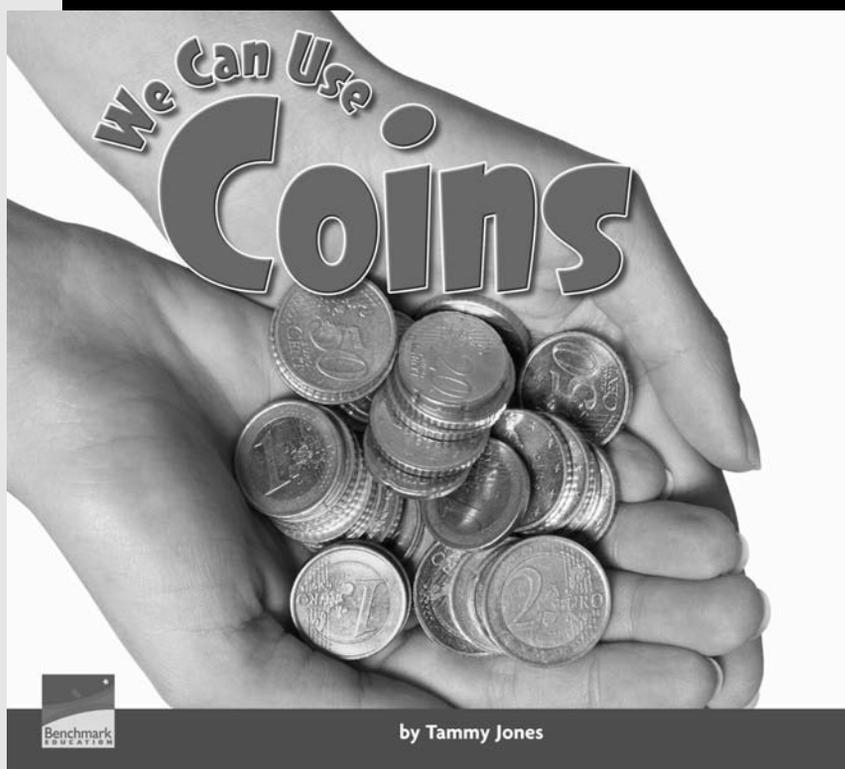
We Can Use Coins

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)

MATH BIG IDEA:

Each kind of coin is worth a certain amount. People use coins in different ways and save coins, too.



Related Resources

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

Early Explorers Partner

- *The Yard Sale* (Fiction, Level D/6)

Text-Dependent Comprehension Resources

- *We Can Use Coins* 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*

Coins	Cents
penny	1
nickel	5
dime	10

Introduce the Book

- **Preview Cover and Title Page** Give each student a copy of the book. Point to the front. **Say:** *This book is about coins and ways to use coins.* Read the title and author, and ask students to echo-read. Invite them to tell what they see in the photograph. **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 can use coins. I see a picture of a boy and girl holding coins. I think the boy and girl will use their coins in the book.* Allow time for students to share their predictions about the book.
- **Preview Photographs and Vocabulary** Revisit the photographs on the cover and title page. **Say:** *Nonfiction books have many photographs. These photographs help us understand the words in the books. They help us learn more, too.* Ask students to turn to pages 2 and 3, and point to each photograph as you say its matching label. Repeat the process, inviting students to echo-read. **Say:** *We will see these words in the book.* Then take students on a picture walk. Reinforce the meanings of the previewed words as you talk about the photographs. Also talk about the terms **coins**, **worth**, **cents**, **parking meter**, and **telephone**. Make sure students can pronounce each one.
- **Locate High-Frequency Words to Monitor Meaning** Ask students to turn to page 6 and locate the word **this**. 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 **this** on page 8. **Say:** *This is an important word. Use the word **this** to help you while you read.*

Make Connections and Build Background

- **Use Realia** Show students a penny. **Say:** *We will read a book about coins. One kind of coin is a penny. A penny is worth one cent.* Invite students to Think/Pair/Share about other coins they can name. As each partnership shares, invite the other students to tell what they know about each coin.
- **Use a Graphic Organizer** Draw a T-chart on the board with the headings **Coins** and **Cents**. Read the headings aloud. **Ask:** *What coins did we talk about?* As students respond, write each coin name in the first column. Then **ask:** *How many cents is each coin worth?* Write students' responses in the second column. Then read each entry and ask students to echo-read.

- **Preview Sentence Structures** For students who need additional support, write “ _____ has a _____ ” on the board. Read the sentence structure aloud and ask students to repeat it several times. **Say:** *The words **has a** are in the book. Page 6 has a sentence with the words **has a**.* 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 8. **Ask:** *Can you frame a sentence with the words **has a**?* 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 pages 10 and 12. Finally, repeat the process with **You can** _____ on pages 14 and 15.

- **Use Graphophonic Cues** **Say:** *Another word in this book is **boy**. Say the word **boy**. What letter do you expect to see at the beginning?* (Allow time for students to respond, assisting as needed.) *Find the word **boy** on page 6.* Once students locate the word, repeat the process with **girl** on page 8. **Say:** *Use first-letter sounds to help you when you read.*

- **Scaffold Spanish-Language Speakers** Say the word **telephone**. **Ask:** *Does **telephone** sound like a word you know in Spanish?* (Allow time for students to respond.) *The English word **telephone** sounds similar to the Spanish word **teléfono**. **Telephone** and **teléfono** mean the same thing. The words look similar, too.* Write the word **telephone** on the board and ask students to locate it on page 15 in the book. Repeat the process with **in** on pages 14 and 15 and **en**. Then point out that the word **dime** on page 10 looks like the Spanish word **dime** but does not mean the same thing. Repeat the process with **meter** on page 14 and the Spanish word **meter**. Finally, invite students with other first languages to share their cognates.

Set a Purpose for Reading

- Direct students’ attention to the coins chart. **Say:** *Now it’s time to whisper-read the book. Read to learn about different kinds of coins and how we use them.*

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.	name	4
Syntactic	Think about the sentence structure.	This girl has a nickel.	8
Semantic	Check the picture.	telephone	15

Use the Graphic Organizer to Summarize

- Ask students to think about their reading. **Say:** *Look at our T-chart. Do we need to add any coins from the book? How many cents is the coin worth?* Record students' responses. Choral-read the entire chart. Then ask students to use the graphic organizer to tell a partner about the book.

Coins	Cents
penny	1
nickel	5
dime	10
quarter	25

Reading Strategy Mini-Lesson: Discuss Ideas with Others

- **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 discuss my ideas with others. I can tell how I feel about something I read. I can ask for help, too. I will turn back to page 6. I want to discuss the word **worth**. The text says a penny is worth one cent. I know I can use a penny to buy something that costs one cent. So **worth** must mean the number of cents in a coin. Do you agree with me? Can you think of other things the word **worth** might mean?* Allow time for students to share their ideas. **Say:** *Discussing the page helped me. Now I better understand what it means to say a penny is worth one cent.*

- **Guide** Ask students to turn to pages 14 and 15. Read the pages aloud together. **Ask:** *What do you notice on these pages? Does the information make you think of something? Do you have questions? What would you like to discuss with the group?* Allow time for students to share their thoughts. Then invite them to tell how the discussion helped them better understand pages 14 and 15.
- **Apply** Ask students to read their favorite page to a partner and conduct a discussion about it. Observe students as they read and discuss, providing assistance if needed. See the *Early Explorers Overview & Assessment Handbook* for an observation chart you can use to assess students' understanding of the **discuss ideas with others** monitor-reading strategy. Then **say:** *You can discuss ideas with others after you read any text. Remember to use discussion to help you understand.*

Answer Text-Dependent Questions

- **Explain** Remind students that 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: "Tell how coins are important." This question asks me to make an inference. I know because the question asks something that is not stated in the book. I already know an inference has only one or two clues. Now I need to look for other important information in the question. What information do you think will help me? (Allow student responses.) Yes, I need to look for ways coins are important. Page 14 says you can put coins in a parking meter. Page 15 says you can put coins in a telephone. 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 Information

- Explain** Create an overhead transparency of the "We Can Use Coins" graphic organizer on page 8 or draw it on the chalkboard. **Say:** *Nonfiction books have lots of information. A good reader looks for the most important ideas. Then the reader can put the ideas together into one sentence. The sentence tells what the book is about. Putting the ideas together into one sentence is called **summarizing** information. Good readers summarize to make sure they understand what they are reading. They also summarize to share the information with others.*
- Model Say:** *Let's figure out the important ideas in We Can Use Coins. On page 6, I read that a penny is worth one cent. I will write this idea in the first box on the graphic organizer. On page 8, I read that a nickel is worth five cents. I will write this idea in the second box.*
- Guide Say:** *Let's find another kind of coin. Look at page 10. What kind of coin do we read about here? (Allow time for students to respond, assisting if needed.) Yes, this page is about dimes. Let's write about dimes in the next box on the graphic organizer.*

- Apply** Ask students to work with a partner to find another kind of coin and how coins are used. If more support is needed, utilize all or part of the "Guide" process on page 12 (quarter) and 14–15 (parking meters, telephones). 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 information in the book, such as *We use pennies, nickels, dimes, and quarters.*

NAME _____ DATE _____

We Can Use Coins
Summarize

Important Events

penny—1 cent

nickel—5 cents

dime—10 cents

quarter—25 cents

parking meters; telephones

Summary

We use pennies, nickels, dimes, and quarters.

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

Home Connection

- Give students the take-home version of *We Can Use Coins* to read to family members. Encourage students to work with a friend or family member to draw pictures of themselves using different kinds of coins. Invite students to bring their pictures 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. How did people in the book use coins? What are some other ways to use coins?
- Tell something you already knew about coins.
- Tell what you wondered as you read.
- Use the photographs in the book to retell the information to a partner.
- Draw a picture of a way you use coins. Then write about it.
- Write about what you thought was most important in the book.

Write to a Picture Prompt

- **Write a Personal Narrative** Tell students they will think about their own experiences with coins. Then they will write about an experience. **Say:** *I like the pictures in this book. Some of the pictures make me think of my own experiences. The picture on page 14 reminds me of an experience: I park my car by the museum in the city. I must put coins in the parking meter. I put in enough coins to park for two hours. Does this picture make you think about an experience?* Allow time for students to respond. **Ask:** *Which picture do you like best? What experience does the picture make you think about?* Allow time for students to respond, prompting further if needed. **Say:** *You have used a picture to remember an experience. Now write about your experience. After you are finished, read your narrative to a partner.*

Phonemic Awareness:

Listen for short /i/

- Tell students you will read a sentence from *We Can Use Coins*. Ask them to listen for words that have the short /i/ sound: “*This girl has a nickel*” (page 8). Reread the sentence if needed so students can identify the words **this** and **nickel**.
- **Say:** *I will name some things we can buy with coins. Some of the words have the short /i/ sound, and some do not. Please listen carefully. Whistle if you hear a word that has the short /i/ sound: **chips, socks, stamp, milk, cup, pin.***

Phonics: Short “i”

- Ask students to locate the word **with** on page 16. Write **with** on the board and underline the “**i**” in the middle. **Say:** *I see the letter “i” in the word with. I hear the short /i/ sound in the word with.* 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 **this** and **is** on page 6, and **in** on page 14.
- Ask students to brainstorm words with the short /i/ sound. List the words on the board. Then read each word, inviting students to echo-read.
- **Say:** *I will write one of the words on the board. I will leave out the letter in the middle of the word. You will say the word by adding a short “i” sound in the middle. Then I will write the “i” to complete the word. Write a word from the list, such as **b_g** and complete the activity with the students.*

Vocabulary

- **Academic Content Vocabulary** Review the book with students and record the words **penny**, **nickel**, **dime**, and **quarter** on index cards. Read the words and tape an example of each coin to the card. Spread the cards out facedown on the table. Then have students take turns choosing a card and giving a clue about the word. For example, *This coin is larger than a nickel.* (**quarter**) *This coin is worth one cent.* (**penny**) *This is a small silver coin.* (**dime**) Invite a different student to answer a clue each time. Then allow that student to choose a card and give the next clue.

Language Development: Question/Answer Word Order

- **Model Say:** *Sometimes authors ask questions. The words in questions are in a certain order. Let’s turn to page 6 and read the question together: “What coin does this boy have?” The author ends the question with “does this boy have.” Now let’s read the answer: “This boy has a penny.” The answer has some of the same words as the question. The words “This boy . . .” are at the beginning of the sentence, though. I ask questions like the author’s, too. Invite*

students to answer with the words “This boy has . . .” as you point to students and model questions such as:

What book does this boy have?

What pencil does this boy have?

What color of hair does this boy have?

- **Guide** Read page 8 together. **Ask:** *What is the question? What is the answer? On the board, write “What ___ does this girl have? This girl has a ___.” Insert new words students suggest to fill in the blanks, and read each version together.*
- **Apply** Ask students to make up questions beginning with **what**. Then have them meet with a partner and take turns asking and answering the questions.

Fluency: Stop at the End of Each Sentence

- **Say:** *Each sentence in a book is a complete thought. A good reader stops at the end of each sentence. Stopping at the end of each sentence helps the reader understand the thought. It also helps the listener understand the reader.*
- Ask students to turn to page 6. First, read the sentences without stopping. Discuss how this makes the listener feel. Then read the pages again, stopping at the end of each sentence. Ask students to echo-read.
- Ask students to turn to pages 14 and 15. Choral-read the two pages with them, stopping at the end of each sentence.
- Invite students to take turns rereading *We Can Use Coins* with a partner. Remind them to stop at the end of each sentence.

NAME _____

DATE _____

We Can Use Coins

Summarize

Important Events



Summary