

For students reading at **Literacy Level C/4**, including:

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

Objectives at a Glance

COMPREHENSION

Students will:

- Compare and contrast
- Monitor their reading by retelling what they've read
- 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
Some _____ are _____ and Some _____ have _____
- Use the prepositions **in** and **on**

PHONEMIC AWARENESS

Students will:

- Listen for initial **/b/**

PHONICS

Students will:

- Use first-letter cues to solve words
- Recognize initial **b** in words

FLUENCY

Students will:

- Read question marks

CONCEPTS ABOUT PRINT

Students will:

- Use return sweep when reading multiple lines of print

WRITING

Students will:

- Write to a picture prompt

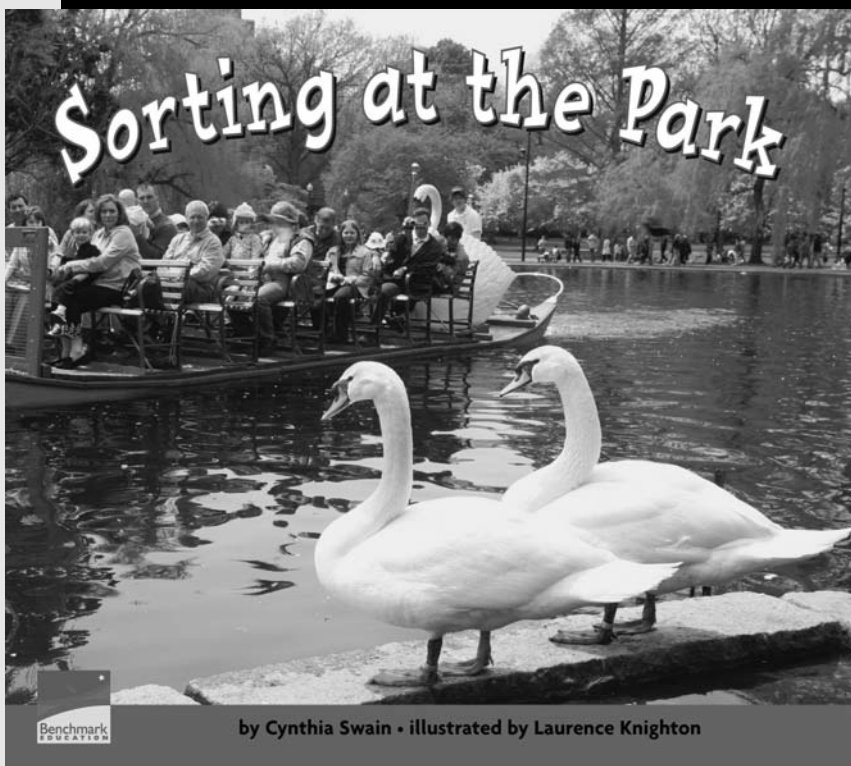
Sorting at the Park

THEME: Sort and Classify

- **Sorting at the Park (Level C/4)**
- Can We Have a Pet? (Level C/4)
- You Can Sort Boats (Level E/8)
- Sorting at the Nature Center (Level E/8)

MATH BIG IDEA:

People and objects can be sorted into groups according to features they have in common.



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B E N C H M A R K E D U C A T I O N C O M P A N Y

Related Resources

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

Early Explorers Partner

- *Can We Have a Pet?* (Fiction, Level C/4)

Emergent Comprehension Strategy Poster

- Compare and Contrast

Text-Dependent Comprehension Resources

- *Sorting at the Park* Comprehension Question Card
- Power Tool Flip Chart for Teachers
- Student Bookmark

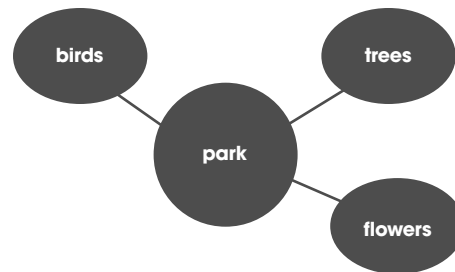
Assessment

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

Make Connections and Build Background

- **Use Realia** Tell students they will read a book about sorting things into groups. Show students several sheets of construction paper in two different colors, such as blue and red. Select the blue sheets and model a *Some ____ are ____* sentence, such as *Some papers are blue*. Next, hold up the red sheets and say *Some papers are red*. Then place the blue sheets into one pile and the red sheets into another pile, and **say**: *I can sort the papers*. Finally, ask students to Think/Pair/Share about other objects in the classroom that can be sorted. To provide additional support, use a *Some ____ are ____* sentence or *Some ____ have ____* sentence to explain how to sort the items. Invite students to repeat the sentences.

- **Use a Graphic Organizer** Draw a circle on the board and write the word **park** in the center. Read the word and ask students what they might see in a park that could be sorted into groups. As students respond, create a concept web about sorting in the park. Then read each word and ask students to echo-read.



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 sorting at the park*. 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 the book will be about sorting at the park. I see a picture of a park. I think this book will show different things we can sort in a park*. Allow time for students to share their own predictions about the book.
- **Preview Photographs and Vocabulary** Revisit the photographs on the cover and title page. **Say**: *Nonfiction books have many photographs. Photographs help us understand the words in the book. 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 **balloons, birds, runners, and tails** and make sure students can pronounce each word.

- **Locate High-Frequency Words to Monitor Meaning** Ask students to turn to page 4 and locate the word **what**. 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 **what** on page 16. **Say:** *What is an important word. Use the word **what** to help you while you read.*
- **Preview Sentence Structures** For students who need additional support, write “Some ____ are ____” on the board. Read the sentence structure aloud and ask students to repeat it several times. **Say:** *We used this sentence structure when we talked about sorting things in our classroom. This sentence structure is in the book, too. 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 them to turn to page 8. Ask: Can you frame a sentence with the words **Some** ____ **are** ____? 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 page 12. Finally, repeat the process with **Some** ____ **have** ____ on pages 10 and 14.*
- **Use Graphophonic Cues** **Say:** *Another word in this book is **red**. Say the word **red**. What letter do you expect to see at the beginning?* (Allow time for students to respond, assisting as needed.) *Find the word **red** on page 6. Say: Use first-letter sounds to help you when you read.*
- **Scaffold Spanish-Language Speakers** Say the word **park**. **Ask:** *Does **park** sound like a word you know in Spanish?* (Allow time for students to respond.) *The English word **park** sounds like the Spanish word **parque**. **Park** and **parque** mean the same thing. The words look similar, too. Write the word **park** on the board and ask students to locate it on page 4 in the book. Then point out that the word **see** on pages 4, 12, 14, and 16 sounds like the Spanish word **sí**, but does not mean the same thing. Finally, invite students with other first languages to share their cognates.*

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.

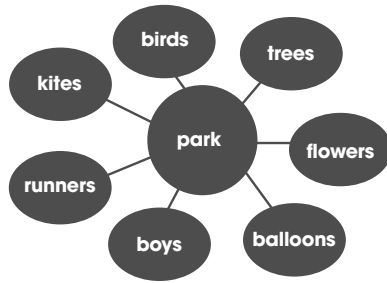
Strategic Reading Prompts			
Cue Source	Prompt	Example	Page
Graphophonic	Look at the first letter.	women	12
Syntactic	Think about the sentence structure.	Some kites have tails.	14
Semantic	Check the picture.	grass	8

Set a Purpose for Reading

- Direct students' attention to the park web. **Say:** *Now it's time to whisper-read the book. Read to learn what you can sort at a park.*

Use the Graphic Organizer to Summarize

- **Ask** students to think about their reading. **Ask:** *What did we sort in the book? Do we need to add any words to our web?* Record words 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 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 retell the important information. I will turn back to pages 6 and 7. First I will read the pages: "Look at the balloons. Some balloons are blue. Some balloons are red. You can sort the balloons." Now I will say the important information in my own words: You can sort balloons by color.*
- **Guide** Ask students to turn to page 8. Read the page aloud together. Ask the following questions, allowing time for students to respond after each one: *What do you see? What is this page about? How does the author sort the birds? How could you tell about this in your own words?* If students have difficulty, model a retelling of your own, such as *You can see birds in the water at a park. You can see birds on the grass, too.*

- **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 **retell what you've read** monitor-reading strategy. Then **say:** *You can retell anytime 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 Comprehension Question Card. **Say:** *I will show you how I answer a Look Closer! question. I will read the question to figure out what to do. The question says: "First the author sorts the balloons, then she sorts . . ." This question asks me to find a sequence of events. I know because the question has the cue words **First** and **then**. Now I need to look for other important words in the question. What words do you think will help me? (Allow student responses.) Yes, I'm looking for the page about sorting **balloons**. Now I will look back in the book. The author sorts balloons on page 7. Then she sorts birds on page 9. Put your fingers on these two pages. 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 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: Compare and Contrast

- **Explain** Create an overhead transparency of the "Sorting at the Park" graphic organizer on page 8 or draw it on the chalkboard. **Say:** *Nonfiction books sometimes tell how things are alike and different. Telling how things are alike is called **comparing**. Telling how things are different is called **contrasting**. Good readers try to figure out how things are alike and different. Figuring out how things are alike and different helps readers better understand the information.*
- **Model Say:** *Let's figure out how things we sorted in the book are alike and different. On page 6, I read about balloons. I will write **balloons** in the first box on the graphic organizer. The balloons are full of air. The balloons are on strings, too. Being full of air and on strings are two ways the balloons are alike. I will write these ideas in the next box. Page 6 says some balloons are blue and some balloons are red. Now I know how the balloons are different. I will write about the blue and red balloons in the third box.*

- **Guide Say:** *Let's find something else that is alike and different. Look at the birds on page 8. How are the birds alike? (Allow time for students to respond, assisting if needed.) Yes, all the birds have feathers. All the birds have beaks. We can write **birds** in the first column of the graphic organizer. Then we can write about feathers and beaks in the **Alike** column. How are the birds different? (Again allow time for students to respond, assisting if needed.) Yes, some birds are in the water and some birds are on the grass. We can write about water and grass in the **Different** column.*
- **Apply** Ask students to work with a partner to find other things in the book that are alike and different. If more support is needed, utilize all or part of the "Guide" process to compare and contrast the **boys**, **runners**, and **kites**. Finally, read the completed graphic organizer aloud and invite students to echo-read.

NAME _____ DATE _____

Sorting at the Park
Compare and Contrast

Things in the Park	Alike	Different
balloons	full of air, on strings	some blue, some red
birds	have feathers, have beaks	some in water, some on grass
boys	wearing caps, wearing team shirts	some have gloves, some do not
runners	wearing running shorts, wearing running shoes	some men, some women
kites	on strings, colorful	some have tails, some do not

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Teacher Tip Use Benchmark Education Company's K–2 Emergent Comprehension Strategy Poster Set to provide additional instruction in comparing and contrasting. Use BEC's *Comprehension Strategy Assessment* books to assess students' ability to compare and contrast in other brief, grade-level texts.

Home Connection

- Give students the take-home version of *Sorting at the Park* to read to family members. Encourage students to work with a friend or family member to draw a picture of something else they might see in a park and show how they might sort it. 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. What did the author sort at the park? What other things can you sort?
- Tell what you remember best about the book.
- Use the photographs in the book to retell the information to a partner.
- Draw a picture of a park. Then draw a circle around things in the picture you can sort.
- Write about a connection you made to the book.
- Write about what you thought was most important in the book.

Write to a Picture Prompt

- **Write a Description** Tell students they will describe a picture in the book. Then they will write their descriptions. **Say:** *I like the pictures in this book. I like to describe the pictures in interesting ways, too. On page 5, I see a picture of a tree in the park. I will describe the tree: The tree is round and full of leaves. It looks as big and colorful as a circus tent! What do you notice about the picture? How would you describe the picture?* Allow time for students to respond. **Ask:** *Which picture do you like best? How would you describe the picture?* Allow time for students to respond, prompting further if needed. **Say:** *You have described the picture you chose. Now write your description. After you are finished, read your description 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 16. Without reading the words aloud, model how to move your finger under the first line, sweep down and back, move under the second line, sweep down and back, and move under the third line. Then invite students to mimic your actions.

Phonemic Awareness: Listen for Initial /b/

- Tell students you will read a sentence from *Sorting at the Park*. Ask them to listen for a word that begins with the **/b/** sound: “Look at the boys” (page 10). Reread the sentence if needed so students can identify the word **boys**.
- **Say:** *I will name things you might find in a park. Some words begin with the /b/ sound, and some do not. Please listen carefully. Snap your fingers if you hear a word that begins with /b/:* **baseball, flowers, pond, bench, duck, baby.**

Phonics: Initial “b”

- Write the letter “b” on the board. Tell students they will go on a letter “b” hunt in *Sorting at the Park*. Ask them to locate words that begin with “b” on pages 6, 7, 8, 9, 10, and 11.
- Ask students to brainstorm words that begin with /b/. Record the words on index cards. Then spread the cards out in a pocket chart or on the table. Read each word, inviting students to echo-read.
- **Say:** *I will write a sentence using one of the words. You may pick up the card with the word I use. Then you may point to the letter that makes the /b/ sound.* Model the process using one of the words on the list, such as *My desk is big*. Then invite each student to make up a sentence. Write the sentence and ask another student to choose the matching card and point to the letter that makes the /b/ sound.

Vocabulary

- **Academic Content Vocabulary** Review the book with students and record the words **park, sort, glove, kite, balloon, bird, and runner** on index cards. Read each word together, and then place the cards facedown on the table. Ask student partners to choose a card and act out the word while the other students guess it. Continue until all students have had a turn and all the cards are used.

Language Development: Prepositions “in” and “on”

- **Model Say:** *Sometimes authors use phrases that begin with the word in. I see a sentence on page 8 with the word in: “Some birds are in the water.” The words in the water explain where the birds are. I use the word in, too.* Pantomime some simple actions and make up a sentence about each one, such as:
The paper is **in** the box.
My keys are **in** my pocket.
The pencils are **in** the jar.

- **Guide** Invite students to read the last sentence on page 8 with you. **Ask:** *Where are some of the birds? (on the grass)* Ask students to point to something that is **on** something else, such as a book **on** a desk. Then invite them to make up sentences using the word **on** and pantomime the actions.
- **Apply** Pair students. Invite partners to imagine a park and make up sentences using the words **in** and **on**, such as *The boy is on the jungle gym* and *The girl is in the sandbox*. As each partnership shares, write their sentences on the board and circle the words **in** and **on**.

Fluency: Read Question Marks

- **Say:** *Sometimes authors in nonfiction books 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 author is asking something. It helps the listener understand that the author is asking something, too.*
- Ask students to turn to page 4. First, read the first questions in a flat voice. Hold your hand level while you read it. Discuss how this makes the question sound. Then read the questions 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 *Sorting at the Park* with a partner. Remind them to move their voice to a higher pitch at the end of each question.

NAME _____

DATE _____

Sorting at the Park

Compare and Contrast

Things in the Park	Alike	Different