

- For students reading at
Literacy Level E/7, including:
- English-language learners
 - Students reading below grade level
 - Kindergarten emergent readers

Objectives at a Glance

COMPREHENSION

Students will:

- Identify stated main idea and supporting details
- Make connections
- 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:

- Use the preposition **on**
- Recognize the sentence structures
You can see ____ and A ____ is ____

PHONEMIC AWARENESS

Students will:

- Listen for initial /p/

PHONICS

Students will:

- Use final-letter cues to solve words
- Recognize initial "p"

FLUENCY

Students will:

- Read smoothly with minimal breaks

WRITING

Students will:

- Write to a picture prompt

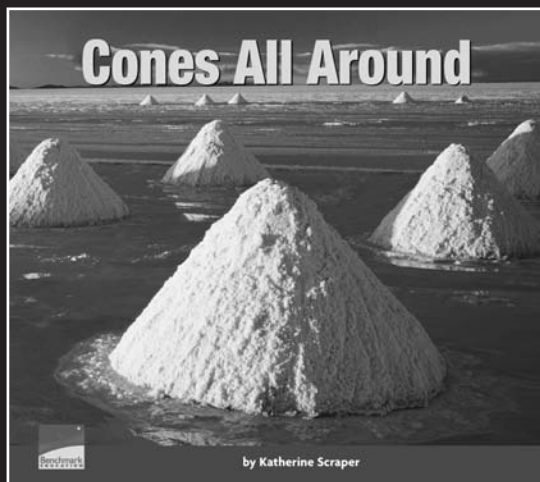
Cones All Around

Theme: **Shapes**

- I See Cubes (B/2)
- Cones All Around (E/7)

Math Big Idea:

Readers identify a variety of cones in the natural and human-made environment, from an ice cream cone to a volcano.



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Before Reading

Related Resources

The following Benchmark Education resources support this lesson.

Other Early Explorers Books

- What Is Round? (F/10)
- Shapes and Solids (I/15)
- Shapes and Solids Outdoors (K/20)
- Finding Shapes and Solids (M/28)

Fluency and Language Development

- *Cones All Around* Audio CD

Comprehension Resources

- *Cones All Around* question card
- Power Tool Flip Chart for Teachers
- Student Bookmark
- Main Idea and Supporting Details poster

Assessment

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

Make Connections and Build Background

- **Use Art** **Say:** *We will read a book about a shape called a cone. You can see cones all around.* Draw a picture of an ice cream cone on the board. Point to the picture and **say:** *This is an ice cream cone. You can see cones with ice cream.* Invite students to Think/Pair/Share other places they can see cones.
- **Use a Graphic Organizer** Write the word **Cones** on the board and underline it. Read the word and ask students to help you list the different places they mentioned. As students respond, write the phrases under the heading. Then read each phrase and ask students to echo-read.

Cones
with ice cream
at a party
in the kitchen

Introduce the Book

- Give each student a copy of the book. Remind students they will read about cones. 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.*
- **Page 4 Graphic Feature** **Say:** *This page has an **inset photo**. An inset photo is a close-up of part of a bigger photograph. What does the big photograph show? (a girl and her mother eating ice cream cones) What does the close-up photograph show? (the girl's ice cream cone)*

Pages	Text and Graphic Features	Words to Discuss	English/Spanish Cognates	Sentence Structures
Cover	title, author, photo			
1	title page, illustration			
2–3	photos	cones, hat, jet, volcano		
4–5	photo, inset photo	cones, people, ice cream	cone/cono	You can see ____.
6–7	photo, inset photo	orange, street		
8–9	photo, inset photo	houses		
10–11	photo, inset photo	party hat		A ____ is ____.
12–13	photo, inset photo	volcano, smoke	volcano/volcán	
14–15	photo, inset photo	jet, fly		
16	illustrations	draw		

- **Page 4 Sentence Structure** Write *You can see ____ 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 photograph, such as *You can see a girl eating ice cream* or *You can see a woman smiling.* Then assist students in forming their own sentences 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 Spanish Cognate** **Say:** *Does **cone** sound like a word you know in Spanish?* (Allow time for students to respond.) *The English word **cone** sounds like the Spanish word **cono**. **Cone** and **cono** mean the same thing. What is a **cone**?* (Allow time for students to respond.) Write the word **cones** on the board and ask students to locate it on page 4 in the book.

Rehearse Reading Strategies

- **Say:** *One word in this book is **eat**. Say the word **eat**. What letter do you expect to see at the end?* Allow time for students to respond, assisting as needed. Then ask them to find the word **eat** on page 4. **Say:** *Use final-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 cones list. **Say:** *Now it's time to whisper-read the book. Read to learn about places you can see cones.*

Cue Source	Prompt	Example	Page
Graphophonic	Look at the final letter.	top	8
Syntactic	Think about the sentence structure.	You can see orange cones on the street.	6
Semantic	Check the picture.	smoke	12

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 list. Which places did we read about in the book?* Put a ✓ beside any matching responses. Then ask students to name other place they read about in the book. Add these phrases and put checkmarks beside them. Choral-read the checkmarked phrases. Then ask students to use the graphic organizer to tell a partner about the book.

Cones

with ice cream ✓
at a party ✓
in the kitchen
on the street ✓
on houses ✓
on a volcano ✓
on a jet ✓

Reading Strategy Mini-Lesson: Make Connections

- **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 connect the information to what I know about the world. Ask students to turn to page 6. Read the page aloud, and then say: The picture reminds me of something I already know about cones. People use cones like these to warn drivers about holes in the road. Making this connection shows me that cones can keep drivers safe.*
- **Guide** Invite students to read page 14 with you. **Ask:** *What do you already know about jets? What could this cone be made of? What might you call this part of a jet? Do other kinds of planes have cones, too?* Allow time for students to share their connections. Then invite them to tell how making connections helped them better understand page 14.
- **Apply** Ask students to read their favorite page to a partner and then make a connection to something they know about the world. 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 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 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: Because of orange cones . . . Use a cause-and-effect chart to explain your answer. This question asks why something happens, or a cause and effect. I know because the question has the cue words **cause, effect, and because.** What other words in the question will help me? (Allow student responses.) Yes, I need to read about **orange cones.** Model looking through the book. **Say:** *On page 6, I read: You can see orange cones on the street. In the next sentence I read that the cones help people find their way. Now I know that people can find their way because of orange cones. 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 Stated Main Idea and Supporting Details

- **Explain** Create an overhead transparency of the “Cones All Around” 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.*
- **Model Say:** *Sometimes the main idea is on the first page. Ask students to read the first sentence on page 4 aloud. **Say:** This sentence tells the most important thing we learn. This sentence is the main idea of the book. Write **You can see cones all around** on the graphic organizer and read it with students. **Say:** Now we need to look for supporting details. The details tell us some places you can see cones. Ask students to read the last sentence on page 4. Write **ice cream** in the first detail box on the graphic organizer.*

- **Guide Say:** *Let’s find another supporting detail. On page 6 I see a word that tells where you can see cones. What is another place you can see cones? Allow time for students to respond, assisting if needed. **Say:** Yes, you can see cones on the street. The word **street** tells us more about the main idea. The street is another supporting detail. Write **street** in the next **Detail** box.*
- **Apply** Ask each student to work with a partner to find other supporting details to add to the graphic organizer. Remind them to look for words that tell where you can see cones. If more support is needed, utilize all or part of the “Guide” process on additional places mentioned in the book. Finally read the completed graphic organizer aloud and invite students to echo-read.

Name: _____ Date: _____

Cones All Around

Main Idea: You can see cones all around.	→	Detail: ice cream
	→	Detail: street
	→	Detail: houses
	→	Detail: party
	→	Detail: volcano
	→	Detail: jet

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Home Connection

- Give students the take-home version of *Cones All Around* to read to family members. Encourage students to work with a friend or family member to draw a picture of a cone they can see in their homes or communities. Invite them to bring their drawings 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.

- Draw a picture of yourself wearing a cone party hat.
- Make a cone out of a piece of paper.
- Tell something you already knew about cones.
- Tell about the biggest and the smallest cones in the book.
- Write a word that describes each cone.
- Write about the cone in the book you would most like to see.

Write to a Picture Prompt

- **Retell** Tell students they will talk about a picture from the book. Then they will write about the picture. Ask them to turn to page 7. **Say:** *I can use this picture to tell part of the book in my own words: **The cone is on the street. Orange cones help keep people safe.** Now I will write my idea.* Model writing your sentences on the board. Ask students to choose a picture and tell a partner about it. Allow time for students to share their retellings, providing assistance as needed. Then **say:** *You used a picture to tell part of the book in your own words. Now write your idea. After you are finished, read your writing to a partner.*

Phonemic Awareness:

Initial /p/

- Tell students you will read a sentence from *Cones All Around*. Ask them to listen for a word that begins with the **/p/** sound: *Some people eat ice cream* (page 4). Reread the sentence if needed so students can identify the word **people**.
- **Say:** *I will name some things that could be shaped like cones. Some begin with the **/p/** sound and some do not. Put your hands on your heads if you hear a word that begins with **/p/**: **pebble, basket, roof, pillow, candle, puppet.***

Phonics: Initial “p”

- Write the letter “**p**” on the board. Ask students to locate the word **people** on page 4. Write **people** on the board. Then ask students to locate another word that begins with “**p**” on page 10.

- Ask students to brainstorm words beginning with **/p/**. List the words on the board. Read each word, inviting students to echo-read.
- **Say:** *Imagine the words on our list could talk. I will say something one of the words might say. You will guess which word is talking. I will circle the “p” in the word. Then you will know you guessed correctly. Model the process using one of the words on the list, such as “Watch out! I’m sharp.” (point) Then invite each student to make up a sentence another word might say and circle the letter that makes the /p/ sound.*

Vocabulary

- **Tier Two Vocabulary** Pronounce the word **various** and ask students to repeat it. **Say:** *We use **various** to describe different kinds of things. This book is about **various** kinds of cones. Each kind of cone is different from the other. Discuss other things that come in **various** kinds, such as different kinds of pets or coins. Then model a sentence, such as Mom bought **various** kinds of cereal at the store. Invite students to share their own sentences, providing assistance as needed. **Ask:** What word have we been talking about? Yes—**various**. Let’s try to use the word **various** many times today. We can use the word at school and at home.*
- **Tier Three Vocabulary** Record the words **people, ice cream cones, orange cones, houses, party hat, volcano, and jet** on index cards. Ask students to read the words with you. Then ask volunteers to draw illustrations for the words on another

set of cards. Show the picture cards one at a time. Ask students to find the word that names the picture, read it aloud, and place the two cards on the chalk ledge. Continue until all the words have been matched with their pictures. For additional practice, students may work as a group or in pairs to complete the vocabulary activity on page 11.

Grammar and Language Development

Preposition on

- **Model** Explain that authors sometimes use phrases that begin with the word **on**. Ask students to read the first sentence on page 6 with you: *You can see orange cones on the street.* **Say:** *The words **on the street** explain **where** the orange cones are. I use the word **on**, too. Act out simple actions as you say sentences with **on** phrases such as:*
*I sit **on** the chair.*
*I put the pencil **on** the table.*
*I stand **on** one leg.*
- **Guide** Invite students to read the first sentence on page 8 with you. **Ask:** *Where can you see cones? (on houses)* Then ask students to look at the photograph on page 11 and tell you where the hats are. (on the children’s heads)
- **Apply** Pair students. Ask them to look for objects in the classroom that are on the table, floor, board, walls, windows, chairs, and so on. Invite partners to make up sentences that tell where the objects are located using phrases that begin with **on**. As pairs share their sentences, have the other students in the group point to the objects.

Fluency: Read Smoothly with Minimal Breaks

- **Say:** *We do not pause or stop between each word. Instead, we read smoothly. We blend one word into the next. We pause or stop only when we see punctuation marks. We quickly fix mistakes and move on.*
- Ask students to turn to page 4. Read the page in a choppy, word-by-word manner. Discuss how this makes the listener feel. **Say:** *Now I will read the words smoothly. The punctuation will show me when to stop.* Read the sentences again, stopping at the periods. Then invite students to echo-read the page with you.
- Ask students to turn to page 6. Choral-read the page with them, reading smoothly. Stop at the periods.
- Invite students to take turns rereading *Cones All Around* with a partner. Remind them to read smoothly, stop only at the end of sentences, and quickly fix any mistakes so they can keep on reading.

Name: _____

Date: _____

Vocabulary

Find each word in the book. Write the page number where you first found the word. Then write a sentence for each word.

Words

cones

Page Number

hat

jet

volcano

Cones All Around

Main Idea:	→	Detail:
	→	Detail:
	→	Detail:
	→	Detail:
	→	Detail:
	→	Detail: