

For students reading at **Literacy Level E/8**, 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 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 *This \_\_\_\_\_ is \_\_\_\_\_* and *A \_\_\_\_\_ is \_\_\_\_\_*
- Use comparatives

### PHONEMIC AWARENESS

Students will:

- Listen for initial and final /t/

### PHONICS

Students will:

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

### FLUENCY

Students will:

- Stop at the end of each sentence

### WRITING

Students will:

- Write to a picture prompt

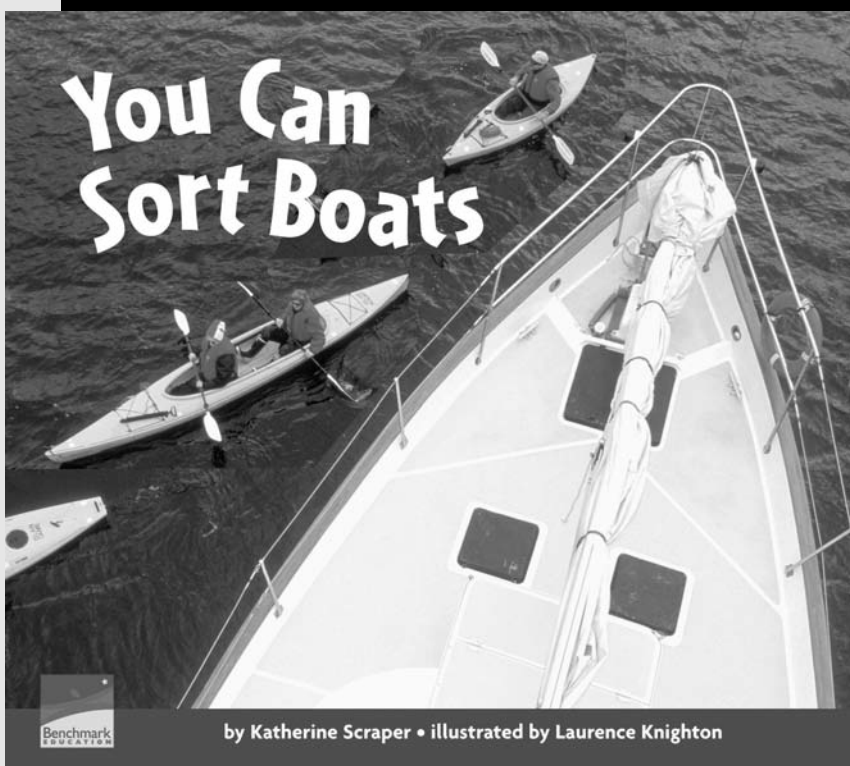
# You Can Sort Boats

### 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:

We can sort boats into two groups—big boats and small boats.



by Katherine Scrapper • illustrated by Laurence Knighton

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BENCHMARK EDUCATION COMPANY

## Related Resources

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

### Early Explorers Partner

- *Sorting at the Nature Center* (Fiction, Level E/8)

### Emergent Comprehension Strategy Poster

- Compare and Contrast

### Text-Dependent Comprehension Resources

- *You Can Sort Boats* 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*

## Boats

sailboat

motorboat

tanker

canoe

## Introduce the Book

- **Preview the Cover and Title Page** Give each student a copy of the book. Point to the front. **Say:** *This book tells about different types of boats. 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 says you can sort boats. I see a picture of different types of boats. I think this book will tell about sorting different types of boats.* Allow time for students to share their own predictions about the book.

- **Preview the Photographs and Vocabulary** Revisit the photographs on the cover and title page. **Say:** *Nonfiction books have many photographs. The 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 and charts. In addition, point out and name the **kayak** on page 6 and the **fishing boat** on page 12, and use the phrase **bigger than** as you discuss the photographs and charts on pages 12–13 and 14–15.

## Make Connections and Build Background

- **Use a Photograph or Realia** **Say:** *We will read a book called You Can Sort Boats. The book shows many different types of boats.* Show students the photograph on page 16 or a toy sailboat. **Say:** *One type of boat is a sailboat.* Next, ask students to Think/Pair/Share about different types of boats. As each partnership shares, invite the rest of the students to repeat the word.
- **Use a Graphic Organizer** Write the word **boats** on the board and underline it. Read the word and ask students to help you list the different types of boats they mentioned. As students respond, write the words under the heading. Then read each word and ask students to echo-read.

- **Locate High-Frequency Words to Monitor Meaning** Ask students to turn to page 4 and locate the word **people**. 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 **people** on page 8. **Say:** *People is an important word. Use the word people to help you while you read.*
- **Preview Sentence Structures** For students who need additional support, write “This \_\_\_\_ is \_\_\_\_” 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 8. Ask: Can you frame a sentence with a “This \_\_\_\_ is \_\_\_\_” structure? 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 15. Finally, repeat the process with “A \_\_\_\_ is \_\_\_\_” on pages 7, 9, 10, and 11.*
- **Use Graphophonic Cues** **Say:** *Another word in this book is kayak. Say the word kayak. What letter do you expect to see at the end? (Allow time for students to respond, assisting as needed.) Find the word kayak on page 6. Once students locate the word, repeat the process with small on page 7. Say: Use final-letter sounds to help you when you read.*
- **Scaffold Spanish-Language Speakers** Say the word **kayak**. **Ask:** *Does kayak sound like a word you know in Spanish? (Allow time for students to respond.) The English word kayak sounds like the Spanish word kayak. Kayak and kayak mean the same thing. The words look the same, too. Write the word kayak on the board and ask students to locate it on page 6 in the book. Repeat the process with canoe/canoa on page 10, explaining that the words look and sound similar and mean the same thing. Then point out that the words to on page 8 and too on page 13 sound like the word tú in Spanish but do 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 final letters.	off	15
Syntactic	Think about the sentence structure.	This boat is a ferry.	8
Semantic	Check the picture.	plane	14

## Set a Purpose for Reading

- Direct students' attention to the boats list. **Say:** *Now it's time to whisper-read the book. Read to learn about different types of boats.*

## Use the Graphic Organizer to Summarize

- Ask students to think about their reading. **Say:** *Look at our list. Which types of boats did we read about in the book? Put a ✓ beside any matching responses. Then ask students to name other types of boats they read about in the book. Add these words and put a check mark beside them. Choral-read the check-marked words. Then ask students to use the graphic organizer to tell the story to a partner.*

### Boats

sailboat ✓  
motorboat  
tanker  
canoe ✓  
kayak ✓  
ferry ✓  
fishing boat ✓  
boat for planes ✓

## 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 **kayak**. I know that a kayak is a kind of boat. The picture shows a man riding in a kayak. The man is using a paddle to make the kayak move through the water. Have you ever ridden in a kayak? Have you seen someone else ride in a kayak? Do you think riding in a kayak might be tricky? Allow time for students to share their own ideas. **Say:** *Discussing the page helped me. Now I better understand what a kayak is.**

- **Guide** Ask students to turn to page 8. Read the page aloud together. **Ask:** *What do you notice on this page? 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 page 8.*
- **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 that today they will practice answering *Take It Apart!* questions. **Say:** *The answer to a Take It Apart! question is not stated in the book. You must think like the author to figure out the answer.**

- **Model** Use the *Take It Apart!* question on the Comprehension Question Card. **Say:** *I will show you how I answer a Take It Apart! question. I will read the question to figure out what to do. The question says: "The author compares on page 15. What words does the author use to compare?" This question asks me to find examples of comparing words. I know because the question says **compare** and **what words**. Now I need to look for other important information in the question. This information tells me what to look for in the book. What information do you think will help me?* (Allow student responses.) *Yes, I need to look at the first sentence on page 15. I read: "This boat is bigger than a kayak." The words **bigger than** help compare the ferry and the kayak. I have located the words that compare. 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: Compare and Contrast

- **Explain** Create an overhead transparency of the "You Can Sort Boats" graphic organizer on page 8 or draw it on the chalkboard. **Say:** *Nonfiction books sometimes tell how things are alike and how they are different. Telling how things are alike is called comparing. Telling how things are different is called contrasting. Good readers figure out how things are alike and different to better understand the information.*

- **Model Say:** *Let's figure out how some of the boats in You Can Sort Boats are alike. First we will figure out how all boats are alike. The pictures in the book show that all boats float on water. I will write about floating in the first column of the graphic organizer. The pictures also show that all boats carry people. I will write about carrying people, too. Page 4 says you can sort boats. I will add the information about sorting to the **All Boats** column on the graphic organizer.*

- **Guide Say:** *Now let's find a way some **small** boats are alike. Page 6 shows a small boat. Page 10 shows a small boat, too. How many people are in the small boats? Allow time for students to respond, assisting if needed. **Say:** Yes, a small boat can carry one person or a few people. Look at the pictures on pages 6 and 10 again. How do people move small boats? Help students determine that some small boats can be rowed or paddled. Then write their ideas about small boats in the **Some Small Boats** column of the graphic organizer.*
- **Apply** Ask each student to work with a partner to find ways some big boats are alike and record their ideas in the **Some Big Boats** column of the graphic organizer. If more support is needed, utilize all or part of the "Guide" process on pages 8, 12, and 15. Finally, read the completed graphic organizer aloud and invite students to echo-read.

NAME _____ DATE _____		
You Can Sort Boats Compare and Contrast		
<b>All Boats</b> <ul style="list-style-type: none"> <li>• float on water</li> <li>• carry people</li> <li>• can be sorted</li> </ul>	<b>Some Small Boats</b> <ul style="list-style-type: none"> <li>• carry one person</li> <li>• carry a few people</li> <li>• are rowed or paddled</li> </ul>	<b>Some Big Boats</b> <ul style="list-style-type: none"> <li>• carry many people</li> <li>• carry people working together</li> <li>• carry airplanes</li> </ul>

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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 *You Can Sort Boats* to read to family members. Encourage students to work with a friend or family member to draw a picture of a small boat and a big boat. 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.

- Talk with a partner. What kind of boat would you most like to ride? Why?
- Tell something you learned. Use the sentence frame *Some boats are \_\_\_\_\_*.
- Tell about your favorite photograph in the book.
- Tell what you wondered as you read.
- Act out riding in a canoe with two partners.
- Draw a picture of a boat on a lake or ocean. Then write about it.

## 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 think of interesting ways to tell about the pictures. On page 8, I see a picture of a ferry. I will describe the ferry: The boat is big. The boat has people on three different levels. The boat has a big American flag on top. 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.*

## Phonemic Awareness: Listen for /t/

- Tell students you will read a sentence from *You Can Sort Boats*. Ask them to listen for words that begin with the **/t/** sound: “A ferry takes people to many places” (page 8). Once students supply the words **takes** and **to**, tell them you’ll read another sentence from the book. This time, ask them to listen for a word that ends with the **/t/** sound: “A ferry is a big boat” (page 9). Reread the sentence if needed so students can identify the word **boat**.
- **Say:** *I will say some words related to boats. Some begin with the **ItI** sound and some do not. Please listen carefully. Raise your hand if you hear a word that begins with **ItI**: **tide, river, tanker, paddle, top, motor**.*
- **Say:** *Now I will say some more words related to boats. Some end with the **ItI** sound and some do not. Please listen carefully. Clap if you hear a word that ends with **ItI**: **float, speed, lake, sail, pilot, wet**.*

## Phonics: Initial and Final “t”

- Write the letter “t” on the board. Tell students they will go on a letter “t” hunt in *You Can Sort Boats*. Ask them to locate words that begin or end with “t” on pages 4, 6, 7, 8, 9, 10, 12, and 14.
- Ask students to brainstorm words beginning with /t/. Make a list on the board. Then ask them to brainstorm words ending with /t/. Write these on a new list. Read each word, inviting students to echo-read.
- **Say:** *I will draw a picture of one of the words. You can guess which one it is. I will circle the letter /t/ in the word. Then you will know you guessed correctly.* Model the process using one of the words on the list. Then invite each student to draw a picture about one of the words and circle the letter that makes the /t/ sound.

## Vocabulary

- **Academic Content Vocabulary** Review the book with students and record the terms **kayak**, **ferry**, **canoe**, **fishing boat**, **boat for planes**, and **bigger than** on index cards. Read the terms and invite students to add illustrations to the cards that name boats. Model how to select two boat cards and put them in order with the **bigger than** card in between. Then point to the cards as you say, for example, *The ferry is bigger than the canoe*. Invite students to join the game by selecting their own boat cards, putting them in order, and making up a sentence to go with their arrangement.

## Language Development: Comparatives

- **Model Say:** *Authors sometimes compare two things. Authors sometimes tell how two things are different by putting -er at the end of a word. Let’s turn to page 13 and read the second sentence together: “The fishing boat is **bigger** than a kayak.” The word **bigger** tells how the fishing boat is different from the kayak. Use two classroom objects to support the concept of bigger as you model oral sentences.*
- **Guide** Write the sentence “The ferry is faster than the canoe” on the board. Read it aloud and ask students to echo-read. Ask the following questions, allowing time for students to respond to each one: *What two things do we compare in this sentence? What word shows the two things are different? How are the two things different? What is added to the end of the word **fast** to make the word **faster**? Circle the -er at the end of **faster**.*
- **Apply** Pair students. Ask them to complete the following sentence: “The dog is \_\_\_\_ than the cat.” As they share their sentences with the group, write them on the board. Ask students which words show how the dog and cat are different. Then ask a volunteer to circle the -er at the end of each comparative word.

## 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 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.
- Invite students to take turns rereading *You Can Sort Boats* with a partner. Remind them to stop at the end of each sentence.

NAME \_\_\_\_\_

DATE \_\_\_\_\_

# You Can Sort Boats

Compare and Contrast

All Boats	Some Small Boats	Some Big Boats