

For students reading at **Literacy Level F/9**, including:

- English-language learners
- Students reading below grade level
- First grade readers

Objectives at a Glance

COMPREHENSION

Students will:

- Identify sequence of events
- Monitor their reading by reading aloud to clarify
- 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

WORD STUDY

Students will:

- Use plurals

LANGUAGE

Students will:

- Recognize the sentence structures *_____ puts _____ on the _____* and *Now you can _____*
- Use **has** and **have**

PHONICS

Students will:

- Problem-solve by searching all the way through words
- Recognize long "a" digraphs

FLUENCY

Students will:

- Read with phrases

WRITING

Students will:

- Write to a picture prompt
- Write to a text prompt

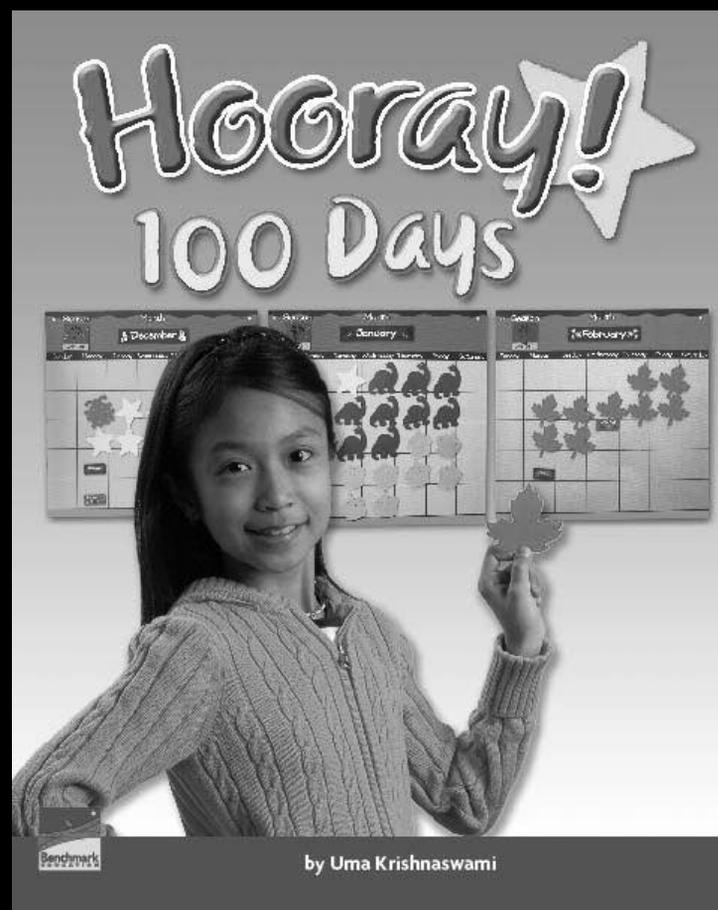
Hooray! 100 Days

THEME: Number Families

- **Hooray! 100 Days (Level F/9)**
- The Ants Have a Picnic (Level F/9)
- Fun with Fives (Level H/13)
- Shopping with the Nicholas Family (Level H/13)

MATH BIG IDEA:

Readers learn to count to 100 by tens.



ISBN 978-1-4108-6150-4



Related Resources

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

Early Explorers Partner

- *The Ants Have a Picnic* (Fiction, Level F/9)

Early Comprehension Strategy Poster

- Identify Sequence of Events

Text-Dependent Comprehension Resources

- *Hooray! 100 Days* Comprehension Question Card
- Power Tool Flip Chart for Teachers
- Student Bookmark

Assessment

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

Stickers

stars
birds
fish
bananas
apples

Make Connections and Build Background

- **Use Realia** Scatter a box of paper clips on the table. Start counting the paper clips one by one. Then **say:** *Oh, yes! I know a faster way to count. I can put the paper clips in groups of ten. Then I can count the groups by tens. Model doing so. Say: We will read a book about counting by tens. The students in the book count school days by tens.* Invite students to name other objects they could count by tens, such as pennies, marbles, buttons, and pebbles.
- **Use a Graphic Organizer** Write the word **Stickers** on the board. Underline it and read it aloud. **Say:** *The students in the book put stickers on a calendar. The class uses a different kind of sticker every ten days. What kinds of stickers could the class use?* As students respond, write the words under the heading. 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 counting days at school.* Read the title and author, and ask students to echo-read. Invite them to tell what they see in the photograph. 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 information on the title page: *The title says "100 Days." I see a cake with "100 Days" on it, too. I think someone in this book will celebrate after 100 days.* Allow time for students to share their predictions about the book.
- **Preview Vocabulary, Photographs, and Text and Graphic Features** 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 discuss the photographs. Also talk about the words **frogs, cars, bugs, dinosaurs, cupcakes, leaves, tens, groups, and total**, and make sure students can pronounce each one. Introduce the names used in the book (**Mrs. Green**, page 4; **Kim**, page 5; **Matt**, page 6; and **Pam**, page 7). In addition, point out the following text and graphic features: (Pages 4–5) **Say:** *This book has captions under the photographs. Captions tell about photographs. Captions can give us more information. Captions can ask questions, too. This book has calendars. Each calendar shows a month. The days of the week are named along the top of the calendar.* (Pages 6–7) **Say:** *This book has number sentences. These number sentences show the number of stickers the students add to the calendar.*

- Preview Sentence Structures** For students who need additional support, write _____ *puts* _____ *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 5 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 6. **Ask:** *Can you frame a sentence with the words _____ puts _____ on the _____?* 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 14. Finally, repeat the process with *Now you can* _____ on pages 7, 9, and 11.
- Use Graphophonic Cues** **Say:** *Another word in this book is **first**. Say the word **first**. What letters do you expect to see after the **lf**?* Allow time for students to respond, assisting as needed. Then ask them to find the word **first** on page 5. Repeat the process with **turn** on page 7. **Say:** *Search all the way through a word to help you when you read.*
- Scaffold Spanish-Language Speakers** Say the word **class**. **Ask:** *Does **class** sound similar to a word you know in Spanish?* (Allow time for students to respond.) *The English word **class** sounds similar to the Spanish word **clase**. **Class** and **clase** mean the same thing. The words look similar, too.* Write the word **class** on the board and ask students to locate it on page 4 in the book. Repeat the process with **count/contar**, **calendar/calendario**, **turn/turno**, **car/carro**, **dinosaur/dinosaurio**, and **total/total**. Then point out that the word **to** on page 10 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 "Stickers" list. **Say:** *Now it's time to whisper-read the book. Read to find out what stickers Mrs. Green's class uses on the calendar.*

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	Search all the way through the words. Are you blending the right sounds?	Green	4
Syntactic	You read "You count 10 groups of 10." Let's read this sentence together and make it sound right.	You counted 10 groups of 10.	16
Semantic	What do you see in the picture that would make sense in this sentence?	dinosaurs	12

Use the Graphic Organizer to Summarize

- Ask students to think about their reading. **Say:** Look at our list. Did the students use any of the stickers we named? Put a 3 beside any matching responses. Then ask students to name other types of stickers they read about in the book. Add these words and put check marks beside them. Choral-read the checkmarked words. Then invite students to count the stickers by 10s as you point to each check mark. Finally, ask students to use the graphic organizer to tell a partner about the book.

Stickers

stars 3
birds
fish 3
bananas
apples 3
frogs 3
rabbits 3
cars 3
bugs 3
dinosaurs 3
cupcakes 3
leaves 3

Reading Strategy Mini-Lesson: Read Aloud to Clarify

- **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 always want to understand what I read. Sometimes I'm not sure about a certain part. I go back and read that part aloud. Reading aloud helps me figure out if something is wrong. I will turn back to page 5. The first time I read page 5, I was confused. Why was Kim putting fish on the calendar? Then I read page 5 aloud: "Kim puts 10 fish on the calendar. Kim counts the first 10 days. Each fish is one day." I better understand the words when I listen to them. Kim is putting fish on the calendar to count the days. Now the page makes sense. After I read the page aloud, I'm ready to keep whisper-reading.

- **Guide** Ask students to turn to page 6. **Ask:** Why does Matt use apples instead of fish? (Allow time for students to respond.) How can we check? Can we read the page aloud? Let's read the page aloud together. Then we will be sure we understand why Matt uses apples. Read the page aloud together and briefly discuss how this clarifies or confirms students' understanding.

- **Apply** Invite each student to turn to a tricky page. Then ask students to tell a partner about the page. Afterward, they should read the page aloud to make sure they understand it. Observe students as they read aloud to clarify, providing assistance if needed. See the *Early Explorers Overview & Assessment Handbook* for an observation chart you can use to assess students' understanding of the **read aloud to clarify** monitor-reading strategy. Then **say:** You can read aloud any time you need to. Remember to go back and read aloud 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: "Look at page 9. What clue shows the students had a holiday on Thanksgiving Day?" What important information does this question give? (Allow student responses.) Yes, I need to look on page 9. I need to find clues about a holiday on Thanksgiving Day. The calendar on page 9 shows Thanksgiving Day. The students have no school the day before Thanksgiving. The students have no school the day after Thanksgiving. I have located the clues I need to answer the question. I can guess, or infer, that the students also have no school on Thanksgiving Day. 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?*

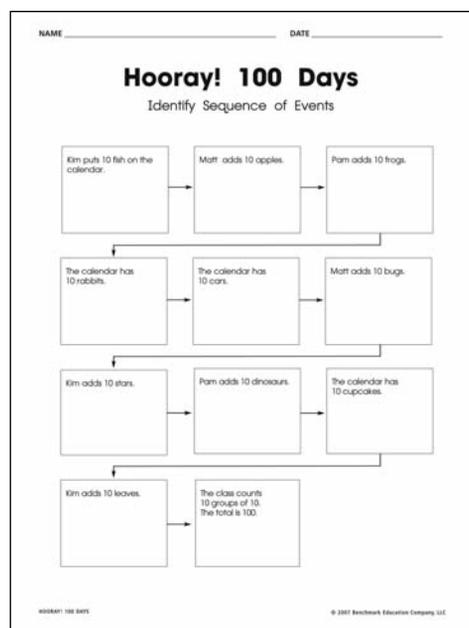
Build Comprehension: Identify Sequence of Events

- **Explain** Create an overhead transparency of the "Hooray! 100 Days" graphic organizer on page 8 or draw it on the chalkboard. **Say:** *Nonfiction books sometimes tell about events that happen in a certain order, or sequence. Good readers pay attention to the sequence of events to better understand the information.*

- **Model Say:** *Let's figure out the sequence of events in Hooray! 100 Days. We need to start at the beginning. On page 5 Kim puts 10 fish on the calendar. Putting the fish on the calendar is the first thing that happens. I will write about the fish in the top box on the graphic organizer. Now I will read on to see what happens next. On page 6 Matt puts 10 apples on the calendar. I will write about the apples in the second box. On page 7 Pam adds 10 frogs. I will write about the frogs in the third box.*

- **Guide Say:** *Let's find what happens then. Look on page 8. How has the calendar changed? (Allow time for students to respond, assisting if needed.) Yes, the calendar has 10 rabbits. Let's add this event to the graphic organizer.*

- **Apply** Ask students to work with a partner to find the remaining events mentioned in the book. Remind students that a sequence happens in order, so they will need to turn the pages to find each event. Also remind them to watch for cue words such as **now** and **last**. After each partnership shares, agree on how to word the entries on the graphic organizer. Finally, read the completed graphic organizer aloud and invite students to echo-read.



Teacher Tip Use Benchmark Education Company's K–2 Early Comprehension Strategy Poster Set to provide additional instruction in identifying sequence of events. Use BEC's *Comprehension Strategy Assessment* books to assess students' ability to identify sequence of events in other brief, grade-level texts.

Home Connection

- Give students the take-home version of *Hooray! 100 Days* to read to family members. Encourage students to work with a friend or family member to draw ten groups of ten different objects. Invite students 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.

- Use the photographs to tell a partner about the book.
- Name some things of which you would like to have 100.
- Draw some shapes from our list that are not in the book.
- Make a list of things small enough that 100 of them would fit in your cupped hands.
- Use the book to list the number of school days in each month.
- Write about your favorite month.

Write to a Picture Prompt

- **Write a Description** Tell students that 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 7, I see a picture of a girl holding a frog shape. I will describe the picture: The girl is smiling. The frog shape has a smile, too. 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.*

Write to a Text Prompt

- **Analyze the Problem and Solution** **Say:** *The students wanted to count the first 100 days of school on a calendar. How did they solve this problem? How else could they have solved their problem? Write your idea. When you are finished, read your solution to a partner.*

Phonics: Long “a” Digraphs

- Ask students to locate the word **day** on page 4. Write **day** on the board and circle the letters “**ay**.” **Say:** *The letters “ay” stand for the long “a” sound in day.* Slowly draw your finger under the word as you say it, and ask students to do the same in their books. Repeat the process with **today** on page 4 and **Hooray** in the title.
- Ask students to brainstorm words that have the long “a” sound. Acknowledge all correct responses, and record those spelled “**ay**” on the board. Read each word, inviting students to echo-read.
- **Say:** *I will say a sentence. You will complete the sentence using one of the “ay” words. Then I will circle the letters that make the long “a” sound in the word.* Model the process using one of the words, such as *I like to go outside to ___.* (**play**) Then invite each student to make up a sentence that can be completed with one of the words and circle the “**ay**” in the word once group members have correctly guessed.

Vocabulary

- **Academic Content Vocabulary** Review the book with students and record the words **calendar, fish, apples, frogs, rabbits, cars, bugs, stars, dinosaurs, cupcakes, leaves,** and **tens** on index cards. Ask volunteers to draw illustrations for the words on another set of cards. Place the word cards in a pocket chart or on a table. 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 together in the pocket. Continue until all the words have been matched with their pictures.

Word Study: Plurals

- **Model Say:** *Authors sometimes use plurals when they write. Plural means “more than one.” I see a plural word on page 4: “The class will count the school days.” The word **days** is plural. I can tell because **days** has the letter “s” at the end of the word **day**. Write the words **day** and **days** on the board. Draw a line under each word as you use it in a sentence: *Monday is the first school **day** of the week. A week has five school **days**.**
- **Guide** Invite students to read the first sentence on page 6 with you. **Ask:** *Which word is plural? (apples) What letter is added to the word **apple** to make the plural **apples**? (“s”)* Write the words **apple** and **apples** on the board. Draw a line under each word as you and the students say them. Then invite a volunteer to circle the letter “s” in **apples**.
- **Apply** Ask students to find other plural words in the book, such as **tens, frogs, rabbits, cars, bugs, stars, dinosaurs, cupcakes, leaves, and groups**. If more support is needed utilize all or part of the “Guide” process.

Language Development: “Has” and “Have”

- **Model** Invite students to choral-read the first sentence on page 11: “Kim has 10 stars for the calendar.” Then write the sentence on the board. Underline the word **has**. **Say:** *Kim is one person. We say one person **has** something.* Next, ask students to read the second sentence on page 4: “Mrs. Green and her class will have a party.” Write the sentence on the board and underline the word **have**. **Say:** *Mrs. Green and her class are more than one person. We say two or more people **have** something. I can use the words **has** and **have**, too.* Point to one or more students as you model sentences such as:
*Juan **has** a book. Sy and Paula **have** pencils. Sandra **has** short hair. Kim and Tara **have** long hair. Asa **has** blue shoes. Lamar and Josh **have** white shoes.*
- **Guide** Write the following sentences on the board: *Mrs. Green has a calendar. The kids have shapes for the calendar.* Underline the words **has** and **have**. Read both sentences and ask students to echo-read. **Ask:** *Why did I use **has** in the first sentence? (Mrs. Green is one person.) Why did I use **have** in the second sentence? (The kids are more than one person.)* Then erase all the words except **have** and **has** and replace them with new words students suggest, such as *My brother **has** a toy truck and My neighbors **have** a big yard.*
- **Apply** Give student pairs index cards with the words **has** and **have** on them. Ask the partners to make up sentences about themselves with their words, such as *Ron **has** a new bike and Both of us **have** baby sisters.* Provide assistance as needed, and encourage students to hold up the correct card as they share their sentences with the group.

Fluency: Read with Phrases

- **Say:** *Good readers do not pause or stop between each word. Instead, good readers look for groups of words that belong together. Words that belong together are called phrases. Listen as I use some phrases: I ride “in a car.” I love “my pet dog.” I read “with Tom and Sue.” Groups of words like “in a car,” “our pet dog,” and “with Tom and Sue” are phrases. Reading with phrases shows that the reader understands which words belong together. Phrasing also helps the listener understand the words in the book.*
- 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 sentences in phrases. I will look for groups of words that belong together.* Read the sentences again using phrases, such as “Today is (pause) the 100th day (pause) of school. Mrs. Green (pause) and her class (pause) will have a party.” Then invite students to echo-read the page with you.
- Ask students to turn to page 5. Discuss groups of words that belong together, such as “on the calendar” and “the first 10 days.” Then choral-read the page together.
- Invite students to take turns rereading *Hooray! 100 Days* with a partner. Remind them to watch for groups of words that belong together so they can read with phrases.

NAME _____

DATE _____

Hooray! 100 Days

Identify Sequence of Events

