

- For students reading at
Literacy Level F/10, including:
- English-language learners
 - Students reading below grade level
 - First-grade readers

Objectives at a Glance

COMPREHENSION

Students will:

- Summarize information
- Retell what you've read
- Utilize text and graphic features
- Answer text-dependent questions

VOCABULARY

Students will:

- Recognize high-frequency words
- Develop Tier Two vocabulary
- Develop Tier Three vocabulary

GRAMMAR, WORD STUDY, AND LANGUAGE DEVELOPMENT

Students will:

- Recognize question/answer word order
- Use adjectives that tell "how many"
- Recognize the sentence structures
___ *has* ___ and *Does* ___ *have* ___

PHONICS

Students will:

- Problem-solve by searching all the way through words
- Recognize words with CVCe long i

FLUENCY

Students will:

- Read question marks

WRITING

Students will:

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

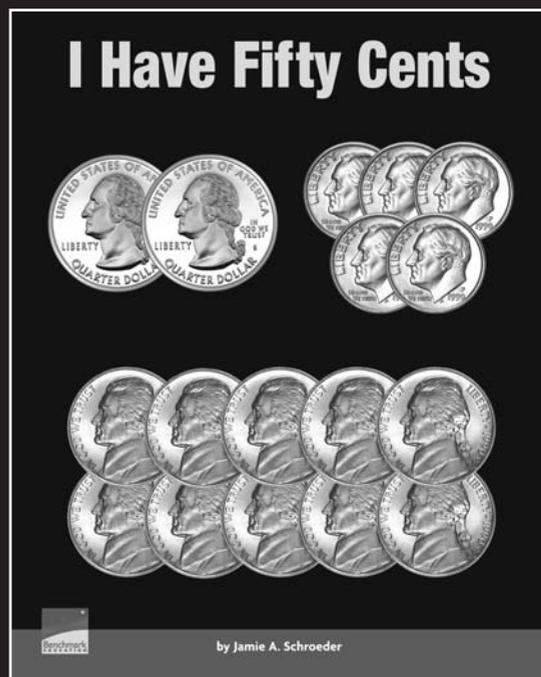
I Have Fifty Cents

Theme: Coins and Money

- I Have Fifty Cents (F/10)
- Dollars and Cents (H/14)

Math Big Idea:

Readers learn different combinations of coins that equal fifty cents.



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Before Reading

Related Resources

The following Benchmark Education resources support this lesson.

Other Early Explorers Books

- I Have a Coin (B/2)
- Wishing with Pennies (B/2)
- We Can Use Coins (D/6)
- The Yard Sale (D/6)

Fluency and Language Development

- *I Have Fifty Cents* Audio CD

Comprehension Resources

- *I Have Fifty Cents* question card
- Power Tool Flip Chart for Teachers
- Student Bookmark
- Summarize Information poster

Assessment

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

Make Connections and Build Background

- **Use Realia** Show students a half dollar. **Say:** *We will read a book about kids at a fair who want to get their faces painted. Face painting costs fifty cents. This coin is a half dollar, which equals fifty cents. I could pay for face painting with a half dollar.* Invite students to Think/Pair/Share other ways to pay for face painting.
- **Use a Graphic Organizer** Draw a T-chart on the board with the headings **Problem** and **Solution**. Read the headings aloud. Ask students what problem the kids in the book need to solve. Ask them to think of ways to solve the problem. Then read each entry on the chart and ask students to echo-read.

<i>Problem</i>	<i>Solution</i>
Pay 50 cents for face painting	<ul style="list-style-type: none">• Use a half dollar
	<ul style="list-style-type: none">• Use a dollar and get some money back
	<ul style="list-style-type: none">• Use coins that equal 50 cents

Introduce the Book

- Give each student a copy of the book. Remind students that they will read about paying fifty cents for face painting at a fair. 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 Spanish Cognate** Does **fair** sound like a word you know in Spanish? (Allow time for students to respond.) *The English word **fair** sounds like the Spanish word **feria**. **Fair** and **feria** mean the same thing. What might you see at a **fair**?* (Allow time for students to respond.) Write the word **fair** on the board and ask students to locate it on page 4 in the book.

Pages	Text and Graphic Features	Words to Discuss	English/Spanish Cognates	Sentence Structures
Cover	title, author, photo			
1	title page, photo			
2–3	photos	coins, dimes, nickels, pennies, quarter, symbol		
4	sign, photo	fair, paints, pictures, faces	fair/feria, paint/pintar	
5	photos, caption	costs, Jason, fifty, cents, coins		___ has ___.
6	chart, photos, caption	Alice, pennies, equal, cent, symbol	equal/igual, symbol/símbolo	Does ___ have ___?
7	equation, caption			
8	photo, equation, caption	Rob, nickels		
9	equation			
10	photo, equation, caption	Lane, dimes, money		
11	photos, equation, caption			
12	photo, equation, caption	John, quarters	quarter/cuarto (means 1/4, not the coin)	
13	photo, equation, caption	twenty-five		
14	equation, caption	Liz, different	different/diferente	
15	photo, caption			
16	photo, equation	another, enough		

- Page 5 Sentence Structure** Write ___ has ___ on the board. Read the sentence structure aloud and ask students to repeat it several times.
Say: *We use this sentence structure to tell what someone has.* Model using the sentence structure to tell about the photographs, such as *The girl has a blue face* or *The boy has fifty cents*. 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 5? Frame the sentence. Let's read the sentence together.*
- Page 6 Graphic Feature** *This page has a **chart**. A chart adds to the information on the page. What does this chart show?* (the symbols for **cent** and **is equal to**)

Rehearse Reading Strategies

- Say:** *One word in this book is **much**. Say the word **much**. What letters do you expect to see after the **lm**? Allow time for students to respond, assisting as needed. Then ask them to find the word **much** on page 10. **Say:** *Search all the way through a word to help you when you read.**
- Remind students to use other reading strategies they are learning as well, such as looking at the pictures for additional information or rereading part of the sentence if something doesn't sound right.

Set a Purpose for Reading

- Direct students' attention to the T-chart. **Say:** *Now it's time to whisper-read the book. Read to find out how the kids pay for face painting.*

Cue Source	Prompt	Example	Page
Graphophonic	Search all the way through the word. Are you blending the right sounds?	means	6
Syntactic	You read "Liz has different coin." Let's read this sentence together and make it sound right.	Liz has different coins.	14
Semantic	What do you see in the picture that would make sense in this sentence?	star	16

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 T-chart. What was the kids' problem? How did the kids solve their problem?* If the solution is already on the chart, put a ✓ next to it. If not, add the solution students suggest and checkmark it. Then choral-read the problem and checkmarked solution and ask students to use the graphic organizer to tell a partner about the book.

<i>Problem</i>	<i>Solution</i>
Pay 50 cents for face painting	• Use a half dollar
	• Use a dollar and get some money back
	• Use coins that ✓ equal 50 cents

Reading Strategy Mini-Lesson: Retell What You've Read

- **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 retell the important information. Let's read pages 6 and 7 together: Alice has fifty pennies. One penny is equal to one cent. Does Alice have fifty cents? Fifty pennies is equal to fifty cents. Now I will say the important information in my own words: One penny is one cent, so fifty pennies is 50 cents.*
- **Guide** Invite students to read page 8 with you. Ask the following questions, allowing time for students to respond after each one: *What do you see on this page? What is this page about? What does the author say one nickel equals? How could you tell about nickels in your own words?* If students have difficulty, model a retelling of your own, such as *One nickel is the same as five cents.*
- **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 monitor-reading strategy. Then **say:** *You can retell any time you read. Remember to retell 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 question card. **Say:** *I will read the question to figure out what to do: The author uses a question for each child. Why does the author use a question? The question asks me to figure out the author's purpose. I know because the question has the words **why** and author. What other words in the question help me?* (Allow student responses.) *Yes, I need to look for a question for each child. Model doing so. Say: On page 6, the author asks if Alice has fifty cents. On pages 8, 10, 12, 14, and 16 the author asks if other children have fifty cents. The author wants the reader to see if each child has enough money for a face picture. I am thinking like the author. The answer makes sense.*
- **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: Summarize Information

- Explain** Create an overhead transparency of the “I Have Fifty Cents” graphic organizer on page 12 or draw it on the board. **Say:** *Nonfiction books have lots of information. We look for the most important ideas. Then we **summarize** the information. To summarize, we put the ideas together into one sentence about the book.*
- Model Say:** *Let’s figure out the important ideas in I Have Fifty Cents. On page 4 we read about face painting at the fair. Face painting costs fifty cents. Write **face painting—50 cents** in the first box on the graphic organizer. Then **say:** *Now we need to find out how children pay for face painting. On pages 6 and 7 we read about Alice. Alice has fifty pennies for a face picture. Write **50 pennies** in the second box.**
- Guide Say:** *Let’s find out about other children. Look at pages 8 and 9. How does Rob pay for face painting? (Allow time for students to respond, assisting if needed.) Yes, Rob has ten nickels for a face picture. We will write **10 nickels** in the next box on the graphic organizer.*

- Apply** Ask students to work with a partner to find how other children pay for face pictures. If more support is needed, utilize all or part of the “Guide” process on pages 10 and 11 (**5 dimes**), 12 and 13 (**2 quarters**), 14 and 15 (**3 dimes, 2 nickels, 10 pennies**), and 16 (**1 quarter, 2 dimes, 1 nickel**). 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 *Different groups of coins can equal fifty cents.*

Name: _____ Date: _____

I Have Fifty Cents

Important Ideas	Summary
face painting—50 cents	Different groups of coins can equal fifty cents.
50 pennies	
10 nickels	
5 dimes	
2 quarters	
3 dimes, 2 nickels, 10 pennies	
1 quarter, 2 dimes, 1 nickel	

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Home Connection

- Give students the take-home version of *I Have Fifty Cents* to read to family members. Encourage students to work with a friend or family member to draw different ways to make fifty cents. Invite them to share their drawings 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 paying for something with fifty cents.
- Tell something you learned about money.
- Use play money to show fifty cents in different ways.
- Write about the face picture you like best. Explain why you like it.
- Write a new caption for one of the photographs.
- Tell what you thought was most important in the book.

Write to a Picture Prompt

- **Write a Personal Narrative** Tell students they will talk about a picture from the book. Then they will write about the picture. Ask them to turn to page 4. **Say:** *I can use this picture to tell about something that happened to me: **I went to a carnival. A girl did face painting. The girl painted a butterfly on my face.** Now I will write my idea.* Model writing your sentences on the board. Ask students to tell a partner about something they have experienced that goes with one of the pictures. Allow time for students to share their narratives, providing assistance as needed. Then **say:** *You used a picture to tell about an experience. Now write your idea. After you are finished, read your writing to a partner.*

Write to a Text Prompt

- **Retell Say:** *Think about your favorite part of the book. Then write your favorite part in your own words. When you are finished, read your writing to a partner.*

Phonics: CVCe long i

- Ask students to locate the word **five** on page 8. Write **five** on the board. Explain that often a vowel followed by a consonant and final **e** is long. Cross out the **e** and underline the **i** as you **say:** *The letter **e** at the end of the word is silent. The **e** doesn't make a sound. It signals a long vowel in the middle, though. It makes the **i** say its own name.* 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 **kite** on page 8 and **dime** on page 10.

- Ask students to brainstorm words with the long **i** sound. Acknowledge all correct responses, and record those with the CVCe pattern 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:** *Try to find the word I'm thinking of. Then you may pick up the matching card.* Model the process using one of the words, such as *What is something white or brown that you can eat?* (**rice**) Then invite each student to make up a question about one of the words.

Vocabulary

- **Tier Two Vocabulary** Pronounce the word **combine** and ask students to repeat it. **Say:** *To **combine** things is to put them together. We can **combine** two nickels to make ten cents. We can combine three dimes to make thirty cents. We can combine coins in many different ways to make fifty cents.* Discuss other things people **combine**, such as mixing red and blue paint to get purple paint, stirring chopped vegetables into a salad, or joining another class for a field trip. Then model a sentence, such as *I like to combine different kinds of flowers in a vase.* Invite students to share their own sentences, providing assistance as needed. **Ask:** *What word have we been talking about? Yes—**combine**. Let's try to use the word **combine** many times today. We can use the word at school and at home.*

- **Tier Three Vocabulary** Review the book with students and record the words **coins, pennies, nickels, dimes, quarters, symbol, equal, fair, pictures, and paints** on index cards. Ask students to read the words with you. Then mix the cards and place them facedown on the table. Choose two cards, read them, and model an oral sentence using both words. Finally, invite students to take turns doing the same. Continue the game until each student has had several turns with different word pairs. For additional practice, students may work as a group or in pairs to complete the vocabulary activity on page 11.

Grammar, Word Study, and Language Development

Question/Answer Word Order

- **Model** Explain that authors put words in a certain order to ask a question and a different order to answer a question. Ask students to read the question on page 6 with you: *Does Alice have fifty cents?* Then read the answer together: *Alice has fifty pennies.* **Say:** *The answer has some of the same words as the question. I ask questions like the author's, too. As you ask a question about a student in the group, invite the others to answer your question using the sentence pattern in the book, such as:*
Does this boy have a book?
(This boy has a book.)
Does this girl have a pencil?
(This girl has a pencil.)

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

Adjectives That Tell “how many”

- **Model** Explain that authors sometimes use describing words when they write. Tell students **adjectives** are words that describe nouns. Sometimes adjectives can tell how many. Ask them to turn to page 6. **Say:** *The author says Alice has **fifty** pennies. **One** penny is equal to **one** cent. The words **fifty** and **one** are adjectives. **Fifty** and **one** tell how many pennies.*
- **Guide** Invite students to read page 8 with you. **Ask:** *Which words are adjectives? (ten, one, five, fifty) Why are these words adjectives? (They each tell how many coins or cents Rob has.)*
- **Apply** Ask student partners to choose one page in the story. Invite each partnership to find the adjectives that tell how many and the words the adjectives describe. Then allow time for them to share their findings with the group.

Fluency: Read Question Marks

- **Say:** *Sometimes authors 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.*
- Ask students to turn to page 6. First, read the author’s question in a flat voice. Hold your hand level while you read it. Discuss how this makes the question sound. Then read the question 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 10. Choral-read the page with them, moving to a higher pitch at the end of each question.
- Invite students to take turns rereading *I Have Fifty Cents* with a partner. Remind them to move their voices to a higher pitch at the end of each question.

Name: _____

Date: _____

Vocabulary

Fill in the blanks. Use the words from the box below. Then read the paragraph to a partner.

dimes
pennies

enough
fifty

quarters
nickels

fair

The children went to a _____.

Face painting cost _____ cents. Alice

had fifty _____. Rob had ten

_____. Lane had five

_____. John had two

_____. Each child had

_____ money for a face painting.

Name: _____

Date: _____

I Have Fifty Cents

Important Ideas	Summary