

- 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:

- Compare and contrast
- Retell what you've read
- 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, WORD STUDY, AND LANGUAGE DEVELOPMENT

Students will:

- Use negatives
- Identify plurals
- Recognize the sentence structures *A ____ is a ____ and A ____ does not have ____*

PHONICS

Students will:

- Problem-solve by searching all the way through words
- Recognize words with digraphs **th** and **wh**

FLUENCY

Students will:

- Read question marks

WRITING

Students will:

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

What Is Round?

Theme: Shapes

- What Is Round? (F/10)
- Shapes and Solids (I/15)

Math Big Idea:

Readers learn the difference between a circle and a sphere as well as attributes of other shapes and solids.



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Before Reading

Related Resources

The following Benchmark Education resources support this lesson.

Other Early Explorers Books

- I See Cubes (B/2)
- Cones All Around (E/7)
- Shapes and Solids Outdoors (K/20)
- Finding Shapes and Solids (M/28)

Fluency and Language Development

- *What Is Round?* Audio CD

Comprehension Resources

- *What Is Round?* question card
- Power Tool Flip Chart for Teachers
- Student Bookmark
- Compare and Contrast poster

Assessment

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

Make Connections and Build Background

- **Use Realia** Show students a globe and a round clock. **Say:** *We will read a book about things that are round. Some round things are circles. This clock face is a circle. Some round things are spheres. This ball is a sphere.* Ask students to Think/Pair/Share other things that are circles or spheres.
- **Use a Graphic Organizer** Draw a T-chart on the board with the headings **Circles** and **Spheres**. Read the headings aloud. Ask students to list circles and spheres under each heading. Then read each entry on the chart and ask students to echo-read.

<i>Circles</i>	<i>Spheres</i>
clock	globe
plate	basketball
ring	baseball
doughnut	soccer ball

Introduce the Book

- Give each student a copy of the book. Remind students they will read about things that are round. 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** *This page has an **outline**. An outline is a series of dots that shows the shape of something. What does this outline show? (**the shapes of the round cookie and plate**)*

Pages	Text and Graphic Features	Words to Discuss	English/Spanish Cognates	Sentence Structures
Cover	title, author, photo			
1	title page, photo			
2–3	photos	basketball, circle, cube, sphere, square, triangle		
4	photo, caption, outline	circle, shape, sides	circle/círculo	A ____ is a ____. A ____ does not have ____.
5	outline, caption	round, corners		
6	photo, labeled outline, labeled illustration, caption	triangle	triangle/triángulo	
7	labeled outline, labeled illustration, caption	square		
8	illustrations, caption	faces		
9	photo, caption	muffins		
10	photo, caption	basketball	basketball/basquetbol	
11	photo, outline, caption,	sphere, solid	sphere/esfera, solid/sólido	
12	photo, caption			
13	photo, caption, inset photo	tennis	tennis/tenis	
14	photo, caption			
15	photos, caption, label	cube	cube/cubo	
16	photos, illustrations			

- **Page 4 Sentence Structure** Write *A ___ is a ___* 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 photographs, such as *A plate is a circle* or *A cookie is a circle*. 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** Does **circle** sound like a word you know in Spanish? (Allow time for students to respond.) The English word **circle** sounds like the Spanish word **círculo**. **Circle** and **círculo** mean the same thing. Can you draw a circle in the air? (Allow time for students to respond.) Write the word **circle** on the board and ask students to locate it on page 4.

Rehearse Reading Strategies

- **Say:** *One word in this book is **trick**. Say the word **trick**. What letters to you expect to see after the **ltr**?* Allow time for students to respond, assisting as needed. Then ask them to find the word **trick** on page 14. **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 learn about things that are round.*

Cue Source	Prompt	Example	Page
Graphophonic	Search all the way through the word. Are you blending the right sounds?	bounces	10
Syntactic	Think about the book's sentence structure. Use the structure to make this sentence sound right.	A ball is a sphere.	11
Semantic	What do you see in the picture that would make sense in this sentence?	paper	8

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. Did we read about any of these circles or spheres?* Put a ✓ next to any matching response. Ask students to name other circles and spheres they saw in the book. Add these to the graphic organizer and put checkmarks beside them. Then choral-read the checkmarked items and ask students to use the graphic organizer to tell a partner about the book.

<i>Circles</i>	<i>Spheres</i>
clock ✓	globe
plate ✓	basketball ✓
ring	baseball
doughnut ✓	soccer ball
cookie ✓	orange ✓
muffin ✓	tennis ball ✓
face ✓	

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. Look at pages 4 and 5. Let's read together: A circle is a shape. A circle does not have sides. A circle is round. A circle does not have corners. Now I will say the important information in my own words: A circle is a round shape with no sides or corners.*
- **Guide** Invite students to read pages 6 and 7 with you. Ask the following questions, allowing time for students to respond after each one: *What do you see on page 6? What do you see on page 7? What does the author say about these shapes? How could you tell about the shapes in your own words?* If students have difficulty, model a retelling of your own, such as *Triangles and squares have sides and corners. Circles have no sides or corners.*
- **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 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 they will practice answering Vocabulary-Building questions. **Say:** *The answer to a Vocabulary-Building question is in the book. You can define the word if you know what to look for.*
- **Model** Use the first Vocabulary question on the question card. **Say:** *I will read the question to figure out what to do: What does the word **circle** mean in this book? Let's look for clues on pages 4 and 5. This question asks me to figure out what the word **circle** means. I will look for the word **circle** on the pages. I will look for circles in the illustrations, too. Direct students' attention to pages 4 and 5 **Say:** *I read that a circle is a shape. A circle does not have sides. A circle does not have corners. The illustrations show a shape with no sides and corners. I know what **circle** means in this book. A **circle** is a shape that does not have sides and corners. This definition answers the question. The answer makes sense. I have found the answer in the text.**

- **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: Compare and Contrast

- **Explain** Create an overhead transparency of the “What Is Round?” graphic organizer on page 12 or draw it on the board. Label the columns **Circle**, **Sphere**, and **Other**. **Say:** *Nonfiction books sometimes tell how things are alike and different. We **compare** by telling how things are alike. We **contrast** by telling how things are different.*
- **Model Say:** *Let’s figure out how the shapes in What Is Round? are alike and different. Ask students to turn to page 4 and 5. **Say:** We read that a circle is a shape with no sides and corners. A circle is round. Write these details in the first column of the graphic organizer. Ask students to turn to page 11. **Say:** We read that a ball is a sphere. A sphere is a solid. Write these details in the second column. Then ask students to turn to page 6. **Say:** We read that a triangle is a shape with sides. Write the details about the triangle in the third column.*

- **Guide Say:** *Let’s find more ways things in the book are alike and different. What do we learn on page 7? (Allow time for students to respond, assisting if needed.) Yes, a square is a shape with corners. Where should we write about squares on the graphic organizer? (Again, allow time for students to respond.) Yes, we can write about squares in the third column. Repeat the process with the information about the cube on page 15.*
- **Apply** Ask students to work with a partner to find examples of circles and spheres in the book. Point out that examples help show how things are alike and different. Finally, read the completed graphic organizer aloud and invite students to echo-read.

Name: _____ Date: _____

What Is Round?

Circle	Sphere	Other
<ul style="list-style-type: none"> • shape • no sides • no corners • round • faces • muffins • doughnut • plate • cookie • clock 	<ul style="list-style-type: none"> • ball • solid • orange • basketball • tennis ball 	<ul style="list-style-type: none"> • triangle (shape, sides) • square (shape, corners) • cube (corners)

WHAT IS ROUND? ©2007 Benchmark Education Company, LLC

Home Connection

- Give students the take-home version of *What Is Round?* to read to family members. Encourage students to work with a friend or family member to make a list of circles and spheres at their home. Invite them to bring their lists 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 some circles. Use them to make pictures. Tell a partner about your pictures.
- Tell what you wondered about as you read.
- Pretend to use something you see in the book. Have a partner guess which item you are using.
- Rate the book with a 1 (don't like), 2 (okay), or 3 (like a lot). Tell why you chose that rating.
- Write a question you would like to ask the author.
- Write about a connection you made to the book.

Write to a Picture Prompt

- **Write a Description** Tell students they will talk about a picture from the book. Then they will write about the picture. Ask them to turn to page 9.
Say: *I can describe this picture in my own words: **Four round muffins are in the muffin tin. The muffins look delicious. I can almost smell them.** Now I will write my idea.* Model writing your sentences on the board. Ask students to choose a picture and describe it to a partner. Allow time for students to share their descriptions, providing assistance as needed. Then **say:** *You described a picture in the book. Now write your idea. After you are finished, read your writing to a partner.*

Write to a Text Prompt

- **Write a Summary** **Say:** *Think about something you learned in the book. Then write what you learned in your own words. When you are finished, read your writing to a partner.*

Phonics: Digraphs **th** and **wh**

- Ask students to locate the word **these** on page 2. Write **these** on the board and circle the letters **th**. **Say:** *The letters **th** stand for the sound /th/ in the word **these**.* Slowly draw your finger under the word as you say it, and ask students to do the same in their books. Point out that **th** also stands for the /th/ sound in the words **this** (page 5) and **with** (page 14). Then repeat the process with the **wh** digraph using **which** (page 6) and **what** (page 9).

- Ask students to brainstorm words beginning with the /**th**/ and /**wh**/ sounds as you record them on the board. Read each word, inviting students to echo-read.
- **Say:** *I will make up a question using one of the words. Then I will circle the letters **th** or **wh** in the word. Model the process using one of the words on the list. Then invite each student to make up a question using one of the words and circle the letters that make the /**th**/ or /**wh**/ sound.*

Vocabulary

- **Tier Two Vocabulary** Pronounce the word **classify** and ask students to repeat it. **Say:** *To **classify** something is to sort it into a special group. You can **classify** shapes. Some shapes have corners and some have no corners. You can **classify** round objects. Some round objects are circles and some are spheres. Discuss other ways people **classify**, such as sorting crayons by color, sorting clothing by size, or sorting garage sale items by price. Then model sentences, such as I can **classify** my books. I put the fiction books on one shelf. I put the nonfiction books on another shelf. Invite students to share their own sentences, providing assistance as needed. **Ask:** What word have we been talking about? Yes—**classify**. Let's try to use the word **classify** many times today. We can use the word at school and at home.*
- **Tier Three Vocabulary** Review the book with students and write **round**, **circle**, **sphere**, **triangle**, **square**, **cube**, **sides**, **corners**, **solid**, and **shape** on 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

Negatives

- **Model** Explain that authors sometimes use words that mean **no**. Ask students to read the second sentence on page 4 with you: A circle does **not** have sides. **Ask:** Does a circle have sides? No, it does not. Then ask students to read the second sentence on page 5 with you: A circle does not have corners. **Ask:** Does a circle have corners? **No**, it does not. I use the word **not**, too. Point to various classroom items as you share not sentences, such as:
*My bag is **not** on my desk.*
*I do **not** need my clipboard right now.*
*I will **not** open the window today.*
- **Guide** Invite students to read page 15 with you. **Ask:** Is a cube a sphere? (**no**) How do you know? (**The author uses the word not.**) Invite students to name things that are **not** spheres, such as a block, a pyramid, or a box.
- **Apply** Pair students. Ask them to make up sentences using the word **not**. As they share their sentences with the group, write them on the board and underline the negatives.

Plurals

- **Model** Explain that authors often use a word with the letter **"s"** at the end to write about more than one thing. Ask students read the second sentence on page 4 with you: *A circle does not have sides.* **Say:** *The words **sides** means more than one **side**. We make the word **sides** by putting the letter **"s"** at the end of the word **side**.* Draw a triangle on the board, and point to the appropriate parts as you **say:** *Here is one **side** of a triangle. All triangles have three **sides**.*
- **Guide** Invite students to read page 5 with you. **Ask:** *Which word is plural? (corners) What letter is added to the word **corner** to make the plural word **corners**? ("s")* Write the words **corner** and **corners** on the board. Draw a line under each word as students say it with you. Then invite a volunteer to circle the letter **"s"** on **corners**.
- **Apply** Ask student partners to find another plural in the book, such as **faces, circles, muffins, pictures,** and **spheres**. Then ask them to draw a picture to go with the word and share an oral sentence about their picture 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 13. Choral-read the page with them, moving to a higher pitch at the end of the question.
- Invite students to take turns rereading *What is Round?* with a partner. Remind them to move their voices to a higher pitch at the end of each question.

Name: _____

Date: _____

Vocabulary

Cut out the cards. Match the sentence cards with the descriptions.

round	round and solid	has three sides
has four corners	is a type of sphere	a solid with corners
A cube is not a sphere.	A basketball bounces.	You can make a circle into a face.
This square has four sides.	You can hold a triangle by one of its sides.	An orange is a type of sphere .

What Is Round?

Circle	Sphere	Other