

About the Book

Text Type: Nonfiction/Concept Page Count: 10 Word Count: 83

Book Summary

In the book *Dollars and Cents*, students will read about many types of coins and how many cents they are worth. How are the coins alike? How are they different? Students will have the opportunity to compare and contrast as well as use the information they already know about money. Detailed, supportive photographs, repetitive sentence patterns, and high-frequency words support early readers.

About the Lesson

Targeted Reading Strategy

- Connect to prior knowledge

Objectives

- Use the reading strategy of connecting to prior knowledge to understand text
- Compare and contrast
- Segment onset and rime
- Identify short /e/ vowel
- Recognize and use interrogative sentences
- Recognize and use number words

Materials

Green text indicates resources available on the website

- Book—*Dollars and Cents* (copy for each student)
- Chalkboard or dry erase board
- [Compare and contrast, short /e/ vowel, interrogative sentences worksheets](#)
- [Discussion cards](#)

Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting book on interactive whiteboard or completed with paper and pencil if books are reused.)

Vocabulary

*Bold vocabulary words also appear in a pre-made lesson for this title on [VocabularyA-Z.com](#).

- High-frequency words: *how*, *is*, *many*
- Content words:
 - Story critical: *dime* (n.), *dollar* (n.), *half dollar* (n.), *nickel* (n.), *penny* (n.), *quarter* (n.)
 - Enrichment: *bill* (n.), *carry* (v.), *cents* (n.)

Before Reading

Build Background

- Write the words *dollars* and *cents* on the board and point to them as you read them aloud to students. Repeat the process and have students say the words aloud.
- Ask students what they know about money. Make a list on the board of things students know about money.

Book Walk

Introduce the Book

- Show students the front and back covers of the book and read the title with them. Ask what they think they might read about in a book called *Dollars and Cents*. (Accept all answers that students can justify.)
- Show students the title page. Discuss the information on the page (title of book, author's name).

Introduce the Reading Strategy: **Connect to prior knowledge**

- Explain to students that good readers make connections between what they already know and new information they read. Remind students that thinking about what they already know about the topic of the book will help them understand what they read.
- Model connecting to prior knowledge using the information on the covers.
Think-aloud: When I look at the picture on the front cover, I see a dollar bill and a penny. I know that a penny is a coin that is worth one cent. I also know that a dollar is a piece of paper money that is worth one hundred cents. People use these types of money to buy things. I wonder what other types of money I might read about in this book.
- Invite students to share how they connected to prior knowledge, on the basis of the covers and title page of the book.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Compare and contrast**

- Explain to students that one way to understand and organize new information in a book is to explain how objects are alike and different. Write the words *compare* and *contrast* on the board. Point out that explaining how things are alike is called *comparing*, and explaining how things are different is called *contrasting*. Write the word *alike* under *compare* and the word *different* under *contrast* on the board.
- Draw a Venn diagram on the board. Label the left side *Banana* and the right side *Orange*.
- Model how to compare and contrast a banana and an orange.
Think-aloud: I can compare and contrast a banana and an orange. A banana is yellow, but an orange is orange. I will write yellow on the Venn diagram under the Banana heading and orange under the Orange heading to show one way that these two things are different. I know that a banana and an orange are both pieces of fruit. I will write fruit on the diagram where the circles overlap to show one way these two items are alike, or the same.
- Invite students to suggest other ways that a banana and an orange are the same and different. Write student responses on the Venn diagram under the appropriate headings.

Introduce the Vocabulary

- While previewing the book, reinforce the vocabulary words that students will encounter. For example, while looking at the picture on page 3, you might say: *How many cents is a penny? A penny is one cent.*
- Remind students to look at the picture and the letters with which a word begins or ends to figure out a difficult word. For example, point to the word *carry* on page 9 and say: *I am going to check the picture and think about what would make sense to figure out this word. The picture shows a boy holding a dollar bill. When I look at the first part of the word, it starts with /k/. However, the word hold starts with the /h/ sound, so this can't be the word. I know that another word that means to take from one place to another is carry. The word carry starts with the /k/ sound. The sentence makes sense with this word. The word must be carry.*


Set the Purpose

- Have students use what they already know about dollars and cents to help them read the book. Remind them to think about how the different types of money are alike and different as they read.

During Reading

Student Reading

- **Guide the reading:** Give students their copy of the book. Have a volunteer point to the first word on page 3 (*How*). Point out to students where to begin reading on each page. Remind them to read the words from left to right.
- Ask students to place a finger on the page number in the bottom corner of page 3. Have them read to the end of page 5, using their finger to point to each word as they read. Encourage students who finish before others to reread the text.
- Model connecting to prior knowledge.
Think-aloud: On page 5, I read about how many cents are in a dime. I learned that a dime is worth ten cents. The picture shows that it would take ten pennies to make ten cents. So I know that ten pennies are worth the same amount as one dime. I wonder what someone could buy with one dime.
- Invite students to share how they connected with what they already knew as they read.
- Draw a Venn diagram on the board. Label the left side *Dime* and the right side *Penny*. Have students identify things that are alike and different about these coins by looking at the pictures in the book. Write the information on the Venn diagram on the board.
- **Check for understanding:** Have students read to the end of page 8. Encourage them to share how they connected to prior knowledge as they read. (Accept all answers that show students understand how to connect to prior knowledge.)
- Introduce the [compare-and-contrast worksheet](#). Label the left side *Dollar Bill* and the right side *Penny*. Have students identify one thing that is alike and one thing that is different about the two pieces of money, on the basis of what they have seen and read in the book. (They are both used to buy things. A dollar bill is paper, but a penny is metal.) Write the information on the Venn diagram.
- Have students read the remainder of the book. Remind them to use what they already know about money to help them understand new information as they read.

 Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in the discussion that follows.

After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Reflect on the Reading Strategy

- **Think-aloud:** When I read page 10, I thought about all the kinds of money I read about in the book. I know that people use money to buy things. As I read the book, I learned that it would be hard to buy things with a lot of pennies. They would be very hard to carry, and it would be hard for the people at the store to count all of them. I learned that dollar bills are easier to carry and use.
- Have students draw a picture on a separate piece of paper showing how they connected to prior knowledge while reading about money. Invite them to share and explain their picture to the rest of the class.
- Ask students to explain how thinking about what they already knew helped them to understand and remember what they read.

Reflect on the Comprehension Skill

- **Discussion:** Review the meanings of *compare* and *contrast*, as well as the Venn diagrams created earlier in the lesson.
- **Independent practice:** Have students complete the compare-and-contrast worksheet. If time allows, discuss their responses.

- **Enduring understanding:** In this book, you learned about coins and dollar bills. You learned that dollar bills are easier to carry than coins. Now that you know this information, why do you think it is important to have coins? How can people use them?

Build Skills

Phonological Awareness: Segment onset and rime

- Say the word *cent* aloud to students. Explain that you are going to say the word a second time and leave off the /s/ sound. Then say: /ent/; *cent without the /s/ is /ent/*.
- Have students identify other words that end with the /ent/ sound (*went, bent, spent*).
- Have students say the word *bill*. Then have them say the word *bill* without the /b/ sound (/ill/).
- **Check for understanding:** Say the following words aloud, one at a time: *hard, five, how, dime, ten*. Say aloud the initial sound before the vowel (onset). Ask students to say each word without the sound of the onset.

Phonics: Identify short /e/ vowel

- Write the word *cent* on the board and say it aloud with students.
- Have students say the short /e/ sound aloud. Then run your finger under the letters in the word as students say the whole word aloud. Ask students to identify which letter represents the short /e/ sound in the word *cent*.
- **Check for understanding:** Write word *ten* on the board, leaving out the short /e/ vowel. Say the word aloud and have a volunteer come to the board and add the e to the word.
- **Independent practice:** Introduce, explain, and have students complete the [short /e/ vowel worksheet](#). If time allows, discuss their answers.

Grammar and Mechanics: Interrogative sentences

- Write the following sentence on the board: *How many cents is a penny?* Read the sentence aloud with students.
- Explain that every sentence has a signal at the end to let readers know when to stop reading. Ask a volunteer to come to the board and point to the signal at the end of the sentence.
- Explain that this signal is called a *question mark*. Have students say the phrase *question mark* aloud. Point out that a question mark is like a stop sign because it tells the readers to stop reading for a brief moment.
- Reread the sentence aloud with students. Point out that the sentence asks a question and that the reader can answer. Explain that a sentence that asks a question is called an *interrogative sentence*. Have a volunteer come to the board and point to the question mark.
- Have volunteers ask a question about the money in the book. Write each question on the board, leaving off the question mark. Read the question and have students tell what they noticed about your voice as you read it. Then have volunteers come to the board and add a question mark to each sentence. Reread the questions and ask students to notice how your voice rises at the end of each one.




Check for understanding: Have students locate and underline all the interrogative sentences in the book.

- **Independent practice:** Introduce, explain, and have students complete the [interrogative sentences worksheet](#). If time allows, discuss their responses.

Word Work: Number words

- Ask students to name the number words they read in the book. Write each word on the board.
- Read each number word on the list, one at a time. Have a volunteer come to the board and write the numeral for each number word.

-  **Check for understanding:** Have students reread the book. Have them underline the number word on each page and write the numeral next to the word. Have students use the number words orally in sentences with a partner.

Build Fluency

Independent Reading

- Allow students to read their book independently. Additionally, partners can take turns reading parts of the book to each other.

Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends. Have them compare and contrast the types of money in the book with someone at home.

Extend the Reading

Concept Writing and Art Connection

Have students draw a picture of something they would like to buy. Under the picture, have them write one sentence telling about their picture. Have students choose a partner and compare and contrast their picture with their partner's.

Math Connection

Discuss with students the different types of money they read about in the book and other types of money they know about. Make a list of things that students would like to buy. Using sales circulars from the newspaper, have groups of students choose something to buy. Then have them draw a picture of the number of dollar bills and coins that it would take to buy the item.

Skill Review

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

Assessment

Monitor students to determine if they can:

- consistently connect to prior knowledge to understand text
- accurately compare and contrast during discussion and on a worksheet
- accurately segment onset and rime during discussion
- identify and write the letter symbol that represents the short /e/ vowel sound during discussion and on a worksheet
- correctly understand and use interrogative sentences during discussion and on a worksheet
- correctly understand and use number words during discussion

Comprehension Checks

- **Book Quiz**
- **Retelling Rubric**