



About the Book

Text Type: Fiction/Realistic Page Count: 12 Word Count: 80

Book Summary

In *We Give Away*, a boy and his mom decide to give away some old things. The boy puts his items in a pile on the kitchen table. He thinks it feels good to give away old things. In the end, there is one item in the pile that he's not quite ready to let go. What will he keep? Students have the opportunity to classify information as well as connect to prior knowledge. Detailed, supportive illustrations, high-frequency words, and repetitive phrases support emergent readers.

About the Lesson

Targeted Reading Strategy

- Connect to prior knowledge


Objectives

- Use the reading strategy of connecting to prior knowledge to understand text
- Classify information
- Discriminate initial consonant /p/ sound
- Identify initial consonant *Pp*
- Recognize and use nouns
- Recognize and use the high-frequency word *my*

Materials

Green text indicates resources available on the website.

- Book—*We Give Away* (copy for each student)
- Chalkboard or dry erase board
- Picture cards, classify information, initial consonant *Pp*, nouns 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: *I*, *my*, *put*, *we*
- Content words:
Story critical: *bear* (n.), *giving* (v.), *keep* (v.), *old* (adj.), *pile* (n.), *puzzle* (n.)

Before Reading

Build Background

- Write the phrase *give away* on the board and point to the phrase as you read it aloud to students. Repeat the process and have students repeat the phrase.
- Ask students to name some things they might give away. Discuss why people might give things away and what items they might give away.

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 *We Give Away*. (Accept all answers that students can justify.)
- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).
- Write the following repetitive sentence on the board: *I put my old _____ in the pile*. Read the sentence aloud, pointing to the words as you read them to students. Have students read them aloud. Explain that these words repeat throughout the book.

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. Model connecting to prior knowledge as you preview the book.
Think-aloud: On the cover, I see a boy putting his stuffed bear in a pile on the front cover of the book. Since the title of the book is We Give Away, I think the boy might give away his stuffed bear. I know that when people have too many things, they give some of the things away. I wonder if the boy will give other things away. I will have to keep reading to find out.
- Invite students to share how they connected to prior knowledge, based on the covers, title page, and pictures in 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: **Classify information**

- Explain to students that readers often think about the objects in a book and what they have in common. Thinking about what objects have in common and sorting them into groups helps readers understand and remember what they read.
- Have students name some things they might give away. Cut out the pictures from the [picture cards worksheet](#) and display them so students can see them. Write the following headings on the board: *Inside Toys* and *Outside Toys*.
- Model how to classify information using the pictures.
Think-aloud: As I thought about how to group these objects, I started by asking myself what they had in common. I noticed that they are all toys. I noticed that the baseball and bicycle are both outside toys. I will group these pictures under the heading Outside Toys. Here is a picture of an easel. Under which heading do you think I should put this picture?
- Sort through the remainder of the picture cards, asking for volunteers to put pictures under one of the headings. Accept all answers that students can justify.

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: *It looks as though the boy and his mom are giving away old things*.
- 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 *pile* on page 4 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 putting a bear in a stack of things on the table. When I look at the first part of the word, it starts with /p/. However, the word stack starts with the /st/ sound, so this can't be the word. I know that a group of things placed on top of one another is called a pile. The word pile starts with the /p/ sound. The sentence makes sense with this word. The word must be pile.*

Set the Purpose

- Have students use what they already know about giving things away to help them read the book. Remind them to think about how to classify the things in the story.

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 (*Mom*). 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 their 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 and classifying information.
Think-aloud: So far, I read that the boy has put his old bear and his old puzzle in the pile to give away. This reminds me of helping my daughter clean out her closet before her birthday. She chooses to give away toys she has outgrown to make room for new ones. I noticed that the bear and the puzzle are both toys. I wonder if the boy will give away any more toys.
 - Invite students to think about what they already know about giving things away. Invite them to share how they connected with what they already knew about giving things away as they read.
 - **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.)
 - Review how to classify information. Have students suggest another way to sort the items they have read about so far in the book.
 - Have students read the remainder of the book. Remind them to use what they already know about giving things away 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 11, I learned that the boy thought it felt good to give away old things, but I noticed that he looked worried in the picture. He is trying to get his mom's attention. I know that sometimes people change their minds about giving things away. On the last page, I see that he has decided to keep his old bear. Maybe he decided that he had not outgrown his bear yet.
- Ask students to explain how connecting to prior knowledge helped them to understand and remember the information in the book.

Reflect on the Comprehension Skill

- **Discussion:** Place pictures from the picture card worksheet in a pocket chart or along the chalkboard ledge. Ask students to share how these pictures might be sorted into different groups from the ones discussed earlier in the lesson. Have volunteers sort the pictures into groups and discuss why they belong in the groups.
- **Independent practice:** Introduce, explain, and have students complete the [classify information worksheet](#). If time allows, discuss their responses.
- **Enduring understanding:** In this book, you read about some of the things a boy and his mom decide to give away. Now that you know this information, do you think it is a good idea to give things away? Why or why not?

Build Skills

Phonological Awareness: Discriminate initial consonant /p/

- Say the word *pile* aloud to students, emphasizing the initial /p/ sound. Have students say the word aloud and then say the /p/ sound.
- Read pages 5 and 6 aloud to students. Have them raise their hand when they hear a word that begins with the /p/ sound.
- **Check for understanding:** Say the following words, one at a time, and have students give the thumbs-up signal if the word begins with the /p/ sound: *pet, sit, frog, pool, pan*.

Phonics: Identify initial consonant Pp

- Write the word *pile* on the board and say it aloud with students.
- Have students say the /p/ 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 /p/ sound in the word *pile*.
- Have students practice writing the letter *Pp* on a separate piece of paper while saying the /p/ sound.
- **Check for understanding:** Write the following words that begin with the /p/ sound on the board, leaving off the initial consonant: *pet, pod, pat*. Say each word, one at a time, and have volunteers come to the board and add the initial *Pp* to each word.
- **Independent practice:** Introduce, explain, and have students complete the [initial consonant Pp worksheet](#). If time allows, discuss their answers.

Grammar and Mechanics: Nouns

- Show students a picture of a person, a place, and a thing. Ask volunteers to identify the pictures. Explain that words that name a *person*, a *place*, or a *thing* are called *nouns*.
- Have students turn to page 4 in their book. Ask them to name the object in the picture. Then read the sentence with students, pointing to the words as you read them aloud. Ask students to point to the word that names the object, or thing, in the picture (*bear*). Explain that this word is a noun.
- Have students turn to page 5. Read the sentence aloud with them. Ask students to point to the word that names the object in the picture (*puzzle*).



Check for understanding: Have students locate and underline all the nouns in the book. Discuss the words they underlined.

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

Word Work: High-frequency word my

- Explain to students that they are going to learn a word that they will often see in books they read. Write the word *my* on the board and read the word aloud. Have students read the word with you.
- Ask students to write the word *my* on the top of their desk with their finger as you spell it aloud with them, pointing to each letter on the board as you say the letter name with students.
- Read the first sentence on page 4 aloud to students. Point to the word *my*. Explain that the word *my* is often used to explain that an object belongs to someone. Have students use the word *my* in oral sentences with a partner.
- **Check for understanding:** Have students locate and circle every occurrence of the word *my* in the book. Have them write the word on a separate piece of paper several times.

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 use the picture cards to classify information with someone at home.

Extend the Reading

Realistic Fiction Writing and Art Connection

Have students draw a picture of something they might want to give away. Under the picture, have them write one sentence telling about their picture.

Visit WritingA-Z.com for a lesson and leveled materials on realistic fiction writing.

Social Studies Connection

Discuss the places in your community where items can be given away. Discuss the reasons someone might want to give things away and how those items might be used by others. Discuss how it might feel to give away old things. Work with students to make a list of reasons people might give away or donate items.

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 classify information during discussion and on a worksheet
- accurately discriminate initial consonant /p/ sound during discussion
- identify and write the letter symbol that represents the /p/ sound during discussion and on a worksheet
- correctly understand and use nouns during discussion and on a worksheet
- correctly use and write the high-frequency word *my*

Comprehension Checks

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