

About the Book

Text Type: Nonfiction/Creative Page Count: 16 Word Count: 565

Book Summary

In this book, you will meet a penny named—Penny! Penny will tell you all about where and when she and her friends were born, her interesting history, and how her looks have changed over time. The reader will also learn many interesting facts about how pennies are made. Detailed photographs enhance the text.

About the Lesson

Targeted Reading Strategy

- Make, revise, and confirm predictions

Objectives

- Use the reading strategy of making, revising, and confirming predictions to better understand text
- Identify correct sequence of events in the text
- Identify long /e/ vowel digraph
- Identify and use quotations that set off special words
- Identify multiple-meaning words

Materials

Green text indicates resources available on the website

- Book—*Introducing the Penny* (copy for each student)
- Chalkboard or dry erase board
- Dictionaries
- Prediction, sequence events, multiple-meaning words 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

- Content words: *blanks, cent, headdress, mint, obverse, relief, reverse, struck*

Before Reading

Build Background

- Give each student in the group a penny. Have them look carefully at the pennies (use hand lenses, if available) and share their observations.
- Discuss any differences students notice among their pennies (date, color, design, and so on).
- Explain to students that they will be reading many interesting facts about the penny through a character named Penny.

Preview the Book

Introduce the Book

- Give students their copy of the book. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, fiction or nonfiction, and so on) and what it might be about.

Lesson Plan *(continued)*

Introducing the Penny

- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).

Introduce the Reading Strategy: **Make, revise, and confirm predictions**

- Explain to students that good readers often make predictions, or guesses, about what will happen in a book based on the series of events and what the characters say, do, and think in the story. As they read the story, readers make, revise, or confirm predictions based on what they learn from reading. Before reading a book, readers can use the title and illustrations as the basis for making predictions.
- Model using the title, front cover illustration, and title page illustration to make a prediction.
Think-aloud: *To make my first prediction, I think about the title of the story, Introducing the Penny. I wonder who Penny is. When I look at the front cover illustration, I see a character that looks like a girl with the head of a coin. There is a penny next to her. I wonder if she is supposed to be a penny. On the title page, I see the same girl with a cake and a candle in the cake. Maybe it's a birthday cake. I wonder if it's her birthday. I'll have to read the book to find out.*
- Introduce and explain the **prediction worksheet**. Create a similar chart on the board. Model writing a prediction in the *Make* column, such as *Penny is a penny, and she is having a birthday*. Invite students to make a prediction based on the cover illustrations and write it on their worksheet in the *Make* column. Share and discuss the predictions as a group.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Sequence events**

- Review or explain that many writers present the events, or steps in a process, in a book in the order in which they happen to help readers understand the text. Writers often use sequencing, or signal, words to help readers identify the order of events. Give students examples of signal words (*today, first, next, then, and so on*). Explain that thinking about the sequence in which things are done, especially in a fact-filled book like *Introducing the Penny*, will help them remember the important points.
- Model using signal words to describe the process of getting ready for school in the morning.
Think-aloud: *I know that when I get ready for school in the morning, the first thing I do is take a shower. Next, I get dressed and fix my hair. Then, I drink some coffee and eat some breakfast. After that, I straighten up the house and load my car with my teaching supplies. Last, I get in my car and drive to school.*
- Ask students to share the steps they take to getting ready for school.

Introduce the Vocabulary

- Remind students of the strategies they can use to work out words they don't know. For example, they can use what they know about letter and sound correspondence to figure out the word. They can look for base words, prefixes, and suffixes. They can use the context to work out meanings of unfamiliar words.
- Explain to students that some words can have more than one meaning, and students must read the word in context to understand which form of the word is being used. Turn to the glossary on page 16. Ask students to cover the definitions of the words with their hands. Read the words aloud, and ask students if they know what any of the words mean. Ask volunteers to give their own definitions for *blanks, mint, relief, reverse, and struck*. Then have students uncover the glossary definitions and check to see if these words have the same meanings as the ones they were thinking of. Turn to the page on which each word is found and read each word and sentences around it. Have students follow along as you read the sentence on the page to confirm this alternate meaning of the word.
- Remind students that they should check whether a word makes sense by rereading the sentence in which it occurs.


Set the Purpose

- Have students read to find out more about Penny and the history of the penny as a United States coin. Remind them to stop after every few pages to make and/or confirm or revise their predictions.

During Reading

Student Reading

- **Guide the reading:** Have students read to the end of page 5 and then stop to think about the events that have happened so far in the story. Encourage students who finish before others to reread the text.
- **Model making a prediction.**
Think-aloud: Before reading, I predicted that the book is about a coin named Penny and that she is having a birthday. My prediction was partially correct. The book is about the actual penny, but I don't think it has anything to do with a birthday. After reading page 3, I know now that Penny is an actual coin, although she is a character/narrator as well. I will write this information in the Actual column on the chart next to my original prediction. On pages 4 and 5, I learned about when the penny was "born" (1792) and that Ben Franklin suggested the first design. I predict that next I will read about the different ways the penny has looked over the years. I will write this new prediction on my chart in the Make column.
- Have students review the prediction they made before reading. Have them write a revised prediction next to the first prediction on their worksheet or place a check mark in the *Confirm* box if their prediction was correct. If they confirmed their prediction, have them make a new prediction and write it on their worksheet in the *Make* column.
- **Check for understanding:** Have students read to the end of page 8. Remind them to use the illustrations, sentences, and what they already know to make predictions as they read. When they have finished reading, have them review and revise or confirm their predictions on their worksheet. Discuss whether their predictions turned out to be true or whether they needed to be revised. Reassure students by explaining that predicting correctly is not the purpose of this reading strategy.
- Have students read pages 9 through 13. Ask a volunteer to tell the first step in the process of making pennies (an artist draws a picture for the coin's front and back).
- Introduce and explain the [sequence events worksheet](#). Have students mark the first step with a "1". Then have them order the remainder of the steps for pages 9 through 13.
- Have students read the remainder of the book. Encourage them to continue to make, revise, and confirm predictions as they read the rest of the story. Monitor to see that students write at least two more predictions on their worksheet.

 Have students make a question mark in their book beside any word they do not understand or cannot pronounce. Encourage them to use the strategies they have learned to read each word and figure out its meaning.

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:** *After I finished reading, I checked back over my worksheet. I noticed that some of my predictions were correct and others weren't. It's okay that I didn't predict correctly every time. It's more important to use this strategy to keep me focused on the book and on understand what I am reading.*
- **Independent practice:** Ask students to share some other predictions they made while reading. Invite them to discuss whether their predictions turned out to be true or whether they needed to be

revised. If time allows, ask students to explain how making, revising, and confirming predictions helped them understand and enjoy the events of the story.


Reflect on the Comprehension Skill

- **Discussion:** Ask students to tell you from memory the steps involved in the making of pennies. Explain that ordering or sequencing takes place in many aspects of life, and give examples (cooking, tying a shoe, opening an email, and so on). Explain that the order helps us to remember important events as well as how to do certain activities.
- **Independent practice:** Have students review the text on pages 5 through 8 and highlight or circle any dates they see. On the back of their worksheet, ask them to write these dates in order and tell what event happened on that date (1787: Ben Franklin suggested first penny design; 1792: U.S. government created the first U.S. Mint, and so on). Monitor and/or review that students have written the events in the correct order.
- **Enduring understanding:** In this story, you learned about the history of the penny, and you also learned how pennies are made. What will you think about the next time you look at or find a penny?


Build Skills

Phonics: Long /e/ vowel digraph

- Write the word *steel* on the board and point to the letters ee. Tell students that the letters e and e together stand for the long /e/ vowel sound they hear in the middle of the word *steel*.
- Explain that the ee letter combination is one of the letter combinations that stand for the long /e/ sound. The other combinations are ea, ei, and ie. Tell students that these combinations of letters together are called long /e/ digraphs.
- Write the words *peel* and *pal* on the board and say them aloud. Ask students which word contains the same vowel sound as in *steel*. Make sure students can differentiate between the two vowel sounds. Give other examples if necessary.
- Ask students to name other words with the long /e/ digraph sound as in *steel*. Write each example on the board and invite volunteers to circle the long /e/ digraph in each word.

 Have students turn to page 4. Instruct them to find and circle the word *means*. Write the word *means* on the board. Point out the letter combination that stands for the long /e/ digraph sound and ask students to blend the letters e and a together to make the same vowel sound as in *steel*. Point out that the long /e/ digraph sound comes in the middle of this word. Next, run your finger under the letters as you blend the four sounds in *means*: m/ea/n/s. Point out that even though there are five letters, only four sounds are blended together to form the word. Then have students blend the word aloud with you as you run your finger under the letters.

- Repeat the blending activity with the words *cheese*, *please*, and *seize*. Take one word at a time, pointing out the letter combinations that stand for the long /e/ digraph sound. When students have blended the words, ask volunteers to come to the board and circle the long /e/ digraph in each word. Have a student point to each long /e/ digraph as the rest of the group says the sound.

 Have students go through the rest of the book and highlight the words that contain the long /e/ digraph.

Grammar and Mechanics: Quotations that set off special words

- Explain to students that although quotation marks are mostly used to show dialogue (when someone is speaking) in text, sometimes they are used for other purposes.
- Ask students to turn to page 3 and look at the third sentence, *My friends call me "Penny."* Have them offer ideas as to why this word has quotation marks around it.
- Explain to students that sometimes an author puts words inside quotation marks to draw special attention to a particularly humorous or unusual use of a word. In this case, the author has used the name *Penny* for the penny's name—a humorous use of the word.

Lesson Plan *(continued)*

Introducing the Penny

- Have students find another word on this page that is in quotation marks (“coin”). In this case, the author has used it to explain or define the German word *pfennig*.



- **Check for understanding:** Have students find and circle any words in quotation marks on pages 5 and 6 (“heads” and “tails” on page 6). Ask students to explain why the author chose to put these words in quotation marks (to call attention to the unusual use of these words; “heads” and “tails” usually have different meanings in regular use).
- **Independent practice:** Have student pairs search and find the last example in the text of words that are set off by quotation marks (page 7, “the wheat penny”). Have pairs discuss why these words have been placed in quotation marks.

Word Work: Multiple-meaning words

- Have students turn to page 3 and read the following sentence: *My friends call me “Penny.”* Write the word *penny* on the board.
- Ask students to explain the meaning of *penny* as it is used in this sentence (someone’s name, hence the capital letter).
- Write the following sentence on the board: *Those candies only cost a penny.* Ask students to explain the meaning of *penny* as it is used in this sentence (a coin worth one cent). Discuss the difference between the meanings of the word *penny* as used in the two example sentences.
- Explain to students that words that are pronounced and spelled the same but have different meanings are called *multiple-meaning words* or *homonyms*.
- Have students turn to page 5. Read aloud the following sentence: *In 1792, the U.S. government created the U.S. Mint.* Ask students to first tell what the word *Mint* means as it is used in this sentence and then tell another meaning for the word *mint*.
- **Check for understanding:** Divide students into groups. Write the following multiple-meaning words on the board: *back* (page 8), *stamp* (page 9), *plain* (page 10). Assign each group a word. Have them use a dictionary to identify at least two meanings of the word and use each meaning in an oral sentence.
- **Independent practice:** Introduce, explain, and have students complete the [multiple-meaning-words worksheet](#). If time allows, discuss their answers.

Build Fluency

Independent Reading

- Allow students to read their book independently. Additionally, allow partners to 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 students practice retelling information from the book to someone at home in the correct order.

Extend the Reading

Creative Writing Connection

Provide print and Internet resources for students to further research U.S. coins or the U.S. Mint or Treasury. Citing information from their research and the book, have them write a report about their topic with at least three sections, including an introduction and conclusion. Encourage them to add a creative character like “Penny” to enhance their report. Require an error-free final copy and a front and back cover. Bind each report separately or bind all of the reports together to make a class book with its own front and back cover.

Social Studies and Art Connection

Have students visit www.usmint.gov/kids (see sidebar on page 14) to learn more about the 50 State Quarters Program, the Westward Journey Nickel Series, and the Presidential \$1 Coin Program.

Lesson Plan *(continued)*

Introducing the Penny

After their research, have them design a coin, being sure to decide on such things as value (a value already commonly used—.01, .05, .10, .25—, or a different value), design (a famous person or symbolic object), and color. Have them present their finished work to the class.

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 use the strategy of making, revising, and confirming predictions to comprehend the text during discussion and on a worksheet
- accurately sequence events from the text during discussion and on a worksheet
- identify long /e/ vowel digraph in text and during discussion
- recognize and use quotation marks that set off special words during discussion
- identify and define multiple-meaning words in the text and on a worksheet

Comprehension Checks

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