

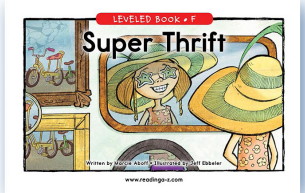
Focus Question:

How did Jen change during the story?

Book Summary

Text Type: Fiction/Realistic

Super Thrift tells the story of a girl who doesn't want to get a used bike from the thrift store. But after realizing how many cool and unique things she could find at the thrift store, she changes her attitude and falls in love with her bike. Detailed illustrations and high-frequency words support emergent readers. This book can also be used to teach students how to sequence events as well as to identify and use the pronoun *she* in sentences.



Lesson Essentials

Instructional Focus

- ☐ Make, revise, and confirm predictions to understand text
- ☐ Sequence events from a text
- ☐ Describe details found in illustrations in the text
- ☐ Segment syllables
- ☐ Identify short vowel *i*
- ☐ Recognize and use pronoun *she*
- ☐ Understand and arrange words in alphabetical order

Materials

- ☐ Book: *SuperThrift* (copy for each student)
- ☐ Sequence events, pronoun *she*, alphabetical order worksheets
- ☐ Discussion cards
- ☐ Book quiz
- ☐ Retelling rubric

Vocabulary

Boldface vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com.

- **High-frequency words:** *her*, *new*, *said*
- **Words to Know**
Story critical: *look* (n.), *outgrown* (v.), *streamers* (n.), *superhero* (n.), *thrift store* (n.), *used* (adj.)

Guiding the Reading

Before Reading

Build Background

- Place on the board a photograph of a new bike. Ask students to share any experiences they have with riding bikes. Invite volunteers to share these stories with the class.
- Place on the board a photograph of an old bike. Ask students to share with a partner how the two bikes are alike and how they are different. Have students vote on which bike they would prefer to ride. Invite students to give reasons why they prefer one bike instead of the other.

Introduce the Book

- Give students their copy of *Super Thrift*. 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, and so on) and what it might be about.
- 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 effective readers make guesses about what is going to happen as they read a story. These guesses are called *predictions*. Emphasize that knowing how to make a prediction is more important than whether the prediction is right, or confirmed. These predictions give readers a purpose while reading. Ask students to use the title and picture on the cover page to make a prediction before reading this book. Invite them to share their predictions with the class, and record these predictions on the board.

Introduce the Comprehension Skill:

Sequence events

- Explain to students that a story is a series of events that happen in a particular order. First one thing happens, then something else, and so on. The way the events happen is called the *sequence*.

Guiding the Reading (cont.)

- Remind students that readers organize information in a story in different ways. Point out that one way to organize the information is to focus on the correct sequence of events. Have students share with a partner why they predict the sequence of events will be important in this story.

Vocabulary

Have students turn to the “Words to Know” box on the copyright page. Point out that these words can be found in the story and that understanding the meaning of each word will help them better understand what they read. Read the words aloud to the students and as a group, discuss the meaning of each word. On the basis of the definitions discussed, have students work in groups to illustrate each vocabulary word on a poster. Have students share their posters with the class.

Set the Purpose

- Have students read to find out how the main character, Jen, changes during the story. Write the Focus Question on the board. Invite students to look for evidence in the book to support their answer.
- 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 a future discussion.

During Reading

Text-Dependent Questions

As students read the book, monitor their understanding with the following questions. Encourage students to support their answers by citing evidence from the book.

- *Why does Jen’s dad want her to get a bike from the thrift store?* (level 3) page 3
- *How does Jen feel when she first gets to the thrift store?* (level 1) page 4
- *What does Jen find at the thrift store?* (level 2) multiple pages
- *How are Jen and her dad similar?* (level 2) multiple pages
- *How does Jen feel about her thrift-store bike at the end of the story?* (level 3) pages 11 and 12

Text Features: Illustrations

Explain that illustrations help readers to know exactly what something looks like. Have students look at the illustration on page 4. Ask students: *How does this illustration show you how Jen feels about getting a bike from a thrift store? What details do you see in the illustration that enhance your understanding of the text?* Have students review other illustrations in the book and discuss in groups why these illustrations are important. Invite volunteers to share their ideas with the class.

Skill Review

- Draw students’ attention back to the predictions on the board. Circle any predictions that have been confirmed and draw a line through any predictions that have been disproven. Ask students to work with a partner to brainstorm a new prediction for the end of the story.
- Have students work in groups to periodically review the sequence of events from this story.
- Model sequencing events from a story.
Think-aloud: *I know that sequencing events from a story can help me better understand and remember what I read. This book begins with Jen going to a thrift store for a used bike. Once she gets to the store, she discovers many cool things there. First, Jen finds a hat. Next, Jen finds sunglasses. Then, Jen finds flowers. As I continue reading, I will stop now and then to sequence the events from this story in order to better understand and remember what I read.*
- Model how to complete the **sequence events worksheet**. Have students place the events from the story in the correct sequence.

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.

Skill Review

Graphic Organizer: Sequence events

Review the sequence-events worksheet that students completed. Have students share their work in groups. Invite volunteers to share with the class how they put the events into the correct order. Ask students how focusing on the sequence of events helped them better understand this story.

Comprehension Extension

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided for extension activities.

Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Answers will vary. Example: *In the beginning, Jen did not want a used bike from the thrift store. But once she realized how many cool things she could find at the thrift store, she decided to make her bike special and unique. In the end, she was happy with her bike after she changed her attitude about the thrift store.*)

Comprehension Checks

- **Book quiz**
- **Retelling rubric**

Book Extension Activities

Build Skills

Phonological Awareness:

Segment syllables

- Explain to students that every word contains one or more parts. These parts are called *syllables*.
- Say the word *super*. Clap at each syllable: *su-per*. Explain to students that you clapped two times because there are two parts, or syllables, in this word. Read the following words and have volunteers clap the number of syllables: *look*, *outgrow*, *streamer*.
- **Check for understanding:** Have students work together to count the number of syllables in various words in the book. Give students a number of syllables, such as two, and have them search for words with two syllables. Repeat with another number of syllables.

Phonics: Short vowel *i*

- Write the word *thrift* on the board and read it aloud with students.
- Have students say the short vowel /i/ sound aloud. Then, run your finger under the letters in the word *thrift* as students say the whole word aloud. Ask students to identify which letter represents the short vowel /i/ sound in the word *thrift*.
- Have students practice writing the letter *i* on a separate piece of paper while saying the short vowel /i/ sound.
- **Check for understanding:** Write the following words that contain short vowel *i* on the board, leaving out the vowel: *Jill*, *win*, *did*, and *trip*. Say the words, one at a time, and have volunteers come to the board and add the letter that represents the short vowel /i/ sound to each word.

Grammar and Mechanics: Pronoun *she*

- Explain to students that a *pronoun* is a word that can be used *in place of a noun*. Write the word *she* on the board, and explain that *she* is a pronoun that can be used in place of a girl's name.
- Have students read the first two sentences on page 3. Ask students to underline the pronoun *she*. Then, have students identify which noun the pronoun *she* is replacing in the sentence (*Jen*).
- Repeat this activity with the first two sentences on page 4.
- **Check for understanding:** Have students reread the story with a partner and underline the pronoun *she* in the sentences. Then have partners circle the noun which the pronoun *she* is replacing.
- **Independent practice:** Introduce, explain, and have students complete the [pronoun *she* worksheet](#). If time allows, discuss their answers.

Word Work: Alphabetical order

- Review or explain the process of putting a list of words in alphabetical order.
- Write the words *bike*, *car*, and *truck* on individual pieces of paper and display them on the board. Discuss how to put these words in alphabetical order, reminding students to look at the first letter in each word. Have a volunteer move the words into the correct order.
- Put students into small groups, and give each group the following three words: *hat*, *cape*, and *sunglasses*. Have students work together to put these words in alphabetical order. Invite volunteers from each group to share their answers.
- **Check for understanding:** Write the words *Jen*, *dad*, and *store* on the board. Have students write the words in alphabetical order on a separate sheet of paper and share their answers with a partner.
- **Independent practice:** Introduce, explain, and have students complete the [alphabetical order worksheet](#). If time allows, discuss their answers.

Connections

- See the back of the book for cross-curricular extension ideas.