



About the Book

Text Type: Fiction/Realistic Page Count: 12 Word Count: 159

Book Summary

What should Mom do in the story *Two for Me, One for You*? Justin wants all the toys for himself, but Mom says he must share with Eric. What happens when Justin splits the toys into two piles? Students can sequence events as well as connect to prior knowledge. Supportive illustrations and high-frequency words 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
- Sequence events
- Segment onset and rime
- Identify short vowel a
- Recognize and use proper nouns: names of people
- Understand, use, and write the number words

Materials

Green text indicates resources are available on the website.

- Book—*Two for Me, One for You* (copy for each student)
- Chalkboard or dry-erase board
- Sequence events, short vowel a, proper nouns: names of people worksheets
- Discussion cards

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

Vocabulary

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

- High-frequency words: *he*, *into*, *puts*
- Content words:

Story critical: **bigger** (adj.), **equal** (adj.), **mad** (adj.), **piles** (n.), **share** (v.), **split** (v.)

Before Reading

Build Background

- Write the word *share* on the board and point to the word as you read it aloud to students.
- Ask students if they have ever had to share something with someone. Discuss things students have had to share and how they divided things when sharing.

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 *Two for Me, One for You*. (Accept all answers that students can justify.)
- Show students the title page. Discuss the information on the page (title of book, author's name, and illustrator's name).
- Write the following repetitive sentences on the board: *Justin puts _____ in his pile. He puts _____ in Eric's pile.* Read the sentences aloud, pointing to the words as you read them. Have students read the sentences aloud. Explain that these sentence patterns 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. 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: On the cover, I see one boy with two trucks. He is handing one truck to another boy. The other boy looks unhappy. Since the title is Two for Me, One for You, I think this book might be about dividing toys into groups. I know people usually divide things equally. On the basis of the title and the picture, it seems the boy with the trucks does not understand this. I wonder what might happen next. I will have to read to find out.
- 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: **Sequence events**

- Review or explain that stories are generally told in order from beginning to end.
- Model sequencing the main events of a story about baking a cake.
Think-aloud: If I want to tell someone a story about baking a cake, I need to include certain events in order to tell the story correctly. In my story, first we put on our aprons. Second, we gather the ingredients and mix them together in a large bowl. Then we pour the batter into the pan and put it in the oven to bake. Next, we take the cake out of the oven and let it cool. Last, we put icing on the cake and cut a big piece to share.
- Explain to students that certain words are often used to explain a sequence of events. Use the key words on the board to tell the story in order to students, including words such as *first*, *second*, *next*, and *last*. Write these words on the board. Ask students to identify these sequencing words from the example.
- Tell the story using key words on the board to sequence the events of the story out of order. Ask students to explain why the order of the events is important (the sequence of events does not make sense when told out of order). Discuss with students that a story does not make sense when the events are out of order.

Introduce the Vocabulary

- While previewing the book, reinforce the vocabulary words students will encounter. For example, while looking at the picture on page 3, you might say: *It looks as though Justin wants all the toys for himself. Mom tells Justin to share with his brother Eric.*


- Remind students to use their decoding strategies to read new or difficult words. Review or explain that one way to read a new word is by using the picture and the context of the sentence. For example, point to the word *piles* on page 4 and say: *I am going to check the picture and read the rest of the sentence to figure out this word. In the picture on page 4, I see Justin beginning to make two groups of toys on the floor. The sentence reads as follows: "Mom tells Justin to split the toys into two /p/!" One word that would make sense is groups, but that starts with the /g/ sound, and this word starts with the /p/ sound. So I can think about other words that might make sense in the sentence. I know that groups of things placed on top of each other are called piles; this word describes what Justin will make as he sorts the toys. The word piles starts with the /p/ sound. This word must be piles.*
- Invite students to identify the word (*piles*). Use the word in the sentence and ask students if the word *piles* makes sense.

Set the Purpose

- Have students use what they already know about sharing toys to help them read the book. Remind them to think about the sequence of events 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 (*Justin*). 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 the page. 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: *As I read, I learned that Justin wants all the toys for himself; however, Mom tells Justin to split the toys into two piles. I noticed Justin puts two cars in his pile and only one car in Eric's pile. This does not seem fair. He should split the toys into equal piles. This reminds me of times when my children have tried to share a candy bar. The one in charge of dividing the candy into equal pieces always tries to get the bigger piece. They do not want to share equally. I wonder what will happen next with Justin and Eric. I will have to keep reading to find out.*
 - Invite students to share how they connected with what they already knew as they read.
 - Cut apart the pages of an extra copy of the book. Place pages 3–5 out of order in a pocket chart or along the chalkboard ledge. Have a volunteer place the pages in order and tell the sequence of events using the sequence words listed on the board.
 - **Check for understanding:** Have students read to the end of page 8. Encourage them to share how they connected with prior knowledge as they read. (Accept all answers that show students understand how to connect with prior knowledge.)
 - Use the cutout pictures to discuss the sequence of events through page 8.
 - Have students read the remainder of the book. Remind them to use what they already know about sharing things to help them understand and remember 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 the end of the story, I found out that Mom tells Eric that he can play with the bigger pile of toys. This makes Justin mad, but maybe next time he will divide the toys equally. I think he learns an important lesson about sharing. It makes me think about times my children have had disagreements about sharing. I think I might do what Mom does in this story. Maybe they will learn a lesson, too.*
- Ask students to explain how thinking about what they already knew helped them to understand and remember the story.

Reflect on the Comprehension Skill

- **Discussion:** Discuss the sequence of events through the end of the book. Place the pictures in order in the pocket chart or along the chalkboard ledge. Have students practice telling the sequence of events to a partner using the pictures in the pocket chart.
- **Independent practice:** Introduce, explain, and have students complete the [sequence events worksheet](#). If time allows, discuss their answers.
- **Enduring understanding:** In this book, you read about a big brother who did not want to share toys with his little brother. He made a big pile for himself and a smaller pile for his brother. Now that you have thought about this information, is it important to share things equally with others? Why or why not?

Build Skills

Phonological Awareness: Segment onset and rime

- Say the word *mad* aloud to students. Explain that you are going to say the word a second time and leave off the /m/ sound. Then say /ad/; *mad* without the /m/ is /ad/.
- Have students identify other words that end with the /ad/ sound (*sad, bad, glad*).
- Have students say the word *big*. Then have them say the word *big* without the /b/ sound (/ig/).
- **Check for understanding:** Say the following words aloud, one at a time: *play, pile, look, block, car*. Say aloud the initial sound before the vowel (onset). Ask students to say each word without the sound of the onset.

Phonics: Short vowel a

- Write the word *mad* on the board and say it aloud with students.
- Have students say the short /a/ 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 /a/ sound in the word *mad*.
- **Check for understanding:** Write the following words that have the short /a/ sound on the board, leaving out the vowel: *can, had, bat*. Say each word, one at a time, and have volunteers come to the board and add the letter that represents the short /a/ sound.
- **Independent practice:** Introduce, explain, and have students complete the [short vowel a worksheet](#). If time allows, discuss their answers.

Grammar and Mechanics: Proper nouns: Names of people

- Write the following sentence on the board: *Justin and Eric are brothers*. Underline the words *Justin, Eric*, and *brothers*. Ask students if these words describe people, places, or things (people). Invite them to explain the difference between the words (*Justin* and *Eric* begin with a capital letter and *brothers* does not).
- Ask students to explain why *Justin* and *Eric* begin with a capital letter (they are names). Explain that names of people in a story always begin with a capital letter, even when they are not the first word in a sentence.
- Have students suggest names of people. Invite them to come to the board and write each name using a capital letter at the beginning of the name.



Check for understanding: Have students locate and highlight all the proper nouns in the book that name people. Have them read the names aloud with a partner.

- **Independent practice:** Introduce, explain, and have students complete the **proper nouns: names-of-people worksheet**. If time allows, discuss their answers.

Word Work: Number words

- Ask students to read page 5 along with you. Ask them to count the number of cars in Justin's pile in the picture. Write the word *two* on the board and have students point to the word in their book. Have them count the number of cars in Eric's pile (one) and locate the number word in their book.
- Have students name other number words they know. Write the words on the board. Choose a number word and have a volunteer draw a picture on the board to represent that number.



Check for understanding: Have students locate and highlight all of the number words in the book. Have them circle the objects in the picture that match the number words.

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 sequence events with someone at home.

Extend the Reading

Realistic Fiction Writing and Art Connection

Have students draw a picture of something they have had to share with someone. Under the picture, have them write one or two sentences telling about their picture. Remind students to use proper nouns to tell about the people in their story.

Visit **Writing A-Z** for a lesson and leveled materials on realistic fiction writing.

Math Connection

Use the pictures and number words from the story to determine how many toys Justin had in his pile. Perform a similar calculation to determine how many toys Eric had in his pile. Have students ask questions about the number of toys the boys have. (How many toys were there in all? How many more toys did Justin have? If the toys were divided equally, how many would each boy have?) Work the problems together and discuss the number operations necessary to make each calculation.

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 sequence events during discussion and on a worksheet
- consistently segment onset and rime during discussion
- identify and write the letter symbol that represents the short /a/ sound during discussion and on a worksheet
- correctly recognize and use the names of people during discussion and on a worksheet
- accurately locate, use, and write number words during discussion

Comprehension Checks

- [Book Quiz](#)
- [Retelling Rubric](#)