

The Guessing Jar



Skills & Strategies

Anchor Comprehension Strategy

- Identify Sequence of Events

Phonemic Awareness

- Blend syllables

Phonics

- CVCe words
- r-family blends

High-Frequency Words

- line, many, more

Content Vocabulary

- Estimating words

Grammar/Word Study

- Plural ending -ies

Math Big Idea

- The ability to make educated guesses is an important math skill.

Math



The Guessing Jar



Benchmark
EDUCATION

by Margie Burton, Cathy French, and Tammy Jones

- Small Group Reading Lesson
- Skills Bank
- Reproducible Activity

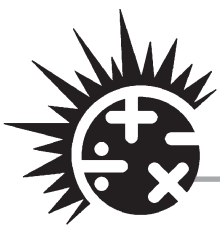
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B E N C H M A R K E D U C A T I O N C O M P A N Y



Small Group Reading Lesson

We Predict:

How Can We Guess Amounts?

Before Reading	After Reading
How we think the children might guess how many of something is in a jar	What we learned about how the children guessed the amount
<p>Count how many they can see, then use that to guess how many they can't see.</p> <p>Fill another jar with the same amount of something about the same size, then count how many there are.</p> <p>Measure the size of the jar and the size of one of the objects in the jar, then use math to figure out how many of the object could fit in that amount of space.</p>	<p>They counted crackers and put them in a similar jar. They drew a line to mark how many crackers took up what amount of space. They compared the jar with the line on it to the jar they didn't know about. Then they could tell if there were more or less than what was in the jar with the line on it and make a good guess.</p>

VISUAL CUES

- Look for familiar vowel patterns. (CVCe pattern in *line*; *r*-controlled *a* in *jar* and *marbles*)
- Look for familiar chunks within the word. (*crack* in *crackers*; *small* in *smaller*)
- Break the word into syllables and sound out each part.

STRUCTURE CUES

- Think about whether the sentence sounds right.
- Look for repeated language patterns. ("Did you guess..." "What is your guess?")

MEANING CUES

- Think about what makes sense in the sentence.
- Look at the pictures to confirm the meaning of the word.

Before Reading

Activate Prior Knowledge

Encourage students to draw on prior knowledge and build background for reading the text. Create an overhead transparency of the graphic organizer "How Can We Guess Amounts?" (left) or copy the organizer on chart paper, leaving the columns blank. Ask students to predict ways to estimate or guess amounts. Record their ideas in the left column of the chart. Inform students that they will come back to the graphic organizer when they have finished reading the book.

Preview the Book

Read the title and names of the authors to students. Ask:

- What do you see in the photograph on the cover?
- Can you tell exactly how many crackers are in the jar?

Show students the table of contents. Ask:

- What does the table of contents tell us about the book?
- To which page would you turn if you wanted to find out how the children were able to guess how many cherries were in the jar?

Preview the photographs with students, reinforcing the language used in the text. For example, say: *Look at the photograph on page 2. Can you tell how many crackers are in the jar? How can you make a good guess about the number of crackers? What is your guess? Now look at page 3 and count the crackers. How many crackers are there? Was your guess close?*

Set a Purpose for Reading

Have students turn to page 2 and read the book silently. Say: *I want you to learn about how we can estimate amounts.* Monitor students' reading and provide support when necessary.

Review Reading Strategies

Use the cues provided to remind students that they can apply different strategies to identify unfamiliar words.

During Reading

Observe and Prompt Reading Strategies

Observe students as they read the book. Take note of how they are problem-solving on text. Guide, or prompt, individual students who cannot problem-solve independently.

After Reading

Reflect on Reading Strategies

After students have completed their reading, encourage them to share the reading strategies they used. Reinforce the good reading behaviors you noticed by saying:

- *I noticed, [student's name], that when you came to a word you didn't know, you went back and reread the sentence. Did this help you figure out the word?*
- *[Student's name], I saw you try to sound out the word marbles. You looked at the first letters, then you looked at the picture to help figure out the word. That was good reading.*

Build Comprehension

ASK AND ANSWER QUESTIONS

Help students review the text content and relate it to what they already know by asking some or all of the following questions.

- *How do the children in the book guess how many cookies are in the jar? Let's write what they do in the "After Reading" column of our graphic organizer. (They put 25 crackers in a jar, p. 5; they put crackers in another jar and compared it to the line on the first jar to help them guess, p. 6) (Locate facts)*
- *Let's compare how we predicted the children would guess amounts with how they actually did. Which predictions were correct? (Answers will reflect information in the book. Students should find text evidence for their answers.) (Compare and contrast)*
- *How many marbles do you think it would take to fill the jar on page 12? Use your own ideas and what you learned from the book. (Answers will vary.) (Make inferences)*
- *What is another way to guess the number of cherries in the jar on page 10? (Answers will vary. One possible answer: You could count the cherries you can see on the outside of the jar, then double or triple that number.) (Use creative thinking)*



Teacher Tip

Using the Skills Bank

Based on your observations of students' reading behaviors, you may wish to select activities from the Skills Bank (pp. 6–7) that will develop students' reading strategies.

Question Types

Students need to understand that they can use information from various places in the book, as well as background knowledge, to answer different types of questions. These lessons provide four types of questions, designed to give students practice in understanding the relationship between a question and the source of its answer.

- Questions that require students to go to a specific place in the book.
- Questions that require students to integrate information from several sentences, paragraphs, or chapters within the book.
- Questions that require students to combine background knowledge with information from the book.
- Questions that relate to the book topic but require students to use only background knowledge and experience, not information from the book.

Teacher Tip

Monitoring Comprehension

- Are students able to revisit the text to locate specific answers to text-dependent questions? If they are having difficulty, show them how to use the photographs to help them locate answers.
- Are students able to find answers to questions that require a search of the text? If they are having difficulty, model how you would search for the answer.
- Can students combine their background knowledge with information from the text to make inferences? If they are having difficulty, model how you would answer the question.
- Are students' answers to creative questions logical and relevant to the topic?
- Do students' completed graphic organizers reflect an ability to identify the steps in a process? If students are having difficulty, provide more modeling.

Build Comprehension

IDENTIFY SEQUENCE OR STEPS IN A PROCESS

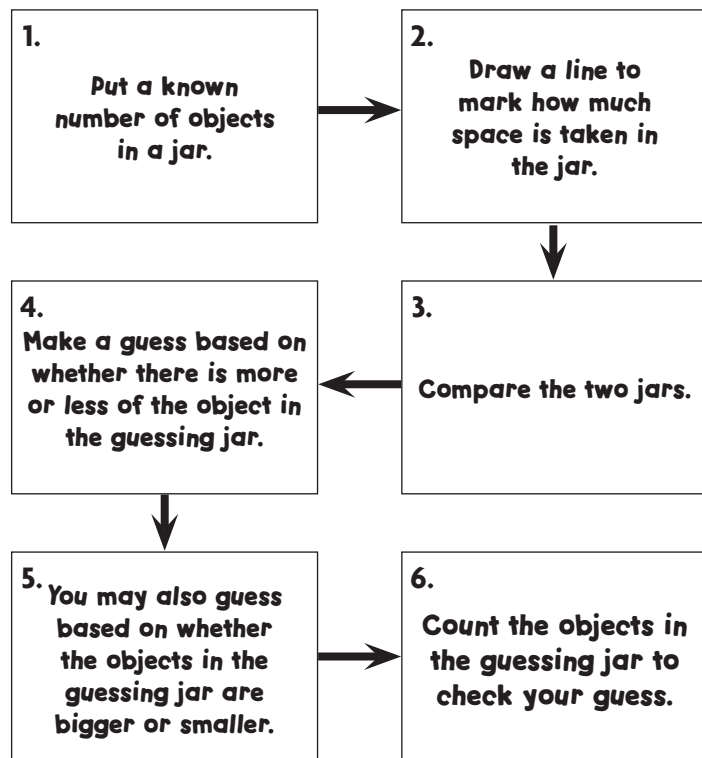
Model Create an overhead transparency of the graphic organizer on page 8 or copy it on the board. Review the process the children in the book used to guess amounts. Help students identify the steps and the order in which they were carried out. Use the following think-aloud.

When I read a book about how to do something, I can use a graphic organizer such as this one to help me record the steps in the process and keep them in the correct order. On this organizer I will list the steps used to guess amounts in a jar. A description of the steps in the process begins on page 5. The first thing the children did was to put a known amount of crackers in a jar. I will write this step here in this first box in the sequence. Now let's do the next step together.

Practice and Apply Help students identify the rest of the steps in the process. Model for students how to record the steps in a logical order on the graphic organizer. When students can complete the organizer independently, distribute copies and monitor their work. Allow time for students to share their recorded information.

Sequence/Steps in a Process

Topic How to Guess How Many



Small Group Writing

Use the information from the graphic organizer completed during the Build Comprehension segment of the lesson to review with students how to identify the sequence of events or steps in a process. Tell students that they will use the same graphic organizer to plan the writing of a group paragraph by listing the steps in a sequence and then expanding on them to create a paragraph. Use the following writing steps.

- Create an overhead transparency of the graphic organizer or copy it on the board.
- Work with students to select a topic with a clear sequence of events or steps, such as how to make a sandwich or how to get to the school library from your classroom.
- Have students decide on the steps and their proper order, then record them in the organizer.
- Have them refer to the graphic organizer to summarize aloud the steps and sequence.
- Help them use the information on the chart to create sentences that you record on the board.
- Read through the sentences with students, inviting them to suggest ways the sentences can be improved. Ask: *Does the order of the sentences make sense? Do we need to add details to make the information easier for a reader to understand?*
- Discuss the value of the visual information in the book. Have students suggest a visual feature they could add to the group paragraph.

Write Independently

Explain that students are going to use the same graphic organizer to plan their own writing. Use the following writing steps.

- Distribute copies of the blank graphic organizer.
- Help students decide on an event or process for their paragraph. They may write about the steps involved in washing dishes or the sequence of events at a birthday party.
- Have them complete the chart to outline a series of events or steps in a process.
- Ask students to expand on the details and create sentences about their subject for their written paragraphs.
- Tell students that they can work with a partner to edit their paragraphs.

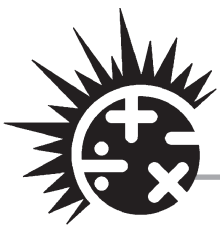
Reread for Fluency

You may wish to read sections of the book aloud to students to model fluent reading of the text. Model using appropriate phrasing, intonation, expression, volume, and rate as you read. Some students may benefit from listening to you read a portion of the text and then reading it back to you.

Ask students to reread *The Guessing Jar* with a partner. Then students could take turns summarizing each section in the book.

Connect to Home

Have students read the take-home version of *The Guessing Jar* to family members. Encourage them to create a guessing jar at home.



Skills Bank

Phonemic Awareness: Blending syllables

Slowly say the word *marbles*, breaking it into syllables: *mar/bles*. Have students say each syllable with you. Then ask students to blend the syllables to say the word. Repeat with the following words: *bigger, teacher, another, together, accidental, favorite, cookies, guessing, experiment*.



Phonics: CVCe words

Write the word *line* on the board. Ask students what sound the vowel *i* makes in the word. (long *i*) Then ask them which vowel we do not hear at all. (*e*) Tell them that the *e* is silent and that it often makes the vowel in the word long.

Write each of the following letter/blank combinations on the board several times: *a* *e*, *i* *e*, *o* *e*. Ask volunteers to fill in the blanks with consonants to make words. Students might come up with such words as *take, same, name, bake, five, bite, kite, dime, home, bone, hole, tone, and rope*. Read through each of the words as students write them, emphasizing the long vowel sound.



Phonics: r-family blends

Write the word *crack* on the board. Read it aloud and ask students what sound they hear at the beginning of the word. (*/kr/*) Explain that the *c* and the *r* blend to make the */kr/* sound. Ask students to brainstorm other *r*-family blend words, such as *grow, cry, break, from, drum, broom, crumb, treat, and drain*. Write the words on the board as students say them. Ask a volunteer to come to the board and circle the blend at the beginning of each word.

High-Frequency Word Vocabulary

Write the words *line*, *many*, and *more* on the board. Have students write a sentence for each word. When students have finished writing their sentences, have them trade with a partner and read each other's sentences.

Content Vocabulary: Estimating words

Ask students to brainstorm words we use when we estimate, such as *guess*, *full*, *empty*, *enough*, *too much*, *more than*, *less than*, *bigger*, and *smaller*. Have students draw pictures to illustrate as many of the words as they can. Ask them to share their pictures and use the estimating words to describe one or more of their pictures to the group.



Grammar/Word Study: Plural ending -ies

Write the following words on the board, in the first column of a two-column chart: *candy*, *baby*, *fairy*, *daisy*, *pony*, *ruby*. Read the words with students. Ask volunteers to make a sentence with one of the words. Then ask another volunteer to change the sentence to make the noun plural. As each plural is used, write it in the second column using the following equation: *candy* – *y* + *-ies* = *candies*. Point out how the *y* changes to *i* before *es* is added to make the plural form of each word.

<i>One</i>	<i>More than one</i>
<i>candy</i>	<i>candy</i> – <i>y</i> + <i>-ies</i> = <i>candies</i>
<i>baby</i>	<i>baby</i> – <i>y</i> + <i>-ies</i> = <i>babies</i>
<i>fairy</i>	<i>fairy</i> – <i>y</i> + <i>-ies</i> = <i>fairies</i>

Name _____ Date _____

Sequence/Steps in a Process

Topic _____

