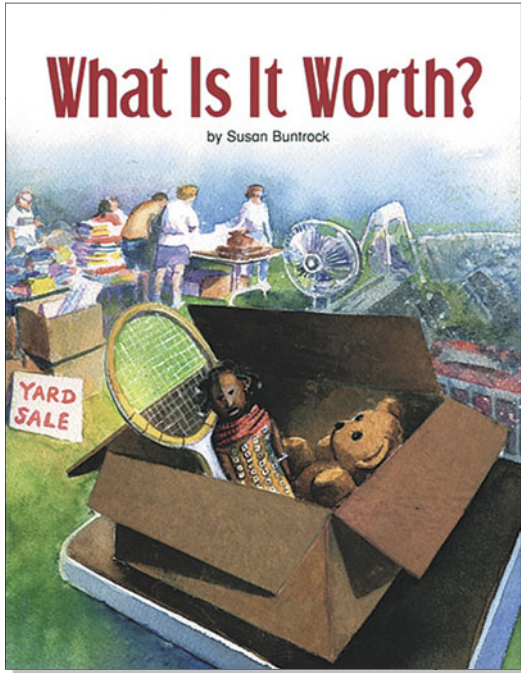


What Is It Worth?



What Is It Worth?

by Susan Buntrock

In this realistic story, Tisha wants to sell an old doll at her yard sale. Dialogue advances the plot as Tisha learns a lesson: Things can have value because they are special, not just because they are worth a lot of money.

16 pages, 300 words

Leveling Systems

Avenues: ● Beginning

DRA: 10

Fountas and Pinnell: G

Lexile: 190

In This Guided Reading Lesson:

Skill Lessons:

Background and Vocabulary	Read the Book	Respond to the Book	Comprehension/ Critical Thinking
<p>Buying and Selling: buy dollar for sale money sell worth yard sale</p>	<p>Spotlight STRATEGY Personal Experience</p>	<p>More Than Money: Value Drawings</p> <p>Retell the Story: Dramatize the Story</p>	<p>Relate Goal and Outcome (PDF)</p> <p>Relate Problem and Solution (PDF)</p>

What Is It Worth?

Build Background

Make Money Have students work in pairs and make play money. Each student should make ten \$1's, two \$5's, and one \$10. One student should make a \$20. Then model combining bills in different ways to equal 20 dollars. For example, show two 10 dollar bills. Make a statement: **Two 10 dollar bills are worth 20 dollars.** Have partners take turns combining bills and making statements.

$$\boxed{\$10} + \boxed{\$10} = \boxed{\$20}$$

Materials

- index cards, 13 per student
- art supplies

Build Vocabulary

Yard Sale Role-Play Tell students that people buy and sell old things at yard sales. Gather some objects and use them to role-play shopping at a yard sale. Say:

- ▶ I want to buy this book. I see that it costs 2 dollars. I'll buy it.
- ▶ This pencil costs 15 dollars. A pencil isn't worth 15 dollars!
- ▶ That's too much money. Let's see . . . what else is for sale?

Invite students to role-play with you.

Key Vocabulary

buy
dollar
for sale
money
sell
worth
yard sale



1 Preview the Book

Cover This book is realistic fiction. It's about something that could really happen—a **yard sale**. At a yard sale, people **sell**, or get **money** for, things they don't want.

Pages 2–3 Good readers compare what they know to what they read. Tisha wants to sell her old toys. Once I sold things I didn't use anymore at a yard sale. I think Tisha is selling old toys that she doesn't play with anymore.

Pages 4–5 Let's read the last sentence. The marks at the beginning and end tell readers that Tisha is speaking. What does she say? How does she feel about her doll?

Pages 6–7 This man is holding ten **dollars**. He wants to use the money to **buy** Tisha's doll.

Pages 8–9 A woman wants to give Tisha twenty dollars for the doll. Tisha is excited. Think of a time when someone gave you some money. How did you feel? If you felt excited, then you can understand how Tisha feels.

Pages 10–11 Another woman looks at the doll. Look at the mark at the end of the last sentence. An exclamation mark tells that someone feels strongly about something.

Pages 12–13 The woman works in a museum. She says that the doll is **worth** a lot of money—more than twenty dollars. It's old and it's from Africa. Let's compare these pictures. The picture on page 12 has a smooth edge. The one on page 13 has a bumpy edge. It shows that someone is thinking of a different place or time, not the yard sale. What place does this picture show? (museum exhibit)

Pages 14–15 How can you tell that these pictures aren't taking place at the yard sale? (the edge is bumpy; the setting and people look African)

Page 16 Tisha says the doll isn't **for sale**. Why does she keep it? (it is special, worth more to her than money)



2 Read the Book

Independent Reading Have students read the book silently or to a partner. Observe as each student reads aloud.

- Use the **Good Reader Guide** on pages 7 and 8 to coach students as they read.
- **Spotlight Strategy: Personal Experience** Students may be unfamiliar with the concept of buying and selling at a yard sale (pages 3, 6, 8, 16). Remind these students to use their personal experience to help them understand why people might want to buy something or sell some of their things.

3 Respond to the Book

More Than Money Display several objects and talk about what they might cost at the store. Then have students draw pictures of things they think are worth \$1, \$5, \$10, and \$20. Pictures should include a label and price tag.

Then have students draw something that they think is worth more than money, such as a friend, good health, or a beautiful sunny day. Assemble the pages into a book, grouping the pages according to dollar amount.

Retell the Story Display a Goal-and-Outcome map. Help students find the goal, or what Tisha wants, and the outcome, or what happens at the end of the story. Then have them list key story events, or what happens, in the correct order for each category. Have students use the map to act out scenes from the story.

Materials

- classroom objects
- drawing paper
- art supplies

Materials

- Story Map: Goal-and-Outcome from *Picture It! Big Book*, page 18

Answers will vary. Sample response:

Story Map: Goal-and-Outcome

What Is It Worth?

Goal:

Tisha wants to sell a doll.

Events:

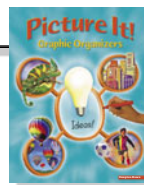
A man wants to buy Tisha's doll for \$10.
A woman wants to buy Tisha's doll for \$20.
Another woman tells Tisha that the doll is worth a lot more.

Outcome:

Tisha decides to keep her doll.

18

Use only a black dry-erase marker.



Picture It! Big Book, page 18

from What Is It Worth?

Take a Running Record		Number of Errors	Number of Self-Corrections
page			
2	Tisha and her neighbors are having a yard sale.		
3	Tisha wants to sell some old toys. One of the toys is a doll.		
5	The doll is made of wood. It is dirty and old. Its arms and legs do not move. Its eyes do not open and close. "What a boring doll!" says Tisha. "It does not do anything. It is not pretty."		
6	People come to the yard sale. They look at Tisha's toys. "This is an interesting doll," says one man. "I will buy it for my daughter. I will give you ten dollars for it."		
7	Tisha thinks ten dollars is a lot of money for an old doll.		
		Total	Total

Assess Fluency

Student reads with appropriate:

- expression
- intonation
- attention to punctuation
- rate
- phrasing

Assess Strategy Use

Self-Monitors:

- asks questions
- clarifies
- paraphrases
- uses visuals
- confirms word meaning
- uses punctuation clues
- uses signal words

Self-Corrects:

- asks questions
- rereads
- reads on
- searches for new clues
- adjusts reading rate
- translates
- reduces amount read

Calculate Accuracy Rate

$(110 \text{ words} - \frac{\text{total errors}}{\text{total errors}}) \div 110 \text{ words} = \text{_____} \%$
--

Determine Instructional Needs

<p>If Accuracy Rate Is → Then Have Student</p> <ul style="list-style-type: none"> <input type="checkbox"/> below 90% read a lower-level text <input type="checkbox"/> between 90–94% continue at this level <input type="checkbox"/> 95–100% read a higher-level text 	<p>Student needs more coaching in</p> <p>_____</p> <p>_____</p>
--	--

Good Reader Guide

Use these strategies to coach students as they read independently.

Text	Student Miscue	Coaching Strategies
<p>The rocket is going very fast.</p>	<p>The rocket is gro... going very fast.</p> <p>Hesitates or self-corrects after a miscue</p>	<ul style="list-style-type: none">• Observe or ask questions to discover the strategies the student is using, identify the strategy by name, and praise student's use of it. Then have student read on.
<p>The shuttle orbits the Earth.</p>	<p>The shuttle...?</p> <p>"Freezes" when faced with an unfamiliar or long word</p>	<ul style="list-style-type: none">• Prompt student to find clues in pictures and/or surrounding context.• Encourage use of cognates and/or word families to guess a meaning. Have student try the guess in the sentence.• If the word is phonetically regular, cover it and then reveal each syllable or letter pattern as student sounds out the word. Have student pronounce the word and try it in a rereading.• Have student skip the word and read on.
<p>No one has been to Mars.</p>	<p>Nobody has been to Mars.</p> <p>Substitutes an incorrect word that makes sense</p>	<ul style="list-style-type: none">• Ignore if the miscue does not affect comprehension.• Validate student's strategic use of picture or context. Point out print cues, such as first letters. As student sees that spoken and printed words do not match, ask him or her to self-correct.
<p>There is no liquid water on the Moon.</p>	<p>There is no little water on the Moon.</p> <p>Substitutes an incorrect word that does not make sense</p>	<ul style="list-style-type: none">• Direct attention to pictures or other cues in the text. Ask questions to help student revise the first reading independently.• Talk about pictures and context to make sure the word is in student's vocabulary. Then have student reread.

Good Reader Guide

Use these strategies to coach students as they read independently.

Text	Student Miscue	Coaching Strategies
Craters look like dark circles when you look up at the Moon.	Craters look like dark when you look up at the Moon. Skips important words	<ul style="list-style-type: none">• Repeat and ask: Does it make sense?• Read together; then have student start over.• Have student track the print and sweep a finger to the next line.
There are mountains on the Moon.	There...are mountains...on...the... Moon Reads slowly, word-by-word, without comprehension	<ul style="list-style-type: none">• Assign a book at an easier reading level, allowing student to build fluency and comprehension.• Recall the book's topic and/or title. Ask questions to tie the ideas in the text to the ideas in the preview.• Have student paraphrase small but meaningful chunks of text, relating it to own experience.
That's one small step for man, one giant leap for mankind.	That's one small / step for / man, one / giant leap for / mankind Reads aloud with poor phrasing	<ul style="list-style-type: none">• Highlight punctuation cues. Write out a section of the text. Demonstrate appropriate phrasing and help student mark the text to show how to group words. Then have student reread.• Relate text to student's personal experience to help student read with appropriate expression.
The Moon is full tonight.	TheMoonisfulltonight Reads quickly, without comprehension	<ul style="list-style-type: none">• Model slowing down and pausing to ask yourself questions periodically. Encourage student to apply these strategies.
The Moon is Earth's only natural satellite.	? Gets stuck; is unable to use any strategies	<ul style="list-style-type: none">• Ask questions to discover why student is stuck.• Suggest strategies and supply words.