Title: **Our Tag Sale**  Level: AA ISBN: 978-1-60719-627-3 Publisher: Newmark **Day 1**

\* Good book to use before or after Look at the Coins

Familiar Read: (3 min.)

Familiar Writing: (3 min.) Word Building (3 min.)

1. a Use letter tiles to build, then write

2. get (Show each word on a

3. we flashcard as kids write.) **get**, /g/, /e/, /t/ change the beginning sound to make

 **m**et, **s**et, **p**et, **n**et, **b**et

Before Reading: (5-7 min.)

* Book Introduction: (include meaning, structure, visual)

Talk about what it means to have a sale. (things are sold for a cheaper price, the price is lower and it takes less money to buy the item)

On large paper make a concept map with the word **sale** in the center. Brainstorm ideas to write around the concept map that relate to the word sale.

money, cheaper, clearance sale, garage sale, $, car sale

Relate the word **tag sale** to **garage sale** and together talk about this concept. (A new tag is made to show the cheaper price.)

**Show a copy of the book** talk about the title and photograph on the cover. What kind of sale is this? (tag sale, garage sale, toy sale) The author, Chris Michaels is calling this Our Tag Sale.

Notice the price **tags** and talk about how cheap these items are.

p. 2-3 Talk about vocabulary to help the reader understand this book. We will see the sight words **a**, **get**, and **we** many times while we read today. Remembering these words will help us read many books. It will help us learn to be good writers too!

Pass out copies of the book and let kids look through them, finding the sight words many times.

You model reading the title and picture glossary. Then together, chorally read the title, and picture glossary, pointing to each word as you read.

You model reading pages 2-3. Notice that there are 5 words on page 4, so I said 5 words. There are 2 words on p. 3, so I read 2 words.

You read p. 2-3 with me! Make sure you point to each word you read! Now read it to yourself in a whisper voice.

Let’s continue to read Our Tag Sale. (read a page together, then child reads)

Difficult Words/Vocabulary – p. 2-3 dime, dollar, nickel, penny, quarter

* Suggested Teaching Point: (refer to Behaviors to Notice and Support)

Good readers learn sight words. Remembering these words will help us read many books. It will help us learn to be good writers too!

During Reading: (5-10 min.) \*Revisit the teaching point as needed.

Prompts to Support readers: *Does it match? Does it sound right? Does it make sense*?

After Reading: (5-7 min.)

* Discuss the story

p. 2 Everyone point to the word **get**. What coin did the kids get on p. 2?

p. 3 Point to the word **we**. What letter does **we** start with, end with? (w,e)

p. 4-5 Point to the word **dime**. What letter does the word dime start with?

Point to the word **a**. How do we spell a?

p. 10-11 Point to the word **get**. What letter does get start with? g What sound does get begin with? /g/ What word on p. 11 ends with the sound /g/? tag

Writing Connection: (5 min.)

Pick a coin or the dollar bill from our story. Each child writes a sentence.

We get a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. If time, they can write 2-3 sentences, just like the author did.

Title: **Our Tag Sale**  Level: AA ISBN: 978-1-60719-627-3 Publisher: Newmark **Day 2**

Familiar Read: (3 min.)

Familiar Writing: (3 min.) Word Building (3 min.)

1. get Have magnetic letters **b, t, w, s, e** on

2. a whiteboard. Give the board to one

3. we child to build **we**. **All write *we*** in journals. Repeat with **bet, wet, set**

Before Reading: (5-7 min.)

* Book Introduction: (include meaning, structure, visual)

What did we read about in the book titled Our Tag Sale?

Today we will echo read this book as we point to each word being said. I’ll read a page, then you will read the same page. Let’s try to sound like smooth, fluent readers!

Difficult Words/Vocabulary – p. 2-3 dime, dollar, nickel, penny, quarter

* Suggested Teaching Point: (refer to Behaviors to Notice and Support)

Good readers think about the book. They notice words and photos in the story and think about how they are connected to our lives.

During Reading: (5-10 min.) \*Revisit the teaching point as needed.

Prompts to Support readers: *Does it match? Does it sound right? Does it make sense*?

After Reading: (5-7 min.)

* Discuss the story

Point to the word sale. What does it mean if something is on sale? Have you ever had a garage sale? Do you remember someone in your family buying something from a sale?

Look at p. 4. Let someone read it smoothly. Ask- Which toy did the children sell for one penny? (tennis ball) Could any of the other toys be used with a tennis ball? (I might buy the racket or paddle to hit my new tennis ball.)

p. 6 Which item sold for a nickel? (paddle) Do you know what you play with a paddle? (ping, pong)

p. 8-9 Which item sells for a dime? (racket) Why does it say Tag Sale above the two girls?

p. 10-11 What gets sold for one quarter or 25 cents? (baseball mitt)

p. 12 Which item sold for one dollar? (stopwatch) Do you know what you can do with a stopwatch?

Could you use the stopwatch with any other of these toys? (I might time how long it takes my friend to bounce the ball 5 times.)

Which toy sold for the cheapest price?

Which toy was the most expensive?

Do you think the children were happy after they sold the toys? Why or why not?

Why is selling old toys a good idea?

Writing Connection: (5 min.)

Make a picture of three toys that could be sold at a tag sale.

Write a price tag for each toy.

Write a sentence to tell what you would get for one of the toys.

We get a \_\_\_\_\_\_\_\_\_\_\_\_\_\_. Or We get a \_\_\_\_\_\_\_\_\_\_\_\_ for \_\_\_\_\_\_\_\_\_\_\_\_\_.