

**The Jellybean Jar**


# The Jellybean Jar

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## Book Summary

In this photographed realistic narrative, a group of children estimates the number of jellybeans in a jar and then uses a number line to count them.

## Text Features

- photographs
- strong picture clues
- varying text placement
- print within photographs
- number line
- numerals within text

## High-Frequency Words

*a, all, are, be, did, do, have, how, in, me, the, there, we, what, who, will, with*

## Content Words

*jellybean, jar, count, many, guess*

## Working with Words

consonant digraph *th*

## Math Skills and Strategies

- Estimate and then count the number of objects in a set (0 to 30) and compare the estimate with the actual number.
- Demonstrate the one-to-one correspondence between number and objects when counting.

## Cross-Curricular Link

Art

GRL	DRA	EI
D	6	6
<b>Running Words</b>		107
<b>Text Type</b> narrative (realistic)		

GRL = Guided Reading Level  
 DRA = Developmental Reading  
 Assessment Level  
 EI = Early Intervention Level

*Blackline Masters for InfoTrek Books  
 can be found at our website:  
[www.etcuisenaire.com/infotrek](http://www.etcuisenaire.com/infotrek)*



## Before Reading

### Activating Prior Knowledge

Show children a jar of jellybeans, making sure that it contains fewer than 30. Invite children to guess how many jellybeans are in the jar and to record their guesses on pieces of paper. Ask children to keep their guesses to use later.

### Introducing the Book

- Show the cover to children and discuss the art. *What is in the jar? How many jellybeans do you think there are in the jar?* Read the title of the book aloud.
- *This is a story about a group of children who guess how many jellybeans are in a jar.*
- Take a picture walk through the book. Discuss the pictures to help children access the meaning of the text, and introduce any unfamiliar vocabulary, expressions, or language structures.



## During Reading

### Reading the Text

- **Pages 2–3:** *What is the teacher holding? What do you think the children are going to do?* Say the word *guess* slowly and discuss the hard *g* sound. Ask children to find the word on page 2.
- **Pages 4–5:** *What are the children doing now? There is another form of the word guess on page 4.* Ask children to find it, and discuss the *s* at the end. *Rishi guesses 10. Which child is Rishi? How do you know?* Point out Rishi's name and the number 10 on page 5. Ask children to identify the characters by matching their guesses in the picture to the text.
- **Pages 6–7:** *How are the children going to find out how many jellybeans are in the jar?* [by counting them] Point out the number lines in the picture and at the bottom of the page. *How can they use this number line to find out how many jellybeans are in the jar? Count along with me. How many will there be?* Using the number line, count the jellybeans from 1 to 10.

- **Pages 8–9:** *How many jellybeans have the children counted now? Did any of the children guess less than 19? Who?* [Rishi and Sandy] *Count along with me. How many will there be?* Using the number line, continue to count the jellybeans.
- **Pages 10–11:** *How many jellybeans have the children counted now? Did any more children guess too few jellybeans? Who?* [Lily and Mike] *Count along with me.* Using the number line, continue to count the jellybeans. *How many jellybeans are left to count?* Ask children to guess what the total will be.
- **Pages 12–13:** *Were you right? How many jellybeans were in the jar? Did anyone guess the right answer? Who? There is another form of the word guess on this page. Can you find it?* Discuss the *ed* ending on the word *guess*.
- **Pages 14–15:** *Were you right? Yes, Sasha guessed 27.*
- **Page 16:** *What do you guess the children will do with 27 jellybeans?*

## Reading Independently

Encourage children to read the book independently. Remember that subvocalizing (reading aloud softly) by early readers who are trying to read “silently” is to be expected and is often helpful. You might want to ask some children to read aloud. Observe and assist individual children as necessary.



## After Reading

### Revisiting the Text

You may choose to do some or all of these activities.

- Using the pictures as a guide, invite individual children to retell the story, focusing on the problem in the book and how it was solved.
- Have children respond to the following questions:  
*What was the lowest guess? What was the highest guess? Did anyone guess **more** than there were in*

*the jar? How many children guessed numbers in the 20s?*

- With their books closed, ask children to guess how many times the words *jellybean* and *jellybeans* appear in the book. Then have them go back and count them. Do the same with the various forms of the word *guess*. Remind children to count *guess*, *guesses*, and *guessed*, with both lowercase and uppercase letters.
- Discuss sentences ending with an exclamation mark, focusing on how exclamation marks affect expression. Model how to read, “One more is 27!” on page 12. Ask children to practice reading pages 12, 14, and 16 alternately with a partner.
- Encourage children to reread the book together as a group, independently, or with a partner.

write the letters on index cards. Build the word *with* and have children read the word aloud. Point out the *th* sound and ask a volunteer to name the letters that make up this sound. Also point out that the *th* sound can come at the beginning or end of a word. Have children use the rods to build and read other words with the consonant digraph *th* (*path, that, thaw, then, thin, think*).



### Math Skills and Strategies

Provide small, clear containers, number lines, and several groups of up to 30 small items (for example, buttons, coins, candy). Divide children into groups and have each group put a number of the items into their container. Have one group at a time guess the amount of items in the container. Move to the next group’s container. Keep playing until all groups have had a chance to guess.



### Cross-Curricular Link

#### Art

Children can use construction paper to cut out jellybean shapes in various sizes and colors. Have children glue their paper jellybeans onto paper strips to create color and size patterns. When their patterns are complete, have children describe them.



### ESL-ELL

Some children may have difficulty saying the sound /j/ for the letter *j*. Help children practice pronouncing the /j/ sound by repeating the following sentences or making up one of their own:

- Jan has 5 jellybeans in a jar.
- Jen jumped for joy when she bought her jeep.
- Jack gave his jeans to his brother Jerry.
- Jason bought a jacket in New Jersey.



### Extension Activities

#### Guess the Number of Jellybeans

Show children the jellybean jar from the “Activating Prior Knowledge” activity. Invite children to read their written guesses. Use a number line to count the jellybeans together.

#### Show the Number

Review how the children in the book used the number line to count the number of jellybeans. Have children write down five numbers from 1 to 30. Ask them to draw a number line and draw the corresponding number of jellybeans on the number line.



### Working with Words



#### Consonant Digraph *th*

Write the word *with* on the board. Select the red *a* and *i* vowel rods, the green *th* digraph rod, the blue *p* and *w* consonant rods, and the *at*, *en*, *in*, and *ink* yellow family rods from the Reading Rods® Phonics Word-Building Kit or

Child's Name: \_\_\_\_\_ Accuracy: \_\_\_\_\_%

Word Count: 107

Date: \_\_\_\_\_

Page		E	S.C.	Errors MSV	Self-Corrections MSV
2	We have a jellybean jar. How many jellybeans are in the jar? We all guess.				
4	Rishi guesses 10. Sandy guesses 18. Lily guesses 22. Mike guesses 24. Sasha guesses 27.				
6	Count along with me. How many will there be? 1...2...3...4...5...6...7...8...9...10				
8	Count along with me. How many will there be? 11...12...13...14...15...16...17...18...19				
10	Count along with me. How many will there be? 20...21...22...23...24...25...26...				
12	One more is 27! There are 27 jellybeans! Who guessed 27?				
14	Sasha did! Sasha guessed 27!				
16	Guess what we will do with 27 jellybeans!				

Detailed directions for using Records of Oral Reading can be found on our website.