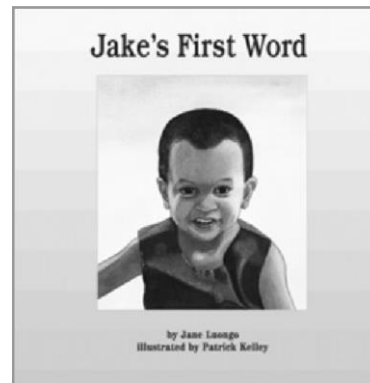


# Book Notes

## Jake's First Word

Author Jane Luongo  
Illustrator Patrick Kelley  
16 pages ■ 204 words  
Fountas and Pinnell Level H  
Reading Recovery Level 14



Jake's First Word

### SYNOPSIS

The experience of a girl and her family as her baby brother learns his first word.

### WHAT THE BOOK OFFERS

- Realistic fiction
- First person
- Past tense
- Text in a variety of positions on the page
- Repetitive phrases and sentence structures
- Predictable text and storyline
- Apostrophes used for contractions and possessives
- Story told through narration and dialogue
- Exclamation points, all capital letters, and italic type used to demonstrate emphasis

### POSSIBLE SKILLS EMPHASIS

- Understanding difference between contractions and possessive apostrophe
- Developing expression
- Accessing students' background knowledge about babies and/or siblings
- Reading with fluency while attending to emphasis in text

### INTRODUCING THE BOOK

Cover and title page: *Do any of you have a little brother or sister? Have you been around other babies? What happens when they first learn a word? What do all the adults do? Look at the title page. What do you notice? Who do you think the other characters in this story might be? What do you think they are going to do?*

## Jake's First Word (continued)

### FOCUS OF INSTRUCTION

Page 2: *What did you find out? What was Jake's first word? How did he say it? How can you tell?*

Page 3: *How did his family feel? How do you know? What do you think they might do next?*

Page 4: *Read the first sentence in your head. What do you notice?*

- It may be necessary to provide support for the word “again” by having students predict that the family would want Jake to repeat his new word; that they would want him to say it \_\_\_\_.

*Do you think Jake will do what his family is asking? Why or why not?*

- Discussing how babies typically don't do what they are asked can help problem-solve through “wouldn't,” which can be used to work through “couldn't.”

Page 5: *What did Jake say to his mother? Developing expression: How do you think Jake was saying “no”? What did the author do to show you this? Use that voice as you read to let the listener know how Jake was talking. What do you think Jake might say to other people in his family?*

Pages 6 to 8: *What did you notice? What did Jake say?*

Pages 9 to 11: *Do you think Jake likes playing at the park? Then why does he keep saying “no”? What do you think he'll say to other activities at the park? What in the text makes you think that? How do you think Mom is feeling?*

Page 12: *What do you notice about the text on page 12? (italic for emphasis) How is Jake's sister feeling?*

Page 13: *Do you think Jake really does want ice cream? What do you think Jake's sister could do to make him say something different? Do you think he will?*

Pages 14 and 15: *How is Jake's sister talking to him? Is it different from how Jake has been talking? How do you know? (“Mmmmmm”—gentle language; said very slowly) What do you think Jake is going to say? Read the last page.*

Page 16: *What happened? Did Jake continue to say only his first word? Why? Does Jake have a new word now?*

### FOLLOWING THE READING

- Discuss the author's use of capital letters, exclamation points, and italics to indicate emphasis and use of descriptive words like “yelled” and “said very slowly” to tell the reader with what kind of expression the characters spoke. Discuss how students could use this in their writing.
- Perform the story aloud, using appropriate expression to express each character's feelings.
- If contractions seem to be a challenge, find the contractions in the story and brainstorm and chart other common contractions the students know. If contractions have been found in other books, list those as well and look for the pattern.
- Contrast contractions with possessives; use in writing.

# Book Notes

## Jake's First Word (continued)

Additional Comprehension Prompts For Oral or Written Use Before, During, and After Reading	
<b>FINISH THIS THOUGHT</b>	<i>A baby's first word is important because it means . . . This story is all about . . .</i>
<b>USE YOUR MEMORY</b>	<i>What did Jake's sister do after Jake said his first word? What did Jake's sister do after Jake said his second word? How do you know?</i>
<b>WHAT'S YOUR OPINION?</b>	<i>Why do you think Jake said, "No," so many times? Give a least 3 reasons why. How do you think little kids learn to talk? If you don't know, where can you look that up?</i>
<b>BE CREATIVE</b>	<i>Tell or write three more words that you would teach Jake if you were his brother or sister. How would you teach him to say each word? Remember that little kids learn by watching people do things, by practicing things lots of times, and by having fun when they are learning new things.</i>
<b>VOCABULARY AGENT</b>	<i>Find all the words in this story that end with 'ed.' Write each one down as you see it. Then take off the 'ed' and make a new word. Check your spelling for each new word. Were you right? If not, fix it!</i>

Book Note by Lisa Gonzalez

Additional Comprehension Prompts by Dr. Connie Hebert

© 2016 by Richard C. Owen Publishers, Inc./www.RCOwen.com