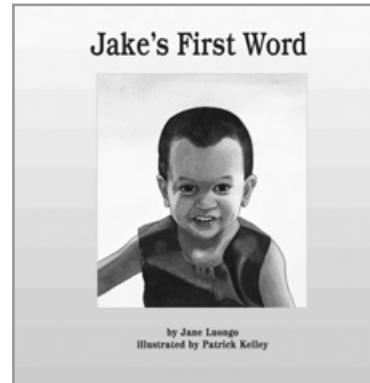


Jake's First Word

Author Jane Luongo

Illustrator Patrick Kelley

16 pages ■ 204 words



Jake's First Word

Em	Early				Fluent			
	1	2	3	4	1	2	3	4
	S		G	I				

S = Shared G = Guided I = Independent

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?*

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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? (“Mmmmm”—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.