

Focus Question:

What did the mom do after she got a parking ticket? Why?

Book Summary

Text Type: Fiction/Fantasy

Mom parked in the wrong spot, and now she has a ticket. Mom decides to fight the ticket in court. Will her appeal succeed? *The Parking Ticket* provides students with an entertaining story about laws and the court system. The book can also be used to teach students how to make inferences and draw conclusions as well as the proper use of quotation marks.



Lesson Essentials

Instructional Focus

- ☐ Connect to prior knowledge to understand text
- ☐ Make inferences and draw conclusions
- ☐ Describe information provided by illustrations
- ☐ Segment onset and rime
- ☐ Identify vowel pattern *-ight*
- ☐ Recognize and use quotation marks
- ☐ Identify and use the suffix *-ed*

Materials

- ☐ Book: *The Parking Ticket* (copy for each student)
- ☐ Make inferences / draw conclusions, quotation marks, suffix *-ed* worksheets
- ☐ Discussion cards
- ☐ Book quiz
- ☐ Retelling rubric

Vocabulary

Boldface vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com.

- **High-frequency words:** *look, see, where*
- **Words to Know**
Story critical: *court (n.), curb (n.), fight (v.), judge (n.), law (n.), parking ticket (n.)*
- **Academic vocabulary:** *show (v.)*

Guiding the Reading

Before Reading

Build Background

- Write the word *law* on the board and read it aloud to students. Explain that a law is a set of rules made by the government. Engage students in a conversation about why it is important to follow the law and what happens if people do not follow the law. Have students work in small groups to discuss types of laws and the consequences for breaking them. Invite each group to share their discussions with the class.
- Discuss with students whether or not people who break a law should always be punished. Have students discuss this idea with a partner. Invite each group to share their ideas with the whole class.

Introduce the Book

- Give students their copy of *The Parking Ticket*. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).

Introduce the Reading Strategy:

Connect to prior knowledge

Explain to students that engaged readers make connections between what they already know and new information they read. Explain that making these connections to their prior knowledge helps them better understand and enjoy what they are reading. Point out that the title and pictures in a story are often the first things readers can use to make connections to a story. Have students share connections they made with the title or cover picture with a partner. Invite volunteers to share their connections with the rest of the class and discuss how their connections are alike.

Guiding the Reading (cont.)

Introduce the Comprehension Skill:

Make inferences / draw conclusions

- Explain to students that authors don't always use details to explain everything that happens in a story. Point out that sometimes they give readers clues to figure out what isn't said in the words. Share with students that readers must then use the clues from the story plus what they already know to make a guess. Explain that this is called *making an inference or drawing a conclusion*.
- Review the cover picture and title with students. Have students work in groups to make inferences using the title and cover picture. Have volunteers share their conclusions with the class.

Vocabulary

Have students turn to the "Words to Know" box on the copyright page. Point out that these words can be found in the story and that understanding the meaning of each word will help them better understand what they read. Read the words aloud to students and, as a group, discuss the meaning of each word. On the basis of the definitions discussed, have students work in groups to illustrate each vocabulary word on a poster. Have students share their posters with the class.

Set the Purpose

- Have students read to find out more about Mom and the parking ticket. Write the Focus Question on the board. Invite students to look for evidence in the book to support their answer to the question.
- Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in a future discussion.

During Reading

Text-Dependent Questions

As students read the book, monitor their understanding with the following questions. Encourage students to support their answers by citing evidence from the book.

- *Why did Mom point at the signs and look at the curb?* (level 1) pages 5 and 6
- *Why did Mom take photos with her phone?* (level 1) pages 7 and 8
- *Why did the judge agree with Mom?* (level 2) pages 9–10
- *What lesson did Mom learn about parking?* (level 2) page 11
- *How did Mom feel at the end of the story?* (level 3) page 11

Text Features: Illustrations

Explain that pictures, or illustrations, are important when reading stories because they provide readers with extra information that can help them make inferences or draw conclusions. Have students work with a partner to review the illustrations on pages 5 and 6. Ask students the following: *What did you learn from the illustrations that was not stated in the text? How do these illustrations help you better understand the story?* Have students review other pictures in the story and discuss in groups what they learned from them. Invite volunteers to share their ideas with the class.

Skill Review

- Model for students how you make connections as you read, and direct them to stop at several points during reading to share their connections with a partner. Invite volunteers to share their connections with the class. Discuss with students that their connections may be very different but must be related to the story.
- Have students work in groups to review the inferences they made. Have groups discuss their conclusions with the whole group.
- Model making inferences and drawing conclusions. **Think-aloud:** *As I read, I pause often to use the clues in the story to help me make inferences and draw conclusions. For example, when I look at the picture and read the details on page 4, I can infer that Mom is angry. Although this information is not written by the author, I can see in the illustration that Mom has an angry look on her face. I also know that when people get a parking ticket and have to pay money, it makes them angry. Illustrations in a story provide clues and additional information that is not stated by the author in the text.*
- Model how to complete the [make-inferences / draw-conclusions worksheet](#). Have students identify details from the book and circle them. Then, have students discuss the details with a partner and any inferences or conclusions they can make about the story.

After Reading

Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Skill Review

Graphic Organizer:

Make inferences / draw conclusions

Review the make-inferences / draw-conclusions worksheet that students completed. Have students share their work in groups. Invite volunteers to share with the rest of the class the inferences they made. Discuss with students the justifications for drawing these conclusions.

Guiding the Reading (cont.)

Comprehension Extension

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided to be used for extension activities.

Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Answers will vary. Sample: *Mom noticed that the curb was faded and there were no signs on the side of the street where she parked. She decided to fight the ticket because she didn't mean to break the law. She took pictures with her phone. She took the pictures and the ticket to court and showed them to the judge. The judge agreed with her. From then on, she was careful where she parked.*)

Comprehension Checks

- **Book quiz**
- **Retelling rubric**

Book Extension Activities

Build Skills

Phonological Awareness:

Segment onset and rime

- Explain to students that words can be split in two parts, the onset and rime. Point out that the *onset* is the initial sound before the vowel and the *rime* is the ending part of the word. Demonstrate segmenting the word *park* (/p/ *ark*). Ask students to listen carefully and repeat the word.
- Say the word *car*. Now explain that you are going to say the word *car* without the onset. Say: /ar/. Have students say the word *curb*. Now ask them to say the word *curb* without the onset (/urb/).
- **Check for understanding:** Say the following words one at a time, and have students repeat only the rime: *paint, how, tell, fight, help, and story*.

Phonics: Vowel pattern -ight

- Write the word *fight* on the board and read it aloud with students. Invite a volunteer to come to the board and circle the letters that represent the /ight/ sound in the word *fight*.
- Have students say the /ight/ sound aloud. Then, run your finger under the letters in the word *fight* as students say the whole word aloud.
- Explain that the -ight ending can help students write other words that end with this sound by adding a new onset. Write the word *right* on the board and have students read it aloud. Have students work with a partner to generate another word that ends with -ight. Invite volunteers to share their words and write them on the board.
- **Check for understanding:** Write the following words on the board, leaving off the vowel pattern, -ight:

light, bright, sight, and night. Say the words one at a time and invite a volunteer to come to the board and add the vowel pattern to each word.

Grammar and Mechanics: Quotation marks

- Explain that there are punctuation marks, called *quotation marks*, that are used to show the words someone is speaking. Say: *When I write and I want to show when someone is talking, I put quotation marks around the words the person says. All the other words that are not spoken words are outside the quotation marks.*
- Write the following sentence on the board: *Oh no! said Mom.* Read the sentence together and discuss which words are the spoken words (*Oh no!*). Model writing the quotation marks around the spoken words. Write two sentences from the book on the board with quotation marks missing. Have volunteers add the quotation marks to the sentences on the board.
- Discuss the different words that indicate dialogue. Explain that words that indicate dialogue usually come directly before or after the quotation marks to show which character is speaking. Ask students to locate the words used in the text that indicate dialogue. Write them on the board as students find them (*asked, said, added*).
- **Check for understanding:** Have students work with a partner to find dialogue in the text. Have them circle the quotation marks and underline the dialogue words in each example.
- **Independent practice:** Introduce, explain, and have students complete the **quotation marks worksheet**. If time allows, discuss their answers.

Word Work: Suffix -ed

- Write the word *parked* on the board and read it aloud with students. Identify the root word (*park*) and write it next to the word *parked*.
- Explain that a *suffix* is a syllable, or group of letters, added to the end of a word to change its meaning. Point out that adding the suffix -ed to a word changes the word to describe an action that happened in the past.
- Write the following words on the board: *play, ask, look, jump*. Read each word aloud with students and invite volunteers to add the suffix -ed to each word and use it in a complete sentence.
- **Check for understanding:** Have students work in pairs to reread the story and circle all of the words containing the suffix -ed. Have students share their findings with the class.
- **Independent practice:** Introduce, explain, and have students complete the **suffix -ed worksheet**. If time allows, discuss their answers.

Connections

- See the back of the book for cross-curricular extension ideas.