



About the Book

Text Type: Fiction/Realistic Page Count: 16 Word Count: 486

Book Summary

There's too much traffic on the street! How will Joey solve this problem? *Joey's Stop Sign* is a realistic fiction book in which the four characters decide to request that the city install new stop signs to slow traffic. The children distribute a petition, gather data on how many cars pass before and after school, take pictures of people trying to cross, and even tell the story of a local dog that got hit by a car. Illustrations support the text.

About the Lesson

Targeted Reading Strategy

- Retell


Objectives

- Use the reading strategy of retelling to understand and remember story events
- Identify problem and solution
- Identify vowel diphthong ou
- Understand the use of quotation marks to identify dialogue
- Recognize the suffix -ed and understand the formation of past-tense verbs

Materials

Green text indicates resources available on the website

- Book—*Joey's Stop Sign* (copy for each student)
- Extra copy of the book
- Chalkboard or dry erase board
- Sticky notes
- Dictionaries
- Problem and solution, vowel diphthong /ou/, quotation marks, suffixes worksheets
- Discussion card

 Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting book on interactive whiteboard or completed with paper and pencil if books are reused.)

Vocabulary

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

- Content words:
 Story critical: *agenda* (n.), *city council* (n.), *discuss* (v.), *majority* (n.), *petition* (n.), *signature* (n.)
 Enrichment: *accomplished* (v.), *microphone* (n.), *research* (n.)

Before Reading

Build Background

- Write the phrase *stop sign* on the board. Have students share what they know about the use of stop signs and the need for them. Encourage students to explain what they know about how cars and bicycles must behave when approaching a stop sign and where students might find stop signs in their neighborhood. Ask students what they think traffic would be like without stop signs.

Preview the Book

Introduce the Book

- Give students their copy of the book. 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, fiction or nonfiction, 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: **Retell**

- Explain to students that one way to understand and remember what they are reading is to stop occasionally during their reading to retell in their mind what is happening in the story.
- Explain to students that when someone retells something, he or she explains the details of what happened in order. Point out that people retell stories as part of their daily lives, such as explaining what happened in school or on a television show. Ask students to share other examples of when people might give a retelling.
- Model retelling a familiar story in detail, such as *The Three Little Pigs*.
Think-aloud: *In The Three Little Pigs, three pigs each decide to build a house. The first pig decides to make his house out of straw. He gathers all of the materials and builds his house. The second pig decides to build his house out of sticks. He gathers all of the materials and builds his house. The third pig gathers the materials to build his house out of bricks. One day a big bad wolf comes to the house of the first little pig. He wants the little pig to let him inside and says, "I'll huff and I'll puff, and I'll blow your house down."*
- Continue retelling in detail to the end of the story. Invite students to suggest information for the retelling of this story.
- Have students place sticky notes on pages 6, 9, 12, and 15 of their book. Explain that as they read, they should stop after reading these pages to think about what has happened so far in the story. Encourage students to retell in their mind what happens in the story as they read.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Problem and solution**

- Explain that writers have reasons for what they write. Write the following words on the board: *problem* and *solution*. Review or explain that a *problem* is something that is difficult to deal with or hard to understand and must be worked out or solved (such as a street not being safe). A *solution* is an act or a process of solving the problem (such as finding a way to make the street safer).
- Tell students that, in nonfiction writing, an author often discloses a problem and that a solution to the problem is explained by the end of the book. Explain that in fictional stories, the author typically poses a problem to one or more characters and that the rest of the story evolves around solving the problem. Ask students whether they think this book is fiction or nonfiction.
- Read pages 3 and 4 aloud. Write the headings *Problem*, *Possible Solutions*, and *Consequences* on the board. Discuss the characters' problems (page 3—the soccer ball rolled out into the busy street; page 4—a car whizzes by and pops the ball). Write these on the board under the *Problem* heading. Discuss what possible solutions they might have for each problem, and list them on the board under the *Possible Solutions* heading. Have students also consider a positive and a negative consequence for each of their solutions, and record them on the board under the *Consequences* heading. Circle the possible solution that the class thinks is best. Tell students to look for which solution the characters choose as they read.
- Explain to students that good readers look for problems and solutions as they read. Model finding problems and solutions.

Lesson Plan *(continued)*

Joey's Stop Sign

- **Think-aloud:** *I know that I will learn about more problems that the kids might face as I continue reading the book. I know that it is necessary to continue reading to find out about the solution as well. I learned that good readers do this, so I'm going to look for problems and solutions in this book as I read.*

Introduce the Vocabulary

- Write the following words from the content vocabulary on the board: *majority*, *petition*, and *signature*.
- Point out that these three words are used in the story and that they give insight into different obstacles that the characters face as they work through the problems and solutions in the story. Divide students into small groups. Give each group three pieces of blank paper. For each word, have them write or draw what they know about the word. Create a definition for each word using students' prior knowledge.
- Point out the glossary at the back of the book. Review or explain that a glossary and a dictionary contain lists of words and their definitions.
- Model how students can use a dictionary to find a word's meaning. Have them locate the word *majority* in the dictionary. Invite a volunteer to read the definition for *majority*. Have students compare the dictionary definition with the glossary definition. Have them compare these with their own definition of the word.
- Have students follow along on page 7 as you read the sentence in which the word *petition* is found to confirm the meaning of the word. Repeat the exercise with the words *signature* and *majority* on page 8.

Set the Purpose

- Have students read to find out more about the characters' problems and the solutions they choose. Remind them to stop reading at the end of each page with a sticky note to quickly retell in their mind the details of the events so far in the story.

During Reading

Student Reading




Guide the reading: Have students read from page 5 to the end of page 7. Have them underline the important details as they read. Encourage those who finish early to go back and reread.

- Cut out the pages from an extra copy of the book. Place pages 3 through 7 in a pocket chart or along the chalkboard ledge.
- Model retelling the events of the story using the illustrations as a guide.
Think-aloud: *I stopped after a few pages to retell in my mind what I had read so far. First, the kids were all playing soccer together in the front yard. Next, the ball rolled into the busy street. When Ruben started chasing the ball, a car whizzed by and popped it. Then, the kids all talked about how their street was getting hard to cross and that Lucy the dog had a broken leg because she got hit by a car. After that, Joey and Jenny talked to their parents about how they had been doing research and how they thought stop signs at the corner would make their street safer. Finally, their parents told them that they thought it was a great idea and that they needed to write a petition.*
- Remind students that a retelling includes details and a description about the events of a story, whereas listing a sequence of events tells only the most important events that someone would need to know to tell the story correctly, without adding details.
- Invite students to share problems they have identified so far (page 3—the soccer ball rolled out into the busy street; page 4—a car whizzed by and popped the ball; page 5—it's harder to cross the street; Lucy got a broken leg when a car hit her). Write these on the board under the *Problem* heading.

Lesson Plan *(continued)*

Joey's Stop Sign

- Introduce and explain the **problem-and-solution worksheet**. Point out that the first two problems were worked out aloud and written on the board. Ask students to write the problem from page 5 on their worksheet (it's harder to cross the street). Have volunteers share possible solutions to this problem, discussing a positive and negative consequence of each possible solution. Record all of their ideas on the board under the *Possible Solutions* and *Consequences* headings. Have students record the information on their worksheet. Ask them to circle the possible solution they think would work best for the characters.
- Talk about the characters' chosen solution so far. Point out the last row on their worksheets, *Evaluation*. Explain the process of evaluation (to carefully think about the options and decide if the one chosen was best). Encourage students to fill in the final row, writing their feelings about whether they think it was a good decision for Joey and Jenny to petition for new stop signs, and why or why not.
- **Check for understanding:** Have students read to the end of page 9. Post pages 8 and 9 next to the pages from the beginning of the story. Ask students to use the illustrations as a guide to retell the details to a partner about the events on pages 8 and 9. Listen to students' retellings for correct order and description of the story events. Discuss the retelling of these pages as a class.
- Ask students what new problem was presented for the characters (page 8—they needed to gather signatures from the majority of the people in the neighborhood). Have students complete the first three sections of their worksheet, *Problem*, *Possible Solutions*, and *Consequences*.
- Have students read the remainder of the story. Remind them to continue stopping on pages with sticky notes to retell in their mind the details of the story. Have them look for the solution that the characters choose as they read and then complete the *evaluation* row of their worksheet.

 Have students make a question mark in their book beside any word they do not understand or cannot pronounce. Encourage them to use the strategies they have learned to read each word and figure out its meaning.

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.

Reflect on the Reading Strategy

- Retell in detail with students the events of the story from page 10 through page 12, using the illustrations from the book.
- **Think-aloud:** *First, Joey's dad asked that their stop sign request be put on the agenda for the city council meeting next week. They planned to bring their petition, photos, and traffic counting to the meeting. The next week, at the city council meeting, they were called to speak in front of friends, family, and neighbors. Although he was nervous, Joey talked about the need for stop signs, and Jenny and Rebecca showed their petition. Ruben showed photos of people trying to cross the street, including one of Lucy, the dog that was hit by a car.*
- Have volunteers retell the events to the end of the book, using the illustrations from pages 13 through 15 of the book. Then have students retell the story to a partner, starting at the beginning. Listen for whether students include the following: main characters, setting, correct events in order, and events in detail.
- Ask students how retelling the events of the story in their mind as they read helped them understand and remember the story.

Reflect on the Comprehension Skill

- **Discussion:** Invite students to identify and discuss any other problems that the characters encountered. Evaluate possible solutions aloud, discussing a positive and negative consequence of each possible solution and recording all of students' ideas on the board under the columns for *Problem*, *Possible Solutions*, and *Consequences*. Have students discuss their feelings regarding whether they think it was a good solution, and why or why not. Record their discussion on the board in the *Evaluation* column.
- **Independent practice:** Have students complete their problem and solution worksheet, working with a final problem that has not yet been discussed and written on the board. Discuss their responses aloud once students have finished.
- **Enduring understanding:** In this book, you read about a group of motivated kids who saw a problem and worked hard to be a part of the solution. Describe a time when you had an important problem to solve. What steps did you follow to solve the problem?

Build Skills

Phonics: Vowel diphthong /ou/

- Have students find the first sentence on page 4. Ask them to tell what Joey shouted. ("Watch out, Ruben!"). Write the word *out* on the board and point to the letters *ou*. Tell students that the letters *o* and *u* together stand for the vowel sound they hear at the beginning of the word *out*.
- Explain that the *ou* letter combination is one of the letter combinations that stand for a group of sounds called *diphthongs*. Tell students that the other diphthong /ou/ combination is *ow*.
- Write the words *down* and *don* on the board and say them aloud. Ask students which word contains the same vowel sound as in *out*. Point out that the letter combination that stands for the /ou/ sound is *ow*. Point out that the /ou/ sound comes in the middle of *down*, but that it comes at the beginning of the word *out*. Next, run your finger under the letters as you blend the three sounds in *down*: d/ow/n. Point out that even though there are four letters, there are three sounds blended together to form the word. Then have students blend the word aloud with you as you run your finger under the letters.
- Tell students that the letter combinations *ou* and *ow* don't always stand for the /ou/ sound. Write the words *council* and *could* on the board and say them aloud. Ask students which word contains the same vowel sound as in *out*. Make sure students can differentiate between the two vowel sounds. Give other examples as necessary.



Check for understanding: Have students turn to page 10. Instruct them to find and circle the words that have the diphthong /ou/ (*council*, *our*, and *counting*).

- **Independent practice:** Introduce and explain the **diphthong /ou/ worksheet**. When students are finished, discuss their answers aloud.

Grammar and Mechanics: Quotation marks


- Write the following on the board: "What does a majority mean?" asked Jenny. Ask students to explain which words are being spoken. Explain that *quotation marks* are the punctuation marks around dialogue in text. Discuss which words the character says (*What does a majority mean?*) and which words are not said (*asked Jenny*).
Have students turn to page 4 in their book. Read the page aloud as students follow along. Ask students to raise their hand whenever dialogue from a character is being read aloud (*Watch out, Ruben!*; *There are more cars on our street all the time!*) and to lower their hand when a character is not speaking (*Joey shouted*; *Just then, a car whizzed by. The car hit the soccer ball and popped it*; *said Ruben*).
- Point out that different words were used on this page to signal dialogue (*shouted*, *said*). Ask students to identify other words they've read elsewhere that signal dialogue (*asked*, *reminded*, *called*, *replied*, and so on). Write these words on the board. Remind students that these words come directly before or after the quotation marks to show that the character is speaking.

Lesson Plan *(continued)*

Joey's Stop Sign

- **Check for understanding:** Ask students to make up examples of dialogue. Write each example on the board without using quotation marks. Encourage students to come to the board to insert quotation marks in the correct places.
- **Independent practice:** Introduce and explain the [quotation marks worksheet](#). When students are finished, discuss their answers aloud.

Word Work: **Suffixes**

- Direct students to the first sentence on page 9. Ask them to identify the verb in the sentence (*signed*). Ask students what the root or base word is (*sign*), and explain to them that the *-ed* is called a *suffix*. Explain that a suffix always comes at the end of a root word. Point out that this is a past-tense verb that describes something that happened in the past. Write the term *past tense* on the board.
- Write the term *present tense* on the board. Explain that present-tense verbs describe something that is happening in the present, or right now. Ask students to name the present-tense form of *signed* (*sign*). Create *present tense* and *past tense* categories on the board and write the verb *sign* and its past-tense form, *signed*, in the appropriate categories.
- Explain to students that in most cases, the *-ed* suffix is just added to the end of a base word, but there are occasions when the base word needs to be changed before the suffix *-ed* can be added.
- If the word ends in a silent e, drop the e before adding *-ed* (as in *stated*). Add the word *state* to the column under the *present tense* heading and the word *stated* in the column under the *past tense* heading.
- If the word ends in a consonant followed by a y, change the y to i, and then add *-ed* (as in *carried*). Add the word *carry* to the column under the *present tense* heading and the word *carried* in the column under the *past tense* heading.
- If the word ends with a short vowel followed by a consonant, double the consonant before adding *-ed* (as in *whizzed*). Add the word *whiz* to the column under the *present tense* heading and the word *whizzed* in the column under the *past tense* heading.
- Review that some verbs are changed to past tense by adding the suffix *-ed*. Explain that these are examples of *regular past-tense verbs*. Explain that not every verb is changed to its past tense by adding the suffix *-d* or *-ed*, and that *irregular past-tense verbs* will be studied in another lesson (for example: *speak* changes to *spoke*).
-  **Check for understanding:** Ask students to turn to page 12 and underline the past-tense verbs that contain the suffix *-ed* (*talked*, *showed*). In the left-hand margin, have them write the present tense of these verbs (*talk*, *show*). Discuss their answers aloud, and write these examples on the board under the *present tense* and *past tense* headings.
- **Independent practice:** Introduce and explain the [suffixes worksheet](#). When students are finished, discuss their answers aloud.

Build Fluency

Independent Reading

- Allow students to read their book independently. Additionally, partners can take turns reading parts of the book to each other.

Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends. Have students practice retelling the story with someone at home.

Extend the Reading

Realistic Fiction Writing Connection

Have students write a fictional piece in which their character has a problem. Tell students that the problem might be something that their character is experiencing at home or in school. Tell them that the story needs to include a solution by the end. Remind students to keep the characters and events believable since they are writing a realistic fiction piece, and encourage them to include dialogue with quotation marks.

Visit WritingA-Z.com for a lesson and leveled materials on persuasive writing.

Social Studies Connection

Provide Internet resources for students to learn more about their own city council. Have them look for information such as how to petition for a new stop sign in their neighborhood, when and where the meetings take place, and what paperwork needs to be filed in order to be considered by the council. Ask students to brainstorm ideas for change in their neighborhood and to share whether they think they could address city council about making the change.

Skill Review

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

Assessment

Monitor students to determine if they can:

- accurately and consistently demonstrate retelling the story during discussion
- effectively identify and analyze the problems and solutions in the story in a discussion and on a worksheet
- accurately identify the diphthong /ou/ during discussion and on a worksheet
- understand the use of quotation marks within sentences on a worksheet
- identify the suffix *-ed* and understand the formation of past-tense verbs during discussion and on a worksheet

Comprehension Checks

- [Book Quiz](#)
- [Retelling Rubric](#)