

Think Before You Speak

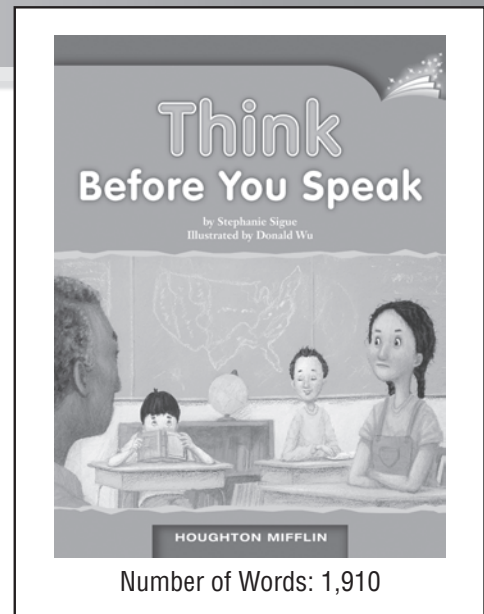
by Stephanie Sique

Fountas-Pinnell Level S

Realistic Fiction

Selection Summary

Robbie tends to say the wrong things. He doesn't mean to say hurtful things to his friends, but sometimes, he just can't help himself. He learns, though, that words can hurt just as much as the karate moves he enjoys so much.



Characteristics of the Text

Genre	<ul style="list-style-type: none"> Realistic fiction
Text Structure	<ul style="list-style-type: none"> Third-person narrative The action takes place over two days. Events presented in chronological order
Content	<ul style="list-style-type: none"> Robbie's problem of not thinking before speaking Robbie's friendship with Kyle Karate class
Themes and Ideas	<ul style="list-style-type: none"> Being a good friend means treating others with respect. Thinking about what you say before you say it is an important thing. Friends should be kind to one another and not say things that are hurtful.
Language and Literary Features	<ul style="list-style-type: none"> Conversational language, the way children talk to one another Narrative interspersed with dialogue
Sentence Complexity	<ul style="list-style-type: none"> A mix of short and complex sentences Exclamations Questions
Vocabulary	<ul style="list-style-type: none"> Many sports-related words and terms: <i>dojo, martial arts</i>
Words	<ul style="list-style-type: none"> Many multisyllable words some of them challenging, such as <i>practically, genuine, commanded, and probably</i>
Illustrations	<ul style="list-style-type: none"> Lively, colorful drawings support the text
Book and Print Features	<ul style="list-style-type: none"> Twelve pages of text, with illustrations on half of the pages

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Build Background

Help students use their knowledge of being a good friend to visualize the selection. Build interest by asking questions such as the following: *How should you treat a friend? What happens if you hurt a friend's feelings? How would you make it up to him or her?* Read the title and author and talk about the cover illustration. Note the various illustrations in the story. Tell students that this story is realistic fiction. Ask them what kinds of features they can expect to find in this type of story.

Introduce the Text

Guide students through the text, noting important ideas, and helping with unfamiliar language and vocabulary so they can read the text successfully. Here are some suggestions:

Page 2: Explain that this is a story about a boy who can't seem to stop himself from saying the wrong thing. **Suggested language:** *Robbie is well liked by most people, but he has a problem. He sometimes can't stop himself from saying the wrong things that hurt other people's feelings.*

Page 9: Explain that the story includes many terms that are related to karate, such as **stance** and **meditate**. Explain to students that a *sensei* is the teacher of the karate class. He or she is very skilled in Karate.

Page 10: Draw students' attention to the illustration. **Ask:** *Does it look like the boys enjoy Karate class?*

Page 14: Point out the glossary to students. *A glossary identifies vocabulary terms and their definitions.*

Now turn back to the beginning of the story and read to find out what happens when Robbie doesn't think before he speaks.

Expand Your Vocabulary

black belt – a belt showing the highest level of skill in martial arts, p. 2

martial arts – a style of fighting or self defense, p. 7


meditate – to think very deeply about something, p. 9

sparring – to engage in a practice of martial arts using light blows, p. 10

stance – the way of standing, p. 9

Read

Have students read silently while you listen to individual students read aloud. Support their understanding of the text as needed.

Remind students to use the Question Strategy  **TARGET STRATEGY** and to think of questions they might have as they read the story.

Discuss and Revisit the Text

Personal Response

Invite students to share their personal responses to the book.

Suggested language: *Did you feel sympathy for Robbie's problem? How do you think he will behave in the future?*

Ways of Thinking

As you discuss the text, help students understand these points:

Thinking Within the Text	Thinking Beyond the Text	Thinking About the Text
<ul style="list-style-type: none">• Robbie sometimes says things that hurt people's feelings.• Robbie doesn't mean to say some of the things he does.• Robbie tries to find a way to make his friend, Kyle, feel better.	<ul style="list-style-type: none">• Not saying what you feel at all times is difficult.• True friends will forgive you.	<ul style="list-style-type: none">• The emotions that Robbie and the other characters in the story feel are realistic.• The language sounds real, the way people talk to one another.• The author includes karate-related terminology, which is in integral part of the story.

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Choices for Further Support

- **Fluency** Invite students to participate in choral reading. Remind them to pay attention to punctuation, and to stress certain words to sound as if the people were actually speaking. Also remind students to speed up the tempo of reading in places where characters are excited about something.
- **Comprehension** Based on your observations of the students' reading and discussion, revisit parts of the text to clarify or extend comprehension. Remind students to go back to the text to support their ideas.
- **Phonics/Word Work** Remind students that prefixes and suffixes, such as *in-*, *re-*, *-ity*, *-ful*, *-ion*, *-ment*, *-or*, and *-ant*, are added to root words to change their meaning or part of speech. Examples from the text include: *insisted*, *reminded*, *community*, *careful*, *meditation*, *encouragement*, *instructor*, and *important*.

Writing about Reading

Critical Thinking

Have students complete the Critical Thinking questions on BLM 9.9.

Responding

Have students complete the activities at the back of the book, using their Reader's Notebook. Use the instruction below as needed to reinforce or extend understanding of the comprehension skill.

Target Comprehension Skill

Conclusions and Generalizations ✓ **TARGET SKILL** Remind students that they can use details in the story to draw conclusions or make generalizations. Model how to add details to the Graphic Organizer, using a "Think Aloud" like the one below:

Think Aloud

On page 10, we read that Robbie insults Kyle. Record this detail in the chart. Also add the conclusion that Robbie sometimes can't keep himself from speaking without thinking first. At the end of the story, the reader can draw the conclusion that Robbie has learned his lesson and his friends will forgive him.

Practice the Skill

Encourage students to think of another conclusion they might draw from details in the story.

Writing Prompt: Thinking About the Text

Have students write a response to the prompt on page 6. Remind them that when they think about the text, they reflect back on the text. They notice and evaluate language, genre, literary devices, and how the text is organized.

Assessment Prompts

- What will most likely happen when Robbie wants to say something that is hurtful to friends again?
 - How did Robbie react when Sensei praised Kyle during karate class?
 - The main purpose of the story is to
-

English Language Development

Reading Support Pair advanced and intermediate readers to read the story softly, or have students listen to the audio or online recordings. Remind them that this story is about being considerate of others.

Cognates The story includes many cognates. Point out the English words and their Spanish equivalents: genuine (*genuino*), local (*local*), reference (*referencia*), and meditate (*meditar*).

Oral Language Development

Check student comprehension, using a dialogue that best matches your students' English proficiency. **Speaker 1** is the teacher, **Speaker 2** is the student.

Beginning/Early Intermediate	Intermediate	Early Advanced/ Advanced
<p>Speaker 1: Who is the main character in the story?</p> <p>Speaker 2: Robbie</p> <p>Speaker 1: What does Robbie have a problem with?</p> <p>Speaker 2: saying the wrong thing</p> <p>Speaker 1: What kind of class do Robbie and Kyle take together?</p> <p>Speaker 2: karate</p>	<p>Speaker 1: What happens when Robbie says the wrong thing?</p> <p>Speaker 2: He hurts his friends' feelings.</p> <p>Speaker 1: How does Robbie make Kyle feel better at the end of the story?</p> <p>Speaker 2: He tells the teacher that Kyle is a better speller.</p>	<p>Speaker 1: What does Robbie learn about thinking before he speaks?</p> <p>Speaker 2: Robbie learns that when he says the wrong thing, even if he doesn't mean to, he hurts his friends' feelings. He learns that he needs to think about what he is going to say before he speaks so he doesn't hurt people's feelings.</p>

Responding

TARGET SKILL **Conclusions and Generalizations** What conclusion can you draw about Robbie? What other details support this conclusion? Copy and complete the chart below.

Conclusion	?
Text detail	?
Text detail	In class, Robbie answers questions before he is called on by the teacher.

Write About It

Text to Text Have you read about another pair of good friends in a different book? Write two paragraphs in which you describe the two friends and what makes their friendship special.

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Lesson 9
BLACKLINE MASTER 9.3

Name _____ Date _____

Critical Thinking

Read and answer the questions. Possible responses shown.

- Think within the text** What are Robbie's strengths?
 Robbie is funny and smart. He works hard and turns homework in on time.
- Think within the text** List two people whose feelings Robbie hurts by speaking before he thinks.
 Robbie hurts Quentin's feelings and those of his best friend, Kyle.
- Think beyond the text** What conclusion can you draw about Robbie's using the spelling word "slimy" incorrectly in a sentence during the class spelling bee?
 Robbie is trying to show Kyle that he realizes that he hurts people when he speaks without thinking. In a way, he is trying to apologize to Kyle.
- Think about the text** Why might the author have Robbie apologize in a funny way?
 Robbie is a funny character.

Making Connections What advice would you give to a friend who did some of the same things Robbie does?

Write your answer in your Reader's Notebook.

Critical Thinking
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Grade 4, Unit 2: Do You Know What I Mean?

Name _____ Date _____

Critical Thinking

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Critical Thinking

Read and answer the questions.

1. Think within the text What are Robbie's strengths?

2. Think within the text List two people whose feelings Robbie hurts by speaking before he thinks.

3. Think beyond the text What conclusion can you draw about Robbie's using the spelling word "slimy" incorrectly in a sentence during the class spelling bee?

4. Think about the text Why might the author have Robbie apologize in a funny way?

Making Connections What advice would you give to a friend who did some of the same things Robbie does?

Write your answer in your Reader's Notebook.

Think Before You Speak • LEVEL S

Think Before You Speak
Running Record Form

page	Selection Text	Errors	Self-Corrections
11	<p>Kyle and Robbie practiced hard, and before they knew it, class was over. Everyone recited the <i>Dojo Kun</i>, thanked Sensei and left. As Robbie was about to walk through the doorway, Sensei whispered quietly to him. “A true karate master is humble and always thinks before he speaks.”</p> <p>Robbie’s mom was waiting to drive them home. On the way home, Kyle kept up a lively conversation about the new move they had learned. He even told Robbie’s mom about the upcoming martial arts fair and how he hoped Sensei would pick them to demonstrate a move.</p>		
	Comments:	Accuracy Rate (# words read correctly/96 × 100) _____ %	Total Self-Corrections _____

Behavior	Code	Error
Read word correctly	✓ cat	0
Repeated word, sentence, or phrase	@ cat	0
Omission	— cat	1

Behavior	Code	Error
Substitution	cut cat	1
Self-corrects	cut ^{SC} cat	0
Insertion	the ^ cat	1
Word told	Ⓢ cat	1

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