

Text Type: Fiction/Realistic Page Count: 16 Word Count: 379

Book Summary

I Broke It tells the story of a boy who breaks his mother's favorite vase and blames the family dog. Does he tell the truth or let the dog suffer the punishment? Use this book to talk about the importance of telling the truth. Colorful and engaging illustrations support the text. Students will have opportunities to identify cause-and-effect relationships as well as to practice retelling skills.

About the Lesson

Targeted Reading Strategy

- Retell


Objectives

- Retell to understand text
- Identify cause and effect
- Segment syllables
- Identify VCe pattern
- Recognize and use contractions
- Define and use compound words

Materials

Green text indicates resources are available on the website.

- Book—*I Broke It* (copy for each student)
- Chalkboard or dry-erase board
- Dictionaries
- Sheets of paper
- Highlighters
- Sticky notes
- Cause and effect, VCe pattern, contractions worksheets
- Discussion cards

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

Vocabulary

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

- Content words:

Story critical: **blame** (v.), **fess** (v.), **punishment** (n.), **scolds** (v.), **shame** (n.), **slumps** (v.)

Build Background

- Ask students if they have ever broken something. Have students share stories of a time when they broke something and what caused them to break it.
- Write the word *fess* on the board and ask a volunteer to define the word *fess*. Explain to students that when describing a time they broke something, they were confessing or admitting that they had broken something. The word *fess* is short for the word *confess*.

- Lead a short discussion about why it is important to tell the truth or confess right away if you break something.

Book Walk

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, 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 effective readers stop now and then during reading to retell in their mind what is happening in the story. Stopping to retell the events of the story helps readers remember and understand what they are reading.
- Explain that when people retell a story or event, they explain the details in order. Point out that people retell stories as a part of their daily lives, such as sharing with one another what happened at school or the events of a television show.
- Model retelling a time you broke something.
Think-aloud: One morning last summer, I was helping my mom move some boxes to her new house. There were many boxes to move, and it was very hot outside. Some of the boxes were marked with the word fragile, which means the things inside can be easily broken. As I was loading the boxes, I didn't pay attention to the words written on the boxes. I was trying to get them loaded as quickly as possible and got to a cool place. When I unloaded the boxes, one of them made some rattling sounds. When I opened the box, the dishes inside were broken into little pieces. I knew my mom would be really mad at me. I didn't want to tell her, so I thought about taping up the box and putting it up in the attic. I knew this was the wrong choice. I told my mom that the dishes were broken and promised to buy her some new ones. She was upset because the dishes were broken, but happy that I told the truth.
- Point out to students that when retelling a story or event, it is important to tell the details in correct order. Have students turn to a partner and retell a time when they broke something, being sure to tell the details in correct order.
- Have students place sticky notes on pages 6, 8, 10, 12, and 15. Explain that as they read, they should stop on 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: **Cause and effect**

- Explain to students that one way to understand information in a story is to think about what happened and why it happened. Point out that a *cause* is an event that makes something happen, and an *effect* is what happens as a result of the cause. Explain that asking the question, *why did it happen?* reveals the cause and that asking the question, *what happened?* reveals the effect.
- Create a two-column chart on the board with the headings *Cause* and *Effect*. Model how to identify an effect and its cause.
- *Think-aloud: One way to understand a story is to think about the event that happened and to try to figure out the reason why it happened. This keeps me involved in the story and excited about what might happen next. For example, if a character in a story is crying, I read to find out the reason he or she is crying. The character might have heard some sad news. The effect, or what happened would be crying, and the cause, or why the crying happened, would be hearing the sad news.*

- Write this cause-and-effect relationship on the board. Invite students to suggest other possible causes for the effect of the crying (getting hurt, being teased, and so on). Write these new cause-and-effect-relationships on the board.

Introduce the Vocabulary

- While previewing the book, reinforce the vocabulary words students will encounter. For example, while looking at the picture on page 7, you might say: *It looks as though Mom scolds the dog for breaking the vase. What does the word scolds mean? That's right. It means to harshly criticize someone who has done something wrong.*
- Write the following story-critical words on the board: *blaming, punishment, shame, and slumps*.
- Point out that these words can be found in the story and they help students understand the story as they read. Divide students into two groups, and give each group two sheets of blank paper and assign two of the words. 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 *blaming* in the dictionary. Invite a volunteer to read the definition for *blaming*. Have students compare the dictionary definition with the glossary definition. Have them compare these with their prior knowledge of the word.
- Have students follow along on page 12 as you read the sentence in which the word *blaming* is found to confirm the meaning of the word. Repeat the exercise with the remaining vocabulary words.

Set the Purpose


- Have students read to find out more about what happens when the narrator breaks his mom's favorite vase. Remind them to stop reading at the end of each page with a sticky note and quickly retell in their mind the details of the story so far.

During Reading

Student Reading

- **Guide the reading:** Have students read to the end of page 6 and then stop to think about what has happened so far in the story. Encourage those who finish early to go back and reread.
- **Model retelling.**
Think-aloud: I stopped after a few pages to retell in my mind what I had read so far. I learned that the narrator, a young boy, broke his mom's favorite vase into a million pieces. This happened because he was playing soccer in the house while his mom was gone. The boy was thinking about his soccer team's final match, and he wanted to practice a little more. While he was cleaning up the vase, his dog, Rusty, was jumping up and down. This gave the boy an idea. He heard his mom turn the key in the door and walk in. She patted Rusty on the head and asked if he was a good boy. I will keep reading to find out what the narrator's idea might be.
- Draw a cause-and-effect T-chart on the board.
- Have students reread page 3. Ask the question, *what happened?* (Mom's vase was broken.) Remind students this question helps reveal the effect. Ask the question, *why did it happen?* (The boy played soccer inside.) Remind students this question helps reveal the cause. Record the cause-and-effect relationship on the T-chart. Have students reread page 4. Say: *Now, I will write The boy played soccer inside under the Effect heading. Why did this happen? Think about your answer and get ready to share it with a partner. This will be the cause.*
- Introduce and explain the [cause-and-effect worksheet](#). Have students write information from the last cause-and-effect relationship discussed above in the chart.

- **Check for understanding:** Have students read to the end of page 8. Have them retell what they know so far to a partner. Ask them to write on their worksheet what caused Mom to send Rusty outside (*The boy said Rusty broke her vase*). Have students record any additional cause-and-effect relationships on the worksheet.
- Have students read the remainder of the book. Remind them to stop at the pages marked with sticky notes to quietly retell the events of the story with a partner. Additionally, remind students to consider the cause-and-effect relationships in the story.

 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 the discussion that follows.

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

- Model retelling in detail the events of the story the narrator decides to fess up.
- **Think-aloud:** *The boy decided to confess that he broke the vase instead of Rusty. He felt bad for blaming the dog, so he told his mom the truth. Mom said that blaming Rusty for the mistake was wrong, but she thanked the boy for being honest. She told the boy to let Rusty back inside and told him his punishment would be that he could not go to his soccer match on Saturday. The boy thought about arguing but decided to accept the punishment. When Rusty came inside, he shook off the rain onto the boy, jumped up on him, and gave him a big lick. The boy began to feel better because he told the truth.*
- Have students retell the story from the beginning to a partner. Listen for whether they include the following: correct events in detail, events in order, main characters, problem, and solution.

Reflect on the Comprehension Skill

- **Discussion:** Discuss the causes and effects students recorded on their worksheet.
- **Independent practice:** Have students write any additional causes and effects on the worksheet. If time allows, discuss their answers.
- **Enduring understanding:** In this book, you learned about the importance of telling the truth even when it might result in punishment. Now that you know this information, what will you do the next time you find yourself in a situation where it will be difficult to tell the truth?

Build Skills

Phonological Awareness: Segment syllables

- Review or explain that every word contains one or more parts. Explain that these parts are called *syllables*.
- Show students how to count syllables by clapping as they say a word. Demonstrate with the word *soccer*. Clap each time you say a syllable (two claps).
- **Check for understanding:** Say the following words one at a time and have students clap the syllables and tell how many syllables are in each word: *Saturday, vase, broken, million, match, punishment, mistake, arguing*.

Phonics: VCe pattern

- Write the word *shame* on the board and say it aloud with students.
- Have students say the long vowel /a/ sound aloud. Then, run your finger under the letters in the word as students say the whole word aloud. Ask students to identify which letter represents the long vowel /a/ sound in the word *shame*.

- Cover the letter e with your hand. Have students read the word *sham* aloud. Remind students that the letter a can have two sounds: the short /a/ sound and the long /a/ sound. Uncover the letter e and have students read the word one more time aloud with you. Explain to students that one way to make the letter a have a long vowel /a/ sound is by adding a silent -e to the end of the word.
- Explain to students that a silent -e at the end of the word makes a vowel say its name. Write the words *made*, *shake*, and *take* on the board. Point to each word and have students read it aloud. Remind them that the vowels should say their name. Invite volunteers to come to the board and circle the silent -e and underline the medial vowel.
- **Check for understanding:** Write the following words on the board: *man*, *kit*, *cut*, *not*, *tap*, *slid*, *blam*, and *cam*. Say each word, one at a time, and have students repeat. Invite volunteers to come to the board and add the silent -e to the end of each word. Have students read the new words to a partner. Call on random students to read the words aloud.
- **Independent practice:** Introduce, explain, and have students complete the [VCe pattern worksheet](#). If time allows, discuss their answers.

Grammar and Mechanics: Contractions

- Have students read the third sentence on page 3 aloud. Ask students to point to the word *it's*. Write *it's* on the board.
- Explain to students that *it's* is a contraction and is made by joining together the words *it* and *is*. Write the words *it* and *is* on the board beneath the word *it's*. Have students read the sentence from page 3 again, this time substituting the words *it* and *is* for the word *it's*. Ask students to give a thumbs-up signal if the sentence still makes sense.
- Explain to students that a *contraction* is a word formed by joining two words and connecting them with an apostrophe.
- Circle the apostrophe in the word *it's* on the board, and have students point to the apostrophe in *it's* in their book. Point out that the apostrophe shows where a letter has been left out. Explain to students that in contractions one letter is always left out when the two words are combined. Ask students to identify which letter has been left out of the contraction *it's*.
- Write the following contractions on the board: *wouldn't*, *that's*, and *what's*. Have students work with a partner to determine the two words that form each contraction, and have each student write the words on a separate sheet of paper. Point to the contractions on the board and have students call out the two words that are joined to create the contraction.
- Write the words *he* and *is* on the board and read them aloud with students. Have students work in groups to discuss how they would join these words to make a contraction, and ask students to write the contraction on their separate sheet of paper. Write the contraction *he's* on the board, and have students correct their written contraction if necessary.



Check for understanding: Have students work with a partner to find and highlight all the contractions in the book. Have students write somewhere on the page the two original words that were joined to form the contraction. Invite volunteers to share a word with the rest of the class, and have other students give a thumbs-up signal if the word is a contraction.

- **Independent practice:** Introduce, explain, and have students complete the [contractions worksheet](#). If time allows, discuss their answers.

Word Work: Compound words

- Write the word *inside* on the board. Ask students what two words they see in *inside* (*in* and *side*). Explain that this word is a compound word. Review or explain that a compound word contains two smaller words that combine to make a new meaning. Remind students that the definition of the separate words can help students figure out the meaning of the new word.
- Have students discuss with a partner the meaning of the word *inside* (within something, not outside). Invite volunteers to share. Guide students to the correct definition.

- Work with students to generate a list of compound words on the board. Have students break the compound words into two words. Then, have them work with a partner to decide on a definition for each word.



Check for understanding: Have students work with a partner to find and highlight all the compound words in the book. Invite volunteers to share a word with the rest of the class, and have other students give a thumbs-up signal if the word is a compound word. Then, have students define each compound word and work with a partner to use every compound word in sentence.

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 them discuss the cause-and-effect relationships they found in the book with someone at home.

Extend the Reading

Realistic Fiction Writing and Art Connection

Encourage students to think about a time when they broke something. Have them think about the questions *what happened?* and *why did it happen?* Have students use the story as a model to write their own story about a time they broke something. Encourage students to include a drawing to go along with their story.

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

Social Studies Connection

Lead a discussion about telling the truth. Have students give specific examples about how the boy from the story felt when he didn't tell the truth. Ask students to give examples about times when they did not tell the truth and how they felt. Discuss how they are similar to and different from the boy in the story. Discuss reasons why people might want to lie rather than tell the truth.

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:

- consistently use the strategy of retelling to understand text during discussion;
- accurately identify cause and effect during discussion and on a worksheet;
- accurately segment syllables during discussion;
- accurately identify and use the VCe pattern during discussion and on a worksheet;
- correctly understand and identify contractions during discussion and on a worksheet;
- accurately define and use compound words during discussion and in text.

Comprehension Checks

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