




LESSON 129

Memory Word *said* and Dialogue Sentences

Summary of Core Instruction

-  **Daily Routines:** Informal Assessment
-  **Step 1** Teach Memory Word *said* and dialogue sentences
-  **Step 2** Quick writing: Dialogue sentences

Materials

Student Book for Units 8–9 (KQ, J)
Scissors
Glue
Chart paper
Student White Boards or handwriting paper

Student Objectives

Reading

Vocabulary

Understand the meanings of *Lip Flip* and *tongue twister*
Read Memory Word *said*

Comprehension

Associate pictures with sentences

Writing

Expressive Writing

Set a purpose for writing
Dictate dialogue sentences

Grammar, Usage, and Mechanics

Identify punctuation in dialogue sentences



DAILY ROUTINES: Informal Assessment

Blending

On the board, write the bold words below. Have children blend the sounds to read the first word aloud. Call on a child to write next to it a rhyming word that begins with /j/. Have children blend sounds in the new word. Repeat with the other words.

get (*jet*) **hug** (*jug*) **must** (*just*)
ham (*jam*) **bump** (*jump*) **packet** (*jacket*)

Dictation

Say a word, give a context sentence, and ask children to write the word. Have them identify the words that rhyme.

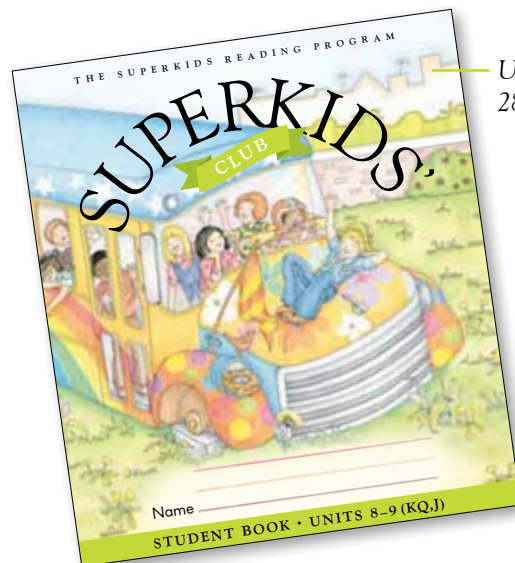
rob **job** **lump** **jump**

Handwriting

Have children read the sentences aloud together before copying them.

Jen has a jacket.

Put the jacket on.



Use pages
28–29.



Step

1

Teach Memory Word *said* and dialogue sentences

Use Student Book pages 28–29, scissors, and glue.

Introduce and help children read Lip Flips. Have children turn to pages 28 and 29. Read aloud Ettabetta’s speech balloon with children. Explain that *Lip Flips* are tongue twisters that Ettabetta made up.

Remind children that tongue twisters are funny sentences or phrases that are difficult to say quickly. Point out the other speech balloons and explain that the Superkids are trying to say Ettabetta’s Lip Flips. Read the speech balloons on pages 28 and 29 aloud with children.

Introduce the Memory Word *said* and dialogue sentences. Have children look at Ettabetta again on page 28. Ask how they know what she is saying. (*Her words are in a*

speech balloon.) Have them look at the first sentence below the green bar. Explain that this sentence is another way of showing what Ettabetta is saying.

Point out the pink word and explain that it is *said*—a new Memory Word. Say *said* again, and have children repeat it and spell the word aloud. (*s-a-i-d*) Identify the comma and the quotation marks and explain that these marks are used with the word *said* to show that someone is talking. Tell them that the words between the sets of quotation marks are what the person is saying. Have children read the dialogue sentence aloud with you. Ask what words Ettabetta said. (*I like Lip Flips.*) Point out that the words between the quotation marks are the same words that are in Ettabetta’s speech balloon.

Have children trace and write *said* in dialogue sentences. Explain that the other sentences at the bottom of pages 28 and 29 are another way of showing which Lip Flip each Superkid said. Tell children to read each sentence and trace or write *said* on the handwriting lines. When they have finished, call on children to read the sentences aloud. Have them identify the words in each sentence that are the same as the words in one of the Superkid’s speech balloons.

Unit 9(J), Lesson 129

I like Lip Flips.

Big bugs sip pop.

Quick ducks quack.

Eleven lemons.

Ettabetta **said**, “I like Lip Flips.”

Tic **said**, “Big bugs sip pop.”

Toc **said**, “Quick ducks quack.”

Alf **said**, “Eleven lemons.”

Unit 9(J), Lesson 129

Twins spin.

Crabs grab rabbits.

Cass **said**, “Twins spin.”

Sal **said**, “Crabs grab rabbits.”

28

29

Parents: Your child traced or wrote the Memory Word *said* to complete sentences. Then your child cut out pictures and glued each one as a flap over the Superkid’s speech balloon that describes the picture: bugs (Tic), ducks (Toc), lemons (Alf), twins (Cass), rabbits and crabs (Sal).

Have children cut out pictures and match them to sentences. Point out that each of the pictures at the bottom of page 29 goes with one of the Lip Flips. Tell children to cut the pictures out along the purple lines and then along the green lines. Have them place each picture over the speech balloon with the Lip Flip that describes the picture.

Make sure children match the pictures and Lip Flips correctly. Then have them put glue on the back of each picture along the top and attach the pictures as flaps over the speech balloons. For fun, encourage children to lift one flap at a time and practice saying the Lip Flip as fast as they can.



Quick writing: Dialogue sentences

Use chart paper.

Set a purpose for writing. Remind children that Ettabetta planned the jolliest jingle jangle day with lots of fun games to do. Tell children you would like to have a conversation about games and activities they like.

Have children identify punctuation in a dialogue sentence. Begin the discussion by naming a game or activity you like. Write what you said on the chart paper—for example, *Ms. Smith said, “I like word puzzles.”* Read the sentence aloud. Have a child underline *said* and the comma. Ask another child to circle the quotation marks. Remind children that the words between the quotation marks are the exact words you said.

Have children dictate ideas to complete a dialogue sentence. Call on one child at a time to name a game or activity she likes. On the chart paper, write what the child said, using the following sentence frame:

_____ said, “I like _____.”

Read the words aloud and name the punctuation marks as you write them. Have children repeat the exact words each child said. After recording several examples, have children direct your writing, telling you which words and punctuation marks to write.



TEN-MINUTE TUCK-INS

Activities for
Differentiating Instruction

Reinforce Writing: Dialogue Sentences

Use Blackline Master 43.

Child writes words to complete these sentences:
Lily said, “Sal slips on socks.” and *Doc said, “Big bad bugs beg.”*

Distribute copies of Blackline Master 43. Call on children to read aloud the Lip Flips in the speech balloons. Then have children read aloud the first sentence below the pictures. Have them underline the Memory Word *said* and the comma after it and then circle the quotation marks. Remind them that quotation

Continued on the next page.

TEN-MINUTE TUCK-INS

Writing: Dialogue Sentences (continued)

marks show the words people say. Point out that the part of the sentence inside the quotation marks matches the sentence in Tac's speech balloon, including the capital letter at the beginning of Tac's words and the period at the end.

Have children look at the next row. Point out the comma, the quotation marks, and the period. Tell children to complete the sentence and the one in the last row by reading the character's name at the beginning, writing *said* on the lines before the comma, and then writing between the quotation marks the Lip Flip that the character said. Remind them to capitalize the first letter inside the quotation marks. Review the page by having children read the completed sentences aloud.

Reinforce Grammar: Dialogue Punctuation

On the board, write a decodable sentence of dialogue that a Superkids character might say, but leave off the punctuation.

Cass said I like red jam

Have children read the sentence aloud and help them figure out what punctuation marks are missing from it. (*comma, quotation marks, period*) Have children direct you to add the appropriate marks or call on children to add the marks.

Repeat with other sentences. You can make up your own sentences, use text from speech balloons in Student Books or Library Books, or invite children to suggest sentences.

Reinforce Fluency: Memory Words

Use *Blackline Master 6*.

Use *Blackline Master 6* to make word cards of Memory Words children have learned: *a, I, the, of, no, for, put, to, like, said* (or print a set from the teacher portal). Then play flash card games with children. For example, pretend to be a jack-in-the-box. Crouch down and pop up suddenly showing a word card to children. The first child to read the word aloud correctly gets to be the next jack-in-the-box. You can also have children form a line and take turns reading a word card you show. Set a timer to see how many words they can read correctly in a minute.

Extend Speaking and Writing: Make Up Dialogue

Use *Super Scene* and small *Cling-ons of Superkids* or bendable *Superkids* figures.

Have children act out scenes in which the Superkids talk to one another as they go from place to place in their neighborhood. Record some of the made-up dialogue on the board to reinforce that quotation marks show speech written down.