

Trace a Repeated Word and Its Responses

Texas · Grade 2 · Skill lesson

WINNER	2.10(F)
STRAND Author's Purpose and Craft - Repetition	
STANDARD identify and explain the use of repetition.	

WHY THIS LESSON EARNS THE CODE

Students identify repeated words and sentence patterns and explain how the repetition signals hesitation, interruption, and recurring character dynamics.

PLACEMENT

TEACHES - the student task directly practices the cited expectation. The canonical lesson follows unchanged.

Source: Texas Education Agency, Texas Essential Knowledge and Skills for English Language Arts and Reading.

Verified 2026-09-08 · strict winner-only audit

TUMBLETA · SKILL LESSON

Trace a Repeated Word and Its Responses

The Fire Station · Grade 2 · Book 4218

Full lesson

TIME

32 minutes

OBJECTIVE

Track the word maybe through the book and write down what answers it every single time.

STUDENT PRODUCT

Rows for each maybe, with a box for who said it and a box for the answer it got

FOCUS

A word of hesitation answered every time by somebody certain

Essential question

What happens on every page where somebody says maybe?

Materials

- The book
- A row for each maybe in the book, ready to be filled in

Text to mark before teaching

- Passage 1 — two children facing each other outside a fire station with red doors
- Passage 2 — a fireman leaning round a red door, the two children looking up at him
- Passage 4 — two children spattered with colour standing in front of an enormous fire

Lesson sequence

1 Listen for maybe · 7 min

Focus:	A list cut off in the middle
Teacher model:	Read this page aloud, stopping exactly where the dots are, and ask the class who finished the sentence instead.
Prepared text:	Passage 1 2 The fireman's answers · 9 min
Teacher direction:	Write what Sheila asks the fireman and exactly what he answers.
Expected answer:	She asks whether maybe he will let them drive a fire truck. He answers Certainly not. He had answered Certainly to what came before, so the same word does the yes and the no, with one word added.
Prepared text:	Passage 2 3 At the fire · 12 min
Teacher direction:	Read this page and write out Sheila's list, then who stopped it and what they said.

Expected answer:	She says they thought the truck might be a bus, then a taxi, then an elevator, and starts another when the fire chief cuts in and says he had better take them home. Her list is stopped in the same way Michael's was, with a row of dots.
Prepared text:	Passage 4 4 Two lists, one ending · 4 min

Focus:	Two lists stopped the same way
Teacher direction:	Put the two interrupted lists side by side and ask what is the same about how each one ends.
Prepared text:	Passage 1, Passage 4
Prepared text:	Passage 1, Passage 4

Teacher guidance

Why this text works: Each maybe and the answer it gets are printed on the same page, and two of the answers cut the speaker off in the middle of a sentence with a row of dots, so the interruption is visible in print and is not a matter of how it is read aloud.

Expected answer:	Michael begins a string of maybes about asking his mother and then his father, and Sheila cuts him off in the middle of the next one and pulls him to the door. Sheila asks the fireman whether maybe he will let them drive a fire truck, and he answers Certainly not. At the fire she runs through a string of maybes about the truck being a bus, a taxi, an elevator, and the fire chief cuts her off and takes them home. Every maybe is answered by somebody who has already made up their mind, and both long strings stop with a row of dots instead of finishing.
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Model: Listen out for the word maybe. Every time you hear it, somebody is about to be overruled.

Support and extension

Above: Say why the book gives the fireman the word certainly twice, with a not added the second time.

Below: Find one maybe in the book and say who answered it.

Assessment

Look for: Finds the maybes and not only the interruptions. Names who supplied the answer in each case. Notices that both long strings stop with dots instead of a full stop.

Short version

TIME

17 minutes

OBJECTIVE

Track the word maybe through the book and write down what answers it every single time.

STUDENT PRODUCT

Rows for each maybe, with a box for who said it and a box for the answer it got

FOCUS

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Essential question

What happens on every page where somebody says maybe?

Materials

- The book
- A row for each maybe in the book, ready to be filled in

Text to mark before teaching

- Passage 1 — two children facing each other outside a fire station with red doors
- Passage 2 — a fireman leaning round a red door, the two children looking up at him
- Passage 4 — two children spattered with colour standing in front of an enormous fire

Lesson sequence

1 Listen for maybe · 6 min

Focus:	A list cut off in the middle
Teacher model:	Read the opening page and stop at the dots. Ask who finished the sentence.
Prepared text:	Passage 1 2 The fireman's answers · 7 min

Teacher direction:	Write down both of the fireman's answers.
Expected answer:	Certainly, and then Certainly not. One word turns the yes into a no.
Prepared text:	Passage 2 3 At the fire · 4 min
Teacher direction:	Write who stopped Sheila's list of maybes.
Expected answer:	The fire chief, who said he had better take them home.
Prepared text:	Passage 4

Teacher guidance

Why this text works: Each maybe and the answer it gets are printed on the same page, and two of the answers cut the speaker off in the middle of a sentence with a row of dots, so the interruption is visible in print and is not a matter of how it is read aloud.

Expected answer:	Michael begins a string of maybes about asking his mother and then his father, and Sheila cuts him off in the middle of the next one and pulls him to the door. Sheila asks the fireman whether maybe he will let them drive a fire truck, and he answers Certainly not. At the fire she runs through a string of maybes about the truck being a bus, a taxi, an elevator, and the fire chief cuts her off and takes them home. Every maybe is answered by somebody who has already made up their mind, and both long strings stop with a row of dots instead of finishing.
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Model: Listen out for the word maybe. Every time you hear it, somebody is about to be overruled.

Support and extension

Above: Say why the book gives the fireman the word certainly twice, with a not added the second time.

Below: Find one maybe in the book and say who answered it.

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Look for: Finds the maybes and not only the interruptions. Names who supplied the answer in each case. Notices that both long strings stop with dots instead of a full stop.