

What Changes in the Last Repeated Sentence Bad for Them, Good for Me - Grade 1 - One-sitting lesson

## TIME

## OBJECTIVE

## PRODUCT

30 minutes Track a repeated sentence across the story and explain how its final change alters the pattern and meaning. The repeated sentence and final sentence side by side, the changed word marked, and one explanation of why the book waits until the end to change it. Essential question: What is different about the sentence on the last page, and why does that change matter?

## Materials

- The book
- Sentence strip or paper
- Pencil Text to mark
- Repeated sentence through the earlier accidents - “bad for them, but good for me”
- Saturday final page - “good for them and good for me”

## Lesson sequence

1 Read the last page - 5 min Read only the Saturday page aloud and wait for students to notice that the familiar sentence is different. 2 Put the two sentences side by side - 7 min Write the repeated sentence above the final sentence. Have students copy both and mark exactly what changed. 3 Explain the ending - 7 min Ask why the book waits until the very end to make the change. Require students to explain the effect on the pattern, not just say that everyone is happy. 4 Make one of your own - 7 min Students say one sentence in the book's earlier shape about something from their own week, then one sentence explaining what the last page changes. 5 Close - 4 min Students read their two book sentences aloud and finish: “The ending matters because \_\_\_\_.”

## Teacher key

The earlier pattern is “bad for them, but good for me.” The final page changes it to “good for them and good for me.” The ending breaks the repeated pattern by including everyone on the good side instead of Noah benefiting from someone else's problem. Support & extension

### Support:

Print both book sentences with a blank where the changed word goes. Have students fill and circle but/and before explaining the meaning. Extension: Explain how the conjunction change from but to and changes the relationship among the people in the sentence.

## Assessment

- Writes or identifies both repeated sentences
- Marks the word or relationship that changes
- Explains how the final sentence breaks the pattern
- Explains why the change is saved for the ending

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