

For students reading at **Literacy Level C/3**, including:

- English-language learners
- Students reading below grade level
- Kindergarten and first grade emergent readers

Objectives at a Glance

COMPREHENSION

Students will:

- Identify characters and setting
- Summarize
- Monitor their reading by asking questions
- Utilize text and graphic features
- Answer text-dependent questions
- Respond to the book

GENRE STUDY

Students will:

- Recognize the characteristics of realistic fiction
- Determine the story's message

VOCABULARY

Students will:

- Recognize high-frequency words
- Develop academic content (Tier Three) vocabulary
- Develop robust (Tier Two) oral vocabulary

LANGUAGE

Students will:

- Recognize the sentence structure
Do not _____
- Use regular past tense verbs

PHONEMIC AWARENESS

Students will:

- Listen for initial and final /d/

PHONICS

Students will:

- Use first-letter clues to solve words
- Recognize initial and final "d" in words

FLUENCY

Students will:

- Read exclamation points

CONCEPTS ABOUT PRINT

Students will:

- Locate spaces between words

WRITING

Students will:

- Write to a picture prompt

No, Tim!

THEME: Rules

- Families Have Rules (Level C/3)
- **No, Tim! (Level C/3)**
- Rules at School (Level E/7)
- Remember the Rules! (Level E/7)

GENRE/SUMMARY:

In this realistic fiction story, Tim's mother must keep reminding him to stop his boisterous behavior inside the house. But Tim gets the last laugh when he gets to say, "No, Mom!"



by Cynthia Swain • illustrated by Richard Harrington

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Related Resources

The following Benchmark Education Company resources support the skills and strategies taught in this lesson.

Early Explorers Partner

- *Families Have Rules* (Nonfiction, Level C/3)

Text-Dependent Comprehension Resources

- *No, Tim!* Comprehension Question Card
- Power Tool Flip Chart for Teachers
- Student Bookmark

Assessment

- *Early Explorers Overview & Assessment Handbook*
- *Grade K Comprehension Strategy Assessment Book*

I think . . .	I find out . . .
stayed up late ate a lot of candy made a mess teased his sister	

Introduce the Book

- **Preview Cover and Title Page** Give each student a copy of the book. Point to the front. **Say:** *This story is about a boy and his mom.* Read the title and author, and ask students to echo-read. Invite them to tell what they see in the illustration. **Say:** *This is the book's cover.* Repeat the process with the title page. **Say:** *The cover and title page get us ready to read the book.* Using the think-aloud strategy, model how to make predictions about the book based on the cover and title page information: *The title has the words **No** and **Tim**. I think a boy named Tim will do something he shouldn't do.* Allow time for students to share their own predictions about the story.

Make Connections and Build Background

- **Use Role-Play** **Say:** *We will read a book called **No, Tim!** The mother in the story has to say "No" to her son. My parents used to say "no" to me, too. They would say, "No! Do not play in the street." When do your parents say "no"? Invite students to role-play a parent telling a child not to do something. Encourage them to use the sentence structure "No! Do not ____."*
- **Use a Graphic Organizer** Draw a two-column prediction chart on the board with the headings **I think . . .** and **I find out . . .** Ask students why they think Mom has to say "No" to Tim. Write students' ideas in the **I think . . .** column of the prediction chart. Then read each entry, prefacing it with the phrase *I think Tim . . .* and ask students to echo-read.
- **Introduce Characters and Setting** **Say:** *The people in the story are called characters.* Ask students to turn to pages 2 and 3, and point to each character as you read the matching name. Repeat the process, inviting students to echo-read. Then **say:** *The setting is where the story takes place. What is the setting of this story?* Help students use the illustrations to determine that the story takes place in Tim's home.
- **Preview Illustrations and Vocabulary** Revisit the illustrations on the cover and title page. **Say:** *The pictures in fiction books are called illustrations. Illustrations help us understand the words in the book.* Take students on a picture walk, emphasizing the words **bed, ball, TV, skateboard, guitar, pizza,** and **cookie** as you talk about the illustrations and what is happening in the story. Make sure students can pronounce each vocabulary word.

- Locate High-Frequency Words to Monitor Meaning** Ask students to turn to page 4 and locate the word **on**. Ask them to frame the word and check it by running their finger under the word in a left-to-right motion. Then ask students to locate the word **on** on page 8. **Say:** *On is an important word. Use the word **on** to help you while you read.*
- Preview Sentence Structure** For students who need additional support, write “Do not _____” on the board. Read the sentence structure aloud and ask students to repeat it several times. **Say:** *We used the words **Do not** when we talked about what parents sometimes say. The words **Do not** are in the book, too. Page 4 has a sentence with the words **Do not**.* Model how to frame the sentence between two fingers. Then read the sentence aloud and ask students to echo-read. Invite them to turn to page 6. **Ask:** *Can you frame a sentence with the words **Do not**?* Assist as needed, and then read the sentence aloud and ask students to echo-read. If students need additional practice, allow them to locate and read the sentence structure on page 12.
- Use Graphophonic Cues** **Say:** *Another word in this book is **jump**. Say the word **jump**. What letter do you expect to see at the beginning?* (Allow time for students to respond, assisting as needed.) *Find the word **jump** on page 4.* Once students locate the word, repeat the process with the word **kick** on page 6. **Say:** *Use first-letter sounds to help you when you read.*
- Scaffold Spanish-Language Speakers** Say the word **no**. **Ask:** *Does **no** sound like a word you know in Spanish?* (Allow time for students to respond.) *The English word **no** sounds like the Spanish word **no**. **No** and **no** mean the same thing. The words look the same, too.* Write the word **no** on the board and ask students to locate it on page 4 in the book. Then invite students with other first languages to share their cognates.

Set a Purpose for Reading

- Direct students’ attention to the prediction chart. **Say:** *Now it’s time to whisper-read the book. Read to find out why Mom says “No” to Tim.*

Observe and Prompt Reading Strategies

- After the supportive introduction, students should be able to read all or most of the book on their own. Observe students as they read. Take note of the graphophonic, syntactic, and semantic cues they use to make sense of the text and self-correct. Prompt individual students who have difficulty problem-solving independently, but be careful not to prompt English-language learners too quickly. They may need more time to process the text as they rely on their first language for comprehension.

Strategic Reading Prompts			
Cue Source	Prompt	Example	Page
Graphophonic	Look at the first letter.	Tim	4
Syntactic	Think about the sentence structure.	“Do not kick!”	6
Semantic	Check the picture.	ate	14

Use the Graphic Organizer to Summarize

- Ask students to think about their reading. **Say:** Look at our prediction chart. Why does Mom say “No” to Tim? Record students’ responses in the **I find out . . .** column of the chart. Then choral-read each entry, prefacing it with *Tim . . .* Ask students to use the graphic organizer to tell the story to a partner.

I think . . .	I find out . . .
stayed up late	jumped on the bed
ate a lot of candy	kicked a ball
made a mess	put on the TV
teased his sister	got a skateboard
	got a guitar
	ate a pizza

Genre Study

- **Say:** This story is realistic fiction. You could meet people like Tim and Mom in real life. The things the characters do could really happen. What are some ways the story is realistic? Guide students to mention story events such as jumping on a bed, playing a guitar, and baking cookies.
- **Say:** Realistic fiction stories have themes. A theme is like a message from the author. I notice in *No, Tim!* Mom has to say “No” to Tim. Why does Mom have to say “No”? Allow time for students to respond. Then **say:** Yes, Tim’s actions might cause problems. Tim might break things. He might make a mess. He might bother other people in the house. The theme for *No, Tim!* could be “Think before you act.” The author uses the story to send readers a message. The author is telling us to think before we act, too.

Reading Strategy Mini-Lesson: Ask Questions

- **Reflect** Ask students to think about the parts of the book that were hard for them to understand. **Ask:** What did you do to help yourself understand what you read?

• **Model Say:** I want to make sure I understand what I read. One way is to ask questions before, during, and after reading. I will turn back to pages 6 and 7. Mom says, “Do not kick!” to Tim. I asked myself a question when I read this page. I wanted to know why Mom told Tim not to kick. I figured out the answer by looking at the illustration. Tim is kicking his soccer ball in the house instead of outdoors. Now I know why Mom tells Tim not to kick. On page 16, I asked myself another question. Why does Tim tell Mom not to eat a cookie? The book doesn’t answer this question. I will have to figure out the answer another way.

- **Guide** Ask students to turn to page 8. Read the page aloud together. Ask the following questions, allowing time for students to respond after each one: Did you ask yourself a question when you read this page? Did you wonder why Mom said “No” when Tim put on the TV? Did the book answer your question? How did you figure out the answer? Do you have a question about this page that wasn’t answered in the book? What is it? How can you figure out an answer to your question? After students share any additional questions, invite them to tell how asking questions helped them better understand page 8.

- **Apply** Ask each student to turn to his or her favorite page. Then ask students to read the page to a partner and share any questions they have. The partner may then find the answer in the book or help think of another way to find the answer. Observe students as they ask questions, providing assistance if needed. See the *Early Explorers Overview & Assessment Handbook* for an observation chart you can use to assess students’ understanding of the **ask questions** monitor-reading strategy. Then **say:** You can ask yourself questions any time you read. Remember to ask questions to help you understand.

Answer Text-Dependent Questions

- **Explain** Remind students they can answer questions about books they have read. **Say:** We answer different kinds of questions in different ways. I will help you learn how to answer each kind. Tell students today they will practice answering *Take It Apart!* questions. **Say:** The answer to a *Take It Apart!* question is not stated in the book. You must think like the author to figure out the answer.

- **Model** Use the *Take It Apart!* question on the Comprehension Question Card. **Say:** *I will show you how I answer a Take It Apart! question. I will read the question to figure out what to do. The question says: "Look on page 14. The author writes the word 'NO' three times. Why does the author write 'NO' three times? Why does the author write 'NO' three times?" This question asks me to figure out why the author does something. I know because the question has the words **why** and **the author**. What other information do you think will help me? (Allow student responses.) Yes, I need to find the word **NO** three times on page 14. Mom says, "NO, NO, NO, Tim!" Mom looks upset. Mom has her hand on her forehead, and her eyes are closed. I think the author wants to show that Mom is not happy with Tim. I am thinking like the author. The answer makes sense.*
- **Guide** Ask students to answer the other questions on the Comprehension Question Card. Use the Power Tool Flip Chart and Student Bookmark to provide additional modeling as needed. Remind students to ask themselves: *What is the question asking? How can I find the answer? Does my answer make sense? How do I know?*

Build Comprehension: Summarize

- **Explain** Create an overhead transparency of the "No, Tim!" graphic organizer on page 8 or draw it on the chalkboard. **Say:** *Stories have many events. A good reader looks for the most important events. Then the reader puts the events together into one sentence. The sentence tells what the story is about. Putting events together into one sentence is called **summarizing**. Good readers summarize to make sure they understand what they are reading. They also summarize to share the story with others.*
- **Model** **Say:** *Let's figure out the important events in No, Tim! On page 4, Mom tells Tim not to jump on the bed. I will write about jumping on the bed in the first box on the graphic organizer. On page 6, Mom tells Tim not to kick the ball in the house. I will write about kicking the ball in the second box.*
- **Guide** **Say:** *Let's find another important event. Look on page 8. What happens here? (Allow time for students to respond, assisting if needed.) Yes, Mom tells Tim not to put on the TV so loudly. Let's write about the TV in the next box on the graphic organizer.*

- **Apply** Ask students to work with a partner to find four more important events in the story. If more support is needed, utilize all or part of the "Guide" process on pages 10, 12, 14, and 16. Once the graphic organizer is complete, read it aloud and invite students to echo-read. Then work together to compose a sentence that summarizes the story, such as *Tim gets in trouble many times, and then Mom gets in trouble for eating cookies.*

NAME _____ DATE _____

No, Tim!

Summarize

Important Events

Mom tells Tim not to jump on the bed.

↓

Mom tells Tim not to kick the ball in the house.

↓

Mom tells Tim not to put on the TV so loudly.

↓

Mom tells Tim not to ride his skateboard in the house.

↓

Mom tells Tim not to play his guitar so loudly.

↓

Mom tells Tim not to make a mess with his pizza.

↓

Tim tells Mom not to eat a cookie.

Summary

Tim gets in trouble many times, and then Mom gets in trouble for eating cookies.

Teacher Tip Use Benchmark Education Company's *Comprehension Strategy Assessment* books to assess students' ability to summarize in other brief, grade-level texts.

Home Connection

- Give students the take-home version of *No, Tim!* to read to family members. Encourage students to work with a friend or family member to make a list of things they're allowed to do inside the house. Invite students to bring their lists to share with the group.

Reader Response

Invite students to respond to the book in a way that is meaningful to them. Model and use think-alouds as needed to scaffold students before they try the activities on their own.

- Would you like to be friends with Tim? Tell why or why not.
- What was the worst thing Tim did? Explain your answer to a partner.
- Tell about something else Tim might do that would make his mom say “No!”
- Act out the story with a partner. Then trade roles and act it out again.
- Draw a picture of something you should not do in the house. Then write about it.
- Write about something you would like to say to Tim.

Write to a Picture Prompt

- **Write a Personal Narrative** Tell students they will think about times people have said “no” to them. Then they will write about the experience.

Say: *I like the pictures in this book. Some of the pictures make me think of my own experiences. The picture on page 16 makes me think of an experience: Once I found a plate of warm cupcakes in the kitchen. I ate two of the cupcakes. Then my sister came into the kitchen. She said, “No more cupcakes for you!” Does this picture make you think about an experience? Allow time for students to respond. Ask: Which picture do you like best? What experience does the picture make you think about? Allow time for students to respond, prompting further if needed.*

Say: *You have used a picture to remember an experience. Now write about your experience. After you are finished, read your narrative to a partner.*

Concepts About Print

- **Locate Spaces Between Words** Turn to page 4.

Say: *A sentence is made of words. After each word is a space. Our eyes look for the space after each word. The space means we have finished reading a word. Sometimes the space tells us we have a new word to read, too. Tell students you will read the first sentence aloud. Ask them to clap after each word to show the space. Read slowly, pointing at the words and lingering in the spaces while students clap. Then repeat the game asking students to hop after each word.*

Phonemic Awareness: Listen for /d/

- Tell students you will read a sentence from *No, Tim!* Ask them to listen for a word that begins with the **ldl** sound: “*Do not jump*” (page 4). Once students supply the word **do**, tell them you will read two more sentences from the book. This time, ask them to listen for words that end with the **ldl** sound: “*Tim jumped on the bed. Mom said, ‘No, Tim!’*” (page 4). Reread the sentence if needed so students can identify the words **jumped**, **bed**, and **said**.
- **Say:** *I will name some actions Tim might do. Some words begin with the **ldl** sound and some do not. Please listen carefully. Say **Do!** if you hear a word that begins with **ldl**: **lift, dash, bend, dig, doze, march**.*
- **Say:** *Now I will name things Tim might see out the window. Some words end with the **ldl** sound and some do not. Please listen carefully. Nod your head if you hear a word that ends with **ldl**: **shrub, bird, mud, frog, pool, toad**.*

Phonics: Initial and Final “d”

- Write the letter “d” on the board. Ask students to look for the following words that begin or end with the letter “d” in *No, Tim!*: **bed** (page 4), **said** (pages 4, 6, 8, 10, 12, 14, 16), **Do** (pages 4, 6, 12), and **skateboard** (page 10).
- Ask students to brainstorm words that begin with /d/. List the words on the board. Then brainstorm words that end with /d/. Write these on a new list. Read each word, inviting students to echo-read.
- **Say:** *I will ask a question about one of the words. You may guess the word that answers the question. I will circle the letter “d” in the answer. Then you will know you guessed correctly. Model the process using one of the words on the list, such as Which word is the opposite of **night**? (**day**) Then invite each student to ask a question about one of the words and circle the letter that makes the /d/ sound in the answer.*

Vocabulary

- **Academic Content Vocabulary** Review the story with students and record the words **bed**, **ball**, **TV**, **skateboard**, **guitar**, **pizza**, and **cookie** on index cards. Ask students to pretend they are at home. Then invite them to select a word and use it to describe something they might do at home.
- **Robust Oral Vocabulary** **Say:** *In the story, Tim is **energetic**. Someone who is **energetic** is very active at work or play. Say the word with me: **energetic**. Here are some ways people are **energetic**: A two-year-old runs around the house all day. A girl practices ice-skating for three hours and then goes shopping with her friends. A man teaches school during the day and builds furniture in the evenings. Now, tell about someone you know who is **energetic**. Try to use the word **energetic** when you tell about the person. You could start by saying, “_____ is **energetic** because _____.” (Allow time for each student to respond, assisting if needed.) What is the word we’ve been talking about? Yes—**energetic**. Let’s try to use the word **energetic** many times today. We can use the word at school and at home.*

Language Development: Regular Past Tense Verbs

- **Model Say:** *Authors often write about events that have already happened. Sometimes we add **-ed** to the end of a word to show something*

*happened in the past. Choral-read the first sentence on page 4 with students. **Say:** Tim jumped on the bed. Mom does not want Tim to jump on the bed. The ending **-ed** is added to the word **jump** to make the word **jumped**. I can use the words **jump** and **jumped**, too. Use the classroom calendar to support the concept of past tense as you model sentences such as: A horse can **jump**. Yesterday a horse **jumped** over the fence. A rabbit can **jump**. Yesterday a rabbit **jumped** into its hole. I can **jump**. Yesterday I **jumped** over a puddle.*

- **Guide** Invite students to turn to page 6 with you. **Ask:** *What word ends in **-ed**? (**kicked**) When did Tim kick? (in the past) How do you know? (The author added the letters **-ed** to the end of the word **kick**.)*
- **Apply** Write the following sentences on the board: “Tim watched TV. Mom baked some cookies.” Read each sentence aloud and ask students to echo-read. Invite student volunteers to circle the **-ed** ending on each past tense verb. Then ask student partners to use each word in a new oral sentence.

Fluency: Read Exclamation Points

- **Say:** *Sometimes characters in stories are unhappy or angry. The author might show that someone is unhappy or angry by using an exclamation point. Our voices sound different when we are unhappy or angry. We talk a bit faster and our voices move to a higher pitch. Good readers say exclamations faster and higher, too. Saying exclamations faster and higher helps the reader show a character’s feelings. It helps the listener understand the character’s feelings, too.*
- Ask students to turn to page 4. First, read the page in a flat voice. Discuss how this makes the listener feel. Then read the page again, saying the exclamation more quickly and in a higher pitch. Ask students to echo-read.
- Ask students to turn to page 12. Choral-read the page with them using a faster and higher voice for the exclamations.
- Invite students to take turns rereading *No, Tim!* with a partner. Remind them to talk faster and use a higher pitch when they read a sentence ending with an exclamation point.

No, Tim!

Summarize

Important Events



Summary