

Because I Stubbed My Toe (Grade K - 1)

Summary

After reading the story Because I stubbed my toe, students will share their ideas about the message of the story. During reading students will also notice the words containing inflectional endings and how they help us understand the words and story.

Main Core Tie

Elementary Library Media (K-5)

[Strand 1 Standard 1](#)

Time Frame

1 class periods of 30 minutes each

Group Size

Large Groups

Life Skills

Thinking & Reasoning

Materials

"Because I stubbed my toe" by Shawn Byous Document camera

Background for Teachers

Preview book.

Be able to explain to our students when do we use inflectional endings, such as, s, ed, ing.

Be able to explain what a "moral" is.

Explain any unfamiliar vocabulary in the story.

Student Prior Knowledge

What does it mean to stub your toe?

Intended Learning Outcomes

Students will begin to identify the message (the moral of the story) in the given text.

Students will recognize the most frequently occurring inflections, and affixes as a clue to the meaning of unknown words.

Instructional Procedures

3 min

Review inflectional endings like, ing, ed, s and why we use them. Give a few examples for each ending. 3 min.

Introduce the book and have students make predictions about what they think will happen in the story. Then let students know that as we read we are going to be listening for the moral we learn from the story. We can also listen for words that have endings like --ed, -ing, and --s.

10 min

As you read the story make sure you think aloud about what is happening in the beginning, middle and end of the story as well as the inflectional endings that come up. Stop periodically to have

students share what they notice/hear as well.

3-5 min

After reading have students share what they think is the moral of the story. Guide the discussion and if students don't come up with the moral of the story on their own help lead them towards it (even though things seem bad it can still turn out ok).

5-10 min

Remind students that throughout this book we saw and heard lots of words with inflectional endings like ed, s, ing. Now I am going to tell you two sentences one that uses an ending correctly and one that doesn't. You need to listen carefully and tell me which sentence is correct. (Do this 3 times -- one pair of sentences for each ending.)

For assessment you can also give students a copy of the attached sheet with sentences containing inflectional endings. Students would listen to the sentences and then circle the words that have an inflectional ending in them.

Strategies for Diverse Learners

Project the book with the use of a document camera so that everyone can see easily. If students have a hard time verbalizing the moral of the story they can draw what it means to them.

Extensions

Draw or write the moral of the story and other connections they have to the story.

Assessment Plan

For assessment you can also give students a copy of the attached sheet with sentences containing inflectional endings. Students would listen to the sentences and then circle the words that have an inflectional ending in them.

Bibliography

"Because I stubbed my toe" by Shawn Byous

Authors

[Ruth Hansen](#)

[Anabis McGill](#)