The Joke’s on You! – Grade One

Ohio Standards Connection

Phonemic Awareness, Word Recognition and Fluency

Benchmark B
Demonstrate fluent oral reading, using sight words and decoding skills, varying intonation and timing as appropriate for text

Indicator 10
Read aloud with changes in emphasis, voice, timing and expression that show a recognition of punctuation and an understanding of meaning.

Acquisition of Vocabulary

Benchmark D
Know the meaning of specialized vocabulary by applying knowledge of word parts, relationships and meanings.

Indicator 5
Recognize that words can sound alike but have different meanings (e.g. homophones such as hair and hare).

Lesson Summary:
During this interactive lesson, students share and create jokes to promote and enhance reading skills (fluency, emphasis, timing and sight word recognition), acquire vocabulary and recognize homophones. Students read their jokes aloud, concentrating on voice characteristics. The culminating project of a class joke book contains students’ individually written and illustrated jokes.

Estimated Duration: Two to three weeks. Time spent on each lesson part depends on students’ abilities and needs.

Commentary:
Laughter is the best medicine, and students have an opportunity to do just that with this lesson. Students strengthen their vocabulary and critical thinking skills as they use resources to create jokes and punch lines. Students present their jokes to classmates and publish them in a class joke book. Enjoy humor at its first-grade best!

Instructional Tip:
This lesson is best suited for the second half of the first-grade year.

Pre-Assessment:
• Provide familiar humorous leveled text (e.g., story, joke, riddle) for students to read aloud.
• Have students record themselves reading text.
• Listen and note students’ abilities to read aloud with changes in emphasis, voice, timing and expression that show a recognition of punctuation.

Scoring Guidelines:
Write and use anecdotal notes to document individual students’ fluency—their skill in changing emphasis, voice, timing and expression in recognition of text punctuation.

Post-Assessment:
• Students read “homophone jokes” (composed during lesson) to whole class or to small group of students.
• Listen and note use of voice, timing, expression and emphasis while reading that demonstrate students’ recognition and understanding of punctuation in text.
• Ask students in small groups or whole class to listen for and identify the homophones in the jokes.
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- Provide opportunities for students to guess and share answers to jokes.
- Have joke tellers respond to ideas and read answers or punch lines for jokes.
- Use checklist (Post-Assessment Checklist, Attachment A) to assess individual students’ understanding and skills or conduct individual writing/reading conferences.

**Scoring Guidelines:**
Use the Post-Assessment Checklist, Attachment A, to evaluate and comment on students’ readings. Document progress based on students’ abilities to do the following:
- Identify and define homophones in written text.
- Read and tell jokes with changes in emphasis, voice, timing and expression, based on recognition of and reaction to text punctuation.

**Instructional Procedures:**

**Part One**
1. Post a short, simple joke containing a pair of homophones (in large or bold font) for students to read. (Refer to this as the Joke of the Day. On a daily basis for the duration of the lesson, post new jokes that contain homophones.)

   **Instructional Tip:**
   “Knock knock” jokes or short jokes that ask questions with one-line responses provide examples for students at this introductory level.

2. Read the joke together in a shared reading experience. Following are several examples of simple, age-appropriate jokes with homophones:
   a. Why did the man cross the road? To see a bear that was bare.
   b. Why did the boy go to the beach? He wanted to see the sea.
   d. What do you get when you mix a story with a part of an animal that wags? A tail tale.
   e. What did the sailor say to the store clerk? I hope that sail is on sale.

3. Point out the punctuation marks (question marks, periods and exclamation marks) that end the parts of the jokes.

4. Model and explain how punctuation affects the reader’s voice, emphasis on words, timing and expression.

5. Re-read the joke with the students. Encourage students to take note of the punctuation and adjust their voices and timing accordingly.

   **Instructional Tip:**
   Create end punctuation marks on card stock and move them from one line of the joke to another. Have students read the line with the new punctuation mark (e.g., I hope the sale is on sale? What did the sailor say to the store clerk?). Practice reading with incorrect punctuation marks to emphasize the need for and importance of the correct end punctuation.

6. Discuss humor and the meaning of jokes with students by using prompts such as the following:
   a. Did this make you laugh? Why?
b. A joke is something said that makes you laugh. What makes this funny?
c. What did you picture in your mind when this joke was read?

7. Have students offer ideas and discuss.

Part Two
9. Point to text and ask students to listen to and read joke aloud. Invite students to comment on how the text was read (e.g., use of voice, timing, attention paid to question mark or period).
10. Review importance of text punctuation and use of timing, voice, expression and emphasis on words during read-aloud.
11. Re-read the joke with the students, reminding them to note punctuation and adjust voice (timing and expression) as they read.
12. Discuss the humor and meaning of the joke with students.
13. Provide leveled reading passages (short stories or simple jokes) for students.
14. Have students work with partners to look through passages, find punctuation and discuss how to read passages.
15. Encourage students to read the text with partners, making adjustments with their voices, timing and emphasis on words.

Part Three:
16. Post and read the Joke of the Day with students, using appropriate voice, timing, expression and emphasis on words.
17. Introduce vocabulary concept of homophones by pointing to each homophone in the written joke.
18. Point to and read each word as students listen.
19. Use word mask or highlight pen to mark homophones in written text.
20. Display a picture or illustration of one or both homophones in written text (e.g., bare, bear).
21. Discuss the meaning of homophones by using word pictures and verbal prompts similar to the following:
   a. What do these words say?
   b. How are these words the same? (They sound the same.)
   c. How are these words different? (The words are not spelled the same.)
   d. Which picture illustrates the word____________?
   e. When you close your eyes and hear the word __________, what do you picture?
   f. While these two words sound the same, do they mean the same thing?
22. Discuss with students the definition of homophones—words that sound the same, but have different spellings and meanings.
23. Provide examples of other homophones by displaying and reading sentences that contain pairs of homophones (e.g., I have something in my eye.).
24. Ask students to identify and discuss meanings or visual images of homophone pairs in the sentences.

Part Four
26. Review concept of homophones by asking students to identify the homophones in the new joke.
27. Write the homophone pairs from text on chart paper and discuss their meanings.
28. Use chart paper to conduct a shared writing experience—create a list of other homophone examples (hare/hair, bear/bare, sail/sale, mane/main).
29. Ask students to think of and say other examples of homophones—words that sound alike, but have different spellings and meanings. To facilitate responses, allow students to brainstorm other possible word pairs with partners. (Refer to Homophone Word List, Attachment B.)
30. Write and add each homophone pair offered by students to list on the chart. Hang the homophone “word bank” in the classroom for the students to use as a reference throughout the year.
31. Discuss meanings of word pairs by having students talk about meanings or by correctly using the homophones in sentences.
32. Provide drawing paper, pencils, crayons and/or markers.
33. Ask students to choose one pair of homophones from chart and draw or illustrate the meanings of the homophones. Display illustrations next to each word pair on the chart for future reference.

Part Five
34. Read the new Joke of the Day that contains a pair of homophones with students.
35. Encourage students to make note of the punctuation and adjust their voices and timing accordingly.
36. Discuss homophones, humor, meaning and format of the jokes with students by using prompts similar to the following:
   a. Does today’s joke make you laugh? Why?
   b. What punctuation mark is used at the end of the first part of today’s joke? (Question mark) At the end of the answer of the joke? (period)
   c. When we read the joke and answer, how should we use our voices?
   d. Can you find the homophones in the joke? What do the words mean?
   e. What do you picture when this joke is read?
37. Have students offer ideas and discuss.
38. Divide students into small groups. Work with one group, while remaining small groups rotate among prepared learning centers in the classroom.

Instructional Tip:
Learning centers are defined areas in the classroom where small heterogeneous groups of students actively engage in activities such as puzzles, phonics, partner reading, listening and writing. Supply appropriate materials for students in each center.

39. Ask students to read or tell their favorite jokes that contain homophones to small groups using appropriate change in voice, timing and expression.
40. Instruct joke “tellers” to wait for responses or guesses from peers.
41. Have “tellers” share or read the answers or punch lines to the jokes to confirm peer responses.
42. Provide opportunities for all students in small groups to share one or two jokes of their choice.

**Instructional Tip:**
The focus of this lesson is to promote oral reading fluency (changing emphasis, voice, timing and expression due to recognition of and reaction to punctuation) as well as recognition of homophones. Students can make up their jokes, use jokes from the lesson or read jokes from other sources (e.g., peers, cartoons, books, magazines). The humor of children at this age may still be developing; therefore, it is important to reward and praise all efforts, regardless of the level of humor.

**Part Six**
43. Ask students to refer to the chart in class that lists homophone pairs.
44. Model the writing of a joke by using one pair of words found on the class chart paper. Write a simple joke on one side of the paper and the answer or punch line on the other side.
45. Call students’ attention to the use of punctuation (question mark, period) in a written joke.
46. Model the reading of the joke with students, using proper voice, expression and timing; allow time for students’ responses to the joke.
47. Provide paper (8.5” X 11” lined or unlined) and pencils for students.
48. Have students write their joke(s), putting the joke(s) on one side of the paper and the answer(s) on the back of the paper.
   a. Emphasize that students need to sound words out, use sight words or words on word wall, include spaces, use punctuation and include homophones.
   b. Provide conferences and individual help before, during and after writing for all students. During individual conferences, encourage students to write to the best of their abilities.

**Instructional Tips:**
- For students at the emergent writing level, individual assistance with writing may be necessary. This assistance may include dictation, help in sounding out words and use of strategies that aid writing. For students needing challenges, possibilities include conferencing with students about editing and/or fine tuning their writing, writing their own individual joke books, working with peers and/or writing short stories containing homophones of their choice.
- The number of student conferences held each day depends on the number of students in the class, time available and the skill level of individual students.

49. During center or seat time, instruct students to create pictures for their individual jokes that illustrate the meanings of the homophones used and the humor created by their use.
50. Have students practice telling or reading jokes with partners. Partners listen for voice use, expression and timing of each joke read.
51. Make certain students point to each word and accurately read their text.
52. Collect illustrated jokes of students, laminate the pages and bind the pages to create a classroom joke book.
Instructional Tip:
Teacher can pre-select the topics of jokes to enhance other content area lessons (e.g., jokes about animals or the solar system can be compared and/or contrasted to the information students know/learn about these subjects).

Differentiated Instructional Support:
Instruction is differentiated according to learner needs, to help all learners either meet the intent of the specified indicator(s) or, if the indicator is already met, to advance beyond the specified indicator(s).
- Provide conferences and/or individual attention for all students.
- Offer support to students who may need help with sounding out words, reading text, the writing process or telling jokes effectively. (The amount and type of support depends on the students’ needs.)
- Supply students with letter sound books and refer students to class-created word banks to aid letter formation and spelling when students compose individual jokes.
- Encourage students who are ready for more challenging work to use resources such as dictionaries, books and thesauruses to identify and locate other homophones.
- Pair students of varying abilities (peer tutoring) to support reading and writing of individually created jokes.
- Model examples and provide various prompts for students who are unsure about how to begin jokes. Encourage students who are unable to make up their own jokes to retell jokes that they heard during this lesson or from friends and family.

Extension:
- Place the joke book in the classroom library so students can read it throughout the year. Encourage students to continue to add jokes to the classroom joke book throughout the year or to create individual joke books.
- Invite students to visit the school library to find and read other humorous books.
- Use computers to produce personal joke books.
- Create cards for Homophone Rummy or for Rummy Concentration card games. Students identify and collect cards with appropriate homophone pairs. The student with the most correct pairs is the winner of the round.
- Video tape or record students reading their jokes; share the video or recording with the class. After viewing, allow students to take the video home to share with family members.
- For students ready for more challenging activities, invite children to develop and illustrate stories with homophones.

Home Connections:
- Have students take class or individually created jokes home to read and share with families. This activity will increase oral reading fluency.
- Invite parents to the classroom to read the class joke book and/or listen to the students read their jokes.
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- Students can read comic strips from a newspaper to parents or family members, practicing oral reading fluency as well as homophone recognition. Appropriate strips can be brought to school, read to the class and displayed in classroom on the homophone word bank wall.

**Interdisciplinary Connections:**

**Content Area: Social Studies**

**Standard: History**

**Benchmarks:**

B. Place events in correct order on a time line.

Create sentence strips of various events that occurred during the lesson (e.g., introduction of joke one, introduction of joke two, partner conferencing, compilation of joke book, students’ readings). Students place strips on a time line, predicting possible future events that may occur after the lesson.

**Content Area: Mathematics**

**Standard: Data Analysis & Probability**

**Benchmark: B.** Sort and classify objects by attributes, and organize data into categories in a simple table or chart.

Choose categories to place on wall charts (e.g., animals and their parts—hare, tail; parts of humans—eye, hair; things). Students place pictures/illustrations from word bank wall on appropriate category charts.

**Content Area: English Language Arts**

**Standard: Writing Process**

**Benchmark: A.** Generate ideas for written compositions.

Students have multiple opportunities to generate ideas for creating class and individually composed text through discussions with others.

**Benchmark: D.** Use revision strategies and resources to improve ideas and content, organization, word choices and detail. Students can use the homophone word bank displayed in the instructional setting to support individual writing.

**Materials and Resources:**

The inclusion of a specific resource in any lesson formulated by the Ohio Department of Education should not be interpreted as an endorsement of that particular resource, or any of its contents, by the Ohio Department of Education. The Ohio Department of Education does not endorse any particular resource. The Web addresses listed are for a given site’s main page, therefore, it may be necessary to search within that site to find the specific information required for a given lesson. Please note that information published on the Internet changes over time, therefore the links provided may no longer contain the specific information related to a given lesson. Teachers are advised to preview all sites before using them with students.
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*For the teacher:* chart paper, markers, humorous leveled books, joke books, laminator and laminating paper, book binding machine and bindings or other materials to create books—yarn, card stock

*For the students:* lined and unlined paper, pencils, crayons and/or markers and other art media

**Vocabulary:**
- emphasis
- homophones
- homophones identified and discussed by students (e.g., bare/bear, eye/I, sea/see). Refer to *Homophone Word List* (Attachment B) for possible word pairs.
- humor
- punch line
- punctuation marks (i.e., period, question mark, exclamation mark)
- timing
- voice

**Instructional Tip:**
As students introduce and discuss new jokes containing unfamiliar vocabulary and/or homophones, teach mini-vocabulary lessons. The vocabulary introduced depends on the needs and interests of the students as well as on the difficulty of the vocabulary in the jokes.

**Technology Connections:**
- Tape record students reading their jokes. Save and use audio tapes for student use in the listening center or to assess students’ fluency skills.
- Students type their jokes on the computer using a word processing program.
- Videotape students reading their jokes.
- Provide readings of humorous books on tapes or CDs for students to read along with listen to and actively respond to.

**Research Connections:**

Authentic experiences help students develop real-world knowledge and skills and apply their learning in ways that prepare them for careers and lives beyond school.


*Word walls* are alphabetized collections of words posted in the classroom that students can refer to when they are reading and writing and for word-study activities. There are three types of word walls. One type is a *high-frequency word wall*, where primary teachers post the 100 highest frequency words. A second type of word wall is a *content area word wall*, on which teachers and
students write important words related to a unit being studied. A third type of word wall is a *literature word wall*, where teachers and students write interesting, confusing, and important words from the story they are reading.

**General Tips:**
- Prior to starting this lesson, the students need to have an understanding of how to sound out words and be able to recognize some high frequency/sight words.
- It is important to remember that students’ humor at this age is still developing. Students tend to tell and laugh at jokes that many adults do not understand. It is important to praise all students’ efforts, regardless of the levels of humor.

**Attachments:**
Attachment A: *Homophone & Reading Fluency Post-Assessment Checklist*
Attachment B: *Homophone Word List*
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## Attachment A

### Homophone & Reading Fluency

#### Post-Assessment Checklist

Name: _________________________

**Directions:** Use this checklist to evaluate/assess reading skills during individual conferences or when observing a student reading or telling a joke.

<table>
<thead>
<tr>
<th>SKILL</th>
<th>YES</th>
<th>NO</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates an understanding that words can sound alike but have different meanings</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identifies a homophone</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provides examples of homophones</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses emphasis, change in voice, timing and/or expression while reading or telling a joke</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Following is a suggested list of homophones for use with this lesson.

<table>
<thead>
<tr>
<th>be/bee</th>
<th>meat/meet</th>
<th>tail/tale</th>
<th>others:</th>
</tr>
</thead>
<tbody>
<tr>
<td>blue/blew</td>
<td>plane/plain</td>
<td>thrown/throne</td>
<td></td>
</tr>
<tr>
<td>by/buy/bye</td>
<td>stare/stair</td>
<td>week/weak</td>
<td></td>
</tr>
<tr>
<td>I/eye</td>
<td>one/won</td>
<td>way/weigh</td>
<td></td>
</tr>
<tr>
<td>no/now</td>
<td>flower/four</td>
<td>beat/beet</td>
<td></td>
</tr>
<tr>
<td>here/hear</td>
<td>son/sun</td>
<td>horse/hoarse</td>
<td></td>
</tr>
<tr>
<td>to/two/too</td>
<td>made/maid</td>
<td>steak/stake</td>
<td></td>
</tr>
<tr>
<td>hi/high</td>
<td>male/mail</td>
<td>stair/stare</td>
<td></td>
</tr>
<tr>
<td>new/knew/gnu</td>
<td>pail/pale</td>
<td>ant/aunt</td>
<td></td>
</tr>
<tr>
<td>see/sea</td>
<td>pair/pear</td>
<td>tacks/tax</td>
<td></td>
</tr>
<tr>
<td>bear/bare</td>
<td>mane/main</td>
<td>sees/seas</td>
<td></td>
</tr>
<tr>
<td>deer/dear</td>
<td>fair/fare</td>
<td>ewe/you</td>
<td></td>
</tr>
<tr>
<td>ate/eight</td>
<td>hair/hare</td>
<td></td>
<td></td>
</tr>
<tr>
<td>for/four</td>
<td>night/knight</td>
<td></td>
<td></td>
</tr>
<tr>
<td>red/read</td>
<td>steel/steal</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>