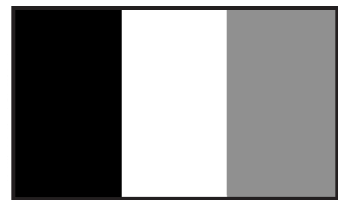


# Juan and Marie Join the Class

Caught'ya! Grammar with a Giggle  
for Third Grade



verde blanco rojo



bleu blanc rouge

Jane Bell Kiester

***Juan and Marie Join the Class***  
***Caught'ya! Grammar with a Giggle for Third Grade***

By Jane Bell Kiester

© 2007 Jane Bell Kiester

All rights reserved.

Cover design: David J. Dishman

Book design: Billie J. Hermansen

Editor: Emily Gorovsky

ISBN: 978-1-934338-47-6

Also by Jane Bell Kiester

*Blowing Away the State Writing Assessment Test: Four Steps to Better Writing Scores for Students of All Levels*

*Caught'ya! Grammar with a Giggle*

*Caught'ya Again! More Grammar with a Giggle*

*The Chortling Bard: Caught'ya! Grammar with a Giggle for High School*

*Egbert, the Ball, Bounces by Himself: Caught'ya! Grammar with a Giggle for First Grade*

*Giggles in the Middle: Caught'ya! Grammar with a Giggle for Middle School*

*Putrescent Petra Finds Friends: Caught'ya! Grammar with a Giggle for Second Grade*

*Teach Spelling So It Sticks! Quick and Clever Ways That Work for Grades 4-8*

Maupin House publishes professional resources for K-12 educators. Contact us for tailored, in-school training or to schedule an author for a workshop or conference. Visit [www.maupinhouse.com](http://www.maupinhouse.com) for free lesson plan downloads.

Maupin House Publishing, Inc.

2416 NW 71<sup>st</sup> Place

Gainesville, FL 32653

800-524-0634

352-373-5588

352-373-5546 (fax)

[www.maupinhouse.com](http://www.maupinhouse.com)

[info@maupinhouse.com](mailto:info@maupinhouse.com)

10 9 8 7 6 5 4 3 2 1

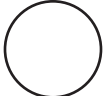
# TABLE OF CONTENTS

## IN THE BOOK

What You Will Find in This Book . . . . .	1
Caught'yas in a Nutshell . . . . .	3
“Juan and Marie Join the Class,” the entire, uninterrupted Caught'ya story . . . . .	8
125 Student Caught'yas with Teacher's Key . . . . .	17
Bibliography . . . . .	76

## ON THE CD

An Introduction by Jane Bell Kiester  
Ten Steps to Implement Caught'yas  
in Your Classroom Explained  
“Juan and Marie Join the Class,” the entire,  
uninterrupted Caught'ya story  
Student Caught'yas



Student Assessment Chart  
A Third-Grade Caught'ya Example  
Twelve Writing Suggestions and Activities  
*Grammar, Usage, and Mechanics Guide*  
*(Everything You Never Wanted to Know about*  
*Grammar, Usage, and Mechanics,*  
*but I'm Going to Tell You Anyway)*

## TEXT TO BE READ ALOUD BY THE TEACHER

This text is to be read to the class by the teacher at the beginning of the year to introduce the background of the story. Vocabulary that is beyond a third-grade level has been bolded the first time each challenging word appears. Since this part of the story is intended to be read orally by an adult, these words are pointed out only to highlight their level of difficulty. You might want to change the idioms to the ones your current students use. I think “dork,” for example, is already outdated. Insert the names of your students in the blanks to personalize the story.

**NOTE #1:** “Rouge” (pronounced like the rouge you put on your cheeks) and “rojo” (robo) = red; blanc (blabunb—“n” and “c” are silent) and “blanco” (blabnco) = white; and “bleu” (bloob) and “azul” (azool) = blue.

**NOTE #2:** “Juan” is pronounced “Huabn,” and Marie is pronounced “Mabree” with a gargled “R.”

### “JUAN AND MARIE JOIN THE CLASS”

As they approached the now-familiar buildings of \_\_\_\_\_ Elementary School, \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ chattered merrily about the upcoming year. Their new teacher, \_\_\_\_\_, was popular. Many of their friends were going to be in their class, and it was a bright and sunny August morning. The three were soon joined by two others, \_\_\_\_\_ and \_\_\_\_\_, who continued the **animated conversation**. All five third-graders were eager to begin the new year.

“I sure hope \_\_\_\_\_ is as nice as my sister says,” said \_\_\_\_\_.

“Yeah, she’s (*he’s*) supposed to be cool even when you have to work and such,” said \_\_\_\_\_ . “My brother says she laughs all the time and almost never yells unless you’re *really, really* bad.”

“Maybe we’ll go on some neat field trips,” added \_\_\_\_\_.

“And maybe my dog will fly,” **retorted** \_\_\_\_\_.

Still chattering, the five friends approached the door of their new classroom. The teacher, \_\_\_\_\_, greeted them at the door with a big smile. She *looked* cool. Maybe they would like her as \_\_\_\_\_’s and \_\_\_\_\_’s sister and brother had said they would.

“Welcome to the third grade,” greeted the teacher. “You are the last five to arrive. Come on in and join the other students.”

The five entered the classroom. Bright and cheerful posters hung from the walls. Fun-looking bulletin boards **advertised** subjects and skills. The alphabet in cursive **snaked** around the wall, high up near the ceiling. Even the windows **displayed** colorful signs. (*Teachers, add more description of your room. Use strong verbs like those above.*) The desks seemed a lot bigger than last year’s desks. This was going to be an awesome year.

Right in the middle of the room, all the other kids **clustered** around something. What was it? \_\_\_\_\_ and \_\_\_\_\_ tried to get through the crush of kids, but \_\_\_\_\_ and \_\_\_\_\_ **blocked** their way. \_\_\_\_\_ tried to jump up to see what was in the middle of the circle of third-graders, but she couldn’t jump high enough to see anything. What was in the middle of the crowd?

“OK,” said their new teacher as she clapped her hands once for attention. “Let’s sit down. Find your name on a desk and sit there. I have a surprise for you.”

Suddenly, the tight circle of kids **dispersed**. Each student found a desk with his or her name on it and sat down. The bell rang, and all eyes turned to the place that had been the center of the circle of children. There, looking a little lost and afraid, were a boy and a girl—strangers. They looked like third-graders, but their clothes were kind of dorkish and definitely uncool. Who were they?

“Welcome to the third grade,” \_\_\_\_\_, the teacher, repeated. “Some of you already have discovered the surprise, but let me introduce you to two new students at our school, Marie (*Teachers, gargle the “R”*) and Juan (*Huahn—“j” in Spanish is pronounced as an “h.”*) not only are new to our school, they also are new to our country.

“Marie is from France, and Juan is from Mexico. France is in the continent called Europe, and Mexico is the country just to the south of the United States and touches our **borders**,” the teacher continued. “Marie grew up speaking French, and Juan grew up speaking Spanish. Their English is not too good right now, but I know you can help them learn. That is why they are here. Try to understand that they don’t understand much right now. Pretend it is you in a strange classroom in a strange country where you don’t understand what is going on. Be kind. Be patient with them.”

“Wow,” said \_\_\_\_\_, “where is Juan’s sombrero and sarape? Why isn’t Marie dressed in a white apron and a tall hat like we saw in the pictures of France last year? Where is her beret? Why do they look like us, only like ‘dorks’ in uncool clothes?”

“Well,” answered the teacher, “you will have to help teach Marie and Juan English first, and then you can ask them yourselves. I know that Juan is not wearing a sombrero and a sarape because people in Mexico only wear them to work outside in the hot sun or for holidays and festivals. They wear the same clothes that you do, but many of them wear uniforms to school.

“Uggg,” said \_\_\_\_\_, “I hate uniforms.”

“The aprons and hats were worn hundreds of years ago in France,” she continued. “Now some people wear them on special days for special ceremonies only in certain parts of France. Some French men who live in the countryside still wear the berets, but women don’t wear them. French people pronounce the name of their country ‘Frahnce,’ not ‘France’ as we say it. As for the ‘dork’ part, I’m sure you can introduce them to the styles third-grade students consider ‘cool’ to wear.”

Marie raised her hand. “Madame,” she asked. “Où est le WC?” (*Pronounced “Maah daahm, ooo eh le doobleh vay say?” Raise your voice at the end. It means, “Where is the WC, or bathroom?” WC stands for “water closet,” which the toilet was originally called in Europe.*)

Everyone in the class looked puzzled. What was Marie trying to ask? She obviously was talking to the teacher since she said, “Madame.” But, what did the rest mean? Marie was looking more and more uncomfortable. She squirmed in her seat. She crossed her legs.

“La toilette (*pronounced “lah toahlet”*),” Marie added. \_\_\_\_\_ **blurted** out, “She has to go potty! ‘Toilette’ means ‘toilet.’ The words are almost the same!” He raised his hand to slap the hand of \_\_\_\_\_ to **celebrate** his smartness.

“I’ll take her,” said \_\_\_\_\_. “I can show her where it is. May \_\_\_\_\_ come too?”

As the three girls **traipsed** off to the bathroom, the rest of the class wondered what Marie and Juan would say next. Would they understand? Would they be able to help? They didn’t know French or Spanish, so how were they going to teach the new students English? This was certainly going to be an interesting year! No one knew what would happen next. No one had any idea of the trouble not speaking English would cause...

**Stop reading out loud here.**

## 125 CAUGHT'YAS FOR THIRD GRADE

### Some last-minute reminders

- Since all the sentences need capital letters at the beginning and some sort of punctuation at the end, these skills are *not* repeated in the list of skills to the left of each Caught'ya. Similarly, capitalization of proper nouns and the pronoun "I" also are not listed.
- You need to go over the above four skills *every* day without fail, even after *all* your students consistently put capital letters where they belong and always use end punctuation. Ask your weakest students to identify these points when you go over the Caught'ya with the class. They will be thrilled to supply information they know. These skills cannot be taught enough.
- The phonetic pronunciations for the French and Spanish words are given in the corrected sentence in bold, italicized type. They are for your eyes only so that you can pronounce the words correctly and teach them to your students. Third grade is the perfect time to begin learning other languages.
- In the notes above each Caught'ya, I have indicated the types of sentences in that Caught'ya. Go over this skill daily. Ask your students to produce their own example of whatever type of sentence is included in the day's Caught'ya. You might even want to target varying sentence types in your students' writing.

**B = Sentence for the board**

**C = Corrected version of the Caught'ya**

---

### 1. serenely

PARAGRAPH – beginning of story, time change

TYPES OF SENTENCES – simple; simple (compound subject)

COMMAS – noun series

VERB TENSE – add "ed" to end of regular verbs to put in past tense; "went" is past tense of verb "to go"

SPELLING RULES – "i" before "e" except after "c," and "neighbor," "weigh," and "their" are "weird"; form most plurals by adding "s"; homophones (their/there/they're)

OTHER SKILLS – strong verb practice; teach homophones "their/there/they're"

**B** – the rest of the morning went **serenely**. \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_  
\_\_\_\_\_ helped Marie and Juan learn the names of their classmates

**C** – The rest of the morning went **serenely**. \_\_\_\_\_, \_\_\_\_\_, and  
\_\_\_\_\_ helped Marie and Juan learn the names of their classmates.

---

## 2. tranquilly

NO PARAGRAPH – same person speaking (narrator), same topic

TYPE OF SENTENCE – complex (subordinate clause at the end)

COMMAS – interrupter

VERB TENSE – add “ed” to end of regular verbs to put in past tense; “had” is past tense of irregular verb “to have”

SPELLING RULE – “until” has one “l”

OTHER SKILL – difference between “past” and “passed”

**B** – the morning passed **tranquilly** that is until Juan had to go to the restroom.

**C** – The morning passed **tranquilly**, that is, until Juan had to go to the restroom.

---

## 3. located

NO PARAGRAPH – same person speaking (narrator), same topic

TYPE OF SENTENCE – compound

COMMAS – compound sentence; extra info

VERB TENSE – add “ed” to end of regular verbs to put in past tense; “did” is past tense of irregular verb “to do”; “were” is past tense of verb “to be”; “knew” is past tense of verb “to know”

SPELLING RULES – compound words (restroom, classroom); homophones (new/knew/gnu)

OTHER SKILLS – go over compound words (restroom, classroom); coordinating conjunctions (see note after Caught’ya #9)

**B** – he knew where the restrooms were **located** and he raised his hand to be excused just as he always did in his classroom in Mexico

**C** – He knew where the restrooms were **located**, and he raised his hand to be excused, just as he always did in his classroom in Mexico.

---

## 4. comprehend

NO PARAGRAPH – same person speaking, same subject

TYPES OF SENTENCES – complex (subordinate clause at beginning); simple

PUNCTUATION – use of quotation marks around what is said out loud; use quotation marks around isolated words that are referred to

CAPITALIZATION – always capitalize the first letter of a quote unless it is a continuation; always capitalize the names of languages

COMMAS – appositive; subordinate clause at beginning (long introductory adverb); quote

VERB TENSE – add “ed” to end of regular verbs to put in past tense; “said” is past tense of irregular verb “to say”

SPELLING RULES – difference between accept/except; most plurals formed with “s”

OTHER SKILLS – strong verb practice; negatives; periods and commas always go inside quotation marks; words out of context of a sentence must be put in quotes; abbreviations of titles (Mr., Ms., Miss, Mrs. before teacher’s name)

**B** – when the teacher called his name Juan asked sala de baño por favor? he did not **comprehend** any English words except “yes” and “no”

**C** – When the teacher called his name, Juan asked, “Sala de baño,” por favor?” He did not **comprehend** any English words except “yes” and “no.” (*Sablah day babnyo, pour fahvor?*)

---

---

## 5. comprehend

NO PARAGRAPH – same subject

TYPE OF SENTENCE – complex (subordinate clause at the end = no comma)

CAPITALIZATION – always capitalize the names of languages

VERB TENSE – add “ed” to end of regular verbs to put in past tense; “was” is past tense of irregular verb “to be”

SPELLING RULE – difference between “hoped” and “hopped”

**B** – Juan hoped that his words were close enough to the English so that the teacher could **comprehend** what he was saying

**C** – Juan hoped his words were close enough to the English so that the teacher could **comprehend** what he was saying.

---

## 6. pronounced

PARAGRAPH – new subject

TYPE OF SENTENCE – complex (subordinate clause at beginning = comma) with compound verb

CAPITALIZATION – always capitalize the names of languages

COMMAS – subordinate clause at beginning (long introductory adverb)

VERB TENSE – add “ed” to end of regular verbs to put in past tense; “was” is past tense of irregular verb “to be”

SPELLING RULES – “a lot” is 2 words; “i” before “e” except after “c,” and “neighbor,” “weigh,” and “their” are “weird”

LITERARY DEVICE – simile

**B** – since the words “sala de baño” in Spanish and “salle de bain” in French were **pronounced** a lot alike Marie looked at Juan and smiled like a true friend

**C** – Since the words “sala de baño” in Spanish and “salle de bain” in French were **pronounced** a lot alike, Marie looked at Juan and smiled like a true friend. (*sablah day babnyo; sal dub bangh—make the “ngh” nasal*)

---

## 7. comprehend

NO PARAGRAPH – same subject

TYPES OF SENTENCES – compound; simple

CAPITALIZATION – always capitalize the names of languages

COMMAS – compound sentence

VERB TENSE – add “ed” to end of regular verbs to put in past tense; “knew” is past tense of verb “to know”

SPELLING RULES – homophones (new/knew/gnu)

OTHER SKILLS – strong verb practice; negatives; subject vs. object pronouns (she/her and he/him); coordinating conjunctions (for, and, nor, but, or, yet, so—see note after Caught’ya #9)

**B** – Marie knew what Juan wanted but she could not help him. She did not **comprehend** any English either

**C** – Marie knew what Juan wanted, but she could not help him. She did not **comprehend** any English either.