Use **Too**

**Objectives**

In this mini-lesson, students will:

- Identify the word *too* in sentences.
- Understand that the word *too* can be used to mean “also” or “a lot.”
- Write using the word *too*.

**Preparation**

**Materials Needed**

- Chart paper and markers
- Practice sentences
- Word cards with *too*
- Using **Too** (BLM 9)
- Interactive whiteboard resources

**Advanced Preparation**

If you will not be using the interactive whiteboard resources, copy the Using **Too** chart, the modeling text, and the practice text onto chart paper prior to the mini-lesson.

**1. Focus**

**Explain Using **Too**

**Say:** The word *too* can have several different meanings. The word *too* is most often used in a sentence to mean “also.” The sentences “Can I go, too?” and “Can I go, also?” mean the same thing. We put a comma before the word *too* when it means “also.” The word *too* can also mean that there is a lot of something or too much of something. For example, “My dog ate way too much food.”

Display the following chart on chart paper or use the interactive whiteboard resources.

<table>
<thead>
<tr>
<th>Using <strong>Too</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Too = Also</em></td>
</tr>
<tr>
<td><em>Too = Too Much</em></td>
</tr>
<tr>
<td>Can I go, too?</td>
</tr>
</tbody>
</table>
| My dog ate way too much food.

**Example Using **Too** Chart**

**Model Using **Too**

Display the modeling text on chart paper or use the interactive whiteboard resources and read them aloud to students.

- We will need small bins in the library and computer lab, too.
- We waste too much paper at our school.

**Modeling Text**

**Say:** I see the word *too* at the end of the first sentence. I can tell from reading this sentence that the word *too* means “also.” The sentence means we will also need bins in the library and computer lab. The second sentence talks about using a lot of paper so the word *too* is used to say that there is too much paper wasted at the school. As I read sentences with the word *too*, I will have to be sure that I understand what the word *too* means in the sentence.

Add these sentences to the Using **Too** chart.
2. Rehearse

Practice Using Too

Display the practice text on chart paper or use the interactive whiteboard resources.

Ask students to work with a partner and read each sentence to determine what the word *too* means in each sentence.

If your class includes English learners or other students who need support, use “Strategies to Support ELs.”

<table>
<thead>
<tr>
<th>We hope you think so, too.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trees are important for another reason, too.</td>
</tr>
<tr>
<td>Too much junk food isn’t good for you.</td>
</tr>
<tr>
<td>Would you like to come, too?</td>
</tr>
</tbody>
</table>

Practice Text

Share Sentences with Too

Invite students to share the meaning of the word *too* in each practice sentence. Discuss their responses by asking the following questions:

- *Which use of the word* *too* *means “also”?*
- *Which use of the word* *too* *means “a lot of something”?*

Ask students to add the practice sentences to the Using *Too* chart.

3. Independent Writing and Conferring

Say: *We may often use the word* *too* *in our writing. It’s important to remember that the word* *too* *can mean “also” or “a lot or too much of something.”*

If you would like to give students additional practice recognizing and using *too*, have them complete BLM 9.

4. Share

Bring students together. Review and provide corrective feedback based on students’ answers to BLM 9.

Strategies to Support ELs

**Beginning**

Beginning ELs may need additional support and practice to understand how the word *too* is used in sentences. Focus on the meaning of “also” for the word *too*. Ask two students to stand. *Say: [Students’ names] can stand.* Then ask another student to stand. *Say: [Student’s name] can stand, too.* Write the sentences on the board and circle the word *too* in the second sentence.

**Intermediate and Advanced**

Pair students with fluent English speakers to complete the practice activity. Read the practice sentences with students and make sure they understand them. Also have students work with fluent English speakers to complete the BLM activity.