

## Read to Be Ready plans for: Rules/Manners - Week 1 1<sup>st</sup> Grade

### Standards:

- 1.FL.PC.1 Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence, such as first word, capitalization, and ending punctuation.
- 1.FL.PA.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). b.Orally produce single-syllable words by blending sounds (phonemes) in spoken single-syllable words.
- 1.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.
- a. Know the sound-spelling correspondence for common consonant digraphs.
- b. Decode regularly spelled one-syllable words.
- g. Recognize and read grade-appropriate irregularly spelled words.
- 1.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. f. Write many common, frequently used words and some irregular words. g. Print all upper and lowercase letters.
- 1.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.
- a. Use common, proper, and possessive nouns. e. Use frequently occurring adjectives. k. End sentences with correct punctuation.
- 1.FL.VA.7b With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
- i. Sort words into categories to gain a sense of the concepts the categories represent.
- iii. Identify real-life connections between words and their use.
- iv. Distinguish shades of meaning among words by defining or choosing them or by acting out the meanings.
- 1.FL.VA.7c Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.
- Government and Civics:** 1.28 Give examples of a rule and a law through the use of drawings, discussions, or writings.
- 1.29 Describe the fundamental principles of American democracy, including respect for the rights, opinions and property of others, fair treatment for all, and respect for the rules by which we live.

### Comprehension skill:

Phonics: See Curriculum Map

Grammar/Writing: writing complete sentences

Unit Focus: Manners/friendship/rules

Culminating Task: Students will create a classroom book on The Golden Rule for 1<sup>st</sup> Grade or Manners at School

**Text Set:** this week: Do Unto Otters by Laurie Keller next week: Officer Buckle and Gloria by Peggy Rathman

	Read Aloud/Shared Reading	Vocabulary Focus	Discussion Questions	Written Response	Small Group/Center ideas/Resources
M O N D A Y	<p><b>**Prior to reading <u>Do Unto Otters</u>, create a class list of what students think the Golden Rule means - <u>Do unto others as you would have them do unto you.</u></b></p> <p>Then, read <u>Do Unto Otters</u> through the first time with few stops, concentrating on enjoying the story. It's quite funny!</p>	<p>Tier 2 words to be explicitly taught this week:</p> <ul style="list-style-type: none"> <li>friendly</li> <li>Polite</li> <li>Considerate</li> <li>Honest</li> <li>Cooperate</li> <li>Share</li> <li>Apologize</li> <li>Forgive</li> <li>Manners</li> </ul> <p><b>*Keep these word cards posted for student viewing and use throughout the unit of rules/manners/friendship</b></p>	<p><i>Who are the main characters in this story?</i> (otters &amp; rabbits)</p> <p><i>How does the story begin?</i> (the otter family becomes the rabbit's new neighbors)</p> <p><i>What is rabbit worried about?</i> (rabbit doesn't really know what otters are like)</p> <p><i>The rest of the book tells us what?</i> (how we should treat one another)</p> <p><i>What is funny about the title, <u>Do Unto Otters</u>?</i> (play on words others:otters)</p>	<p>Today we read <u>Do Unto Otters</u>. The main characters were: _____ and _____.</p> <p>I learned that _____.</p> <p>Student responses will vary according to ability level - complete sentences, or fill in the blank, or illustrations.</p>	<p>Lots of modeling of classroom rules and procedures. ☺</p> <p>How do you want students to respond when asked a question during whole group? Raise hands? Point to chin? Etc.</p> <p>How can you help your students respect think time? Point to temple on head; etc.</p> <p>How do you want students to be accountable for how they speak to others? Polite conversation; acceptance of others ideas; etc.</p>

T U E S D A Y	<p>2<sup>nd</sup> reading of <u>Do Unto Otters</u></p> <p>During today's reading, stop along the way to discuss the Tier 2 vocabulary words as they appear in the story.</p> <p>Show the vocabulary card – have students repeat the word with you – have students define the word – repeat the word again.</p>	<ul style="list-style-type: none"> <li>friendly</li> <li>Polite</li> <li>Considerate</li> <li>Honest</li> <li>Cooperate</li> <li>Share</li> <li>Apologize</li> <li>Forgive</li> <li>Manners</li> </ul>	<p><i>Let's compare our list to what we've just read about in our story. (Teacher –check off the items that were included in the story – add new ones the students recall from the story)</i></p>	<p>The golden rule means that we should.....</p>	<p>Use the written response prompts to informally assess students' skills in comprehension, reading, writing, etc.</p>
W E D N E S D A Y	<p>3<sup>rd</sup> reading of <u>Do Unto Otters</u>.</p> <p>Read only the pages about being polite: Please, Thank you, /Excuse me. In addition show this brief video of only this part of the book:  <a href="https://www.youtube.com/watch?v=nBkhNhPbGa0">https://www.youtube.com/watch?v=nBkhNhPbGa0</a></p> <p><b>**During discussions use think-pair-share routines for student engagement &amp; thinking.</b></p> <p><b>**Establish strong routines during these first two weeks for whole group behavior during read alouds such as:</b></p> <ul style="list-style-type: none"> <li>hands to self</li> <li>listen quietly &amp; politely</li> <li>tap sides of head with finger to indicate you are thinking</li> <li>tap chin with finger to indicate that you have an answer to share</li> <li>wait for your turn to talk</li> <li>accountable talk – *see question column</li> </ul>	<ul style="list-style-type: none"> <li>Polite</li> <li>Please</li> <li>Thank you</li> <li>Excuse me</li> </ul> <p>Write or post cards of these for use during today's writing prompt.</p>	<p><i>What does it mean to be polite?</i></p> <p><i>When should we use the word please?</i></p> <p><i>When should we use the words thank you?</i></p> <p><i>When should we use the words excuse me?</i></p> <p><i>How does it make you feel when others say polite words to you?</i></p> <p><i>When can we use polite words in the classroom?</i></p> <p><i>When we are sharing thoughts with our classmates what are some polite things we can do?</i></p> <p><b>**Teacher – model accountable talk – not criticizing others – saying "That's an interesting idea you have. My idea is a little different. It is.....", Etc.</b></p>	<p>Being polite means .....</p>	
T H U R S D A Y	<p>Short video about the Golden Rule with read along words:  <a href="http://www.watchknowlearn.org/Video.aspx?VideoID=34444&amp;CategoryID=3126">http://www.watchknowlearn.org/Video.aspx?VideoID=34444&amp;CategoryID=3126</a></p>	<p>Refer to vocabulary cards used throughout the week.</p>	<p><i>In the video, what were the ways that people were made to feel sad? (hitting, yelling, etc.)</i></p> <p><i>What makes you feel sad?</i></p> <p><i>What can we do to help others feel happy?</i></p> <p><i>How will that make us feel?</i></p> <p><i>What are some examples of following the Golden Rule?</i></p> <p><i>If we all followed the Golden Rule would we even need other rules?</i></p>	<p>This year in 1<sup>st</sup> grade I will follow the Golden Rule in these ways:</p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>	

<b>F</b> <b>R</b> <b>I</b> <b>D</b> <b>A</b> <b>Y</b>	<p>Review through a picture walk, or a rereading, the story of Do Unto Others. A document camera would also be a great way to review the highlights of this text.</p> <p>Video about using polite words in the cafeteria and elsewhere:  <a href="https://www.youtube.com/watch?v=o1WJnbJDTS0">https://www.youtube.com/watch?v=o1WJnbJDTS0</a></p>	<p>Refer students to the vocabulary cards posted throughout the week prior to independent work on today's culminating task.</p>	<p>Why is it important that we use manners?</p> <p>What are some ways we can use the Golden Rule at school and most especially in our classroom?</p> <p>Teacher will create a list of group responses.</p> <p><b>**Please remember to use lots of think-pair-share time for discussion.</b></p> <p>Provide a piece of copy paper or construction paper for students to draw and write on for the culminating activity described in the next column.</p>	<p>Each student will illustrate a drawing of what the Golden Rule means in their classroom. According to ability, students will label the drawing and/or add sentences to explain the meaning of their drawing.</p> <p>Look for relationship between this week's study on rules/manners and the incorporation of vocabulary/illustrations specific to this unit of study.</p>	<p>Game show style video about school rules – very short.  <a href="https://www.youtube.com/watch?v=RyLzsQKfPBO">https://www.youtube.com/watch?v=RyLzsQKfPBO</a></p>
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