

Read to Be Ready plans for: Rules/Manners - Week 2 1st 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: cause & effect

Phonics: See Curriculum Map

Grammar/Writing: writing complete sentences

Unit Focus: Rules

Culminating Task: Students will create a class book of school rules and why they are important

Text Set: this week: Officer Buckle and Gloria by Peggy Rathman "Why Do We Need Rules" - Readworks.org
last week: Do Unto Otters by Laurie Keller

	Read Aloud/Shared Reading	Vocabulary Focus	Discussion Questions	Written Response	Small Group/Center Ideas/Resources
M O N D A Y	<p>1st reading of <u>Officer Buckle and Gloria</u></p> <p>Read through this first time for enjoyment of the story, with few interruptions.</p> <p>Reminder: **During discussions use think-pair-share routines for student engagement & thinking.</p> <p>**Establish strong routines during these first weeks for whole group behavior during read alouds such as:</p> <ul style="list-style-type: none"> hands to self listen quietly & politely tap sides of head with finger to indicate you are thinking tap chin with finger to indicate that you have an answer to share wait for your turn to talk accountable talk 	<p>Tier 2 words to be explicitly taught this week:</p> <ul style="list-style-type: none"> Safety speech Rules Obey Audience Accident Expression Buddy <p>*Keep these word cards posted for student viewing and use throughout the unit on rules</p>	<p><i>Who are the two main characters of the story?</i></p> <p><i>What is the setting of the story?</i></p> <p><i>Is this story fiction or non-fiction?</i></p> <p><i>Look at the accidents that happened in the story. Cause & effect - Because he stood in a swivel chair what happened?</i></p> <p><i>Because the children slipped in the puddle of banana pudding what happened?</i></p> <p><i>Why do you think the author wrote this story? (an entertaining way to look at the importance of rules)</i></p>	<p>Today we read <u>Officer Buckle and Gloria</u>. It was a funny book because.....</p> <p>Student responses will vary according to ability level - complete sentences, or fill in the blank, or illustrations.</p> <p>Some will be able to complete the starter sentence of I learned... and some will not.</p>	<p>Reminder: 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 or 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>

TUESDAY	2 nd reading of <u>Officer Buckle and Gloria</u>	<ul style="list-style-type: none"> Safety speech Rules Obey Audience Accident Expression Buddy 	<p><i>When and why did the students begin to listen to Officer Buckle's safety speech? (after Gloria joined him on stage and helped make it entertaining)</i></p> <p><i>Why were there fewer accidents after that time?</i></p> <p><i>Give some examples from the story that prove that Officer Buckle and Gloria make a good team. (As students give examples, find that page in the book to display)</i></p> <p><i>On the page with only Gloria on the stage why do you think Gloria and the audience fell asleep?</i></p> <p><i>Why is teamwork important?</i></p>	Officer Buckle and Gloria made a good team because.....	Use the written response prompts to informally assess students' skills in comprehension, reading, writing, etc.
	Today's reading will focus upon the value of teamwork as exemplified by the characters of Officer Buckle and Gloria.	Show the vocabulary cards – have students repeat the words with you – have students define the word with your guidance – repeat the word again.			
WEDNESDAY	Officer Buckle and Gloria, read by an actor with super sound effects: http://www.watchknowlearn.org/Videos.aspx?VideoID=32796&CategoryID=1901	<ul style="list-style-type: none"> Safety speech Rules Obey Audience Accident Expression Buddy 	<p><i>Today we watched the video of the same story we have been reading. What was different about the way today's story sounded? (sound effects; different voice)</i></p> <p><i>Did you learn anything new or different in today's video? (responses will vary – some may have paid more attention to the video and will have more to discuss)</i></p> <p>Let's create a list of real rules that we need for our classroom this year. *Teacher will make a chart of rules. These will be used during the cumulative task Friday. Before Friday, write each rule on a card. You will need 1 card for every 2 students.</p>	My favorite rule from the story of Officer Buckle and Gloria was.....	**Teacher – model accountable talk – not criticizing others – saying "That's an interesting idea. My idea is a little different It is.....", Etc.
THURSDAY	Teacher will display the readworks.org passage, "Why Do We Need Rules", by way of document camera, etc.	<ul style="list-style-type: none"> Rule Safe Fair 	<p>Model how to find text evidence:</p> <p><i>According to the passage we just read, where do we need rules? (home, school, park)</i></p> <p><i>Where else do we need rules? (streets, public library, stores, etc.)</i></p> <p><i>According to the passage, why do we need rules? (Rules keep us safe.)</i></p> <p><i>Rules not only keep us safe but they keep things fair. What does it mean to be fair?</i></p>	Why do we need rules?	
	Highlight the words, <i>rule, safe, fair</i> as you read. Practice echo reading during portions of the passage, such as having the students repeat the sentence- <i>Rules keep us safe.</i>	Readworks.org supplies a detailed definition page on each of these words.		The expectation for student responses will vary according to ability – For advanced learners a drawing and two complete sentences. For average learners a drawing and one complete or incomplete sentence. For struggling learners a drawing and a dictated sentence.	
FRIDAY	Take a picture walk review of <u>Do Unto Otters</u> & <u>Officer Buckle and Gloria</u>	Refer students to the vocabulary cards posted throughout the week prior to independent work on today's culminating task.	<p><i>What main idea do both books have in common? (being kind; obeying rules)</i></p> <p><i>We made a list of classroom rules. Why are those important?</i></p> <p><i>If we don't follow rules, then..... (review</i></p>	Pair students with a partner – teamwork. Each pair will illustrate and explain the importance of one of the class rules written on cards decided upon by the whole group.	Allow time for each team to present their drawing and written response.

			<p>of cause and effect)</p> <p><i>We are going to make a classroom book of those rules to read and look at all year long. Why will it be a good idea to create that book for our classroom?</i></p> <p><i>We will work in teams. Why is teamwork important?</i> (refer back to the discussion and writing prompt from Tuesday)</p> <p>**Please remember to use lots of think-pair-share time for discussion.</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>Combine these to make a class book. Place in reading center or elsewhere in the classroom for student reference throughout the school year.</p>	
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