

### Strand: Government/Authority

### Theme: Rules

**Purpose for Reading:** To understand that there are rules that people have to obey to keep themselves safe.

**Comprehension Strategies:** Making connections to self, predicting, determining author purpose.

#### Vocabulary

*Dictionary Words:* cactus, fire, knife, liquid, medicine, stove top

*Vocabulary Words:* bottle, edge, log, needle, pills, pot

*High-Frequency Words:* is, it, that

#### Before Reading

- Invite volunteers to talk about a rule they know. Ask the reason for that rule. Discuss class rules and the reasons for them.
- Read the title. Ask the students why there would be a rule that says *Don't Touch*.
- Turn to the title page and ask why someone should not touch a cactus plant. Invite the students to predict what other things that they shouldn't touch might be in the book.

#### Introduce the Picture Dictionary

- Ask the students to turn to the picture dictionary. Have them look at each photo and see if they can say what it is. Read the labels together. Ask the students to confirm or revise the predictions they made.

#### Take a Photo Walk

- Pages 4–5: Ask the students to look at the photo

of the stove top. Ask why they should not touch a stove top. *What other things on the stove top would be hot?* Read the label *pot* together and discuss how pots become hot on stove tops.

- Pages 6–7: Discuss the part of the knife that is sharp. Do the students know the name for it? Read the label *edge*.
- Pages 8–9: Invite the students to look at the photo. Remind them that the name of this plant is *cactus*. Ask the students why they shouldn't touch a cactus. Introduce the word *prickly* and have the students find it on page 8. Read the label together.
- Pages 10–11: Ask the students to predict what the label will say. Ask why they should not touch the log. Ensure that they use the word *burning* in their answers.
- Pages 12–13: Discuss why people shouldn't touch cleaning liquid. *Why is cleaning liquid dangerous?* Ask the students to find the word *poisonous* on page 12. Read the label together.
- Pages 14–15: Ask the students why medicine can be dangerous if they touch it. Discuss the photo. Ask what kinds of medicine the students can see. Have them read the label.

#### Read the Book

- Ask the students to return to the title. Read the title together.
- Turn to pages 2–3. Have the students point to the dictionary words as they read them independently.
- Turn to pages 4–5. Read the page to the students

to establish the pattern. Remind them to point as they read. Remind them where to start reading the second line.

- Ask the students to continue reading the book independently. Remind them to check the photos as they read. Tell them to think about the book and to look at the first letter in words that are difficult. Provide support where necessary, especially with words such as *prickly*, *poisonous*, and *dangerous*.

## After Reading

### Comprehension

- Discuss with the students the consequences of breaking the *Don't Touch* rule. Ask what might happen to them if they touch hot things or swallow cleaning liquid or bottles of pills. Invite volunteers to share an occasion where they broke a *Don't Touch* rule.
- Have the students talk about other things they shouldn't touch and why, e.g. unknown dogs. Chart their answers on an outcomes chart.

Item	Reason

- Talk with the students about the author's purpose for writing this book. *What was the message she was trying to get across to her readers?*

### Vocabulary and Word Recognition

- Have the students find the high-frequency word *it* in the text as many times as they can, reading the

word each time. Have the students practice writing *it* until they can write it fluently. Add *it* to a high-frequency word chart or word wall.

- Expand the concept of sharpness. Have the students think of all the things they know that are sharp. List these under a heading *Sharp Things*. Then have them think of all the things they know that are not sharp. List these under a heading *Things That Are Not Sharp*.

### Oral Language

- Have the students discuss with a partner all the things they know that are dangerous.

### Writing

- Have the students draw a picture of something dangerous. Have them copy and complete the sentences: Don't touch that. \_\_\_ is dangerous.

### Creative Extension Activities

- Make a poster of something that children should not touch. Write *Don't Touch* in big letters on the poster.
- Together, read the nursery rhymes "Jack and Jill" and "Humpty Dumpty." Invite the students to say what rules would have kept Jack and Jill and Humpty Dumpty safe.
- Make a Big Book about safety. The students draw the illustrations and suggest the text for the teacher to write.

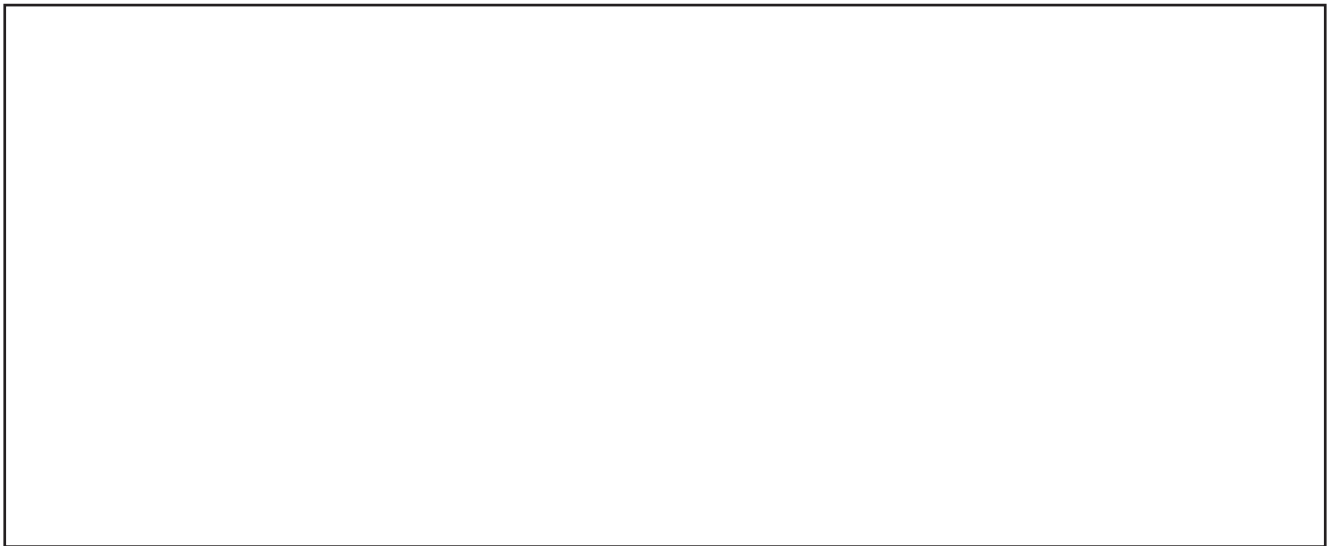
### Independent Follow-Up Activities

- Reread the book to improve fluency.
- Complete the activities on page 16.
- Complete the photocopiable activities.

Name: \_\_\_\_\_

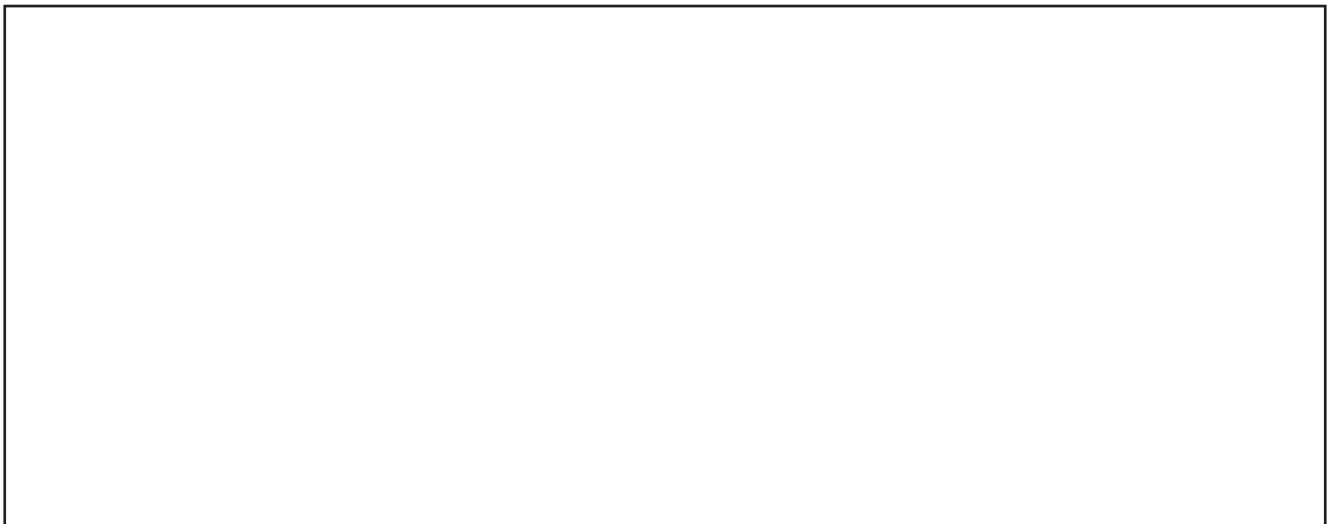
Draw the thing that is prickly.

Write *Don't touch* on your picture.



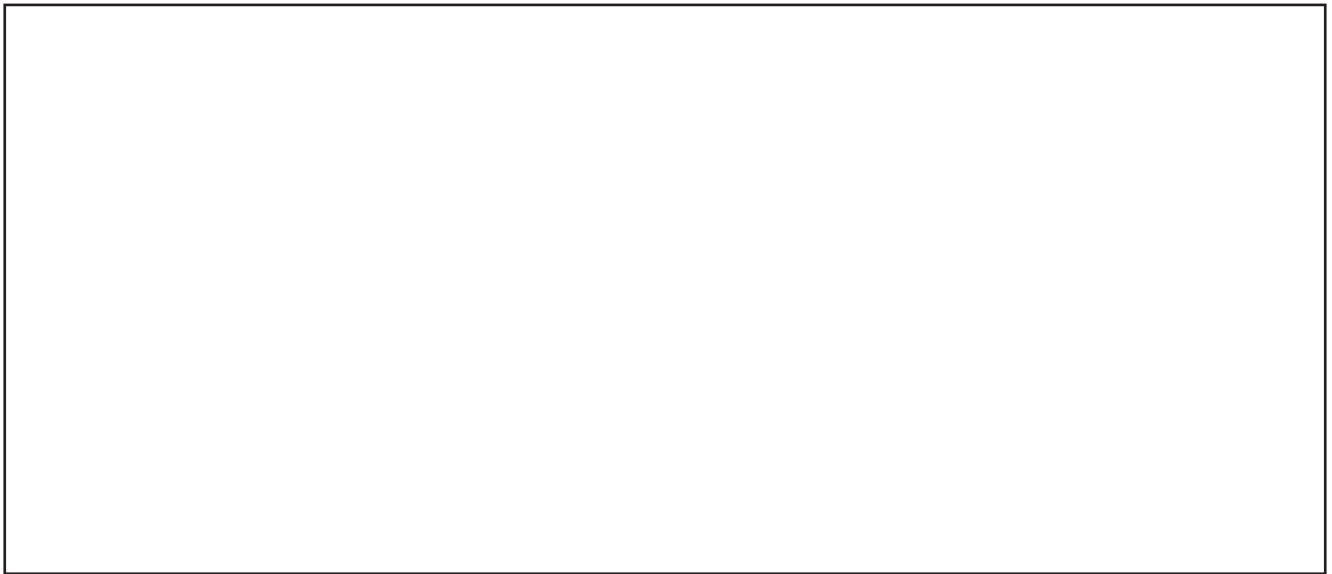
Draw the thing that is burning.

Write *Don't touch* on your picture.



Name: \_\_\_\_\_

Draw the part of the book you liked best.



Write the sentences that go with your picture.

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