

### Strand: Government/Authority

### Theme: Rules

**Purpose for Reading:** To develop an understanding of what rules are and how they are important.

**Comprehension Strategies:** Making connections to text, comparing and contrasting, predicting.

#### Vocabulary

*Dictionary Words:* classroom, class rules, coat room, notebook, playground, story time

*Vocabulary Words:* backpack, broom, chair, crossed legs, eraser, folded arms, hook, ladder, pencil, ruler, slide, whiteboard

*High-Frequency Words:* and, at, day, do, is, keep, made, not, of, on, other, our, play, put, some, take, the, them, to, up, we, when, with, your

#### Before Reading

- Read the title and have the students talk about the cover photo.
- Ask the students to predict what they think the book is going to be about. Make a chart to show their predictions.
- Read the title page together and ask the students what they think is happening in the photo. Add any new information to the chart.

#### Introduce the Picture Dictionary

- Ask the students to turn to the picture dictionary. Read and discuss the labels.
- Tell the students that the teacher and class in the book are making rules.
- Ask the students to make predictions about what rules the class might come up with.

#### Take a Photo Walk

- Pages 4–5: Invite the students to look at these pages and compare the classroom in the photo with their classroom. *What things are the same? What things are different?*
- Pages 6–7: Invite the students to look at this photo and discuss where the boy is and what he is doing.
- Pages 8–9: Ask the students to look at this photo. Read and discuss the labels. *What rule are the students in the photo obeying?*
- Pages 10–11: Ask the students what this girl is doing. *What rule might she be obeying?*
- Pages 12–13: Ask the students to look at this photo and discuss what playground rule the students in the photo might be obeying.
- Pages 14–15: Ask the students what is happening in this photo. *How are the students helping their teacher?*

#### Read the Book

- Ask the students to return to the title and read it independently.
- Turn to pages 2–3. Have the students read the dictionary words.
- Turn to pages 4–5. Ask the students to read this page independently. Remind them to use their eyes instead of pointing, but to point if they get lost or need to check the words they say.
- Ask the students to continue reading the book independently. Provide support where necessary.

## After Reading

### Comprehension

- Invite the students to return to the book and talk about the rules. How are they same as or different from their own class rules?
- Talk to the students about why it is important to have class and school rules.
- Have the students think about and discuss what would happen if there were no rules or if the rules were not the right ones.
- Look at the chart made before reading. Were their predictions correct?

### Vocabulary and Word Recognition

- Have the students find the high-frequency word *your* in the text. Ask the students to suggest sentences containing the word *your*. Write them on the board and invite volunteers to come and fill in the word *your*. Ask the students to write *your* five times independently, checking each time to make sure they are correct. Add *your* to a high-frequency word chart or word wall.
- Ask the students to find the word *whiteboard*. Ask them if they know what sort of word this is. If they do not know, tell them it is a compound word, two words joined together to make a bigger word. Ask the students to find more compound words in the book.

### Oral Language

- Have the students work in pairs, to discuss what they do to make sure they obey the rules of the class and school.

### Writing

- Have the students write three class rules.

### Creative Extension Activities

- Have the students make an attractive sign to show a class rule.
- Have the students design and make a badge to give to the students who obey the class rules.

### Independent Follow-Up Activities

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

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

Write the rules from the book.

Rule 1	
Rule 3	
Rule 5	

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

Choose the part of the book you like best.

Write a sentence. Start your sentence with

“I like the part in which...”

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Draw the picture.

