

For students reading at **Literacy Level C/3**, including:

- English-language learners
- Students reading below grade level
- Kindergarten and first grade emergent readers

Objectives at a Glance

COMPREHENSION

Students will:

- Identify stated main idea and supporting details
- Monitor their reading by reading aloud to clarify
- Utilize text and graphic features
- Summarize the information in the book
- Answer text-dependent questions
- Respond to the book

VOCABULARY

Students will:

- Recognize high-frequency words
- Develop academic content (Tier Three) vocabulary

LANGUAGE

Students will:

- Recognize the sentence structures *This _____ has a _____ and The _____ is _____*
- Use commands

PHONEMIC AWARENESS

Students will:

- Listen for initial and final **/t/**

PHONICS

Students will:

- Use first-letter cues to solve words
- Recognize initial and final **"t"** in words

FLUENCY

Students will:

- Stop at the end of each sentence

CONCEPTS ABOUT PRINT

Students will:

- Locate the first letter of a word

WRITING

Students will:

- Write to a picture prompt

Families Have Rules

THEME: Rules

- **Families Have Rules (Level C/3)**
- No, Tim! (Level C/3)
- Rules at School (Level E/7)
- Remember the Rules! (Level E/7)

SOCIAL STUDIES BIG IDEA:

All families have rules. Different families have different rules.



Related Resources

The following Benchmark Education Company resources support the skills and strategies taught in this lesson.

Early Explorers Partner

- *No, Tim!* (Fiction, Level C/3)

Text-Dependent Comprehension Resources

- *Families Have Rules* Comprehension Question Card
- Power Tool Flip Chart for Teachers
- Student Bookmark

Assessment

- *Early Explorers Overview & Assessment Handbook*
- *Grade K Comprehension Strategy Assessment Book*

Make Connections and Build Background

- **Use Drama** **Say:** *We will read a book called Families Have Rules. Rules are things you have to do. Hanging up your coat is a rule in my family. I will pretend to hang up my coat.* Pretend to do so. Then invite students to tell about rules in their families. Encourage them to act out the rules as well.
- **Use a Graphic Organizer** Write the word **Rules** on the board and underline it. Read the word and ask students to help you make a list of the rules they acted out. As students respond, write each rule under the heading. Then read each line and ask students to echo-read.

Rules

Hang up your coat.

Walk the dog.

Make the bed.

Wash the dishes.

Wipe your feet.

Wash your hands.

Say "please" and "thank you."

Brush your teeth.

Introduce the Book

- **Preview Cover and Title Page** Give each student a copy of the book. Point to the cover. **Say:** *This book tells about different kinds of family rules.* Read the title and author, and ask students to echo-read. Invite them to tell what they see in the photograph. **Say:** *This is the book's cover.* Repeat the process with the title page. **Say:** *The cover and title page get us ready to read the book.* Using the think-aloud strategy, model how to make predictions about the book based on the cover and title page information: *The title tells me families have rules. I see a family collecting bottles and cans together. I think the families in the book will help each other follow the rules.* Allow time for students to share their own predictions about the book.
- **Preview Photographs and Vocabulary** Revisit the photographs on the cover and title page. **Say:** *Nonfiction books have many photographs. Photographs help us understand the words in the book. They help us learn more, too.* Ask students to turn to pages 2 and 3, and point to each photograph as you say its matching label. Repeat the process, inviting students to echo-read. **Say:** *We will see these words in the book.* Then take students on a picture walk. Reinforce the meanings of the previewed words as you talk about the photographs. Also talk about the **bed**, **hands**, **table**, and **teeth**, and make sure students can pronounce each word.

- Locate High-Frequency Words to Monitor Meaning** Ask students to turn to page 4 and locate the word **do**. Ask them to frame the word and check it by running their finger under the word in a left-to-right motion. Then ask students to locate the word **do** on page 16. **Say:** *Do is an important word. Use the word do to help you while you read.*
- Preview Sentence Structures** For students who need additional support, write “This ____ has a ____” on the board. Read the sentence structure aloud and ask students to repeat it several times. **Say:** *This sentence structure is in the book. Page 4 has a sentence with this structure. Model how to frame the sentence between two fingers. Then read the sentence aloud and ask students to echo-read. Invite them to turn to page 6. Ask: Can you frame a sentence with the words This ____ has a ____? Assist as needed, and then read the sentence aloud and ask students to echo-read. If students need additional practice, allow them to locate and read the sentence structure on pages 8, 10, 12, and 14. Finally, repeat the process with The ____ is ____ on pages 4, 6, 8, 10, 12, and 14.*
- Use Graphophonic Cues** **Say:** *Another word in this book is your. Say the word your. What letter do you expect to see at the beginning? (Allow time for students to respond, assisting as needed.) Find the word your on page 4. Once students locate the word, repeat the process with wash on page 8. Say: Use first-letter sounds to help you when you read.*
- Scaffold Spanish-Language Speakers** Say the word **family**. **Ask:** *Does family sound similar to a word you know in Spanish? (Allow time for students to respond.) The English word family sounds similar to the Spanish word familia. Family and familia mean the same thing. The words look similar, too. Write the word family on the board and ask students to locate it on page 4 in the book. Finally, invite students with other first languages to share their cognates.*

Set a Purpose for Reading

- Direct students’ attention to the rules list. **Say:** *Now it’s time to whisper-read the book. Read to learn about different family rules.*

Observe and Prompt Reading Strategies

- After the supportive introduction, students should be able to read all or most of the book on their own. Observe students as they read. Take note of the graphophonic, syntactic, and semantic cues they use to make sense of the text and self-correct. Prompt individual students who have difficulty problem-solving independently, but be careful not to prompt English-language learners too quickly. They may need more time to process the text as they rely on their first language for comprehension.

Strategic Reading Prompts			
Cue Source	Prompt	Example	Page
Graphophonic	Look at the first letter.	set	12
Syntactic	Think about the sentence structure.	The rule is, “Make your bed.”	6
Semantic	Check the picture.	teeth	14

Use the Graphic Organizer to Summarize

- Ask students to think about their reading. **Say:** *Look at our list. Which of these rules did the families in our book have? Put a ✓ beside any matching responses. Then ask students to name any other rules they read about in the book. Add these rules and put a check mark beside them. Choral-read the checkmarked rules. Then ask students to use the graphic organizer to tell a partner about the book.*

Rules

- Hang up your coat.
- Walk the dog.
- Make the bed. ✓
- Wash the dishes. ✓
- Wipe your feet.
- Wash your hands. ✓
- Say “please” and “thank you.”
- Brush your teeth. ✓
- Do your homework. ✓
- Set the table. ✓

Reading Strategy Mini-Lesson: Read Aloud to Clarify

- **Reflect** Ask students to think about the parts of the book that were hard for them to understand. **Ask:** *What did you do to help yourself understand what you read?*
- **Model** **Say:** *I always want to understand what I read. Sometimes I’m not sure about a certain part. I go back and read that part aloud. Reading aloud helps me figure out if something is wrong. I will turn back to page 4. The first time I read page 4, I was confused. What was the family doing? Then I read page 4 aloud: “This family has a rule. The rule is, ‘Do your homework.’” I better understand the words when I listen to them. The kids in this family have to do their homework. Doing homework is a family rule. Now the page makes sense. After I read the page aloud, I’m ready to keep whisper-reading.*

- **Guide** Ask students to turn to page 12. **Ask:** *What is the rule in this family? (Allow time for students to respond.) How can we check? Can we read the page aloud? Let’s read the page aloud together. Then we will be sure we understand what this family’s rule is. Read the page aloud together and briefly discuss how this clarifies or confirms students’ understanding.*
- **Apply** Invite each student to turn to a tricky page. Then ask students to tell a partner about the page. Afterward, they should read the page aloud to make sure they understand it. Observe students as they read aloud to clarify, providing assistance if needed. See the *Early Explorers Overview & Assessment Handbook* for an observation chart you can use to assess students’ understanding of the **read aloud to clarify** monitor-reading strategy. Then **say:** *You can read aloud any time you need to. Remember to go back and read aloud to help you understand.*

Answer Text-Dependent Questions

- **Explain** Remind students they can answer questions about books they have read. **Say:** *We answer different kinds of questions in different ways. I will help you learn how to answer each kind. Tell students today they will practice answering *Take It Apart!* questions. **Say:** *The answer to a *Take It Apart!* question is not stated in the book. You must think like the author to figure out the answer.**

- **Model** Use the *Take It Apart!* question on the Comprehension Question Card. **Say:** *I will show you how I answer a Take It Apart! question. I will read the question to figure out what to do. The question says: "How does the author end the book?" This question asks me to figure out how the book is organized. I know because the question says **the author** and **the book**. What other information do you think will help me? (Allow student responses.) Yes, I need to look at the end of the book. The end means the last page. Let's read page 16 together: "Do you have rules?" The last sentence in the book is a question. Now I know the author ends the book with a question.*
- **Guide** Ask students to answer the other questions on the question card. Use the Power Tool Flip Chart and Student Bookmark to provide additional modeling as needed. Remind students to ask themselves: *What is the question asking? How can I find the answer? Does my answer make sense? How do I know?*

Build Comprehension: Identify Stated Main Idea and Supporting Details

- **Explain** Create an overhead transparency of the "Families Have Rules" graphic organizer on page 8 or draw it on the chalkboard. **Say:** *Nonfiction books have main ideas and supporting details. The main idea is the most important thing we learn. Details tell about the main idea. Good readers pay attention to the main idea and details. This helps readers get the most out of the book.*
- **Model Say:** *Sometimes a title tells us the main idea. Families Have Rules is the title of our book. This title also tells the most important thing we learn. The most important information is called the main idea. "Families have rules" is the main idea of the book. I will write the main idea on the graphic organizer. Write "Families have rules" in the Main Idea box on the graphic organizer. Read it with the students. **Say:** *Now we need to look for supporting details. The details will tell us some rules families have. I see the word **rule** on page 4. Can you point to the word **rule**? Let's read the sentence together. It says: "The rule is, 'Do your homework.'"* *The word **rule** helps me find a supporting detail. I will write the detail on the graphic organizer. Write "Do your homework" in the first Detail box.**

- **Guide Say:** *Let's find another supporting detail. Look on page 6. Find the word **rule** on the page. Read the sentence. Does the sentence tell you about a rule? Tell me what the rule is. Allow time for students to respond, assisting if needed. **Say:** *Yes, the rule is "Make your bed." This sentence tells us more about the main idea. Making your bed is another supporting detail. Let's add this detail to the graphic organizer. Write "Make your bed" in the second Detail box.**
- **Apply** Ask each student to work with a partner to find other supporting details to add to the graphic organizer. Remind students that the word **rule** is a cue word they can use in this book. If more support is needed, utilize all or part of the "Guide" process on pages 8, 10, 12, and 14. Finally, read the completed graphic organizer aloud and invite students to echo-read.

NAME _____ DATE _____

Families Have Rules
Identify Stated Main Idea and Supporting Details

Main Idea: Families have rules.	Detail: Do your homework.
	Detail: Make your bed.
	Detail: Wash your hands.
	Detail: Wash the dishes.
	Detail: Set the table.
	Detail: Brush your teeth.

FAMILIES HAVE RULES © 2007 Benchmark Education Company, LLC

Teacher Tip Use Benchmark Education Company's *Comprehension Strategy Assessment* books to assess students' ability to identify main idea and supporting details in other brief, grade-level texts.

Home Connection

- Give students the take-home version of *Families Have Rules* to read to family members. Encourage students to work with a friend or family member to make a list of rules their families follow. Invite students to bring their lists to share with the group.

Reader Response

Invite students to respond to the book in a way that is meaningful to them. Model and use think-alouds as needed to scaffold students before they try the activities on their own.

- Show how you would do one of the jobs described in the book.
- Tell about a family rule you could add to the book.
- Tell why one of the rules in the book is important.
- Draw a picture of yourself doing one of the jobs.
- Write about a connection you made to the book.
- Write a sentence about your favorite photograph in the book.

Write to a Picture Prompt

- **Write a How-To** Tell students they will describe how to do something they see in a picture. Then they will write about what they described. **Say:** *I like the pictures in this book. I like to see what jobs the kids do. I can tell how to do some of the jobs. Look at pages 8 and 9. The boy is washing his hands. Here is how: The boy turns on the tap. The boy puts soap and water on his hands. He rubs his hands together. What else will the boy need to do?* Allow time for students to respond. **Ask:** *Which picture do you like best? Describe how to do something you see in the picture.* Allow time for students to respond, prompting further if needed. **Say:** *You have described how to do something in the picture you chose. Now write how to do it. After you are finished, read your description to a partner.*

Concepts About Print

- **Locate the First Letter of a Word** Turn to page 4. **Say:** *A sentence is made of words. Our eyes look for the first letter of each word. The first letter shows our eyes we have a new word to read. Look at the first sentence. I will point to the first letter of each word. (Do so.) Now I will count the first letters. (Point to the first letter of each word as you count aloud.) How many words are in the sentence? Yes, there are five words. We see five first letters, so we have five words to read.*

Phonemic Awareness: Listen for /t/

- Tell students you will read a sentence from *Families Have Rules*. Ask them to listen for a word that begins with the **It/** sound: “*The rule is, ‘Brush your teeth’*” (page 14). Once students give the answer **teeth**, tell them you will read another sentence from the book. This time, ask them to listen for one word that begins with the **It/** sound and another word that ends with the **It/** sound: “*The rule is, ‘Set the table’*” (page 12). Reread the sentence if needed so students can identify the words **table** and **set**.
- **Say:** *I will name some things you might find in your home. Some words begin with the **It/** sound, and some do not. Please listen carefully. Clap if you hear a word that begins with **It/**: **lamp, telephone, toy, sofa, desk, towel.***
- **Say:** *Now I will name some other things you might find in your home. Some words end with the **It/** sound, and some do not. Please listen carefully. Raise your hand if you hear a word that ends with **It/**: **pot, oven, coat, basket, chair, carpet.***

Phonics: Initial and Final “t”

- Write the letter “t” on the board. Tell students they will review the rules in the book. Ask them to locate words that begin or end with “t” in the rules on pages 12 and 14.
- Ask students to brainstorm words that begin with /t/. Make a list on the board. Then brainstorm words ending with /t/. Write these on a new list. Read each word, inviting students to echo-read.
- **Say:** *I will give a clue about one of the words. You can guess which word it is. I will circle the letter “t” in the word. Then you will know you guessed correctly.* Model the process using one of the words on the list, such as *What is the weather like in summer? (hot)* Then invite each student to make up a clue about one of the words and circle the letter that makes the /t/ sound.

Vocabulary

- **Academic Content Vocabulary** Review the book with students and record the words **rule, homework, family, dishes, bed, hands, table, and teeth** on index cards. Read the words and invite students to add illustrations to the cards. Spread the cards out in a pocket chart or on the table. Then ask students to select the word card that completes each oral sentence below.
I wear gloves on my ____. (hands)
After a meal I brush my ____. (teeth)
I will help you put away the ____. (dishes)
I am going on a trip with my ____. (family)
“Wipe your shoes” is a family ____. (rule)
Our dog uses an old blanket for a ____. (bed)
My sister sits at the table to do her ____. (homework)

Language Development: Use Commands

- **Model Say:** *Sometimes a person must tell others what to do. The sentence the person says is called a command. Rules are one kind of command. Let’s turn to page 4 and read the rule together: “Do your homework.” The word **do** shows us we are reading a command. Our class rules are commands, too. Model some simple rules/commands for students to act out, such as: *Whisper-read your book.*
Walk in the halls.
*Hang your backpack on your chair.**
- **Guide** Invite students to read page 6. **Ask:** *What command is on this page? (“Make your bed.”) How do you know “Make your bed” is a command? (“Make your bed” is a rule. The sentence tells someone to do something.)* Repeat the process with the commands on pages 8, 10, 12, and 14.
- **Apply** Pair students. Ask them to think of commands they have heard at home, at school, or in the community. Invite partners to share their commands with the group.

Fluency: Stop at the End of Each Sentence

- **Say:** *Each sentence in a book is a complete thought. A good reader stops at the end of each sentence. Stopping at the end of each sentence helps the reader understand the thought. It also helps the listener understand the reader.*
- Ask students to turn to page 4. First, read the sentences without stopping. Discuss how this makes the listener feel. Then read the page again, stopping at the end of each sentence. Ask students to echo-read.
- Ask students to turn to page 6. Choral-read the page with them, stopping at the end of each sentence.
- Invite students to take turns rereading *Families Have Rules* with a partner. Remind them to stop at the end of each sentence.

Families Have Rules

Identify Stated Main Idea and Supporting Details

