

For students reading at **Literacy Level E/7**, including:

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

## Objectives at a Glance

### COMPREHENSION

Students will:

- Identify cause and effect
- Monitor their reading by discussing ideas with others
- 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 *Then we \_\_\_\_\_* and *We read \_\_\_\_\_*
- Use the possessive pronoun **our**

### PHONEMIC AWARENESS

Students will:

- Listen for initial /w/

### PHONICS

Students will:

- Use final-letter cues to solve words
- Recognize initial **"w"** in words

### FLUENCY

Students will:

- Read smoothly with minimal breaks

### WRITING

Students will:

- Write to a picture prompt

# Rules at School

### 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:

We need rules at school, such as doing homework, putting up our hands to talk, walking in the hall, getting in line to go outside, and reading every day.



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by Cynthia Swain

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B E N C H M A R K E D U C A T I O N C O M P A N Y

## Related Resources

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

### Early Explorers Partner

- *Remember the Rules!* (Fiction, Level E/7)

### Text-Dependent Comprehension Resources

- *Rules at School* Comprehension Question Card
- Power Tool Flip Chart for Teachers
- Student Bookmark

### Assessment

- *Early Explorers Overview & Assessment Handbook*
- *Grade K or 1 Comprehension Strategy Assessment Book*

## Rules

Line up quickly for a fire drill.  
Raise your hand to speak.  
Be polite.  
Do your work.  
Use indoor voices.

## Introduce the Book

- **Preview Cover and Title Page** Give each student a copy of the book. Point to the front. **Say:** *This book tells some rules kids can have at school.* 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 the book is about rules at school. I see a picture of some kids at school. The kids look happy. I think the kids in the book are happy when they follow the rules.* Allow time for students to share their own predictions about the book.

## Make Connections and Build Background

- **Use Drama** **Say:** *We will read a book about rules at school. A rule at our school is to line up quickly for a fire drill. I will pretend we are having a fire drill and show you what I do.* Pretend to line up quickly. Then invite students to tell about other rules at your school. Encourage them to act out their ideas 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 list the different rules they mentioned. As students respond, write the rules under the heading. Then read each rule and ask students to echo-read.
- **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 words **work**, **class**, **hall**, **safe**, and **line**, and make sure students can pronounce each word.

- **Locate High-Frequency Words to Monitor Meaning** Ask students to turn to page 6 and locate the word **get**. 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 **get** on page 12.

**Say:** *Get is an important word. Use the word **get** to help you while you read.*

- **Preview Sentence Structures** For students who need additional support, write "Then we \_\_\_\_" on the board. Read the sentence structure aloud and ask students to repeat it several times. **Say:** *The words **Then we** are in the book. Page 6 has a sentence with the words **Then we**. 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 8. **Ask:** *Can you frame a sentence with the words **Then we**?* 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 14 and 16. Finally, repeat the process with "We read \_\_\_\_" on pages 14 and 16.*

- **Use Graphophonic Cues** **Say:** *Another word in this book is **talk**. Say the word **talk**. What letter do you expect to see at the end?* (Allow time for students to respond, assisting as needed.) *Find the word **talk** on page 8.* Once students locate the word, repeat the process with **learn** on page 14. **Say:** *Use final-letter sounds to help you when you read.*

- **Scaffold Spanish-Language Speakers** Say the word **class**. **Ask:** *Does **class** sound similar to a word you know in Spanish?* (Allow time for students to respond.) *The English word **class** sounds similar to the Spanish word **clase**. **Class** and **clase** mean the same thing. The words look similar, too.* Write **class** on the board and ask students to locate it on page 8 in the book. Then point out that the word **to** on page 6 sounds like the word **tu** in Spanish but does not mean the same thing. 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 rules students have at school.*

## 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 final letter.	books	14
Syntactic	Think about the sentence structure.	Then we are safe.	10
Semantic	Check the picture.	hand	8

## Use the Graphic Organizer to Summarize

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

### Rules

Line up quickly for a fire drill.  
Raise your hand to speak. ✓  
Be polite.  
Do your work. ✓  
Use indoor voices.  
Walk in the hall. ✓  
Get in line to go outside. ✓  
Read every day. ✓

## Reading Strategy Mini-Lesson: Discuss Ideas with Others

- **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 want to make sure I understand what I read. One way is to discuss my ideas with others. I can tell how I feel about something I read. I can ask for help, too. I will turn to page 8. I want to discuss the rule about putting up your hand in class. I know many kids have ideas to share. I think this rule means we should wait for our turn to talk. Do you agree with me? Is it ever okay to talk without putting up your hand?* Allow time for students to share their own ideas. **Say:** *Discussing the page helped me. Now I better understand the rule about putting up your hand in class.*

- **Guide** Ask students to turn to page 10. Read the page aloud together. **Ask:** *What do you notice on this page? Does the information make you think of something? Do you have questions? What would you like to discuss with the group?* Allow time for students to share their thoughts. Then invite them to tell how the discussion helped them better understand page 10.

- **Apply** Ask students to read their favorite page to a partner and conduct a discussion about it. Observe students as they read and discuss, providing assistance if needed. See the *Early Explorers Overview & Assessment Handbook* for an observation chart you can use to assess students' understanding of the **discuss ideas with others** monitor-reading strategy. Then **say:** *You can discuss ideas with others after you read any text. Remember to use discussion 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 *Look Closer!* questions. **Say:** *The answer to a Look Closer! question is in the book. You have to look in more than one place, though. You find the different parts of the answer. Then you put the parts together to answer the question.*

- **Model** Use the first *Look Closer!* question on the Comprehension Question Card. **Say:** *I will show you how I answer a Look Closer! question. I will read the question to figure out what to do. The question says: "Look at pages 10 and 12. How are these rules alike and different?" This question asks me to compare and contrast two things. I know because the question has the cue words **alike** and **different**. Now I need to look for other important information in the question. These words tell me what to look for in the book. What information do you think will help me? (Allow student responses.) Yes, I need to reread the rules on pages 10 and 12. Now I will look back in the book. Both groups of students are in the hall. Being in the hall is a way both rules are alike. The rule on page 10 is about walking. The rule on page 12 is about getting in line. Walking and getting in line are how the rules are different. Put your finger on these two rules. Putting this information together answers the question.*

- **Guide** Ask students to answer the other questions on the Comprehension 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 Cause and Effect

- **Explain** Create an overhead transparency of the "Rules at School" graphic organizer on page 8 or draw it on the chalkboard. **Say:** *Nonfiction books sometimes tell about things that happen and why they happen. The reason something happens is the cause. What happens is the effect. Good readers figure out cause-and-effect relationships to better understand the information.*

- **Model Say:** *Let's figure out the cause-and-effect relationships in Rules at School. On page 6, I read that we do our work. Doing our work is a cause that makes something happen. I will write about work in the first box on the graphic organizer. The effect of doing our work is that we get time to play. I will write this effect in the next box on the graphic organizer. Now I will look at page 8: "We put up our hand in class." Putting up our hand is a cause. The effect of putting up our hand is that we can talk. I will write this cause-and-effect relationship as well.*

- **Guide Say:** *Let's find another cause and effect. Look on page 10. What do we do in the hall? (Allow time for students to respond, assisting if needed.) Yes, we do not run. Walking in the hall is the next cause. What happens when we walk in the hall? (Again allow time for students to respond.) Yes, the effect of walking in the hall is that we are safe. Let's add this cause-and-effect relationship to the graphic organizer.*

- **Apply** Ask students to work with a partner to find other causes and effects mentioned in the book. Remind them that a cause happens first and an effect happens as a result of the cause. After each partnership shares, agree on how to word the entries on the graphic organizer. Finally, read the completed graphic organizer aloud and invite students to echo-read.

NAME _____ DATE _____	
Rules at School	
Identify Cause and Effect	
Cause	Effect
Do our work.	Get time to play.
Put up our hands.	Get to talk.
Walk in the hall.	We are safe.
Get in line.	Go outside.
Read every day.	Learn.

RULES AT SCHOOL © 2007 Benchmark Education Company, LLC

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

## Home Connection

- Give students the take-home version of *Rules at School* to read to family members. Encourage students to work with a friend or family member to make a list of funny rules they would like to have at school. 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.

- Talk with a partner. What rules do you need in school? What new rules would you like to have?
- Tell what you wondered as you read.
- Act out some of the rules in the book with two partners.
- Draw a picture about a rule in school. Then write about it.
- Write about a connection you made to the book.
- Write a question you would like to ask the author.

## Write to a Picture Prompt

- **Write a Personal Narrative** Tell students they will think about their own experiences with rules at school. Then they will write about the experience. **Say:** *I like the pictures in this book. Some of the pictures make me think of my own experiences. The picture on page 12 reminds me of an experience: I used to line up to go outside at school. One day the teacher chose me to lead the line. I was so happy! Does this picture make you think about an experience?* Allow time for students to respond. **Ask:** *Which picture do you like best? What experience does the picture make you think about?* Allow time for students to respond, prompting further if needed. **Say:** *You have used a picture to remember an experience. Now write about your experience. After you are finished, read your narrative to a partner*

## Phonemic Awareness:

### Listen for /w/

- Tell students you will read a sentence from *Rules at School*. Ask them to listen for a word that begins with the **/w/** sound: “We do our work” (page 6). Reread the sentence if needed so students can identify the words **we** and **work**.
- **Say:** *I will name some things you see in a school. Some begin with the /w/ sound and some do not. Please listen carefully. Raise your hand if you hear a word that begins with /w/: **desk, window, wastebasket, pencil, woman, ruler.***

## Phonics: Initial “w”

- Write the letter “w” on the board. Tell students they will go on a letter “w” hunt in *Rules at School*. Ask them to locate words that begin with “w” on pages 4, 6, 8, 10, 12, 14, and 16.
- Ask students to brainstorm words beginning with /w/. List the words on the board. Read each word, inviting students to echo-read.
- **Say:** *I will say a word or a nonsense word that rhymes with one of the words. You will say the rhyming word from our list. Then I will circle the letter “w” in the word. Model the process using one of the words on the list, such as **small** (wall). Then invite each student to say a word that rhymes with one of the list words and circle the letter “w” after the other students guess it.*

## Vocabulary

- **Academic Content Vocabulary** Review the book with students and record the words **read**, **rules**, **school**, **teacher**, **work**, **class**, **hall**, **safe**, and **line** on the board. Invite students to make connections by listening to a question and using the same vocabulary word in their answer, such as: *What is your favorite thing to do at **school**? (I like to write stories at **school**.)*  
*Who was your **teacher** last year? (Mr. Estana was my **teacher**.)*

## Language Development: Possessive Pronoun “our”

- **Model Say:** *We use the word **our** to talk about things we have. Authors use the word **our**, too. Authors use **our** when two or more people talk about things they have. Let’s turn to page 6 and read the sentence together: “We do our work.” The author uses the word **our**. Many students are in the class. The students are talking about something they have—their work. I use the word **our** when I talk about our reading group. Model using the word **our** in sentences about you and the students. Point to yourself and the students each time you say the word **our**.  
We read **our** books.  
We share **our** ideas.  
We play games with **our** vocabulary words.*

- **Guide** Invite students to read the sentence on page 8 with you. **Ask:** *What word does the author use to show the students are talking about something they have? (**our**) What do the students have? (**hand**)*
- **Apply** Invite student partners to make up their own sentences using the word **our**. Encourage them to point to themselves as they say **our**.

## Fluency: Read Smoothly with Minimal Breaks

- **Say:** *Good readers do not pause or stop between each word. Instead, good readers read smoothly. They blend one word into the next. They only pause or stop when they see punctuation marks. They quickly fix mistakes and move on. Reading smoothly helps the reader focus on what the author has to say. Reading smoothly also helps listeners enjoy the book.*
- Ask students to turn to page 6. Read the page in a choppy, word-by-word manner. Discuss how this makes the listener feel. **Say:** *Now I will read the words smoothly. The punctuation will show me when to pause or stop.* Read the sentences again, stopping at the periods and pausing at the comma. Then invite students to echo-read the page with you.
- Ask students to turn to page 12. Choral-read the page with them, reading smoothly. Stop at the periods and pause at the comma.
- Invite students to take turns rereading *Rules at School* with a partner. Remind them to read smoothly, pausing or stopping at punctuation, and quickly fix any mistakes so they can keep on reading.

NAME \_\_\_\_\_

DATE \_\_\_\_\_

# Rules at School

Identify Cause and Effect

**Cause**

**Effect**

