

- 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 characters and setting
- Identify cause and effect
- Monitor their reading by retelling what they've read
- Utilize text and graphic features
- Summarize the story
- Answer text-dependent questions
- Respond to the book

### GENRE STUDY

Students will:

- Recognize the characteristics of realistic fiction
- Determine the story's message

### VOCABULARY

Students will:

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

### LANGUAGE

Students will:

- Recognize the sentence structure *We do not run \_\_\_\_\_*
- Use prepositions that tell where

### PHONEMIC AWARENESS

Students will:

- Listen for initial /r/

### PHONICS

Students will:

- Use middle-letter cues to solve words
- Recognize initial "r" in words

### FLUENCY

Students will:

- Read with appropriate stress or emphasis

### WRITING

Students will:

- Write to a picture prompt

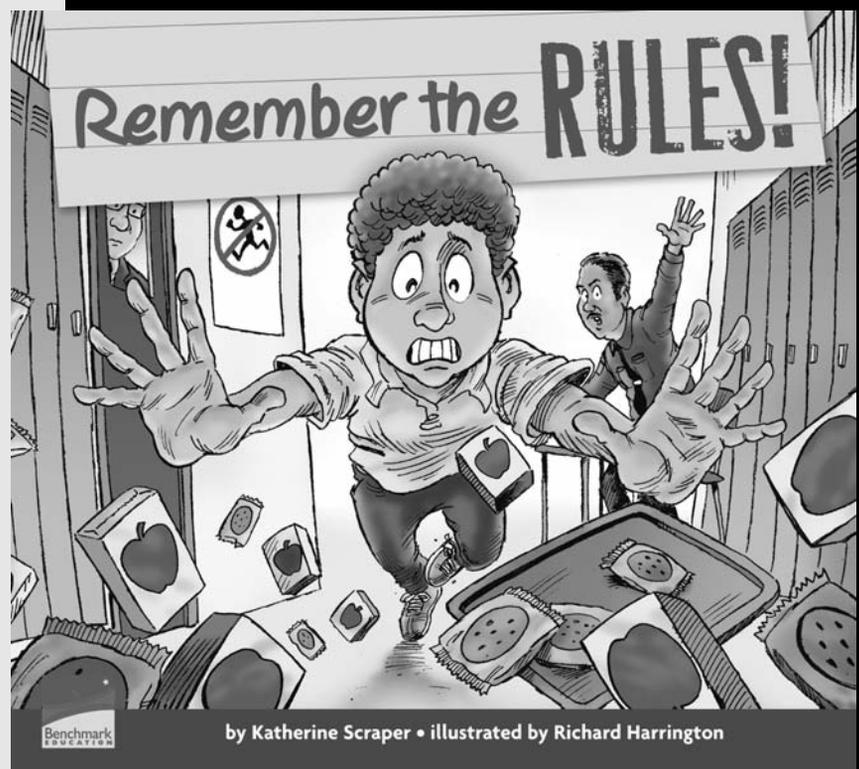
# Remember the Rules!

### 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)**

### GENRE/SUMMARY:

In this realistic fiction story, Matt learns not to run at school—except in the gym.



by Katherine Scrapper • illustrated by Richard Harrington

ISBN 978-1-4028-6061-3



## Related Resources

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

### Early Explorers Partner

- *Rules at School* (Nonfiction, Level E/7)

### Text-Dependent Comprehension Resources

- *Remember the Rules!* 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*

I think . . .	I find out . . .
fall down	
go to the office	
knock someone over	

## Make Connections and Build Background

- **Use Drama** **Say:** *We will read a book called Remember the Rules! A boy named Matt is in the story. Matt has trouble remembering an important rule at school. I will pretend to tell Matt one of our school rules. I will tell Matt to write his name on all of his papers. Pretend to do so. Then invite students to share a school rule they would tell Matt. Encourage them to act out their ideas as well.*
- **Use a Graphic Organizer** Draw a two-column chart with the headings **I think . . .** and **I find out . . .** Ask students what might happen when Matt runs at school, and write their ideas in the **I think . . .** column of the prediction chart. Then read each entry, prefacing it with the phrase *I think Matt will . . .* and ask students to echo-read.

## Introduce the Book

- **Preview Cover and Title Page** Give each student a copy of the book. Point to the front. **Say:** *This story is about remembering rules at school.* Read the title and author, and ask students to echo-read. Invite them to tell what they see in the illustration. **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 has the word **remember** in it. I think someone in the story will forget a rule.* Allow time for students to share their own predictions about the story.
- **Introduce Characters and Setting** **Say:** *The people in the story are called characters.* Ask students to turn to pages 2 and 3, and point to each character as you read the matching name. Repeat the process, inviting students to echo-read. Then **say:** *The setting is where the story takes place. What is the setting of this story?* Help students use the illustrations to determine that the story takes place in a school.
- **Preview Illustrations and Vocabulary** Revisit the illustrations on the cover and title page. **Say:** *The pictures in fiction books are called illustrations. Illustrations help us understand the words in the book.* Take students on a picture walk, emphasizing the words **rules, stairs, hall, classroom, gym, paper, snack, nurse, guard,** and **teacher** as you talk about the illustrations and what is happening in the story. Make sure students can pronounce each vocabulary word.

- Locate High-Frequency Words to Monitor Meaning** Ask students to turn to page 6 and locate the word **said**. 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 **said** on page 10. **Say:** *Said is an important word. Use the word said to help you while you read.*
- Preview Sentence Structure** For students who need additional support, write “We do not run \_\_\_\_\_” on the board. Read the sentence structure aloud and ask students to repeat it several times. **Say:** *The words We do not run are in the book. Page 6 has a sentence with the words We do not run.* 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 10. **Ask:** *Can you frame a sentence with the words We do not run?* Assist as needed, and then read the sentence aloud and ask students to echo-read.
- Use Graphophonic Cues** **Say:** *Another word in this book is CRASH. Say the word CRASH. What letter do you expect to see in the middle? (Allow time for students to respond, assisting as needed.) Find the word CRASH on page 4. Once students locate the word, repeat the process with snacks on page 8. Say: Use middle-letter sounds to help you when you read.*
- Scaffold Spanish-Language Speakers** Say the word **in**. **Ask:** *Does in sound like a word you know in Spanish? (Allow time for students to respond.) The English word in sounds like the Spanish word en. In and en mean the same thing. The words look similar, too.* Write the word **in** on the board and ask students to locate it on page 10 in the book. Repeat the process with **guard/guardia** (page 10). Then point out that the word **to** on page 12 sounds like the Spanish word **tu** 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 prediction chart. **Say:** *Now it’s time to whisper-read the book. Read to find out what happens when Matt runs in 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 middle letter.	Matt	4
Syntactic	Think about the sentence structure.	“We do not run in the hall.”	10
Semantic	Check the picture.	paper	12

## Use the Graphic Organizer to Summarize

- Ask students to think about their reading. **Say:** *Look at our prediction chart. What happens when Matt runs at school? Record students' responses in the **I find out . . .** column of the chart. Then choral-read each entry, prefacing it with *Matt . . .* Ask students to use the graphic organizer to tell the story to a partner.*

I think . . .	I find out . . .
fall down	falls down
go to the office	hurts his knee
knock someone over	drops the snacks
	drops the papers

## Genre Study

- **Say:** *This story is realistic fiction. You could meet people like Matt, the nurse, the guard, and the teacher in real life. The things the characters do could really happen. What are some ways the story is realistic? Guide students to mention story events such as falling on the stairs, running in the hall, and playing in the gym.*
- **Say:** *Realistic fiction stories have themes. A theme is like a message from the author. I notice in Remember the Rules! that Matt forgets a rule. Matt runs and falls on the stairs. He runs and falls in the hall. He runs and falls in the classroom. What can happen when someone falls down? Allow time for students to share their ideas. Then **say:** Yes, a person who falls down can get hurt. The theme for Remember the Rules! could be "Some rules help keep us safe." The author uses the story to send readers a message. The author is telling us that following rules can help keep us safe, too.*

## Reading Strategy Mini-Lesson: Retell What You've Read

- **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 retell the important parts of the story. I will turn back to page 4. First I will read the page: "Matt was late for school. He ran up the stairs and . . . CRASH!" Now I will say this part of the story in my own words: Matt ran up the stairs because he was late. Then Matt fell.*
- **Guide** Ask students to turn to pages 8 and 9. Read page 8 aloud together. Ask the following questions, allowing time for students to respond after each one: *What do you see? What happens to Matt? Why does Matt drop the snacks? How can you tell about the snacks in your own words? If students have difficulty, model a retelling of your own, such as *Matt runs down the hall carrying snacks. Then Matt falls and drops the snacks.**
- **Apply** Ask each student to turn to his or her favorite page. Then ask students to read the page to a partner and retell the important information in their own words. Observe students as they read and retell. If more support is needed, use the prompts in the "Guide" section. See the *Early Explorers Overview & Assessment Handbook* for an observation chart you can use to assess students' understanding of the **retell what you've read** monitor-reading strategy. Then **say:** *You can retell anytime you read. Remember to retell 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 second *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: "What happened after Matt got the paper?" This question asks me to find a sequence of events. I know because the question has the cue words **happened** and **after**. Now I need to look for other important words in the question. What words do you think will help me? (Allow student responses.) Yes, I'm looking for the words **Matt** and **paper**. Now I will look back in the book. Page 12 says, "Matt had to get some paper." I will keep reading to see what happened next—Matt ran across the classroom and fell down. Put your fingers on these two sentences. Putting this information together answers the question. The answer makes sense. I have found the answer in the book.*

- 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 "Remember the Rules!" graphic organizer on page 8 or draw it on the chalkboard. **Say:** *Stories are made up of events. Each event happens for a reason. The reason something happens is called the cause. What happens is called the effect. Good readers figure out cause-and-effect relationships to better understand the story.*

- Model Say:** *Let's figure out the cause-and-effect relationships in Remember the Rules! On page 4, I read that Matt ran up the stairs. Running is a cause—running makes something else happen. I will write about running in the first box on the graphic organizer. The effect of running was that Matt tripped and fell. I will write about tripping and falling in the next box on the graphic organizer. Now I will look at pages 6 and 7. Matt hurt his knee on the stairs. Hurting his knee is a cause. The effect of hurting his knee is that Matt went to see the nurse. I will write this cause-and-effect relationship on the graphic organizer as well.*

- Guide Say:** *Let's find another cause and effect. Look on page 8. What happened here? (Allow time for students to respond, assisting if needed.) Yes, Matt ran down the hall. Running down the hall is the next cause. What happened when Matt ran down the hall? (Again allow time for students to respond.) Yes, the effect of running was that Matt tripped and fell again. 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 \_\_\_\_\_

**Remember the Rules!**  
Identify Cause and Effect

Cause	Effect
ran up stairs	tripped and fell
hurt knee on stairs	went to see nurse
ran down hall	tripped and fell
dropped snacks on floor	got help from guard
ran across classroom	tripped and fell
went to gym	could run

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**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 *Remember the Rules!* to read to family members. Encourage students to work with a friend or family member to draw a picture of what might happen when a person forgets to follow a particular rule. Invite students to bring their pictures 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.

- Act out the story with three partners.
- Pretend you are Matt. Tell a partner what you learned.
- Share rules about running with a partner. Start by saying *We do not run \_\_\_\_\_* or *We can run \_\_\_\_\_*.
- Draw a picture of another rule Matt might forget at school.
- Write about a rule that is hard for you to remember.
- Write something you would like to say to Matt.

### Write to a Picture Prompt

- **Write a Personal Narrative** Tell students they will think about their own experiences with rules. 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 5 reminds me of an experience: I was going into my home last winter. The steps were icy. I climbed the steps too fast. I fell and hurt my elbow. 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 the picture to remember an experience. Now write about your experience. After you are finished, read your narrative to a partner.*

### Phonemic Awareness:

#### Listen for /r/

- Tell students you will read a sentence from *Remember the Rules!* Ask them to listen for words that begin with the **/r/** sound: *"The nurse said, 'Remember the rule'"* (page 6). Reread the sentence if needed so students can identify the words **remember** and **rule**.
- **Say:** *I will name ways people move. Some of the words begin with the /r/ sound, and some do not. Please listen carefully. Say **Right!** if you hear a word that begins with /r/: **run, walk, rush, jump, race, hop.***

#### Phonics: Initial "r"

- Write the letter **"r"** on the board. Tell students they will go on a letter **"r"** hunt in *Remember the Rules!* Ask them to locate words that begin with **"r"** on pages 4 and 6.
- Ask students to brainstorm words that begin with **/r/**. List the words on the board. Then read each word, inviting students to echo-read.
- **Say:** *I will give you a clue about one of the words. You will guess which one it is. I will circle the letter **"r"** in the word. Then you will know you guessed correctly.* Model the process using one of the words on the list, such as *"You will see this on top of a house."* (*roof*) Then invite each student to make up a clue about one of the words and circle the letter that makes the **/r/** sound.

## Vocabulary

- **Academic Content Vocabulary** Review the story with students and record words that apply to school: **rules, stairs, hall, classroom, gym, paper, snack, nurse, guard, and teacher.** Invite students to work with a partner and make up a sentence about their school using three of the words.
- **Robust Oral Vocabulary** **Say:** *In the story, Matt is **forgetful**. A **forgetful** person has trouble remembering something. People remind Matt not to run, but he still runs. Say the word with me: **forgetful**. Here are some ways people are **forgetful**: A boy does not remember his sister's birthday. A girl does not remember to return her library book. A boy brings a seashell to school when he was supposed to bring a leaf. Now, tell about a time you were **forgetful**. Try to use the word **forgetful** when you tell about it. You could start by saying, "I was **forgetful** when \_\_\_\_." (Allow time for each student to respond, assisting if needed.) What is the word we've been talking about? Yes—**forgetful**. Let's try to use the word **forgetful** many times today. We can use the word at school and at home.*

## Language Development: Prepositions that tell where

- **Model** **Say:** *Sometimes authors use phrases that begin with the word **up**. Let's turn to page 4 and read the second sentence together: "He ran up the stairs and . . . CRASH!" The phrase **up the stairs** explains **where** Matt was running. I use the word **up**, too. Draw simple pictures to illustrate sentences with **up** phrases, such as:  
*The smoke went **up** the chimney.  
We climbed **up** the mountain.  
A spider ran **up** the wall.**
- **Guide** Invite students to read the third sentence on page 8. **Ask:** *Where was Matt running this time?* (down the hall). Repeat the procedure with **across the classroom** on page 12, **in the classroom** on page 14, and **in the gym** on page 16.

- **Apply** Pair students, and ask each pair to make up a sentence containing a "where" phrase beginning with the word **up, down, across, in,** or **to**. As each partnership shares, write their sentence on the board and circle the preposition that tells "where."

## Fluency: Read with Appropriate Stress or Emphasis

- **Say:** *Good readers do not read every word the same way. Instead, good readers watch for important words to stress or emphasize. Emphasizing important words helps readers understand the author's ideas. Emphasizing important words also helps the listener better understand the reader.*
- Ask students to turn to page 4. First, read the page in a flat voice. Discuss how this makes the listener feel. Then read the page again, stressing the word **CRASH**. Point out that **CRASH** is written in uppercase letters and followed by an exclamation point. **Say:** *Sometimes uppercase letters and an exclamation point show us what to emphasize.* Read the page again, asking students to echo-read.
- Ask students to turn to page 6. Point out that authors do not always use uppercase letters or exclamation points to show what to emphasize. Help students locate words they might want to emphasize, such as **remember, rule, not,** and **stairs**. Choral-read the page with them, emphasizing the words discussed.
- Invite students to take turns rereading *Remember the Rules!* with a partner. Remind them to stress or emphasize important words and sentences as they read.

NAME \_\_\_\_\_

DATE \_\_\_\_\_

# Remember the Rules!

Identify Cause and Effect

**Cause**

**Effect**

