

- For students reading at  
**Literacy Level G/11**, including:
- English-language learners
  - Students reading below grade level
  - First-grade readers

## Objectives at a Glance

### COMPREHENSION

Students will:

- Identify stated main idea and supporting details
- Ask questions
- Utilize text and graphic features
- Summarize the information in the book
- Answer text-dependent questions

### VOCABULARY

Students will:

- Recognize high-frequency words
- Develop Tier Two vocabulary
- Develop Tier Three vocabulary

### GRAMMAR, WORD STUDY, AND LANGUAGE DEVELOPMENT

Students will:

- Use the pronouns **we** and **us**
- Use regular plurals
- Recognize the sentence structures  
\_\_\_\_ *help us* \_\_\_\_ and \_\_\_\_ *tells us* \_\_\_\_

### PHONICS

Students will:

- Problem-solve by searching all the way through words
- Recognize words with **s**-family blends

### FLUENCY

Students will:

- Read smoothly with minimal breaks

### WRITING

Students will:

- Write to a picture prompt
- Write to a text prompt

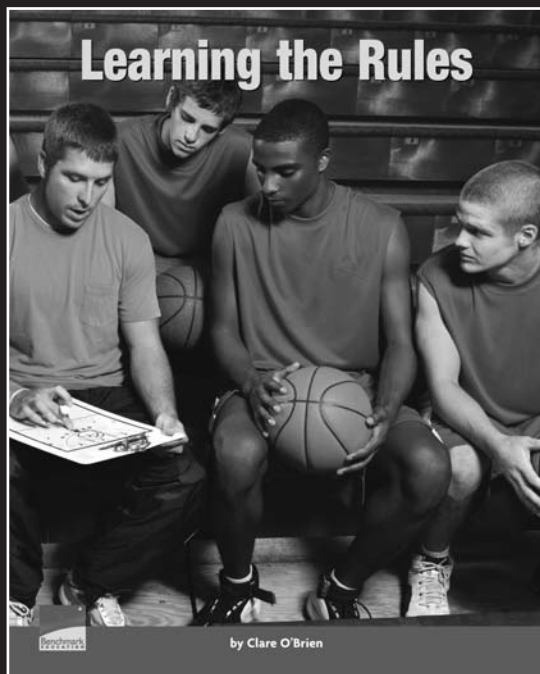
# Learning the Rules

## Theme: Rules

- Learning the Rules (G/11)
- Play by the Rules (I/15)

## Social Studies Big Idea:

Readers learn some classroom rules that help students learn, work with others, and have fun.



ISBN 978-1-4008-7519-8



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# Before Reading

## Related Resources

The following Benchmark Education resources support this lesson.

### Other Early Explorers Books

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

### Fluency and Language Development

- *Learning the Rules* Audio CD

### Comprehension Resources

- *Learning the Rules* question card
- Power Tool Flip Chart for Teachers
- Student Bookmark
- Identify Main Idea and Supporting Details poster

### Assessment

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

## Make Connections and Build Background

- **Use Role Play Say:** *We will read a book about classroom rules. Every class has rules. Pretend I am a new student in our class. What rules do I need to know?* Invite students to tell you some class rules. Discuss the purpose for each rule.
- **Use a Graphic Organizer** Draw a two-column chart with the headings *I think . . .* and *I find out . . .* Ask students why classes have rules. Write students' ideas in the *I think . . .* column of the prediction chart. Then read each idea, prefacing it with the phrase *I think we have rules . . .* and ask students to echo-read.

<i>I think . . .</i>	<i>I find out . . .</i>
to help everyone learn	
to help kids get their work done	
to keep everyone safe	

## Introduce the Book

- Give each student a copy of the book. Remind students that they will learn about class rules. Preview the book, encouraging students to interact with the pictures and text on each page as you emphasize the elements from the page 3 chart that will best support their understanding of the book's language, concepts, and organization. (Items in bold print include sample "teacher talk.")
- **Pages 2–3 Words to Discuss** Ask students to point to each photograph as you say its matching label. Repeat the process, inviting students to echo-read. After students Think/Pair/Share what they know about each word, fill in any missing details. **Say:** *We will see these words in the book.*

Pages	Text and Graphic Features	Words to Discuss	English/Spanish Cognates	Sentence Structures
Cover	title, author, photo			
1	title page, photo			
2–3	photos	classroom, library, lockers, project, rules, supplies		
4	photo, caption	classroom, learn, rules		___ help us ___.
5	photo, caption, <b>rule</b>	follow, clean		___ tells us ___.
6	photo, caption	project, crafts	class/clase, project/proyecto	
7	photo, caption, rule	supplies, put away		
8	photo, caption	listen		
9	photo, caption, rule	visitor	visitor/visitante	
10	photo, caption, rule	library, quietly		
11	photo, caption, rule	lunch, in line		
12	photo, caption, rule	trash, clean up		
13	photo, caption, rule	lockers		
14	photo, caption, rule	study, read, math	math/matemáticas	
15	photo, caption, rule	start, finish		
16	photo, list			

- **Page 4 Sentence Structure** Write \_\_\_\_ help us \_\_\_\_ on the board. Read the sentence structure aloud and ask students to repeat it several times.

**Say:** *We use this sentence structure to tell about things that help us. Model using the sentence structure in sentences about the photographs, such as Teachers help us learn or Friends help us clean the classroom. Then assist students in forming their own sentences using the structure. **Say:** This sentence structure is in the book. Can you find the structure on page 4? Frame the sentence. Let's read the sentence together.*

- **Page 5 Graphic Features** **Say:** *Do you see a pretend scrap of paper with a paper clip? The author uses this graphic feature to show a rule. What is Rule #1? (Keep the classroom clean.) Watch for more scraps of paper with rules as we look through the book.*

- **Page 6 Spanish Cognate** **Ask:** *Does **class** sound like a word you know in Spanish? (Allow time for students to respond.) Then **say:** The English word **class** sounds like the Spanish word **clase**. **Class** and **clase** mean the same thing. How many students are in our **class**? (Allow time for students to respond.) Write the word **class** on the board and ask students to locate it on page 6 of the book.*

## Rehearse Reading Strategies

- **Say:** *One word in this book is **next**. Say the word **next**. What letters do you expect to see after the **ln**? Allow time for students to respond, assisting as needed. Then ask them to find the word **next** on page 7. **Say:** Search all the way through a word to help you when you read.*
- Remind students to use other reading strategies they are learning as well, such as looking at the pictures for additional information or rereading part of the sentence if something doesn't sound right.

## Set a Purpose for Reading

- Direct students' attention to the prediction chart. **Say:** *Now it's time to whisper-read the book. Read to learn what rules another class has.*

Cue Source	Prompt	Example	Page
Graphophonic	Search all the way through the word. Are you blending the right sounds?	place	4
Syntactic	Think about the book's sentence structure. Use the structure to make this sentence sound right.	The rules help us have fun.	6
Semantic	What do you see in the picture that would make sense in this sentence?	visitor	9

## During Reading

### 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.

## After Reading

### Use the Graphic Organizer to Summarize

- Ask students to think about their reading. **Say:** *Look at our prediction chart. Why do classes have rules?* Write the reasons students call out in the *I find out . . .* column of the chart. Then choral-read each entry, prefacing it with the phrase *Classes have rules . . .* Ask students to use the graphic organizer to tell a partner about the book.

<i>I think . . .</i>	<i>I find out . . .</i>
to help everyone learn	to help us learn
to help kids get their work done	to help us work with others
to keep everyone safe	to help us have fun

## Reading Strategy Mini-Lesson: Ask Questions

- **Reflect Ask:** *Did you understand what you read? What parts were hard to understand? How did you help yourself?*
- **Model Say:** *I want to understand what I read. One way is to ask questions about the book. Ask students to turn to page 9. **Say:** I had a question about the photograph. Is the woman a teacher? I read the answer in the text: Today someone visits our class. Now I know the woman is a visitor. Ask students to turn to page 10. **Say:** The author says we must read quietly in the library. I asked myself another kind of question. Why can't the students talk? The book doesn't answer this question. I will have to find the answer another way.*
- **Guide** Invite students to read page 11 with you. Ask the following questions, allowing time for students to respond after each one: *Did you ask yourself a question when you read this page? Did you wonder why the students have to stay in line? Did the book answer your question? How did you find the answer? Did you have a question about this page that wasn't answered in the book? What is it? How can you look for an answer to your question?* After students share any additional questions, invite them to tell a partner how asking questions helped them better understand page 11.
- **Apply** Ask each student to turn to his or her favorite page. Ask students to read the page to a partner and share any questions they have. The partner

may then find the answer in the book or help think of another way to find the answer. Observe students as they ask questions, providing assistance if needed. See the *Early Explorers Overview & Assessment Handbook* for an observation chart you can use to assess students' understanding of the monitor-reading strategy. **Then say:** *You can ask yourself questions any time you read. Remember to ask questions to help you understand.*

## Answer Text-Dependent Questions

- **Explain** Remind students that 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 that today they will practice answering *Prove It!* questions. **Say:** *The answer to a Prove It! question is not stated in the book. You have to look for clues and evidence to prove the answer.*
- **Model** Use the first *Prove It!* question on the question card. **Say:** *I will read the question to figure out what to do:* Look on page 14. What clues tell that a classroom is not a place to play? *This question asks me to draw a conclusion. I know because the question asks **What clues tell?** I already know a conclusion has three or more clues. What other words in the question will help me* (Allow students responses.) *Yes, I need to look on **page 14**. I need to find clues and evidence that the classroom is **not a place to play**.* Model looking at page 14. **Say:** *I read that we study in class. We read in class and learn math too. One rule tells students to study in*

class. These clues tell me a classroom is not a place to play. I have located the clues and evidence I need. The clues support my answer. The answer makes sense.

- **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 “Learning the Rules” graphic organizer on page 12 or draw it on the board. **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.*
- **Model Say:** *Sometimes the main idea is on one of the first few pages of the book. Ask students to read the first sentence on page 5 aloud. Say: This sentence tells the most important thing we learn. This sentence is the main idea of the book. Write We must follow the rules in the classroom on the graphic organizer and read it with students. Say: Now we need to look for supporting details. The details tell us what the rules are. Ask students to read Rule #1 on page 5. Write Keep the classroom clean in the first Detail box on the graphic organizer.*

- **Guide Say:** *Let’s find another supporting detail. Look at page 7. Find the word **rule** on this page. What is the rule? Allow time for students to respond, assisting if needed. Say: Yes, the rule is Put away the supplies. This rule tells us more about the main idea. Write Put away the supplies 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 for the rules on pages 9, 10, 11, 12, 13, 14, and 15. Finally read the completed graphic organizer aloud and invite students to echo-read.

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

### Learning the Rules

<b>Main Idea:</b> We must follow the rules in the classroom.	→ <b>Detail:</b> Keep the classroom clean.
	→ <b>Detail:</b> Put away the supplies.
	→ <b>Detail:</b> Listen when someone speaks.
	→ <b>Detail:</b> Read quietly in the library.
	→ <b>Detail:</b> Stay in line.
	→ <b>Detail:</b> Throw away trash.
	→ <b>Detail:</b> Keep things in a locker.
	→ <b>Detail:</b> Study in class.
	→ <b>Detail:</b> Be on time.

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## Home Connection

- Give students the take-home version of *Learning the Rules* to read to family members. Encourage students to work with a friend or family member to make a list of rules their family follows. Invite them 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.

- Draw a picture of yourself following one of the rules in the book. Label your picture.
- Act out one of the rules in the book with a partner.
- Design a symbol to remind people about one of the rules. Explain your symbol to the group.
- Tell about a rule that is not in the book.
- Write about the rules you like best and least.
- Write what might happen if a class had no rules.

## Write to a Picture Prompt

- **Write a Personal Narrative** Tell students they will talk about a picture from the book. Then they will write about the picture. Ask them to turn to page 4. **Say:** *I can use this picture to tell about something that happened to me: **I was shy in school. I knew the answers, but I didn't like to raise my hand. The teacher had to call on me.** Now I will write my idea.* Model writing your sentences on the board. Ask students to tell a partner about something they have experienced that goes with one of the pictures. Allow time for students to share their narratives, providing assistance as needed. Then **say:** *You used a picture to tell about an experience. Now write your idea. After you are finished, read your writing to a partner.*

## Write to a Text Prompt

- **Retell Say:** *Think about one of the rules in the book. Then write why the rule is important in your own words. When you are finished, read your writing to a partner.*

## Phonics: s-Family Blends

- Ask students to locate the word **must** on page 5. Write **must** on the board. Explain that the two sounds at the end of the word—**/s/** and **/t/**—blend together to make **/st/**. Slowly draw your finger under the word as you blend the sounds. Then ask students to do the same in their books. Repeat the process with initial **/st/** on page 11 (**stay**) and 14 (**study**) and initial **/sp/** on page 9 (**speaks**).



- Ask students to brainstorm words that begin or end with /st/ or /sp/ as you record them on index cards. Then spread the cards out in a pocket chart or on the table. Read each word, inviting students to echo-read.
- **Say:** *Now let's sort the cards by blend. Write **st** and **sp** on separate index cards. Hold them up one at a time, asking students to blend the sounds and locate any words that begin or end with that blend. Once all the cards are sorted, invite each student to select a pile and think of one more word to add.*

## Vocabulary

- **Tier Two Vocabulary** Pronounce the word **considerate** and ask students to repeat it. **Say:** ***Considerate** people are kind to others. **Considerate** people think about what others need and want. We are **considerate** in the library. We are quiet so we don't bother others. We are **considerate** in the lunch line. We don't crowd ahead of others.* Discuss other ways to be **considerate**, such as helping someone carry a heavy bag, doing chores without being asked, or visiting a friend in the hospital. Then model a sentence, such as *My **considerate** neighbor took care of my cat while I was on vacation.* Invite students to share their own sentences, providing assistance as needed. **Ask:** *What word have we been talking about? Yes—**considerate**. Let's try to use the word **considerate** many times today. We can use the word at school and at home.*

- **Tier Three Vocabulary** Review the book with students. Then write the words **classroom**, **learn**, **rules**, **follow**, **clean**, **listen**, **study**, **start**, and **finish** on index cards. Mix up the cards and place them facedown on the table. Choose two cards, read them, and model an oral sentence or two using both words. Finally, invite students to take turns doing the same. Continue the game until each student has had several turns with different word pairs. For additional practice, students may work as a group or in pairs to complete the vocabulary activity on page 11.

## Grammar, Word Study, and Language Development

### Pronouns **we** and **us**

- **Model** Explain that authors sometimes use the words **we** and **us** to talk about two or more people. Ask students to read page 5: *We must follow the rules in the classroom. One rule tells us to keep the classroom clean.* **Say:** *The author uses the words **we** and **us**. The students in the book are talking about themselves. I use the words **we** and **us**, too.* Point to yourself and the students as you model sentences with **we** and **us**, such as:  
**We** go outside for recess. Fresh air is good for **us**.  
**We** drink milk at lunch. Milk helps **us** grow.  
**We** read books about nature. We learn about the world around **us**.
- **Guide** Invite students to read page 11 with you. **Say:** *Look at the picture. Who do you think is telling the rule? (the boy holding the tray) What words does the boy use to tell about the class? (**we**, **us**)*

- **Apply** Invite student partners to locate and discuss other examples of **we** and **us** throughout the book. Then ask them to make up their own sentences using the words. Encourage them to point to themselves as they say **we** and **us**.

### Regular Plurals

- **Model** Explain that authors sometimes use **plurals** when they write. Tell students that plural means “more than one.” Ask them to turn to page 4. **Say:** *The author talks about rules. The word **rules** is plural. **Rules** has the letter “s” at the end of the word **rule**. Write **rule** and **rules** on the board. Draw a line under each word as you use it in a sentence, such as: *The first **rule** is to keep the classroom clean. The class has eight more **rules**.**
- **Guide** Invite students to read page 6 with you. **Ask:** *Which word is plural? (**crafts**) What letter is added to the word **craft** to make **crafts**? (“s”)* Write the words **craft** and **crafts** on the board. Draw a line under each word as students say it with you. Then invite a volunteer to circle the letter “s” on **crafts**.
- **Apply** Ask students to find other “s” plurals on pages 8 (**classmates**), 10 (**books**), and 13 (**lockers, things**). If more support is needed, utilize all or part of the “Guide” process.

### Fluency: Read Smoothly with Minimal Breaks

- **Say:** *We do not pause or stop between each word. Instead, we read smoothly. We blend one word into the next. We pause or stop only when we see punctuation marks. We quickly fix mistakes and move on.*
- Ask students to turn to page 14. 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, pausing at the comma and stopping at the periods. Then invite students to echo-read the page with you.
- Ask students to turn to page 6. Choral-read the page with them, reading smoothly. Stop at the periods.
- Invite students to take turns rereading *Learning the Rules* with a partner. Remind them to read smoothly, pause or stop at punctuation, and quickly fix any mistakes so they can keep on reading.

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

Date: \_\_\_\_\_

## Vocabulary

**Read each sentence. Circle the correct term.  
Reread to check.**

1. We make crafts for our \_\_\_\_\_.  
(rules, project)
2. We like to have a clean \_\_\_\_\_.  
(supplies, classroom)
3. We visit the \_\_\_\_\_ to read books.  
(lockers, library)
4. We keep things in our \_\_\_\_\_.  
(lockers, supplies)
5. We use \_\_\_\_\_ in our classroom.  
(supplies, project)
6. \_\_\_\_\_ help us work with others.  
(Classroom, Rules)

# Learning the Rules

