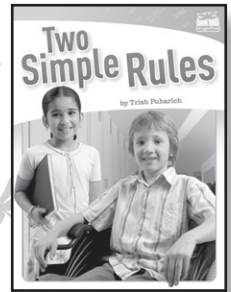


Two Simple Rules

by Trish Puharich



Overview

In this book, a teacher and students discuss classroom rules. Vivid photographs and lively text help to place the reader in the classroom. (Big idea: People need to get along and help one another.)

Suggested purposes

This book supports the following **comprehension strategies**:

- identifying the main ideas **MI**
- evaluating ideas and information. **EI**

It supports the following **non-fiction strategies**

- using photographs to get information
- using lists and charts to record information
- using a glossary (boldface type).

Key vocabulary

The vocabulary that is focused on includes:

- Anchor words – *care, citizens, help, people, respect, rules*
- Content words – *board, class, groups, hand, ideas, list, names, room, things*
- High-frequency words – *after, all, down, had, her, how, our, put, some, them, two, us, what, your*

Features of the text

- Non-fiction features:
 - cover flap, which provides support for identifying the big ideas and anchor words
 - the topic (classroom rules), which expands on pages 14 and 15 of the anchor book *Discovering My World*
 - preview question on the back cover
 - lists and charts
 - action photographs
 - questions
 - glossary (boldface type)
- Word study:
 - initial consonant blends – “gr-”, “wr-”, “sp-”, “br-”, “cl-”
 - digraph sounds – “th”, “sh”, “kn”
 - contraction – *that’s*
- Speech marks and exclamation marks
- Possessive apostrophe – *people’s*



Setting the scene

If you have already introduced the topic using the whole-class lesson plan and the anchor book (*Discovering My World*), you can review the discussion and show the students pages 14 and 15 of the anchor book.

Discuss rules and who decides them. Make a chart such as the one below.

What is the rule?	What is it for?	Who made the rule?	Why do we need it?
No talking in the library	To keep the library quiet	The principal or teachers	So that people can read and do their work in a quiet place

ELL support

ELL students need time to orally rehearse what they want to say or write. Provide time and techniques such as “turn to a partner” or “share with a peer” to organise their speaking and writing.

Introducing the book

Front cover – Discuss the photograph. *Who are these people? What are they doing? Where are they?* Read aloud the title and the author’s name.

Back cover – Read aloud the preview question. Help the students to make connections with their own experiences.

Using the flap – Read aloud the text on the flap, and (if relevant) remind the students that they have read this in *Discovering My World*. Read aloud the anchor words on the other side. Tell the students that they can point out the words when they find them in the book. Ask them to leave the flap open as they read.

Title page – Read aloud the title. Discuss the photograph. *What information does this photograph add? What is the teacher doing?*

The first reading

Pages 2 and 3 – *Why are “citizens”, “rules”, and “manners” in bold? Explain that they show important ideas that are defined in the glossary. Help the students to look up the words. (Main idea) Which sentence tells us the main idea? (“We need to write some rules together to keep us safe and happy.”) How do rules keep us safe and happy? Emphasise that rules remind us how to get along with one another. How is the class figuring out their rules? (sharing their ideas) How does the text show this? (a new line each time someone speaks, with speech marks)*

Pages 4 and 5 – **(Main idea)** *Why is there a question mark after “Kim”? (the teacher is asking for ideas) What other rules might you add?*

Pages 6 and 7 – *How is the class putting their rules together? (Ms Jones is writing them down.) What sentence tells you this? (“Ms Jones wrote them all down.”) Why is she writing down everyone’s ideas? Emphasise that everyone has ideas and it is important for everyone to feel they have contributed.*

Pages 8 and 9 – **(Evaluating ideas and information)** *How do the students feel about their rules? (happy) What do you think of Ms Jones’s suggestion? Can you think of*

another way to remember the rules? Do you think these rules will help them feel safe and happy?

Pages 10 and 11 – **(Evaluating ideas and information)** *What do the photographs show? (the students sorting rules into two groups) Would you have sorted them like this? Could any rules fit in another group? Why? Are the rules easier to understand in groups?*

Pages 12 and 13 – **(Evaluating ideas and information)** *Look up “respect” in the glossary. How do the photographs show respect? (On page 12, the girl holds open the door. On page 13, the girl puts away her pencils.)*

Pages 14 and 15 – **(Evaluating ideas and information)** *What do you think of the two simple rules? Will they work? How will they help the students? What have you learned from this book? (Main idea) How do you show respect? Why is it important to talk about rules and display them? Are these rules similar to the rules in our classroom?*

Vocabulary activity

Focus word: rules

1. Turn to page 2 and read: *We need to write some rules together to keep us safe and happy.*
2. Say “rules” with me.
3. Explain that rules tell us what we should and should not do. Another word for “rules” is “guidelines” because rules help to guide us. Rules help things to run smoothly. They remind us how to respect others and get along. Rules that are made by the government are called laws.
4. Give examples to show how “rules” can be used.
 - “Roll a 6 before starting” is a rule for a board game like *Snakes and Ladders*. If you don’t follow the rules, you’re cheating!
 - Many factories have safety rules such as “Always wear a hard hat.” Safety rules keep you from getting hurt.
 - You might have rules at home such as “Use your manners at the dinner table.” This rule shows respect.
5. Play a guessing game. Have the students guess where and when rules such as the following are used:
 - Please be quiet.
 - Do not feed the animals.
 - Start when you hear the buzzer.
 - Close the door behind you.
 - Do not run.
 - Wash your hands.Encourage the students to share their thinking. (There may be more than one answer to each rule.)
6. What is the word we’ve been learning that means “guidelines”? Say “rules” with me.

ELL activity

Language objective: Word study

- Reread the text together.
- Reread page 3. What does “manners” mean?
- The students can share their ideas. Look up the meaning in the glossary (good behaviour).
- When you use your manners, you are using good behaviour. When is it important to have good behaviour? Record the students’ ideas on the board. Prompt their thinking by asking questions. When do your parents tell you to have good manners?
- Review the students’ ideas. Let’s read our list. Let’s use complete sentences. We use our manners when we _____.

- Ask each student to choose an example from the list. Model the sentence frame so the students can write their own sentence. “We use our manners when we _____.”
- The students can illustrate their sentence and read it to the group.
- Review what the students have learned about manners. *We have learned that using your manners means having good behaviour. There are lots of ways we can use our manners. Let’s say together what manners are. Manners are good behaviour.*
- The students’ sentences and illustrations can be made into a book for group or independent reading.

Ideas for revisiting the text

1. Review and check

- Listen as the students reread the text, observing their fluency and decoding strategies.
- Review the anchor and content words. Check that the students know what each word means and how it is used.

2. Stop and learn

a. Decoding/word attack activities

Practising punctuation

- Write on the board “‘Yes, Kim?’ said Ms Jones.” Have the students say it with you. *What is Ms Jones doing?* (asking a question)
- Explain that punctuation, such as speech marks and question marks, helps us to understand stories better. For example, we use “?” to show a question.
- Write on the board “‘I know!’ said Ms Jones.”
- Have the students identify the exclamation mark and explain its purpose.

Practising using possessive apostrophes

- Write on the board “Ask before you borrow other people’s things.”
- What is the mark between “e” and “s”? What is it for?
- Explain that the apostrophe shows that the things belong to other people.
- Substitute a student’s name in the sentence. (“Ask before you borrow Caitlin’s things.”)
- Practise using the students’ names in sentences.

BLM – Practising writing possessive apostrophes
The students can write the correct words in the spaces provided, then draw a picture.

b. Comprehension activity

Discuss the process that the class used to come up with two simple rules:

- established a need for rules
- brainstormed a list
- sorted the list into groups
- found the main idea of each list.

Explain that this process included everyone in the class.

BLM – Making connections

Have the students write how they show respect for people and things around them. Encourage them to include ideas that are not in the book.

c. Writing activities

Have the students write:

- rules for the school library
- rules for cooking
- rules for keeping an imaginary pet such as a dragon.

3. Suggestions for further activities

- Collect rule cards found in games.
- Make up a game and its rules. Have some people play it.