



Read to Be Ready plans for: What if Everybody Did That? (Rules) Week 1

2nd grade

ELA Standards:

- 1.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. a) Use conventional spelling for one syllable words with common consonant spelling patterns, including consonant digraphs, double letters, and initial and final consonant blends. b) Use conventional spelling for one-syllable words with common vowel spelling patterns including VCVe, common vowel teams, final -y, and r-controlled vowels. (1st grade skills review)
- 1.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing. a) Use common, proper, and possessive nouns. b) Use singular and plural nouns with correct verbs in basic sentences. d) Use verbs to convey a sense of past, present, future. i) Produce and expand simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. (1st grade skills review)
- 2.FL.VA.7c Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.
- 2.RL.KID.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- 2.RL.KID.3 Describe how characters in a story respond to major events and challenges.
- 2.RL.IKI.7 Use information gained from illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- 2.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 2nd grade topics and texts.
- 2.SL.CC.2 Recount or describe key ideas or details from a text read aloud or information presented orally, or through other media.
- 2.SL.PKI.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- 2.W.TTP.2 Write informative/explanatory texts. a) Introduce a topic. b) use facts and definitions to provide information. c) Provide a concluding statement or section.
- 2.W.PDW.4 With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 2.W.RW.10 With guidance and support from adults, engage routinely in writing activities to promote writing fluency.

Culture: 2.3 Compare and contrast various cultures in the United States by engaging in collaborative conversations with partners.

Comprehension skill: character and setting, predicting **Phonics:** Introduce short vowels: ea/e
Grammar/Writing: Sentences **Unit Focus:** importance of laws of classroom and community
Culminating Task: Students will create a classroom rule book

	Read Aloud/Shared Reading	Vocabulary Focus	Discussion Questions	Written Response	Beginning of the year routines and procedures
M O N D A Y	<p>1st reading of <u>What If Everybody Did That?</u></p> <p>Prior to reading, have students make predictions regarding the main idea of the book based on the cover.</p> <p>Read the first time through with few interruptions, for the enjoyment of the story.</p>	<ul style="list-style-type: none"> • Glared • Rules • Respect • Expected • Choices • Consequences <p>**Some of the vocab words above are not used within the story, but they will be important to class discussions.</p>	<p><i>What is the main idea of this story? (what happens when rules are not followed)</i></p> <p><i>What details from the story support the main idea?</i></p> <p><i>Who was most effected by the character's poor choices? (other people and animals)</i></p> <p><i>What were some of the settings for the events of the story? (zoo, restaurant, wedding, library, etc.)</i></p> <p><i>We can infer that good choices need to be made where? (everywhere)</i></p> <p><i>Why? (our choices have consequences no matter where we are)</i></p>	<p>Use the Multi-Flow Map to state the main idea of the story and give reasons why.</p>	<p>Lots of modeling of classroom rules and procedures. ☺</p> <p>How do you want students to respond when asked a question during whole group? Raise hands? Point to chin? Etc.</p> <p>How can you help your students respect think time? Point to temple on head; etc.</p> <p>How do you want students to be accountable for how they speak to others? Polite conversation; acceptance of others ideas; etc.</p>
T U E S D A Y	<p>2nd reading of <u>What If Everybody Did That?</u></p> <p>Today's reading will focus on what rules apply to each event in the story.</p> <p>Stop to ask what rule would have helped the boy make a better choice for each event.</p> <p>**Record these rules on a chart</p> <p>**Use lots of think-pair-share</p>	<p>Cause and effect consequences</p>	<p><u>Possible Rules:</u></p> <p><i>Bears – Do not feed the animals</i></p> <p><i>Grocery store – Do not play with carts</i></p> <p><i>Car ride – Do not litter</i></p> <p><i>Wedding – Do not eat with fingers without permission</i></p> <p><i>Babysitter – bathe daily</i></p> <p><i>Library – Do not interrupt</i></p> <p><i>Car – loud noises are a nuisance</i></p> <p><i>Lifeguard – no splashing</i></p> <p><i>Bus – stay seated</i></p> <p><i>School – be responsible for your things</i></p> <p><i>Recess – keep hands, feet and all objects to</i></p>	<p>Choose one of the events in the story, <u>What If Everybody Did That?</u>, and explain what rule the character broke and what would happen if everyone broke that rule.</p>	<p>**During discussions use think-pair-share routines for student engagement & thinking.</p> <p>**Establish strong routines during these first two weeks for whole group behavior during read alouds such as:</p> <ul style="list-style-type: none"> • hands to self • listen quietly & politely • tap sides of head with finger to indicate you are thinking

	opportunities for students to actively engage and think.		<p><i>yourself</i> <i>Restaurant – do not disturb others</i> <i>Football game – spectators stay in the stands</i> <i>Mom- always express your love</i> **Teacher – record the rules your students generate on a class chart. These will be used on Friday to discuss rules for the classroom.</p> <p><i>Why are rules and laws important?</i></p>		<ul style="list-style-type: none"> • tap chin with finger to indicate that you have an answer to share • wait for your turn to talk
W E D N E S D A Y	<p>3rd reading of <u>What If Everybody Did That?</u></p> <p>Today's reading will be of the following pages only:</p> <ul style="list-style-type: none"> • Grocery store • Babysitter • Library • Bus • Classroom • Recess <p>Focus discussion upon the setting of each event in the story and how rules are created in relationship to the needs of the setting.</p>		<p><i>What rules are necessary in a grocery store? (stay with an adult, don't play with the carts, etc.) Why?</i></p> <p><i>What rules are needed when you have a babysitter? Why?</i></p> <p><i>How about when you have a substitute teacher at school?</i></p> <p>Continue questioning with the other 4 pages – library, bus, classroom, recess – what rules are necessary and why</p> <p><i>What did you notice about the rules when we switched settings? Were they exactly the same for each location? Why or why not?</i></p>	Imagine you are in a movie theatre. What rules are needed in a movie theatre and why?	
T H U R S D A Y	<p>Kuleana – the Hawaiian value of responsibility as related to What If Everybody Did That?</p> <p>http://tinyurl.com/ycygd22y</p>	Kuleana responsibility	<p><i>What does the word kuleana mean? (being responsible)</i></p> <p><i>What culture does that word come from? (Hawaiian)</i></p> <p><i>Who is responsible for making good choices? (we each are)</i></p> <p><i>How can we show responsibility?</i></p> <p><i>Who pointed out the boy's poor choice at each event? (adults or others in charge such as the babysitter & lifeguard)</i></p> <p><i>How could the boy show respect for the adults and others who are in charge? (by obeying the rules/laws)</i></p>	<p>How can you show Kuleana, or responsibility, in your life? Answer in complete sentences.</p> <p>This written response could be used as an informal assessment of students' writing abilities looking for:</p> <ul style="list-style-type: none"> • Complete sentences • Punctuation • Capitalization • Grade level & phonemic spelling • Topic sentence • Closing sentence • Spacing between words • Legibility <p>Use this information to assess the writing needs of your class and each student.</p>	

F R I D A Y	<p>First, show the video below:</p> <p>Video with places to pause for discussion of questions – cute animal characters talking about classroom rules</p> <p>http://tinyurl.com/y9g3oaa1</p> <p>Refer to the rules chart generated on Tuesday.</p>		<p>Video:</p> <p>What were the main rules? Would those be good rules for our classroom?</p> <p>Rules Chart from Tuesday:</p> <p>What is the main idea of a rules chart?</p> <p>How does that main chart idea compare to the main idea of our story from this week?</p> <p>Why do we need rules for our classroom?</p> <p>Which ideas from the rules chart would be good classroom rules? (*Teacher – highlight these rules on the chart)</p> <p>What rules from the video do we need in our classroom?</p> <p>What other classroom rules do we need? (*Teacher – add these to the chart)</p>	<p>*Teachers – provide students with a piece of construction paper or copy paper. Individual or partner work.</p> <p>Assign a classroom rule for each student (or pair of students). They will make a title for their page with the name of the rule, illustrate the rule, and write a complete sentence stating the rules and why it is important.</p> <p>Assemble these pages as a classroom rule book to refer to all year long.</p>	
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