



Read to Be Ready plans for: Rules/Manners - Week 1 1st Grade

ELA Standards:

- 1.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. e) Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. f) Write many common, frequently used words and some irregular words. g) Print all upper and lowercase letters.
- 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. k) End sentences with correct punctuation.
- 1.FL.VA.7a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
- 1.FL.VA.7b With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. iii) Identify real-life connections between words and their use.
- 1.RL.KID.1 Ask and answer questions about key details in a text.
- 1.RL.KID.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- 1.RL.IKI.7 Either orally or in writing when appropriate, use illustrations and words in a text to describe its characters, setting, or events.
- 1.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 1st grade topics and texts.
- 1.SL.CC.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- 1.SL.PKI.6 With prompting and support, speak in complete sentences when appropriate to task and situation.
- 1.W.RBP.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- 1.W.RW.10 With guidance and support from adults, engage routinely in writing activities to promote writing fluency and build writing stamina.

Government and Civics: 1.17 Distinguish the differences between rules and laws, and give examples of each.

1.18 Define citizenship, and recognize traits of good citizens, such as respecting the rights of others, voting, following laws, etc.

Comprehension skill: Main Idea

Phonics: See Pacing Guide

Grammar/Writing: writing complete sentences

Unit Focus: Manners/friendship/rules

Culminating Task: Students will create a classroom book on The Golden Rule for 1st Grade or Manners at School

Text Set: this week: Do Unto Otters by Laurie Keller

next week: Officer Buckle and Gloria by Peggy Rathman

	Read Aloud/Shared Reading	Vocabulary Focus	Discussion Questions	Written Response	Small Group/Center ideas/Resources
M O N D A Y	<p>**Prior to reading <u>Do Unto Otters</u>, create a class list of what students think the Golden Rule means – <i>Do unto others as you would have them do unto you.</i></p> <p>Then, read <u>Do Unto Otters</u> through the first time with few stops, concentrating on enjoying the story. It's quite funny!</p>	<p>Tier 2 words to be explicitly taught this week:</p> <ul style="list-style-type: none"> friendly Polite Considerate Honest Cooperate Share Apologize Forgive Manners <p>*Keep these word cards posted for student viewing and use throughout the unit of rules/manners/friendship</p>	<p><i>Who are the main characters in this story?</i> (otters & rabbits)</p> <p><i>How does the story begin?</i> (the otter family becomes the rabbit's new neighbors)</p> <p><i>What is rabbit worried about?</i> (rabbit doesn't really know what otters are like)</p> <p><i>The rest of the book tells us what?</i> (how we should treat one another)</p> <p><i>What is funny about the title, <u>Do Unto Otters</u>?</i> (play on words others:otters)</p>	<p>Today we read <u>Do Unto Otters</u>. The main characters were: _____ and _____.</p> <p>I learned</p> <p>Student responses will vary according to ability level – complete sentences, or fill in the blank, or illustrations.</p> <p>Some will be able to complete the starter sentence of I learned... and some will not.</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>Do Unto Otters</u></p> <p>During today's reading, stop along the way to discuss the Tier 2 vocabulary words as they appear in the story.</p> <p>Show the vocabulary card – have students repeat the word with you – have students define the word – repeat the word again.</p>	<ul style="list-style-type: none"> friendly Polite Considerate Honest Cooperate Share Apologize Forgive Manners 	<p><i>Let's compare our list to what we've just read about in our story. (Teacher –check off the items that were included in the story – add new ones the students recall from the story)</i></p>	The golden rule means that we should.....	Use the written response prompts to informally assess students' skills in comprehension, reading, writing, etc.
W E D N E S D A Y	<p>3rd reading of <u>Do Unto Otters</u>.</p> <p>Read only the pages about being polite: Please, Thank you, /Excuse me. In addition show this brief video of only this part of the book: http://tinyurl.com/yb5b7rwa</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 tap chin with finger to indicate that you have an answer to share wait for your turn to talk accountable talk – *see question column 	<ul style="list-style-type: none"> Polite Please Thank you Excuse me <p>Write or post cards of these for use during today's writing prompt.</p>	<p><i>What does it mean to be polite?</i></p> <p><i>When should we use the word please?</i></p> <p><i>When should we use the words thank you?</i></p> <p><i>When should we use the words excuse me?</i></p> <p><i>How does it make you feel when others say polite words to you?</i></p> <p><i>When can we use polite words in the classroom?</i></p> <p><i>When we are sharing thoughts with our classmates what are some polite things we can do?</i></p> <p>**Teacher – model accountable talk – not criticizing others – saying "That's an interesting idea you have. My idea is a little different. It is.....", Etc.</p>	Being polite means	
T H U R S D A Y	<p>Short video about the Golden Rule with read along words: http://tinyurl.com/y9wmqbx3</p>	Refer to vocabulary cards used throughout the week.	<p><i>In the video, what were the ways that people were made to feel sad? (hitting, yelling, etc.)</i></p> <p><i>What makes you feel sad?</i></p> <p><i>What can we do to help others feel happy?</i></p> <p><i>How will that make us feel?</i></p> <p><i>What are some examples of following the Golden Rule?</i></p> <p><i>If we all followed the Golden Rule would we even need other rules?</i></p>	This year in 1 st grade I will follow the Golden Rule in these ways: 1. 2. 3.	

F R I D A Y	<p>Review through a picture walk, or a rereading, the story of Do Unto Otters. A document camera would also be a great way to review the highlights of this text.</p> <p>Video about using polite words in the cafeteria and elsewhere: http://tinyurl.com/ybbsho66</p>	<p>Refer students to the vocabulary cards posted throughout the week prior to independent work on today's culminating task.</p>	<p>Why is it important that we use manners?</p> <p>What are some ways we can use the Golden Rule at school and most especially in our classroom?</p> <p>Teacher will create a list of group responses.</p> <p>**Please remember to use lots of think-pair-share time for discussion.</p> <p>Provide a piece of copy paper or construction paper for students to draw and write on for the culminating activity described in the next column.</p>	<p>Each student will illustrate a drawing of what the Golden Rule means in their classroom. According to ability, students will label the drawing and/or add sentences to explain the meaning of their drawing. Assemble a classroom book on The Golden Rule.</p> <p>Look for relationship between this week's study on rules/manners and the incorporation of vocabulary/illustrations specific to this unit of study.</p>	<p>Game show style video about school rules - very short. http://tinyurl.com/n5qho6f</p>
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