

Day 1		TEKS
Materials		
<ul style="list-style-type: none">▪ Anchor chart and marker▪ Mentor Text – <u>What if Everybody Did</u> by Ellen Javernick or <u>If Everybody Did</u> by Jo Ann Stover (or text with similar message)▪ Selection of texts for students to choose▪ Writers' Notebooks▪ Scaffolded paper for students		
Teacher Preparation		
<ul style="list-style-type: none">▪ Have partners and groups established and taught expectations▪ Have anchor chart title: Why Rules are Created prepared▪ PRE-READ the mentor text and have talking/stopping points established (predictions and author's purpose)▪ Have rules for choosing text already established▪ Sentence stem written somewhere (The author's purpose is _____, because _____.)▪ A teacher list of rules that can be read by the entire class.▪ Planned modeling (think-aloud) for writing lesson.		
Objectives		
<ul style="list-style-type: none">• To question and think about why rules are important.• To think about the author's purpose and establish a reason for reading.•		
Essential Question(s)		
<ul style="list-style-type: none">▪ Why do we have rules and laws?		
Mini-Lesson		
Prior Knowledge	<ul style="list-style-type: none">▪ Generate-Think-Pair-Share. Ask students to write or draw all the rules they are expected to follow in their own lives. (3 minutes) Then ask them to think why they think those rules were created? (1 minute) In prearranged pairs, give students	
		1.11 Government. The student understands the purpose of rules and laws. The student is expected to: (A) explain the purpose for rules and laws in the home, school, and community; (B) identify rules

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	<p>2 minutes to discuss why they think the rules were created.¹ Have each pair share an idea as to why rules are created.</p> <ul style="list-style-type: none"> ▪ Begin Anchor Chart. On a piece of chart paper, write WHY RULES ARE CREATED at the top. Write down each pair's idea. 	and laws that establish order, provide security, and manage conflict.
Reading Instruction	<ul style="list-style-type: none"> ▪ Choose a mentor text that sends the message: 'it is important to follow rules'. <i>Suggestion: <u>What if Everybody Did</u> by Ellen Javernick.</i> ▪ Explain to the students that you are going to read a story. Read the title, author's name, and illustrator's name. Have students make a prediction about what the text is about. ▪ Explain to them that while you read, you want them to consider the author's purpose or reason for writing this book. <ul style="list-style-type: none"> ▪ Why do you think the author chose to write this book? ▪ What does the author want you to understand? ▪ Stop at pre-designed places and have students discuss if their predictions are holding firm or if they are changing as well as to discuss the author's purpose. 	1.13 Reading/Comprehension of Informational Text/ Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. The student is expected to: (A) identify the topic and explain the author's purpose in writing about the text.
Reading & Social Studies Engagement	<ul style="list-style-type: none"> ▪ Ask the students what they think the author's purpose was for writing the story? <ul style="list-style-type: none"> ▪ Acceptable answers will be along the lines of to prove why it's important to follow rules and why we have rules to follow. ▪ Review some of the rules that were mentioned in the story. ▪ Ask if students think those rules are the law, or if they are written down somewhere? <ul style="list-style-type: none"> ▪ How do we know those are rules and not to do them? ▪ Who created those rules? ▪ Are they all important? ▪ Using text evidence – why or why not? 	1.11 Government. The student understands the purpose of rules and laws. The student is expected to: (A) explain the purpose for rules and laws in the home, school, and community; (B) identify rules and laws that establish order, provide security, and manage conflict.

¹ Establish rules for "pairing". Have students turn to face each other, knee to knee, shoulder to shoulder, and make eye contact. Teach students to take turns listening and speaking.

Reading Challenge	<ul style="list-style-type: none"> Students choose their own text² Make a prediction about the text based on title and cover. Read for 15-20 minutes. Have students write the author's purpose in their journals with text evidence. <ul style="list-style-type: none"> Possible Sentence Stem: The author's purpose is _____, because _____. 	1.12 Reading/ Comprehension of Text/ Independent Reading. Students read independently for sustained periods of time and produce evidence of their reading. The student is expected to: (A) read independently for a sustained period of time.
Processing <ul style="list-style-type: none"> Slowly build up the students' stamina to read for 20 minutes uninterrupted. One way to do this is to set a timer for five minutes. Have students read. When the timer goes off, have students share for a couple of minutes about their books. Then repeat. Every day, add a minute until you reach 20. While students are reading, conference with students. Conferences should be led by the student, but here are questions to begin a conversation: <ul style="list-style-type: none"> What are you reading? What's your favorite part so far? What do you think is going to happen? Why do you think the author wrote this story? All of these questions, should begin a conversation. It's up to the teacher to point the conversation in a direction that gets the student thinking about their book and the author's purpose. The higher the level of thinking, the better. During the conference, the teacher can also listen to the student read a small chunk of text to listen to fluency. During this time one or two guided reading groups should also be called. 		1.12 Reading/ Comprehension of Text/ Independent Reading. Students read independently for sustained periods of time and produce evidence of their reading. The student is expected to: (A) read independently for a sustained period of time. 1.13 Reading/Comprehension of Informational Text/ Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. The student is expected to: (A) identify the topic and explain the author's purpose in writing about the text.

² Students should know how to choose a text that is at their INDEPENDENT reading level. Students need to know how to "try on a book". Suggestion: teach students the "five finger rule". Students open up the book to a whole page of text and begin reading. Every time they come across a word they are unsure of how to read it or the meaning, they hold up a finger. If they only have 1 or 2 fingers, it's a good book for them. Three fingers will be a challenge. Four or five fingers means the book is too hard for them to read independently.

Mini-Lesson		
Prior Knowledge	<ul style="list-style-type: none"> ▪ Generate-Pair-Share. Give students 3-5 minutes to write a list of rules they must follow at home and school. Give students 2 minutes to share their lists with a partner and add to their lists if they'd like. Then each pair shares one from their list. 	1.17 Writing/ Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. The student is expected to: (A) plan a first draft by generating ideas for writing (e.g., drawing, sharing ideas, listing key ideas)
Writing Instruction	<ul style="list-style-type: none"> ▪ Model for students how to choose one rule from the list to write about. <ul style="list-style-type: none"> ▪ Display your list of rules for the class. ▪ Read each rule out loud as you point to it on the list. ▪ Say: "We are writing an expository text that will communicate ideas and information to someone. I have to choose one of my ideas from my list that I'm most interested in explaining." ▪ Now choose three from your list that you think will make a strong composition explaining out loud to the students why you think it's a good idea. Then circle those ideas. ▪ Give students time to choose their top three from their own lists. ▪ Model for the students how you will choose your topic and tell your story out loud. <ul style="list-style-type: none"> ▪ Talk out loud as you choose your favorite topic. ▪ Then share out loud your explanation of the rule and why it is important. <ul style="list-style-type: none"> ▪ <i>Example: "I have chosen to write about the rule that you should always brush your teeth. In my paper I am going to explain what the rule is and why it's important. It is important to</i> 	1.19 Writing/ Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. The student is expected to: (A) write brief compositions about topics of interest to the student;

	<p><i>brush your teeth every morning and every night. My dentist says that you should always brush up and down and not side to side. When you brush this way you are getting all the germs and cooties out of your teeth. My mom says that you should brush your teeth for the same amount of time it takes to sing happy birthday. If you don't brush your teeth every day your breath will smell and you'll get cavities! Getting cavities filled really hurts."</i></p>	
Writing Engagement	<ul style="list-style-type: none">▪ In their prearranged pairs, give students time to choose one of the three topics.▪ Then give each student time to explain what their rule is and why it's important.	
Writing Challenge	<ul style="list-style-type: none">▪ Explain that the students have just shared their stories out loud and now it's time to write it down.▪ Model how to begin writing their composition.³▪ Tell students that their challenge is to begin drafting their explanation.	1.17 Writing/ Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. The student is expected to: (B) develop drafts by sequencing ideas through writing sentences.
Processing		
<ul style="list-style-type: none">▪ Students –<ul style="list-style-type: none">▪ Writing – drafting▪ Some students will begin by drawing and other will begin by writing words.▪ Teacher –<ul style="list-style-type: none">▪ Conference with students who are having trouble starting to write.<ul style="list-style-type: none">▪ Ask students to tell you their story. Have students repeat the story again, this time as they tell the story point to the paper		

³ Students should already know where to find paper to begin writing. Students should have access to many different types of scaffolded paper. Scaffolded paper might have room for one picture, three pictures, no picture, etc. Additionally, scaffolded paper might have one line or three lines for writing.

<p>to show them where the words will go. Have them repeat their story a third time and point to the paper at the same time. Then point to the beginning and help them begin.</p> <ul style="list-style-type: none"> ▪ Ask students to tell you their story. Comment with authentic feedback. Then direct them to begin drawing the beginning of their story. ▪ Conference with students who ask for help. <ul style="list-style-type: none"> ▪ Ask students how you can help them. As they explain, help them – don't tell them. ▪ Listen to what the student has to say and slowly provide information until they answer their own question. ▪ Conference with students who are stuck. <ul style="list-style-type: none"> ▪ Have students read to you what they already have. ▪ Ask them either why they are stuck or what they want to write next. ▪ Guide them into working through their writers' block. 	
<p>Whole Class Community</p> <ul style="list-style-type: none"> ▪ Give student pairs time to share their stories. ▪ Refer back to the chart from the morning as to why there are rules - Do you have anything you want to add to our chart as to why you think rules are created? ▪ Ask students what went well today. ▪ Ask students what they can do for improvement tomorrow. 	<p>1.28 Listening and Speaking/ Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. The student is expected to: (A) share information and ideas about the topic under discussion. Speaking clearly at an appropriate pace, using the conventions of language.</p>