

Unit: I'm In School!

Book Title: *David Goes to School*
Common Core Correlations: RL

Author: David Shannon
Subtheme: Character Ed

Read 1 Objective: Students will understand key ideas in the story *David Goes to School* by asking and answering questions about key details in the story. RL 1

Suggested Vocabulary: no, don't, yelling, pushing, running, tardy, attention, wait, turn

Conversation Starter: "This is a story about a boy named David who goes to school. His teacher tells him to do things in the story. What are some things I tell you to do? David's teacher also tells him no and don't. No and don't mean to stop doing something."

Open-Ended Question(s):

Describe what David is doing in the story.

Possible Teacher-Scaffolding Response

Possible Child Response: "He is chewing gum."

- Why can't we chew gum in school?
- What could happen if we chew gum in school?

Possible Child Response: "He didn't raise his hand."

- Why do you think he didn't raise his hand?
- What would you say to David?

Turn and Talk: David made some bad choices in school. Have you ever made a bad choice? Turn and talk to your partner about a time you made a bad choice.

Follow-Up Activity: Act out the story.

Materials: Students, text(optional), sentence strips, markers(optional) props-chairs, cafeteria trays, bucket, sponge

Procedure: Reread/ retell story/print story on sentence strips (good opportunity to demonstrate Concepts of Print-left to right progression, words, sentences, punctuation, etc.). Act out story-use all students.

Read 2 Objective: Students will understand key ideas in the story *David Goes to School* by asking and answering questions about key details in the story. RL 1

Suggested Vocabulary: no, don't, yelling, pushing, running, tardy, attention, wait, turn

Conversation Starter: "What do we already know about David? When we read the story before we said David made some bad choices in school. He was yelling-that means he made his voice sound loud and maybe even screamed. He was pushing- that means he was trying to make someone move in a rough way by using his parts of his body. He was running by moving his legs real fast. Why were yelling, pushing and running in school a bad choice? David was not following the school rules."

Open-Ended Question(s):

What is a rule?

Possible Teacher-Scaffolding Response

Possible Child Response: "It's when you have to do something."

- Give an example of a rule.
- Why do we have rules?

Possible Child Response: "No hitting."

- What happens when you hit someone?
- What happens when you get hit?

Turn and Talk: Today we are going to create (or review) our school rules. Turn and talk to your partner about rules we should have (or have) for our class.

Follow-Up Activity: Class Rules List

Materials: Chart paper, markers, crayons

Procedure: Illicit suggestions from students (pre-determine what rules you want for the class). This can be a shared or interactive writing experience depending on student ability. Provide pictures to match rules when possible or have student illustrate list during small group or Choice Time. Have students sign the list as a promise to follow the rules. Teacher signs rules also. Display in room. Refer to/review as needed.

Read 3 Objective: The student will describe the relationship between illustrations and the story in which they appear by observing and discussing the text. RL7

Suggested Vocabulary: no, don't, yelling, pushing, running, **tardy, attention, wait, turn**

Conversation Starter: "Every time we read *David Goes to School* we learn something new. Today we will learn about the words and the illustration or pictures in the story. Look at these pages (2-3). The words say, "David! You're tardy!" Tardy means late. Look how the illustrator drew David's face to show David being tardy. How does David's face look? How would you look if you were tardy? Let's look at some other words and pictures in the story. Continue to browse the book-pp.12-13-attention means to stop, look and listen, pp. 14-15-wait your turn means to stop and move when everyone else moves to get your things."

Open-Ended Question(s):

Possible Teacher-Scaffolding Response

How do the pictures help you understand the story?

Possible Child Response: "The pictures show us what he's doing."

- Why is that important?
- What if we didn't have the pictures?

How do the words help you understand the story?

Possible Child Response: "It helps us read."

- Why do we learn to read?
- How do we learn to read?

Turn and Talk: Many books have words and pictures in them. Turn and talk to your partner about the words and pictures in your favorite book.

Follow-Up Activity: Illustrate to match pictures to text.

Materials: Paper, crayons, markers, pencils, text.

Procedure: Instruct students to choose something David did in the story or a rule from the Class Rule List (previous lesson) to illustrate. Students then write/dictate to match their pictures. Collect and create a class book as the students as authors/illustrators. Display in class.

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