**Name:** Andrea MacMurray **Grade/Developmental Level:** 2/3 Grade

**Subject Area:** Literacy Lesson-Classroom Rules

**Length of Time:** 30 Minutes (6 Days) **Date Taught:** 10/14/10

**Purpose:** Help the children to make sense of the classroom rules and how they relate to them individually.

**Curriculum Standards:**

***Second Grade***

Oral Communication Strategies (OC:1) W:OC:1: In oral communication, students demonstrate interactive listening by:

1. W:OC:2:1,2: Conversing and asking questions to what has been heard (e.g., stories, songs or poems)
2. W:OC:2:1,5b: Attending to speaker and waiting for appropriate turn to speak
3. W:OC:2:2.1: Orally ordering ideas in a sequence, carrying on a conversation, asking and answering questions
4. W:OC:2:2.3: Telling stories or giving information using details

Writing Conventions-Applying Rules of Grammar, Usage, and Mechanics © W:C:1: In independent writing, students demonstrate command of appropriate English conventions by:

1. W:C:2:1,2: Using capital letters for the beginning of sentences and names.
2. W:C2:1, 4: Using correct end punctuation in simple sentences (e.g., period)

***Third Grade***

Writing Conventions – Applying Rules of Grammar, Usage, and Mechanics (C) W:C:1: In independent writing, students demonstrate command of appropriate English conventions by…

1. W:C:3:1.2: Using capital letters for the beginning of sentences and names (Local)
2. W:C:3:1.4: Using ***end*** punctuation correctly in simple sentences (i.e., period, question mark, exclamation point)

Oral Communication Strategies (OC:1) W:OC:1: In oral communication, students demonstrate interactive listening by:

1. W:OC:3:1.1: Following multi-step verbal instructions and directions to answer questions, or to solve problems.
2. W:OC:3:1.2: Understanding content to summarize and question about what has been presented (e.g.,

stories, songs, or poems)

1. W:OC:3:1.4: Participating in large group discussions to show understanding of how other

group members think

1. W:OC:3:1.5a: Understanding how alternative nonverbal actions reinforce a verbal message (e.g.,

use of gestures)

1. W:OC:3:1.5b: Attending to speaker and waiting for

appropriate turn to speak

**Objectives:**

1. The children will be practicing their fine motor development cutting out their Zhu Rules.
2. The children will be brainstorming together as a class and as individuals onto what each of the six rules means to them individually.
3. The children as a class will be transforming their brainstorm ideas into “I Statements”
4. The children will be writing a draft, rewriting the draft, practicing good penmanship, and working on capitalization and punctuation. The topic of this writing activity will be how each Zhu Rule applies to them individually.

**Background Knowledge Needed:** Have the children brainstormed before? They brainstormed a list of rules and sorted them into similar rules (Creating Zhu Rules). The children have done multiple writing projects. Short Notes about Summer required the children to draft their story in their journal prior to writing their final copy on their shorts. Each Monday the children come in a get to write all about their weekend they are practicing getting what is in their head down onto paper. As a class they have continually talked about what the rules are and how they apply.

**Materials Needed:**

1. Eight of each Zhu Rule on tag board
2. Scissors
3. Pencils
4. Journals
5. Smart-Board
6. Pipe Cleaners
7. Single Hole Punch

**Student Grouping:** Whole class for initial brainstorming. Individual writing for what each rule means to them.

**Preparation for Experience:**

1. Have smart board set up with the Microsoft word. (Hidden until ready)
2. First Zhu Zhu Pet
3. Scissors

**Outline of Experience:**

**Introduction:** Stand by the wall depicting the rules and read each one to the class. Explain to the class that we are going to make Zhu Zhu Pet books that help you the student know how the rule applies directly to you.

**Body of the Lesson**:

*Zhu Rules Room 6 and Be Honest (Day 1)*

Part I: Cut out the first Zhu Zhu Pet which has on it “Zhu Rules Room 6.” Have the children on the back which is lined write their names as well as someone they would like to dedicate the book to if they would like to. Have the children put their scissors away and return to their desks.

Part II: Brainstorm as a class some ways that “Be Honest” would apply to them. Type their answers on the smart board. Then talk about how we can turn them around into “I” statements. For example: Don’t Hit – I will admit when I hit

Don’t take things that are not yours – I will admit when I have made a mistake

Part III: Cut out “Be Honest” Zhu Zhu Pet. Return scissors to cabinet.

Part IV: Have the children write down two or three I statements in their journal that they think applies to them personally. They can use the smart board list or come up with their own.

Part V: Read your journal to Mr. Thomas or Miss M. Looking for capitalization and punctuation.

Part VI: Copy your journal onto your Zhu Zhu Pet on the back of “Be Honest.”

*Be Nice & Respectful to Everybody & Everything (Day 2)*

Part I: Cut out the Zhu Zhu Pet which has on it “Be Nice & Respectful to Everybody & Everything.” Have the children put their scissors away and return to their desks.

Part II: Brainstorm as a class some ways that “Be Nice & Respectful to Everybody & Everything” would apply to them. Type their answers on the smart board. Then talk about how we can turn them around into “I” statements.

For example: Be quite – I will be quiet when an adult or peer is talking

Don’t Tease – I will treat others the way I wish to be treated

Part III: Have the children write down two or three I statements in their journal that they think applies to them personally. They can use the smart board list or come up with their own.

Part IV: Read your journal to Mr. Thomas or Miss M. Look for capitalization and punctuation.

Part V: Copy your journal onto your Zhu Zhu Pet on the back of “Be Nice & Respectful to Everybody & Everything.”

*Be Safe as Possible (Day 3)*

Part I: Cut out the Zhu Zhu Pet which has on it “Be Safe as Possible.” Have the children put their scissors away and return to their desks.

Part II: Brainstorm as a class some ways that “Be Safe as Possible” would apply to them. Type their answers on the smart board. Then talk about how we can turn them around into “I” statements.

For example: Don’t Run – I will walk inside

No hitting – I will keep my body to myself so I do not harm others

Part III: Have the children write down two or three I statements in their journal that they think applies to them personally. They can use the smart board list or come up with their own.

Part IV: Read your journal to Mr. Thomas or Miss M. Look for capitalization and punctuation.

Part V: Copy your journal onto your Zhu Zhu Pet on the back of “Be Safe as Possible.”

*Do Your Best Everyday (Day 4)*

Part I: Cut out the Zhu Zhu Pet which has on it “Do your Best Every day.” Have the children put their scissors away and return to their desks.

Part II: Brainstorm as a class some ways that “Do Your Best Everyday” would apply to them. Type their answers on the smart board. Then talk about how we can turn them around into “I” statements.

For example: Use your tool kit for math – I will use tools and strategies that I have learned to try to figure out my math boxes.

Try to understand the word before you ask – I will read a book at my level if I get stuck on a word I will use my “Stuck on a Word” strategies to help me figure it out.

Part III: Have the children write down two or three I statements in their journal that they think applies to them personally. They can use the smart board list or come up with their own.

Part IV: Read your journal to Mr. Thomas or Miss M. Look for capitalization and punctuation.

Part V: Copy your journal onto your Zhu Zhu Pet on the back of “Try Your Best Every day.”

*Be Prepared For School (Day 5)*

Part I: Cut out the Zhu Zhu Pet which has on it “Be Prepared for School” Have the children put their scissors away and return to their desks.

Part II: Brainstorm as a class some ways that “Be Prepared for School” would apply to them. Type their answers on the smart board. Then talk about how we can turn them around into “I” statements.

For example: Eat– I will eat/pack a nutritious snack and lunch that will help me stay focused and energized.

Bring Homework – I will bring my homework to school on the day that it is due

Part III: Have the children write down two or three I statements in their journal that they think applies to them personally. They can use the smart board list or come up with their own.

Part IV: Read your journal to Mr. Thomas or Miss M. Look for capitalization and punctuation.

Part V: Copy your journal onto your Zhu Zhu Pet on the back of “Be Prepared for School.”

*Try to Have Fun (Day 6)*

Part I: Cut out the Zhu Zhu Pet which has on it “Try to Have Fun.” Have the children put their scissors away and return to their desks.

Part II: Brainstorm as a class some ways that “Try to Have Fun” would apply to them. Type their answers on the smart board. Then talk about how we can turn them around into “I” statements.

For example: Try hard in Math – I will stay on task during Math so hopefully I will get more DEAR time later.

DEAR – I will choose books that are on my reading level and enjoy them.

Part III: Have the children write down two or three I statements in their journal that they think applies to them personally. They can use the smart board list or come up with their own.

Part IV: Read your journal to Mr. Thomas or Miss M. Look for capitalization and punctuation.

Part V: Copy your journal onto your Zhu Zhu Pet on the back of “Try to Have Fun.”

**Conclusion**: It is time for snack now. Please put your Zhu Zhu Pet in your keep folder and go wash your hands for snack.

**Assessment Plan**: I will know that my objectives will have been met when I observe the children interacting during the brainstorming aspect of the lesson. I will be able to hear how the children are interpreting the rule. I will know that that the children are practicing their fine motor development when I see them cutting out their Zhu Zhu Pets. I will be recording and observing the children’s brainstorming ideas as well as assisting them in turning them into “I Statements.” By day 6 I hope to see that the children can turn the brainstorm list into “I Statements” using minimal help from me and working together as a class to transform the list. I will have documentation of their journals and their Zhu Zhu Pet books that will show that my objective that the children will write the draft in their journals and the final version on their Zhu Zhu Pet.

**Child Guidance/Classroom Management Plan:** I anticipate calling out during brainstorming. I will friendly remind that child to raise their hand quietly and they will get a turn to share their idea just like everyone else. During writing in their journal time I anticipate some chatter I will remind the children that this is their time to draft what they would like to be their final version and it is very important that they stay on task.

**Extension Plan:** Zhu Zhu Pet Books can be used to remind children when they are having a difficult time following one of the rules. For instance if a child he constantly tipping their desk I could ask them to go look through their Zhu Zhu Pet Book and look at the rules figuring out which one they need to work on. The child could choose to write why this rule applies to them or draw why it applies to them.