

## About the Book

Text Type: Fiction/Realistic Page Count: 12 Word Count: 192

### Book Summary

Why do we have laws? *Laws for Kids* explains that laws are rules everyone must follow to protect people and property. The illustrations depict a family following some basic laws as they travel around the city. Students have the opportunity connect to prior knowledge as well as identify cause-and-effect relationships in this story about laws. Detailed, supportive illustrations, high-frequency words, and repetitive phrases support emergent readers.

## About the Lesson

### Targeted Reading Strategy

- Connect to prior knowledge


### Objectives

- Connect to prior knowledge to understand text
- Cause and effect
- Segment syllables
- Identify short vowel a
- Recognize and use verbs
- Place words in alphabetical order

### Materials

Green text indicates resources are available on the website.

- Book—*Laws for Kids* (copy for each student)
- Chalkboard or dry-erase board
- Cause and effect, short vowel a, verbs worksheets
- Discussion cards

 Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting the book on an interactive whiteboard or completed with paper and pencil if the books are reused.)

### Vocabulary

\*Bold vocabulary words also appear in a pre-made lesson for this title on [VocabularyA-Z.com](http://VocabularyA-Z.com).

- High-frequency words: *must*, *we*, *they*
- Content words:

Story critical: *accident* (n.), *follow* (v.), *laws* (n.), *own* (v.), *protect* (v.), *traffic* (n.)

## Before Reading

### Build Background

- Write the word *laws* on the board and point to it as you read it aloud to students. Repeat the process and have students say the word aloud.
- Ask students what they know about laws. Discuss some of the reasons we need to have and obey laws.

## Book Walk

### Introduce the Book

- Show students the front and back covers of the book and read the title with them. Ask what they think they might read about in a book called *Laws for Kids*. (Accept all answers that students can justify.)
- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).
- Write the following repetitive sentences on the board: *A law says \_\_\_\_\_. The law helps \_\_\_\_\_.* Read the sentences aloud, pointing to the words as you read them to students. Have students read them aloud. Explain that these words repeat throughout the book.

### Introduce the Reading Strategy: **Connect to prior knowledge**

- Model how to connect to prior knowledge as you preview the book.  
*Think-aloud: I see a family getting ready to cross the street on the cover of Laws for Kids. I have seen people walk between the white lines to cross the street in my town. I know there is a law that says cars must stop for people when they use a crosswalk to walk across a busy street. This law keeps people safe as they walk to work and school.*
- Invite students to share how they connected to prior knowledge on the basis of the covers and the title page of the book.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

### Introduce the Comprehension Skill: **Cause and effect**

- Explain to students that one way to understand information in a story is to think about what happened and why it happened. Explain that a *cause* is an action that makes something happen, and the *effect* is what happens because of the action.
- Point out that asking the question *Why did it happen?* reveals the cause, and asking the question *What happened?* reveals the effect.
- Draw a two-column chart on the board with the headings *Cause* and *Effect*. Model how to determine cause and effect.  
*Think-aloud: In books, just as in the world, there are usually reasons for an event to happen. When I wash the clothes, the clothes get clean. When I hear the phone ring, I answer it. When I am happy, I smile. Being happy is the cause, or why the smiling happens. What happened because of that happiness—the smiling—is the effect. When you are happy, what else might that cause you to do?*
- Write the word *happiness* in the *Cause* column and the phrase *I smile* in the *Effect* column. Invite students to share other effects of happiness, and record these on the board.

### Introduce the Vocabulary


- While previewing the book, reinforce the vocabulary words students will encounter. For example, while looking at the picture on page 3, you might say: *Laws are rules that everyone must follow. They protect people and the things they own.*
- Remind students to look at the picture and the letters with which a word begins or ends to figure out a difficult word. For example, point to the word *traffic* on page 8 and say: *I am going to check the picture and think about what would make sense to figure out this word. The picture shows a boy and his mom riding bikes in the bike lane. They are following the law. When I look at the first part of the word, it starts with /tr/. However, the word law starts with the /l/ sound, so this can't be the word. I know that when vehicles move on a road they follow traffic laws. The word traffic starts with the /tr/ sound. The sentence makes sense with this word. The word must be traffic.*

### Set the Purpose

- Have students use what they already know about laws to help them read the book. Remind them to think about effects of not following laws as they read.

### During Reading

#### Student Reading

- **Guide the reading:** Give students their copy of the book. Have a volunteer point to the first word on page 3 (*Laws*). Point out to students where to begin reading on each page. Remind them to read the words from left to right.
  - Ask students to place their finger on the page number in the bottom corner of page 3. Have them read to the end of page 5, using their finger to point to each word as they read. Encourage students who finish before others to reread the text.
  - Model connecting to prior knowledge.  
*Think-aloud: On page 4, I read about a leash law for dogs. I know dogs need to be on a leash so they can be controlled. This reminds me of my dog Molly; sometimes she tries to run away from me. If she is not on a leash, a car could hit her. I keep Molly on a leash to keep her safe when we go for a walk. The family in the story does the same thing with their dog, Bud. We are all following the law.*
  - Invite students to share how they connected with prior knowledge as they read.
  - Return to the cause-and-effect T-chart on the board and write the following sentence under the *Cause* heading: *A law says dogs must wear a leash.* Ask students to name the effect of this law (to keep the dog safe from cars, to keep people from being bitten by the dog).
  - Introduce and explain the [cause-and-effect worksheet](#). Have students write what the law on page 5 says in the *Cause* column. Discuss the effect of this law and have students record an effect in the *Effect* column.
  - **Check for understanding:** Have students read to the end of page 8. Encourage them to share how they connected to prior knowledge as they read. (Accept all answers that show students understand how to connect to prior knowledge.)
  - Have students add another law they read about in the book and its effect on their worksheet.
  - Have students read the remainder of the book. Remind them to think about the laws they read about in the book and the effects they have on people and things.
-  Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in the discussion that follows.

### After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

#### Reflect on the Reading Strategy

- **Think-aloud:** *When I read page 11, I thought about times I have been to the playground and seen trash on the ground. I know there is a law against littering. Trash can be dangerous to people because it contains germs. Litter can also be dangerous to animals because they can get caught in it or eat it. It is important to keep parks free from trash so people and animals can stay healthy.*
- Have students draw a picture on a separate piece of paper showing how they connected to prior knowledge while reading about laws. Invite them to share and explain their picture to the rest of the class.
- Ask students to explain how thinking about what they already knew helped them to understand and remember what they read.

### Reflect on the Comprehension Skill

- **Discussion:** Review the laws and their effects that students have recorded on their worksheet. Demonstrate more of these on the board if necessary.
- **Independent practice:** Have students complete the cause-and-effect worksheet. If time allows, discuss their responses.
- **Enduring understanding:** In this book, you read about some laws kids have to follow every day as they go places. Most laws help keep people and animals safe. Now that you have read and thought about this information, what are some other laws you know about? How do they protect people or animals?

### Build Skills


#### Phonological Awareness: Segment syllables

- Explain to students that every word contains one or more parts. Explain that these parts are called *syllables*.
- Show students how to count syllables by clapping as they say a word. Demonstrate with the word *follow*. Clap each time you say a syllable (two claps).
- **Check for understanding:** Say the following words one at a time and have students clap the syllables: *accident, laws, protect, traffic, own, everyone*.

#### Phonics: Short vowel a

- Write the word *traffic* on the board and say it aloud with students.
- Have students say the short /a/ sound aloud. Then run your finger under the letters in the word as students say the whole word aloud. Ask students what letter stands for the short /a/ sound in the word *traffic*.
- Write the word *accident* on the board and read it aloud with students. Have students identify the letter that makes the short /a/ sound in this word.
- **Check for understanding:** Write the following words that have the short /a/ sound on the board, leaving out the medial letter *a*: *tag, trash, dad*. Say each word, one at a time, and have volunteers come to the board and add the short *a* to each word.
- **Independent practice:** Introduce, explain, and have students complete the [short vowel a worksheet](#). If time allows, discuss their answers.

#### Grammar and Mechanics: Verbs

- Write the following sentence on the board: *Kids ride in special seats*. Read the sentence aloud and ask students to name the word that identifies an action (*ride*).
- Review or explain that some words *name actions*. These words are called *verbs*. Have students name other action words they know and then act them out.
- Write the following sentence on the board: *Dogs must wear a leash*. Have a volunteer come to the board and underline the verb in the sentence.
-  **Check for understanding:** Have students reread the story to locate other action words and underline them. Have them work with a partner to make a list of action words from the book.
- **Independent practice:** Introduce, explain, and have students complete the [verbs worksheet](#). If time allows, discuss their responses.

**Word Work: Alphabetical order**

- Review or explain to students that words are sometimes placed in a list in alphabetical order. Words are placed in alphabetical order by first looking at the first letter of each word and then deciding which letter comes first in the alphabet.
- Write the words *follow* and *own* on the board. Underline the first letter in each word. Ask students which letter comes first in the alphabet, *f* or *o*. Explain that the word *follow* would come first in an alphabetical list because the letter *f* comes before the letter *o* in the alphabet.
- Write the words *laws* and *accident* on the board. Have students identify the initial letter in each word (*a* and *l*). Ask students to identify which letter comes first in the alphabet (*a*). Explain that the word *accident* would come first in an alphabetical list.
- **Check for understanding:** List these words in the following order on the board: *helps, safe, protect, traffic, clean, wear*. Have students write the words in alphabetical order on a separate piece of paper. When they have finished, discuss their answers.

**Build Fluency**
**Independent Reading**

- Allow students to read their book independently. Additionally, partners can take turns reading parts of the book to each other.

**Home Connection**

- Give students their book to take home to read with parents, caregivers, siblings, or friends. Have them identify cause-and-effect relationships with someone at home.

**Extend the Reading**
**Realistic Fiction Writing and Art Connection**

Have students draw a picture of a law they read about in the book or another law they know about. Under the picture, have students write one sentence telling about their picture.

Visit [WritingA-Z.com](http://WritingA-Z.com) for a lesson and leveled materials on realistic fiction writing.

**Social Studies Connection**

Locate and provide information about laws in the students' community. Discuss the reasons for the laws and what might happen if these laws were no longer in place in the community. Ask students to think about problems in their community. Ask students to propose laws to solve the problems.

**Skill Review**

**Discussion cards** covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

**Assessment**

**Monitor students to determine if they can:**

- consistently connect to prior knowledge to understand text
- accurately identify cause-and-effect relationships during discussion and on a worksheet
- accurately segment syllables during discussion
- identify and write the letter symbol that represents the short /a/ sound during discussion and on a worksheet
- correctly understand and use verbs during discussion and on a worksheet
- correctly understand how to place words in alphabetical order on a separate piece of paper

**Comprehension Checks**

- [Book Quiz](#)
- [Retelling Rubric](#)