



## About the Book

Text Type: Fiction/Realistic Page Count: 12 Word Count: 164

### Book Summary

In *New Rule!* the children decide to play hide-and-seek. As they play, they decide that they need some rules in order to make the game fun. What rules will they make? Readers will have the opportunity to ask and answer questions as well as to make inferences. Colorful, supportive illustrations, high-frequency words, and repetitive phrases support emergent readers.

## About the Lesson

### Targeted Reading Strategy

- Ask and answer questions

### Objectives

- Use the reading strategy of asking and answering questions to understand text
- Make inferences/Draw conclusions
- Discriminate initial consonant /st/ blend
- Identify initial consonant st blend
- Recognize and use exclamation marks
- Recognize and use number words

### Materials

Green text indicates resources available on the website.

- Book—*New Rule!* (copy for each student)
- Chalkboard or dry erase board
- Make inferences/draw conclusions, initial consonant st blend, exclamation marks worksheets
- Discussion cards



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting book on interactive whiteboard or completed with paper and pencil if 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: *new*, *or*, *said*, *you*
- Content words:

Story critical: *hide-and-seek* (n.), *others* (pron.), *ready* (adj.), *rule* (n.), *seek* (v.), *starving* (adj.)

## Before Reading

### Build Background

- Write the word *rule* on the board and point to the word as you read it aloud to students.
- Ask students to name some activities in which rules might be needed. Make a list on the board. Discuss whether or not rules ever need to be changed.

## Preview the Book

### 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 *New Rule!* (Accept all answers that students can justify.)
- Show students the title page. Discuss the information on the page (title of the book, author's name, illustrator's name.)

### Introduce the Reading Strategy: **Ask and answer questions**

- Explain to students that asking questions about a topic before and during reading, and then looking for answers while reading, will help them understand and remember what they read.
- Model how to ask and answer questions as you preview the book.  
*Think-aloud: As I look at the front cover and read the title of New Rule! I see several children playing outside. I think they might be playing some kind of game because I know games have rules. I wonder what kind of game they might be playing. I will write that question on the board. (What game are the children playing?) On the back cover, I see the boys outside, but the girl is inside the house. I wonder why the girl is inside. I will write that question on the board. (Why is the girl inside?) I will have to read the story to find out.*
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

### Introduce the Comprehension Skill: **Make inferences/Draw conclusions**

- Explain that authors don't always use details to explain everything that happens in a book. Sometimes they give readers clues to figure out what they didn't tell in the words. Readers have to use clues from the story and what they already know to make a guess. This is called *making an inference* or *drawing a conclusion*.
- Model how to make an inference or draw a conclusion using the front cover of the book.  
*Think-aloud: When I look at the pictures on the front cover of the book, I see children inside a tub and a doghouse. I also see a boy in a tree. Earlier, I thought that the children might be playing a game, but I was not sure what type of game they were playing. I know that when people play hide-and-seek, they often hide in places like a tree, a tub, or a doghouse. On the basis of the clues from the pictures and what I know, I can infer, or conclude, that the children are playing hide-and-seek.*

### 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: *It looks as though Ike is explaining the rules of the game to two other children.*
- 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 *starving* on page 11 and say: *I am going to check the picture and think about what would make sense to figure out this word. The picture shows Ike holding his stomach. He might be hungry. When I look at the first part of the word, it starts with /st/. However, the word hungry starts with the /h/ sound, so this can't be the word. I know that when people are very hungry, they often say they are starving. The word starving starts with the /st/ sound. The sentence makes sense with this word. The word must be starving.*

### Set the Purpose

- Have students use what they already know about rules and playing games to ask questions as they read. Remind them to make inferences or draw conclusions 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 (*Let's*). 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 4, using their finger to point to each word as they read. Encourage students who finish before others to reread the text.
- Model making inferences and drawing conclusions while asking questions.  
*Think-aloud: On page 4, I read that Ike counted to three and then said, "Ready or not, here I come!" In the picture, I noticed that the other two children did not even have time to hide. I know that the game is not fair if people don't have time to hide. From what I have read and what I already know about hide-and-seek, I can infer that the other two children will suggest a new rule. I wonder what the new rule might be. I will have to keep reading to find out the answer to my question.*
- Ask students if they asked any questions while reading. Invite them to share the questions they asked. Accept all questions that students can justify on the basis of the pictures and story.
- Introduce and explain the [make inferences/draw conclusions worksheet](#). Have students record the known information on their worksheet.
- **Check for understanding:** Have students read to the end of page 8. Encourage them to use the clues from the story and information they already know to make inferences as they read.
- Have students read the remainder of the book. Remind them to ask and answer questions as they read.



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 learned that the children were starving. I wondered what they might eat. When I looked at page 12, I saw that they were having cookies and milk. I know that asking and answering questions helps me understand the story. Questions can be answered by reading words as well as looking at the pictures.*
- Ask students to explain how asking and answering questions helped them to understand and remember the story.

### Reflect on the Comprehension Skill

- **Discussion:** Ask students how the children feel about the new rules. Discuss the text clues and prior knowledge they used to help them make the inferences.
- **Independent practice:** Have students complete the [make inferences/draw conclusions worksheet](#).
- **Enduring understanding:** In this book, you read about three children making new rules as they play hide-and-seek. Now that you know this information, do you think rules always need to be set before you start to play a game? Why or why not?

## Build Skills

### Phonological Awareness: Discriminate initial consonant /st/ blend

- Say the word *starving* aloud to students, emphasizing the initial /st/ sound. Have students say the word aloud and then say the initial /st/ sound.
- Read page 12 aloud to students. Have them raise their hand when they hear a word that begins with the /st/ sound.
- **Check for understanding:** Say the following words, one at a time, and have students give the thumbs-up signal if the word begins with the /st/ sound: *steep, hide, star, seek, story*.

### Phonics: Identify initial consonant st blend

- Write the word *starving* on the board and say it aloud with students.
- Have students say the /st/ sound aloud. Then run your finger under the letters in the word as students say the whole word aloud. Ask students to identify which letters represent the /st/ sound in the word *starving*.
- **Check for understanding:** Write the following words that begin with the /st/ sound on the board, leaving off the initial blend: *step, stab, stem*. Say each word, one at a time, and have volunteers come to the board and add the initial blend to each word.
- **Independent practice:** Introduce, explain, and have students complete the [initial-consonant-blend-st worksheet](#). If time allows, discuss their answers.

### Grammar and Mechanics: Exclamation marks

- Write the following sentence on the board: *This is fun*. Read the sentence to students using no inflection in your voice. Ask students if the sentence sounds right. Now read the sentence with inflection in your voice. Ask students to explain the difference between the two readings of the sentence.
- Explain that some sentences are meant to express strong feeling. Explain that when people want sentences to be read with feeling, they place an *exclamation mark* at the end of that sentence. Erase the period from the sentence on the board and replace it with an exclamation mark.
- Explain that exclamation marks, like periods, are a signal to end the sentence, but they are also a signal to read the sentence with feeling. Point out that exclamation marks are not used in all sentences.
- Have a volunteer read the sentence on page 4. Discuss why this sentence might be read with excitement. Have students read the sentence to a partner, making sure to read with feeling.



**Check for understanding:** Have students locate and highlight all of the sentences in the book that have exclamation marks. Have students take turns reading the sentences to a partner, with excitement.

- **Independent practice:** Introduce, explain, and have students complete the [exclamation marks worksheet](#). If time allows, discuss their responses.

### Word Work: Number words

- Explain that there are different groups, or categories, of words. Some words, such as verbs, name actions. Some words name people, places, or things. Other words refer to a concept or idea, such as a number. Point out that a *number word* is a word used to count.
- Have students name some times when they might need to count.
- Write the number words *one, two, and three* on the board. Have a volunteer come to the board and write the numeral to match each number word. Have students read page 4 and discuss why they used the number words.
- Have students turn to page 5 in their book. Ask them to find the number word on this page. Write the number word *thirty* on the board. Have a volunteer come to the board and write the numeral that matches the number word.



**Check for understanding:** Have students reread the book to locate and circle all of the number words in the book. When they have finished, make a list of the number words on the board together and write the numeral for each.

## Build Fluency

### Independent Reading

- Allow students to read their book independently. Additionally, allow partners to 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. With someone at home, have them share conclusions they drew as they read together.

## Extend the Reading

### Realistic Fiction Writing and Art Connection

Have students draw a picture of a game they like to play with their friends. Under the picture, have students write a story about the game they like to play.

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

### Social Studies Connection

Discuss the places in our society that rules are used (for example, school, government, and traffic laws). Discuss some of the rules in the classroom or school. Work with students to create a list of rules they think might need to be changed and the reasons for the changes.

### 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 ask and answer questions to understand text
- accurately use what they know and information from the book to make inferences and draw conclusions during discussion and on a worksheet
- accurately discriminate initial consonant /st/ blend sound during discussion
- identify and write the letter symbols that represent the /st/ sound during discussion and on a worksheet
- correctly understand and use exclamation marks during discussion and on a worksheet
- correctly identify and use number words during discussion

### Comprehension Checks

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