

# Good Manners Week

## GOALS

### Comprehension

**Connect to prior knowledge:** Ask students what they think good manners and bad manners are.

### Vocabulary

**High-frequency Words:** as, just, may, right, soon, thank, think, well

**Content Words:** bees, birds, classroom, excuse, hard, kind, lesson, manners, week, welcome

### Phonemic Awareness

Identify and make rhyming words

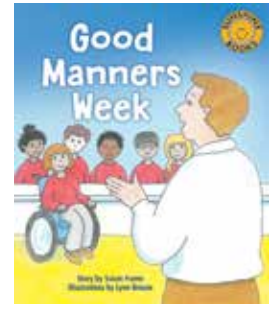
### Phonics

**Letters and Sounds:** /th/ (voiceless)

**Words to Blend and Segment:** thank, thick, thin, think, thud

### Fluency

Model reading of text with expression, noting the punctuation, rhyme and change of characters. Students repeat after you.



The children in the class use their good manner – all except one of them.

## Before Reading

- Listen to the title and the name of the author and illustrator. Ask students what they think good manners and bad manners are. Use the back cover for ideas. Together look at the front cover picture. Discuss what they see.
- Help students to use the title and front cover illustration to make predictions about the story.
- Look at the title page illustration. Ask: What is different compared to the cover? (It is a weekly list of manners). Read the title page together. What do you think might happen in the story?
- Talk/walk through the pictures. Discuss what is happening to the children on each page or what they are doing. Bring words like *bees*, *birds*, *classroom*, *excuse*, *hard*, *kind*, *lesson*, *manners*, *week*, *welcome* into the conversation. On page 15, have students predict the ending.

## Reading the Text

- Ask: What are some of the things good readers do? Model how to use print cues such as looking for chunks in words (*man-ners*).
- Read the title together and the names of the author and illustrator. Read the title page together. Ask: What is the setting for the text? Look for the word *classroom* on page 4. It has two words joined to make a compound word (*class/room*). Read the word together, then slowly emphasise the two words.
- Find the word *teacher* on page 2. Look for the letter t and the chunk -er on the end of *teach*. Read the words together. Reread the page noticing the rhyming words *week* and *speak*.
- Follow this pattern up to page 15, discussing the illustration, looking for key words and chunks of words, and reading the words together. Discuss how rhyming words help with reading.
- Review the predictions for the ending, then turn the page to reveal it. Have students discuss what they see in the illustration. Read the text together. Ask: Did you like the ending? Why?

## **After Reading**

Invite students to discuss the story. Prompt if needed.

- Ask: What did the children do first, next and so on? What made Ted start to have good manners? What genre do you think this story is? (narrative, persuasive)
- Discuss the ending. Why does Ted want good manners week every week? Is this what students predicted? Do they use good manners at school and at home?
- Discuss possessive pronouns. Model using them. Relate them to the illustrations in the book. (our, pages 2/3, his, page 9, your, pages 10/13) Read the sentences with the pronouns in them. What do they tell you? (may be ownership, belonging to)
- Make a chart showing setting, characters and events.
- Reread page 10 focusing on the punctuation. Teach students the purpose of the full stop, speech marks, apostrophe and exclamation marks.

## **Phonemic Awareness**

- Students listen for rhyming words as you read the text. They indicate when they hear any and repeat them in pairs, e.g. *week/speak; find/kind; birds/words; play/today; said/Ted; be/tree; sit/hit; might/right; sat/hat; bees/please; away/play; idea/year*.

## **Phonics**

- Discuss the sound of the digraph: th- Write the words *thank, thick, thin, think, thud* on the board to practise blending and segmenting the sounds together as a group. Illustrate using alphabet letters for each word, touching them as the sounds are made for the word.

## **Word Study**

- Talk about the words *as, just, may, right, soon, thank, think, well*. Read them together. Ask students to locate the words in the text and discuss their meaning in context. Photocopy multiple sets of the flash cards and use them to play a spelling game in pairs.

## **Fluency**

- Model reading a section of the text with expression, noting the punctuation, rhyme and change of characters. Students repeat.

## **Writing**

- Students make a chart of rhyming words from the story. They read the words on the chart and add more of their own. See who can make the most rhyming words for one word.
- Students write a chart about Good Manners using ideas from the text. Have two columns with headings *What* and *How*. Under *What* would come “Be polite” and “Excuse me” under *How*.
- Make a story map of the events in the text in sequence. Illustrate and label the map and then use this to retell the text to a partner.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.