

**Grade: 2****Curriculum Area:** English and Language Arts**Utah Core Objectives:** English and Language Arts: Reading Information Text, Standard 1:

Ask and answer such questions as *who, what, where, when, why, and how* to demonstrate understanding of key details in a text.

**Essential Question:** Why are rules important?**Materials:**

Wonders Book

**Personal Objectives:** I want students to be able to connect what they are reading to real life. I want them to use textual evidence to support their claims while incorporating new vocabulary in explanations.**Vocabulary:** finally, form, history, public, rules, united, writers**Adaptations for Students with Special Needs:**

- Deep thinking and review
- Ample time to develop own ideas

**Adaptations for EL's:**

- Write on board, be clear about what we are learning about
- Provide frequent opportunities for interaction and discussion
- Constantly use scaffolding strategies throughout lesson
- Try and bring students background experiences into the lesson (traditions)
- Engage student 90-100% of the time

**Phase I: Exploration and Explanation**

1. I will have the children read the Essential Question that is on page 386. "Why are rules important?"
2. Look into the student's fund of knowledge. What do they know about rules? Are rules effective? What would happen if we had no rules in our society?
3. Discuss the photograph with the kids. Explain that the children in the picture are following a rule. The children have been told to form two lines. Rules help guide people's behavior.
4. Continue asking, "What rules do you have at home? Who forms, or makes, the rules at home? What are the rules important? Possibly have the talk in pairs.
5. Have student turn to their vocabulary pages. Go through each definition with them and have them read various words.
6. Go around the group and have all student participate actively in the word we are talking about.
7. Turn to story, "Visiting the Past".

8. Ask students to remind me what the essential question was again. "Why are rules important?"

**Transition to Phase II:**

1. The students will follow along with the story.

**Phase II: Guided Practice**

1. Scaffold

**Transition to Phase III:**

1. Review what they have learned.

**Phase III: Independent Practice/Assessment**

2. The next day we will do a close read of the story and talk about various events that happened and analyze the deeper meaning behind it.