

## Figure 3.4: Grade 1 Reading and Social Studies Lesson

### Grade 1 Reading and Social Studies Lesson: Rules

Read the book *Rules for School* by Alec Greven (2010) to the class. Students answer and ask questions about the details of the text to demonstrate their understanding of the central message.

### UDL Applications

- Representation
  - ◆ Students practice listening skills with oral reading, class discussion, and fluency the teacher models in a read-aloud.
  - ◆ Different modalities offer a video by the author and pictures that concretize and personalize the vocabulary and concepts (for example, school recess behavior or how to act during a fire drill).
- Action and Expression
  - ◆ Students act out illustrations of the rules in skits.
  - ◆ Students sort vocabulary words into syllable types on color-coded index cards.
- Engagement
  - ◆ Students cooperatively create songs for each rule.

### UbD Applications

Tell students that by the end of the unit, they will have learned how to compare rules in diverse settings; for example, rules at home versus rules at school, rules in the hallway versus rules in an assembly, and rules for a restaurant versus rules during a mathematics lesson.

### RTI Applications

Tier 1: The entire class listens to the story. Whole-class instruction includes guided practice and application of phonemic awareness, vocabulary, fluency, and comprehension skills with word walls and class storyboards that offer sequencing.

Tier 2: A group of students who struggle with the story concepts and word identification gets additional scaffolded instruction on sorting words into syllable types and guidance on how to cite text-based responses by looking back in the book and hearing specific passages in three or four twenty-five-minute weekly sessions. This includes increased questioning and feedback.

Tier 3: After monthly student-progress monitoring, four students who display repeated difficulties encoding and decoding words receive intensive multisensory reading instruction five times each week from a reading interventionist.

### Rigor

Ongoing reading and writing centers and interactive word walls offer literacy enrichment. For example, students listen to stories at Storyline Online ([www.storylineonline.net](http://www.storylineonline.net)), respond to picture prompts with dialogue and sentences, and play academic vocabulary with flash cards and digital word games ([www.wordgames.com/word-search](http://www.wordgames.com/word-search)).

**Monitoring**

Schedule time to listen to student recordings of reading to gauge their individual oral-reading skills. Assess comprehension and vocabulary levels with informal oral questioning.

**Individuality**

Students graph their progress on comprehension questions, keep track of words they know in individually illustrated dictionaries, and digitally record their fluency on their tablets.

*Source: Greven, A. (2010). Rules for school. New York: HarperCollins.*