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Themes: Classroom Rules,  
Literacy-Speech bubbles

Title: *Never Spit on Your Shoes*

Publisher: Orchard Books

Copyright: 1990

Target Grade Level: Kindergarten

ISBN: 0-531-05847-6

#### Book Summary:

The book's main character, Arnie, has just spent his first full day at school. When he comes home, his mother wants to know how his day went. What ensues is Arnie's retelling of his day while he has a snack with his mom.

#### Activity Objectives:

Students will:

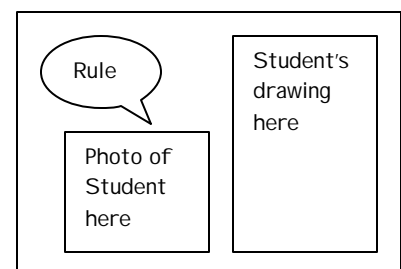
- create a set of classroom rules together as a group.
- identify a speech bubble.
- understand the concept of a speech bubble.
- create a class book in cooperative groups.

#### Getting Ready:

- The book, *Never Spit on Your Shoes*
- Chart paper or white board for brainstorming
- Markers
- Pre-printed book pages for each student with their picture on page and a speech bubble.
- Crayons & pencils

#### Vocabulary:

- Classroom rules
- Speech bubbles
- Brainstorming



## Activities:

- Read the book *Never Spit on Your Shoes*, as you are reading ask kids what they notice about the pictures and the words on the pages.
- Point out the speech bubbles. Ask children if they know what speech bubbles are for and why they are important to the story.
- When story is done, ask students to tell what the story was about.
- Turn to the page where Arnie and his classmates are making up the class rules.
- Ask children if they know what class rules are. Why are they important? We are going to brainstorm a list of class rules. Can they think of any rules we should have in our classroom?
- List their suggestions of class rules on chart paper or on whiteboard. Explain that this is what brainstorming is.
- Try to combine and/or narrow down rules to 4 or 5 that would be appropriate for the class for the year.
- Divide class into groups of 4 or 5 (depending on how many rules you came up with). There should be one child per rule per group.
- Tell children that each group is going to make a book of our class rules. Each child is going to pick one rule to illustrate. Ask children: Do you remember what are speech bubbles for? We are going to use them to help us write our class rules book.
- Show class book page with their picture on it. Explain how to complete the page.
  - Choose a rule (only one rule per person, talk within your group and decide who is going to do each rule).
  - Write the rule the child choose into their speech bubble.
  - Child uses rest of paper to draw a picture illustrating someone following the class rule.
- Collect completed pages from each group to check for understanding and turn into books.

## Extensions:

- Higher achieving students could write rule in speech bubble or copy rule from board.
- Bilingual and lower achieving children could work with a partner to create page.
- Have each group present their book to the rest of the class. Each child could read his/her rule and explain their illustration.

## Instructional Design

### Analyze Learners:

Lesson is for a group of kindergartners during the second week of school. This will be the first time they are creating a class book and working as a cooperative group. Most students do not have letter-sound knowledge as of yet, however more than half of the students recognize at least 50% of the letters of the alphabet. They are highly verbal and enjoy sharing their ideas with the class. They are very observant when looking at text and pictures in read aloud situations. This will be their first, formal exposure to graphic novels and speech bubbles

There are 12 females and 8 males in the class. Seven students hear languages other than English spoken at home. One student has experienced the death of a sibling in the last 3 months. Several students receive special services:

-One IEP student (has a full time one-on one aide and receives speech/language therapy, occupational therapy and physical therapy as well as resource services.)

-Three PEP students-Potentially English Proficient-these students were tested and qualified for services. (4x a week 30 min. each time)

### State Objectives (Activity Objectives):

- Given a blank book page and crayons students will be able to verbalize one classroom rule and illustrate an example of that rule after listening to the story and taking part in the brainstorming session, with 90% accuracy.
- Given a speech bubble students will be able to identify what it is used for and dictate a rule to place in the speech bubble with 90% accuracy.

### Select Methods, Media and Materials (Getting Ready):

- Methods: Teacher will use a shared reading model to share the story, *Never Spit On your Shoes*. Students will actively participate in group discussions and brainstorming session. Students will work cooperatively in groups to create pages for a book.
- Media: Book -*Never Spit On your Shoes*
- Materials: whiteboard or chart paper, markers, blank class book pages(one for each student), crayons, and pencils.

### Utilize Media and Materials (Activities/ Teacher & Students)

- Teacher will read book and facilitate children's observations of the text and pictures in the story.
- Teacher will lead class in a discussion about rules and use white board or chart paper to record student's brainstorming responses.
- Teacher will monitor student's small group work and encourage cooperation.
- Students will respond to text and pictures in the story.
- Students will participate in brainstorming session and decide on class rules together.
- Children will utilize paper and crayons to complete an individual page for each group's class book.

#### Require Learner Participation (Activities/ Students):

- Each student will participate in read aloud observatories and brainstorming.
- Students will come to agreement about class rules.
- Students will work cooperatively in small groups to complete the group rule book with speech bubbles.

#### Evaluate and Revise:

- Student's participation will be informally observed by teacher during read aloud and brainstorming.
- Teacher will evaluate students work to check for understanding of speech bubbles and rules.
- The teacher's performance will be evaluated based on student's knowledge and understanding as demonstrated through their work.

