

How to Act in the Classroom

Here's a quick quiz question:
You're working at the art table in the classroom. You have markers, paints, and paper spread out around you. Suddenly the lunch bell rings. What do you do?
(a) Run to be the first person on line in the cafeteria. You're hungry!
(b) Sweep the art supplies off the table and onto the floor. The table is clean!
(c) Clean up the supplies you have used. Now, lunchtime!
You probably chose the correct answer: "Clean up the supplies you have used. Now, lunchtime!" How did you know? Because you have good manners, and that means you clean up after yourself.

Good manners are important wherever you are. You certainly need them at school, where you spend the day with many other people. It is important to be **civil** and respectful to people at school. Let's talk about a few ways to act in the classroom.

First, remember to give everyone a chance to speak. Even if you have an idea to share with others, **self-control** is important. Don't interrupt your teacher when he or she is talking with another student. Wait until the conversation has finished. Then you may speak up.

Next, if the teacher asks the whole class a question, raise your hand. That's the signal that you have an answer.

Also, in the classroom, you'll find children you don't know. When you meet someone new, make sure to **introduce** yourself. For example, say, "Hello, my name is Jasmine," in a friendly tone of voice.

Another thing: remember to share classroom materials with others. If someone else wants to use the supplies that you are using, **invite** him or her to join you. Asking someone to share with you is not only polite, it can help you make a new friend!

Finally, school is not the place to ask other children to a party or a playdate. You can do this after school hours. You can call your friends on the telephone or send a card or **note** with your message. Otherwise, you risk hurting the feelings of the children that you haven't asked to join you.

Remember that even the most polite children make mistakes from time to time. What do you do then? **Apologize**. A simple "I'm sorry" goes a long way in making up for poor manners.

COMPREHENSION Why is it important to use good manners in the classroom? Which words help you describe how you should or shouldn't act in the classroom?

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Days 1 and 2

"How to Act in the Classroom," Vol. 1, pp. 18–19

When It Rains, It Roars

Outside, the rain was falling hard. It pounded against the roof of the house. It poured down every window. It fell, and it fell, and it kept on falling all day long.

Inside the house, Bunker was hiding beneath the couch. The rain was so loud, so **fierce**, and so powerful, it filled Bunker's heart with **terror**. He began to think **frightening** thoughts. What if the rain became so strong that it came alive? What would a rain monster look like? Would it be so **savage** that it would try to destroy the house? That's when Bunker started to panic. He whined. He howled. He crawled as far under the couch as he could go.

Bunker's owner, Marlena, walked into the room. "Bunker, what is the matter with you?" she asked the panicking puppy. "It's just rain, silly. Now come on, it's time to go for a walk."

But Bunker was imagining rain monsters outside. Their faces were mean and **horrifying**. When Marlena reached for him, Bunker growled.

Marlena frowned. "OK, Bunker. I'm going to the store. You can stay here by yourself."

Marlena left, and the rain kept falling. Bunker's fears grew worse.

Finally, Marlena came home, and soon after, she went to bed. Bunker stayed beneath the couch and whimpered.

In the morning, Marlena found Bunker right where she'd left him. Marlena knew that Bunker was still frightened. But she had a plan.

"Bunker, I know how you can fight your fears," she said. "You just need to trust me. And you need to come out from under that couch."

Bunker crawled out slowly. Marlena scooped him up and hurried to the front door. Before Bunker could understand what was happening, they were standing outside in the cold rain.

Bunker closed his eyes and waited for the rain monsters to attack. He waited, and waited. And then he opened his eyes. Bunker barked happily. There were no rain monsters out there. He was just getting wet! He no longer felt afraid.

Bunker gave Marlena a slobbery kiss on the face.

COMPREHENSION What words help you understand how Bunker is feeling? When do Bunker's feelings change?

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Days 3 and 4

"When It Rains, It Roars," Vol. 1, pp. 20–21

Assessment

Pretest/Posttest Administration p. 66
Pretest/Posttest Blackline Masters
pp. 100–101

T10 • Curious About Words

Day 1

Introduce Meanings

Assess To assess what word meanings children already know, copy and distribute the **Pretest/Posttest** on pages 100–101. Use page 66 to administer the test.

Explain Write each oral vocabulary word below on the board. Read it aloud. Offer an explanation and a brief example for each word.

Words About Good Manners

apologize *v.* to say you are sorry *Please apologize for your rude behavior.*

civil *adj.* polite *You should be civil to your sister even when she bothers you.*

introduce *v.* to make something or someone known *Mom will introduce herself to the new neighbors.*

invite *v.* to ask *The boy can invite a friend for a sleepover.*

note *n.* a short written message *You should send a thank-you note when you receive a gift.*

self-control *n.* ability to control your own actions *Self-control is important at home as well as at school.*

Discuss Guide children to see the relationship between each word and the category. Ask questions such as these: **Why might someone apologize to a friend? Why is it polite to introduce yourself to a new student?**

Read Aloud Explain that you will read aloud a story about good manners in the classroom. Then read aloud "How to Act in the Classroom." Discuss the Comprehension questions.

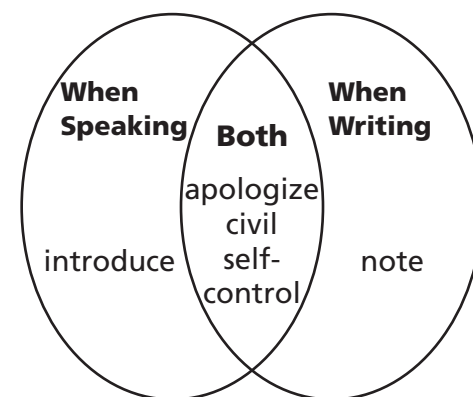
Day 2

Categorize and Classify

Reread and Explain Reread "How to Act in the Classroom." At the end of each sentence that includes an oral vocabulary word, stop and repeat the explanation of the word. Then reread the sentence.

Use a Graphic Organizer Use the graphic organizer and the questions below to reinforce understanding of the relationship between each word and the category.

Words About Being Polite



1. Think about this sentence: *Pam **apologized** for not sharing the crayons.* Which action showed Pam's good manners? Why? (apologizing; Sample answer: Pam felt badly about not sharing.)
2. Suppose you tell a new student your name. What word describes that? (introduce)
3. At lunchtime, what could you do to be **civil** to a new student? (Sample answer: You could **invite** the student to sit next to you at lunch.)



Day 3

Introduce Meanings

Explain Write each oral vocabulary word below on the board. Read it aloud. Offer an explanation and a brief example for each word.

Words About Scary Things

fierce *adj.* wild and dangerous
The fierce storm knocked out power for hours.

frightening *adj.* scary
A frightening movie can cause bad dreams.

horrifying *adj.* causing very strong fear
Some monsters can be horrifying.

panicking *adj.* having a sudden feeling of fear
The teacher calmed the panicking boy.

savage *adj.* cruel and uncontrolled
The savage lion attacked the smaller animal.

terror *n.* strong fear
Because she was afraid of the dark, the girl felt terror at night.

Discuss Guide children to see the relationship between each word and the category. Ask questions such as these: **What scary things cause you to feel terror?** **What scary things might cause a person to panic?** Name something that you think is **frightening**.

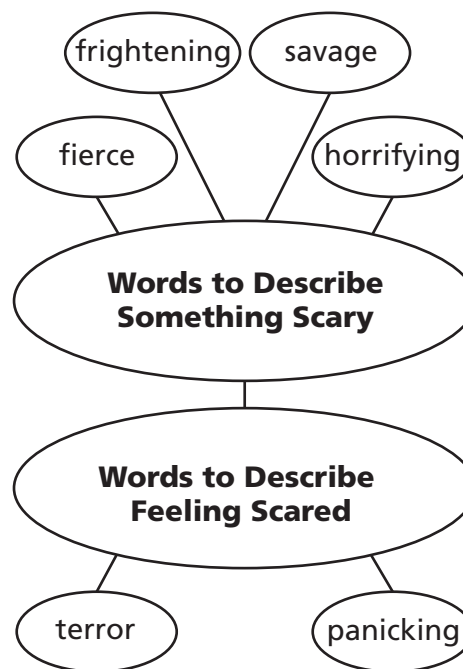
Read Aloud Explain that you will read aloud a story about a dog that is afraid of a rainstorm. Then read aloud "When It Rains, It Roars." Discuss the Comprehension questions.

Day 4

Categorize and Classify

Reread and Explain Reread "When It Rains, It Roars." At the end of each sentence that includes an oral vocabulary word, stop and repeat the explanation of the word. Then reread the sentence.

Use a Graphic Organizer Use the graphic organizer and the questions below to reinforce understanding of the relationship between each word and the category.



1. Meeting a bear in the woods would be _____. (Sample answers: **frightening**; **horrifying**)
2. This experience might cause you to be filled with _____. (**terror**)
3. How might you help a **panicking** person? (Sample answer: I could tell the person to take a deep breath.)

Day 5

Deepen Understanding

Review Repeat explanations for all oral vocabulary words. Use the definitions and examples from Day 1 and Day 3.

Guide Partner Activities Have partners work together to complete each of the activities below. Circulate and listen to partners as they work. Provide corrective feedback.

Categorize Work with a partner. List three animals that are **fierce**. Then list three things that can cause **terror**. Which animal on your list would most cause a person to **panic**? Why?

Role-Play Work with a partner. Take turns acting out a conversation in which you **apologize** for not being **civil** to your partner.

Examples What are some things that are **savage**? Tell your partner. Then name some ways to practice **self-control**.

Draw Draw a picture of a **frightening** monster. What details would make the monster look **horrifying**?

Write Imagine you are having a party. Write a **note** to **invite** a **frightening** monster to the party. Tell a partner how you would **introduce** the monster to your friends.

Assess To assess what word meanings children have learned, copy and distribute the **Pretest/Posttest** on pages 100–101. Use page 66 to administer the test. Compare scores with Day 1 assessment.