



Summary

This book talks about the importance of being polite. It also includes examples of how you can practice using your manners and being polite.

Guided Reading Level	Lexile Level	100th word	Total Word Count
G	250	should pg. 10	240

Standards:

Common Core Language Arts

- Use the illustration and key details in a text to describe its key ideas
- Ask and answer questions about key details in a text
- Identify the main topic and retell key details

Lesson Focuses for Guided Reading (Select lesson focus based on Student's needs)

Writing Craft	Comprehension	Reading Strategies Decoding, & Phonics	Academic Vocabulary
Use of quotation marks Use of question marks	Connecting text to self using prior knowledge Summarizing information Inferencing	Using picture clues Self-monitoring and self-correcting Locating known and unknown words	friends kindness manners polite thoughtful turn

Lesson

1. Warm up for reading – Students read familiar books independently.
2. Introduction of **May I Please?** – Introduce **May I Please?** by looking at the cover photo and starting a discussion about what students know about being polite and having manners.
Suggested questions to facilitate introductory conversation:
 - Look at the picture on the cover. What do you think is happening in the picture?
 - What do you think we are going to read about in this book?
 - What does it mean to have manners?
3. Skimming and Scanning **May I Please?** – Use this time to introduce or review your lesson focus strategies and/or skills.
Suggested skimming and scanning prompts:
 - Look at the text on pg. 4. Why do you think the word *polite* is in bold? Direct students to the glossary in the back of the book.
 - What does the word *polite* mean?
 - Look at the glossary. Which words are familiar to you? Which words are new to you? Look for these words in bold print. Sometimes you can also get more information about a new word by reading on.
 - Look at the pictures in the book. What are some the ways children are using manners in the pictures?
4. Reading **May I Please?** – Students read independently or with a partner.

5. After reading **May I Please?** – Open the conversation with a question that relates to the comprehension strategy of inferring. After a brief conversation about the contents of the book move to questions that support your lesson focus.
Suggested after reading content connection questions:
 - When are some times you have used manners?
 - How can you be polite at the dinner table?
 - What are some other ways you can practice being polite with your friends?
 - What do you think would happen if you were never polite to your friends?
 - What do you think would happen if you weren't polite to your mom or dad?
 Suggested after reading lesson focus prompts:
 - I noticed (student's name) using (reading strategy) while you were reading. Did it help with your reading? (Repeat this question to highlight different reading strategies or skills used by students.)
 - Did the pictures help you understand the book? Tell us how.
 - Did you self correct when something didn't make sense? Show me where you self corrected.
6. After Reading Application for **May I Please?** – Have students complete the reproducible on Descriptive Attributes.

Name: _____

Date: _____

May I Please?

Directions: Choose one way that you can be polite. In the box, draw a picture of you being polite and then write about how you are being polite on the lines below.

Draw:



Write:
