



Interactive Read-Aloud Lesson Plan: The Book of Rules

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Target Age:
Pre-K / Kindergarten



CLASS Focus Area:
Instructional Support &
Social-Emotional Development



PRE-READING (BUILDING THE SCAFFOLD)



Introduce the Concept:
Today we are going to read a book that has very special rules! We will practice following directions, moving our bodies, and transitioning from getting our sillies out to finding our calm, quiet focus."



Vocabulary Preview:
Introduce the word *mindful*.
"When you are *mindful*, it means you slow down, pay close attention to your body, and notice how you feel inside. We are going to practice being mindful listeners today!"



First-Look Prediction:
Show the cover:
Look at this giant, silly purple monster named Dennis! The cover says we have to follow all the rules in the book, or Dennis might eat us up. Do you think Dennis looks like a scary monster or a goofy monster? What kind of rules do you think he wants us to follow?"



POST-READING (CONNECTING & CREATING)



Brainstorming (Creating):
Let's brainstorm a new silly rule for Dennis to add to his book! If you could create rule number 12, what funny action or calm movement would you ask our class to do?"



Prompting Thought Processes:
'How did the book help us go from hyper and silly to quiet and ready for our next activity?"



Wrap-Up Language Modeling:
'You all used wonderful *self-control* during this book. Let's say those words together: *self-control*.
Self-control means managing your body and energy so you are ready to listen and learn!"



DURING READING (DEEPENING THE CONCEPTS)

Goal: Avoid just reading the text. Use strategic opportunities to deepen thinking, build language, and make connections.

Note: Select one or two opportunities per reading session.

1 Opportunity 1: When the book introduces the rules and warns that Dennis might eat rule-breakers.		
	Concept Development	"Why do you think the author made a rule that Dennis will eat us if we don't listen? Is Dennis really going to eat us, or is he playing a pretend game?"
	Language Modeling	"Dennis is using humor to help us practice following directions. Tell me about a time you played a fun game where you had to follow rules, like Simon Says."
	Quality of Feedback (Scaffolding) Dialogue	- Teacher: "What does the book say will happen if we don't follow the rules?" - Child: "Dennis eats us!" - Teacher: "Yes! The book says Dennis will turn us into monster snacks! But Dennis is actually giving us a silly, playful challenge to see how well we can listen."
	Real-World Connection	"Why do we have rules in our classroom and on the playground? How do rules help us stay safe and have fun together?"

2 Opportunity 2: When the rules ask children to do silly actions (making fish faces or mooing like a cow).		
	Concept Development	"Why is it fun to get our sillies out by making goofy faces and animal noises? How does moving our bodies help prepare our minds for listening?"
	Language Modeling	"Look at all the different silly actions happening in the pictures. Describe the funniest face or noise you can make right now!"
	Quality of Feedback (Scaffolding) Dialogue	- Teacher: "What did the rule tell us to do with our mouths?" - Child: "Moo like a cow!" - Teacher: "That's right, we made a big 'Moo!' sound together! We used our voices to follow the rule. Let's see what the next rule asks us to do with our bodies."
	Real-World Connection	"What is something funny you like to do when you have a lot of silly energy stored up in your body?"

3 Opportunity 3: When the book transitions into calm, mindful rules (closing eyes, feeling heartbeats, taking deep breaths).		
	Concept Development	"How did our energy change from mooing and making fish faces to sitting quietly and feeling our heartbeats? How does your body feel right now compared to earlier?"
	Language Modeling	"The book is asking us to slow down and listen to the room. What are some soft sounds you can hear when we sit very still?"
	Quality of Feedback (Scaffolding) Dialogue	- Teacher: "What are we feeling with our hands right now?" - Child: "Our heart!" - Teacher: "Yes! We are placing our hands on our chests and feeling our hearts beat. Taking slow breaths helps our hearts calm down so we can get ready to focus."
	Real-World Connection	"When you feel upset, excited, or restless, how can taking deep breaths help your body feel calm again?"

4 Opportunity 4: When the final rule asks to feed Dennis The Book of Rules.		
	Concept Development	"Look at what Dennis is doing at the end of the story! Why did Dennis want to eat the book instead of eating the readers?"
	Language Modeling	"Dennis was satisfied because everyone followed all eleven rules so well. How did working together make our storytime successful?"
	Quality of Feedback (Scaffolding) Dialogue	- Teacher: "Did Dennis end up eating any of us?" - Child: "No, he ate the book!" - Teacher: "He ate the book instead because you all did such a fantastic job following every single rule! You showed great self-control."
	Real-World Connection	"How does it feel when you follow instructions and finish a activity successfully with your whole class?"



CLASSROOM TIPS FOR CLASS SUCCESS



5-Second Rule:
After asking a question, wait at least 5 seconds before calling on a child or rephrasing to give ample processing time for thoughtful responses.



Repeat and Extend:
When a child gives a short answer, repeat it back and add a rich descriptive detail (e.g., Child: "I took a breath." → Teacher: "Yes, you took a deep, calming breath and held it softly!").



Building confident learners
and compassionate
communities—together.

