Let’s Be Fair!

**SUMMARY** Students read about the importance of being fair in all we do.

**VOCABULARY**

Concept Words
- fair
- help
- turns
- rules
- vote

**INTRODUCE THE BOOK**

**BUILD BACKGROUND** Discuss what it means to be fair. Ask students to share a time when they helped a friend find a fair solution.

Have students suggest words or phrases related to fairness, such as take turns, follow rules, vote. List them on the board, and explain the words or phrases they don’t know.

**PREVIEW** Invite students to take a picture walk to preview the text and illustrations. Discuss what is happening on each page and how everyone is being fair.

**READ THE BOOK**

**SET PURPOSE** Have students set a purpose for reading *Let’s Be Fair!* Ask them to think about how they can make sure a solution is fair.

**COMPREHENSION QUESTIONS**

**PAGE 3** What is happening on this page? *(Possible responses: The kids are patiently standing in line to get their food.)*

**PAGE 5** Why is taking turns a sign of being fair? *(Everyone waits the same amount of time and gets a chance; no one gets hurt.)*

**PAGE 6** What could happen if you aren’t fair at sports? *(Possible responses: Your team will be mad at you and won’t want to play with you; you can cause a fight or get your team in trouble.)*

**TEXT-TO-SELF QUESTION**
Tell about how you and your friends are fair with one another.

**REVISIT THE BOOK**

**READER RESPONSE**

**Answers**

1. staying in line; cleaning up; taking turns; following the rules; taking a vote
2. Responses will vary.
3. Possible responses: because it’s the right thing to do; to show respect; so that you will be respected

**EXTEND UNDERSTANDING** Explain to students the job of a judge—to make fair judgments about things that happen to other people. Have students discuss whether they think a person can be completely fair to everyone all the time.

**RESPONSE OPTIONS**

**WRITING** Have students write about a time or situation when they believe it is important to be fair. Encourage them to illustrate their writing.

**SOCIAL STUDIES**

**CONNECTION**
Provide simple books about the judicial system in America. Explain to students how the courts work and why they are necessary. Then have students name and tell about situations that are often decided upon by a judge and sometimes by a jury.

**GRAPHIC ORGANIZER, PAGE 26**

Have students complete the T-chart with situations that are fair and unfair. Help students with words or phrases they may not know.

*(Possible responses: Fair—when people are kind to one another, when everyone waits their turn in line, when everyone receives the same amount of food; Unfair—when people are treated unkindly, when someone cuts in line, when one person has more chores to do, when someone gets paid more to do the same work)*
Fill the chart to show fair and unfair situations.

<table>
<thead>
<tr>
<th>Fair</th>
<th>Unfair</th>
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