

What are the Rules? – Grade Kindergarten

Ohio Standards Connection:

Government

Benchmark C

Explain the purpose of rules in different settings and the result of adherence to, or violation of, the rules.

Indicator 3

Identify purposes for having rules and ways that they provide order, security and safety in the home, school and community.

Social Studies Skills and Methods

Benchmark D

Identify a problem and work in groups to solve it.

Indicator 5

Work with others by sharing, taking turns and raising hand to speak.

Lesson Summary:

In this lesson, students are involved in the development of classroom rules. The lesson includes a discussion on the purpose of having rules, as well as ways that rules provide order, security and safety in the school. The students will be given the opportunity to design pictures to accompany the classroom rules. Throughout this lesson students will also learn how to work with others by sharing, taking turns and raising their hands to speak.

Estimated Duration: 45 minutes to one hour

Commentary:

This lesson could be implemented at the beginning of the school year since it involves students in creating classroom rules. According to one field test participant, student involvement and communications promoted understanding of the concepts in this lesson. The participant also noted that there was much evidence that students at various developmental levels used critical thinking skills and reflection during this lesson.

To maintain student involvement and real-world connections, use quality children’s literature to read aloud to the students throughout this lesson or to reinforce this lesson throughout the year. Visiting community settings and discussing rules in those settings would be helpful to provide further connection to the real world and enhance student understanding of the purpose for having rules. Consider inviting community members to visit the classroom to talk about rules in their work or home environments.

Pre-Assessment:

- Have a discussion with the students about what it means to have rules using a K-W-L chart.
- Use poster board or chart paper to make the K-W-L chart. The chart is divided into three columns with the letter “K” placed at the top of the first column. The “K” column is for recording student responses to “What I Know.”



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- A “W” is placed at the top of the second column. The “W” column is for recording student responses to “What I Want to Know.”
- An “L” is placed at the top of the third column. The “L” column is for recording student responses to “What I Learned.” The Learned column will be used as part of the post-assessment.
- Starting with the “K” column, say to the students, “Tell me what you know about why we have rules,” or, “Tell me what you know about ways rules provide order and safety.” Write student comments on the chart under the K column. Students have three to five minutes to give ideas.
- Next, say, “What do you want to know about why we have rules?” and write the comments under the “W” column of the chart. Students have three to five minutes for this column as well.
- Add pictures and diagrams to the chart to help the students read and remember what is placed on the chart. Pictures can be added during the lesson or can be added later using clip art or drawing software on the computer. At the end of this activity, post the charts in the classroom as a reference throughout the lesson.

Scoring Guidelines:

Make a simple checklist with student names listed on the left side and K, W and L headings across the top, with and columns under the headings. Use the checklist to record whether or not each student was able to give an idea for each column.

Post-Assessment:

- Complete the “L” column of the K-W-L Chart. Say, “What did you learn about the purpose of rules in the home, school, and/or community?”
- Have each student draw a picture showing something he or she has learned about the purpose of rules.
- When drawings are finished, have students dictate the explanations of their pictures and attach the dictations to the drawings.
- Have students share their pictures/dictations and display them.

Scoring Guidelines:

A rubric is used to score each picture. Explain the scoring guidelines to the students as follows:

Exceeds Expectations:

A picture that shows an example of one rule from the home environment and one rule from the school or community environment. The student is able to label the parts of the picture and describe the picture using terms that demonstrate knowledge of how the rule(s) provide(s) order and safety.



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Acceptable: A picture that shows one rule for home, school or community. The student is able to label parts of the picture and can give one reason for the importance/purpose of the rule.

Target for Improvement: The picture does not show an example of a rule. The student is not able to explain the picture.

Instructional Procedures:

1. Ask students to answer the question, “What is a rule?” Then ask them why they think there are rules (in school, at home, etc.). Reading aloud a story about rules is also a good way to open this lesson.
2. Ask students if they can think of good reasons for having rules in the classroom. Record all responses on chart paper and title it, “Reasons Why We Have Classroom Rules.” Display the chart paper to serve as a reminder for the students.
3. Explain to the class that they are going to make rules for the classroom and that they are going to have a brainstorming session. The brainstorming session allows the students to give ideas for rules. Explain that students are expected to take turns and raise their hands to speak. Decide the amount of time needed for the brainstorming session. Record all responses on a large piece of paper.

Instructional Tip:

For some kindergarten students, this may be their first experience with brainstorming, so they may give you many off-topic ideas. If this is the case, after students brainstorm ideas for rules have the whole class work together to sort the ideas into categories such as “On Topic” and “Off Topic” (or pick other categories that you deem appropriate). The sorting activity will also help students to gain a better understanding of the brainstorming process. Once you have a list of “On Topic” ideas for rules, put each one on a separate sheet of paper. In the next step, the students will be asked to give reasons why the rule is necessary.

4. At the end of the brainstorming session, review the recorded ideas for classroom rules one at a time. Give the children the opportunity to discuss the purpose for having the recorded idea as a rule. For example, if an idea for a rule from the brainstorming session is “Keep your hands to yourself” ask the children to give reasons for this rule. Record the student responses so they can be displayed with the brainstormed idea.
5. After the discussion on the purpose of the rule, discuss how the rule could provide order, security and safety in the classroom and/or school. For example, when discussing the idea “Keep your hands to yourself” have students explain how keeping your hands to yourself will allow for order and security in the classroom and/or school building. Write the ideas expressed by the students on chart paper.
6. Have the students vote for each idea, deciding whether or not it becomes a classroom rule. Keep a tally of votes next to each idea.



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Instructional Tip:

You will need to decide (ahead of time or with the class) how many classroom rules there will be and how many votes determine which of the suggestions become a rule.

7. Divide the students into pairs or small groups (depending on the number of students and rules you have). Assign one of the new rules to each pair/group. Have each pair/group create an illustration to accompany the rule. Have students use a variety of art materials for their illustrations.
8. As the pairs/groups finish their picture, have them dictate the rule and a brief explanation of what they have drawn. Attach the dictation to the drawing and have students share their drawings with the whole class.
9. Post the rules and drawings in the classroom to remind students of their classroom rules.

Differentiated Instructional Support:

Instruction is differentiated according to learner needs, to help all learners either meet the intent of the specified indicator(s) or, if the indicator is already met, to advance beyond the specified indicator(s).

- To assist students having difficulty, find a list of three to four rules that are consistent throughout classroom environments and the school building, and review these rules regularly.
- Challenge students to brainstorm ideas of consequences when violations of the rules occur.
- Introduce and review a consistent list of rules throughout the lesson and school year.

Extensions:

- Have students use the pictures from the post-assessment activity to make a class book.
- Have students role play their rule to the rest of the class and have the class guess which rule it is.
- Have students share their rules, pictures of rules and strategies for teaching the rules, with other classrooms.
- Invite a police officer or other law enforcement official to be a guest speaker to present information about rules/laws (i.e., purposes of laws, consequences for violating rules/laws).

Homework Options and Home Connections:

- Have students bring to school one important rule that they must follow at home. Have each student share his/her with the class and explain its purpose and why it's important.
- Compare home rules to the rules of the classroom.



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Interdisciplinary Connections:

English Language Arts

- **Writing Applications**

Benchmark A: Compose writings that convey a clear message and include well-chosen details.

Indicator 1: Dictate or write simple stories, using letters, words or pictures.

- **Communication**

Benchmark B: Connect prior experiences, insights and ideas to those of a speaker.

Indicator 2: Connect what is heard with prior knowledge and experience.

Benchmark E: Deliver a variety of presentations that include relevant information and a clear sense of purpose.

Indicator 5: Deliver informal descriptive or informational presentations about ideas or experiences in logical order with a beginning, middle and end.

The Arts – Visual Art

- **Creative Expression and Communication**

Benchmark A: Demonstrate knowledge of visual art materials, tools, techniques and processes by using them expressively and skillfully.

Indicator 1: Explore and experiment with a variety of art materials and tools for self-expression.

Benchmark C: Develop and select a range of subject matter and ideas to communicate meaning in two-and three-dimensional works of art.

Indicator 4: Generate ideas and images for artwork based on memory, imagination and experience.

Materials and Resources:

The inclusion of a specific resource in any lesson formulated by the Ohio Department of Education should not be interpreted as an endorsement of that particular resource, or any of its contents, by the Ohio Department of Education. The Ohio Department of Education does not endorse any particular resource. The Web addresses listed are for a given site's main page, therefore, it may be necessary to search within that site to find the specific information required for a given lesson. Please note that information published on the Internet changes over time, therefore the links provided may no longer contain the specific information related to a given lesson. Teachers are advised to preview all sites before using them with students.

For the teacher: Chart paper, markers, art materials, drawing paper, note paper, pen/pencil.

For the student: Note paper, pencil, art materials, drawing paper, pen/pencil.

Vocabulary:

- rules
- order
- security



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- safety
- community
- school
- home
- brainstorm

Technology Connections:

- Students can use the computer to create a class book with clip art to accompany the text.
- Use a digital camera to take pictures of the students depicting the rules being followed.

Research Connections:

Marzano, R. et al. *Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement*, Alexandria, VA: Association for Supervision and Curriculum Development, 2001.

Nonlinguistic representations help students think about and recall knowledge. Nonlinguistic representations included in this lesson are the following:

- Generating mental pictures;
- Drawing pictures and pictographs; and
- Engaging in kinesthetic activity.

Daniels, H. and M. Bizar, M. *Methods that Matter: Six Structures for Best Practice Classrooms*, ME: Stenhouse Publishers, 1998.

In this lesson students use their own classroom environment for which they create rules to provide, order, security and safety. Using their own classroom provides relevancy for the students and helps them make connections between what they are learning in the classroom to their lives outside the classroom. Authentic experiences help students develop real-world knowledge and skills and apply their learning in ways that prepare them for their careers and lives beyond school.

Ogle, D. *Reading Comprehension: Strategies for Independent Learners*. Guilford Press, 2001.

Ogle, D. *Reading Teachers*, “K-W-L: A Teaching Model That Develops Active Reading of Expository Text,” 1986. Volume 40, p. 564-570.

General Tips:

Ensure that all students participate in the development of classroom rules.