

Instructional Recipe

Why Do We Need Rules?

Kindergarten, First Grade
 Social Studies, Language Arts

Step 1 – Ask

Objectives: Students will explain the purpose of having rules. Students will determine what would

Introduction: Read and discuss David Goes to School by David Shannon. Ask students why David got in trouble. What did he do wrong? What should he have done?



“Rep. Richard Gephardt, D-Mo., talks to third grade students at the Rodgers Elementary School in St. Louis County, Mo.” Online Photograph. EBSCO Image Collection. 13 Oct. 2008 <<http://search.ebscohost.com/login.aspx?direct=true&db=imh&AN=imh169195&site=srck5-live>>

Ask:

- ★ What rules do we have to follow at school?
- ★ Why are rules important?
- ★ What would happen if there were no rules?
- ★ Which rule is the most important?

Vocabulary:

- ★ Rule
- ★ Respect

Social Studies TEKS:

(K.8) **Government.** (A) identify purposes for having rules; and (B) identify rules that provide order, security, and safety in the home and school. (1.10) **Government.** (A) explain the need for rules and laws in the home, school, and community; and (B) give examples of rules or laws that establish order, provide security, and manage conflict.

Language Arts TEKS:

(K.15) **Writing/composition.** (A) dictate messages such as news and stories for others to write; (B) write labels, notes, and captions for illustrations, possessions, charts, centers; (C) write to record ideas and reflections; (D) generate ideas before writing on self-selected topics; (E) generate ideas before writing on assigned tasks; (F) use available technology to compose text. (1.18) **Writing/purpose.** (A) dictate messages such as news and stories for others to write; (B) write labels, notes, and captions for illustrations, possessions, charts, and centers; (C) write to record ideas and reflections (1.19) **Writing/writing processes.** (A) generate ideas before writing on self-selected topics; (B) generate ideas before writing on assigned tasks; (E) use available technology to compose text.

Technology Application TEKS:

(7) **Solving problems.** (A) use software programs with audio, video, and graphics to enhance learning experiences; (B) use appropriate software, including the use of word processing and multimedia, to express ideas and solve problems. (10) **Communication.** (B) use font attributes, color, white space, and graphics to ensure that products are appropriate for the communication media including multimedia screen displays and printed materials. (11) **Communication.** (A) publish information in a variety of media including, but not limited to printed copy or monitor display; (B) publish information in a variety of media including, but not limited to stored files or video.

Step 2 – Investigate

Read the following articles to students. Activity sheets can be printed and distributed for students to complete.

K-12 Databases Resources:

- ★ [Do You Know School Rules?](#) Weekly Reader - Edition K, Sep2004, p2-2, 1p, 7c; (AN 14228210)
- ★ [How Many Are There?](#) Weekly Reader - Edition K, Sep2004, p4-4, 1p, 4c; (AN 14228665)
- ★ [How Do We Learn in Kindergarten?](#) Weekly Reader - Edition K, Sep2003, p2-3, 2p, 5c; (AN 10604027)
- ★ [How Can They Get Along?](#) Weekly Reader - Edition K, Jan2005, p4-4, 1p, 8c; (AN 15363465)
- ★ [Zip and B.J. Are Friends.](#) Weekly Reader - Edition K, Sep2005, Special section p4-4, 3p, 10c; (AN 17903898)

Books:

- ★ Shannon, David. [David Goes to School](#). New York: Blue Sky Press, 1999.
- ★ Meiners, Cheri & Johnson, Meredith. [Know and Follow Rules](#). Minneapolis: Free Spirit Publishing, 2005.



Step 3 – Create

As a whole class, review the list of rules in your classroom. Have students act out how to follow each rule. As an option, they could also act out an example of not following the rule. Discuss consequences and rewards for following and not following rules.

🔗 Technology Link – Video tape students as they act out how to follow each rule. Make a how-to video that could be shared with other classes.

Step 4 – Discuss

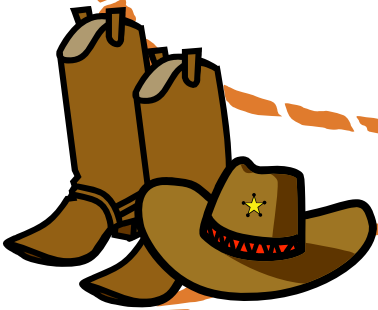
Have students complete the following activity:

- ★ Choose the classroom rule that you think is most important. Draw a picture to show how to follow that rule. Explain why that rule is important. What would happen if people didn't follow that rule? (Students may attempt to write their explanation or may dictate their information to the teacher)

🔗 Technology Link – Use a program, such as MS Paint or Kid Pix, to draw the pictures.

Extension Activity:

- ★ Allow students to generate rules for other areas of the school, such as the playground, hallway, or cafeteria.



Step 5 – Reflect

Allow students to share and discuss their drawings with the rest of the class. All of the drawings can be assembled into a classroom book about rules.

Use the following suggested rubric to assess the students' work. Make sure that the students are familiar with the rubric *before* they begin creating their project.

🔗 Technology Link: You can also create your own rubric with your students at <http://rubistar.4teachers.org/index.php>.

Follow the Rules (Rubric)

CATEGORY	4	3	2	1
Drawing of Rule	Drawing accurately depicts how to follow the rule. Drawing is very detailed.	Drawing accurately depicts how to follow the rule.	Drawing somewhat depicts how to follow the rule.	Drawing does not relate to the rule.
Explanation of Importance of Rule	Student gives 2 or more reasons why the rule is important. Student explains why the rule is more important than the others.	Student gives at least 2 reasons why the rule is important.	Student gives one reason why the rule is important.	Student cannot explain why the rule is important.
Explanation of Not Following Rule	Student describes in detail 2 or more consequences for not following the rule, such as how others might be hurt.	Student lists 2 consequences for not following the rule.	Student lists only one consequence for not following the rule.	Student cannot list any consequences for not following the rule.
Attractiveness	The drawing is exceptionally attractive in terms of design, layout, and neatness.	The drawing is attractive in terms of design, layout and neatness.	The drawing is acceptably attractive though it may be a bit messy.	The drawing is distractingly messy or very poorly designed. It is not attractive.