

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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Marion Effie Potter



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Guide to the Rule-making Process of the Ohio Department of Education and the Ohio State Board of Education Ohio. Department of Education, 2002 Ohio's Statewide Testing Program Center for Curriculum and Assessment (Ohio). Office of Curriculum and Instruction, Center for Curriculum and Assessment (Ohio). Office of Assessment, Ohio. Department of Education, 2003 **Organization and Methods of the Ohio Department of Education** Everett Crawford, James M. Furman, Ohio. General Assembly. Legislative Service Commission, 1957 Ohio Department of Education Local Professional Development Committee By-laws Ohio. Department of Education. Local Professional Development Committee, 2000

Guidelines for Providers of Ohio Department of Education Approved Continuing Education Units Ohio. Division of Inservice Education, 1986 **Report of the Secretary of State on the Condition of Common Schools** Ohio. Department of Education, Ohio. Office of the State Commissioner of Common Schools, 1910 *School Discipline and Safety* Suzanne E. Eckes, Charles J. Russo, 2012-08-14 Education of America's school children always has been and always will be a hot button issue From what should be taught to how to pay for education to how to keep kids safe in schools impassioned debates emerge and mushroom both within the scholarly community and among the general public This volume in the point counterpoint Debating Issues in American Education reference series tackles the topic of school discipline and safety Fifteen to twenty chapters explore such varied issues as child abuse reporting corporal punishment student uniforms zero tolerance policies and more Each chapter opens with an introductory essay by the volume editor followed by point counterpoint articles written and signed by invited experts and concludes with Further Readings and Resources thus providing readers with views on multiple sides of school discipline and safety issues and pointing them toward more in depth resources for further exploration *Catalog of Copyright Entries. Third Series* Library of Congress. Copyright Office, 1974 *Resources in Education* , 2000 **Rules for Preschool Programs** Ohio. Department of Education, 1991 New Focus , 1988

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Bulletin of the Public Affairs Information Service Public Affairs Information Service, 1925 **Annual Report of the Board of Education of the Columbus Public Schools** Columbus (Ohio). Board of Education, 1901 Contains courses of study rules and regulations and directory of teachers *The United States Catalog; Books in Print January 1, 1912* Marion Effie Potter, 1921

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