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Rules Rule! (1st grade)

Lauren Turley
laurenturley3@gmail.com

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Rules Rule! A 1st Grade Social Studies UbD Unit

Stage 1 – Desired Results		
<p>TEKS: 11.A explain the purpose for rules and laws in the home, school, and community;</p> <p>11.B identify rules and laws that establish order, provide security, and manage conflict.</p>	Transfer	
	<p><i>Students will independently use their learning to...</i> Identify and evaluate a recess rule that promotes fairness and safety and explain the reasoning for why they selected one rule as best.</p>	
	Meaning	
	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;"> <p>Understandings <i>Students will understand that....</i></p> <ul style="list-style-type: none"> ● Rules and laws are created to be fair and keep people safe. </td> <td style="width: 50%;"> <p>Essential Questions:</p> <p>1: Why do we follow rules? 2: What makes something fair at school? 3: What makes something safe at school?</p> </td> </tr> </table>	<p>Understandings <i>Students will understand that....</i></p> <ul style="list-style-type: none"> ● Rules and laws are created to be fair and keep people safe.
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Acquisition		
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Stage 2 – Evidence		
<p>Performance Task(s): <i>Students will demonstrate meaning making and transfer by...</i></p> <p>First, students will demonstrate an understanding of the need for rules by generating issues at recess that are unsafe or unfair. Next, the teacher will generate three rules: one that is very safe but not fair, one that is fair but not safe and one that is both safe and fair.</p> <p>Then, the students will select which rule they think is the best and will record a video in which they tell which rule they picked and explained why they picked it. Finally, we will discuss as a class which rule we will pick, chart it with our other recess rules and implement it at recess.</p> <p>-----</p>		

<p>Day 3: Please Play Safe!</p> <ul style="list-style-type: none"> ● In a whole group setting, tell students of a something that makes you feel safe. Next, have students turn and talk to a partner about a time when they felt safe. Have 2-3 students share their experiences with the whole class. ● Read “Please Play Safe” by Margery Cuyler. ● Students will return to their workspaces and draw a picture (<i>Supplement 1</i>) about a time they felt safe and a time they felt unsafe. As students finish they will take a picture of their drawing and record their explanation over the pictures on SeeSaw. <ul style="list-style-type: none"> ○ Introduce EQ:1 and tell students we will be figuring out this question over the next few days. 	<p>Student conversation, student illustration of experience and explanation of thinking</p>
<p>Day 4: Rules at Home</p> <ul style="list-style-type: none"> ● Review EQ 1. ● In a whole group setting, tell the students they are going to be detectives. They are going to need to figure out what some of the rules are in “No David” by using the pictures and what they already know in their brains. <ul style="list-style-type: none"> ○ Read “No David” by David Shannon pausing to chart the different rules that David follows at home. 	<p>Student conversation, collective Chart</p>
<p>Day 5: Rules at School</p> <ul style="list-style-type: none"> ● Review EQ 1. ● Review how the students figured out different rules families have at home. Today they are going to do some detective work to figure out the rules in David’s school. <ul style="list-style-type: none"> ○ Read “David Goes to School” by David Shannon pausing to chart the rules David follows at school. 	<p>Student conversation, collective Chart</p>
<p>Day 6: Rules Are For Everyone!</p> <ul style="list-style-type: none"> ● <i>There are rules that your parents, teachers, and even the president need to follow! A rule that everyone in the community needs to follow is called a law. Today we are going to talk about some laws in San Antonio and the United States that help keep people safe and make things fair.</i> <ul style="list-style-type: none"> ○ Introduce a poster with the following laws and visuals (<i>Supplement 2</i>) <ul style="list-style-type: none"> ■ “Don’t Litter” ■ “Don’t Steal” ■ “Don’t Speed”. ○ Watch Brainpop Jr. Local and State Government Video pausing to discuss the laws referenced. ● Students will reflect on their learning by picking one of the rules 	<p>Student Posters</p>

and designing a poster to teach the kindergarten students about the law. Students may work by themselves or in a small group.

----- Performance Assessment-----

Day 7: Introduce the Performance Assessment

- Introduce and discuss EQ's 2 & 3.
- Have students watch "Officer Buckle and Gloria" read aloud (there are several fabulous options on Youtube).
 - While students are watching the video, pull students 1-on-1 or in pairs to ask them why we follow rules, rate their responses on the rubric. (*Supplement 3*)
- After the video bring students together to circle up to generate a list of things that are not fair or safe at recess. After a substantial list has been generated, explain that tomorrow we will work together to figure out a new rule to help make recess more fair and safe.

Day 8: Which Rule is Best?

- Introduce 3 teacher-generated rules that address one of the student generated recess issues.
- Tell students they will use an iPad to make a video in which they pick which rule they think is best and explain why. Model recording the video only saying which rule I pick without saying why. Review the rules and explain that students need to pick a rule and say *why* they think that rule is the best.
- Pair students up with 1 iPad, one student will hold the iPad and record while they other picks their rule and explains why they picked that one. Then they will switch roles and the other student will hold the iPad and record.

Day 9: Our New Recess Rule

- Come together to reveal which rule was selected to keep recess safe and fair citing student explanations.
 - If there was not a clear consensus about the best rule, talk about some explanations I overheard.
- Chart the new rule, have students sign their names below the rule and go out to recess.

Teacher-Student
Conversations

SeeSaw Videos