Rules Rule! (1st grade)

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### Stage 1 – Desired Results

<table>
<thead>
<tr>
<th>Transfer</th>
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| *Students will independently use their learning to...*  
Identify and evaluate a recess rule that promotes fairness and safety and explain the reasoning for why they selected one rule as best.  

<table>
<thead>
<tr>
<th>Meaning</th>
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<tbody>
<tr>
<td><strong>Understanding</strong></td>
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| *Students will understand that...*  
- Rules and laws are created to be fair and keep people safe.  

**Essential Questions:**  
1: Why do we follow rules?  
2: What makes something fair at school?  
3: What makes something safe at school?  

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<tr>
<th>Acquisition</th>
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<tr>
<td><strong>Knowledge</strong></td>
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| *Students will know...*  
- Rules at:  
  - Home  
  - Classroom  
  - School  
- Fair: everyone getting what they need to be successful  
- Safe: protected, not hurt  

**Skills** |
| *Students will be able to...*  
- Illustrate examples and nonexamples of fairness  
- Illustrate examples and nonexamples of safety  
- Verbally identify rules at home and school  
- Verbally explain why we follow rules.  
- Verbally explain why a rule promotes fairness and/or safety.  

### Stage 2 – Evidence

**Performance Task(s):**  
*Students will demonstrate meaning making and transfer by...*

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. 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 picked, chart it with our other recess rules and implement it at recess.
Other Evidence (e.g., formative)
Pre-assessment, student conversations, student SeeSaw videos, student illustrations, student writing.

<table>
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<tr>
<th>Stage 3 – Learning Plan</th>
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<tr>
<td>Pre-Assessment:</td>
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<tr>
<td>To pre-assess students, I will have students turn and talk to discuss the questions below. I will walk around to listen to student’s responses and then call some students to share out so I can record their thinking.</td>
</tr>
<tr>
<td>● What is a rule?</td>
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<tr>
<td>● Why do we follow rules?</td>
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<tr>
<td>● What are some rules you follow at home?</td>
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<tr>
<td>● What are some rules you follow at school?</td>
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<thead>
<tr>
<th>Learning Activities</th>
<th>Progress Monitoring (e.g., formative data)</th>
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<tr>
<td>Day 1: Pre-Assessment</td>
<td>Pre-Assessment</td>
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<tr>
<td>● In a whole group setting, pose the following questions and have students turn and talk to discuss their ideas. After students have had the opportunity to discuss each question call on 2 students to share their thoughts with the class.</td>
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<tr>
<td>○ What is a rule?</td>
<td></td>
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<tr>
<td>○ Why do we follow rules?</td>
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</tr>
<tr>
<td>○ What are some rules you follow at home?</td>
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<tr>
<td>○ What are some rules you follow at school?</td>
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<tr>
<td>● Play Red Light, Green Light, do not give any rules or directions.</td>
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<td>○ After 2-3 rounds, bring the students together to discuss how the game went. If necessary guide the discussion about how it was confusing or not fair. Introduce the following rules and play again.</td>
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<tr>
<td>○ Players line up on one side and the person who is calling out “Red Light!” and “Green Light!” stands in the middle of the field. Whenever “Green Light!” is called out, players can run forward. However, when “Red Light!” is called out, they must stop immediately.</td>
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Day 2: That’s Not Fair!
● In a whole group setting, have students turn and talk to a partner about a time when something was not fair. Have 2-3 students share their experiences with the whole class.
● Read “It’s Not Fair” by Amy Krouse Rosenthal.
● Students will return to their workspaces and draw a picture (Supplement 1) about a time something was fair and a time when something was unfair. As students finish they will take a picture of their drawing and record their explanation over the pictures on SeeSaw.

|                                                    |                                           |
|                                                    | Student conversation, student illustration of experience and explanation of thinking |
Day 3: Please Play Safe!
- 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 (Supplement 1) 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.
  - Introduce EQ:1 and tell students we will be figuring out this question over the next few days.

Day 4: Rules at Home
- 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.
  - Read “No David” by David Shannon pausing to chart the different rules that David follows at home.

Day 5: Rules at School
- 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.
  - Read “David Goes to School” by David Shannon pausing to chart the rules David follows at school.

Day 6: Rules Are For Everyone!
- 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.
  - Introduce a poster with the following laws and visuals (Supplement 2)
    - “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
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 the 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