

# I Follow Rules

## Fast Facts

Curriculum Area: Social Studies  
Grade Level: Kindergarten  
Suggested Duration: One-two 50-minute class periods

## Stage 1 Desired Results

### Established Goals

**Social Studies Standard 2 Benchmarks 4, 5, 6:** I Follow Rules.

**IEFA Essential Understanding 2:** There is a great diversity among individual American Indians as identity is developed, defined, and redefined by entities, organizations, and people. A continuum of Indian identity, unique to each individual, ranges from assimilated to traditional. There is no generic Indian. (What is important is that all humans be allowed feelings of integrity and pride connected with who they are and with whom they identify in order to help them develop the self-esteem and self-confidence that will enhance their learning. Each student has an opportunity to feel included in the classroom either through materials or pedagogical practices.)

### Understandings

- Everyone gets a turn to speak while I listen.
- I show respect to others when I listen and take turns speaking.
- We are like a family in my classroom.

### Essential Questions

- Why should I follow the classroom rules?
- What happens if I don't listen and follow the rules?
- What different things can I learn from my classmates?
- What are ways to show respect?
- How does it make you feel (inside) when you accept another classmate?

### Students will be able to...

- listen while others speak – accept them, respect them.
- ask questions for understanding.
- follow classroom rules.
- learn what the word respect means and use it in a sentence.
- give examples of how they show respect to teachers and classmates in the classroom.

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### Students will know...

- to learn rules “I have to be a good listener.”
- I think before I decide to speak, raising my hand in class and taking turns on the playground.
- rules help us know what we can do.
- when I don’t follow rules, there is a consequence.
- choosing to follow rules makes you feel good inside (pride and self-confidence).

## Stage 2 Assessment Evidence

### Performance Tasks

1. Students will draw a picture of themselves and things they do to show respect to and for their teacher (and/or parents or guardians).
2. Students will draw a picture of themselves and things they do to show respect to and for their classmates.

### Other Evidence

Activity - “Magic Carpet Ride” Activity. *The Indian Reading Series Levels I, II, III Teacher’s Manual*, from the Northwest Indian Reading and Language Development Program Northwest Regional Educational Laboratory, 1977. (page 53)

## Stage 3 Learning Plan

### Learning Activities:

What learning experiences and instruction will enable students to achieve the desired results: Learning rules and following rules guide student’s decision making. Role-playing the actions of rules allows students to gain an awareness of classroom expectations. Learning rules is an ongoing, developmental life skill, which allows for year-long classroom guidance and support. Self-knowledge of students can be linked to many different sources of literature, classroom/ playground, and home experiences throughout the year.

*W= help students know where the unit is going and what is expected?*

Students and teacher discuss classroom rules for student understanding and awareness, as well as why rules are made. Role-playing and teacher expectations are consistently presented at opportune learning times which provide real-world examples for students.

*H= hook all students and hold their interest?*

The teacher will tell the students they are going to hear a story about a rattlesnake – a baby rattlesnake who did not want to wait for something special in his life – so his parents gave him the

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special thing before he was ready. And what happened? He broke the rules! (Read aloud, *Baby Rattlesnake* (Te Ata, Adapted by Lynn Moroney).

Students can paint a backdrop desert scene.

Provide opportunities to view the Web site of rattlesnakes in Montana (photos and information about prairie rattlesnakes).

*E= Equip students, help them experience the key ideas and explore the issues?*

Any literature that supports student's real-world situations developmentally may be used to guide understanding of rules.

During a second reading of *Baby Rattlesnake*, students can take turns acting out the characters (and using a rattle) as the teacher reads, pausing for the drama.

*R= Provide opportunities to rethink and revise their understandings and work?*

Students and teacher discuss the rule that baby rattlesnake broke and the consequences of him breaking the rules.

*E= Allow students to evaluate their work and its implications?*

Teacher guides students to relate the actions in the story to real life situations (following rules/breaking rules).

*T= Be tailored (personalized) to the different needs, interests and abilities of learners?*

Provide for all students as they listen and act out the story. Tape the story for the listening center.

*O= Be organized to maximize initial and sustained engagement as well as effective learning?*

Use ongoing classroom and playground challenges to support and strengthen individual student awareness and responsibility for each student, as well as student respect and acceptance in cooperative classroom activities.

Record the story on tape ahead of time.

Collect and cut flat a refrigerator box for students to paint a desert scene as a backdrop to acting out the story.

Preview the Montana State Field Guide



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### Resources

Te Ata. (Chickasaw) *Baby Rattlesnake*. Adapted by Lynn Moroney and Illustrated by Mira Reisberg. San Francisco, Calif.: Children's Press, 1989. ISBN: 0-89239-111-1

*Aesop's Fables, The Grasshopper and the Ant*

“Magic Carpet Ride” Activity. [The Indian Reading Series Levels I, II, III Teacher's Manual](#). Portland, Oregon: Northwest Indian Reading and Language Development Program Northwest Regional Educational Laboratory, 1977. (page 53)

[Indian Reading Series](#), Education Northwest

[Information and poster of snakes of Montana](#), Montana Fish, Wildlife and Parks

