

# 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 Standards

- (1) The civics and government content standards for kindergarten are that each student will:
- recognize the people who create and carry out rules for the school and classroom;
  - define that being a citizen of the classroom and school community means following established rules and expectations; and
  - demonstrate citizenship through their interactions in the classroom and school community.

#### English Language Arts Standards

RL.K.3 (Key Ideas and Details); With prompting and support, identify characters, settings, and major events in a story.

RL.K.10 (Range of Reading and Level of Text Complexity); Actively engage in group reading activities with purpose and understanding.

#### Essential Understandings

EU2 Just as there is a great diversity among tribal nations, there is a great diversity among individual American Indians as identity is developed, defined, and redefined by entities, organizations, and people. 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, 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?



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- 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.

### 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 do not 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 listen to and retell two stories that deal with the consequences of not following rules.
2. Students will draw a picture of themselves and things they do to show respect to and for their teacher (and/or parents or guardians).
3. Students will draw a picture of themselves and things they do to show respect to and for their classmates.

## Stage 3 Learning Plan

### Learning Activities

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.

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.

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 special thing before he was ready. And what happened? He broke the rules! Read aloud, *Baby Rattlesnake*. (Check with your school librarian to see if your school has a copy.)

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

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.

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

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

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.

Next, have students draw pictures of themselves and things they do to show respect to and for their teacher (and/or parents or guardians).

Ask students to draw a second picture of themselves and things they do to show respect to and for their classmates.

Have students share their pictures with class and ask them to explain their drawing and why they chose the picture.

Any literature that supports student's real-world situations developmentally may be used to guide understanding of rules. The Indian Reading Series has several tribally specific stories that teach values such as love and respect, and many of these traditional stories teach valuable lessons about good and bad decisions and consequences for bad behaviors. Use the story called *How Cottontail Lost His Fingers* to close out the lesson to reaffirm the importance of following rules and being a good listener.

## Resources

[\*Baby Rattlesnake\*](#) by Te Ata (Chickasaw), adapted by Lynn Moroney and illustrated by Mira Reisberg

[How Cottontail Lost His Fingers](#)

[Indian Reading Series](#)

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

[Essential Understandings Key Concepts](#) Essential Understanding 2 Key Concept "Ideally, school curricula will offer equal recognition of the contributions students' home cultures bring to the learning situation and will help all students develop the self-esteem and self-confidence that can enhance their learning."