



**Literacy Design
Collaborative**

KA. Why Rules and Laws Are Important

by sandy mcglynn, Pam Ferrante, Rachael Moose, Marilyn D. Kline, Patty Linder, and Judith L. Irvin

This module is part of the *National Literacy Project (NLP) Civics Collection*, a comprehensive and sequenced group of modules aimed at providing a foundation for students to master the essential concepts of civic education. The entire collection of nineteen modules addresses all of the Florida Standards/Benchmarks in civics in grades K-6. Although the collection was aimed at Florida Standards/Benchmarks, the modules can be easily modified to fit civics and literacy benchmarks in another state.

Each module covers one to three weeks of classroom instruction. The modules can be successfully implemented as a schoolwide progression, with each grade's instruction building and deepening students' knowledge and skill. Or modules can stand alone, and teachers can implement modules that address particular standards/benchmarks, as needed. Some teachers use these modules as part of their reading/language arts block; others teach the modules during the time allocated for social studies.

The modules in the *NLP Civics Collection* cover all of the benchmarks in civics (for a matrix of all of the modules, see the Teacher Resources) that are addressed in either the teaching task *or* a mini-task; some benchmarks are covered *only* in a mini-task. Essential literacy standards (Language Arts Florida Standards) are also addressed in each module (for a matrix that lists all of the LAFS standards, see Teacher Resources). In addition, the modules are designed to reinforce the instructional shifts needed for college and career readiness:

- Building knowledge through content-rich texts
- Reading and writing grounded in evidence from text
- Regular practice with complex text and its academic vocabulary

Many Florida district content specialists, school level principals, and teachers participated in this project. In addition, the *National Literacy Project*, in collaboration with the *Florida Joint Center for Citizenship*, provided direction, guidance, and oversight for each module and the collection as a whole. Each module was field-tested by at least two teachers during January – May 2017. Systematic feedback was collected from 100+ teachers through a survey and virtual conversations. If you have suggestions to improve a module or

KA. Why Rules and Laws Are Important

feedback you would like to give, please contact Dr. Judith Irvin at jirvin@NLProject.org.

In this module, students explore rules and laws and develop an understanding of why they are necessary at home, school, and in the community. Since this module is generally implemented in the first few weeks of school, students are given the option of drawing their responses.

GRADES

K

DISCIPLINE

 **Social
Studies**

COURSE

 **Civics
and
Government**

PACING

 **3hr**

Section 1: What Task?

Teaching Task

Task Template IE3 - Informational or Explanatory

Why are rules important? After reading or listening to literary and informational texts on the importance of rules and laws, draw a picture and write or dictate at least one sentence in which you explain why one of the rules from the texts is important. Support your response with evidence from the text/s.

Standards

Social Studies Next Generation Sunshine State Standards

SS.K.C.1.1

Focus

Define and give examples of rules and laws, and why they are important.

SS.K.C.1.2

Focus

Explain the purpose and necessity of rules and laws at home, school, and community.

Language Arts Florida Standards (LAFS)

LAFS.K.RL.4.10

Focus

Actively engage in group reading activities with purpose and understanding.

LAFS.K.RI.4.10

Focus

Actively engage in group reading activities with purpose and understanding.

LAFS.K.W.1.2

Focus

Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

Texts

- 🔗 [Know and Follow Rules by Cheri Meiners: Print Book Option](#)
- 🔗 [Know and Follow Rules by Cheri Meiners: Video Option](#)
- 🔗 [The Rules of the Classroom by Harry Kindergarten Music: Music Video Option](#)
- 🔗 [I Can Follow the Rules Song by HeidiSongs: Music Video Option](#)
- 🔗 [Following the Rules By Regina Burch - Print Book Option](#)
- 🔗 [But Why Can't I? by Sue Graves: Print Book Option](#)
- 🔗 [Rules and Laws by Ann-Marie Kishel - Print Book Option](#)

Student Work Rubric - Informational or Explanatory Task - Kindergarten

	Emerging	Approaches Expectations	Meets Expectations	Advanced
	1	2	3	4
Topic / Main Idea	Topic is not named; response (drawing, dictating, and/or writing) is unrelated to the prompt.	Names a topic; response (drawing, dictating, and/or writing) is loosely related to named topic and/or prompt.	Names a topic; response (drawing, dictating, and/or writing) is generally related to named topic and/or prompt.	Names a topic; response (drawing, dictating, and/or writing) clearly addresses the named topic and the prompt.
Use of Sources	Even with prompting and guidance, does not recall information from sources.	With prompting and guidance, recalls loosely related information from sources.	With prompting and guidance, recalls relevant information from sources.	With minimal guidance , recalls relevant information from sources.
Development	Response (drawing, dictating, and/or writing) includes no details related to the topic.	Response (drawing, dictating, and/or writing) includes details loosely related to the topic.	Response (drawing, dictating, and/or writing) includes details generally related to the topic.	Response (drawing, dictating, and/or writing) includes relevant details.
Organization	Parts of the response (drawing, dictating, and/or writing) are unconnected.	Parts of the response (drawing, dictating, and/or writing) are loosely connected .	Parts of the response (drawing, dictating, and/or writing) are generally connected.	All parts of the response (drawing, dictating, and/or writing) are clearly connected.
Conventions (general)	Major errors in standard English conventions appropriate to the grade level interfere with the clarity of the writing.	Errors in standard English conventions appropriate to the grade level sometimes interfere with the clarity of the writing.	Consistently applies standard English conventions appropriate to the grade level. Minor errors, while noticeable, do not interfere with the clarity of the writing.	Consistently applies standard English conventions appropriate to the grade level, with few errors. Attempts to use untaught conventions, appropriate to grade level.
Conventions (Kindergarten examples)	Many unrecognizable letters and words Little to no spacing between words Little to no use of capital letters Response shows little to no progression (top/bottom, left/right).	Most words spelled phonetically Inconsistent use of capital letters Appropriate spacing between words Little to no use of punctuation Response shows a general progression (top/bottom, left/right).	Most frequent-use words spelled correctly Some words spelled phonetically Inconsistent use of end punctuation First word in each sentence capitalized Pronoun "I" capitalized Response shows a progression (top/bottom, left/right).	Conventional spelling of frequent-use words Phonetic spelling of new words Consistent use of end punctuation Consistent spacing of words and sentences Attempts to use commas and pronouns Response shows a clear progression (top/bottom, left/right)
C3 Concept: Role of Civic Actors (civics)	Identifies a student's role or responsibility as a member of a group.	Identifies the roles and responsibilities of different people in a community.	Describes the roles and responsibilities of different people (e.g., leaders and others) in a community.	Describes the roles and responsibilities of different people in a community and how they are important.

Background for Students

This week, we will focus on learning what rules and laws are and why they are important. You will listen to several books and complete activities to help us along the way.

Extension

Not provided

Section 2: What Skills?

Preparing for the Task

TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.

TASK ANALYSIS: Ability to understand and explain the Teaching Task.

ESSENTIAL VOCABULARY: Ability to identify and master terms essential for understanding a text.

Reading Process

COMPREHENDING THE TEXT: Ability to retell stories and ask and answer questions about key details in a text.

Transition to Writing

PREPARE TO WRITE: Ability to participate in group and individual review activities that bridge reading to writing.

Writing Process

WRITING: Ability to use a combination of drawing, dictating, and writing to explain the importance of a concept.

Section 3: What Instruction?

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
Preparing for the Task				
10 mins	<p>TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.</p>	<p>1. CLASSROOM RULES Name and discuss classroom rules.</p>	<p>Students meet expectations if they:</p> <ul style="list-style-type: none"> name classroom rules or identify where the rules are posted 	<p>1. Introduction: What are rules? (<i>Ask what students think they are for, or if they don't seem to know about rules explain that rules tell us how to behave.</i>) Raise your hand if you can tell us a rule.</p> <p>Today we're going to have some fun talking and singing about classroom rules. Raise your hand if you can name one of our classroom rules (or show where the rules are posted). Let's read our classroom rules together. How do these rules help us?</p> <p>What about other places at school; are there rules when you go into other rooms? (Students name rules for music, art, library, lunchroom, etc.) Why do you think we need those rules?</p> <p>2. Let's have some fun and learn a song about some classroom rules.</p> <ul style="list-style-type: none"> Pre-select the music video that you feel is the best fit for your students. (The videos offer a Total Physical Response option for ELLs as described in the ESOL Strategies - Teacher Resources) <ul style="list-style-type: none"> I Can Follow the Rules Song - includes text The Rules of the Classroom - includes text <p>3. Review classroom rules for staying in your own space, then have students stand to participate with the video. Sing, move, and have fun!</p> <p>4. Facilitate a discussion to compare rules in the music video to your own classroom rules.</p> <p>5. Enjoy the video one more time to close the lesson.</p>
<p>Standards:</p> <p>LAFS.K.SL.1.1. : Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p>				
<p>Additional Attachments:</p> <ul style="list-style-type: none"> 🔗 I Can Follow the Rules Song by HeidiSongs: Video Option 🔗 The Rules of the Classroom by Harry Kindergarten Music 📄 ESOL Strategies.pdf 				
20 mins	<p>TASK ANALYSIS: Ability to understand and explain the</p>	<p>2.WHAT WE WILL DO CHART Participate in class</p>	<p>Students meet expectations if they:</p> <ul style="list-style-type: none"> participate actively in 	<p>1. Warm-up Activity: Play/view and participate in the music video selected for Mini-Task #1.</p> <ul style="list-style-type: none"> I Can Follow the Rules Song

KA. Why Rules and Laws Are Important

Teaching Task.

discussion and create a chart to identify the actions required to successfully complete the Teaching Task.

- class discussion
- complete the What We Will Do Chart accurately

- The Rules of the Classroom
2. Display the Teaching Task (what we will do) written clearly on chart paper all students to see. (Leave space to insert visual cues to scaffold reading. See sample chart in Teacher Resources.)
 3. After the first read, students should tell a partner one thing they will be doing this week.
 4. Re-read the teaching task slowly to the students, taking the time to stop at key points (e.g., bold words above) to ask if anyone shared that idea with their shoulder partner.
 5. Read the Teaching Task again using short phrases and have students echo as you point to the text. (ESOL Strategies available in Teacher Resources)
 6. Ask students to look at the Teaching Task Chart and think about what they will be doing this week, then turn to a shoulder partner to tell what they will be doing.
 7. Use the Teaching Task Chart to review what students will do:
 - read or listen to texts
 - choose one rule
 - draw a picture
 - write or dictate at least one sentence
 - explain why one rule from the texts is important
 8. What We Will Do Activity (See Student Handouts.)
 - Students (or teacher) cut out the 6 picture boxes.
 - Students glue pictures in boxes to show "what they will do" to complete the Teaching Task.
 9. Students use their finished What We Will Do chart as a guide to explain what they will do this week in small groups or with a partner.
 10. Have students save their chart to use as a guide throughout the module.

Standards:

LAFS.K.SL.1.1 : Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

LAFS.K.RI.4.10 : Actively engage in group reading activities with purpose and understanding.

Additional Attachments:

0.KA Sample Teaching Task Chart.pdf

The Rules of the Classroom by Harry Kindergarten Music: Music Video Option

What We Will Do Activity.pdf

ESOL Strategies.pdf

I Can Follow the Rules Song by HeidiSongs: Music Video Option

<p>15 mins</p>	<p>ESSENTIAL VOCABULARY: Ability to identify and master terms essential for understanding a text.</p>	<p>3. ESSENTIAL VOCABULARY Speak and listen to essential vocabulary words. Discuss word meanings.</p>	<p>Students meet expectations if they:</p> <ul style="list-style-type: none"> practice saying (or reading) the essential vocabulary words from a chart participate in whole class, small group or partner discussions about vocabulary word meaning 	<p>1. Introduction: Today we will continue on our journey to learn about rules. First we will use our chart to help us remember all the things we will be doing to learn about rules this week. Then we are going to explore some important words that will help us. We will see the important words on a chart (<i>point to eyes</i>), we will practice saying the words (<i>point to mouth</i>) and then we will listen for them in a story about rules (<i>point to ears</i>).</p> <p>2. Warm-up Activity: Read the Teaching Task chart together. (Sample Teaching Task chart can be found in Teacher Resources.)</p> <ul style="list-style-type: none"> Why are rules important? After reading or listening to literary and informational texts on the importance of rules and laws, choose one rule from the texts. Draw a picture and write or dictate a sentence in which you explain why rules at home, school, or in the community are important. Support your response with evidence from the text/s. <p>3. Use the Teaching Task Chart to review what students will do:</p> <ul style="list-style-type: none"> read or listen to texts choose one rule from the texts draw a picture of the rule write or dictate a sentence to explain why the rule is important <p>4. Introduce the the first 5 essential vocabulary words using an important word (or vocabulary) chart. (Prepare Essential Vocabulary Chart ahead of time - See Teacher Resources.)</p> <ul style="list-style-type: none"> rules school fair safe respect <p>Guide students as they practice saying all the words. (ESOL Strategies available in Teacher Resources)</p> <p>5. Students should listen for the important words as you read aloud and they listen to <i>Know and Follow Rules</i> by Cheri Meiners. (Print and video options are in Teacher Resources.) Use the pictures in the book to help students understand the meaning of the important words.</p> <p>6. After reading, use the important word (or vocabulary) chart to facilitate discussion to develop understanding of the meaning of each word. Students might turn to a partner to share the</p>
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KA. Why Rules and Laws Are Important

				<p>meaning of each word.</p> <p>7. Re-read <i>Know and Follow Rules</i> as students listen carefully.</p> <p>8. Guide students to recognize that the first two important words are also on the Teaching Task chart.</p> <ul style="list-style-type: none"> ● Have students take out their individual What We Will Do Chart they made in Mini-Task #2. (What We Will Do Activity in Student Handouts). ● Read aloud and point to the words on the Teaching Task Chart as the students read with you and point to their individual charts. <p>9. After students put individual charts away, tell them that they will be reading other books/texts to learn more about why rules are important and more important words on another day.</p> <ul style="list-style-type: none"> ● They will also learn some new important words (vocabulary). Provide a sneak peek at 4 more important words. Ask the students to use a sneaky voice and whisper each new word as you add them to the chart: ● home ● community ● obey ● laws <p>10. Whisper good-bye to the new words.</p>
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Standards:

LAFS.K.L.3.5. : With guidance and support from adults, explore word relationships and nuances in word meanings.

Additional Attachments:

 [What We Will Do Activity.pdf](#)

 [Know and Follow Rules by Cheri Meiners: Video Option](#)

 [Know and Follow Rules by Cheri Meiners: Print Book Option](#)

 [ESOL Strategies.pdf](#)

 [0.KA Essential Vocabulary.pdf](#)

 [0.KA Sample Teaching Task Chart.pdf](#)

Reading Process

20 mins	<p>COMPREHENDING THE TEXT: Ability to retell stories and ask and answer questions about key details in a text.</p>	<p>4. KEY DETAILS Listen to books, participate in class discussion, and respond to text-dependent questions using details about why rules are important.</p>	<p>Students meet expectations if they:</p> <ul style="list-style-type: none"> ● respond to text-dependent questions using accurate details about why rules are important 	<p>1. Introduction: Rules are important! Today we will use our important words (vocabulary) chart and read some new books to help us discover why rules are important. But first, let's all stand and sing the rules song.</p> <p>Warm-up activity. Play/view and participate in the music video selected for Mini-Task #1. (Videos are in Teacher Resources)</p> <ul style="list-style-type: none"> ● I Can Follow the Rules Song ● The Rules of the Classroom
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2. Did students notice any of the important words (vocabulary) in the song? Review previous important words and the new words on the chart (essential vocabulary). (ESOL Strategies available in Teacher Resources)

- rules
- school
- fair
- safe
- respect
- home
- community
- obey
- laws

3. Ask students to turn to a partner and talk about which important words are in the rules song. (Answers - Essential Vocabulary in Teacher Resources)

4. Repeat music video.

5. Have students put on their thinking caps to remember the book *Know and Follow Rules* (See *Teacher Resources*). Facilitate discussion of text-based information about rules and why they are important at school. Refer to pictures in the text to guide student reflection.

- Ask text-dependent questions related to rules at school.

Examples:

- What happened in the book to show us rules to help us get ready to learn?
- What rules in the book told us how to get along with others and be fair?
- What rules in the book helped us learn about showing respect?

6. Explain that rules are also important when we are away from school. Refer to two of the new important words on the chart.

- home
- community

7. Lead brief discussion of *home* and *community*.

- What does *home* mean to you?
- How is *home* different than school?
- What is a rule you have at home? Why is that rule important?
- What does *community* mean to you?
- What is the name of your *community*?
- What are some rules we follow in our *community*? (E.g., rules for walking or riding your bike along a road or street; rules in the grocery store)

8. Point to important words on the chart (essential vocabulary) to reinforce the concept that many **rules** in our **community**, at **home**, and at **school** help

keep us **safe**.

9. Select one or both of the following texts to read. (Essential Vocabulary and print book purchase options are located in the Teacher Resources.)

- *But Why Can't I?* by Sue Graves – Summary: Children sometimes find it hard to follow rules. This positive book shows how rules help keep people safe, healthy, and happy at home and in the community. Extension activities are included in the back of the book.
- *Following the Rules* by Regina Burch – Summary: This brief book features mice following rules at home and school, and a repeated phrase throughout - *I know rules are good for me. I can show respect.*

10. Make sure students have their thinking caps on. Lead brief discussion of text(s).

- Ask text-dependent questions related to rules at home and in the community.

Examples:

- In *But Why Can't I?* what did Jenny tell Noah was the reason to follow the rules for taking turns in a game?
- What rules did Noah learn in *But Why Can't I?* to help him be safe crossing the road to get to a community park?
- In *Following the Rules*, what rules did the mice follow to show respect?

11. Bring the lesson to a close by helping students to connect the texts and important words (essential vocabulary) to the Teaching Task. Use the Teaching Task Chart to read the task together. (See Teacher Resources.)

- Optional: Students can follow along using their individual What We Will Do Activity charts. (See Student Handouts.)

Standards:

LAFS.K.SL.2.4 : Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

LAFS.K.RI.4.10 : Actively engage in group reading activities with purpose and understanding.

LAFS.K.RL.4.10 : Actively engage in group reading activities with purpose and understanding.

SS.K.C.1.2 : Explain the purpose and necessity of rules and laws at home, school, and community.

SS.K.C.1.1 : Define and give examples of rules and laws, and why they are important.

Additional Attachments:

 [What We Will Do Activity.pdf](#)

 [0.KA Sample Teaching Task Chart.pdf](#)

 [Following the Rules by Regina Burch: Print Book Option](#)

 [Know and Follow Rules by Cheri Meiners: Print Book Option](#)

-  [But Why Can't I? by Sue Graves: Print Book Option](#)
-  [Know and Follow Rules by Cheri Meiners: Video Option](#)
-  [ESOL Strategies.pdf](#)
-  [0.KA Essential Vocabulary.pdf](#)
-  [I Can Follow the Rules Song by HeidiSongs: Music Video Option](#)
-  [The Rules of the Classroom by Harry Kindergarten Music: Music Video Option](#)

20 mins	<p>COMPREHENDING THE TEXT: Ability to retell stories and ask and answer questions about key details in a text.</p>	<p>5. TIMED PAIR-SHARE DISCUSSION</p> <p>Listen to <i>Rules and Laws</i> by Ann-Marie Kishel, discuss key details from the text, respond to text-dependent questions.</p>	<p>Students meet expectations if they:</p> <ul style="list-style-type: none"> ● listen attentively to <i>Rules and Laws</i> by Ann-Marie Kishel ● participate in small group and Timed Pair-Share discussions ● provide correct responses to text-dependent questions 	<p>1. Introduction: You have learned so much about rules and why they are important! Today we will read a book that uses almost all the important words (essential vocabulary) on our chart. Let's start by saying the words together.</p> <ul style="list-style-type: none"> ● Review important words (essential vocabulary) chart. (See Teacher Resources.) <p>2. Show students the cover of <i>Rules and Laws</i> by Ann-Marie Kishel (See Teacher Resources) and point out that the title uses the first and last words from the important words (essential vocabulary) chart.</p> <p>Sample teacher talk to help students make predictions and prepare for reading the book:</p> <ul style="list-style-type: none"> ● We've talked a lot about rules. Which rule for school do you think we might hear in this book? How about a rule for home? And a rule for when we are out in the community? ● We'll have to read the book to see if your predictions (guesses) are true. ● But what about this last word on the list and in the book title: laws. What are laws? (<i>Students responses will vary.</i>) ● I wonder if your predictions (guesses) are correct. Let's read the book to find out why rules and laws are so important. <p>3. Read <i>Rules and Laws</i> by Ann-Marie Kish. (You may choose to omit the pages at the end – How a Law is Made; Rules and Laws Facts.)</p> <p>4. Check for understanding. Ask students to give examples from the book of rules and laws. Turn to the example page to confirm correct response. If students need help, find a few examples in the book to demonstrate. (ESOL Strategies available in Teacher Resources)</p> <p>5. Re-read the book aloud. Stop on each page to connect pictures, important words (essential vocabulary), examples from home, school, and community, and concepts of why rules and laws are important.</p> <p>6. Ask text-dependent questions for whole class review. If students are accustomed to classroom routines and procedures for working collaboratively, use a review strategy such as Timed-Pair-Share. For example:</p> <ul style="list-style-type: none"> ● Introduce the Timed-Pair-Share collaborative structure as a game to facilitate student sharing.
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KA. Why Rules and Laws Are Important

Like all games, there are rules to follow so that the game will be fair. (Directions with text-dependent questions are in Teacher Resources.)

7. Remind students that each day they are learning more and more about why rules are important. Lead students through a guided reflection of what they will do to show that they understand why rules are important.

Sample teacher talk to help students visualize the teaching task (what we will do?):

- Very soon you are going to do some work to show what you have learned. We have been using our big Teaching Task Chart and your individual What We Will Do Chart to help us remember what to do, but today I'm going to ask you to just put on your thinking cap to help us remember.
- Think about the charts to help us remember what will we do.
- What is the first thing we will do? As a matter of fact, we have been doing this every day. (*Read or listen to texts*)
- What will we do next? We have to choose something. (*Choose one rule from the texts*)
- After we choose one rule from the texts, we will get our crayons out to help us with the next step. What will we do? (*draw a picture of the rule*)
- That's right. We'll draw a picture of the one rule that we choose from the texts.
- For our very last step we will need our pencil. What will we do? (*write or dictate at least one sentence to explain why the rule is important*)
- Thank you for putting on your thinking caps! You remembered everything we will do to show what we have learned about rules.

Standards:

LAFS.K.SL.1.1 : Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

LAFS.K.RI.4.10 : Actively engage in group reading activities with purpose and understanding.

LAFS.K.RI.1.1 : With prompting and support, ask and answer questions about key details in a text.

SS.K.C.1.2 : Explain the purpose and necessity of rules and laws at home, school, and community.

SS.K.C.1.1 : Define and give examples of rules and laws, and why they are important.

Additional Attachments:

 [ESOL Strategies.pdf](#)

 [Timed-Pair-Share Collaborative Structure.pdf](#)

 [Rules and Laws by Ann-Marie Kishel – Print Book Option](#)

 [0.KA Essential Vocabulary.pdf](#)

Transition to Writing

20 mins

PREPARE TO

6. HOME, SCHOOL,

Students meet

1. Introduction: We have finished reading and

WRITE: Ability to participate in group and individual review activities that bridge reading to writing.

COMMUNITY WORKSHEET

Review examples of rules from each module text and play a listening game to complete the Home, School, Community Worksheet.

expectation if they:

- contribute to class reflection chart of module Texts and Rules
- accurately complete the Home, School, Community Worksheet
- discuss why a rule was important in a text

listening to texts about the importance of rules and laws. Let's celebrate with a round of applause. (clap hands repeatedly as you move your arms in a big circle) Good work everyone, that part of our task is done. Now we will think back about the rules in each of the texts we read.

2. Use input from students and module texts to create a class chart of text-based rules and why they were important in the text. *(A Sample Texts and Rules chart is in Teacher Resources. You may make a similar chart or capture the text-based rules in some other format that may better support student reflection and review.)*

- Use the books or videos as prompts if need.
- Consider the developmental levels and readiness of the students to determine how many rules and texts to review.

3. Home, School, Community Listening Game (Optional: Cover or remove the Texts and Rules reflection chart before starting game.)

Game directions:

- Students write their name at the top of the Home, School, Community Worksheet. (See Teacher Resources)
- Review the worksheet format:
 - Rows start with a square, circle, or triangle.
 - Answer choices are pictures of home, school, and community.
 - Have students practice touching shapes and/or pictures as directed by the teacher.
 - Discuss further if necessary to provide clarity for students.
- Review the game rules:
 - TOUCH: Put your finger on the first shape (square).
 - LISTEN: The teacher will read a rule from one of the texts read in class.
 - CIRCLE: Draw a circle around one picture beside the shape to show if the rule was for home, school, or community.
 - DISCUSS: Turn to a shoulder partner and share your answer. Take turns. Discuss why that rule was important in the book.
 - The steps are repeated for the rows with the circle and the triangle.

4. Thank students for playing the game and collect the Home, School, Community Worksheets if you wish.

5. Congratulate students for their work to remember important information about rules from all the texts. Use the Teaching Task Chart to show them that they have finished two big parts of the Task:

- The beginning: read or listening to literary and informational texts on the importance of rules and laws.
- And the ending: explain why one rule from the

				<p>texts is important and home, school, or community.</p> <p>Next time they will practice the last part of the task:</p> <ul style="list-style-type: none"> ● draw a picture and write or dictate at least one sentence <p>Celebrate with another round of applause (<i>clap hands repeatedly as you move your arms in a big circle</i>).</p>
<p>Standards:</p> <p>LAFS.K.SL.1.2 : Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>SS.K.C.1.2 : Explain the purpose and necessity of rules and laws at home, school, and community.</p> <p>SS.K.C.1.1 : Define and give examples of rules and laws, and why they are important.</p>				
<p>Additional Attachments:</p> <ul style="list-style-type: none"> 📄 Home School Community Worksheet.pdf 📄 0.KA Sample Teaching Task Chart.pdf 📄 Sample Texts and Rules Chart.pdf 				
<p>10 mins</p>	<p>PREPARE TO WRITE: Ability to participate in group and individual review activities that bridge reading to writing.</p>	<p>7.TEACHING TASK PRACTICE DRAWING</p> <p>Practice drawing a picture to explain why one rule from the texts we read is important at home, school, or in the community.</p>	<p>Students meet expectation if they:</p> <ul style="list-style-type: none"> ● draw a picture that represents one text-based rule for home, school, or community 	<p>1. Introduction: We have learned about why rules are important at home, at school, and in the community. Today is all about practice! We are going to talk about why people practice and then we are going to practice choosing just one rule and drawing a picture of that rule. This practice will help us get ready to finish all the parts of our Teaching Task Chart (or individual What We Will Do chart). (See Teacher Resources)</p> <p>Warm-up activity: Brief (and lively) discussion of the question - why do people practice things? Students should demonstrate what practice looks like. For example, students can pantomime practicing:</p> <ul style="list-style-type: none"> ● sports - swimming, swinging a baseball bat ● arts - dancing, playing piano, painting a picture ● academics - saying the alphabet, reading a book, counting <p>2. Quickly review the Teaching Task Chart (or individual What We Will Do chart) to focus on "draw a picture to explain why one rule from the texts is important for home, school, and community."</p> <p>3. Briefly review the Texts and Rules chart</p> <p>Sample teacher talk:</p> <ul style="list-style-type: none"> ● Think about one rule that we learned about in our texts. You may pick a rule for home, or school, or community, but just pick one. ● Tell your neighbor/partner what rule you picked. Say, "I picked a rule for school. It is....." <p>5. Distribute a copy of the Teaching Task Practice worksheet (found in Student Resources). Remind students to write their name at the top.</p>

KA. Why Rules and Laws Are Important

				<p>6. Before students draw, remind them that this is a practice picture but they should still include a few details to show if the rule is for home, school, or community. Have student draw.</p> <p>7. As students draw, circulate to check for details that show the rule at home, school, or in the community. Tell students to look at their picture. Does it show why the rule is important?</p> <p>8. Students share the picture with a neighbor/partner. Sharing should answer the questions: What is the rule? Is it for home, school, or community? Why is it important?</p> <p>9. Collect or store the pictures for writing practice in the next Mini-Task.</p> <p>10. Congratulate students on their practicing session today.</p>
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Standards:

LAFS.K.W.1.2 : Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

SS.K.C.1.1 : Define and give examples of rules and laws, and why they are important.

Additional Attachments:

 [Teaching Task Practice.pdf](#)

 [What We Will Do Activity.pdf](#)

 [0.KA Sample Teaching Task Chart.pdf](#)

 [Sample Texts and Rules Chart.pdf](#)

Writing Process

20 mins	<p>WRITING: Ability to use a combination of drawing, dictating, and writing to explain the importance of a concept.</p>	<p>8. TEACHING TASK PRACTICE WRITING</p> <p>Write or dictate at least one sentence to explain your drawing of why one rule from the texts is important at home, school, or in the community.</p>	<p>Students meet expectations if they:</p> <ul style="list-style-type: none"> participate actively in the interactive writing experience practice writing at least one sentence independently to explain why a text-based rule is important at home, school, or in the community 	<p>1. Quickly review the Teaching Task Chart (or individual student What We Will Do chart) to focus on the last step: Write or dictate at least one sentence in which you explain why one rule from the texts is important at home, school, or in the community.</p> <p>2. Use the important words chart to review essential vocabulary. Leave the chart posted and visible to support student writing. (Essential Vocabulary is found in Teacher Resources)</p> <p>Sample teacher talk:</p> <ul style="list-style-type: none"> We have talked about rules and laws and we learned some important words. (<i>Review essential vocabulary</i>). When we write about a rule today, you may want to use some of these words so I will leave the chart up for you to see. <p>2. Use whole group, interactive writing strategies (Emergent Stage Focus) to create a practice sentences on chart paper. (See page 9 - Interactive Writing in Teacher Resources.)</p> <ul style="list-style-type: none"> Teacher prepares the writing stem in
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KA. Why Rules and Laws Are Important

				<p>advance: This rule is important because</p> <ul style="list-style-type: none"> ● Teacher and students work together to complete the sentence. ● Students suggest words and come to the chart to write single letters (or words, as appropriate). ● Teacher models: correct letter formation, saying words slowly to hear and record individual sounds, linking letter sounds to names and alphabet chart, space between words, simple punctuation. ● Encourage/acknowledge use of essential vocabulary. <p>Optional: Use other writing strategies found in Primary Grades Writing Resource (See Teacher Resources)</p> <p>3. Facilitate student independent writing (or dictating) practice using the Teaching Task Practice worksheet (Attached in Student Resources) with the picture of the rule they drew in Mini-Task #7. Based on the time of year and student development, students may write a few letters, one word, a sentence, or several sentences.</p>
<p>Standards:</p> <p>LAFS.K.W.2.5 : With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p>SS.K.C.1.1 : Define and give examples of rules and laws, and why they are important.</p>				
<p>Additional Attachments:</p> <ul style="list-style-type: none"> 📄 Primary Grades Writing Resources.docx 📄 Teaching Task Practice.pdf 📄 What We Will Do Activity.pdf 📄 Interactive-Writing.pdf 📄 0.KA Essential Vocabulary.pdf 📄 0.KA Sample Teaching Task Chart.pdf 				
<p>20 mins</p>	<p>WRITING: Ability to use a combination of drawing, dictating, and writing to explain the importance of a concept.</p>	<p>9. EXPLANATORY WRITING</p> <p>Use a template to draw a picture and write or dictate at least one sentence to complete the Teaching Task.</p>	<p>Students meet expectations if they:</p> <ul style="list-style-type: none"> ● create a final writing product that responds to the task and meets the expectations of the LDC rubric for kindergarten 	<ol style="list-style-type: none"> 1. Introduction:It's game day! Practice time is over! Now you are ready to use all you have learned to answer the question, "Why are rules important?" 2. Show the Teaching Task chart to focus students on the task. (Sample in Teacher Resources) <p>Sample teacher talk:</p> <ul style="list-style-type: none"> ● We talked about what you were going to do. You read and listened and practiced. I will leave this chart up as a reminder of what you are doing today. <ol style="list-style-type: none"> 3. Review essential vocabulary and leave the chart posted and visible to support student writing. (See Teacher Resources) 4. Review the Rules and Text chart created in Mini-Task #6 to remind students to choose one rule that they learned about in the books and other texts. They may use the same rule they practiced in Mini-

Tasks 7 & 8, or they may choose a new rule.
(Sample in Teacher Resources)

Sample teacher talk:

- Let's review some of the rules we read about in texts.
- You practiced drawing and writing a sentence about a rule. Today you may use the same rule from practice sessions or you may pick a different rule. Remember, you will pick only one rule to draw and write about.

4. Distribute the "Why Are Rules Important?" task worksheet. (Located in Student Handouts.)

- Remind students to use the anchor charts, posters, etc. as a resource.

5. Review the writing steps needed to complete the task. Students will:

- write their name at the top of the page.
- choose one rule from the texts they read and listened to.
- circle one picture of home, school, or community as a supporting detail about the rule they picked.
- draw a picture of one rule for home, school, or community.
- Write or dictate at least one sentence to explain why the rule is important.

7. Circulate as students complete the Why Are Rules Important? sheet to provide feedback and guidance as needed.

Standards:

LAFS.K.L.3.6 : Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

LAFS.K.SL.2.5 : Add drawings or other visual displays to descriptions as desired to provide additional detail.

LAFS.K.W.2.5 : With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

LAFS.K.W.1.2 : Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

SS.K.C.1.1 : Define and give examples of rules and laws, and why they are important.

SS.K.C.1.2 : Explain the purpose and necessity of rules and laws at home, school, and community.

Additional Attachments:

 [Why Are Rules Important.pdf](#)

 [0.KA Essential Vocabulary.pdf](#)

 [Sample Texts and Rules Chart.pdf](#)

 [0.KA Sample Teaching Task Chart.pdf](#)

Instructional Resources

Teacher Resource

-  [0.KA Sample Teaching Task Chart.pdf](#)
-  [0.KA Essential Vocabulary.pdf](#)
-  [ESOL Strategies.pdf](#)
-  [Timed-Pair-Share Collaborative Structure.pdf](#)
-  [Sample Texts and Rules Chart.pdf](#)
-  [Interactive-Writing.pdf](#)
-  [Primary Grades Writing Resources.docx](#)
-  [Stages of Second Language Development and ESOL Strategies.pdf](#)
-  [Matrix of All Modules..pdf](#)
-  [Standards Matrix.pdf](#)

Student Handout

-  [What We Will Do Activity.pdf](#)
-  [Home School Community Worksheet.pdf](#)
-  [Teaching Task Practice.pdf](#)
-  [Why Are Rules Important.pdf](#)

Section 4: What Results?

Student Work Samples

Emerging

 **0.KA Student Sample - Low.jpg**

Approaches Expectations

 **0.KA Student Sample - Medium.jpg**

Meets Expectations

 **0.KA About the Writing Samples.docx**

 **0.KA Student Sample - High.jpg**

Teacher Reflection

Not provided

All Attachments

 Know and Follow Rules by Cheri Meiners: Print Book Option :

<https://s ldc.org/u/7r0t3a1qk9pebxw6c9e64lgi6>

 Know and Follow Rules by Cheri Meiners: Video Option :

<https://s ldc.org/u/5bmljsdtbn7xp3krfb3mzgmnd>

 The Rules of the Classroom by Harry Kindergarten Music: Music Video Option :

<https://s ldc.org/u/7cqkkysopk6gwo0bzzbjjon35>

 I Can Follow the Rules Song by HeidiSongs: Music Video Option :

<https://s ldc.org/u/c9p9k693lvea6ikiyihe5h25f6>

 Following the Rules By Regina Burch - Print Book Option :

<https://s ldc.org/u/bunza2r5of6bg0nyhschhmch4>

 But Why Can't I? by Sue Graves: Print Book Option : <https://s ldc.org/u/csv7sq0jfrncv1jphzobyflkl>

 Rules and Laws by Ann-Marie Kishel - Print Book Option :

<https://s ldc.org/u/2rbcm0j73pseyjnz3ti0eses6>

 0.KA Student Sample - Low.jpg : <https://s ldc.org/u/6mric7nii7jmqngk95k8t9za1>

 0.KA Student Sample - Medium.jpg : <https://s ldc.org/u/bitz lz8orn0h3tvdhqcmbyyoq>

 0.KA About the Writing Samples.docx : <https://s ldc.org/u/cnmxsjrrzxfwgj2ux2qe7qulm>

 0.KA Student Sample - High.jpg : <https://s ldc.org/u/522oek1g9k9xyymtbp9t0pdp>

 0.KA Sample Teaching Task Chart.pdf : <https://s ldc.org/u/2ohfu82kvrtjcadzjilrj7zit>

 0.KA Essential Vocabulary.pdf : <https://s ldc.org/u/tpc4lgdyvz7h7n3e48srsogh>

 ESOL Strategies.pdf : <https://s ldc.org/u/62nkn1xmc27dvh0us6hyxxvtx>

 Timed-Pair-Share Collaborative Structure.pdf : <https://s ldc.org/u/9kdhxv7tzog9o1bqfpbpczst>

 Sample Texts and Rules Chart.pdf : <https://s ldc.org/u/ctinlbzk8otgwhduoe1yf20xa>

 Interactive-Writing.pdf : <https://s ldc.org/u/97kiiw0nqp9hdhmk5arkh8m1e>

 Primary Grades Writing Resources.docx : <https://s ldc.org/u/2fox6ghykyp5kqavujz3m743c>

 What We Will Do Activity.pdf : <https://s ldc.org/u/ary8w8k6nq0xr5cgjgdb09ro>

 Home School Community Worksheet.pdf : <https://s ldc.org/u/70pneitqf0m5tdb11h0hwphgh>

 Teaching Task Practice.pdf : <https://s ldc.org/u/7c88kko4txeoplq00uwfbirmi>

 Why Are Rules Important.pdf : <https://s ldc.org/u/33vgh7vpuzvyd1oacgyddjst>

 Stages of Second Language Development and ESOL Strategies.pdf :
<https://s ldc.org/u/enyds8a01h1r4om52zfw9ub0w>

 Matrix of All Modules..pdf : <https://s ldc.org/u/ae55mvfwq5gektwfpshc77sjw>

 Standards Matrix.pdf : <https://s ldc.org/u/3079in0k6fswv7if1I9zk04or>