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Rule Making K-2

Regents' Center for Early Developmental Education

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Rule Making

K-2

Rationale: Physical science centers provide children with opportunities for active, hands-on learning. This can sometimes result in problems that need to be addressed in order for the center to run smoothly. Bringing the children together to create the rules for the classroom or for specific learning centers is an excellent way to promote collaboration, community building, and perspective taking. This activity also provides a rich opportunity to model and build on a variety of literacy skills.

Phonemic awareness

Phonics

Fluency

Comprehension

Mechanics

Oral language development

Language Arts Competencies Promoted:

Directionality, sound/symbol relationships, sense of word, punctuation, capitalization

Materials Needed:

Chart paper

Different colored markers

Process:

1. As you introduce the science center to your classroom, invite children to offer ideas on how to keep the center running smoothly.
2. As each child makes a contribution, repeat the contribution back, but probe to have them explain the idea in detail, giving reasons why it should be included. In discussion, provide other words to the children to extend vocabulary. Agree upon a final statement.
3. Ask the children where to start writing (left to right, top to bottom) to model directionality.
4. As each word is written, slowly enunciate each word and ask children to provide the spelling for the sound. As children grow increasingly sophisticated, they can provide the spellings of complete sight words.
5. Go back and start from the beginning of the sentence, pointing to each word as you reread it to the point where the sentence leaves off making sure no word is missing. Ask them to provide the next word for the sentence.

6. When the statement is finished, write the name of the contributor behind the sentence to give importance to the authorship of the idea. Ask the child to spell his/her name for you as you write each letter. Make a point of asking if they need an upper or lower case letter for parts of the name.
7. With each new contribution, change the color of the marker to make it easier for children to locate their own contribution.
8. Post the rules near the center. Take down and revise when necessary.

Waterloo Community School District Standards and Benchmarks Met:

STANDARD 1: All students will read a wide range of materials from various cultures to understand and appreciate the materials and to understand themselves and others.

Benchmark 1: Use a variety of word recognition strategies to decode words, to learn the meanings of words, and to apply that knowledge while reading for meaning.

Benchmark 2: Use effective strategies to read and comprehend fiction and nonfiction.

Benchmark 3: Use knowledge of story elements, text structure and text features to aid reading comprehension.

Benchmark 4: Interpret and critically analyze text representative of various cultures.

STANDARD 2: All students will use writing to share information and knowledge, to influence and persuade, and to create and/or entertain.

Benchmark 1: Write to communicate ideas and feelings.

Benchmark 2: Recognize and begin to use the steps of the writing process (plan/prewrite, first draft, revise, edit, and publish).

Benchmark 3: Write in a variety of forms and genre for different audiences and purposes.

Benchmark 4: Apply conventions of standard American English in writing.

STANDARD 3: All students will listen to comprehend and will speak clearly and effectively for diverse purposes.

Benchmark 1: Listen attentively to understand the message being communicated.

Benchmark 2: Speak to communicate a message.

Benchmark 3: Participate in group discussions.

STANDARD 4: All students will respect formal and informal language and will be able to use standard American English to communicate effectively.

Benchmark 1: Recognize and begin to use formal and informal language (school talk and home talk) appropriately.

Benchmark 2: Begin to demonstrate appropriate use of the conventions of standard American English grammar and usage.

STANDARD 5: All students will conduct research by gathering, critically evaluating, and synthesizing information from a variety of resources and communicate that information.

Benchmark 1: Choose a simple topic, generate questions, and construct a plan for answering the questions.

Benchmark 2: Locate, record, organize, and determine relevance of gathered information.

Benchmark 3: Combine and summarize information from selected sources and present information in oral, written, or visual form.