

2007

Rule Making Pre-K

Regents' Center for Early Developmental Education

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Rule Making

PreK

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:

Sound/symbol association, letter identification, linking spoken to written word, directionality, sense of word

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, asking questions to make sure you understand the meaning of his/her idea:

Don't hurt. What don't you want to hurt? Do you mean don't hurt others with the tracks?

3. With four-year-olds, ask the children where to start writing (left to right, top to bottom) to model directionality. For three-year-olds, explain where you will start writing, as their experience with print will be more limited.

I'm going to start up here at the top of the page so I can write the words across the page. (Use your hand to show how the words will flow from left to right.)

4. As each word is written, 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 and ask them for help for the next word.
5. When the statement is finished, write the name of the contributor behind the sentence to give importance to the authorship of the idea. If appropriate, ask the child to spell his/her name for you as you write each letter.
6. With each new contribution, change the color of the marker to make it easier for children to locate their own contribution.

Iowa Early Learning Standards Met:

Area 10: Communication, Language, and Literacy

10.1 Language Understanding and Use – Children understand and use communication and language for a variety of purposes.

- 1. shows a steady increase in listening and speaking vocabulary.**
- 2. initiates, listens, and responds appropriately in conversations with peers and caregivers.**
- 3. speaks in sentences of increasing length and grammatical complexity.**
4. follows simple oral directions that involve several actions.
- 5. asks and answers a variety of question types.**

10.2 Early Literacy – Children engage in early reading experiences.

1. shows an interest and enjoyment in listening to books and attempts to read familiar books.
- 2. displays book handling knowledge (turning the book right side up, using left to right sweep, turning one page at a time, recognizing familiar books by cover).**
3. shows an awareness of environmental print.
- 4. identifies some alphabet letters by their shapes, especially those in his/her own name.**
- 5. recognizes the printed form of his/her name in a variety of contexts.**

6. demonstrates comprehension of a book.

7. demonstrates awareness that language is made up of words, parts of words, and sounds in words.

10.3 Early Writing – Children engage in early writing experiences.

1. attempts to communicate with others using scribbles, shapes, pictures, and/or letters to write.

2. experiments with a variety of writing tools (pencils, crayons, brushes, chalk) and materials.

3. tells others about intended meaning of drawings and writing.