KINDERGARTEN

Objective: Students will be able to explain why classroom rules are needed and how they promote fairness, kindness, and help prevent conflict.

Kindness Definition: Kindness means being friendly, generous or considerate to ourselves and others through our words and actions.

Kindness Concepts: Fairness, Respect

LESSON ACTIVITIES

Playing Fair Game, p. 3
(15 minutes)

Know and Follow Rules Read Aloud and Discussion, p. 4
(20 to 30 minutes, depending on length of discussion)

Rules in the Classroom, Civics Activity, p. 5
(30 minutes)

What’s the Rule? Activity, p. 6
(15 minutes)

Home Extension Activity, p. 7-8

LESSON MATERIALS

• Four balls, one for each group

• Know and Follow Rules by Cheri J. Meiners, Minneapolis, MN. Free Spirit Publishing, 2005

• Four classroom rule signs, made before class: (see end of lesson plan for signs you can print)

• Index cards with rules (see activity for description)

• Hat or box for index cards

• Four classroom rule signs from Rules in the Classroom activity

• Take home activity, one sheet for each student

QUESTIONS? CONTACT: TeacherHelp@RandomActsofKindness.org
LESSON NOTES

• Consider teaching this unit at the beginning of the year to help students understand classroom rules.
• The activities in this lesson focus on a central theme and connect to different curriculum areas. Lesson activities use a variety of modalities to address different learning styles and build on each other.
• Each activity includes evaluation questions to help determine how well students have internalized the lesson objective. You can discuss the questions as a class or have students discuss with a partner, if you think that is appropriate.
• The activities also incorporate key Kindness Concepts, which can be introduced before teaching the lesson or as the concepts are discussed in the lesson. Consider displaying the Kindness Concept Posters during the unit. See the RAK Teacher Guide for information about using Kindness Concepts to create a healthy classroom environment and help students develop pro-social behaviors.
• Each activity includes tips for how to adapt the curriculum to meet the needs of diverse learners.
• The Kindness Tool Kit is another way to meet the needs of diverse learners. See the RAK Teacher Guide for how to create and use this tool kit.
• RAK also has developed Focusing Strategies and Problem-Solving Strategies to help students better regulate their emotions, think through challenging situations, and build healthy relationships, friendships and community. See the RAK Teacher Guide for more information about incorporating those strategies into the lesson.
• Revisiting the topics or questions raised during discussions regularly will expand student understanding of the concepts. Scripted explanations are provided, but feel free to use language that feels natural for you.
• This lesson includes a home extension activity. Have the students complete this activity at home when you think they are ready to practice the skills being introduced.
• The Common Core and Colorado P-12 Academic Standards met in this lesson are listed after the activity title. Key is provided on pages 9-11.

SUGGESTED INTRODUCTION TO UNIT

Teacher says “For the next few days, we are going to talk about what it means to respect others in the classroom and why classroom rules help us show respect. Can anyone share a rule that could help us show respect and kindness to others in our classroom?” Allow time for students to respond and discuss, either as a class, in small groups or as partners. You can also use this time to introduce the Kindness Concepts (fairness, respect) and create community definitions for these concepts or share the definitions listed below. Consider using the Kindness Concept Posters for fairness and respect as a way to reinforce learning.

VOCABULARY WORDS FOR UNIT

Fairness: Treating people in a way that does not favor some over others.
Respect: Treating others as you would like to be treated.
PLAYING FAIR GAME (15 minutes)

LESSON MATERIALS
- Four balls or bean bags, one for each group
- Kindness Concept Posters: Fairness, Respect

STANDARDS MET
Common Core: CCSS.ELA-Literacy.SL.1a-b, 2, 3
Colorado: Comprehensive Health S.3, GLE.1, EO.b;
Reading, Writing and Communicating S.1, GLE.1,
EO.c,th,i,j; S.1, GLE.2, EO.a, c-e; Social Studies
S.4,GLE.1, EO.a,c,d

DESCRIPTION
1. Teacher says: “Today we are going to play a game that helps us understand what it means to play fair. You might notice something unfair about our game when we start. Hold on to your thoughts and when we are done you can share why you thought the game was fair or unfair.”

2. Have the class stand up and divide them into four groups with an unequal number of students. For example, have one group with two people, another group with six, another with four, another with 10, etc. Then explain: “I will give a ball (or bean bag) to one person in each group and that person will throw the ball to someone else in the group. Keep throwing the ball to different people until everyone has gotten the ball one time. The first group to finish wins. Does everyone understand the rules? When your group finishes, raise your hand!”

3. When the first group wins, tell them they did a good job. Then have the students return to their seats.

4. Remind the students of what it means to be fair, that everyone is treated the same and follows the same rules.

5. Then say: “Raise your hand if you thought the game was fair.” Call on one student to explain why it was fair. Then say: “Raise your hand if you thought the game was unfair.” Call on one student to explain why it was unfair.

6. Write “How we can play fair” on the board.

7. Then ask the following questions and write student responses on the board.
   1) What could we do to make the game fair?
   2) Do rules help make games fair and help us be kind to others?
   3) How do you feel when people break the rules or aren’t playing fair in a game?
   4) What can you do when other people break the rules?

EVALUATION
Teacher says: “How do you think being fair can help us have a kinder classroom?”

TIPS FOR DIVERSE LEARNERS
Students might benefit from:
1. Being in groups where they feel comfortable.
2. Practicing Focusing or Problem-Solving Strategies if they are upset because the game seems unfair. Remind them to use these strategies when they feel stressed or anxious.
**KNOW AND FOLLOW RULES**

**READ ALOUD AND DISCUSSION**

(20 to 30 minutes, depending on length of discussion)

**LESSON MATERIALS**

- Kindness Concept Posters: Fairness, Respect

**DESCRIPTION**

1. Teacher says: “Today we are going to talk about what it means to know and follow the rules. I am going to read a book and then we will talk.”

2. Read the book to your class, pausing to ask questions. For example, as you read each page spread, you can ask the following questions:

   - What’s happening in this picture? What rules do you think the people are remembering?

3. Then ask the following questions:

   1) Why do you think we need rules at school?
   2) What do you think would happen if we didn’t have any rules?
   3) What are some rules that can help when you play? When you work? When you are playing games?
   4) What can you do if someone isn’t following the rules?
   5) What do you think it means to show respect to others? What are some rules that show respect and kindness to others?
   6) What does it mean to be responsible? How does following rules show that you are responsible?
   7) Do you think that having rules can help when you or a friend argue? Why or why not?
   8) If you could make your own rules what would they be?

**EVALUATION**

Teacher asks: “What is one rule that you think is important for our classroom?”

**TIPS FOR DIVERSE LEARNERS**

Students might benefit from:

1. Drawing a picture of a rule they would make for the classroom.
2. Selecting a picture from the book to reflect on and ask about.
3. Having extra copies of the book to view in small groups or seeing the book on a document camera.

**STANDARDS MET**

Common Core: CCSS.ELA-Literacy.RL.K.1, 2, 3, 7, 10; CCSS.ELA-Literacy.SL.K.1a-b, 2, 3, 4
Colorado: Comprehensive Health S.3, GLE.1, EO.b; Reading, Writing and Communicating S.1, GLE.1, EO.c, th, i, j; S.1, GLE.2, EO.a-e; S.2, GLE.1, EO.a, i, ii, iii, ci, di; Social Studies S.4, GLE.1, EO.a-d
RULES IN THE CLASSROOM, CIVICS ACTIVITY (30 minutes)

LESSON MATERIALS
- Before class, print the four classroom rule signs (printable signs are at the end of this document)
- Index cards with ideas like: Listen; Follow directions; Do your best; Keep hands and feet to yourself; Ask permission; Put materials away; Be polite; Take turns; Share materials; Follow game rules; Use things carefully; Take care of things; Walk indoors
- Blank index cards (for other student rules)
- Hat or box for index cards
- Kindness Concept Posters for Fairness, Respect

STANDARDS MET
Common Core: CCSS.ELA-Literacy.SL.K.1a-b, 2, 3
Colorado: Comprehensive Health S.3, GLE.1, EO.b; Reading, Writing and Communicating S.1, GLE.1, EO.c,th,i;i; S.1, GLE.2, EO.a, c-e; Social Studies S.4,GLE.1, EO.a-d

RESOURCES

DESCRIPTION
1. Teacher says: “During our last class, we read a book about classroom rules. Today we are going to create a list of our own classroom rules. As we have learned already, we have rules as a way to be fair.”

2. Show the students the classroom signs and explain that there are four main rules for the classroom. Read (or have a volunteer read) either the rules suggested above or the ones for your classroom.

3. Take out the hat or box with the index cards. Explain: “Now I am going to ask for a volunteer to take a card from the bag and we are going to figure out together which sign to tape the rule to.”

4. Have a student draw a card out of the bag or hat. Read or have a child read the rule on the card aloud.

5. Then ask the following questions about each rule on the card:
   1) Why do you think we have this rule?
   2) In what ways do you think this rule can help us be more fair and kind to each other?
   3) What might happen if we didn’t follow this rule?

6. Then have the students decide which sign the rule should be taped to.

7. After all the rules have been taped to the signs, ask students if they have any other rules that they want to add. Write those rules on blank index cards and tape them to the signs.

EVALUATION
Teacher asks: “We have a lot of rules for our classroom now! Which of these rules do you think will be easy for you to follow? Which will be hard?”

TIPS FOR DIVERSE LEARNERS
Students might benefit from:
1. Adding pictures of students following the rules to the signs.
2. Being asked to model a rule, particularly if they are struggling with that rule.
3. Making a class movie of rules; encourage students to watch the movie if they struggle with a particular rule.
WHAT’S THE RULE? ACTIVITY  (15 minutes)

LESSON MATERIALS

- Four classroom rule signs from previous activity
- Kindness Concept Posters: Fairness, Respect

STANDARDS MET

Common Core: CCSS.ELA-Literacy.SL.K.1-a-b, 2, 3, 6
CO: Comprehensive Health S.3, GLE.1, EO.b; Reading, Writing and Communicating S.1, GLE.1, EO.c,f,h,i; S.1, GLE.2, EO.a, c-e; Social Studies S.4,GLE.1, EO.a-d

RESOURCES


DESCRIPTION

1. Teacher says: “Today we are going to play a game to see if you know our classroom rules. I am going to read a situation and I want you to give a thumbs up if you think the person is following our classroom rules and a thumbs down if they aren’t following our rules. Then I am going to ask you which rule the person is following or should be following. If you need help remembering the rules, they are on our classroom rule signs.”

2. Read the following situations or write your own situations if you like, waiting to ask the question until after the students have decided whether the person is following the rules. Another option would be for individual students to act out the situations for the class.

1) Matt walked quietly down the hall with his hands at his side. Which rule is he following?
2) While the teacher talked, Elena whispered to her friend. What rule should she be following?
3) After Malia built a house with Legos, she took it apart and put the Lego bin back on the shelf. Which rule is she following?
4) Sam liked Aria’s braids so much that he pulled on them when she sat near him. What rule should he be following?
5) Danielle grabbed a toy from another girl. What rule should she be following?
6) Madeline waited to climb the slide until the person at the top slid down and moved out of the way. What rule is she following?
7) Amir sorted buttons at the math center and then he left them on the table. What rule should he be following?
8) José got the crayons out of his desk when the teacher asked. What rule is he following?

EVALUATION

Teacher takes the classroom rules posters down so the students can’t see them and says: “Tell me one classroom rule that you can remember from our posters.”

TIPS FOR DIVERSE LEARNERS

Students might benefit from:

1. Having the teacher point to the classroom sign of the rule as an extra reminder.
2. Extra thinking time to consider the rules; wait to call on a volunteer to give all students time to process.
3. Seeing examples of the rules before the activity so they can successfully participate in the activity.
HOME EXTENSION ACTIVITY

MATERIALS
Home Extension Activity (p. 8), one sheet for each student

DESCRIPTION

1. The attached take home activity can be done at any point during the unit, when you feel that the ideas being taught would benefit from reinforcement at home. Perhaps you want to distribute it on a Friday (to put in Friday folders) and have students return on a Monday.

2. Write the return date on the sheet before you distribute it.

3. Hand out the Home Extension Activity and say: “We have been talking about following the rules in the classroom and I want you to talk about these ideas with your parent, guardian or an adult you trust. Please put this in your folder and return by ____________.”

4. The day the students bring back their sheet, ask the following questions:
   1) What rules are important in your family?
   2) How do you think having and knowing the rules can help your household be kind?
BACKGROUND

As part of the Random Acts of Kindness program, your student has been learning about the importance of following rules in the classroom. Ask your student what rules he or she has learned.

VOCABULARY WORDS

**Fairness:** Treating people in a way that does not favor some over others.

**Respect:** Treating others as you would like to be treated.

AT HOME ACTIVITY

Review the vocabulary words above at home. Then discuss the following questions and write (or have your student write) responses in the space provided or on the back and return to school by the date above:

- What rules are important in your family?

_____________________________________________________________________________________________________
_____________________________________________________________________________________________________
_____________________________________________________________________________________________________

- How do you think having and knowing the rules can help your family be kind?

_____________________________________________________________________________________________________
_____________________________________________________________________________________________________
_____________________________________________________________________________________________________

• What rules are important in your family?

_____________________________________________________________________________________________________
_____________________________________________________________________________________________________
_____________________________________________________________________________________________________

• How do you think having and knowing the rules can help your family be kind?

_____________________________________________________________________________________________________
_____________________________________________________________________________________________________
_____________________________________________________________________________________________________
COMMON CORE STANDARDS (www.corestandards.org)

1. Reading: Literature
   - **CCSS.ELA-Literacy.RL.K.1**: With prompting and support, ask and answer questions about key details in a text.
   - **CCSS.ELA-Literacy.RL.K.2**: With prompting and support, retell familiar stories, including key details.
   - **CCSS.ELA-Literacy.RL.K.3**: With prompting and support, identify characters, settings, and major events in a story.
   - **CCSS.ELA-Literacy.RL.K.7**: With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
   - **CCSS.ELA-Literacy.RL.K.10**: Actively engage in group reading activities with purpose and understanding.

2. Speaking & Listening
   - **CCSS.ELA-Literacy.SL.K.1**: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
   - **CCSS.ELA-Literacy.SL.K.1a**: Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
   - **CCSS.ELA-Literacy.SL.K.1b**: Continue a conversation through multiple exchanges.
   - **CCSS.ELA-Literacy.SL.K.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.
   - **CCSS.ELA-Literacy.SL.K.3**: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
   - **CCSS.ELA-Literacy.SL.K.4**: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
   - **CCSS.ELA-Literacy.SL.K.6**: Speak audibly and express thoughts, feelings, and ideas clearly.
1. Comprehensive Health
   - **Standard 3: Emotional and Social Wellness in Health**
     Grade Level Expectation (GLE): 1. Exhibit understanding that one’s actions impact others
     Evidence Outcomes (EO): b. Students can explain the importance of respecting the personal space and boundaries of others

2. Reading, Writing and Communicating
   - **Standard 1: Oral Expression and Listening**
     Grade Level Expectations (GLE): 1. Oral communication skills are built within a language-rich environment
     Evidence Outcome (EO): Students can:
     c. Speak audibly and express thoughts, feelings, and ideas clearly
     f. Identify real-life connections between words and their use (e.g., note places at school that are colorful)
     h. Express words and word meanings as encountered in books and conversation
     i. Use new vocabulary that is directly taught through reading, speaking, and listening
     j. Relate new vocabulary to prior knowledge
     Grade Level Expectations (GLE): 2. Communication relies on effective verbal and nonverbal skills
     Evidence Outcomes (EO): Students can:
     a. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups
        i. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion)
        ii. Continue a conversation through multiple exchanges
     b. 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
     c. Ask and answer questions in order to seek help, get information, or clarify something that is not understood
     d. Listen with comprehension to follow two-step directions
     e. Use words and phrases acquired through conversations, reading and being read to, and responding to texts
   - **Standard 2. Reading for all Purposes**
     Grade Level Expectation (GLE): 1. A concept of print to read and a solid comprehension of literary texts are the building blocks for reading
     Evidence Outcomes (EO): Students can:
     a. Use Key Ideas and Details to:
        i. With prompting and support, ask and answer questions about key details in a text
        ii. With prompting and support, retell familiar stories, including key details
        iii. With prompting and support, identify characters, settings, and major events in a story
c. Use Integration of Knowledge and Ideas to:
   i. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts)

d. Use Range of Reading and Level of Text Complexity to:
   i. Actively engage in group reading activities with purpose and understanding

3. Social Studies
   • **Standard 4: Civics**
     
     **Grade Level Expectations (GLE):** 1. Participate in making decisions using democratic traditions
     
     **Evidence Outcomes (EO):** Students can:
     
     a. Explain why rules are needed
     b. Create and follow classroom rules
     c. Explain how a class rule promotes fairness and resolves conflict
     d. Contribute to making and maintaining class community decisions

**OTHER STANDARDS MET**

   
   **Learning and Innovation Skills**
   
   a. Critical Thinking and Problem Solving: Reason effectively, make judgments and decisions, solve problems
   b. Communicate clearly and collaborate with others
   c. Creativity and Innovation: Think creatively and work creatively with others

   **Life and Career Skills**
   
   a. Social and Cross-Cultural Skills: Interact effectively with others, work effectively in diverse teams
   b. Responsibility: Be responsible to others
   c. Information Literacy: Access and evaluate information
   d. Initiative and Self-Direction: Work independently, be self-directed

2. **Social and Emotional Standards (www.casel.org)**
   
   • Self-awareness
   • Social Awareness
   • Responsible Decision Making
Be ready to learn.
Show respect.
Get along,
be fair.
Stay safe!