

## Rules – Kindergarten Grade Teacher Guide

**Teaching Objective: Students Learn:** I can make rules.

### Getting Started in Kindergarten

- Define “rule” in developmentally appropriate terms such as:
  - A rule is a statement that tells you what is or is not allowed.
  
- Choose and read aloud one or more trade book recommendations from the following list. Choose those that are developmentally appropriate to kindergarten. Recognize that teachers in grades 1 and 2 will be using these same books and videos in subsequent years to build upon what you teach in kindergarten.
  - Back to School Rules by Laurie B. Friedman (Grades K-3)
  - Delilah D. at the Library by Jeanne Willis (Grades P-2)
  - Don’t Push the Button by Bill Cotter (Grades P-2)
  - Froggy Plays 7-Ball by Jonathan London (Grades K-3)
  - Know and Follow Rules by Cheri J. Meiners (Grades P-3)
  - Library Lion by Michelle Knudsen (Grades P-2)
  - Pinkalicious by Victoria Kann (Grades P-3)
  - Thanksgiving Rules by Laurie Friedman (Grades P-3)
  - The Loch Mess Monster by Helen Lester (Grades P-2)
  - This Moose Belongs to Me by Oliver Jeffers (Grades P-3)

### Teacher Tips and Recommended Activities:

Use videos and songs to lead further discussion about rules.

**Student Activity Sheet:** When the lesson is complete, ask the students look at the picture to see all the kinds of rules the class has. Ask them to think about another rule that they might like to add to the list.

**Parent Guide-** Duplicate the parent participation page on card stock and send home with each student.

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## “I Can” Statement: I can follow rules.

**Discussion:** Have a class discussion about what self-control means and why it is important.

### **Videos/ Songs:**

- Howard B. Wigglebottom’s “Listen Better” <https://youtu.be/HH0rQiwKtSs>
- David Kaiser’s “Self-Control Song”- [https://youtu.be/5\\_mgwOOq7hs](https://youtu.be/5_mgwOOq7hs)
- “I Can Follow the Rules Song” <https://youtu.be/iQxK-Ah7has>

### **Activities:**

- **“Self-Control Bubbles: A Behavior Management Teaching Tool”**
  - Have the class sit in a circle and tell the students that you are going to blow bubbles. They may pop the bubbles as they come near them but they have to keep their bottoms on the ground.
  - Next, tell them you are going to blow the bubbles again but this time they may NOT pop them even if they land on their nose. Explain that they are going to have to use self-control.
  - Ask if they know what self-control is and discuss that it is the feeling of really wanting to do something but having to tell your body not to do it.
  - After this activity ask the students how they felt when they could not pop the bubbles and discuss how important using self-control is to help follow the rules.
  - Brainstorm examples of when they need to use self-control. i.e.-when they want to talk while someone else is talking, when they want to run instead of walking down the hall, etc.
  - Make a list of times or places where they should use self-control and display the list in the classroom.
  - Teachers Pay Teachers - <https://www.teacherspayteachers.com/Product/Self-Control-Bubbles-A-behavior-management-teaching-tool-1114853?aref=7plp9g00>(FREE Download)
- **It’s Me!** - Have students draw themselves using self-control to follow a school rule.
- **Here’s to You!** - Praise students if you “spot” them following a school rule. Use Core-Life “Ask me about Rules” stickers, other stickers, brag tags, or certificates if possible.

### **Questions to ask students:**

- What is self-control?
- How does self-control help you follow the rules?
- When is it important to use self-control at school, home, and in the community?
- What rules do you need to follow?
- How can you be a better listener?

### **Required Resources/ Items to Prep**

- Bubbles
- Printable from “Self-Control Bubbles” FREE download on Teacher Pay Teachers or use drawing paper
- Poster to write the list of times and places that it is important to show self-control to display
- Markers/crayons/pencils/Stickers/brag tags/certificate

To the Parent or Guardian:

Rules



Consider rules that are necessary within a family. For example, no hitting or swearing might be rules your family follows. Brainstorm a list of rules that keep your family safe and connected to one another. Be sure to think about safety rules, such as hold a hand when crossing a street. Also think about screen rules, such as no television until homework is complete. Work together to create a chart to hang somewhere everyone will see them, such as the fridge. Remember, adults and children may have different rules, but it is important to follow the rules set. This models the behavior you wish to see.

**Ask your child** to share what he/ she has learned about community rules and encourage him/ her to teach your family. Ask the definition of community and discuss how this applies in the home too. Let your child guide your discussion. Have your family pick something to try.



**Complete and return this half of the card to school.** Please answer the following question(s) and return only this half of the card to the school.

Your teacher may collect all of your answer cards and return to your family at the end of the school year.

What is one rule that keeps your family safe?

What is one rule that helps your family connect better with one another?

What is your favorite game to play together?

# I can follow rules.

