

Unit/Topic Title: **Rules and Routines**

Trimester: **1st**

Estimated Time (When): **August/September (includes time for reteaching and enrichment)**

<b>Standard(s)</b> 2. Geography 4. Civics	
<b>Prepared Graduates:</b> ➤ Develop spatial understanding, perspectives, and connections to the world ➤ Analyze the origins, structures, and functions of governments to evaluate the impact on citizens and the global society.	
<b>Grade Level Expectation: Preschool</b>	
<b>Preschool Learning and Development Expectation:</b> · Understand one's relationship to the family and community and respect differences in others. 2.1.b · Rules allow groups to work effectively. 4.2.a	
Indicators of Progress	Examples of High-Quality Teaching and Learning Experiences:
<p><b><i>By the end of the preschool experience (approximately 60 months/5 years old), students may:</i></b></p> <ul style="list-style-type: none"> <li>Develop an awareness of the school, neighborhood, and community.</li> <li>Understand the reasons for rules in the home and classroom and for</li> </ul>	<p><b><i>Supportive Teaching Practices/Adults May:</i></b></p> <ul style="list-style-type: none"> <li>Involve children in firsthand experiences in their community. For example: exploration of the school, neighborhood, and city.</li> <li>Furnish learning centers with literature, activities, and materials for play based on children's experiences with their community. For example: visit the school office and then create a classroom office.</li> <li>Involve children in discussions about the homes they live in and the different types of homes and buildings in the community. For example: taking neighborhood walks.</li> <li>Provide materials, literature, and activities that explore different types of homes and aspects of the children's surrounding environment. For example: apartments, single-family homes, motels, modular homes, trees, rivers, mountains, and buildings.</li> <li>Display pictures of familiar community buildings and landmarks in block, writing, or other centers.</li> </ul>

<p>laws in the community.</p> <ul style="list-style-type: none"> <li>• Show interest in interacting with and developing relationships with others.</li> <li>• Recognize that everyone has rights and responsibilities within a group.</li> <li>• Demonstrate self-regulated behaviors and fairness in resolving conflicts.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss rules with children.</li> <li>• Explain the purpose of rules such as safety and respect.</li> <li>• Begin to introduce games that have rules.</li> <li>• Read both fiction and nonfiction books that support following rules. Create a class rules chart.</li> <li>• Engage children in class meetings and decision-making.</li> <li>• Give children classroom jobs and responsibilities.</li> <li>• Provide activities that require cooperative play.</li> </ul> <hr/> <p><b><i>Examples of Learning/Children May:</i></b></p> <ul style="list-style-type: none"> <li>• Build with blocks or draw various environments.</li> <li>• Take pictures of familiar building locations to place on a map of the school. The children glue the pictures on the map while the adult labels the location.</li> <li>• Identify and discuss the things they see, such as trees, fountains, streets, etc.</li> <li>• Participate in the development of classroom rules.</li> <li>• Describe classroom rules.</li> <li>• Work cooperatively with other children to achieve an outcome.</li> <li>• Participate in group decision-making.</li> <li>• Notice the classroom rules and support others in remembering the rules.</li> <li>• Allow children to develop a few simple classroom rules.</li> </ul>
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### Essential Vocabulary:

- Introductory: Community; neighborhood; rules; safety; inside; outside; respect

### Assessments:

- Teaching Strategies GOLD™
  - 1.b Following limits and expectations
  - 2.c Interacts with peers
  - 3.a Balances needs and rights of self and others
  - 8.b Follows directions
  - 12.b Makes connections
  - 30 Shows basic understand of people and how they live
- P.A.T.H.'s Lesson 1. Circle Rules 1-1

### Instructional Resources:

- Teaching Strategies GOLD
- P.A.T.H.'s