

Compelling Question: How do we stay safe at school?

<u>MI Standards</u>	K-C1.0.1 Identify and explain reasons for rules at home and in school
<u>Social Justice Standards (pg. 5)</u>	Action 20 ACK-2.20 I will join with classmates to make our classroom fair for everyone.
<u>Lesson Goal(s)</u>	Students will be able to: Conclude that rules are needed at school to be safe and give explanation of why rules are needed. Students will identify what rules are necessary at school and defend their thinking.
Staging the Question	• Remind the students of the beginning of the school year when Miss Rosing told them her job was to keep them safe and their job is to help her do that. • Encourage the students to think about being safe. (Give students time to think) • Ask the students to raise their hand if they want to share with us what they were thinking about. (Call on a few students to share their ideas out loud) • Say to the students “stand up if you agreed or were thinking anything similar to what ... said” • Introduce the students to the compelling question: How <i>do we stay safe at school?</i>

Supporting Question (s)- (what students need to know before answering the compelling question)

	get added to class contract. All students and teachers will sign a class contract. All students will get an “I Voted” sticker.
Extension	Take informed Action: This can be expanded to school rules where others can be included to help keep a larger population of the school safe.

Lesson Procedure	
Stage the Question - Remind the students of the beginning or the school year when Miss Rosing told them her job was to keep them safe and their job is to help her do that. - Encourage the students to think about being safe. (Give students time to think) - Ask the students to raise their hand if they want to share with us what they were thinking about. (Call on a few students to share their ideas out loud) - Say to the students “stand up if you agreed or were thinking anything similar to what ... said” - Introduce the students to the compelling question: How <i>do we stay safe at school?</i>	
Investigate the Sources - Read together <i>What If Everybody Did That?</i> - Point out unsafe situations during the reading. - Look at the poster with students and discuss rules, laws, and safety with them.	

Make Sense of the Sources as a Whole Group: This is now where they talk together about their findings

Norms for Discussion

- Remind students that only one student should be talking at a time.
- Demonstrate how to raise a hand to let me know you would like to speak.
 - Listen to other students while talking.
- Support your idea with things from the book we read or from the poster.

Launch the Discussion (how will you lead them into the compelling question)

- Say to the students "After reading that story I am wondering about being safe at school. Do you have any ideas about how we can help be safe at school?" Once a student replies with "Rules" or something similar. Ask supporting questions below.

Orchestrate (write out focused support questions- not teacher moves but **questions about content**, (remember you eliciting and interpreting student thinking skills!

- Ask "what is a rule?"
- Ask "How do rules help to keep us safe?"

Recording Student Responses

- Restate the compelling question "How do we stay safe at school?"
- Record their words on chart paper/white board or add images of their idea.
- Remind the students to use ideas from the story/poster to support their thinking.

Close the Discussion

- Ask students to think about the ideas discussed and recorded on the chart paper. Tell them to take some time to think about what they believe to be important.
- Tell the students that the next time we talk about "rules" each student will get to vote to decide what rules go into our class contract.
- Remind the students to think about the book we read and the poster we talked about when thinking about their decision.

Summative Task

- Explain that the students will vote for ways to be safe in the classroom that can be added to class contract.
- Provide each student with a thumbs up/thumbs down paddle to use when voting. Explain that they should move to the appropriate side of the classroom (yes or no).
 - Call on students (making sure to call each student) to explain the reasoning behind their vote (encouraging them to use the sources to support their vote).
- Advise students that it is ok to change their mind if somebody says something that changes their thinking.

Closure

- Read the final agreed upon classroom contract to students. When all students agree on the final contract, they and the teachers will add their name to the contract.