

Classroom Rules

Overview:

All successful classrooms have rules. Why not include your students in the process? This engaging writing activity puts the FUN in FUNctional!

Procedure:

- 1) Explain to students that they get to help make the classroom rules.
- 2) Begin a brainstorming session.
 - a) Use a think aloud strategy to model a few examples of potential rules.
("Hmm, what are some good rules that we should follow? I think that we should always walk when we are in the classroom.")
 - b) Write your ideas as you think aloud.
*Be sure to include some good examples and even a few that are silly.
- 3) Continue the brainstorming session by asking students for their ideas and add all of the ideas to the list.
- 4) Once the list is completed, review by reading all of the ideas to the class. Choose the ideas that will become your new class rules.

ASOLs Covered in this Activity:

5E--WP 1b: The student will select an event or personal experience and use drawing, writing, or dictating to compose a message about it.

Extension Idea: Ask a student to select one of the class rules and compose a message or draw a picture about why it is a good rule. Encourage students to share an event to support their opinion. (*Ex. We should walk because one time I ran and fell.*)

5E--WP 2a: The student will use technology (including assistive technologies) to produce and publish writing.

5E--WP 6a: The student will use technology to produce and share writing.

Extension Idea: Students can print personal rule books or corresponding social stories after creating them in PowerPoint. Encourage students to share their work with peers.

8E--WP 1c: The student will plan by brainstorming and revise own writing by adding more information.

Extension Idea: Each student will revisit the list of class rules and brainstorm potential reinforcers for following the rules. The student will choose one preferred reinforcer and write about it.

8E--WP 3b: The student will write to convey ideas and information including facts, details, and other information as well as graphics and multimedia as needed.

Extension Idea: Invite students to search for or select images (clipart, photographs, images in magazines, drawings, etc.) that represent each class rule.

8E--WE 2a: The student will use standard English rules when writing by using ending punctuation when writing a sentence or question.

Extension Idea: Use this activity as a way to practice using periods at the end of statements.

8E--WE 3a: The student will use standard English rules when writing by using ending punctuation and capitalization when writing a sentence or question.

Extension Idea: Use this activity as a way to practice capitalizing the first word of a statement.

HSE--WP 1a: The student will write about a personal opinion and give more than one reason supporting and rejecting the claim.

Extension Idea: Ask a student to select one of the class rules and write multiple statements about why it is or is not a good rule.

HSE--WP 1d: The student will produce writing that is appropriate to a particular task, purpose, and audience.

Extension Idea: Refer to step 1 of the procedure. Review the task, purpose, and audience with students.

HSE--WE 1a: The student will use standard English rules by using correct punctuation when writing.

Extension Idea: Use this activity as a way to practice using correct punctuation when writing.

Materials Needed:

-Writing surface such as paper, large chart paper, whiteboard, interactive whiteboard, etc.

Instructional Setting:

classroom or other environments for which rules are needed (bus, cafeteria, playground, community outing)

Community Connections and/or Peer Interaction:

-Ask community helpers to discuss the rules for their settings (gym rules, mall rules, cafeteria rules, bus rules, library rules, etc.).

-If peer helpers are available, include them in this activity.

Functional Activity/Routine:

This *is* a functional activity.

Strategies to Collect Evidence:

-Individual rule books or social stories (extension activity) can be used as a student product.

-Anecdotal evidence can be used to document individual student performance during the group activity.

Specific Options for Differentiating this Activity:

-Allow students to use their preferred “pencil” to complete this activity. This may include a writing utensil, keyboard, alternative pencil, or dictating to a scribe.

A student in any of the developmental stages of writing can complete this activity.

*If your student is a scribbler, be sure to reinforce his/her product as authentic writing, and if necessary, help assign meaning.

-When students are brainstorming ideas for rules, some may require a field of choices.