

Rules Work

Students identify why rules help and order simple rule-making steps.

SSKCG1.a "Explain how rules are made and why."

NAME _____

DATE _____

Teacher: this page is run aloud. The script and answers are on the guide page.

1 WHY RULES? _____

a	SAFE	LOUD	FAST
b	QUIET	FAIR	QUICK
c	JUMP	SLEEP	LEARN

2 MAKE RULES _____

TALK	•	•	3
CHOOSE	•	•	1
TRY	•	•	2

HOW TO RUN THIS PAGE

Read each prompt and each choice aloud, then give students time to mark the page. Listen for students who can say that rules help people stay safe, be fair, or learn, and that people can talk together before choosing a rule.

Students never read directions on this sheet. Read each part's script aloud, then each prompt, giving think time before students mark.

PART 1 • WHY RULES?

SAY “Listen to each row. I will read the choices. What word tells why the rule helps? Circle that word, then tell me why.”

ROW	SAY	STUDENTS CIRCLE
a	Our class is making a rule to keep feet from getting hurt when we move around. Which word tells why?	SAFE
b	A rule says we take turns with blocks so each child gets a chance. Which word tells why?	FAIR
c	A rule says we listen when someone is speaking so we can hear ideas. Which word tells why?	LEARN

PART 2 • MAKE RULES

SAY “Think about how a class can make a new rule. I will read the words on the left. Draw a line from each word to the number that shows when it happens, first, next, or last.”

- **TALK** matches **1**
- **CHOOSE** matches **2**
- **TRY** matches **3**

WHAT TO ACCEPT

Circle SAFE, FAIR, and LEARN. Match TALK to 1, CHOOSE to 2, and TRY to 3; accept oral explanations that connect rules to safety, fairness, or learning.