Rights and Respect

Students connect rights with actions that respect those rights.

1.C.1 "Identify rights that people have and the responsibilities that accompany these rights."

NAME _____ DATE _____

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

1 CIRCLE ONE

a	**yell**	**listen**	**interrupt**
b	**noisy**	**distract**	**quiet**
c	**gentle**	**shove**	**hit**

2 MAKE MATCHES

speak	**gentle**
learn	**listen**
safe	**quiet**

ANSWER KEY

Rights and Respect

GRADE 1 · 1.C.1

HOW TO RUN THIS PAGE

Read the choices aloud and give students time to think before they mark the page. Look for students to identify responsibilities that go with the rights to speak, learn, and feel safe. Record any hints you give separately from their answers.

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

PART 1 · CIRCLE ONE

SAY "A right is something each person should have. A responsibility is something you do to respect other people's rights. For example, everyone should get a fair turn, so we can wait for our turn."

ROW	SAY	STUDENTS CIRCLE
a	Mia is sharing an idea. Everyone has the right to speak. The words are yell, listen, and interrupt. Which word shows how you can respect Mia's right?	**listen**
b	Your classmates have the right to learn. The words are noisy, distract, and quiet. Which word shows how you can help them learn?	**quiet**
c	Everyone has the right to feel safe. The words are gentle, shove, and hit. Which word shows how you can treat others?	**gentle**

PART 2 · MAKE MATCHES

SAY "On the left, the words are speak, learn, and safe. On the right, the words are gentle, listen, and quiet. Draw a line from each word on the left to the action that respects that right for others."

- **speak** matches **listen**
- **learn** matches **quiet**
- **safe** matches **gentle**

WHAT TO ACCEPT

Circle listen, quiet, and gentle, in that order. Match speak to listen, learn to quiet, and safe to gentle.