Rules Help Us

Students identify rules and laws, then explain how new examples help people.

1.C.2 "Define and give examples of rules and laws in the school and the community, and explain the benefits of these rules and laws."

NAME _____ DATE _____

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

1 CIRCLE ONE

a | rule | law | wish

b | wish | rule | law

2 HOW THEY HELP

school	
community	

ANSWER KEY

Rules Help Us

GRADE 1 · 1.C.2

HOW TO RUN THIS PAGE

Read the directions and each row aloud. Listen to each student's definitions and new examples, and note which oral answers were independent and which needed support.

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 rule tells people what to do in a group or place. A law is a rule made by the government for people in a community. Tell me in your own words what a rule and a law are, then listen and circle one word in each row."

ROW	SAY	STUDENTS CIRCLE
a	Our school says to walk in the hallway. Is this a school rule, a community law, or a wish? Circle one.	**rule**
b	Drivers must stop at red traffic lights. Is this a wish, a school rule, or a community law? Circle one.	**law**

PART 2 · HOW THEY HELP

SAY "Tell me a different school rule and a different community law. How does each one help people? Write one word in each box to show how it helps."

- Box 1 (beside school): **safe**
- Box 2 (beside community): **safe**

WHAT TO ACCEPT

Circle rule, then law. Accept any new, accurate oral examples and benefit words that fit those examples, such as safe. Record spelling help separately from the student's civic understanding.