Why Rules Matter

Students explore why rules exist, how people make them, and what happens when rules are broken.

1.P.2.1.C "Describe the purposes of rules in various settings (e.g., family, classroom, school), how rules are made, and consequences for violating rules."

NAME _____ DATE _____

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

1 WHY RULES?

a	**clean**	**noisy**	**late**
b	**late**	**loud**	**fair**
c	**fast**	**safe**	**loud**

2 WHAT HAPPENS?

a	**grab**	**talk**	**hide**
b	**tidy**	**sing**	**sleep**
c	**shout**	**sleep**	**walk**

ANSWER KEY

Why Rules Matter

GRADE 1 · 1.P.2.1.C

HOW TO RUN THIS PAGE

Read each prompt and its choices aloud, then give students time to circle and explain their choices. Listen for descriptions of a rule's purpose, how people make a rule together, and a possible consequence, and record any support separately.

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 "I will read each rule and the three words. Circle the word that tells why the rule helps. Then tell me why you chose it."

ROW	SAY	STUDENTS CIRCLE
a	At home, a rule says to put dirty dishes in the sink. The words are clean, noisy, late. What does this rule help keep the home?	**clean**
b	A class rule says to take turns using crayons. The words are late, loud, fair. What does this rule help make sharing?	**fair**
c	A school rule says to walk in the hall. The words are fast, safe, loud. What does this rule help keep people?	**safe**

PART 2 · WHAT HAPPENS?

SAY "Circle an answer for each row. After the first row, tell me how people can make a rule together. After the other rows, tell me what could happen when the rule is broken."

ROW	SAY	STUDENTS CIRCLE
a	A class needs a new rule for sharing books. The words are grab, talk, hide. What can the class do to make a rule together?	**talk**
b	A child leaves toys on the floor, breaking a family rule. The words are tidy, sing, sleep. What might the child need to do?	**tidy**
c	A student runs in the hall, breaking a school rule. The words are shout, sleep, walk. What might an adult ask the student to do?	**walk**

WHAT TO ACCEPT

Part 1: clean, fair, safe. Part 2: talk, tidy, walk. Accept oral explanations that connect each rule to its purpose, describe people sharing ideas and agreeing on a rule, or describe a fitting action after a rule is broken.