Our Class Rules

Students choose reasons, then propose a classroom rule.

1.P.4 "Develop a variety of evidence-based written products designed for multiple purposes. Summarize and paraphrase, integrate evidence, and cite sources to create written products, research projects..."

NAME _____ DATE _____

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

1 FIND A REASON

a

purple	safe	noisy

b

round	heavy	fair

2 YOUR RULE

RULE	
WHY	

ANSWER KEY

Our Class Rules

HOW TO RUN THIS PAGE

Read the directions and each row's choices aloud. Students circle reasons that support classroom rules, then write or dictate a rule they think the class should use and a reason for it. Note when a student dictates or needs other 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 · FIND A REASON

SAY "Listen as I read the words in each row. Think about how a rule helps our class, then circle one word."

ROW	SAY	STUDENTS CIRCLE
a	The words are purple, safe, and noisy. Why is walking inside our classroom a good rule? Circle the word that tells how it helps people.	**safe**
b	The words are round, heavy, and fair. Why is taking turns with our class books a good rule? Circle the word that tells how it helps everyone.	**fair**

PART 2 · YOUR RULE

SAY "Think of a rule you want our class to use. In the RULE box, write the rule, or tell me so I can write your words. In the WHY box, write or tell why your rule helps our class."

- Box 1 (beside RULE): **Take turns.**
- Box 2 (beside WHY): **It is fair.**

WHAT TO ACCEPT

Circle safe, then fair. Accept any classroom rule the student proposes with a reason that explains how the rule helps the class. Record dictated words as the student says them.