Why Have Rules?

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

K.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	fast	loud
b	race	fair	mess
c	fast	loud	safe

2 MAKE AND FOLLOW

a	talk	hide	nap
b	grab	vote	sleep
c	candy	game	reminder

ANSWER KEY

Why Have Rules?

KINDERGARTEN · K.P.2.1.C

HOW TO RUN THIS PAGE

Read each situation and its three choices aloud. After students circle a word, have them tell a partner why they chose it. Listen for explanations about the purpose of a rule, how people make rules together, and a possible result of breaking 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 rule and the three words I read. Circle the word that tells why the rule helps. Then tell a partner why you chose it."

ROW	SAY	STUDENTS CIRCLE
a	A family has a rule to wash hands before eating. The words are clean, fast, and loud. Why does this rule help?	**clean**
b	A classroom has a rule to take turns using shared supplies. The words are race, fair, and mess. Why does this rule help?	**fair**
c	A school has a rule to walk in the hall. The words are fast, loud, and safe. Why does this rule help?	**safe**

PART 2 · MAKE AND FOLLOW

SAY "Listen to each situation and the three words I read. Circle the word that answers the question. Then tell a partner why you chose it."

ROW	SAY	STUDENTS CIRCLE
a	A family needs a new bedtime rule. The words are talk, hide, and nap. What can family members do to help make the rule?	**talk**
b	A class needs a new rule for sharing crayons. The words are grab, vote, and sleep. How can the class decide together?	**vote**
c	A student runs in the school hall and breaks the rule to walk. The words are candy, game, and reminder. What might happen next?	**reminder**

WHAT TO ACCEPT

In row order, the answers are clean, fair, safe, talk, vote, and reminder. Accept oral explanations that connect each choice to the situation, such as taking turns so everyone gets a chance or receiving a reminder after breaking a rule.