

UNDERSTANDING LAWS



LESSON SUMMARY

BENCHMARK
SS.K.CG.1.1 <i>Identify the purpose of rules and laws in the home and school.</i>
BENCHMARK CLARIFICATIONS
<ul style="list-style-type: none">■ Students will define rules as standards of responsible behavior (e.g., rules for home and school).■ Students will define laws as a system of rules intended to protect people and property that are created and enforced by government (e.g., speed limit).■ Students will identify what can happen without rules and laws.
CORRELATED FLORIDA STANDARDS
<ul style="list-style-type: none">■ ELA.K.C.2.1: <i>Present information orally using complete sentences.</i>■ ELA.K.C.4.1: <i>Recall information to answer a question about a single topic.</i>■ ELA.K.V.1.1: <i>Use grade-level academic vocabulary appropriately in speaking and writing.</i>
ESSENTIAL QUESTION
What are laws?
VOCABULARY
laws, rule, community
MATERIALS
<ul style="list-style-type: none">■ Stop Sign image■ Definition- Laws slide■ Understanding Laws slides

ACTIVITY SEQUENCE

INTRODUCTION/HOOK	
<ol style="list-style-type: none"> 1. Display the “Stop Sign” image. 2. Pose the following questions for discussion: What do we have to do when we see this sign? (stop the car, look both ways, check for people crossing the street) Where do we see this sign? (on the road, around town, in a community) <p>Teacher Note: <i>Depending on the time of year this lesson is completed, the term community may be unfamiliar to students. You may need to take a minute to explain the concept of a local community to students to expand their knowledge beyond the walls of home or school.</i></p>	
ACTIVITY	
<ol style="list-style-type: none"> 3. Review the definition of a rule with students (a do/don’t for our behavior), emphasizing that rules can also be in places outside of the school or home. 4. Share the “Definition- Laws” slide to introduce students to the new vocabulary term and help students understand that the rules outside of school or home are called laws. 5. Display the “Understanding Laws” slides. 6. Discuss as a whole group what law each image represents (follow the speed limit, obey traffic lights, no stealing, walk on the crosswalk). 7. After reviewing the images, pose the following questions for discussion: Who makes laws? (government) What would happen if someone doesn’t follow these laws? (someone could get hurt, you may go to jail, you may get in trouble with the police). 	
CLOSURE/FORMATIVE ASSESSMENT	
<ol style="list-style-type: none"> 8. Encourage the students to be on the lookout for laws on their way home/to school the next day. If able, have students share some of their examples the next day (traffic signs, crosswalks, seatbelts, car seats, paid for something instead of stealing). 	
ADDITIONAL RESOURCES	
FJCC/LFI Website	
ANSWER KEYS	
n/a	
SOURCES	
n/a	