

RULES VS. LAWS



LESSON SUMMARY

BENCHMARK
SS.1.CG.1.1 <i>Explain the purpose of rules and laws in the home, school, and community.</i>
BENCHMARK CLARIFICATIONS
<ul style="list-style-type: none">■ Students will explain the role that rules and laws play in their daily life.■ Students will explain the difference between rules and laws.
CORRELATED FLORIDA STANDARDS
<ul style="list-style-type: none">■ ELA.K12.EE.4.1: <i>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</i>■ ELA.1.C.2.1: <i>Present information orally using complete sentences and appropriate volume.</i>■ ELA.1.V.1.1: <i>Use grade-level academic vocabulary appropriately in speaking and writing.</i>
ESSENTIAL QUESTION
What is the difference between rules and laws?
VOCABULARY
rule, laws
MATERIALS
<ul style="list-style-type: none">■ Rules vs. Laws image■ Rules vs. Laws digital anchor chart, or chart paper■ Rules vs. Laws sort■ Glue stick■ Scissors

ACTIVITY SEQUENCE

INTRODUCTION/HOOK
<ol style="list-style-type: none">1. Display the “Rules vs. Laws” image and explain to students that there is one rule and one law displayed on the board.2. Pose the following questions for discussion: Which of these images shows a law? (#1) How do you know? (enforced by police, for the community, protects people, created by government, everyone has to follow it, could get in trouble with the law if you don’t)
ACTIVITY
<ol style="list-style-type: none">3. Project the “Rules vs. Laws” digital anchor chart, or pre-create an anchor chart on paper following the template on the digital chart. <p>Teacher Note: <i>Students may be unfamiliar with the term “enforce.” While reading through this sections of the chart, you may need to pause and clarify this term. Explain to students that “enforce” means to look for and make sure the rule/law is followed.</i></p> <ol style="list-style-type: none">4. Explain that, while we learned in Lesson #1 that both rules and laws protect people and property, there are differences that separate rules from laws.5. Collaborate with the class to fill in the chart, pausing to give students time to think-pair-share for each section. If needed, give examples of rules and laws throughout to guide and support students through the questions.6. Keep the anchor chart on display for students to reference during the closure activity and future lessons on rules, laws, and consequences.
CLOSURE/FORMATIVE ASSESSMENT
<ol style="list-style-type: none">7. Give each student a “Rules vs. Laws” sort, scissors, and a glue stick.8. Read the directions to the whole class. Instruct students to raise their hand if they need assistance reading one of the terms or clarifying the icon provided. Remind students to reference the anchor chart when deciding whether the statement is a rule or law.9. Monitor as students sort the statements into the chart. <p>Teacher Note: <i>Depending on the time of year and students’ reading levels, you may choose to work through the assignment as a whole group, reading each sentence one at a time and pausing for students to glue the box into the correct column. You may also partner students up or assign small groups. This activity requires fine motor skills for cutting and gluing and therefore may take more time at the beginning of the year if students have not yet developed these skills.</i></p>
ADDITIONAL RESOURCES
FJCC/LFI Website
ANSWER KEYS

"Rules vs. Laws" digital anchor chart sample
"Rules vs. Laws" sort answer key

SOURCES

n/a