

## Welcome to Second Grade! - Rules and Laws

**Social Studies Standards Covered:** GA Information Processing Skill 5, SS2CG1

### Vocabulary

safe - free from harm (adjective)

laws - important rules made by our nation, our state and our community (noun)

important - means a lot or has big value (adjective)

learn - to find out about something (verb)

rule - something that tells you what is or is not allowed to do (noun)

jail - place that you might have to go if you break the law (noun)

adults - people who are grown up (noun)

picture - painting, drawing or photo of someone or something (noun)

rules - statements that tell what is and is not allowed (noun)

### Literature Links

*Officer Buckle and Gloria* by Peggy Rathmann

*Why Do We Need Rules and Laws?* by Jessica Pegis

*That Rule Doesn't Apply to Me!* by Julia Cook

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### Day 1 (25 minutes)

#### Welcome to Second Grade! Rules and Laws

#### Rules are Important

**Social Studies Standards Covered:** SS2CG1

**Vocabulary:** important, learn

#### Teacher Questions/Discussion Prompts, Cognitive Complexity Levels

#### Rules are Important

Q: Why is it important that rules are fair? Who decides the rules? Who decides when a rule is broken?

What can a person do if they feel they have been unfairly treated?

A: Answers will vary. The purpose of this discussion is to give students a foundational understanding of fairness and the importance of being treated fairly. It's important that students understand that leaders are obligated to respond to unfair treatment.

high/5

#### Teacher Questions/Discussion Prompts, Cognitive Complexity Levels

#### Welcome to Second Grade! Rules and Laws

Q: What are some laws in our community that you follow? What are some rules at our school that you follow? How are they similar? How are they different?

A: Answers will vary.

moderate high/4

## Welcome to Second Grade! Rules and Laws

Q: Who are community leaders?

A: Answers will vary.

moderate high/4

### Lesson Tasks

#### Welcome to Second Grade! Rules and Laws

See-Think-Wonder - Three-part organizer used to observe a stimulus, usually an image, and tell what you see in it, what it makes you think, and what you still wonder about it.

Print graphic organizer for See-Think-Wonder. Use for entire Student Edition to introduce the textbook.

**Below Level/Developing:** Students complete task verbally instead of in writing.

**English Language Learner:** Pair students with English speakers. Do activity as a team.

### Lesson Tasks

#### Rules are Important

See-Think-Wonder - Three-part organizer used to observe a stimulus, usually an image, and tell what you see in it, what it makes you think, and what you still wonder about it.

Continue using the graphic organizer to observe a stimulus, usually an image, and tell what you see in it, what it makes you think, and what you still wonder about it.

**Below Level/Developing:** Verbally discuss school rules.

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## Day 2 (20 minutes)

### Laws are Important Rules

#### Rules and Laws

**Social Studies Standards Covered:** GA Information Processing Skill 5, SS2CG1

**Vocabulary:** safe, laws

### Teacher Questions/Discussion Prompts, Cognitive Complexity Levels

#### Rules and Laws

Q: What are some responsibilities that you have at school? What are some responsibilities that you have at home? What would happen at school or at home if you were not responsible (didn't do what you were supposed to)?

A: Answers may vary. It's important that students understand that everyone must do as expected to make a society work. If people didn't fulfill their responsibilities, society as a whole couldn't function.

moderate high/5

### Teacher Questions/Discussion Prompts, Cognitive Complexity Levels

#### Laws are Important Rules

Q: Who makes the laws? Do you and I get a say in how the laws are made?

A: Answers may vary. It's important that students begin to understand the way in which voting for leaders

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Teacher Supplement

in government gives people a say in how the government is run and the laws that are made.  
high/5

## Laws are Important Rules

Q: Why do communities have laws? What might happen if there were few or no laws?

A: The answers from students should reflect the importance of law and order. They should show their understanding that people cannot live in a society without laws.

high/5

## Lesson Tasks

### Rules and Laws

Possible Sentences - Vocabulary development activity where students, given a number of words from a text, create sentences they think make sense using the words. Sentences are shared and discussed before and after reading.

Give students 2 words from the text. Ask them to use the words in a sentence.

**Gifted and Talented Learner:** Allow students to create their own important word list prior to the activity.  
English Language Learner: Give students premade flashcards of unit vocabulary, with translations and definitions.

## Lesson Tasks

### Laws are Important Rules

See-Think-Wonder - Three-part organizer used to observe a stimulus, usually an image, and tell what you see in it, what it makes you think, and what you still wonder about it.

Continue using the graphic organizer to observe a stimulus, usually an image, and tell what you see in it, what it makes you think, and what you still wonder about it.

**Gifted and Talented Learner:** Have students discuss how they will gain the information they still wonder about. Make a plan of action verbally.

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## Day 3 (25 minutes)

### Adults Make Rules

#### Let's Review!

**Social Studies Standards Covered:** SS2CG1

**Vocabulary:** rule, jail, adults, picture

## Lesson Tasks

#### Let's Review!

Use close reading to read questions and search for answers.

**Below Level/Developing:** Pair students with others. Highlight key words from the questions within the text to assist in answering.

## Teacher Questions/Discussion Prompts, Cognitive Complexity Levels

### Adults Make Rules

Q: Why does our school have rules?

A: Answers need to focus on safety and order out of chaos.

moderate high/5

### Adults Make Rules

Q: Who makes the rules in our school?

A: Answers will vary. Students should demonstrate their understanding that people they know make the rules, such as the teachers and the principal. Talk about other people like the superintendent and the school board.

moderate high/5

## Teacher Questions/Discussion Prompts, Cognitive Complexity Levels

### Let's Review!

Q: Why do people get in trouble if they break a law or a rule? What would happen if they didn't get in trouble for breaking a rule or a law?

A: Answers may vary. It's important that students understand the nature of consequences to deter poor decision making. If there weren't consequences, there is no reason for the law in the first place.

high/5

### Let's Review!

Q: What does being a responsible citizen look like? Can you give examples of times when you were responsible?

A: Answers may vary. It's important that students know and understand that being a responsible citizen takes on different views.

moderate high/5

## Lesson Tasks

### Adults Make Rules

Possible Sentences - Vocabulary development activity where students, given a number of words from a text, create sentences they think make sense using the words. Sentences are shared and discussed before and after reading.

Create sentences using key words. Sentences are shared and discussed before and after reading. Decide whether a sentence should be changed after reading more about the concept.

**Below Level/Developing:** Give students sentence stems or fill-in-the-blank sentences so that they don't have to write the entire thing.

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## Day 4 (20 minutes)

### Let's Review

### Draw a Picture

**Social Studies Standards Covered:** SS2CG1

**Vocabulary:** rules

## Lesson Tasks

### Draw a Picture

Students work independently to draw a picture.

**Below Level/Developing:** Discuss with students possible things they could draw, before they go to work independently, so that they have an idea.

**English Language Learner:** Discuss with students possible things they could draw, before they go to work independently, so that they have an idea.

## Teacher Questions/Discussion Prompts, Cognitive Complexity Levels

### Draw a Picture

Q: Following rules and laws is an important part of being a citizen. Get with a partner and demonstrate an action that shows you being responsible.

A: Answers may vary. This is a kinesthetic way of activating ideas for the drawing activity.  
moderate low/5

## Lesson Tasks

### Let's Review

Use close reading to read questions and search for answers.

**English Language Learner:** Work individually with students to match key words in the questions with key words in the text. Model how to find the key words.

## Teacher Questions/Discussion Prompts, Cognitive Complexity Levels

### Let's Review

Q: This week's readings were about rules and laws. The title of each article helps us to remember what the article was about. We call what an article is about its "main idea." What are the main ideas of each of the articles? Use examples from the stories to support your answers.

A: Answers may vary. It's important that students are able to voice the main idea of each article and cite evidence from the text to support their claim.  
high/4

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## Day 5 (25 minutes)

### Assessment

To check for understanding, distribute the weekly assessment for students to complete independently. If time allows, you may choose to assign an extension activity to conclude the lesson.

## Answer Keys

### Activities

#### Let's Review

B

#### Let's Review!

First image = 4

Second image = 3

Third image = 1

Fourth image = 2

### Worksheets

#### Week 1 Worksheet 1

##### Rules and Laws

1. E

2. A

3. B

4. C

5. F

6. D

#### Week 1 Worksheet 2

##### Adults With Authority

1. tell you when to pass and tell cars to stop.

2. make rules at home.

3. enforce laws and arrest people who break laws.

4. give you medicine.

5. send people to jail if they break laws.

### Assessment

1. A, C

2. B

3. B, D

4. D

5. C

6. B, D

7. Answers vary. It's important for students to show their understanding of the importance of rules and following them.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

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## Welcome to Second Grade! - Rules and Laws

### Week 1 Assessment

1. Read this rule. Choose TWO reasons why a school might have this rule. SS2CG1

Children should walk quietly down the hallway.

- A. To help children learn in the classrooms.
- B. To keep children from getting tired during school.
- C. To make sure no one gets hurt in the hallway.
- D. To make sure people don't get to class too quickly.

2. The same word fits in both sentences. SS2CG1

A \_\_\_\_\_ is written to help a school run more smoothly.

If you break a \_\_\_\_\_, you may lose a privilege.

- A. law
- B. rule
- C. class
- D. book

3. Select TWO examples of laws that make life for people safer. SS2CG1

- A. People need to make sure their cars aren't full of trash.
- B. People need to obey the speed limit in town.
- C. People need to make sure they are kind to their neighbors.
- D. People need to keep their pets on leashes when they are not in the yard.

4. Which term has about the same meaning as the word crime? SS2CG1

- A. pay a fine
- B. go to jail
- C. break a rule
- D. break the law

5. Who makes laws? SS2CG1
- A. teachers
  - B. parents
  - C. government
  - D. police
6. Why is there a rule that says you have to raise your hand to speak at school? Choose all correct answers. SS2CG1
- A. to help us stretch our backs
  - B. to help us listen
  - C. to help us wave hello
  - D. to help us learn
7. Describe an important law or rule in your school. Who do you think made that rule? Why do you think it's important? What happens if someone breaks the rule? SS2CG1

Citation



## Rules and Laws

Finish the sentences below by matching the cause to the effect. Write the letter of the correct effect on the line before the cause.

1. \_\_\_\_\_      **When Dwayne drove through a stop sign,**
2. \_\_\_\_\_      **Because Sam broke a rule at home,**
3. \_\_\_\_\_      **Since policemen make sure laws are followed,**
4. \_\_\_\_\_      **When Anita made up a new game,**
5. \_\_\_\_\_      **Since Mrs. Hill's class followed the class rules,**
6. \_\_\_\_\_      **When parents make a rule at home,**

**A. he could not watch a movie.**

**D. they are keeping their family safe.**

**B. people are safe.**

**E. he had to pay a fine.**

**C. she made up rules for it too.**

**F. they got extra recess time.**

## Adults With Authority

Use the phrases in the box to complete the sentences about adults in our community.

- **decide how long a person will stay in jail**
- **give a driver a ticket for driving too fast**
- **stop cars, so people can walk safely across the street**
- **decide what medicine a person should take**
- **tell a child what time to go to bed**

1. A crossing guard has the authority to \_\_\_\_\_

\_\_\_\_\_

2. A parent has the authority to \_\_\_\_\_

\_\_\_\_\_

3. A police officer has the authority to \_\_\_\_\_

\_\_\_\_\_

4. A doctor has the authority to \_\_\_\_\_

\_\_\_\_\_

5. A judge has the authority to \_\_\_\_\_

\_\_\_\_\_