Name: _____ Date: _____

How a Class Idea Becomes a Rule

Circle group

Rules do not just appear. A town makes a new rule in steps. A class can do the same in a small way.

First, someone has a problem. The line at the water fountain is too long and loud. A student has an idea for a rule.

Next, the class talks about the idea. Some like it. Others ask questions or want to change it. Each person gets a turn.

Then the class votes. If more say yes, the idea is a rule. Someone writes it on a chart.

Later, the class can look at the rule again. If it does not work, they can change it.

Questions

1. What is the problem at the water fountain?

_____

_____

2. What does the class do after it hears the idea?

_____

_____

3. How does the class decide?

_____

_____

4. Where does someone write the new rule?

_____

_____

5. Why might the class look at a rule again?

_____

_____

Words to know

rule: a thing that tells people what they may or may not do
vote: to choose by saying yes or no
idea: a thought about what to do
steps: parts of a job that you do one after another

Talk together (every group has these)

1. Find one fact that every group read. How did your sheet say it?
2. What did your sheet tell you that you think another group's did not? Ask them.
3. What is one question about this topic that none of the sheets answered?

Name: _____ Date: _____

How a Class Idea Becomes a Rule

Triangle group

Rules do not just appear. A town makes a new rule in steps. A class can do it in a small way, and the steps are much the same.

First, someone has a problem. Maybe the line for the water fountain is too long and loud. That student has an idea for a new rule.

Next, the class talks about the idea. Some students may like it. Others may ask questions or want to change it. Everybody gets a turn to speak.

Then the class votes. If more students say yes, the idea becomes a rule. Someone writes it on a chart so that it is easy to see.

Later, the class can look at the rule again. If it does not work well, they can change it.

Questions

1. What is the problem at the water fountain?

_____

_____

2. What does the class do after it hears the idea?

_____

_____

3. How does the class decide if the idea becomes a rule?

_____

_____

4. Where does someone write the new rule?

_____

_____

5. Why might a class look at a rule again later?

_____

_____

Words to know

rule: a thing that tells people what they may or may not do
vote: to choose by saying yes or no
idea: a thought about what to do
steps: parts of a job that you do one after another

Talk together (every group has these)

1. Find one fact that every group read. How did your sheet say it?
2. What did your sheet tell you that you think another group's did not? Ask them.
3. What is one question about this topic that none of the sheets answered?

Name: _____ Date: _____

How a Class Idea Becomes a Rule

Square group

Rules do not simply appear out of nowhere. A town makes a new rule by following a series of steps, and a class can do much the same thing on a smaller scale.

To begin with, someone notices a problem. Perhaps the line for the water fountain has become much too long and noisy, so one student comes up with an idea for a new rule.

After that, the class discusses the idea. Some students may like it, while others may ask questions or want to change it. Everybody is given a turn to speak.

Then the class takes a vote. If more students say yes, the idea becomes a rule, and someone writes it on a chart where it is easy to see.

At a later time, the class can look at the rule again, and if it does not work well, they are free to change it.

Questions

1. What is the problem at the water fountain?

_____

_____

2. What does the class do after it hears the idea?

_____

_____

3. How does the class decide whether the idea becomes a rule?

_____

_____

4. Where does someone write down the new rule?

_____

_____

5. Why might a class look at a rule again at a later time?

_____

_____

Words to know

rule: a thing that tells people what they may or may not do
vote: to choose by saying yes or no
idea: a thought about what to do
steps: parts of a job that you do one after another

Talk together (every group has these)

1. Find one fact that every group read. How did your sheet say it?
2. What did your sheet tell you that you think another group's did not? Ask them.
3. What is one question about this topic that none of the sheets answered?

For the teacher: How a Class Idea Becomes a Rule

Each student sheet carries a shape, not a level. The same topic and facts, written three ways.

Circle: How a Class Idea Becomes a Rule

Easier · 107 words · Flesch-Kincaid grade 1.5

1. The line is too long and loud.
2. It talks about the idea.
3. It votes.
4. On a chart.
5. If it does not work, they can change it.

Triangle: How a Class Idea Becomes a Rule

This passage · 128 words · Flesch-Kincaid grade 2.3

1. The line is too long and loud.
2. It talks about the idea.
3. It votes.
4. On a chart.
5. If the rule does not work well, they can change it.

Square: How a Class Idea Becomes a Rule

Harder · 149 words · Flesch-Kincaid grade 5.7

1. The line has become much too long and noisy.
2. It discusses the idea.
3. It takes a vote.
4. On a chart where it is easy to see.
5. If the rule does not work well, they are free to change it.