

Who Helps the Grown-ups? Activity List #2b

Work through this *activity list* in any order you choose! Tip: Work through an entire section before moving into a new section.

| Type | Title and Description | Time |
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| <i>Getting Started</i> | | |
| Choice | <ol style="list-style-type: none"> Write down what you think the word <i>lawmaker</i> means on a sticky note. Write down what you think the term <i>community helper</i> means on a sticky note. Use a different sticky note for each idea that comes to mind. Place the sticky notes on the chart paper with those matching terms. | 20 min |
| | Who Helps? Get this activity from the <i>resource table</i> to do with a friend. | 20 min |
| <i>Lawmakers</i> | | |
| Choice | <ol style="list-style-type: none"> Read Who Makes the Laws in New Rochelle, NY? independently. Then, open your notebook and date and title the page “Lawmakers” to answer each question below: <ul style="list-style-type: none"> Who makes the local laws for New Rochelle, and how are they elected? In paragraph 4, what does it state about how local laws become “new” local laws? If you were in charge of local government and could make any changes you wanted, how would you want laws to be made? Who would you put in charge to make them? Why? Write at least 4 sentences. | 30 min |
| | <ol style="list-style-type: none"> Join a small group with your teacher to listen to Who Makes the Laws in New Rochelle, NY?. Then, open your notebook and date and title the page “Lawmakers” to answer each question below: <ul style="list-style-type: none"> Who makes the local laws for New Rochelle, and how are they elected? In paragraph 4, what does it state about how local laws become “new” local laws? If you were in charge of local government and could make any changes you wanted, how would you want laws to be made? Who would you put in charge to make them? Why? Write at least 4 sentences. | 30 min |
| Required | <ol style="list-style-type: none"> Discuss with your partner the following questions: <ul style="list-style-type: none"> Do you agree or disagree with “who makes the laws” in New Rochelle? Why? Why not? | 25 min |

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| | <ul style="list-style-type: none"> Do you believe that the community laws are fair? What do you think the benefits of following local laws are? <p>2. Open your <i>Efficacy Notebook</i> and title a new page, Partner’s View on Laws, and write down how your partner responded to each question.</p> | |
| <i>Safe Community Helpers and Enforcers</i> | | |
| Optional | Quick Text Features Challenge <ol style="list-style-type: none"> With your partner, use this text to count and name: <ol style="list-style-type: none"> The heading The subheading(s) The picture(s) | 10 min |
| Choice | <ol style="list-style-type: none"> Read the article and circle all of the <i>main ideas</i> of the article <i>Community Helpers Who Enforce Our City Laws</i> individually or with a partner. This article is located on the <i>resource table</i>. In your <i>Efficacy Notebook</i>, write down 3 <i>main ideas</i> from the text. | 20 min |
| | <ol style="list-style-type: none"> Watch this video twice and write all the <i>main ideas</i> about <i>Community Helpers</i> with a partner. In your <i>Efficacy Notebook</i>, write down 3 <i>main ideas</i> from the video. | 20 min |
| Required | Safe Community Helpers — Complete this activity that is located on the <i>resource table</i> . | 25 min |
| <i>Self-Reflection & Whole-Group Discussion</i> | | |
| Required Do Last! | <ol style="list-style-type: none"> Think About: How many places have you and your family visited in New Rochelle? In your notebook, write: <ol style="list-style-type: none"> The correct name of your favorite place to visit (e.g., restaurant, park, etc.) and explain why. Then write down <u>two different ways</u> that you can help keep it a safe place. Use supporting details. Share: You may have to share with your whole class or a partner. Be prepared. | 30 min |