Community Helpers Social Studies Unit Plan

In this unit, students will learn about jobs and how community helpers are important to our community. The CA Social Studies standard K.3 states, “Students match simple descriptions of work that people do and the names of related jobs at the school, in the local community, and from historical accounts.” This unit was designed with this goal in mind, as well as adding in a variety of GLAD techniques and developmentally appropriate learning. The community helpers that were chosen are just a handful among many. Feel free to substitute, add to, eliminate any of these workers and use this with flexibility. Most community helpers take 2 days to teach. An easy formative assessment tool for the teacher is the Community Workers Journal, which students should fill out after learning about each of the community helpers. Take time to find people in the community who would come in and give a small presentation to the students. People are usually very excited to support our schools in this way and the students love seeing real workers in action. It is also fun to add in role-playing and dress up in your lessons and include it in the afternoon Choice Time for student.

Unit Intro
- Social Studies TE p. 145
- Read a Story about “When I Grow Up”
- GLAD Observation Charts
- Workers Poem: reprocess with pictures and box high frequency words
- Inquiry Chart
- When I Grow Up I Want to Be… Writing
- Important Book

Community Helpers: Grocery Store Clerk
- Cognitive Content Dictionary: market
- Social Studies TE p. 149 A Busy Day at Mr. Kang’s Grocery Store
- Community Helpers Journal
- Song: Mr. Grocer had a Store
- Process Grid
- Grocery Store Glyph and writing
Community Helpers: Teacher
  - CCD: education
  - Social Studies Lesson 1 (TE p. 155)
  - Community Helpers Journal
  - Homework and Practice Book page 22
  - Process Grid

Community Helpers: Fire Fighter
  - CCD: fire extinguisher, hydrant
  - Read a story
  - Song: Firefighters Keep Us Safe (sung to the tune: Mary Had a Little Lamb)
  - Process Grid
  - Firefighter Tools Worksheet pg. 89
  - Community Helpers Journal
  - Firefighter Glyph and Writing
  - Russ and the Firehouse Sequencing

Community Helpers: Paramedic
  - CCD: gurney
  - Read a Story
  - Song: Dial 9-1-1 (sung to the tune: Row, Row, Row your Boat)
  - Community Helper Journal
  - Process Grid

Community Helpers: Police Officer
  - CCD: badge
  - Read a Story
  - Community Helpers Journal
  - Song: Police will Help us if We’re Lost
  - Process Grid

Community Helpers: Baker
- CCD: ingredients
- Read a Story: Little Red Hen
- Community Helpers Journal
- Process Grid
- Class Baking Project
- Write a recipe

**Unit Wrap Up/Assessment**
- Community Map
- Cooperative Strip Paragraph
- Make Your Own Worker Project
**Process Grid:**

<table>
<thead>
<tr>
<th>Community Helper</th>
<th>Function</th>
<th>Location</th>
<th>Tools</th>
<th>Uniform</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grocery Store Clerk</td>
<td>Sell you groceries</td>
<td>Grocery</td>
<td>Cash Register, Bags, Food Speaker</td>
<td>Shirt, Apron, Name Tag</td>
</tr>
<tr>
<td></td>
<td>Sort Food</td>
<td>Store</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Put $ in the register</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Put Groceries in Bag</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher</td>
<td>Help kids learn</td>
<td>School</td>
<td>pencil, whiteboard, projector,</td>
<td>Nice Clothes</td>
</tr>
<tr>
<td></td>
<td>Teach children</td>
<td></td>
<td>Books</td>
<td></td>
</tr>
<tr>
<td>Paramedic</td>
<td>Help sick people</td>
<td>Ambulance</td>
<td>bandages, gurney, medicine, cast</td>
<td>Blue shirt, Blue Pants, Strong boots, Name Tag</td>
</tr>
<tr>
<td></td>
<td>Drive to the hospital</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Police Officer</td>
<td>Keep us Safe</td>
<td>Police</td>
<td>Radio, Police Car, Handcuffs, Gun,</td>
<td>Hat, Badge, Blue Pant, Boots</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Station</td>
<td>Flashlights</td>
<td></td>
</tr>
<tr>
<td>Baker</td>
<td>Make bread and pastries</td>
<td>Bakery</td>
<td>mixer, Oven, Ingredients</td>
<td>Apron, Hair Net, Chef Hat</td>
</tr>
<tr>
<td>Fire Fighter</td>
<td>Put out fires</td>
<td>Fire Station</td>
<td>ladder, Fire Truck, Hose</td>
<td>Helmet, Boots, Yellow Jacket, Yellow Pants</td>
</tr>
</tbody>
</table>

![Diagram of Process Grid](image)
Unit Intro

1. Books to Read:
   When I Grow Up by Mercer Meyer
   When I Grow Up I Want To Be Me by Sandra Magsamen

2. Observation Chart: print various pictures about the topic of study and allow students in pairs or teams to observe the pictures and write down their observations, questions or predictions.

3. Inquiry Chart:
   The inquiry chart is a Project GLAD strategy and is a variation of the KWL chart. The inquiry chart has only two columns:
   1) What we know about __
   2) What we want to know:
   Teachers write down all student comments about what students know about a topic, including misconceptions and inaccuracies. Throughout the unit of study, teachers return to the inquiry chart to confirm or revise students' initial understandings about a topic.
The important thing about community helpers is they work together to create a community.

Community helpers are important people whose job is to help others. Everyone who lives in a community can be a community helper.

Some examples of community helpers are grocery store clerks, teachers, firefighters, paramedics, police officers, and bakers. There are a lot more community helpers than this, but these are just a few examples.

But, the important thing about community helpers is they work together to create a community. (page break)

The important thing about community helpers is they work together to create a community.

A Grocery Store Clerk is a person who works at a store: they could work at a grocery store, a market, or even a produce store. They will usually wear an apron to keep them clean. A grocer can help you by making it easier for people to find food at the store. They need a cash register to do their job. A grocery helps the community by selling groceries.

But, the important thing about community helpers is they work together to create a community. (Page Break)
The important thing about community helpers is they work together to create a community.

A teacher is an educator who works with people to help them learn. A teacher works at a school. They can teach preschool, elementary, junior high, high school, or even college. They use books to help them know what to teach. At many schools a teacher will wear a special uniform, but in Sunnyvale we wear nice business clothes. Teachers help the community by teaching their students.

But, the important thing about community helpers is they work together to create a community. (Page Break)

The important thing about community helpers is they work together to create a community.

A firefighter is a person who drives a big truck and puts out fires. They work at a firehouse and wear a yellow jacket. A firefighter can put their life in danger when they go into a burning building to save a person. They use a fire hose to put out the fire. They help the community by keeping our homes and people safe from fires.

But, the important thing about community helpers is they work together to create a community. (Page Break)

The important thing about community helpers is they work together to create a community.
A paramedic is a person who brings an ambulance to help someone who is sick or injured. They will help you by listening to your heart with a stethoscope or carrying you on a gurney. They drive people in an ambulance to the hospital. They help the community when people are hurt or sick and need to go to the hospital in an emergency.

But, the important thing about community helpers is they work together to create a community. (Page Break)

The important thing about community helpers is they work together to create a community.

A police officer is a person who keeps our community safe. They drive in a special police car that has sirens on top and is usually black and white. A police officer wears a blue uniform and carries a special badge with them. They help the community by keeping the streets safe and helping us if we get lost.

But, the important thing about community helpers is they work together to create a community. (Page Break)

The important thing about community helpers is they work together to create a community.

A baker is a person who makes bread and other pastries. They follow recipes, mix, and bake ingredients in an oven to make yummy foods. They
usually start working at the bakery very early in the morning to make bread for breakfast and lunch. They help the community by providing fresh baked goods.

But, the important thing about community helpers is they work together to create a community.
Our Community Helpers Poem:

Some people sell us produce and drinks all fresh and cold

Some people work in shops and stores where many things are sold

Some people bring us letters and take the mail away

Some people stop the traffic to help us on our way.

Some people move our furniture and put it in a van

Some people take the garbage out and empty every can

Some people drive an ambulance to get us help real fast

Some people teach us how to read and stories from the past

Each of these Community Helpers has a special job to do.

Making Sunnyvale a great place to live for me and you!

Cognitive Content Dictionary

Materials: Chart paper marked off with 3 columns with headings: word, prediction, real meaning

1. Teacher selects a word from key vocabulary and writes it in word section.
2. Using the new word as a signal word, teacher directs students to turn to partner/team and predict the meaning of the word.
3. Teacher solicits/records predictions on the chart. The respondents are asked how they came up with the prediction.
4. The word is used during the entire day/class period as a signal word for ‘heads together’. While teaching the lesson, teacher uses the word in context multiple times
5. The next day teacher asks if anyone found the real meaning. Correct meaning is written on chart; sketch or picture added.
When I grow up I want to be ________________

__________________________________

__________________________________
My Community Helpers Journal

By: ___________________________________________________________
Grocery Store Clerk

Community Helpers: Grocery Store Clerk
- Cognitive Content Dictionary: market
- Social Studies TE p. 149 A Busy Day at Mr. Kang’s Grocery Store
- Community Helpers Journal
- Song: Mr. Grocer had a Store
- Process Grid
- Grocery Store Glyph and writing

Song: (sung to Old Mac Donald)
Mr. Grocer had a store, yum, yum, yum, yum, yum.
And in his store he had some milk, yum, yum, yum, yum, yum.
With a gulp-gulp here and a gulp-gulp there
Here a gulp, there a gulp, everywhere a gulp-gulp.
Mr. Grocer had a store, yum, yum, yum, yum, yum.

Apples - crunch, crunch, crunch.
Popcorn - pop, pop, pop.
Carrots - munch, munch, munch.

Grocery Store Glyph and Writing
Grocery Store Patterns
1. Do you like going to the grocery store?
   - yes
   - no
   - Shape of Roof
     - trapezoid
     - rectangle

2. What is your favorite food group?
   - fruits
   - vegetables
   - dairy
   - grains
   - meat and beans
   - Color of Building
     - red
     - blue
     - green
     - orange
     - pink

3. How many letters are in your first name?
   - fewer than five letters
   - exactly five letters
   - more than five letters
   - Color of Roof
     - brown
     - purple
     - black

4. How many letters are in your last name?
   - fewer than five letters
   - exactly five letters
   - more than five letters
   - Color of Door
     - yellow
     - tan
     - gray

5. Write your name on the line in the sign.
Community Helpers: Teacher

- CCD: education
- Social Studies Lesson 1 (TE p. 155)
- Community Helpers Journal
- Homework and Practice Book page 22
- Process Grid
Firefighter

Community Helpers: Fire Fighter
- CCD: fire extinguisher, hydrant
- Read a story
- Song: Firefighters Keep Us Safe (sung to the tune: Mary Had a Little Lamb)
- Process Grid
- Firefighter Tools Worksheet pg. 89
- Community Helpers Journal
- Firefighter Glyph and Writing
- Russ and the Firehouse Sequencing

Firefighter’s Song: (sung to the tune “Mary Had a Little Lamb)

The firefighters keep us safe
They put out fires and rescue pets,
The firefighters keep us safe,
no matter how HOT it gets!
Firefighters drive a fire truck
that makes sounds
and has lights,
Firefighters keep us safe
No matter how HOT it gets!

Firefighters Glyph and Writing
(see attached forms)
Russ and the Firehouse by Janet Elizabeth Rickert
(story in the Treasure’s Curriculum)
After reading the story copy attached pages
Have students sequence the story and label each picture
Friendly Firefighter

Math Skills

- writing numerals
- multiplication
- even and odd numbers
- addition
- counting
- one-to-one correspondence

Materials

- reproducible glyph patterns and legend (pages 48–49)
- completed firefighter glyph
- 9- by 12-inch orange and purple construction paper
- scissors
- glue or paste
- crayons

Creating the Glyph

1. Distribute copies of the firefighter glyph patterns and legend to students. Review the legend, one characteristic at a time, as you display a glyph you have completed. Then distribute the other materials, and invite students to use the legend to create their own personal firefighter glyph.

2. For question 1, have students choose a sheet of construction paper in the color that corresponds to their answer and position it vertically.

Critical Thinking

Choose an attribute of the glyphs that is represented by more than two choices. For example, you might focus on the job students would like to do if they were firefighters (this is represented by the color of the coat and pants). After you decide on the attribute, name two specific choices shown for that attribute. For the job preferences, you might name “rescue people” (blue coat) and “teach fire safety” (tan coat). Ask students to gather and count all the glyphs that show these attributes. Then, using the total glyph count as the sum and blank lines for the addends, write an incomplete number sentence on the chalkboard (such as __ + __ = 15). Have students count the glyphs that represent each choice and use the results to fill in the missing numbers. On another round, you might provide one addend and the sum, then have students fill in the missing addend (9 + __ = 15). Or you might write both addends and have students find the sum. Similarly, you might set up incomplete subtraction equations for students to solve. Each time, have students count the glyphs to check their answers.

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Friendly Firefighter

1. If you were a firefighter, would you rather drive the fire truck or ride in it?
   - drive
   - ride
   - Color of Background: orange
   - purple
   - yellow

2. If you were a firefighter, which job would you most like to do?
   - rescue people
   - put out fires
   - teach fire safety
   - another job
   - Color of Coat and Pants: blue
   - yellow
   - tan
   - black

3. Each company, or team, of firefighters has a number. Write the day of your birthday on the helmet.

4. Which part of the fire truck do you find most interesting?
   - tools
   - siren
   - hose
   - ladder
   - Color of Helmet: red
   - yellow
   - green
   - orange

5. Double the number of letters in your first name. Is the number odd or even?
   - odd
   - even
   - Tool in Hand: walkie-talkie
   - flashlight

6. Write a fact about a firefighter and glue it bottom.
   - check handwriting and help to do @ least one
Paramedic

**Community Helpers: Paramedic**
- CCD: gurney
- Read a Story
- Song: Dial 9-1-1 (sung to the tune: Row, Row, Row your Boat)
- Community Helper Journal
- Process Grid

Song: (to the tune Row, Row, Row your Boat)
Dial 9-1-1, if you need help fast
The paramedics will rush
To you in their ambulance.
Don’t be scared of them if you’re hurt or sick.
They’ll drive you to the hospital and you’ll be better quick
Police Officer

- CCD: badge
- Read a Story
- Community Helpers Journal
- Song: Police will Help us if We’re Lost
- Process Grid

Song: (to the tune The Ants Go Marching)

Police will help us if we’re lost.
Hurrah! Hurrah!
They help us go across the street.
They help each person that they meet.
And they drive a special car that makes sounds, and has lights, on the top
Woo, woo, woo!
Baker

- CCD: ingredients
- Read a Story: Little Red Hen
- Community Helpers Journal
- Process Grid
- Class Baking Project
- Write a recipe
- If I Were a Chef Writing
I would make

If I were a chef,

Name:
Unit Wrap Up

Community Map
Students design a community map with the significant parts of a city
<table>
<thead>
<tr>
<th>Neighborhood Map</th>
<th>Neighborhood Map</th>
<th>Neighborhood Map</th>
<th>Neighborhood Map</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Cooperative Strip Paragraph

1. Teacher writes the topic sentence for the required style of writing.
2. Teams put ‘heads together’ and decide on one sentence that would support the topic sentence.
   Teams get the information from charts, chants, process grid.
3. Once the team members have orally agreed on the sentence, they raise their hand and the teacher checks in: (“Are you sure of the information?” “Where did you find the evidence?” “Another team has a sentence with that exact detail. Could you agree on another one?”) * Note: Teacher does not suggest revisions or editing help.
4. Once the team has their sentence and has conferred with the teacher, the teacher gives the team a sentence strip. The team uses their team color marker and writes the sentence.
5. Teams put sentence strips in pocket chart.
6. Students gather on the carpet. Scouts are in place.
7. The revising begins. Students choral read the paragraph. 10/2: “Does it make sense? Does the order of need to be changed?” Student suggestions are altered by the teacher by cutting, using extra sentence strips, adding words using the Teacher color: Black.
8. Students choral read through the paragraph after each revision.
9. The process continues with 10/2s (“What do you like about the paragraph?” “What can we add? (adjectives, adverbs, prepositional phrases from the Farmer in the Dell/Sentence Patterning Chart), revising and editing the strips.
10. When the paragraph is in a polished enough form, teacher can type it up and use it as the text later with emergent readers.
   a. Whole class Break Students into 6 groups, one for each Community Helper
Room 5  Monday, April 26, 2010

Community helpers work together to create a community. Grocery store clerks sell food at the supermarket. A teacher teaches kindergarten and big kids. They help students learn and read. Paramedics help people when they are sick or hurt. I love firefighters because they put out burning buildings with their hose. A baker bakes food out of flour like donuts and muffins. Police officers catch bad guys to keep us safe. That is what we learned about community helpers!

*2010 class paragraph
final product
Make Your Own Worker Project

1. Divide Students in cooperative groups and assign a Community Helper. Refer to the “Working Together” Chart to help students work as a team.
2. Students work together to plan and draw and label the parts to their community helper.

1. Outline a life sized person
2. Students will recreate their drawings on the life-sized outline.
<table>
<thead>
<tr>
<th>Working Together</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sharing Ideas</strong></td>
</tr>
<tr>
<td>Everyone is sharing ideas</td>
</tr>
<tr>
<td>A few people are sharing ideas</td>
</tr>
<tr>
<td>No one is sharing ideas</td>
</tr>
<tr>
<td><strong>Working</strong></td>
</tr>
<tr>
<td>Everyone is working</td>
</tr>
<tr>
<td>A few people are working</td>
</tr>
<tr>
<td>No one is working</td>
</tr>
</tbody>
</table>
Name:

Tools: