

# **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**

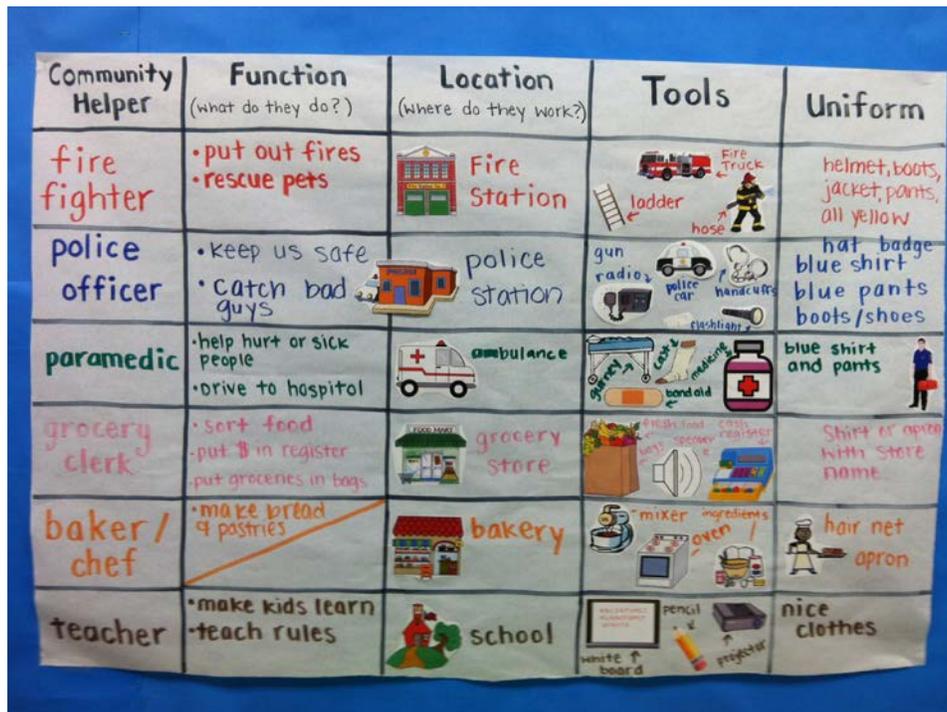
- CCD: ingredients
- Read a Story: Little Red Hen
- Community Helpers Journal
- Process Grid
- Class Baking Project
- Write a recipe

**Unit Wrap Up/Assessment**

- Community Map
- Cooperative Strip Paragraph
- Make Your Own Worker Project

**Process Grid:**

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





4. Important Book: Make an important book, including pictures  
Use text (below), increase font size and add pictures to match

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

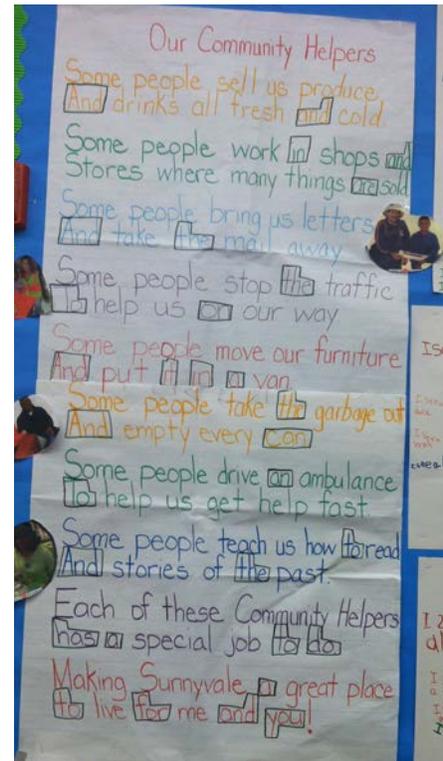
Some people take the garbage out and empty every can

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

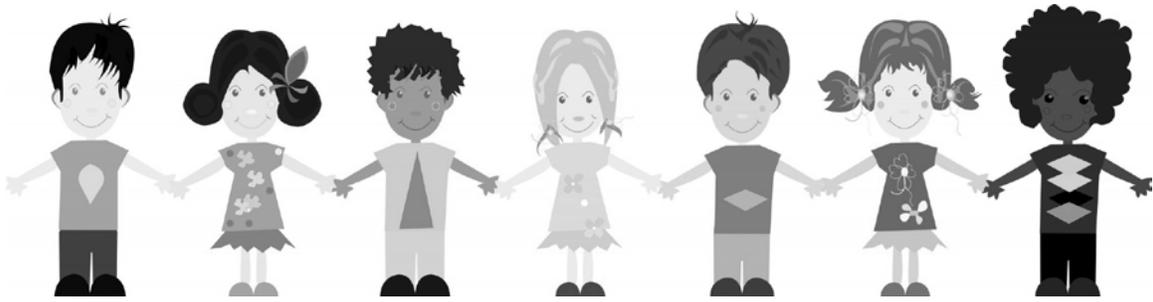
1. Teacher selects a word from key vocabulary and writes it in word section.
2. Using the new word as a signal word, teacher directs students to turn to partner/team and predict the meaning of the word.
3. Teacher solicits/records predictions on the chart. The respondents are asked how they came up with 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 \_\_\_\_\_

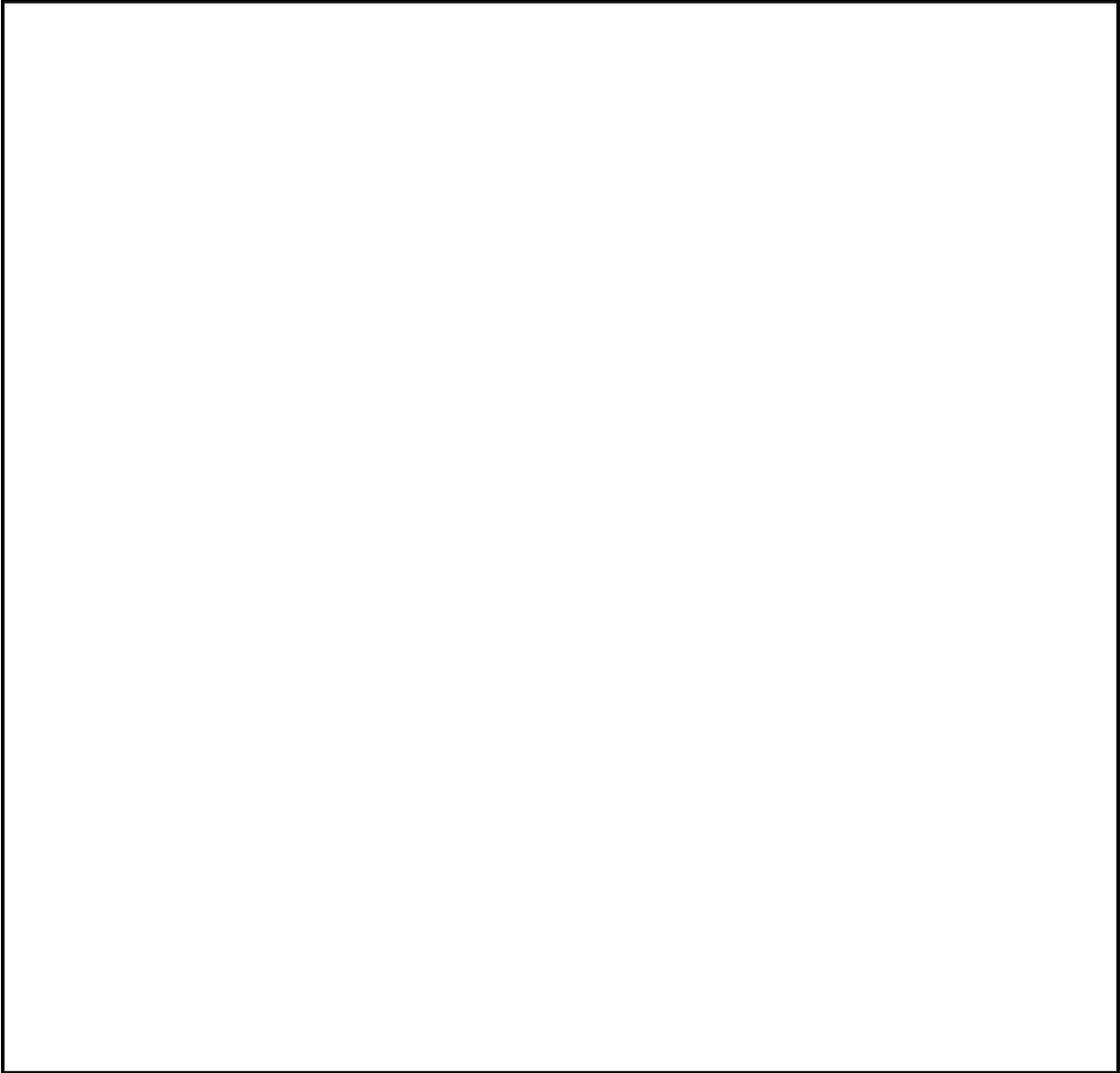
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\_\_\_\_\_

# My Community Helpers Journal



By: \_\_\_\_\_



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# 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.

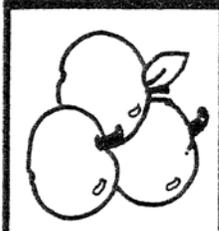
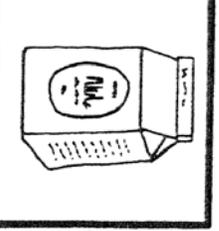
Carrots - munch, munch, munch.

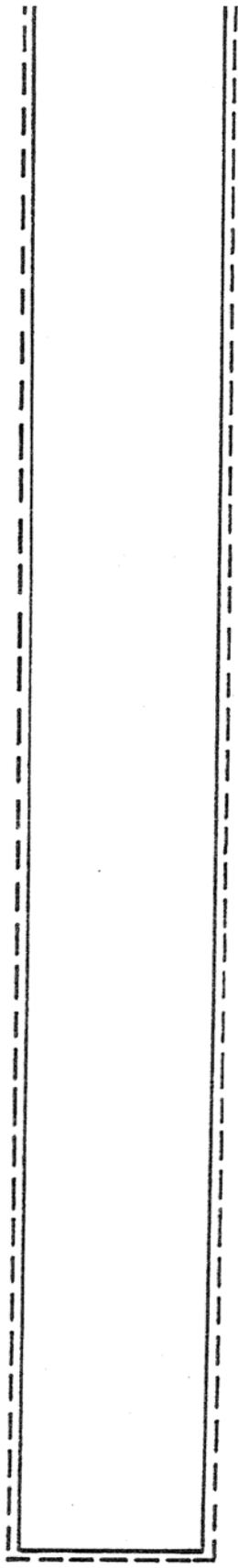
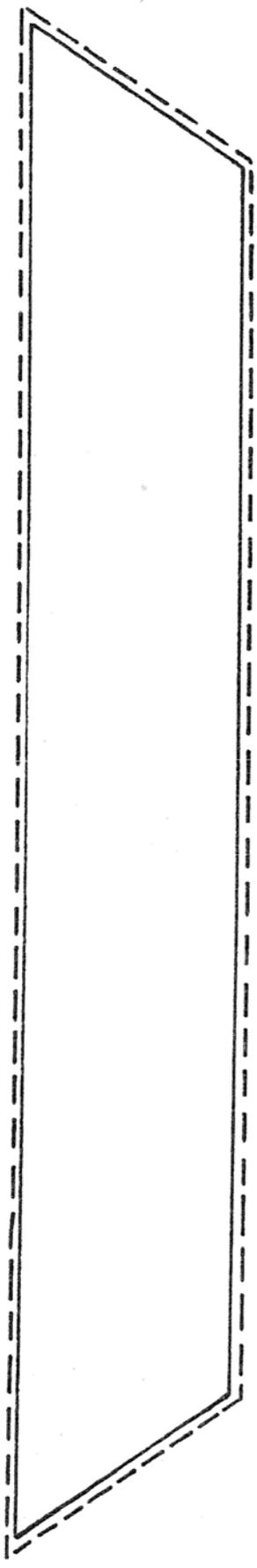
Grocery Store Glyph and Writing



Grocery Store  
Patterns

\_\_\_\_\_ 's Grocery Store \_\_\_\_\_

					
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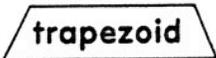
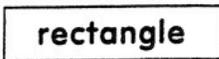


Name \_\_\_\_\_

Legend

# Grocery Store

1 Do you like going to the grocery store?

	yes	no
Shape of Roof		

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

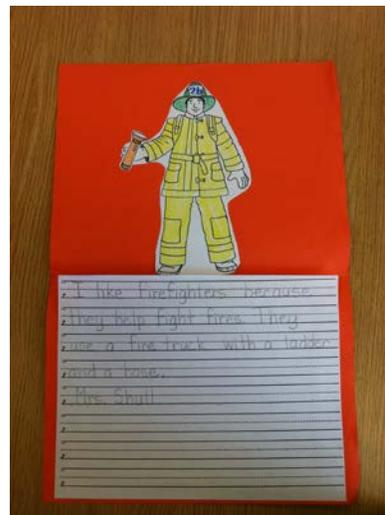
## Community Helpers: Fire Fighter

- 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



**Red helmet:**  
Finds tools most interesting

**15:** Day of birthday

**Tan coat and pants:**  
Would rather teach fire safety

**Walkie-talkie:**  
Number of letters in first name when doubled is odd

**Purple background:**  
Would rather ride in the fire truck

## Math Skills

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

## 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.

*Go through one at a time*

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

## 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

## 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.

ne \_\_\_\_\_

**Legend**

# Friendly Firefighter

1 If you were a firefighter, would you rather drive the fire truck or ride in it?

	drive	ride
<b>Color of Background</b>	orange	<del>purple</del> 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
<b>Color of Coat and Pants</b>	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
<b>Color of Helmet</b>	red	yellow	green	orange

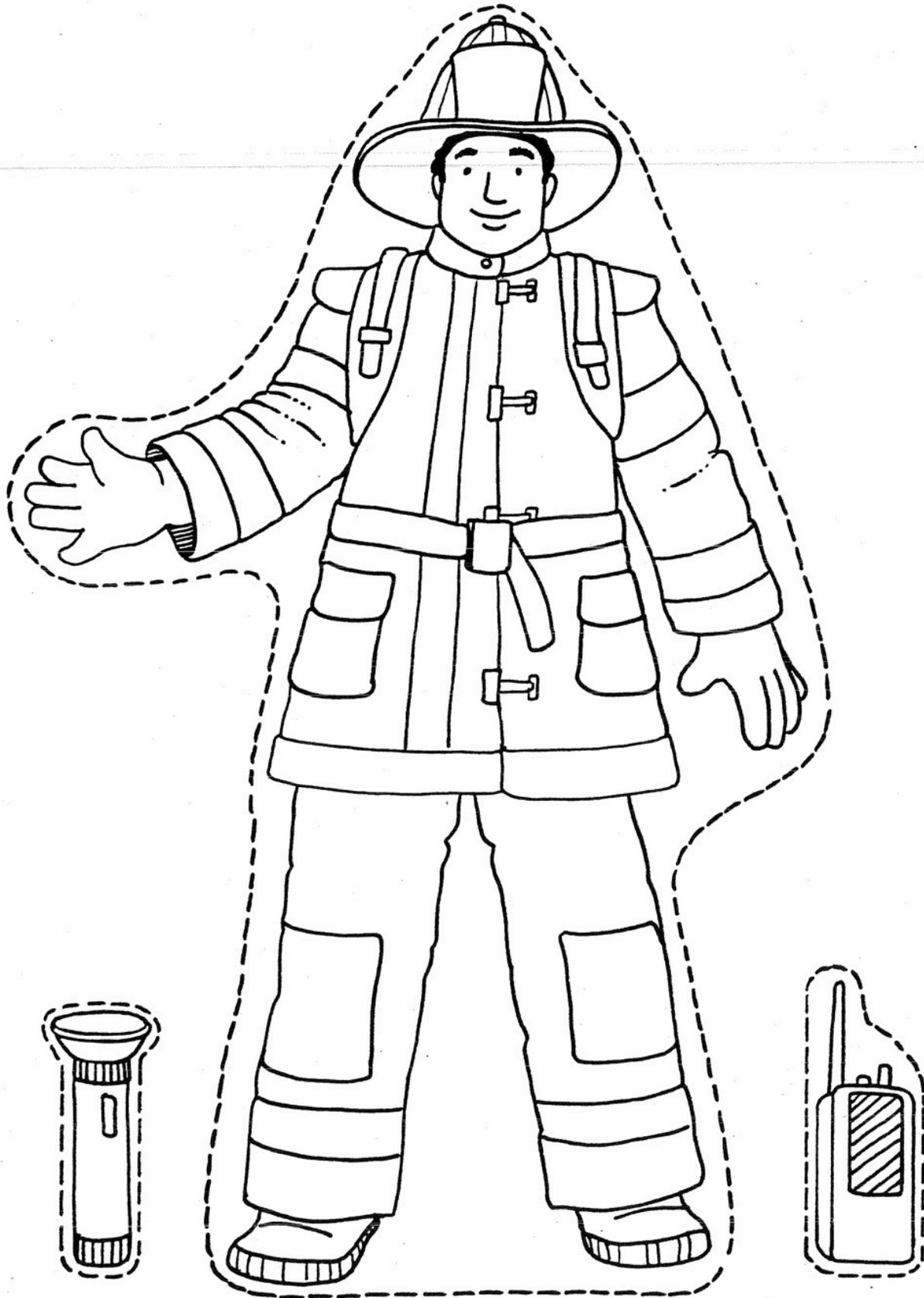
5 Double the number of letters in your first name. Is the number odd or even?

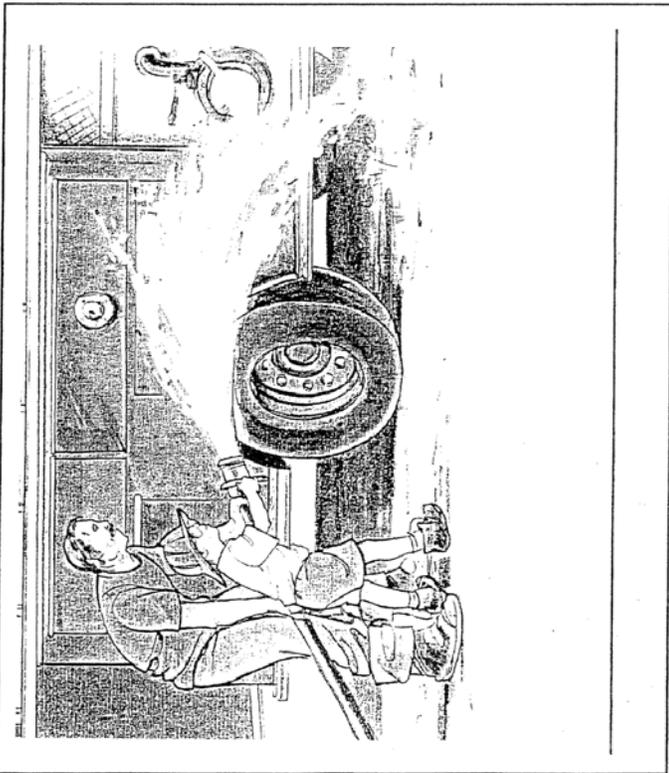
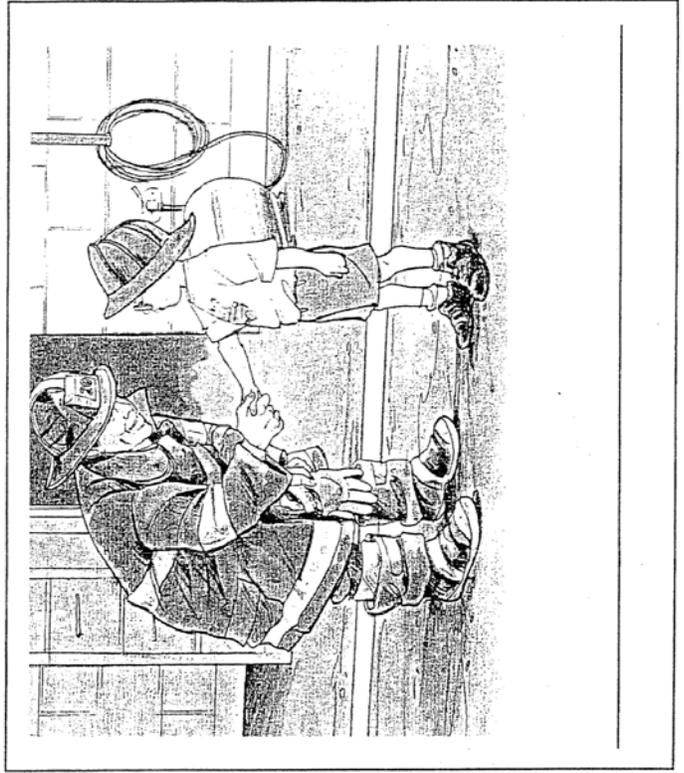
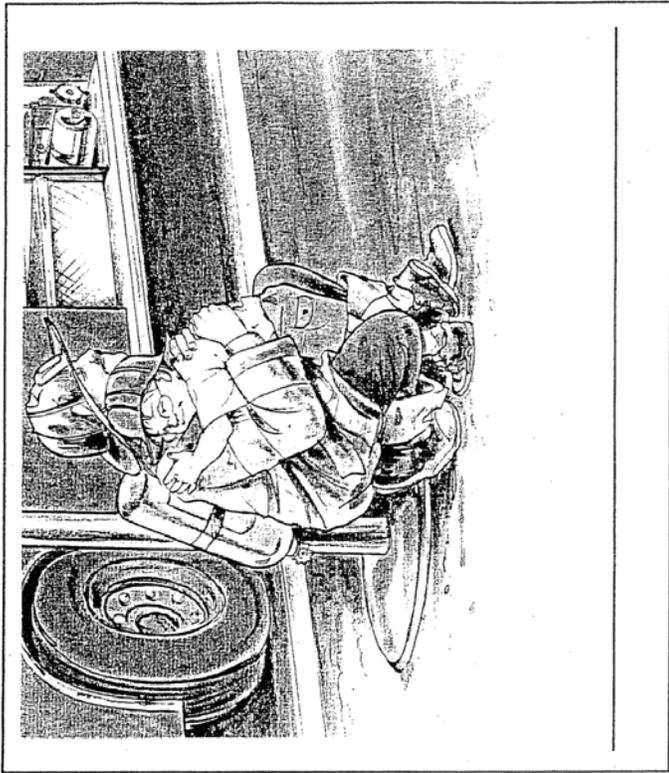
	odd	even
<b>Tool in Hand</b>	walkie-talkie	flashlight

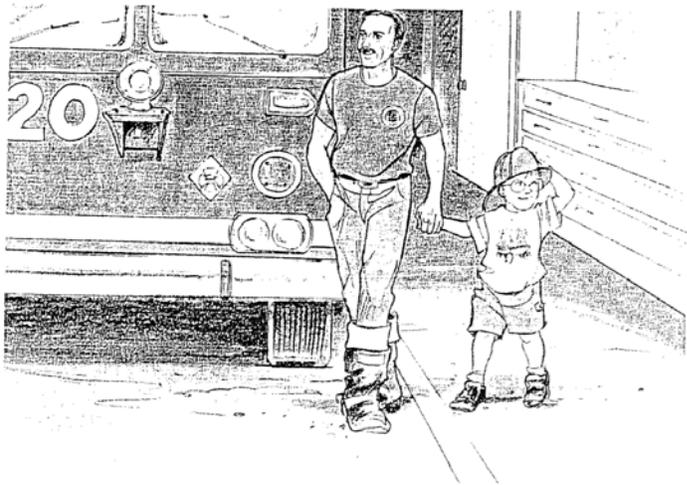
6. Stu Write a fact about a fire fighter and glue @ bottom.  
 • check handwriting and help @ do @ least one

# Friendly Firefighter

## Patterns







# 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!

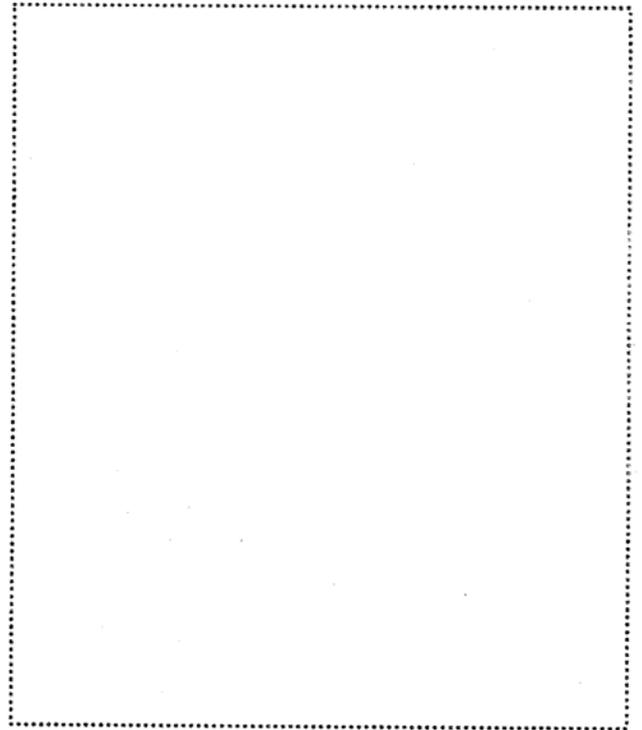
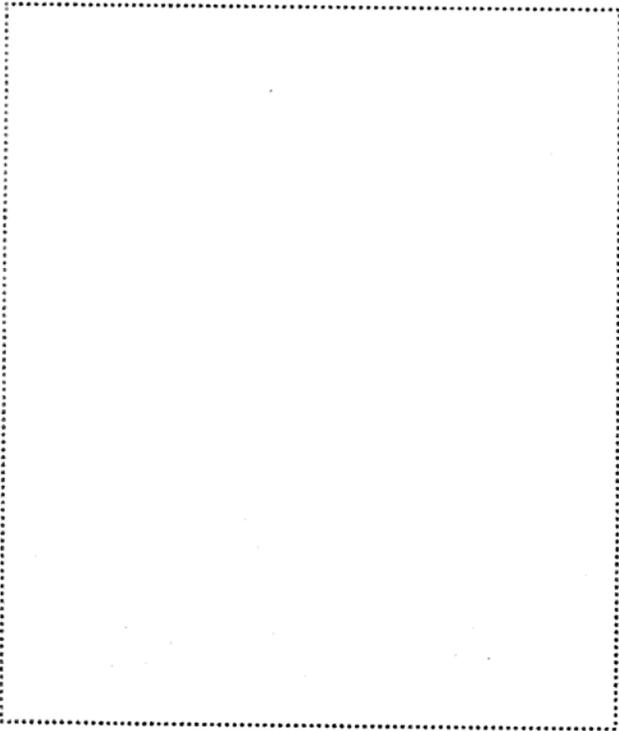
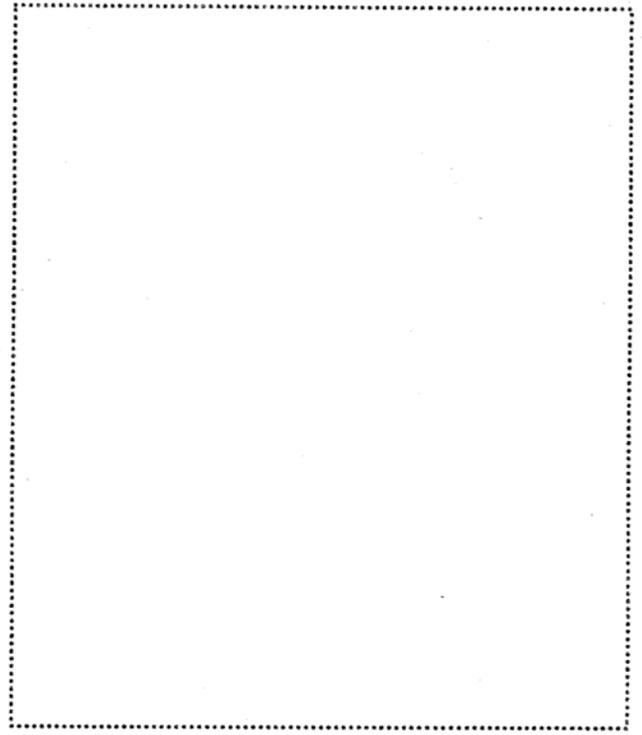
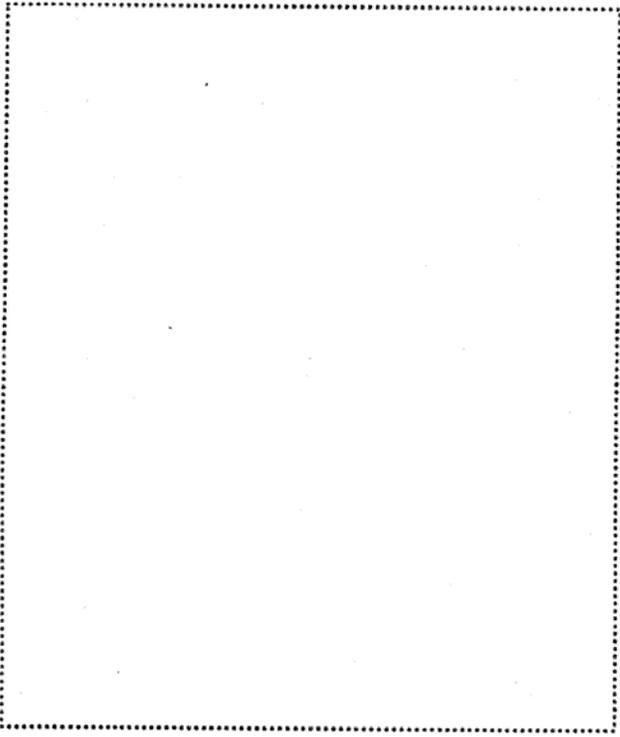
# Baker

- 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

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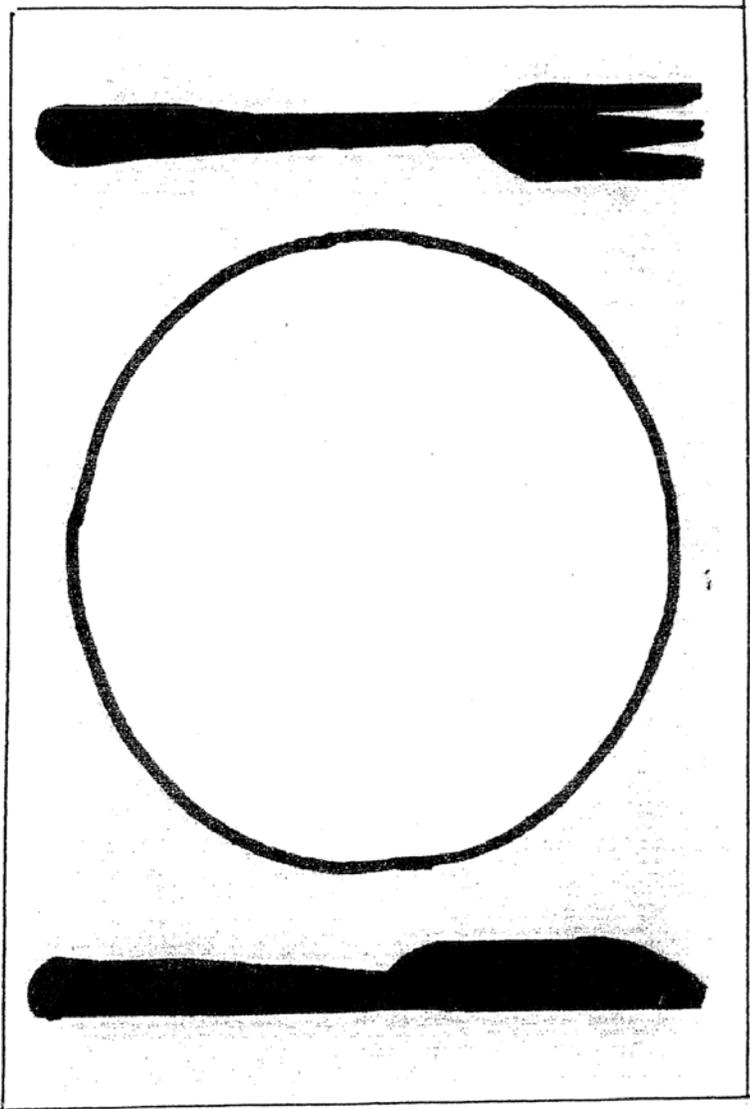
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Menu



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

If I were a chef,



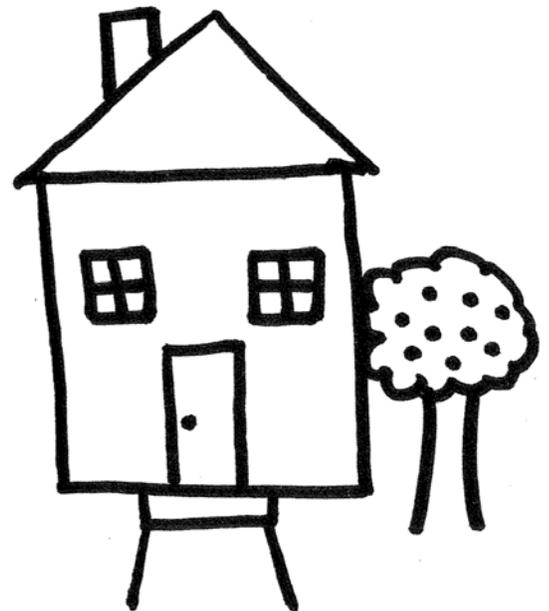
I would make \_\_\_\_\_.

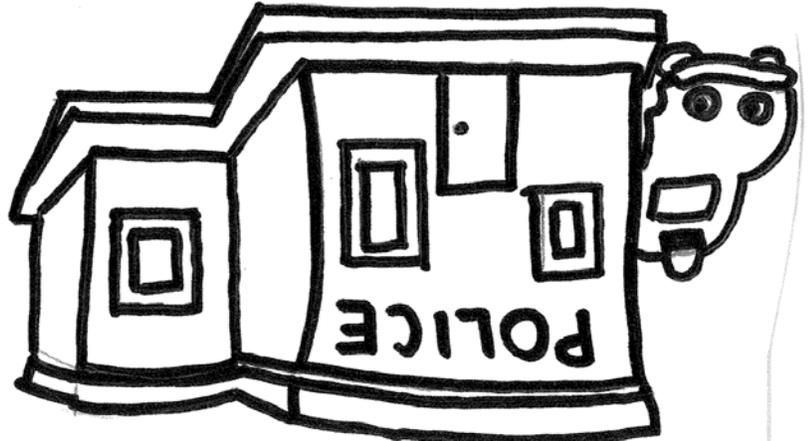
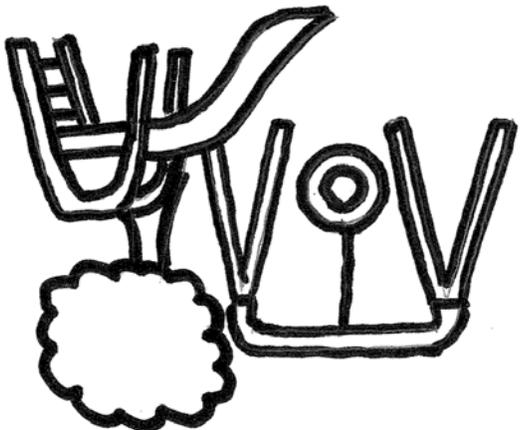
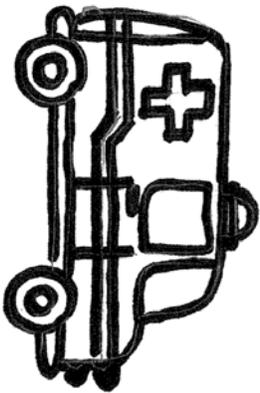
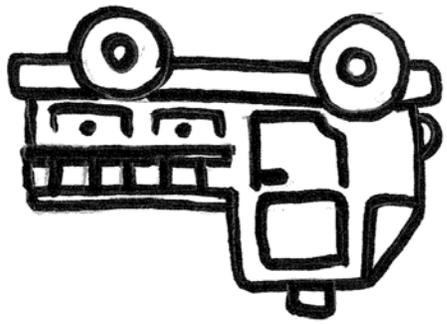
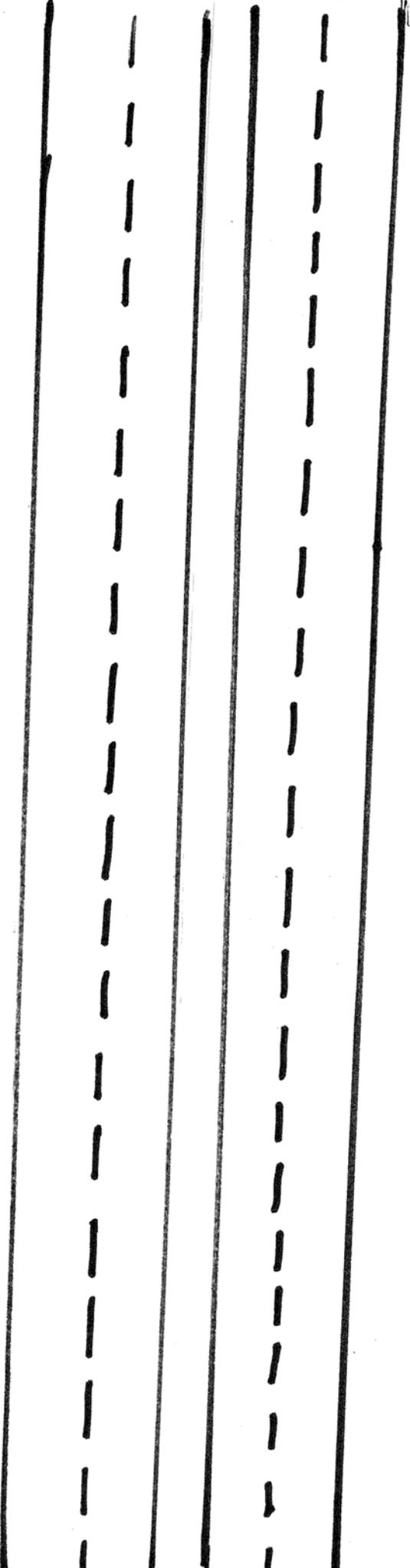
# Unit Wrap Up

## Community Map

Students design a community map with the significant parts of a city







\_\_\_\_\_’s Neighborhood Map

\_\_\_\_\_’s Neighborhood Map

\_\_\_\_\_’s Neighborhood Map

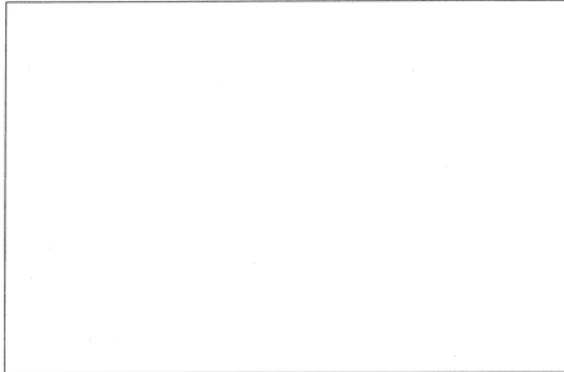
\_\_\_\_\_’s Neighborhood Map

## 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

Name:

April 27, 2010



Room 5

Monday, April 26, 2010

Community helpers work together to create a community. Grocery store clerks sell food at the super market. 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

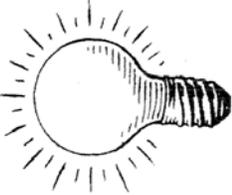
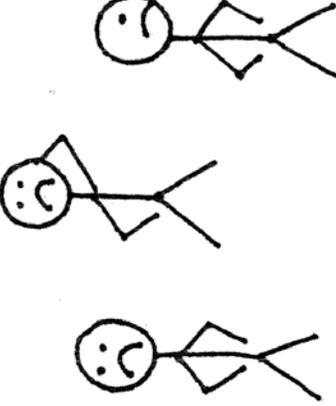
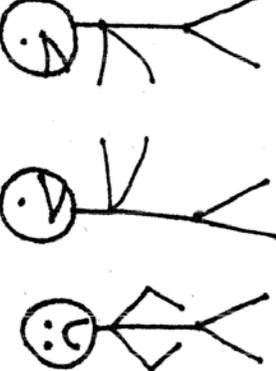
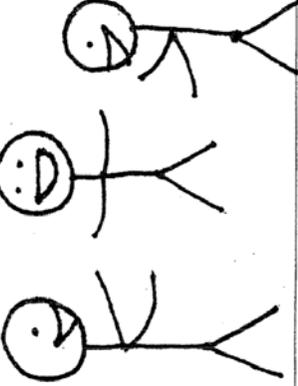
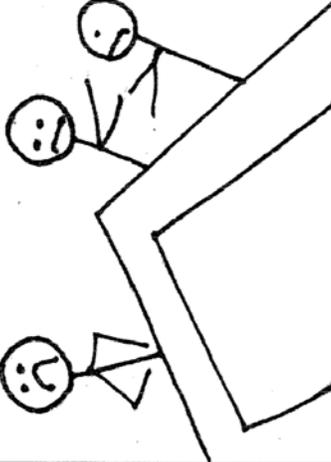
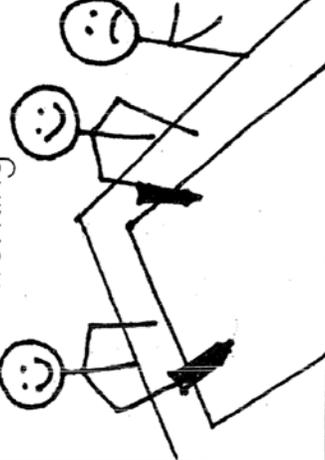
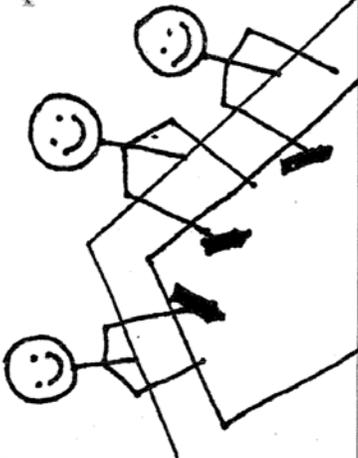


1. Outline a life sized person
2. Students will recreate their drawings on the life-sized outline

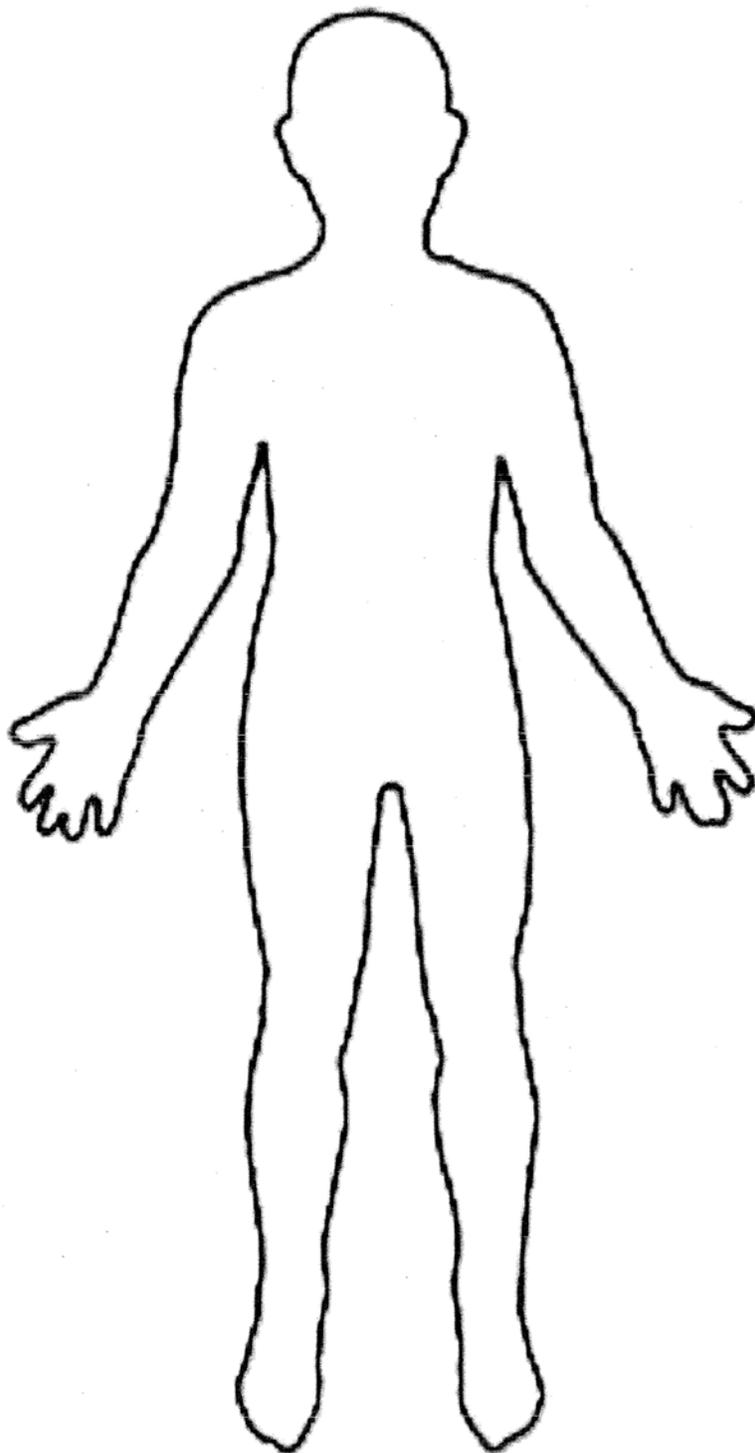




# Working Together

			
<p>Sharing Ideas</p> 	<p>No one is sharing ideas</p> 	<p>A few people are sharing ideas</p> 	<p>Everyone is sharing ideas</p> 
<p>Working</p> 	<p>No one is working</p> 	<p>A few people are working</p> 	<p>Everyone is working</p> 

Name:



Tools: