Our Community & Community Helpers Unit

Elementary Social Studies Method – Project Plan
Kindergarten Unit Overview

Table of Contents

Class Description……3

Overview…….....4

Lesson Plans……...5

Lesson Plan 1: Detectives at Hamilton……...5

Lesson Plan 2: Community Helpers Around Us……6

Lesson Plan 3: Firefighters In Our Community…….8

Lesson Plan 4: Roles of Our Community Helpers…….9

Resource Critique……..11

Craft Example……...12

Class Description

I had the pleasure of being assigned to a friendly and amusing group of kindergartners who were very diverse in their background and in their learning abilities. I noticed that the students in my class performed very high in their ability to express their thoughts and ideas in English and most of the students who are in ELL are in levels 3 and 4. Although the students are not able to read and write fully yet, most of them are able to recognize letters and make inferences on what the word may be. There is one student who is receiving extra help and guidance from an EA requiring some adaptations and modifications to my lesson plans, while on the other hand, there are two students who are gifted and need further extensions to satisfy their skills and inquiries. I greatly enjoyed teaching this group because not only were they an energetic group, but they were also very eager and determined to learn.

Overview

The first lesson that I did was a lesson on what the students knew about their community in Hamilton Elementary School. I decided to have a scavenger hunt around the school to showcase the different roles that are needed in order for their school community to function well. Not only was this a great way to get the students engaged and active by learning how to make inferences and observations, but the students also learned the importance of the different roles found in a school setting. The students also filled out pages on their observation booklet, which was an assessment tool that I used to see how engaged the students were in the activity and how much of their senses they were using during their observations.

After teaching a lesson on the school community, I decided it would be best to move on to teaching the roles found in their community outside of school. This lesson included various community helpers, such as Doctors, Firefighters, Police Officers, Mail carriers, etc. I read the book, "Whose vehicle is this?" and had the students match the pictures of the community helpers to the correct Vehicle or Building. I taught the lesson in this way because it gave the students a chance to know what the roles and responsibilities of the community helpers are. I observed their decision-making when choosing where the community helper belonged and I assessed their rationale behind why they had chosen such match.

For my third lesson the students created a Fire fighter dog out of paper cups, construction paper, and other craft materials. I also introduced a puppet called Sandy the Bear to them. The puppet was a great hook! The students loved hearing the story of Sandy the Bear and her uncle, Smokey the Bear. We had a class discussion about forest fires and which kind of creatures and plants forest fires would affect. We also discussed the importance of the role of fire fighters prior to creating the fire fighter dog cups. The students were also able to play with their fire fighter dogs during centres, which was then followed by a song that we sang called "Hurry, hurry, drive the fire truck". This lesson included a variety of activities, which the students thoroughly enjoyed. During this lesson, I assessed the students through my observations of their participation and how involved and engaged they were in the activities.

To conclude the Community Helpers unit, my fourth lesson was a wrap up of the roles that each community helper fulfills. The students worked in pairs and decorated cutouts of different community helpers, included tools, vehicles, and other necessities included in the community helpers' roles. To further assess their knowledge on community helpers, we also did a game online that tested their knowledge on each community helper. Playing a game with the students was a fun way to end the unit!

Lesson Plans

Lesson #1: Detectives at Hamilton (Learning About Our School Community)
Date: January 16, 2015

UNIT OF STUDY:	TIME:
Social Studies – Career & Community Education	45 minutes
RATIONALE & GOALS OF LESSON:	
PLO's: **C1 Describe their roles and responsibilities as members of the classroom and school community.** • With teacher support, identify and discuss a variety of roles and responsibilities they have as members of the classroom and school community. (Ex. Treating others respectfully, taking turns, following classroom routines) • Identify people who make decisions about what happens in the classroom and at school. (Teachers, aides, principal, playground supervisor) **C2 Identify the purpose of classroom and school expectations.** • Contribute to discussion about appropriate expectations for conduct. • Name some classroom and school expectations.	***SWBAT:*** • Students will be able to go on a Scavenger Hunt around the school to find these important places in the school: *Principal's Office, Library, Gym, Music Room, Computer Lab, Nurse's Office/First Aid Room.* • Students will be able to look at pictures and identify where in the school would they find these items/people in. • Students will be able to tell me the roles and responsibilities of the person who is usually working in that room. • Students will be able to tell me the expectations in that room. • Students will be able to make observations and draw in their booklets, what they see happening in that room.
ASSESSMENT STRATEGIES	**EVALUATION STRATEGIES**
How will educators know? (Students will say, do, and/or create): • Students will identify the different roles and responsibilities that occur in the specified room. • Students will draw their observations. **How will students know? (Self/Peer assessment and reflection):** • Students will work together to find the correct room/important place that needs to be found.	☐ Observation ☐ Anecdotal Notes ☐ Model ☐ Self-evaluation ☐ Learning Log ☐ Rubric ☐ Interview or Conference ☐ Criteria List ☐ Presentation/Oral Report ☐ Work Sample ☐ Peer Evaluation ☐ Other
MATERIALS/PREPARATION NEEDED:	**INTRODUCTION: 10 minutes**
• Prepare questions that are to be asked to the students (aka "Detective Work Questions") • Prepare "Clue Bag"; Pictures of the clues • "In my school I saw…" Observation Booklet	• Introduce to the students that they will be Detectives for the day and go on a scavenger hunt. • Introduce the Observation Booklet.

• Pencils/Crayons	• Introduce the "Clue Bag" to the students. • Introduce the rules of looking for clues and expectations outside of their classroom environment.
GUIDED LEARNING PROCEDURES (30 minutes)	

"Clue Bag"
• Students will take turns taking a clue out of the "Clue Bag" and all together the students will work as a team to figure out where the clues should lead us.
 	
Detective Work
• Once the students have found the place that the clue is hinting towards. There will be questions to be asked to the students.
  o Who do you think works in this room?
  o What do you think happens in this room?
  o Why do you think this room/place is important for the school?
 	
Observation Booklet
• After answering the questions, students will be like detectives and observe what is going on in that room.
• After observing, they will quickly draw in their observation booklet, what they saw in the room.	

CLOSURE & CLASS INQUIRY (5 minutes)	
• Ask the students if they would like to share some of their observations and drawings with the rest of their peers. • Discuss the importance of roles in the school community	
MODIFICATION	**EXTENSIONS**
• Those who are having a hard time with their observation booklet can partner up with another student and work together with them.	• Along with drawing, students can also write what they saw. "In the _____, I saw _____"

Lesson #2: Community Helpers Around Us
Date: January 23, 2015

UNIT OF STUDY:	TIME:
Social Studies – Career & Community Education	45 minutes – Class A 25 minutes – Class B
RATIONALE & GOALS OF LESSON:	
PLO's: **A1 Participate co-operatively in groups** • Demonstrate active listening skills. • With teacher support, share space and materials with peers. **D2 Identify work done in their community** • Give examples of types of work in their	***SWBAT:*** • Students will be able to listen to the read aloud of "Whose vehicle is this?" by Sharon Katz Cooper, and make inferences of which community helpers belong to which vehicle. • With the help of their peers, students will be able to match pictures of the community

families, schools, and communities.	helpers with the vehicle or setting that they think the community helper belongs in.
ASSESSMENT STRATEGIES	**EVALUATION STRATEGIES**
How will educators know? (Students will say, do, and/or create): • Students will identify the different roles and responsibilities that occur in their community. **How will students know? (Self/Peer assessment and reflection):** • Students will work together to find the correct placement on the map for their community helper.	☐ Observation ☐ Anecdotal Notes ☐ Model ☐ Self-evaluation ☐ Learning Log ☐ Rubric ☐ Interview or Conference ☐ Criteria List ☐ Presentation/Oral Report ☐ Work Sample ☐ Peer Evaluation ☐ Other
MATERIALS/PREPARATION NEEDED:	**INTRODUCTION: 5-10 minutes**
• Prepare Community Map for the students to place their community helpers on. o A big poster board with printed pictures of buildings or vehicles • Prepare Community Helpers Cutout. • Book: Whose Vehicle Is This? By Sharon Katz Cooper.	• Read aloud of "Whose Vehicle Is This?" to introduce the different community helpers.
GUIDED LEARNING PROCEDURES (15-20 minutes)	

• Show students the Map of their community and ask what they see on the map.
• Ask if they think these places on the Map could function/work without Community Helpers/Workers.
• Introduce the cut out of the Community Helpers. Explain to the students that they will be matching the Community Helpers to their respective Vehicle or Placement on the map.
• Students will take turns placing the community worker on the map.
• Some questions to ask during the placement of the community worker:
  o What do you think this community helper does?
  o Where do we see this community helper?
  o Do you know someone who is a doctor, teacher, police officer etc.?	

CLOSURE & CLASS INQUIRY (5-10 minutes)	
• Ask the students why they think these community helpers are important • Discuss the importance of roles in their community	
MODIFICATION	**EXTENSIONS**
• If there is not enough time to read the whole book for Class B, class can just look at the pictures and guess which Community Helper is being talked about in the page.	• Along with describing what each community helper does, some can act out the actions that the community helper performs.

Lesson #3: Firefighters In Our Community
Date: January 30, 2015

UNIT OF STUDY:	TIME:
Social Studies – Career & Community Education	45 minutes

RATIONALE & GOALS OF LESSON:

PLO's:
A1 Participate co-operatively in groups
- Demonstrate active listening skills.
- With teacher support, share space and materials with peers.

D2 Identify work done in their community
- Give examples of types of work in their families, schools, and communities. (Firefighters)

(Music PLO's) A1 Sing and Play Classroom Repertoire
- Participate in a variety of classroom songs and singing games

(Visual Arts PLO's) A3 Experiment with a variety of materials, technologies, and processes to make images

SWBAT:
- Students will be able to listen to a short introduction of Sandy the Bear and Spot the Dog
- Students will be able to make their own craft of Spot the Dog with paper cups and other material
- Students will be able to sing "Hurry Hurry Drive the Fire Truck"

ASSESSMENT STRATEGIES

How will educators know? (Students will say, do, and/or create):
- Students will identify the importance of firefighters and ways they can keep forest fires from happening
- Students will sing together with actions

How will students know? (Self/Peer assessment and reflection):
- Students will make their own Spot the Dog paper cup craft

EVALUATION STRATEGIES

☐ Observation
☐ Anecdotal Notes
☐ Model
☐ Self-evaluation
☐ Learning Log
☐ Rubric
☐ Interview or Conference
☐ Criteria List
☐ Presentation/Oral Report
☐ Work Sample
☐ Peer Evaluation
☐ Other

MATERIALS/PREPARATION NEEDED:

- Sandy the Bear Puppet
- Spot the Dog Example Cup
- 22 Red and white construction paper
- 22 Paper cups
- Cut out of dog ears
- Markers/Crayons
- Googley craft eyes
- Fuzzy balls
- Glue stick

INTRODUCTION: 5-10 minutes

- Introduce Sandy the Bear
  - Smokey the Bear's niece
  - 5 years old
  - Scared of fire, loves firefighters
  - Best friend is Spot the Dog
- Introduce Spot the Dog
  - 5 years old
  - Firefighter dog
  - Ask students what they think the

	roles of firefighters are
GUIDED LEARNING PROCEDURES (15-20 minutes)	
Craft: Spot The Dog (picture attached to document) • Each student will receive one paper cup, two cut-outs of dog ears, a cut out of a firefighter hat, two googley eyes, and a fuzz ball for nose, glue stick, markers/crayons for the table to share • Instruct students that before gluing anything, we will decorate/colour: the ears, firefighter hat • Then instruct students to glue on googley eyes, and fuzz ball • Students can draw on face of the dog on the paper cup • Then instruct students to glue ears and place hat on the top of the cup *Singing "Hurry, Hurry, Drive the Firetruck"(song attached to the document)* • Scaffold song and actions for the students at the carpet area • Altogether students will sing and do the actions to the song	
CLOSURE & CLASS INQUIRY (5-10 minutes)	
• Ask the students why they think Firefighters are important • Discuss who gets harmed in forest fires	
MODIFICATION	**EXTENSIONS**
• Have other students help those who are having a hard time with making Spot the Dog • Can make firefighter badges if Spot the Dog is too difficult for them	• Students can share their own actions to the song • Students can draw a picture of the story of Sandy the Bear and Spot the Dog

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Lesson #4: Roles of Our Community Helpers
Date: February 4, 2015

UNIT OF STUDY:	**TIME:**
Social Studies – Career & Community Education	45 minutes
RATIONALE & GOALS OF LESSON:	
PLO's: **A1 Participate co-operatively in groups** • Demonstrate active listening skills. • With teacher support, share space and materials with peers. **D2 Identify work done in their community** • Give examples of types of work in their families, schools, and communities. **(Visual Arts PLO's) D1 Respond to artworks** • View and discuss a variety of their own and others' artworks. • Demonstrate respect for the work of self and	***SWBAT:*** • Students will be able to work together to make a list of duties that Community Helpers do around the community. • Students will be able to work in partners to draw, decorate, and design their Community Helpers poster. • Students will be able to have a gallery walk around the class to see and review their own work as well as the work of their peers.

others through thoughtful response.	
ASSESSMENT STRATEGIES	**EVALUATION STRATEGIES**
How will educators know? (Students will say, do, and/or create): • Students will identify the importance of the different duties and roles that Community Helpers fulfill in our community. • Students will demonstrate social responsibility by sharing the art materials with each other. **How will students know? (Self/Peer assessment and reflection):** • Students will do a gallery walk to see the work that they have done on their posters.	☐ Observation ☐ Interview or Conference ☐ Anecdotal Notes ☐ Criteria List ☐ Model ☐ Presentation/Oral Report ☐ Self-evaluation ☐ Work Sample ☐ Learning Log ☐ Peer Evaluation ☐ Rubric ☐ Other
MATERIALS/PREPARATION NEEDED:	**INTRODUCTION: 10 minutes**
• 11 white poster paper • Prepare template/outline of community helper on poster boards (cut out hole for head and arms) • Markers • Crayons • Smartboard for game (if there is time): http://www.education.com/games/community-helpers-quiz/	• Introduce example template of Community Helper (teacher). • Ask students what they would add to the poster to show the roles of a teacher (pencil, chalk, apple, chalkboard, books, etc.). • Draw on the students' suggestions as demonstration.
GUIDED LEARNING PROCEDURES (25 minutes)	
Craft: Community Helper Poster Rotation/Stations • Students will be put in pairs (Ms. Butler will choose). • Show the students that there are 5 stations with 5 different Community Helper posters (Teacher, Police Officer, Firefighter, Baker/Chef, Doctor). • Demonstrate how rotations work (use bell to give the students the signal to stop, drop, and rotate). • Instruct the students how to colour and decorate the poster (example of Teacher). • Students will get 5 minutes to decorate the poster before having to rotate to the next station.	
CLOSURE & CLASS INQUIRY (5 minutes)	
(Should time permit) *Smartboard Game: Community Helpers Quiz* • Students will play a quiz game about Community Helpers on: http://www.education.com/games/community-helpers-quiz/ • Remind students to take turns, raise their hands, and not call out the answer.	
MODIFICATION	**EXTENSIONS**
• Choose pairs for the students so that they'll work together well. • Extra assistance for certain students.	• Some students can try to write the traits of a community helper on the side.

Resource Critique

Community Helpers Quiz. (n.d.). Retrieved February 10, 2015, from http://www.education.com/games/community-helpers-quiz/	This website was a great way to see what the students have learned over the unit. I used the Community Helpers Quiz on the Smartboard in our class so that the students could view it on a big screen. The icon in the middle of the screen asks a question about community helpers, such as "I help people when they are sick, who am I?". The students then get a chance to think together about the answer and then they take turns pressing the right answer on the Smartboard. The students really enjoyed this because it was structured like a game for them and it was a visual for those who are visual learners. It was also a neat way to use the Smartboard for this unit. The only downside to this website is that there is a limit on how many free games you can play. Once that limit has been surpassed, then you need to sign up as a subscriber.
Cooper, S., & Muehlenhardt, A. (2006). *Whose vehicle is this?: A look at vehicles workers drive--fast, loud, and bright*. Minneapolis, Minn.: Picture Window Books.	This was an excellent picture book, which gave me the chance to read the book in an interactive way. The book starts off by showing pictures of vehicles and asking "Whose vehicle is this?". The students then get a chance to guess which Community Helper might be driving that vehicle. The students really enjoyed guessing during the read aloud and they loved the colours that were shown in the illustrations. What I noticed during the read aloud was that the Community Helpers were very gender stereotyped. Next time I would like to teach students that they should not think that there are certain careers not to pursue just because of gender, race, age, or ethnicity.
Famous Faces Biography Project. (2012, March 11). Retrieved February 10, 2015, from http://www.hazelpta.org/famous-faces-biography-project/#more-667	My fourth lesson was inspired by the lesson posted on this blog called, Famous Faces Biography Project. I thought that it was very neat how the students were able to put their heads through the poster board and decorate their posters themselves. I decided to do this as well with my kindergartners, but instead of doing a lesson on Famous People, I decided we would decorate the posters to represent different kinds of Community Helpers. My students really enjoyed this lesson and were able to take ownership of the

	posters that they were decorating because they knew that they would be putting their heads through them. I think that this is a unique and enactive way of doing projects on Important People. This blog was also very neatly organized and easy to navigate through.
Fire Prevention week craft fire dog ouppet. (n.d.). Retrieved February 10, 2015, from http://twigglemagazine.com/September-activities/fire-dog-craft.html	I went to this website for a craft idea on making Firefighter Dogs. This website is great because it gives you an objective of doing the craft as well as a list of materials that you will need to make the craft. It also gives you a step-by-step list of procedures and pictures that go along with it. This website also gives a variety of lessons and crafts that you can do with your students throughout the year.
Vancouver Public Library Community Helpers Resource Kit	A colleague and I were able to benefit from the Community Helpers Resource Kit from the Vancouver Public Library. The kit included various books to read, felt puppets, a bear puppet, and a booklet of songs, poetry, and rhymes about different Community Helpers. From this kit I used the bear puppet, which my students were very fond of, and a song from the booklet, Hurry Hurry Ride The Fire truck.

(Lesson #3) Craft of Firefighter Dog.