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Community Helpers (Pre-Kindergarten)

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UbD Community Helpers

Stage 1 – Desired Results		
<p>Preschool Outcome: VII.B.3. Child discusses the roles and responsibilities of community workers. VII.C.2. Child explores geography tools and resources.</p>	Transfer	
	<p><i>Students will independently use their learning to role play different community helpers by selecting the appropriate uniforms, tool/job, and place/vehicle and engaging in play with a peer.</i></p>	
	Meaning	
	<p>Understandings</p> <p><i>Students will understand that community helpers have a variety of roles and responsibilities including different uniforms, tools, vehicles, places and jobs.</i></p> <p><i>Students will understand how community helpers help our community thrive.</i></p> <p><i>Students will understand the places in our community where we can find community helpers.</i></p>	<p>Essential Questions</p> <p><i>Who can help us in our community?</i></p> <p><i>How can different places, roles and responsibilities help us in our community?</i></p> <p><i>What makes each community helper different?</i></p>
	Acquisition	
<p>Knowledge</p> <p><i>Students will know the different roles and responsibilities of community helpers including where they work and how they help the community</i></p> <p><i>Community Helpers to address in this unit: Doctor, pilot, construction worker, plumber, mailman, veterinarian, police officer, teacher, farmer, chef, dentist, fire fighter, mechanic, and nurse</i></p>	<p>Skills</p> <p><i>Students will be able to demonstrate understanding by role playing different community helpers.</i></p> <p><i>Students will engage in play with a peer.</i></p>	
Stage 2 – Evidence		
CODE (M or T)	Evaluative Criteria (for rubric)	
	<ul style="list-style-type: none"> - Engaging in Role Play with a peer - Select all appropriate items for a community helper 	<p>Performance Task(s)</p> <ul style="list-style-type: none"> - Teachers will give a sign or clue assigning a community location (ex: fire house). Students will build the assigned location using materials given. The students will then select the community helper, tool, and vehicle that goes with their location. Students will use representations of the community helpers, vehicles and tools, to role play the different jobs and

	engage with peers in group. Example materials for students to use to build: blocks, small blocks, Lincoln Logs, or big legos.
	----- Other Evidence (e.g., formative) <i>Pre- and Post- Assessment</i> <i>Class Discussion</i> <i>Identify, sort, and match different roles, responsibility, uniforms, tools, jobs, places and vehicles.</i>

Stage 3 – Learning Plan







CODE (A, M, T)	Pre-Assessment <i>Ask students in a whole group setting, who can help us in a community? Teacher will write student responses.</i>
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	<p>Learning Activities</p> <p>Day 1:</p> <ul style="list-style-type: none"> - Pre-Assessment - Start in a whole group. Ask students who can help us in our community. Teacher will record answers on a poster. - Watch community helper video: Workers and Jobs: https://classlink.discoveryeducation.com/learn/videos/71597335-1b15-4e5c-9192-3adb1576476a/ - As a whole group, read the pre-made book about community helpers - What do you do? Discuss each job as you show each slide. See if students can identify the job. - Make connections of community helper jobs discussed to your own classroom community helpers. This will be specific to your classroom based on the class jobs that you have. <p>Day 2:</p> <ul style="list-style-type: none"> - Read Whose Hat is this? By Sharon Katz Cooper - Teacher will show students puppets or representation of each community helper. Have students describe how they know it's a particular community helper (ex: I see a police hat or they are wearing a construction vest) - Using a smartboard activity(Community Dress Up), students will then have to dress a person with the appropriate uniform to match the puppet's or representation's uniform. Ask each student why they picked the uniform they did. <p>Day 3:</p> <ul style="list-style-type: none"> - Read Clothesline Clues to Jobs People Do By Kathryn Heling - Use PDF attachment (book and matching picture cards): What's My Job. Pass out the picture cards to each student. Read 	<p>Progress Monitoring (e.g., formative data)</p> <p>Class discussion</p> <p>Class discussion</p> <p>Identifying/Sorting/ Matching uniform to community helper</p> <p>Class discussion</p>
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	<p>the first line on the page stating the job and the community helper. The student holding the card with the described job will match the picture card to the page. Suggestion: add velcro to the book for easy picture matching when student puts the picture card on the page. Extension: Pass out additional tool picture cards for student to put with that community helper (ex: add a hammer and tool belt card to the construction worker page)</p> <p>Day 4:</p> <ul style="list-style-type: none"> - Read Whose tools are these? By Sharon Katz Cooper - Have students discuss some of the different tools that they saw in the book. While reading, show real life or representation tools and vehicles that will be used in performance assessment. Allow students to manipulate and demonstrate how to use some of the objects. - As a small group, use the Smartboard activity(COMmunity Helpers Match the Tools) to have students match the tool to the community helper. Have students think-pair-share why they chose that particular tool. <p>Day 5:</p> <ul style="list-style-type: none"> - Video of places in the community: https://www.youtube.com/watch?v=UdDXIL9u0vI - As a whole group on a large outdoor surface, class will build a community that includes the places where community helpers work. Teachers will draw roads using chalk, leaving open spaces for students to make buildings. Before building, teachers will give the students a sign or clue(use PDF attachment-locations in a community) to put on their designated building which will represent different places in the community. Pairs of students will build one community location to add to the outdoor class map. Example materials to use for student building: large outdoor blocks, legos, and etc. <p>Day 6:</p> <ul style="list-style-type: none"> - Read Whose Vehicle is This? by Sharon Katz Cooper - Using the outdoor community that was created on the previous day, students will add appropriate vehicle, person, and tool to role play in the community. Teachers will observe students interactions, and that students are using appropriate materials to represent a particular community helper. Purpose of activity is to engage in meaningful role play with peers. <p>Day 7:</p> <ul style="list-style-type: none"> - Race to Work Game: Scenario(use PDF attachment): “You are getting ready for work but all of your stuff is mixed up. You have 	<p>Identifying/sorting/matching jobs to community helper</p> <p>Class discussion</p> <p>Identifying/sorting/matching tools and vehicles to community helper</p> <p>Peer discussion Teacher observation</p> <p>Identifying community locations</p> <p>Teacher observation of student engagement</p> <p>Identifying community helper materials</p> <p>Teacher observation of student engagement</p> <p>Teacher observation of student interaction and working together in teams</p>
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	<p>to be to work in 5 minutes! Help get ready for work by finding your uniform, tools and your vehicle. When you are dressed correctly for the job at the location I show, race off by driving to work.”</p> <p>Students will work in teams of 3-4 students. Teacher will provide each team a bag of community helper objects (including: a variety of uniforms, tools, vehicles, etc). Teacher will show a location clue to the class (use available PDF attachment) depicting a community building on the board to the class. Teams will have one minute (or short time limit) to dress up a paper person using the items that go with that profession and matches location shown.</p> <p>Day 8:</p> <ul style="list-style-type: none"> - Video: Berenstain Bears On the Job: https://www.youtube.com/watch?v=1-zd7sqqTIM&t=2s - Make a class book (use available PDF template) of “What I want to be when I grow up.” Once student has picked what they would like to be, teacher will take a picture of student holding a representation of the community helper (ex: puppets, plastic people, paper bag puppet, or paper puppets on a stick) Teacher will glue the photo onto the student’s page. Students will draw themselves as the community helper on the outline of the community helper. Teacher will complete the sentence with what community helper the student wants to be when they grown up. Put the book together, read to class and keep in class library. - Make connections of community helper jobs discussed to your own classroom community helpers. This will be specific to your classroom based on the class jobs that you have. <p>Day 9:</p> <ul style="list-style-type: none"> - Performance Task - in small groups (2-4 students) will complete the performance task. - Teachers will give a sign or clue assigning the group a community location (ex: fire house). Students will build the assigned location using materials given. The students will then select the community helper, uniform, tool, and vehicle that goes with their location. Students will use representations of the community helpers, uniforms, vehicles and tools, to role play the helper’s job and engage with peers in the group. Example materials for students to use to build: blocks,small blocks, Lincoln Logs, or big legos. 	<p>Identifying/Sorting/ Matching of uniform, tools, vehicle to location</p> <p>Identifying a community helper and represent with a drawing</p> <p>Rubric (identifying community helper items and engaging in play)</p>
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Rubric for performance task:

<p>Student engages in building a location with peers AND Student plays with peers using community helper materials in a meaning way</p>	<p>Student engages in building a location with peers but plays with community helper materials by self OR Student engages in building a location by self but plays with peers using community helper materials</p>	<p>Student engages in building a location by self AND Student plays by self rather than with a peer</p>
		
<p>Student selects the all 4 appropriate community helper materials: vehicle, uniform, person, and tools for their building</p>	<p>Student selects only 2-3 of the appropriate community helper materials: vehicle, uniform, person, and tools for their building</p>	<p>Student selects 0-1 of the appropriate community helper materials: vehicle, uniform, person, and tools for their building</p>
		

Resources Attached:

- PDF - Template for book on Community Helpers What do you do?
- PDF- Template for book What's my Job?
- PDF- Template for book What I want to be when I grow up
- PDF- Signs to label buildings for performance task/outdoor activity
- PDF-Race to Work Game- dress up uniforms
- Smartboard - Community Helpers Match the Tools
- Smartboard - Community Dress Up
- Powerpoint-End of Unit Rubric

