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Thematic Unit Topic: “Our Community Helpers”

Grade Level: Grades 1 & 2

Subjects: Language Arts, Social Studies, Technology, Art, Music, Science / Health / Physical Education, Math

Introduction / Description:

Many children see Community Helpers only as those people who wear uniforms or have jobs that we see or hear about on television. They often don't realize that there are many other workers who contribute to a successful community.

Since we will be electing a new mayor (or re-electing the current one) this November, I'd like for the first lesson to focus on the Mayor of our city. There will be several activities that students will engage in during our Unit on “Community Helpers”, but many of the activities in this project will be used for our study of his job.

Length of Unit: Four weeks --- (During the month of October)

Objectives: Students will:

- ✍ Define “Community” and understand the terms: “Job / Career / Occupation”
- ✍ List many, varied, and unusual jobs (careers) that people might have in our Communities.
- ✍ Identify the purpose of the work done by their parents – either in the home, or outside of the home.
- ✍ Become aware of and appreciate many different jobs that make a successful community.
- ✍ Use technology to design a poster that illustrates some of our Community Helpers.
- ✍ Visit websites to learn more about the places and people in their community.

Faith Integration: The class will brainstorm and discuss jobs that were done by people in the Bible. The list below just names a few. Students may think of others:

- ✍ Jesus called four fishermen to follow him, and be His disciples ---
Matthew 4: 18 –22; Matthew was a tax collector / accountant ---
Matthew 9:9
- ✍ Adam was a gardener --- Genesis 2:15
- ✍ Jesus' father, Joseph was a carpenter / builder
- ✍ David was a shepherd & (Psalms) song -writer & musician
- ✍ Dorcas was a seamstress
- ✍ Moses, Elijah, Noah (also a builder), St. John, and John the Baptist were
all prophets / preachers / ministers
- ✍ Luke was a physician / doctor

Teacher Preparation:

1. Prepare a bulletin board to illustrate five Community Helpers. These will be changed each week for the duration of the unit (four weeks).
2. Contact the Mayor's Office (before school begins in August) to set up a visit to City Hall. This shouldn't be too difficult, because our mayor is a Seventh-day Adventist (attends my church), and a former teacher at our school). He also used our school and students to launch his Mayoral campaign during last school year.
3. When contacting City Hall, emphasize the fact that we wish to visit when the Mayor will be present, and available to talk with the children.
4. Contact parents by telephone or letter, to inform them about our study of Community Helpers. Invite them to visit on a specific day to discuss their occupation with the class. Bring any "tool" and wear a uniform if they are required to wear one while doing their daily work.
5. Borrow a teacher's collection (one per student, or 25) of books from the Local public library on this topic... Encourage the principal to order additional Community Helpers titles for the school library.

Teacher Materials:

- Community Helpers Bulletin Board Pictures & Signs by *Teacher's Friend Publications*
- library books
- chalkboard
- chalk
- LCD projector
- Screen

- Kidpix Deluxe 3, American Greetings Create-a- Card, and Printshop software

Student Materials:

- old magazines
- glue
- mural (or a similar type) paper
- scissors
- crayons or markers
- paper bags (or other material for designing a puppet)
- glitter
- scraps of fabric
- buttons

Procedure:

- ✍ Project teacher's Kidpix creation of "Communities" using the LCD projector. Ask for meanings of the term "Communities"... A possible definition would be "the areas around or neighborhoods in which we live".
- ✍ The teacher will call attention to bulletin board display of five Community Helpers. Hold up pictures of the others that will be discussed during the four weeks that we'll focus on this topic. Name them, using the labels that accompany each picture. Show and read the labels, and have the students to repeat each name.

Mayor / Elected Official, Veterinarian, Firefighter, Stay-at-Home Parent, Auto Mechanic, Teacher, Police Officer, Chef, Dentist, Construction Worker, Soldier, Beautician / Hairdresser, Computer Technician, Farmer, Mail carrier, Doctor

- ✍ Begin discussion by using a portion of the Faith Integration information (Five Biblical characters). Allow students to think of some additional ones.
- ✍ Read to the class the *Time for Kids* book called *Community Workers*. After students listen to the description of the careers / jobs in the book, ask, "Would you like any of these jobs? Which of these do you think you'd be able to do well? What would you like to do when you are grown?"

Discuss and emphasize the idea that everyone has a job to do to help things run smoothly. In our classroom and school, there are some jobs assigned to students

so they can help our school to operate better... Examples: Wash the chalkboards, Pass around the waste basket, Pick Up paper, Water the Plants, Straighten the books, Pass out crayons, etc.

✍ **Older students or parents will be needed to assist in this assignment**

Students will visit the following Scholastic “Community Club” website in the computer lab, and complete interactive online activities that discuss eight “Multi-cultural” Community Helpers --- Mayor, Veterinarian, Police Officer, Pizza Maker, Librarian, Firefighter, Pediatrician, Utility Worker:

✍ <http://teacher.scholastic.com/commclub/>

This website has sound, and it allow the students to click on pictures of the workers, and it gives a description of each job. You’ll just LOVE it!

After this activity, focus on the Mayor’s responsibilities. Show a picture of our current Mayor, John Street, and let the students know that he only has an opportunity to serve for four years. In November, another election will be held. Mayor Street will have to compete against another candidate, Sam Katz (whom he defeated during the last election, four years ago).

He is the First Seventh-day Adventist Mayor that the City of Philadelphia has ever had, and he is an African-American. These important facts can be shared as Seventh-day Adventist and Black History, and we don’t have to wait until Black History Month in February.

Follow-Up Activities / & Curriculum Benchmarks:

1. **Social Studies / Language Arts:** Solicit three or four parents to be responsible for a few students during the following activity:
 - ✍ Students will tour City Hall, and meet the Mayor, if they haven’t already done so. (Videotape his message for the children, and review it as time gets closer to the election in November).
 - ✍ The children will eat lunch in Center City, and call attention to Community Workers that they noticed while there.
 - ✍ When we return to school, we’ll divide into groups and make a list of people they noticed doing their jobs during the field trip.
 - ✍ Assign chaperones to help their group review the different Community Helpers they saw, and share their list with the class. Write their list on chart paper, and a volunteer from each group can

place their chart on the chalkboard or wall. The teacher will read the list of the Community Helpers, and students will repeat them from the charts.

- ✍ Language Arts: Later, the class will create Haikus, using some of these names of Community Workers. The teacher will demonstrate by writing one about Mayor Street on the chalkboard.

Haiku --- a Japanese poem with 3 lines and seventeen syllables.

1st line -- five syllables
2nd line – seven syllables
3rd line – five syllables

2. **Art:** Students will use old magazines to cut out pictures of various people doing certain jobs... or draw original pictures, decorating them with glitter, buttons, pipe cleaners, or whatever materials of their choice. Glue drawings or magazine pictures on large roll paper, making a mural to be hung outside the classroom.
3. **Music / Physical Education:** “Hail the Helpers”! Sing this song to the tune of “Here We Go ‘Round the Mulberry Bush.” This song can

- ✍ They take care of our neighborhood, our neighborhood, our neighborhood, They take care of our neighborhood, so we can all feel safe.

Verses --- (repeat phrases as shown in the chorus) Students can help create additional stanzas, describing other Community Helpers:

- ✍ Firefighters rush to put out the fire and help us if we’re hurt.
- ✍ A friendly officer stops the cars so we can cross the street.
- ✍ A veterinarian takes care of our pets to keep them happy and healthy.

Have children join hands and walk in a circle while singing the chorus. Dramatize each verse with your own creative hand and body movements.

4. **Science/ Health / Technology : ASK- AN – EXPERT (First take a survey of parents who would be willing to do this, rather than using outside persons)---** Invite a Nurse, Carpenter, Dentist, Veterinarian, Artist, Computer Technician, or any other Community Helper to speak to the class. Before the speaker comes, help children prepare questions they

would like to ask.

After the session, have students to use American Greetings Create—a-Card software to make thank you cards and mail them to the individuals who participated.

5. **Science / Health:** October is Fire Prevention Month. This would be an excellent time to invite a Firefighter to visit the school to present an assembly program on Fire Safety, and to discuss her responsibilities as a Community Worker.
6. **Math:** My House Has Numbers --- Ask children how police officers and firefighters find houses in an emergency. Talk about how house numbers and street signs help them quickly find people who need help. Then allow students to practice reading and writing the numbers of their addresses and telephone numbers, then memorizing them.

Evaluation / Assessment:

http://www.teach-nology.com/worksheets/soc_studies/comm/vocab/

This website provides a vocabulary list & definitions of Community Helpers. The teacher can use the LCD projector to display this website to play a listening / identification game.

Teacher reads the description, and the students must listen to it and guess which Community Helper it is. Many of the students won't be able to read the definitions, but they may be able to figure out the Community Helpers, or this can just be a listening activity.

If another adult is available to assist, the teacher could scramble the definitions on the screen, and the other adult could give the class clues to help them guess the correct answer.

- ✍ Parents / Students Project --- Parents will assist students in creating one or two puppets that portray their favorite Community Helpers. Students (and parents may assist) will make a class presentation. Using their puppets, they will talk about the Community Worker(s) that they chose, and describe the things that

s/he does to make our community a better place to live. **A Rubric is provided to assess their presentations.**

- ✍ The Match Game --- Divide the class into two teams, placing some first and second graders on each team. See how many students can match the names with the bulletin board pictures that the teacher showed at the beginning of the unit, and tell one thing they remember about each Community Helper.
- ✍ Students can create a slideshow by drawing pictures and including new vocabulary that they learned during our study of Community Helpers. This would be a wonderful project to share with the parents during Open House.

Additional Resources (Books & Technology):

Books:

You're a Community Helper by Karen Bryant – Mole

Community Helpers From A to Z by Bobbie Kalman

Who Drives This? By Charles Reasoner

Technology:

<http://www.geocities.com/Heartland/Valley/8004/comhelpers.html>

<http://bensguide.gpo.gov/k-2/neighborhood/lettercarrier.html>

<http://bensguide.gpo.gov/k-2/neighborhood/firefighter.html>

<http://bensguide.gpo.gov/k-2/neighborhood/doctor.html>

<http://bensguide.gpo.gov/k-2/neighborhood/policeofficer.html>

<http://www.kent.wednet.edu.curriculum/vtours/fire/tour/html>

<http://www.canteach.ca/elementary/career1.html>

<http://www.perpetualpreschool.com/misccomm.html>



Puppet Show: **Community Helpers (Grades 1 & 2)**

Teacher name: Mrs. Diane Smith

Student Name _____

CATEGORY	WOW, WAY TO GO! :)	PRETTY GOOD!	OKAY, LET'S KEEP TRYING!	OOPS! YOU DIDN'T GET IT! : (
Puppet Construction	The puppet was original, creative, and made well.	The puppet was original and made well.	The puppet was made fairly well.	The puppet fell apart.
Puppet Manipulation	The student always worked his /her puppet(s)so the audience could see them.	The student usually worked his/her puppet(s)so the audience could see them.	The student sometimes worked his /her puppet(s)so the audience could see them.	The student didn't work his /her puppet(s)so the audience could see them.
Voice Projection	The student was always clear.	The student was usually clear.	The student was sometimes clear.	The student was NEVER clear.
Expression	The student's voice showed a lot of excitement!!!	The student's voice showed some excitement.	The student's voice showed a little excitement.	The student's voice showed NO excitement.
Staying in Character	The student stayed focused on the Community Helper s/he was presenting.	The student usually stayed focused (but was a little distracted by others) on the Community Helper s/he was presenting.	The student tried to stay focused (but was easily distracted by others) on the Community Helper s/he was presenting.	The student giggled and played the whole time!

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