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# Grades K-1 Community Helpers

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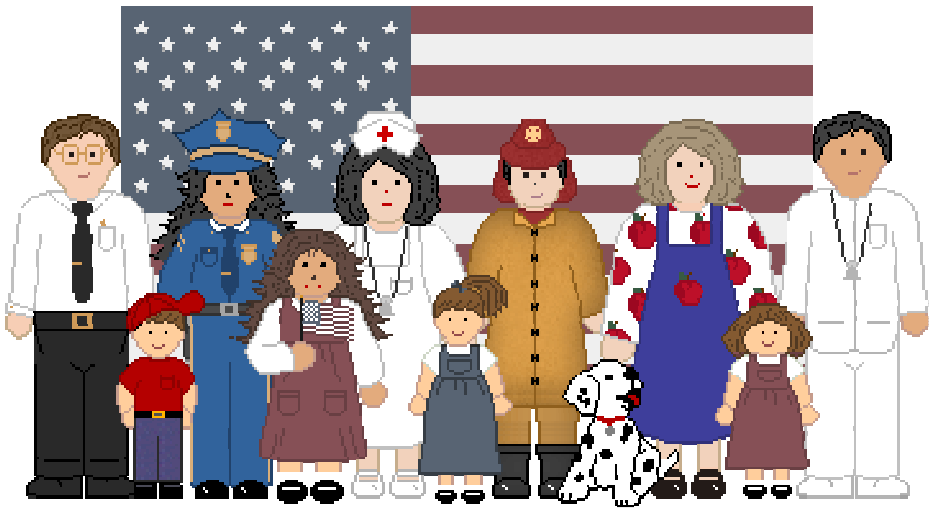
# Differentiated Lesson
# Subject: Social Studies
# Grade: 1
# Unit: Community
# Lesson: Community Helpers



**Differentiation Lesson Outline**

**Subject:** Social Studies- Community Helpers

**Grade:** First

**New York State Learning Standards:**

**English Language Arts**

**Standard 1: Language for Information and Understanding**

Students will listen, speak, read, and write for information and understanding. As listeners and readers, students will collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to acquire, interpret, apply, and transmit information.

**Standard 2: Language for Literary Response and Expression**

Students will read and listen to oral, written, and electronically produced texts and performances from American and world literature; relate texts and performances to their own lives; and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent. As speakers and writers, students will use oral and written language that follows the accepted conventions of the English language for self-expression and artistic creation.

**Standard 3: Language for Critical Analysis and Evaluation**

Students will listen, speak, read, and write for critical analysis and evaluation. As listeners and readers, students will analyze experiences, ideas, information, and issues presented by others using a variety of established criteria. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to present, from a variety of perspectives, their opinions and judgments on experiences, ideas, information and issues.

**Standard 4: Language for Social Interaction**

Students will listen, speak, read, and write for social interaction. Students will use oral and written language that follows the accepted conventions of the English language for effective social communication with a wide variety of people. As readers and listeners, they will use the social communications of others to enrich their understanding of people and their views.

**Social Studies**

**Standard 3: Geography**

Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth's surface.

**The Arts**

**Standard 1: Creating, Performing, and Participating in the Arts**

Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.

**Hook:** Teacher will show students different hats and parts of uniforms of community workers such as, a fireman hat, a mail carrier's hat, a nurse's cap, a baker's hat, a scientist's lab coat etc. The teacher will then ask students to look at what is in front of them and ask what they all have in common. These items are all worn by people who help us in our communities. Teacher will ask some guiding questions such as… How many of you have ever helped someone? What are some reasons and ways you have helped others? How do you feel when you help others?

The teacher will then explain that we are going to begin looking at people in our community who help others. The teacher will then construct a KWL chart with the students to get their minds rolling and find out what the students know about community helpers, what they would like to know and later what are some things we would like to know about the helpers in our community.

**Essential Questions:**

- How do different types of jobs within a community make it possible for communities to function together? (From service, business, and governmental jobs)
- What are some ways in which community helpers help other people?
- What are the duties, uniforms, responsibilities, place of businesses and tools community helpers use?

**Understandings:**

- Students will be able to identify key community members
- Students will identify the jobs, tools, and uniforms of these community members
- Students will be able to make connections between their discoveries and to their personal communities
- Students will be able to comprehend through reading, listening, and observing.
- Students will be able to compare and contrast

- Students will express ideas both verbally and in written form and use nonverbal representations, illustrations to communicate ideas

**Pre-Assessment:**
(Attached)
Students will complete a matching worksheet. This will be used to find out what students know and will be used to differentiate students by ability. Each tier will have an assigned color

**Tiered Activity 1: Community Contract Planner**
Tiered by ability
Community helper focus:
- Police Officer
- Nurse
- Mail Carrier

**Tiered Activity 2: Community Contract Planner**
Tiered by ability
Community helper focus:
- Barber
- Veterinarian
- Pizza Maker

**Tiered Activity 3: Community Contract Planner**
Community helper focus:
- Scientist
- Mayor
- Think of own

**Materials:**
- Community Helper Contract Planner
- Songs and riddles about community helpers in song and riddle box
- Computer with interactive website http://teacher.scholastic.com/commclub/
- Pictures of community helpers, tools, hats, places of work
- Clay, crayons, makers, constructions paper and other craft supplies
- Classroom books on community helpers
- Memory game cards
- Worksheets
- Drama Center

**Schedule:**

- This will be a mid-point project in the unit of community which takes place in the spring. At this point in the unit students will be studying specific community helpers and learning more in depth information about these people.

# Pre-Assessment

**Directions: Draw a line from the picture to the word that matches**

**Veterinarian**

**Scientist**

**Police Officer**

**Mail Carrier**

**Pizza Maker**

**Mayor**

**Barber**

**Nurse**

# Community Contract Planner

**At the end of this unit of study students should**

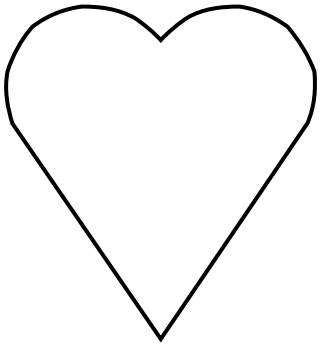
**Know:** About community the community helpers: Police officer, nurse, and mail carrier. They should know about their jobs, uniforms, and place of work

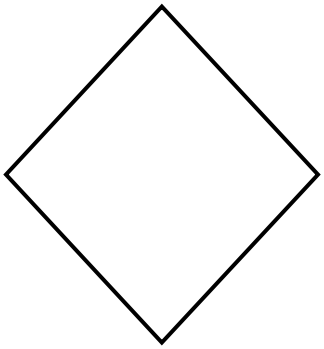
**Understand:** The characteristics of each assigned community helper on a basic and comprehensive level

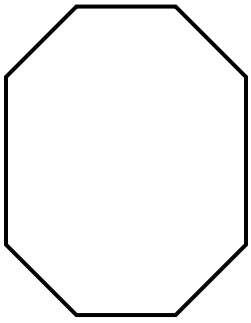
**Be Able to:** Participate in their choice of activities that deal with, creativity, interaction, knowledge, music/riddles, media, reading and games.

Choose and activity from the attached shape group. Cut out your three choices and glue them below.

**Due Date:**_____







**Name**_____

HAVE FUN!

Browse through and choose 1 1 and 1
from the shapes below

Make a clay model of a community helper and describe their job, and uniform

"What is My Job?" Interactive computer matching game

Recite song and riddle about assigned community helper

Make a tools collage with all objects that relate to the assigned community helpers

Read assigned book about community helper and pair-share/ retell with a partner

Watch a media-clip about certain community helpers and recall three learned points and pair-share with a partner

Summarize a book and role play with a partner the duties of the community helper described and draw picture

Fill in the blank worksheet "A_____ helps us _____."

Memory game flip and match community members with matching place of work, uniform, and tool used

# Community Contract Planner

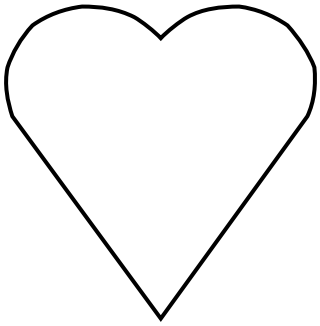
**At the end of this unit of study students should**
**Know:** About community the community helpers: Barber, Veterinarian, and Pizza Maker. They should know about their jobs, uniforms, and place of work

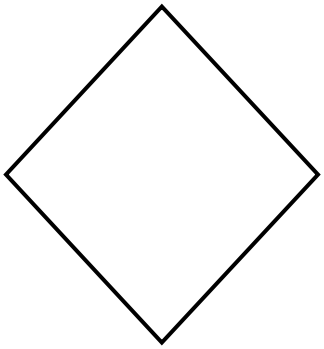
**Understand:** The characteristics of each assigned community helper on moderate analytical level.

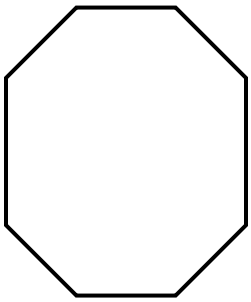
**Be Able to:** Participate in their choice of activities that deal with, creativity, interaction, knowledge, music/riddles, media, reading and games.

Choose and activity from the attached shape group. Cut out your three choices and glue them below.

**Due Date:**_____







**Name**_____

HAVE FUN!

# Browse through and choose 1 1 and 1 from the shapes below

Construct a community helper mobile including member and 3 other items (tools, transportation, uiform…)

Construct a Community Helping Hands wreath

Learn song and dramatize the words of the song

Critique a community helper's role in the community and log ideas

Compare and contrast two community helpers in a Venn-diagram

Watch media clips from Scholastic's Community Club and investigate the jobs of a veterinarian and a pizza maker

Solve a riddle about a community helper

Write 3 questions you would ask a community helper of your choice about their job

Dramatize the role of a community helper by creating a skit and model what the community helper does

# Community Contract Planner

**At the end of this unit of study students should**

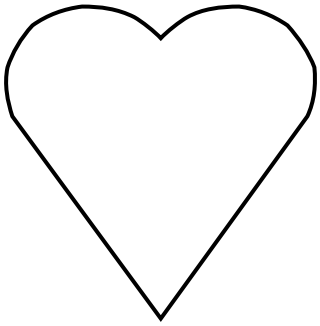
**Know:** About the community helpers: Scientist, Mayor, and one thought up on their own. They should know about their jobs, uniforms, and place of work

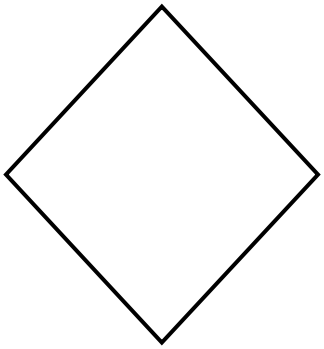
**Understand:** The characteristics of each assigned community helper on a higher conceptual level.

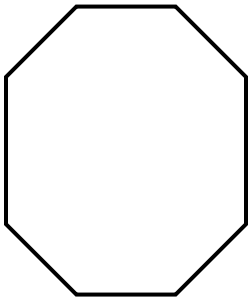
**Be Able to:** Participate in their choice of activities that deal with, creativity, interaction, knowledge, music/riddles, media, reading and games.

Choose and activity from the attached shape group. Cut out your three choices and glue them below.

**Due Date:**_____







**Name**_____

HAVE FUN!

Browse through and choose 1 1 and 1
from the shapes below

Design a tool to make a community helper's life easier

Create a riddle about a scientist, mayor, or self though community helper

Predict what would happen if a community helper of your choice did not exist. Write a story and tell it to a friend and the teacher

Judge a picture to see of the community helper is doing their job, if they are not develop a new picture

Choose which community helper you would like to be and write at least 4 reasons why.

Listen and sing along with a community helper song use song to create a new song about a scientist, mayor, or community helper of your own

With a partner create your own community helper job and write about the duties they will perform

Prioritize the duties of a community helper of your choice from most to least important

Watch Scholastic Community Club media clip about Hawaiian Mayor and discuss value of job with a partner

# If You Happen to Finish Early...

## Anchor Assignments:

**Assignments include:**
- Silent reading with a book or listening to a book from the designated book basket
- Playing community helper matching game by yourself or with a partner
- Draw and write in your picture journal about a community member
- Review community helper vocabulary

## Anchor Assignments:

**Assignments include:**
- Choose a discussion question to answer about community helpers
- Use on of the writing prompts to write a story
- Silent reading with book from the designated book basket
- Create a commercial to promote a community helper job of your choice

## Anchor Assignments:

**Assignments include:**
- Browse magazine or newspaper articles about heroic community helpers
- Silent reading with book from the designated book basket
- Write a fictional story about a community helper

-Practice community helper vocabulary by writing sentences using the words

# Community Helper Rubric

| | 1<br>**Weak**<br>Little or no evidence of learning based on the outcome | 2<br>**Basic**<br>Beginning of or some evidence of learning based on the outcome | 3<br>**Proficient**<br>Detailed and consistent evidence of learning based of the outcome | 4<br>**Strong**<br>Highly creative, inventive, mature presence of outcome |
|---|---|---|---|---|
| **Accuracy and Comprehension of community helpers as a whole** | Did not understand the community helpers at all. Forgot to list the tools and equipment. | Very vague description and understanding of the community helpers. Forgot to incorporate important roles and duties. Didn't mention tools. | The student showed an understanding of the community helpers and use very descriptive words. Relayed some but not all roles and duties. Mentioned tools but didn't give examples of how used they are used when needed. | The student gave a detailed description of the community helpers listing occupation, role in society, and duties. Gave examples. Talked about tools equipment, place, of work, and more when needed. |
| **Use of Non-Verbal ability through Illustrations** | Includes vague pictures and artwork and information associated with the community helper. | Includes pictures and artwork and information associated with the community helper. | Neatly includes detailed pictures and artwork and information associated with the community helper. | Neatly and creatively includes detailed pictures and artwork and information associated with the community helper. |
| **Communication with students during pair-share/partner work** | Rarely listens to, shares with, and supports the efforts of others. Often is not a good team player. | Often listens to, shares with, and supports the efforts of others, but sometimes is not a good team member. | Usually listens to, shares, with, and supports the efforts of others. Does not cause trouble in the group. | Almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well together. |
| **Creativity of products** | The student did not make or customize any of the products with creativity. | Products were made or customized by the student, but the ideas were typical rather than creative. | The products reflect student creativity in their creation and/or display. | All of the products produced reflect an exceptional degree of student creativity in their creation and/or display. |
| **Effort/Time used in class to complete activities** | Class time was not used wisely and the student put in no additional work at home. | Class time was not always used wisely, but student did do some additional work at home. | Class time was used wisely. Student could have put in more time and effort at home. | Class time was used wisely. Much time and effort went into the planning and design of the collage. It is clear the student worked at home as well as at school. |

Sources Used:

Wording and style of rubric from
http://rubistar.4teachers.org/index.php

Printables and Songs for unit found at
http://www.mrsnelsonsclass.com/teacherresources/thematicunits/communityhelpers.aspx
http://www.mrsnelsonsclass.com/downloads/pdf/themeunits/communityhelpers/hands_vennn.pdf
What's My Job? -- People

Other printables found at
http://www.homeschoolhelperonline.com/units/my_community.htm