

Community Helper Lesson Plan

Core Standard: **Language Arts - Listening & Speaking**

Supplies:

- Board - white, chalk, computer or paper
- Writing Utensils
- Handout (Homework sheet)

I. General **Lesson Introduction**

Teacher briefly introduces Lesson & Guest Speaker - Emphasis of Intro is on Listening, student participation is minimal. **LISTENING**

1. What are Community Helpers? How are they important?
2. What kind of Community Helpers are there - Police, Nurses, Teachers, Firefighters, Paramedics, Dentists etc.

a) Introduce the Guest Speaker Time: 5 minutes

II. Student Feedback - Students offer their ideas of what are the guest Community Helper's job, job responsibilities, role in the community, etc. **SPEAKING** Time: 10 minutes

III. Specific **Community Helper Presentation**

Professional guest speaker explains their job - may show/explain their equipment, tools, etc. **LISTENING** Time: 25 minutes

IV. Questions

Guest Speaker answers questions students have about the described job. Students may try to tell stories but Speaker/Teacher should try to keep students on task with Questions.

SPEAKING

V. Activities Time: 40 minutes

1. Related to the selected Community Helper's job
2. Varies based on age - See attached suggestions.

VI. Summary

- Speaker/Teacher goes over what the Children learned today
- Did their ideas of the Community Helper or their job change?
- Do they understand the role that Helper plays in the Community.

SPEAKING Time: 10 minutes

VII. Worksheet - If extra time - have children do suggested worksheet in class Otherwise assign as homework.

Total time: 1.5 hours

SEE ATTACHMENTS FOR SUGGESTED ACTIVITIES AND HANDOUTS for various Community Helpers.

APS PD Officer Mira O'Connell



Community Helpers Unit Plan Kindergarten

S.G. Grant, Bruce A. VanSledright

A red circular graphic with a gradient, appearing as a partial circle or a stylized arrow pointing to the right, located to the right of the authors' names.

Community Helpers Unit Plan Kindergarten:

Kindergarten-primary Activities Based on Community Life Lucy Weller Clouser, Chloe Ethel Millikan, 1929 **Resources in Education** ,1994-08 Promoting Nutrition Through Education ,1985 Abstract A bibliography of resources for educating and training teachers school foodservice personnel and students in nutritional principles covers nutrition education materials developed in the US Nutrition Education and Training NET Program as well as citations to literature about the program A total of 445 citations are grouped according to 17 audience levels e g primary grades K 3 postsecondary education foodservice training adult education with each citation containing an informative nonevaluative abstract a format description and a Food and Nutrition Information Center FNIC number A listing of names and addresses of regional and state NET coordinators and title language and state indices are appended wz **Social Studies for Young Children** Gayle Mindes, Mark Newman, 2021-08-30 This book anchors the social studies as the central unifying force for young children Teachers use the inquiry process to foster child development of social skills and citizenship ideals in their first classroom experiences Curriculum is built starting with children s natural curiosity to foster literacy in all its form speaking listening reading writing Along the way young children acquire knowledge and academic skills in civics economics geography and history Shown throughout are ways to promote social learning self concept development social skills and citizenship behaviors Featured here are individually appropriate and culturally relevant developmental practices Considered are the importance of family collaboration and funds of knowledge children bring to early care and education Contributors to this edition bring expertise from bilingual early education literacy special education and the social studies Beginning with citizenship and community building the authors consider all aspects of teaching young children leading to a progression of capacity to engage civically in school and community **Effective Instructional Strategies** Kenneth D. Moore, 2009 Applying the latest research findings and practical classroom practices this book provides thorough coverage of the strategies and skills needed for effective teaching **Elementary Social Studies** S.G. Grant, Bruce A. VanSledright, 2014-03-14 Organized around four commonplaces of education learners and learning subject matter teachers and teaching and classroom environment Elementary Social Studies provides a rich and ambitious framework to help social studies teachers achieve powerful teaching and learning results By blending the theoretical and the practical the authors deeply probe the basic elements of quality instruction planning implementation and assessment always with the goal of creating and supporting students who are motivated engaged and thoughtful Book features and updates to the third edition include New chapter on classroom assessment that outlines and compares existing assessment strategies contextualizes them within the framework of state standards and articulates a constructivist approach that moves away from traditional high stakes testing towards more meaningful ways of evaluating student learning New chapter that highlights and explains key elements of the Common Core State Standards for English Language Arts and shows how the incorporation of critical

ELA instruction into the social studies curriculum can foster more ambitious teaching and learning Real classroom narratives that introduce each chapter and provide in depth access to teaching and learning contexts Practical curriculum and resource suggestions for the social studies classroom End of chapter summaries and annotated teaching resources **Social Studies Teaching Activities Books** Gary Lare,2006 An annotated listing of activities books for use with social studies curriculums focusing on elementary and middle school grades arranged by curriculum area topic and grade level Includes contact information for publishers and distributors of appropriate books and an index *I Am a Muslim: A Modern Storybook* Susan Douglass,1995-01-01 This unit is built around a set of paired stories one from the Qur an or authentic traditions and one related modern story The overall objectives are 1 to awaken the children s awareness of their identity and worth as Muslims 2 to model Islamic behavior patterns and 3 to cultivate a sense of identification and community with Muslims of long ago and in other parts of the modern world While the unit is designed for kindergarten its stories and activities may be useful for values instruction throughout the primary grades in a variety of instructional settings including full time weekend and home schools This unit emphasizing values education may also be useful in Muslim parenting classes Each lesson consists of the story pair to be presented to the children orally or dramatically and suggested discussion guidelines and activities through which the values and related behaviors are developed and reinforced in the children s understanding The 15 lessons are intended to implement teaching objectives in various units taught in a typical Islamic kindergarten social studies curriculum on a selective or exhaustive basis throughout the year **Bibliographies and Literature of Agriculture** ,1978 **One Million Children** Robert E. Slavin,Nancy A. Madden,2001 One Million Children describes the Success for All and Roots Wings programmes in detail presents the extensive research evaluating them and discusses the implications of this research for policy and practice Success for All and Roots Wings are comprehensive restructuring programmes for primary schools designed to promote the idea that all children can learn *ABC's of Cultural Understanding and Communication* Patricia Ruggiano Schmidt,Claudia Finkbeiner,2006-06-01 This book is a valuable one for teacher educators and teacher education programs in the United States and Europe since it is organized around numerous data sources It contains national and international adaptations of the ABC s of Cultural Understanding and Communication Authors for this book represent many languages and cultures and know first hand the socially constructed issues related to language culture and ethnicity This book promises to make a significant contribution to preparing teachers to work with families and children It should be read by all teacher educators as well as preservice and inservice teachers In the new millennium teachers must redefine their responsibilities to ensure that ALL children have the opportunity to succeed ABC s of Cultural Understanding and Communication National and International Adaptations is a perfect place to start Children, Home and School Ros Edwards,2004-08-02 In contemporary western societies there are increasing emphases on children being the responsibility of their parents contained within the home and on their compartmentalisation into separate and protected organised

educational settings Thus home and school form a crucial part of children s lives and experiences This book explores the key institutional settings of home and school and other educationally linked organised spaces in children s lives and the relationships between these It presents in depth discussions concerning new research findings from a range of national contexts and focuses on various aspects of children s and sometimes adult s own understandings and activities in home and school and after school settings and the relationship between these The contributors assess children from a variety of backgrounds and circumstances and consider how these children see and position themselves as autonomous within connected to or regulated by home and school Discussion of the impact of policy and practice developments on the everyday lives of these children is also included

An Activity Program in the Social Studies for Kindergarten and Primary Grades San Francisco (Calif.). Board of Education,1929 **Nutrition and the Elderly** Shirley King Evans,1990

Socializing-integrating Activities for Kindergarten and Grades 1-6 Saint Louis (Mo.). Board of Education,1926

Nutrition Education Materials Holly Berry Irving,1987 **Crespar Findings (1994-1999)** A. Wade Boykin,Robert E. Slavin,2014-10-13 This double issue presents summaries of the scholarly and practical reform accomplishments of the first five years of the Center for Research on the Education of Students Placed at Risk CRESPAR This bold five year initiative addressed several of the problems that most directly challenge the values and practical aspirations of modern democracies The included articles emphasize how CRESPAR has focused on the schools in many of America s most challenging communities It has both helped local schools improve themselves and advanced the nation s research base This issue was written in commemoration of the life and work of John Henry Hollifield Jr founding coeditor For 28 years Hollifield served as an editor and administrator at Johns Hopkins University s Center for Social Organization of Schools When JESPAR was just an idea Hollifield was one of the people who most strongly advocated its development He had a ready smile a fine editorial touch and a relentless will to produce each excellent issue This issue summarizing much of the research from CRESPAR s first five years is presented by the full team of authors in his loving memory **Reading First Activities, Grade K** Jodene Lynn Smith,2004-03-23 Contains activities based on the United States Dept of Education s Reading First program

Essentials of Elementary Social Studies William B. Russell III,Stewart Waters,2017-12-06 *Essentials of Elementary Social Studies* is a teacher friendly text that provides comprehensive treatment of classroom planning instruction and strategies Praised for its dynamic approaches and a writing style that is conversational personal and professional this text enables and encourages teachers to effectively teach elementary social studies using creative and active learning strategies This fifth edition has been significantly refined with new and relevant topics and strategies needed for effectively teaching elementary social studies New features include In keeping with the book s emphasis on planning and teaching an updated chapter on lesson plans This chapter is designed to provide elementary teachers with new classroom tested lesson plans and includes two classroom tested lessons for each grade level K 6 An expanded chapter on planning This provides additional discussion

about long range planning and includes examples of lesson plans with details to help students be better prepared An updated chapter on technology designed to better prepare elementary teachers to effectively incorporate technology into social studies instruction Attention is given to digital history media literacy teaching with film and music popular apps and numerous other types of impactful technology An expanded discussion of the Common Core Standards and C3 Framework and how it affects teachers An updated chapter titled Experiencing Social Studies This chapter focuses on topics such as teaching with drama role play field trips and service learning A new eResource containing links to helpful websites and suggestions for further reading Nutrition Education Printed Materials and Audiovisuals Shirley King Evans,1990

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