



COMMUNITY

BIG IDEA

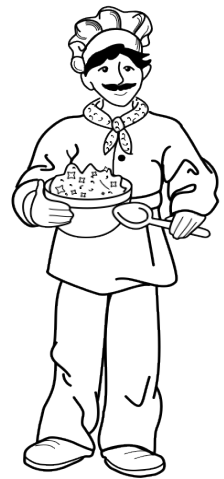
Children recognize their community as a part of the bigger world. Children explore the roles and relationships of community workers and consumers. Children learn that the community and community members benefit from people working in many different ways.

Content objective(s):

The child will identify and discuss the roles, responsibilities, and tools of a baker and count up to 10 while role-playing the part of a baker.

Materials needed:

- ◆ Pictures of baker, cookies, sweet bread/pan dulce, measuring cups and spoons, baking ingredients, mixing bowl and spoon (Handout 1)—copy and cut out
- ◆ Flash cards with numbers 1 to 10 (Handout 2)—copy and cut out
- ◆ Play-Doh (if not available, there is a recipe for homemade playdough in the extension activity)
- ◆ Circular cookie cutter (if not available, use the Play-Doh cup as the cookie cutter)
- ◆ Baking sheet or paper plate
- ◆ Rolling pin or straight-sided bottle or can



Texas Prekindergarten Guidelines (Revised) domains addressed:

Language and Communication:

II.A.1. Child shows understanding by responding appropriately.

Mathematics:

V.A.5. Child counts up to 10 items, and demonstrates that the last count indicates how many items were counted.

Social Studies:

VII.B.3. Child discusses the roles and responsibilities of community workers.

Physical Development:

IX.B.1. Child shows control of tasks that require small-muscle strength and control.

Lesson vocabulary:

- ◆ baker—panadero(-a)
- ◆ bakery—panadería
- ◆ ingredients—ingredientes
- ◆ measure—medir
- ◆ mix—mezclar

Activities:

1. The home educator models and demonstrates for the parent.



*Remember, we've been learning about our community. What is a community? **(Pause)** Right! It's the place where we live. We've been learning about different people who work in our community. Can you tell me which people we've learned about so far? **(Pause)** Right! Police officers and firefighters. What have you learned about them? **(Pause)** (Accept any answer and clarify if needed.) Today we are going to learn about another person who is an important part of our community—we are going to learn about a baker.*

Show picture of the baker from Handout 1 and ask,

*What does the baker do? **(Pause)** (Accept the child's answer.) You are right, a baker is someone who makes bread, muffins, biscuits, cookies, and even cakes. Bakers make all the bread that we buy in grocery stores and bakeries. A bakery is the place where the baker works. You can buy lots of good things to eat there.*

*Have you ever been to a bakery? **(Pause)** While at the grocery store, have you been to the bakery section? **(Pause)** Many grocery stores have bakeries where you can go order cakes or buy sweets, such as pies, cookies, muffins, and sweet bread. (Show cookies and sweet bread/pan dulce from Handout 1).*

Show the pictures of the measuring tools.

*Have you ever seen or used any of these tools? **(Pause)** These are some of the tools bakers use in their work. These are called measuring cups and measuring spoons. Bakers have to use these to make sure that they are putting the right amount of each ingredient into the mixture. Ingredients are foods such as flour, sugar, and eggs (show the pictures of the ingredients) that are used to make other foods, such as cookies or bread. The baker must measure the exact amount of these ingredients in order to make a good batch of sweets.*

Show the picture of the spoon and bowl. Say,

Once the baker has measured all the ingredients, he/she is ready to pour all the ingredients into a bowl and mix them. Mix means to stir the ingredients together. Some bakers like to use a spoon to mix or stir. The big bakeries must use a mixing machine because they have to make very large amounts of their baked foods.

*Have you ever seen your mom mixing something? **(Pause)** What did she make?*

2. The parent works with the child.




Have the parent assist the child in making Play-Doh cookies and counting them aloud. First, model the activity. Show the flashcard with the number 1 and say,


This is the number 1. I will make one pretend cookie.

Flatten the Play-Doh on the baking sheet, using your hand or a rolling pin. Then use the cookie cutter or Play-Doh cup to cut out one circle. Place the “cookie” by the number 1.

Then ask the parent and child to make more cookies, using numbers that match the child’s math skills. If the child counts well, use any number up to ten; if the child cannot count, use numbers only up to four. (Make only ten cookies and use them with a single number card, one at a time.) The parent should count out loud with the child. The parent shows a number flashcard and asks the child to show that number of cookies.

 *Do you know this number? **(Pause)** It is the number two. Let’s put two cookies by this number.*

If necessary, help the child count out two Play-Doh cookies. The parent should respond,

 *Good! You made 2 cookies!*

To teach one-to-one correspondence, the parent should touch each cookie as it is counted out loud, i.e., “one” (touch first cookie), “two” (touch second cookie), “three” (touch third cookie), etc. Continue with the appropriate number of the remaining number cards. Be sure to challenge but not frustrate the child.

3. The child works with the parent’s help.

When the child is attempting to cut out the cookies, have the parent provide appropriate assistance. When the child is counting, if he/she cannot do it alone, the parent should count along with the child and guide the child’s hand to touch the cookies one-by-one as they are counted.

4. The child works independently as the parent and home educator watch for learning.

The parent and home educator can assess counting, number recognition, and one-to-one correspondence skills by observing the child working with the cookies.

5. The home educator summarizes the lesson.

Finish by reviewing the content objective and talking about what the family learned today.

Follow-up questions to deepen the child’s thinking:



1. *Do you think that being a baker is a daytime or nighttime job? **(Pause)** Why?*
2. *Who else in the community makes food?*
3. *Would you like to be a baker? **(Pause)** Why/Why not?*

Ways to extend on the lesson concepts:



1. Visit the library and check out *The Little Red Hen*. Discuss the baking process and

use vocabulary words from the lesson. Act out the story using playdough as bread dough.



2. Show the child real measuring cups and measuring spoons. Use them to follow a simple recipe and make homemade cookies or muffins or the following recipe for playdough.

Recipe for playdough

Ingredients:

- 2 cups flour
- 1 cup salt
- 1 cup water
- 1 tablespoon cooking oil

Instructions:

- Mix the flour, salt, and water in a bowl. Add a small amount of oil (this keeps the dough from hardening).
- Knead the playdough a little, and then let the child take a turn. Store in an airtight container.

Modifications:

If the lesson activity is too hard—

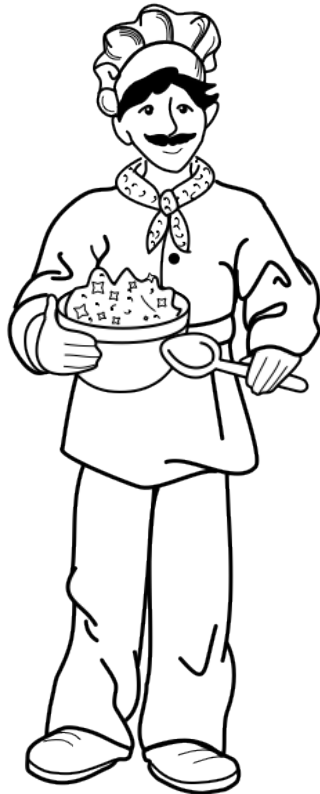
1. If the child cannot identify the numbers, trace the numbers with the child's finger while repeating the number.
2. Guide the child's hand and count aloud to help the child coordinate counting and one-to-one correspondence.
3. Place the cookies in a row for easier counting.

If the lesson activity is too easy—

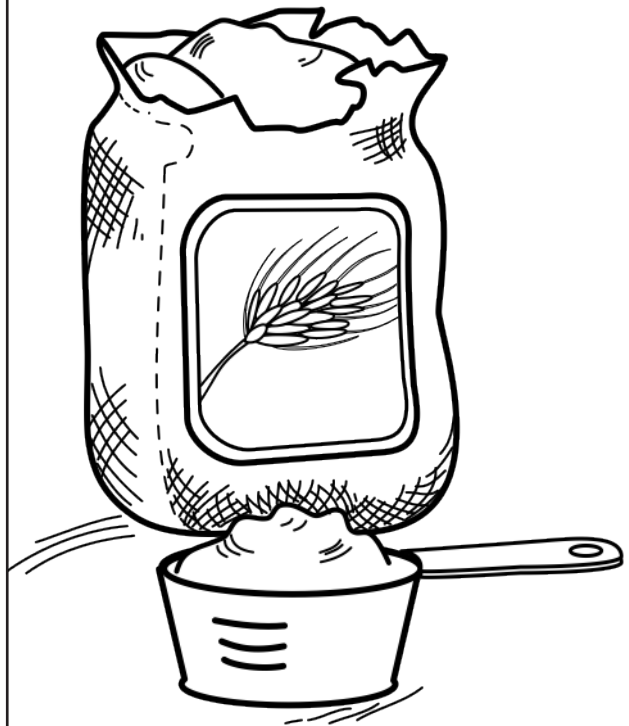
1. Count more than ten cookies, making additional cookies to accommodate the higher number.
2. Try adding one more to a set of cookies. Recount and say the new number of cookies.

Teaching tip:

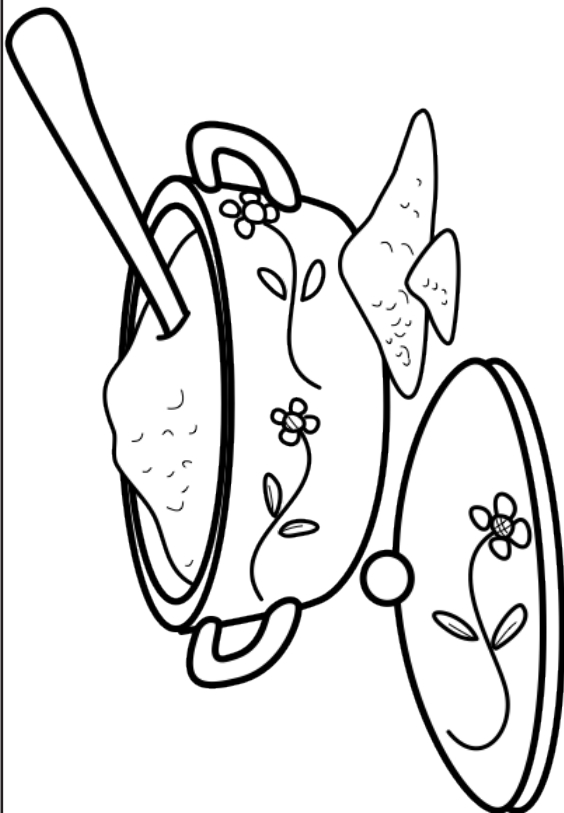
- ♦ If the child cannot count or recognize the number, have him/her count along with you and help him/her to recognize the number.
- ♦ Make sure the child understands that Play-Doh/playdough should not be eaten; we are only making "pretend" cookies.



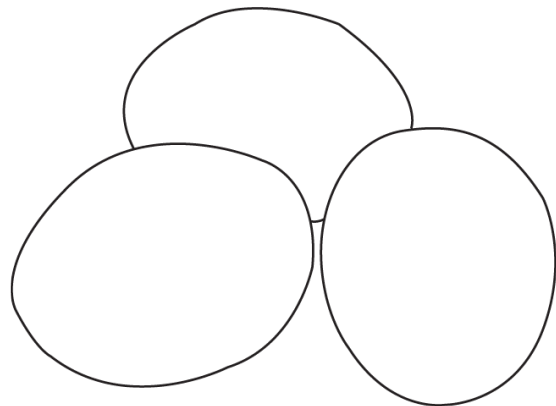
baker



flour

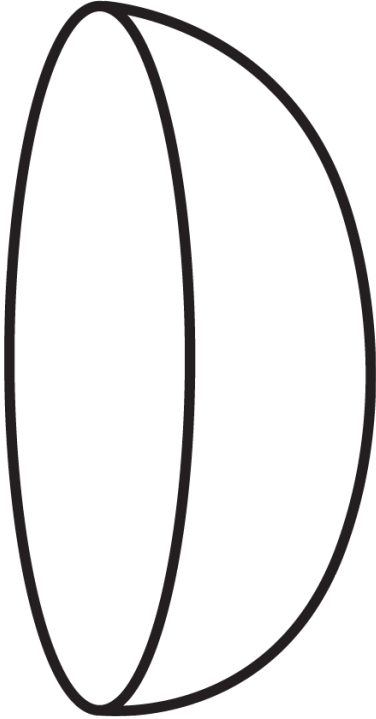
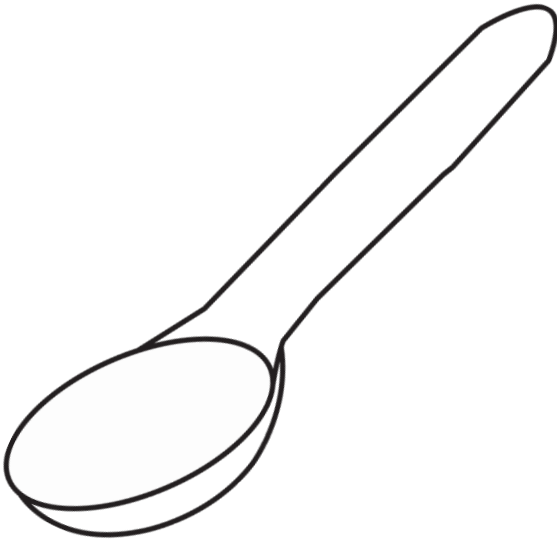
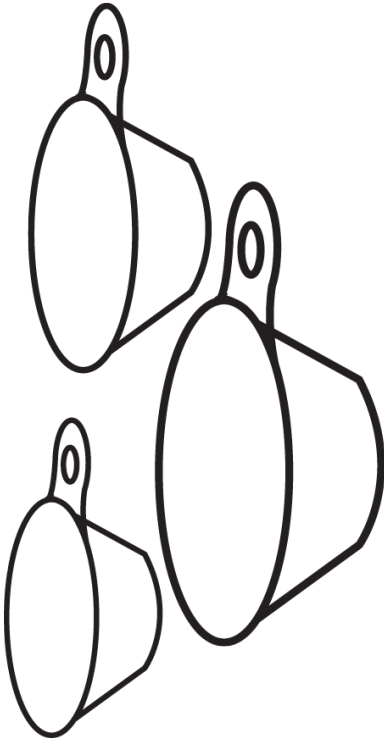
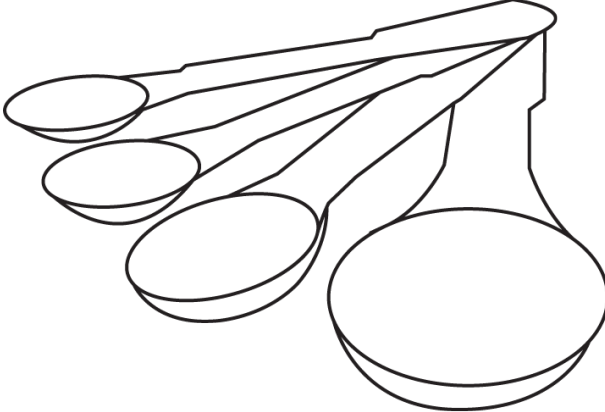


sugar

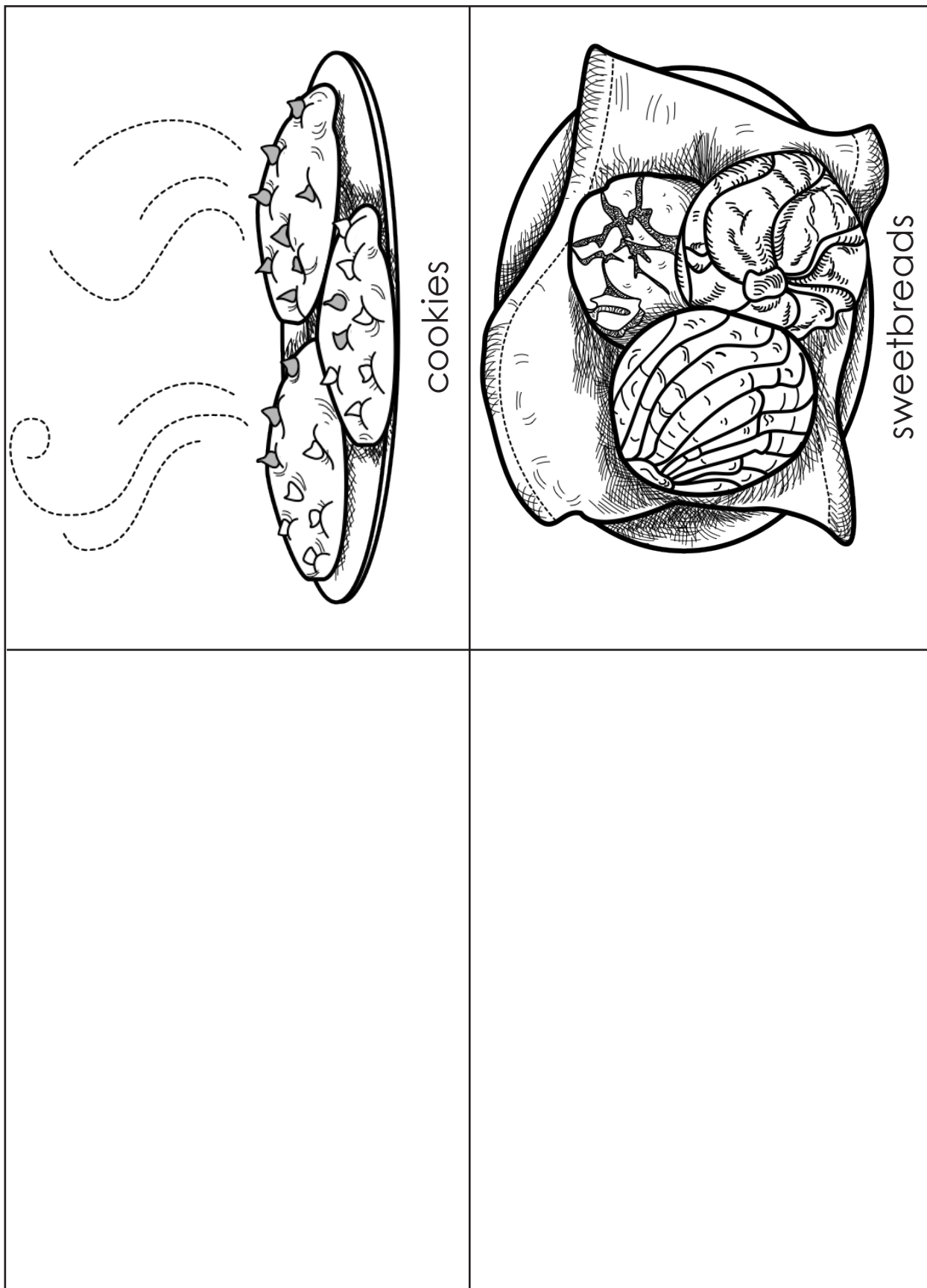


eggs

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	<p>measuring cups</p>		<p>measuring spoons</p>

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cookies

sweetbreads

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3	4
5	6
7	8
9	10

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COMMUNITY (LESSON 3)

PARENT PAGE

What we are learning:

Your child will identify and discuss the roles, responsibilities, and tools of a baker and count up to 10 while role-playing the part of a baker.

Words to know:

- ♦ baker—panadero(-a)
- ♦ bakery—panadería
- ♦ ingredients—ingredientes
- ♦ measure—medir
- ♦ mix—mezclar



What to ask:

1. *Do you think that being a baker is a daytime or nighttime job? (Pause) Why?*
2. *Who else in the community makes food?*
3. *Would you like to be a baker? (Pause) Why/Why not?*

What else to do:

1. Visit the library and check out *The Little Red Hen*. Discuss the baking process and use vocabulary words from the lesson. Act out the story using playdough as bread dough.
2. Show your child real measuring cups and measuring spoons. Use them to follow a simple recipe and make homemade cookies or muffins.

Recipe for playdough

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