



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 discuss the roles and responsibilities of a teacher and will role-play a teacher and a student, demonstrating how teaching tools are used in a classroom.

Materials needed:

- ♦ Unit book: *Helpers in My Community*, by Bobbie Kalman
- ♦ Any other children's book (for pretend play)
- ♦ Paper, pencils, crayons

Lesson vocabulary:

- ♦ teacher—maestro(-a)
- ♦ computers—computadoras
- ♦ student—estudiante
- ♦ listen—escuchar
- ♦ count—contar

Texas Prekindergarten Guidelines (Revised) domains addressed:

Social and Emotional Development:

I.B.3a. Child sustains attention to personally chosen or routine tasks until completed.

Language and Communication:

II.B.3. Child provides appropriate information for various situations.

II.B.6. Child matches language to social context.

Social Studies:


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

Technology:

X.A.5. Child recognizes that information is accessible through the use of technology.



Activities:

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

 Remember we've been talking about community helpers, how they help people, and the tools they use. Today we're going to talk about one of my favorite community workers, a teacher!




Show the child page 10 of the unit book, *Helpers in My Community*, by Bobbie Kalman. Discuss how teachers make learning fun and how children learn lots of things, including how to read and write.

  Do you know someone who has been to school? **(Pause)** Are you excited about going to school? **(Pause)** What do you think you'll do in school? **(Pause)** Right, you'll learn lots of new things at school! Who will teach you at school? **(Pause)** Right! The teacher! What things do you think the teacher is going to use to teach you? **(Pause)** (Prompt for books, paper, pencils, computers, etc.) How do teachers help you? **(Pause)** Yes, they help you learn about many new things.

Do you like to play school? **(Pause)** Do you ever pretend you're a teacher? **(Pause)** Let's pretend! What tools will you need to be a teacher?

Gather appropriate tools and invite the child to pretend to be a teacher. The home educator and parent can be the students.

After the child has had an opportunity to pretend to be the teacher, the home educator should model for the parent how to be a pretend teacher. The home educator should ask students to practice writing their names, reading a book, counting, etc. Say,

 I really like how my students are paying attention, being good listeners, helping each other, and working together to learn.

This will help the child build a concept of what the student's role is.

2. The parent works with the child.

Next, the parent can take a turn pretending to be a teacher. The home educator and the child should be students.

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

Provide the child an opportunity to be the teacher again and implement some of the strategies that the home educator and parent used.

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

As the child pretends to be the teacher, watch for appropriate use of teacher-like language. Watch for the ability to identify and carry out activities and interactions that occur in a school setting.

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. *Who else works in a school? (Pause) How do they help you or the community?*
2. *What can you learn from books?*
3. *Have you ever used a computer? (Pause) What did you learn when you used the computer?*
4. *What other things do you think you will do in school? (e.g., sing songs, go on field trips, make friends, do experiments, etc.)*
5. *Would you like to be a teacher when you grow up? (Pause) Why/Why not? (Accept any answer.)*

Ways to extend the lesson concepts:



1. Talk to someone the child knows who goes to school. Talk about what they do, what they've learned, how they learn, and what they like about school.



2. Encourage the child to talk to adult family members about when they went to school, asking them what they liked about it, who their favorite teachers were, and why those teachers were favorites.



3. Use a computer to learn information about a topic in which the child is interested.

Modifications:

If the lesson activity is too hard—

1. Model for the child before providing an opportunity for him/her to pretend to be a teacher.
2. When assigning roles, provide additional explanation of the pretend roles of the teacher and the students. This will help clarify for the child what pretending means and what he/she is being asked to do.
3. Provide other examples of pretend play (e.g., show how a banana can be a pretend phone or a block can be a pretend car).

If the lesson activity is too easy—

1. Explain the importance of teachers by pointing out that all community workers had to go to school to learn from their teachers.
2. Discuss how teachers use different tools to help children learn (e.g., computer games, videos, maps, globes, etc.).



COMMUNITY (LESSON 5)

PARENT PAGE

What we are learning:

Your child will discuss the roles and responsibilities of a teacher and will role-play a teacher and student, demonstrating how teaching tools are used in a classroom.

Words to know:

- ♦ teacher—maestro(-a)
- ♦ listen—escuchar
- ♦ computers—computadoras
- ♦ count—contar
- ♦ student—estudiante

What to ask:

1. *Who else works in a school? (Pause) How do they help you or the community?*
2. *What can you learn from books?*
3. *Have you ever used a computer? (Pause) What did you learn when you used the computer?*
4. *What other things do you think you will do in school? (e.g., sing songs, go on field trips, make friends, do experiments, etc.)*
5. *Would you like to be a teacher when you grow up? (Pause) Why/Why not? (Accept any answer.)*

What else to do:

1. With your child, talk to someone you know who goes to school. Talk about what they do, what they've learned, how they learn, and what they like about school.
2. Encourage your child to talk to adult family members about when they went to school, asking them what they liked about it, who their favorite teachers were, and why those teachers were favorites.
3. Use a computer to learn information about a topic in which your child is interested.

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