



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 review concepts learned throughout the unit and connect that information to his/her parents' jobs. The child will select an occupation and learn about how it helps the community.

Materials needed:

- ♦ Unit book: *When I Grow Up*, by Jo S. Kittenger
- ♦ Paper
- ♦ Pencils or crayons

Lesson vocabulary:

- ♦ harvest—cosechar (recoger)
- ♦ transport—transporte
- ♦ job—trabajo
- ♦ (other community workers, as necessary)

Texas Prekindergarten Guidelines (Revised) **domains addressed:**

Language and Communication:

II.D.1. Child uses a wide variety of words to label and describe people, places, things, and actions.

II.E.4. Child combines more than one idea using complex sentences.

Emergent Literacy, Reading:

III.D.2. Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting.

Social Studies:

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

Fine Arts:

VIII.A.2. Child uses art as a form of creative self-expression and representation.


Physical Development:

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

Activities:

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

Remind the parent and child that we've been learning all about our community. Say,

 *We've been learning about people and places in our community. Can you remember some of the community workers we've learned about in our lessons?*

Help the child recall the community workers discussed in previous lessons.



Next introduce the unit book, *When I Grow Up*, by Jo S. Kittenger. Model reading the book for the parent. Stop on pages 5, 15, and 19 and review what has been learned about those particular workers.

2. The parent works with the child.



Ask the parent to talk about his/her job (e.g., harvesting or producing food). Ask him/her to tell about the food they harvest or product they produce and the process for getting it to the store. He/she can refer to pages 7 (harvesting) and 11 (transporting) of the unit book to help support the ideas of harvesting and transporting. Be sure to use those words in the discussion. Ask how this job contributes to the community.

Ask the parent and child to discuss and list all the community workers the child can remember. Use other books as references if needed. Have the parent ask the child what he/she wants to be when he/she grows up.

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



Have the child explain what he/she would like to be and draw a picture of him-/herself in that role. If the chosen worker is one that has already been discussed, ask the child to explain what the job entails, where he/she will work, and how he/she will help the community. If the child selects a job that has not been discussed, this information may have to be shared with the child.

Model for the child the use of a complex sentence. Encourage the child to say, *"I want to be a _____ because _____."*

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

The child should be able to share the picture with the home educator or another family member and describe the drawing: the community worker, his/her tasks, where he/she works, and how he/she helps the community.

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. *What do you think you'll have to do to become a _____ (the job the child selects)?*
2. *How can other people in our community and in your family help you?*
3. *Do you know someone who is a _____ (the job the child selects)?*
4. *Do you know other people who do the same job your parents do?*

Ways to extend the lesson concepts:



1. Encourage the parent to look for produce at the grocery store and discuss with the child how it was harvested, who harvested it, etc.



2. Visit places in the community and connect the location to what the child has learned (who works there, how they help the community).



3. Make a booklet of community workers using handouts from previous lessons.

Modifications:

If the lesson activity is too hard—

1. Provide job choices, including some already discussed (e.g., *Would you like to be a dentist or a teacher?*)
2. Provide extra assistance in describing how the selected job would help the community.
3. The parent could provide examples of people he/she knows with specific jobs.

If the lesson activity is too easy—

1. Make a list of questions the child would like to ask someone who works at the job he/she chose.
2. Have the child write about his/her picture. Add details: where he/she will work, what he/she will do, etc.

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COMMUNITY (LESSON 10)

PARENT PAGE

What we are learning:

Your child will review concepts learned throughout the unit and connect that information to his/her parents' jobs. Your child will select an occupation and learn about how it helps the community.

Words to know:

- ♦ harvest—cosechar (recoger)
- ♦ transport—transporte
- ♦ job—trabajo
- ♦ (other community workers, as necessary)

What to ask:

1. *What do you think you'll have to do to become a _____ (the job your child selects)?*
2. *How can other people in our community and in our family help you?*
3. *Do you know someone who is a _____ (the job your child selects)?*
4. *Do you know other people who do the same job your parents do?*

What else to do:

1. When going to the grocery store, look for produce and discuss how it was harvested, who harvested it, etc.
2. Visit places in the community and connect the location to what your child has learned (who works there, how they help the community).
3. Make a booklet of community workers using handouts from previous lessons.

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