

Developing Posters About Community Helpers

Grade Levels: Grades K to 2

Approximate Time: Six 45-minute periods.

Performance Standard	Suggested Evaluation Method
1. Recognize that we live in a community where people can hold a wide range of jobs.	Oral evaluation
2. Given clues, determine which community helper is being described by items in a mystery box without any errors as determined by teacher observation.	Teacher observation
3. Given supplies, create a poster with writing and illustrations on an assigned community helper with 80% accuracy on the product rubric.	Product evaluation - rubric

Multiple Intelligence Types

- Verbal/Linguistic
- Visual/Spatial
- Interpersonal
- Existentialists

Resources

1. Book - ***Career Day***
ISBN - 10:0060275650
2. Book - ***Shhhhh! Everybody's Sleeping***
ISBN - 10:0060537906
3. Handout - introductory questionnaire, ***"Community Helpers Are In Your Town"***
See attached
4. Poster - enlarged introductory questionnaire, ***"Community Helpers Are In Your Town"***
If available, enlarge questionnaire for whole group use.
5. Book - ***Whose Hat Is This?***
ISBN - 10:1404819762
6. Book - ***Whose Tools Are These?***
ISBN - 1404819789

7. Teacher Resource - ***“Suggested Materials for Mystery Bags”***
See attached
8. Product Rubric - ***“Making a Poster: Community Helpers Informational Poster”***
See attached
9. Bulletin Board Set - **Community Helpers**
Item #T-8143 by Trend Enterprises (see attached description, Resource #10);
<http://www.trendenterprises.com>
10. Teacher Resource – discovery guide ***“Community Helpers: Our Community”***
See attached
11. Teacher Resource - Example of informational posters in classroom
See attached

Equipment/Materials/Software

1. Chart paper and marker
Any supplier
2. Easel/white board
Any supplier
3. Box - a copy paper box with a hole cut in the lid would be perfect
Any supplier
4. Mystery items (at least 10)
Any supplier (items can be pictures or items found in your classroom or at your home, see Resource #7)
5. White construction paper
Any supplier
6. Markers and crayons
Any supplier



Suggested Learning Sequence

Strategy	Outline	Resources /Equipment
Performance Standard 1		
Introduction	<p>Read the book <i>Career Day</i> to the students. Following this interactive read aloud, have a class discussion about what a community is and who makes up a community. Using chart paper, the teacher and children can brainstorm a list of jobs/careers that the students are already familiar with and ones they learned about in the book. This list should be posted and later edited over the next week's lessons.</p> <p>Next, present to the students the planned activities for the upcoming week:</p> <ol style="list-style-type: none"> Identify jobs in the local community with an introductory questionnaire. Determine jobs being represented by mystery items. Create a poster illustrating a local career. 	Resource #1 Equipment #1 Equipment #2
Discussion/ Activity	<p>Read <i>Shhhhhh! Everybody's Sleeping</i>. Have a discussion about different kinds of work (jobs vs. careers) in the book and others that the children know of. Next, lead a discussion on which jobs mentioned are available in your own local community. Talk about people they know and what jobs they have. Make sure you add to or delete from the list that was started the previous day.</p> <p>Next, provide the students with a copy of the introductory questionnaire on 'Community Helpers Are In Your Town'. Put an enlarged version in the front of the room. Give the students a few minutes to finish the sheet on their own. Remind them of the "word bank" at the bottom. Tell them the beginning sound will help them choose the correct word. Collect this sheet to grade later. This sheet will help you determine which careers/jobs the children are already familiar with.</p> <p>Next, complete the large version as a group. Discuss the answers. Talk about anything the children may have had trouble with.</p>	Resource #2 Resource #3 Resource #4 Equipment #1 Equipment #2

Performance Standard 2		
Introduction/ Discussion	<p>Explain to the students that we live in a community. Tell them a community must have a variety of different jobs to work/function. Talk about why each town needs such things as schools, hospitals, stores, etc. Talk to the students about different jobs being better for different people. Explain that it is ok to like/want any job in your community. Have a discussion about why it is important for people to have jobs/careers.</p> <p>Following your class discussion, you can read the book <i>Whose Hat Is This?</i> to the children. There are other books in the series: <i>Whose Tools Are These?</i> and/or <i>Whose Boots Are These?</i> etc. Any book from this series is fine. The book goes through community helpers by giving clues. The children have to guess which helper is being represented. The book will help prepare the children for the activity the next day! You can excite them by telling them they will be using real clues to guess community helpers on the next school day!</p>	Resource #5
Activity	<p>If you have time and want a read aloud to start your lesson, you could pick another book from the series mentioned above. I will choose <i>Whose Tools Are These?</i> for this guide. Remind the students that they will soon be guessing careers/jobs and that these books will get them ready!</p> <p>After the story, get out your mystery box or bags. If you have one large box, you could fill it with all the items. If you have bags, you could put one item in each bag. This activity will work either way! For this guide, I will use a mystery box as an example.</p> <p>Before the lesson, put about 10 items in a box that each represent a different job (see Suggested Materials for Mystery Bags). These items could be real things or just pictures. Do not let the students see in the box. Call a student up to the front. Have them reach in and pull out one thing. Let's say that the first student will pull out a book. Have the other students raise their hand and guess what community helper needs a book. When someone guesses librarian, tell them they are correct and they can come up and pull the next item out! The second child might pull out a picture card with a garbage can on it. Hopefully, the children will guess a trash collector. Talk about why each answer is correct. Also, talk about if there are</p>	Resource #6 Resource #7 Equipment #3 Equipment #4

	<p>any other jobs/careers that use/have that particular item. Continue this pattern until all items have been pulled out of the box. Make sure to observe which students are actively engaged and which students seem to be struggling.</p> <p>Related SCANS/Soft Skills: Information A, C</p>	
Performance Standard 3		
Introduction/ Demonstration	<p>First, review the list of community helpers that you have been creating as a class. Tell the students that they will be creating an informational poster on a community helper. The poster will have facts. The students will work in pairs. (Show them/explain to them the product rubric so that they know what to expect.)</p> <p>Next, you will need to demonstrate the informational poster. Using a pre-bought set of community helpers, get the 'teacher' community helper out in front of the children. Tell them this is the community helper you will be writing facts about as a group today. Hang it up next to a blank white piece of construction paper on your easel. This will be your example for the activity.</p> <p>Tell the students that every poster will follow the pattern in this example because we are working on the fast words, 'look' and 'here'. Start your poster in front of them. Write..."Look! Here is a teacher. She helps us learn." Explain to the children that every poster begins with the word "Look!" The next sentence should start..."Here is a ..." The last sentence should be..."He/She..." After writing the facts, the pair should illustrate their poster. The community helper must be on the poster. Talk about how illustrators make their work match what the author wrote.</p> <p>If need be, you can verbally give the students more examples by using different community helpers. Also, hang up this example where students can see it as they create their own poster the next day.</p>	<p>Resource #8 Resource #9 Resource #10 Equipment #1 Equipment #2 Equipment #5 Equipment #6</p>
Activity/ Assignment	<p>Review your factual poster about a 'teacher' with the students. Show them where the poster is in the room. Remind them of their task and of the pattern they are to use. Next, assign pairs. Give each pair a pre-bought community helper, a white piece of construction paper, markers, and crayons. They can now begin their work.</p>	<p>Resource #8 Resource #9 Resource #11 Equipment #2 Equipment #5 Equipment #6</p>

	<p>They should write their facts first and then illustrate with a picture. These posters and pre-bought cutouts can be shared among their peers and then hung around the room. Once hanging, you can walk around and assess each poster using the product rubric.</p> <p>I have attached a picture of an example of the informational posters that I created in my classroom. Your posters can look like this or however works best for you!</p> <p>Related Academic Skills: 1.5.3B</p> <p>Related SCANS/Soft Skills: Information A, B, C; Interpersonal A</p>	
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This planning guide was written by Michelle Bennett, Kindergarten Teacher, Cochran Elementary School, Williamsport, PA.

Related SCANS/Soft Skills

Resources

None

Interpersonal

- A. Participates as Member of a Team

Information

- A. Acquires and Evaluates Information
- B. Organizes and Maintains Information
- C. Interprets and Communicates Information

Systems

None

Technology

None

Thinking Skills

None

Personal Qualities

None



Related Worksite/Work Based Activities

None

Additional Resources

None

Community Helpers Are In Your Town!

Name: _____

Date: _____

Who wears a _____?

Who drives a _____?

Who has a _____?

Who works here?

Who wears a _____?

Who drives a _____?

Who has a _____?

Who works here?



Word Bank

Librarian

Firefighter

Doctor

Police Officer

Teacher

Mail Carrier

Chef

Soldier

Suggested Materials for Mystery Bags:

The items you use for the mystery section of this lesson are not set in stone. You can use whatever you have available in your home, in your classroom, or can be represented by a picture(s). The following list is just a suggestion of what can be used. Also, you may not use this whole list and/or you may choose careers not represented here. Once again, this is just a list of possibilities.

1. **Firefighter:** hat, hose, Dalmatian, truck, bell, water, oxygen tank, uniform, etc.
2. **Teacher:** book, computer, chalk, kids, manipulatives, ABC's, etc.
3. **Police Officer:** whistle, hat, handcuffs, car, siren, badge, etc.
4. **Chef:** hat, utensils, cutting board, white coat, food, etc.
5. **Librarian:** books, books, and more books, a computer, card catalog, etc.
6. **Mail Carrier:** letters, stamps, hat, uniform, truck, mailbox, etc.
7. **Soldier:** hat, boots, uniform, badges, dog tags, etc.
8. **Veterinarian:** shot, leash, stethoscope, lab coat, medicine, etc.
9. **Garbage Collector:** trash bags, truck, recycling bins, etc.
10. **Doctor:** lab coat, stethoscope, shot, medicine, hospital, ambulance, etc.
11. **Construction Worker:** hard hat, orange vest, tools, caution sign, etc.
12. **Dentist:** toothbrush, toothpaste, floss, mirror, bib, protective glasses, etc.
13. **Barber:** scissors, hair, chair, etc.
14. **Bus Driver:** bus, kids, traffic light, road, etc.
15. **Mayor:** podium, suit, speech, office, etc.

Making a Poster: Community Helpers Informational Poster



Teacher Name: _____

Student Name: _____

CATEGORY	4	3	2	1
Required Elements	The poster includes all required elements as well as additional information.	All required elements (fast words, 2 facts, an illustration) are included on the poster.	All but 1 of the required elements are included on the poster.	Several required elements were missing.
Content Accuracy	More than 2 fast words are displayed on the poster.	2 required fast words are displayed in the poster.	1 required fast word is displayed on the poster.	0 required fast words are displayed on the poster.
Use of Class Time	Used time well during each class period. Focused on getting the project done. Never distracted others.	Used time well during each class period. Usually focused on getting the project done and never distracted others.	Used some of the time well during each class period. There was some focus on getting the project done but occasionally distracted others.	Did not use class time to focus on the project OR often distracted others.
Knowledge Gained	Student can accurately answer all questions related to facts in the poster and processes used to create the poster.	Student can accurately answer most questions related to facts in the poster and processes used to create the poster.	Student can accurately answer about 75% of questions related to facts in the poster and processes used to create the poster.	Student appears to have insufficient knowledge about the facts or processes used in the poster.



Community Helpers: Our Community

45-piece set

Getting the Most Out of This Set

1. Teach students about fifteen community helpers using matching title pieces.
2. Help students learn about different tools helpers use and match tools with each of the helpers. Learn how helpers use different tools to do their jobs.
3. Show students color photographs with helpers in authentic uniforms to help them recognize the helpers in the community.
4. Have students compare the tools used by helpers and see which are the same and which are different.
5. Discuss gender and career choices helping students understand that they are not limited.
6. Discuss the benefits helpers provide to the community and what qualities they must have to provide the service they do.
7. A picture example of the informational posters created by students in pairs!

