# Community Helpers

By: Destiny Powe

# Focused Curriculum

STEP 1: CHOOSE A DEVELOPMENTALLY AND CULTURALLY APPROPRIATE CURRICULUM TOPIC

1. Will this topic allow for **active, constructive learner participation and involvement**? Explain.

Yes this topic will allow active, constructive learner participation and involvement, by explaining the hands on teamwork that they do to help each other.

2. Will this topic foster **social interaction**? Explain.  Yes this topic will foster social interaction, because each student will get to talk to each other and work, while expressing their favorite community helper.

3. Will this topic be **meaningful** to your learners? How does it connect to *their* real world? Explain. This topic will be meaningful to my learners because it's a career and maybe their parents work as these community helpers. It does connect to their real world because they see police officers and doctors, etc in some point of their lives.

4. Does the topic allow learners to **connect to prior knowledge**? Explain.

This allows learners to connect to prior knowledge because, a child might know a lot about firemen being that his favorite toy is a firetruck. Children at this age tend to know a lot about these community helpers.

5. Will the topic allow learners to **develop problem-solving strategies** and **be creative**? Explain.  Yes this topic will allow learners to develop problem solving strategies and be creative. This can be a lesson with Math and Art. How many fire trucks does the fireman have?. Using art by making our own fireman hats, doctor jackets, etc.

6.Will the topic allow learners to **engage in self-regulation** and **be reflective**? Explain.

Yes this topic will allow learners to engage in self-regulation and be reflective, it will have the mind thinking of many community helpers out there.

7. Will the topic help learners to **build on/change their current understanding**? Explain. Yes this topic will help learners build on/change their current understanding, because they might think about just police officers and doctors, firemen as the only community helper but if we explain more and teach them more other helpers they would understand more.

8. Does the topic allow learners **to gain deeper knowledge of general principles and explanations** of the world? Explain. Yes, this topic does allow learners to gain deeper knowledge of general principles and explanations because it can help them go back home and teach their parents about what they learned about different community helpers and what they do to help us.

9. Can children use the knowledge gained through this topic in **meaningful real world situations**? Explain. Yes children can use the knowledge gained through this topic in meaningful life situations by doing world to world connection. Learning something from theteacher and actually seeing it happen with their own eyes.

10. Does the topic provide opportunities for children to **practice and gain mastery**? Explain. Yes this topic provides opportunities for children to practice and gain mastery because it can help them learn more with different activities.

11. Can you present this topic in meaningful ways for diverse children with **developmental and individual differences**? Explain. Yes I can present this topic in meaningful ways for diverse children with developmental and individual differences, by showing the children books and pictures or just explaining the differences.

12. Will this topic be **interesting and motivating to the learners**? Does it allow for **autonomy/choice**? Explain. Yes, my topic will be interesting and motivating to the learners because they will enjoy this type of lesson, it will allow them to speak their mind about the lesson.

**STEP 2: LEARN THE CONTENT:**
1. What information do you (the teachers) already know about this topic? How is it typically taught? What do you think the student know about this topic? List everything you can think of: The information that teachers already know about this topic is how it can help express a child's imagination. Also what connects with them in their daily lives.

2. Gather information from various sources of research. List at least 3 resources for each of the following:

    A. **Children's literature:** https://www.amazon.com/Here-Come-Helpers-Leslie-Kimmelman/dp/1534405992/ref=asc_df_1534405992/?tag=hyprod-20&linkCode=df0&hvadid=312105353883&hvpos=&hvnetw=g&hvrand=3775118213241588795&hvpone=&hvptwo=&hvqmt=&hvdev=c&hvdvcmdl=&hvlocint=&hvlocphy=9004179&hvtargid=pla-569908754839&psc=1

    B. https://www.amazon.com/Hello-Hometown-Heroes-Toni-Armier/dp/1953344089/ref=asc_df_1953344089/?tag=hyprod-20&linkCode=df0&hvadid=508963787488&hvpos=&hvnetw=g&hvrand=3775118213241588795&hvpone=&hvptwo=&hvqmt=&hvdev=c&hvdvcmdl=&hvlocint=&hvlocphy=9004179&hvtargid=pla-1239810706257&psc=1

    C. https://www.amazon.com/Whose-Hands-Are-These-Community/dp/1467752142/ref=asc_df_1467752142/?tag=hyprod-20&linkCode=df0&hvadid=312089887152&hvpos=&hvnetw=g&hvrand=3775118213241588795&hvpone=&hvptwo=&hvqmt=&hvdev=c&hvdvcmdl=&hvlocint=&hvlocphy=9004179&hvtargid=pla-446032709964&psc=1

    D.

    A. **Website Information:** https://thekindergartenconnection.com/community-helpers-bingo/

    B. https://ny.pbslearningmedia.org/collection/meet-the-helpers/

    C.

    A. **Materials/Resources Class trip to the fire station, or having a farmer come in and bring in their animals (small ones) Or another trip to the farm or the zoo.**

3. What did you *learn* from your research? I learned that this topic is going to make the children feel good about themselves learning about these different helpers and how they help us everyday.

4. What *misinformation* did you find in your original ideas? I didn't have any misinformation in my original ideas, I feel that finding these options were really good.

STEP 3: IDENTIFY KEY CONCEPTS:

What are the Big Ideas/Overarching Questions to be explored in your topic (one sentence for each idea/question) The Big Ideas should be connected to deep understandings of the general principles and explanations of the world.

1. What do you know about community helpers?
2. Name one helper around your community
3. How do these community helpers help us?

Identify and list **10** key vocabulary terms connected to this topic:
1. Firefighter: A member of a fire department who tries to extinguish fires
2. Police Officer: A member of a police force
3. Veterinarian: A doctor who provides health care to animals
4. Construction Worker: A worker skilled in building offices or dwellings
5. Farmer: A person who works growing crops or raising animals
6. Teacher: A person whose occupation is instructing
7. Parent: Mother or Father
8. Nurse: one skilled in caring for young children or the sick
9. Save: keep safe or rescue (someone or something) from harm or danger.
10. Help out: Give one's services or resources to make it easier for someone to do something.

# Activity Plans

## Activity Plan

**Designed by: Destiny Powe**
**Curriculum Topic: Community Helpers**

| OVERVIEW/FRAMING | |
|---|---|
| | |
| **TOPIC**<br>*Explain how the topic of this activity is developmentally and culturally appropriate for the group of learners for whom you are designing it.* | this topic in meaningful ways for diverse children with developmental and individual differences, by showing the children books and pictures or just explaining the differences |
| **BIG IDEAS/OVERARCHING QUESTIONS**<br>*What kinds of questions will be explored and/or what new connections and ideas will be engaged through this activity?* | Can we try counting from 1-10?<br>Or maybe trying to count to 10-20? |
| **CONTENT FOCUS:**<br>*Identify which content area(s) will be addressed in this activity* | Visual Arts          Music          Movement/Dance<br>Drama<br><br>Emergent Literacy      Mathematics      Science<br>Social Studies |
| **LANGUAGE AND CONTENT OBJECTIVES** | Counting by to 10 using cars, play money etc. |

## KNOWING THE LEARNERS

| AGE RANGE:3-4 | |
|---|---|
| **CURRENT DEVELOPMENT:** *What do you know about the current growth of learners in this age range for the content focus?* | The students show interest in vehicles( toys). The learners like to express things with their hands. |
| *What misunderstandings might children in this age range have about the topic/content and how do you plan to address this?* | I believe they will misunderstand the concept with counting and connecting it to community helpers. But I plan to address this by explaining how each of these tie together. |
| **SOCIO-CULTURAL CONTEXT:** *What do you know about this group of children in terms of their cultural backgrounds, learning styles, languages spoken, and learning experiences to date?* | I know there are a lot of diversities and cultural differences. I will keep it in my interest to connect each of their backgrounds and learning styles within group work and one on one time. |

## MATERIALS & LEARNING ENVIRONMENT PREPARATION

| **MATERIALS** *What materials will you need to teach this activity?* *List all books and materials, including any used during the launch/reflection and during set up and cleanup* | **LEARNING ENVIRONMENT** *What modifications will you need to make to the classroom to support this activity?* *(e.g., centers, bulletin boards, meeting spaces)* | **EVENTS/RESOURCES** *What events or resources, including people, might you need to arrange in advance?* |
|---|---|---|
| 1. Fake money/coins 2. Community helper books 3. Toy vehicles | Math poster on counting from 1-10 and explanation of Each given community helper on the poster | Show and tell/ Career day Having a fireman come in and explain how many fire trucks they have, etc. Or how many people they save each day. |

## THE LEARNING EXPERIENCE

**The launch**
*How will you engage the children in this learning experience? How will you introduce the concepts and vocabulary of the topic? How will you describe the procedures of the learning activity? What will you say and do?*

**The activity**
*List the step-by-step procedures.. What will the children be doing? What will you say or do to facilitate and scaffold their learning? Be specific and detailed in your description.*

**Reflection**

*As the activity wraps up, what opportunities will you offer the children to respond to and reflect on this activity?*

**Possible Extensions**
*What could you do on another day to build on this activity?*

**Multimodal Engagement**
*Identify and explain the ways in which this activity offers opportunities to use at least three different learning modalities (kinesthetic, tactile, linguistic, visual/spatial, auditory, musical)*

**Differentiation**
*How will you modify this activity for learners with different learning styles and/or special needs (SLLs, physically active, etc.)?*

| GROWTH AND LEARNING | |
|---|---|
| *How will this learning experience support the children's growth and learning in the following domains? Use your knowledge of child development.* | |
| **Cognitive/thinking** | It will help them think to count everything they see outside or at home |
| **Physical** | Running to count things they see, or counting the minutes they ran |
| **Social/emotional** | It can help them socially interact with others and explaining their feelings |
| **Language/literacy** | Learning how to write the numbers from 1-10 |
| | List 10-15 target vocabulary words:<br><br>1.Fire fighter<br>2. Cashier<br>3 .Libirian<br>4.One<br>5.Two<br>6.Three<br>7.Four<br>8.Five<br>9.Six<br>10.Seven<br>11.Eight<br>12. Nine<br>13.Ten |
| **Content Area(s)** | NUMBERS |

| STANDARDS/GOALS | |
|---|---|
| *What Pre-K Common Core Learning Standards are addressed in this activity?*<br>*Use the PKFCC to respond.*<br>*Be specific—choose those standards that are **actually targeted** by this learning activity (e.g., can development in regard to the standard be measured by the evidence gathered (authentic assessment) during this learning activity?* | |
| **Domain 1: Approaches to Learning** | Connecting the community helpers to the counting lessons. |

| Domain 2:<br>**Physical Development and Health** | This can help them grow within physical development and health, because they can count how many times they have run or how many apple slices they eat? |
|---|---|
| Domain 3:<br>**Social and Emotional Development** | This can help them express their feelings with numbers, how many times did she or he make you feel sad or happy?. |
| Domain 4:<br>**Communication, Language, and Literacy** | Making sure the children know to use their numbers to connect with people around them. Seeing it in books and different writing. |
| Domain 5:<br>**Cognition and Knowledge of the World** | Numbers are everywhere and it can help you connect with things around the world. From signs to people. |

| | **AUTHENTIC ASSESSMENT** |
|---|---|
| *What will you do to gather evidence to assess each child's developmental progress? How will you determine whether or not individual children are getting the Big Ideas and/or exploring the Overarching Questions? Evidence may include responses recorded during a group discussion, a visual arts project, a performance, etc. Your assessment activity MUST be connected to the Big Ideas and Overarching Questions.* | I will describe my way of teaching the lesson/in general in a group. I would always make sure that my students are understanding the lesson and not shut them out. I will have a second teacher to observe and see how the student is developing with the lessons. I will have hands-on activities to help the children and books as well. |

# Activity Plan

**Designed by: Destiny Powe**
**Curriculum Topic:Community Helpers (MAP)**

| OVERVIEW/FRAMING | |
|---|---|
| | |
| **TOPIC**<br>*Explain how the topic of this activity is developmentally and culturally appropriate for the group of learners for whom you are designing it.* | The topic is going to be developmentally and culturally appropriate for the learners because it is going to teach them about directions and where places are. |
| **BIG IDEAS/OVERARCHING QUESTIONS**<br>*What kinds of questions will be explored and/or what new connections and ideas will be engaged through this activity?i* | Big Ideas or Questions that will be explored are "How can we get to.." |
| **CONTENT FOCUS:**<br>*Identify which content area(s) will be addressed in this activity* | Visual Arts          Music          Movement/Dance          Drama<br><br>Emergent Literacy     Mathematics     Science          Social Studies |
| **LANGUAGE AND CONTENT OBJECTIVES** | Knowing about directions |

| KNOWING THE LEARNERS | |
|---|---|
| **AGE RANGE**: | 3-4 |
| **CURRENT DEVELOPMENT:**<br>*What do you know about the current growth of learners in this age range for the content focus?* | Children at this age are very connected with careers, knowing what they want to be when they grow up/ |
| *What misunderstandings might children in this age range have about the topic/content and how do you plan to address this?* | How to depicted where the location of the police station or hospital actually is |
| **SOCIO-CULTURAL CONTEXT:**<br>*What do you know about this group of children in terms of their cultural backgrounds, learning styles, languages spoken, and learning experiences to date?* | Everyone learns differently, visually and hands on. So using a map with this lesson can show what the closest fire station is near their house. |

| MATERIALS & LEARNING ENVIRONMENT PREPARATION | | |
|---|---|---|
| **MATERIALS**<br>*What materials will you need to teach this activity?*<br>*List all books and materials, including any used during the launch/reflection and during set up and cleanup* | **LEARNING ENVIRONMENT**<br>*What modifications will you need to make to the classroom to support this activity?*<br>*(e.g., centers, bulletin boards, meeting spaces)* | **EVENTS/RESOURCES**<br>*What events or resources, including people, might you need to arrange in advance?* |

| Poster paper<br>Stickers<br>Markers<br>Paint<br>Reference photos of maps<br><br>https://www.audible.com/pd/<br>Show-Me-Community-Helpe<br>rs-Audiobook/B09V3FSMC<br>L?source_code=GPAGBSH0<br>508140001&ipRedirectOverr<br>ide=true&gclid=Cj0KCQjwg<br>LOiBhC7ARIsAIeetVDRWc<br>a3yBEzBSZDPZ-F58ph3gIjc<br>1LCgOrl1jIM74uM_z5T8lT<br>46HwaAvdLEALw_wcB&gc<br>lsrc=aw.ds | A big space meeting<br>Like on the rug or the art<br>area | None if it's done in the<br>classroom. |
|---|---|---|

## THE LEARNING EXPERIENCE

**The launch**

*How will you engage the children in this learning experience? How will you introduce the concepts and vocabulary of the topic? How will you describe the procedures of the learning activity? What will you say and do?*

**The activity**

*List the step-by-step procedures.. What will the children be doing? What will you say or do to facilitate and scaffold their learning? Be specific and detailed in your description.*

**Reflection**

*As the activity wraps up, what opportunities will you offer the children to respond to and reflect on this activity?*

**Possible Extensions**

*What could you do on another day to build on this activity?*

**Multimodal Engagement**

*Identify and explain the ways in which this activity offers opportunities to use at least three different learning modalities (kinesthetic, tactile, linguistic, visual/spatial, auditory, musical)*

**Differentiation**

*How will you modify this activity for learners with different learning styles and/or special needs (SLLs, physically active, etc.)?*

| GROWTH AND LEARNING | |
|---|---|
| *How will this learning experience support the children's growth and learning in the following domains? Use your knowledge of child development.* | |
| **Cognitive/thinking** | This will help them know where safety is. |
| **Physical** | Physical it can help their parents know where the nearest hospital just in case |
| **Social/emotional** | It will help them become mentally prepared. |

| Language/literacy | Knowing where it's exactly located. |
|---|---|
| | List 10-15 target vocabulary words: street, address,safety, left, right, fire station, police station,direction, maps,help |
| Content Area(s) | directions |

**STANDARDS/GOALS**
*What Pre-K Common Core Learning Standards are addressed in this activity?*
*Use the PKFCC to respond.*
*Be specific—choose those standards that are **actually targeted** by this learning activity (e.g., can development in regard to the standard be measured by the evidence gathered (authentic assessment) during this learning activity?*

| Domain 1: **Approaches to Learning** | Teaching others where their local police station or fire station, with their map of their neigborhood. |
|---|---|
| Domain 2: **Physical Development and Health** | Showing how fast the police or firefighter can get to their house. |
| Domain 3: **Social and Emotional Development** | Learning about patience, that it will take time for them to arrive |
| Domain 4: **Communication, Language, and Literacy** | Explaining to their parents on where or how close the location really is. |
| Domain 5: **Cognition and Knowledge of the World** | Helping out |

**AUTHENTIC ASSESSMENT**

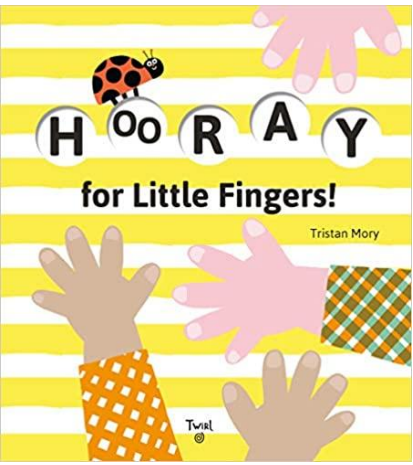| | |
|---|---|
| *What will you do to gather evidence to assess each child's developmental progress?*<br>*How will you determine whether or not individual children are getting the Big Ideas and/or exploring the Overarching Questions?*<br>*Evidence may include responses recorded during a group discussion, a visual arts project, a performance, etc.*<br>*Your assessment activity MUST be connected to the Big Ideas and Overarching Questions.* | I will determine that each child understands the lesson. I will always have different ways to teach the lesson or activity. If they enjoy working in groups or working by themselves. I will make sure to answer every big or small question about the lesson. |

## Activity Plan

**Designed by: Destiny Powe**
**Curriculum Topic:Community Helpers**

| OVERVIEW/FRAMING | |
|---|---|
| | |
| **TOPIC**<br>*Explain how the topic of this activity is developmentally and culturally appropriate for the group of learners for whom you are designing it.* | This activity will help students learn the fundamentals of being a police officer and what certain things they have to do. |
| **BIG IDEAS/OVERARCHING QUESTIONS**<br>*What kinds of questions will be explored and/or what new connections and ideas will be engaged through this activity?* | Students will ask: "How do fingerprints help police officers? How can we see our fingerprints ?<br>What do fingerprints do? |
| **CONTENT FOCUS:**<br>*Identify which content area(s) will be addressed in this activity* | Visual Arts          Music          Movement/Dance<br>Drama<br><br>Emergent Literacy     Mathematics     Science<br>Social Studies |
| **LANGUAGE AND CONTENT OBJECTIVES** | Students will be able to look at each others fingerprints and compare and contrast |

| KNOWING THE LEARNERS |
|---|

| AGE RANGE: | 3-4 |
|---|---|
| **CURRENT DEVELOPMENT:** *What do you know about the current growth of learners in this age range for the content focus?* | Kids at this age range like to do hand ons experiments |
| *What misunderstandings might children in this age range have about the topic/content and how do you plan to address this?* | Maybe the conncetions with police officers but we can teach them with books |
| **SOCIO-CULTURAL CONTEXT:** *What do you know about this group of children in terms of their cultural backgrounds, learning styles, languages spoken, and learning experiences to date?* | This can help them boost their confidence on helping each other in this project |

## MATERIALS & LEARNING ENVIRONMENT PREPARATION

| MATERIALS *What materials will you need to teach this activity?* List **all books and materials**, including any used during the launch/reflection and during set up and cleanup | LEARNING ENVIRONMENT *What modifications will you need to make to the classroom to support this activity?* *(e.g., centers, bulletin boards, meeting spaces)* | EVENTS/RESOURCES *What events or resources, including people, might you need to arrange in advance?* |
|---|---|---|
| Construction paper Non toxic paint Paint brush Markers  | Art rooms | Examples of fingerprints |

## THE LEARNING EXPERIENCE

**The launch**
*How will you engage the children in this learning experience? How will you introduce the concepts and vocabulary of the topic? How will you describe the procedures of the learning activity? What will you say and do?*

**The activity**
*List the step-by-step procedures.. What will the children be doing? What will you say or do to facilitate and scaffold their learning? Be specific and detailed in your description.*

**Reflection**
*As the activity wraps up, what opportunities will you offer the children to respond to and reflect on this activity?*
**Possible Extensions**
*What could you do on another day to build on this activity?*
**Multimodal Engagement**
*Identify and explain the ways in which this activity offers opportunities to use at least three different learning modalities (kinesthetic, tactile, linguistic, visual/spatial, auditory, musical)*
**Differentiation**
*How will you modify this activity for learners with different learning styles and/or special needs (SLLs, physically active, etc.)?*

| GROWTH AND LEARNING | |
|---|---|
| *How will this learning experience support the children's growth and learning in the following domains? Use your knowledge of child development.* | |
| **Cognitive/thinking** | It will help students become a detective and look around |
| **Physical** | Using their skills to analyze things more |
| **Social/emotional** | Helping each other to figure out problems |
| **Language/literacy** | Learning new words from this experiences and new terms |
| | List 10-15 target vocabulary words:  police officer,fingerprint,science,experiment,community helpers, |
| **Content Area(s)** | Students will get to use their fingerprints and others to see the differefence |

| STANDARDS/GOALS | |
|---|---|
| *What Pre-K Common Core Learning Standards are addressed in this activity? Use the PKFCC to respond. Be specific—choose those standards that are **actually targeted** by this learning activity (e.g., can development in regard to the standard be measured by the evidence gathered (authentic assessment) during this learning activity?* | |
| **Domain 1: Approaches to Learning** | Students will learn the meaning of how fingerprints work, how they have the same patterns on everyone's fingers. |
| **Domain 2: Physical Development and Health** | Students will understand the physical process of how fingerprinting works In our own way. From the experiment. |
| **Domain 3: Social and Emotional Development** | Students will be activitly social from this experiment, learning and talking to each other. Showing their experiments to each other. |

| Domain 4: Communication, Language, and Literacy | Students will use all three of these, to ask questions about how the project works. |
|---|---|
| Domain 5: Cognition and Knowledge of the World | Students will use their detective skills in the future to connect with real life issues. |

| | AUTHENTIC ASSESSMENT |
|---|---|
| *What will you do to gather evidence to assess each child's developmental progress? How will you determine whether or not individual children are getting the Big Ideas and/or exploring the Overarching Questions? Evidence may include responses recorded during a group discussion, a visual arts project, a performance, etc. Your assessment activity MUST be connected to the Big Ideas and Overarching Questions.* | I will gather evidence from kid friendly books and websites. This science experiment will help the students understand the fundamentals of how police do to help the city and solve crime. I will have a different simulation for each of these fingerprint experiments. I want the students to have fun and enjoy the experiment. All questions are going to be answered. |

# Commentary

**Describe topic of your Focused Curriculum**

The topic that is being taught in Community Helpers. Children at this age tend to know about Firefighters, Police Officers and Doctors etc. They are more curious about the outfits and vehicles. But we get to teach them the importance of their jobs. The age range is from 3-4.

**Implementation of Activity Plans**

I would start off with Math because it will get them engaged to count. This will teach them how to count from 1-10. This will engage them to do Science next because it's a hands-on experiment. Teaching them about fingerprints and how police officers use it to solve crime. This can engage them on the map for Social Studies. Locating where the nearest Firestation is or hospital.

**Relationship of the Activity Plans**

These three activities have in common by relating and staying in topic. The activities are helping the children learn about Community helpers in many different ways. Not just from books but from these activities. These activities support what I know about the development of children's ages, Is because I know they are into paint and cars and dressing up. Each of these activities are shown with what they will enjoy. These activities propose the sociocultural background of the children in the class by explaining and telling them about the importance of the community helpers work. On how there are many different cultural backgrounds working in the field. One thing I implemented in each of my activities is one on one help. I believe we all tend to work with others but like to work by ourselves.

**Strategies and Connections**

The instructional strategies and planned supports I propose developmentally appropriate for the whole class, individuals and/or groups of children with special needs. Having other teachers and providers to also help them as well. Making sure they are involved with the class, and not feeling left out. I want everyone in my class to feel welcomed and loved. To be just themselves.

**Assessment**

I will gather their questions and feedback.Whether they understood or enjoyed the lessons, I want them to come back with comments and concerns, or knowing more about community helpers in general. I want to enjoy each lesson and activity.

**Conclusion**

I felt really good about creating this unit. I knew that children of this age would like the concept of learning about Community Helpers and knowing more on how they help people in our neighborhood. I believe this was easier for me. Because for my previous unit I chose Light. It was a bit challenging for me but I believe Community helpers had more in store for activities and trips to go on. I feel very organized with my unit, everything was put into detail for me to understand. I'm also relieved with the options we had, it wasn't too overwhelming it was just right. I really enjoyed doing this unit. I love doing these types of things because it helps us prepare for the future.