



COMMUNITY

BIG IDEA

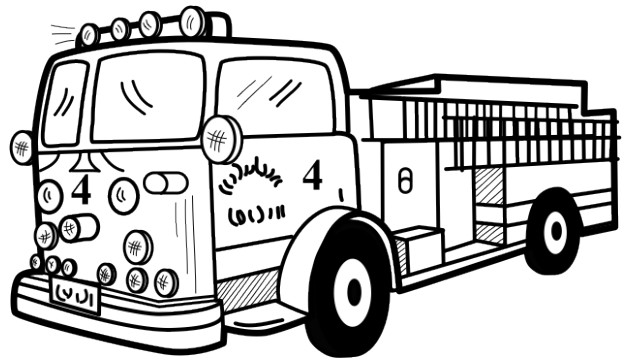
Children recognize their community as a part of the bigger world. Children explore the roles and relationships of community workers and consumers. Children learn that the community and community members benefit from people working in many different ways.

Content objective(s):

The child will identify and discuss the roles and responsibilities of a firefighter and show understanding by responding appropriately to questions about new concepts.

Materials needed:

- ◆ Unit book: *Helpers in My Community*, by Bobbie Kalman
- ◆ Pictures of firefighters—man and woman (Handout 1)
- ◆ Pictures of fire, ladder, uniform, helmet, boots, fire truck (Handout 2)—copy and cut out
- ◆ Sheet of white construction paper or cardstock
- ◆ Pencil, crayons



Lesson vocabulary:

- ◆ fire—fuego
- ◆ firefighter—bombero(-a)
- ◆ fire truck—camión de bomberos
- ◆ helmet—casco
- ◆ boots—botas
- ◆ ladder—escalera
- ◆ fire hydrant—toma de agua/ hidrante
- ◆ emergency—emergencia
- ◆ rescue—rescatar
- ◆ fire proof—a prueba de fuego

Texas Prekindergarten Guidelines (Revised) domains addressed:

Language and Communication:

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

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

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.

Activities:


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

-  *Today we are going to learn about someone who is very important in our community. Remember, our community is the place where we live and work. Have you ever seen a fire truck or a firefighter in your community?*



Show the pictures on pages 18 and 19 of the unit book, *Helpers in My Community*, by Bobbie Kalman and discuss the photographs. Then, take out the pictures of the firefighters (Handout 1) and say,

-   *These are firefighters. Firefighters can be men or women. They are responsible for keeping our communities safe by putting out fires and responding to other emergencies. An emergency is when someone needs help with something dangerous, like if someone's house is on fire. Dangerous means it is not safe. You wouldn't be safe if your house were on fire, would you? **(Pause)** Firefighters are trained to rescue, or save, people from fires. Do you know anyone who is a firefighter? **(Pause)** Have you ever seen a fire?*



Take out the pictures from Handout 2. Show the picture of the fire and explain it. Then show the picture of a ladder and ask,

-  *Do you know what this is? **(Pause)** This is a ladder. Ladders are like steps. Sometimes firefighters use tall ladders to rescue people from burning houses or buildings.*

Show the picture of the uniform, helmet, and boots.

-   *Firefighters have to wear a special uniform, helmet, and boots that are fire proof. Fire proof means that if fire touches it, it will not catch on fire. The uniform is very important because it protects the firefighters. If they do not wear it, fire can burn them.*
- Fire is very dangerous. Do you know why fire is dangerous? **(Pause)** That's right, fire can burn you. You should never go too close to a fire because you might get burned. Firefighters have special tools they use, and they work together as a team to put out fires and rescue people.*

Show the picture of the fire truck and ask,

-   *Have you ever seen one of these trucks? **(Pause)** This is a fire truck. Firefighters usually drive around in a big red fire truck, but sometimes fire trucks are yellow, white, or other colors. Fire trucks have loud sirens and flashing lights to warn people to move out of the way because the firefighters need to go help someone. Some fire trucks carry huge tanks of water and a water hose to put out the fire. Other trucks have to hook the hose to a fire hydrant to get water (Show the picture of a fire hydrant).*

2. The parent works with the child.

Explain to the parent that he/she will be reviewing the new vocabulary with the child. First, model the activity, showing the child the picture of a firefighter and saying,

 *Who is this? (Pause) What does he/she do?*

If the child responds correctly, praise him/her; if he/she does not respond correctly the parent will say,

 *This is a firefighter and he/she puts out fires.*

Then let the parent continue with the remainder of the pictures: fire truck, uniform, helmet, boots, ladder, and fire.



The parent should include any previous experiences with fires or emergencies in the conversation. If he/she is not promoting discussion by asking appropriate questions, suggest some for him/her.

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



Have the parent invite the child to draw a picture of him-/herself as a firefighter. To get the child started, the parent should ask the child to draw a picture of him-/herself, then add details such as the uniform, tools, fire truck, etc. The parent should reinforce all attempts to draw and provide support when needed. When completed, ask the child if he/she would like to change anything about his/her picture. Encourage the child to use the pictures in the handouts to tell another family member about community workers.

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

Listen for child's ability to describe details about community workers' roles, responsibilities, and tools.

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 firefighters help us stay safe? (Pause) Why/Why not?*
2. *What is the same about a firefighter and a police officer? (e.g., they both help keep people safe, they both wear uniforms, they both drive special vehicles)*
3. *What is different about firefighters and police officers? (e.g., police officers drive cars or ride bicycles and horses, firefighters drive trucks, etc.)*

Ways to extend on the lesson concepts:



1. On the construction paper or cardstock, draw a map of the house with an escape route to use in case of a fire. Post it on the wall for the family to use in case of an emergency.
2. Encourage the family to discuss and plan what to do in an emergency.



3. Visit the Web site: <http://www.sparky.org/#/Sparky> to learn more about firefighting and fire trucks.

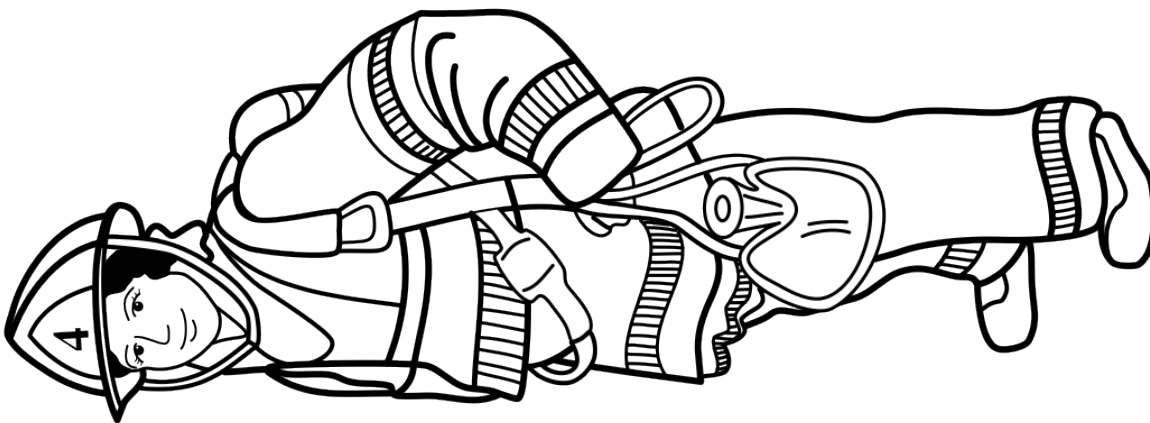
Modifications:

If the lesson activity is too hard—

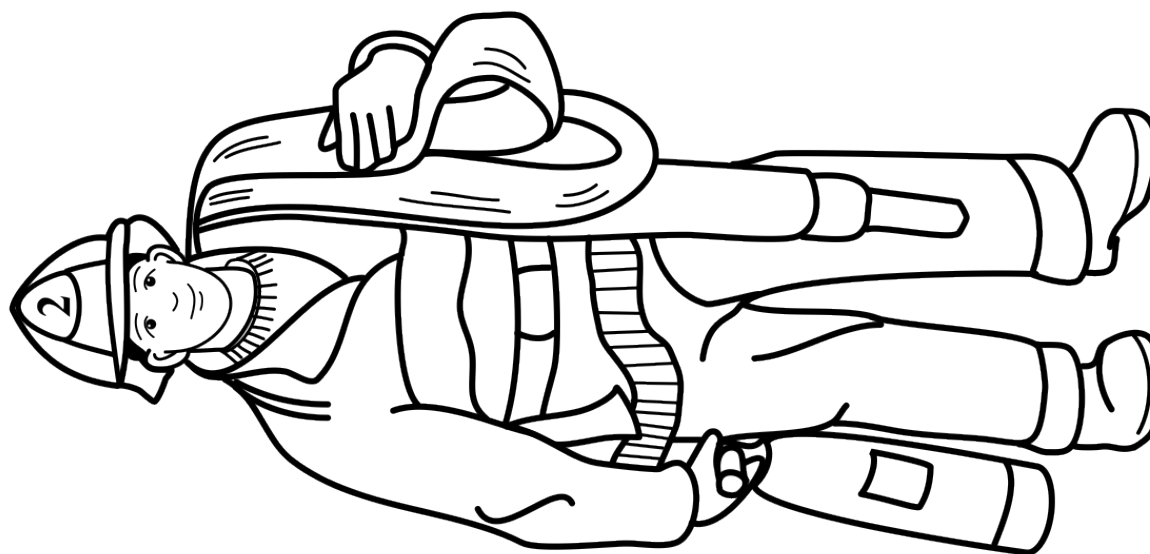
1. Discuss only the uniform (including helmet and boots) or the tools (ladder, fire hydrant), not both.

If the lesson activity is too easy—

1. Teach the child how to STOP-DROP-ROLL if his/her clothing is on fire.
2. Use the pictures to make up and share a story about a firefighter.

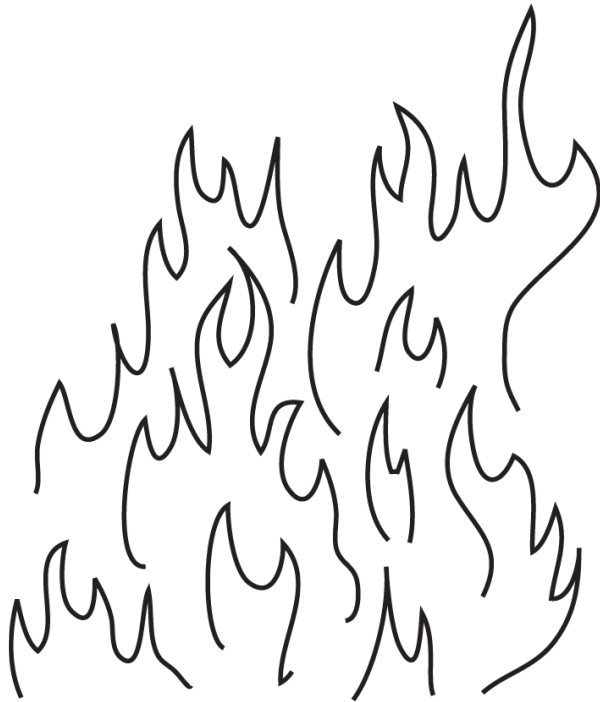


firefighter

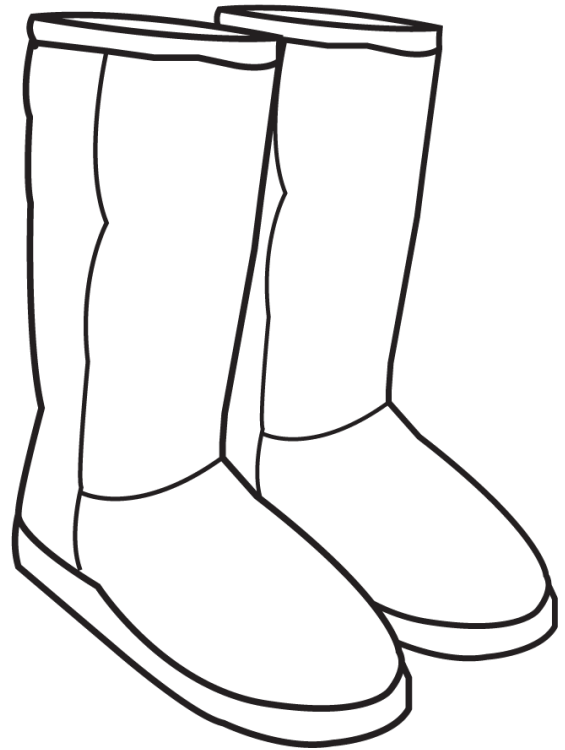


firefighter

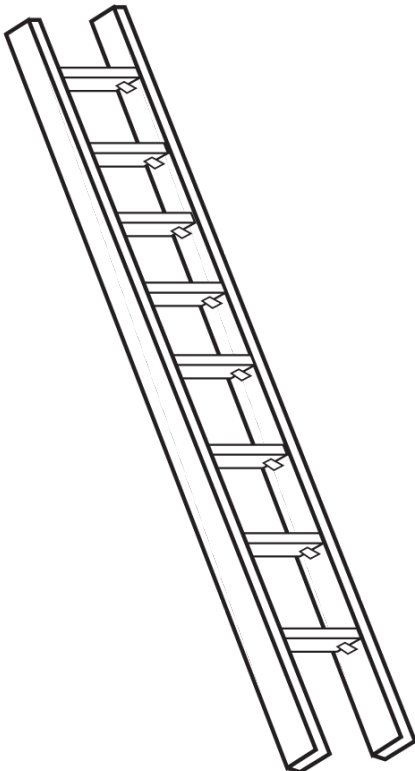
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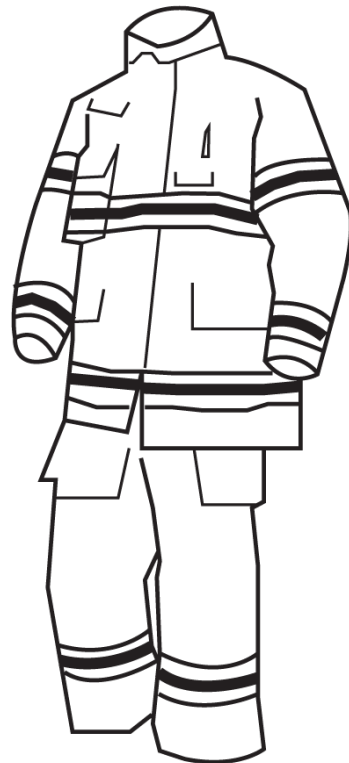
fire



boots

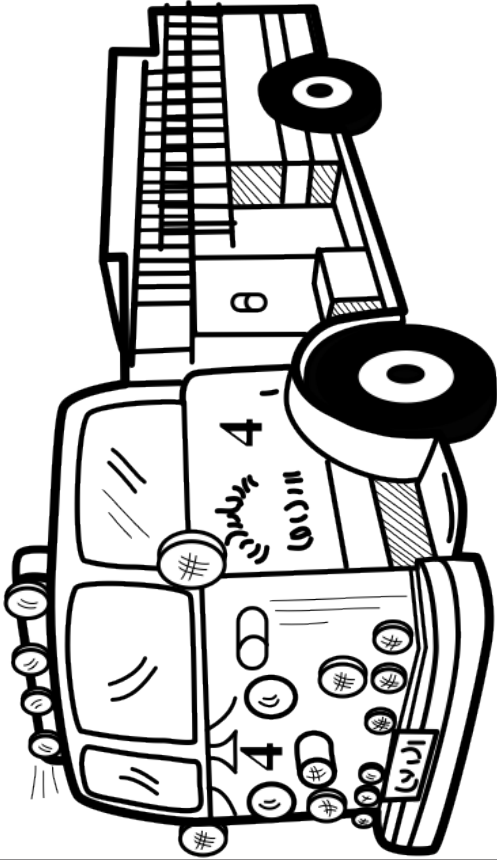


ladder

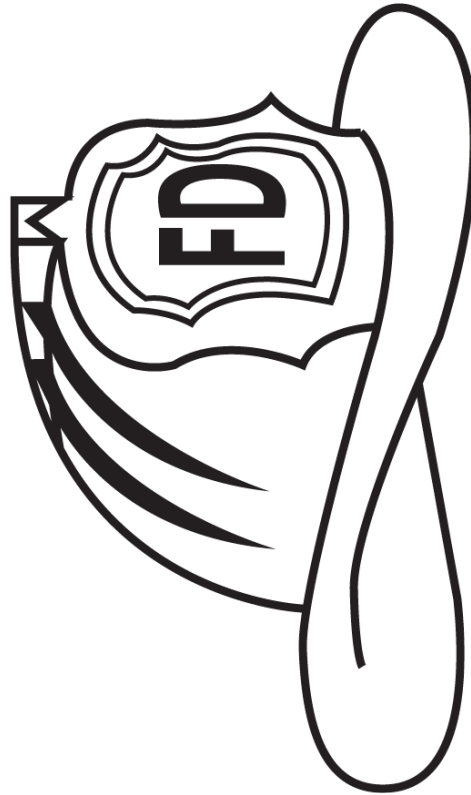


uniform

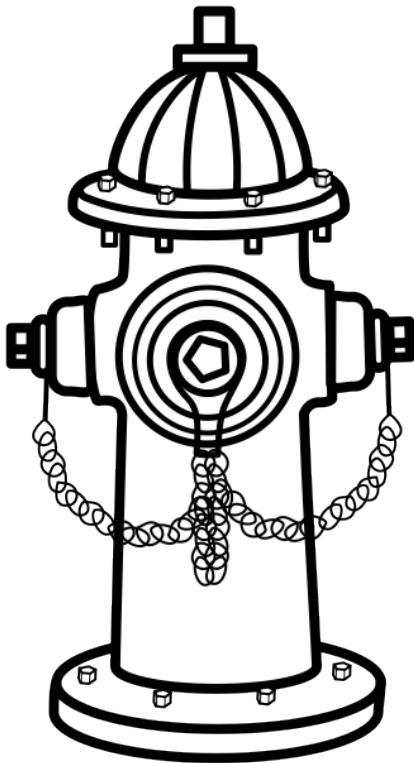
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fire truck



helmet



fire hydrant

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COMMUNITY (LESSON 2)

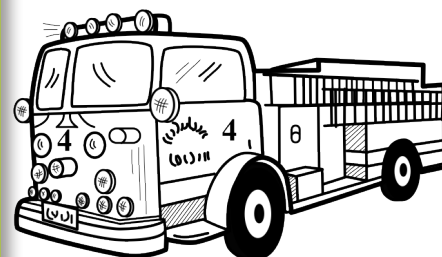
PARENT PAGE

What we are learning:

Your child will identify and discuss the roles and responsibilities of a firefighter and show understanding by responding appropriately to questions about new concepts.

Words to know:

- | | |
|------------------------------------|--------------------------------------|
| ♦ fire—fuego | ♦ ladder—escalera |
| ♦ firefighter—bombero(-a) | ♦ fire hydrant—toma de agua/hidrante |
| ♦ fire truck—un camión de bomberos | ♦ emergency—emergencia |
| ♦ helmet—casco | ♦ rescue—rescatar |
| ♦ boots—botas | ♦ fire proof—a prueba de fuego |



What to ask:

1. *Do you think that firefighters help us stay safe? (Pause) Why/Why not?*
2. *What is the same about a firefighter and a police officer? (for example, They both help keep people safe, they both wear uniforms, they both drive special vehicles.)*
3. *What is different about firefighters and police officers? (for example, Police officers drive cars or ride bicycles and horses; firefighters drive trucks, etc.)*

What else to do:

1. On construction paper or cardstock, draw a map of your house with an escape route to use in case of a fire. Post it on the wall for your family to refer to in case of an emergency.
2. With others in your family, discuss and plan what to do in an emergency.
3. Visit the Web site: <http://www.sparky.org/#/Sparky> to learn more about firefighting and fire trucks.

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