



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 use new vocabulary and beginning letters/sounds to identify common places in his/her community. He/she will use location words to discuss the distance between those places and his/her home. The child will become familiar with the people who work in those places and what they do to help people in the community.

Materials needed:

- ◆ Pictures of places in the community (Handout 1)—copy and cut out
- ◆ White paper
- ◆ Crayons or pencil

Lesson vocabulary:

- ◆ school—escuela
- ◆ hospital—hospital
- ◆ grocery store—tienda
- ◆ fire station—estación de bomberos
- ◆ police station—estación de policía
- ◆ house—casa
- ◆ apartment building—edificio de apartamentos
- ◆ far—lejos
- ◆ near—cerca
- ◆ behind—detrás
- ◆ in front—enfrente

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.

Emergent Literacy, Reading: (extension)

III.C.3. Child produces the correct sounds for a least 10 letters.

Mathematics:

V.C.3. Child demonstrates use of location words (such as over, under, above, on, beside, next to, between, in front of, near, far, etc.).

V.E.2. Child collects data and organizes it in a graphic representation.


Social Studies:

VII.C.1. Child identifies and creates common features in her immediate environment.

Activities:

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


Reintroduce the concept of community as the place where the child and his/her family lives and shares with others. Say,

 *Remember, we've been learning about our community and the people that help our community. Do you remember some of the people we learned about in our other lessons?*



*Our community is also made up of buildings and places that we share. Can you think of some of the places in our community that you share with others? **(Pause)** How are they used to help people in our community?*


If the child can't think of any, ask,

 *Do you have brothers or sisters who go to school? **(Pause)** What do they do in school? **(Pause)** Yes! They learn. In our community we have a school where children learn. Can you think of other shared places in our community where you and your family and neighbors go?*


Encourage the child to talk about other places (i.e., hospital, grocery stores, parks, etc.).




Choose some of the places the child mentions and talk about what people do there and how that helps the community. If the child does not mention any place, the parent should help him/her remember. Remind the child of the community workers they have learned about and connect places to the community workers—doctors and nurses work at a hospital or clinic, firefighters work at the fire station, and bakers work at a bakery or grocery store.

 *Today we are going to show you buildings you could find in our community, and you are going to show me where they are.*


Place the pictures of buildings in front of the child and say,

 *Let's start by placing your house. Do you live in a house or an apartment?*

Help the child choose the appropriate picture and place it on the table. If the child lives in an apartment, say,

 *Let's find a building that looks like where you live. You live in an apartment building. Can you find a picture that looks like an apartment building?*

If the child lives in a house, go through the same process to help the child identify the house. Then ask,


 *Do we have a school in our community? **(Pause)** Let's find the building that is a school.*

After the child identifies the school ask,

 *Is the school near or far from your house/apartment? (If necessary, the parent*

should help the child decide whether it is far or near—if they can walk to it, it is probably near.) *Now, place the school where it is from your home.*

Direct the child to place the school near or far from the home depending on where the child and parent decide it is in relation to the home. After the school is placed at the appropriate distance, describe the location of the school in relation to the child's home, using as many descriptors as appropriate. Say,

 _____'s (child's name) house/apartment is far from/near the school; _____'s (child's name) house/apartment is in front of/behind the school; etc.

Discuss with the child what he/she knows about the school, who works in the school, and how it serves the community.

2. The parent works with the child.



After the discussion about the school and home, have the parent repeat the process with another building in the community (do not remove the school and the house/apartment). The parent should ask the child which building he/she wants to do next. The parent identifies the building name and guides the child in choosing the correct picture (as demonstrated by the home educator). The parent and child should talk about the building, who works there, and how they help people in the community. The parent should assist the child in placing the building where it goes in the community, relative to the home and the school—asking questions about whether it is far from or near the home and giving the child clues on how to decide. Once the picture is placed in its approximate location, the parent and the child should talk about its relation to the home using location words (i.e., behind, in front, beside, etc.). If the building is far away, it may be too difficult to use location words.

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



Instruct the parent to continue the discussion, using the other buildings. Tell him/her to talk about each one in the same way as before. The parent should help the child identify the building. Then have the child and parent place the building where it goes in the community, discuss who works there, and how people in the community get help there. Ask the child to tell the home educator about its location (far/near) and discuss how he/she knows this.

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

The child uses appropriate vocabulary to identify places in his/her community and their location in relation to the house/apartment. The child describes the activities that take place in the building, the people who work there, and how they help the people in the community. The child is able to relate the building and its use to his/her own needs.

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. Have you gone to any of these places? **(Pause)** Tell me about what happened there.
2. What other buildings are in our community?
3. What is your favorite place to visit? **(Pause)** Why?
4. If I had a really bad stomachache where should I go?

Ways to extend the lesson concepts:



1. Have the child work to identify the initial sound of each of the buildings. Name a building and stress the initial sound. Name the letter that makes that sound and write the letter on a piece of paper for the child to see. Ask the child to select the appropriate building by looking at the picture, as well as matching the letter written on the paper to the first letter of the picture's label.



2. Have the child write the letters he/she just learned and talk about other things that start with the same letters or sounds.



3. Show the child pages 10, 11, 14, 18, and 20 of the picture book, *Community Helpers*. Ask him/her to name the places where the people work.

Modifications:

If the lesson activity is too hard—

1. Have the parent decide whether the place is far or near and tell the child why.
2. The parent should help the child when talking about examples of how the places are used.
3. Do not teach initial sounds of all the buildings—teach only one or two.

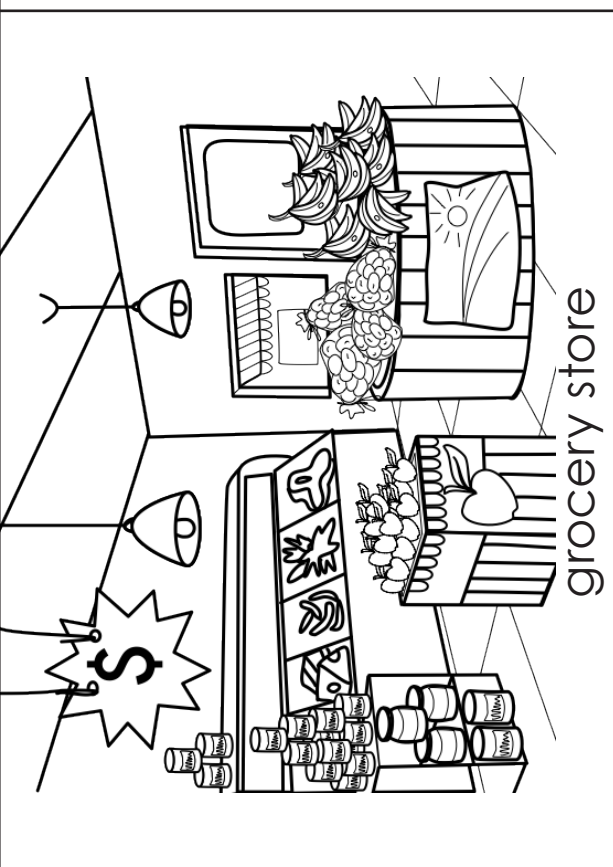
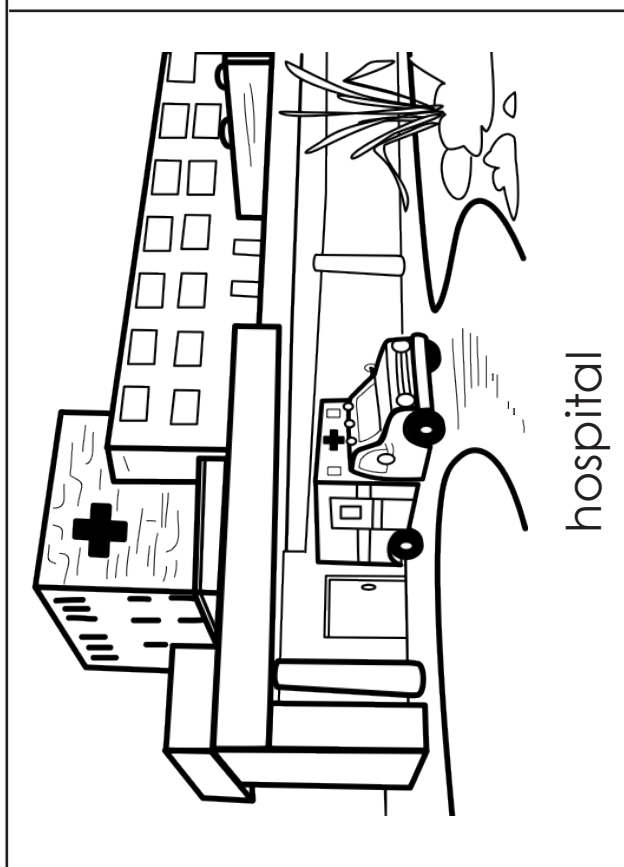
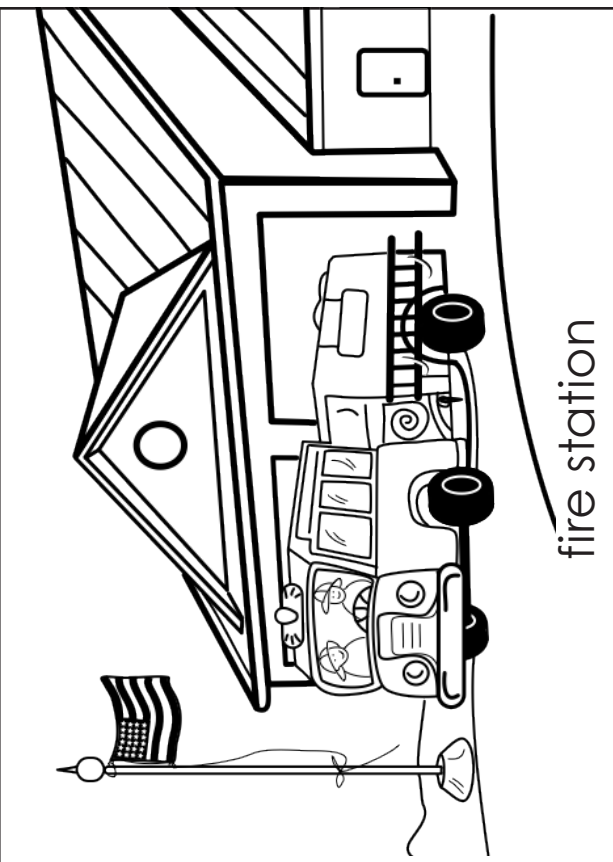
If the lesson activity is too easy—

1. Include more places in the community; draw them and place the drawings where they should go, relative to the other buildings.
2. Talk about more specific examples of what people do in these places (e.g., *If you want to learn to make tortillas you probably do not have to go to school; but to learn to read, a school is pretty good place to go. OR If you have the flu you go to the doctor's office, not necessarily to the hospital.*)

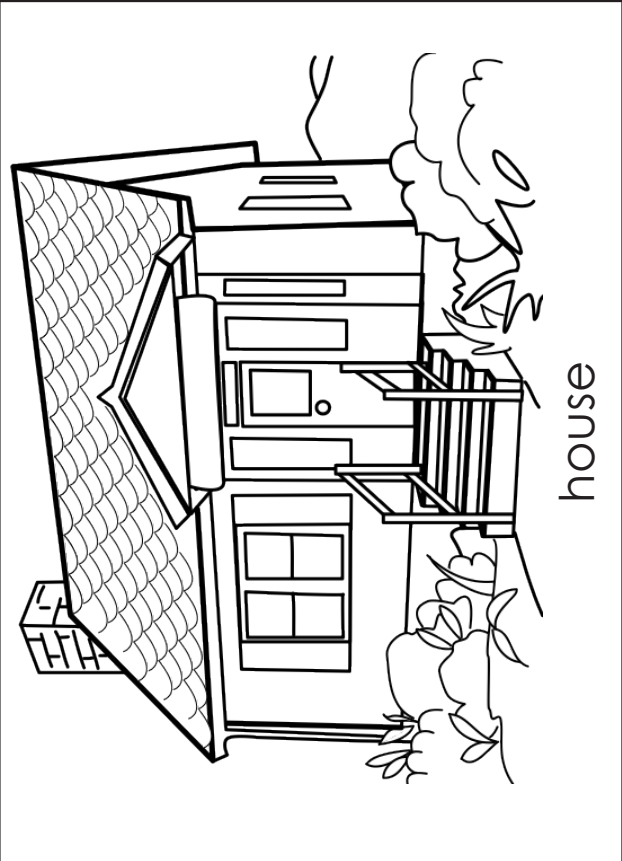
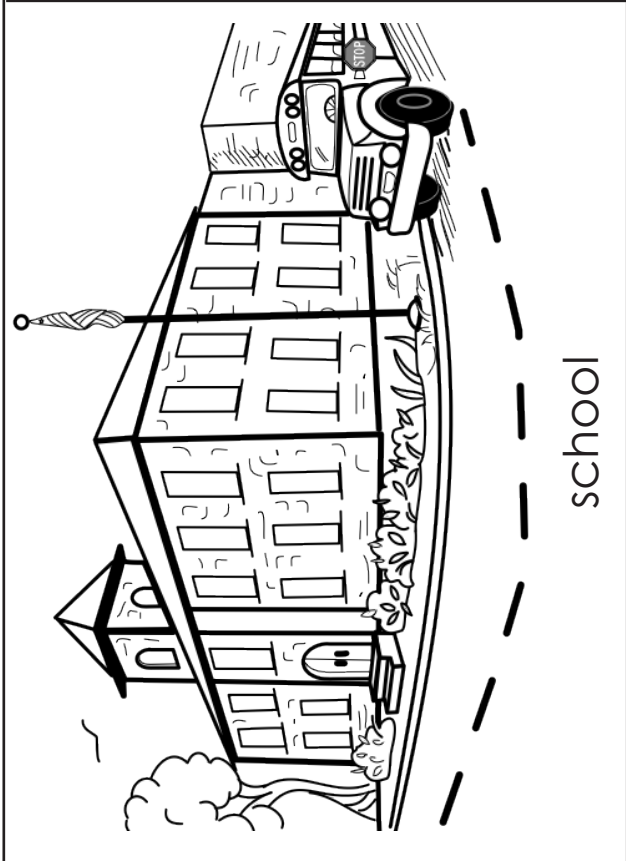
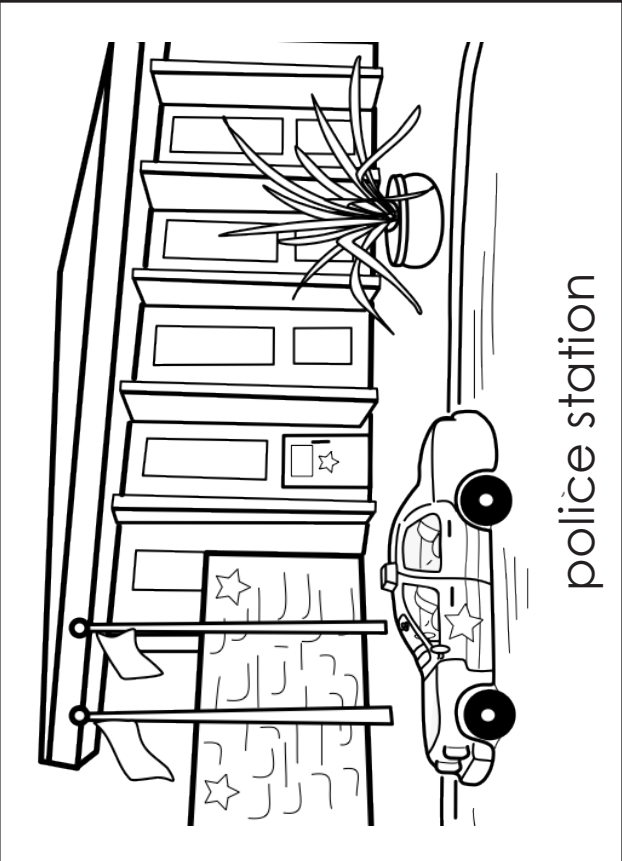
Teaching tip:

If the child does not have siblings in school, ask whether he/she knows a neighbor or another family member who goes to school.

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COMMUNITY (LESSON 8)

PARENT PAGE

What we are learning:

Your child will use new vocabulary and beginning letters/sounds to identify common places in the community. He/she will use location words to discuss the distance between those places and his/her home. Your child will become familiar with the people who work in those places and what they do to help people in the community.

Words to know:

- | | |
|---------------------------------------|---|
| ♦ school—escuela | ♦ apartment building—edificio de apartamentos |
| ♦ hospital—hospital | ♦ far—lejos |
| ♦ grocery store—tienda de comestibles | ♦ near—cerca |
| ♦ fire station—estación de bomberos | ♦ behind—detrás |
| ♦ police station—estación de policía | ♦ in front—en frente |
| ♦ house—casa | |

What to ask:

1. *Have you gone to any of these places? (Pause) Tell me about what happened there.*
2. *What other buildings are in our community?*
3. *What is your favorite place to visit in our community? (Pause) Why?*
4. *If I had a really bad stomachache, where should I go?*

What else to do:

1. Have your child work to identify the initial sound of each of the buildings. Name a building and stress the initial sound. Name the letter that makes that sound and write the letter on a piece of paper for your child to see. Ask your child to select the appropriate building by looking at the picture, as well as matching the letter written on the paper to the first letter of the picture's label.

2. Have your child write the letters he/she just learned and talk about other things that start with the same letters or sounds.
3. Show your child pictures of community workers in books or magazines. Ask him/her to name the places where the people work.