



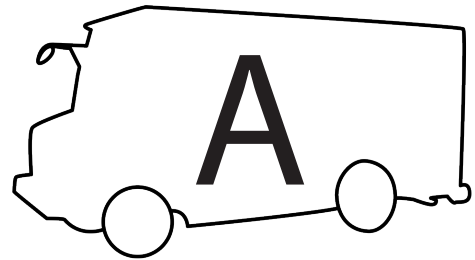
COMMUNITY

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 discuss the roles and responsibilities of a postal worker and be able to name some upper case letters while participating in an A-B-C sorting activity.



Materials needed:

- ◆ Postal worker (Handout 1)
- ◆ Postal-truck letter cards (Handout 2)—copy 26 truck shapes and print one upper case letter on each card, using various colors. Copy on cardstock for better durability.
- ◆ Index cards
- ◆ Markers, pen, pencil, crayons
- ◆ Several pieces of junk mail or envelopes received in the mail (in case the child's parent does not have any available)

Lesson vocabulary:

- ◆ postal worker—cartero
- ◆ post office—correo
- ◆ community—comunidad
- ◆ postal truck—camiones postales
- ◆ mail—cartas
- ◆ sort—ordenar o clasificar

Texas Prekindergarten Guidelines (Revised) domains addressed:

Language and Communication:

II.A.2. Child shows understanding by following two-step oral directions and usually follows three-step directions.

Emergent Literacy, Reading:

III.C.1. Child names at least 20 upper and 20 lower case letters.

Emergent Literacy, Writing:

IV.A.1. Child intentionally uses scribbles/ writing to convey meaning.

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.

Explain to the parent that the objective will be for the child to learn about the roles and responsibilities of a postal worker. After they finish discussing, they will play a sorting game.

 *Today we are going to learn about someone who is an important part of our community. We are going to learn about a postal worker.*




While explaining show the postal worker picture on Handout 1. Explain that postal workers deliver the mail. Tell the child about the tools that a postal worker uses to do his/her job. Say,

 *Postal workers carry the mail in a big bag that they hang over their shoulders. Sometimes, they have a small cart that holds the mail. They push the cart full of mail around instead of carrying it. Have you seen a postal worker before? **(Pause)** They are very hard workers; even when the weather is bad, they still have to deliver the mail. Postal workers wear a uniform, just like a police officer and firefighter. They drive a special truck. Have you seen a postal truck?*




Ask the parent to bring in mail that was received in the past day or two, if available. (If none is available, use the mail mentioned in the “Materials needed” section.) Show the child the mail and point out the parent’s name on the envelope. Say,

 *Here is some mail that someone sent to your mom/dad (or “Here is some mail that someone sent to me.” if using something from home).*

Point to the return address and tell the child that that is the name of the person who sent the mail to the parent. Talk about the types of mail (magazines, letter, advertisements, bills, etc.).


 *Have you ever received mail? **(Pause)** From whom did you get mail? **(Pause)** Have you ever sent mail to anyone?*

Ask the child to whom the letter was sent and how it was sent (i.e., did the child put a stamp on the envelope, take the letter to the post office, etc.).


 *When you have mail to send, postal workers will send it for you. You can drop it off at the post office or they can pick it up from your house. Postal workers that work inside the post office have to sort all the mail so it will get delivered to the right person. How do you think they know to whom the mail belongs? **(Pause)** That’s right! Just like on your mom’s/dad’s mail, the name of the person the mail is for is written on the front. Let’s pretend we’re postal workers. We can sort some pretend mail.*



Show the child and parent the postal-truck letter cards. Use only the letter cards that the child will need—not all 26 letter cards. This should include the first letters of the child’s name and his/her family members’ names. Model for the parent/child how to write a post card. Say,

 *I would like to send a pretend post card to you! (Write a short note or draw a picture on the lined side of the index card.) Since I want to send this card to you, I am going to write your name right here.*

Write the child's name on the blank side of the index card, pointing out the beginning letter of the child's name. Spread out the postal-truck letter cards.

 *Now I'm going to put your pretend letter in the right postal truck so that the postal worker can deliver it to you. Your name starts with the letter _____. So I'm going to put your letter by the truck with the letter _____.*

2. The parent works with the child.



Ask the child to whom he/she would like to send a letter. Ask the parent to work with the child to draw a picture or write/scribble a short note to that person. The parent should write the name of the person to whom the letter is being sent and the return address on the blank side of the index card. The parent should point out the beginning letter of the person's name. The parent can then help the child match the beginning letter of the person's name to the appropriate postal truck. Provide support and encouragement as needed.

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

The child should continue to write pretend letters to other family members and friends. The parent (or home educator) should write or help the child write the names of the recipients and point out the beginning letter. The child should match the beginning letter of the recipient to the appropriate truck.

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

The child should be able to explain what a postal worker does and the tools used to deliver mail. Watch as the child matches beginning uppercase letters to the appropriate trucks.

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. *How can the postal worker decide where to deliver the mail?*
2. *What is your address?*
3. *Would you like to be a postal worker? (Pause) Why or why not?*

Ways to extend the lesson concepts:



1. Visit the public library and check out the book, *A Letter to Amy*, by Ezra Jack Keats. Read the book aloud to the child.



2. Encourage the child learn his/her address (look at the house number and numbers of neighbors' houses; look at street names on signs, if appropriate). Do not expect mastery at this time.



3. Have the child write a real letter to anyone he/she would like. If the child cannot write, have him/her draw a picture and the parent or home educator can write words as the child dictates. Then, go through the process of mailing a letter:
 - Put it in an envelope and seal
 - Write the address
 - Attach a stamp
 - Place it in a mail box

Modifications:

If the lesson activity is too hard—

1. Write the first letter of the name on the “postcard” in a different color, to match the color of that letter on the truck outline.
2. Display only two letter choices (trucks) for the sorting activity—the correct one and one that is incorrect.
3. The parent and home educator can provide ideas of people to whom the child could write.

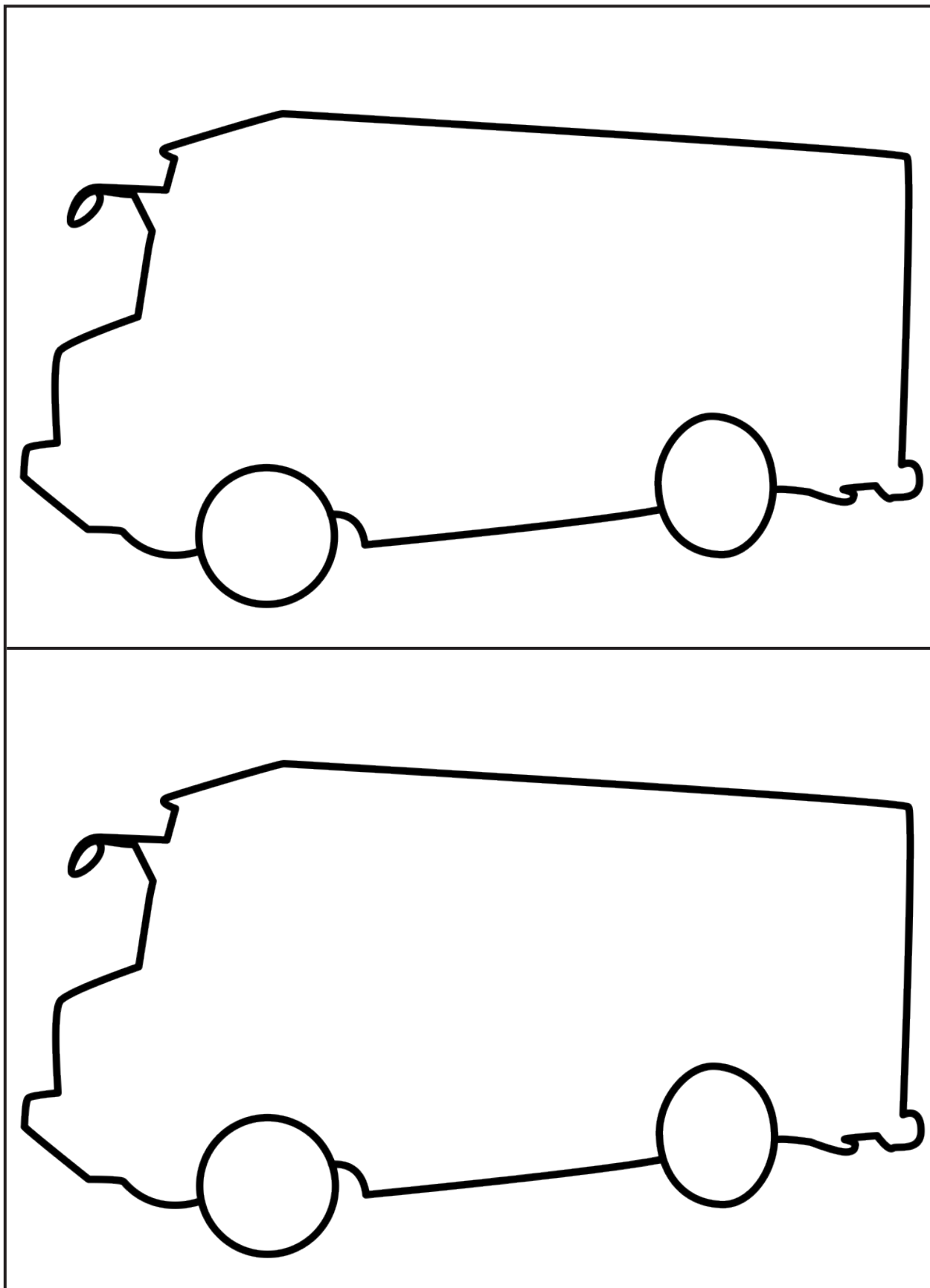
If the lesson activity is too easy—

1. Talk about the purpose of stamps.
2. Discuss how mail gets delivered to places far away (in trucks and airplanes).
3. Add more letter trucks to help the child discriminate among different letters.



postal worker

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COMMUNITY (LESSON 6)

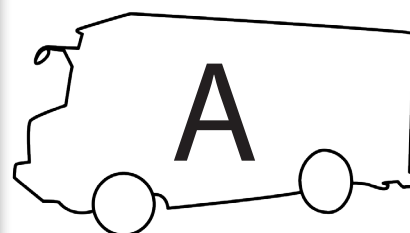
PARENT PAGE

What we are learning:

Your child will discuss the roles and responsibilities of a postal worker and be able to name some upper case letters while participating in an A-B-C sorting activity.

Words to know:

- | | |
|-------------------------|----------------------------------|
| ♦ postal worker—cartero | ♦ postal truck—camiones postales |
| ♦ post office—correo | ♦ mail—cartas |
| ♦ community—comunidad | ♦ sort—ordenar o clasificar |



What to ask:

1. *How can the postal worker decide where to deliver the mail?*
2. *What is our address?*
3. *Would you like to be a postal worker? (Pause) Why or why not?*

What else to do:

1. Visit the public library and check out the book, *A Letter to Amy*, by Ezra Jack Keats. Read the book aloud to your child.
2. Encourage your child to learn his/her address (point out the house number and numbers of neighbors' houses; look at street names on signs, if appropriate). Do not expect mastery at this time.
3. Have your child write a real letter to anyone he/she would like. If your child cannot write, have him/her draw a picture and you can write words as your child dictates. Then, go through the process of mailing a letter:
 - Put it in an envelope and seal
 - Write the address
 - Attach a stamp
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