

COMMUNITY



Stepping
Stones

A Texas Migrant Early Childhood
Program for 3- and 4-Year Olds

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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 community workers' contributions to the neighborhood and show understanding of the roles and responsibilities of a police officer by participating appropriately in the conversation.

Materials needed:

- ◆ Unit book: *Helpers in My Community*, by Bobbie Kalman
- ◆ Pictures of police officers; police car and bicycle; police uniform, hat, belt, and badge (Handout 1)—copy and cut out
- ◆ Police badge and hat (Handout 2)
- ◆ Crayons, scissors, glue
- ◆ Paper strip for hat activity, approximately 1½ x 22 inches



Texas Prekindergarten Guidelines (Revised) domains addressed:

Language and Communication:

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

Social Studies:

VII.B.3. Child discusses the roles and responsibilities of community workers.

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

Fine Arts:

VIII.C.1. Child creates or recreates stories, moods, or experiences through dramatic representations.

Physical Development:

IX.B.1. Child shows control of tasks that require small-muscle strength and control.

Lesson vocabulary:

- ◆ community—comunidad
- ◆ tools—herramientas
- ◆ police badge—placa de policía
- ◆ belt—cinturón
- ◆ cap/hat—gorra
- ◆ police car—carro de policía
- ◆ patrol bike—bicicleta de policía

Activities:

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



Today we are going to learn about workers in our community. A community is a place where people live and work. We're going to talk about someone who is very important in our community. Have you ever seen a police officer out on the street?

Read pages 20 and 21 in the unit book, *Helpers in My Community*, by Bobbie Kalman, stopping occasionally to discuss pictures, prior experiences, and other connections. Encourage the child to discuss previous experiences with police officers.

Did you know that a police officer could be either a man or a woman? (Pause) Police officers are responsible for keeping our communities safe. They wear special uniforms in order to keep themselves safe and also to help us. Their uniforms come with a belt where they keep all their tools. Tools are what you use to do your work. Some of the tools police officers use to do their work can be very dangerous. So police officers are trained to use these tools to keep us safe.

Show the pictures on pages 20 and 21 and discuss the police officer's tools and uniform. Then refer to these tools on the card cut out of Handout 1.

Police officers usually wear a badge, a belt, and a hat. Their badges tell people who they are.

Show pictures of the police car and patrol bike from Handout 1.

Police officers usually drive around our community in a police car. Sometimes, though, you might see them on a bike, a motorcycle, or even a horse. A police car is a special car that police use to do their jobs. They have sirens and radios and they can go very fast. Police cars have loud sirens and flashing lights to warn people to move out of their way because they are hurrying to help someone. Police bikes are like the bikes you and your friends ride, but they have special tools for police officers.

2. The parent works with the child.

Have the parent review the pictures from Handout 1 with the child in order to promote discussion and to assess what was just learned. The parent will show the first picture and ask,



Who is this? (If the child does not respond, ask the parent to provide hints or respond correctly, e.g., These are police officers.) What do they do? (Pause) [They help keep us safe.] What do they wear to work? (Pause) [They wear uniforms, hats, badges, and a belt.] What are these? (Point to the picture of the tools) (Pause) What tools do police officers need? (Pause) [They need a flashlight, notepad, pen, and a whistle.]

What is this? (Point to the picture of the badge.) (Pause) [It is a badge. It tells us who the police officer is.]

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

Let the child color the police hat and badge (Handout 2). The parent should help the child cut out the badge and hat; attach the paper strip to the hat so that it fits the child's head. Encourage the child to role-play the part of a police officer wearing the hat and badge.

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

Listen for discussion and description of community workers, police officers, their 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. *How do police officers help our community?*
2. *Do you think you would want to be a police officer? (Pause) Why/Why not? (Accept any answer.)*

Ways to extend on the lesson concepts:

1. Visit this Web site <<http://www.childfun.com/index.php/activity-themes/community-helpers/207-police-activity-theme.html>> for poems and activities about police officers.



2. Brainstorm some other community workers you see in your neighborhood or community. Make a list.



3. With the parent's help, have the child make a map of the neighborhood. Include houses, street, trees, and other landmarks. Instead of drawing the map, you could use objects as representations.



4. Learn about emergencies, including how and when to dial 9-1-1. Begin teaching the child his/her address, but understand that mastery is not expected at this time.

Modifications:

If the lesson activity is too hard—

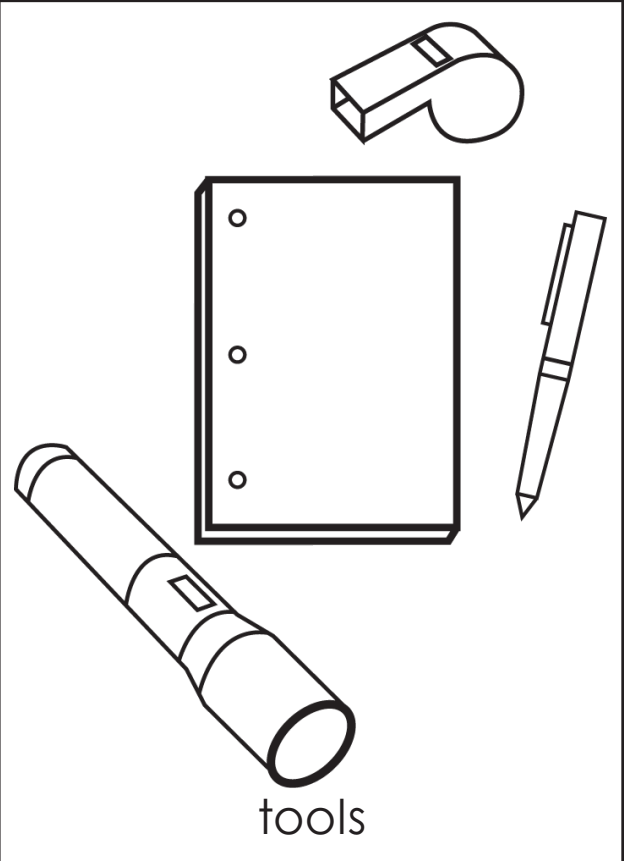
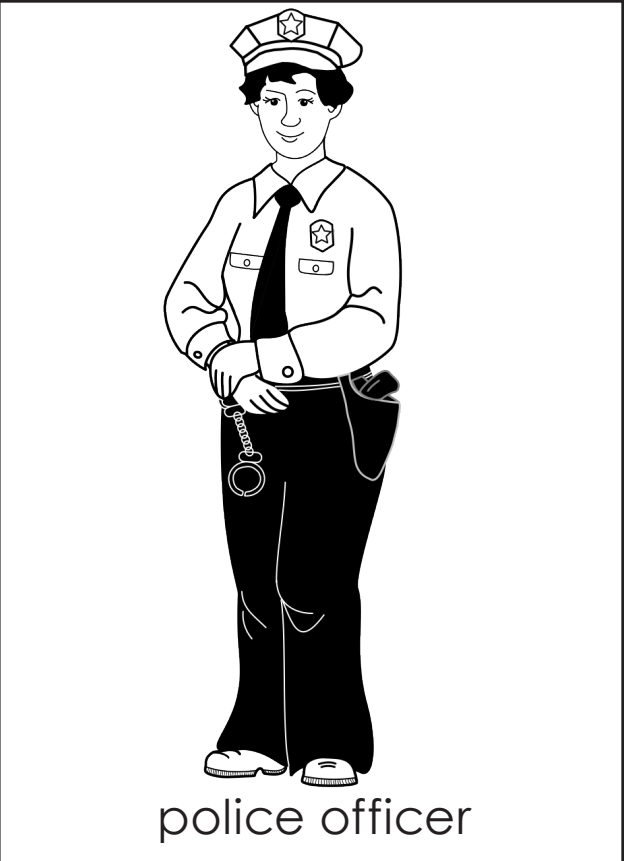
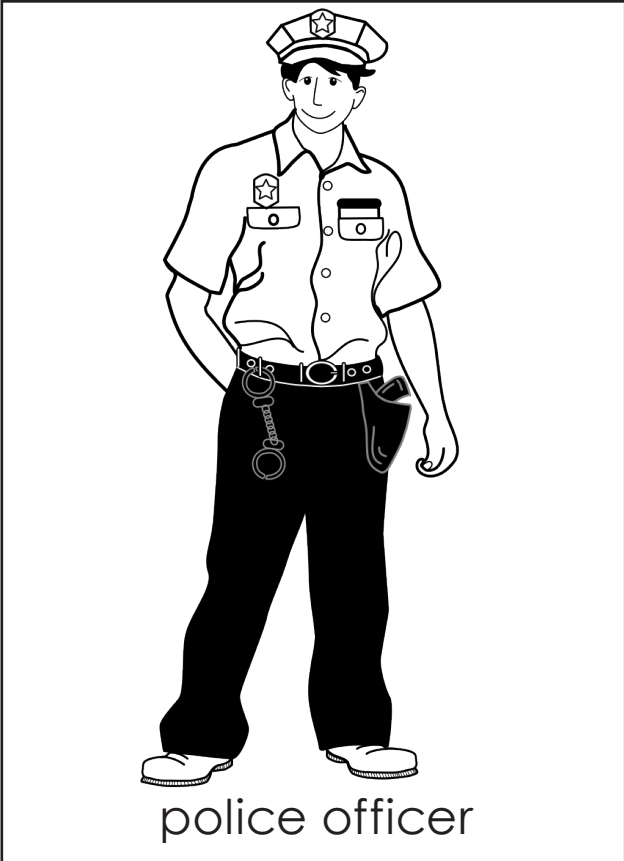
1. Discuss only the tools or the uniform (belt, hat, and badge), rather than both.
2. Guide the child's hand if he/she needs support in coloring or cutting.

If the lesson activity is too easy—

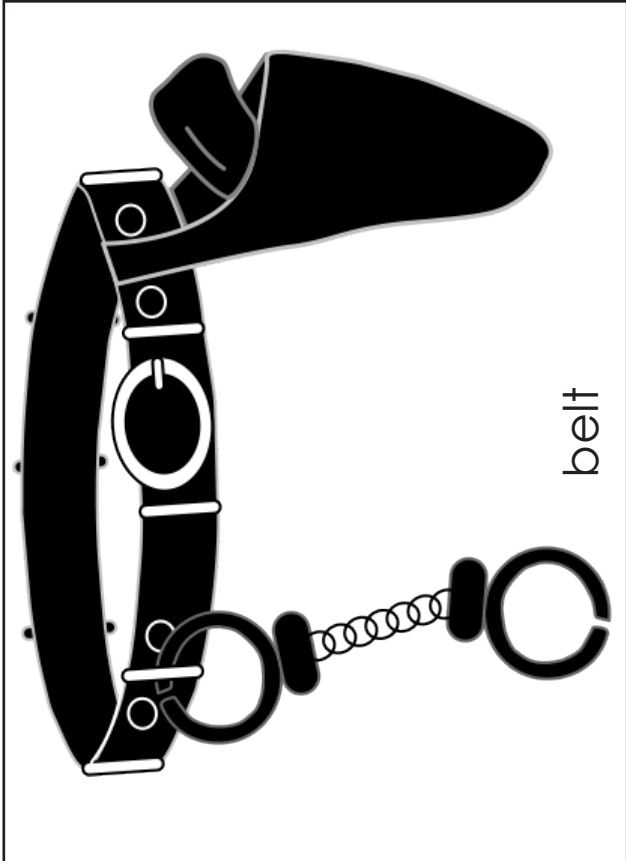
1. Look through *Helpers in My Community*, other books, and magazines for different community workers. Discuss what the workers do in more detail.

Teaching tip:

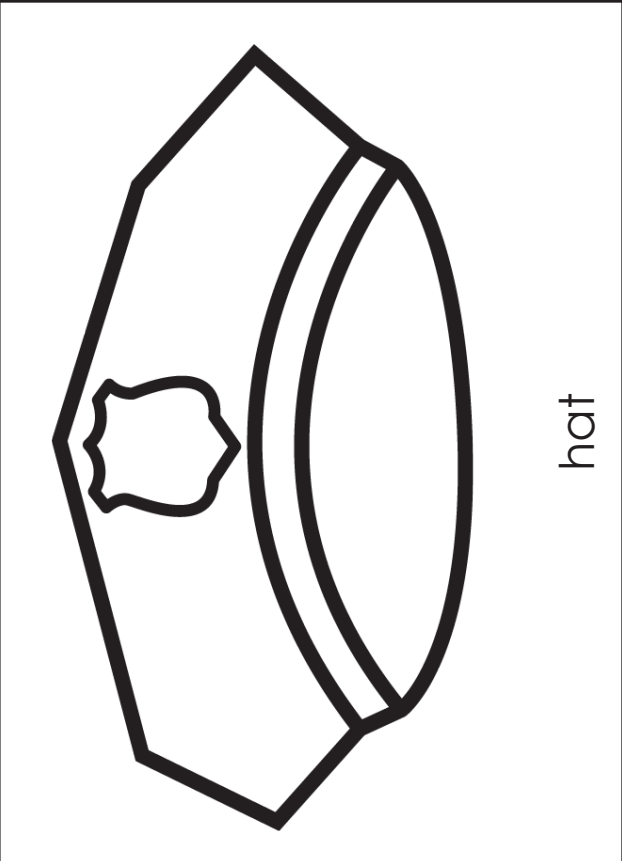
Watch for correct position of the crayon when the child is coloring. When the child is cutting, make sure that he/she holds the scissors correctly.



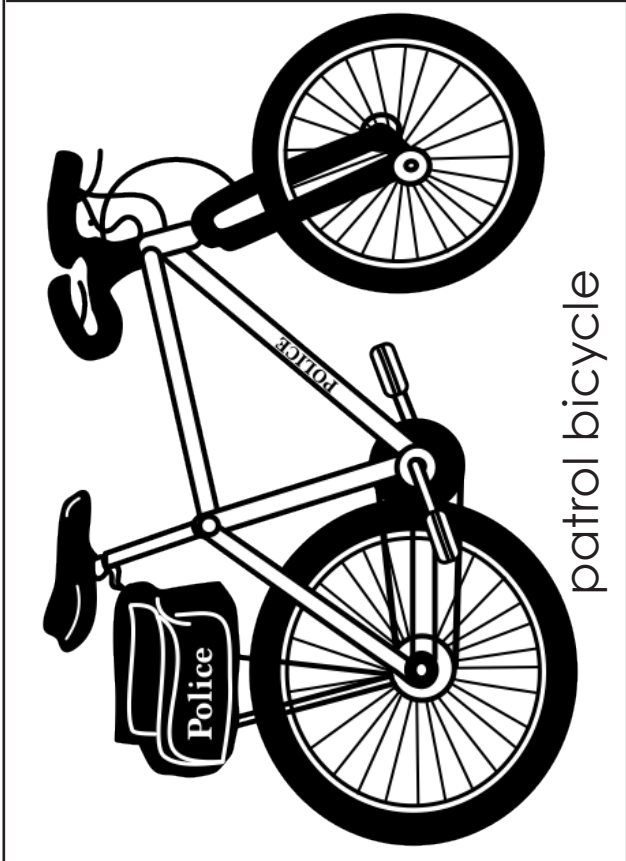
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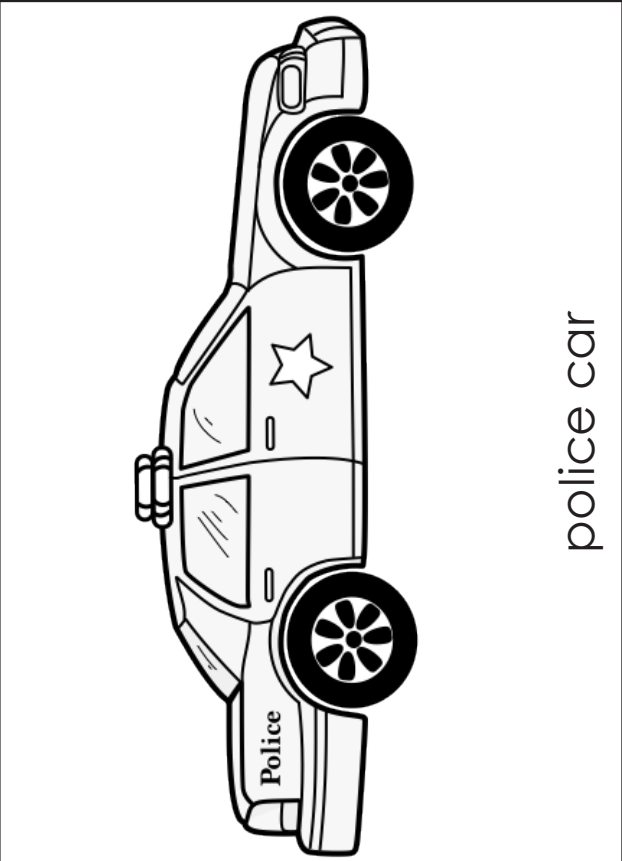
belt



hat

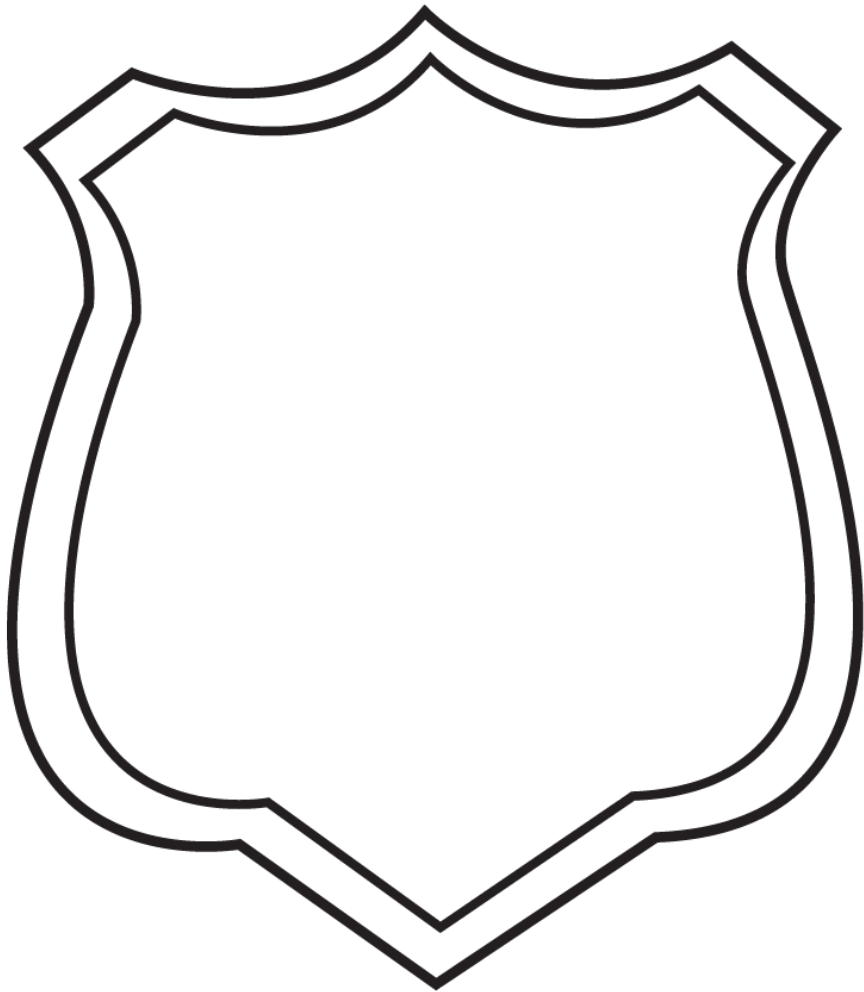


patrol bicycle



police car

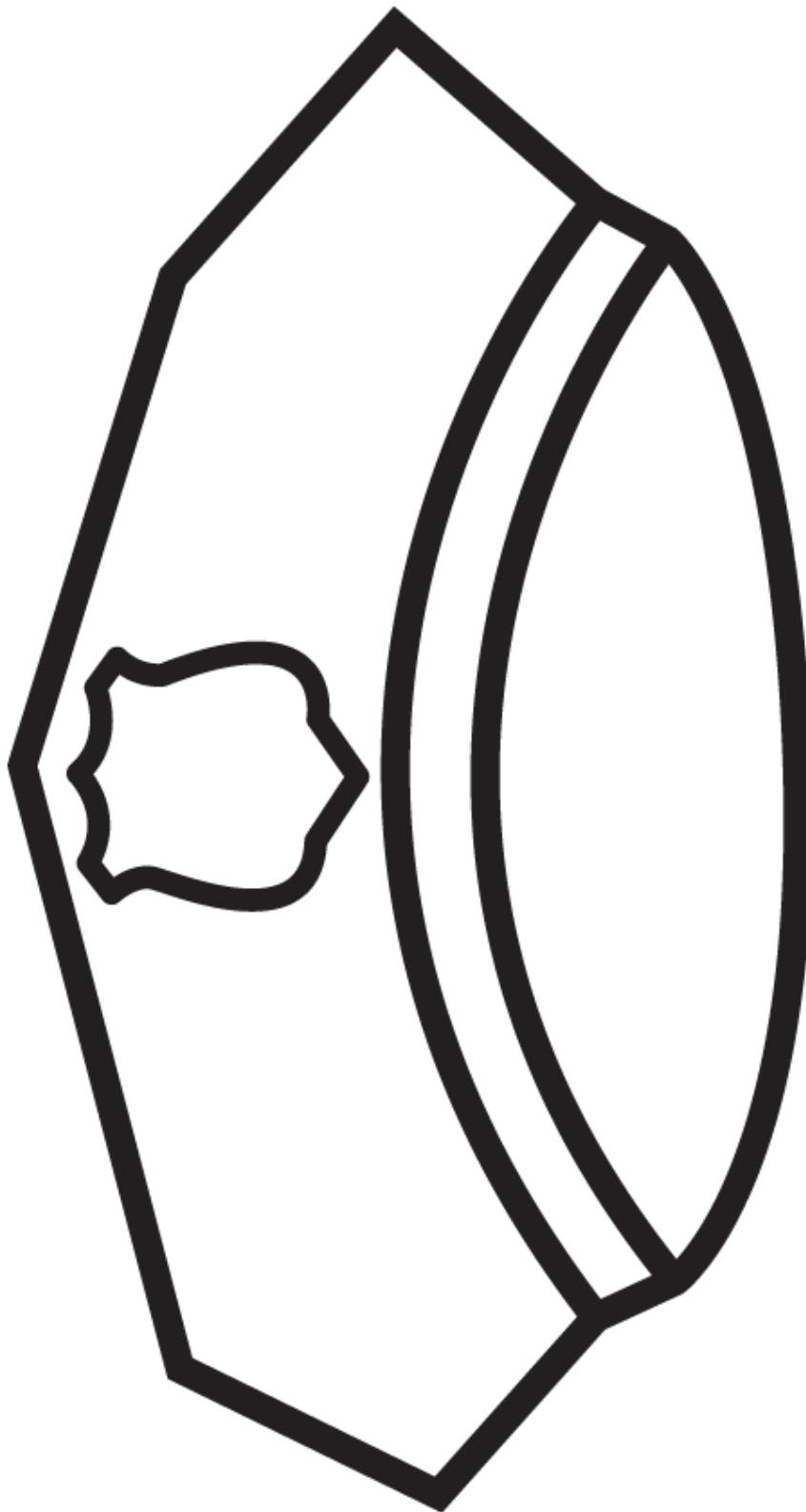
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police badge

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police hat



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COMMUNITY (LESSON 1)

PARENT PAGE

What we are learning:

Your child will discuss community workers' contributions to the neighborhood and show understanding of the roles and responsibilities of a police officer by participating appropriately in the conversation.

Words to know:

- | | |
|---------------------------------|------------------------------------|
| ♦ community—comunidad | ♦ cap/hat—gorra |
| ♦ tools—herramientas | ♦ police car—carro de policía |
| ♦ police badge—placa de policía | ♦ patrol bike—bicicleta de policía |
| ♦ belt—cinturón | |



What to ask:

1. *How do police officers help our community?*
2. *Do you think you would want to be a police officer? (Pause) Why/Why not? (Accept any answer.)*

What else to do:

1. Think about some other community workers you see in your neighborhood or community. Make a list.
2. Visit the Pre-Printing Skills Practice this Web site: <<http://www.childfun.com/index.php/activity-themes/community-helpers/207-police-activity-theme.html>>
3. Help your child make a map of the neighborhood. Include houses, streets, trees, and other landmarks. Instead of drawing the map, you could use objects as representations.
4. Teach your child about emergencies, including how and when to dial 9-1-1. Begin teaching your child his/her address, but understand that mastery is not expected at this time.

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