

Sample Social Studies Learning Plan

Big Idea/ Topic

Community Helpers

Connecting Theme/Enduring Understanding:

Students will see how the roles of community workers fit within the theme of scarcity, because an element of choice is involved in this idea.

Essential Question:

What jobs are important in our community?

Standard Alignment

SSKE1 - Describe the work that people do such as: police officer, fire fighter, soldier, mail carrier, farmer, doctor, teacher, etc.

Connection to Literacy Standards for Social Studies and Social Studies Matrices

ELAGSEKRI1: With prompting and support, ask and answer questions about key details in a text.

ELAGSEKRI2: With prompting and support, identify the main topic (main idea) and retell key details of a text (supporting details).

ELAGSEKRI7: With prompting and support, describe the relationship between illustrations and the text (how the illustrations support the text).

ELAGSEKW2: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic

Instructional Design

***This lesson has a flexible timeline and will cross over several days.**

This lesson is intended to reach students in a virtual setting, whether plugged or unplugged. See bottom of lesson for list of unplugged supplies.

Part 1: Before starting the lesson, ask students to brainstorm a list of a few jobs that people have throughout the community. Students can draw a quick sketch of these jobs in their notebooks. Share responses and allow students to elaborate when/where they may have seen these jobs in the past. If students do not name jobs that people do at school, consider using this as a follow up lesson. What are the jobs people do in our school? How do they help us?

NOTE: Depending on the student's ability you may want to provide them with a little jump start before asking them to brainstorm a list of community helpers on their own. If you think your students could benefit from this, provide them with the link to the read aloud *Whose Hat is This? A Look at Hats Workers Wear - Hard, Tall, and Shiny* by Sharon Katz Cooper (<https://www.youtube.com/watch?v=OaVyrR8otDg>)

***Unplugged variation** – Students can use the *Whose Hat is This?* document to get their brains thinking if they cannot think of any jobs in the community right away.

In a live or recorded session, read the book *The Berenstain Bears: Jobs Around Town* by Stan and Jan Berenstain. You can do your own reading if you are live with students or use the following YouTube version. (<https://www.youtube.com/watch?v=rERrZT7FRHE>)

***Unplugged variation-** Share the YouTube link above for students to watch if they have a device. If students are totally unplugged, have students talk with someone in their family about places they go, people they see, things they do. What jobs do they see?

After the reading, have students share the jobs discussed in the book. (You may want to go through each page to review the jobs and create an anchor chart of important community helpers.)

Part 2: In a live or recorded session, review a few of the jobs that you talked about. Share the images from the Community Helpers Scenes PowerPoint. Choose one image to study together. Model how to look at the image to share what you see, what you think, and what you wonder. If possible, have the students share their thinking. Work through the images together over a few lessons as time permits. Allow students to guide more of the discussion as they become more confident in looking at images. Have students draw and label the jobs in their interactive notebooks as you study the images.

***Unplugged variation** – Print the attached document (*Community Helpers Scenes PowerPoint*). Have students look at the image with a friend or family member. Have students share what they see, what they think, and what they wonder. Have students draw and label the jobs in their interactive notebooks as they study the images.

Part 3: Students should now have an idea of some of the community helpers found around town and in our school. They will have a list in their notebooks, and you may have an anchor chart to share in live lessons as well.

When students are ready, introduce the importance of several of the community helpers together. Discuss their jobs, uniforms, tools, and transportation/location by reading the passages about each community helper using the graphic organizers provided in the Community Helpers PowerPoint. This can be done during a live lesson or the students can go through the PowerPoint at their own pace. (If allowing students to do this, you may want to provide more examples than the two already completed.) Once students have had ample practice, they will try the rest on their own using the remaining passages and graphic organizers.

Teacher's directions to students: Read the passages about each community helper. Because so many of the learners will not yet be readers, you may want to provide a voice over for the PowerPoint. While reading, think about the community helper's job, uniform, tools, and transportation/location. Then use the graphic organizers to record your thoughts. You can write or draw your answers in each box. Are there other community helpers that you can think of? Who are the helpers in our school/neighborhood/park?

***Unplugged variation to community helpers activity** – Provide a print copy of the community helpers PowerPoint slides. Be sure to provide several completed graphic organizers with the printed materials for reference.

Discuss with students: We learned about community helpers. What community helpers did we learn about? What makes these community helpers important in our community? Are there other community helpers that you can think of? Who are the helpers in our school/neighborhood/park?

Part 3: For a summative assessment: Have students answer the EQ for this lesson using information they learned about community helpers. The EQ is: What jobs are important in our community? Write, draw, or record a sentence answering the EQ. (Students can answer in general by providing multiple community helpers or can explain why one specific community helper is an important part of the community.)



Student Learning Supports

Ideas for Differentiation:

Our goal is for all students to be actively engaged using speaking, writing, illustrating, reading, and listening. Below are changes to the lesson to help achieve that goal for students who need additional support. *Note: Be careful using these changes for all students. If students are able to complete the activities on their own, it would be best to let them do this independently.*

- Consider allowing students to record their thoughts in a variety of ways: using the talk to text/dictate feature, making an audio recording of their responses, drawing pictures.
- Consider reading research materials to students or copying materials into a Word document to allow that students may use the “read aloud” feature.
- Some students will struggle to complete the organizers independently. These are a few suggestions: allow students to highlight the information, give students the organizer partially completed to lessen the amount of work, give students a “key” to copy.

Opportunities for Extension:

- In an interactive session, play “Guess the Community Helper”. Describe a community helper in terms of their job, uniform, tools, transportation/location and have the students guess who it is in a fun and engaging way.
- Have students create rhymes or riddles to describe their favorite community helper.
- Have students create flip books to teach about the community helpers.
- Encourage students to write or draw about the community helper they want to be when they grow up. They can also research others that were not discussed.

Lesson Supplies: (*signifies unplugged only)

- Lesson checklist*
- *Whose Hat is This?* by Sharon Katz Cooper (<https://www.youtube.com/watch?v=OaVyrR8otDg>)
- *Whose Hat is This?* document*
- *The Berenstain Bears: Jobs Around Town* by Stan and Jan Berenstain (<https://www.youtube.com/watch?v=rERrZT7FRHE>)
- [Community Helpers Scenes PowerPoint*](#)
- [Community Helpers PowerPoint](#)

Evidence of Student Success

Information for diagnostic, formative, and summative assessments are described within the Instructional Design.

Engaging Families

Materials included to support unplugged learners: Lesson checklist, Community Helpers Scenes PowerPoint, Community Helpers PowerPoint



Community Helpers Lesson Checklist

SSKE1 - Describe the work that people do such as: police officer, fire fighter, soldier, mail carrier, farmer, doctor, teacher, etc.

Part 1:

- 1. Brainstorm list of jobs in the community. Write or draw ideas in your notebook. (Use the *Whose Hat is This?* document if you need help thinking of jobs in the community.)
- 2. <https://www.youtube.com/watch?v=rERrZT7FRHE> OR talk with someone in your family about the places you go, people you see, or things you do. What jobs do you see?

Part 2:

- 3. Look at each image. Talk with a friend or someone in your family. What do you see, what do you think, what do you wonder about each image? Draw and label the jobs in in your interactive notebook as you study each image.

Part 3: Use the Community Helpers PowerPoint for this portion of the checklist.

- 4. Have someone help you read the passage about the firefighter.
- 5. Follow along with the sample graphic organizer to see how to use the passage to complete it looking for the community helper's job, uniform, tools, and transportation/location.
- 6. Have someone help you read the passages about each community helper.
- 7. After reading, complete the corresponding graphic organizer. (It is okay if you cannot complete all boxes of the graphic organizer for each community helper.)
- 8. Be sure you can answer the question: Why are jobs important in our community?

Part 3:

- 9. Answer the Essential Question: Why are jobs important in our community? in your notebook. You can write, draw, or show your answer in any way.



Whose Hat is This?

