Family Child Care Home Instructional Unit:
MY COMMUNITY
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Family Child Care Home Instructional Units

The Family Child Care Home Instructional Units are curriculum resource units for Family Home providers and teachers. The Instructional Units are standards-based and are strongly rooted in an evidence-based framework. The Instructional Unit topics were determined by the needs of professional development providers and teachers. They are easily adaptable to the needs of children, ranging in age from two years through four years, in a variety of learning environments and inclusive settings.

Instructional Unit Topics

Colors                                Shapes
Letters                               Numbers
Counting                              All About Me - Body Parts/Senses
All About Me - My Feelings            My Family and Friends
Weather                               My Community
Transportation                        Care of the Earth
Plants                                Day and Night
Opposites                             Water Animals
Air Animals                           Land Animals
My Community
Ages 2+–3

Oral Language Experiences
★ Listens to and responds to songs and books about the community and community helpers
★ Says words related to the community and community helpers
★ Uses vocabulary words

Learning Experiences
★ Alphabet Knowledge
     Alphabet Knowledge
★ Matches community helper pictures with corresponding buildings

Social Studies
★ Identifies characteristics of a community
★ Recognizes that community helpers work in different places and buildings
★ Describes various places in the community
★ Knows full name and how to dial 911
★ Describes some community helpers and the services they provide

Communities
By Sarah L. Schuette

Rich Vocabulary Words
community  working  jobs  community helper

Core Vocabulary Words
neighborhood  grocery store  police station  traffic  doctor  exams

Additional Children’s Books
A Day With a Doctor, Jan Kottke
A Day With a Librarian, Jan Kottke
A Day With a Mail Carrier, Jan Kottke
A Day With Firefighters, Jan Kottke
A Day With Police Officers, Jan Kottke
Airport, Byron Barton
Around Town, George Haber
The Fire Engine Book, A Little Golden Book
Welcome to Our Town, Fisher-Price Little People Book
Who Works in My Neighborhood?, John Serrano
Working in the Supermarket, Tracey Michele
Oral Language Activities

Materials Needed

★ Book: Communities
★ Cut out pictures from Activity Pictures #1
★ Cut out cards from Activity Pictures #10
★ Cut out bracelets from Activity Pictures #11

Activities

★ Tell the children that they will be learning about communities and people who are helpers in the community. Tell them that a community is a place where a group of people live in the same area. Tell the children that the book you will read to them is about communities and the people who live in the communities. Use the book, Communities, for this activity. Show the children the cover of the book and tell them that the children on the cover are talking to a policewoman who is a community helper. Tell them that communities can be big or small and that communities are sometimes called towns and neighborhoods. Emphasize the words community and neighborhood, while discussing the book. Encourage the children to say the words with you.

★ Tell the children that there are many different kinds of people who live in communities. Open the book, Communities, and show them some of the people in the community. Turn to page 11 and point to the man watering the plants. Continue going through pages 12, 13, 14, 15, 16, 17, 18, and 19, pointing out the various community helpers. Talk about the grocery store worker, the policewoman, and the doctor. Show the children the Vocabulary Word cards from Activity Pictures #10. Point to the pictures and say the words. Sing the Neighborhood song with the children.

Neighborhood
Who are the people that you see in your neighborhood,
    In your neighborhood, in your neighborhood?
Who are the people that you see in your neighborhood,
    The people that you see each day?
The grocery store worker is a person in your neighborhood,
    In your neighborhood, in your neighborhood.
The grocery store worker is a person in your neighborhood,
    A person that you see each day.

Add verses that include policewoman and doctor.
Activities

★ Use Activity Pictures #1 for this activity. Place the pictures of the grocery store worker, the policewoman, and the doctor, on the table. Discuss with the children how people do different jobs. Point to each picture and say the name of the community helper. Ask the children to describe what the person is doing. Continue pointing to the pictures while saying the name of the community helper and asking the children to describe the jobs that the people are doing.

★ Use Activity Pictures #1 for this activity. Place the pictures of the grocery store worker, the policewoman, and the doctor on the table. Point to and name each person and describe their jobs. Discuss with the children how people in communities do different jobs. Say a statement and ask them to point to the corresponding picture cards.

- Point to the person that helps us find food at the grocery store. (grocery store worker)
- Point to the person that stands in the street and directs the traffic. (policewoman)
- Point to the person that gives us exams and helps us stay healthy. (doctor)

Review the following information before reading the book and discussing information about the community and community helpers:

Community

- A community is a group of people living together. They work in the police station.
- Grocery store workers help us when we shop for food.
- There are people in the community that have many different jobs. They are called community helpers.

Community Helpers

- Community helpers provide goods and services that make our lives easier and better.
- Police officers keep our communities safe.
- Doctors and nurses help us stay healthy.
- Teachers help children learn.
- Every person needs to contribute to the community, such as helping someone carry a grocery bag.

★ Throughout the week, review and say the following vocabulary words with the children: neighborhood, police station, doctor, and community. Display the Vocabulary Word cards from Activity Pictures #10 while discussing the community and community helpers.
First Reading of the Book

Show the book, Communities, to the children. Introduce the book to them by telling them that they are going to be learning about communities. Tell the children the title of the book is Communities and the author’s name is Sarah L. Schuette. Point to and say the Vocabulary Words from Activity Pictures #10 while reading the book.

Read pages 4 through 13 to the children. While reading, point to the pictures and say the CORE words in the book: neighborhood, grocery store, police station, and doctor. Discuss the following information with the children after reading the first 13 pages:

- A community is a group of people who live in the same area called a neighborhood.
- Neighborhoods can be big or small.
- People in communities help take care of each other.
- People in communities take care of the lawns, and the streets and the sidewalks.

While reading the book, continue to highlight the CORE and Rich Vocabulary Words. When you introduce the words, identify the first letter of each word and emphasize the beginning sounds of the words.

Second Reading of the Book

Show the book, Communities, to the children. Tell them the title of the book is Communities, and the author’s name is Sarah L. Schuette. Tell them you are going to continue reading the book to them. Summarize the first few pages by telling the children that we all live in communities and that the people in communities care for each other.

Ask them to identify some of the community helpers from the first several pages of the book: a person helping an elderly man, man watering the flowers, and a child picking up garbage. Before reading the remaining pages of the book, tell the children that they will be learning about additional community helpers.

Begin reading page 15 and read the remaining pages of the book, pointing to the words jobs, grocery store, police station, traffic, doctor, and exams.

Summarize the book by reviewing the following information:

- People have many different jobs in communities.
- Some community helpers work in grocery stores.
- A policewoman helps direct traffic and works in a police station.
- Doctors give health exams and help keep people healthy.
Second Reading of the Book

★ Ask the following questions after reading the book:

- What is a community? (group of people living in the same area called a neighborhood)
- Who lives in a community? (people)
- What are some things that you can do to help your parents at home? (water flowers, pick up garbage, clean your room, take out the garbage, clean off the table after dinner)
- What does a doctor do?
- What does a policewoman do?
- What does a grocery store worker do?

While reading the book, focus on the CORE and Rich Vocabulary Words. When you introduce the words, identify the first letter of each word and emphasize the beginning sounds of the words. While reading, point to the picture and the vocabulary words.

★ When reading the book, highlight the CORE and Rich Vocabulary words.

★ Read the book several times throughout the week.

★ Read the books suggested in the Additional Children’s Books section.

★ Give each child a Take-Home Bracelet from Activity Pictures #11.

Activities

★ Ask the children to name some community helpers from the book. Sing the Workers song with the children.

Workers
Workers, workers, workers,
Policewoman and doctor,
Let’s talk about the workers.

Workers, workers, workers,
Grocery store worker,
Let’s talk about the workers.
Workers, workers, workers!

Discuss other workers and continue singing the song.
Activities

★ Use Activity Pictures #1 for this activity. Tell the children that there are many different kinds of community helpers. Remind them about the content in the book that was read and the three community helpers in the book: grocery store helper, police officer, and doctor. Give each child one of the community helper picture cards from Activity Pictures #1, and ask them to tell you about the service that each community helper provides.

Grocery Store Helpers
Grocery store helpers work in food stores and make sure that food is stacked on the shelves. They help people select food and help them when they pay for their food.

Police Officers
Police officers protect and help people. They help people who are in accidents and they help direct traffic on the streets.

Doctors
Doctors give people exams and help them stay healthy. They help people get better when they are sick or injured.

Give the children prompts and hints when they describe the community helper’s jobs.

★ Sing the Police Officer and I’m a Doctor songs with the children.

Police Officer
(Tune: I’m a Little Teapot)
I’m a police officer,
With my star.
And I help people near and far.
If you have a problem, call on me,
And I will be there.
One, two, three!

I’m a Doctor
(Tune: I’m a Little Teapot)
I’m a helpful doctor, dressed in white.
I help people feel better, day and night.
When you get hurt or sick, come see me.
I’ll get you all fixed up,
Just as quick as can be.
Learning Activities

Materials Needed

★ Book: Communities
★ Copy picture from Activity Pictures #2 (one for each child)
★ Copy Activity Pictures #3 (one for each child)
★ Cut out pictures from Activity Pictures #4
★ Cut out pictures from Activity Pictures #5
★ Chart paper

Activities

★ Write the following poem on chart paper. Tell the children they are going for a walk around the neighborhood and you want them to observe the buildings and other sights that they will see. Take a walk around the neighborhood. As you look at the buildings, ask the children to describe them. Use words such as a tall building, house, apartment, church, and store. When you return to the classroom, write the words that the children dictate to you on the chart. Say the What Do We See? chant with the children.

What Do We See?
What do we see?
As we walk down the street,
On our two feet?
In our neighborhood,
This is what we saw.

We saw ________, and ________.
And a ________.
We also saw _________ and ________.
There is so much to see!
Activities

★ Remind the children that there are many different types of buildings and sights in neighborhood, such as houses, parks, stores, bridges, ponds, and apartments. Tell them that these sights and buildings are all around the neighborhoods. Ask the children what they saw on their walk. Give each child a copy of Activity Pictures #2 and some crayons. Ask them to look at the street that is drawn on the page. While the children are looking, tell them to listen carefully while you read them a story.

Around the Neighborhood
Let’s take a walk around the neighborhood.

Use your finger to trace over the street that is on the page.

We saw a house in the neighborhood. Take a crayon and draw a house.
We saw trees in the neighborhood. Take a crayon and draw some trees.
We saw a grocery store in the neighborhood.
Take a crayon and draw a grocery store.

We saw a park in the neighborhood. Take a crayon and draw a swing.

Use the words that correspond with the buildings and sights you saw on your walk in the neighborhood. Display the pictures around the room.

★ Talk with the children about other buildings that they might see in neighborhoods. Some examples of the buildings they might see are: homes, libraries, post offices, police stations, schools, stores, and hospitals. Give each child a copy of Activity Pictures #3 and a piece of construction paper. Help the children cut out the shapes from Activity Pictures #3 and create a building. Help the children decide what type of building they will make. Glue the shapes on a piece of construction paper to form a building in a neighborhood. Ask them to add people, trees, bushes, streets, and sidewalks to their pictures. After the pictures are complete, ask the children to describe the buildings.

★ Encourage children to create structures with blocks that represent a building in the community and neighborhood. They might construct a fire station, a grocery store, a gas station, or a school.
Activities

★ Use Activity Pictures #4 for this activity. Talk with the children about the post office, the library and the hospital. Describe what goes on in each building and the community helpers who work in those buildings. Ask the children if they have been to a library, a post office, or a hospital. Place all of the pictures on a table and ask the children to match the person and objects with the pictures of the post office, the library, and the hospital.

★ Show, point to, and say the name of each picture card from Activity Pictures #5. Place the picture cards on the table and ask the children to match the cards with the picture of the buildings. Ask them to describe the pictures on both sets of cards. Help them accurately describe the buildings and people. As you talk about the pictures, match the buildings with the corresponding community helpers.

★ Use Activity Pictures #5 for this activity. Place the community helper cards on the table. Ask the children to help you name each of the helpers: letter carrier, baker, teacher, nurse, librarian, and firefighter. Talk about the service that each community helper provides:

- **Letter Carriers**
  Letter carriers pick up mail from the post office and deliver to people’s homes and businesses.

- **Bakers**
  Bakers use flour to bake food like, bread, cookies, and pies.

- **Teachers**
  Teachers work in schools and spend their days teaching children. Teachers help children learn new facts and skills.

- **Nurses**
  Nurses work in medical offices and hospitals. They help doctors give exams and they make patients comfortable and help them get well.

- **Librarians**
  Librarians work in libraries and display books for people to check out. They also teach you how to use computers.

- **Firefighters**
  Firefighters put out fires in homes and buildings. They rescue people and animals that are trapped by a fire. They wear fireproof uniforms and drive fire trucks.
Activities

★ Sing the **What Is My Job?** song with the children. Sing a few verses of the song each day.

**What Is My Job?**
What is my job? What is my job?
Can you guess?
I give medical exams and help people get well.
Who am I? Who am I? (doctor)

What is my job? What is my job?
Can you guess?
I deliver letters. I deliver letters.
Who am I? Who am I? (letter carrier)

What is my job? What is my job?
Can you guess?
I help direct traffic. I help direct traffic.
Who am I? Who am I? (police woman)

What is my job? What is my job?
Can you guess?
I put out fires. I put out fires.
Who am I? Who am I? (firefighter)

What is my job? What is my job?
Can you guess?
I teach little children. I teach little children.
Who am I? Who am I? (teacher)

What is my job? What is my job?
Can you guess?
I help you check out books. I help you check out books.
Who am I? Who am I? (librarian)

Sing the song throughout the week.
**Activities**

★ Play the **I Am Thinking** game with the children. Invite them to listen as you call out the following clues. Ask them to answer your questions.

**Clues:**
- I am thinking of a person who delivers our mail. Who is it? (letter carrier)
- I am thinking of a place where I go to check out books to read. What is it? (library)
- I am feeling sick. Who do I go to see when I am sick? (doctor)
- We need to buy food to make dinner tonight. Where do we go? (grocery store)
- There is a house on fire. Who will come to put out the fire? (firefighters)
- All day long I teach children. Who am I? (teacher)
- I spend my day baking bread. Who am I? (baker)
- I am taking a walk in my neighborhood. What are some buildings and sites that I might see?

★ Talk about safety with the children. Explain to them what **9 1 1** is used for. Explain that it is a number that people call when they have an emergency, such as a fire, or if someone is hurt. Print **9 1 1** on a large index card. Teach your children how to dial **9 1 1**. Use play telephones or disconnected telephones for them to practice dialing. Let them practice making calls and saying their name and their address. Have the children practice dialing **9 1 1** on cell phones. Role-play calls with them. Let them be the caller and you the **9 1 1** dispatcher. Ask the children to state their full name and full address. Print each child’s address on an index card to send home. If the children do not know their full address, help them learn and memorize it. Make sure they know never to call **9 1 1** unless there is an emergency. Encourage your parents to help their children memorize their phone number and address. Sing the **9 1 1** song with the children.

9 1 1

There’s a fire, there’s a fire, call 9 1 1.
Someone’s hurt, someone’s hurt, call 9 1 1.
Then everything will be better, thanks to 9 1 1, 9 1 1.

★ Describe what firefighters do and how they help people. Tell them that firefighters are community helpers and they help put out fires. They wear protective uniforms that are fireproof. You might want to invite a firefighter into your classroom to talk with your children. Discuss what to do if there is a fire. Show them an important technique that they can use if there is a fire. Take time to teach the children the **Stop, Drop and Roll** technique. Practice this with them several times throughout the day. If there is time, take the children on a field trip to tour a fire station and talk to the firefighters.
My Community
Ages 3+-4

Oral Language Experiences
★ Listens to and responds to songs and books about the community and community helpers
★ Uses words about the community and community helpers in conversation
★ Uses vocabulary words in conversation

Learning Experiences

Alphabet Knowledge
★ Independently writes words about the community and community helpers

Social Studies
★ Describes a community
★ Recognizes that signs and maps help locate different places
★ Identifies several community helpers and the services they provide
★ Knows own phone number, address, and how to dial 911

Core Vocabulary Words
park supermarket bakery post office library

Rich Vocabulary Words
neighborhood community food snack letter books

Additional Children's Books

A Day With Police Officers, Jan Kottke
Guess Who?, Margaret Miller
Librarians, Judith Jango-Cohen
Mom Works Too!, Jennifer Moore-Mallinos
Mommy Works, Daddy Works, Marika Pedersen and Mikele Hall

Our Town, Kim Ulander
What Do You Want To Be?, Ron Ellsworth - Lakeshore Kids Book
What Will I Be?, James Levin
Whose Hat Is This?, Katz Cooper
Oral Language Activities

Materials Needed

- Book: *Around the Neighborhood*
- Cut out signs from *Activity Pictures #6*
- Copy questions from *Activity Pictures #7*
- Cut out Core Vocabulary Word cards from *Activity Pictures #12*
- Chart Paper
- Cut out Take-Home Bracelets from *Activity Pictures #13*

Activities

Tell the children that they will be learning about communities and neighborhoods. Tell them that a community is a place where people live, work and play. A neighborhood is a smaller place within the community. Tell the children that you will read to them about places and people that are in neighborhoods. Use the book, *Around the Neighborhood*, for this activity. Show them the cover of the book and tell them that a park is in the neighborhood. Open the book to page 4 and tell the children that they will see four other places in the neighborhood. Point to the supermarket, the bakery, the post office and the library. As you are looking at the four pages, explain to the children the types of services that are offered in each of the places. Write the word *neighborhood* on chart paper. Ask the children to identify additional places that might be in a neighborhood, such as: homes, gas stations, churches, fire stations, police stations, hospitals, and banks. Sing the *People in the Neighborhood* song with the children.

**People in the Neighborhood**

There are many places in the neighborhood,
In the neighborhood, in the neighborhood.
What are the places in the neighborhood?
There might be a supermarket, a bakery, a library or a post office;
   All the places you will see.

There are many people in the neighborhood,
In the neighborhood, in the neighborhood.
Who are the people in the neighborhood?
There might be a store helper, a baker, a librarian or a mail carrier;
   Some of the people you will meet everyday.
Activities

★ Ask the children to describe places in their own neighborhoods, such as the supermarket, post office, school, or library. As you discuss each of the places, also discuss the reasons people go to each place.

★ Take a walk around the neighborhood and take photographs of various places you see. Place the pictures on the table and ask the children to point to the pictures to answer the following questions:
  - I need gas for my car. Where do I go? (gas station)
  - I fell down and broke my arm. Where do I go? (hospital, doctor)
  - We are going to make soup in class. We need to buy vegetables. Where do we go? (supermarket)
  - I want to play, swing, and climb. Where do I go? (park)
  - I have to mail a letter. Where do I go? (post office)
  - I want to buy a cake. Where do I go?

★ Talk about the signs you might see in a neighborhood, such as a stop sign, a yield sign, and a railroad sign. Cut out the signs from Activity Pictures #6 and show them to the children. Explain each sign and talk about why it is used. Give each child a sign and ask him/her to describe the sign.

★ Show the children the street light from Activity Pictures #6. Tell them that the red light means stop, the yellow light means caution, and the green light means go. Play the Street Light game. Point to the red light and tell the children to stop. Point to the yellow light and tell the children to look both ways. Point to the green light and tell the children to go.

★ Go on a scavenger hunt around the neighborhood. Use Activity Pictures #7 for this activity. While walking, look for the answers to the questions on Activity Pictures #7. When you return to the classroom, remind the children that you walked around the neighborhood and looked for many places in the neighborhood. Talk about all of the signs, people and places you observed.

Review the following factual information before reading the book and discussing information about community:

Community

- A community is a group of people living together in a specific area.
- A neighborhood is a smaller place within a community.
- Communities have unique characteristics: streets, parks, buildings, people, plant life and homes.
Community Helpers

- There are people in the community who have different jobs. They are called community helpers.
- Community helpers provide services that make our lives easier and better.
- Some community helpers have easily identifiable work clothes or uniforms. They include doctors, nurses, police officers, firefighters, and letter carriers.
- Police officers and firefighters keep communities safe.
- Doctors and nurses help us stay healthy.
- Teachers help children learn.
- Letter carriers deliver the mail.
- Additional community helpers include: baker, banker, bus driver, grocery store cashier, librarian, park ranger, pilot, and coach.
- Every person needs to contribute to the community, such as helping someone carry a grocery bag in from the car.

First Reading of the Book

★ Introduce the book, Around the Neighborhood, to the children by showing them the cover illustration and pointing to the children on the cover. Tell them that the children are in a park, and the park is in a neighborhood. Tell the children that they will be learning about people and places in the neighborhood. Tell them there are many different people and places that make up the neighborhood. Some of the places might include a park, a supermarket, a bakery, a post office, and a library. Tell the children the title of the book is Around the Neighborhood and the author’s name is Katherine Mead.

★ Show the Core Vocabulary Word cards from Activity Pictures #12. Point to and say each word. Read the book to the children. Discuss the following information with them after reading the book:

- A community is a group of people living together.
- Neighborhoods are smaller groups of people living in the same area.
- The classroom is a community of children.
- Children play in parks in neighborhoods.
- There may be a supermarket, a bakery, a post office and a library in a neighborhood.
**First Reading of the Book**

While reading the book, match the Core Vocabulary Word cards to the pictures in the book. When you introduce the words, identify the first letter of each word and emphasize the beginning sounds of the words.

Ask the following questions after reading the book:
- What is a neighborhood? (place where people live together)
- What are some buildings that you might see in a neighborhood? (homes, supermarket, bakery, post office and library)
- What are some other sights that you might see in a neighborhood? (lakes, parks, people, streets, sidewalks, pets)

★ Use chart paper to print the following words: *supermarket, bakery, post office* and *library*. Ask the children to tell you whom they would see in each of the buildings. Write the words and sentences that the children dictate. Summarize for them what services each building provides and name the community helpers for each service: supermarket helper, baker, letter carrier, and librarian.

**Second Reading of the Book**

★ Ask the children what the book is about. Ask them to help you read the book a second time. Go through the book using a yellow highlighting pen to mark the following words: *supermarket, bakery, post office, library*, and *neighborhood*. Open the book and point to the corresponding pictures on each page and ask the children to provide the appropriate words. After going through the pages, go back to page 3 and ask the children what are some other activities that can be done in a park (play catch, have a picnic, swing, slide).

Ask them the following questions as you proceed through the book:
- Page 4  What do you do in a supermarket? (buy food)
- Page 5  What do you buy to eat in a bakery? (cake, cookies)
- Page 6  What do you do at a post office? (mail a letter)
- Page 7  What do you do at a library? (find many books)

Summarize the book by reviewing the following:
- A neighborhood is where people live.
- Neighborhoods are very busy places.
- Neighborhoods have many buildings and people that provide services.
- Communities have unique characteristics: streets, parks, buildings, people, plant life and homes.
Second Reading of the Book

While reading the book, match the Core Vocabulary Word cards to the pictures in the book: *park*, *supermarket*, *bakery*, *post office* and *library*. When you introduce the words, identify the first letter of each word and emphasize the beginning sounds of the words. While reading, point to the pictures, the CORE vocabulary words and the Rich Vocabulary words.

Ask the following questions after reading the book:

- What is a neighborhood?
- Identify one type of building that you have in your neighborhood.
- If you write a letter to someone, where would you mail it? (post office)
- If you wanted to check out a book, where would you go? (library)

** When reading the book, highlight the CORE and Rich Vocabulary words.

** Read the book several times throughout the week.

** Read the books suggested in the Additional Children’s Books section.

** Give each child a Take-Home Bracelet from Activity Pictures #13.

Activities

** Talk about how people help each other in neighborhoods and how they work together. Ask the children to think of ways they could help in their neighborhoods. Give each child a piece of construction paper and trace around one of their hands with a pencil. Ask the children to draw or write one way they can help in their neighborhoods. Talk about some examples such as playing with a neighbor’s child, picking up trash in the neighborhood, or helping a neighbor rake leaves. Ask the children to cut out their outlined hands and display them around the room.

** Cut a piece of paper into four equal sections, place them together and staple the left side to make a book for each child. Ask the children to write *Ways I Can Help* and their name on the cover of the book. Ask them to use the pages of the book to draw pictures of ways they can help in their homes. Discuss some examples with them, such as playing with a sibling, cleaning their rooms, washing the dishes, carrying groceries in from the car, dusting, and emptying the trash. Encourage the children to take their books home to share with their families.
Activities

★ Brainstorm ways the children can help in the classroom. Begin a Classroom Helpers chart and list 3 or 4 classroom jobs. Write the child’s name next to the task that will be completed. When the child completes the task, check it off. Rotate the names of the children weekly.

★ Ask the children to describe their homes. Ask them to state their address and phone number. Ask them to tell you about who lives in their homes and what their homes look like. After the children complete their descriptions, ask the following questions:
  • Who are the people who live in your home?
  • Do you have stairs in your home?
  • How many bedrooms are in your home?
  • What animals do you have in your home?

★ Make colorful collages of homes. Provide colorful magazines, scissors, glue, and construction paper. Use a large piece of chart paper and ask the children to cut pictures from magazines to show what’s inside and outside a home, such as bedrooms, kitchens, garages, trees, bushes, and people. Glue the cutout pictures on the chart paper.

Learning Activities

Materials Needed

★ Cut out pictures from Activity Pictures #5
★ Copy neighborhood map from Activity Pictures #8 (one for each child)
★ Cut out words from Activity Pictures #9
★ 10 Craft sticks
★ Photographic Community Helpers Board Set

Activities

★ Give each child one of the cards from Activity Pictures #5. Ask the children to stand before the class and describe the role that is identified on the card. For example, a child might say, “I am a person who helps people find books. Who am I?” The children will identify the community helper who provides the service.
Activities

★ Place the community helper pictures from *Activity Pictures #5* on the table. Read the following statements and ask the children to identify the community helper needed:

- I give medical exams and help people stay healthy. (doctor, nurse)
- I bake cookies and cakes. (baker)
- I help people find books and check them out. (librarian)
- I put out fires. (firefighter)
- I deliver mail to people. (letter carrier)
- I teach children. (teacher)

★ Place the Photographic Community Helpers Bulletin Board Set in a designated wall space. Name, point to, and describe the duties of each community helper. Refer to the community helpers throughout the week.

★ Use *Activity Pictures #5* and *Activity Pictures #9* for this activity. Place all of the pictures from *Activity Pictures #5* on the table. Use *Activity Pictures #9* to show the word of each community helper and the service provided by each community helper: police officer, doctor, librarian, letter carrier, baker, teacher, nurse, and firefighter. Ask the children to match the community helper words with the appropriate pictures. This activity can be repeated throughout the week.

★ Continue to talk with the children about all of the different places in a neighborhood. Tell them that they will be drawing a neighborhood. Tell them that maps and signs help people locate different places in the neighborhood. Show them a copy of *Activity Pictures #8* and point out the signs for the school, hospital, post office and library. Ask them to tell you which community helper works in each place. Make one copy of *Activity Pictures #8* for each child. Ask the children to draw the four buildings: school, hospital, post office and library in the four sections of the page. Ask them to add trees, bushes, sidewalks, and cars to their pictures. Display the pictures around the room.

★ Write several community helper words on craft sticks and place them in an empty container. Ask the children to pull several sticks from the container and use them to write a sentence about the words on the stick. Display the sentences around the classroom. Some of the words might include baker, banker, bus driver, grocery store cashier, librarian, park ranger, teacher, doctor, nurse, firefighter, police officer, pilot, and coach.
Activities

★ Describe what firefighters do and how they help people. Tell the children that firefighters are community helpers and they help put out fires. They wear protective uniforms that are fireproof. Discuss what to do there is a fire. Tell them there is an important technique that they can use if they are ever in a fire. Take time to teach the children the Stop, Drop, and Roll technique. Practice this with the children several times throughout the week. Get the children in a circle and play the Stop, Drop, and Roll game with them. Have one child go around the circle, tap the heads of the children, and say “Stop, Drop, and Roll.” The child whose head is tapped on the word Roll, gets up and chases the other child around the circle.

★ Sing the Drive the Fire Truck song with the children.

   Drive the Fire Truck
   Drive the Fire Truck, drive the Fire Truck,
   Hurry, hurry.
   Ding dong, ding dong, ding dong.
   Climb the ladder, climb the ladder,
   Hurry, hurry.
   Ding dong, ding dong, ding dong.
   Squirt the water, squirt the water.
   Hurry, hurry.
   Ding dong, ding dong, ding dong.

★ Talk with the children about the role of doctors and describe to them what doctors do when they give medical exams. Ask the children if they have ever been to a doctor. Ask them to tell you about it. Tell the children that doctors sometimes listen to heartbeats. Show the children how to place their first two fingers over the inside of the wrist and feel the number of heartbeats. Ask them to count the number of beats for about 15 seconds. Ask them to do jumping jacks or run in place for one minute. Now ask them to feel and count again. What happened? If you have a stethoscope, ask the children to use the stethoscope and listen to their heartbeat.
Activities

★ Talk with the children about the role of mail carriers. Ask the children to tell you what mail carriers do. Tell them that they deliver mail that has been sent. Make a mailbox with the children. Get a small box and ask the children to decorate the box using markers. Tape the flaps down and cut a hole in the top of the box for the mail. Write the words Mail Box on a card and glue it on the mail box. Give each child a piece of paper and an envelope. Talk with the children about making a card for a friend in the classroom. Ask them to draw a picture and write one sentence to a friend. Put the cards in the envelopes, write a name on the envelope and ask the children to “mail” their letters. At the end of the day, ask two children to pretend they are mail carriers. Give them cloth bags and ask them to deliver the mail to the children. Sing the Mail song with the children.

Mail

Writing letters, is so much fun.
Because we can mail them, as soon as we are done.

★ Ask the children to pretend that they are bakers. Give each child some play dough and some cookie cutters. Ask the children to pretend that they are bakers and make cookies with the play dough. Encourage them to decorate the cookies with small beads and buttons. Place the cookies on a cookiesheet for display.

★ Explain to the children what 9 1 1 is used for. Explain that it is a number that people call when they have an emergency, such as a fire, or if someone is hurt. Print 9 1 1 on a large index card. Teach your children how to dial 9 1 1. Use play telephones or disconnected telephones. Let the children practice making calls and telling who they are and where they live. Have them practice dialing 9 1 1 on cell phones. Role-play calls with the children. Let them be the caller and you be the 9 1 1 dispatcher. Reinforce the following main points:

• Have the children speak loudly and clearly.
• Have the children speak slowly.
• Have the children practice summarizing the emergency situation.
• Have the children practice saying their name, phone number, and their address.
• Tell them that the 9 1 1 dispatcher is their friend.

Make sure the children know never to call 9 1 1 unless there is an emergency.
Activities

★ Encourage your parents to help their children memorize their address and phone number. Ask the children to state their full name, their address, and their phone number. Print each child’s address and phone number on an index card to send home. If the children do not know their full address and phone number, help them memorize them.

★ At the end of the unit, ask the children what they would like to be when they grow up? Give each child an index card and ask them to write their name and their desired career on the index cards. In a small group, ask each child to read their card. Title a piece of chart paper with What I Want to Be When I Grow Up. Display their cards on the chart paper.
My Community
Activity Pictures #2
My Community
Activity Pictures #3
My Community
Activity Pictures #4

- Post Office
- Library
- Hospital
- Doctor
My Community
Activity Pictures #5

1. Postal Worker
2. Baker
3. Teacher
4. Nurse
5. Librarian
6. Firefighter
Good Morning Class!

BAKERY
OPEN

READING IS FUN!
My Community
Activity Pictures #6

STOP

YIELD

Traffic Light

RRR

Family Child Care Home Instructional Unit 2013 - My Community
Florida Institute of Education at the University of North Florida
1. Stand outdoors. Count as many homes as you can see from where you stand. _____

2. Walk down the street. What type of signs do you see? ____________________________

3. Walk down the street. Look at one home. Identify two interesting things about the home. ____________________________
   ____________________________

4. Walk down the street and count some things you see.
   How many people? _____
   How many trees? _____

5. Find one sign. What does it say? ________

6. Find something the color green. ________

7. Find something the color red. ________

8. Find something the color brown. ________
<table>
<thead>
<tr>
<th>letter carrier</th>
<th>baker</th>
</tr>
</thead>
<tbody>
<tr>
<td>teacher</td>
<td>doctor</td>
</tr>
<tr>
<td>librarian</td>
<td>fire-fighter</td>
</tr>
<tr>
<td>Neighborhood</td>
<td>Grocery Store</td>
</tr>
<tr>
<td>--------------</td>
<td>--------------</td>
</tr>
<tr>
<td>neighborhood</td>
<td>grocery store</td>
</tr>
<tr>
<td>Today we read a book about communities and community helpers. Ask me to tell you about 3 community helpers. (grocery store worker, police woman, doctor)</td>
<td></td>
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<tr>
<td>---------------------------------------------------------------</td>
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</table>
### My Community
#### Activity Pictures #12

<p>| <img src="park.png" alt="Park" /> | <strong>park</strong> |
| <img src="supermarket.png" alt="Supermarket" /> | <strong>supermarket</strong> |
| <img src="bakery.png" alt="Bakery" /> | <strong>bakery</strong> |
| <img src="post_office.png" alt="Post Office" /> | <strong>post office</strong> |
| <img src="library.png" alt="Library" /> | <strong>library</strong> |</p>
<table>
<thead>
<tr>
<th>Activity Pictures #13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Today we read a book about a neighborhood. Ask me to identify some of the buildings in our neighborhood.</td>
</tr>
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<td>Today we read a book about a neighborhood. Ask me to identify some of the buildings in our neighborhood.</td>
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