

Kindergarten

How do people help each other in the neighborhood?

FOCUS STANDARD

History –Social Science Standard: K.3: Students match simple descriptions of work that people do and the names of related jobs at the school, in the local community, and from historical accounts.

History and Social Science Analysis Skills:

- **Chronological and Spatial Thinking:** Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same.
- **Research, Evidence and Point of View:** Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.

English Language Arts Common Core State Standards:

Reading 1: Kindergarteners with prompting and support ask and answer questions about key details in a text.

Writing 2: 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.

Language: Listen attentively to stories and information and identify important details and concepts by using both verbal and nonverbal responses.

Speaking and Listening 1: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and large groups.

Speaking and Listening 2: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

Speaking and Listening 3: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Speaking and Listening 4: Describe familiar people, places things, and events and with prompting and support, provide additional detail.

Speaking and Listening 5: Add drawings or other visual displays to description as desired to provide additional detail

Available Resources from Scott Foresman Curriculum:

(To be used prior to the lesson)

- Student text: What jobs do people do?
- Digital Path video “Jobs people Have”
- Digital Path Interactive Practice: Community Jobs
- Content Readers: *Jobs in My Community, Who Does This Job? Jobs, Jobs, Jobs*

Treasures Connection: What is your Neighborhood Like?

- Selection : *Russ and the Firehouse*

Background:

- Present this lesson prior to the lesson on mapping our neighborhood.

Preparing for the Lesson

Locate primary source photographs.
Gather writing materials

Lesson

Big Idea: People work at jobs that help others in our community.

Objectives:

- Students will be able to compare community workers today with workers long ago, specifically looking at characteristics that stay the same and things that are different.
- Students will be able to identify workers such as the firefighter in the community.
- Students will ask relevant questions of workers such as the firefighter in the community.
- Students will problem solve ways that they can help others in their community.

Academic Vocabulary:

- Job
- Community
- Station
- Fire engine
- long ago

Instructional Procedures

1. Direct the student's attention to the neighborhood maps that they have created. Ask them to tell you what buildings are found on their maps?

Ask students "Who works in these buildings?" Chart the name of the building with the people who work there.

2. Provide one or more photographs of fire fighters, trucks, stations, horses from 100 years ago.

http://www.lafire.com/stations/FS007/Photos_1888-1915-hd/FS007_1900-000c_LAFDPhotoAlbum_EnRoute_2000.jpg

http://www.lafire.com/stations/FS009/Photos_1899-1921-hd/FS009_1900-0000_LAFDillustrated-p57_station_1500.jpg

http://www.lafire.com/stations/FS001/Photos_1886-1913-hd/FS001_1900-0000_LAFDillustrated-p29_station_1500.jpg

<http://sunsite.berkeley.edu/FindingAids/dynaweb/calher/graves/figures/I0014944A.jpg>

Project the primary source photograph so that all students can see. Tell the students that photographs can tell us about the jobs that people did long ago.

Use the primary source photograph to introduce students to the academic vocabulary: job, community, station, fire engine, long ago

Ask the following text dependent questions. Answer in complete sentences



Provide a sentence frame for ELD 1 and 2 students.

- What do you see in the photograph?
- What are the people doing in the photograph?
- What are the horses doing in the photograph?
- How can you tell this photograph took place long ago?
- What jobs do the people have?
- How did firefighters help people in the neighborhood long ago?
- What questions would you like to ask when you look at this photograph?

3. Ask: From looking at this photograph what was it like to be a fire fighter 100 years ago? Teacher should record student answers on a graphic organizer like the one below and post where students can reference it.

Instructional Procedures

Long Ago Firefighters _____

Today Firefighters _____

4. Display a photograph of a fire engine today.
or

Choose a page from a book about firefighting such as *Fire! Fire!* by Gail Gibbons or *Russ and the Firehouse* . Ask the students the following text dependent questions:

- What do you see in the photograph?
- What are the people doing in the photograph?
- What job do the people have?
- How do the firefighters help people today?
- How can you tell this photograph takes place today?
- What do you wonder when you look at this photograph?

Ask: From looking at this photograph what was it like to be a fire fighter today?
Teacher should record student answers on the past and present chart.

1. How do firefighters help people?
2. How is being a firefighter today different that being a fire fighter long ago?
3. What questions would you like to ask a firefighter? What else do you want to know?
4. Ask students to turn and tell a shoulder partner one way fire fighters were different from today. Share out with the whole group. Place responses in a double bubble thinking map.



Provide a sentence frame for English Learners 1 and 2.

6. Ask students to turn and tell a shoulder partner one way firefighters of long ago are the same as today. Share out with the whole group. Place responses in the double bubble thinking map.
7. Ask students what else they would like to know about firefighters. Record questions on a class chart to be used later.

Instructional Procedures

Writing:

Using the following Communication Guide answer the following writing prompt:
Students should refer to the posted double bubble map.

Long age firefighters _____ but
today _____ . Both _____

Extension: Invite a firefighter to the classroom to be interviewed by the students. Use the questions that were generated from the primary source photograph analysis

This lesson can be repeated using other community workers such as a postal worker, teacher, doctor, etc. Be sure to provide examples of both male and female workers from different cultures.