

Harlan County Schools
First Grade
Unit 2: Our Community (Days 6-10)

Unit 2: Our Community

Standards Covered Within Unit

SS-P-E-S-4: describe and give examples of production, distribution and consumption of goods and services in the community

SS-P-E-S-1.a: investigate and give examples of resources

SS-P-E-U-4: markets enable buyers and sellers to exchange goods and services.

W.CCR.04: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

SL.1.5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

SL.1.6: Produce complete sentences when appropriate to task and situation.

1.MD.4: Organize, represent, and interpret data with up to three categories: ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

Introduction

In order to fulfill the requirements for the district's Non-Traditional Instructional days, a five day unit centered on the topic of "Our Community" has been designed. The purpose of the unit is to allow students the opportunity to seamlessly continue their educational experience in an alternative fashion. Included within the unit will be activities designed to be completed within a five day framework. Ideally, each day's project will take a minimum of three hours to complete. Students will receive a participation grade based upon the work completed during each NTI day; therefore, it is imperative that each student complete each day's work. Note* Daily activities do not necessarily have to be completed on the specified day. Students have the option of completing activities out-of-order to provide flexibility and choice to both student and parents.

Day 6 – Community

Today's project consists of the following: Choose three of these activities or you can do all for enrichment.

- A) Draw, label, and color a full page map of your community. Include homes, parks, businesses, streets, schools, landforms (ponds, mountains, creeks, etc).
- B) "Community in a box" Create a shoebox model of one area in your community (your home, school, post office, school, library, etc. Be creative. You can use disposable household items and/or crafts such as: toilet paper and paper towel rolls, tooth picks, cotton balls, Qtips, rocks, popsicle sticks, buttons, sticks, construction paper, etc).
- C) Plan a field trip for your class to visit a place within your community (include where you will go, what you will do, questions you will ask)
- D) Choose your favorite community helper. Design that helper using any materials that you may have lying around. Examples include, toilet paper and paper towel rolls, construction paper, markers, pipe cleaners, cotton balls, empty water bottles, etc... Please provide a description in writing or recording to describe your community helper.
- E) Write your own song about community helpers. Your song could be about one or more community helpers. Make sure your song is to the tune of "The ABC Song/Twinkle Twinkle Little Star." If possible, record yourself singing your song and email it to your teacher. Example on page 28.

Resources

Blank white paper

Sample song

Sample

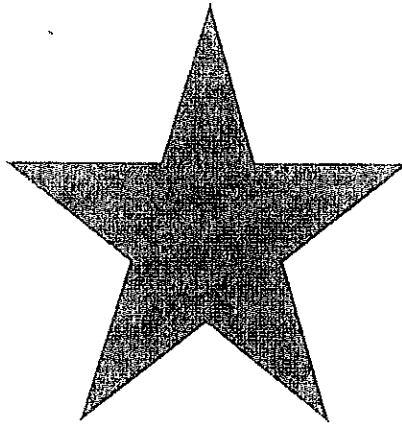
My Nurse

Sang to the tune of "Twinkle, Twinkle Little Star"

By: Mrs. Teacher

When I go to see the nurse,
She helps heal all that hurts,
She gives me cough drops and some tums,
Maybe a band aid for my thumb.

When I go to see the nurse,
She helps heal all that hurts.



Day 7- Community Helpers who keep us safe

Today's project consists of the following: Choose three of these activities or you can do all for enrichment.

- A) Make a collage featuring your favorite community helper that keeps you safe (police man, firefighter). Include pictures of different items that community helpers use (magazines, newspapers, internet images, etc.).
- B) Role play/pretend with a friend, parent, sibling, etc... of how a firefighter, policeman, or both keep you safe. Provide a description by drawing and/or writing about it. Record and email to your teacher if possible.
- C) Watch the following YouTube video about Fire Safety.
<https://www.youtube.com/watch?v=aUdxOmHgeZ4>
To practice fire safety, practice the stop, drop, and roll technique. Create a fire safety poster. Be prepared to present the poster to your class by explaining and performing the process, upon returning to school.
- D) Plan and create a map of your home. Draw a fire escape plan for your family. Include routes to get out of the home from each room of your house. Make a designated area outside where the whole family will meet. Label this area on your map.
- E) Construct an emergency service vehicle of your choice (examples: ambulance, police car, fire truck). Use materials that are available at home. Examples; cereal box, shoe box, markers, cotton balls, tape, etc...

Resources

None

Day 8 Activity- Community Helpers who keep us healthy

Today's project consists of the following: Choose three of these activities or you can do all for enrichment.

- A) Construct a medical instrument that a Community Helper who keeps us safe would use to do their job. Use items around the home such as; pipe cleaners, popsicle sticks, Qtips, cotton balls, sticks, etc... Write a minimum of three sentences explaining how they complete their job using this instrument.

- B) Create your own first aid kits using a variety of medical supplies. Make a diagram of your kit to bring back to school. The diagram can be done on paper, construction paper, poster board, etc... Please include labels on the items in your kit.

- C) Demonstrate how to do one of the following; brush your teeth or properly wash your hands. Record or illustrate the step by step process you used.

- D) Pretend to be a community helper in the medical field. You will check your heart beats per minute after completing five different exercises that can be found on the provided exercise chart. Choose 5 exercises to complete (examples include jumping jacks, toe touches, arm circles, pushups, wall pushups, and run in place). Write the name of the exercise you chose on the bottom and graph to match how fast your heart is beating after completion of each exercise. Graph your results on the provided graph handout on page 31 & 32.

- E) Pretend to be a nutritionist. Create a healthy food wreath. Use a paper plate, cut out the middle, and glue on pictures of healthy food around the edges. You can find these healthy food items from magazines, newspapers, internet images, or create your own. When you return to school, you will share this food wreath with the class and explain your choices.

Resources


Exercise heart beats per minute graph handout
Exercise Chart

Day 8 Activity D

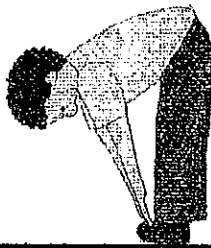
Title of Graph

Name

- Color in the blocks from bottom to top to show how many heartbeats per minute.

100 beats per minute					
90 beats per minute					
80 beats per minute					
70 beats per minute					
60 beats per minute					
50 beats per minute					
The name of the exercise completed goes here 					

Touch Toes



Run in Place



Wall Pushups



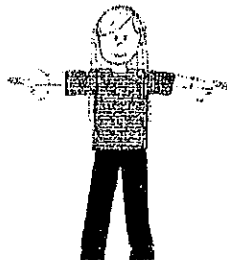
Jumping Jacks



Pushups



Arm Circles



Day 9 Activity- Community Helpers that provide goods and services

*teacher, librarian, garbage man, post man, cashiers, mechanic, beautician, farmer, coal miners

Today's project consists of the following: Choose three of these activities or you can do all for enrichment.

- A) Read the provided mailbox poem. Then complete the reading response on page 34.
- B) Pick a community helper that provides a good or service. Dress up and reenact the job. Take a picture and email to your teacher.
- C) Find four foods in your home that a farmer grew. Draw or take pictures of these foods.
- D) Illustrate a picture showing what would happen to our community if there were no garbage men. Write 3-5 sentences describing your illustration.
- E) Write a friendly letter to a community helper that provides a good or a type of service . Include their name, job title, and what they do that you are thankful for. Example on page 35.

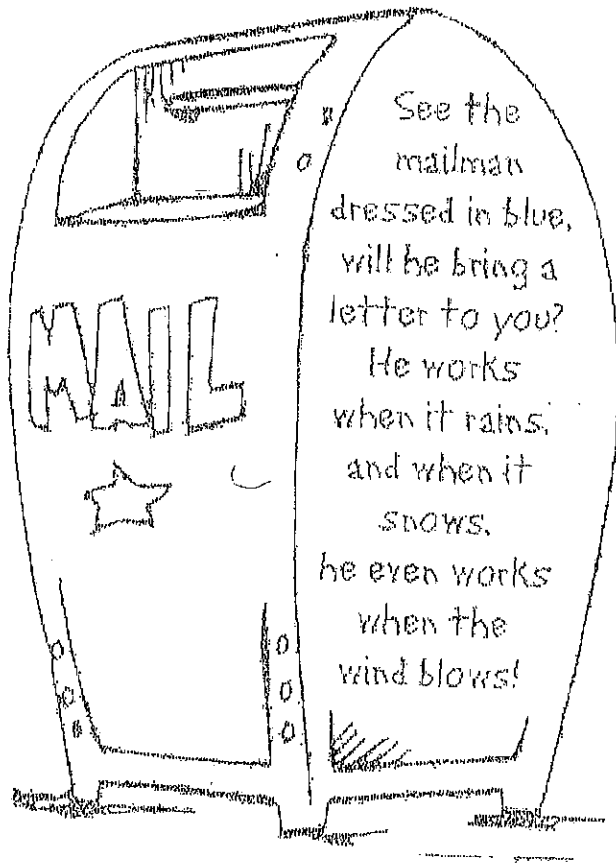
Resources

Mailbox poem and reading response page

Day 9 Activity A Name: _____ p.34

Mailman Poem and Questions

Directions: Read and respond to the poem.



1. Make a list of rhyming words. Separate words that rhyme with a comma.

2. Complete the T-Chart.

Words that have short vowel sounds	Words that have long vowel sounds

3. Reread the poem. How do you think you would feel if you were the mailman on a cold, snowy day?

Day 9 Activity E

Sample Friendly Letter

p.35

October 6, 2015

Dear Mr. Jordan,

Thank you for protecting my community. Your job as a police officer is very dangerous. You risk your life every day for my safety. Can I try out the flashing lights and siren on your car one day? When I grow up I might want to be a police officer just like you!

Love,

Johnny

Day 10 Activity- Community Wrap Up

Today's project consists of the following: Choose three of these activities or you can do all for enrichment.

- A) Choose a community helper to interview. This may be completed in person or over the phone. Complete the attached "Community Helper Interview Sheet" on page 37.
- B) Create a pamphlet on the provided pamphlet template. Make sure to fold on the black lines. Pretend you are an adult. What job would you have and how would you help your community? On your pamphlet include the name of a business that you own, your business slogan, what goods and services you provide, who works there, the address, phone number, and illustrations (page 38).
- C) Create your own scrapbook of community helpers. You can use any materials that you choose. Include a picture of at least five community helpers, including their job title and description. List two examples of tasks that each person performs on a daily basis.
- D) Community Scavenger Hunt- Take your child for a walk, car ride, virtual field trip online, or through a book. Together, look for the following people, places or things and check the boxes when you find them (page 39).
- E) "Shop till you drop" Use magazines, newspapers, grocery store sale ads, to cut and add items into your bag (pictures to look for: food, clothes, shoes, soap, shampoo, toys, advertisements for services, etc). Glue the pictures onto the provided "Shop 'till you drop" paper (page 40).

Resources

Interview response sheet

Pamphlet template

Sample friendly letter

Community Scavenger Hunt handout

"Shop 'til you drop" handout

Community Helper Interview Sheet

Day 10 Activity A

Q1: What is your name and your job?

A1:

Q2: How long have you been doing your job?

A2:

Q3: Why did you choose this job?

A3:

Q4: What is your favorite part of your job?

A4:

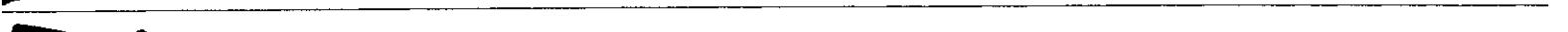
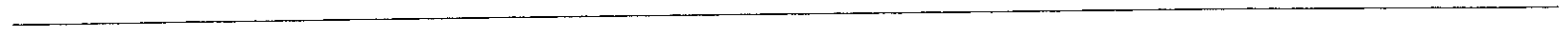
Q5: Tell me about one good experience you have had doing your job.

A5:

Day 10 Activity B

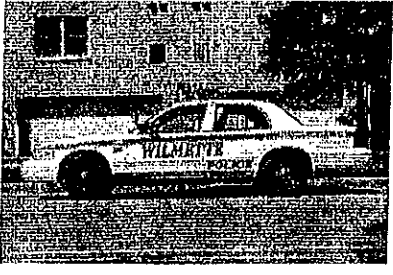


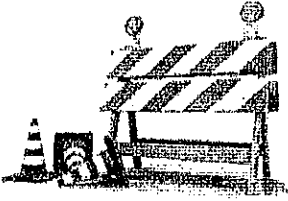

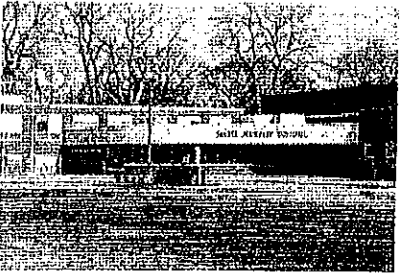
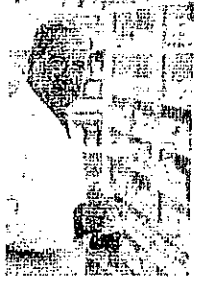





Name: _____

Pamphlet Template



Community Scavenger Hunt

Directions: Take your child for a walk, bike ride, or car ride around your neighborhood. Together, look for the following people, places or things and check the boxes when you find them. Have fun!

<p>Police Squad Car <input type="checkbox"/></p> 	<p>Bakery <input type="checkbox"/></p> 	<p>Mail Box <input type="checkbox"/></p> 
<p>Construction Sign <input type="checkbox"/></p> 	<p>Library <input type="checkbox"/></p> 	<p>School <input type="checkbox"/></p> 
<p>Pharmacist <input type="checkbox"/></p> 	<p>Hospital <input type="checkbox"/></p> 	<p>Fire Station <input type="checkbox"/></p> 
<p>Crossing Guard <input type="checkbox"/></p> 	<p>Mail Carrier <input type="checkbox"/></p> 	<p>Teacher <input type="checkbox"/></p> 

Shop 'til you Drop

You can shop at these places in my community:

