For further information contact…

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2011 - 2012 IDEA CATALOG OF EXCELLENCE

PROGRAM OVERVIEW

This is a unit on Community Helpers. The unit to complete takes one to two weeks. I integrate into this unit an abundance of writing and the use of technology. I start the unit by building background with books as well as guest speakers. I ask local Community Helpers such as firemen, policemen, doctors, etc. to come and speak to the class. We then review writing and begin to write about “our favorite Community Helpers.” Through the course of the unit there are different centers and paper and pencil activities that go along with it. To culminate the unit, students dress up as their favorite Community Helper and read their writing while being recorded. Once every child has been recorded I make a DVD with all the students as well as some footage of the speakers that came.

This program is good for helping students better their writing skills. It also integrates writing in content areas. I teach Kindergarten students, yes, but we must lay the foundation in writing so that when students are tested in FCAT writes they are victorious.

The students who I have are all kinds. I have a high ESOL population, students with no school background, students who are great at manipulating technology, as well as those who have access to no technology. This program can be transformed and used in every grade level with all students.

I feel this program has a great impact on my students. They are not just learning how to write sentences about Community Helpers, they are learning much more. Having parents and or other Community Helpers come in and speak to the students is a great chance for them to interact with the community. When Community Helpers come and visit they usually bring their tools of their trade. That is bringing learning alive. I also think that taking writing a step further and having the students present their writing in character and record them enhances the lesson. In the end, we close the unit by watching the students DVD… it makes for a great feeling of community.

OVERALL VALUE

This unit on Community Helpers has been a huge success in my classroom. I consider this program successful because it incorporates lots of disciplines. I am able to teach content with writing, adding fluency, and technology. My students writing has gotten progressively better as well as their speaking skills in front of other and cameras. It is great to be able to ask parents and members of the community to come to our classroom and speak to my students about their jobs/roles in the community. This helps us grow our family.

LESSON PLAN TITLES

• Favorite Community Helper
• Community Helpers Centers

MATERIALS

Materials for each lesson are listed with each lesson plan. There is also an overall materials budget at the end.

ABOUT THE DEVELOPER

Christine Gruszeczka was born and raised in Miami, FL. She has a Bachelor of Science in Elementary Education with an ESOL endorsement from Florida International University and a Masters in Educational Leadership from American College of Education. She has taught kindergarten in Miami for a year before moving to Polk County. She has been teaching kindergarten in Polk County for seven years now. Currently, she is teaching kindergarten at Ridgeview Global Studies Academy.

★ ★ ★
“Community Helpers” Christine Gruszeczka
Lesson Plan No 1: Favorite Community Helper

■ SUBJECTS COVERED
Language Arts, Writing, Social Studies

■ GRADES
Kindergarten

■ OBJECTIVES
Students will...
  ...become familiar with using a digital camera and a Flip Video camera.
  ...be able to write 2 sentences about their favorite community helper.
  ...be able to read and record their writing about their community helper.

■ SUNSHINE STATE STANDARDS
SS.K.E.1.1: Describes different kinds of jobs that people do and the tools or equipment used.
SS.K.E.1.3: Recognizes that people work to earn money and buy things that they need or want.
SS.K.E.1.4: Identify the different basic needs and wants.
LA.K.3.5.1: Student produces, illustrates, and shares a finish piece of writing.

■ MATERIALS
• Digital camera/Flip Video camera
• Community helper outfits

■ DIRECTIONS
(Lesson will be completed over a week)
✓ Review community helpers.
✓ Students picture their favorite community helper.
✓ Each student writes 2 sentences or more about their favorite community helper.
✓ After the students produce, share, and illustrate their final piece of writing they will dress up as their favorite community helper and share their sentences while being recorded.

■ EVALUATION/ASSESSMENT
During webbing teacher will informally assess student’s ability to recall community helpers. The sentence and the student’s presentation will be a concrete form of assessment.

★ ★ ★
“Community Helpers” Christine Gruszeczka
Lesson Plan No 2: Community Helpers Centers

■ SUBJECTS COVERED
Language Arts, Writing, Social Studies

■ GRADES
Kindergarten

■ OBJECTIVES
Students will...

...describe different kinds of jobs that people do

...listen while guest speakers discuss their jobs.

...use centers correctly

...write about community helpers

■ MATERIALS
- Community and careers theme box
- Community and careers theme book library
- Social studies match ups
- All around town vocabulary sorting cards
- Community play people
- Community helpers dress up aprons and other accessories.

■ SUNSHINE STATE STANDARDS
SS.K.E.1.1: Describes different kinds of jobs that people do and the tools or equipment used.
SS.K.E.1.3: Recognizes that people work to earn money and buy things that they need or want.
SS.K.E.1.4: Identify the different basic needs and wants.
LA.K.3.5.1: Student produces, illustrates, and shares a finish piece of writing

■ DIRECTIONS
(Lesson will be completed over a week)

✓ Introduce community helpers by reading a story from the theme book library.

✓ Use the theme box to further expand on it.

✓ Have different community helpers come and speak to the class (preferably parents of the students).

✓ Introduce the following centers and how to use them.
- Social studies match up
- All around town vocabulary sorting
- Dramatic play 1: community people
- Dramatic play 2: dress up with the community helper aprons
- Writing: work with small groups to write about each of the community helpers that came to speak to them.

■ EVALUATION/ASSESSMENT
During centers teacher will informally access student’s ability to recall community helpers, what their roles are, and how to work together. The sentences created during small group will be the concrete assessment.

★★★★
# Materials Budget

<table>
<thead>
<tr>
<th>SUPPLIER</th>
<th>ITEM DESCRIPTION</th>
<th>COST</th>
<th>QUANTITY</th>
<th>TOTAL COST</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lakeshore</td>
<td>Community &amp; Careers Theme Box</td>
<td>49.95</td>
<td>1</td>
<td>49.95</td>
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<tr>
<td></td>
<td>Community &amp; Careers Theme Book Library</td>
<td>32.50</td>
<td>1</td>
<td>32.50</td>
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<tr>
<td></td>
<td>Social Studies Match-Ups</td>
<td>19.95</td>
<td>1</td>
<td>19.95</td>
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<tr>
<td></td>
<td>All Around Town Vocabulary Sorting</td>
<td>24.95</td>
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<tr>
<td></td>
<td>Community Play People</td>
<td>29.95</td>
<td>1</td>
<td>29.95</td>
</tr>
<tr>
<td>Oriental Trading</td>
<td>Community Helpers Apron Dress Up</td>
<td>29.99</td>
<td>1</td>
<td>29.99</td>
</tr>
<tr>
<td>Dollar Tree</td>
<td>Misc. dress up pieces</td>
<td>1.00</td>
<td>10</td>
<td>10.00</td>
</tr>
</tbody>
</table>

Teacher’s Name: **Christine Gruszeczka**  
School: **Ridgeview Global Studies Academy**

Subtotal: **$197.29**  
Tax if applicable: **$13.81**  
Shipping if applicable:  
TOTAL BUDGET AMOUNT: **$211.10**
### “Community Helpers” Christine Gruszeczka

**Rubric - 1**

<table>
<thead>
<tr>
<th>Name:</th>
<th>Project:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment for:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Category                      | Excellent                                      | Good                                                      | Fair                                                                 |
|-------------------------------|-------------------------------------------------|-----------------------------------------------------------|
| Writing                       | Students write 2 or more complete sentences with no errors. | Students write 1 to 2 sentences with some errors.          | Students do not write a complete sentence and or too many errors are present. |
| Knowledge of Community Helpers| Students will demonstrate their knowledge writing 2 more sentences on their favorite community helper | Students will demonstrate their knowledge by writing and presenting 1 more details about person. | Students will demonstrate their knowledge by wring less than one sentence about the person. |
| Ability to complete centers   | Students will complete all the centers.         | Students will complete at least half of the centers.      | Student was unable to complete more than 2 centers.               |
### Rubric - 2

**“Community Helpers” Christine Gruszeczka**

<table>
<thead>
<tr>
<th>Category</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation</td>
<td>Students presentation was thorough, included an abundance of details</td>
<td>Students presentation was adequate but lacked details</td>
<td>Students did not include any details.</td>
</tr>
<tr>
<td>Knowledge of Community Helpers</td>
<td>Students will demonstrate their knowledge writing 2 more sentences on their favorite community helper</td>
<td>Students will demonstrate their knowledge by writing and presenting 1 more details about person.</td>
<td>Students will demonstrate their knowledge by writing less than one sentence about the person.</td>
</tr>
<tr>
<td>Use of technology</td>
<td>Students will demonstrate understanding of basic use of technology tools.</td>
<td>Students will demonstrate some understanding of basic use of technology tools.</td>
<td>Students do not demonstrate understanding of basic use of technology tools.</td>
</tr>
</tbody>
</table>
What Can I Be?
Let's See...

Cut out.

I can be anything I want to be!

I can be a firefighter.

Booklet Backing and Pages
Use with "What Can I Be? Let's See..." on page 40.

©2000 The Education Center, Inc.
I can be a chef.

I can be a farmer.
I can be a construction worker.

I can be an astronaut.
I can be a police officer.

I can be a doctor.
Ways to

Glue title here.

by

Glue smoke here.

A boat travels on the water.
A plane travels in the air.

A car travels on the highway.
I travel __________ here and there and everywhere!

smoke

wheels

wing

Travel
Power to Move

Classification

Type

Color.

Cut. Sort by type.

Glue.

motor power

people power
Freewheelin'


4 wheels

more than 4 wheels
Cut out the pictures. Match each place to the vehicle that belongs with it.
Train

Clickety-click, clickety-clack
Watch the train go down the track

1. color
   - red
   - green

2. cut

3. paste

4. draw

Evan-Moor Corp., all rights reserved
How did you get to school?

ACTIVITY

☐ Retell the story.
☐ Find a word.
☐ Use the first letter to help read.
☐ Remember where a word is and point to it.
☐ Read each word as I point to them.
☐ Use the pictures to help figure out the words.
☐ I can read.

I am learning to:

You see me do them.

Please mark these behaviors as

Dear Mom and Dad,
I walked to school.
I rode to school on the bus.

Not!
I rode to school in a car.

I rode to school in a jet.
I rode to school in a van.

I rode to school in a truck.
Hats

This is a hat for a chef.
This is a hat for a clown.

This is a hat for a firefighter.
This is a hat for a cowboy.

Cut out.

This is a hat for me!
Recipe Cards
Tasty Traffic Light

1. Spread frosting.

2. Add a red light.

3. Add a yellow light.

4. Add a green light.

5. Eat!

Tasty Traffic Light

Name
Twinkling Traffic Light

Enhance your students' dramatic-play activities and their knowledge of traffic rules with this traffic light project.

Materials (per child)
1. half sheet of yellow construction paper (cut lengthwise)
2. piece of $4^{1/2}''$ x $12''$ tagboard
3. red, yellow, and green colored corn-syrup paint (see Teacher Tips)
4. red, gold, and green glitter (optional)
5. $3^{1/2}''$ circle tracer (such as a plastic lid)
6. pencil
7. paintbrush
8. hole puncher
9. yarn
10. scissors
11. glue

Directions
1. Trace three circles (as shown) onto the tagboard.
2. Using the corn-syrup paint, paint the middle circle yellow, the bottom circle green, and the top one red. If desired, sprinkle a corresponding color of glitter on each circle. (Allow approximately two days for drying time.)
3. Next trace three circles onto the yellow paper and cut them out. Glue the remaining yellow piece onto the painted tagboard as shown.
4. Punch a hole above the red circle.
5. Attach a yarn hanger to the top of the traffic light.

Teacher Tips
- To make corn-syrup paint, stir food coloring into clear corn syrup until the desired color is achieved.

Patti Moeser—Mcfarland, WI
Walk Signal

Reinforce the international symbols for "Walk" and "Don't Walk" with this handy two-sided signal. Encourage youngsters to use their signs during dramatic play or outdoors in a modified game of Red Light, Green Light.

Materials (per child)
1 white construction paper copy of walk signal patterns (page 27)
1 sheet of yellow construction paper
1 large craft stick
red and green crayons
black watercolor paint
water
paper towels
scissors
paintbrush
 glue

Directions
1. Cut out each signal pattern. Color the symbol and word for "Walk" green; then color the "Don't Walk" symbol and words red.
2. Thoroughly cover each signal cutout with black watercolor paint. (If necessary, gently press a paper towel over each cutout to absorb beaded paint on the colored areas.) Set the cutouts aside to dry.
3. Fold the yellow paper in half to make a sign. Insert the craft stick between the two sides; then glue them together.
4. Glue a signal cutout onto each side of the sign.

Teacher Tips
- When coloring the symbols, have each child color heavily, pressing his crayon firmly against the paper.
- Write each child's name on his sign handle.
Find the matching trucks. Color them correctly.

- green
- blue
- brown
- red
Sky Soaring

Measure each aircraft. Draw a line to the correct number. Color the aircraft that is longer.
Take Flight

Color the object that is shorter.
All Aboard

Color the object that is longer.
Community Helpers

by

I wear a badge and keep people safe.
Who am I?
I drive a big truck and put out fires.
Who am I?

I help you learn when you come to school.
Who am I?
I help when you get sick.
Who am I?

I deliver letters to your house.
Who am I?
A community helper who has helped me is

Police Officer  Teacher  Mail Carrier  Firefighter  Doctor
Hot-air Balloon

Rising colorful and bright
Hot-air balloons move in flight

1. color (pen)
   yellow

2. cut (scissors)
3. paste

4. draw (pencil)
Rocket

Count down has started and very soon
The rocket will blast off for the moon

1. color (white, red, blue)
2. cut
3. paste
4. draw

USA
Ship

Passengers climb aboard the ship
To leave on an ocean trip

color
red
yellow
blue
cut
paste
draw

Evan-Moor Corp., all rights reserved
Cut out the wheels. Paste them under the correct vehicles.
The Repair Person

The radio, stove or washer can break. So can the toaster, TV or record player. Just call Mr. or Ms. Fix-It. They can fix anything!

Use a green crayon to connect the dots in ABC order. Color the picture.
Police Officers

Here come the police. Police officers help us in many ways. They find lost children. They help us if we’re hurt. They make our city safe.

Cut out all the pictures. Paste them on another piece of paper. Make a nice big picture to show what police officers do.
The Letter Carrier

The letter carrier brings us birthday cards. She brings us letters from friends. She brings us books and gifts. The letter carrier comes in all kinds of weather.

Cut out the pictures below. Paste them in the right places.
Our Teacher

Our teacher helps us every day. We learn to read and write. We learn to do math. We learn games.

1. 

2. 

3. 

4. 

Cut out the pictures below. Paste them in the right order above.
The Doctor

Sometimes we are sick. The doctor helps us get well. She asks "How do you feel? What hurts you? Do you feel hot?" Then she tells us what to do to feel better.

Look at the picture below. With a red crayon, color everything that a doctor would use. Put an X on everything a doctor would not use.
The Dentist

"Open wide," says the dentist. He looks at all our teeth. "You must be taking good care of your teeth," he says. We brush our teeth often. We do not eat much candy.

Use a blue crayon to connect the dots in ABC order.
Truck Drivers

Truck drivers carry many things in their trucks. They carry food. They carry animals. They carry gas for cars. They help us move to a new house.

Look at the trucks below. Cut and paste the objects that belong in each truck.
Bus Drivers

Bus drivers take us to many different places. They take us to school. They take us to a friend’s house. They take us shopping. Bus drivers help people get on and off the bus.

Look at the pictures below. Then cut out the words and paste them in the right places.

<table>
<thead>
<tr>
<th>school</th>
<th>home</th>
</tr>
</thead>
<tbody>
<tr>
<td>food store</td>
<td>bank</td>
</tr>
<tr>
<td>park</td>
<td>pet shop</td>
</tr>
</tbody>
</table>
The Farmer

Our food comes from the farmer. Farmers grow many kinds of fruit and vegetables. They raise animals too. We get eggs, milk and meat from farm animals. We would not have much to eat without the farmer!

Cut out the pictures. Paste them in the right places.
The Storekeeper

The store is full of many things. It can be hard to find what you want. The storekeeper knows his store very well. Do you need a new box of crayons? Ask the storekeeper where they are.

Joe needs to find the toy airplanes. Help him find the right way through the maze.

Draw a picture of Joe with the toy airplane.
The Gas Station

Our car needs gas. We go to the gas station. The man pumps gas. He washes our windows. He puts air in the tires. We pay for gas. The man says, "Come again, folks!"

Cut out all the pictures. Paste them on another piece of paper. Make a big picture of the gas station.
The Bank

I put money in the bank. Sometimes I take money out. My money is safe in the bank. The bank teller always smiles. She says, "Have a nice day, Penny." I am saving my money so I can buy a new bike!

Draw Penny in the bank.
Color the money green.
Draw a smile on the teller’s face.
Draw what Penny wants to buy in the box below.
The Market

Dad and I go to the market every week. We buy fruit and vegetables. We buy cereal, eggs and milk. We buy Mom's favorite cheese. Going to the market makes me hungry!

Cut out the foods below. Paste them in the right places in the market.
Our Home

Your home may be big or small. Perhaps you live in a farmhouse. Do you live in an apartment? Some people live in trailers. People can live in many different kinds of homes.

Look at the home below. Cut out the furniture and paste each piece in the right room.
School

I like school. I learn many things. I learn to read. I make new friends. I play ball and jump rope. School is a nice place.

Look at the pictures below. Cut out the words and paste them under the right pictures.

<table>
<thead>
<tr>
<th>book</th>
<th>desk</th>
<th>pencil</th>
</tr>
</thead>
<tbody>
<tr>
<td>paper</td>
<td>board</td>
<td>block</td>
</tr>
</tbody>
</table>
A Neighborhood

Everyone lives in a neighborhood. A neighborhood has houses and stores. It has schools. It has places for children to play.

Look at the different kinds of neighborhoods below.

Cut out the houses. Paste them in the right neighborhoods above.
Our Library

Look at all the books! There are books about animals and ships. There are many stories to read. There are puzzle and game books. You can take the books home. Be sure to bring them back on time.

Connect the dots in ABC order to find out what the book is about. Color the picture.
The Restaurant

It's fun to eat out. We can have big ice cream sodas. Everyone can order something different. We don't have to wash the dishes, either.

Match the food with the correct words. Cut out the pictures below. Paste them in the right places.

Hamburger  Hot dog
Steak       Bread
Soup        Potatoes
Ice cream   Salad

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