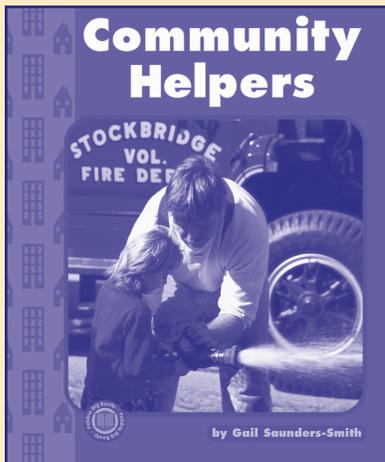
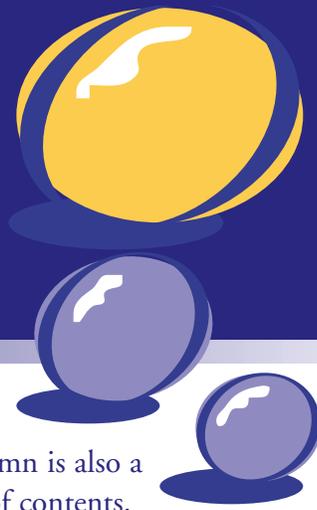


Teaching Note for the Pebble Big Book Community Helpers



The Community Helpers Big Book introduces the concept of workers who protect and maintain a community. Various responsibilities and positions are discussed, including the specifics of where the work is done and the types of equipment used.

Before the Reading

TALK

Talk with the students about what a community is. Discuss who helps to take care of the people in a community or helps a community in other ways.

Tell the students that community helpers do many things for a community. For example, some community helpers keep a community safe, some keep people healthy, and some do other kinds of work for a community. Tell students they will find out who some community helpers are, what they do, where they work, and what they use to do their jobs. This discussion is a prime opportunity to float some of the content vocabulary. Watch for students who use some of the content vocabulary in the conversation.

During the conversation or right afterward, record the students' ideas on chart paper. Also list the various helpers they suggest. Title the list *Community Helpers*. Consider making a chart that includes columns titled *Community Helpers*, *Jobs*, *Places*, and *Equipment*. Discuss and record specifics about each community helper as

each is discussed. Notice that the title of each column is also a section title in the table of contents.

Do not point this out when examining the book with students. See which of the students notice the similarity.

Be sure to have students share what community helper they might like to be and why. The first day's encounter may end here, or the lesson might continue depending upon the students' ability to attend.

LOOK

Continue, or if the lesson continues on another day, begin by reviewing the list or chart constructed in the first lesson. If needed, complete the list or chart. Then show the students the Community Helpers Big Book. Read the title and author's name. Thoroughly examine and discuss the details of the cover and title page.

Turn to the table of contents. Discuss various section titles. See whether students notice the similarities between the table of contents and the chart you created.

Move to the expository text features located in the back of the book. Inform the students that some of the important words in the book are explained in the Words to Know section. Discuss the purpose of the Read More and Internet Sites sections. It is not necessary to read these parts at this time. Explain that the index shows on what page important words appear.

As you share each photograph, discuss the position shown, job responsibilities, place of work, and equipment needed. Be sure the students understand the *who* and *what* of each photograph. The journey through each photograph should not be rushed. The second day's encounter may end here, or the lesson might continue depending upon the students' ability to attend.

During the Reading

READ

See the General Teaching Guide for Pebble Big Books for suggestions on various ways to read the book.

Community Helpers contains a number of questions throughout the text. These questions serve to engage and maintain the reader's thinking about the concept. Use the questions to feed the discussion. These discussions will set the stage for making or completing lists and charts after the reading. The book should be read and re-read over the course of several days. Use the index and Words to Know section to check on word meanings.



After the Reading

RESPOND

As the book is read several times over several days, the students will begin to internalize the concepts and vocabulary. Provide various opportunities for the students to think, talk about, and use what they are learning. Examples follow.

Trips or Visitors

The Community Helpers Big Book might call for a trip to see some community helpers in their places of work. Arrange for the class to visit a work site. If this is not possible, invite members of the different professions discussed in the book to visit the class. If a helper wears a uniform, ask the visitor to wear it. Also, ask these professionals to bring along equipment of their trade if possible.

Prior to a visit, whether you go visiting or host a visitor, prepare the students for what they will see and learn by reviewing the particulars of that profession. Generate a list of questions with the class on a piece of chart paper. Have the students think about and make a list of photographs to take. Try to get group photographs as well as shots of each student to be used later.

Much learning takes place after the event. This is where the students put to use what they have learned. Make a sense chart. Talk about and record what they experienced under each sense.

Use the list of questions made prior to the visit to generate thinking. Write the answers to the questions on chart paper. If photographs were

taken, use them as prompts for story writing. A class story can be written with the teacher as scribe using chart paper. Individual students also can write captions or a story. Honor all writing efforts and ask students to read, not tell about, their stories. Following the visit, write a class thank-you note on chart paper with the students. Each student might include a picture with a caption.

Playing

Gather toy figures and equipment that represent each of the professions. Combine toys already on hand such as a table-top play house or cars and a road set to enable the students to enact scenarios involving different community helpers.

Dress-up clothes and equipment allow fantasy play. Make or gather felt board pieces that represent community helpers and their equipment. Have the students match or sort the pieces.

Assessment

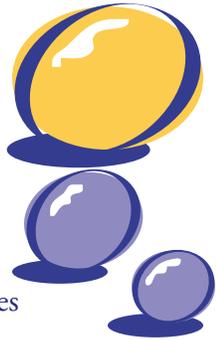
See the Pebble Big Books front matter for informal assessment suggestions. Use one or both of these blackline masters as formal assessments. The objective of these assessments is to determine the degree to which children associate various community helpers with their jobs, places, tools, and other equipment.

What Do You Want To Be?

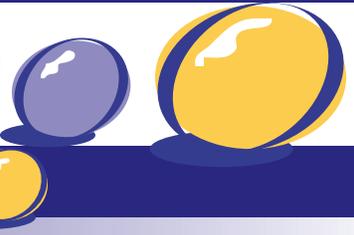
Discuss with the students which community helper they might like to be when they grow up. Reinforce the places where community helpers work, and the tools or equipment used by each helper. Ask the students to draw a picture of the type of community helper they would like to be in the largest box. Remind them to dress the figure in the type of clothing that identifies the helper's job. Have the students draw a picture of the helper's location in one small box, and a picture of that helper's tools or equipment in the other small box. Evaluate the degree to which the items match.

Match Them Up.

Discuss various community helpers and their tools or equipment. Explain that the children are to draw lines from the various items to the corresponding figure. Determine the accuracy with which the children complete the task.



What Do You Want To Be?



Name _____ Date _____

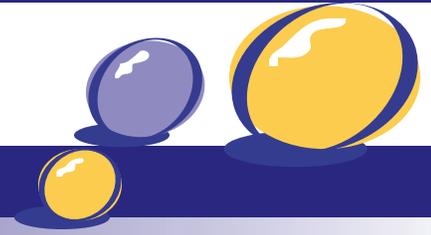
Draw a picture of the community helper you would like to be in the large box. In the small boxes, draw pictures of the helper's workplace and equipment.

I want to be a _____.

Workplace

Equipment

Match Them Up



Name _____

Date _____

Draw a line from each community helper to the equipment the helper uses.

