



UNIT All Around Our Community, Unit 3, Week 2

THEME Our Community

BOOK *A Day in the Life of a Firefighter* by Heather Adamson

READING ON YOUTUBE <https://www.youtube.com/watch?v=3PJsS3S4f8M>

OLLIE'S QUESTION What do workers in our community do?

LITERACY GOALS To identify uppercase and lowercase letters Dd, Kk

MATH GOALS To name solid shapes (3D shapes with flat surfaces or faces; cylinder, cube, cone, prism, sphere)

CONCEPT WORDS These words are basic words that relate to the theme and concept for each week. These words help with discussing the question of the week.

bus driver	A person who drives a bus
doctor	A medical person who helps keep people healthy
job	Work someone does to earn money
mail carrier	A person brings mail to people
police officer	A person whose job is to protect people and keep them safe
teacher	A person in a school that helps children learn

AMAZING WORDS These words increase and improve children's vocabulary and understanding of the text and world around them.

alarm	Something that makes a loud noise to warn people
emergency	When something needs to be done right away
equipment	Something made for special use
firefighter	Someone who puts out fires
report	Tell someone about something
train	Get ready to do something

Other Book Suggestions and YouTube Recommendations:

- *Career Day* by Anne Rockwell <https://www.youtube.com/watch?v=soKR6D90WQ>
- *Jobs Around My Neighborhood* by Gladys Rosa-Mendoza
- *Whose Tools Are These? A Look at Tools Workers Use—Big Sharp, and Smooth* by Sharon Katz Cooper <https://youtu.be/4omHj700eWs>
- *Here Comes the Garbage Barge!* By Jonah Winter <https://youtu.be/Xb3bXKAkeek>

Ideas for At Home Activities:

Pretend & Learn	Let your child create a Shop-a-Lot sign using crayons and paper. Use play food or paper food for your store. Let your child choose a role: cashier, bagger, manager, customer, etc.
ABC	Create letter cards using small pieces of paper or index cards. Write letters on the cards. Create uppercase letter and lowercase letter cards (Pp, Jj, Dd and Kk). Turn the cards face down. Ask your child to pick up a letter card, say if it is an uppercase or lowercase letter, say the letter's sound (with help from you), and name something that begins with that letter/sound. Continue with the other cards.
Writing	Show your child a one-dollar bill. Cut paper into rectangles the size of dollar bills. Create play money using crayons, symbols, letters, and numbers. Talk about shopping at a grocery store and using money to pay for food.
Math	Have your child find solid-shaped objects (3D shapes) around the house. Help them identify which objects are spheres, prisms, cones, cylinders, and cubes (such as a door, a box, a ball, a can, etc.) Talk to your child: Which objects roll? How do you know they will roll? Which objects have a flat face? Which objects are shaped like a box?
Science/Social Studies	Go outside with your child and look at natural materials such as gravel, rocks, sand, and soil. Give your child a bucket or bowl and shovel or spoon to pick up materials. Let your child compare and describe the materials. Talk with your child: Tell me something about the rock. What does the dirt/soil look and feel like? How do we use soil? How are sand and soil different?
Art	Explore and use playdough to create sculptures of people, animals, buildings, etc. you see in your community. Let your child tell you about his/her creations. Make playdoh following the recipe in the link below: https://www.bbcgoodfood.com/howto/guide/playdough-recipe
Sensory	Create a sensory tub with a plastic tub, soil or sand, cups, and toy vehicles.. Let your child dig, scoop, and measure with the cups. He/she can drive cars and trucks in the soil. You can add water to the dirt or soil to create mud. Talk about how the soil/dirt feels and the changes that

	<p>happen when water is added.</p> <p>*This is a fun activity, but it will be quite messy! Consider setting it up outside for an easier clean-up.</p>
Building	<p>Listen and read “Apartment 3” by Ezra Jack Keats with your child.</p> <p>https://www.youtube.com/watch?v=3UBDFqBSg4E</p> <p>This book describes the sounds that come from different apartments. After listening to the story, discuss the differences between an apartment and a house. Use different size boxes to build a house or apartment building. Ask your child to explain how he/she created their house or apartment building. Your child can add people, furniture, vehicles, etc. to the buildings using playdoh.</p> <p>(See playdoh recipe above – Art)</p>
Social-Emotional Activity	<p>Play “Simon Says” with your child. Explain how to follow directions and to listen for the words “Simon Says” before doing what is said. Take turns with your child being the leader. Use different actions and positions during the game. For example, say, “Simon Says put your hand over your head.” “Simon Says put a book under the chair.” “Jump up and down.” Watch and guide your child during the game.</p>
Listening	<p>Sit together and make up stories about jobs people have at home and in the community. Make up an “add on” story as you and your child “add on” to the story when it is his/her turn or your turn. For example: You - “I wash the dishes after supper each night.” Child – “I can help you with the dishes by drying them.” Child – “A firefighter is brave and helps people when there is a fire.” You – “My uncle is a firefighter in our community.” Encourage listening and sharing.</p>

*The links contained on this resource are websites that contain materials and tools that may be used to provide additional resources to parents or students. This information is only intended to be a general summary of information provided to the public. The Mississippi Department of Education does not endorse or promote any commercial products or services. The views and opinion of authors expressed do not necessarily reflect those of the MDE, and they may not be used for advertising or product endorsement purposes. Please make sure that you choose the tool(s), resource(s) or material(s) that are developmentally appropriate and best fit the needs of your students, school, or district.