



## COMMUNITY HELPERS TEACHER'S MANUAL

The Teacher's Manual has been developed to assist in the presentation of Common Core State Standards in an engaging and meaningful way to help children use, apply, and master the skills to be successful.

On page 2, the Teacher's Manual provides a correlation of the Common Core State Standards skills that are introduced, practiced, and reviewed in the manual activities.

On page 3 of the manual, the lessons present activities that can be used with each and every page of the book. The Learning Activities begin with Reading exercises to introduce the page, practice the skills, and review the concepts presented. Following the Reading exercises are Speaking/Listening skills and Language skills that present ways to help children practice these key items. After each activity, the Common Core State Standards are listed to identify the skill focus for that section.

On page 4 of the manual, Vocabulary and Writing Activities are presented. After each activity, the Common Core State Standards are listed to assist the teacher in the skill focus for each section. The Vocabulary section integrates academic and domain-specific words that are presented in the activities. The Writing sections engage children in the three key styles of writing found in the Common Core State Standards: Narrative, Informative/Explanatory, and Opinion.



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# COMMUNITY HELPERS TEACHER'S MANUAL LESSONS

**CCSS**

## Common Core State Standards

<p><b>Reading Literature or Informational Text</b></p>	<p><b>RI.K.1</b> With prompting and support, ask and answer questions about key details in a text.</p> <p><b>RI.K.2</b> With prompting and support, identify the main topic and retell key details of a text.</p> <p><b>RI.K.3</b> With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p><b>RI.K.5</b> Identify the front cover, back cover, and title page of a book.</p> <p><b>RI.K.7</b> With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p> <p><b>RI.K.8</b> With prompting and support, identify the reasons an author gives to support points in a text.</p> <p><b>RI.K.10</b> Actively engage in group reading activities with purpose and understanding.</p>
<p><b>Foundational Skills</b></p>	<p><b>RF.K.1</b> Demonstrate understanding of the organization and basic features of print.</p> <p><b>RF.K.2</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p><b>RF.K.4</b> Read emergent-reader texts with purpose and understanding.</p>
<p><b>Writing</b></p>	<p><b>W.K.1</b> Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is . . .</i>).</p> <p><b>W.K.2</b> 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.</p> <p><b>W.K.3</b> Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p>
<p><b>Speaking and Listening</b></p>	<p><b>SL.K.1</b> Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p> <p><b>SL.K.2</b> 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.</p> <p><b>SL.K.3</b> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p><b>SL.K.4</b> Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p>
<p><b>Language</b></p>	<p><b>L.K.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>L.K.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>L.K.5</b> With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p><b>L.K.6</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>

# COMMUNITY HELPERS

## Summary

The book uses pictures and text to introduce information about people who help the community to children.

<b>Learning Activities</b>	<b>Introduce the Book</b> <ul style="list-style-type: none"><li>• Display the book and read aloud the title, <i>Community Helpers</i>. Have children repeat the title with you. Page through the book to show the pictures and the boldface words. Have volunteers predict what kind of information will be in the book. (RI.K.5, RI.K.7, SL.K.1)</li><li>• Read the Note in the beginning of the book to children. Ask children to think of people in their community that are always willing to help. Make a list of community helpers on the board. (RI.K.3, RF.K.4)</li></ul>
	<b>Present a Reading Routine</b> <ul style="list-style-type: none"><li>• Read the text on page 1. Ask children a question about the content: <i>What is this person doing? How do they help the community?</i> Repeat this routine for other pages in the book. (RI.K.1, RI.K.2, RI.K.7)</li><li>• After reading each page aloud, have children point to the rhyming words. Help them identify the sound for each letter and then blend the sounds together to read each word. Then have children identify the sounds that are alike in each set of rhyming words. Continue this procedure after reading every page. (RF.K.2)</li><li>• Read aloud the text with children. Have them notice that the first letter of every job title is capitalized. As you read, have children name the letter in the job title that is capitalized. Have volunteers write the job title on the board. (RF.K.1, RF.K.1.d, L.K.2)</li></ul>
	<b>Provide Activities for Reading</b> <ul style="list-style-type: none"><li>• Read the text about the nurse on page 2 and have children look at the picture. Ask children what a nurse does. Then have them tell other things they know about what nurses do. Repeat the procedure with other community helpers. (RI.K.1, RI.K.2, RI.K.3, RI.K.7, RI.K.10)</li><li>• Review page 11 about the handyman. Have children listen as you read the text aloud and focus on what the handyman is doing in the picture. Do the same for page 17 about the highway worker. Ask: <i>How are these jobs alike? How are these jobs different?</i> Help children compare the information and pictures to identify how the jobs are alike and how they are different. Help them use text evidence and the pictures to support their answers. (RI.K.1, RI.K.3, RI.K.7, RI.K.8, RI.K.10)</li></ul>
	<b>Focus on Language Arts</b> <ul style="list-style-type: none"><li>• <b>Speaking/Listening:</b> Play a game of charades where children try to identify which community helper in the book you are portraying. For example, pretend to be a waitress by taking an order and delivering food and drinks. Have children ask yes or no questions to help identify the job you are doing. (SL.K.2, SL.K.3, SL.K.4)</li><li>• <b>Language Skills:</b> To help children understand the conventions of standard English grammar, have them write the job titles of the community helpers by printing the uppercase and lowercase letters to form each word. (L.K.1.a)</li></ul>

# COMMUNITY HELPERS

## Vocabulary

### Summary

Have children use the following strategy to identify the shades of meaning among different verbs that describe the same action.

### Vocabulary Activities

#### Shades of Meaning

Explain to children that there are often many different words used to describe the same thing. Have children look at the picture and text on page 25. Point out the words *spin*, *leap*, and *prance*. Ask: *What are these words describing?* Explain that *spin*, *leap*, and *prance* are used to describe how people dance. Invite children to act out these words. Then write the words *jump*, *sway*, and *strut* on the board and act them out. Have children say which word you are acting out, and when they identify it correctly, ask them to join you. (L.K.5.d, L.K.6)

## Writing

### Summary

Have children develop their writing skills by completing the following activities.

### Writing Activities

#### Narrative Writing

Have children look at the picture and text on page 14. Read the text aloud to children. Explain that a story tells what happens first, next, and last. Ask them to identify the steps that the hair stylist follows. Prompt children by using the words *first*, *next*, and *last*. Then have groups of children write or dictate other events to create a story about a different community helper from the book. Have them draw pictures to illustrate their story events. (W.K.3)

#### Informative/Explanatory Writing

Look at the picture and read aloud the text on page 16 with children. Then have them tell what they learned about a dental hygienist's job. Have children draw pictures to show what a dental hygienist does and how the hygienist helps people in the community. Write the following sentence frame on the board: *A dental hygienist \_\_\_\_ your teeth.* Have children fill in the blank. Review the words children used (cleans, polishes, scrubs) and have them label their pictures. Have volunteers share their pictures with the class. (W.K.2, SL.K.1)

#### Opinion Writing

Review the pictures and text in the book with children. Have children choose a job that they would like to do when they grow up. Have children draw pictures of themselves doing that job. Then have them write or dictate a sentence to accompany their drawings and explain why they want to do that job. Use the sentence frame: *When I grow up, I want to be a \_\_\_\_.* Ask children to share their pictures with the class. (W.K.1, SL.K.4)

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