

Getting and Giving Help

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Grade Level	K
Duration	2 class periods

This is a follow-up lesson to Where's is Gizmo Now? by Dawn Larson
<https://geoalliance.asu.edu/Gizmo>

National Standards
GEOGRAPHY
Element 1:
The World In Spatial Terms
1. How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information

AZ Standards
ELA
Writing
Text Types and Purposes
W.K.2. With guidance and support from adults, 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.

MATHEMATICS
Counting and Cardinality
K.CC.3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).
Geometry
K.G.1. Describe objects in the environment using names of shapes and describe the relative positions of these objects using terms such as *above, below, beside, in front of, behind, and next to.*

Arizona Social Science Standards
GEOGRAPHY
The use of geographic representations and tools help individuals understand their world.
K.G1.1 Use, explore, and construct maps, graphs and other geographical representations to support content focus.
K.G1.2 Explore locations in stories shared.
CIVICS
Citizens have individual rights, roles, and responsibilities.
K.C2.1 Describe roles and responsibilities of people in authority.
K.C2.2 Explain how all people, not just official leaders, play important roles in our school and community.

Overview

One of the most important life skills for very young children is the ability to give directions and understand spatial relationships. This is especially important when children are trying to provide assistance or get help. It is also important for children to identify the community workers who are available to help them.

Purpose

In this lesson students will learn to recognize community helpers and practice following and giving directions while using the ability to connect numbers with cardinality. Students will also have an opportunity to practice writing about community helpers.

Materials

- Large map of Orange Street neighborhood for classroom demonstration
- Small desk map of Orange Street neighborhood for student use
- Images of community workers
- Observation Checklist
- Construction paper 12 x 18 cut into 3" strips for headbands (precut)
- Paperclips or rubber bands for connecting headbands
- Getting and Giving Help Sentence Frames Directions
- Word and Picture Bank (precut and placed in an envelope)
- Optional: other community helper props

Objectives

The student will be able to:

1. Identify nurse, doctor, fireman, and policeman as community helpers.
2. Explain what each community helper does.
3. Demonstrate how to provide verbal directions to community workers from a map using the demonstration map as a guide.
4. Write a sentence telling about the location of the community helper or person needing help.

Procedures

Prerequisite: Students have completed the "Where is Gizmo Now?" lesson or are familiar with the vocabulary needed for showing spatial relationships (below, beside, in front of, behind, and next to) and recognize numbers and number order to ten. They are also familiar with the neighborhood map used for this lesson.

SESSION ONE

1. Begin the lesson by reviewing with students how to use words (by, near, next to, etc.) to describe where things are located. Practice this skill by having a few students tell where an object in the classroom is located.
2. As students are telling where objects are located, display the written word showing the relative location. Ex. The pencil sharpener is **near** the sink.
3. Show students the large neighborhood map and place the house numbers in order. Practice using the map to tell where things are located being sure to use the house number. For example – The boy is **in front of** house 7.
4. Begin a discussion of community helpers by asking students if they have ever been hurt. Let the students tell you about their incidents.
5. Follow by asking them if they had to go to see a doctor? You can then discuss the doctor's office/hospital/nurses as community helpers.
6. Continue your discussion about community helpers to include firemen and policemen. Talk about what each of these community helpers do. Be sure to remind students that these roles can be filled by both men and women.
7. Tell students today they are going to help people in the community who need help.
8. Give each student the small desk map of the neighborhood and have them number the houses.

9. Use the headbands you have already prepared and distribute one to each student.
10. Pair up the students. One student will put on their community helper headband and have out their map and be ready to find the person needing help.
11. The other student will pretend to be the person in need. Without the other student viewing his/her map, the person in need will put an X on their map where they are and practice telling the community helper how to find them.
12. The community helper will then put a ○(circle) on his/her map where the person needing help is located when they think they have located the person.
13. Students will then compare maps and see if they are in the same location.
14. Exchange roles so the other student gives the directions. Students can also switch partners and repeat the activity.
15. To close the lesson, have a pair of students come to the front of the room and act out finding the person needing help using the large neighborhood map.

SESSION TWO

1. Tell students that today they are going to write sentences about the community helpers they learned about yesterday.
2. Distribute or project a copy of the Getting and Giving Help Sentence Frames Directions.
3. Distribute words and pictures in Word Bank for use in the sentences.
4. As they are writing, gluing, and drawing; ask the student to describe the location using the vocabulary covered. Then review the sentence.
5. Use the observation checklist provided to assess their work.

Assessment

Student mastery: Student demonstrates knowledge of at least 5 of 6 items on the checklist.

Extensions

1. Introduce additional community helpers to students (teachers, librarians, religious leaders, sanitation workers, city council members, mayor, etc.).
2. Students can give directions by planning a route to some place on their map. They can find the shortest, longest, and safest route on their maps.

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3. Students can practice giving directions and find places in the classroom or around the school.

Images from Microsoft Office clip art

Bridge image – Oregon.gov

Sources