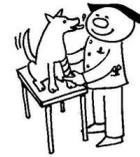




Our Community Helpers

Project



During our newest reading unit, we are studying community helpers. This project will allow students to gain a better understanding of their very own community by studying an actual community helper who works in their neighborhood.

This project has three parts.

Part 1: Community Helper Interview

1. Select a “Community Helper” in your neighborhood. This may be a fire fighter, postal worker, store clerk, librarian, baker, chef, doctor, vet, police officer, etc. Please do not choose a teacher, principal, or someone who works at a school, as we want to learn about jobs that are different from our current experiences at school each day.
2. Choose two questions from the list below to ask this community helper during your interview:
 - o What do you do for a living?
 - o Can you describe what your job responsibilities are?
 - o What kinds of tools help you do your job?
 - o Do you wear a uniform or special clothes?
 - o How long have you been doing your job?
 - o How did you learn how to do your job?
 - o What do you like about your job?
 - o What do you wish you could change about your job?
3. Create two questions of your own in addition to the questions you chose above. Ask these questions during your interview.

Part 2: Poster

Create a poster to present to the class. The poster should include the following:

1. Title: Create a title that tells who you interviewed.
2. Picture: The poster should include a picture (either photograph or hand drawn) of the community helper interviewed.
3. Tool: The poster should include a hand drawn picture of a tool that your community helper uses to do his/her job. The tool should be labeled telling what the tool is and have a caption (one sentence) below the picture about how or why the tool is used.
4. Writing: The poster should include a handwritten (not typed) write up of the student's interview. Both the question and answer should be present and everything should be in complete sentences. For example:

Q: What do you do for a living?

A: I am a postal worker at the Studio City Post Office.

★Altogether, you should have four questions with answers on your poster.

Part 3: Oral Presentation

Students will need to present their poster and interview to the class. They should explain whom they interviewed, point out the picture and tool on the poster and summarize what they learned in their interview. The student should provide an overall statement about why this community helper is important to the community.

Students should speak from memory and not read directly from the poster. Students should make eye contact with the audience and speak in a loud, clear voice. There are no time expectations for this presentation. Students will be given the amount of time needed to present.

Grading

Students will receive three different grades for this project.

1. Writing Grade: **The poster has a title.** It is neat and organized. The **four** interview questions **with** answers are handwritten. Sentences are complete and letter formation is correct. Sentences have capital letters at the beginning, spaces between words, and punctuation at the end. The student used correct spelling. All parts of the poster are present.
2. Social Studies Grade: A picture (photograph or hand drawn) of the community helper is present. A hand drawn picture of the tool is present. The tool is labeled. The tool has a one-sentence caption below the picture explaining how or why the tool is used.
3. Speaking Grade: The student speaks clearly and confidently. The student makes eye contact with the audience and tells information from memory. The student explains all parts of the poster and tells what they learned in the interview. **The student provides an overall statement about why this community helper is important.**

* In order to earn a 4 in any of the above areas, the student needs to include something extra or something that demonstrates learning above and beyond the criteria of the assignment. However, everything should be “kid-created.”

Posters are due in class on: **Tuesday, December 9, 2014** and students must be ready to present on their presentation day.

Suggested Project Timeline

Below is a suggested timeline for each part of the project. You may or may not follow these guidelines. This is simply meant to help the students space out their project rather than completing it all in a few days. I suggest that you use some of your homework time each day to plan and work on the project.

- Project sent home on Monday, October 27, 2014.
- Part 1 – Interview conducted by Friday, November 7. You will have about 2 weeks to conduct this interview.
- Part 2– Poster completed by Friday, November 21. You will have about 2 weeks to work on the poster.
- Part 3– Oral Presentation practiced and memorized by Tuesday, December 9. You will have a little over 2 weeks to prepare for the presentation.
- All components of the poster are due Tuesday, December 9. Students should be ready to present on their presentation day.

* Please remember that these are just suggested deadlines. You may plan out the project in a way that best suits your child/family's schedules.