

Mario Vasquez began teaching 3rd grade in August, 2005, having been a teacher's aide at Palm Elementary in Austin, Texas. During the second year of teaching, he and mentor Bonnie Moorlat collaborated on a "Communities" project. This successful project led to a presentation to new elementary teachers for the district, and students continue to use the Communities project for student understanding of the community workers using language arts, math, and science skills. They used work from Lifesaver Lessons, TEC514, The Education Center, Inc., 1999.

Second Year Mentoring Program
Austin Community College

2006-2007

Intern: Mario Vasquez
Palm Elementary
Third Grade

Mentor: Bonnie Moorlat

Project Title: Communities

Objectives: Students will be able to analyze the individual resources that allow a community to function and that create interdependence among its citizens.

TEKS: 3.2A, 3.2B, 3.9B, 3.16A, 3.16B, 3.16C, 3.17A, 3.17B

Plan: Students will read about communities and the different jobs/careers that people in communities have and the reasons people have for living in communities.

Students use a variety of recycled materials to create a doll to represent a member of the community.

Process: Create a Criteria Chart to identify the steps and the clear expectations to be followed.

Resources: Various recycled materials, such as plastic bottles, newspapers, diluted glue, etc.

Assessment: Rubric, Social Studies 9-Weeks Test, Chapter test, worksheets.

Data Collected: Pictures of finished projects, Criteria Chart, Rubric, Graphic Organizers, Student work samples.

Expected Results: Students will be able to identify roles of different community members and the importance of being a member of a community.

Finished projects (Character Dolls) will be used throughout the year across the curriculum as follows:

Language Arts - Character Analysis, Writing a Biography, Narrative Writing
Math - Measurement (weight, length, etc.)
Science - Recycled Materials, Sound, Electricity

**RUBRICA PARA EL PROYECTO DE LAS
COMUNIDADES
RUBRIC**

NOMBRE DEL ESTUDIANTE _____

1. SELECCIONE UN TEMA PARA MY PERSONAJE
Y MI EDIFICIO DE LA COMUNIDAD _____ 10 PUNTOS _____

2. USE MATERIALES RECICLABLES _____ 20 PUNTOS _____

3. INVESTIGUE EN LA BIBLIOTECA , EL PERIODICO, Y EL INTERNET
ACERCA DE LAS COMUNIDADES _____ 20 PUNTOS _____

4. ESTIME CUANTO MATERIAL UTILIZE PARA
ELABORAR MY PROYECTO _____ 10 PUNTOS _____

5. NOMBRE Y ESCRIBI UNA HISTORIA ACERCA
DE MY PERSONAJE _____ 20 PUNTOS _____

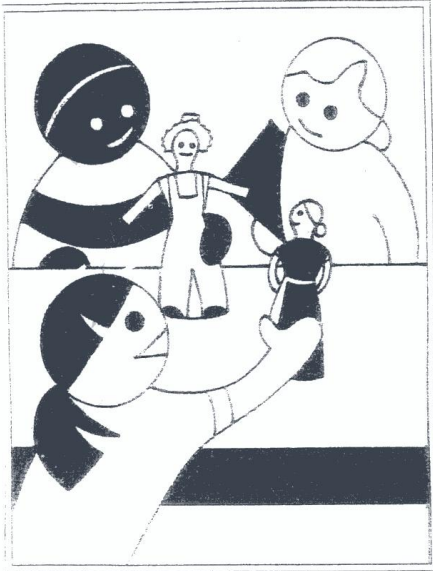
6. USE EL VOCABULARIO APRENDIDO EN EL ESTUDIO DE LAS
COMUNIDADES _____ 20 PUNTOS _____

TOTAL DE PUNTOS ADQUIRIDOS _____

CALIFICACION FINAL (GRADE) _____

Character Sculpture

This project is great for all ages and recycles many different materials. Character Sculptures can become the main focus of a story retelling.



Materials:

Plastic detergent bottle
Scissors
Masking tape and glue
Newspapers
Sand (2 cups)
Tempera paint
Material scraps, buttons,
yarn, etc.
Papier-mâché recipe - page 62

Goal:

To create a sculpture of a story character.

Steps:

1. Remove the cap and pour sand into the bottle.
2. Wad a half sheet of newspaper into a ball.
3. Place the ball in the middle of another half sheet.
4. Twist the sheet around the ball, place the end into the bottle's neck and tape it to form a head.
5. Cut newspaper into strips and dip them into a papier-mâché paste. Form a single layer of strips over the bottle and head.
6. Repeat three more times, creating arms, legs and clothing.
7. Paint your character and add any details.

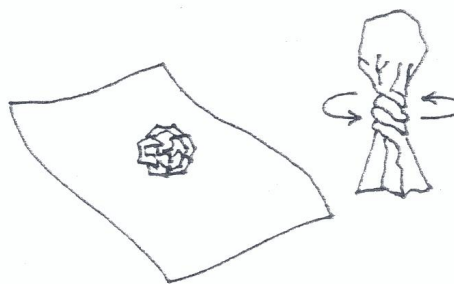
Character Sculpture Directions

Step 1



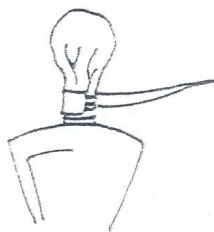
Pour sand into the bottle to keep it stable as you create your character sculpture.

Steps 2 and 3



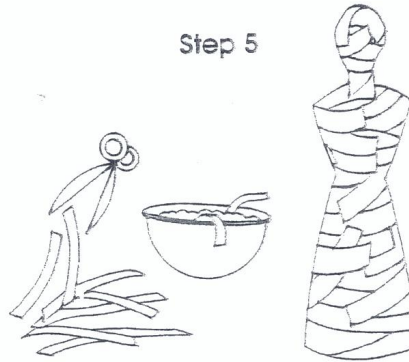
Tear a piece of newspaper in half. Wad half of the sheet into a ball. Place ball in the middle of the other half and twist around to form a head.

Step 4



Place head into the top of the bottle and tape it.

Step 5



Cut newspaper into strips and dip them into a papier-mâché paste. Form a single layer of strips over bottle and head.

Step 6



Repeat three more times, creating arms, legs or clothing.

Step 7

Paint character and add details with material scraps, etc.



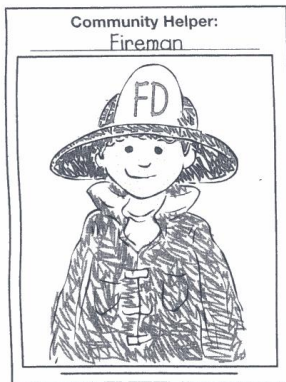


Introducing The Lesson:

Write “community helper” on the chalkboard. Have students name several community helpers. List students’ responses on the board. Then challenge the class to name the different jobs each community helper performs.

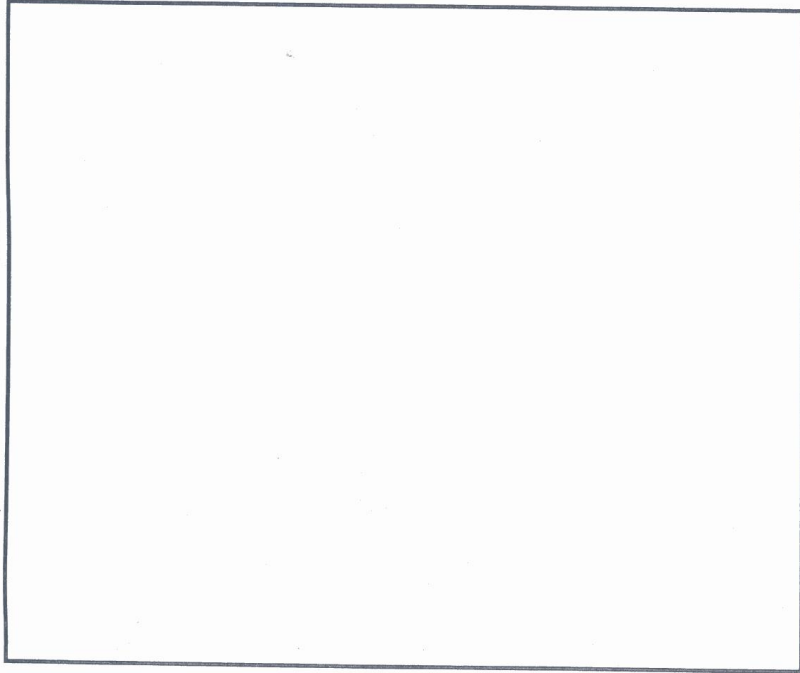
Steps:

1. Remind students that community helpers perform different jobs to take care of the community. Then share the Background Information on page 7.
2. Distribute a copy of page 9 to each child.
3. Assign each child a different community helper from the list on page 7. (Some helpers may be assigned to more than one student.)
4. Instruct each student to write the name of his community helper on the provided line on page 9. Then have him draw a picture of his helper in the box.
5. Next direct each youngster to complete the information about his community helper on the right side of his paper.
6. Then, to complete the project, instruct each student to fold his paper along the dotted line and glue the two sides together.
7. Invite students to share their community helper cards with their classmates. Then collect the cards and place them at a center for further investigation.



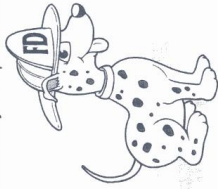
Name: _____

Community Helper:



This community helper is _____

This community helper works to _____
_____ keep us healthy.
_____ keep us safe.
_____ give us transportation.
_____ help us learn.
_____ give us goods.
_____ provide us with a service.



This community helper works _____
_____ inside only.
_____ outside only.
_____ both inside and outside.

This community helper works _____
_____ in the daytime only.
_____ at night only.
_____ both day and night.

The place where this community helper works is _____

The special equipment this community helper uses is _____

This community helper is important to the community because _____

