

Milford Public Schools Curriculum Unit
Department: Early Childhood Education
Grade: Preschool



Intentional Play Unit Title	Community Helpers: Fire Department - Firestation	Length of Unit	3-4 weeks
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Scenario Description/Overview:	Children will create a fire station and engage in daily activities that support and maintain the understanding of community helpers in their community,
Essential Questions	Why are community helpers important in our community?
Standards	<ul style="list-style-type: none"> ● C.48.1 Explore and investigate a variety of experiences and topics using different materials ● C.48.2 Maintain interest in exploring specific topics over time ● C.48.3 Seek out new challenges and novel experiences ● C.48.10 Use or make a prop to represent an object (e.g., build a telephone) ● C.48.11 Act out actions or scenarios involving familiar roles (e.g., teacher, doctor, firefighter) ● C.48.12 Represent people, places or things through simple drawings, movements and three-dimensional construction
Key Vocabulary	Firefighter Firehouse Fire Truck Engine Ladder Hose Helmet Equipment

	Fire Hydrant Alarm Extinguisher Dispatcher Ambulance Paramedics Emergency Danger
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Background Knowledge
Begin by asking students what they know about a firehouse/firefighters. Have the students ever visited a firehouse, seen a firetruck or met a firefighter? Ask the question, what do firefighters do? Record on a KWL chart or a bubble chart to script background knowledge.

<i>Students will KNOW...</i>	<i>Students will be able to (DO)...</i>
What are community helpers, and what do they do?	Demonstrate the role of a community helper during play
Why are community helpers needed?	Demonstrate helping members of the community, show empathy to others, think of ways to problem solve

- MPS Vision of the Learner*
- ❖ Scholarship
 - ❖ Personal Development
 - ❖ Citizenship
- MPS Vision of the Learner

Suggested Text	<p>Several related books on Epic!</p> <p>Community Helper books from the classroom and/or school library</p>
Message of the Day	<p>Ex: Create an interactive message of the day with students. Think about what you may learn about today, what you may read about, a special school event, etc.... use this as the topic for the message of the day.</p> <p>Draw: Picture of a firetruck.</p> <p>Write: Today we will build a fire truck</p> <p>Draw: Picture of a firefighter</p> <p>Write: Today we will take on the role of a firefighter</p>
Question of the Day (based on scenario focus)	<p>Who has seen a firefighter before?</p> <p>Does firefighter begin with the letter f?</p> <p>How many firetrucks are in this group (display a picture card of firetrucks) three or five?</p> <p>Display a piece of equipment used by a firefighter such as a fire extinguisher and pose the question is this used by a firefighter?</p> <p><u>PK- Community Helpers QOD</u></p>
Related Roles (based on the scenario)	<p>Firefighter(s) - (Hose operator, driver)</p> <p>Dispatcher</p> <p>Civilian</p> <p>EMT</p>
Learning Stations (suggestions)	<p>Dramatic Play - Firehouse</p> <p>Blocks - Building Community/firehouse</p> <p>Art - Prop Making (Fire truck, fire hydrant, fire hose, fire equipment)</p> <p>STEM - GPS building, Map of community</p>

Tuff Trays	<p>Scrap paper - build a fire truck</p> <p>Moving Water - How can you move the water from one location to another? (sensory table)</p> <p>Different kinds of building materials - make a fire station</p>
Graphic Practice	<p>Turn on the music and ask students to practice drawing circles for truck tires, steering wheels, etc.</p> <p>Other graphic practice ideas: Hose, Ladder, Firefighter Hat</p>
I Have Who Has	<p>*It is important to note here that the I have, who has cards should have pictorial representations along with the written information.</p>
SEL	<p>Scribble Stones</p> <p>Taking care of others/community</p> <p>Connection to mood meter</p>
Assessment Opportunities	<p>Naturalistic Observation- Observe the child in the firestation, paying particular attention to how the child interacts with objects, noting how the child varies his/her actions to achieve an identified goal or to investigate something new. Note the child's responses to the results of the action, questions asked, and solutions sought.</p> <ul style="list-style-type: none"> ● Use of CTDOTs ● Anecdotal Notes ● Work Samples
Light Table	<p>Community Helper Light Table Activities for Preschool, Pre-K, & Kindergarten</p>
Additional Resources	<p>Virtual or in-class visit with current firefighters, fire trucks, fire stations</p> <p>Connect other community helpers</p> <p>Water Rescue, Dive Team</p> <p>Fire Safety</p>

Family Engagement	Sparkler App: <i>When I Grow Up,</i> <i>Run a Restaurant</i> <i>Astronaut Storytime</i> <i>Olympian Storytime</i> <i>Artist Storytime</i> <i>Zoologist Storytime</i> <i>Architect Storytime</i> <i>Chef Storytime</i> <i>Stop and Go Traffic</i>