

LESSON PLAN

Subject of Lesson: Community Helpers

Time Estimate: 45 minutes

Grade Level: 1st

OBJECTIVE(S)

Expected Learner Performance (behavior/content).

- Students will be able to work with partners to share ideas
- Students will be able to work through community helper stations in the given time
- Students will be able to follow the rules of conversation during discussion
- Students will be able to fine motor skills through coloring

PREPARATION

CCSS.ELA-Literacy.L.1.1.b

Use common, proper, and possessive nouns.

CCSS.ELA-Literacy.L.1.5.b

Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes).

Materials Needed and Resources (other than technology)

- Song Lyrics
- http://communityhelperkit.weebly.com/uploads/1/0/6/1/10618540/community_helpers_songs.pdf
- Coloring pages (station one)
 - Use the following website to download and print the coloring pages
<http://www.coloring.ws/people.htm>
- Crayons (in publishing center of room where students will be working)
- Graphic organizer copies (station two)
- Magazines (station two)
- Scissors (station two)
- Assessment packet (see 'teacher pages' tab on Weebly
<http://communityhelpers431.weebly.com>)
- In reference to community helpers packet (compiled while at each station)

Technology Tools and Techniques

- SMART Board with Internet access to YouTube
(<https://www.youtube.com/watch?v=T933kP0Bw>)
- iPads (enough for a small group of students)
- Community Helpers Play & Learn: Educational App for Kids by Paper Boat Apps downloadable at
<https://itunes.apple.com/us/app/community-helpers-play-learn/id731917040?mt=8>
- Weebly (<http://communityhelpers431.weebly.com>)

Integration Strategies

The technology in this lesson will be integrated through the use of stations. As students move through the three stations there will be one center that uses technology by using the SMART Board to watch a YouTube video on community helpers and also by using the iPads to play a game also centered on community helpers. The technology will expand the student's depth of knowledge by exposing them to various community helpers and information pertaining to that each helper. The technology integration can be found on the Weebly website that also can be used by students and teachers.

Arrangement of Physical Space and Students relative to access to technology tools and techniques

The room will be arranged in a way that allows the students at each station to work effectively while also being able to move from station to station with little conflict. Station one will be at the kidney table located in the back corner of the room where there is a publishing center. The students will sit with their backs towards the center of the room so their voices will project outward and reduce the noise that can be heard by others. Station two has students working at their desk cluster/table where the work is fairly independent but are encouraged to ask classmates for clarification if they need help. The tables are located in the center of the room and they will sit around the table to do work and help keep each other on task while an aid is there to help as well. Station three is using the SMART Board in the front corner of the room and instructed by the classroom teacher. This will be the loudest station of the three because of the video and game but students will have the freedom to sit where they can learn best and not hinder the learning of others (as practiced throughout the year). During the video, the volume will be low and the students will have headphones during the iPad games. The adjunct bookcase will offer some privacy and separation between the SMART Board area on the carpet and the students at the tables.

Lesson Procedures:

Focus Activities:

- Sing a song about people in our town based off the song *The Wheels on the Bus* (see attached lyrics)
- Teacher breaks students up into groups and describes what will be happening at each of the three stations (goes through expectations of the lesson)

Developmental Activities:

- Work through stations in the room to learn more about community helpers with 9 minutes at each station
 - Station One: Coloring station of images of community helpers (kidney table / Publishing center)
 - Station Two: Graphic organizer (desks/student tables)
 - Station Three: Use SMART Board for YouTube video and iPad for games (carpet area)
- Give one minute warnings at each station

Closing Activities:

- Instruct students to clean up their papers by putting them in their folders to be used again
- Invite all students to join at the carpet and have a discussion that follows the rules of conversation about what their favorite station was what they learned at each (what they were noticing)

- Introduce their 'Community Helper Project' and explain that we will be working on this for the rest of the week (hand out and information is located in the Assessment section of the 'Teacher Pages' tab)

Assessment Activities:

- Overall assessment will be the 'Community Helper Project' (see this under the Assessment section in the 'Teacher Pages' tab)
- Discussion on carpet during closing activity where the teacher will pose the following questions:
 - What was your favorite part of the stations?
 - What was one thing you learned about a community helper?
 - Show me 0-5 of how much you liked the lesson today? 0-5 on how much you learned?
 - Were there any community helpers you had not heard of before today?
 - What didn't you like about today / was there anything that hindered your learning?

The People in Our Town Lyrics

The librarian in the town says “read a book, read a book, read a book”

The librarian in the town says “read a book” all day long

The fire fighter in the town says “stop drop roll, stop drop roll, stop drop roll”

The fire fighter in the town says “stop drop roll” all day long

Other verses:

The teacher in the town says “let’s learn something”

The carpenter in the town build lots of things

The mail carrier brings the mail

The doctor makes you well

The dentist says open up

Name: _____ Date: _____

Community Helper: (write this in the center bubble) _____

Ideas for bubbles: What tools does this helper use? Where does this helper work? What kinds of jobs does this helper do? Use words and pictures to fill out your chart. Clip images from the magazines to help describe your helper.

