Subject of Lesson: Community Helpers

Time Estimate: 1 hour, 3 days   Grade Level: 1st

OBJECTIVES

Expected Learner Performance (behavior/content).

Students will be able to....
- Identify community helpers
- Describe the roles of individualized community helpers
- Navigate through the PLE and related sources on a computer

PREPARATION

CCSS.ELA-Literacy.CCRA.R.10
Read and comprehend complex literary and informational texts independently and proficiently.

CCSS.ELA-Literacy.CCRA.W.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-Literacy.CCRA.W.9
Draw evidence from literary or informational texts to support analysis, reflection, and research.

Materials Needed and Resources (other than technology)

- Pencils
- Scrap paper

Technology Tools and Techniques
- Computers
- iPads
- PowerPoint
- SMART Board
- Internet access to YouTube (https://www.youtube.com/watch?v=__T933kP0Bw)
- Internet access to the following link: http://communityhelpers431.weebly.com

Integration Strategies
The technology in this lesson will be integrated in whole groups that are primarily student lead but supported by teachers. As students move through the three days, they will be asked to perform certain portions of the PLE that have supporting persons available to assist them in their navigation. One day will focus on technology by using the SMART Board to view a YouTube video on community helpers and a PowerPoint supported in instruction by the teacher. The second day will use the iPads for students to play games listed in the PLE to learn more about community helpers. The last day will

be an exploration day of the Partner Project (see http://communityhelpers431.weebly.com under the teacher's page tab for instructions). 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 should be used by students and teachers.

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

The students will be at their desk or in a comfortable learning space that is approved by the teacher as they use personal laptops and iPads. For the first day, students will spend time on the carpet in front of the SMART Board as they are led by each other and the teacher.

Lesson Procedures:
Focus Activities:

Students will be called to the carpet in their assigned location as the YouTube video is being pulled to the screen. Once all students are sitting, they will watch the video together as the teacher stops to ask about personal connections that students might have in relation to the mentioned community helper.

Developmental Activities:

Day one: students will be guided through the PowerPoint presentation

Day two: students will be using the iPads which are already set up with the games found on the PLE

Day three: students will explore the PLE and encouraged to review material that has already been covered. Students will also be directed to the links at the bottom of the teacher page to explore further websites for support in finding information on an identified community helper for their project

Evaluative Activities:

Students will be asked at the end of each day the following questions: What 3 things did you learn today? List two community helpers that you know. What 1 community helper do you want to learn more about?

Students will write responses to the best of their abilities on either scrap paper or in a word processor and sent to the teacher.