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**Social Studies/Career Education Lesson Plan (Revised 2020)**

***Community Helpers***

**Zachary Forster, EDUC 491**

**Elementary Years**

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| **Name:** | **Zachary Forster** |

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| **Grade** | 1 | **Topic** | ***Community Helpers –* Career Education** |  |
| **Date** | February 12, 2020 | **Allotted Time** | 40 minutes |  |
| **STAGE 1: Desired Results**  **Cite sources used to develop this plan:** | | | |
| BC Grade 1 Curriculum – Social Studies  BC Grade 1 Curriculum – Career Education  ***Helpers in My Community****,* by Bobby Kalman, published by Crabtree Publishing Company, 2010  Prince George Public Library Story Kit – ***Community Helpers*** | | | |

**Rationale**: *How is this lesson relevant at this time with these students? Why is it important?*

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| Grade 1 curriculum in Social Studies and in Career Education includes a study of community helpers. Integrating these two subjects in this lesson is a logical strategy. |

**Core Competencies:** <https://curriculum.gov.bc.ca/competencies> (refer to “profiles” for some ideas)

*Which sub-core competencies will be the focus of this lesson? Briefly describe how and why:*

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| **Communication**   * **Communicating** * **Collaborating** | **Thinking**   * **Creative Thinking** * Critical & Reflective Thinking | **Personal and Social**   * Personal Awareness & Responsibility * Positive Personal & Cultural Identity * **Social Awareness & Responsibility** |
| Students will be communicating and collaborating both with the teacher and with peers during this lesson. | Students will use creative thinking as they use puppets to introduce a community helper to a peer and to describe the work carried out by this community member. | Students will gain social awareness as they are introduced to community helper roles.  Students will be introduced to the responsibilities of various community helpers. |

**First Peoples Principles of Learning (FPPL):**

*How will Indigenous perspectives, knowledge & ways of knowing be acknowledged, honoured or integrated into this learning experience?* (Jo Chrona’s Blog: <https://firstpeoplesprinciplesoflearning.wordpress.com/>)

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| **FPPL to be included in this lesson:** | **How will the FPPL be embedded in lesson:** |
| * Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors | This lesson explores the meaning of community and the helping roles embedded within various careers. Students will be considering how these helpers support the community and the individual. |

**Curriculum Connections:** <https://curriculum.gov.bc.ca/> (Curriculum)

*What Big Ideas (Understand), Curricular Competencies (Do), Content (Know) does this lesson develop?*

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| ***Understand***  Big Idea(s):  Our rights, roles and responsibilities are important for building strong communities. (Social Studies)  Communities include many different roles requiring many different skills. (Career Education)  *Essential or Guiding Question(s):*  ***What jobs are necessary in my community and why?*** |
| ***Do***  Curricular Competencies (Learning Standards):  **Social Studies** - Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions  **Career Education –** Identify and appreciate the roles and responsibilities of people in their communities |
| ***Know***  Content (Learning Standards):  **Social Studies** - Characteristics of the local community that provide organization and meet the needs of the  community  **Career Education –** Roles and responsibilities in the local community   * Jobs in the local community |

**STAGE 2: Assessment Plan**

FORMATIVE ASSESSMENT: (Assessment as Learning; Assessment for Learning

* Teacher observation of students’ participation
* Children will have opportunities to discuss their puppet introduction and artifact at work tables

SUMMATIVE ASSESSMENT: (Assessment of Learning)

* Teacher review of student artifacts

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| **The Learning Intention:**  *What will students learn in this lesson? (i.e. Learning Standards)* | Students will be able to generate a response to the essential question:  ***What jobs are necessary in my community and why?*** |
| **Evidence of Learning:**  *How will students demonstrate their learning? What does it look like?* | Using a puppet and working in pairs, students will:   * introduce a community helper * explain the work done by this person * explain why this work is important within the community   Students will complete the student activity sheet:  My community helper was a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  This person works \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  This helper is important to our community because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  Here is a picture of my community helper working. |
| Criteria: *What do students need to do to meet or achieve the learning intention?* | * Participate in the lesson * Work productively in pairs with a community helper puppet to take turns introducing the community helper and to explaining what this person does while at work * Complete the student activity sheet individually * Participate in sharing the puppet role play and completed activity sheet at the table group * Returning to a whole class situation where the class generates a collective response to the essential question |

**Planning for Diversity:**

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| **Learning Target:** *In what ways does the lesson meet the needs of diverse learners?*  *How will you plan for students who have learning/behaviour difficulties or require enrichment?* | | |
| Students need to/must do   * Participate in the lesson * Work productively in pairs with a community helper puppet to take turns introducing the community helper and to explaining what this person does while at work with support * Complete the student activity sheet individually with support * Participate in sharing the puppet role play and completed activity sheet at the table group * Returning to a whole class situation where the class generates a collective response to the essential question   Access/All | Students can do   * Participate in the lesson * Work productively in pairs with a community helper puppet to take turns introducing the community helper and to explaining what this person does while at work * Complete the student activity sheet individually * Participate in sharing the puppet role play and completed activity sheet at the table group * Returning to a whole class situation where the class generates a collective response to the essential question   Most | Students could do/try to   * Participate in the lesson * Work productively in pairs with a community helper puppet to take turns introducing the community helper and to explaining what this person does while at work * Choose to illustrate another community helper at work * Complete the student activity sheet individually * Participate in sharing the puppet role play and completed activity sheet at the table group * Returning to a whole class situation where the class generates a collective response to the essential question   Few/Challenge |

**STAGE 3: Learning Plan**

**Resources, Material and Preparation:** *What resources, materials and preparation are required?*

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| BC Grade 1 Curriculum – Social Studies  BC Grade 1 Curriculum – Career Education  ***Helpers in My Community****,* by Bobby Kalman, published by Crabtree Publishing Company, 2010  Prince George Public Library Story Kit – ***Community Helpers*** set of puppets  Student activity sheets  Charts for Essential question/ sorting puppets/ listing community helpers  Student materials, pencils, crayons  Extra paper |

**Organizational/Management Strategies:** *(anything special to consider?)*

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| * Consider transitions from carpet to tables, students working in pairs with puppets, table groups discussions and a return to a whole class setting to generate a response to the essential question * Consider distribution of puppets * Consider distribution of student activity sheets * Collection of puppets and completed activity sheets |

**Lesson Development:**

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| **Connect:**  *How will you introduce this lesson in a manner that engages students and activates their thinking? Activate or build background knowledge, capture interest, share learning intention.* | | Pacing |
| **Teacher will**   * Invite children to join him on the carpet * Explain that today we are going to be discovering an answer to this question * Display question and read it to the class * Invite students to read it a second time with him * Display Learning intention – By the end of this lesson we will be able to answer to this question | **Students will**   * Join the teacher on the carpet * Read the question along with the teacher | 5 minutes |

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| **Process:**  *What steps and activities are you going to use to help students interact with new ideas, build understanding, acquire and practice knowledge, skills* *and/or attitudes? In what ways have you built in guided practice?* | | Pacing |
| **Teacher will**   * Read aloud ***Helpers in My Community****,* by Bobby Kalman * Introduce the puppet characters one by one * Invite volunteer students to place the name card with the community helper puppet as it is discussed * Invite volunteer students to place a description of how this person helps us and our community next to the name card as it is discussed | **Students will**   * Listen to the text and participate as invited | 10 minutes |

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| **Transform:**  *How will students apply or practice their learning? Can they show or represent their learning in personalized ways? What are the choices for student task?* | | Pacing |
| **Teacher will**   * Explain that we are going to be working in pairs and using the puppets * Assign student to their pair group and community helper puppet * Display ***Your Job*** chart and assign the task: Your job is to take turns introducing the community helper with the puppet, telling what the person does withing the community and explaining why this is important * Distribute puppets to pairs and send them to work * Observe students as they take turns roleplaying with the puppet * Ask students to stop * Request that puppets be returned to the front beside their name cards * Have students return to their seats | **Students will**   * Listen to the instructions * Take puppet and begin * Work productively in pairs with a community helper puppet to take turns introducing the community helper and to explaining what this person does while at work * Return puppets to the front * Return to their seats | 10 minutes |
| * Distribute student activity sheets and ask students to take out a pencil * Read the activity sheet and guide students to complete sentences * Invite students to begin work on their picture | * Look at activity sheet and have a pencil ready * Complete activity sheet * Begin to work on their picture | 10 minutes |

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| **Closure:**  *How will you solidify the learning that has taken place and deepen the learning process?*  *Refer back to the learning intention, connect to next learning.* | | Pacing |
| **Teacher will**   * Draw attention from the whole class * Direct attention back to the question for today * Read the question * Ask how we can answer this question? * Take ideas from volunteers * Generate and record an answer to this question | **Students will**   * Come to attention * Consider the question posed at the beginning of the lesson * Participate in generating answers to the question * Consider the collective response to the essential question | 5 minutes  (firmly 5 minutes before the end of class) |

**Reflection** *What was successful in this lesson? If taught again, what would you change to make this lesson even more successful and inclusive for diverse and exceptional students?*

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| This lesson was even more engaging than I had predicted. I had taken great care to plan for transitions during the lesson because we were working with puppets and moving to group and pair usage of them. The planning worked out. Certainly, any time I have a complicated lesson with many moving parts I will understand the need to plan this carefully.  The students loved the puppets and working together with them to present concepts. It is an engaging strategy but requires great attention to classroom management.  Next time I would hope to have more robust puppets. I had to improvise this set from a Public Library kit and some tape was required to make it work. |