

Individual Lesson Plans

Title: All About Me

Length: 40 minutes

Lesson Objective:

Students will begin to discuss how we are all alike and different and how people are special in their own ways.

Rationale:

This is the first lesson of the unit and is meant for students to gain an understanding of how each of us is special and unique in our own way. Students will begin to explore ways in which each of us are alike and different and how these things make up who we are. This lesson is the base to build on the larger concept of how we all make up a community and the importance of being a responsible and caring citizen.

Lesson Standards/Grade Level Content Expectations:

GLCE

K-H2.0.2 Create a timeline using events from their own lives.

District Goals:

Concept skills: Personal History: past, present, future.

Lesson Procedure

Activity Element & Time (in minutes)	Procedures and management	Students	Academic, social & linguistic adaptations, resources, and support
Introduction (1 minute)	<ul style="list-style-type: none"> • Have students come sit on their individual letters on the carpet. • “Today we are beginning a social studies unit which will last for the next few weeks. A few 	<ul style="list-style-type: none"> • Students are sitting on the carpet with their legs crossed and hands in their laps. 	<ul style="list-style-type: none"> •

	<p>days a week we will do social studies all afternoon. Today we are going to learn more about ourselves.”</p>		
<p>Whole Group Discussion (8 minutes)</p>	<p>Questions: How are we all alike? How are we all different? Do we all have special qualities about us?</p> <ul style="list-style-type: none"> • Get students thinking about how people are alike and different by directing these questions at them and allowing them to share their ideas. • Discuss physical characteristics that people have the same and different: 2 eyes, some have brown others have blue. • “What are things we all have in common” (we have families, feelings, etc.) 	<ul style="list-style-type: none"> • Students will be on their letters participating in the group discussion by raising their hands. 	<ul style="list-style-type: none"> • Students may need to be moved in order to not distract others.
<p>Transition (1 minute)</p>	<ul style="list-style-type: none"> • Explain to students that now they need to turn to the person to the right of them. “Face each other touching knee to knee like we do for reading.” 	<ul style="list-style-type: none"> • Students are facing their partner waiting for directions. 	<ul style="list-style-type: none"> • Show Ashanti who her partner is. • May need to place some students with particular partners.
<p>Partner Discussion (8 minutes)</p>	<ul style="list-style-type: none"> • “I want you to talk with your partner now about things that you have alike and things that are different. Remember we all can look alike or different so what are things that you can’t see which are alike or different?” • Demonstrate to students by having a student come up and show them things which are the same and different. • Walk around and listen to students partner discussions. • Regain student’s attention and have them face forward. Allow each group to stand up and share 	<ul style="list-style-type: none"> • Students are working with their partners. They are discussing things which are alike and different. • Students will take turns standing up and sharing something they found they have in common and something that is different. 	<ul style="list-style-type: none"> • Students may need guiding questions to get the discussing with each other.

	what they have learned about their partner.		
Transition (3minutes)	<ul style="list-style-type: none"> • Allow students to move around singing and dancing to a song. • Prepare All About Me letter. 	<ul style="list-style-type: none"> • Students are dancing and sing on their letters. 	
Model Individual Activity (3 minutes)	<ul style="list-style-type: none"> • Show students the letters they are going to fill out. • Model how they will fill out the letters which will describe them. • Show students that when they are done they will drop their letters in the 'mailbox' at the front of the room. "You each will receive a letter from someone else in a few days. Make sure you do your best work because someone is going to learn all about you by reading your letters." • "After you receive your letter you need to go to your seat. You may use pencil and crayons. I will hang up my letter as an example." 	<ul style="list-style-type: none"> • Students are listening to directions on the carpet. 	<ul style="list-style-type: none"> • Ashanti will need extra guidance during the activity and may need to sit at her special table in the front.
Transition (2 minutes)	<ul style="list-style-type: none"> • Call students sitting quietly one by one to get their letters. 	<ul style="list-style-type: none"> • Students receive their letters and go to their desks to work. 	
All About Me letters (20 minutes)	<ul style="list-style-type: none"> • Walk around and make sure students are doing their best work. • Assist students when needed with their writing. • Remind students to drop their letters in the mailbox at the front of the room. 	<ul style="list-style-type: none"> • Students are working at their tables individually. • Students may raise their hands if they need assistance. • Students may get up to look at the example letter if they need help. 	<ul style="list-style-type: none"> • Ashanti will need supervision to make sure she is attempting to complete the letter. • Kaleigh and Abby will need guidance to make sure they are trying to write words and fill out their letter.
Conclusion:	<ul style="list-style-type: none"> • Gather all the students on the carpet to conclude the lesson. 	<ul style="list-style-type: none"> • Students are seated on the carpet. 	

Length: 55 minutes

Lesson Objective:

Students will be able to differentiate between city and country communities.

Rationale:

This lesson will allow students to explore two different types of communities. Students will recognize how city and county communities are alike and different. This lesson will allow students to begin to understand good/services and wants/needs as they recognize how each community consists of different types of jobs and they provide us with different things we essentially need. This lesson will allow students to later explore community jobs and the importance of these jobs on all types of communities.

Lesson Standards/Grade Level Content Expectations:

GLCE

K-G5.0.1 Describe ways people use the environment to meet human needs and wants (food, shelter, clothing).

K-E1.0.3 Distinguish between goods and services.

District Goal:

Uses and applies social studies concepts in daily activities.

Lesson Procedure

Activity Element & Time (in minutes)	Procedures and management	Students	Academic, social & linguistic adaptations, resources, and support
Introduction (8 minutes)	<ul style="list-style-type: none">• Have students sit on their letters on the carpet.• Review what a community is.• “Today we are going to learn about two different types of communities: city and country.• Read: <i>City Mouse Country Mouse</i> - “This story is about two mice that leave their communities to experience a different community. While I am reading think about ways the city and country are different.”	<ul style="list-style-type: none">• Students will sit on their designated letters.• Students will listen to the book and observe ways the city and country are different.	<ul style="list-style-type: none">• Ashanti needs to be sitting next to the reading chair during the story.• India, Syrena, and Shamiah may have to be separated so they are not distracted by each

			other during the story.
Whole Group Discussion (5 minutes)	<ul style="list-style-type: none"> • Class Discussion about the differences and similarities of city and country communities. • “We just read about two different types of communities. Can you tell me the two types?” • “What did the mice think of the different communities they visited?” • “How were the two communities different? Were they alike at all?” • “What kind of jobs would you find in the communities?” • “Which place do you think we get food like fruits and vegetables from? Why? Which community do you think has tall buildings and different types of transportation like buses and airplanes?” 	<ul style="list-style-type: none"> • Students are sitting on their letters with legs crossed and hands in their laps. • Students are participating in the class discussion by raising their hands. 	<ul style="list-style-type: none"> • Make sure all students get the chance to share their ideas as long as they are raising their hands. • If Ashanti is being disruptive have her sit in the special chair by the easel to keep her attention.
Transition (3 minutes)	<ul style="list-style-type: none"> • Play song and allow students to get their wiggles out while preparing for next activity. • Pull out the poster board divided in half with country landscape and city landscape. • Make sure bag full of pictures is ready. 	<ul style="list-style-type: none"> • Students are standing on their letter and are singing and dancing. 	<ul style="list-style-type: none"> •
Matching Pictures to Community (10 minutes)	<ul style="list-style-type: none"> • Explain to students how now they will each have a turn to pick a picture out of a bag and place it with the community they think it would belong. • “In this bag there are pictures of animals, homes, people, jobs, and objects the community would make.” • Follow the carpet circle and allow each student to come up, draw a picture, decide which community it belongs in, explain why they think that. • After the pictures are all on the board. Ask: “Do you think these pictures are all in the correct community?” 	<ul style="list-style-type: none"> • Students are sitting back on their letters. • Students will take their turn coming up and participating in the activity. 	<ul style="list-style-type: none"> • If students are being disruptive they will have to wait for their turn or may have their turn taken from them.

	<ul style="list-style-type: none"> - If pictures are not all correct draw specific attention to them and ask students why they think the picture belongs there. Allow students to draw conclusions as to why pictures are placed in the correct community. 		
Transition (30 seconds)	<ul style="list-style-type: none"> • “5,4,3,2,1 I need everyone’s eyes back up so I explain our next activity>” 	<ul style="list-style-type: none"> • Students should be quiet and sitting on their letter with their hands in their laps. 	<ul style="list-style-type: none"> •
Modeling Activity/ Directions (5 minutes)	<ul style="list-style-type: none"> • Explain to students what post cards are. <ul style="list-style-type: none"> - “You can send postcards to your family and friends to show them places you have visited or where you live. Postcards usually have pictures on them and on the back you can write a letter.” • Show them an example postcard. • “Today you are going to get to make your own giant postcard to send to your parents.” • Show students example of postcard I created. • Explain steps: <ol style="list-style-type: none"> 1. First you need to decide what kind of community you want to visit: city or country. 2. Then you need to look through magazines and the picture bins which will be placed in the middle of the carpet. 3. You need to cut out and glue at least 3 pictures which show places or things that would be found in your community. 4. After you have cut and glued your pictures you need to raise your hand and I will come around to help you address your postcard. “We will address our post card just like we addressed our Christmas letters to our parents: To and From. 5. After I help you address your post card I am going to collect them. We will write a letter to our parents tomorrow explaining our exciting visit to the city or country. Eventually we will get to send these postcards 	<ul style="list-style-type: none"> • Students are on their letters. • Students may raise their hands if they have questions about the activity directions. 	<ul style="list-style-type: none"> • Ashanti will need to have one-on-one help during this activity. • Directions will need to be repeated throughout the poster card activity.

<p>Transition (2 minutes)</p>	<p>to our parents!</p> <ul style="list-style-type: none"> • “When I hand you a postcard you need to tell me which community you are visiting and then you need to get scissors and glue and go to your seats. Once everyone is at their seats we will write our community we are each visiting in the middle of postcard and then you may go find pictures.” • Have students repeat back the directions they must they do now. 	<ul style="list-style-type: none"> • Students are on their letters. • Students need to repeat back directions: which community they are visiting, scissors, glue, sit at desks quietly to wait for next step. 	<ul style="list-style-type: none"> • Direct Ashanti to sit at her special table at the front of the room to make her post card.
<p>City and Country Postcards (20 minutes)</p>	<ul style="list-style-type: none"> • Once students are all at their desks with their materials demonstrate on blank postcard how to write City and on another postcard Country. Make sure students help sound out words. • Allow students to find pictures. Walk around the room to make sure students understand the activity and finding the correct pictures for their communities. • Help students address their postcards when they are finished decorating them. 	<ul style="list-style-type: none"> • Students are at their desks and are learning how to write the community of their choice on the postcard. • Students may go find pictures and cut and glue them onto their postcards. • Students will raise their hands when they are ready to address their postcards. 	<ul style="list-style-type: none"> • If students are having a difficult time searching for pictures allow them to draw their own pictures. • Remind students they can reference the poster board we just made as a class. • Assist Ashanti as much as possible. Make sure she is using the scissors appropriately.
<p>Conclusion: (30 seconds)</p>	<ul style="list-style-type: none"> • Collect student’s postcards. • “Everyone did a great job creating their postcards. Your parents are going to love seeing the community you have visited!” • “Next week we will learn how to put a stamp on our postcard and send it in the mail.” 	<ul style="list-style-type: none"> • Students are at desks. 	<ul style="list-style-type: none"> •

Assessment

<p>Task: Group Discussion/Poster Activity</p> <p>City and Country Postcards</p>	<p>Diagnostic features:</p> <ul style="list-style-type: none"> • Students will demonstrate understanding by participating in the group discussion and poster activity. Students should show understanding of the differences between city and country communities by placing their pictures in the appropriate community. • Students will demonstrate their knowledge of the city and country communities by creating their own postcard of a community. They will show their understanding by finding appropriate pictures of the communities. 	<p>Support: Students who have difficulty processing information through discussion will have pictures to help them relate to the information provided.</p> <p>Ashanti will need one-on-one help during the post card activity. It would be beneficial to give her pictures of a specific community and let her chose which ones she likes best.</p>
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Title: Community Helpers

Length: 50 minutes

Lesson Objective:
Students will begin to recognize community helpers and how they provide services to our community.

Rationale:
This lesson introduces different types of jobs. Through class discussion students will be able to identify which jobs provide services to the community. Students will recognize the people who perform these jobs as community helpers. This lesson will lead to future lessons on jobs which provide use with things we need. Students will eventually be able to see how jobs either perform a service or produce things humans need.

Lesson Standards/Grade Level Content Expectations:
GLCE:
K-E1.0.2 Distinguish between goods and services.

District Goals:
Concept Skill: 2. Economic Concepts: wants/needs, goods/services, and producers/consumers.

Lesson Procedure			
Activity Element & Time (in minutes)	Procedures and management	Students	Academic, social & linguistic adaptations, resources, and support
Introduction (5 minutes)	<ul style="list-style-type: none"> • Have students sit on the carpet on their letters. • “Today we are going to learn about community helpers. Can someone please raise their hand and remind everyone what a community is.” • Read book: <i>Jobs People Do</i>. - While reading stop and ask students about jobs being described. 	<ul style="list-style-type: none"> • Students are sitting on their letters with their legs crossed and hands folded in their laps. 	<ul style="list-style-type: none"> • Make sure all students are able to see the book. • Move Ashanti if necessary.
Whole Class Discussion (8 minutes)	<ul style="list-style-type: none"> • Brainstorm as a class the different jobs discussed in the book. • “What other jobs can you think of which weren’t mentioned in the book?” • “What jobs do your parents do? Have we listed them already?” - make sure these jobs are listed: firefighter, policeman, teacher, doctor/nurse, veterinarian, dentist, postal worker. • Explain how some jobs provide a service and other jobs provide people with things they need. (Give example of a firefighter and waiter at a restaurant.) • Have students look at the jobs on the board and decide which jobs are there to help people, circle jobs. 	<ul style="list-style-type: none"> • Students are on their letters and are reflecting back on the book read to think of different jobs. • Students are raising their hands during the discussion and are beginning to make connections between jobs that provide services and jobs that provide goods. 	<ul style="list-style-type: none"> • To make sure all students participate go around the circle and allow each student to contribute an idea.

	<ul style="list-style-type: none"> Show students the jobs they have decided to circle and explain the people that do these jobs are community helpers. <p>Possible Questions: Do we really need these community helpers? What would happen if we didn't have them?</p>		
Transition (3 minutes)	<ul style="list-style-type: none"> Allow students to move around by playing a song while I set up for the next activity. 	<ul style="list-style-type: none"> Students are on their letters dancing to the song. 	
Communities Helpers Activity (10 minutes)	<ul style="list-style-type: none"> Show students a large box full and explain how inside are different things each community helper needs for their job. “Each of you is going to have a turn to come up and pick something out of the box. Then you have to decide which community helper the object belongs to.” Show students the community helper cards and explain that they need to place their object next to the community helper card they think uses it. Call students up one at a time and allow them to participate in the activity. Help students with guided questions: <ul style="list-style-type: none"> - Which job do you think needs that tool? - Why does that person wear that? - Why did you pick that community helper? After each student has had a turn ask them if they think any of the objects should be moved. Move according to students thoughts but ask questions such as: Why does that community helper need that and what is the objects purpose? 	<ul style="list-style-type: none"> Students are on their letters and listening to the instructions. Each student will have a chance to come up and pick an object out of the box. They will then decide on their own where the object goes and they can explain why they think that. Students will have a chance as a whole group to make any changes at the end. 	<ul style="list-style-type: none"> Make sure there are enough objects in the box so each student has a chance to participate.
Model Individual Activity (3	<ul style="list-style-type: none"> Remind students of the community helpers we learned about today. Show students how they will each have a 	<ul style="list-style-type: none"> Students are seated on the carpet listening to directions. Students as a whole will repeat back 	<ul style="list-style-type: none"> Make sure all students understand the

minutes)	<p>community worker worksheet to complete on their own.</p> <ul style="list-style-type: none"> • “When you receive your worksheet you need to go get scissors and glue and then put your name on top of your paper.” • Demonstrate how to do the worksheet by cutting out the first object and matching it with the community helper. • Remind students of directions: worksheet, scissors, glue, name, cut and paste. • Call students one by one to receive their worksheet and get started. • Walk around and make sure students understand the concept. 	<p>directions.</p> <ul style="list-style-type: none"> • Students receive their worksheet and get to work right away. 	<p>directions by having everyone repeat the steps back.</p>
Communities Helpers Worksheet (15 minutes)	<ul style="list-style-type: none"> • Walk around and make sure students understand the concept. • Collect worksheets when students are finished. 	<ul style="list-style-type: none"> • Students are working on their own worksheet. They are cutting out job tools and gluing them next to the correct community helper. 	<ul style="list-style-type: none"> • Assist Ashanti with getting started.
Transition (2 minutes)	<ul style="list-style-type: none"> • Play clean up song and have students come sit back on the carpet. 	<ul style="list-style-type: none"> • Students clean up their area, hand in their worksheets, and come sit on their letter. 	
Conclusion: (3minutes)	<ul style="list-style-type: none"> • Show students the poster with all the jobs. • Remind students that the jobs circled are jobs that help the community out. • “We will learn more about the other jobs on this poster at another time.” 	<ul style="list-style-type: none"> • Students on seated on the carpet. 	<ul style="list-style-type: none"> • Allow students to ask any questions they may still have.

b) Basis for assessment

K-E1.0.3 Recognize situations in which people trade.

District Goals:

Economic Concepts: wants/needs, goods/services, and producers/consumers.

Lesson Procedure

Activity Element & Time (in minutes)	Procedures and management	Students	Academic, social & linguistic adaptations, resources, and support
Introduction (5 minutes)	<ul style="list-style-type: none"> • “Do you know what the word transportation means? Let’s read this book to learn more about transportation.” • Read: <ul style="list-style-type: none"> - “While I am reading keep in mind the different types of transportation talked about and why each is important to communities. 	<ul style="list-style-type: none"> • Students are sitting on their letters with their legs crossed and hands in their laps. • Students may move up closer to the rocking chair for the story. 	<ul style="list-style-type: none"> • Students that have difficulty paying attention will need to sit next to the rocking chair.
Whole Group Discussion (7 minutes)	<ul style="list-style-type: none"> • Engage students in discussion about transportation. Questions: <ul style="list-style-type: none"> -Why is transportation important? - What are the different forms of transportation discussed in the book? - Can you think of any supplies transportation like trucks and ships can carry and bring us?” - How can transportation provide us with a service? 	<ul style="list-style-type: none"> • Students are seated on their letters. • Students are participating in the discussion by raising their hands. 	<ul style="list-style-type: none"> • Make sure all students get a chance to participate in the discussion. • If students are hesitant to engage them by asking a specific question.
Transition (1 minute)	<ul style="list-style-type: none"> • Ask students to go back to their tables and get a pencil out. • Set up the class graph for transportation. 	<ul style="list-style-type: none"> • Students will quietly go back to their tables. 	<ul style="list-style-type: none"> •
Graphing Transportation Experiences (10 minutes)	<ul style="list-style-type: none"> • Introduce each form of transportation on the graph: car, train, airplane, bike, boat. • Ask students to raise their hand for each form they have traveled in and hand them a cut-out to write their name on. • Have students sit back down on the carpet with their cut- 	<ul style="list-style-type: none"> • Students are at their desks and are raising their hands if they have traveled on the different forms of transportation. • Students write their 	<ul style="list-style-type: none"> • Students may need to be redirected and told what to do after they receive their cut-outs.

	<ul style="list-style-type: none"> outs. Point to each column one at a time and have a student describe the form of transportation and what it is used for. Allow the students with the transportation to cut-out to come place it on the graph. Repeat for all forms of transportation. Count which form as the most amount of travel experience by the classroom and which has the least. 	<ul style="list-style-type: none"> names on the cut-outs they have received and then sit back on the carpet with their cut-outs. Students raise their hands to discuss the form of transpiration. Students take turns placing their cut-outs in the appropriate column. 	<ul style="list-style-type: none"> Ashanti will need to be reminded to write her name on each cut-out.
Transition (3 minutes)	<ul style="list-style-type: none"> Prepare materials for students to create Transportation big book. 	<ul style="list-style-type: none"> Students will stand on their letter and sing and dance to a song to get their wiggles out. 	
Classroom Big Book (20 minutes)	<ul style="list-style-type: none"> Explain to the class that now we will construct our own big classroom book about transportation. Show the students the large book with the blank pages inside. Guide students in thinking about what they want to label the book. Write down ideas and then take a class vote. Open the book up and explain how each page will be about one type of transportation we talked about today. Ask students to help choice 6 types of transportation. Make suggestions when needed. After pages have been designated to a form of transportation pair students off by groups of 3-4. Give each group a form of transportation to find pictures for in magazines. While students are looking for pictures call each group up and ask them to help me write information about the form of transportation on the page. After all groups have dictated information gather back as a class and collect pictures. Allow students to come up and help glue pictures on the pages. 	<ul style="list-style-type: none"> Students will raise their hand to give ideas of what to name the class book. Students will vote on their favorite title for the class book. Students will help think of 6 types of transportation for the book. Students will be placed in groups and will search through magazines to find pictures of the form of transportation. Students will dictate what they know about the specific form of transportation to the 	<ul style="list-style-type: none"> Make sure each group has a student which can help guide the students. May need to assign a leader position to a student in the group. Elicit ideas from each student during the dictated information. Do this by asking each student to contribute one idea.

		<p>teacher.</p> <ul style="list-style-type: none"> • Students will finish the book by sharing their pictures and glueing them on the correct page. 	
<p>Conclusion (4 minutes)</p>	<ul style="list-style-type: none"> • Share the class book. • Encourage the class to read along with what we wrote. • “You have all done a wonderful job. We have learned about many different forms of transportation. In order for everyone to learn even more we will be going on a field trip to the Lansing airport! Great work!” 	<ul style="list-style-type: none"> • Students are seated on their letters. • Students may read along with the class big book. 	

c) Basis for assessment

<p>Task: Transportation Graph</p>	<p>Diagnostic features:</p> <ul style="list-style-type: none"> • Students will show their understanding of the different forms of transportation by making personal connections. • Students will be assessed by sharing the form/forms of transportation they have experienced. 	<p>Support:</p> <ul style="list-style-type: none"> • Students will be able to think back to the book read and the class to think about the forms of transportation they have used.
<p>Class Big Book</p>	<ul style="list-style-type: none"> • Students will help to create a class book about transportation. Students will show their understanding by finding pictures and dictating informational sentences to the teacher. • Dictated sentences will show student understanding of the form of transportation and its importance. 	<ul style="list-style-type: none"> • Students will be able to assist each other in groups. The teacher will work with small groups to elicit ideas from students.

