

LESSON PLAN

II. Specific Objectives * Enrichment Objectives ** Remedial Objectives	Ind. #	III. Procedure A. Introduction/Motivation B. Study/Learning Activities C. Culmination D. Follow-up (Include directional statements for evaluation and any enrichment or individual activities)	IV. Materials/Resources	V. Evaluation related to objectives
<p>Objective #1: Given the 5 community helpers covered, the student will write at least two facts learned on each community helper correctly .(Remembering)</p>		<p>A. Introduction/ Motivation</p> <ol style="list-style-type: none"> 1. Call class to order by having the students sit in a circle on the carpet and raise their hand to tell me what they think a community helper is. 2. Inform students a community helper is anyone who is willing to help the community and the people that live there. 3. Read the book, “Never Mail an Elephant”, to the class. <ul style="list-style-type: none"> • Ask students questions at the end of each page about what is happening in the story. • At the end of the story ask the students if they see any community helpers in the book. 4. Tell student’s that today’s lesson will focus on 5 different community helpers. <ul style="list-style-type: none"> • Show students poster board with pictures of the 5 different community helpers. 5. Reveal the objective to the students by telling them at the end of the lesson today, they will be able to name and describe 5 community helpers. 6. Establish the importance of the lesson by sharing that community helpers are present in our lives everyday and help us live our daily lives. <p>B. Study/ Learning Activities</p> <ol style="list-style-type: none"> 1. Ask students to please sit in their desks. <ul style="list-style-type: none"> • While students are going to their seats, pass out worksheet with the 5 community helpers listed. • Put poster board with descriptions of helpers on the front board. 	<p>Book “Never Mail an Elephant” (Attachment #1), puppet</p> <p>Poster board with pictures of the 5 community helpers (Attachment #2)</p> <p>Worksheet with 5 community helpers listed (Attachment #3) Poster board with descriptions of each community helper. (Attachment #4)</p>	

I. Main Ideas/Conceptual Understandings/Goals: The student will be able to identify and state facts about 5 community helpers.

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<p>*Objective #2: Given resources, the student will pick one community helper and write a story about them containing at least 3 facts about him/her. (Creating)</p> <p>** Objective #3: Given the 5 community helpers, the student will write 1 fact on each of the community helpers covered correctly. (Remembering)</p>		<p>2. Tell students to copy the information on the poster board about the 5 community helpers.</p> <ul style="list-style-type: none"> • Read to students what is written on the poster • Inform the students the job description and duties of each community helper.(Doctor, Teacher, Mailman, Firefighter, and Police Officer) • Answer any questions the students might have about the community helpers given. <p>3. Give the students a better understanding of community helpers by referring back to the poster board with the pictures of the community helpers.</p> <ul style="list-style-type: none"> • Take out the description cards of each community helper. • Ask a student to come to the front of the class and pick a card. • Read the card to the class and ask the student to place the card on the picture of the community helper they think it describes. • Ask the class if they agree with where the student placed the card. • Explain why the student is right or wrong. • Repeat the process until all 5 cards are placed correctly on the poster board. <p>4. Allow students to ask any questions at this time before we continue.</p> <p>Guided Practice</p> <p>5. Inform the students that they are about to play a true or false game.</p>	<p>Pencil and paper</p> <p>Poster board with pictures of the 5 community helpers (Attachment #2) Description cards</p> <p>True/ False questions True/False cards (Attachment # 5)</p>	

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		<ul style="list-style-type: none"> • Pass out the true/false cards. • Tell the students that you will read out a statement. • If they think that the statement you said if true to hold their True card (Green) high up in the air. • If the student thinks the statement you said if false then they should hold up the False card (Red). • After each of the questions ask a student to explain why they picked their answer. • Inform student of the correct answer and explain why. <p>Independent Practice</p> <p>6. Draw students attention to the head of the classroom and ask them to take out a pencil and paper and number it 1-5.</p> <ul style="list-style-type: none"> • Inform students you will read a description of a community helper. • After reading the description the children are to write down which community helper that was just described. • Repeat the process until all 5 descriptions are read and answered. <p>7. Go over answers by selecting different students to share what they wrote down.</p> <p>8. Allow other students to agree or disagree using the “thumbs up-thumbs down” game.</p> <ul style="list-style-type: none"> • Explain if they agree with the answer to give a thumbs up sign. • If the student disagrees with the answer to show thumbs down sign. <p>9. Talk about the correct answer and discuss any questions at this time.</p>	<p>Pencil and Paper</p> <p>Descriptions of Community Helpers (Attachment #6)</p>	

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		<p>C. Culmination</p> <ol style="list-style-type: none"> 1. Review today’s lesson by going over information on both posters. 2. Break students up into pairs of 2. <ul style="list-style-type: none"> • Inform students they will play a matching game with their partner. • Give each group a set of matching cards • Explain that there are 5 cards with each of the community helpers’ names that we have covered. • Students will match the remaining cards to the appropriate community helper. • Go around to each group making sure they are matching cards up correctly. • When all groups are finished go over the correct answers and to pass up all of the matching cards.. <p>D. Follow-up</p> <ol style="list-style-type: none"> 1. Ask students to clear everything off their desks except for a pencil. 2. Pass out worksheet with community helpers listed. 3. Instruct students that they are to list two facts about each community helper covered in class today. 4. Tell students after completing the worksheet they are to place it in the “Finished” basket. 5. While grading papers, tell students they are allowed to look at the community helper books and/or color the coloring pages located in the “Early Finishers” basket at the front of the classroom. 	<p>Poster Board with descriptions of community helpers (Attachment #4) Poster Board with pictures of community helpers (Attachment #2)</p> <p>Matching Cards (Attachment #7)</p> <p>Pencil</p> <p>Worksheet with community helpers listed (Attachment #8) Rating Scale</p> <p>“Finished” Basket</p> <p>“Early Finishers” Basket, Community Helpers books (Attachment #9), Coloring book pages (Attachment #10)</p>	

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		<ul style="list-style-type: none"> • While grading papers separate them into groups of average, enrichment, and remedial groups. <ol style="list-style-type: none"> 6. Tell Police Officers (average) to continue coloring or reading the books on community helpers. 7. Instruct Mailmen (enrichment) to meet in the back of the classroom. <ul style="list-style-type: none"> • Tell students to choose the community helper they liked the most and write a story about them • The story must have at least 3 facts about their community helper in the story. 8. Re-teach doctors (remedial) by asking them to meet you at the front of the classroom. 9. After re-teaching the doctors allow students to write one fact on each community covered in class today. 10. Tell students I have enjoyed teaching them about some of the many community helpers we have in our community. Share that you are also excited to show them some of the other community helpers in tomorrow's lesson. 	<p>Checklist</p> <p>Pencil and paper</p>	<p>Use the checklist to check the worksheet for valid responses. Check to make sure that at least 2 facts are given about each community helper. Place worksheets in 3 piles according to results. Note the 3 stacks are for average, enrichment and remedial.</p> <p>Using the rating scale evaluate the students story. Check and make sure they have 3 facts about the community helper they wrote the story on.</p> <p>Use the checklist to check the worksheet for valid responses. Check to make sure that at least 1 fact is given about each community helper.</p>

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