

Lesson Plan

Learning Segment/Unit Information:

Teacher Candidate's Name: Ms. Chenoweth
Date of Lesson: November 14, 2024 at 1:30 pm
Learning Segment/Unit Title: Jobs People do in our Community

Context:

Grade Level/Subject: Kindergarten/ Social Studies
IDEA Disability Categories represented: N/A
Type of classroom (continuum of placements): General Education
Specific Classroom Requirements (ex. curriculum, program, technology): KingFisher Readers Level 1 book.

Learning Segment Components:

Essential Questions: What is a community? What are some jobs people do to help us? How does a community job help us feel better or safer? What type of community job do you want to be when you grow up?
NJ Learning Standard(s): <ul style="list-style-type: none"> - 6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community. - 6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
Summative Assessment for Learning Segment/Unit: Grades k-2 Social studies Units of Study curriculum assessments.

Accommodations for Specific Students:

Identified Support for (ELL, advanced student, A struggling student, a student with IEP or 504)	Specific Characteristic(s) (Strength/Need)	Planned Accommodation(s) These are the changes to “how” the student learns the content. The student <u>achieves the learning objectives</u> of the lesson.
Struggling Students	Assistance in completing lesson activities	The teacher will provide prompts and support in the matching activity and guidance in drawing the picture of their preferred job.

Advanced Students	Finishes work early	Students who finish early can draw additional pictures on the back of their worksheets, extending their learning.
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Modifications for Students with Disabilities (based on IEP):

Identified Support for (see list above and include ONLY those with disabilities) Put one student per box below.	Specific Characteristic(s) (Strength/Need)	Planned Modification(s) These are changes to “what” the student learns. The <u>learning objective is</u> <u>changed</u> to meet the learner’s strengths or needs.	Modified Learning Objectives
N/A			

Lesson Information:

Lesson Title: Jobs People Do
The sequence of Lessons in the Learning Segment/Unit: Introduction to Community Helpers and their Roles

Learning Objective: SWBAT	Corresponding Formative Assessment:
Students will identify different types of jobs in the community and recognize key community helpers (e.g., firefighters, teachers, police officers, doctors, etc.).	The teacher will read the book <i>Jobs People Do</i> on the carpet. Students will be actively engaged by the questions the teacher will ask while reading the book. For example “What is the chef making?” or “What does the police officer wear?”
Students will be able to recognize the tools, props, or uniforms that specific community helpers use in their jobs.	After the read-aloud, students will participate in a matching activity. Students will come to the board and match the tool or thing that is associated with each community worker. For example, “the picture is a mailbox” the student picture clue would have to put the mailbox with the associated worker, the mail carrier.
Students will be able to draw and explain what job interests them the most.	After the matching game, students will be given a worksheet on what they want to be when they grow up. Students will be shown and explained that they can use the chart on the board for help. Ex. If I want to be a teacher I may draw books, a whiteboard, and desks.

Contexts considered when building this lesson (e.g., misconceptions, curriculum, etc.):

What did you consider when you built this lesson? For this lesson, students may be familiar with community jobs based on what their parents do for a living. Although it will be helpful for this lesson there might be misconceptions on the roles of the jobs and how they contribute to the common good. Students may assume some jobs are more important than others or may not understand that every role contributes to the community.

Lesson considerations: For this lesson, I had to consider what students' prior knowledge was. Some students may know all of the community workers listed in the lesson and others may only know a few. I made sure the matching activity was clear for student levels and that the pictures were big enough.

Theory considerations: For this lesson, I am focusing on active participation and collaborative learning through discussion and hands-on activities.

Instructional Materials:

Instructional Materials: (appendices or hyperlinks)

- KingFisher Readers *Jobs People Do*
- Matching Poster
- Cutouts of tools and equipment for jobs.
- Tape
- Worksheet on what students want to be when they grow up.
- Crayons and pencils.

Academic Language Demands and Supports:

What genre/product/discourse are the students working on during this lesson? In this lesson, students will be engaged in the read-aloud with questions being asked by the teacher. The teacher will make inferences and the students will need to respond on what they think.

What content vocabulary do students need to be successful during this lesson? In this lesson, students will be working on familiar and new vocabulary. Words students will need to be familiar with are; job, community, work, teacher, mail carrier, construction worker, police officer, firefighter, doctor, vet, chef, pilot, and astronaut.

What other elements of sentence and grammatical structure (syntax) do students need to know to be successful during this lesson? In this lesson, students will be working on their words and forming sentences orally. Students will say I want to be a ____ when I grow up because _____. ex. I chose the job of a doctor because a doctor makes me feel better.

Lesson Plan Procedures:

Duration (in minutes)	Learning Activities or Tasks (Be sure to consider UDL-representation, action/expression, and engagement diversity in planning)	Accommodations for struggling students, ELL, etc. (supports needed for any student)
5 minutes	Anticipatory Set The teacher will bring the students to the rug and introduce the concept of jobs people do. The teacher will ask students to share examples of jobs they know (e.g., police, firefighters). Ask: "Why are helpers important?"	If the student struggles to answer, the teacher will help the student start the sentence by providing sentence starters (e.g., "A helper is...").

10 minutes	Input/Modeling The teacher will read the <i>Jobs People Do</i> book aloud, showing pictures and engaging students with questions like "What is the chef making?" and "What does the police officer wear?"	The teacher will repeat key vocabulary and model sentences as needed.
10-15 minutes	Guided Practice The teacher will lead a matching activity where students come to the board and match a tool or item to the associated community helper. Ex. "What job does a cutting board go with?"	The teacher will offer verbal cues and prompts for students during matching.
10 Minutes	Independent Practice After the matching activity is complete, the teacher will explain the worksheet about "When I grow up, I want to be a..." The teacher will explain that students can draw something they would like to be or a job that interests them. The teacher will hand out the worksheet.	The teacher will offer support with drawing ideas and help label items for students as needed.
5 Minutes	Closure As students are completing the worksheet the teacher will be walking around and checking for accuracy in the tools and equipment they are drawing in their picture. When the students are done they will raise their hand to get a star.	

Homework/Assignment for Next Class:


Students will continue to read and practice sight words.

References to any scholarly work used in the development of this lesson

Johnson, A. M., & Barrett, E. C. (Eds.). (2022). *Active learning: Engaging people in the learning process*. In *Instruction in libraries and information centers: An introduction* (pp. [insert specific chapter pages if available]). University of Illinois Open Publishing Network.
<https://iopn.library.illinois.edu/pressbooks/instructioninlibraries/chapter/active-learning-engaging-people-in-the-learning-process/>

Appendix A

When I grow up, I want to be a...

A large, empty rectangular box with a thin black border, intended for a child to draw or write their answer to the question above. It occupies the majority of the page area below the text.

Appendix B

