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**Lesson Plan Template (Revised 2018)**

**Elementary Years**

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| **Name:** | **Gagan Vaid** |

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| **Grade** | Kindergarten | **Topic** | Socials Studies and Careers- How to be a good friend |  | |
| **Date** | November 12, 2019 | **Allotted Time** | 30 minutes |  | |
| **STAGE 1: Desired Results**  **Cite sources used to develop this plan:** | | | | |
| https://www.education.com/lesson-plan/how-to-be-a-good-friend/ | | | | |

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

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| Students will understand and recognize the qualities that make up a good friend. This lesson is important because at this age kindergarten students sometimes to do not know how to interact/behave or even make friends with students they envision a friendship with. This is a good way for them to understand how to make friends/what qualities are in a good friend early on in school. |

**Curriculum Connections:** *What Big Ideas (Understand,) Core and Curricular Competencies (Do), Content Standards (Know) does this lesson develop?*

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| ***Understand***  Big Ideas: Rights, roles, and responsibilities shape our identity and help us build healthy relationships with others  Essential or Guiding Questions: What qualities make up a good friend? |
| ***Do***  Core Competency (Communication, Creative and Critical Thinking, and Personal and Social Responsibility): This lesson ties in with communication as students think of ways to be a good friend through communication and actions. Creative- students will be thinking how to creatively display their friendship picture from what they have learned from this lesson. Critical Thinking- students are taking ideas from the book and relating it to their lives.  Curricular Competencies: Identify fair and unfair aspects of events, decisions, or actions, in their lives and consider appropriate courses of action (ethical judgment) |
| ***Know***  Content Standards: Ways in which individuals and families differ and are the same, rights, roles, and responsibilities of individuals and groups |

Fir*st Peoples Principles of Learning:*

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| --- |
| Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. I think this principle of learning relates to this lesson because students will be learning about how to be a good friend themselves (self) and also what positive qualities to look for in a friend (community). |

**STAGE 2: Assessment Plan**

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| **Learning Intention:**  What will students learn? | I will learn the qualities of a good friend. |
| **Evidence of Learning:**  How will students show their learning? | Students will show their learning creating a friendship drawing displaying what a good friend looks like. |
| **Criteria:**  What criteria will help students know how to be successful? | Teacher will go over instructions on the activity and what needs to be done. Also, instructions will be placed on the handout of the friendship drawing. Students will be assessed through participation of discussion and the handout. |

**STAGE 3: Learning Plan**

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

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| --- |
| Be Kind book by Pat Zeitlow Miller and Jen Hill, friendship handout, whiteboard |

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

Students can work anywhere in the room where they feel comfortable -sofas, hallway, chairs, carpet, etc.

**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 introduce the topic by having students sit down on the carpet** * **Teacher will introduce the learning intention** * **Teacher will read the book Be Kind** * **Teacher will guide students into discussion** * **Teacher will ask students what qualities are in a good friend? Bad friend? Can you think of a good friend in your life?** * **Teacher will write the qualities on the whiteboard in a web diagram** | * **Students will listen to teacher’s topic and learning intention about the topic** * **Students will listen to the story Be Kind** * **Students will answer teacher’s questions on qualities of a good friend and bad friend** * **Students will reflect on their own experiences of a good friend in their life** | 10 minutes |

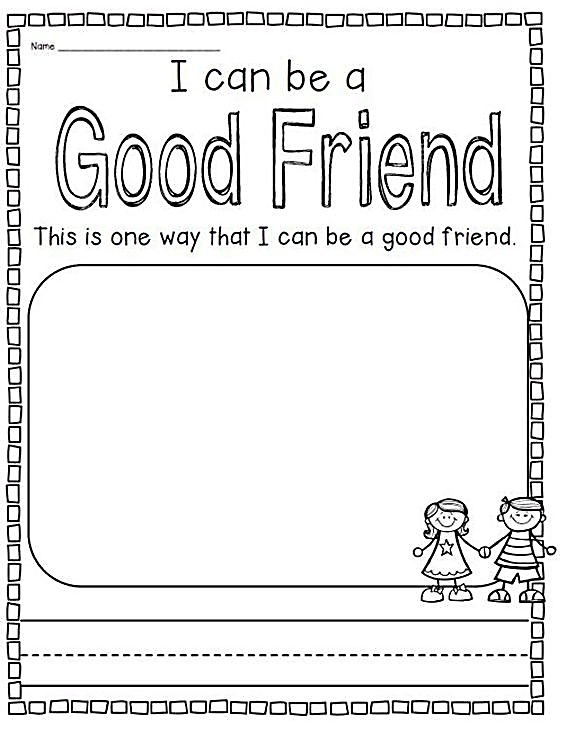
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| --- | --- | --- | --- | --- |
| **Process:** *What steps and activities are you going to use to help students interact with new ideas, build understanding, acquire and practice knowledge, skills* *and/or attitudes? In what ways have you built-in guided practice?* | | | | **Pacing** |
| * **Teacher will introduce the topic by having students sit down on the carpet** * **Teacher will introduce the learning intention** * **Teacher will read the book Be Kind by Pat Zietlow** * **Teacher will guide students into discussion** * **Teacher will ask students what qualities are in a good friend? Bad friend? Can you think of a good friend in your life?** * **Teacher will write the qualities on the whiteboard in a web diagram** * **Teacher will explain friendship activity** * **Teacher will direct students to sit anywhere they wish** | | * **Students will listen to teacher’s topic and learning intention about the topic** * **Students will listen to the story Be Kind** * **Students will answer teacher’s questions on qualities of a good friend and bad friend** * **Students will reflect on their own experiences of a good friend in their life** * **Student will listen to teacher’s explanation on the activity** * **Students will get the friendship handout from the teacher and sit anywhere they wish to work on it** * **Students will hand in finished work** | | 20 mins |
| |  | | --- | | **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 tasks?* | | **Students will apply their learning to their friendship picture where they will draw a picture of what a good friend looks like. They will color, draw, and can write (optional) on the friendship picture.** | | | | |  |
| **Planning for diversity** *(adaptations, extensions, other)****:*** *In what ways does the lesson meet the needs of diverse learners? How will you plan for students who have learning/behavior difficulties or require enrichment?* | | | | Pacing |
| *Students need to draw a friendship picture*  Access | *Students can write words that symbolize their friendship picture.*  Most | | *Students could present their picture to the class and talk about what is a good friend to them.*  Few |  |
|  | | | |  |
| **Closure:** *How will you solidify the learning that has taken place and deepen the learning process? Refer back to the learning intention, connect to the next learning.*  **Students will solidify their learning by incorporating the lesson into their personal lives- by taking those qualities’ and modeling them out personally and when making friendship related decisions in their life. They will have the opportunity to share their learning to the class by presenting to the class.** | | | | |

### **Alternative for hook: The Matching Game**

Every child gets a marble and has to find the other kids who have the same color marble. They then link arms and stay together until all groups are complete. This is a fun way to get different kids together and to reinforce the idea that different people can have things in common. It’s also a good way for preschoolers to work on naming colors.

**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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**Lesson Plan Template (Revised 2018)**

**Elementary Years**

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| --- | --- |
| **Name:** | **Gagan Vaid** |

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| --- | --- | --- | --- | --- | --- |
| **Grade** | Kindergarten | **Topic** | Socials Studies and Careers- Making Everyday Decisions |  | |
| **Date** | November 12, 2019 | **Allotted Time** | 20 minutes- mini lesson |  | |
| **STAGE 1: Desired Results**  **Cite sources used to develop this plan:** | | | | |
| <https://www.songsforteaching.com/friendshipsongs/ahug.php>  <https://www.teacherspayteachers.com/Browse/Search:friendship%20activities/Grade-Level/Kindergarten/Price-Range/Free> | | | | |

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

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| Students will understand and recognize the qualities that make up a good friend. Furthermore, students will gain an understanding of how to make every day- life decisions by choosing between scenarios on task cards to make decisions based on good friend and bad friend qualities. Altogether, this lesson incorporates critical thinking, social/communication skills, and relates back to everyday life challenges which students can combat through the lesson. |

**Curriculum Connections:** *What Big Ideas (Understand,) Core and Curricular Competencies (Do), Content Standards (Know) does this lesson develop?*

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| --- |
| ***Understand***  Big Ideas: Rights, roles, and responsibilities shape our identity and help us build healthy relationships with others  Essential or Guiding Questions: How do we make decisions based on scenarios? |
| ***Do***  Core Competency (Communication, Creative and Critical Thinking, and Personal and Social Responsibility): Critical Thinking- Students will be making decisions based on scenarios. Communication- students will be singing along with the teacher on The Hug song and thinking of how it relates to their life. Personal and Social Responsibility- students will be relating the task cards to their personal life and understanding how to make decisions based on scenerios  Curricular Competencies: Identify fair and unfair aspects of events, decisions, or actions, in their lives and consider appropriate courses of action (ethical judgment) |
| ***Know***  Content Standards: Ways in which individuals and families differ and are the same, rights, roles, and responsibilities of individuals and groups |

Fir*st Peoples Principles of Learning:*

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| --- |
| Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. I think this principle of learning relates to this lesson because students will be learning how to make decisions in their personal life so it really ties in with “self”. Also, students will be understanding how to be a good friend by modeling it in their personal lives. |

**STAGE 2: Assessment Plan**

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| **Learning Intention:**  What will students learn? | I will learn how to make everyday decisions based off scenarios. |
| **Evidence of Learning:**  How will students show their learning? | Students will show their learning by choosing which scenario ties in with a good friend from the task card and coloring their chosen card. |
| **Criteria:**  What criteria will help students know how to be successful? | Teacher will go over instructions on the activity and what needs to be done. Students will be assessed through participation during the sing-along with teacher and the task cards activity. |

**STAGE 3: Learning Plan**

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

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| --- |
| The Hug song printout, pencil crayons, task cards |

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

Students may work with partner during the task card activity.

**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 review previous lesson of How to be a Good Friend.** * **Teacher will introduce new topic that ties in with how to be a good friend** * **Teacher will have students sit in a circle** * **Teacher will introduce The Hug song** * **Teacher will sing to the song** * **Teacher will have students sing along to the song** | * **Student will listen to Teacher’s introduction of topic and learning intention** * **Student will sit in a circle and listen to the song** * **Student will sing along to the song** * **Students will have the option to sing individually in the circle to the class if they want to challenge themselves** | 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 review previous lesson of How to be a Good Friend.** * **Teacher will introduce new topic that ties in with how to be a good friend** * **Teacher will have students sit in a circle** * **Teacher will introduce The Hug song** * **Teacher will sing to the song** * **Teacher will have students sing along to the song** * **Teacher will introduce activity** * **Teacher will handout task cards** * **Teacher will explain instructions and if they want to work in a partner, they can** * **Teacher will close the activity by student’s sharing what they learned by the end of these two lessons** | | * **Student will listen to Teacher’s introduction of topic and learning intention** * **Student will sit in a circle and listen to the song** * **Student will sing along to the song** * **Students will have the option to sing individually in the circle to the class if they want to challenge themselves** * **Students will go back to their desk** * **Students will listen to instructions** * **Students will get the handout and choose their partner if they want one** * **Students will share in the end what they learned about being a good friend** | | 15 mins |
| |  | | --- | | **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 tasks?* | | **Students will apply their learning to the task cards where they will make decisions based on the friendship scenarios. Students make work in partners for the tsk card activity and share ideas about the sceneries for each. Students can personalize by singing a friendship song they know to the class and the class following along to their song.** | | | | |  |
| **Planning for diversity** *(adaptations, extensions, other)****:*** *In what ways does the lesson meet the needs of diverse learners? How will you plan for students who have learning/behavior difficulties or require enrichment?* | | | | Pacing |
| *Students need to color the task cards when they choose the correct scenario*  Access | *Students can tell the teacher why they chose the scenarios on the task cards*  Most | | *Students could share what they learned about how to be a good friend*  Few |  |
|  | | | |  |
| **Closure:** *How will you solidify the learning that has taken place and deepen the learning process? Refer back to the learning intention, connect to the next learning.*  **Students will solidify their learning by incorporating the lesson into their personal lives- by taking those qualities’ and modeling them out personally and when making friendship related decisions in their life. They will have the opportunity to share their learning to the class by presenting to the 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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**[](https://www.teacherspayteachers.com/Product/Free-Friendship-Activities-Sorting-Categories-2678833?aref=2jd2m4pc)A Hug**  
Friendship Song Lyrics and Sound Clip  
By Nina and Barbara Klaskin Silberg  
Performed by The W.L.A. Children's Choir

**A hug is a warm and fuzzy feeling  
  
Inside of you and me.**

**A hug is a little magic something that  
  
Can set your heart floating free.**

**Sometimes when you’re feeling sad and tired~  
  
Sometimes when you’re sort of feeling blue**

**A little hug will start your spirits soaring  
  
And will share a little love between us two!**

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**Lesson Plan Template (Revised 2018)**

**Elementary Years**

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| --- | --- |
| **Name:** | **Gagan Vaid** |

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| --- | --- | --- | --- | --- | --- |
| **Grade** | Kindergarten | **Topic** | Socials Studies and Careers Education– Community Helpers and their roles |  | |
| **Date** | November 12, 2019 | **Allotted Time** | 15-20 minutes- mini lesson |  | |
| **STAGE 1: Desired Results**  **Cite sources used to develop this plan:** | | | | |
| <https://www.education.com/lesson-plan/community-helpers/>  <https://www.youtube.com/watch?v=jt2q1cHsH6E> | | | | |

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

|  |
| --- |
| Students will understand and recognize the different community helpers and the roles they play in the community. This lesson is relevant because students gain awareness of what happens in the community and what kinds of people help make a community manageable and healthy. |

**Curriculum Connections:** *What Big Ideas (Understand,) Core and Curricular Competencies (Do), Content Standards (Know) does this lesson develop?*

|  |
| --- |
| ***Understand***  Big Ideas: Rights, roles, and responsibilities shape our identity and help us build healthy relationships with others  Essential or Guiding Questions: What are community helpers? What are their roles? Why are they important? |
| ***Do***  Core Competency (Communication, Creative and Critical Thinking, and Personal and Social Responsibility): Students will gain personal and social responsibility through this lesson as they think about the different roles’ community helpers play and what role they want to play when they grow up.  Curricular Competencies: Explain the significance of personal or local events, objects, people, or places (significance) |
| ***Know***  Content Standards: Ways in which individuals and families differ and are the same, rights, roles, and responsibilities of individuals and groups |

Fir*st Peoples Principles of Learning:*

|  |
| --- |
| Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. I think this principle of learning relates to this lesson because students will be learning about the community and what roles are played to manage a community. |

**STAGE 2: Assessment Plan**

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| --- | --- |
| **Learning Intention:**  What will students learn? | I will learn the different roles community helpers play. I will learn how I can take part in my community. |
| **Evidence of Learning:**  How will students show their learning? | Students will show their learning by matching community helpers with their tool’s handout. Also, students will participate by raising their hand to tell the teacher what they want to do when they grow up. |
| **Criteria:**  What criteria will help students know how to be successful? | Teacher will go over instructions on the activity and what needs to be done. Also, a formative assessment will be done when student’s will be participating in answering- what they want to do when they grow up. |

**STAGE 3: Learning Plan**

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

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| --- |
| Community helpers’ video, matching handout, pencil, whiteboard |

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

Students will be seated at their desks during the mini lesson

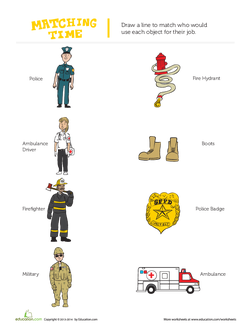
**Lesson Development**

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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 introduce the topic by having students sit at their desks** * **Teacher will play a video on the different community helpers there are and the roles they play** * **Teacher will discuss what they learned? What roles there are? Did you recognize the community helpers in your own community?** * **Teacher will ask students what they want to do when they grow up and write it on the whiteboard in a circle displaying community classroom** | * **Students will listen to video and observe the community helpers** * **Students will discuss what they learned, and what they recognized from the video** * **Students will answer what they want to do when they grow up example, -police officer, doctor, bus driver, etc.** | 10 minutes |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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 introduce the topic by having students sit at their desks** * **Teacher will play a video on the different community helpers there are and the roles they play** * **Teacher will discuss what they learned? What roles there are? Did you recognize the community helpers in your own community?** * **Teacher will ask students what they want to do when they grow up and write it on the whiteboard in a circle displaying community classroom** * **Teacher will provide match handout where they will match the different roles to the tools, they use with a partner** | | * **Students will listen to video and observe the community helpers** * **Students will discuss what they learned, and what they recognized from the video** * **Students will answer what they want to do when they grow up example, -police officer, doctor, bus driver, etc.** * **Students will do the matching handout with a partner** | | 10 mins |
| |  | | --- | | **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 tasks?* | | **Students will apply their learning by participating in discussion of what they want to do when they grow up. Students will be also doing a matching handout where they will match the community helpers with the tools they use.** | | | | |  |
| **Planning for diversity** *(adaptations, extensions, other)****:*** *In what ways does the lesson meet the needs of diverse learners? How will you plan for students who have learning/behavior difficulties or require enrichment?* | | | | Pacing |
| *Students need to participate in discussion*  Access | *Students can answer the questions of why community is important, what they learned from the video*  Most | | *Students could come up with their own community roles and tools they use by writing it on the community handout*  Few |  |
|  | | | |  |
| **Closure:** *How will you solidify the learning that has taken place and deepen the learning process? Refer back to the learning intention, connect to the next learning.*  **Students will solidify their learning by incorporating the lesson into their personal lives- by considering and talking to their parents about what they want to do when they grow up. As well, going out into the community and talking to community helpers about their roles.** | | | | |

**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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[](https://www.education.com/download/lesson-plan/community-helpers/attachments/ch-matching.pdf) Sample Handout:

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**Lesson Plan Template (Revised 2018)**

**Elementary Years**

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| --- | --- |
| **Name:** | **Gagan Vaid** |

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| --- | --- | --- | --- | --- | --- |
| **Grade** | Kindergarten | **Topic** | Socials Studies and Careers Education– How can you help your community? |  | |
| **Date** | November 12, 2019 | **Allotted Time** | 30-40 minutes |  | |
| **STAGE 1: Desired Results**  **Cite sources used to develop this plan:** | | | | |
| Here Come the Helpers book by Barbara Bakos  Teachers Pay Teachers | | | | |

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

|  |
| --- |
| Students will understand and recognize the different community helpers and the roles they play in the community. This lesson is relevant because students gain awareness of what happens in the community and what kinds of people help make a community manageable and healthy. |

**Curriculum Connections:** *What Big Ideas (Understand,) Core and Curricular Competencies (Do), Content Standards (Know) does this lesson develop?*

|  |
| --- |
| ***Understand***  Big Ideas: Rights, roles, and responsibilities shape our identity and help us build healthy relationships with others  Essential or Guiding Questions: What are the different community helpers and what roles do they play? |
| ***Do***  Core Competency (Communication, Creative and Critical Thinking, and Personal and Social Responsibility): Students will gain personal and social responsibility through this lesson as they think about the different roles’ community helpers play and what role they want to play when they grow up.  Curricular Competencies: Explain the significance of personal or local events, objects, people, or places (significance) |
| ***Know***  Content Standards: Ways in which individuals and families differ and are the same, rights, roles, and responsibilities of individuals and groups |

Fir*st Peoples Principles of Learning:*

|  |
| --- |
| Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. I think this principle of learning relates to this lesson because students will be learning about the community and what roles are played to manage a community. |

**STAGE 2: Assessment Plan**

|  |  |
| --- | --- |
| **Learning Intention:**  What will students learn? | I will learn the different roles community helpers play. I will learn the different community helpers and their roles. |
| **Evidence of Learning:**  How will students show their learning? | Students will show their learning through completing the community helper booklet. |
| **Criteria:**  What criteria will help students know how to be successful? | Teacher will go over instructions on the activity and what needs to be done. Also, a summative assessment will be done through completion of community helper booklet. |

**STAGE 3: Learning Plan**

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

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| --- |
| Community Helper Booklet , Community Helper Read Aloud |

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

Students will be seated at their desks during the lesson

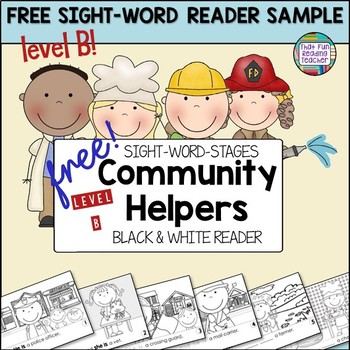
**Lesson Development**

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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 introduce the topic by having students sit on the carpet** * **Teacher will read aloud the community helper book** * **Teacher and students will discuss the different community helpers and what roles they play** | * **Students will listen to the topic and sit on the carpet** * **Students will listen to story** * **Students will discuss different community helpers and their roles** | 10 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 introduce the topic by having students sit on the carpet** * **Teacher will read aloud the community helper book** * **Teacher and students will discuss the different community helpers and what roles they play** * **Teacher will explain instructions for community booklet** * **Teacher will have students work at their desks** * **Teacher will have students share and tell about their community booklet** | | * **Students will listen to the topic and sit on the carpet** * **Students will listen to story** * **Students will discuss different community helpers and their roles** * **Students will listen to instructions** * **Students will go back to their desk and grab supplies** * **Students will work on the community booklet** * **Students will share their booklet to the class voluntarily** | | 20- 30 mins |
| |  | | --- | | **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 tasks?* | | **Students will apply their learning by participating in discussion of the different roles in the community. Students will be also doing a community booklet where they will color and read the different community helpers and the roles they play.** | | | | |  |
| **Planning for diversity** *(adaptations, extensions, other)****:*** *In what ways does the lesson meet the needs of diverse learners? How will you plan for students who have learning/behavior difficulties or require enrichment?* | | | | Pacing |
| *Students need to participate in discussion*  Access | *Students can answer the questions of the different community helpers and their roles*  Most | | *Students could present their booklet to the class*  Few |  |
|  | | | |  |
| **Closure:** *How will you solidify the learning that has taken place and deepen the learning process? Refer back to the learning intention, connect to the next learning.*  **Students will solidify their learning by incorporating the lesson into their personal lives- by considering and talking to their parents about what they want to do when they grow up. As well, going out into the community and talking to community helpers about their roles.** | | | | |

**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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[](https://www.teacherspayteachers.com/Product/Sight-Word-Leveled-Readers-Sentence-Puzzles-and-Activities-Community-Helpers-1629523?aref=mnv3eew4)