

LESSON PLAN

Grade	Kindergarten
Content Area(s)	Social Studies
Topic of Lesson	Community Workers.
Three Objectives	<ol style="list-style-type: none"> 1) Through a mix-and-match project, students will be able to associate a community worker with pictures of his/her uniform. This will help the students to recognize the workers when they see them at work in their own community, rather than simply as abstract ideals or pictures in books. 2) Students will be able to draw a picture of a community worker engaged in an activity appropriate to his or her job description. This will demonstrate knowledge of the association between the workers and the services they perform. 3) After listening to stories on the website the students will be able to orally identify two people they can approach if they need help (teacher, policeman, or firefighter) in a group discussion where students' answers are written down. This will help them learn to identify people they can approach with serious problems.
Technology standard	K-2: 1.2 Explain that icons (e.g., recycle bin/trash, folder) are symbols used to signify a command, file, or application.
Curriculum Framework	<input type="checkbox"/> Massachusetts History and Social Science Curriculum Framework <input type="checkbox"/> Pre-Kindergarten to Kindergarten Learning Standards <input type="checkbox"/> Living, Learning and Working Together PreK–K.6 Identify and describe family or community members who promote the welfare and safety of children and adults. (C)
Materials needed	Because this lesson involves audio lessons, it would be best to use one computer with internet access and an LCD projector so that all of the children could follow along without conflicting noises. Paper, pencils, and crayons will be necessary for the follow-up activity about the website.
Lesson Procedure, Web Site Use, and Technology	Once the computer and projector are set up, the children will sit facing the screen while the basics concepts of a mouse, icons, website, and the “click” procedure are explained to them, thus covering the technology standard by demonstrating what occurs when an icon is clicked on. The children will

<p>Standard Instruction</p>	<p>then be able to see this put into action as I go to the website’s home page. There the children will listen to the verbal directions given by the voki. I will ask the children where we are supposed to click next (the picture of the policewoman, as dictated by the voki). Once the students “guide” me to the picture of the policewoman, we will click on it and be redirected to the content page. I will continue to play each voki’s instructions or story, and ask the children short follow up questions such as “How did she know he was a policeman?” “Do firefighters only put out fires? What else do they do?”</p> <p>Once the children have answered the questions we will click on the picture at the bottom of the page, which will lead us to the next content page. When all of the content pages have been reviewed, I will go to the quiz section. Because the children will not be using individual computers, I will ask them to vote on the correct answers. For example, if the majority of the class thinks a doctor collects garbage, I will click on the picture of the garbage to reveal whether their answer is correct or incorrect. If it is incorrect, I will call on those who thought it was the other answer. By using a group vote I hope to avoid singling out individual children who may have the correct or incorrect answer.</p> <p>Once the quiz is complete, I will close the website and provide the children with a picture worksheet as a partial assessment of their understanding. We will also have a short discussion about whether the children have ever seen the community workers (i.e. garbage man) in real life, and why these jobs might be important.</p>
<p>How will students be assessed?</p> <p>How will you know if students have met the objectives stated above?</p>	<p>Objective 1: In a picture based quiz on the website students will be able to identify a type of community worker from pictures of his/her uniform. This will help the students to recognize the workers at work in their community, rather than simply as abstract ideals or pictures in books.</p> <p>Assessment 2: The children will be given a sheet with 4 different community workers (i.e. a doctor) and 8 different uniform accessories (i.e. a badge, a stethoscope, a mail bag), all in random order. They will cut out all of the pictures, and then arrange them so that each worker is adorned with their accessories. They will then glue the pictures and accessories onto a piece of construction paper. Should they choose to do so, they can color the pictures in. Before they glue the pictures in place, the teacher will come around and make a note of which students had trouble associating specific workers and jobs.</p> <p>Objective 2: When drawing, students will be able to link each community worker with the type of work that they do.</p> <p>Assessment 1: The children will be given a piece of paper and asked to draw any one of the community workers doing their job. For example, if asked to draw a firefighter when he’s working, the child should be able to draw a firefighter spraying flames with a hose, standing next to a fire truck, etc. If they draw something that bears no relation to the topic (e.g. a</p>

firefighter eating ice cream), this will identify the need for repetition of key concepts.

Objective 3: After listening to stories on the website the students will be able to orally identify two people they can approach if they need help (teacher, policeman, or firefighter) in a group discussion. This will help them learn to identify people they can approach with serious problems.

Assessment 3: The discussion participation may be recorded on video, audio recorder, or in writing and reviewed to take note of each student's level of participation and how well students seemed to grasp the concept of who was and was not an appropriate person to approach in a time of difficulty.