Planning/Assessment

**Theme:** Community roles

**Grade level:** 3rd grade

**Goals:** After completing this unit, the students will recognize that communities are composed of different individuals and small groups. They will also know how to become involved in the community.

**Rationale:** I believe that it is important for students to recognize the individuals and small groups that compose their community. They need to know the roles that families, businesses, civic organizations, and governing bodies play in a community. They also need to know that not everyone in the community is the same and that, although everyone is different, they can help their community be a better place for everyone.

**Standards:** 3.5.1 Give examples of how the local community is made of many individuals, as well as many different groups.

**Objectives:** Upon completion of this unit, students will name five individuals and/or groups that make up their community.

**Assessments:**
- Pre-test: Give the students the following writing prompt: Name some of the individuals and groups that make up your community.
- Post-test: Give students the same writing prompt at the completion of the community unit, looking for changes or improvements to gauge how much students comprehended. Each student should be able to list at least five individuals or groups.
Trade Books

1. *A Fine, Fine School* by Sharon Creech
2. *Amelia Bedelia 4 Mayor* by Herman Parish
3. *Building with Dad* by Carol Nevius
4. *Do Something in Your Community* by Amanda Rondeau
5. *Firefighters* by Paulette Bourgeois and Kim LaFave
6. *I Can be a Salesperson* by Carol Greene
7. *Moses Goes to School* by Isaac Millman
8. *Police Officers* by Dee Ready
9. *The Gulps* by Rosemary Wells
10. *The Skin I’m In* by Pat Thomas
11. *The Wheels on the School Bus* by Mary-Alice Moore
12. *What Do Banks Do?* by Roberta Basel
13. *Worm Gets a Job* by Kathy Caple
Unit Technology Plan

I have planned on using various forms of technology throughout the course of my social studies unit on individuals and groups within the community. Students will be able to interact with computers during two of my lessons. During the writing lesson, students will use Microsoft Word on a computer to write, revise, and publish a newspaper article that they write about a group or individual in the community. During the science lesson, students will go to provided links to find the answers for a worksheet. Students will also interact with technology during my music lesson, where they first listen to a song on a CD and then sing along with the music. In several of my lessons, I have planned to write topics and main ideas on the board, but an overhead projector could be used instead!
“Community Unit” Field Trip

Since students are learning about the various individuals and groups in their community during this community unit, I will plan a field trip that enables them to see different individuals and groups in the community in their natural environment. I would call various businesses downtown and ask them if they would be willing to have my third-grade class come into their business and explore! I would have set activities for the students to do at each stop so that they do not start to misbehave!

The field trip would start at 8:30 and end at lunchtime. We would take a bus to the various locations that I have arranged for us to visit. The locations were picked because they relate to lessons that I have designed for the unit, expanding the learned concepts for the students. At the bank, students will meet the different individuals that play a role in making the business run before learning how to write a check. At another downtown store, depending on who volunteers, students will have the opportunity to ask the manager questions, which will be prepared ahead of time, about owning a business. Since students will learn about the mayor, they will receive a tour of the courthouse. At the end, students will draw a picture of an individual or group that they met. At the police station, the students will have the opportunity to meet police officers, learning various safety tips. At the fire station, students will receive a tour before learning household fire safety tips. After stopping at each station, the students will be able to share their favorite part with the class. Since families are one of the groups that can be found in the community, I would take the students to an assisted-living facility last, where they can give cards that they made to the elderly living there.
Dear Parent/Guardian,

Our third-grade class is going to start our new social studies unit, which is about the community, next week! This unit, which will last for four weeks, explores the various individuals and groups that compose our community.

During the unit, students will learn about various businesses, banks, police officers, firefighters, and families. They will also learn that the school can be viewed as a community! During each lesson, students will learn about the roles that different individuals and groups play in our community.

As part of the community unit, I have written twelve lessons, which were designed for each subject area, not just social studies! I have designed this unit to be literature-driven! The students will be supplementing my instruction with tradebooks that describe the various individuals and groups in the community.

Since my students are so excited about technology, I have included several technological aspects in my unit. The students will be able to use the computer to write, edit, and publish a newspaper article about an individual or group in the community. They will also use the Internet, going only to preselected, previewed websites designed for children, to find answers to a worksheet about eating healthy and getting enough exercise!

At the completion of our unit, our class will be going on a field trip around our community. They will visit a bank, a business, the court house, the fire and police stations, and an assisted living home. I have designed activities for the students to complete at each stop! Since I will need volunteers for the field trip, I will be giving you more details next week!

If you have any questions or concerns, please contact me! I would love to answer your questions!

Sincerely,

Mrs. Bauman
Lesson: reading “double meanings”

Length: 45 minutes

Age or Grade Intended: 3rd grade

Academic Standard:
3.1.9 Identify more difficult multiple-meaning words (such as puzzle or fire).
3.5.1 Give examples of how the local community is made up of many individuals, as well as many different groups.

Performance Objective: While learning that mayors are one of the individuals found in a community and listening to Amelia Bedelia 4 Mayor, the students will make a list of at least three multiple-meaning words and name one task that a mayor performs.

Assessment: The teacher will collect the lists, looking for three multiple-meaning words and a task that the mayor performs.

Materials/Preparation: Lay out the book Amelia Bedelia 4 Mayor.

Procedure:
Introduction/Motivation: Ask the students what a mayor does, writing their ideas on the board. Remind the students that a mayor is an individual that can be found in a community.

Step-by-step Plan:
1. Tell the students that some words sound the same, but have different meanings. For example, fire can mean that something is burning or that someone was let go from his or her job. (Bloom’s knowledge, Gardner’s linguistic)
2. Read Amelia Bedelia aloud to the class, showing the pictures (Gardner’s visual/spatial).
3. As you read to the class, they need to write down three multiple-meaning words that are in the book and one task that a mayor performs. (Bloom’s comprehension)

Closure: Ask the students to share one of the multiple-meaning words that they wrote down, describing the confusion that occurred in the book. (Gardner’s interpersonal)

Adaptation/Enrichment: Students that struggle can work with a partner. Students that are more advanced than their classmates can think of their own multiple-meaning words to add to their lists.

Self-reflection: Did this lesson effectively teach the objective? What would I change?
MANCHESTER COLLEGE
Education Department

Original Lesson by Jenny Bauman

Lesson: Writing “School Newspaper”  Length: 60 minutes

Age or Grade Intended: 3rd grade

Academic Standard:
3.5.1 Give examples of how the local community is made up of many individuals, as well as many different groups.
3.4.5 Use a computer to draft, revise, and publish writing.

Performance Objective: After brainstorming various individuals and groups in the community, each student will write a one-paragraph newspaper article on the computer that describes a person or group in the community and the role that they play.

Assessment: The teacher will look at the final draft, checking to see make sure that the article is at least one paragraph long and describes an individual or group in the community.

Materials/Procedures: The teacher will need to book the computer lab and lay out the book *A Fine, Fine School* by Sharon Creech. Make copies of the attached revision sheet.

Procedure:
Introduction/Motivation: Read *A Fine, Fine School*. Tell the class that they will get to write a newspaper article about an individual or group in their community. Tell them that the school is also a community, with individuals and groups. (Gardner’s linguistic)

Step-by-step Plan:
1. Ask the students to brainstorm a list of individuals and groups in the community and the roles that they play. Write their ideas on the board. (Gardner’s visual-spatial and Bloom’s knowledge)
2. Take the class to the computer lab, where they individually write their newspaper article, naming an individual or group and the role that they play in the community. (Bloom’s comprehension)
3. Hand out the revision sheet, asking the students to use it to revise their writing. (Bloom’s knowledge)
4. Then the students need to print, or publish, their writing and draw a picture to illustrate the article. (Gardner’s visual/spatial)

Closure: Each student can briefly share the subject of their article. (Gardner’s interpersonal)

Adaptations/Enrichments: Students that struggle can work with a partner. Students that are more advanced can write more than one paragraph.

Self-reflection: Did this lesson effectively teach the standard? What would I change?
Simple Six Revision Sheet

Answer each question on the line provided. If the answer is no, write suggestions on how you could change your paragraph in the space below. Then make the changes!

1. Did I stick to the topic? _____

2. Did I list my point in logical order? _____

3. Did I use interesting words? _____

4. Did I use a variety of sentences? _____

5. Did I use descriptive sentences? _____

6. Did I write for my audience? _____
MANCHESTER COLLEGE
Education Department

Original lesson by Jenny Bauman

Lesson: Math “Classroom Store” Length: 55-60 minutes

Age or Grade Intended: 3rd grade

Academic Standards:
3.5.1 Give examples of how the local community is made up of many individuals, as well as many different groups.
3.5.11 Use play or real money to decide whether there is enough money to make a purchase.

Performance Objectives: After listening to I Can Be a Salesperson, students will name at least one business in their community.
While keeping track of their purchases on a worksheet, students will make at least three purchases in the “classroom store.”

Assessment: The teacher will listen to the businesses that the students name in the discussion after the book. He or she will also collect the worksheets after the lesson.

Materials/Preparation: Lay out I Can be a Salesperson by Carol Greene and fake money.
Make copies of the attached worksheet. Ask a teacher’s aide to help with the store.

Procedure:
Introduction/Motivation: Read the book I Can be a Salesperson to the class and describe that a business is an important part of a community. Ask the students to name businesses that are in their community.

Step-by-step Plan:
1. Tell the students that you have $5. You would like to buy two books, which both cost $2.25. Ask them if you have enough money to buy both books and why. (Bloom’s comprehension) Give the students more examples of costs, asking them to determine if there is enough money to make the purchase. (Bloom’s knowledge)
2. Tell the class that you have set up a classroom store, which represents a business in a community. They are to make at least three purchases at the store, filling out the worksheet as they go. (Gardner’s bodily-kinesthetic and Bloom’s knowledge)
3. Hand out the worksheets and play money, letting the students start making their purchases. You and a teacher’s aide “run” the cash registers.

Closure: Call the class back together and ask them what items they were able to buy.

Adaptations/Enrichment: Students that struggle with math can work with a partner. Students that are more advanced at math can actually compute the math problems instead of just estimating.

Self-reflection: Did this lesson effectively teach the standard? What would I change?
“Community” Store Purchases

Name _______________________

Fill out the answers as you make purchases.

1. I have $________.
   The item that I want costs $____________.
   I do/don’t have enough money to make the purchase. I know this because

2. I have $________.
   The item that I want costs ____________.
   I do/don’t have enough money to make the purchase. I know this because

3. I have $________.
   The item that I want costs $____________.
   I do/don’t have enough money to make the purchase. I know this because
Lesson: Social Studies “Community Roles”  

Length: 50-60 minutes

Age or Grade Intended: 3rd grade

Academic Standards: 3.5.1 Give examples of how the local community is made up of many individuals, as well as many different groups.

Performance Objectives: After this lesson, the students will list at least three individuals or groups that compose a community.

Assessment: The teacher will collect the lists after the lesson.

Advanced Preparation by the Teacher: Lay out “Police Officers” by Dee Ready,” “What Do Banks Do?” by Roberta Basel, and “The Skin I’m In” by Pat Thomas.

Procedure:

Introduction/Motivation: Tell the class that they are going to start a unit on community roles. Later in the unit, they will participate in many different activities, including hearing a “surprise” guest speaker and going on a field trip. Today they are going to work together in small groups to start learning the roles of individuals and groups in a community.

Step-by-step Plan:

1. Split the students into three groups and give each group one of the books listed above, which they read together, alternating every paragraph.
2. After everyone is done reading, each group will give a brief summary of their book.
3. The students will individually make lists of individuals and groups in their community.
4. The students will turn and talk to a neighbor, comparing their ideas.
5. The teacher will write “individuals,” “business/industry,” “family,” “civic organizations,” and “governing bodies” on the board. Describe each term and ask students to give examples of each that are found in their community. Guide them, giving examples as needed.

Closure: Give the students a few minutes to add to their lists before collecting them. Tell the students that the book they read today and any other books that are read during the community unit will be placed in a book basket to read during SSR time.

Adaptations/Enrichments: The teacher could place students that struggle in one group, working one-on-one with this group. Groups who finish early could draw pictures that help illustrate their book, which they could share when giving their summary.

Self-reflection: Did this lesson effectively teach the standard? What part of the lesson did the students have difficulty with? What, if anything, would I change to make this lesson better?
MANCHESTER COLLEGE

Original Lesson Plan by __Jenny Bauman_____

Lesson: ___Science “Staying Healthy”  ________________  Length: ___50-60 minutes__

Age or Grade Intended: ______3rd grade_____

Academic Standards:
3.4.7 Explain that eating a variety of healthful foods and getting enough exercise and rest help people stay healthy.
3.5.1 Give examples of how the local community is made up of many individuals, as well as groups.

Performance Objectives: After researching ways to stay healthy, students will describe on the worksheet at least two of the following: healthy foods, exercise, and rest help people stay healthy.

Assessment: The teacher will listen to the class discussion at the end of the lesson, checking for comprehension. The teacher will also collect and look at the student’s worksheets.

Materials/Preparation: Reserve the computer lab, lay out the book The Gulps by Rosemary Wells, and print off copies of the attached worksheet.

Procedure:
Introduction/Motivation: Tell the class that families are groups of people found within a community and that you are going to read a book about two families. Read The Gulps aloud to the class. Ask the students how they think the Gulps became healthy.

Step-by-step Plan:
1. Go to the computer lab and hand out the worksheet, telling the students that they will fill it out as they go to three websites. Each students will go to the website http://www.nutritionexplorations.org/kids/nutrition-pyramid.asp, looking at the “Interactive Pyramid” and “How much should you eat?” links (Gardner’s linguistic and visual/spatial, Bloom’s knowledge).
2. Then students need to read the article “Why Exercise is Cool” at https://kidshealth.org/kid/stay_healthy/fit/work_it_out.html. (Gardner’s linguistic)
3. Then students go to http://www.kidshealth.org/kid/stay_healthy/body/not_tired.html and read the article titled “What Sleep is and Why all Kids Need it.” (Gardner’s linguistic)

Closure: The teacher will lead a class discussion about what the students learned, asking about the importance of healthy foods, exercise, and rest in staying healthy. (Bloom’s application)

Adaptations/Enrichments: Students that struggle with reading can be placed with a student that can read more easily. Students that finish early can design a diet and exercise plan for the family in The Gulps, which they would share during the class discussion.

Self-reflection: Did this lesson effectively teach the objective? What would I change?
“Staying Healthy” Worksheet

Name ________________________________

1. Complete this chart about the five food groups.

<table>
<thead>
<tr>
<th>food group</th>
<th>Three examples of food in that group</th>
<th>Recommended amount of servings</th>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

2. List at least three benefits of exercising.

3. List at least two benefits of getting enough sleep.

4. How do people stay healthy?
Lesson: Music “School Bus”

Length: 20 minutes

Age or Grade Intended: 3rd grade

Academic Standard:
3.5.1 Give examples of how the local community is made up of many individuals, as well as many different groups.

Performance Objective: After singing “The Wheels on the School Bus” using the lyrics written by Mary-Alice Moore, the students will list at least three individuals or groups within the school community.

Assessment: The teacher will collect the lists at the end of the lesson, checking for three individuals or groups in the school community.

Materials/Procedures: Lay out The Wheels on the School Bus by Mary-Alice Moore and the recording of the song. Print out the attached lyrics.

Procedure:
Introduction/Motivation: Ask the students to name some of the individuals and groups within a school community. Tell them that they are going to sing a song to learn more about the people that make up the community within the school.

Step-by-step Plan:
1. Read The Wheels on the School Bus to the class, showing them the pictures. (Gardner’s linguistic and visual-spatial)
2. Discuss some of the individuals and groups named in the book and the roles that they play in the school community. (Gardner’s linguistic, Bloom’s comprehension)
3. Hand out the lyrics to the song. (Gardner’s visual-spatial)
4. Start the tape and sing along with the students (Gardner’s musical)
5. The students make a list of at least three individuals and groups found within the school community. (Bloom’s comprehension)

Closure: The students can share their lists before they are collected. (Gardner’s interpersonal)

Adaptations/Enrichments: Students that are struggling can look at the song lyrics as they make their lists. Students that are more advanced can write the roles that the individuals and/or groups that they listed play in the school community.

Self-reflection: Did this lesson effectively teach the standard? What would I change?
“The Wheels on the School Bus” Lyrics

The wheels on the bus go round and round, round and round.
The wheels on the bus go round and round,
All the way to school.

The kids on the bus say, “Off to school! Here we go! Off to school!”
The kids on the bus say, “Here we go!”
All the way to school.

The teachers on the bus say “Think, think, think! Learn, learn, learn! Think, think, think!”
The teachers on the bus say “Learn, learn, learn!,”
All the way to school.

The librarian on the bus says, “Read, read, read! Books, books, books! Read, read, read!”
The librarian on the bus says, “Read more books!”
All the way to school.

The coach on the bus says, “Catch, catch, catch! Throw, throw, throw! Catch, catch, catch!”
The coach on the bus says “Throw, throw, throw!”
All the way to school.
All the way to school.

The nurse on the bus says, “Open wide! Aaah, aaah, aaah! Open wide!”
The nurse on the bus says, “Aaah, aaah, aaah!”
All the way to school.

The lunch ladies on the bus say, “Eat! Eat! Eat! Yum, yum, yum! Eat! Eat! Eat!”
The lunch ladies on the bus say, “Let’s eat lunch!”
All the way to school.

The music teacher on the bus says, “Sing, sing, sing! Play, play, play! Sing, sing, sing!”
The music teacher on the bus says, sings, “Do re mi…”
All the way to school.

The art teacher on the bus says, “Paint, paint, paint! Draw, draw, draw! Paint, paint, paint!”
The art teacher on the bus says, “Draw, draw, draw!”
All the way to school.

The custodian on the bus says, “Mop, mop, mop! Sweep, sweep, sweep! Mop, mop, mop!”
The custodian on the bus says, “Clean this mess!”
All the way to school.

The driver on the bus says, “Everybody off! Everybody off! Everybody off!”
The driver on the bus says, “Here we are!
Welcome to my school!”
Lesson: Art “Community Cartoon” Length: 50-55 minutes

Age or Grade Intended: 3rd grade

Academic Standard:
3.4.2 Discuss ideas for writing, use diagrams and charts to develop ideas, and make a list or notebook of ideas.
3.5.1 Give examples of how the local community is made up of many individuals, as well as many different groups.

Performance Objective: After brainstorming a list of individuals and groups in the community, students will draw a cartoon that includes at least two individuals or groups in their community.

Assessment: The teacher will walk around to make sure that the students are writing their brainstorming down in their writing notebooks. The teacher will also collect the cartoons that the students draw, checking to make sure that they include at least two individuals or groups that can be found in a community.

Materials/Procedures: Lay out the book Worm Gets a Job by Kathy Caple.

Procedure:
Introduction/Motivation: Read Worm Gets a Job. Ask students to name the various individuals and groups that were named in the book, which is about Worm’s community. Tell the students that they are going to draw their own cartoons about their community.

Step-by-step Plan:
1. Ask the students to get out their writing notebooks and start brainstorming about individuals or groups that are found in their community. They need to circle the two that they want to write about. Then the students can brainstorm about what they what the two individuals or groups to do in their cartoon. Remind the students that the cartoons can be funny, but that they can’t include putdowns! (Bloom’s knowledge)
2. After the students have planned their cartoons, give them pieces of blank, white paper.
3. The students then draw their cartoons, adding captions for each picture. (Gardner’s visual/spatial and bodily-kinesthetic)

Closure: Each student can share their cartoon with the class. (Gardner’s interpersonal)

Adaptations/Enrichments: Students that struggle can be placed with a partner, but both people still need to create their own cartoons. Students that finish early can look at the books in the book basket labeled “community.”

Self-reflection: Did this lesson effectively teach the standard? What would I change?
Lesson: PE Gross “Community Service”  
Length: 60 minutes

Age or Grade Intended: 3rd grade

Academic Standards:
3.5.1 Give examples of how the local community is made up of many individuals, as well as many different groups.

Performance Objectives: After listening to Do Something in Your Community, students will list at least three ways that they could volunteer in their community.

Assessment: The teacher will collect the lists.

Materials/Preparation: Ask the janitor for trash bags and plastic gloves. Lay out Do Something in Your Community.

Procedure:

Introduction/Motivation: Tell the students about a time that you volunteered. Ask anyone if they have volunteered before and what activity they did.

Step-by-step Plan:
1. Explain to the students that volunteers are individuals in the community that help others without pay to try to make their community a better place. (Gardner’s linguistic)
2. Read the book Do Something in Your Community aloud. (Gardner’s linguistic and visual)
3. Ask the students to write down at least three volunteer activities that they could do. (Bloom’s knowledge) Ask for volunteers to share their list. (Gardner’s interpersonal)
4. The class picks up trash around the school, which is part of their community. (Gardner’s bodily-kinesthetic)

Closure: Thank the students, encouraging them to continue doing volunteer work.

Adaptation/Enrichment: Students that have difficulty completing their lists can work with a partner. Students that finish early can write about a time that they volunteered.

Self-reflection: Did this lesson effectively teach my objective? What would I change?
Lesson: PE fine “Sign Language”  
Length: 30-35 minutes

Age or Grade Intended: 3rd grade

Academic Standard:
3.5.1 Give examples of how the local community is made up of many individuals, as well as many different groups.
3.7.15 Follow three- and four-step oral directions.

Performance Objectives:
During a class discussion about how a school can be viewed as a community, students will name at least two individuals or groups that play a role in the school community. While listening to Moses Goes to School, the students will follow three and four-step oral directions to perform sign language correctly two out of three times observed.

Assessment: During a class discussion, the teacher will ask each student to name at least two individuals or groups that play a role in the school. The teacher will watch the students as they perform sign language, checking to see that the students do it right at least two out of three times.

Materials/Procedures: The teacher will lay out Moses Goes to School by Isaac Millman.

Procedure:
Introduction/Motivation: Ask the class how the school can be viewed as a community. (Bloom’s comprehension) Give examples of some of the people that play a role in the school community, asking the students to give additional examples. Tell the class that they are going to listen to a story about a boy named Moses that attends a deaf school and that they are going to learn how to sign a few words in sign language.

Step-by-step Plan:
1. Call the students back to the reading corner.
2. Go over the hand motions listed under the author’s note. (Gardner’s bodily-kinesthetic)
3. Read Moses Goes to School, pausing at the end of each page. Sign the sentence that is depicted, describing the motions of your hands. (Gardner’s linguistic and visual/spatial)
4. Then the students sign the sentence before the teacher reads the next page. (Gardner’s bodily-kinesthetic, Bloom’s knowledge)

Closure: Ask for volunteers to sign a sentence of their own. (Bloom’s application)

Adaptations/Enrichments: Students that have trouble focusing can have a copy of the pages with the sign language so that they can focus on the paper in front of them. Students that understand the concept can sign some of the sentences in the book for the class.

Self-reflection: Did this lesson effectively teach the objective? What would I change?
MANCHESTER COLLEGE
Education Department

Original lesson by Jenny Bauman

Lesson: Cooking “Community Food”
Length: 30-35 minutes

Age or Grade Intended: 3rd grade

Academic Standard(s):
3.5.1 Give examples of how the local community is made up of many individuals, as well as many different groups.
3.7.6 Provide a beginning, a middle, and an end to oral presentations, including details that develop a central idea.

Performance Objectives:
After bringing in a food that is served often in their family or community, the students will give a one minute presentation that has a beginning, middle, and end about the importance of that food to them.
After listening to the presentations, students will name at least one variation in the foods brought in.

Assessment: The teacher will listen to the student presentations, checking to see if the presentation has a beginning, middle, and end. The teacher will also listen during the class discussion about the food brought in, checking for the understanding that not all foods in different families or communities are the same.

Materials/Preparation: The teacher needs to prepare a food that is important to him or her.

Procedure:
Introduction/Motivation: Tell the students that they are going to give a short presentation, and then they are going to get to eat!
Step-by-step Plan:
1. Tell the students about the food that you brought in, providing an example of what is expected. Be sure to explain the importance of that food to you (Gardner’s linguistic)
2. The students are given three minutes to plan their presentations. (Bloom’s knowledge)
3. Everyone gives their presentation, explaining the importance of their food to them (Gardner’s interpersonal)
Closure: The class has a brief discussion about the variety of food that was brought in and then gets to eat!

Adaptation/Enrichment: The teacher or gifted students can help students that are struggling plan their presentation. Students that finish early can draw pictures to aid their presentation.

Self-reflection: Did this lesson effectively teach the standard? What would I change?
MANCHESTER COLLEGE
Education Department

Original Lesson by ______ Jenny Bauman ______

Lesson: ______ Storytelling “My Community” ______

Length: ______ 35–40 minutes ______

Age or Grade Intended: ______ 3rd grade ______

Academic Standards:
3.5.1 Give examples of how the local community is made up of many individuals, as well as many different groups.
3.7.14 Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.

Performance Objectives: After hearing the story Building with Dad, students will tell a story about an individual or group in their community using at least two sensory details.

Assessment: The teacher will listen to the students, checking to see that the person or group they are describing is in the community and that the student used at least two sensory details.

Preparation/Materials: Lay out the book Building with Dad by Carol Nevius.

Procedure:
Introduction/Motivation: Tell the students you are going to read Building with Dad, a book about a construction company that builds a school. Remind the students that a construction company is a business, so it is one of the groups that can be found in a community. Ask the students what they know about constructing a building.

Step-by-step Plan:
1. Read Building with Dad, pointing out the interesting illustrations. (Gardner’s linguistic and visual/spatial)
2. Ask the students to think of a story about someone in their community. They could talk about an individual, like a parent or sibling, or a group, like policemen, the American Legion, or City Council. (Bloom’s knowledge)
3. Remind the students that they need to use sensory details that help everyone visualize the story as they tell it. Give them an example, like “His hair looked like he had stuck his finger in an electrical outlet.” (Bloom’s comprehension)
4. The students tell their stories to the class. (Gardner’s interpersonal)

Closure: Ask the students to name some of the individuals and groups that were described in the stories. Also ask the students to share some of the sensory descriptions that they liked.

Adaptations/Enrichments: Walk around the room, helping students that are having difficulty thinking of a story or sensory details. Students that are done early can help classmates that are struggling.

Self-reflection: Did this lesson effectively teach the standards? What would I change?
Lesson: drama “Fire Safety”

Length: 30-35 minutes

Age or Grade Intended: 3rd grade

Academic Standards:
3.7.13 Plan and present dramatic interpretations of experiences, stories, poems, or plays.
3.5.1 Give examples of how the local community is made up of many individuals, as well as many different groups.

Performance Objectives: After learning that firefighters are a group of people that can be found in the community, students will perform a three to five minute skit on fire safety in the family home.

Assessment: The teacher will watch the skits, checking to see if they are about preventing or escaping fires in the family home.

Preparation/Materials: Lay out the book Firefighters by Paulette Bourgeois.

Procedure:
Introduction/Motivation: Explain that firefighters are another group of individuals that can be found in the local community. Ask students if they have ever seen a firefighter, letting them explain what the firefighter was doing when they saw him or her. (Bloom’s knowledge)

Step-by-step Plan:
1. Read Firefighters to the class, going over the preventing fires, planning for a fire as a family, and staying safe in a fire sections in the back of the book. (Gardner’s linguistic)
2. Split the class into small groups, where they plan their skits about home fire safety. (Gardner’s interpersonal and Bloom’s application)
3. Each group presents their skit to the class. (Gardner’s bodily-kinesthetic)

Closure: Ask the students what they learned about firefighters and fire safety. (Bloom’s knowledge)

Adaptations/Enrichments: Students that struggle with organization and getting things done in the allotted time can be placed with students that are good at keeping their group on task. Students that finish early can design or draw props that they can use during their skit.

Self-reflection: Did this lesson effectively teach the standards? What would I change?