

Grade 1	Lesson: My School Community Part 3 (Classroom Jobs)	Reference to English Interconnections Lesson Meeting Our Needs at School
Social Studies Standard(s): Standard II Objective 1		
Content Objective(s):		Language Objective(s):
Students will identify responsibilities in the school. <i>I can identify people and their jobs in the school.</i>		Students will say “teacher” or “student” what the teacher points at a picture. <i>I can say “teacher” or “student” depending on what the teacher point at.</i>
Essential Questions: How are things both similar and different at school?		Required Academic Vocabulary for Word Wall: Listen: jobs, community Speak: student, teacher Read: Write: teacher Sentence Frames:
Materials: <ul style="list-style-type: none"> Colored markers Drawing paper Picture of a school or the school you are at Pictures of the different people in the school Pictures of the students in the class List of student jobs with pictures that represent what those jobs are 		Additional Lesson Vocabulary: <ul style="list-style-type: none"> Morning: messenger, attendance, calendar, coat closet, etc. Daily Upkeep: recycling, waste cans, clean sink, water plants, feed animals, etc. Materials: Paper passer, materials person Traveling From Place to Place: door holder, line leader, lunch duty, etc. Departure Routine: chairs up on desks, papers in backpacks, individual areas cleaned Fire Drill: windows, lights, class clipboard, class list, doors, etc.
Lesson:		Instructional Time: 20 minutes
<p>Opening: (3 minutes)</p> <ul style="list-style-type: none"> Have picture of students, and school personnel displayed on the board. <p>T: “Our school is a community! With lots of different people doing different jobs.”</p> <p>T: “Let’s review the people in our school and what they do.”</p> <p>T: “Who is this?” (point at one of the students pictures)</p> <p><i>S: will respond with the student’s name.</i></p> <p>T: “ ___ is a student. Their job is to learn.”</p> <p>T: “Who is this?” (point at the teachers’ pictures)</p> <p><i>S: will respond, “teacher” or the teacher’s name.</i></p> <p>T: “Yes, their job is to teach!”</p> <ul style="list-style-type: none"> Go through the different pictures of people on the board- their names and jobs. <p>T: “Our school is a community. It has lots of people with different jobs.”</p> <p>Introduction to New Material (Direct Instruction): (8 minutes)</p> <p>T: “Our classroom is the same way but smaller.”</p> <p>T: “Our classroom has ___ students.” (the number of students)</p> <p>T: “Each person in our class needs a responsibility. Let’s look at the list of jobs students need to do in our classroom.”</p> <ul style="list-style-type: none"> Put each student job up on the board one at a time and explain them. <p>T: “The first job is the attendance person (show a picture). The attendance person will take the attendance to the office in the morning.”</p> <ul style="list-style-type: none"> Go through each of the jobs the students in your class will have at some time during the year. These are some examples. <ul style="list-style-type: none"> Morning: messenger, attendance, calendar, coat closet, etc. Daily Upkeep: recycling, waste cans, clean sink, water plants, feed animals, etc. Materials: Paper passer, materials person (to bring manipulatives, etc. to the table), etc. Traveling From Place to Place: door holder, line leader, lunch duty, caboose (the end of the line) etc. Departure Routine: chairs up on desks, papers in backpacks, individual areas cleaned Fire Drill: windows, lights, class clipboard, class list, doors, etc. <p>T: “These are all the different jobs you will have through out the year.”</p>		

T: "Each job is very important and if you don't do it right, it will cause problems for others in the class."

T: "Let's practice some of the jobs."

- Choose some jobs and have students one at a time practice performing those jobs. Correct them if they do it incorrectly and praise them if they do it well."

T: "Good job!"

Closing: (4 minutes)

T: "Each day you will be given a new job. Each of you have a popsicle stick with your name on it." (Show the popsicle sticks with the student names on them.)

T: "Each day your name will be next to a different job. When you come to class you will need to look for your name to find out what your job is."

T: "I am going to put your names next to different jobs right now. This is your job for today."

- Go through the names and tell the students their jobs for that day.
- Each day for the first week, at the start of class go through the different jobs the students have.
- Remind them during the day of what their jobs are so they don't forget.

Assessment:

Extra Ideas:

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