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| **Grade 1** | **Lesson:**  **My School Community**  **Part 1** | | Reference to English Interconnections Lesson  Student and Teacher Roles and My school Community | |
| **Social Studies Standard(s): Standard II Objective 2 and Standard II Objective 1** | | | | |
| **Content Objective(s):** | | **Language Objective(s):** | | |
| Students will identify responsibilities in the school.  *I can identify people and their jobs in the school.* | | Students will say “teacher” or “student” what the teacher points at a picture.  *I can say “teacher” or “student” depending on what the teacher point at.* | | |
| **Essential Questions:**  How are things both similar and different at school? | | **Required Academic Vocabulary for Word Wall:**  **Listen:** school, teacher, student  **Speak:** student, teacher  **Read:**  **Write:** teacher  **Sentence Frames:** | | |
| **Materials:**   * Chart paper or two large colored circles made of butcher paper * 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 | | **Additional Lesson Vocabulary:**  Secretary, librarian, principal, PE teacher, computer teacher, lunch secretary, custodian | | |
| **Lesson:** | | | | **Instructional Time: 35 minutes** |
| **Opening:** **(3 minutes)**   * Have a picture of the school displayed on the board and refer to it.   **T: “We have now been in school for \_\_\_\_ days!”**  **T: “We have learned the rules…eyes look, ears listen, mouths smile and hands are still.”**   * Do the actions with the students as you state them. For example point at your eyes when you say, “eyes look.”   **T: “Today we are going to talk about all the people in our school.”**   * **Introduction to New Material (Direct Instruction): (8 minutes)** * Put the pictures of the students on the board.   **T: “Look at the board. There are pictures of you on the board.”**  **T: “You are all students.”**   * Point at the student pictures, and say, “Mark is a student.” Or “Jenny is a student.” * Go through 5-10 of the students.   **T: “Now I need 2 helper to come up. You will tell each other that you are students. You will say, I am a student. Say it with me. I am a student.”**  S: *will say, “I am a student.”*  **T: “Perfect! Now who wants to come up?”**   * The teacher will choose two students.   **T: “I want you to say it first, “I am a student.”**  S: *will say, “I am a student.”*  **T: “Now it is your turn.”**  S: *will say, “I am a student.”*  **T: “Good job! Please sit down. Who else wants to come up?”**   * Call on 2 students at a time about 5 times.   **T: “Now, I want you to turn to your neighbor.** (explain who will be neighbors by choose for the students) **This is your neighbor. This is your neighbor…”**  **T: “Turn to your neighbor and say, “I am a student.”**  S: *will turn to their neighbor and say, “I am a student.”*   * Put a picture of yourself on the board.   **T: “Good job! Now, I am going to add another picture on the board. Who is this a picture of?”**  S: *will say, “you” or point at the teacher.*  **T: “Yes, this is a picture of me. I am NOT a student, but I am the TEACHER.”**  **T: “Say student or teacher with me as I point at the pictures.”**   * Point at the different pictures on the wall.   S: *will say, “student” or “teacher” depending on who the teacher points at.*  **T: “The teacher** (point at the teacher picture) **and the student** (point at pictures of the students) **are different.”**  **T: “Students come to school** (point at the picture of the school) **to learn!”**  **T: “Teacher come to school to teach.”**  **T: “How else are students and teachers different?”**  S: *will respond, “teacher are old” or “students are small” or “teacher are tall” or “students are young” or ”teachers are ….”*   * Answer will vary * Draw the differences on a venn diagram or comparing chart.   **Independent Practice: (6 minutes)**  **T: “Now I am going to give each of you a white piece of paper. You need to fold it in half like this.”**   * Show the students how to fold the paper.   **T: “Then you will draw your teacher on one side and label it with teacher.”**   * Draw a picture of yourself on one side of the paper and label it.   **T: “Then you need to draw a picture of you on the others side label it with your name. Like this.”**   * Draw a picture of a student on the other side and label it.   **T: “I am going to call your names one at a time. When I say your name I want you to quietly walk to your seat and sit down.”**   * Teacher will call on the students one at a time until all the students are at their seats sitting down.   **T: “Now I am going to give each of you a white piece of paper. Don’t touch it until I say. You need to leave it in front of you.”**   * Pass out the paper.   **T: “Thank you for listening so well. No one touched their papers. Now I need you to fold your paper in half like this.”**   * Show the students how to fold the paper again.   S: *will fold the paper.*  **T: “Now draw a picture of your teacher. You have 2 minutes.”**  S: *will draw a picture of their teacher.*  **T: “Now, draw a picture of yourself. You have 2 minutes.”**  S: *will draw a picture of themselves.*  **T: “Did you remember to label you pictures? Remember to write teacher with the picture of your teacher and your name with your picture.”**  S: *will label their pictures.*  **T: “Awesome, when I call your name please hand me your paper and come sit on the carpet again.”**  S: *will hand the teacher their papers and sit on the carpet.*  **Introduction to New Material (Direct Instruction): (15 minutes)**  **T: “We have pictures of the students and your teacher on the board. Look at all of them. I see \_\_\_\_** (their names)**.**  **T: “Are there more people in the school?”**  S: *will say, “yes.”*  **T: “You are right! There are a lot more people in the school. I have some pictures of the other people in our school.”**   * Show the students pictures of the different people in the school one at a time.   **T: “This is a picture of \_\_\_\_\_** (the partner English teacher)**. Where is she?”**  S: *will point in the direction of the partner English teacher.*  **T: “Here is another picture. Who is this?”**   * Go through pictures of other teacher and personnel the students will have contact with (principal, secretary, counselor, PE teacher, lunch worker, custodian, computer person…)   **T: “We have a lot of people working in our school. Let’s go through their names one more time.”**  S: *will say the names of the people in their school with the teacher.*  **T: “Well done! You know everyone! In just a minute we are going to go on a walk around the school and say hi to all these people.”**  **T: “We will walk to the office and say hi to the secretary by saying, ‘hi Miss \_\_\_\_.’**  **T: “We will go to the principals office and say, ‘hi Ms/Mr \_\_\_\_\_\_.’**   * Go through how the students need to say hi to all the different people.   **T: “I think we are ready to go! Remember that when we walk in the halls, our mouths are closed and our hands are still. We walk in a straight line and look at the person in front of us. Let’s practice walking around the room before we go.”**   * Have the students stand up, line-up and practice walking around the room appropriately. * When students are ready, leave the classroom and visit all the people on the list.   S: *will walk around the school saying hi to the people on the list.*  **Closing: (2 minutes)**   * Bring the students back to the classroom.   **T: “Please sit on the carpet. We are going to review the people in our school.”**  S: *will sit down on the carpet.*  **T: “Who did we see today?”**   * Go through the people the students say on their walk around the school and the people they did not see. | | | | |
| **Assessment:** | | | | |
| **Picture of teacher and student** | | | | |
| **Extra Ideas:** | | | | |
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