

**<TIP Kidspiration- Community>
REVISED**

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Overall Goal for the Lesson:

The overall goal of this lesson is for students to use kidspiration to meet the given objectives in support of the unit on community.

Description of classroom, grade level, and students:

This unit is for a First grade class. There are 20 students who are typical in their development for their age. One child has been identified as having a learning disability. Students are still learning how to become independent readers.

The students' desks are arranged in 5 groups of four students all around the room and they are used to collaborating with peers. There is a carpet on the floor right in front of the Smartboard where students gather when the teacher gives instruction or teaches a lesson. There are also two computers in the back of the classroom along the back wall that can be used independently or in pairs.

Student Objectives for the lesson. (Given a condition, the students will, to what level).

Given the kidspiration files, the students will work individually/in pairs to:
+ describe important people/places in their community with pictures/words/both
+ recreate neighborhood locations on a map and describe these through writing including at least 3 directional words.

Length of Lesson:

Note (described more below in 'schedule'): This lesson will be presented early on in a unit on community. Since it will be done individually/in pairs during center time.

Duration: throughout whole course of the unit.

Overall time will vary for each student since they can revisit this activity, but it will take place during the **daily allotted center time (45 minutes)**. A student may spend additional time on this after a student has finished their work early.

Presentation/demo of this activity (teacher-led) will be allotted 30 minutes.

Schedule of Activities:

This activity would be part of a larger unit on community. It would take place earlier in the unit. This activity would take place during center time or after a student has finished their work early so only four students at max will work on it at any given time. This is so that the teacher is able to provide assistance to the students if they have difficulty navigating kidspiration and to set them up. Prior to the students undertaking the activity this 'center' activity will be modeled on the smartboard by the teacher

Individually or in pairs (using the student 2 places as well in this case) the students will work on the kidspiration file "my community" first. They will use pictures, words, or both (depending on their individual literacy ability) to identify and describe important people and places in their community.

Student descriptions: use pictures/words/both to tell about people and places where you live.

Some ideas:

What do the people do?

How do they help each other?

What do the places look like?

What is your favorite thing about them?

After completing file 1, the student(s) may then continue to work will now work in a pair to re-create part of their neighborhood. The second kidspiration file will be used to place important places in the neighborhood in relation to one another. Labeling of these locations will be encouraged.

Student directions: use pictures/words/both to show me your neighborhood. Cover, move or delete streets if you want to.

The students will then document what they did in the smartboard file. They will do this by individually writing a description of where each location was placed using at least the minimum given amount of directional (above, next to, etc) and cardinal (North, South, etc.) words (at least 3 words).

Student directions: After, write about the places and where you where put them. Be sure to use lots of the words we talked about like: Next to, above, under, North, South, East, West, etc.

PASS Content Standards Addressed

Standard2: The student will examine neighborhoods/communities from a spatial perspective.

2. Place objects (e.g., on a map, on the wall, or in the classroom) and describe their locations using near/far, up/down, left/right, above/below and in front of/behind.
3. Construct individually and with other students maps with the cardinal directions (north = N, south = S, east = E, west = W) indicated, and identify locations on the map (e.g., school, playground, and classroom).

Standard 3: The student will analyze the human characteristics of communities.

4. Identify and write the names of the school, town/city, state, and nation.

PASS Instructional Technology Standards (Copy and Paste from: <http://sde.state.ok.us/Curriculum/PASS/default.html>)

Standard 5: The student will demonstrate knowledge of technology research tools.

2. Use technology resources (e.g., calculators, data collection probes, videos, educational software) for problem solving, self-directed learning, and extended learning activities.

Assessments: How will these activities be assessed?

To assess students, observe their process and written work. Are they able to correctly identify their community? Can they re-create parts of it on a map? Can they describe where they are placing objects using spatial, directional terms? Do their responses and choices reflect understanding of the activity?

Accommodations: How might the lesson need to be adapted for students with special needs?

Time can be extended and assistance can be found in the teacher or a partnering classmate. The student who has difficulty staying on task, for example, would probably need more time. Partner students together with complimenting students (special needs with “middle” student for example). Perhaps by presenting one location to be mapped at a time the activity may become for focused for a student who has difficulty focusing. That would probably require assistance.

Materials Needed:

Kidspiration files
Smartboard
computers (student computers)
Writing materials (spirals/notebook paper, pencils)

Source: Kidspiration database