

This Is the Way We Go to School

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Revision Date of Lesson Plan: November 15, 2010

Overall Goal for the Lesson:

The goal for this lesson is for the students to listen to a podcast production of the book "This Is the Way We Go to School." They will be able to hear how students around the world travel to school in their different communities and from this podcast, the students will start to think about their own methods of traveling throughout their community here in Oklahoma.

Description of classroom, grade level, and students:

This lesson is for a first grade class. There are 20 students who are at average grade level and one child who has been identified as having learning disabilities. Students are still learning how to become independent readers. The students' desks are arranged in 5 groups of four students all around the room. 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.

Student Objectives for the lesson.

Given the podcast presentation of the book, the students will be able to think about different ways they travel in their own community and they will be able to share two of these methods in a class discussion.

Length of Lesson:

This lesson is designed to take thirty minutes. The podcast itself will last for about five minutes, and then the teacher will lead a class discussion in which the students will reflect upon the different methods of traveling they heard about in the different communities and they will share their own methods of traveling here in their community. This lesson is only designed to be taught on one day.

Schedule of Activities: The teacher will call the students over to the carpet and have everyone sit down and turn off their voices. Then, the teacher will reflect upon how the class has been discussing communities and hit on some of the

things they have learned so far. This pre-discussion period will last for about five minutes. Then, she will play the podcast. During the playing of the podcast, the teacher will show the students the different pages of the book so they can visualize what they are hearing about in the podcast. The podcast will play for about five minutes, and then the teacher will hold a class discussion to take up the remainder of the thirty minutes. The students will share how they travel throughout their own community.

PASS Content Standards Addressed

Standard 4: The student will examine the interaction of the environment and the people of a community.

2. Recognize that people in different parts of the world eat different foods, dress differently, speak different languages, and live in different kinds of “houses” (e.g., read and discuss children’s literature that has characters and settings in other countries).

PASS Instructional Technology Standards

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?

The students will be assessed from this lesson through their participation in the discussion. They will have heard about so many different methods of traveling from the podcast presentation of the book that they will be expected to talk about two different ways they travel to school or throughout their own community in a classroom discussion.

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

To accommodate students with special needs, the teacher can ensure several different things. They can make sure that the volume is turned up loud enough so the child can hear, they can make sure that the pace of the reading is slowed down enough for the student to understand, they can provide the student with a copy of the book to follow along with if this would make it an easier process, or they can conduct the assessment portion of the lesson in a one-on-one environment if that would allow for the student to feel more comfortable.

Materials Needed: The podcast will be accessed through the internet, so a computer with internet access is necessary. Likewise, the teacher will need the book to show the visuals to the students during the podcast reading.

Podcast Rubric

	Unsatisfactory		Satisfactory
Discussion	Student didn't engage in meaningful discussion.	Student engaged in discussion, but could have been more meaningful	Student knew how to identify their community and contributed to discussion in a meaningful way.
Behavior	Student is disruptive during podcast and while other students are talking.	Student isn't necessarily paying attention but isn't disrupting other students.	Student pays respect to their peers and is quiet during discussion while other people are talking and during the playing of the podcast.

