

What is Community?

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Overall Goal for the Lesson: Students will be able to present what community is for them. They will first draw a picture of their community and present it in front of the camera, respecting the directions.

Description of classroom, grade level, and students:

This unit 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 a condition, the students will, to what level).

Given a sheet of paper and after watching the movie, children will be able to draw what community represents to them and correctly present it in details to the camera.

Length of Lesson: (minutes, number of class periods, or days or weeks needed).

This activity will be taught on two successive days. The first day, children will watch the video and discuss it with the teacher.(20 minutes) Then, they would draw what community represents for them (40 minutes). On the second day, the teacher will give them directions about what to say and where to stand.(20 minutes) The teacher will model it once and finally they will present their own drawing to the camera. (2 hours) The children will pulled out during center time to complete their part of the video.

Schedule of Activities: (Break down your activity into a timeline of events. Focus on what students will be doing and what teachers will be doing during each part of the activity.)

First Day: (1 hour)

- Tell the children what we are going to do the next two days: drawing and making a video.
- Show them the video and discuss it with them.
- Ask children to draw what community is for them.

Second Day: (2h20 minutes)

- Model the right way to stand in front of the camera: hold their drawing in front of them, stand on the duck tape on the floor and give their name and grade. Then, describe what community means to them and how they represented it with their picture.
- Record the video with each of the twenty students while others work on some independent center or activity.

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

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

1. Identify how choices in behavior and action are related to consequences and have an impact upon the student himself/herself and others.

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.

1. Use telecommunications and online resources (e.g., e-mail, online discussions, Web environments) to participate in collaborative problem-solving activities for the purpose of developing solutions or products for audiences inside and outside the classroom.
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? (Go back to your objectives, what will the students do? Make sure that each objective is paired to an assessment measure that allows students to show it).

Students will draw a picture of what the community represents to them. Then, they will be assessed according to how well they respected the instructions (See Rubric).

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

For the child with learning disabilities, if the child does struggle, the teacher may have the help him find ideas about what to draw or remind him what community is. Moreover, the teacher may repeat the instruction to the child while recording or simply to him where to stand.

Materials Needed: Go through each activity and identify what items (both technology and not) are needed to complete this lesson. Include a breakdown according to individual student or student groups. Include materials that need to be created as well.

- Video camera
- Paper
- Introduction video
- Duck tape

Video Assessment Rubric:

	Unsatisfactory		Satisfactory
Drawing	Student didn't draw anything.	Student drew a picture not related to the topic.	Student drew an appropriate picture representing his vision of community.
Oral presentation	Student didn't present their picture in front of the camera.	Student presented their picture in front of the camera but didn't manage to clearly explain it. (no details)	Student stated his name and grade and stood in the right spot while giving a detailed description of their picture.