

TCNJ Lesson Plan
Civics Lesson

Student Name: Sydney McGowan
Grade Level: Pre-K

School Name: Bear Tavern
Host Teacher's Name: Miss Hupp

Guiding and/or Essential Questions: What are the Jobs of Community Helpers?

Pre-lesson Assignments and/or Student Prior Knowledge: Teacher will have asked parents/community helpers to come into the classroom and talk about their job. Students have been assessed by the teacher on what their knowledge of various community helpers are in preparation for this lesson.

Standards: PK6.3.2 Identify, discuss, and role-play the duties of a range of community workers.

Learning Objectives and Assessments:

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SWBAT identify the duties of community members.	The teacher will assess by observing students' roleplay of the community helpers they learned about and taking note of whether they are using correct information to describe their job.
SWBAT apply knowledge from parent volunteers and pretend to be a community helper.	The teacher will assess by observing students' roleplay of the community helpers they learned about and taking note of whether they are using correct information to describe their job.

Materials/Resources:

Clothesline Clues to Jobs People Do

Markers and whiteboard

Poster

Costumes for pretend play area (firefighter hat/boots, doctor scrubs, teacher materials, police badge and hat)

Plan for set-up/distribution/cleanup of materials:

Materials necessary for writing discussion points will be preset at the board.

Parents/helpers will be told to arrive at a specific time to the classroom so they do not distract students before it is time for them to learn about the jobs in centers.

Costumes for pretend play will be put in the pretend play area before the day begins.

Step by Step plan (numbered):

1. Begin by asking about some jobs that students know about. Have a class discussion about what kinds of jobs their parents have, or the kinds of jobs they see on TV.
2. Show pictures of these primary sources and ask students what they recognize in the photos. If students do not know what job it is yet, tell them to keep the image in their mind.
3. Read the book *Clothesline Clues to Jobs People Do*.
4. Ask the students what kinds of jobs they saw in the book. Write the jobs they say on the board. Bring back the pictures and have students see if they can guess which jobs are being pictured after having some knowledge activated.
5. Talk about why it is important that these people do their jobs. Have students give their input and have students share any experiences they have with firefighters, doctors, teachers, or other community jobs.
6. By this time, parents and community helpers should be arriving in the classroom. Have each person sit in a different area of the room, and split students up into groups. Each group will have a 5 minute discussion with each community helper where they learn about the duties of that job. There will be 5 minutes for students to ask questions.

X. Closure (Should be detailed! Include short and long when relevant).

7. After every student has talked to each helper, the class will play a game where they must guess what community helper the student is. The students can dress up as their helper using costumes, and they will tell the class what they do at their job as hints. Students will raise their hands to guess what helper their friend is pretending to be.

Key Questions (that you will ask):

- What kinds of jobs do your parents have?
- What jobs have you seen on TV or in books?
- What do you want to be when you grow up?
- Have you ever seen a (firefighter, policeman, doctor, etc.) before? What happened when you saw them?
- What does a (firefighter, policeman, doctor, etc.) do? How does that help the community?

Key Vocabulary

Community

Firefighter

Policeman
Doctor
Teacher

Logistics

Timing:

Whole lesson: 40 minutes

Intro: 2 minutes

Book: 10 minutes

Discussion: 5 minutes

Centers: 5 minutes each, about 5 overall?

Game: 10 minutes

Transitions: Techniques such as “girls move to the carpet first” or putting students in groups and having them go to different locations will be used

Classroom Management: Groups will be predetermined based on who works well in groups together and who will not be disruptive or too chatty together. Lots of questions and time to talk will be given during the whole group time so children don’t get too antsy.

Differentiation Notes

Students will be mostly in discussion groups where they are able to ask questions if they need assistance or clarification.

Students will be gauged on their prior knowledge of community helper jobs before this lesson, so the teacher knows how much information to provide in the introduction of the lesson.

Primary Sources to be used:



Albany Fire Protectives -- early 1900s



LAPD -- undated



Doctor and Nurse with baby -- 1915