Community Unit:

For 3rd Grade

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Introductory Sheet to Community Unit

Typical Third Grade Learner:

Once children enter the third grade, they feel a lot more secure in their actions and their academic abilities; even though they feel more independent at this age, students still need their parents help in guiding their achievements. Typical third graders work well together in small groups, are willing to include new classmates, and can understand and follow most rules given (Robinson, 2010). As far as their physical abilities, they have increased upper body strength, allowing them to partake in actions, such as cartwheels and handstands. Students in third grade can also participate in longer and more intense physical education activities (Robinson, 2010). According to the Indiana Department of Education website, the main social studies concepts that third graders learn in school are about building community, distinguishing between good and bad citizens and their responsibilities, and identifying examples of goods and services various communities provide. Third graders are full of curiosity and wonder, and they often like to test their limits quite frequently, so it is extremely important that teachers provide their students with safe classroom environments to learn and flourish in (Education.com, Inc.).

Reference—


Rationale:

It is essential for students to study and understand communities since they all live in a certain type of one—urban, suburb, or rural. As community members, students also need to recognize their duties, responsibilities, and expectations. Along with knowing these important concepts, students need to be aware of certain services available and their locations throughout their own communities in case they would ever need to utilize them for any reason. To go along with this, a large part of community is volunteerism, so students need to be able to identify various services they can provide people who live in their own communities when appropriate. Also, students need to be able to classify several traits and characteristics of good citizens vs. poor ones so they understand how to act appropriately in their own communities. The majority of these reasons are centered around several social studies Indiana academic state standards; many are listed as followed just to name a few: 3.2.1, 3.2.5, 3.2.6, and 3.2.7.

Goals:

1. Students will be able to locate several different services and their locations in their communities and know the importance of them.
2. Students will identify numerous qualities of good citizens.

3. Students will be able to distinguish between the different types of communities that people live in.

4. Students will learn what it means to work as a team to build up the classroom’s community during group projects.

5. Students will be able to easily distinguish the differences between good and bad citizens.

Objectives:

1. Given half sheets of paper, students will each complete two fraction addition problems with 100% accuracy. (Math 3.2.6)

2. After a class discussion, students will complete the entire “I” portion of the Author’s Purpose P.I.E. worksheet over the book Voting by Gary Miller including at least two examples from the text. (English 3.3.4)

3. After performing class skits, students will write at least two sentences explaining the importance of being a good citizen of a community/state. (Social Studies 3.2.5)

4. Using their scenario from the role playing activity, students will write at least 3 supporting sentences to a topic sentence explaining how they would be the good citizen. (English 3.4.3)

5. After learning about characteristics of good citizens, students will identify at least 2 characteristics in the paragraphs they write. (Social Studies 3.2.5)

6. Given examples of goods and services, students will correctly distinguish between the two 7 out of 9 times. (Social Studies 3.4.2)

7. Given a clipboard, students will identify at least 3 goods and 3 services they discover during the fieldtrip. (Social Studies 3.4.2)

8. Given local newspapers and magazines, students will create collages that contain at least two goods and two services. (Social Studies 3.2.1)

9. Given parent/guardian permission, the student will interview at least 4 community members while filling out the “Interview Worksheet” each time. (Social Studies 3.4.2, English 3.5.5)

10. When placing events on a timeline, the students will correctly measure at least 4 of the events in half-inch increments. (Math 3.5.1, Social Studies 3.3.8)

11. Using previous interview information, students will correctly identify at least 3 out of 4 times if their interviewees provide a good or service to the community. (Social Studies 3.4.2)
12. After a class discussion, students will create stanzas for a class song including the 3 main elements below:
- Stanza includes at least one reason why it is important for people to be good citizens
- Stanza includes at least one good and one service
- Stanza makes sense and the lines flow together nicely (Social Studies 3.2.5 & 3.4.2, Music 3.8.4)

13. Given the different elements that are necessary for people to live in communities, students will write at least 3 sentences under each flap of their foldable organizer. (Science 3.4.6)

Indiana State Standards

Social Studies:

- 3.4.2—Give examples of goods and services provides by local businesses and industries.

  Social Studies activity: Students will learn about the three main community types—rural, urban, and suburban. Teacher will help students define a service and a good and how to identify various goods and services located in their school community.

  Gross Motor activity: The teacher will lead students uptown on a mini field trip of the community their school resides in. Students will specifically learn about various goods and services their community provides, such as the fire station, town library, grocery stores, etc.

  Fine Motor activity: Students will create accordion books of workers they chose to interview throughout their communities with parent/guardian permission and approval. On each page of their books, students will place the name and photo of a worker. They will also be asked to summarize the things the workers told them that make their jobs important to community members.

  Art activity: Students will create their own community collages based on what the community is like they live in by gathering pictures from magazines and newspapers. Their collages must depict 3 or more of the following questions: What are some different features in your community? Where can people come together in your community? Do you live in a rural, a suburban, or an urban community? What types of goods and services does your community provide its people? If you think a lot of people in your community vote, volunteer, and participate in community service, how could you show this by using pictures?

- 3.2.5—Explain the importance of being a good citizen of the state and the nation.
Music activity: Students will be placed in small groups to each come up with a couple of lines to a class song that will eventually be created centered around the theme of community and specific things community members have to do in order to successfully work together and get things done.

Story Telling activity: In small groups, students will create stories that include qualities of both good and poor citizens that could be found throughout their communities. Various groups will come together to share the stories they created. The same groups will be used for the role playing activity in the drama lesson.

Drama activity: Students will be put into small groups (the same groups will be used for the storytelling lesson) to act out various citizen skits. Students will get several chances to practice their skits during class before they are performed.

- 3.3.7—Physical Systems: Describe how climate and the physical characteristics of a region affect the vegetation and animal life living there.

   This standard will be introduced during the science lesson of the community unit plan. (However, this standard will not be assessed during the unit, but it will be at a later date).

- 3.3.8—Human Systems: Construct maps and graphs that show aspects of human/environmental interaction in the local community, Indiana and communities within the region.

   This standard will be introduced during the math lesson of the community unit plan. (However, this standard will not be assessed during the unit, but it will be at a later date).

Math:

- 3.2.6—Add and subtract simple fractions with the same denominator.

   Cooking activity: Students will be put into groups to make “Community Mix” for the entire class to enjoy. During the lesson, students will learn the importance of working together for a specific goal as they each complete their own fraction worksheets that deal with adding common denominators (that are actually amounts of ingredients they add to the class snack).

- 3.5.1—Measure line segments to the nearest half-inch.

   Math activity: After a lesson where students learned about key events from their community’s history, they will each create a timeline including three to four events. Students will make the distance between each major event on their time lines a half inch.
Science:

- 3.4.6—Explain that people need water, food, air, waste removal, and a particular range of temperatures, just as other animals do.

  Science activity: Students will each complete a foldable organizer with the three following sections showing about the community they live in: Community size, resources, and climate. As students complete their organizers, the big question they will be asked to focus on is, “How does where you live affect how you live?”

English/Language Arts:

- 3.3.4—Determine the theme or author’s message in fiction and nonfiction text.

  Reading activity: After the teacher reads *Voting* by Gary Miller, she will lead the students in a class discussion about the importance of exercising every person’s right to vote. By the end of the lesson, students will be able to identify the author’s purpose in writing the book (to inform about voting) and fill out the “I” portion over the text in the accompanying worksheet.

- 3.5.5—Write for different purposes and to a specific audience or person.

  Writing activity: With parent/guardian permission, students will choose 4-5 community members to interview about major events that have occurred in the community they live in. (They should get dates/years from the community members they interview if possible for a later math activity). Students will also be asked to find out what each of the community members do for a job for another later activity.

Music:

- 3.8.4—Discuss ways that music could enhance understanding of a topic in another discipline.

  Music activity: Students will be placed in small groups to each come up with a couple of lines to a class song that will eventually be created centered around the theme of community and specific things community members have to do in order to successfully work together and get things done.
Dear Parent/Guardian:

Next week, your child will be participating in our new unit during Social Studies class time. The overall theme of the unit is Community where your child will be exploring different types of communities, what a citizen is, the importance of being a good citizen, and much more. This is one of my favorite units to teach every year, so I look forward to spending some quality time with your child as we learn more about communities together!

Once the unit begins on Monday, the students and I will be experiencing many activities together, such as creating community collages, role playing how good citizens act toward one another, taking a field trip uptown where our school community is located, and so much more. Since the class and I will be experiencing something new each day, I highly encourage you to talk with your child every day after school about what occurred in Social Studies that day. This will get your child even more excited about the unit and about what the next day has in store for the whole class!

I hope you are as excited about next week’s new adventure as I am! The community theme is extremely important for children to understand since they will be dealing with others throughout their whole lives and will need to know the best ways to handle certain situations and how to get along with others in positive and respectful ways. If you should have any questions or concerns, please feel free to contact me. During and even after the unit, any feedback you would like to provide me would be most helpful so I can improve the unit for next year’s group of students.

Sincerely,

Miss Jewell
Annotated List of Trade Books for a 3rd Grade Community Unit


  This book allows the reader to take a virtual trip around Libbie’s neighborhood. Throughout the book, she shows and explains her favorite spots to be and about her favorite people located in her community. This book would be great to read to students before their fieldtrip uptown to their local community. It would also help students identify their favorite spots and community members in their own community they live in.


  This book is good to explain the following places to students: rooms in a house, streets, towns, cities, states, countries, etc. It allows for students to figure out exactly where they live in their communities by colorful pictures. This would be a good book to use with students when first introducing the community unit, perhaps even before students take part in the community cooking activity.


  There are several ways people can help out others in their community. Some people think it is important to volunteer in homeless shelters to help those in need while others would rather visit sick children in hospitals to make their days brighter and happier. Others try to help out people they have met who are being bullied by others. Whatever a person decides to do to help out others, they do it with kindness and because it feels like the right thing to do. I could use this book in my classroom to especially address the importance of stepping up to help people throughout a community in need.


  This book shares with the reader about all the different elements included in a community, such as people, government, buildings, and transportation. It also explains the different types of communities and how each one impacts the people that live there. When reading this book, students will also learn more about family, rules, zoos, and parks. This book would be an excellent one for students to read or have read to them just before they begin learning about the different types of communities in their social studies lesson of the unit.

Sarah is really happy because her parents have gotten her this new computer game she has been wanting. The next day, she does not have school because there is too much snow on the ground. This makes Sarah even happier because she thinks she can play her new game with her friends from school all day—until she realizes the power is out. Sarah has to choose between staying inside to play with friends or going to visit her neighbor who she notices looks sad and unhappy. This would be a good book to read with students before the storytelling lesson because they can see what a good citizen or bad citizen would do in Sarah’s situation.


This book is about different emotions children might feel as they are trying to make new friends, such as nervous and scared. It also provides several examples of why it is important to talk to new people because they could become really good friends. The book also includes examples of challenging times in friendships, like when jealousy occurs or friends get angry with one another. This book would be great to include in a classroom just as a friendly reminder why it is so important that people within a community try to get along and be good listeners to others and their opinions.


Throughout this book, students can read about real-life situations that are very likely to occur someday and the best ways to handle them using good citizenship techniques. This book allows students to see why it is important to care about people and different places located in a community. This would be another great book to read to students to begin the community unit to introduce to them how a community really works.


In this book, children are introduced to several different situations where they learn about responsible and respectful behavior, such as picking up after themselves to keep communities safe and clean for others. This book would be really good to share with students right before they create their community class song.


Decisions are an important part of everyone’s life, and when a huge group of people need to make one, they usually rely on a technique known as voting. Many adults vote on important issues, such as presidential elections and how tax money should be distributed. This would be a great book to use with students to help them understand presidential elections and the rules people must follow.

This book describes various workers in a community, such as librarians, policemen, teachers, and firemen. It also explains in detail the services people in communities provide to its people. This would be an excellent book to share with students right before they take their fieldtrip uptown and/or before they interview various community members.
COMMUNITY BULLETIN BOARD

The bulletin board will be entitled “Who Am I?” It will be covered with various flaps made out of construction paper that will tell different hints about several members who could be part of a community. Each day the community member goes undiscovered by students, a new hint will be put up about him or her. Some will turn out to be business owners while others do great things to help out communities, such as a policeman/woman, fireman/woman, or school teacher. Students will place sticky notes on the flaps until the mystery person is revealed. Once the secret community member has been discovered, a colorful picture of them will be stapled in the flap’s place instead. A new secret community member will be placed on the bulletin board each time within a few days of a new one being discovered during the entire unit. Once all community members have been guessed, students can choose which one is their favorite and write about why it is their favorite.

Below is a list of community members who might appear on the board and several possible hints about them that can be included:

Mailman/woman:
- People count on me to get their bills
- Sometimes I deliver special packages
- I can either walk or drive on the job

Grocery Store Owner:
- I provide people with an assortment of items, such as food, toiletries, and animal products
- You might be taken here to get snacks for a class party
- Your mom or dad might make a _______ list to go shopping here

Fireman/woman:
- I can help rescue cats that decide to climb up in trees
- I am called to the rescue when a fire starts unexpectedly
- I usually ride in a big, red truck when I am called to help others
Community Field Trip:

In the beginning of the community unit, students will take a field trip uptown to the local community that the school is located in. Prior to the field trip, the teacher will ask parent volunteers to be chaperones for student groups. During the field trip, students must remain with their chaperone at all times and if this rule is broken, there will be consequences when the class returns back to school (students who break this rule will have to write an apology letter to their chaperone and parent/guardian). Each student will be given a clipboard, paper, and a pencil to record various goods and services they discover within their groups. The teacher will reward the group who comes up with the most goods and services when their lists are added together.

The purpose of this field trip is to help students apply what they will be learning in the classroom about goods and services, the differences between them, and what they have in common. Once students are able to come into direct contact with businesses that provide goods and services, it will be easier for them to remember facts about them. Students will remain engaged throughout this activity because they will be receiving first-hand experience that just will not feel the same when learning from a textbook or within the walls of a classroom.

Various places that students will visit are the grocery store, a hair salon, the dentist, a gas station, the post office, the fire station, and the police station. Since the field trip will occur in the afternoon, the teacher does not have to worry about providing lunch for the students. Students will have 1 hour to explore their community and then all groups will meet at the post office afterward for the walk back to the school.
Technology and Literature:

Throughout this community unit, I will provide students with several opportunities to come into contact with technology and also get chances to use it themselves. For example, I plan on using the ELMO during several lessons to engage students and help them remain focused on the content I will be teaching. Another way I will incorporate technology throughout the lessons in my unit is by having students play a few interactive games and do some research on some kid-friendly websites that go along with the content they are learning. For instance, during my reading lesson, students are to log on to the following website to provide them with a short review of the three main purposes authors write books:

http://www.studyzone.org/testprep/ela4/a/authorspurpose1.cfm. Students are also provided with opportunities to explore and play interactive games related to the content they are learning in the social studies and science lessons of the community unit. In the social studies lesson, the students will play the following interactive game on the Smart Board to learn differences between goods and services: http://www.econedlink.org/lessons/index.php?lid=269&type=student. Finally, students will become more familiar with the following website where they can explore different types of climates people live in during the science lesson:


Before teaching some of my lessons to students, I will incorporate children’s literature to introduce the topic so that students instantly become hooked and engaged with the planned activities. Before I will teach my drama lesson, I will read the book Helping Others so the students can identify with how good citizens act. Also, students will be read Voting before I teach my reading lesson because it will help them better understand one of the important reasons authors choose to write—which is to inform their audience of certain information they feel is important to know.
Community Pre-Assessment

Name______________________________________

1. **True or False** Good citizens are always willing to help out others.

2. **True or False** A right is something you are allowed to have.

3. List two examples of goods provided by citizens:
   _____________________
   _____________________

4. List two examples of services provided by citizens:
   _____________________
   _____________________

5. List three things that good citizens might do for others:
   a. _____________________
   b. _____________________
   c. _____________________
Community Pre-Assessment

Name: KEY____________________

1. **True or False** Good citizens are always willing to help out others.

2. **True or False** A right is something you are allowed to have.

3. List two examples of goods provided by citizens: *(a wide variety of answers can be accepted—count right if student lists two correct goods)*

   ______________________  ______________________

4. List two examples of services provided by citizens: *(a wide variety of answers can be accepted—count right if student lists two correct services)*

   ______________________  ______________________

5. List three things that good citizens might do for others: *(a wide variety of answers can be accepted—count right if student lists three valid answers)*

   a. 

   b. 

   c. 
Community Post-Assessment

Name__________________________________________

Directions: Please circle the best answer for each question.

1. Which out of the following would a bad citizen do in his/her community?
   a. forget to hold a door for someone   c. volunteer in a homeless shelter
   b. donate unwanted clothing           d. obey laws of a town

2. _____________ and _____________ is/are correct examples of two goods.
   a. doctors and sugar                   c. toys and shirts
   b. games and teachers                  d. hair dressers and cars

3. _____________ and _____________ is/are correct examples of two services.
   a. computers and lamps                 c. farmers and pillows
   b. veterinarians and lawyers           d. books and crayons

4. All are ways citizens can show respect to fellow community members except:
   a. pick something up for someone        c. place found items in “lost and found”
   b. lie behind someone’s back           d. shovel a neighbor’s sidewalk

5. When you are a part of a group, you have certain __________ and ____________.
   a. rights and responsibilities         c. books and duties
   b. dress codes and rights               d. responsibilities and dress codes
Community Post-Assessment

Name: KEY

Directions: Please circle the best answer for each question.

1. Which out of the following would a bad citizen do in his/her community?
   - a. forget to hold a door for someone
   - b. donate unwanted clothing
   - c. volunteer in a homeless shelter
   - d. obey laws of a town

2. _____________ and _____________ is/are correct examples of two goods.
   - a. doctors and sugar
   - b. games and teachers
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3. _____________ and _____________ is/are correct examples of two services.
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4. All are ways citizens can show respect to fellow community members except:
   - a. pick something up for someone
   - b. lie behind someone’s back
   - c. place found items in “lost and found”
   - d. shovel a neighbor’s sidewalk

5. When you are a part of a group, you have certain __________ and __________.
   - a. rights and responsibilities
   - b. dress codes and rights
   - c. books and duties
   - d. responsibilities and dress codes
Lesson Plan
Chaitra Jewell
Lesson #1 of Community Unit

**Lesson**: Introducing Community—Cooking

**Length**: 30-45 minutes

**Age or Grade Level Intended**: 3rd grade

*Lesson idea taken from a previous class with Dr. Victoria Eastman*

**Academic Standard(s):**

**Math**—

3.2.6 Add and subtract simple fractions with the same denominator.

**Social Studies**—

3.2.5 Explain the importance of being a good citizen of the state and the nation. **Performance Objective(s):**

Given half sheets of paper, students will each complete two fraction addition problems with 100% accuracy.

**Assessment:**

My assessment will be the problems the students are given to do. I will collect them to grade how well the students did. It is a math concept that has already been taught, and practiced thoroughly, so I am expected 100% accuracy for this reason.

**Advance Preparation by Teacher:**

- Prepare half sheets of paper with fraction problems
- Purchase all the necessary ingredients/supplies
- Measure out ingredients for 5 groups

**Procedure:**

**Introduction/Motivation:**

1. Say to the students, “We are ready to start a brand new topic that we’ll be discussing for a couple of weeks called community. We’ll be learning a lot about what community means, the different types of communities, what a citizen is, how people can become good citizens, and
much more. Today, we’re going to begin by just focusing on a community and how people have to work together to make a community a great one. Ask students their impressions on what has to happen and take place for people to get along and work together well. (Bloom: Knowledge). Ask students to remember what was discussed because towards the end of the activity, they will be discussing it again as an entire class. (Gardner: Verbal/Linguistic, Intrapersonal)

2. We’ll be using math to help us out on this class project, so let’s get started! ”
(Gardner: Verbal/Linguistic)

Step-by-Step Plan:

1. Explain to the class that they will all be working together to make a huge batch of “community mix” (i.e. party mix). Tell them that before they get to do a fun cooking activity, they will be learning how to add simple fractions with the same denominators. 
(Gardner: Verbal/Linguistic)

2. Review numerators and denominators on the board with students. Make sure they understand the numerator is the top number in a fraction and the denominator is the bottom number in a fraction. 
(Gardner: Verbal/Linguistic, Visual/Spatial, Logical/Mathematical)

3. Provide students with simple addition fractions on the board that have the same denominator. (Appropriate examples would be any of the following: ½ + ½ = 2/2 or 1 [have a discussion with students that any number over itself in a fraction will always equal 1], ¼ + ¼ = 2/4, and 1/8 + 1/8= 2/8 [accept answers similar to this one that aren’t simplified because students haven’t learned that concept yet]. Throughout the lesson, discuss with students how when they add fractions, they need to add the numerators directly across from each other (be sure to make this clear on the white board with visual aids). For example, when adding ¼ + ¼, students need to learn that they add 1 +1 to get 2 as the numerator. Stress to students that when adding fractions with the same denominator, the denominator remains the same. For instance, with the same problem, the denominator will stay 4; and will NOT be correct if students were to add 4 + 4 to get 8.
(Gardner: Verbal/Linguistic, Visual/Spatial, and Logical/Mathematical)

4. After the teacher has provided the students with guided practice on the whiteboard, have students get out their white boards, erasers, and markers. Orally give students various problems similar to what was shown in step #3 to them for further practice. 
(Gardner: Verbal/Linguistic, Visual/Spatial, and Logical/Mathematical)

5. “Now that we have practiced adding fractions with the same denominators individually, you all will be split into groups to make what I call “Community Snack Mix” using fractions.” Students will be given a half sheet of paper each with a couple of fraction addition problems they are in charge of solving. Stress to students that it is very important they check their work and make sure they answer their problems correctly because they will be in charge of adding various
ingredients together in groups (based off their answers) that will eventually make one big batch of community mix for the entire class to enjoy.

(Gardner: Verbal/Linguistic)

6. Divide students up in groups of five by having them count off 1-5. Separate the five groups in the classroom so each group has their own “kitchen area” made up of desks pushed together. Each group should receive their own set of measuring cups and medium sized mixing bowl.

(Gardner: Verbal/Linguistic, Interpersonal)

7. Hand out a half sheet of paper to each student with their own two addition fraction problems to solve. The first thing students need to do in their groups is complete all worksheets. Before groups may begin measuring out ingredients, a teacher, parent volunteer, or teacher’s assistant must have checked their papers to make sure their “measurements” will be accurate. Once all group members’ worksheets are correct, they may send the oldest student in their group to the teacher for a set amount of ingredients for their group (ingredients will already be in premeasured amounts for each of the groups).

8. Each group member will measure out the ingredient(s) listed on their completed worksheet following the appropriate sums. For example, if one student’s worksheet says $\frac{1}{4} + \frac{1}{4} = \frac{3}{4}$ (2/4) [raisins] and $\frac{1}{2} + \frac{1}{2} = 1$ [chex mix], he/she will measure out a $\frac{1}{2}$ cup of raisins and 1 cup of chex mix for their group’s medium mixing bowl. As groups are measuring, teacher will go around asking groups some of the following questions: Which group members get to put in the most/least of their assigned ingredients? Can you estimate how much of [name of an ingredient] your group placed in the group’s bowl? What would happen if [name of student put less [name of ingredient] in than [name of student]]? (Bloom: Comprehension, Synthesis)

(Gardner: Visual/Spatial, Verbal/Linguistic, Logical/Mathematical, Bodily-Kinesthetic)

9. All group members will notify the teacher their entire group has measured out all of the ingredients in their medium mixing bowl by raising their hands. Groups will be called by color (Red Group, Blue Group, Green Group, Orange Group, and Yellow Group –depending on their color of mixing bowl) to add their ingredients to the container in the front of the classroom. (The youngest student in each group will be in charge of adding their groups’ ingredients).

10. Once all group members have their ingredients in the huge container, the teacher will mix everything up to complete the “Community Mix.”

11. Have student of the day help you pass out bowls, napkins, and community mix to all students. As students are eating their snacks, the teacher will ask them some of the following questions:
   a. What had to happen in your groups for this activity to work well?
   b. What would have happened if your group worked poorly with one another?
   (Bloom: Synthesis)
   c. As a group, how can you determine who put the most/least ingredients in your group bowl?
   (Bloom: Evaluation)
d. What are the parts of a good community that you learned from working together in this activity?
(Bloom: Analysis)

12. As the teacher is asking the students the above questions, a t-chart should be created on the whiteboard to show students what they learned about themselves and their classmates while creating the Community Mix. A similar t-chart below is how it should be replicated for students:

<table>
<thead>
<tr>
<th>Good things that happen when people work together:</th>
<th>What happens when people don’t work together:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Work gets done successfully</td>
<td>• Arguments take place</td>
</tr>
<tr>
<td>• Accomplish common goals</td>
<td>• Harder for goals to be accomplished</td>
</tr>
<tr>
<td>• Relationships build</td>
<td>• More difficult to make friends</td>
</tr>
<tr>
<td>• Respect is evident among everyone</td>
<td>• Hardly any work gets finished</td>
</tr>
</tbody>
</table>

**Closure:**

13. End the activity with a class discussion about how important it is for communities to work together to get things done, solve problems, etc. Question students on what would happen if the people in the communities they live in did not get along with each other. Have student volunteers share some of their thoughts/opinions.
(Bloom: Application) (Gardner: Verbal/Linguistic, Intrapersonal).

14. Tell students that tomorrow, they will be focusing on more of the people who live in communities, known as citizens, and why they play such an important role in the decisions made in their local communities.
(Gardner: Verbal/Linguistic)

**Adaptations/Enrichment:**

**Student with Learning disability in math:**

This student will have pictures accompanying their fraction problems to make them easier for him/her to solve. (The day of the activity, the teacher will decide which worksheet this student will receive, and will manually draw fraction pictures for him/her). Teacher/teacher’s assistant/parent volunteer will also
assist this student when needed throughout activity. The student could also make use of a talking calculator if necessary.

**Student with ADHD:**

Have student repeat back directions to teacher. This will ensure he/she completely understands what is expected during the activity. Give this student one step of the directions at a time. Once he/she completes one thing, give another step.

**Student with visual impairment:**

This student’s worksheet will be enlarged so it’s easier for him/her to work on the problems during group work.

**Self-Reflection:**

**Write out the questions that you will use to evaluate yourself.**

- Did the students work well in their groups?
- Did I have enough ingredients?
- What could be done to improve this lesson next time?
- Could I have asked the students other questions over community that would have been appropriate?

**Community Mix Recipe**

*(recipe is for one, entire batch)*

10 cups of rice chex  
10 cups of M&M’s® candies  
10 cups of pretzels  
10 cups of raisins  
10 cups of Cheez-its

*There will of course be extra mix; it will be used as a classroom snack multiple times and the mix will also be referred back to when the class discusses the different parts of a community in another lesson*
Name ___________________________

Directions: Accurately solve the two following problems.

1. \( \frac{1}{2} + \frac{1}{2} = \) \hfill (___ cup(s) of rice chex)

2. \( \frac{1}{8} + \frac{1}{8} = \) \hfill (___ cup(s) of Cheez-its)

Show your work:

'+---------------------------------------------' +

Name ___________________________

Directions: Accurately solve the two following problems.

1. \( \frac{3}{4} + \frac{1}{4} = \) \hfill (___ cup(s) of rice chex)

2. \( \frac{1}{8} + \frac{1}{8} = \) \hfill (___ cup(s) of M&M’s)

Show your work:
Name ___________________________

Directions: Accurately solve the two following problems.

3. \( \frac{3}{8} + \frac{1}{8} = \) (___ cup(s) of pretzels)

4. \( \frac{1}{8} + \frac{7}{8} = \) (___ cup(s) of raisins)

Show your work:

+++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++

Name ___________________________

Directions: Accurately solve the two following problems.

3. \( \frac{1}{4} + \frac{1}{4} = \) (___ cup(s) of pretzels)

4. \( \frac{2}{3} + \frac{1}{3} = \) (___ cup(s) of raisins)

Show your work:
Name ___________________________

Directions: Accurately solve the two following problems.

5. $\frac{3}{8} + \frac{3}{8} = \text{ (___ cup(s) of Cheez-its)}$

6. $\frac{1}{8} + \frac{1}{8} = \text{ (___ cup(s) of M&M's)}$

Show your work:

+++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++
Lesson Plan
Chaitra Jewell
Lesson #2 of Community Unit

Lesson: Learning What Good Citizens Do—Vote (teaching author’s purpose using P.I.E)—Reading
Length: 30-45 minutes
Age or Grade Level Intended: 3rd grade

Academic Standard(s):

English/Language Arts:
3.3.4—Determine the theme or author’s message in fiction and nonfiction text.

Social Studies:
3.2.6—Explain the role citizens have in making decisions and rules within the community, state, and nation.

Performance Objective(s):

After a class discussion, students will complete the entire “I” portion of the Author’s Purpose P.I.E. worksheet over the book Voting by Gary Miller including at least two examples from the text.

Assessment:

My assessment will take place once I have collected the worksheets the students fill out. The students will have a short review of the three reasons authors write books with an online interactive game—to persuade, to inform, and to entertain—but the assessment will just be taken over whether or not students are able to understand the purpose of the book Voting, which is to inform the reader about the voting process.

Advance Preparation by Teacher:

- Locate the book Voting by Gary Miller
  - Become familiar enough with text to ask students various Bloom’s questions
- Print copies of Author’s Purpose worksheet
- Print copies of How to Be a Good Citizen
- Large paper and markers for citizen anchor chart activity

Procedure:

Introduction/Motivation:
1. “Boys and girls, yesterday we talked a lot about community, and why it is so important that everyone work together to see to it that a certain task gets accomplished by everyone doing their individual part. Today, we are going to go even further and discuss what people are known as that live in not just our local communities, but our entire country and they are called citizens. I need a few volunteers to share what they think are characteristics of a citizen or that is something they wonder about a citizen.” Allow time for sharing. Ask students any of the following questions about citizens if students are having difficulty coming up with comments/ideas to share with the class:

   (Gardner: Verbal/Linguistic, Intrapersonal)
   - What do you think a citizen is? (Bloom: Knowledge)
   - Can you explain what a citizen’s job might be in a community? (Bloom: Comprehension)
   - Why do you think citizens play a huge part in their local communities? (Bloom: Analysis)
   - Are all of you citizens? How so? (Bloom: Knowledge)
   - How would you prove you are a citizen? (Bloom: Evaluation)

**Step-by-Step Plan:**

1. Help students answer the questions they formed earlier by writing key phrases and words down next to each on the whiteboard [make an anchor chart to hang up in the front of the classroom] (have students assist in answering questions). Somewhere in the discussion, make it clear to students that citizens are people who are members of a certain group, and that they have certain rights and responsibilities. (Gardner: Verbal/Linguistic, Visual/Spatial, and Interpersonal)

2. Pass out the “How to Be a Good Citizen” sheet to students. The teacher will read aloud each section and then have students help her summarize what they are about before moving on to the next one. Have students get out highlighters from their desks to highlight what they consider to be important information from each section. If needed, review with students how to find important information as they read. Tell students that they need to keep this sheet in their social studies folders because it might come in handy in the next few weeks. (Gardner: Interpersonal, Visual/Spatial, and Verbal/Linguistic)

3. Explain to students that now that they have a better understanding of what a citizen is, that during the rest of the lesson, they will be discussing as a class one important way citizens can exercise their rights, which is to vote. Have students come back to the reading carpet. Share the title and author of the book you are about to read, Voting by Gary Miller. Ask students to pay close attention as you read the book. Tell them that you will expect them to be thinking about what the author’s purpose might be of writing the book because you want them to have a little review of when the class
discussed the three main reasons authors write books from last week, which are P.I.E.—to either persuade, to inform, or to entertain. As you read the book, ask the students some or all of the following questions:

(Gardner: Verbal/Linguistic, Intrapersonal)

- What is the fairest way to make a decision for a group? (Bloom: Knowledge)
- What are some reasons that adults vote from the text? (Bloom: Knowledge)
- What is the main idea of the book? (Bloom: Comprehension)
- Why might the author have written this book? (Bloom: Analysis)
- What would happen if people did not exercise their right to vote? (Bloom: Synthesis)
- Do you think people should vote? Why or why not? (Bloom: Evaluation)

4. Have students go back to their seats. Allow them a couple of minutes to turn to a table buddy and explain the purpose they think the author wrote the book. Have a few students share their thoughts with the rest of the class.

(Gardner: Verbal/Linguistic, Interpersonal)

5. Give students 5-7 minutes to play the interactive online game at the following website on the smart board. The game will provide students a short review of the three main purposes authors write books:

   http://www.studyzone.org/testprep/ela4/a/authorspurpose1.cfm

6. Have a class vote on what they feel the author’s purpose was in writing the book Voting. Have students also explain why it is important they were given the opportunity to voice their opinions and vote on the author’s purpose of writing the book. If the majority of the class did not choose “to inform” as the author’s purpose of the text, have a mini-lesson on what each of the three purposes mean again.

   (Gardner: Verbal/Linguistic, Intrapersonal)

7. Hand each student an “Author’s Purpose” P.I.E. worksheet. Have them fill out the “inform” section of the pie. Individually, the students should write down their own definition of the purpose to inform on the lines. They should also write down at least two examples from the text that shows why the author’s purpose was to inform his readers. Tell students their examples do not have to all fit in the small bubble—writing them below the bubble is just fine. Collect worksheets when students are finished.

   (Gardner: Visual-Spatial, Intrapersonal)

**Closure:**

8. Bring the discussion to a close by reviewing with students what a citizen is, some of their responsibilities and rights, and why it is important that citizens take the time to exercise their right to vote throughout their local communities. Answer any lingering questions students may still ponder about the day’s lesson.
9. Explain to students that tomorrow, social studies class time will be spent a little differently by having students first learn about more things good citizens do in their communities, and then having them do some role playing in groups!

(Gardner: Verbal/Linguistic, Intrapersonal)

Adaptations/Enrichment:

**Student with Learning disability in reading comprehension**

This student will be allowed to reread the book with the teacher or paraprofessional and pulled out to work in the resource room if additional time is needed to complete in class assignments and activities. Additional questions over the book will be gone over with the student if necessary.

**Student with ADHD**

So this student does not feel overwhelmed with the lesson, he or she will receive one set of directions at a time. The student will also be allowed to draw on the backside of all worksheets once completed so he or she has little opportunity to become off task. This student will also not be seated near the window or pencil sharpener to limit the number of distractions he or she is faced with.

**Student with Autism**

This student will be provided with direct instructions so he or she fully understands the lessons’ expectations. The directions will be repeated for the student as many times as needed by the classroom teacher or paraprofessional. The student will also be provided with incentives for working independently on class work.

Self-Reflection:

Write out the questions that you will use to evaluate yourself.

- Were the students able to come up with questions or characteristics on their own of what a citizen is to them?
- Did the students seem engaged throughout the entire lesson?
- What changes can be made to the lesson to improve it the next time I teach it?
- Could I add anything to the lesson to make it more enjoyable for the students?
- Do I need to change my assessment the next time I teach the lesson?
Name: __________________________

**Author’s Purpose**

“**It’s as easy as P.I.E.**”

An author writes a story for a reason or purpose. There are three main purposes why an author writes a story.

- **P = Persuade**
  - Example
  - Example
  - Example

- **I = Inform**
  - Example
  - Example
  - Example

- **E = Entertain**
  - Example
  - Example
  - Example

Source: [http://www.google.com/images?hl=en&biw=1532&bih=658&gbv=2&tbs=isch:1&sa=X&ei=PMC_TLb2A8OC8gaZtp3YBq&ved=0CCMQB5gA&q=author%27s+purpose+pie+worksheet&spell=1](http://www.google.com/images?hl=en&biw=1532&bih=658&gbv=2&tbs=isch:1&sa=X&ei=PMC_TLb2A8OC8gaZtp3YBq&ved=0CCMQB5gA&q=author%27s+purpose+pie+worksheet&spell=1)

Recreated by: Chaitra Jewell in Microsoft Publisher©
How to Be a Good Citizen

What is citizenship?

Citizenship means being a citizen, or member of a group. When you are apart of a group, you have certain rights and responsibilities.

What is a right?

A right is something you are allowed to have. The right to vote means, when a citizen turns 18, he/she is allowed to vote for who they want to be president or even vote on how money in his/her town should be spent. Citizens also have the right to a free public education. Some countries don’t have those rights. There are many rights citizens of the United States have.

What is a responsibility?

Responsibilities are things people have to do because it is doing their fair share. A responsibility of a citizen would be to obey the law. People, who don’t obey the law, are not only hurting themselves, but others too. It wouldn’t be fair if a person drove too fast, because it could hurt someone else. That’s why when people break the law they get into trouble. There are responsibilities for everyone, everywhere. Even at home and school. Other responsibilities are being polite, being fair, telling the truth, or doing something when you say you will. Think of all of the responsibilities you have everyday.

Who makes the rules for people to follow?

It may be difficult sometimes to want to follow rules, but rules are made so that people don’t get hurt physically or with words. Parents make rules to keep you safe from dangerous people or places. Police officers watch to make sure people don’t break laws. It isn’t because they like to find bad people, but because they want to make sure others don’t get hurt. Teachers and principals want students to follow rules at school. If there weren’t any rules at school, how could anyone get their education that they have a right to?

What are some ways citizens show respect to their country?

We say the Pledge of Allegiance, celebrate national holidays, and honor our national symbols. The correct way to say the Pledge of Allegiance:

*Stand up, straight and tall
*Place right hand over chest
*Remove hats
*Look at the flag while saying the pledge
National holidays we celebrate: *Labor Day  *Memorial Day  *Independence Day
Symbols of our country: *Bald Eagle  *American Flag  *Constitution
Lesson Plan
Chaitra Jewell
Lesson #3 of Community Unit

Lesson: Learning How to Be a Good Citizen Using Scenarios—Drama
Length: 45 minutes
Age or Grade Level Intended: 3rd grade

Lesson plan idea retrieved from:
http://education.csm.edu/students/jmunson/lesson_plans.htm#Citizenship

Academic Standard(s):

Social Studies:

3.2.5—Explain the importance of being a good citizen of the state and the nation.

Performance Objective(s):

After performing class skits, students will write at least two sentences explaining the importance of being a good citizen of a community/state.

Assessment:

Students will be placed in groups of 2-3. Each group will be given a scenario they must role play for the entire class. Each group will present twice—the first time they will present their scenario how a good citizen would handle the situation and the second time, how a bad citizen would handle the situation. Students will be assessed using a rubric to identify whether or not they were successful at explaining in two or more sentences why it is important to be a good citizen of a community/state.

Advance Preparation by Teacher:

- Prepare scenario cards for groups
- Create a rubric for importance of being a good citizen
- Locate Helping Others by Iris Goldfarb
- Sample list of things good citizens do to help out others
Procedure:

Introduction/Motivation:

1. “This week we have been focusing a lot on citizens and the roles that they play in our community and our state. What was our main focus yesterday when we were reading the book Voting? (Bloom: Knowledge) Why did we decide that voting is an important role that citizens play in our communities and the state of Indiana? (Bloom: Evaluation) What good things can happen in our communities and state because people take the time to vote?” (Bloom: Application) Allow time for students to share answers to these questions. (Gardner: Verbal/Linguistic, Intrapersonal)

2. “Today’s focus will be on learning good qualities of citizens and why it is so important that we have good citizens in our communities and state. You will also get the chance to perform group skits demonstrating how a good citizen would handle a certain situation versus a bad citizen.” (Gardner: Verbal/Linguistic, Intrapersonal)

Step-by-Step Plan:

1. Before we get started, let’s turn our focus to this book, Helping Others by Iris Goldfarb. This story talks about a lot of good things different people have done for their communities to make them a better place for everyone. Listen carefully as I read so you are able to answer the following questions over the book:
   a. What did the Angels do to help out people in need? (Bloom: Comprehension)
   b. If you were an Angel, what would you do to help out people in your community? (Bloom: Application)
   c. How did Kanésha help those kids who were bullied in her school? (Bloom: Comprehension)
   d. Why do you think Kanésha stood up for those students who were being bullied? (Bloom: Evaluation)
   e. How did David help a new law form in Florida? (Bloom: Comprehension)
   f. What are some things that Eddie did to improve the empty lots found in his neighborhood? (Bloom: Knowledge)
   g. What are some things that you could do to help your community out? (Bloom: Synthesis)

2. After finishing the book and allowing the students to answer the comprehension questions, create a list as a class of what a good citizen might look like. Create a list similar to the one below on the whiteboard with students:
**Some things that good citizens do:**

<table>
<thead>
<tr>
<th>Hold doors open for people</th>
<th>pick things up for someone that he or she dropped</th>
</tr>
</thead>
<tbody>
<tr>
<td>place something in “lost and found” that you found</td>
<td>help a friend understand a homework assignment that makes sense to you</td>
</tr>
<tr>
<td>volunteer in the local homeless shelter</td>
<td>obey laws/drive the speed limit</td>
</tr>
<tr>
<td>donating unneeded clothes</td>
<td>vote (on issues community, state, and nationwide) – bringing students back to previous lesson</td>
</tr>
</tbody>
</table>

3. “Now that we have learned some qualities that good citizens have, you all will now get the chance to do some role playing.” Give the students the directions for the activity they will be completing while they are seated as a whole group. First, they will be divided in groups of 2-3. Tell the students they will act out a skit based on the scenario on the card their group is given. Tell the students they will be performing two different short skits. One will be demonstrating how a good citizen would handle the situation and the other will be demonstrating how a bad citizen would handle the situation. Tell students that they may want to refer back to the poster that was just made in class to help them decide how they will act out their scenarios. (Gardner: Verbal/Linguistic, Intrapersonal)

4. After dividing students into groups of 2-3, hand out scenario cards. Make yourself available to students as needed to answer any questions that arise as they are creating their skits. Make sure groups understand that they need to perform **two** short skits—one demonstrating how a good citizen would handle the situation and one demonstrating how a bad citizen would handle the situation. Allow students around 10-15 minutes to create their two skits. Have students begin performing. If time runs out, allow students to finish after recess. (Gardner: Bodily-Kinesthetic, Verbal/Linguistic, Interpersonal, Visual-Spatial)

5. After students perform their skits, time will be given for them to collaborate on why it is important to be a good citizen for their particular scenario. Each group will need to hand in ONE written response that includes at least two sentences explaining why it is important to be a good citizen for their scenario. Group written responses will be written on the back of the scenario cards students are given. **Make sure to stress to students that all group members’ names must be on the written response handed in.**
**Closure:**

6. After all the groups have performed their skits, allow a spokesperson from each group to share the importance of being a good citizen in their given scenario. Discuss as a class why it is important to be a good citizen in general throughout communities and the state. (Gardner: Verbal/Linguistic, Intrapersonal)

7. Tell students that tomorrow, they will get back in the same groups to create short stories about the same scenarios they were given today. (Gardner: Verbal/Linguistic, Intrapersonal)

**Adaptations/Enrichment:**

**Student with Learning disability in reading comprehension**

This student will have the opportunity to reread the story a second time with an aide or paraprofessional. She will also be asked additional questions over the book *Helping Others* to check for understanding of its contents.

**Student with ADHD**

This student will be allowed to take various scheduled breaks as he is working with his group members on the skits. If he is feeling overwhelmed with his assigned tasks, he will be allowed to go to the back table to get back on track and the teacher will also help him understand the directions one by one.

**Student with who struggles with group interaction**

This student will have an aide accompanying him during the group activity to help encourage group participation. Based on how well the student works with his group members, he will be rewarded with 5 extra minutes near the end of the day to play a game on the computer.

**Self-Reflection:**

Write out the questions that you will use to evaluate yourself.

- Were the students engaged during the lesson?
- Did the students need more time to create their skits?
- Did the students appear to work well with each other?
- Did the students seem to understand the importance of being a good citizen near the end of the lesson?
- Was it easy for the students to come up with their 2+ sentences on why it is important to be a good citizen?
Citizen Scenarios:

Cut these apart to give groups. Students will be responsible for working as a group to come up with two short skits demonstrating how a good and bad citizen would handle the situation.

1. Students are running to lunch and a child falls and drops her lunch. What could happen next?

2. You and your friends find a wallet on the playground and it doesn’t belong to any of you. What could happen next?

3. You and a few friends are in the local grocery store and see an elderly person trying to carry out their groceries by themselves. What could happen next?

4. You and a group of friends spy a peer from school stealing some baseball cards from a local store. What could happen next?

5. You and your classmates see a house in the neighborhood on fire. You heard your parents say this morning that the people who own it are out of town. What could happen next?

6. A classmate doesn’t understand a homework assignment that you totally get. What could happen next?

7. You and your friends notice that a student at recess is being picked on. What could happen next?
**Assessment Rubric**

Group members:__________________  Points scored:___/15

<table>
<thead>
<tr>
<th>Activity/Skill</th>
<th>Non-Mastery (1)</th>
<th>Mastery (3)</th>
<th>Excellent (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Working together as a group</td>
<td>Group members worked more individually than as a whole group; some group members were left out</td>
<td>Students worked fairly well together, but some group members were still left out</td>
<td>All group members worked cooperatively together to prepare class skits; every group member remained involved the entire time</td>
</tr>
<tr>
<td>Writing 2+ sentences</td>
<td>The group did not follow directions; they did not complete the 2+ sentences about how being a good citizen in their scenario was important</td>
<td>The group turned in one sentence about how it was important to be a good citizen in the scenario they were given</td>
<td>The group completed 2+ sentences about how it was important to be a good citizen in the scenario they were given</td>
</tr>
<tr>
<td>Validity of sentences</td>
<td>The sentences the group handed in did not connect with the concept of being a good citizen</td>
<td>The sentences somewhat described the importance of being a good citizen with the scenario given</td>
<td>The sentences fully described the importance of being a good citizen with the scenario given</td>
</tr>
</tbody>
</table>
Lesson Plan
Chaitra Jewell
Lesson #4 of Community Unit

Lesson: Sharing stories about what good citizens should do—Storytelling

Length: 2 part lesson (1st part of lesson will be taught for 34 minutes before recess and the 2nd part will be taught near the end of the day that will take approximately 1 full hour to complete)

Age or Grade Level Intended: 3rd grade

Academic Standard(s):

English/Language Arts:
3.4.3—Create single paragraphs with topic sentences and simple supporting facts and details.

Social Studies:
3.2.5—Explain the importance of being a good citizen of the state and the nation.

Performance Objective(s):

English:
Using their scenario from the role playing activity, students will write at least 3 supporting sentences to a topic sentence explaining how they would be the good citizen.

Social Studies:
After learning about characteristics of good citizens, students will identify at least 2 characteristics in the paragraphs they write.

Assessment:
My assessment will be a rubric that assesses whether or not students create their 1-paragraph stories that include at least 3 supporting sentences about their scenario and identify at least 2 characteristics of a good citizen. The students will also be graded on whether or not good grammar was used while writing their stories.

Advance Preparation by Teacher:

- Create rubric
- Make adequate copies of Citizen-ship organizers from Kidspiration
- Locate large paper for anchor chart (that will have characteristics listed)
Procedure:

Introduction/Motivation:

1. “Boys and girls, who would like to remind the class of some of the things we talked about yesterday that good citizens might do in their community and state? We wrote some of these things on the board as a class, so hopefully they come back to you rather easily.” (Bloom: Knowledge) Let’s also have a few students model some of the things we talked about yesterday. (Bloom: Application) Do we have 2-3 volunteers that are willing to do that? (Gardner: Verbal/Linguistic, Intrapersonal, Interpersonal)

2. Since yesterday we talked a lot about several different things good citizens might do, today we are going to focus on many characteristics good citizens might have. You will use some of the characteristics we come up with as a class to create your own stories about the scenarios you were given yesterday. After you are finished writing your stories, you’ll even get the chance to share them with a partner!! Let’s get started! (Gardner: Verbal/Linguistic, Intrapersonal)

Step-by-Step Plan:

1. Have a discussion with students what a characteristic is. Ask students, “Does anyone know what a characteristic is? (Bloom: Knowledge) If I say that one of [insert student’s name] best characteristics is that she is nice to all students, what do I mean?” (Bloom: Application) If/when students need a better explanation, explain to them that a characteristic of someone is something that helps describe a person or thing using further details. (Gardner: Verbal/Linguistic, Interpersonal, and Intrapersonal)

2. As a class, create an anchor chart that will be placed up in the classroom that lists several different characteristics a good citizen will possess. If necessary, help students come up with characteristics such any of the following: trustworthy, safe, responsible, respectful, are capable of working together to solve problems, etc. (Gardner: Verbal/Linguistic, Interpersonal, Intrapersonal, and Visual-Spatial)

3. Pass out Citizen-ship organizers to students. Complete organizers together. The purpose of them is to help students realize that citizens have and possess good characteristics in many different areas and aspects—home, out in the open environment, with others, and at school. As students are filling out the organizers, ask them the following questions:
   a. Why do you think it is important for a citizen to [insert a characteristic] in [insert one of the areas listed on the worksheet]? (Bloom: Analysis)
   b. What overall theme does this whole organizer provide us about characteristics that good citizens possess? (Bloom: Analysis)
   c. What would happen if citizens developed bad habits and started to show poor characteristics? (Bloom: Synthesis) (Gardner: Visual-Spatial, Interpersonal, Verbal/Linguistic)
4. Transition into discussing with students how to add supporting sentences to a topic sentence. Explain to students that their topic sentences will state what the rest of their paragraph (story) will be about. Further explain to students that their 3+ supporting sentences will all relate back to their topic sentences. Tell students that they will end their stories by providing a concluding sentence that summarizes what the entire paragraph is about. Use the hamburger technique with students to teach this language arts lesson. Provide students with an extremely detailed example of a paragraph that will be similar to the stories they need to create.
(Gardner: Intrapersonal, Visual-Spatial, Verbal/Linguistic, and Interpersonal)

   a. For example: (use hamburger organizer throughout modeling this example)
      i. **Topic Sentence:** One day at recess, Susie is playing with her friends and finds a purple stuffed elephant that has lost her owner.

      ii. **Supporting Sentence 1:** She decides to be a responsible person and tell Mrs. Smith about what she has found.

      iii. **Supporting Sentence 2:** Susie does not want to have the person be sad who lost the toy, and she feels better about herself by taking the toy to a teacher.

      iv. **Supporting Sentence 3:** After returning the lost toy, Susie realizes that she is being such an honest citizen because she gave something back she found that did not belong to her.

      v. **Conclusion:** Since Susie was an honest and responsible student, she received a sticker from Mrs. Smith for doing the right thing and being a good citizen.

5. After you work with the above story example with students, give each of them the same scenario they had yesterday while working in groups on their skits. Each student will work independently on their stories that incorporate their scenario. Teacher/aide/paraprofessional will walk around the room to help students with individual questions and paragraphs. Refer back to the hamburger organizer and in-class example if/when needed.
(Gardner: Intrapersonal, Visual-Spatial, Verbal/Linguistic)

6. Once over half of the class has finished their stories, have them share them aloud with a partner. Let the other half continue working on their stories until it is time to move onto math. The students who still are working will be allowed to go down to the catch up room so they are not distracted by the rest of the class sharing their stories aloud with partners.
(Gardner: Visual-Spatial, Verbal/Linguistic, Interpersonal)
Closure:

7. If students do not finish their stories within the allotted time, tell them that they will be given extra time to do so either towards the end of the day or tomorrow. Tell students not to worry if their stories do not come out perfect; they will have plenty of chances to proofread/edit them later with a buddy.

8. Tell students that tomorrow, they will be changing gears and learning about community types and about what goods and services are along with several examples of each. (Gardner: Verbal/Linguistic, Intrapersonal)

Adaptations/Enrichment:

**Student with Learning disability in reading comprehension**

This student will be assisted by the teacher’s aide with the Kidspiration® graphic organizer. If he doesn’t finish the organizer with the class, the aide will find extra time during the day to work with him to complete it. The aide will also encourage and help him create his story over the scenario.

**Student with Autism**

This student will be provided with activity directions in the form of smaller/shorter word phrases and pictures. This will allow him to process each direction step by step so he is not overwhelmed. He will be allowed to create his story at the back table away from other students so he is better able to focus on the task.

**Student with Gifts and Talents in Creativity**

After this student creates their story, have her put it together in the form of a book. She must include a front/back cover and content page. Illustrations can also be added if desired.

Self-Reflection:

**Write out the questions that you will use to evaluate yourself.**

- Did I include too much content to be covered in this lesson?
- Did the students appear to understand the hamburger method of topic and supporting sentences?
- Were the students engaged during the lessons?
- How can I improve this lesson the next time I teach it?
### Assessment Rubric

**Group members:** ____________________  **Points scored:** ___/15

<table>
<thead>
<tr>
<th>Activity/Skill</th>
<th>Non-Mastery (1)</th>
<th>Mastery (3)</th>
<th>Excellent (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Story includes 3+ supporting sentences</td>
<td>Story doesn’t include sentences that support the topic sentence at all</td>
<td>Story includes 1-2 sentences that relate to the topic sentence</td>
<td>Story includes 3+ supporting sentences that fully relate to the topic sentence</td>
</tr>
<tr>
<td>Story includes 2+ characteristics of a good citizen</td>
<td>The group did not follow directions; they did not complete the 2+ sentences about how being a good citizen in their scenario was important</td>
<td>The group turned in one sentence about how it was important to be a good citizen in the scenario they were given</td>
<td>The group completed 2+ sentences about how it was important to be a good citizen in the scenario they were given</td>
</tr>
<tr>
<td>Grammar/punctuation</td>
<td>The story had a lot of grammar/punctuation issues</td>
<td>The story had just 1-2 grammatical and punctuation errors</td>
<td>The story was completely free of grammatical and punctuation errors</td>
</tr>
</tbody>
</table>
**At school**

**Citizenship**
Everyone wants to sail on the citizen-ship!

To earn your ticket, use words to explain characteristics a good citizen would have in each area.

**At home**

**With people**

**In the environment**

Worksheet retrieved from Kidspiration®

Diagram retrieved from: http://www.google.com/imgres?imgurl=http://eltportal.com/wp-content/uploads/2008/07/hamburger_essay11.jpg&imgrefurl=http://eltportal.com/%3Fp%3D7&usg=7h1noYTEF2mPgJsd0vWLhb39gg=&h=277&w=250&sz=30&hl=en&start=3&zoom=1&tbnid=BbQaH-MCiZBOOM:&tbnh=114&tbnw=103&prev=/images%3Fq%3Dhamburger%2Btopic%2Bsentence%26hl%3Den%26biw%3D1276%26bih%3D565%26gbv%3D2%26tbs%3Disch:1&itbs=1
Lesson Plan
Chaitra Jewell
Lesson #5 of Community Unit (Social Studies)

Academic Standard(s):

Social Studies:
3.4.2—Give examples of goods and services provides by local businesses and industries.

Performance Objective(s): Given examples of goods and services, students will correctly distinguish between the two 7 out of 9 times.

Advanced Preparation by Teacher: print adequate copies of worksheet, make sure Smart Board is working for the online goods and services game

Lesson plan:

- The teacher will discuss with the students what they learned the previous day in their storytelling activity. Have a few students explain to the rest of the class what their stories were about and how they included a good citizen in them. Briefly talk about some characteristics a good citizen would have.
- The teacher will transition into talking about different types of communities. She will have students pick partners to read about the three main types in their social studies books. Afterwards, the class will have a whole group discussion about the different types and the teacher will help them compare and contrast between the three on the board and help students decide what kind of a community each lives in.
- The teacher will transition into talking about goods and services with students that can be found in all three types of communities. She will define a good and service for students and provide examples of them found within the classroom. The class will participate in the interactive goods and services game on the Smart Board found at this link: http://www.econedlink.org/lessons/index.php?lid=269&type=student.
- Students will complete the goods and services worksheet individually.
- Lesson will end with the teacher having students help her sum up what the difference is between a good and a service.
- Tell students that tomorrow, they will be taking a class fieldtrip uptown to help the teacher locate and identify several different goods and services.

Assessment: The teacher will collect the Goods and Services worksheets from students. The teacher will grade them to see how many students scored 7 out of 9 or better to see how well students met the objective.

Adaptations/Enrichments: Student with a reading disability will be allowed to work with the paraprofessional as students read about community types. The teacher will highlight the most important information for student so he or she doesn’t have to read the entire section.

Reflection: Did students appear to enjoy the lesson? Did they understand the interactive game? How well did students do on the worksheet? Were they given enough time to read the pages in their Social Studies book over different types of communities?
Lesson 1

Urban Communities

What to Know
What is an urban community?

Vocabulary
region p. 42
population p. 42
urban p. 43
harbor p. 45
transportation p. 46

Compare and Contrast

Communities are different. They have different people, jobs, and histories. They also may be located in different regions.

A region is an area with at least one feature that makes it different from other areas.

The features of a community might include its landforms or climate. Another feature that makes a region different from others is its population. The population of a place is the number of people living there.

The skyline of Chicago, Illinois
Communities Large and Small

How would you describe the population of your own community? It may be large, small, or in between. Your community may have a lot of people or just a few.

Urban Regions

Most people in the United States live in or near urban, or city, regions. A city is the largest kind of community.

A city has busy streets, many people, and tall buildings. Cities need more schools and businesses than smaller communities do. In a city, crowded buses and trains carry people from place to place.

Reading Check  Ö Compare and Contrast

How is an urban community different from other communities?

> State Street in Chicago
Lesson 2

Suburban Communities

What to Know
What is a suburban community?

Vocabulary
suburb p. 52
suburban p. 52

Compare and Contrast

Maplewood, a Suburban Community

Maplewood, New Jersey, is a suburb of New York City. It is one of hundreds of suburbs around New York City. This suburban region includes communities in New York, New Jersey, Pennsylvania, and Connecticut. A suburban region is made up of all the suburbs around a large city.
Living in Maplewood

Years ago, John's parents lived in a New York City apartment. After John was born, they decided to move to Maplewood, just 18 miles away. Now, they live in a house with a large yard on a tree-lined street. They have more space for their growing family.

Like many suburbs, Maplewood has its own government and its own businesses. John and his family shop at the local supermarket, at small stores in downtown Maplewood, and at shopping centers at the edge of town. They also enjoy the town's parks and movie theater.

John attends one of the elementary schools in Maplewood. Every school day, his parents drive him to school. Then they ride the train into New York City, where they work.

Reading Check

Compare and Contrast

How is life in a suburb different from life in a city?

John likes to play soccer in his front yard in Maplewood, New Jersey.
Lesson 3

What to Know
What is a rural community?

Vocabulary
rural p. 56
agriculture p. 60
economy p. 60

Compare and Contrast

Rural Communities

Many people live in urban and suburban communities in the United States. Other people live in small towns far away from these areas.

Searcy, a Rural Community

A rural region is in the countryside, away from cities and large towns. Small towns, farms, fields, and woods make up rural regions. Searcy (SER•see) is a rural community in Arkansas.

Corn and other crops are grown near Searcy, Arkansas.
Small Town Life

Mallory lives in a small house in Searcy. Her father works at a store in the town. Her mother works at the community’s newspaper. The newspaper provides important local information to the citizens of Searcy.

Mallory attends one of the elementary schools in Searcy. She enjoys playing soccer with her friends at a nearby soccer field. She also spends time at the community center, where people play basketball, tennis, and other sports.

In the fall, Mallory visits the county fair. She enjoys looking at the many animals that are brought to the fair from the surrounding countryside. She also enjoys the rides and games at the carnival.

**Reading Check**

**Compare and Contrast**

How is Searcy different from a large city?

- Mallory lives in Searcy, a rural community.
Goods and Services

Name: ______________________

1) What is a good?
______________________________________________________________

2) What is a service?
______________________________________________________________

3) Name two goods that we talked about today or that you can think of.
   a. _________________________________________________________
   b. _________________________________________________________

4) Name two services that we talked about today or that you can think of.
   a. _________________________________________________________
   b. _________________________________________________________

5) Is an apple a good or service?
______________________________________________________________

6) Is a radio station that you can listen to a good or service?
______________________________________________________________

7) Is a yo-yo a good or a service?
______________________________________________________________

8) Is a restaurant a good or a service?
______________________________________________________________

9) Is a waitress a good or service?
______________________________________________________________

Lesson Plan
Chaitra Jewell
Lesson #6 of Community Unit (Gross Motor)

Academic Standard(s):
Social Studies:
3.4.2—Give examples of goods and services provided by local businesses and industries.

Performance Objective(s): Given a clipboard, students will identify at least 3 goods and 3 services they discover during the fieldtrip.

Advanced Preparation by Teacher: locate enough clipboards for students, make sure all permission slips have come back from parents, talk with parents to see if any would like to volunteer to be class chaperons

Lesson plan:

- The teacher will discuss with the students what they learned the previous day. She will ask some volunteers to tell which type of community they live in and how they know that. The teacher will also ask some volunteers to name some goods and services found throughout the classroom. (Gardner: Verbal/Linguistic, Interpersonal, Intrapersonal) Bloom: Knowledge, Comprehension
- Teacher will explain to students their responsibilities on the class fieldtrip up town. Students must remain with their chaperon at ALL times. Each student will be given a clipboard and paper to write down at least 3 goods and 3 services they spy during the walk uptown. The teacher will meet up with the rest of the groups in 1 hour at the town’s post office. Tell students that a prize will be given to the group that comes up with the most goods and services when their lists are combined. (Gardner: Verbal/Linguistic, Interpersonal)
- Students will walk uptown with the teacher and parent chaperons. Students will break up into their assigned groups and begin discovering the town’s various goods and services. (Gardner: Verbal/Linguistic, Interpersonal, Intrapersonal, Bodily-Kinesthetic)
- Once back to school, students will share with a partner (someone not in their group), the several goods and services they discovered on the fieldtrip. Students will be expected to explain to their partner why the goods and services they listed are what they are. Ask, “What is the relationship between the hairdresser and the products she sells?” Bloom: Analysis Ask, “What is your opinion of the goods and services our local community provides people?” Bloom: Evaluation
- Tell students that tomorrow, they will be told the winning group who had the most goods and services. Also tell students that tomorrow, they will be creating collages based off various features the communities they live in possess.

Assessment: The teacher will collect the students’ papers listing the goods and services they provided. The teacher will check to see if students listed at least 3 goods and 3 services. The group who listed the most goods and services combined will receive a prize from the teacher!

Adaptations/Enrichments: Student in a wheelchair will be accompanied by the paraprofessional. The paraprofessional will be the student’s scribe if necessary. All necessary accommodations will be made so this student can participate in the entire day’s lesson.

Reflection: Did students appear to enjoy the walk uptown to the local community? Were students able to identify various goods and services on their clipboards? Did the parent volunteers have any difficulties within their groups? Did all students participate in the activity?
Lesson Plan
Chaitra Jewell
Lesson #7 of Community Unit

Lesson: Learning about Community with Collages—Art
Length: 45 minutes
Age or Grade Level Intended: 3rd grade

Academic Standard(s):
Social Studies—
3.4.2 Give examples of goods and services provided by local businesses and industries.

Performance Objective(s): Given local newspapers and magazines, students will create collages that contain at least two goods and two services.

Assessment:
My assessment will occur after collecting the collages to see if each student included at least two services and two goods their own community provides. Students will be checked off on a checklist depending on if they did or did not complete the task correctly. I will be able to match their collage checklists with their collages to see if they completed them appropriately.

Advance Preparation by Teacher:

- Collect newspapers and magazines
- Have construction papers (11 x 17) in assorted colors
- Set out appropriate amounts of glue and scissors
- Copy student collage self-checklists
- Locate paper clips for the end of the activity

Procedure:
Introduction/Motivation:

1. The teacher will discuss with the students how the fieldtrip went the previous day. She will ask some volunteers to discuss what goods and services they were able to identify in the local community. The teacher will announce the group winner who identified the most goods and services during the fieldtrip. Gardner: Verbal/Linguistic, Interpersonal, Intrapersonal) Bloom: Knowledge, Comprehension
2. Ask students what about their communities make them unique or special? Can they explain the cool features their community has that are different from another? (Bloom: Comprehension) Would they classify their communities as urban, suburban, or rural (as learned in the social...
studies lesson)? (Bloom: Analysis) “Let’s review from yesterday’s lesson what goods and services are. Before we took our fieldtrip uptown yesterday, we learned about various goods and services our local community provides.” If needed, briefly mention again about how goods are things people can touch and use and that services are usually done for people by other people. Ask students, “What kinds of services and goods does your community provide? (Bloom: Knowledge) If you were paying attention in yesterday’s lesson, you should be able to answer these questions. Turn to a table neighbor and share some of your ideas about these questions.” Write the questions out for students on the Elmo so they can go through each one with their neighbor. Discuss any of the questions in further detail if the students do not still understand them from yesterday’s lesson.

(Gardner: Verbal/Linguistic, Interpersonal)

**Step-by-Step Plan:**

1. Explain to students that today, they will get the chance to create their own collages based off of the characteristics their communities have that they live in. Tell them their collages must include at least two goods and two services their communities provide and sell. Anything else extra they want their collages to show about their communities is perfectly fine (as long as students understand their first priority is finding their two goods and two services). Discuss with students what a collage is for full understanding of the project. (Example: something that shows all the things that make up one topic using pictures from magazines, newspapers, etc.) Be sure that students understand the directions, which are that their own collages must somehow show at least two goods and two services their own community provides. They may choose to do their collages based off the local community or the one they live in if they are two separate communities. (Gardner: Verbal/Linguistic, Intrapersonal)

2. Make a Venn diagram on the board comparing and contrasting goods and services for students. Off to the side, have students help you come up with a list of goods and services their communities provide so that all the students can begin formulating ideas of what to look for in magazines/newspapers to add to their collages. (Gardner: Verbal/Linguistic, Visual-Spatial, Interpersonal, Intrapersonal)

**Make Venn diagram and goods/services t-chart similar to the ones below.**

### Venn Diagram comparing Goods/Services:

---

Powered by TeAch-nology.com- www.teach-nology.com
T-Chart of Goods/Services:

<table>
<thead>
<tr>
<th>Goods</th>
<th>Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candy</td>
<td>Car Servicing Business</td>
</tr>
<tr>
<td>Cars</td>
<td>Vet Clinic</td>
</tr>
<tr>
<td>Groceries</td>
<td>Baby sitter</td>
</tr>
</tbody>
</table>

3. Allow group pods to come up to pick the color of construction paper they want from their collages. The quieter the pod, the better chance they will be allowed first to get their paper. (There is pod 1, 2, 3, 4. You can call them by pod number, or it might be easier just to allow table groups one by one to get their paper.) (Gardner: Bodily-Kinesthetic, Intrapersonal)
4. Pass out the collage checklists to students. Make sure students understand that they do not necessarily have to show each question in their collage (they just have to include 2 goods and 2 services). The checklist is just there to help them formulate ideas of what else they could include in their collages. After each one they check off, have students practicing asking themselves, “Did I answer the question the best way I could with the pictures I chose?” (Bloom: Evaluation) (Gardner: Intrapersonal, Visual-Spatial)

5. Explain to students that there are plenty of newspapers and magazines to get their collage ideas from. Have a mini-lesson about cutting pictures out of the magazines and newspapers neatly for the next person to use. Tell students that the pod with the neatest picked up floor after the project is completed will receive a reward. Tell students the rule is that they are allowed to have just one magazine or newspaper at a time. Any student that is not following directions will have to pull a stick. Allow students approximately 30 minutes to work on their collages. Assure those students who do not finish that they will have additional time tomorrow during class work time. Put on the classical music CD for students as they work. Students who finish their collages should paper clip their checklists to the back of their collages. (Gardner: Verbal/Linguistic, Visual-Spatial, Intrapersonal, Logical-Mathematical, Musical-Naturalist)

Closure:

6. Allow a few students who finished their collages to share about their communities. Make sure students address the goods and services their collages show. (Gardner: Verbal/Linguistic, Intrapersonal)

7. Be sure to identify which pod cleaned up their floor space the best. Let these students know that tomorrow they will be receiving a prize.

8. Let students know that tomorrow they will be finishing up the collages and talking about their next big project—getting the opportunity to interview several different community members.

Adaptations/Enrichment:

Student with a physical disability:

This student will be provided with scissors that have bigger handles so that it is easier for him or her to cut the pictures out for the collage project.
**Student with ADHD:**

Have this student repeat back directions to the teacher so he knows what is expected of the project. Help this student focus on answering just one question at a time on their checklist. If appropriate, allow this student to highlight each question he wants to answer in a different color.

**Student with Autism:**

Provide this student with a positive behavioral chart where he will receive incentives for following directions during the activity and doing what is asked of him. Also, provide him with explicit directions so he understands the collage activity. Provide pictures and simple words in place of the whole set of collage directions for this student.

**Self-Reflection:**

*Write out the questions that you will use to evaluate yourself.*

- Were students allowed enough time to work on their collages?
- Did I have enough magazines and newspapers for students to use for their projects?
- Did students seem to enjoy the activity?
- Did students have any trouble answering the questions using pictures?
- Should I have included any other questions for students to consider answering?
**My Collage Checklist**

Name______________________________

**Directions:** Use these questions to help you create your community collage. Your collage must include at least 2 goods and 2 services.

- What are some different features in your community?
- Where can people come together in your community?
- Do you live in a rural, suburban, or urban community?
- What types of goods and services does your community provide its people? *(please include at least 2 each in your collage)*
- If you think a lot of people in your community vote, volunteer, and participate in several different community services, how could you show this through pictures?
An ‘X’ will be placed in the appropriate category depending on if the student’s collage shows at least 2 goods and 2 services.

<table>
<thead>
<tr>
<th>Student:</th>
<th>Mastery</th>
<th>Non-Mastery</th>
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<tbody>
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<td>16.</td>
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</table>
Lesson Plan
Chaitra Jewell
Lesson #8 of Community Unit (Writing)

Academic Standard(s):
English/Language Arts:
3.5.5—Write for different purposes and to a specific audience or person.
Social Studies:
3.4.2—Give examples of goods and services provided by local businesses and industries. [not being assessed at this time; alright taught in a previous lesson]

Performance Objective(s): Given parent/guardian permission, the student will interview at least 4 community members while filling out the “Interview Worksheet” each time.

Advanced Preparation by Teacher: locate enough clipboards for students, create interview worksheet for students to use when interviewing community members, make adequate copies of attached informational sheets for all students

Lesson plan:

- Before teacher begins the writing project with students, she will review with students some of the different elements they chose to include in their collages and why.
- Teacher will transition into explaining how students will have the opportunity to interview community members from their own communities, whether they belong to the same community their school is located in or not.
- Teacher will discuss with students the different reasons authors choose to write—to persuade, inform, or entertain—provide examples of each for students on Elmo (already gone over in previously reading lesson). Ask students if they are interviewing community members, will they [the students] be writing to persuade, inform, or entertain others. [to inform will hopefully be choice #1, (entertain might be said by a few students)
- Pass out attached interview worksheets to students. Read and go through them with students. Answer any questions students have about the assignment. Make sure each student has the worksheets and at least 5 interview worksheets to fill out. Stress to students the importance of having a parent/guardian with them at all times when they are interviewing their community members.
- Give students one week to return all interview worksheets filled out. As students turn in their interview worksheets, allow them to share about whom they interviewed and what they discovered from these community members. Gardner: Verbal/Linguistic, Interpersonal, Visual-Spatial
- Tell students that after they have turned in all interview worksheets, they will be making a math timeline with the events they discovered from their community members. Tomorrow, students will start thinking and brainstorming how they want their time lines to look. When students start bringing back their interview worksheets, ask them “Why did you choose to interview _____?” Bloom: Evaluation

Assessment: The teacher will collect the students’ interview worksheets as they are turned in. Students must interview 4-5 community members within one week.

Adaptations/Enrichments: Student with a reading disability will be allowed to have a parent or guardian help them as needed during their interviews. He or she will have the necessary help reading the interview worksheet and filling it out. The teacher will highlight the important information on the attached worksheets that will be handed out to all students so he or she understands the main points of the activity.

Reflection: Were the students able to interview 4-5 community members within a week’s time? Did any of the students struggle with interviewing community members? Did students appear to enjoy this lesson and were they engaged? What is something I could change about this lesson to make it more engaging the next time I teach it?
Interview Worksheet

Name____________________________

Directions: Fill this worksheet out each time you interview another community member. Please make sure you are staying safe and are with a parent/guardian at all times. Learn as much as you can throughout your interviews and have fun! Refer to the handouts given in class or ask the teacher if you have questions about how to interview a community member.

Name of person you are interviewing: ___________________________

What does he or she do for a job?______________________________

____________________________________________________________________________________________________________________________________________________

Down below, list major events that community member tells you about in your interview. If possible, ask the person to tell you about major events that may have changed the way your community runs, does things, etc.

Major Event #1 Date it happened: _______

____________________________________________________________________________________________________________________________________________________

________________________________________________________________

Major Event #2 Date it happened: _______

____________________________________________________________________________________________________________________________________________________

________________________________________________________________

Major Event #3 Date it happened: _______

____________________________________________________________________________________________________________________________________________________

________________________________________________________________

Major Event #4 Date it happened: _______

____________________________________________________________________________________________________________________________________________________

________________________________________________________________

Major Event #5 Date it happened: _______

____________________________________________________________________________________________________________________________________________________
How to Ask Questions During a Visit

If you visit a museum, historical society, or historic site, be sure to do these things.
• Take along a list of questions to ask.
• Tell who you are and why you are visiting.
• Listen carefully, and take notes.
• Take any information that the place offers.
• Before you leave, thank the person you spoke with.

**Reading Check**  Compare and Contrast
How are historical societies and historic sites different?

**Summary** You can be a detective in your own community. To gather facts, you can visit a library, interview people, and write to or visit special places.

**Review**

1. **What to Know** How can you learn about your community?
2. **Vocabulary** What might you find at a historic site?
3. **Your Community** Whom can you interview to find out about your own community?
4. **Critical Thinking** How are museums and historical societies alike? How are they important to a community?
5. **Make a Web Page** Make a web page to show places where you can get information about your community.
6. **Compare and Contrast** On a separate sheet of paper, copy and complete the graphic organizer below.

![Graphic Organizer]

Chapter 1  37
Plan the Interview
- Decide what the interview will be about.
- Write or call to ask for an interview.
- Tell the person who you are and why you would like to interview him or her.
- Set a time and a place to meet.

Before the Interview
- Find facts about your topic and the person.
- Make a list of questions to ask.

During the Interview
- If you want to use a digital video camera or tape recorder, ask the person first.
- Listen carefully, and do not interrupt.
- Take notes as you talk with the person. Write down some of his or her exact words.

After the Interview
- Before you leave, thank the person.
- Write the person a thank-you note.

Reading Check Sequence
What steps should you take before interviewing someone?
**Lesson Plan**  
Chaitra Jewell  
Lesson #9 of Community Unit (Math)

**Academic Standard(s):**  
**Math:**  
3.5.1—Measure line segments to the nearest half-inch.  
**Social Studies:**  
3.3.8—Human Systems: Construct maps and graphs that show aspects of human/environmental interaction in the local community, Indiana and communities within the region. [not going to assess at this time]

**Performance Objective(s):** When placing events on a timeline, the students will correctly measure at least 4 of the events in half-inch increments.

**Advanced Preparation by Teacher:** gather supplies for timelines, locate community member worksheets to give back to students (if they are in the teacher’s possession), locate rulers for students to use, copy off worksheets for all students

**Lesson plan:**

- The teacher will discuss with the students what they learned from their community member interviews. The teacher will especially ask volunteers to focus on the events they learned about from who they interviewed. Allow several students to share their discoveries. “Today we’re going to take this information we’ve been talking about lately and place it into the form of a timeline so we can create our own visual aids to help us understand the order these events occurred in over many years.” (Gardner: Verbal/Linguistic, Interpersonal, Intrapersonal) Ask students questions like, “When did [insert event] take place?” Bloom: Knowledge “What would result if [blank event] never occurred?” Bloom: Application
- The teacher will transition into math class and the math topic of the day: creating time lines while measuring to the nearest half-inch. The students will get a lot of practice with measuring line segments to the nearest half-inch (whole-class instruction plus the attached worksheet) so that when they go to create their timelines, they are able correctly space out each major event in half-inch increments. (Gardner: Verbal/Linguistic, Intrapersonal, Interpersonal, Logical-Mathematical, Visual-Spatial)
- Students may begin working on their timelines. Some students may get further than others (it depends on how much brainstorming/thought students put into their timeline projects/events.) Be sure to demonstrate on the board several times how student time lines should look. (Gardner: Verbal/Linguistic, Interpersonal, Logical-Mathematical, Visual-Spatial) Ask students, “Why do you think the years/events should be evenly spaced?” Bloom: Analysis
- Extra time will be given to students after recess to complete timelines if they do not get finished during math time. Teacher will also display finished timelines out in the hallway.
- Tell students that tomorrow, they will be using their community member interview worksheets again for another activity: creating accordion books about the different jobs that were represented throughout their interviews.

**Assessment:** The teacher will collect the time lines from students. A checklist will be used to demonstrate whether or not the students mastered the skill of measuring line segments to the nearest half-inch.

**Adaptations/Enrichments:** Student with a reading disability will be allowed to work with the paraprofessional as needed. The teacher will highlight the most important information needed from the community member interview worksheets so the student better understands the timeline activity.

**Reflection:** Did students appear to enjoy creating their timelines? Was enough time given to complete the timelines? Did the students need more time and practice measuring line segments to the nearest half-inch? Did the teacher provide the students with enough supplies to create the timelines?
Measuring Lines (Inches)

What kind of can never needs a can-opener? A Pelican.

Measure each line to the nearest 1/2 inch.

1. ____________

2. ____________

3. ____________

4. ____________

5. ____________

6. ____________

7. ____________

8. ____________

9. ____________

10. ____________
Measuring Lines (Inches)

What kind of can never needs a can-opener? A Pelican.

Measure each line to the nearest 1/2 inch.

1. 6"
2. 1/2 "
3. 2 1/2 "
4. 5 "
5. 4 1/2 "
6. 6 1/2 "
7. 3 "
8. 1 "
9. 5 1/2 "
10. 1 1/2 "
An ‘X’ will be placed in the appropriate category depending on if the student’s collage shows at least 2 goods and 2 services.

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Lesson Plan
Chaitra Jewell
Lesson #10 of Community Unit (Fine Motors)

Academic Standard(s):
Social Studies:
3.4.2—Give examples of goods and services provided by local businesses and industries

Performace Objective(s): Using previous interview information, students will correctly identify the goods and services provided by community members 3 out of 4 times.

Advanced Preparation by Teacher: gather supplies for accordion books, locate community member worksheets to give back to students (if they are in the teacher’s possession),

Lesson plan:

- The teacher will discuss with the students what they learned from their community member interviews. The teacher will especially ask volunteers to focus on the services or goods the community members provide (this information was noted by the students as they interviewed people). Allow several students to share their discoveries. “Today we’re going to take this information we’ve been talking about lately and create accordion books that will help us share with each other the various goods and services our communities provide by their members.” (Gardner: Verbal/Linguistic, Interpersonal, Intrapersonal) Ask students questions like, “What is the function of [insert service] in the community?” Bloom: Analysis “What would result if [insert good] was not produced in our community?” Bloom: Application
- The teacher will transition into further explaining what an accordion book looks like. She will also provide the class with an example of one she created herself. The teacher will answer any questions the students have at this time. (Gardner: Verbal/Linguistic, Intrapersonal, Interpersonal, Visual-Spatial)
- Before students begin their own accordion books, the teacher will review with students the terms good and service. Make sure students understand a service cannot be touched and usually is something provided for someone and a good is something tangible that someone can purchase. Ask students, “How would you compare a good to a service?” Bloom: Evaluation
- Students may begin working on their accordion books. If desired, students may want to draw a picture of each of their interviewees on their pages of their books. The teacher and classroom helpers can assist the students in folding their books in equal parts. Some students may get further than others on their books. (Gardner: Verbal/Linguistic, Intrapersonal, Interpersonal, Visual-Spatial) Ask students, “Why do you think it is important to have a variety of goods and services within a community?” Bloom: Analysis
- Extra time will be given to students after recess to complete accordion books if they do not get finished then. Teacher will also display finished accordion books out in the hallway.
- Tell students that tomorrow, they will be talking about the important roles community members play and they will also be creating a class community song.

Assessment: The teacher will collect the accordion books. A checklist will be used to demonstrate whether or not the students mastered the skill of correctly identifying if students know the difference between a good and a service. Students must be able to correctly identify the goods and services provided by community members 3 out of 4 times.

Adaptations/Enrichments: Student that has difficulty cutting will be allowed to use large-handled scissors on their accordion books. If the student needs additional help, the paraprofessional will assist if necessary.

Reflection: Did students appear to enjoy creating their accordion books? What did the students seem to like/dislike about the lesson? Did I meet my objective throughout the lesson? Were students easily able to review goods and services? Did the students appear to need more time on the books then they were allowed?
Make an Accordion Book

1. Gather the notes and photos you took during the interviews.

2. To make your book, start with a large piece of stiff paper. Paper that is 36" long by 8" wide is a good size. Fold the paper into even parts.

3. On each page, write the name of a worker you interviewed and paste a photo of the person. Summarize the things the worker told you, and write them below the photo or on the back. Make a cover for your book, and give your book a title.


Materials
- notebook
- pencil or pen
- camera
- poster board
- markers
- scissors
- glue
An ‘X’ will be placed in the appropriate category depending on if the student’s collage shows at least 2 goods and 2 services.

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Lesson Plan
Chaitra Jewell
Lesson #11 of Community Unit (Music)

Academic Standard(s):
Social Studies:
3.2.5—Explain the importance of being a good citizen of the state and the nation.
3.4.2—Give examples of goods and services provided by local businesses and industries.
Music:
3.8.4—Discuss ways that music could enhance understanding of a topic in another discipline. [not being assessed at this time]

Performance Objective(s): After a class discussion, students will create stanzas for a class song including the 3 main elements below:
- Stanza includes at least one reason why it is important for people to be good citizens
- Stanza includes at least one good and one service
- Stanza makes sense and the lines flow together nicely

Advanced Preparation by Teacher:
Lesson plan:

- The teacher will discuss with the students what they learned from creating their accordion books. She will talk with the students about the importance of major events in a community and also why every community member plays an important role (tying in the various jobs of the community members the students interviewed). Ask students questions, such as “How would you compare and contrast [insert good] to [insert service]?” Bloom: Comprehension and “Why do you think our community has [insert service]?” Bloom: Analysis and “What would happen if our community didn’t provide [insert good]?” Bloom: Synthesis (Gardner: Verbal/Linguistic, Intrapersonal, Interpersonal)

  The teacher will transition into further explaining the song stanzas that the students will create in groups of 4. Students will work in their groups to create a 4-line stanza that will eventually be put all together for one class song about working together to create an effective future community of workers. (There will be approximately 5 stanzas included in the song). Each group will get a half sheet of paper to use as guidelines or a checklist that they must include in their stanza. (Gardner: Verbal/Linguistic, Intrapersonal, Interpersonal)

- Before students are put into groups of 4, the teacher will go through an example of a stanza on the board with the whole class. Students can also be told that their stanzas can rhyme if they want them to. An example of a stanza the teacher could go through with students is as followed: It’s important to be a citizen that causes no crime, because all people deserve respect all the time, and in my community we have libraries and a delicious bakery too, we even have a whacky hairdresser that can give you a new do!

- Students may be put into their groups to work on their stanzas. Make sure all groups have a copy of the stanza checklist to help them create their stanzas. (Gardner: Verbal/Linguistic, Intrapersonal, Musical/Naturalist) While students are working, ask them questions like “Would it be better if [insert stanza] came before [insert stanza]?” Bloom: Evaluation

- Extra time will be given to students after recess to complete stanzas if they do not get finished then. Teacher will also display the finished class song out in the hallway. Students will also perform their class song to the other third grade classes.

- Tell students that tomorrow, they will be learning about different climates that many different communities can have.

Assessment: The teacher will collect the group stanzas. She will check to see if all groups followed directions by using the same checklist the groups used to create the stanzas. Groups must include all 3 elements to get full credit.

Adaptations/Enrichments: Student with ADHD will be given several breaks during the activity when needed. He or she will be placed with reliable students that will be patient and work with him or her during the creation of stanzas.
Reflection: Would I ever choose to do this activity again? Did the students need more guidance to create their stanzas? Did I need to put the students in different groups to create the stanzas? Were the students enjoying the activity during group time? What changes could I make to this lesson if I did teach it again?

Checklist for groups and for teacher:

Group members________________,__________________,__________________,__________________

1. Did the stanza include at least one reason why it is important to be a good citizen? Y or N
2. Were all group members equally involved during the activity? Y or N
3. Did the stanza include at least 1 good and at least 1 service? Y or N
4. Did the stanza make sense and appear to flow nicely together? Y or N
Lesson Plan
Chaitra Jewell
Lesson #12 of Community Unit (Science)

Academic Standard(s):
Science:
3.4.6—Explain that people need water, food, air, waste removal, and a particular range of temperatures, just as other animals do.
Social Studies:
3.3.7—Physical Systems: Describe how climate and the physical characteristics of a region affect the vegetation and animal life living there. [not being assessed at this time]

Performance Objective(s): Given the different elements that are necessary for people to live in communities, students will write at least 3 sentences under each flap of their foldable organizer.

Advanced Preparation by Teacher: have construction paper pre-folded for each student, gather other additional supplies for students as needed

Lesson plan:

- The teacher will discuss with the students and help them sum up what they learned the previous day from creating a class song together in small groups. Ask students questions like “Can you list the three things I asked you all to make sure you included in your stanzas?” Bloom: Knowledge and “Why do you think I had you all create a class song together?” Bloom: Analysis If desired, have students start learning a few lines of the song each day until the entire song is learned (teacher can have students pick a familiar melody to learn the song to) (Gardner: Verbal/Linguistic, Intrapersonal, Interpersonal, Musical/Naturalist)
- “Today we’re going to talk more about communities, but instead of learning about how communities work together to do things, we are going to learn about the different resources communities have to use and about the various weather patterns our local communities have in this part of the country.”
- The teacher should list the words food, water, and air on the board in a column-type organizer. Students should help the teacher come up with short answers why each is important for communities to have in their possession. The teacher and the students will hold a grand conversation and go in depth more about each resource. (Gardner: Verbal/Linguistic, Intrapersonal, Interpersonal) Ask students questions like “What would happen if people did not have access to food, water, or clean air?” Bloom: Synthesis and “How could you determine if air was clean enough for people to breathe?” Bloom: Evaluation
- Teacher will begin explaining climates to students and give them the definition that climate means weather conditions in different parts of the world. She will help students begin a discussion about Indiana’s climate (ex. 4 seasons). Teacher will have students explore the following website that talks about different types of climate: http://www.theweatherchannelkids.com/climate-code/climate-close-up/ (Gardner: Verbal/Linguistic, Interpersonal, Visual-Spatial)
- Teacher will explain the directions of the foldable organizers. Students will be expected to include at least 3 sentences under each flap of the organizer. Teacher will walk around room to help those students who need assistance with the assignment. Volunteer students will share their foldables with the class. (Gardner: Visual-Spatial, Verbal/Linguistic, Interpersonal, Intrapersonal)
- The teacher will wrap up the community unit for students and help them review what the entire unit has been about. She will explain to students the next unit they will be learning more about. The post assessment will be given the following day.

Assessment: The teacher will collect the foldable graphic organizers for the assessment. Students will be checked off if they completed the assignment correctly (have at least 3 complete sentences under each tab).

Adaptations/Enrichments: Student that has difficulty writing will be allowed to have a scribe for this project. If suitable, he or she will be allowed to type the information from the foldable project into a Word document.

Reflection: Would I teach this lesson again? If so, what would I change about it to improve it for my students? Did the students need additional time to complete their foldables? Were the students able to help the teacher come up with reasons why various element are important to have for people?
How does where you live affect how you live?

Write About the Big Idea

Expository Essay
Use the Unit 1 foldable to write an essay that answers the Big Idea question, "How does where you live affect how you live?" Begin with an introduction. Write one paragraph for each section of the foldable. Use the notes you wrote on your foldable to help you. End with a paragraph that answers the question.

Projects About the Big Idea

Make a Drawing Think about your community. Draw a picture that shows everyday activities in your community.

Make a Poster Design a poster showing how people use one renewable or one nonrenewable resource. Work in a small group to make a poster that shows the steps needed to bring that resource from nature to your community.
An ‘X’ will be placed in the appropriate category depending on if the student’s collage shows at least 2 goods and 2 services.

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