

Social Studies Lesson Plan

Created by Ryan Sims

Grade: Kindergarten

Age range of students: 5-6 years old

Number of male students: 8

Number of female students: 8

Total number of students: 16

State-adopted academic content standards:

HSS K.3: Students match simple descriptions of work that people do and the names of related jobs at the school, in the local community, and from historical accounts.

Academic Learning Goal/Objective:

As a result of the lesson, students should be able to name jobs in their community. Students should also be able to identify tools that people use in their jobs and provide simple descriptions of the work that people do.

Content knowledge/skills in the subject area

Certain students have shared with me what they want to be when they grow up. I will also ask them to think of jobs that their parents do and the tools they use during their workday.

Physical, social and emotional development

The students are young and do not yet have an expansive vocabulary.

Therefore it is important for me to use commonly used words in order to ensure that the children are familiar with the terms.

Cultural background (family/home)

Each child has had a different upbringing and because of this they may have different ideas of what a job is. I will draw on student's experiences and help them to make connections to occupations and places of work that they may not be familiar with.

Special considerations (health issues)

There are no known health issues that pertain to this lesson. I am bringing in visual props for the lesson (such as a screwdriver, spatula, etcetera) but I am not going to allow students to handle these potentially dangerous items on their own.

Interest/aspirations

I will ask students to think of jobs that they may like to have in the future. I also know that the students really enjoy acting out scenarios and moving their bodies around. I have incorporated kinesthetic activities in order to make the lesson more engaging for the students. Acting out the motions of a job will also serve to reinforce the concepts being taught.

Assisted level of English proficiency for English learner:

Level 3 - Intermediate

Considerations for students with special needs:

I will model speech for these students if they have trouble talking in front of the class. I have also incorporated a lot of visual representations into the lesson (writing the jobs on a large pad, bringing in tools, etcetera), which should make it easier for all students to follow along.

Materials:

- 1 large photograph of Eureka, California
- 1 bag of various tools
- 1 large note pad
- 1 marker

Procedure:**A. Motivation: (attention-getting activity)**

10:05 – 10:10

I will gather children on the carpet and explain that we are going to make a list of jobs. I will tell them that once we have made the list they will be “actors for a day” and will be able to act out things that people do at their jobs. I will run through a variety of actions that actors need to be able to perform, such as crying, happiness, anger, etcetera.

I will tell them that they should think hard about all the jobs that they know of, including their parents jobs, and what they want to be when they grow up. I will then write a list on a large white pad in front of the class.

B. Sequence of events:

10:10 – 10:15

I will ask students to look at the list of jobs we created and have them think about the tools that each person would use. I will also ask them to think about the type of actions that the people do during their job. As we decide on an action for each job, I will invite students to act out the work as a class.

10:15 – 10:20

I will show students a picture from the Social Science flip-book. The photograph will be of a street in Eureka, California. I will ask students to compare the image to Riverside, and share their ideas of how it is different/similar. I will then ask the students to think about what type of stores might be shown in the photograph, and which ones they would like to visit.

10:20 – 10:25

I will bring various worker's tools to class and will visually display the props. I will simultaneously enact the physical gestures one might use while working with each tool. While displaying the tool, I will ask the class "What type of job might require the use of this tool?" and "Which workers use this tool?" I will ask the students to discuss possible answers with their groups and to share their responses with the class. I will inform the class that there may be more than one answer, as some tools are used by more than one kind of worker. I will ask the students to first think of an individual response and then to confer with their groups before sharing with the class.

C. Closure: (how does the lesson end)

10:25 – 10:27

I will end the lesson by reviewing what we have learned with the students. I will also encourage them to think about the jobs people have when they go out in the world with their parents.

Assessment:

It is vital to assess the students' understanding of the basic concepts of the unit. Because this is an introductory lesson, I need to know whether the students understand the foundational ideas of the unit before moving on to more advanced lessons. The introduction to this unit stresses the importance of pairing particular tools with types of work.

While monitoring the small group discussion, I will be able to assess what connections students are making to other learning, to their personal experiences, and to the curriculum of our class. I will also be able to determine the extent of prior or background knowledge various students have about this information - this will be particularly important in terms of determining possible modifications for English Language Learners and Special Needs students. In this unit, cultural awareness may become vital, as students from various backgrounds will undoubtedly have had contact with varied types of work and distinct tools.

Furthermore, monitoring this small group discussion will give me insight about the student's understanding of the overarching concepts presented in this

introductory lesson. Monitored group work and verbal response are vital strategies for assessing student understanding at this stage of the unit. Individual written assessments are implemented into the curriculum later in the unit; however, after the first introductory lesson, it is important to determine if students are confused about the basic premise of the unit. After asking the students to verbally share their ideas with the class I will assess their oral responses for understanding. I will discern from their responses if they understand what different tools do, what kinds of job correlate with which types of tool, and that work can take many different forms.

Listening to students discuss possible ways in which each tool can be used and paying close attention to their verbal responses will let me know if they grasp the correlation between the physical device and the work behaviors with which it is associated. Also, small group work and verbal sharing with the whole class will reaffirm the information presented in the lesson while simultaneously activating prior knowledge, which is a vital step for ensuring the success of the following lessons within this unit.