teacher
250 ÷ 5
8 + 6
A B C
carpenter
carpet
construction worker
dentist
dentist
police officer
bus driver
firefighter
nurse
chef
Introduction
Introduction to Unit

Deborah Cartier
FLA-600
Spring 2004

Communities
Grades 1-2
Target Group-Content Based ESL Class

Sources:
All About Things People Do by Lesley Smith
Jobs by Susan Canizares
On the Town by Judith Caseley
Neighborhoods by Educational Videos
We Need Police Officers by Lola Schaefer
We Need Doctors by Lola Schaefer
We Need Nurses by Lola Schaefer
We Need Mail Carriers by Lola Schaefer
We Need Fire Fighters by Lola Schaefer
What’s My Job? Lyn Calder
Chefs and Cooks by Panky Snow
Construction Workers by Tami Deedrick
Community Helpers A to Z by Bobbie Kalman
Miss Rumphius by Barbara Cooney
Roxaboxen by Alice McLerran

Original Lesson Plans:
Education World www.education-world.com Welcome to My Community!
Scholastic www.teacher.scholastic.com Community Club/ Different Roles
Education Place www.eduplace.com/activity/memory Tools of Trade.
Education Place www.eduplace.com/activity/brochure.html Brochure/Map
Education Place www.edu.place.com Helping Your Community

Learning Goals:
• I want my students to recognize workers in the community.
• I want my students understand the different roles of workers in a community.
• I want my students to be aware of places in the community.
• I want my students to be aware of the tools these workers use in the community.
• I want my students to come up with ideas as to how they too can help in the community.
I would like to design a content-based unit about communities that was originally used with mainstream students. This unit will provide ELL students with sheltered strategies that are necessary for them as they engage in the content areas, as they simultaneously develop their second language.

This task will focus on varying levels of ELL students integrated in a second-grade mainstream classroom. The unit will include existing lesson plans, goals and objectives, and assessment information, modifications, which are visibly outlined for all levels, functional notional charts and narratives.

This unit will be made part of the curriculum library to use as reference.
# Unit Goals & Objectives

## Communities

<table>
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<tr>
<th>ESL Language</th>
<th>Language</th>
<th>Content</th>
<th>Learning Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge</strong></td>
<td></td>
<td>To recognize workers in the community.</td>
<td>By the end of this unit students will be aware of the following strategies:</td>
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<tr>
<td></td>
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<td>To become familiar with the roles of workers in the community.</td>
<td>Gesturing</td>
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<td>To understand the different tools workers use in the community.</td>
<td>Visuals/realia</td>
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<td></td>
<td>To locate places in the community.</td>
<td>Pictures/Videos</td>
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<td></td>
<td></td>
<td>How to contribute to a community.</td>
<td>Modeling lessons</td>
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<td>Charts/Organizers</td>
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<td></td>
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<td>Peer work partners</td>
</tr>
<tr>
<td><strong>Skills</strong></td>
<td>Background knowledge about workers.</td>
<td>Listen to story and discuss workers, using pictures.</td>
<td>Match workers to their proper names.</td>
</tr>
<tr>
<td></td>
<td>Recognize workers roles in L1 before making transfer to English.</td>
<td>Watch a video, review facts, role-play, and make a book about workers in the community.</td>
<td>List facts about workers in the community.</td>
</tr>
<tr>
<td></td>
<td>Brainstorm in L1 before transferring to L2.</td>
<td>Interact in oral language game about tools of the trades.</td>
<td>Name tools of trades and discuss what tool for the correct trade.</td>
</tr>
<tr>
<td></td>
<td>Making comparisons about neighborhoods near and far away. Using descriptive vocabulary.</td>
<td>Listen to a story, take a walk through the community and create a mobile of places they go in a community.</td>
<td>Create a mobile and describe different places in a community.</td>
</tr>
<tr>
<td></td>
<td>Students need to have some background knowledge on volunteering in L1. Pictures are useful.</td>
<td>Brainstorm ideas using T chart on ways people can help/hurt the community.</td>
<td>Create a poster and explain different ways one can help in a community.</td>
</tr>
<tr>
<td><strong>Attitudes &amp; Awareness</strong></td>
<td></td>
<td>Awareness of workers and places in a community.</td>
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<td></td>
<td></td>
<td>Develop positive attitudes about people who serve in the community.</td>
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</tbody>
</table>
Lesson 1
Workers in the Community
Lesson 1

Content Objectives:
• Students will learn about the workers in the community.
• Students will select a worker they would like to be.

Language Objectives:
• All students including beginners will listen to stories about community workers.
• All students including beginners will respond with a yes or no to questions about workers and match workers with names.
• Most students will illustrate their own worker with details.
• Most students will fill in information gaps about descriptions of a worker.
• Some more advanced students will explain/discuss what he/she knows about the worker they choose to draw and write about.
• Some more advanced students will write a riddle of a community worker.

Materials:
Worker cutouts, Our Town, by Judith Caseley, paper easel, vocabulary including worker names, chart poem, pencils, crayons, large charts, overhead organizers, riddle worksheet, information gap worksheet.

Time: 1 ESL Class approx. 40 min.

**Comprehensible Input is in bold type, Student Output is in Italics.**

Procedure: Introduction
1. Teacher introduces the unit to the students by holding up a cutout of a police officer. The teacher then continues with, “Can someone tell me the name of this worker?” Teacher waits for responses, and then calls on someone and paraphrases what student says with, “Yes, you are correct it is a police officer, a police officer is a worker in the community.”
2. Teacher will hang a cutout of a police officer to the front easel with the word police officer framed directly underneath. On the top of the easel Community is written. Teacher points to the word Community and says, "A Community is a group of people of live and work together." We are going to be learning about all the different workers in a community. "Today, I chose to start our lesson with a police officer, a police officer is someone who we can trust."

3. Teacher continues with, "Who can tell us some things a police officer might help them with?" Teacher uses wait time and calls on different students. As teacher listens to responses, she lists them on the board. As the teacher lists the responses, she repeats at a slow pace for all to hear and she points to the words as she reads.

4. Teacher then directs the student’s attention to a song that is on a big chart. The song is called "I'm a Police Officer" teacher tells her students that it is important for them to first, listen and then repeat. First, the teacher hums to the tune "The Muffin Man", then she sings one verse of the song as students listen. Do you know a Police officer, police officer, a police officer. Students are then encouraged to join in and sing. The teacher uses hand gestures, first, gesturing to begin and then holding up another hand to her ear for her students to sing louder.

5. Teacher finishes modeling the song line, by line, until finished and then, she has the students start from the beginning as she points to each line, verse after verse as they sing. Song chart included.

6. Next, the teacher goes on to say that there are many more workers in the community and that it's time to take a walk through the town in our story of the day, that is called On the Town by Judith Caseley.
Teacher holds up book and points to the different workers that are on the cover and then asks, "Who can tell me some workers that we will see in the community?" As students generate answers the teacher will hold up cutouts of the workers and hang them up for all to see. She will put the names under each worker and frame words leaving worker and names on display for all to see.

7. Teacher begins to read the story to students. They listen and respond to questions, such as: What worker could be in that building over there? Student responds with a mail carrier. Is this a mail carrier? The teacher is looking for yes/no response from beginning ESL students. Then, the teacher has that student come up and point to mail carrier. And so on.

8. When the story is finished the teacher uses a large chart to draw student's attention. The teacher continues with the idea that all students have different family members that are workers in the community. We decided to share these as a class. On the large chart paper the teacher and students list their family workers. My dad is a ____. Teacher models simple writing of sentences with periods, and reminds students of cutout workers on display to help elicit responses. My mom is a ____. Students generate answers and teacher fills in gaps. The students read responses together.

9. Students are then given a choice as to whether they wish to write a community worker riddle or write a short description about a worker they would like to be someday. Students are encouraged to choose a worker they are familiar with. Teacher models a riddle on overhead projector for all to see and participate. The first riddle went as such: I get up early, just to bake your cookies, rolls and bread. Who am I? Students had to respond.

Teacher models a sentence starter for a community worker description. She chooses each phrase from charts and visuals in front of the students and points as she chooses for all to gather ideas from. When I grow up, I want to be a __________. Teacher points to the picture and word dentist and writes the word in the space provided as she writes, she says each letter and finishes with, I want to be a dentist as she runs her hand under the entire phrase.
10. In closure to the lesson, to give me a good indication of an informal assessment on student's performance, students will be reading and sharing rhymes and worker descriptions as a group, so students can share by what they learned about community workers.
<table>
<thead>
<tr>
<th>Functions</th>
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<th>Grammar Structures</th>
<th>Vocabulary</th>
</tr>
</thead>
</table>
| Name      | Identify names of workers. | I am a ___.  
I am a ___. | Nouns/Verbs | Doctor/Treats  
Teacher/Teaches |
| Listen    | Listen to story about community workers. | My dad is a ___.  
My mom is a ___. | Rhymes | Veterinarian/Treat  
Nurse/Cares |
| Repeat    | Recite rhyme with teacher. | Do you know a ___. | Police  
Officer/Protects |
| Match     | Match workers to their proper names. | When I grow up, I'll be a ___. | Contractions | Construction/Builds  
Worker  
Firefighter/Fights  
Bus Driver/Drives  
Plumber/Fixes |
| Write     | Students will write riddles and good descriptions. | I drive a bus.  
Who am I? ___.  
I fix leaky pipes  
Who am I? ___. |  |  |
Reflection Lesson 1
Community Workers

This lesson was changed in many ways for ELL students. For one, I made great use of visuals and other realia to contextualize the lesson for my students. As I began each part of my lesson, I asked questions that were appropriate for all my students. The questions that were asked were questions that would have had them activate their background knowledge. This is key to learning language, building on what is known to learn additional information.

Another important thing to mention is the importance of learning new vocabulary words. Students had the opportunity to interact with the new vocabulary and language. This lesson exposed students to each community worker through stories, pictures, cutouts, riddles and rhymes. When language learners have the chance to interact with the new vocabulary using meaningful and fun activities, input is achieved.
I'm a Police Officer
Sung to "The Muffin Man"

You can trust a Police officer,
Police officer, police officer.
You can trust a Police officer,
If you need some help

I will keep you safe from harm,
Safe from harm, safe from harm.
I will keep you safe from harm,
I'm a police officer.

By Jean Warren
police officer
veterinarian
chef
plumber
chemist
doctor

firefighter

dentist
mail carrier

hairdresser

farmer
teacher
Judith Caseley

On the Town

A Community Adventure
Charlie's class was studying community.

"A community," said the teacher, "is a group of people who live or work in the same area, or who have something in common with each other."

She gave each of the children a black, speckled notebook. "Visit the people and places in your community. Take your notebooks and explore."
On the way into town, Charlie tripped over something.
It was someone's lost wallet, and Charlie showed it to Mama.
"Maybe we should take it to the police station," he said.
Charlie wrote teacher. Then he wrote school and drew pictures of some of his other teachers.
Charlie wrote *barber shop*. Then George cut his hair, and Charlie wrote *George* and drew a pair of scissors.

"Very handsome," said Mama. "Now I need to buy stamps."
They walked down the street past the fire station. Uncle Kerry was polishing the fire engine. Charlie wrote fire station. He drew a fire and a hose and wrote Uncle Kerry, with five hearts and five stars for his favorite uncle. Uncle Kerry put a fire hat on Charlie’s head and carried him around on his shoulders.
Riddle

I get up early,
Just to bake your cookies,
Rolls and bread.
Who am I?
Sentence Starter for Worker Descriptions

When I grow up, I want to be a __________. I want to be a __________ because...

USE AS OVERHEAD
Worker Descriptions

When I grow up, I want to be a veterinarian. I want to be a good pet doctor because I love pets and animals.
Riddle

I get up early, just to do a hair style. Brushes and combs and ribbons and bows. Making people smile from head to toe. Where ever they go. Who am I?
Which Community Worker Am I?

Fire! Fire!
9-1-1!
I fight the blaze until it’s done.
Who am I? ____________

In rain or snow
Or sun or hail,
I walk to your homes
To deliver the mail.
Who am I? ____________

I get up early
Just to bake
Your cookies, rolls
And bread and cake.
Who am I? ____________

Stitches and itches,
Slips and falls,
Colds and flu-
I fix them all.
Who am I? ____________
I'm there for you
Both night and day
So you are safe
At school and play.
Who am I? __________

Let me help you
Find a book
On bears or bees
Or how to cook.
Who am I? __________

Math and reading,
Science, too.
I teach these things
To all of you.
Who am I? __________

I take you high above the sky
Above the clouds,
and way up high.
Who am I? __________
Lesson 2
Roles of Workers in the Community  
Lesson Plan 2

Content Objective:
- Student s will understand the roles of the different workers in the community.

Language Objectives:
- All students including beginners will watch and listen to a video on communities.
- All students including beginners will role-play a worker.
- All students including beginners will answer yes/no questions about workers.
- All students including beginners will illustrate a page for our book.
- Most students will respond with short answers to why, what, where, when and why questions.
- Most students will write one or two facts for our book about a worker after reading.
- Some students will create their own page for our class book and read it aloud to peers.

Materials: videos, books, costumes, books (listed on page 1), scissors, large index cards, heavy paper for making books, crayons, pictures, large charts

Time: This lesson can be spread over a course of four 40-minute sessions.

**Comprehensible Input in Bold type. Student Output is in Italics.**

Procedure: Recap of Workers using cutout pictures.

1. Let students know that they will be continuing to learn about workers in the community. The teacher holds up a video, Neighborhoods, by Educational Videos and displays the cover and lets students know that they will see the many roles/jobs of the workers that they learned about and what these workers really do at work.
2. Teacher points to the firefighter cutout that is displayed in front of the students. “Who can tell me the name of this worker?” Teacher allows for wait-time. Teacher then gets a response and paraphrases student’s response as such: “Yes he is a firefighter very good.” We are going to be discussing what he really does in the community. Teacher holds up a fire truck, and says, “This is what a firefighter does, ride on a fire trucks to go put out fires.” Teacher displays the fire truck that has a ladder and hoses attached. Teacher holds this up to her students and continues with, this is the job or the role of a fire fighter.

3. Have students sit on the carpet and get comfortable and make certain all students are in view of the screen. Show video approx 20 minutes. When video is over, teacher will hold a discussion on how the video focused on real community workers and the kinds of jobs they perform as follows:

4. Teacher writes each worker that was seen in the video on large chart. Teacher asks the following: “Who did we see first?” Teacher calls on students randomly, “Yes we saw a postal worker, is this a postal worker Stephan?” Teacher waits for beginning ESL student to respond with a yes/no. Then continues with, “Where did we see the postal worker?” Student responds with, “In a mail truck.” Teacher repeats response and gives praise. “What was he doing?” Student response, “Carrying a box of letters to his mail truck.” Teacher responds with positive response, such as: “Why do you think he was putting letters in his truck?” Students respond, “So he can give them to people.” The last question teacher asks, “When will the postal worker do this?” Students respond with, “When he is working.” Teacher asks a question such as: Does the postal worker deliver or bring gesturing this with her hand, the letters or mail to peoples house and put them in mailboxes? Teacher calls on lower level student to elicit a yes/no response, as she does this, she points to a postal worker, letter and a mailbox. This format continues until each worker is discussed. Teacher needs to remember lower level questioning for lower students, and higher order questions as students attain greater proficiency levels.
5. Teacher will discuss a fun activity for students to learn more about workers. Students choose one worker to **role-play.** The teacher does this as such. Teacher has students select one paper from a box and read the name of the worker. Each student will then learn as many facts about that worker as possible to **create a classroom book of workers.** The class will make a 7-page book about workers from this small group activity. **Each student will have the opportunity to take the finished book home to share.**

6. Teacher will give each child a book about his/her worker. Children will notice that each book has a picture of their worker wearing his/her uniforms. The students are then placed into groups of two as such, beginner to advanced to write facts. This will allow students to code switch in their L1 and thus attain more language. **Students will take turns reading pages of their books aloud to their partner, either in L1 or L2, then each group will generate four facts about each worker. The teacher will write on a big chart and model simple syntax sentences, and proper punctuation. Then, students will use the model and begin to write down important facts they learned about their worker with partners. Ex.**

   **Firefighters help keep ______.**

   They wear ______. They ride in ______. They use a ______.

   **Partner reading should take about 15 minutes. The reading material is very simplistic, illustrations very basic and books are 19 pages long.**

7. When reading is complete, students are ready to choose 4 important facts about their worker to create his/her page of the book. All pages need to be illustrated. **Teacher will model a blank page of the book for all to see.** Teacher lets students know that they will use the same format to create their page in the book as they did to write important facts. Teacher tells students that they must illustrate the top portion of the page, as she says this, she will ask students what she means by the word illustrate? Is this page illustrated? **She points to the blank page, students respond with no.**
Teacher displays another page that would be considered complete. She asks if this page is illustrated, and gets positive response. She then distributes a blank page and tells students that they can start and they need to do their neatest work because it will be part of the book. Teacher then allows time for students to write their facts and illustrate

8. When books are finished teacher prepares students for role-play day. Role-play day is a day when students share what they learned about their worker. On this day students are encouraged to dress-up like the worker. Teacher will prepare students ahead of time for this day, by displaying the costumes/uniforms of all the workers and having students practice being this worker. Students will practice modeling these uniforms and practicing their reading with partners, they will do this in one ESL class period approx. 40 minutes.
## Functional Notional Chart
### Lesson 2
### Roles of Workers

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<th>Situations</th>
<th>Formulas</th>
<th>Grammar Structures</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listen</td>
<td>Listen to video about roles of workers.</td>
<td>Firefighters _____ fires.</td>
<td>Punctuation</td>
<td>Fight</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Postal workers _____ mail.</td>
<td></td>
<td>Deliver</td>
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<td></td>
<td></td>
<td>Police Officers _____ us.</td>
<td></td>
<td>Protect</td>
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<td></td>
<td></td>
<td>Carpenters _____ houses.</td>
<td></td>
<td>Build</td>
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<td></td>
<td></td>
<td>Doctors _____ sick people.</td>
<td></td>
<td>Treat</td>
</tr>
<tr>
<td>Partner Read</td>
<td>Gather facts with partners about workers.</td>
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<tr>
<td>Create</td>
<td>Create a book page by writing facts, and illustrating.</td>
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<tr>
<td>Role-Play</td>
<td>Dress-up and role-play workers.</td>
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</tbody>
</table>
Reflection Lesson 2  
Roles of Workers in the Community

This was a great hands-on activity for ESL students. I made several changes to the original lesson plan. For one, I added a video to link new vocabulary and language to the previously learned information from community workers, a previous lesson. I then added a role-play activity to engage all levels of language learners to make it a rich experience for all. Students had the opportunity to research books and learn many things about a worker. I chose to limit the workers we researched to 7, due to the fact that my group had 7 students and each child had the opportunity to concentrate on one worker.

The last part of the OL that I changed, was a cloze activity. This activity was an independent activity. I thought it would be a fun idea to create a class book about Community Workers. This has pictures of students in their work uniforms. Students had the chance to write and illustrate a page of facts from each worker. Students shared their book pages on Role-Play day. A book was made by students to share with their families and to keep in the classroom library.
Curriculum Coordinated videos made just for classrooms like yours!

Neighborhoods
Understanding Where We Live

Grades: K-2
Produced: 2001
Running Time: 15 min.

Distributed by 100th Educational Videos, Inc.
800-483-3383
We Need Police Officers

by Lola M. Schaefer

Gail Saunders-Smith, Ph.D., Consulting Editor
Police officers teach people how to stay safe.
Doctors help people stay healthy.
We Need Nurses

by Lola M. Schaefer

Gail Saunders-Smith, Ph.D.; Consulting Editor
A nurse helps people stay healthy.
We Need
Mail Carriers

by Lola M. Schaefer
Gail Saunders-Smith, Ph.D., Consulting Editor
Mail carriers bring this mail to the post office.
We Need Fire Fighters

by Lola M. Schaefer
Gail Saunders-Smith, Ph.D.; Consulting Editor
Fire fighters spray water and foam on fires.
Fire fighters help people who are hurt.
Community Helpers

Chefs and Cooks

by Panky Snow
Chefs and Cooks

Chefs and cooks prepare food for people to eat. Many chefs and cooks are professionals. They get paid to make food. Other chefs and cooks prepare food for fun.
What Chefs and Cooks Do

Chefs and cooks plan menus. They follow recipes or create new recipes. Recipes are directions for making food. Chefs and cooks measure ingredients. They mix ingredients together. Chefs and cooks prepare and serve many types of food.
Community Helpers

Construction Workers

by Tami Deedrick
Tools Construction Workers Use
Construction workers use ladders to reach high places. They cut wood with saws. They use nails to hold things in place. They use hammers to pound nails. Construction workers also use levels. A level shows if a wall or floor is flat.
What Construction Workers Do
Construction workers have many jobs. They pour foundations. A foundation is the bottom of a building. Construction workers build walls on foundations. They also put roofs on buildings.
Community Helpers from A to Z

A Bobbie Kalman Book
is for community helpers. A community is a group of people who share services, buildings, and laws. It is also a place where people live. A community can be a school, town, city, or neighborhood. Community helpers make communities cleaner, safer, and more pleasant for other people.

A city is made up of many smaller communities. Some attract people that share a culture. Many of the community helpers in this neighborhood are Chinese.
C is also for **construction workers**. Construction workers and tradespeople work together to build houses, shops, offices, and roads. Without these workers, people in your community would have no new buildings in which to live and work. Roads would become bumpy and dangerous for drivers.

Construction workers do many different jobs, including moving bricks, pouring and spreading concrete, and operating tools and big machines. These workers are making a new driveway.
is for **firefighters**. Firefighters put out fires in homes, other buildings, forests, and at car accidents. They rescue people and animals that are trapped by a fire. The smoke and flames from fires are very dangerous. Firefighters risk their lives every time they go to work. Their job takes bravery and special training.
My Worker

I am a ________________________________.

I wear a _____and ____________________.

I help people by ________________________.

I like to ______________________________.
Workers in the Community
By

ESL Students
Gerald
My Worker

I am a Fire Fighters.

I wear a hat and mask.

I help people by spraying water on fire.

I like to save people when they are hurt. Firefighters keep their equipment ready at the fire station.
I am a police officer.

I wear a hat and badge.

I help people by arresting people.

I like to drive patrol cars.

Police officers catch robbers and keep me safe.
My Worker

Anthony

I am a Doctor.

I wear a mask and a white coat.

I help people by giving them medicine.

I like to make people feel better.

Doctors like to give children lollipops and stickers.
My Worker

I am a **Construction Worker**.

I wear a **hat** and **gloves**.

I help people by **making houses**.

I like to **make stuff for people**.

Many construction workers wear **tool belts** that hold their tools.

by **Jeffrey**
My name is Alvee

My Worker

I am a **Chef**

I wear a **shirt** and **hat**

I help people by **making food**

I like to **make food for people**

It is fun chefs and cooks work in places like ships or trains.
Christal

My Worker

Patient

Blood pressure

Care

Chart

Surgery

Temperature

Medicine

I am a Nurse.

I wear a mask and white coat.

I help people by caring for them when they are sick.

I like to help people.

Nurses work in hospitals.

Nurses take your hand.
My Worker

Gerardo

I am a ___________ postman.

I wear a ___ hat and ___ blue uniform.

I help people by _____________ bringing them mail.

I like to _____________ ride in my mail truck.

Sometimes, postmen are called Mail Carriers.
Lesson 3
Tools of the Trade
Lesson 3

Content Objective:
• Students will learn the names of different tools workers use.
• Students will recognize the proper tool for all workers.

Language Objectives:
• All students including beginning students will match tools of trades to workers.
• All students including beginners will answer with a yes/no response when asked a question about workers.
• Most students will explain what they know about tools of trades.
• Some more advanced students will read and infer which tools are needed.

Materials: pictures, game board, worker cutouts, names of workers

Time: 1 ESL session approx. 40 min.
** Comprehensible input is in bold type. Student output is in Italics.

Procedure: Recap of workers and vocabulary.
1. Teacher will let students know that they will continue working on the topic of community workers. Teacher will begin by reviewing the list of community workers that is posted on big chart. Students will recite all vocabulary as the teacher reads and points to chart.

2. Teacher will go back and point to the first name that is on the list, which is a plumber. The teacher will call on a student to point to the picture of a plumber and then, the student will place the picture next to its name. This sequence will continue.
3. The teacher will ask students the following “Who can tell me what tool a plumber would use?” Teacher uses wait time and if no response, the teacher holds up a picture card with a wrench and says, “A plumber uses a wrench to fix pipes.” Teacher then has the student place the wrench next to the plumber, this sequence continues. This continues until all tools of the trades are introduced to students. As students guess the tools the picture cards are placed next to the name and picture of each worker for all to see.

4. Teacher will have students work on a game with partners. Students will match tools of the trade with the proper workers. Some students will use only picture to picture matching which is worker to tool and the advanced student will us “What” cards, which require students to read each card that describes the tool and then decide what the tool is and place it to its correct worker.

5. Beginning students will work together matching pictures of tools to pictures of workers. Intermediate and advanced students will read cards and then make a picture match. The teacher models the game for all students to see and she takes a turn. First, she takes one picture card and it is a hammer. She asks the students, if the picture is a hammer and shows how to match the hammer to the picture of the carpenter, again on the large chart. The teacher models this once again for the more advanced students as such: She picks up a “what card” It reads, “This is used to cut hair.” Students read the card and must identify the “scissors.” After proper identification each card must cover each square on the game board. The game continues until all tools are identified, matched and then placed with the correct worker.

6. Teacher will monitor her students as to how tools were matched up and identified. This informal assessment will provide the teacher with insight as to how much reinforcement will be needed, if any.
### Functional Notional Chart
#### Tools of the Trade
#### Lesson 3

<table>
<thead>
<tr>
<th>Functions</th>
<th>Situations</th>
<th>Formulas</th>
<th>Grammar Structures</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td>Name tools for each worker.</td>
<td>I'm a barber. I use a _____. I'm a doctor. I use a _____.</td>
<td>Nouns</td>
<td>Scissors, Stethoscope</td>
</tr>
<tr>
<td>Interact</td>
<td>Work in pairs on worker/tool game.</td>
<td>This is a ____. That is a ____. Those are ____.</td>
<td>Contractions, Pronouns</td>
<td>Wrench, Hammer, Boots</td>
</tr>
<tr>
<td>Explain</td>
<td>Explain what he/she knows about tools of each trades during the matching game/</td>
<td>A ____ is used to fix pipes.</td>
<td></td>
<td>Microphone, Books, Piano</td>
</tr>
</tbody>
</table>
While planning this lesson, I thought about the length of time that we’ve already spent on reviewing tool vocabulary. I felt that my students were ready to recall what they learned about workers and the things they use by assessing them with a matching game.

I made a simple picture word matching game for the beginning student and took it one step further for my intermediate/advanced students. I did this by creating “What” word cards to go along with pictures, so the more advanced student would have to read the questions and then make the judgment on the match.

I grouped students in pairs according to their level of proficiency to make all students feel comfortable, and to share their thoughts and ideas. The hands-on experience gave them more insight and understanding than any other activity.

The OL was a memory game that students made. Students had to brainstorm 10 occupations and one tool for each. I decided to use the vocabulary words that were previously taught and I reinforced those same words by creating another matching game. A very fun game it turned out to be!
Community Workers

Barber
Doctor
Plumber
Carpenter
Fire Fighter
Reporter
Librarian
Musician
Police Officer
Teacher
Nurse
Chef
Veterinarian

Dentist
Zoo Keeper
Tools of Workers

Scissors
Stethoscope
Wrench
Hammer
Ladder
Microphone
Books
Piano
Police Car
Chalkboard
Thermometer
Spoon
Tooth Paste
A doctor uses this to listen to your heart.
What am I?

A fire fighter sprays water from this.
What am I?

A teacher uses this to write on the board.
What am I?

A police Officer blows this to stop traffic.
What am I?

A policeman rides in this to arrest criminals.
What am I?

A fireman climbs up this to save people.
What am I?

I am used to hold mail everyday
What am I?

A farmer uses this to pick up hay.
What am I?

I am used to bang nails into wood.
What am I?

A barber uses this to cut hair.
What am I?
A musician plays music on this. What am I?

A dentist uses this to clean your teeth. What am I?

A zookeeper uses this to sweep the zoo. What am I?

A chef uses this to stir food when he cooks. What am I?

A plumber uses this to loosen pipes. What am I?

A librarian has many of these. What am I?
teacher

zoo keeper

doctor

chef

dentist

clerk

postman

carpenter

fireman
What tool??
What Tool??

toothbrush

whistle

scissors

cooking spoon

chalk

push broom

piano
spoon

mail

toothbrush

haircut

book
librarian

police officer

farmer

barber
ALL ABOUT PEOPLE DO

Illustrated by Lesley Smith

All about making things
Hands at work

Craftsmen and women, such as this basket weaver, make things by hand. People admire hand-crafted things because they take time and skill to make.

The potter shapes a pot from wet clay on a potter's wheel.

When the pot is dry he hardens it in a hot kiln.

When the pot is cc decorates it with and glaze and fires again in the kiln.

Be a potter
Mold your own pot, using modeling clay that hardens without heat. Mark a pattern with an old spoon or fork. When the pot is hard you can paint it in bright colors.
The customers choose from the menu. The chef cooks their meal.
Lesson 4
Places in the Community  
Lesson 4

Content Objective:
• Students will become familiar with places in the community.

Language Objectives:
• All students including beginners will listen to a video about Communities Alike and Different.
• All students including beginners will design a mobile of places in his/her community.
• Most students will respond to questions related to communities.
• Most students will design a mobile and write a sentence about the places in their community.
• Some students will explain the errands they run on a daily basis in their community.
• Some students will design a mobile and write in detail about the places in their community and how to get to these places.

Materials: Video How Communities are Alike and Different by Educational Videos, cutouts of places, yarn, hole puncher, crayons, scissors, large chart, and pictures.

Time: 1-2 ESL Class periods 40 min.

**Comprehensible Input in Bold type. Student output is in Italics.

Procedure:
Teacher will brainstorm familiar places with students on large chart. As they brainstorm teacher will call their attention to these places as she displays pictures of each place. Teacher will hang up each place on wire hangers (mobiles).

The teacher will show a video about places in the community. First, she will ask all students about what places they enjoy visiting.
The teacher will inform students that they will be seeing different communities and many different places and to listen carefully to how many places they can remember for our group discussion after the video.

After the video, the teacher will ask the question. “What places did you see in these communities?” One student mentioned going to the library. The teacher responds by slowly paraphrasing the students’ response and praises his good work. This guided discussion continues until a list of places is made.

Next, the teacher holds up a picture of a grocery store and asks students if it is a grocery store. This would be an example of a yes/no or one word response question for a beginning ESL student. Teacher continues with higher order questions as such. What do you go to the grocery store to buy? The teacher will place both the grocery store and food items on the board to display and will write both words for students to see. She then models a simple sentence as such: I go shopping at the ________. The teacher pauses, and rereads this aloud. She calls on individual students to fill in blanks. I buy ____. The teacher will generate a list of places students visit with their families. Teacher will give ideas by having pictures available for all to view. Responses follow with: Mail a package at the post office, Go to the bank and get money, Buy food at the store, Get medicine at the drug store, and Get and ice cream at Dairy Queen!

Teacher will display a map of a small community and model the directions on which way to get to school. Students will take turns sharing what vocabulary words they are familiar with as they fill in map.

Students will now show what they learned about places in the community. The teacher will model for students by displaying pictures of places and then writing on each place. A model of this is displayed. Some students will be able to write or label places others will be able to write a sentence. Some students will be able to write all about the place and what they did there. The teacher will match students in pairs in such a way that a beginner is with an intermediate or advanced student, so the use of the native language can be utilized. Students will share and display mobiles of what they learned about places in the community.
# Functional Notional Chart
## Lesson 4
### Places in the Community

<table>
<thead>
<tr>
<th>Functions</th>
<th>Situations</th>
<th>Formulas</th>
<th>Grammar Structures</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discuss</td>
<td>Discuss places in the community.</td>
<td>We mail letters at the ______. We return books to ______.</td>
<td>Nouns</td>
<td>Post Office</td>
</tr>
<tr>
<td></td>
<td>Gather ideas record on big Chart.</td>
<td>I ______ at the grocery store. I ______ gas at the gas station. We ______ clothes at the laundromat.</td>
<td>Verbs</td>
<td>Library</td>
</tr>
<tr>
<td>Record</td>
<td>Choose familiar places and create mobiles.</td>
<td>We shop at the ______. We do our banking at the ______. I buy cakes from the ______.</td>
<td>Nouns</td>
<td>Shop</td>
</tr>
<tr>
<td>Create</td>
<td>Find a way to get places using directions.</td>
<td>I will turn ______. I will go ______.</td>
<td>Opposites</td>
<td>Pump</td>
</tr>
<tr>
<td>Map</td>
<td></td>
<td></td>
<td></td>
<td>Wash</td>
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<tr>
<td></td>
<td></td>
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<td>Grocery Store</td>
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<td>Bank</td>
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<td>Bakery</td>
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<td>Right</td>
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<td>Left</td>
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<td>Go</td>
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<td></td>
<td></td>
<td>Stop</td>
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<td></td>
<td>Straight</td>
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<tr>
<td></td>
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<td></td>
<td></td>
<td>Turn</td>
</tr>
</tbody>
</table>
Reflection Lesson 4
Places in the Community

As we began this lesson, I used the same brainstorming activity that was used in the OL. I decided to change this and have my students list familiar places, not landforms. This activity needed to fit into the unit of communities, which is tailored for students who are fairly new to the United States, so I wanted to keep it simple and focus on what is known. The lesson was similar to the OL in terms of having pictures, video realia available and use of pair work. My students had the opportunity to use their L1 if necessary to gain better insight of what was known to help transfer the information they had about the lesson.

Students made community brochures in the OL that would attract new residents to their community. I changed this and had students make mobiles of the places they visit. The OL allowed students to share and display their brochures. Students had the opportunity to do the same with their mobiles as we wrote about the places on the back of each building, students had the opportunity to share them and they were displayed in the room.
How Communities are Alike and Different

Produced 1996
Running Time 15 min.

Produced by 100% Educational Videos, Inc.

800-483-3383
Learning about maps is a snap with the clever ideas in this unit. Use these ideas to teach youngsters about their neighborhood, their country, and the world!

by Jana Sanderson, Rainbow School, Stockton, CA

Any Town, USA

This map doesn’t lead to buried treasure, but to engaging mapping activities centered around a neighborhood or town. Use duct tape to create city blocks on a long length of white bulletin board paper. Lead students to discuss the types of businesses that can be found in a neighborhood, such as a school, a hospital, an airport, a grocery store, a library, a police station, a fire station, and a movie theater. Then give each youngster a blank index card and a sheet of paper. Have him draw a picture of his home on his card and a picture of a business on this paper. After the pictures are complete, have students place their cards and papers on the map and then glue them in place. Next, instruct students to use crayons or markers to add trees, grass, bodies of water, stoplights, a park, and railroad tracks to the map. Label the map with cardinal directions. Finally, have students name the town and streets; then label the streets.

Taking Care of Business

Completing tasks will be fun when your little ones participate in this activity. To prepare, gather a supply of small vehicles, such as cars, trucks, a school bus, a police car, a fire truck, an ambulance, a train, and an airplane. In turn, give each child a scenario, such as “Tricia needs milk from the grocery store” or “Kevin, a firefighter, puts out a fire at the pizza parlor.” Have her select the appropriate vehicle and drive it on the map to complete her task. Encourage each youngster to talk about the path she took by using the street names and directional words, such as left, right, north, south, east, and west.
Find Your Way to School

Mark a way to get to school. Then work with a partner.
Give your partner directions. Use these words.

- go
- stop
- street
- turn
- straight
- house
- right
- left
- school

Diagram of a map with 'School' and 'Home' marked.
I Spy a Map

"I spy with my eye" a fun activity to introduce children to real maps. Gather a magnifying glass and a map. Display the map on a wall at student eye level. On index cards, make a supply of "I Spy" cards appropriate for your map, including symbols for cities, camping locations, lakes, national parks, museums, and highways. To play, a child draws a card and then uses the magnifying glass to locate the place on the map. Play continues until each child has had a chance to participate. Invite youngsters to revisit the game during center time.

The Key on the Map

Sing this catchy song with students to get them thinking about what the symbols on a map represent. Each time the song is sung, substitute a different key description from the list below.

(sung to the tune of "The Wheels on the Bus")

The [key on the map] show(s)
[Where things are]
[Where things are]
[Where things are]
The [key on the map] show(s)
[Where things are]
All around our state!

Additional key descriptions:
little black dots, cities and towns
star in a circle, the capital
long, colored lines; all roadways
little green tents, all campsites
little green trees, all state parks

Stitching Across the States

Students will love an activity that has them using cardinal directions as they stitch their way across the United States. In advance, photocopy page 32 and cut out the pattern. Photocopy the spinner on page 31 on tagboard. Add a brad and paper clip to the center as shown. To make a gameboard, trace the pattern onto a sheet of plastic canvas and then cut out the resulting shape. Use a paint pen to label each gameboard with cardinal directions as shown. Tie a large bead to the center of each board with 18-inch lengths of red and blue yarn. Thread each loose end of the yarn pieces through the eye of a different plastic needle.

To play, invite each student in a pair to choose a color, red or blue. In turn, have each child spin the spinner to determine in which direction she will stitch. Instruct her to count over three holes in the canvas toward the direction she spun and make a stitch. Then have her pass the spinner and gameboard to her opponent. Play continues until one player's road leads off the map!
MORE PLACES AROUND THE COMMUNITY
MY COMMUNITY MOBILE
Lesson 5
Being Part of a Community
Lesson 5

Content Objectives:
• Students will learn ways they can contribute to the community.
• Students will recognize what people do to help out has an impact on a community.

Language Objectives:
• All students including beginners will listen to a story about how to make the community a better place to live.
• All students including beginners will respond by pointing to a picture, or by giving one-word responses to questions.
• All students including beginners will draw posters of themselves doing something to make a difference in the community.
• Most students will create a poster and write sentences about what they can do to help make a difference in the community.
• Some students will choose to create a poster of helping out in the community and then write a short description of the deed and how it affected others in the community.

Materials:
Miss Rumphius by Barbara Cooney, paper, markers, poster paper, pictures, T Chart organizer, pencils

Time: 1 ESL Class 40 min.

**Comprehensible Input is in bold type. Student Output is in Italics.

Procedure: Recap: What is a Community?

1. Teacher has students focus their attention to the front board where she shows them large picture cards of people helping out in the community. The teacher asks students, “What are these people are doing in the pictures to help? Are the people helping each other?” Students respond with various answers. Teacher explains that these are pictures of a community and the people helping in it all live and work together.
Teacher asks students what *people are doing in the pictures to help.* One response, "The girl is planting flowers."

Teacher responds by paraphrasing, "Yes, she is planting flowers and that is making the community a more beautiful place isn’t it?"

2. Teacher asks students to imagine what the world would be like if no one took care of it; no one planted flowers, recycled, or disposed of trash. *Then asks,* "What do you think would happen?" Teacher waits and listens to responses and paraphrases each response. Teacher lets students know that it would be a very ugly world without any help from others and that they will learn many new ideas from Miss Rumphius, how they can be good helpers too.

3. Teacher *holds up a book called, Miss Rumphius,* by Barbara Cooney and displays the cover and says, "In this story, a woman does many things to make her community happy and beautiful." Teacher lets students know that without everyone’s help and concern the community will be an unpleasant place to live. Teacher begins to read the story about Miss Rumphius, as she reads, she stops and pauses after good deeds occur and asks, "Is this something that we can do to help?" Students respond.

4. Teacher discusses the story about Miss Rumphius’s contributions to the community. Teacher lists all Help responses on T chart graph, which is labeled: Ways People Help in the Community and Ways people can hurt the Community. Teacher shows pictures of litter and cans on the ground and asks if this can hurt the community. Teacher then asks questions about how we can help and writes on T chart. Students take turns placing pictures next to words on T chart. Teacher generates a list of responses from student’s ex. Planting flowers and trees, littering, not taking care of homes etc.

5. Teacher provides students with poster paper and asks them to draw themselves doing something to make a difference in the community. As outlined in objectives some students will draw, others will draw and write sentences and advanced students will draw and write a description of what the deed was and how it affected others in the community. Teacher will first show a model of a poster that was made previously for all to see before they begin.

6. Students will culminate this activity by sharing what they learned.
# Functional Notional Chart

## Being Part of a Community

### Lesson 5

<table>
<thead>
<tr>
<th>Functions</th>
<th>Situations</th>
<th>Formulas</th>
<th>Grammar Structures</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Listen</strong></td>
<td>Listen to a story and look at pictures of many volunteers helping out in a community.</td>
<td>It is good to ______ in the community. ______ is important to a community.</td>
<td>Suffixes</td>
<td>Volunteer</td>
</tr>
<tr>
<td><strong>Write</strong></td>
<td>Write things people do to make the community a better place.</td>
<td>People _____ for their homes. People _____ cans. People _____ flowers and trees. People _____ their time.</td>
<td>Verbs</td>
<td>Volunteering</td>
</tr>
<tr>
<td><strong>Create</strong></td>
<td>Create a poster of helping out in the community and write a description.</td>
<td>People do many _____</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Reflection
Being Part of a Community

This lesson was modified from the Original Lesson Plan. The OL was about developing a plan of action for a community project. I simplified this by choosing simple tasks that people can do to help out in the community. I also touched based on how some people can hurt the community by not helping out. Students had the opportunity to listen to a story about a girl who helped make her world more beautiful by planting flowers. This was not part of the OL. Students had the opportunity to listen to a story, discuss more ideas by looking at pictures and having class discussions. At the end of the lesson, students had the opportunity to show what they learned by creating a poster of helping out in the community. We took it one step further by having students write a short description about their poster. The OL was changed to accommodate the learning needs of all of my students.
In the evening Alice sat on her grandfather's knee and listened to his stories of faraway places. When he had finished, Alice would say, "When I grow up, I too will go to faraway places, and when I grow old, I too will live beside the sea."

"That is all very well, little Alice," said her grandfather, "but there is a third thing you must do."

"What is that?" asked Alice.

"You must do something to make the world more beautiful," said her grandfather.

"All right," said Alice. But she did not know what that could be.

In the meantime Alice got up and washed her face and ate porridge for breakfast. She went to school and came home and did her homework.

And pretty soon she was grown up.
After a hard winter spring came. Miss Rumphius was feeling much better. Now she could take walks again. One afternoon she started to go up and over the hill, where she had not been in a long time.

"I don't believe my eyes!" she cried when she got to the top. For there on the other side of the hill was a large patch of blue and purple and rose-colored lupines!

"It was the wind," she said as she knelt in delight. "It was the wind that brought the seeds from my garden here! And the birds must have helped!"

Then Miss Rumphius had a wonderful idea!
My Great-aunt Alice, Miss Rumphius, is very old now. Her hair is very white. Every year there are more and more lupines. Now they call her the Lupine Lady. Sometimes my friends stand with me outside her gate, curious to see the old, old lady who planted the fields of lupines. When she invites us in, they come slowly. They think she is the oldest woman in the world. Often she tells us stories of faraway places.

“When I grow up,” I tell her, “I too will go to faraway places and come home to live by the sea.”

“That is all very well, little Alice,” says my aunt, “but there is a third thing you must do.”

“What is that?” I ask.

“You must do something to make the world more beautiful.”

“All right,” I say.
<table>
<thead>
<tr>
<th>Ways People Help the Community</th>
<th>Ways People Hurt the Community</th>
</tr>
</thead>
<tbody>
<tr>
<td>Volunteering</td>
<td>Littering</td>
</tr>
<tr>
<td>Helping sick people</td>
<td>Stealing</td>
</tr>
<tr>
<td>Taking care of their homes</td>
<td>Not taking care of their home:</td>
</tr>
<tr>
<td>Giving money to poor families</td>
<td>Caring only about themselves</td>
</tr>
<tr>
<td>Planting flowers</td>
<td>Wasting fuel and water</td>
</tr>
<tr>
<td>Raking leaves</td>
<td>Not offering time to sick peop</td>
</tr>
</tbody>
</table>
Helping in the Community

I plant flowers.

We recycle cans.

We volunteer to help people.

We rake leaves.

We care for old people.

We don't throw trash on the ground.
Hi, my name is Gerardo. I am helping to keep my community clean. I pick up trash and put it in the garbage.
Learning & Caring About

OUR TOWN

Compiled by Elizabeth McKinnon
Illustrated by Barb Tourtillotte

Activities For Helping Children
Learn And Care About Their Community
Checklists
<table>
<thead>
<tr>
<th>Skill</th>
<th>Lesson 1</th>
<th>Lesson 2</th>
<th>Lesson 3</th>
<th>Lesson 4</th>
<th>Lesson 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Contextualize Lesson</td>
<td></td>
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<tr>
<td>gestures</td>
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<tr>
<td>1.1b Model Instruction</td>
<td>Pp. 4-6 model</td>
<td>P. 15 Book page</td>
<td>P. 25 model game</td>
<td>P. 34 Models mobiles</td>
<td>P. 43 Models</td>
</tr>
<tr>
<td>Processes</td>
<td></td>
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</tr>
<tr>
<td>1.2 Activate Prior</td>
<td>Pp. 3-5 questions</td>
<td>P. 14-16 Questions</td>
<td>P. 24 Questions</td>
<td>P. 33 Questions</td>
<td>P. 42-43 Questions</td>
</tr>
<tr>
<td>Knowledge</td>
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<tr>
<td>2. Make Text</td>
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<tr>
<td>Comprehensible</td>
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</tr>
<tr>
<td>2.1 Graphic Organizers</td>
<td>P. 9 Police Officer Chart</td>
<td>Pp. 28-29 Chart/Pictures</td>
<td>P. 39 Chart of Places</td>
<td>P. 47 T-Chart</td>
<td></td>
</tr>
<tr>
<td>2.2 Develop Vocabulary</td>
<td>Pp. 8-12 Word List Chart</td>
<td>P. 16 Role-play</td>
<td>P. 28-29 Chart of vocabulary</td>
<td>P. 39 Vocabulary chart</td>
<td>P. 48 Helping chart</td>
</tr>
<tr>
<td>2.3 Simplify Written</td>
<td>Pp. 3 Paraphrase</td>
<td>P. 14 Paraphrase</td>
<td></td>
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<tr>
<td>Text</td>
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<tr>
<td>3. Make Talk</td>
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<tr>
<td>Comprehensible</td>
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</tr>
<tr>
<td>3.1 Graphic Organizers</td>
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**Communities**
## Grammar Checklist
### Communities

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A. Comprehensible Input and Output
1. Uses contextual references (visuals, realia).
2. Implements listening activities to assist students in developing the sounds of English.
3. Allows for an initial listening (or "silent") period for students at the pre-production level.
4. Uses a variety of questioning strategies and activities to meet the needs of individuals at varying stages of language acquisition.
5. Exposes students to higher levels of comprehensible language (i+1).
6. Links new vocabulary and language to previously learned information.
7. Provides activities and opportunities for increased student talk as students develop English.
8. Taps into and accesses students' prior knowledge.

B. Negotiation of Meaning
1. Monitors student comprehension through interactive means such as checking for comprehension and clarification, utilizing questioning strategies, having students paraphrase, define, and model.
2. Modifies instruction as needed using strategies such as scaffolding, expansion, demonstration, and modeling.
3. Encourages students to communicate in English, using familiar vocabulary and structures.
4. Modifies teacher-talk to make input comprehensible.
5. Uses extra-linguistic clues (e.g., gestures, facial expressions) to emphasize or clarify meaning.
6. Matches language with experience.
7. Models the language with natural speech and intonation.
8. Provides opportunities for students to use English with varied audiences and for a variety of purposes.
9. Verifies that all students comprehend before moving on.

C. "Sheltered" Content Instruction
1. Modifies the language input according to the needs of the students (e.g., rate of speech, added definitions and examples, controlled vocabulary, and careful use of idioms).
2. Reviews main topic and key vocabulary and ideas.
3. Checks frequently for understanding.
4. Bridges new "unknown" material to "known"—what students have already learned.
5. Organizes instruction around themes and content appropriate to students' grade level.
6. Engages students in active participation activities and responses.
7. Integrates culture and content instruction.
8. Uses added resources and strategies to help students access core curriculum.

D. Thinking Skills
1. Asks questions, gives directions, and generates activities to advance students to higher levels of thinking (from recalling to evaluating).
2. Elicits student questions and encourages them to support their answers.
3. Allows ample wait time after asking questions.
4. Guides students through learning using varied groupings and configurations.

E. Error Correction
1. Practices sensitive error correction, focusing on errors of meaning rather than form.
2. Accepts appropriate student responses.
3. Encourages taking risks in English.
4. Develops classroom activities to address recurring or systematic errors.
5. Allows for flow of uninterrupted student thought.

F. Classroom Climate
1. Uses relevant material.
2. Displays of student work are evident.
3. Utilizes (and demonstrates respect for) students' home language and culture.
4. Nurtures a positive climate.
5. Rewards all attempts at language.

Comments: ____________________________________________________________
Original Lessons
Welcome to My Community!

Subject: Social Studies, Language Arts
Grade: K-2

Brief Description

Students create a "Welcome to Our Community" brochure to display in the classroom.

Objectives

Students will learn about their community and the people who live and work there, and then create a brochure telling what they love about living there.

Keywords

community, art, language arts, research skills

Materials Needed

lined paper, drawing paper, colored pencils, stapler or tape, pencils, crayons

Lesson Plan

- Ask students to name people who work in their community, such as doctors, lawyers, firemen, policemen, and so on, and discuss what each person does.
- Have students choose a partner and brainstorm things they like about where they live.
- Provide students with information about their community and ask them to provide information of their own. For example, students might bring in photographs, advertising materials, menus from favorite restaurants, newspaper articles, and so on.

http://www.education-world.com/a_tsl/archives/00-1/lesson0015.shtml 1/14/04
• Show a sample of a brochure about a community and explain to students that they are going to create a brochure about their own community.
• Distribute supplies, provide criteria for the brochures, and answer any questions students might have.
• When the brochures are complete, invite students to share their work with their classmates, then display the brochures in the classroom or hallway.
• Follow up with a field trip to a community resource, such as the police station or fire department.

Assessment

Evaluate the brochures for creativity, validity of information, and writing skills.

Lesson Plan Source

Tasha Noe, (intr020c@mtsu.edu) Murfreesboro, Tennessee

As our highlighted lesson, the submitter was awarded a $50 honorarium. See our guidelines to submit yours!

03/13/2000

In an effort to keep our Lesson Plan Database as current as possible, please email the webmaster to report any links that are not working.
Community Club

Grade Levels: K–1

NOTE: Due to the audio files in this project, this activity may be slow to load. To find out if your sound works, test your audio now. To reduce load times, we strongly suggest clicking through the whole project before showing it to your class so it's saved in your computer's memory.

Activity Snapshot

Through colorful, easy-to-read stories, students have the opportunity to meet a series of community workers. The photo-stories focus on real people, including a veterinarian, a police officer, a mayor, a pizza maker, a librarian, a pediatrician, and a firefighter who give personal accounts of their jobs. Designed for emergent readers, the stories provide colorful photographs, simple written text, and an audio feature that enables students to listen to the words they are reading. By clicking the photographs on each page, students can hear more about the job from the worker. To assess your students' reading skills, including comprehension and sight-word vocabulary, invite them to try the cloze activity at the end of the story. Upon successful completion, students are rewarded with a badge signed by the community worker.

Learning Objectives

By participating in "Community Club," students will:

- learn about the different roles workers play in the community.
- read for information.
- use visual cues and context to read new words.
- build sight-word vocabulary.
- reflect back on text to answer questions.
- practice using the computer keyboard.
- learn to scroll and use screen commands.
- recognize symbols and icons.

Time Required

The time required for this activity is about two 30-minute
periods. The first period can be spent clicking through the photo-story, studying the pictures, reading, and listening to the text. The second period can be spent reviewing the photo-story, practicing reading with or without the audio feature, completing the cloze activity, and printing out the badge.

Top of Page

National Standards Correlations

"Community Club" helps students meet the following standards for English and Language Arts as set forth by the National Council for Teachers of English:

- Students use a variety of technological and informational resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge (8).
- Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities (11).
- Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of the information) (12).

"Community Club" also helps students meet the following content strands for Social Studies, as set forth by the National Council for the Social Studies (NCSS):

- Culture (Students learn how to understand multiple perspectives that derive from different cultural vantage points.)
- People, Places, and Environments (Students utilize technological advances to connect to the world beyond their personal locations. The study of people, places, and human-environment interactions assists learners as they create their spatial views and geographic perspectives of the world.)
- Individual Development and Identity (Students learn to ask questions such as Why do people behave as they do? What influences how people learn, perceive, and grow?)
- Civic Ideas and Practices (Students study the ideals, principles, and practices of citizenship in a democratic republic.)
How to Use This Activity

"Community Club" can be a teacher-guided or independent student activity, depending on the reading level of the students. With kindergarteners and some first graders, teachers will first want to introduce the community worker by clicking through the story and reading it aloud to or with the students. Some first graders and most second graders will be able to go through the activity independently or in small groups. On each page of the story, students can click the audio icon next to each sentence to hear it read aloud. By clicking on the photographs, children hear more information about the workers. As students work alone or in small groups, encourage them to use the audio feature for help as they read the story.

Upon finishing the story, students can review what they have learned by clicking the correct word to complete each sentence. Immediate feedback is given for both correct and incorrect responses. Students are urged to try again when they've answered incorrectly. Upon successfully completing the activity, students receive a customized badge with the community worker's signature to print out, color in, and wear on their shirts. To make personalized badges for your whole class, click a community worker on the homepage and then click "Make Badges" on that worker's homepage. A list of related Web links is also available for further research related to each community worker.

Assessment

Assess students' comprehension by inviting them to complete the interactive cloze activity at the end of the story. Students complete each cloze sentence by clicking the correct word. When all the sentences are complete, click the "GO" button. Students receive immediate feedback to their answers. They are prompted to try again if they've gotten any wrong.

To assess students' ability to read the text on their own, ask them to choose a favorite "page" from the story to read to you. To assess writing, have children choose words from the story to write a sentence about something they feel is important about the community worker's job.
Mayor Activities

- Write a letter to your mayor. Encourage students to ask the mayor about his or her job. For example, students can ask the mayor what is his or her favorite part of the job and why.
- Invite the mayor or someone from the mayor's office to speak to your class about his or her job.
- Discuss issues that are important in the community and brainstorm who can do something about those issues. What can you do about the issues? Make a list.

Top of Extensions

Pizza Maker Activities

- Invite a pizza maker to your classroom to speak about his or her job. Or, invite several restaurant workers to talk about the importance of teamwork.
- Make a chart or picture bar graph showing students' favorite pizza toppings. Ask children to figure out which toppings are the most and least popular.
- Have students create a menu for a pizza parlor. Provide several menus as models.
- Set up a pizza parlor in your classroom. Encourage children to use teamwork to decide who will play the roles of waitress, pizza maker, cashier, host, customers, etc. If children created menus from the previous activity, use them as props.
- Teach the concept of equal parts by using paper pizzas. Have students pretend that they are sharing their pizza pie with different numbers of friends and that each friend should get the same size slice of pizza. Encourage students to decide how to divide their pizzas into equal parts.

Top of Extensions

Librarian Activities

- Invite a local children's librarian to your classroom to speak about his or her job.
- Have students conduct a class poll of favorite types of books (e.g., mystery, funny, science, etc.). Chart the results on a bar graph. Discuss which genres are most and least popular.
- Design a mini-library in the classroom. Encourage children to bring in favorite books to share in the

http://teacher.scholastic.com/commclub/tguide.htm

1/14/04
Extensions
Following are some extension activities for each of the community workers:

Veterinarian
Police Officer
Mayor
Pizza Maker
Librarian
Pediatrician
Firefighter
Utility Worker

Veterinarian Activities:

- Invite a local veterinarian to your classroom to speak about his or her job.
- Make a chart to show what types of pets students have. Children can share what kinds of things they do to care for their pets.
- Make scale drawings of some of the animals Fay Vittetoe cares for. Use mural paper to measure and sketch the length and height of a horse and other large farm animals. Use smaller sheets of paper for drawings of house pets.

Police Officer Activities

- Invite a local police officer to your classroom to speak about his or her job and to discuss safety rules.
- Lead your class on a walk around the neighborhood. Have students make a list of all the traffic and safety signs they see on the walk. They can draw pictures of the signs too.
- Go on a field trip to your local police department and learn about the different jobs of people who work there.
- Make trading cards of police officers you meet on your field trip or from books in {Resource} section. On one side of the card students can draw a picture of the officer or attach a photograph. On the others side, include the officer’s name, job, and favorite part of his or her job.

http://teacher.scholastic.com/commclub/iguide.htm
library. You can add your favorites, too. Inside each book, attach an index card. As students borrow books, they fill out the card, including their name and the date they are taking the book. A class librarian (you can rotate this job each week) fills in when the books should be returned. Have children make library cards to use when checking out books.

- As students read books, encourage them to write mini-reviews using a review form made by you. On the form include title, author, brief summary, opinion, and reviewer. Be sure to include space for students to draw an accompanying picture. Keep the reviews in a binder displayed in the class library.

- Go on a field trip to your local public library and learn how librarians categorize books by genre and subject. If the librarian is available, ask if she or he can give a tour.

- Start a Story Time in the classroom. Once a week invite students to gather in a comfortable section of the classroom. Have children select favorite short stories for you or a parent volunteer to read aloud to the class.

Top of Extensions

Pediatrician Activities

- Invite a local pediatrician to speak to your class about his or her job.

- Have students conduct a class poll of favorite types of healthy foods (e.g., apples, carrots, raisins, etc.). Chart the results on a bar graph. Discuss which foods are most and least popular. You can do the same activity with types of exercise.

- Have students work in cooperative groups to create books about going to the doctor. They should use what they know to write and illustrate their stories. Encourage students to research what they don't know or ask their own pediatricians questions (e.g., Why do kids need vaccines?).

Top of Extensions

Firefighter Activities

- Review fire safety tips, such as what to do when a fire starts (leave the building and call 9-1-1 from another location) and when a siren sounds (get away from the street and out of the path of rescue vehicles). Let students use play telephones to practice
dialing 9-1-1 and reporting pertinent information such as their names and addresses.

- Talk about times when it's important to hurry, such as when a thunderstorm starts and people must get inside to stay safe. Help children understand that firefighters need to hurry when they know there is a fire. They rush to get to the scene of the fire as quickly as possible and put out the flames. Every second counts. (If weather permits, conclude this discussion with a fun, outdoor game. See instructions for a water bucket brigade, below.)
Tools of the Trade

Social Studies

Children create and then play a game similar to "Memory," which encourages them to recall what they have learned about different occupations and the related tools.

What You Need

- Reference materials with information about a variety of occupations
- 4" x 6" index cards, or pieces of this size cut from poster board or oaktag (enough for three or four sets of 10 each)
- Art materials
- Scissors
- Paste or glue
- Rules for Playing (PDF file print and copy)

What to Do

1. In preparation for making their game cards, brainstorm with the class several occupations. To stimulate children's thinking, mention different businesses or locations in the community and ask what workers they've observed there. For example, children may have seen cashiers at a store, carpenters at a construction site, or firefighters at the fire station.

2. Ask children to name at least one tool related to each occupation. For example, a cashier's tool might be a cash register, a carpenter's a hammer, and a firefighter's a ladder.

3. Divide the class into small groups or pairs, explaining that each group will brainstorm a list and research at least 10 occupations and one tool for each.

4. Ask group members to make a pair of cards for each occupation on their list by doing the following:
   - Print the name of the occupation across the top of the card.
   - Below the name, draw a picture of the tool chosen to represent that occupation. (Some children may find it easier to draw the tool on a piece of drawing paper, cut it out, and paste it on the card.)
   - Make a duplicate of the first card.

   Stress that the card pairs should look as much alike as possible. That is, if children put a hammer on a card labeled "carpenter," the other carpenter card should have the same word and picture.

5. Distribute and discuss the rules for playing the game "Memory."

http://www.eduplace.com/activity/memory.html

2/23/04
Teaching Options

- After a team has played the game a few times, it can swap its set of cards with another team. For an added memory challenge, combine two sets of cards and encourage small groups to play the game with 20 cards.
- Use the cards to initiate a discussion about what different products and services these workers provide. Ask children to state what each worker does to help the community. For example, "A carpenter is a builder of new things." or "A carpenter fixes something broken." Write the ideas on the board or on a large piece of paper in the form of a poem.
- Have children look through magazines and newspapers for pictures of workers (especially those they have researched). Create a bulletin board of workers and their tools.
Community Close-Up Brochures

Social Studies

Students will express a personal view of the land areas, buildings, schools, stores, and cultural events that make their community unique.

What You Need

- Large sheets of construction paper (folded into thirds)
- Tourist brochures, newspapers, and other community print materials

What to Do

1. In preparation for the activity, brainstorm with students a list of land areas, schools, stores, cultural events, or people that would "advertise," or show off the best features of their community.
2. To help students in brainstorming, have available local newspapers, picture maps, or brochures that highlight geographical features or cultural celebrations held throughout the year.
3. Tell students that they can work in pairs or individually to design and create a "Community Brochure" that would attract new residents or visitors to their neighborhood or community. Students can create the brochure by drawing and/or cutting and pasting images from existing publications.
4. Let students share their completed brochures with another class. You might also consider planning a hallway display of Community Brochures near the front office or in another visible area in your school.

Teaching Options

- Students who are new to the community—or new to the United States—may want to create a brochure of the community from which they came. This is a great way to make new students feel comfortable; it also gives the rest of the class an opportunity to learn about other communities, near and far.
- Invite a small group of business people or community leaders to visit your classroom and listen to students present their Community Brochures.
Helping Your Community

Project 3
Developing A Plan of Action

Remember the Big Question "What responsibilities do people have to their community?" If you believe that people should help their community, then this project may be for you. Your community has needs, and you have talents. Here's a chance to bring them together by developing an action plan for a community project.

Identifying Needs
With a partner or a group, brainstorm a list of community needs. How can you help your community? Could you start a Story Hour at the library or pick up litter in the playground?

Use a map like the one below to find ways of meeting your community's needs.

Before you choose a need for your project, ask yourselves the questions below. Then agree on what you would like to do.

- Is it realistic? Can it really be done?
- Can it be done by people our age?
- Can we complete it in time?
- Is the community likely to want it done?
- Can we get the materials we need?

Drawing up Your Plan of Action
With your partner or group, decide just how you're going to carry out your project. List the kinds of information you'll need before you can make your plan. Visit and talk to the people involved. Contact officials. Be sure your project is something the community actually wants. Keep notes in your journal on everything you do and learn. Here are some of the questions you'll have to ask yourselves.

- Will our project require special permission or permits?
- What materials will be necessary? How will we get them?
- Is any money needed? How much? Where will it come from?
- How many volunteers will be necessary?
- How many people will we be dealing with?
- How will we get the word out? What publicity will we use?
A Web of Workers

Social Studies

Children create a web, emphasizing the interdependence of workers in the community.

What You Need
- Chalkboard or chart paper

What to Do
1. Explain to children that for every worker there are other workers on whose services that worker depends. Begin by using a school worker other than yourself as an example, such as a school bus driver or sports coach. Print the word SERVICES on the chalkboard, then draw a circle below it and print SCHOOL BUS DRIVER in the center. Add to the web by including other workers whose services are necessary to the bus driver's work — for example, the mechanic who makes sure the bus runs correctly, the person who plans the bus routes, etc.
2. Ask children to think of other people whose services are related to the worker's job. Add their suggestions to the web.
3. Next create a PRODUCTS web that shows products that the worker in your web might use, such as books, tools, computer software, or a telephone. Explain that many other workers are needed to make these products.

Teaching Options
- Teams of children can work together to create webs that show the services and products used in other occupations.
- Create a bulletin board display for which children draw different workers and the tools they use as they provide their services or products.
- Use the PRODUCTS web as the basis for discussion of what resources are used to create each product. Create a RESOURCES web.
• Some students might enjoy incorporating their descriptions in a collage that includes photos, drawings, and other graphic elements.
Things Are Looking Up

Social Studies/Language Arts

Students write a description of a person in their community whom they admire.

What You Need

- some able-bodied assistants to speak about their own role models, mentors, or important friends

What to Do

1. Tell the class they will be participating in a "Here's Looking Up to You" day during which they will (a) listen to a panel of speakers discuss positive role models, and (b) write their own descriptions of someone they admire.

2. To get students thinking, ask them to list some role models. Expect answers to center on sports and entertainment celebrities. Ask what kind of influence famous role models have on ordinary kids. Acknowledge that while celebrities do impact people's personal development, they usually influence us only in a second-hand or vicarious way.

3. Next ask students if they can think of any role models in their own families, school, or community. Prompt them by naming teachers, coaches, religious leaders, etc. Ask how these role models may exert a different kind of influence than that of famous personalities such as Michael Jordan.

4. Introduce your panel. Try to include another teacher or administrator, a high schooler, a community leader, and yourself! Ask panel members to tell the class about someone who was a significant role model to them during their middle school years. Allow time for questions and answers.

5. Have students describe their own community role models by writing a three- to five-paragraph composition that:
   - describes the person
   - explains why he or she is a role model
   - reflects on how this person has been a positive influence

Share completed papers -- with the authors' permission -- in writing groups.

Teaching Options

- Students may select favorite descriptions to share in their own panel discussion for parents and other classes.

When you have all the information put your plan together. Use a project chart like the one below.

<table>
<thead>
<tr>
<th>Steps (in order)</th>
<th>Dates</th>
<th>Materials</th>
<th>Workers</th>
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<tbody>
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Carrying Out Your Plan of Action

Can you actually carry out your plan of action? Write an introduction, explaining what you would like to do and why. Then add your project chart, adding any explanation that might be helpful. Finally make a neat copy and try sending your plan to the appropriate persons for approval. You might also want to submit a copy to the local newspaper. Who knows what will happen next!