

# Bachelor of Education (Elementary) & Bachelor of Education (Secondary) STEM Unit Plan Template

<b>Unit Title:</b> <u>Community</u>	<b>Number of Lessons:</b> <u>11</u>	<b>Time (in weeks):</b> <u>5</u>
<b>Name:</b> <u>Emma Kivari</u>	<b>Subject(s):</b> <u>Social Studies</u>	<b>Grade(s):</b> <u>Kindergarten</u>

### Rationale

This unit is important because it teaches students about their community and different types of communities. Students learn about rural, suburban, and city places, neighbors, places in a community, community helpers, why people work, and the difference between wants and needs. Students receive a holistic view of communities and how they work. The lessons range from PowerPoints, interactive activities, and even a field trip.

### Overview:

Lesson 1: My Neighborhood (Places and Homes)  
 Lesson 2: My Neighborhood (People and Families)  
 Lesson 3: Places in a Community  
 Lesson 4: Places in a Community Craftivity  
 Lesson 5: Community Helpers  
 Lesson 6: Community Helpers: When I Grow Up  
 Lesson 7: Why People Work  
 Lesson 8: Wants vs. Needs  
 Lesson 9: Ways to Help our Community  
 Lesson 10: Map Making for Blue Bots  
 Lesson 11: Field Trip

### CORE COMPETENCIES

Communication	Thinking	Personal & Social
Communicating: <ul style="list-style-type: none"> <li>● Students communicate in class discussions, in pairs or small groups, with the teacher, using their bodies, through pictures, and drawings.</li> </ul> Collaborating: <ul style="list-style-type: none"> <li>● Students collaborate in pairs and small groups to reach a common goal.               <ul style="list-style-type: none"> <li>○ Map making</li> </ul> </li> </ul>	Critical and Reflective Thinking: <ul style="list-style-type: none"> <li>● Students reflect on previous lessons and connect content.</li> <li>● Students think about their own communities and apply their learning to real life situations.</li> <li>● Students brainstorm throughout the unit.</li> </ul> Creative Thinking: <ul style="list-style-type: none"> <li>● Students use creative thinking to complete drawings to represent their learning.</li> <li>● Students also create things throughout the unit such as community buildings and maps.</li> </ul>	Personal Awareness and Responsibility: <ul style="list-style-type: none"> <li>● Students ask for help when needed</li> <li>● Students gain confidence in the classroom through active participation</li> </ul> Positive Personal and Cultural Identity: <ul style="list-style-type: none"> <li>● Students learn how local Indigenous culture views the beaver</li> <li>● Students understand that there are multiple ways of knowing</li> <li>● Students recognize the role of Indigenous knowledge</li> </ul>

		<p>Social Awareness and Responsibility:</p> <ul style="list-style-type: none"> <li>• Students build and maintain diverse, positive peer and intergenerational relationships.</li> <li>• Students recognize and value other perspectives and experiences.</li> <li>• Students take responsibility for their words and actions.</li> <li>• Students show respect towards others</li> </ul>
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## BIG IDEAS

(multiple subject areas for integrated unit)

Social Studies	English Language Arts	Arts Education
<ul style="list-style-type: none"> <li>• Our communities are diverse and made up of individuals who have a lot in common.</li> <li>• Rights, roles, and responsibilities shape our identity and help us build healthy relationships with others.</li> </ul>	<ul style="list-style-type: none"> <li>• Stories and other texts help us learn about ourselves and our families.</li> <li>• Everyone has a unique story to share.</li> <li>• Through listening and speaking, we connect with others and share our world.</li> </ul>	<ul style="list-style-type: none"> <li>• Engagement in the arts creates opportunities for inquiry through purposeful play.</li> <li>• People connect to others and share ideas through the arts.</li> </ul>

## LEARNING STANDARDS

Curricular Competencies	Content
<p>Social Studies:</p> <ul style="list-style-type: none"> <li>• (CC2): Explain the significance of personal or local events, objects, people, or places (significance)</li> <li>• (CC5): Recognize causes and consequences of events, decisions, or developments in their lives (cause and consequence)</li> <li>• (CC6): Acknowledge different perspectives on people, places, issues, or events in their lives (perspective)</li> <li>• (CC7): Identify fair and unfair aspects of events, decisions, or actions in their lives and consider appropriate courses of action (ethical judgment)</li> </ul>	<p>Social Studies:</p> <ul style="list-style-type: none"> <li>• (C1): Ways in which individuals and families differ and are the same</li> <li>• (C3): Needs and wants of individuals and families</li> <li>• (C4): Rights, roles, and responsibilities of individuals and groups</li> </ul>
<p>English Language Arts:</p>	<p>English Language Arts:</p> <ul style="list-style-type: none"> <li>• (C3): Reading strategies</li> <li>• (C4): Oral language strategies</li> </ul>

<ul style="list-style-type: none"> <li>● (CC1): Use sources of information and prior knowledge to make meaning</li> <li>● (CC2): Use developmentally appropriate reading, listening, and viewing strategies to make meaning</li> <li>● (CC3): Explore foundational concepts of print, oral, and visual texts</li> <li>● (CC4): Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community</li> <li>● (CC6): Use personal experience and knowledge to connect to stories and other texts to make meaning</li> <li>● (CC8): Exchange ideas and perspectives to build shared understanding</li> <li>● (CC9): Use language to identify, create, and share ideas, feelings, opinions, and preferences</li> </ul>	<ul style="list-style-type: none"> <li>● (C5): Metacognitive strategies</li> <li>● (C7): Concepts of print</li> </ul>
<p>Arts Education:</p> <ul style="list-style-type: none"> <li>● (CC1): Explore elements, processes, materials, movements, technologies, tools, and techniques of the arts</li> <li>● (CC2): Create artistic works collaboratively and as an individual, using ideas inspired by imagination, inquiry, experimentation, and purposeful play</li> <li>● (CC10): Experience, document, and share creative works in a variety of ways</li> </ul>	<p>Arts Education:</p> <ul style="list-style-type: none"> <li>● (C2): Processes, materials, movements, technologies, tools, and techniques to support arts activities</li> <li>● (C8): Personal and collective responsibility associated with creating, experiencing, or sharing in a safe learning environment</li> </ul>

**Prerequisite Concepts and Skills:**

<ul style="list-style-type: none"> <li>● Work collaboratively in pairs or small groups</li> <li>● Draw pictures to support their learning</li> <li>● Practice active listening skills</li> <li>● Follow instructions</li> <li>● Explain their thinking</li> </ul>
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**Teacher Preparation Required:**

Lesson #	Teacher Preparation Required (See Unit Plan Sample)
Lesson 1	<ul style="list-style-type: none"> <li>● Set up the PowerPoint</li> <li>● Print off the worksheets and cut off the bottom exit ticket</li> </ul>
Lesson 2	<ul style="list-style-type: none"> <li>● Set up the YouTube video</li> <li>● Set up the PowerPoint</li> <li>● Print off the worksheets and cut off the bottom exit ticket</li> </ul>

Lesson 3	<ul style="list-style-type: none"> <li>● Set up the PowerPoint</li> <li>● Print off the worksheets</li> <li>● Print off 3 large pictures (rural, suburban, and city)</li> </ul>
Lesson 4	<ul style="list-style-type: none"> <li>● Set up the PowerPoint</li> <li>● Create the map landscape/roads on sheet paper</li> <li>● Gather the materials needed (see lesson)</li> </ul>
Lesson 5	<ul style="list-style-type: none"> <li>● Set up the PowerPoint</li> <li>● Print off the worksheets</li> <li>● Get a copy of <i>The Berenstain Bears: Jobs Around Town</i></li> </ul>
Lesson 6	<ul style="list-style-type: none"> <li>● Set up the PowerPoint</li> <li>● Print off the worksheets</li> <li>● Get a copy of <i>The Berenstain Bears: When I Grow Up</i></li> </ul>
Lesson 7	<ul style="list-style-type: none"> <li>● Set up the PowerPoint</li> <li>● Print off the worksheets</li> <li>● Get a copy of <i>Money Doesn't Grow on Trees</i> by Heath McKenzie</li> </ul>
Lesson 8	<ul style="list-style-type: none"> <li>● Set up the PowerPoint</li> <li>● Print off the worksheets</li> </ul>
Lesson 9	<ul style="list-style-type: none"> <li>● Find a copy of the book: <i>The Berenstain Bears: Lend a Helping Hand</i></li> <li>● Print off the worksheets</li> <li>● Set up the PowerPoint</li> </ul>
Lesson 10	<ul style="list-style-type: none"> <li>● Make a map example</li> <li>● Get the supplies needed for the lesson (see lesson)</li> </ul>
Lesson 11	<ul style="list-style-type: none"> <li>● Plan a visit to the grocery store (connect with the manager)</li> </ul>

### Cross-Curricular Connections:

This unit is cross-curricular with English Language Arts as well as Arts Education. Students practice and build their communication and collaboration skills throughout the unit by engaging in class discussions and group/partner work. Students also use art to create drawings to support their learning, community buildings out of paper bags, and a collaborative community map that will be used for ADST.

### Indigenous Connections/ First Peoples Principles of Learning:

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- Learning is holistic, reflexive, reflective, experiential and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning involves recognizing the consequences of one's actions.
- Learning involves generational roles and responsibilities.
- Learning is embedded in memory, history, and story.
- Learning requires exploration of one's identity.

### Universal Design for Learning (UDL)

Multiple means of representation:

- Story books
- Songs and videos
- PowerPoints with images
- Demonstrations/examples
- Building and connecting to previous learning
- Checking for understanding
- Chunking
- Explicit prompts

Multiple means of expression:

- Providing students with options for writing and drawing utensils

- Combination of drawing, writing, pasting, creating, and experiencing
  - Students describe and explain their work to the teacher
  - Prompts and scaffolding
- Multiple means of engagement:
- Reading stories
  - Including songs and dances
  - Showing pictures and videos
  - Group work
  - Creating community buildings and maps
  - Having students experience their learning
  - Interactive games

**Differentiated Instructions (DI)**

- Noise cancelling headphones will be provided to students who need them
- Alternative seating will be provided to students who need them
- Alternative workspace will be provided to students who need them
- Students will be placed in groups/partners/individual depending on their needs
- More teacher help will be provided to students who need more help during the activities
- Extra time will be given to students who need it (either as a class or individually)

**Overview of Lessons:**

**Lesson 1**

<b>Name &amp; Time (Minutes Allotted):</b>	My Neighborhood (Places and Homes) (30 mins)
<b>Learning Standards: Curricular Competencies</b>	Social Studies: CC2, CC5, CC6, CC7 ELA: CC1, CC2, CC3, CC4, CC6, CC8, CC9 Arts Education: CC1, CC2, CC10
<b>Learning Standards: Content</b>	Social Studies: C1, C3, C4 ELA: C3, C4, C5, C7 Arts Education: C2, C8
<b>Instructional Objectives</b>	SWBAT: <ul style="list-style-type: none"> <li>● Identify which type of community they live in and complete the worksheet about their community.</li> </ul>
<b>Assessment:</b>	<ul style="list-style-type: none"> <li>● The teacher will visually assess the students during the lesson.</li> <li>● The teacher will collect the worksheets and the exit tickets at the end of the lesson.</li> </ul>
<b>Teaching Strategies:</b>	<ul style="list-style-type: none"> <li>● Chunking</li> <li>● Checking for understanding</li> <li>● Exit ticket</li> <li>● Interactive PowerPoint</li> </ul>
<b>Materials:</b>	<ul style="list-style-type: none"> <li>● Worksheet (bottom part cut off as exit ticket)</li> <li>● Pencils, pencil crayons, crayons</li> <li>● Pre-made PowerPoint (TPT resource)</li> </ul>
<b>Lesson Activities:</b>	
<b>Introduction/Hook:</b>	<ul style="list-style-type: none"> <li>● The teacher gets the students to sit on the carpet.</li> <li>● The teacher asks the students what community means to them.</li> <li>● The teacher tells the students that they are starting a unit about community and explains what community means.</li> </ul>
<b>Body:</b>	<ul style="list-style-type: none"> <li>● The teacher gets the students to sit at their desks.</li> <li>● The teacher goes through the interactive PowerPoint with the students.</li> </ul>

	<ul style="list-style-type: none"> <li>• The teacher shows and explains the worksheet as well as what to do when finished (draw a picture of something in your neighborhood - not your house)</li> <li>• The teacher checks for understanding before handing out the worksheets.</li> <li>• The teacher circulates throughout the classroom.</li> </ul>
Closure:	<ul style="list-style-type: none"> <li>• The teacher gets the students' attention.</li> <li>• The teacher explains how they will be doing their exit ticket (explaining and showing) and checks for understanding.</li> <li>• The students complete the exit ticket with the teacher saying the instructions/questions as they do them.</li> </ul>

## Lesson 2

Name & Time (Minutes Allotted):	My Neighborhood (People and Families) (30 mins)
Learning Standards: Curricular Competencies	Social Studies: CC2, CC5, CC6, CC7 ELA: CC1, CC2, CC3, CC4, CC6, CC8, CC9 Arts Education: CC1, CC2, CC10
Learning Standards: Content	Social Studies: C1, C3, C4 ELA: C3, C4, C5, C7 Arts Education: C2, C8
Instructional Objectives	SWBAT: <ul style="list-style-type: none"> <li>• Draw a picture of their family</li> <li>• Recognize that all families are different and communities are made up of a variety of different people/families</li> <li>• Pick one of the two answers for the PowerPoint engagement questions (thumbs up/thumbs down)</li> </ul>
Assessment:	<ul style="list-style-type: none"> <li>• The teacher will visually assess the students during the lesson and make note of anything important</li> <li>• The teacher will collect the worksheets and exit tickets</li> </ul>
Teaching Strategies:	<ul style="list-style-type: none"> <li>• Chunking</li> <li>• Checking for understanding</li> <li>• Hook song</li> <li>• Interactive PowerPoint</li> <li>• Exit ticket</li> </ul>
Materials:	<ul style="list-style-type: none"> <li>• Worksheet (bottom cut off as exit ticket)</li> <li>• Pre-made PowerPoint (TPT resource)</li> <li>• Pencils, pencil crayons, crayons</li> <li>• YouTube video "People in Your Neighborhood - Sesame Street"</li> </ul>
<b>Lesson Activities:</b>	
Introduction/Hook:	<ul style="list-style-type: none"> <li>• The teacher gets the students to sit at their desks.</li> <li>• The teacher plays the YouTube video for "People in Your Neighborhood - Sesame Street": <a href="https://www.youtube.com/watch?v=V2bbnIzwlGO&amp;ab_channel=SesameStreet">https://www.youtube.com/watch?v=V2bbnIzwlGO&amp;ab_channel=SesameStreet</a></li> </ul>
Body:	<ul style="list-style-type: none"> <li>• The teacher goes through the interactive PowerPoint with the students.</li> <li>• The teacher shows and explains the worksheet (drawing a picture of your family).</li> <li>• The teacher checks for understanding before handing out the worksheets.</li> <li>• The teacher circulates throughout the classroom.</li> </ul>
Closure:	<ul style="list-style-type: none"> <li>• The teacher gets the students' attention.</li> </ul>

	<ul style="list-style-type: none"> <li>• The teacher explains how they will be doing their exit ticket (explaining and showing) and checks for understanding.</li> <li>• The students complete the exit ticket with the teacher saying the instructions/questions as they do them.</li> </ul>
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### Lesson 3

<b>Name &amp; Time (Minutes Allotted):</b>	Places in a Community (30 mins)
<b>Learning Standards: Curricular Competencies</b>	Social Studies: CC2, CC5, CC6, CC7 ELA: CC1, CC2, CC3, CC4, CC6, CC8, CC9 Arts Education: CC1, CC2, CC10
<b>Learning Standards: Content</b>	Social Studies: C1, C3, C4 ELA: C3, C4, C5, C7 Arts Education: C2, C8
<b>Instructional Objectives</b>	SWBAT: <ul style="list-style-type: none"> <li>• Pick either rural, suburban, or city to the prompts in the intro activity</li> <li>• Recognize places in their community</li> <li>• Draw their favourite place in their community</li> </ul>
<b>Assessment:</b>	<ul style="list-style-type: none"> <li>• The teacher will visually assess the students during the lesson, asking each student to contribute to the brainstorm (unless DI)</li> <li>• The teacher will collect the worksheets</li> </ul>
<b>Teaching Strategies:</b>	<ul style="list-style-type: none"> <li>• Sitting on carpet for instruction</li> <li>• Chunking</li> <li>• Checking for understanding</li> <li>• Brainstorming ideas together</li> <li>• Reflecting on previous lessons/learning</li> <li>• Sharing session</li> </ul>
<b>Materials:</b>	<ul style="list-style-type: none"> <li>• 3 large pictures (rural, suburban, and city)</li> <li>• Prompts for the intro game</li> <li>• Pre-made PowerPoint</li> <li>• Dry erase markers</li> <li>• Worksheets</li> </ul>
<b>Lesson Activities:</b>	
<b>Introduction/Hook:</b>	<ul style="list-style-type: none"> <li>• The teacher gets the students to sit on the carpet.</li> <li>• The teacher reflects on what the class has previously learned in the unit by asking the students.</li> <li>• The teacher explains the game that they will play and checks for understanding: <ul style="list-style-type: none"> <li>◦ 3 images are spread across the classroom (rural, suburban, and city). The teacher will read the prompt and the students must walk over to the answer.</li> </ul> </li> <li>• The teacher plays the game with the students.</li> </ul>
<b>Body:</b>	<ul style="list-style-type: none"> <li>• The teacher gets the students to sit at their desks.</li> <li>• The teacher goes through the PowerPoint with the students.</li> <li>• The teacher gets the students to sit on the carpet.</li> <li>• The teacher and students brainstorm (more) different places in a community. The teacher writes/draws symbols for these places on the white board.</li> <li>• The teacher shows the students the worksheet and how to complete it, checking for understanding: <ul style="list-style-type: none"> <li>◦ My favourite place in my community is...</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>● The teacher circulates throughout the classroom while the students work.</li> </ul>
Closure:	<ul style="list-style-type: none"> <li>● The teacher gets the students to sit on the carpet (in a circle).</li> <li>● The students take turns sharing their favourite places in their community.</li> </ul>

#### Lesson 4

Name & Time (Minutes Allotted):	Places in a Community Craftivity (40 mins)
Learning Standards: Curricular Competencies	Social Studies: CC2, CC5, CC6, CC7 ELA: CC1, CC2, CC3, CC4, CC6, CC8, CC9 Arts Education: CC1, CC2, CC10
Learning Standards: Content	Social Studies: C1, C3, C4 ELA: C3, C4, C5, C7 Arts Education: C2, C8
Instructional Objectives	SWBAT: <ul style="list-style-type: none"> <li>● Identify places in a community</li> <li>● Create a community building from the materials and instructions provided</li> <li>● Place their building on the classroom map</li> </ul>
Assessment:	<ul style="list-style-type: none"> <li>● The teacher will visually assess the students during the lesson and make note of anything important.</li> <li>● The teacher will take a photo of the completed community map for further assessment</li> </ul>
Teaching Strategies:	<ul style="list-style-type: none"> <li>● Students at the carpet for instructions</li> <li>● Recalling previous lessons/learning</li> <li>● Asking questions</li> <li>● Showing examples</li> <li>● Chunking</li> <li>● Checking for understanding</li> <li>● Closing discussion</li> </ul>
Materials:	<ul style="list-style-type: none"> <li>● Dry erase markers</li> <li>● Scissors</li> <li>● Glue sticks</li> <li>● Pencils, pencil crayons, crayons</li> <li>● Brown paper bags</li> <li>● Pre-made PowerPoint (TPT resource)</li> <li>● Pre-made map without buildings</li> </ul>
<b>Lesson Activities:</b>	
Introduction/Hook:	<ul style="list-style-type: none"> <li>● The teacher gets the students to sit on the carpet.</li> <li>● The teacher recalls the previous lesson (places in a community) and asks students if they remember what some places in a community are.</li> <li>● The teacher asks the students "what are the most important places that a community should have?" (ex/ hospital, school, grocery store, gas station, etc.) - The teacher writes/draws these on the white board.</li> </ul>
Body:	<ul style="list-style-type: none"> <li>● The teacher tells the students that they will be building a community as a class.</li> <li>● The teacher shows the class examples of what they will be doing (PowerPoint).</li> <li>● The teacher introduces the worksheets that will be used and the various options available. The teacher explains that each one</li> </ul>



	<p>works the same way (colour, cut, and paste). The teacher checks for understanding before allowing students to get any materials.</p> <ul style="list-style-type: none"> <li>• The teacher lets the students start working on their paper bag community buildings.</li> <li>• The teacher circulates throughout the classroom.</li> <li>• The teacher tells students to read a book on the carpet if they finish early.</li> </ul>
Closure:	<ul style="list-style-type: none"> <li>• The teacher gets the students to sit on the carpet (around the edge).</li> <li>• The teacher introduces the land that the buildings will be put on (pre-designed sheet paper) and lays it in the center.</li> <li>• The teacher asks the students what they see on the paper and asks if these are needed in a community (ex/ roads, signs, etc.)</li> <li>• One at a time the students will share what they have built and place it on the map.</li> <li>• When the map is complete the teacher will have a discussion with the class of how their community turned out.</li> </ul>

## Lesson 5

Name & Time (Minutes Allotted):	Community Helpers
Learning Standards: Curricular Competencies	Social Studies: CC2, CC5, CC6, CC7 ELA: CC1, CC2, CC3, CC4, CC6, CC8, CC9 Arts Education: CC1, CC2, CC10
Learning Standards: Content	Social Studies: C1, C3, C4 ELA: C3, C4, C5, C7 Arts Education: C2, C8
Instructional Objectives	SWBAT: <ul style="list-style-type: none"> <li>• Identify different jobs in a community</li> <li>• Match community helpers to their community buildings</li> </ul>
Assessment:	<ul style="list-style-type: none"> <li>• The teacher will visually assess the students during the lesson.</li> <li>• The teacher will collect the worksheets at the end of the lesson.</li> </ul>
Teaching Strategies:	<ul style="list-style-type: none"> <li>• Book hook</li> <li>• Brainstorm with the students</li> <li>• Checking for understanding</li> <li>• PowerPoint</li> <li>• Sharing session</li> <li>• Closing discussion</li> </ul>
Materials:	<ul style="list-style-type: none"> <li>• Book: <i>The Berenstain Bears: Jobs Around Town</i></li> <li>• Dry erase markers</li> <li>• Pre-made PowerPoint</li> <li>• Worksheet</li> <li>• Scissors</li> <li>• Glue</li> <li>• Pencils, pencil crayons, crayons</li> </ul>
<b>Lesson Activities:</b>	
Introduction/Hook:	<ul style="list-style-type: none"> <li>• The teacher gets the students to sit on the carpet.</li> <li>• The teacher reads the story <i>The Berenstain Bears: Jobs Around Town</i> to the students.</li> </ul>
Body:	<ul style="list-style-type: none"> <li>• The teacher and students brainstorm different jobs in a community. The teacher asks each student (unless DI).</li> <li>• The teacher gets the students to go to their desks.</li> </ul>

	<ul style="list-style-type: none"> <li>• The teacher goes through a community helpers PowerPoint with the students.</li> <li>• The teacher shows and explains the worksheet and checks for understanding: <ul style="list-style-type: none"> <li>◦ Matching community helpers to their corresponding community buildings</li> </ul> </li> <li>• The teacher circulates throughout the classroom while the students work.</li> </ul>
Closure:	<ul style="list-style-type: none"> <li>• The teacher gets the students to sit on the carpet (in a circle).</li> <li>• The teacher asks the students if there are any jobs mentioned in the lesson that are not in their local community. They discuss how different communities may focus on different jobs.</li> <li>• The teacher allows time for students to share the different jobs in their families.</li> </ul>

## Lesson 6

Name & Time (Minutes Allotted):	Community Helpers: When I Grow Up
Learning Standards: Curricular Competencies	Social Studies: CC2, CC5, CC6, CC7 ELA: CC1, CC2, CC3, CC4, CC6, CC8, CC9 Arts Education: CC1, CC2, CC10
Learning Standards: Content	Social Studies: C1, C3, C4 ELA: C3, C4, C5, C7 Arts Education: C2, C8
Instructional Objectives	SWBAT: <ul style="list-style-type: none"> <li>• Choose a job that they would like to do when they are older</li> <li>• Draw and colour a picture of the job they choose</li> <li>• Share what job they have chosen in a sharing session</li> </ul>
Assessment:	<ul style="list-style-type: none"> <li>• The teacher will visually assess the students during the lesson and make note of anything important regarding assessment.</li> </ul>
Teaching Strategies:	<ul style="list-style-type: none"> <li>• Book hook</li> <li>• Checking for understanding</li> <li>• Chunking</li> <li>• Having something for them to do if they finish early</li> <li>• Using a worksheet that is more exciting (headband)</li> <li>• Sharing session</li> </ul>
Materials:	<ul style="list-style-type: none"> <li>• Headband worksheet: <a href="https://www.teacherspayteachers.com/Product/Community-Helpers-Crown-Hat-6779953?st=7b2aa9f621bf8990f992ceef35a83863">https://www.teacherspayteachers.com/Product/Community-Helpers-Crown-Hat-6779953?st=7b2aa9f621bf8990f992ceef35a83863</a></li> <li>• Scissors</li> <li>• Pencils, pencil crayons, crayons</li> <li>• PowerPoint presentation made</li> <li>• Book: <i>The Berenstain Bears: When I Grow Up</i></li> </ul>
<b>Lesson Activities:</b>	
Introduction/Hook:	<ul style="list-style-type: none"> <li>• The teacher gets the students to sit on the carpet.</li> <li>• The teacher reads the story <i>The Berenstain Bears: When I Grow Up</i> to the students.</li> </ul>
Body:	<ul style="list-style-type: none"> <li>• The teacher gets the students to go to their desks.</li> <li>• The teacher goes through a PowerPoint with the students about jobs and how your job can change throughout your lifetime. The PowerPoint shows many different jobs (some previously talked about and some not).</li> </ul>

	<ul style="list-style-type: none"> <li>• The teacher poses the question to the students “what do you want to be when you grow up?”</li> <li>• The teacher shows/explains to the students the headband they will be creating and checks for understanding.</li> <li>• The teacher distributes the papers and circulates throughout the work period.</li> <li>• If students are done early, they can quietly read a book on the carpet.</li> </ul>
Closure:	<ul style="list-style-type: none"> <li>• The teacher gets the students to sit on the carpet in a circle.</li> <li>• One at a time they take turns sharing what they want to be when they grow up.</li> </ul>

## Lesson 7

Name & Time (Minutes Allotted):	Why People Work (30 mins)
Learning Standards: Curricular Competencies	Social Studies: CC2, CC5, CC6, CC7 ELA: CC1, CC2, CC3, CC4, CC6, CC8, CC9 Arts Education: CC1, CC2, CC10
Learning Standards: Content	Social Studies: C1, C3, C4 ELA: C3, C4, C5, C7 Arts Education: C2, C8
Instructional Objectives	SWBAT: <ul style="list-style-type: none"> <li>• Explain why people in a community work</li> <li>• Draw a picture of how they work</li> </ul>
Assessment:	<ul style="list-style-type: none"> <li>• The teacher will visually assess the students and make note of anything important.</li> <li>• The teacher will collect the worksheets at the end of the lesson.</li> </ul>
Teaching Strategies:	<ul style="list-style-type: none"> <li>• Hook book</li> <li>• Checking for understanding</li> <li>• Not giving materials until instructions are understood</li> <li>• PowerPoint and worksheet</li> <li>• Closing discussion</li> </ul>
Materials:	<ul style="list-style-type: none"> <li>• Book: <i>Money Doesn't Grow on Trees</i> by Heath McKenzie</li> <li>• Worksheet</li> <li>• Pre-made PowerPoint (TPT resource)</li> <li>• Pencils, pencil crayons, crayons</li> </ul>
<b>Lesson Activities:</b>	
Introduction/Hook:	<ul style="list-style-type: none"> <li>• The teacher gets the class to sit on the carpet.</li> <li>• The teacher reads the story <i>Money Doesn't Grow on Trees</i> by Heath McKenzie.</li> <li>• The teacher asks the students what the story was about and they discuss the scenarios in the book.</li> </ul>
Body:	<ul style="list-style-type: none"> <li>• The teacher gets the students to sit at their desks.</li> <li>• The teacher goes through a PowerPoint with the class on why people work.</li> <li>• The teacher asks students questions during the PowerPoint.</li> <li>• The teacher shows the students and explains the worksheet they will be completing. The teacher checks for understanding: <ul style="list-style-type: none"> <li>◦ Students draw a picture of something that they do at home to help out and try to write it on the line at the bottom of the page.</li> </ul> </li> <li>• The teacher circulates throughout the classroom.</li> </ul>

	<ul style="list-style-type: none"> <li>● If students are done early, they can read a book quietly on the carpet.</li> </ul>
Closure:	<ul style="list-style-type: none"> <li>● The teacher gets the students to sit on the carpet.</li> <li>● The teacher asks the students why people in a community work.</li> <li>● The teacher asks students how they (can or do) help at home.</li> </ul>

## Lesson 8

Name & Time (Minutes Allotted):	Wants vs. Needs (30 mins)
Learning Standards: Curricular Competencies	Social Studies: CC2, CC5, CC6, CC7 ELA: CC1, CC2, CC3, CC4, CC6, CC8, CC9 Arts Education: CC1, CC2, CC10
Learning Standards: Content	Social Studies: C1, C3, C4 ELA: C3, C4, C5, C7 Arts Education: C2, C8
Instructional Objectives	SWBAT: <ul style="list-style-type: none"> <li>● Sort pictures/items into wants and needs</li> </ul>
Assessment:	<ul style="list-style-type: none"> <li>● The teacher will visually assess the students during the lesson and make note of anything important</li> <li>● The teacher will collect the worksheets at the end of the lesson</li> </ul>
Teaching Strategies:	<ul style="list-style-type: none"> <li>● Brainstorming</li> <li>● PowerPoint</li> <li>● Checking for understanding</li> <li>● Chunking</li> <li>● Closing game to reinforce concepts</li> </ul>
Materials:	<ul style="list-style-type: none"> <li>● Dry erase markers</li> <li>● Pre-made PowerPoint (TPT resource)</li> <li>● Worksheet</li> </ul>

### Lesson Activities:

Introduction/Hook:	<ul style="list-style-type: none"> <li>● The teacher gets the students to sit on the carpet.</li> <li>● The teacher asks students to brainstorm some things that we need to survive.</li> <li>● The teacher asks students to brainstorm some things that we don't need to survive.</li> <li>● The teacher explains the difference between a want and a need.</li> </ul>
Body:	<ul style="list-style-type: none"> <li>● The teacher gets the students to sit at their desks.</li> <li>● The teacher goes through the PowerPoint with the students (about wants and needs).</li> <li>● The teacher shows and explains the worksheet to the students, checking for understanding: <ul style="list-style-type: none"> <li>○ Sorting pictures into wants and needs, drawing a picture of one of their wants, and drawing a picture of one of their needs.</li> </ul> </li> <li>● The teacher circulates throughout the classroom while the students work.</li> </ul>
Closure:	<ul style="list-style-type: none"> <li>● The teacher gets the students to sit on the carpet.</li> <li>● The teacher explains the closing game they will be playing and checks for understanding: <ul style="list-style-type: none"> <li>○ The teacher says a want or a need and the students must decide whether it is a want or a need, and go to the appropriate spot. There will be designated spots for wants and a designated spot for needs.</li> </ul> </li> <li>● The teacher leads the game with the students.</li> </ul>

## Lesson 9

Name & Time (Minutes Allotted):	Ways to Help Our Community
Learning Standards: Curricular Competencies	Social Studies: CC2, CC5, CC6, CC7 ELA: CC1, CC2, CC3, CC4, CC6, CC8, CC9 Arts Education: CC1, CC2, CC10
Learning Standards: Content	Social Studies: C1, C3, C4 ELA: C3, C4, C5, C7 Arts Education: C2, C8
Instructional Objectives	SWBAT: <ul style="list-style-type: none"> <li>● Draw a picture of something they can do to help their community</li> </ul>
Assessment:	<ul style="list-style-type: none"> <li>● The teacher will visually assess the students during the lesson and make note of anything important</li> <li>● The teacher will collect the worksheets</li> </ul>
Teaching Strategies:	<ul style="list-style-type: none"> <li>● Book hook</li> <li>● Checking for understanding</li> <li>● Having something to do for early finishers</li> <li>● Brainstorming as a class</li> <li>● Closing discussion</li> </ul>
Materials:	<ul style="list-style-type: none"> <li>● Book: <i>The Berenstain Bears: Lend a Helping Hand</i></li> <li>● Pre-made PowerPoint (TPT resource)</li> <li>● Worksheet</li> <li>● Pencils, pencil crayons, crayons</li> </ul>
<b>Lesson Activities:</b>	
Introduction/Hook:	<ul style="list-style-type: none"> <li>● The teacher gets the students to sit on the carpet.</li> <li>● The teacher reads the story <i>The Berenstain Bears: Lend a Helping Hand</i> to the class.</li> <li>● The teacher asks the students about the story and what was learned in the story.</li> </ul>
Body:	<ul style="list-style-type: none"> <li>● The teacher gets the students to sit at their desks.</li> <li>● The teacher goes through a PowerPoint on ways we can help our community.</li> <li>● The teacher and students brainstorm ways that they can help their community.</li> <li>● The teacher shows and explains the worksheet and checks for understanding: <ul style="list-style-type: none"> <li>○ Draw a picture of a way you can help your community.</li> </ul> </li> <li>● The teacher hands out the worksheets and circulates throughout the classroom as the students work.</li> <li>● If students are done early, they can read a book quietly on the carpet.</li> </ul>
Closure:	<ul style="list-style-type: none"> <li>● The teacher gets the students to sit on the carpet.</li> <li>● The teacher asks the students "what are some things that we can do to help our community?" The teacher and students engage in a discussion about the topic.</li> </ul>

## Lesson 10

Name & Time (Minutes Allotted):	Map Making for Blue Bots (30-40 mins)
Learning Standards: Curricular Competencies	Social Studies: CC2, CC5, CC6, CC7 ELA: CC1, CC2, CC3, CC4, CC6, CC8, CC9

	Arts Education: CC1, CC2, CC10
Learning Standards: Content	Social Studies: C1, C3, C4 ELA: C3, C4, C5, C7 Arts Education: C2, C8
Instructional Objectives	SWBAT: <ul style="list-style-type: none"> <li>• Work collaboratively in pairs or small groups</li> <li>• Create a community map that a blue bot can use (roads and buildings)</li> <li>• Explain their map and which community places they have chosen</li> </ul>
Assessment:	<ul style="list-style-type: none"> <li>• The teacher will visually assess the students during the lesson and make note of anything important..</li> <li>• The teacher will take pictures of the maps for further assessment. The maps will be kept aside for the ADST lesson.</li> </ul>
Teaching Strategies:	<ul style="list-style-type: none"> <li>• Recalling previous lessons/learning</li> <li>• Brainstorming as a class</li> <li>• Asking questions</li> <li>• ADST group activity</li> <li>• Checking for understanding</li> <li>• Showing an example and asking students about the example</li> <li>• Sharing session</li> </ul>
Materials:	<ul style="list-style-type: none"> <li>• Pre-made map for example</li> <li>• Large sheet paper (from the rolls on the wall)</li> <li>• Dry erase markers</li> <li>• Pencils, erasers, crayons, markers</li> </ul>
<b>Lesson Activities:</b>	
Introduction/Hook:	<ul style="list-style-type: none"> <li>• The teacher gets the students to sit on the carpet.</li> <li>• The teacher writes the word “map” on the board and asks for a quiet hand volunteer to read the word.</li> <li>• The teacher asks the students if they know what a map is.</li> <li>• The teacher reflects on their previous community lesson where they made a community as a class out of paper bags and placed them on a map.</li> <li>• The teacher asks the students what things need to be on a map (ex/ roads, landscape, bodies of water, etc.).</li> </ul>
Body:	<ul style="list-style-type: none"> <li>• The teacher tells the students that they will be working in partners or small groups to create their own maps for their blue bots in ADST. The teacher tells the students that they will have to make their blue bot navigate through their map in their next ADST lesson, so the map has to be big enough for a blue bot to use.</li> <li>• The teacher shows an example of a completed blue bot map and asks the students questions about what they notice about the map. The teacher makes sure that the students understand the approximate size they need the places on the map to be.</li> <li>• The teacher and students brainstorm the community buildings that they should include on their map and organize them into very important and less important (on the white board).</li> <li>• The teacher checks for understanding.</li> <li>• The teacher puts the students into pairs or small groups.</li> <li>• The teacher lets the students grab the supplies they need and begin working.</li> </ul>

	<ul style="list-style-type: none"> <li>The teacher circulates throughout the classroom as the students work.</li> </ul>
Closure:	<ul style="list-style-type: none"> <li>The teacher gets the students to sit on the carpet.</li> <li>The teacher tells the students that they will be sharing their maps with the class and explaining what they have drawn (specific buildings and landmarks).</li> <li>One at a time, the groups share their maps.</li> </ul>

## Lesson 11

Name & Time (Minutes Allotted):	Field Trip to the Grocery Store
Learning Standards: Curricular Competencies	Social Studies: CC2, CC5, CC6, CC7 ELA: CC1, CC2, CC3, CC4, CC6, CC8, CC9
Learning Standards: Content	Social Studies: C1, C3, C4 ELA: C3, C4, C5, C7 Arts Education: C2, C8
Instructional Objectives	SWBAT: <ul style="list-style-type: none"> <li>Follow class expectations and rules for a walking field trip.</li> <li>Share at least one thing they learned from the field trip or something they found interesting.</li> </ul>
Assessment:	<ul style="list-style-type: none"> <li>The teacher will assess the students for following the expectations of a field trip during the field trip.</li> <li>The teacher will assess the students in the closing discussion where they talk about what they learned on the field trip.</li> </ul>
Teaching Strategies:	<ul style="list-style-type: none"> <li>Going over rules and expectations</li> <li>Making sure students use the washroom before leaving</li> <li>Having a closing discussion/sharing session when they get back</li> </ul>
Materials:	<ul style="list-style-type: none"> <li>Each person will need their outside clothing on</li> </ul>
<b>Lesson Activities:</b>	
Introduction/Hook:	<ul style="list-style-type: none"> <li>The teacher tells the students that they will be going on a walking field trip to the grocery store (students already know this).</li> <li>The teacher asks if any students need to go to the bathroom before they leave.</li> <li>The teacher and students get their outside gear on and ready to go.</li> <li>The teacher goes over the rules and expectations of the field trip.</li> </ul>
Body:	<ul style="list-style-type: none"> <li>The teacher and students walk over to the grocery store.</li> <li>The teacher and students get a tour of the grocery store.</li> <li>There are opportunities for students to ask questions during the tour.</li> </ul>
Closure:	<ul style="list-style-type: none"> <li>The teacher and students walk back to the school.</li> <li>The teacher gets the students to sit on the carpet.</li> <li>The teacher gets each student to share something that they found interesting or something new they learned during their field trip.</li> </ul>

## Resources:

- <https://www.teacherspayteachers.com/Product/Community-Helpers-Crown-Hat-6779953?st=7b2aa9f621bf8990f992ceef35a83863>

- <https://www.teacherspayteachers.com/Product/Little-Social-Studies-Thinkers-UNIT-4-My-Community-Kindergarten-Social-Studies-2947349?st=0e815e3765f2c449213bfb7fb1bf00ed>
- YouTube video for "People in Your Neighborhood - Sesame Street":  
[https://www.youtube.com/watch?v=V2bbnlZwlGQ&ab\\_channel=SesameStreet](https://www.youtube.com/watch?v=V2bbnlZwlGQ&ab_channel=SesameStreet)
- Book: *The Berenstain Bears: Jobs Around Town*
- Book: *The Berenstain Bears: When I Grow Up*
- Book: *The Berenstain Bears: Lend a Helping Hand*
- Book: *Money Doesn't Grow on Trees* by Heath McKenzie

### Extensions to Unit:

This unit could be extended by learning more specifically about different jobs in a community. This could be done by reading books, watching videos, guest speakers, or having more field trips in the unit.

### Reflections and Revisions