

Final Lesson Plan 3

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Name of Activity and Content/Domain area: Matching community helper, social studies		Integration: Cognition and knowledge
Age group(s) this activity is planned for: Ages 4-5 year olds		Grouping: Group of 5 children
Goal/Rationale:	The children will develop memory skills and learn what each community helper needs to do their job what tool they need. Students will be able to identify each community helper that is around their neighborhood once done the activity. Children will use part of their brain for remembering where each card is to match with the helper/equipment.	
Objective(s):	The children with match various community helpers to their correct tools. They will explain the connection to the community helper had with their specific tools. They will find matches using their memory.	
Vocabulary: (Language and Literacy focus)	Community helper, tools, role, and memory	
Connection to Prior Knowledge	The children have seen costumes of community helper; also example children have been to the doctor office at least once. They have seen cartoons and read books about different helpers in the world. How many of you have been to the doctor and seen what a doctor use? What do you want to be when you grow up?	

Materials & Preparation: in advance?	Set of 24 matching community helper cards.	
Role of Documentation	Writing down that the children are saying. Taking pictures of the children playing the matching game after they get the game.	
Learning Experience:	<p>When the students arrive at the center see how many different community helpers they can name.</p> <p>Introduce the set of matching cards to the group, explain how you need to try and match the community helper to the tools they need to do their job. The people cards are labeled example the librarian would match the books and the dentist would match the toothbrush and etc....</p> <p>First play the game with the cards facing up and see if the students can match all of the cards.</p> <p>Next play as a memory game with the cards flipped over. Depending on how well the students do, it may be best to start off with only half the cards and gradually add more.</p>	
Individualization:	<p style="text-align: center;"><i>Plans for children with IEP's</i></p> <p>Students may play the entire game with the cards flipped right side up. They may also only want to focus on certain numbers of matches. Focus the connection between a few of the community helpers and their tools.</p>	<p style="text-align: center;"><i>Plans for non IEP children who have specific needs</i></p> <p>Students can play a memory game with the entire set of cards. Have them provide explanations for how each community helper uses their tools at work? They could use their tools at work. They could be encouraged to think of other community helpers that were not included, what tools do those people use? What about their parents?</p>

Assessment strategies:	<p>I will observe students as they match the community helper to their tool.</p> <p>Listen as students explain the connection between the community helper and their tool.</p> <p>Observe students finding correct matches using their memory.</p>
Wrap up:	<p>Call students back to the carpet when the activity is finished and see if we can add any community helpers to the original list.</p> <p>Tell the students that we have talked about a lot of different jobs today, but is there anything they can do as students to be a helper to the community.</p> <p>Brainstorm a list of ways that the students can help the community every day.</p>
Standards:	<p>31.B.ECb engage in cooperative group play.</p> <p>31.C.ECa begin to share materials and experience and take turns.</p> <p>15.A.ECa Describe some common jobs and what is needed to perform those jobs.</p> <p>18.A.ECa Recognize similarities and differences in people.</p>

