**Flipped Classroom Lesson Plan**

**Teacher:** Alexis Jones

**Lesson Title:** Community Helpers Tools

**Subject Area(s):** Vocabulary

**Grade Level:** K/1st Grade

**Time Needed:** Five 45 minutes classes

**State or Common Core Standards**

 State W.K.2

**Learning Objectives** (including cognitive and behavioral objectives)

* Given a lecture, the students will associate community tools to their community helper using a diverse range of center activities to enhance their vocabulary.

**Student Learning Resources at Home**

* Students will watch videos from the teachers course site
	+ <https://www.youtube.com/watch?v=1-zd7sqqTlM>
	+ <https://www.youtube.com/watch?v=fZ39-ki-7fU>
	+ <https://www.youtube.com/watch?v=8-HVet8LWB4>
	+ https://www.youtube.com/watch?v=E0Oky8IsIbQ
* Play Game
	+ <https://jr.brainpop.com/socialstudies/communities/communityhelpers/matching/>
	+ <http://www.education.com/games/community-helpers-quiz/>
	+ <http://pbskids.org/cgi-registry/curiousgeorge/on_the_job.pl>
* Explore the teacher self-created materials

**Student Learning Activities at Home**

* Students will watch videos to familiarize themselves with the community helpers.
* Students will explore the teacher’s course site.
* Students will complete an online quiz

**Classroom Activities**

* Students will participate in whole group introduction and small groups lessons.
* Students will tell what tools the different community helpers’ use.
* Students will pair their community helpers to their location that they work.
* Students will pair their community helpers to their tools. Half the class will have a community helper and the other half will have a tool.
* Students will explain to class what tool their community helper uses.
* Students will draw tools associated with their community helper.
* Students will watch videos and play Smartboard games about community helpers whole group.

**Assessment**

* Online quiz

**Tentative Schedule**

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| **Day**  | **Teacher**  | **Student** |
| Monday | 1. Review community helpers.
2. Show 2 community helpers cards and ask the students what tools does each use. Reinforce the correct answers.
3. Explain that the tools the community helpers use are vital to their job.
4. Give each student a community helper and let them tell the class what tools the community helpers they have use.
5. Demonstrate centers.
 | 1. Tell what tools their community helper uses.
2. Complete center activities.
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| Tuesday | 1. Review Community helpers and their tools.
2. Demonstrate center activities.
3. Give each student an *Around the Community photo card.*
4. Tell them that they must go to the location of their tool. (The locations will be placed in various areas of the room; hospital, fire station, police station, and post office.)
5. Once everyone is in their spot they must tell us why they chose that location.
6. If they are correct, they are free to report to their centers.
 | 1. Go to the correct place associated with their photo card.
2. Name the tool they have and tell why they went to their desired place.
3. Complete center activities.
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| Wednesday | 1. Review Community helpers and their tools.
2. Stand the students up and give 12 students a community helper photo card and give the other 12 students a community helper tool.
3. Instruct students to find their partner without talking. If they talk, they are out.
4. After everyone is matched with a partner have them explain their answers.
5. Demonstrate center activities.
 | 1. Match their card to their partner’s card with observation only.
2. Explain their reasoning
3. Complete center activities.
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| Thursday | 1. Review community helpers and their tools.
2. Give some students a community helper cutout and let them tell the class what tools the community helpers they have use.
3. Demonstrate centers.
 | 1. Tell what tools their community helper uses.
2. Complete center activities.
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| Friday | 1. Review community helpers and their tools.
2. Give the students a community helper and a piece of paper and have them draw and label a tool associated with their community helper.
 | 1. Draw and label a tool associated with their community helper.
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**Centers**

Day 1- Group 1- Center 1; Group 2- Center 2; Group 3-Center 3; Group 4-Center 4

Day 2- Group 2-Center 1; Group3- Center 2; Group 4-Center 3; Group 1- Center 4

Day 3- Group 3-Center 1; Group4- Center 2; Group 1-Center 3; Group 2- Center 4

Day 4 Group 4-Center 1; Group 1- Center 2; Group 2-Center 3; Group 3- Center 4

**Center 1: Community Helper Bingo**

1. Get a bingo card and some bingo chips.
2. Take turns flipping the community helpers’ call out card.
3. When they read the card they are suppose to place a chip on the tool that is associated with that community helper.
4. Once they have read the card they past it to the next student continuously rotating the cards.
5. The winner must have three in a row and be able to explain their answers.

**Center 2: Community Helper Matching**

1. Match the tools to the community helpers.
2. Be able to orally tell why the chose their answers.
3. Write the matches after they have finished.

**Center 3: Community Helper Pull and Play**

1. Get a community helper card.
2. Take turns getting a tool card from the center of the table.
3. If the card matches their helper then they are to place the cards on their paper; if not they are to return the cards to the table.
4. They have to be able to orally explain their answers.

**Center 4: Matching Tools**

1. Get a different stack of community helpers and match them to their tools.
2. Explain their answers to the group.