

First Grade - LESSON 1

Unit: How can I help?

Theme: Values of a citizen.

Introduction: During this week lessons the student will learn about the values of a citizen and how to behave in a community.

Objective: During the week the student will learn about the values of a citizen and apply the concepts, correctly.

Standards and Expectations:

Listening

1.L.1a Ask and answer questions appropriate to the topic and offer basic opinions in conversations using learned phrases and open responses (e.g., I like...).

Reading

1.R.1 Describe ideas, phenomena (e.g., how butterflies eat), and text elements (e.g., setting, characters) in key details based on understanding of a variety of grade-level and read-aloud texts and viewing of multimedia with moderate support.

1.R.7 Use illustrations (picture cues) to identify story details and categorize similarities and differences between characters and details within nursery rhymes, folk tales, and other texts.

Writing

1.W.4 Brainstorm ideas for writing by drawing and labeling detailed illustrations.

Remember every day to practice the daily routines. Days of the week, months of the year, the weather and the alphabet. Write the date on the board and the weather.

Sing the ABC Song every day!!

ABC Song

Lyrics:

A for Apple, A for Ant

B for Bat, B for Ball

C for Cat and C for Cup

D for Dog, D for Dots

E for Egg and E for Elephant

F for Frog, F for Fish

G for Goat and G for Grass

H for Hand, H for Hat

I for Ink and I for Insect

J for Juice, J for Jar

K for King and K for Kite

L for Lamb, L for Leaf

M for Man and M for Monkey

N for Neck, N for Nose

O for Ocean, O for Oar

P for Plum, P for Parrot

Q for Queen and Q for Quail

R for Rope, R for Rat

S for Sun and S for Sunflower

T for Tap, T for Tub

U for Uncle, U for Umbrella

V for Violin, V for Violet

W for Well and W for Water

X for Box, X for Fox

Y for Yacht and Y for Yellow

Z for Zoo, Z for Zebra



ABC Song

<https://www.youtube.com/watch?v=hq3yfQnlfQ>

Routine Activities

Explain to the student that in English we write the days of the week and months of the year with capital letter.

Days of the week:

Sunday

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Months of the year:

January

July

February

August

March

September

April

October

May

November

June

December

The days of the week

(Tune of the Adams Family)

The days of the week (clap, clap)

The days of the week (clap, clap)

Days of the week, days of the week, days of the week, (clap, clap)

There's Sunday and there's Monday

There's Tuesday and there's Wednesday

There's Thursday and there's Friday

And then there's Saturday (clap, clap)

Months of the Year

(tune of Macarena)

Dance the Macarena while you sing the song.

January, February, March, and April

May, June, July and August

September, October, November, December

That's all the months of the Year!

Weather Song

(tune, Oh my darling Clementine)

What's the weather?

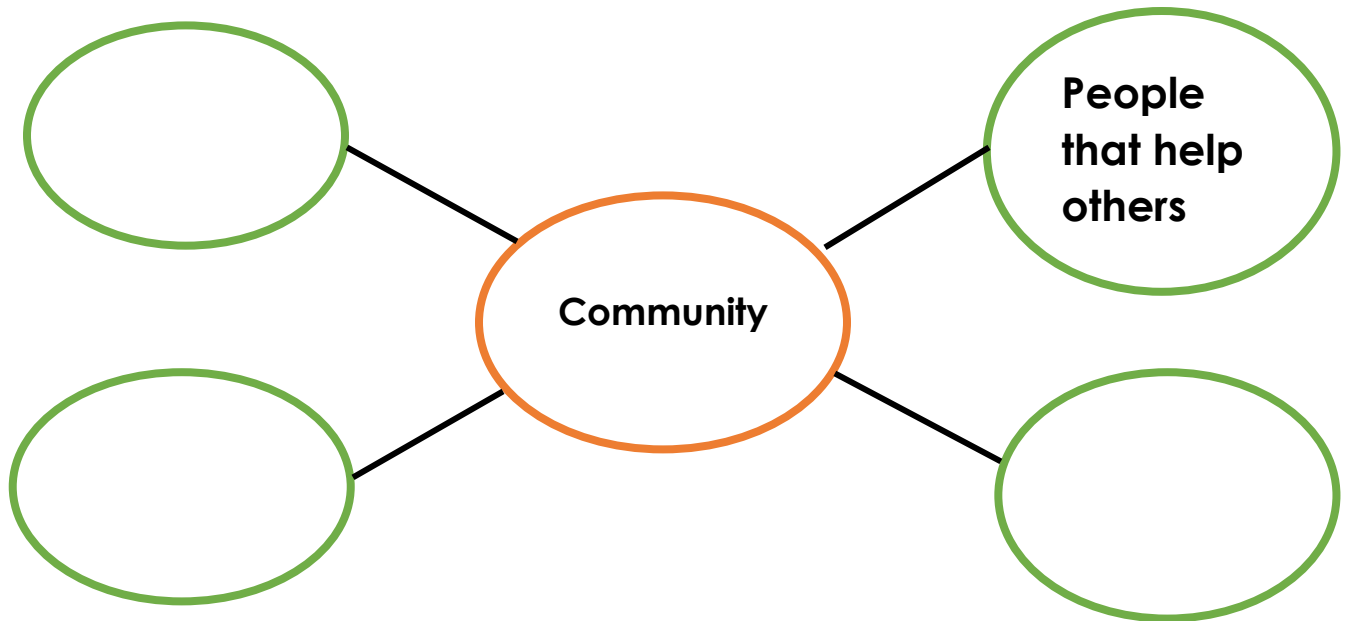
What's the weather?

What's the weather like today?

Is it sunny? Is it windy?

Is it rainy? Is it cold?

What is a community?



Day 1

The teacher introduces the vocabulary words to the student. The student writes the words in his/her notebook.

Vocabulary words: community, help, volunteer, clean up, citizen, citizenship, values, responsibility, respect.



The teacher must explain that these words are actions that every citizen must do when he/she lives in a community.

Explain to the student that a community is a group of people living in the same place or having a particular characteristic in common. Discuss the vocabulary words with the student and provide them with an example for each word.

Help- meaning that in a community is important to help each other.

Example:



volunteers

Day 2

The teacher asks the student; Who are the community helpers? The teacher helps the student write the ideas in their notebook.

Draw the different community helpers!

Day 2

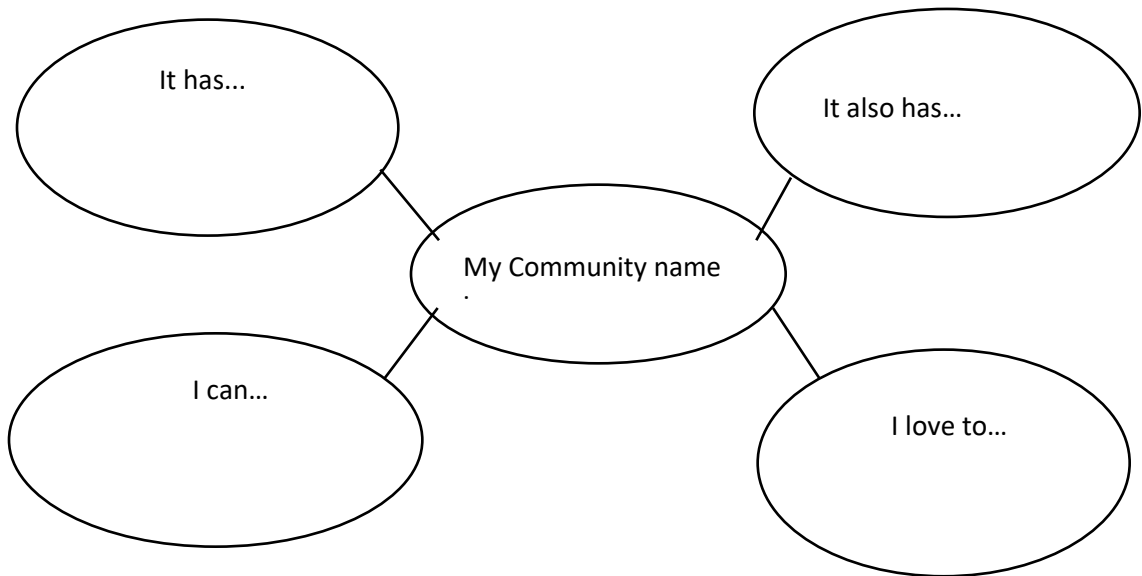
Write in the following table the function and location of each community helpers.

Community Helpers	Functions (what do they do?)	Location (where do they work?)	Draw the community helper
Teacher	Help kids learn	School	
Grocery Store Clerk			
Police Officer			
Baker			
Fire Fighter			

Community Helpers	Functions (what do they do?)	Location (where do they work?)	Draw the community helper
Nurse			
Paramedic			

Day 3

The student will complete the following diagram. Help the student to write and then draw the answers in the space provided.



My Community name is _____

It has _____.

It also has _____.

I can _____

_____.

I love to _____.

Day 4

Ask the student to identify what is good about his/her community and what he/she would like to see improved or change, help the student to write the answers in the chart below.

Search for the words **improve** and **change** in your dictionary.

Good (What is good about my community?)	Improve or Change What I change or improve in my community?
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Day 5

Activity: Make a list of the different places in your community.

1. School
2. _____
3. _____
4. _____
5. _____

Activity: Write the name of these places in a community.



Activity: The student draws his/her community and labels the important places.

