



# Rio Grande Educational Collaborative Before and After School Program Lesson Plan

**TITLE OF LESSON:** Class Jobs

**DATE:**

**SITE NAME:**

**CLASS SIZE:**

**NAME(S) OF INSTRUCTOR:**

**DURATION OF LESSON:**

**CREDIT (website used):**

**COMMON CORE STANDARDS:** CCSS.ELA-LITERACY.SL.K.1, CCSS.ELA-LITERACY.SL.3.1, CCSS.ELA-LITERACY.SL.5.1.B

## **LEARNING OBJECTIVES:**

**Students will understand the following:**

- Following assigned roles and recognize how they contribute to the class

## **ACTIVITY:**

### **Instructional Sequence:**

(Step by step instructions, should another instructor pick up and teach the lesson successfully)

1. Start a discussion with the students about what jobs would help make the classroom a better place. It's important to have some sort of incentive or persuasive reasoning behind these jobs. Start by pointing out some obvious roles (floor sweeper, table cleaner) and then prompt students based on your classroom environment and what it provides (e.g. if you have a chalkboard, maybe someone can clean that).
2. Once roles have been decided, discuss who will have them and how they will be divided. Larger classrooms could have 15 jobs and 4 people assigned to each job. Smaller classroom might have two people assigned to one role while a single person takes up another role.

Examples of classroom jobs:

**Gardener (2 students):**

Responsible for: watering the plants, composting, and assisting teacher with planting new things.

Timeframe: every day

**Classroom keeper (2 students):**

Responsible for: maintaining the look of the classroom with regards to organization. Avoids the bookshelf, but makes sure that everything else is tidy (especially the art cabinet). Allowed to go into the supply closet and science cabinet for unconventional cleaning materials (rubbing alcohol, baking soda & vinegar, etc.). Cleans seats. Washes dishes and cleans microwave, too.

Timeframe: every day

**Chalkboard cleaner (2 students):**

Responsible for: cleaning the chalkboard using a washcloth and squeegee.

Timeframe: Twice a week

**Sweeper (2 students):**

Responsible for: picking up large pieces of trash after snack and a thorough sweep before the end of the day.

Time frame: every day

**Librarian (1 student):**

Responsible for: tagging books with appropriate reading level, keeping track of books people are interested in and replacing unread books with more exciting ones (if extra books are available), and maintaining the bookshelf.

Time frame: tagging once a week, organization every other day

**Pencil Person (2 students):**

Responsible for: sharpening and handing out pencils, collecting pencils, and cleaning the sharpener.

Timeframe: every day

**Caterer (2 students):**

Passes out napkins, plastic wear, snack items.

Timeframe: every day

**Bathroom Monitor (1 student):**

Responsible for: making sure the sinks are turned off, the bathroom is clean, and reports concerns to teacher.

Timeframe: every day

**Temp (1 student):**

Responsible for: taking over the job of an absent classmate.

Timeframe: every day

**Shoe Expert (1 student):**

Responsible for: helping students tie their shoes, especially when playing outside.

Timeframe: every day

**Manager (1 student):**

Responsible for: making sure other students are doing their jobs. Communicates with the teacher to see who has done their job. Circulates the classroom with a list of duties (simpler than this, bullet points) and keeps a tally of how many times that job is completed throughout the week. Reminds students what their responsibilities are and encourages them to do them when an opportunity arises.

Time frame: every day

**MATERIALS:**

**The following materials or equipment needed for this lesson:**

(Include special equipment request)

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**SIGNATURE:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**SITE SUPERVISOR'S SIGNATURE:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**INSTRUCTOR'S REFLECTION:**

**Reflection on the lesson given:**

1. How many students participated in the lesson given? \_\_\_\_\_
2. Name(s) of instructors participated. \_\_\_\_\_
3. How long did your lesson take? (Amount of time) \_\_\_\_\_
4. How did the students feel about the lesson? \_\_\_\_\_
5. Did the students like the lesson? \_\_\_\_\_
6. What part of the lesson did the students like? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
7. What part of the lesson did the students not like? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
8. Were the students interested in the topic of the lesson? \_\_\_\_\_
9. Was the content of the lesson difficult for the students? \_\_\_\_\_
10. What could you have changed to make the lesson interesting? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
11. Did you have any trouble getting your lesson together? (Idea & Materials) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
12. How do you rate your lesson? (1-10) Why? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**SITE SUPERVISOR'S REFLECTION:**

**Reflection on the instructor's lesson:**

1. How many students participated in lesson? \_\_\_\_\_
2. How many instructors participated in lesson? \_\_\_\_\_
3. Did the students enjoy the lesson? \_\_\_\_\_
4. What part did the students enjoy? \_\_\_\_\_  
\_\_\_\_\_
5. What part did the students NOT enjoy? \_\_\_\_\_  
\_\_\_\_\_
6. What could have been changed to make the lesson interesting? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
7. Was the content of this lesson difficult for students to understand? Why? \_\_\_\_\_  
\_\_\_\_\_
8. What part of STEAM or literacy was used? (Science, Technology, Engineering, Art, Mathematics or Literacy)  
\_\_\_\_\_  
\_\_\_\_\_
9. Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_