

Master Teacher

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Time Allotment

Two 40-minute lessons

Overview

Through the activities in the lesson, students will learn about unusual jobs, one of which is raising tiger cubs.

Students will view video clips and Web sites, and execute hands-on activities to learn about workers and jobs. Use this lesson after the students have learned about the usual community workers.

Differentiation of Instruction

Activities for this lesson are based on guidelines from SC Curriculum Standards Implementation Guide, Chapter Four, pages 7-8, 19. Differentiation of Instruction (<http://www.myscschools.com/offices/cso/SIG/k5.htm>) modifications for special needs students are included in the lesson plan. The modifications support the achievement of the selected standards.



Use captions with deaf and hard of hearing students. All activities can be used with students having a hearing loss or those with normal hearing.

Subject Matter

Social Studies

Learning Objectives

Students will be able to:

-  As a group list a variety of unusual or different jobs;
-  Tell where you might look to find a job.

South Carolina Standards

(These Standards are available online at http://www.myschools.com/Offices/CSO/Standards_Page.htm.)

Social Studies: Economics

K.11.1 The learner will demonstrate an understanding of the world of work. The student should be able to name a variety of jobs.

English: Writing Goal

K-W2.1 Demonstrate the ability to use oral language, draw pictures, and/or use letters to explain and inform.

English: Communication Goal

K-C3.3 Continue making connections between material from nonprint sources and his or her prior knowledge, other sources, and the world.

Media Components

Video

Reading Rainbow, Lesson 135: “Worksong.” Using Gary Paulsen’s book *Worksong* as an introduction, the video explores lots of work places and jobs both ordinary and unusual.

Web Sites

Econ Web Link: Economics Minute: Dog Gone Job (<http://www.econedlink.org/lessons/em195/activity2.html>) This Web site is a lesson plan about working in a kennel. Activities include video clips of working in a kennel, questions and a Venn diagram where the student/teacher can manipulate the information. The link is to a Venn diagram activity that students can do online.

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Coloring Book Fun

(<http://coloringbookfun.com/index.html>)

Variety of pictures of jobs—common and unusual to print and have students color.

Link to follow: People/Education

Community Helpers and Careers Coloring Pages (http://www.first-school.ws/theme/cp_comhelpers.htm)

Coloring pages or posters to print

Kids and Careers Coloring Book

(<http://www.bcit.tec.nj.us/childcareer/cbook/coloring.htm>) Variety of pictures of jobs—common and unusual to print and have students color.

Materials

chart paper/chart stand


markers

Tiger, Tiger, Growing Up by Joan


Hewett, Clarion Books, ISBN # 0-395-61583-6

Adapting NTTI Strategies for Deaf/Hard of Hearing and/or Visually-Impaired Students

Adapting Video

 Closed captioned and total communication for deaf students

- Interpret (sign) closed-captioned video to provide total communication for deaf students.
 - Use visual communication to enhance understanding of the video scenes for students not reading at the vocabulary level of the captions.
 - Signing over narration helps students focus when an emphasis on certain information is needed.

 PAUSE strategy and closed captioned

- When using closed captioned, pausing the video can cause the loss of 1-3 sentences of closed captioned as the pause is released and the video begins to play at the pause point. Suggestions for modifying the PAUSE strategy:
- The teacher may need to rewind after the pause and then begin to play the video.
- Play closed captioned in longer segments and provide a video guide sheet with the **Focus for Media Interaction**.
- Play the video segments through from the beginning point to the ending point. The **Focus for Media Interaction** would be given at the beginning. Tell the students that they will watch the entire segment, and then watch it again, pausing for them to answer the focus task for each segment. Tell them some of the caption is lost at pause points, read carefully the first time.

 Non-captioned video

- Prepare to interpret (sign) the video for deaf students.
- Arrange for a qualified interpreter to sign the video. Plan the lesson in advance to allow time for this arrangement.

 Screen size for visually-impaired students

- Use a projection device with the VCR to project the video to a large screen.
- Allow students to sit close to TV or large screen.
- Determine how the students can touch the TV screen, if not by hand, then with a pointer (yardstick). Provide an opportunity for the visually-impaired student to touch or trace

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images if touch would enhance the learning.

Adapting Web Sites

- ✎ Web sites with audio
 - Provide an interpreter for each hearing-impaired student.
 - Use with small groups with teacher interpreting and guiding the activity.
 - Direct students to alternate text files for the video/audio if available.
- ✎ Screen size for visually-impaired students
 - Use a projection device with the computer to project to a large screen.
 - Allow students to sit close to computer screen or projector screen.
 - Determine how the students can touch the screen, if not by hand, then with a pointer (yardstick). Provide an opportunity for the visually-impaired student to touch or trace images if touch would enhance the learning.
- ✎ Web sites with total communication for the blind
 - Use sites encoded with Braille.
 - Use sites with audio.
 - Use sites that are easily read by text reader software. (Page is formatted from left to right allowing tab or arrow keys to move the reader through the text and images. Images have alternate text that identifies the image in relation to the text on the page.)

Prep for Teachers

- ✎ Preview and cue the video.
- ✎ Use the Web sites below to select and print unusual careers for the **Introductory Activity**. You will use

these Web sites to print the coloring sheets of unusual careers the students pick to make the final class booklet.

- *Coloring Book Fun* (<http://coloringbookfun.com/index.html>)
- *Kids and Careers Coloring Book* (<http://www.bcit.tec.nj.us/childcareer/cbook/coloring.htm>)

- ✎ When using media, provide students with a **Focus for Media Interaction**, a specific task to complete and/or information to identify during or after viewing of video segments, Web sites, or other multimedia elements.

Introductory Activity

Step 1: Ask the students to name a career that they think would be fun, hard work, unusual. List the careers named on chart paper as the students name them.

Step 2: Use the pictures printed from the Web sites to facilitate discussion of unusual jobs. Explain to the students that you are going to learn about some unusual jobs.

Learning Activities

Step 1: Tell the children that they are going to watch a video, “Worksong.” Provide the students with a **Focus for Media Interaction** asking them to find one place where they might go to find a job.

Step 2: START the video right after you hear a girl saying, “When I grow up, I might run a homeless shelter.” LeVar Burton is looking at the newspaper at the counter in a restaurant. (Caption says, “We all dream about the kind of jobs we think we’ll do.”) STOP when LeVar, reading the newspaper, says “another for stockbrokers” (same caption).

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Step 3: Look at classified ads in the newspaper. Find words the students recognize. Find jobs they have learned about in previous lessons. Are there any unusual jobs listed or jobs that students might not recognize?

Step 4: Provide the students with a **Focus for Media Interaction**, asking them to be able to name the unusual jobs they see. START the video at the point it was stopped (**Note to Teacher:** The video may need to be rewound slightly in order for the captions to show.) LeVar is saying, “Some of these jobs are very familiar...but others are a definite surprise.” STOP at “like raising tiger cubs.”

Step 5: Write the jobs the students name—help them come up with a name if they can only describe what they saw the person doing. Rewind the tape if they have difficulty remembering what they saw. List these on chart paper. Ask the children what is unusual about these jobs. Define the word “unusual” if needed.

Step 6: START the video at the pause point, with a picture of a tiger cub. Provide the students with a **Focus for Media Interaction** asking them to find the various duties or things the person does when training tiger cubs. STOP the video with a picture of the cub in a basket (before the picture of a bridge). Ask the children to tell some of the things they saw the person doing. List the duties on chart paper Add this job to the list of unusual jobs.

Step 7: Read the book *Tiger, Tiger, Growing Up* by Joan Hewett. What is different between the person in the video raising tiger cubs and the people in book raising tiger cubs? You and the students can create a Venn diagram showing how jobs are alike and how they are different. (A

sample of this activity is found on the following Web site—*Econ Web Link: Economics Minute: Dog Gone Job* (<http://www.econedlink.org/lessons/em195/activity2.html>.)

Culminating Activity

Step 1: In order for the students to produce a class book of unusual community helpers, you and/or students will pick pages from the following Web sites.

Coloring Book Fun (<http://coloringbookfun.com/index.html>) shows a variety of pictures of jobs—common and unusual—to print and have students color.

Community Helpers and Careers Coloring Pages (http://www.first-school.ws/theme/cp_comhelpers.htm) also features coloring pages or posters to print.

Kids and Careers Coloring Book (<http://www.bcit.tec.nj.us/childcareer/cbook/coloring.htm>) features a variety of pictures of jobs—common and unusual to print and have students color.

Provide students with a **Focus for Media Interaction** at each of the above sites by instructing them to pick a picture, print it, then name (with the your help if necessary) the job—describe what this person does—either in words, signs and/or actions.

Step 2: Each student will color the pages selected and will write the name of the job on the page. Each student will name the jobs for each page in the class book.

Cross-Curricular Extensions

Math: Ask students to count how many community helpers they have learned about during their various lessons or count the number of letters in the name of the job.

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Resources

What Do They Do?

(<http://www.whatdotheydo.com/>) Links to descriptions of a variety of jobs (over 60 different jobs are described). Descriptions are written on an elementary reading level. Each link gives a brief story of a day of a person in that job.

Community Connections

- ✍ Parents of the students or others from the community with unusual jobs could be asked to visit the class and bring information to teach the students what they do.