

Master Teacher

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Time Allotment

Three 40-minute lessons

Overview

Students will discuss and learn about jobs and workers found in their school and then in the world around them. Through the activities presented in the lesson, students will become familiar with various workers and their tools. Students will view video clips and Web sites, and do hands-on activities to learn more about workers and jobs. As a class, the students will make a book about jobs and workers they studied.

Differentiation of Instruction

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.

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.myschools.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.

Subject Matter

Social Studies and English

Learning Objectives

Students will be able to:

- ✎ As a group list a variety of jobs;
- ✎ Tell what tools workers in the jobs listed use.

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.

K.11.3 The learner will describe the role of the workers in the community and the tools each worker needs to accomplish his or her task.

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 non-print 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

Ben’s Guide (K-2): Your Neighborhood

([http://bensguide.gpo.gov/k-](http://bensguide.gpo.gov/k-2/neighborhood/index.html)

[2/neighborhood/index.html](http://bensguide.gpo.gov/k-2/neighborhood/index.html)) is a Web search with descriptions of jobs in the following places—Post Office, Fire Station, Hospital, School, and Library. There are

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good links where students or teachers can gather further information.

Kids Work!

(<http://www.knowitall.org/kidswork/>) is Knowitall.org's virtual workplace. Click on the building and select the Real People link.

Use Knowitall.org's Software Wizard (<http://www.knowitall.org/BrowserCheck.htm>) to determine if your computer has the plug-ins needed to view the *Kid's Work* Web site.

Coloring Pages (<http://coloringbookfun.com/index.html>) and *Community Helpers and People Coloring Pages* (<http://www.coloring.ws/people.htm>).

Materials

chart paper/chart stand

markers

tools used by workers or pictures of tools
Worksong by Gary Paulsen, Harcourt Brace and Company, ISBN # 0-15-200980-9

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 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-

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impaired student to touch or trace 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.

✎ Prior to this lesson, read the book *Worksong* to the class and review the vocabulary.

✎ Gather pictures or actual tools associated with the identified jobs from the book *Worksong*.

✎ Preview and bookmark the Web site *Ben's Guide (K-2): Your Neighborhood* (<http://bensguide.gpo.gov/k-2/neighborhood/index.html>).

✎ Prepare the coloring sheets of careers for the students to use. They can be found on the two Web sites listing "coloring pictures or pages."

✎ 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 children "What jobs do we have in the classroom?" They will discuss the jobs that students do daily, weekly or occasionally. Then ask "Are any special tools needed for these jobs?" Guide the students to name the tools used for the jobs discussed.

Step 2: Tell the students that they will be walking around the school looking for jobs that people do in schools and the tools that they use. Carry a clipboard to write down the specific job and the tool(s) needed for that job.

Step 3: Return to the classroom and have students review the jobs and tools they saw on their school tour by listing them on a chart.

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Learning Activities

Step 1: Begin the lesson by explaining to the children that they will watch the video “Worksong.” Remind them that they have already read the book. Provide the students with a **Focus for Media Interaction**, asking them to look for and remember the jobs and or workers they see.

Step 2: START the video at the point LeVar Burton walks into the breakfast place (the caption says, “Good Morning”). PAUSE the video at the point it says, “offices filled with glowing screens and workers making steel beams” (captions say the same).

Step 3: Ask the students to name the jobs or workers they’ve seen. Make a list of their responses on chart paper. If the students have difficulty remembering, you will have the book available to show pictures to remind the students of jobs or workers they saw. (*carpenter, lumberman, fruit stand salesperson or farmer, sidewalk cleaners, office workers, steelworkers*)

Step 4: Provide the students with a **Focus for Media Interaction**, ask them to look for jobs and or workers they see. RESTART the video at the point it was paused. This time, pause at “making things for all to share” (picture of pots and pans). Ask the same questions as before and add to the previous list on chart paper. Use the book, if necessary. (*ice cream salesperson, nurse, soldiers, shoe salesman, librarian/teacher, cook*)

Step 5: Provide the students with a **Focus for Media Interaction**, asking them to look for jobs and or workers they see. BEGIN the video at the point paused showing the underwater picture (caption is “all the things there are to be, and nearly all there is to see”). STOP at the end of the book. The screen shows “The End.” Again, ask what

jobs or workers they saw and list on the chart. (*diver, mill workers, salesperson, parenting*)

Step 6: Using the tools and pictures you have collected, the students will pick “a tool” and match it with a job or worker on the list made while watching the video. Other students will help if needed. REWIND the video to the point LeVar Burton walks into the breakfast place (the caption says Good Morning). Provide students with a **Focus for Media Interaction** by saying: “When you see the worker that uses your tool, say the name of the worker.” STOP at the end of the book—screen shows “The End.”

Step 7: Ask students to logon to *Ben’s Guide (K-2): Your Neighborhood* (<http://bensguide.gpo.gov/k-2/neighborhood/index.html>) bookmarked on the computer(s). Provide your students with a **Focus for Media Interaction**, asking them to select a place to visit in the neighborhood. They will each select a place to visit and click on it. You (the teacher) will read and explain each description. Discuss each job and tool(s) used. The places in the neighborhood are the Post Office, Fire Station, Hospital, School, and Library.

Step 8: Ask students to logon to *Kids Work!* (<http://www.knowitall.org/kidswork/>) bookmarked on the computer(s). Provide your students with a **Focus for Media Interaction**, asking them to select a place to visit in the neighborhood. Then direct them to click on the link, Real People. Help students select a career and watch the video. Discuss what each person does and what tools that person might need to do that job.

Culminating Activity

Step 1: The students will produce a class book of community helpers. Each student

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should select one or two jobs from the coloring pages available at the following Web sites: *Community Helpers and People Coloring Pages* (<http://www.coloring.ws/people.htm>) or *Coloring Book Fun Coloring Pages* (<http://coloringbookfun.com/index.html>).

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

Cross-Curricular Extensions

Math: Ask students to count how many community helpers they named.

Businesses that provide the needs of the community—could read numbers or prices or use cash register

Businesses That Provide the Needs of Our Community (<http://www.teachnet-lab.org/miami/2002/cdelancy/communityneeds.html>)

Other resources

Below are additional Web sites not used in lesson.

ProTeacher: A Day with a Lawyer (http://www.proteacher.com/cgi-bin/outside.cgi?external=http://www.ncbar.org/legal_prof/divisions/yld/publications/yldcbook.pdf&original=http://www.proteacher.com/090170.shtml&title=A%20Day%20with%20a%20Lawyer) is a 30-



page coloring book in PDF format. You need the plug-in Adobe Acrobat Reader. It can be downloaded at <http://www.adobe.com/products/acrobat/readstep2.html>. (Free software for viewing and printing Adobe Portable Document Format [PDF] files)

Pro Teacher: Community (<http://www.proteacher.com/090170.shtml>) has more links to community helpers and community.

People and Community Helpers (<http://www.geocities.com/kindergartenkaipers/people.html>) has lots of good links and lessons.

Pro Teacher: Community Club (<http://www.proteacher.com/cgi-bin/outside.cgi?external=http://teacher.scholastic.com/commclub/tguide.htm&original=http://www.proteacher.com/090170.shtml&title=Community%20Club>) Variety of lessons with audio clips and pictures for 8 workers.

Community Connections

-  Different utility workers could bring their tool belts and explain what the tools are used for.
-  Parents of the students could be asked to visit the class and bring examples of what tools they use in their jobs.