

Unit #1 Title: Developing Awareness of Work and Workers

Grade Level: K

Number of Lessons in Unit: 4

Time Required for each Lesson: 20-30 minutes

Best time of the year to implement this Unit: Anytime

Lesson Titles:

Lesson #1: These Are A Few of My Favorite and Not So Favorite Things To Do

Materials/Special Preparations Required:

Two puppets of your choice

These Are a Few of My Favorite Things To Do Activity Sheet

Sharing Circle Ball

Lesson # 2: Name That Career Path

Materials/Special Preparation Required:

Career Paths Mini Poster(1)

Career Path Posters (6)

Puppets from Lesson 1

Blank 5x7 index cards or sentence strips

Lesson #3: Traveling the Career Paths (Part 1)

Materials/Special Preparation Required:

Career Paths Mini Poster(1)

Same two puppets from lessons 1 & 2

Various career hats, pictures or puppets

Blank 5x7 index cards or sentence strips

Lesson #4 Traveling the Career Paths (Part 2)

Materials/Special Preparation Required:

Career Paths Posters & Career Paths Mini Poster from Lesson 2

Student generated list of jobs (on index cards from Lesson 2 & 3)

Same two puppets from previous lessons

Blank Index Cards (5x7) or sentence strips

Board Space for each Career Path

Musical Selection on tape or CD

Mississippi College and Career Readiness Standard:

W.K.3, SL.K.1, SL.K.3, SL.K.4, L.K.5, SL.K.6, L.K.6

American School Counselor Association (ASCA) Mindsets and Behaviors:

M 1, M 2, M 3, M 4

B-LS.1, B-LS.4, B-LS.6, B-LS.7, B-LS.9

B-SS.1, B-SS.2, B-SS.3, B-SS.4, B-SS.5, B-SS.6, B-SS.7, B-SS.8, B-SS.9

B-SM.3, B-SM.5, B-SM.6, B-SM.7, B-SM.8, B-SM.10

Other Resources:

[Online Early Reader Books for Community Helpers](#) - from Scholastic

<https://jr.brainpop.com/socialstudies/communities/school/>

Unit Essential Questions:

What is work?
Why do people work?

Unit Measurable Learning Objectives:

Students will identify at least two tasks they like to do at home and at school.
Students will identify at least two tasks they dislike at home and at school.
Students will identify all six career paths as a group and identify why they are important.
Students will identify at least two workers in school and their career paths.
Students will identify at least two family members and their career paths.
Students will identify two jobs and share one reason why each job is important.

Unit Instructional Strategies/Instructional Activities

Direct (Guided and Shared – reading, listening, viewing, thinking)
 Indirect
 Experiential
 Independent Study
 Interactive Instruction (Brainstorming, Think, Pair, Share)

Unit Summative Assessment (acceptable evidence):

Summative assessment should relate to the performance outcome for goals and objectives. Assessment can be question answer, performance activity, etc.
Performance Task: Students will identify jobs of parents or other family members/friends and match them with the appropriate career path.

Brief Summary of Unit: Students will identify activities that they like/dislike at home and at school, will learn how to relate knowledge of workers at home and at school to the six career paths, and develop an appreciation for the importance of all kinds of work.

What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?

Students will possess some knowledge of workers at school and at home.
Students will possess some knowledge of the duties and responsibilities required of various workers.
Students will possess some knowledge of vocabulary such as: likes/dislikes, work/workers, duties/responsibilities, favorite or not so favorite, least/most, jobs.