



McKeesport Area School District
K-5 Career Readiness Lesson Plans

Career Focused Lessons
First Grade



1st Grade

**McKeesport Area School District
339 Lesson Plan**

GRADE LEVEL / COURSE: 1st Grade UNIT TITLE (Grades K-5 Only): Developing Awareness of Me, Work and Workers LESSON TITLE: What I Want to Be When I Grow? DURATION: 2 Days (30 minute lessons)		
CAREER EDUCATION & WORK STANDARDS ADDRESSED <i>(Highlight all that apply)</i>	13.1 Career Awareness and Preparation A. Abilities and Aptitudes B. Personal Interests C. Non-Traditional Workplace Roles D. Local Career Preparation Opportunities E. Career Selection Influences F. Preparation for Careers G. Career Plan Components H. Relationship between Education and Career	13.2 Career Acquisition (Getting a Job) A. Interviewing Skills Resources B. Career Acquisition Documents C. Career Planning Portfolios D. Career Acquisition Process
	13.3 Career Retention and Advancement A. Work Habits B. Cooperation and Teamwork C. Group Interaction D. Budgeting E. Time Management F. Workplace Changes G. Lifelong Learning	13.4 Entrepreneurship A. Risks and Rewards B. Character Traits C. Business Plan
OBJECTIVE The goal of the unit; a subsequent measure of the student's performance Students will be exposed to career choices.		

ESSENTIAL QUESTION

Question specifically linked to Big Ideas that frame student inquiry and promote creative and critical thinking

What do you want to be when you grow up?

VOCABULARY

Tier 3 words & language specific to career and work

Career

Employee

Skill

Workplace

Responsibility

INSTRUCTIONAL PROCEDURES:

Steps of executing the lesson

Teacher will read the book When I Grow Up emphasizing vocabulary and careers. Students will discuss and write about what they want to be and why. Students will create a craftivity that demonstrates their career choice and displays their writing.

DIFFERENTIATION METHODS:

Lesson modifications that address specific needs of other student populations such as ELL, IEP, GIEP

Work with small group when completing writing and craftivity.

Draw pictures instead of words.

Seat the students in the front while reading.

Read Aloud

Adapt/modify for learning needs.

MATERIALS & RESOURCES:

Items, links and other materials used to support the lesson

construction paper for craftivity

When I Grow Up- Book

Writing Paper

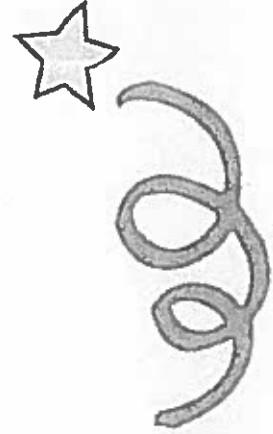
Scissors

Glue

Pencils



This Is The Me I Want To Be!

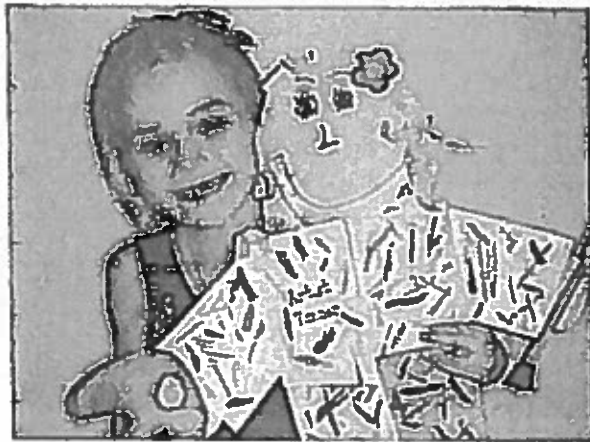


Student Name _____

Grade _____

School _____

School Year _____





McKeesport Area School District
339 Lesson Plan

GRADE LEVEL / COURSE: First Grade/ Social Studies

UNIT TITLE (Grades K-5 Only): Developing Awareness of Me, Work, and Workers

LESSON TITLE: Interest Inventory/ Identify Personal Interest

DURATION: 2 Days (30 min lessons)

CAREER EDUCATION & WORK STANDARDS ADDRESSED <i>(Highlight all that apply)</i>	13.1 Career Awareness and Preparation A. Abilities and Aptitudes B. Personal Interests C. Non-Traditional Workplace Roles D. Local Career Preparation Opportunities E. Career Selection Influences F. Preparation for Careers G. Career Plan Components H. Relationship between Education and Career	13.2 Career Acquisition (Getting a Job) A. Interviewing Skills Resources B. Career Acquisition Documents C. Career Planning Portfolios D. Career Acquisition Process
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OBJECTIVE

The goal of the unit; a subsequent measure of the student's performance

Identifying students' personal interests.

ESSENTIAL QUESTION

Question specifically linked to Big Ideas that frame student inquiry and promote creative and critical thinking

What are interests you have that make you special?

VOCABULARY

Tier 3 words & language specific to career and work

- Favorite
- Unique
- Important
- Different

INSTRUCTIONAL PROCEDURES:

Steps of executing the lesson

Teacher will read the book I'm Gonna Like Me, emphasizing vocabulary and careers.

Students will complete work pages.

Students will fill in the Paw Print poster.

DIFFERENTIATION METHODS:

Lesson modifications that address specific needs of other student populations such as ELL, IEP, GIEP

Work with small group when filling out poster, draw pictures instead of words, seat the students in the front while reading.

MATERIALS & RESOURCES:

Items, links and other materials used to support the lesson

Book: I'm Gonna Like Me by Jamie Lee Curtis

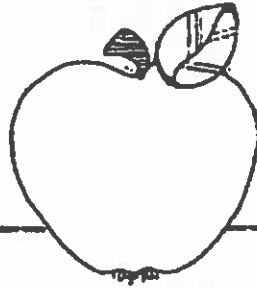
Me I Am and All About Me workpages

Paw Print poster

Name: _____

All About Me

Directions: Answer each question below.



1. My name is _____.

2. I like to _____.

3. I feel good when _____.

4. I feel happy when _____.

5. I feel important when _____.

6. I worry when _____.

7. I don't like to _____.

8. It bothers me when _____.

9. I think _____.

10. Some of my favorite things are:

11. I would like to be _____.

12. My favorite TV shows are:

13. Reading is _____

Student Name _____

Grade _____

School _____

School Year _____



me I am

My Favorite Food	My Favorite color
My Favorite song	My Favorite book
My Favorite movie	My Favorite pet

Name: _____

THIS IS ME!

I WANT TO BE:

MY PAWSITIVELY FAVORITE ANIMAL:

FOOD:

2 THINGS I AM PAWSOME AT:

MY PAWSOME FAMILY:

MY BEST FRIEND IS: _____

MY TEACHER IS: _____

ALL ABOUT ME!

MY NAME IS:

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Craft & Hobby Supplies • Crafts for Kids • Coloring Crafts



Color Your Own "All About Me" Paw Print Posters

IN-13742182

★★★★☆ (8)

Q&A (8)

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Use your own crayons or markers to personalize these Color Your Own "All About Me" Paw Print Posters. Printed with prompts about your family, pets and favorite foods and more, hand these paper posters out to students on the first day of school to get things started on the right paw (30 pcs. per unit) 20 1/4" x 21" © OTC

\$ 8.99 30 Piece(s)

Qty:

Feedback



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Like 3



6

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Color Your Own "All About Me" Paw Print Posters Product Reviews



Pros

- Quality (5)
- Educational (3)
- Age appropriateness (2)
- Child's Favorite (2)
- Assembly (1)

Cons

- Quality (1)

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McKeesport Area School District
339 Lesson Plan

GRADE LEVEL / COURSE: First Grade/ Social Studies

UNIT TITLE (Grades K-5 Only): Developing Awareness of Me, Work, and Workers

LESSON TITLE: These Are a Few of My Favorite and Not So Favorite Things

DURATION: 2 Days (30 min lessons)

CAREER EDUCATION & WORK STANDARDS ADDRESSED <i>(Highlight all that apply)</i>	13.1 Career Awareness and Preparation A. <i>Abilities and Aptitudes</i> B. <i>Personal Interests</i> C. <i>Non-Traditional Workplace Roles</i> D. <i>Local Career Preparation Opportunities</i> E. <i>Career Selection Influences</i> F. <i>Preparation for Careers</i> G. <i>Career Plan Components</i> H. <i>Relationship between Education and Career</i>	13.2 Career Acquisition (Getting a Job) A. <i>Interviewing Skills Resources</i> B. <i>Career Acquisition Documents</i> C. <i>Career Planning Portfolios</i> D. <i>Career Acquisition Process</i>
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OBJECTIVE

The goal of the unit; a subsequent measure of the student's performance

Students will identify some of their favorite things and some not so favorite things.

ESSENTIAL QUESTION

Question specifically linked to Big Ideas that frame student inquiry and promote creative and critical thinking

What do you like and not like?

VOCABULARY

Tier 3 words & language specific to career and work

- Enjoy
- Dislike
- Hobby

INSTRUCTIONAL PROCEDURES:

Steps of executing the lesson

Teacher will read the poem I Like.

Students will discuss and write about what they like and don't like.

Students will create a collage that demonstrates their likes/ dislikes.

DIFFERENTIATION METHODS:

Lesson modifications that address specific needs of other student populations such as ELL, IEP, GIEP

Work with small group when completing collage, draw pictures instead of words, seat the students in the front while reading.

MATERIALS & RESOURCES:

Items, links and other materials used to support the lesson

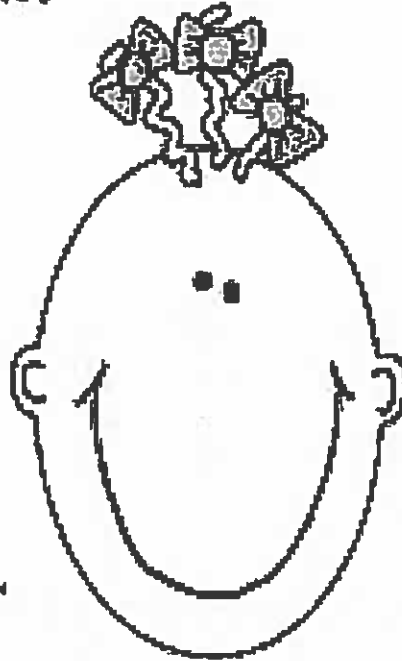
Poem: I Like

Paper for collage

Notecards- Draw pictures or write likes/ dislikes

I Like

I like sunshine.
I like snow.
I like brown leaves
When they blow.
I like cookies.
I like cake.
I like waffles
When I wake.
I like collies.
I like cats.
I like clowns
In funny hats.
I like baseball.
I like trains.
I like sleeping
When it rains.
I like stories at bedtime.
I like poems when they rhyme!





**McKeesport Area School District
339 Lesson Plan**

GRADE LEVEL / COURSE: 1st GRADE / Social Studies

UNIT TITLE (Grades K-5 Only): Developing Awareness of Me, Work, and Workers

LESSON TITLE: "Oh the Places You Will Go"

DURATION: 45 minutes

CAREER EDUCATION & WORK STANDARDS ADDRESSED <i>(Highlight all that apply)</i>	13.1 Career Awareness and Preparation A. <u>Abilities and Aptitudes</u> B. <u>Personal Interests</u> C. Non-Traditional Workplace Roles D. Local Career Preparation Opportunities E. Career Selection Influences F. <u>Preparation for Careers</u> G. Career Plan Components H. Relationship between Education and Career	13.2 Career Acquisition (Getting a Job) A. <u>Interviewing Skills Resources</u> B. Career Acquisition Documents C. Career Planning Portfolios D. Career Acquisition Process
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OBJECTIVE
 Students will discuss the future, thinking beyond 1st grade, and imagining what they will be doing in the future.

ESSENTIAL QUESTION

What do you imagine you will be doing in ten (or more) years?

VOCABULARY

Accomplish

Imagine

Exciting

Future

Success

Sights

INSTRUCTIONAL PROCEDURES:

1. Read the book
2. Discuss the book
3. Review vocabulary
4. Related project about "What I can be when I grow up"
Example – hot air balloon craft, exploring possible careers

DIFFERENTIATION METHODS:

Adaptations for writing project, if needed.

GIEP – Let students borrow book for independent reading

MATERIALS & RESOURCES:

Dr. Seuss – *Oh the Places You'll Go*



1st Grade
McKeesport Area School District
339 Lesson Plan

GRADE LEVEL / COURSE: 1st GRADE / Social Studies

UNIT TITLE (Grades K-5 Only): Developing Awareness of Me, Work, and Workers

LESSON TITLE: Recognize the Roles of People in the Community

DURATION: 45 minutes

CAREER EDUCATION & WORK STANDARDS ADDRESSED <i>(Highlight all that apply)</i>	13.1 Career Awareness and Preparation A. Abilities and Aptitudes B. Personal Interests C. <u>Non-Traditional Workplace Roles</u> D. <u>Local Career Preparation Opportunities</u> E. <u>Career Selection Influences</u> F. Preparation for Careers G. Career Plan Components H. Relationship between Education and Career	13.2 Career Acquisition (Getting a Job) A. <u>Interviewing Skills Resources</u> B. Career Acquisition Documents C. Career Planning Portfolios D. Career Acquisition Process
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OBJECTIVE

Students will:

1. Explain the importance of community helpers
2. Identify the jobs of people in the community
3. Identify the differences among community jobs

ESSENTIAL QUESTION

How do different jobs within a community help that community to function together?

VOCABULARY

Community
Community helper
Career
Responsibility

INSTRUCTIONAL PROCEDURES:

1. Ask students: What are some jobs you have?
2. Ask students if anyone knows what a community helper is
3. Explain that a community helper is someone who helps others by providing a service
4. Ask students to list people who help others
5. Read "Who's Hat is This?"
6. Have students select which community helper they would like to be when they grow up
7. Explain role of teacher as an example
8. Students take turns speaking about which they chose as their favorite
9. Students work on community helper writing activity/worksheets

DIFFERENTIATION METHODS:

GIEP – have students select multiple community helpers

Others - Assist with writing as needed.

MATERIALS & RESOURCES:

1. *Whose Hat is This?* by Sharon Katz Cooper
2. Community Helper writing activity/worksheets

Name: _____

“Community Helpers Are In Your Town!”

1.) Who wears a  ? _____

2.) Who drives a  ? _____

3.) Who has a  ? _____

4.) Who works here  ? _____

5.) Who wears a  ? _____

6.) Who drives a  ? _____

7.) Who has a  ? _____

8.) Who works here  ? _____

Word Bank

Librarian	Firefighter	Teacher	Chef
Doctor	Police Officer	Mail Carrier	Soldier



**McKeesport Area School District
339 Lesson Plan**

GRADE LEVEL / COURSE: 1st GRADE / Social Studies

UNIT TITLE (Grades K-5 Only): Developing Awareness of Me, Work, and Workers

LESSON TITLE: Connecting the Tools with Jobs

DURATION: 45 minutes

CAREER EDUCATION & WORK STANDARDS ADDRESSED <i>(Highlight all that apply)</i>	13.1 Career Awareness and Preparation A. Abilities and Aptitudes B. Personal Interests C. <u>Non-Traditional Workplace Roles</u> D. Local Career Preparation Opportunities E. Career Selection Influences F. <u>Preparation for Careers</u> G. <u>Career Plan Components</u> Relationship between Education and Career	13.2 Career Acquisition (Getting a Job) A. <u>Interviewing Skills Resources</u> B. Career Acquisition Documents C. Career Planning Portfolios D. Career Acquisition Process
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OBJECTIVE

Students will:

4. Give examples of jobs and describe if and how they help us and what tool(s) are needed to do their job
5. Given 5 community members, students will match the job to the appropriate tool for the job

ESSENTIAL QUESTION

What are the duties, uniforms, responsibilities, and tools community helpers use?

VOCABULARY

Tools

Community

Stethoscope

Thermometer

Employment

Spreadsheet

INSTRUCTIONAL PROCEDURES:

10. Read "When I Grow Up", by Tina Louise
11. Discuss and explain how different jobs use different tools
12. Talk about student jobs and what tools they use in school
13. Worksheet – Matching Job with Tool
14. Bingo game

DIFFERENTIATION METHODS:

GIEP – students will create a poster, showing what job and tool they would use

Others – extensive questioning

MATERIALS & RESOURCES:

3. "When I Grow Up" by Tina Louise
4. Matching job/Tool worksheet
5. Bingo game



MATCHING

1. Draw a line connecting the name of a career with a tool that person might use.

CAREER

Accountant

Nurse

Firefighter

Chef

Electrician

Astronomer

TOOL

Measuring Cup

Axe

Calculator

Telescope

Insulated Gloves

Stethoscope



2. What tools might be used in these careers?
Draw a picture of the tools.

REPORTER	CARPENTER
ELEMENTARY SCHOOL TEACHER	DOCTOR