



McKeesport Area School District
K-5 Career Readiness Lesson Plans

Career Focused Lessons
Third Grade



3rd Grade

**McKeesport Area School District
339 Lesson Plan**

GRADE LEVEL / COURSE: Third Grade Social Studies

UNIT TITLE: Finding My Place in the Community

LESSON TITLE: What I Want to be When I Grow Up

DURATION: 30 minutes

**CAREER
EDUCATION
& WORK
STANDARDS
ADDRESSED**

*(Highlight all
that apply)*

- 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

Goal: Finding my place in the community.

Objective: Students will write a response to the question "What do you want to be when I grow up?" They will cite 3 reasons why they chose that career and represent it with a picture or collage.

ESSENTIAL QUESTION

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

Big Idea: Finding My Place in the Community

Essential Question: Where do I fit in?
What will my future career be?

VOCABULARY

Tier 3 words & language specific to career and work

- Career
- Professional
- Interests

INSTRUCTIONAL PROCEDURES:

Steps of executing the lesson

1. Discussion about possible careers, brainstorming, and charting of answers.
2. Students will choose a career that reflects their career interests and answer the prompt
3. Students will create a collage or drawing based upon their professional career choice
4. Class will share our their finished product

DIFFERENTIATION METHODS:

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

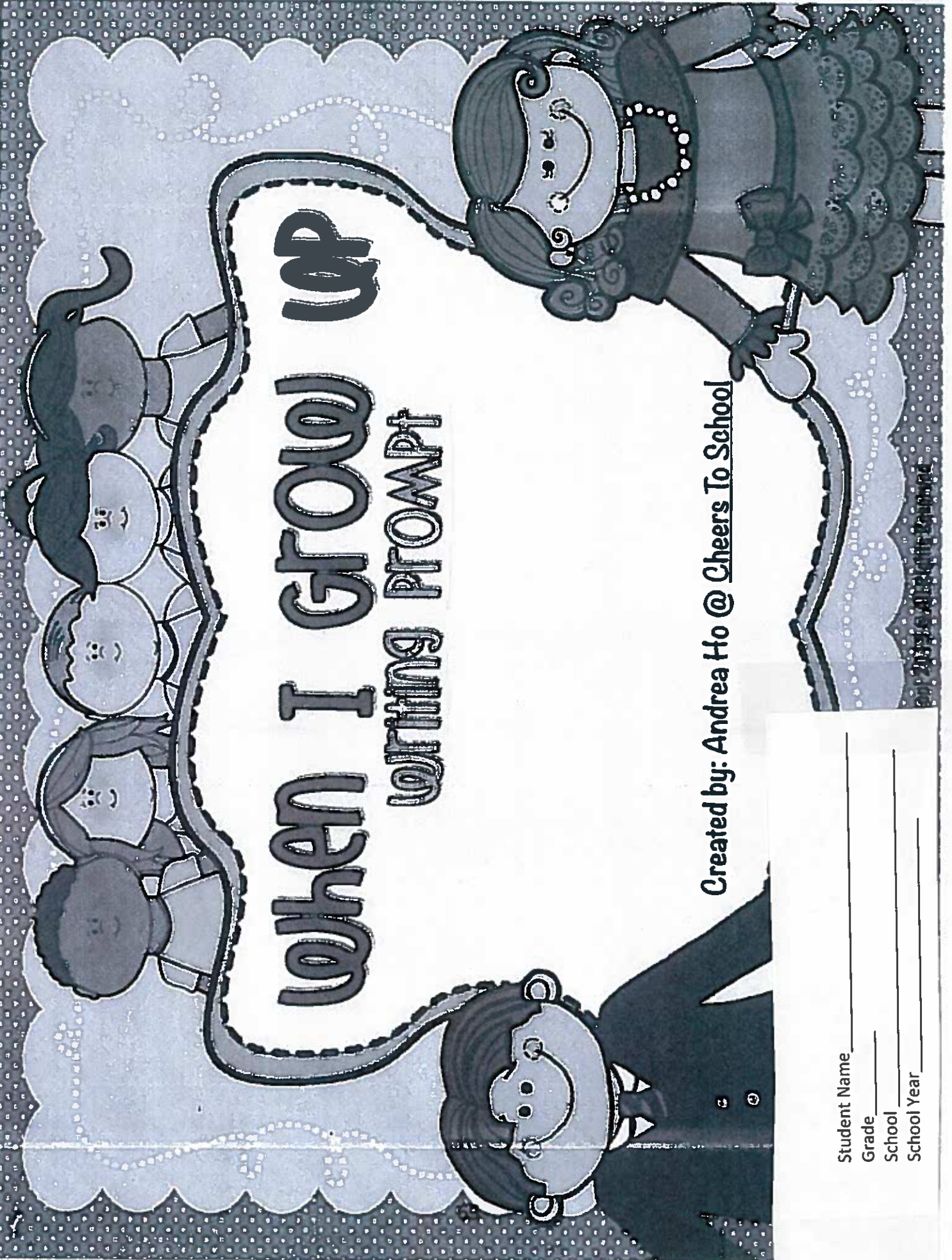
(IEP/ ELL) Provide pictures of occupations to help students identify careers

(GIEP) Students will research local companies that would be hiring for their specific career choice

MATERIALS & RESOURCES:

Items, links and other materials used to support the lesson

- Writing Prompt
- Newspapers/ magazines
- Scissors/ glue



When I Grow Up

Writing PROMPT

Created by: Andrea Ho @ Cheers To School

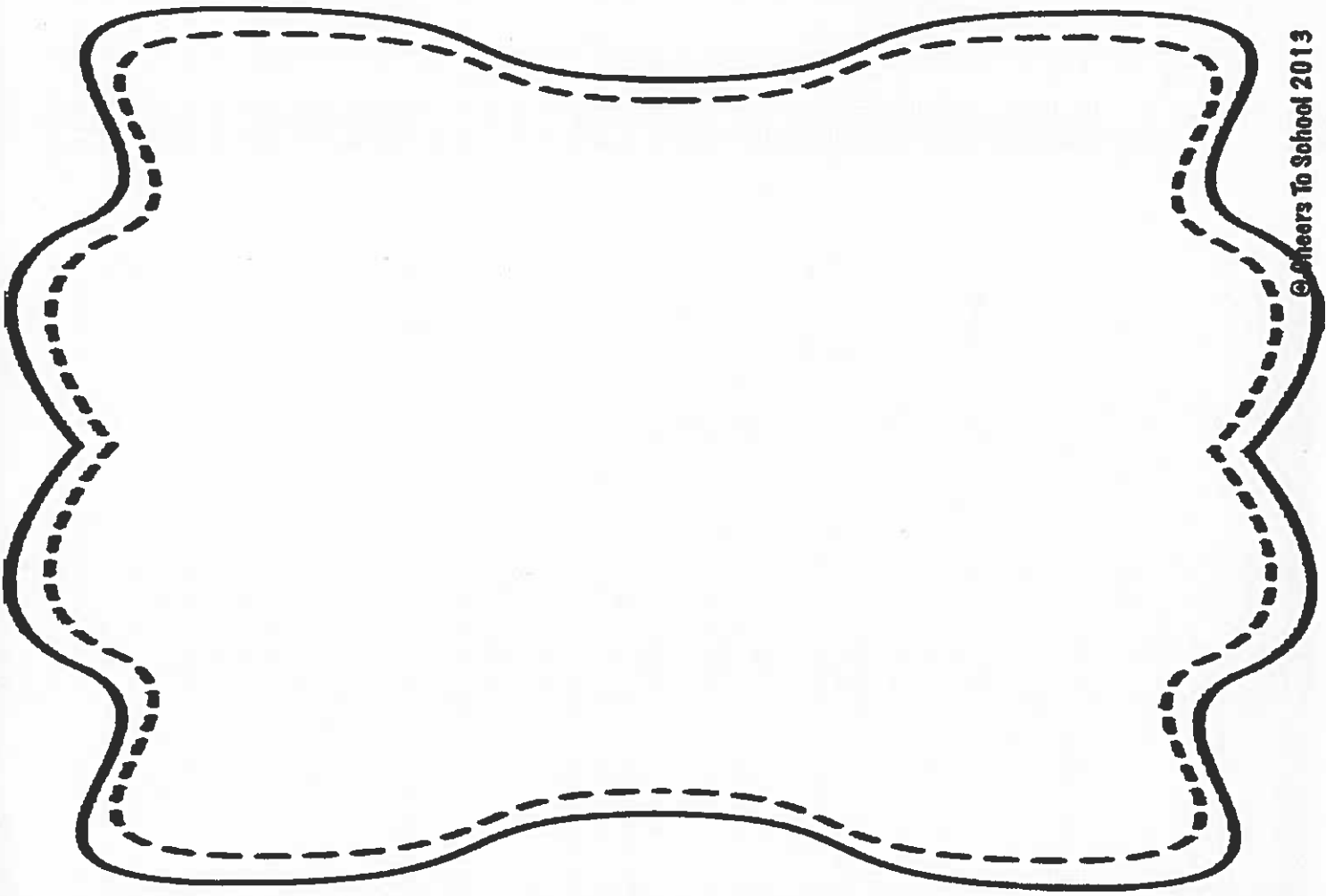
Student Name _____
Grade _____
School _____
School Year _____

Name: _____ Date: _____

When I grow up, I want to

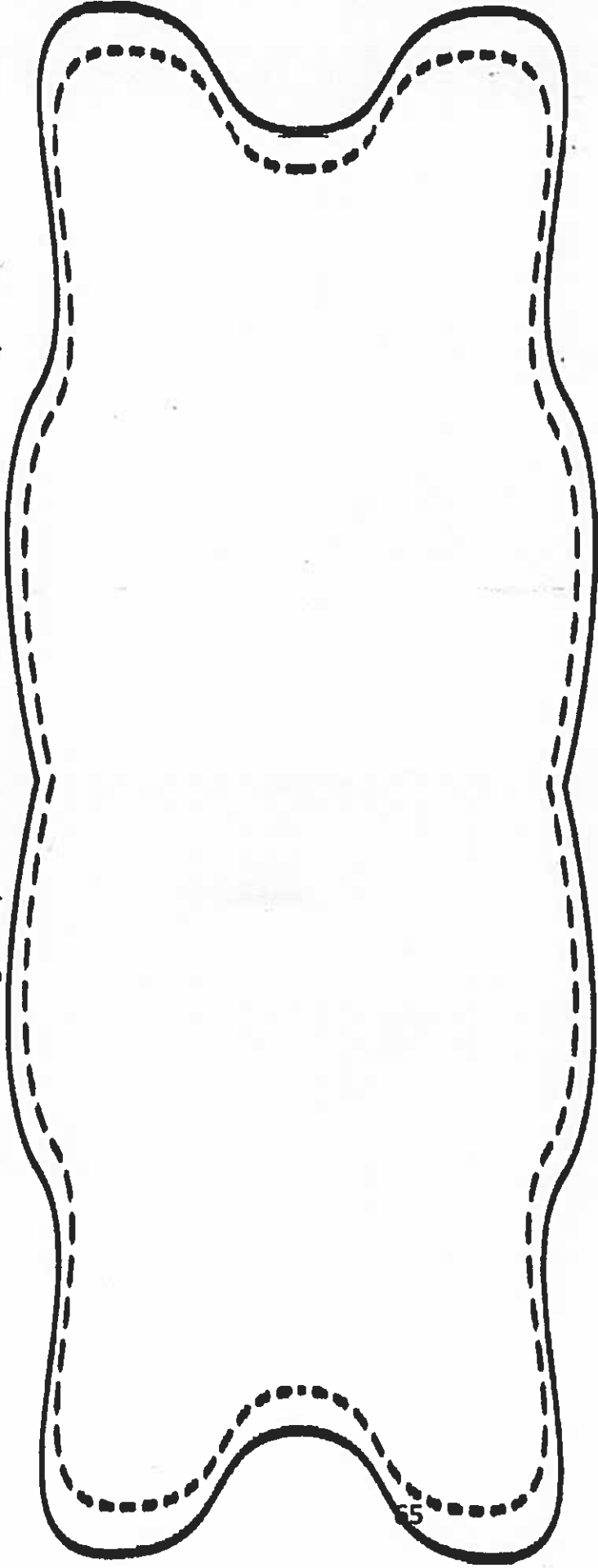
be a _____

because _____



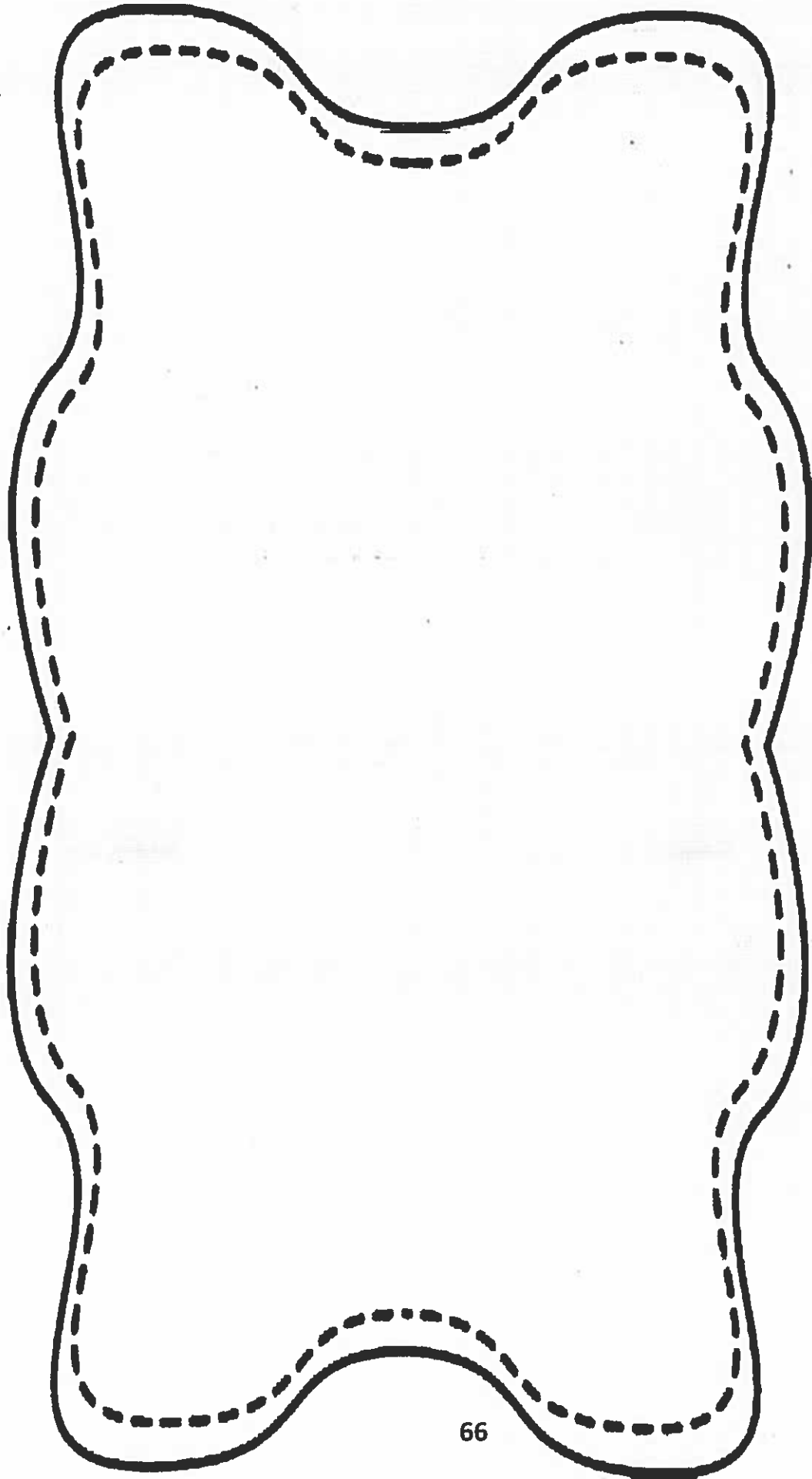
Name: _____ Date: _____

What do you want to be when you grow up? Why? Give at least 3 reasons. Draw a picture below.



Name: _____

Date: _____



When I grow up, I want to be a _____



**McKeesport Area School District
339 Lesson Plan**

GRADE LEVEL / COURSE: 3rd grade- Social Studies

UNIT TITLE (Grades K-5 Only): Finding My Place in the Community

LESSON TITLE: Career Interest Inventory

DURATION: 20-30 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. 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

Students will identify their interests and learn to relate their interests and abilities to possible career choices by completing an inventory from a list of 6 different categories with 6 interests in each.

ESSENTIAL QUESTION

What interests and abilities do I possess that will help me explore different career paths and opportunities?

What interests and abilities do I possess that will help me identify a career path?

VOCABULARY

Interest

Inventory

Ability

Career

Choices

INSTRUCTIONAL PROCEDURES:

Intro- Learning about yourself is the most important step in the search for a job or career. A career interest inventory helps you relate your interest and abilities to career choices.

Discuss- What are your personal interests? Likes and Dislikes? (Can make a list)
-environment, team vs. individual, education level, type of schedule...etc...

Complete- The Inventory (attached). Have students see which category they scored highest in and brainstorm a few jobs that might go with what they scored.

DIFFERENTIATION METHODS:

Use the pictorial version of the inventory

Break it down by using circles instead of tally marks

Make sure to incorporate multiple learning styles by using auditory, kinesthetic, and visual

MATERIALS & RESOURCES:

Career interest inventory list

Dry erase board or plain sheet of paper







Marker, eraser, pencil

Career Interest Inventory -- Pictorial Version

Learning about yourself is the most important step in your search for a job or career. A Career Interest Inventory helps you relate your interests and abilities to career choices. The following survey will link your career interests to related high school courses.







Step 1: Mark the items within each category that describe you. **Step 2:** Total the number of items checked for each category.

Realistic: The Doer

					
<input type="checkbox"/> Play Sports	<input type="checkbox"/> Care for pets	<input type="checkbox"/> Build Things	<input type="checkbox"/> Lawn /garden	<input type="checkbox"/> Work outdoors	<input type="checkbox"/> Read plans







Total Checked _____

Investigative: The Thinker

					
<input type="checkbox"/> Use computers	<input type="checkbox"/> Read	<input type="checkbox"/> Do math	<input type="checkbox"/> Work alone	<input type="checkbox"/> Research	<input type="checkbox"/> Ask questions

Total Checked _____

Artistic: The Creator

					
<input type="checkbox"/> Paint, draw	<input type="checkbox"/> Take pictures	<input type="checkbox"/> Sing, Play music	<input type="checkbox"/> Arrange flowers	<input type="checkbox"/> Make things	<input type="checkbox"/> Decorate

Total Checked _____

Student Name _____
 Grade _____
 School _____
 School Year _____









© by Shasta Twenty-first Century Career Connections

Social: The Helper

					
<input type="checkbox"/> Serve people food	<input type="checkbox"/> Work with children	<input type="checkbox"/> Friendly	<input type="checkbox"/> Work with Older people	<input type="checkbox"/> Help people	<input type="checkbox"/> Work on a team







Total Checked _____

Enterprising: The Persuader

					
<input type="checkbox"/> Talk with people	<input type="checkbox"/> Sell things	<input type="checkbox"/> Plan parties	<input type="checkbox"/> Persuade people	<input type="checkbox"/> Lead a group	<input type="checkbox"/> Run a business

Total Checked _____

Conventional: The Organizer

					
<input type="checkbox"/> File	<input type="checkbox"/> Sort	<input type="checkbox"/> Cashier	<input type="checkbox"/> Data Entry	<input type="checkbox"/> Keep records	<input type="checkbox"/> Follow a plan

Total Checked _____

Which set of pictures do you enjoy the most?

<input type="checkbox"/> Realistic - the Doer	<input type="checkbox"/> Social - The Helper
<input type="checkbox"/> Investigative - the Thinker	<input type="checkbox"/> Enterprising - the Persuader
<input type="checkbox"/> Artistic - the Creator	<input type="checkbox"/> Conventional - the Organizer

Interest Inventory for _____ Date: _____

Please help me find out more about your likes and dislikes by taking some time to answer the following questions. Thank you.

1. How old are you? _____ What grade are you in? _____

2. Do you like school? _____ Why or Why not? _____

3. What subject(s) do you like best in school? _____

4. What books have you enjoyed reading? _____

5. What kind of books would you like to read in the future? _____

6. Do you like to play sports? _____

What sports do you like to play? _____

7. What do you like to do at recess? _____

8. Do you like to play games (Monopoly, Sorry, card games, etc.)? _____

What games do you like to play? _____

9. What do you do when you are at home? _____

10. What do you like best about your home? _____

11. Do you like to watch T. V.? _____

What is/are your favorite T. V. Show(s)? _____

12. Do you like to listen to music? _____ Do you like to sing? _____

What is your favorite song(s)? _____

13. What do you like to eat? _____

Where do you like to go eat (restaurant)? _____

How often do you go out to eat? _____

14. What do you like to do with your friends after school? _____

15. What do you like to do on the weekend? _____

16. What do you like to do with your family? _____

17. What things in life bother you most? _____

18. Who is your favorite person? _____ Why? _____

19. Who do you think is the greatest person? _____ Why? _____

20. What kind of person would you like to be when you are older? _____



**McKeesport Area School District
339 Lesson Plan**

GRADE LEVEL / COURSE: 3rd Grade

UNIT TITLE: Finding My Place in the Community

LESSON TITLE: My Strengths and Qualities

DURATION:

**CAREER
EDUCATION
& WORK
STANDARDS
ADDRESSED**

*(Highlight all
that apply)*

- 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 students will be able to identify and create a list of at least 3 personal strengths and qualities about themselves.

ESSENTIAL QUESTION

What strengths and qualities do I possess that will help me explore different career paths and opportunities?

What strengths and qualities do I possess for certain jobs/careers?

VOCABULARY

Value: The importance, worth or usefulness of something.

Strength: a good or beneficial quality or attribute of a person or thing.

Qualities: A characteristic possessed by someone or something.

INSTRUCTIONAL PROCEDURES:

1. Students will brainstorm what strengths and qualities are with the teacher.
2. Students will look up and define both words.
3. Students will make a list of different strengths and qualities on worksheet provided by the teacher.
4. Student will list on a flashcard their most important strength or quality and a how they could use it in a career or a job that would be connected to that strength/quality.

DIFFERENTIATION METHODS:

ELL: Qualities and strengths could be listed in learner's languages; definitions would be provided in learner's languages as well. Sample job list could be provided in learner's language.

IEP: Students can dictate answers, choices could be provided, definitions could be provided or have students fill in the blanks for definitions.

GIEP: Students could make up a game for strengths and qualities, students could create a poster that connects their strength/quality to a career/job using pictures or drawings and descriptions of the job with the listed strengths and qualities.

MATERIALS & RESOURCES:

Board

Dry Erase Markers

Notecards

Pencils

My Strengths and Qualities worksheet

Dictionary/ Tablet or computer with online dictionary

Smart Board

My Strengths and Qualities

Things I'm good at:

1. _____
2. _____
3. _____

I've helped others by:

1. _____
2. _____
3. _____

What I value the most:

1. _____
2. _____
3. _____

Things that make me happy:

1. _____
2. _____
3. _____

Challenges I have overcome

1. _____
2. _____
3. _____

Things that make me unique

1. _____
2. _____
3. _____

Compliments I have received

1. _____
2. _____
3. _____



**McKeesport Area School District
339 Lesson Plan**

GRADE LEVEL / COURSE: 3RD Grade Social Studies/Finding My Place in The Community **UNIT TITLE** (Grades K-5 Only):

LESSON TITLE: The Me Beyond the Mirror: My School Goals

DURATION: 60 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. 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 able write and carry out a personal school goal and action plan.

ESSENTIAL QUESTION

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

Are you able to write and implement an action plan that will bring you success in reaching a personal school goal?

VOCABULARY

Tier 3 words & language specific to career and work

SMART – acronym

S- Specific

M- Measurable

A-Attainable

R- Realistic and Relevant

T-Time Bound

Goal

Action plan

INSTRUCTIONAL PROCEDURES:

Steps of executing the lesson

1. Discuss what a SMART goal is and what each part of the acronym means. (see poster)
2. Sort specific and nonspecific goals.
3. Create a list of school specific goals as a class. (Specific goals tell: who, when, where, why and or how)
4. Students will complete SMART graphic organizer.
5. Students will write a condense version on the goal sheet to be displayed in the classroom as a reminder of their personal school goal.

DIFFERENTIATION METHODS:

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

Teacher provides a list of possible goals and action plans for a student to choose from.

Less parts of the acronym will be accepted (MART, ART....)

MATERIALS & RESOURCES:

Items, links and other materials used to support the lesson

SMART Goal Planner sheet

Goal sheet

List of specific and nonspecific goals generated by teacher to be sorted (see website)

Chart paper

[www. Scholastic.com](http://www.Scholastic.com) Title – Setting (Almost) SMART Goals With My Students

S.M.A.R.T. Goal Planner

Specific	What <u>EXACTLY</u> do I want to happen?	
Measurable	I will know I have reached my goal when...	
Attainable	With hard work, is it possible to reach this goal by the deadline?	
Realistic and Relevant	My goal is important enough for me to put a plan into action. I will follow this specific plan to reach my goal:	
Time-Bound	I will reach my goal by:	

My SMART Goal

I will _____

by _____ . I'll reach my goal by

My SMART Goal

I will _____

by _____ . I'll reach my goal by



**McKeesport Area School District
339 Lesson Plan**

GRADE LEVEL / COURSE: Third Grade

UNIT TITLE (Grades K-5 Only): Finding My Place in the Community

LESSON TITLE: A Letter to My Future Self

DURATION: 40 minutes

**CAREER
EDUCATION
& WORK
STANDARDS
ADDRESSED**

*(Highlight all
that apply)*

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 students will be able to identify their place in the community. They will compose a letter to their future self. The letter will identify their future profession.

ESSENTIAL QUESTION

Exploring career plans (13.2.5D)

What will my future career be?

VOCABULARY

Profession

Future

Compose

INSTRUCTIONAL PROCEDURES:

The students will brainstorm a list of possible career choices that they may be interested in obtaining in the future. The children will then select one career and write a letter to their future self stating their future career choice and reasons for their selection. They will also include motivation and advice as to why they picked their chosen profession.

DIFFERENTIATION METHODS:

Students that have trouble writing can draw a picture and label their career choice they have selected for their future self. They can also have the teacher scribe their thoughts.

MATERIALS & RESOURCES:

Web diagram

Writing paper/ Letter Format

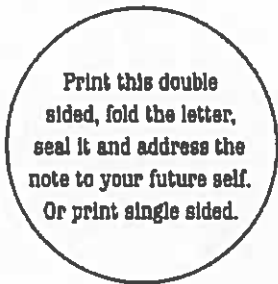
A letter to my future self

Use the next page to write a letter to your future self. Write what you want your future “professional” self to remember, know, and think about. You might include:

- “Motivation and advice for the future me”
- “Practices and priceless ideas I hope to never forget”
- “Promises for the children, promises for me”

Fill out your letter and tuck it away for later reading or give it to your director, a peer, or a friend to mail to you in a year’s time.

TIP: Print using “fit to page”!



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State College, PA 16803

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PENNSTATE



Cooperative Extension
College of Agricultural Sciences

HO_LettertoFutureSelf.indd

Open on: _____

Date:

Dear Future Me,

Much love and Admiration,
Me

♡ My favorite motivational quote:



**McKeesport Area School District
339 Lesson Plan**

GRADE LEVEL / COURSE: 3rd Grade/Social Studies

UNIT TITLE (Grades K-5 Only): Finding my place in the community

LESSON TITLE: Elementary Career Awareness Through Children's Literature

DURATION: 30 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. 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
 SWBAT identify their interests and careers that fit these interests.
 Students create a list of their interests that can be used to find careers that fit these interests.

ESSENTIAL QUESTION

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

Big idea- Finding My Place in the Community

Essential Questions- What career suits me based on my interests?

VOCABULARY

Tier 3 words & language specific to career and work

Responsibility, Commitment, Work Ethic

INSTRUCTIONAL PROCEDURES:

Steps of executing the lesson

1. Read Arthur's Pet Business.
2. Ask students to brainstorm an area in which they are currently interested
3. Students share their area of interest during a large group sharing session
4. Record student responses on board
5. Discuss list with class emphasizing the large numbers of different areas of interest

DIFFERENTIATION METHODS:

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

ELL/IEP Provide pictures that illustrate a variety of interests and careers that fit the interests

GIEP- Students can create a PowerPoint that highlights their interests and careers that fit these interests

MATERIALS & RESOURCES:

Items, links and other materials used to support the lesson

Arthur's Pet Business by Marc Brown



**McKeesport Area School District
339 Lesson Plan**

GRADE LEVEL / COURSE: Third Grade

UNIT TITLE: Finding My Place in the Community

LESSON TITLE: Career Paths: Jobs I like

DURATION: 40 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. 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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OBJECTIVES

Students will be able to complete a career interest inventory.

Students will compare/ contrast two careers using a Venn Diagram and/or chart

ESSENTIAL QUESTION

What is the best career choice for me based on my interests?

VOCABULARY

Salary

Education

Job Description

Portfolio

Occupation

INSTRUCTIONAL PROCEDURES:

1. Model use of on-line interest inventory web site.
2. Students will complete an on-line interest inventory of potential careers.
Careeronestep.org
3. Students will choose two careers from their interest inventory results and compare and contrast using a Venn Diagram and/or chart.
4. Students will write a brief summary of what their potential career choice should be and why based on their Venn Diagram and/or chart.

DIFFERENTIATION METHODS:

Teacher reads interest inventory aloud as needed.

MATERIALS & RESOURCES:

Computer with projection display

Computers with Internet access

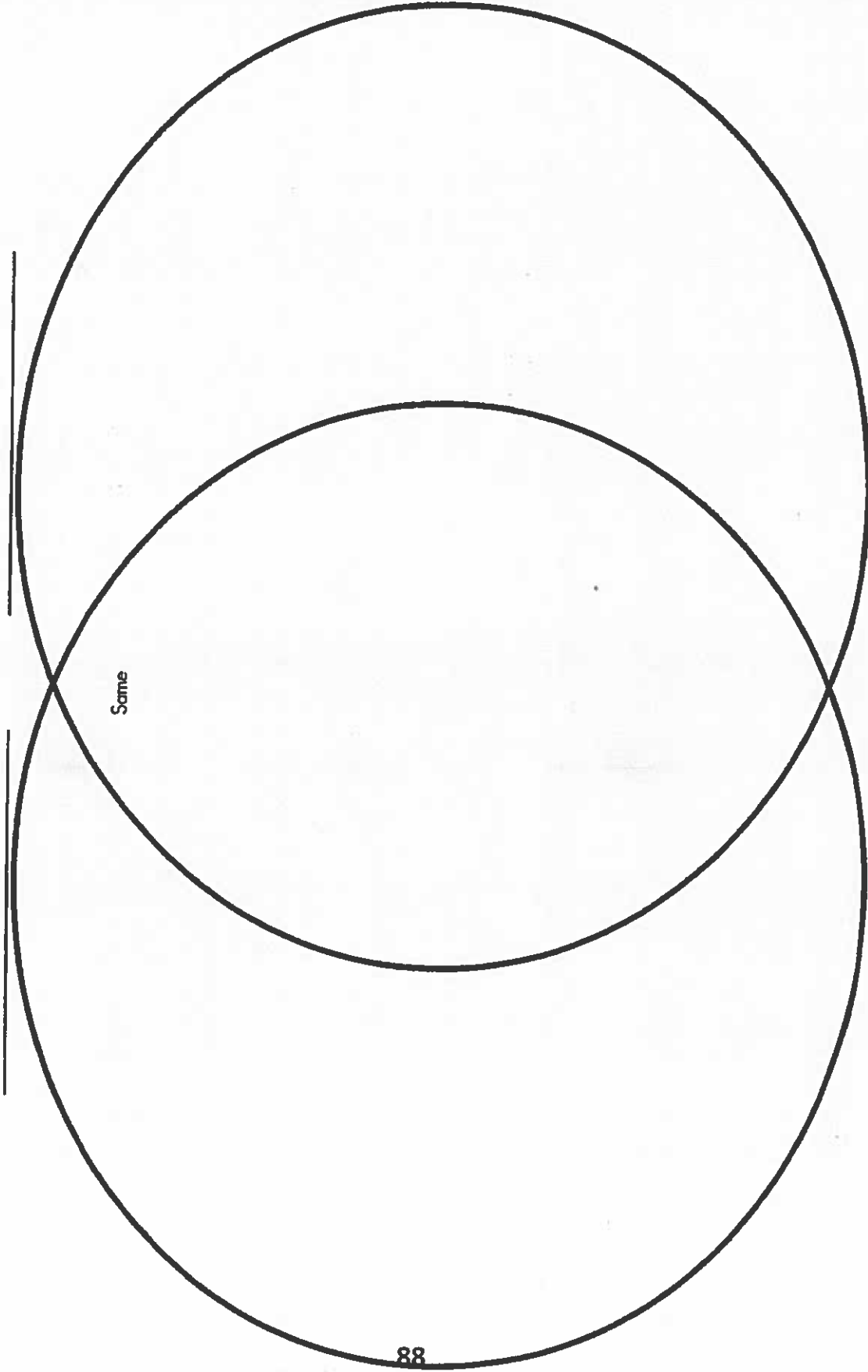
Web Address – <http://www.Careeronestep.org>

Venn Diagram and/or chart

Pencil

Name: _____

Venn Diagram





Name _____

Career Paths: Jobs I like

	Career	
	Outlook (how many jobs in the future)	
	Salary (wages)	
	Education needed	
	Job Description	
	What I like about this career	