

Kindergarten Term 2: CIVICS/ECON

Essential Question: How do I choose the right job for me?		
<p>Purpose: Students will be introduced to a variety of jobs people do, the steps people follow to accomplish their jobs, and how all kinds of workers contribute to the community.</p>		
Day	Activities	Resources
Day 1	<p>Read Aloud Purpose: The purpose of this read aloud is to expose students to different types of jobs and to critically think about the different types of skills and tools needed to perform various jobs successfully.</p> <p>As you read, keep track of the jobs that you come across in the book. This can be done on a T-chart. Keep track of stopping points where you can stop and note the skills and tools needed for the job. On one side, list the jobs, and on the other list the tools/clothing (nouns) that are used to do this job.</p>	<p><i>Clothesline Clues to the Jobs People Do</i> by Deborah Hembrook and Kathryn Heling</p> <p>Another optional text to explore different jobs is <u>Community Helpers</u> from Reading A to Z.</p> <p>MyWorld, Chapter 3: Lesson 3</p>
Day 2	<p>Read Aloud Purpose: The purpose of this read aloud is to gain an understanding of what it is like to be a firefighter. Students will discover what tools/equipment are necessary to be a firefighter and also discuss what type of person you need to be in order to be successful at being a firefighter. Skills may need to be inferred.</p> <p>After reading the book, students can:</p> <ul style="list-style-type: none"> ● Draw and label the tools that a firefighter needs to do his/her job. ● Write about the traits needed to be a firefighter. ● Write about the responsibilities of a firefighter. 	<p><i>My Mom is a Firefighter</i> by Lois Grambling</p> <p>Video Resource: Imagine that: I want to be a firefighter</p>
Day 3	<p>Students will answer the question: Why do people work? Draw a picture of someone doing their job. Share responses. Sing the song: "Lots of Jobs."(HMH) Engage in "Bella the Builder" Quest activity. (HMH) Students will answer the question: Why do people work? Introduce the concept of needs and wants with this video. Using an anchor chart, have the students make a list of what things are needs and what things are wants.</p>	<p>MyWorld, Chapter 3: Lesson 1</p> <p>Job Card (optional)</p>
Day 4	<p>Today students will take a virtual field trip to a farm. While watching the video, students should be thinking about what the farmer needs to care for his/ her farm animals. Next, complete the farmer needs/ wants sorting activity. Have students complete the writing/oral language activity providing justification for their ideas. Ex: The farmer needs <u>hay to feed the farm animals.</u></p>	<p>Virtual field trip to a farm</p> <p>Needs/ wants sorting activity.</p> <p>Writing/oral language</p>

Day 5	Connection to Self: Have students create a self-portrait. In the self portrait, have students include three things they need (shoes, clothes, food, etc) and one thing that they would want. Have students share their portraits with their classmates, explaining/providing justification for their choices.	
Competencies Scored	Teachers should develop success criteria for the week. An example of some success criteria: <ul style="list-style-type: none">● I can differentiate between a want and a need. (Economics)● I can justify my economic choices (Economics)● I can describe the roles and responsibilities of the members of my school community (Civics)● I can describe my roles and responsibilities in the communities that I am a part of (Civics)● I can describe the importance of communities working together (Civics)	