

Unit #2 Title: What Work Do Adults Do In Our Community?

Lesson Title: All Around the Neighborhood – Part 3

Lesson 3 of 3

Grade Level: 2

Length of Lesson: 30 minute

Mississippi College and Career Readiness Standard:

W 2.1, W.2.5, W.2.8, SL.2.1, SL.2.1A, SL.2.1B, SL.2.2, SL.2.3, SL.2.4, SL.2.6, L.2.1, L 2.6

American School Counselor Association (ASCA) Mindsets and Behaviors:

M 2, M 5, M 6

B-LS.1, B-LS.3, B-LS.4, B-LS.9

B-SS.1, B-SS.6, B-SS.7, B-SS.8, B-SS.9

Materials (include activity sheets and/ or supporting resources)

Worker Silhouettes Activity Sheets completed by each student in Lesson 2.

Writing paper for narrative description of workers

Map completed in Lesson 1

Enduring Life Skill(s)

	Perseverance		Integrity		Problem Solving
	Courage	X	Compassion	X	Tolerance
X	Respect		Goal Setting		

Lesson Measurable Learning Objective:

The student will identify and compare the roles and responsibilities of two workers (jobs) in their community.

The student will identify and compare skills of two workers (jobs) in their community.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals and objectives.

Assessment can be question answer, performance activity, etc.

The student will illustrate the roles, responsibilities, and skills of community members and write a paragraph that summarizes the importance of those roles, responsibilities, and skills.

Lesson Preparation

Essential Questions:

How do a person’s skills impact his/her roles and responsibilities in the community?

Engagement (Hook):

Arrive in classroom with magnifying glass; search classroom as if looking for clues. Post map created in Lesson 1.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<ol style="list-style-type: none"> 1. Return the completed silhouettes and give writing paper to the students. Tell them that the next step in the investigation of workers is to write descriptions of the community workers. 2. Guide students in writing a brief narrative explaining the importance of this community worker’s roles, responsibilities, and skills. 3. In groups of 6 (ideally, each student will represent one career path), ask students to verbally present their silhouettes. The presentation may be to the entire class or to small groups. Use the community map to help students identify where the workers work. Consider displaying the map and the silhouettes using yarn to connect the workers with their work sites. 4. When all other activities are completed, bind the completed <i>Worker Silhouettes</i> and narrative descriptions into a classroom book: <i>Important Discoveries – The Importance of Workers’ Roles, Responsibilities, and Skills</i>. Compliment the students on the thoroughness of their investigative work about community workers. 	<ol style="list-style-type: none"> 1. Working independently, students review the characteristics of their community worker and prepare to write their narratives. 2. Students write a narrative including the importance of their community worker’s role, responsibilities and skills. 3. Students use a 2-minute (friendly) persuasive argument to introduce the importance of their community worker to the class. 4. Students work with the students in their small groups to organize their silhouettes and narratives in preparation for binding all silhouettes and narratives into a classroom book.

Teacher Follow-Up Activities

Work with teachers to post the silhouettes and narrative descriptions. This would be an excellent display for the business and community appreciation day if the school sponsors such an event – if not, consider initiating one.

Counselor reflection notes (completed after the lesson)