

**Unit #2 Title:** What Do Adults Do When They Go to Work?

**Grade Level:** K

**Number of lessons in the Unit:** 3

**Time Required:** 90 minutes total (30 minutes for each lesson)

**Lesson Titles:**

Lesson 1: “Career Investigators” – Jobs of Family Members (Part 1)

Materials/Special Preparations Required:

Counselor Materials

Oversized magnifying glass (paper or real)

*Tool Box: A Collection of Tools that Workers Use*

Lesson 2: “Career Investigators” – Jobs of Family Members (Part 2)

Materials/Special Preparations Required:

Student Materials

*Parent Letter/Family Member Job Role and Responsibilities Activity Sheet*

*Magnifying Glass Activity Sheet*, classroom quantities

Markers/crayons

Counselor Materials

Oversized magnifying glass (paper or real)

*Tool Box: A Collection of Tools that Workers Use*

Lesson 3: “Career Investigators” – Jobs of Family Members (Part 3)

Materials/Special Preparations Required:

Completed parent interview and *Magnifying Glass Activity Sheets*

(These were sent home with the students after the last guidance lesson. If they were not a part of the last guidance lesson, the activity sheets will be sent home at least a week prior to this lesson to give time for completion of interviews and return of the activity sheets)

Oversized magnifying glass (paper or real)

**Mississippi College and Career Readiness Standard:**

SL.K.1, SL.K.1b, SL.K.5, SL.K.6, L.K.5c, W.K.3

**American School Counselor Association (ASCA) Mindsets and Behaviors:**

M 2, M 4, M 6,

B-LS.1, B-LS.2, B-LS.6, B-LS.7, B-SM.8, B-LS.9,

B-SM.10, B-SM.4, B-SM.5, B-SM.7, B-SM.8,

B-SS.1, B-SS.2, B-SS.3, B-SS.4, B-SS.5, B-SS.6

**Other Resources:**

<https://www.pinterest.com/pin/287597126178255525/>

Whose Tools Are These?: A Look at Tools Workers Use - Big, Sharp, and Smooth  
(Whose Is It... by Sharon Katz Cooper)

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

<http://bkflix.grolier.com/r#>

**Unit Essential Questions**

What is work?

**Unit Measurable Learning Objectives**

The student will identify three roles and responsibilities of a family member's job.

The student will identify three skills a family member uses in his/her job.

**Unit Instructional Strategies/Instructional Activities:**

Direct (Guided & Shared-Reading, Listening, Viewing, Thinking)

Indirect

Experiential

Independent Study

Interactive Instruction (Discussion, Problem-Solving, Interviewing)

**Unit Summative 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 draw pictures of family members or other adults at work. The student will complete an Activity Sheet with parents listing the skills family members use for their jobs.

**Brief Summary of Unit:**

An important feature of this unit is the investigation of the world of work. Students will explore the work done by family members or other adults. Students will learn about roles, responsibilities, and skills during the lessons for the unit.

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

Students will have some knowledge of what family members or other adults do at work.

Vocabulary:

Work, Workers