



Career Lesson Plan

Developed by Four Compact Teacher Academy: Star, Jake, and Alex

GRADE: 2ND

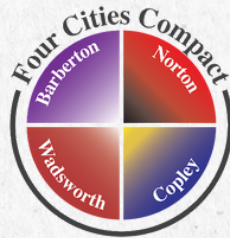
SUBJECT: READING

LESSON TOPIC: LEARNING AND DISCUSSING NEW OCCUPATIONS

LEARNING *objectives*

CCSS.ELA-LITERACY.RI.2.7- Explain how specific images contribute to and clarify a text.

- I can understand the connections between the illustrations and occupations.
I can create ideas through research to evaluate my future goals



MATERIALS *needed*

- NOTEBOOK PAPER
- PENCIL
- HAND HELD HAT CUT OUTS

HOOK/ *intro*

- INTRODUCE YOURSELF TO THE CLASS AND LET THEM KNOW YOUR NAME, SCHOOL, AND THE COMPACT YOU'RE APART OF.
- THEN ASK THE KIDS TO GET OUT NOTEBOOK PAPER AND WRITE DOWN ANY JOBS THEY KNOW OF (BEING SURE TO STAR ONE THEY DISLIKE OR DON'T KNOW MUCH ABOUT).

LESSON *structure*

- ONCE INTRODUCTION ARE DONE, ASK STUDENTS FOR VOLUNTEERS FOR THE READING TO STAND UP IN FRONT OF THE CLASS AND REENACT EACH HAT MENTIONED THROUGHOUT THE BOOK. (EX. A FUNNY POSE WITH YOUR HAT)
- ONCE VOLUNTEERS ARE CHOSEN, GATHER AROUND THE CARPET/GATHERING AREA AND HAVE ONE PERSON READ THE BOOK WHILE THE OTHERS ASK QUESTIONS AND MAKE SURE STUDENTS STAY ON TASK THROUGHOUT THE BOOK (QUESTIONS IN THE BOX BELOW)

LESSON *Assessment*

- AFTER READING, HAVE STUDENTS GO BACK TO THEIR TABLES AND LOOK BACK AT THE LIST THEY CREATED EARLIER AND LOCATE THE CAREER THEY STARRED. FROM WHAT THEY DISCUSSED DURING THE READING THEY WILL WRITE DOWN WHAT THEY LEARNED, OR FOUND SURPRISINGLY INTERESTING ABOUT THAT CAREER.
(OR ANOTHER IF NOT MENTIONED)
- ONCE THEY GET A COUPLE MINUTES TO WRITE DOWN THEIR FINDINGS, DISCUSS WITH THE GROUP WHAT THEY WROTE AND CLOSE WITH MENTIONING THE BOOKS ONCE MORE AS GIFTS (IF PERMITTED PASS THEM OUT AS THEY ARE TALKING, IF NOT GIVE THEM TO TEACHER).

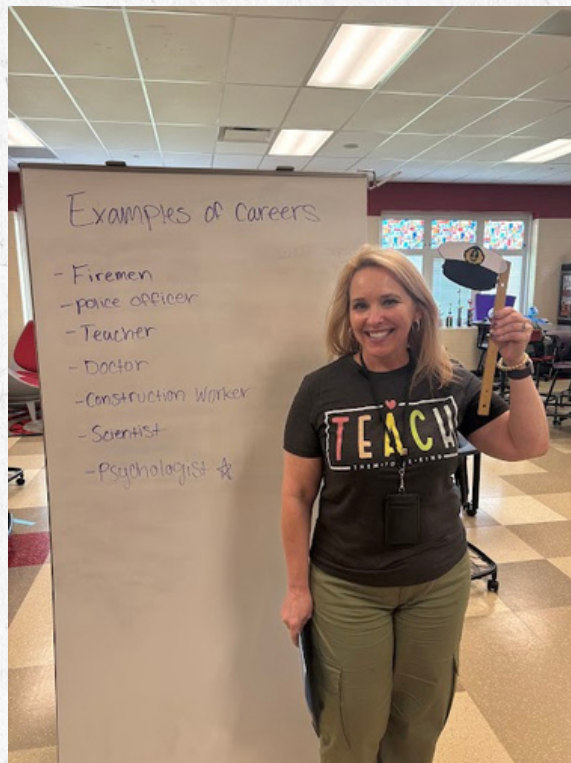
QUESTIONS *& Notes*

PAGE 14- THEY VAGUELY MENTION PEOPLE WHO OWN THEIR OWN BUSINESS; ELABORATE ON THE JOB TITLE "ENTREPRENEUR" AND EXPLAIN WHAT IT IS.

PAGE 15- NOTE THAT THE VET COULD ALSO COUNT AS A DOCTOR SINCE THEY ARE ANIMALS WORKING ON OTHER ANIMALS! A FUNNY AND EDUCATIONAL NOTE AND ONE MORE OCCUPATION TO DISCUSS!

PAGE 21- LEARNING LANGUAGES CREATES MANY OPPORTUNITIES! DEPENDING ON WHAT YOU ANYWHERE! CAN EVEN BECOME A TRANSLATOR.

-PAGE 26- ASK IF ANYONE KNOWS WHAT AN INVESTOR IS THEN ELABORATE ON WHO AND WHAT THEY DO BASED UPON THE ANSWERS RECEIVED



THERE'S A HAT FOR THAT

LESSON PLAN



Subject: There's a Hat for That

2nd grade

Unit: CCSS.ELA-LITERACY.RL.2.7

Objective:

Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.



Materials & Resources

- There's a Hat for That by Dr. Kevin J. Fleming
- Worksheet
- Coloring utensils

I Can statements

- I can use illustrations from the text to demonstrate understanding of my chosen careers.
- I can use ideas from the reading to complete my career worksheet.

Instructional Sequence

- **Hook/Discussion: What's your favorite breakfast food?**
 - Do you have more than one favorite?
 - Has it changed?
 - Does anyone have a food allergy? Would that change what foods you'll be able to eat?
 - In life we may find that we want to change jobs, and that's okay. You may wear many different hats.
- **Read the book There's a Hat for That**
 - Ask throughout reading if the students want to do that career.
 - Let students know it's okay to raise their hand more than once
- **Pass out worksheets**



Reading Questions and Stopping Points

Questions and stopping points:

- **“Will I find a job with a hat just for me?”**
- **Chef page, point to the book when publishing a book is mentioned**
- **What’s a “trade” what do they do?**
- **What’s an architect?**
- **Mathematician page: “Do we have any future math teachers here?” If yes, ask someone what’s 5+5. If no, ask anyway and say they’d be a good math teacher**
- **Vet page: “raise your hand if you love animals” → “you might make a very good vet then!”**
- **Park ranger/ beekeeper: say beekeeper**
- **Captain page: “Ooooooh who loves the ocean?” → “Could you see yourself as a captain?”**
- **On the translator page: ask “who can say hello in spanish? Who can say hello in french? Who can say hello in any other language?”**
- **Cosmetology page: Ask students “what do you call someone who does hair and makeup?” → Cosmetologist**

Name: _____

Choose Your Hats!

First: Choose two jobs you may want to have when you grow up

Then: Draw yourself as one of those jobs

Your job:

Job 1: _____

What does this job do?

Give 2 reasons why you want to have this job:

Job 2: _____

What does this job do?

Give 2 reasons why you want to have this job:

