

## Careers Curriculum: Picture Book Exploration

**Book Title:** *What Do Grown-ups Do All Day* by Virginie Morand & *100 Things To be When You Grow Up* by National Geographic Kids

<p><b>Materials Needed:</b> Picture book, whiteboard and pens, Categories sheet, paper, pens, and Company Wheel sheet.</p>	
<p><b>Question:</b> How can we as evolving employees solve some of the world's problems?</p>	<p><b>Grade:</b> 4-7</p>
<p><b>Big Idea:</b> Communities include many different roles and require many different skills.</p>	<p><b>First Peoples Principles:</b> Learning is holistic, reflective, reflexive, experiential, and relational.</p>
<p><b>Lesson Ideas:</b></p> <p><u><b>Day 1</b></u></p> <p>Step 1:</p> <ul style="list-style-type: none"> <li>• Read aloud- read <i>What Do Grown-ups Do All Day?</i> By Virginie Morgand to your class.</li> <li>• Notice with your class how they categorize the field area and the jobs within each. You could choose one page to look at each day or read through the entire book. Then talk about other places that we all go and the jobs that are located within those locations, ex. The ferry.</li> </ul> <p>Step 2:</p> <ul style="list-style-type: none"> <li>• Think-Pair-Share: Have each student consider a place that they like to go, a task they like to do or a hobby they enjoy. Have students think about this for 5 min and then share their ideas with a partner. Once they have shared, get the students to choose one job, activity, hobby, place that they would like to think about a bit more. Students may want to use the "<i>100 Things To be When You Grow Up</i>" to help them brainstorm.</li> </ul> <p>Step 3:</p> <ul style="list-style-type: none"> <li>• Students will now consider this hobby, job, activity, place and create a Company/Job Wheel. Students will consider their job or place and write down all the jobs that exist around this job or activity. They will write one job in each of the spoke spaces. Ex. If I liked the ferry, jobs found there</li> </ul>	

are: Captain, vehicle guides, booth sales assistants, chef, custodians, chief steward officers, etc.

### **Day 2:**

#### Step 1:

- Students will come to class and share out on their job wheels.

#### Step 2:

- Students will now get into groups of 4-5 based on a job category of interest. Please refer to the Categories sheet attached. You might want to write them down on the board and have the students choose one privately.

#### Step 3:

- Once in their groups they will have a large piece of paper and some pens and they will write down all the jobs related to this category. Ex. Hands on jobs: Carpenter, masseuse, drummer, electrician, etc.

#### Step 4:

- Once they have their jobs written down, you could hang these or leave them on a table and have the class do a gallery walk or change tables twice and have the students help add to the jobs within the categories.

#### Step 5:

- Students will now go back to their original table and they will all be given a problem. You can create your own problem or use this one: **“There has been a large earthquake, how can your team help your immediate community”**. Students will need to look at their jobs list sheet. They will need to choose a job and as a group, brainstorm what skills they have within their job. Ex. If I am a carpenter, I can build shelters. We will pretend that they have their tools etc there to help. As a team, they will each create a one pager that shows how they will support their community with their skills from their profession.

### **Day 3**

#### Step 1:

- Students will present their jobs and skills to the class and how they will support the community.

**Extension:**

- Groups may use technology to create their presentation.
- Community members may come in and listen to how these students will support the community.
- Students can record their thinking for their portfolios.

# Jobs within a Field of Work

Name: \_\_\_\_\_

How is a workplace connected? Who all contributes to make the workplace run?



## **Career Categories**

**Desk Jobs**

**Technology Jobs**

**Hands on Jobs**

**Jobs Helping People**

**Jobs with Living Things**

**Jobs Outside**

**Jobs where you work by yourself**

## One-Pager

A One-Pager is a creative response to your learning experience. It allows you to respond imaginatively while being brief and concise in making connections between words and images. We think about what we see and read differently when we are asked to do something with what we have seen or read. We learn best when we create our own ideas. Your personal thinking about what you have experienced should be understood by the audience that views the One-Pager.

### Follow this format for your One-Pager.

- Use unlined white paper.
- Title the One-Pager appropriately to reflect the content.
- Use colored pens, pencils, or markers. The more visually appealing it is the more your peers will learn.
- Fill the entire page.
- Be purposeful about the arrangement of your One-Pager. For example, have a reason for using a certain color or for placing an object in a certain place.
- Write two quotations from the reading or activity. Use the proper grammatical format.
- Use three visual images, either drawn or cut out from magazines, to create a central focus to your page. If you use a computer image, personalize it to make it your own.
- Place five essential vocabulary words/phrases around the images. These terms/words/phrases should express the main ideas, your impressions, feelings, or thoughts about what you have seen or read.
- Write the main idea of the reading.
- Write two Costa's Level 2 or 3 questions and answer them.
- Put a symbolic colored border around the edges of the page.
- Write your name on the back.

# Student Sample One-Pager

**Thomson** v. **Bohr**

**electrons**

**protons**

**nucleus**

**orbit**

**charges**

**Atoms**

**positive**

**What is the modern day model of Thomson's Plum Pudding model, how about Bohr's model? The Plum Pudding model is like a chocolate chip cookie and Bohr's model resembles the orbit of planets around the sun.**

**"No, no, you're not thinking; you're just being logical."**

**How did Bohr think that the electrons were in orbits? He said that the electric force that attracts negatively charged electrons to the positively charged nucleus.**

**"To the electron, may it never be of any use!"**

Bohr and Thomson, in my opinion, were the two scientists that together made the first model most similar to the model we use today of an atom. Bohr, using Thomson's previous discoveries of the negatively charged electrons, determined that electrons were on orbits outside of the nucleus. The model that Bohr created is called the Planetary Model. His model has now been replaced with the Mechanical Wave Model.