

**Learning/Careers Lesson Plan**  
**Kindergarten (May 2007)**  
**Anny Kenney, Jefferson Elementary School Counselor**

**1. Developmental Level:** Kindergarten

**2. Goals:**

- **American School Counselor Association (ASCA) Academic Development Standard A:** Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.
- **American School Counselor Association (ASCA) Career Development Standard A:** Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

**3. ASCA Objectives:**

- **A:A1: Improve Academic Self-Concept**
  - (A:A1.2) – Display a positive interest in learning.
  - (A:A1.4) – Accept mistakes as essential to the learning process.
- **C:A1: Develop Career Awareness**
  - (C:A1.2) – Learn about the variety of traditional and nontraditional occupations.
  - (C:A1.3) – Develop an awareness of personal abilities, skills, interests, and motivations.

**4. QCC/GPS Objectives:**

- **QCC: Grade K Guidance. Strand B. Educational and Occupational Exploration. Topic: Awareness of the relationship between work and learning.**
  - Describe the importance of preparing for occupations.
  - Demonstrate an understanding of the importance of practice, effort, and learning.
  - Describe how current learning relates to work.
  - Describe how one's role as a student is like that of an adult worker.

- **QCC: Grade K Guidance. Strand B. Educational and Occupational Exploration. Topic: Skills to understand and use career information.**
  - Describe work of family members, school personnel, and community workers.
  - Describe jobs that are present in the local community.
  
- **QCC: Grade K Character Education. Strand/Topic: Respect for Self. Standard: Self-Esteem: Pride and belief in oneself and in achievement of one's potential.**
  - 14.1 – Knowledge: learning, understanding, awareness.
  
- **QCC: Grade K Character Education. Strand/Topic: Respect for Self. Standard: Work Ethic: Belief that work is good and that everyone who can, should work.**
  - 15.5 – Diligence: attentiveness; persistence; perseverance.
  - 15.7 – Productivity: supporting one's self, contributing to society.
  
- **GPS: ELAKR1f – The student demonstrates knowledge of concepts of print. The student**
  - Begins to understand that punctuation and capitalization are used in all written sentences.
  
- **GPS: ELAKR6a – The student gains meaning from orally presented text. The student**
  - Listens to and reads a variety of literary (e.g., short stories, poems) and informational texts and materials to gain knowledge and for pleasure.
  
- **GPS: ELAKR6g – The student gains meaning from orally presented text. The student**
  - Connects life experiences to read-aloud text.

- **GPS: ELAKW1b – The student begins to understand the principles of writing. The student**
  - Uses drawings, letters, and phonetically spelled words to create meaning.
- **GPS: ELAKW1d – The student begins to understand the principles of writing. The student**
  - Uses left-to-right pattern of writing.
- **GPS: ELAKW1e – The student begins to understand the principles of writing. The student**
  - Begins to use capitalization at the beginning of sentences and punctuation (periods and question marks) at the end of sentences.
- **GPS: SSKE1 – The student will describe the *work* that people do (police officer, firefighter, soldier, mail carrier, baker, farmer, doctor, and teacher).**

**5. Integration Suggestion:** This activity could be used as a writing topic during writing time or in conjunction with a social studies lesson on community helpers and work.

**6. Essential Questions:**

- What is learning?
- What job would you like to learn how to do?

**7. Materials:** Maybe You Should Fly a Jet! Maybe You Should be a Vet! by Theo LeSieg, props representing an assortment of careers (including those for police officer, firefighter, soldier, mail carrier, baker, farmer, doctor, and teacher), What job would you like to learn how to do? worksheet (see end of document), crayons, and pencils.

**8. Directions for the Activity:**

- Introduce the lesson by discussing the Core Essentials word for May, *learning* – *spending the time it takes to find out what you need to know.*

- Read the book Maybe You Should Fly a Jet! Maybe You Should be a Vet! by Theo LeSieg to students.
- Discuss the various jobs mentioned in the book and how they must learn how to do their jobs.
- Present props one at a time to students. Explain that each thing represents a job in which people use it. The props can represent more than one occupation. Let students suggest jobs that use those items to do their work.
- Focus on local area careers and those of family and school-related. Make the link between current learning and careers later in life.
- Have the students complete the What job would you like to learn how to do? worksheet (see end of document) and write about and illustrate what they want to learn to be when they grow up. Collect papers from students and place in guidance and counseling folders to follow them through school.

**9. Time Needed:** 30 minutes

**10. Modifications:**

- **Other grade levels:** Middle and high school students can research different occupations using GCIS or other websites and report their findings to the class.
- **EIP/ELL:** Students can work in a small group and act out the careers they would like to have using the props.
- **Gifted:** Students can research a career of their choice using the internet (GCIS, OOH, etc.), dress up as their chosen occupation, and present their findings during their literacy block.

Name

Date

What job would you like to learn to do?

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line, repeated seven times.

Draw a picture the job you want to learn how to do here.

A large rectangular box with a thick black border, intended for drawing a picture related to the job mentioned in the text above.