McKeesport Area School District
K-5 Career Readiness Lesson Plans

Career Focused Lessons
Third Grade
### GRADE LEVEL / COURSE:
Third Grade Social Studies

### UNIT TITLE:
Finding My Place in the Community

### LESSON TITLE:
What I Want to be When I Grow Up

### DURATION:
30 minutes

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<th>CAREER EDUCATION &amp; WORK STANDARDS ADDRESSED (Highlight all that apply)</th>
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**OBJECTIVE**
The goal of the unit; a subsequent measure of the student’s performance

**Goal:** Finding my place in the community.
**Objective:** Students will write a response to the question “What do you want to be when I grow up?” They will cite 3 reasons why they chose that career and represent it with a picture or collage.

**ESSENTIAL QUESTION**
Question specifically linked to Big Ideas that frame student inquiry and promote creative and critical thinking

**Big Idea:** Finding My Place in the Community

**Essential Question:** Where do I fit in?
What will my future career be?

**VOCABULARY**
Tier 3 words & language specific to career and work

- Career
- Professional
- Interests

**INSTRUCTIONAL PROCEDURES:**
Steps of executing the lesson

1. Discussion about possible careers, brainstorming, and charting of answers.
2. Students will choose a career that reflects their career interests and answer the prompt
3. Students will create a collage or drawing based upon their professional career choice
4. Class will share our their finished product

**DIFFERENTIATION METHODS:**
Lesson modifications that address specific needs of other student populations such as ELL, IEP, GIEP

**(IEP/ ELL)** Provide pictures of occupations to help students identify careers

**(GIEP)** Students will research local companies that would be hiring for their specific career choice
MATERIALS & RESOURCES:
Items, links and other materials used to support the lesson

- Writing Prompt
- Newspapers/magazines
- Scissors/glue
When I Grow Up
Writing Prompt

Created by: Andrea Ho @ Cheers To School
When I grow up, I want to be a ________________________________

because ________________________________

________________________

________________________

________________________

________________________
What do you want to be when you grow up? Why? Give at least 3 reasons. Draw a picture below.
When I grow up, I want to be a _____________________
# McKeesport Area School District
## 339 Lesson Plan

**GRADE LEVEL / COURSE:** 3rd grade - Social Studies

**UNIT TITLE** (Grades K-5 Only): Finding My Place in the Community

**LESSON TITLE:** Career Interest Inventory

**DURATION:** 20-30 minutes

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**OBJECTIVE**

Students will identify their interests and learn to relate their interests and abilities to possible career choices by completing an inventory from a list of 6 different categories with 6 interests in each.
**ESSENTIAL QUESTION**

What interests and abilities do I possess that will help me explore different career paths and opportunities?

What interests and abilities do I possess that will help me identify a career path?

**VOCABULARY**

- Interest
- Inventory
- Ability
- Career
- Choices

**INSTRUCTIONAL PROCEDURES:**

Intro- Learning about yourself is the most important step in the search for a job or career. A career interest inventory helps you relate your interest and abilities to career choices.

Discuss- What are your personal interests? Likes and Dislikes? (Can make a list)
- environment, team vs. individual, education level, type of schedule...etc...

Complete- The Inventory (attached). Have students see which category they scored highest in and brainstorm a few jobs that might go with what they scored.

**DIFFERENTIATION METHODS:**

Use the pictorial version of the inventory
Break it down by using circles instead of tally marks
Make sure to incorporate multiple learning styles by using auditory, kinesthetic, and visual

**MATERIALS & RESOURCES:**

- Career interest inventory list
- Dry erase board or plain sheet of paper
- Marker, eraser, pencil
Career Interest Inventory -- Pictorial Version

Learning about yourself is the most important step in your search for a job or career. A Career Interest Inventory helps you relate your interests and abilities to career choices. The following survey will link your career interests to related high school courses.

Step 1: Mark the items within each category that describe you.  
Step 2: Total the number of items checked for each category.

Realistic: The Doer

☐ Play Sports  ☐ Care for pets  ☐ Build Things  ☐ Lawn/garden  ☐ Work outdoors  ☐ Read plans

Total Checked

Investigative: The Thinker

☐ Use computers  ☐ Read  ☐ Do math  ☐ Work alone  ☐ Research  ☐ Ask questions

Total Checked

Artistic: The Creator

☐ Paint, draw  ☐ Take pictures  ☐ Sing, Play music  ☐ Arrange flowers  ☐ Make things  ☐ Decorate

Total Checked

Student Name
Grade
School
School Year

© by Shasta Twenty-first Century Career Connections

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Social: The Helper

☐ Serve people food  ☐ Work with children  ☐ Friendly  ☐ Work with older people  ☐ Help people  ☐ Work on a team

Total Checked

Enterprising: The Persuader

☐ Talk with people  ☐ Sell things  ☐ Plan parties  ☐ Persuade people  ☐ Lead a group  ☐ Run a business

Total Checked

Conventional: The Organizer

☐ File  ☐ Sort  ☐ Cashier  ☐ Data Entry  ☐ Keep records  ☐ Follow a plan

Total Checked

Which set of pictures do you enjoy the most?

☐ Realistic - the Doer  ☐ Social - The Helper
☐ Investigative - the Thinker  ☐ Enterprising - the Persuader
☐ Artistic - the Creator  ☐ Conventional - the Organizer
Interest Inventory for __________________________ Date: __________

Please help me find out more about your likes and dislikes by taking some time to answer the following questions. Thank you.

1. How old are you? _____ What grade are you in? __________________________

2. Do you like school? _____ Why or Why not? __________________________

3. What subject(s) do you like best in school? __________________________

4. What books have you enjoyed reading? __________________________

5. What kind of books would you like to read in the future? __________________________

6. Do you like to play sports? ______

   What sports do you like to play? __________________________

7. What do you like to do at recess? __________________________

8. Do you like to play games (Monopoly, Sorry, card games, etc.)? ______

   What games do you like to play? __________________________

9. What do you do when you are at home? __________________________

10. What do you like best about your home? __________________________

11. Do you like to watch T. V.? ______

    What is/are your favorite T. V. Show(s)? __________________________

12. Do you like to listen to music? _____ Do you like to sing? ______

    What is your favorite song(s)? __________________________

13. What do you like to eat? __________________________

    Where do you like to go eat (restaurant)? __________________________
How often do you go out to eat?

14. What do you like to do with your friends after school?

15. What do you like to do on the weekend?

16. What do you like to do with your family?

17. What things in life bother you most?

18. Who is your favorite person? Why?

19. Who do you think is the greatest person? Why?

20. What kind of person would you like to be when you are older?
McKeesport Area School District
339 Lesson Plan

GRADE LEVEL / COURSE: 3rd Grade

UNIT TITLE: Finding My Place in the Community

LESSON TITLE: My Strengths and Qualities

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13.3 Career Retention and Advancement

- Work Habits
- Cooperation and Teamwork
- Group Interaction
- Budgeting
- Time Management
- Workplace Changes
- Lifelong Learning

13.4 Entrepreneurship

- Risks and Rewards
- Character Traits
- Business Plan

OBJECTIVE

The students will be able to identify and create a list of at least 3 personal strengths and qualities about themselves.
**ESSENTIAL QUESTION**
What strengths and qualities do I possess that will help me explore different career paths and opportunities?
What strengths and qualities do I possess for certain jobs/careers?

**VOCABULARY**
Value: The importance, worth or usefulness of something.
Strength: A good or beneficial quality or attribute of a person or thing.
Qualities: A characteristic possessed by someone or something.

**INSTRUCTIONAL PROCEDURES:**
1. Students will brainstorm what strengths and qualities are with the teacher.
2. Students will look up and define both words.
3. Students will make a list of different strengths and qualities on worksheet provided by the teacher.
4. Student will list on a flashcard their most important strength or quality and a how they could use it in a career or a job that would be connected to that strength/quality.

**DIFFERENTIATION METHODS:**
ELL: Qualities and strengths could be listed in learner's languages; definitions would be provided in learner's languages as well. Sample job list could be provided in learner's language.
IEP: Students can dictate answers, choices could be provided, definitions could be provided or have students fill in the blanks for definitions.
GIEP: Students could make up a game for strengths and qualities, students could create a poster that connects their strength/quality to a career/job using pictures or drawings and descriptions of the job with the listed strengths and qualities.

**MATERIALS & RESOURCES:**
- Board
- Dry Erase Markers
- Notecards
- Pencils
- My Strengths and Qualities worksheet
- Dictionary/ Tablet or computer with online dictionary
- Smart Board
My Strengths and Qualities

Things I'm good at:
1. ______________________
2. ______________________
3. ______________________

Challenges I have overcome
1. ______________________
2. ______________________
3. ______________________

I've helped others by:
1. ______________________
2. ______________________
3. ______________________

Things that make me unique
1. ______________________
2. ______________________
3. ______________________

What I value the most:
1. ______________________
2. ______________________
3. ______________________

Compliments I have received
1. ______________________
2. ______________________
3. ______________________

Things that make me happy:
1. ______________________
2. ______________________
3. ______________________
GRADE LEVEL / COURSE: 3rd Grade Social Studies/Finding My Place in The Community UNIT TITLE (Grades K-5 Only):

LESSON TITLE: The Me Beyond the Mirror: My School Goals

DURATION: 60 minutes

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OBJECTIVE
The goal of the unit; a subsequent measure of the student's performance
Students will able write and carry out a personal school goal and action plan.
ESSENTIAL QUESTION
Question specifically linked to Big Ideas that frame student inquiry and promote creative and critical thinking
Are you able to write and implement an action plan that will bring you success in reaching a personal school goal?

VOCABULARY
Tier 3 words & language specific to career and work
SMART – acronym
S- Specific
M- Measurable
A- Attainable
R- Realistic and Relevant
T- Time Bound

Goal
Action plan

INSTRUCTIONAL PROCEDURES:
Steps of executing the lesson
1. Discuss what a SMART goal is and what each part of the acronym means. (see poster)
2. Sort specific and nonspecific goals.
3. Create a list of school specific goals as a class. (Specific goals tell: who, when, where, why and or how)
4. Students will complete SMART graphic organizer.
5. Students will write a condense version on the goal sheet to be displayed in the classroom as a reminder of their personal school goal.

DIFFERENTIATION METHODS:
Lesson modifications that address specific needs of other student populations such as ELL, IEP, GIEP
Teacher provides a list of possible goals and action plans for a student to choose from.
Less parts of the acronym will be accepted (MART, ART....)

MATERIALS & RESOURCES:
Items, links and other materials used to support the lesson
SMART Goal Planner sheet
Goal sheet
List of specific and nonspecific goals generated by teacher to be sorted (see website)
Chart paper
www. Scholastic.com Title – Setting (Almost) SMART Goals With My Students
**S.M.A.R.T. Goal Planner**

<table>
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<th><strong>Specific</strong></th>
<th>What <strong>EXACTLY</strong> do I want to happen?</th>
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<td><strong>Measurable</strong></td>
<td>I will know I have reached my goal when...</td>
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<td><strong>Attainable</strong></td>
<td>With hard work, is it possible to reach this goal by the deadline?</td>
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<td><strong>Realistic and Relevant</strong></td>
<td>My goal is important enough for me to put a plan into action. I will follow this specific plan to reach my goal:</td>
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<td><strong>Time-Bound</strong></td>
<td>I will reach my goal by:</td>
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My SMART Goal

I will ___________________________.

by _________________. I'll reach my goal by ____________________.

My SMART Goal

I will ___________________________.

by _________________. I'll reach my goal by ____________________.
GRADE LEVEL / COURSE: Third Grade

UNIT TITLE (Grades K-5 Only): Finding My Place in the Community

LESSON TITLE: A Letter to My Future Self

DURATION: 40 minutes

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OBJECTIVE
The students will be able to identify their place in the community. They will compose a letter to their future self. The letter will identify their future profession.

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**ESSENTIAL QUESTION**
Exploring career plans (13.2.5D)
What will my future career be?

**VOCABULARY**
Profession
Future
Compose

**INSTRUCTIONAL PROCEDURES:**
The students will brainstorm a list of possible career choices that they may be interested in obtaining in the future. The children will then select one career and write a letter to their future self-stating their future career choice and reasons for their selection. They will also include motivation and advice as to why they picked their chosen profession.

**DIFFERENTIATION METHODS:**
Students that have trouble writing can draw a picture and label their career choice they have selected for their future self. They can also have the teacher scribe their thoughts.

**MATERIALS & RESOURCES:**
Web diagram
Writing paper/ Letter Format
A letter to my future self

Use the next page to write a letter to your future self. Write what you want your future "professional" self to remember, know, and think about. You might include:

- "Motivation and advice for the future me"
- "Practices and priceless ideas I hope to never forget"
- "Promises for the children, promises for me"

Fill out your letter and tuck it away for later reading or give it to your director, a peer, or a friend to mail to you in a year's time.

TIP: Print using "fit to page"!
Dear Future Me,

Much Love and Admiration,
Me

✔ My favorite motivational quote:
McKeesport Area School District
339 Lesson Plan

GRADE LEVEL / COURSE: 3rd Grade/Social Studies

UNIT TITLE (Grades K-5 Only): Finding my place in the community

LESSON TITLE: Elementary Career Awareness Through Children’s Literature

DURATION: 30 Minutes

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OBJECTIVE
The goal of the unit; a subsequent measure of the student’s performance
SWBAT identify their interests and careers that fit these interests.
Students create a list of their interests that can be used to find careers that fit these interests.
**ESSENTIAL QUESTION**
Question specifically linked to Big Ideas that frame student inquiry and promote creative and critical thinking

**Big idea- Finding My Place in the Community**
Essential Questions- What career suits me based on my interests?

**VOCABULARY**
Tier 3 words & language specific to career and work
Responsibility, Commitment, Work Ethic

**INSTRUCTIONAL PROCEDURES:**
Steps of executing the lesson
1. Read Arthur’s Pet Business.
2. Ask students to brainstorm an area in which they are currently interested
3. Students share their area of interest during a large group sharing session
4. Record student responses on board
5. Discuss list with class emphasizing the large numbers of different areas of interest

**DIFFERENTIATION METHODS:**
Lesson modifications that address specific needs of other student populations such as ELL, IEP, GIEP

ELL/IEP Provide pictures that illustrate a variety of interests and careers that fit the interests
GIEP- Students can create a PowerPoint that highlights their interests and careers that fit these interests

**MATERIALS & RESOURCES:**
Items, links and other materials used to support the lesson
Arthur’s Pet Business by Marc Brown
McKeesport Area School District
339 Lesson Plan

**GRADE LEVEL / COURSE:** Third Grade

**UNIT TITLE:** Finding My Place in the Community

**LESSON TITLE:** Career Paths: Jobs I like

**DURATION:** 40 minutes

<table>
<thead>
<tr>
<th>CAREER EDUCATION &amp; WORK STANDARDS Addressed</th>
<th>13.1 Career Awareness and Preparation</th>
<th>13.2 Career Acquisition (Getting a Job)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Highlight all that apply)</td>
<td>A. Abilities and Aptitudes</td>
<td>A. Interviewing Skills Resources</td>
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<tr>
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<td>B. Personal Interests</td>
<td>B. Career Acquisition Documents</td>
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<td>C. Non-Traditional Workplace Roles</td>
<td>C. Career Planning Portfolios</td>
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<td>D. Local Career Preparation</td>
<td>D. Career Acquisition Process</td>
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<td>Opportunities</td>
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<td>E. Career Selection Influences</td>
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**OBJECTIVES**
Students will be able to complete a career interest inventory.

Students will compare/contrast two careers using a Venn Diagram and/or chart

**ESSENTIAL QUESTION**
What is the best career choice for me based on my interests?
**VOCABULARY**
Salary
Education
Job Description
Portfolio
Occupation

**INSTRUCTIONAL PROCEDURES:**
1. Model use of on-line interest inventory web site.
2. Students will complete an on-line interest inventory of potential careers.
   Careeronestep.org
3. Students will choose two careers from their interest inventory results and compare and contrast using a Venn Diagram and/or chart.
4. Students will write a brief summary of what their potential career choice should be and why based on their Venn Diagram and/or chart.

**DIFFERENTIATION METHODS:**
Teacher reads interest inventory aloud as needed.

**MATERIALS & RESOURCES:**
Computer with projection display
Computers with Internet access
Venn Diagram and/or chart
Pencil
Career Paths: Jobs I like

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<tr>
<td>Outlook (how many jobs in the future)</td>
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<td>Salary (wages)</td>
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<tr>
<td>Education needed</td>
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<tr>
<td>Job Description</td>
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<tr>
<td>What I like about this career</td>
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