

**Title:** *Kids: I'm Gonna Be!* By Wade Hudson, illustrated by Culverson Blair (Just Us Books, Inc., East Orange, NJ, 1992.) ISBN 0-940-975-40-8)

Lesson plan developed by the Maryland Council on Economic Education

**Literature Annotation:** In this engaging book for young readers, the AFRO-BETS kids ponder what they might want to be when they grow up. Real life African-American role models are presented. A “Note to Our Readers” at the conclusion of the book includes brief descriptions of the occupations mentioned in the text.

**Grade Level:** 1-2

**Duration:** 2 thirty-minute lessons

**Economic Concepts:** workers, human resources, job skills, goods and services

**Maryland Voluntary State Curriculum (VSC)**

**Economics Standard:** Students will identify the economic principles and processes that are helpful to producers and consumers when making good decisions. (PreK-3 Standard)

4.A.2.a Identify the natural, capital and human resources used in the production of a good or service

4.A.2.b Identify examples of specialized workers in the school and community

**Reading Standard:** Students will read, comprehend, interpret, analyze, and evaluate informational text. (PreK-3 Standard)

2.A.1.a Read and recognize nonfiction materials to gain information and content knowledge

2.A.2.a Use print features

2.A.2.b Use graphic aids

2.A.3.g Recognize and use main idea and supporting details

**Objectives:**

Students will be able to:

- Identify goods and/or services provided by a variety of workers (human resources) in a community
- Describe how workers use skills in their jobs
- Identify a good and a service that they produce as a worker in the school setting

**Vocabulary:** goods, services, workers, jobs/occupations

(These occupational terms are explained in the “Notes to Our Readers” at the back of the book.)

athlete	astronaut	chemist	inventor	choreographer
composer	diplomat	publisher	physicist	public relations director
psychiatrist	architect	engineer	photographer	police commissioner
artist	newscaster	designer	politician	businessperson
writer	lawyer	professor		

**Materials:**

- Book: *Kids: I'm Gonna Be*
- Poster: "Workers Make Goods"
- Poster: "Workers Provide Services"
- Sentence strips with definitions
  - *Goods: Things that people make or grow.*
  - *Services: Actions (jobs) that people do for each other.*
- Worksheet: "Jobs I Can Do!" 1 per student
- Worksheet: "I Am a Worker at School: I Make a Good" 1 per student
- Worksheet: "I Am a Worker at School: I Provide a Service" 1 per student

**Teacher Background:**

When asked to identify the "human resources" for a particular job, typically young students name the workers. This lesson introduces the idea that human resources include the special knowledge, training, and skills that workers bring to their jobs. Knowledge of the occupations mentioned in the book would be helpful.

**Lesson Development:****Readiness**

Display the poster, "Workers Make Goods." Read aloud the title and ask the students to help you identify the things that the workers have made. Introduce the word "goods." Post the sentence strip with the definition of goods under the goods poster.

Display the poster, "Workers Provide Services." Read the title aloud and ask the students to help you identify the activities or jobs that the workers are doing in the pictures on the poster. Introduce the word "services." Post the sentence strip with the definition of services under the service poster.

**Activity 1**

With the students, brainstorm a list of jobs held by their parents and other people in the community. Review goods and services by telling how each job on the list provides a good, a service, or both. Tell the students that you will be reading a book about different workers and the goods and services that they make or provide. Read aloud the book, *Kids: I'm Gonna Be*.

**Activity 2**

Refer to the posters of workers who make goods or provide services for the community. Review the definitions of goods and services. On the board, generate a T-chart, such as the following chart of sample responses, and have the students help you to classify some of the workers from the book.

<b>Workers Who Make Goods</b>	<b>Workers Who Provide a Service</b>
A <i>chemist</i> makes new medicines.	An <i>athlete</i> entertains people who like to watch sports.
An <i>inventor</i> makes new machines.	A <i>doctor</i> helps to cure people.
A <i>music composer</i> writes new songs.	A <i>choreographer</i> teaches dancers new dance steps. (* service of entertainment)
A <i>publisher</i> makes magazines.	An <i>astronaut</i> helps people learn about space.
An <i>engineer</i> plans and builds important bridges.	A <i>police officer</i> helps protect the community.
A <i>photographer</i> takes pictures of people.	A <i>diplomat</i> helps to settle arguments.

An <i>artist</i> makes paintings.	A <i>public relations director</i> helps the movie stars get good images.
A <i>fashion designer</i> makes drawings of new clothes.	A <i>psychiatrist</i> helps people find answers to their problems.
A <i>writer</i> makes new stories for books.	A <i>newscaster</i> reports the news.
	A <i>politician</i> serves in the government.
	A <i>lawyer</i> helps people win court cases.
	A <i>teacher or professor</i> helps students to learn.

### Activity 3

Discuss with the students some of the jobs they found interesting in the text. Find the pages for some of the occupations the students mention and use the text, the illustrations, and possibly the additional information in the back of the book to help you list the qualities, talents, and/or skills needed for the job. Examples are found in the chart below.

Occupation or Job	Special Qualities, Talents, or Skills Needed
Architect	Good at drawing and constructing; artistic; creative; have to be good at measuring
Diplomat	Good talker; like to travel to other countries; work well with other people
Businessperson	Good thinker who can come up with new products, responsible; good with money; good talker who can sell or persuade

### Activity 4

Inform the students that they are workers (human resources) who use their talents and skills at jobs they do each day at school. Distribute the worksheet, “Jobs I Can Do!” Have the students identify some of the jobs they do at school by cutting and pasting three of the jobs onto their worksheet. You may want to add other jobs not pictured on the worksheet.

On the board, list some school jobs, such as the jobs on the chart below. Have the students help you tell whether the job produces a good or provides a service.

Job	Does the worker make a good?	Does the worker provide a service
Making an art project	YES	NO
Leading the class line	NO	YES
Reading a story to a classmate	NO	YES
Making a clay model of the earth	YES	NO
Helping someone with a math problem	NO	YES
Learning the Pledge of Allegiance	NO	YES
Teaching someone how to play soccer	NO	YES
Writing answers to questions	YES	NO
Drawing a picture	YES	NO

### Thoughtful Application (Assessment)

Distribute the worksheets, “I Am a Worker at School: I Make a Good,” and “I Am a Worker at School: I Provide a Service” to the students. Have the students use the ideas they have learned about goods and services to draw and label one example for each worksheet.

**Scoring Key**


<b>2 points</b>	This response identifies one correct good and one correct service that the student produces in school.
<b>1 point</b>	This response identifies one correct good or one correct service that the student produces in school.
<b>0 points</b>	Other

**Extension**

Generate a class “Yellow Pages” in which each student places an advertisement describing a job he or she is willing to do for classmates. When a student needs help, he or she can refer to the advertisements to find help from a classmate.

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

## **I Am a Worker at School: I Make a Good**



A “good” is something I can touch or hold.

When I make a \_\_\_\_\_ in school, I am making a “good.”

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

## **I Am a Worker at School: I Provide a Service**



A “service” is an activity that I do to help someone else.

When I help someone in school by \_\_\_\_\_,  
I am providing a “service.”

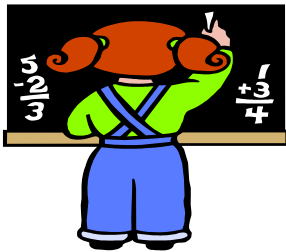
Name: \_\_\_\_\_

## Jobs I Can Do!

**Directions:** Cut and paste 3 pictures of things you can do well.



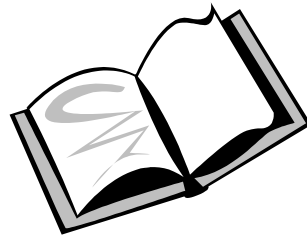
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Do Math Problems



Lead the Line



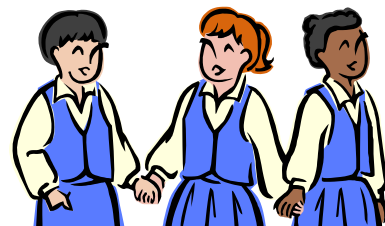
Read Books



Write or Draw

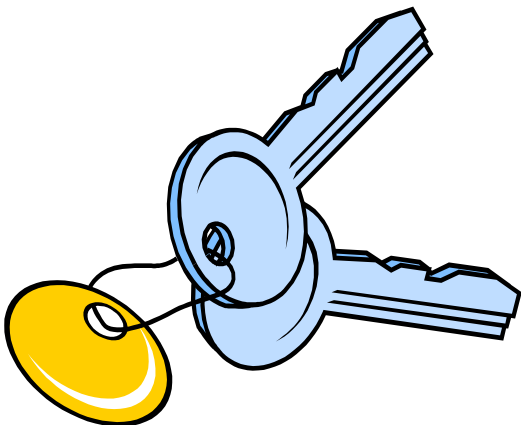
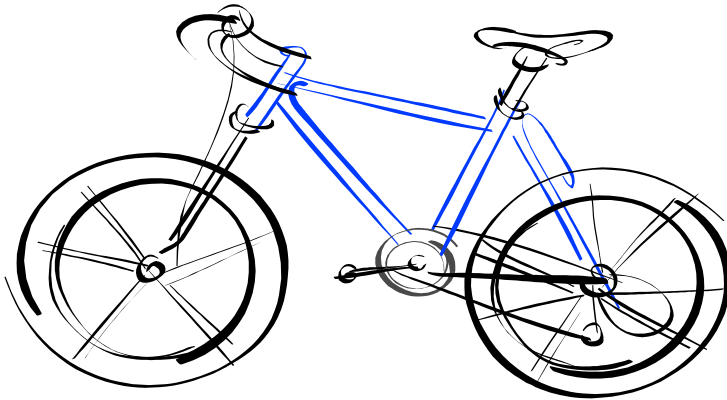
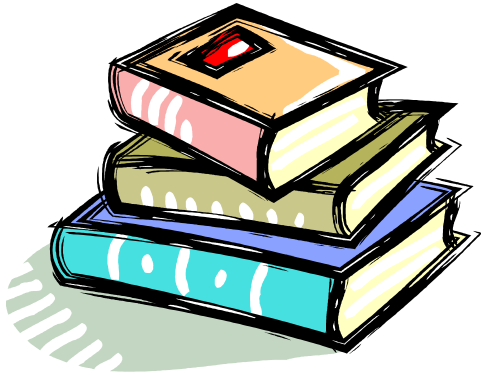


Lead the Pledge



Help Others

# Workers Make Goods



# Workers Provide Services

