

People Work by Debbie Ecker (Yellow Umbrella Books: Capstone Curriculum Publishing, 2000, ISBN 0-7368-7019-9)

Grade Level: 1

Duration: 45 minutes

Maryland Voluntary State Curriculum

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.b Describe the skills people need for their work in the home, school, and community (Grade 1)

Reading, Standard: General Reading Processes: Comprehension: Students will use a variety of strategies to understand what they read (construct meaning).

1.E.4.b Describe what is directly stated in the text (details, literal meaning) (PK-3)

Objective:

- Students will be able to identify the special jobs that people do in a community by reading a book and making a community workers chart.

Vocabulary:

Human Resources- people doing mental or physical work

Specialized worker – a worker who does a particular job or a special job

Materials:

Student Resource Sheet #1, “Community Workers Chart”

Student Resource Sheet #2, “Search for Workers”

Lesson Development:

1. **Motivation:** Generate a T-chart on the board with the term “school workers” in the left column. Have the student suggest different workers or jobs that could be added to the column (*Suggested responses: principal, teacher, custodian, lunch helper, nurse, volunteer, art teacher, etc.*)
2. Explain that all of the workers on the T-chart are called “human resources.” Post the following definition on the board.
Human resources – people doing mental or physical work
3. Use the workers on the chart as examples of human resources doing physical work (custodian, lunch helper) and mental work (teacher, principal.)
4. Explain that each of the workers listed on the “school workers” T-Chart is a worker who does a specialized job for the people at the school. Post the following definition on the board.
Specialized worker – a worker who does a particular job or a special job

5. Have the students help you to identify some of the special jobs that school workers do. Write the heading “Special Job of this Worker” at the top of the second column on the T-chart. Write examples of specialized jobs on the chart.
6. Display the book, *People Work*. Point out that the title of the book stated the main idea of the book. Take a picture walk through the book. Ask the students if the workers, the human resources, they see in the photographs are all workers in a school setting. (*No*) Ask where they might see these workers. (*These workers might be found at stores or at other places in the community.*)
7. Read aloud pages 2 and 3 in the book. Discuss some reasons why people work. (*People work to get money. People work to earn money for the things they want to buy. People like to work.*)
8. Tell the students that they will be reading the rest of the book to identify details about the kinds of specialized jobs that workers in a community do.
9. Distribute Student Resource Sheet #2, “Search for Workers.” Tell the students that they will search for workers as they read the book. They may choose any four workers to record on the web. Allow time for the students to read the book, *People Work*.
10. Generate a discussion of the text by using the following stance questions:
 - Why are all of the workers important in the community? (*global*)
 - Which jobs require the workers to be outdoors much of the time? (*developing interpretation*)
 - Which of the workers build things? (*developing interpretation*)
 - Which job would be a job that would match your interests and talents? (*personal response*)
11. Revisit the text to extend and examine meaning. Have the students reread page 5 to identify the kind of worker (*farmer*) and to identify the special jobs that a farmer does (*grows food, takes care of animals*). Have the students reread page 11 to identify the kind of worker (*plumber*) and to identify the special jobs that a plumber does (*put in pipes to carry water, fix broken pipes*).
12. Display a transparency of “Community Workers Chart,” Student Resource Sheet #1. Distribute paper copies of the chart to the students. Model for the students how to write “farmer” and “plumber” in the first column. Then model how to write a phrase to identify one special job of each worker for the second column. The students may use the book to help with spelling their ideas.
13. **Assessment:** Have the students independently complete the formative assessment for two other workers mentioned in the text. As a thoughtful application of social studies knowledge, have the students think of one additional job not mentioned in the text to add to the final row on the chart.

Community Workers Chart

Kind of Worker	Special Job of this Worker

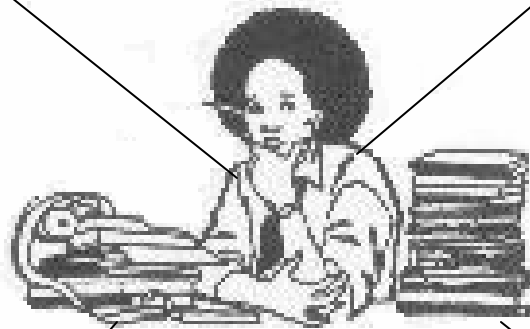
Now add another worker to the chart that is not mentioned in the book. Tell about the worker's special jobs.

--	--

Name _____

Search for Workers

As you read the book, *People Work*, find at least four workers to add to the web.



Workers are human resources.

Workers do special jobs.

Name _____