

Community Jobs by Margie Burton, Cathy French, and Tammy Jones. Benchmark Education Company, 1999 (ISBN 978-1-58344-058-2)

Literature Annotation: *Community Jobs* highlights the various occupations and associated workers that provide services to the community at large.

Grade Level: Kindergarten

Duration: 1 class session

Economic Concepts: Human Resources

Maryland 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)

Indicator:

4.A.2.a Recognize workers as human resources

4.A.2.b Describe some jobs and what is required to perform them

College and Career Ready Standards for Reading Informational Text

RI1 With prompting and support, ask and answer questions about key details in a text.

- With prompting and support, apply appropriate strategies before reading trade books
 - access prior knowledge
- With prompting and support, apply appropriate strategies to monitor understanding during reading informational text:
 - use text features and graphic aids to facilitate understanding
- With prompting and support, demonstrate understanding after reading
 - make connections

RI2 With prompting and support, identify the main topic and retell key details of a text.

RI3 With prompting and support, describe the connection between pieces of information in a text.

RI4 With prompting and support, ask and answer questions about unknown words in a text.

- With prompting and support, identify unfamiliar words
- use illustrations, to identify meaning of unknown words

Objective

Students will be able to identify jobs held by people in their community.

Vocabulary

human resource: worker; the health, strength, talents, education and skills that humans can use to produce goods and services.

Teacher Materials

Recording of “Are You Sleeping”

Sentence Strips

Resource 1: *We are Workers* (on an overhead transparency)

Resource 2: *Community Jobs* (on an overhead transparency)

Student Materials

Resource 3: *We are Workers*

Motivation

Display Resource 1: *We are Workers*. Play a music only version of “Are You Sleeping.” Sing the song to students. Play the song a second time and have students join in. After singing, ask students to brainstorm additional workers. Create a master list using an overhead projection of Resource 2.

Development

1. Introduce the vocabulary term “human resources.” Tell students that they are going to be reading about community jobs and the human resources needed to carry out the jobs. Conduct a Read-Aloud using the text *Community Jobs*.
2. After reading, refer students back to Resource 2. Ask students to add additional jobs to the list. Discuss.
3. Have students choose a partner. Distribute Resource 3: *We are Workers*. Assign each pair a different community job. Have them write a verse to the song about their assigned job. After pairs have finished, play “Are You Sleeping” and have each group sing their verse.
4. Ask students to identify the term that we can substitute for “workers.” (human resources) Have them sing their song (from Resource 3) again replacing the word “workers” with “human resources.”

Teacher Note: *Puppet faces for various community jobs are available at www.econed.org. You may wish to download the faces, color, and laminate them. Students can use them when singing their verse for the class.*

Assessment: Prepare sentence strips with sentences about each of the jobs in the book. For example, “A firefighter helps put out fires” or “A doctor helps you when you are sick.” Cut the “worker” section of the strips apart from the part of the sentence that tells how they help people. Mix the parts up and have students put them back together again in a pocket chart. Check for understanding.

We Are Workers



**We are workers, we are workers,
Yes we are! Yes we are!
Brian is a baker. Brian is a baker.
He makes bread. He makes bread.**

**We are workers, we are workers,
Yes we are! Yes we are!
Sarah is a firefighter. Sarah is a firefighter.
She puts out fires. She puts out fires.**



Source: *The Econ Song Book: Old Tunes with an Economics Twist*. Martha Hopkins, 1997. Available at www.econed.org

Community Jobs

Community Job	How They Help Us

We Are Workers

Directions: Use these verses as a model to write your own verse about a community job.

We are workers, we are workers,
Yes we are! Yes we are!
Brian is a baker. Brian is a baker.
He makes bread. He makes bread.

We are workers, we are workers,
Yes we are! Yes we are!
Sarah is a firefighter. Sarah is a firefighter.
She puts out fires. She puts out fires.

**We are workers, we are workers,
Yes we are! Yes we are!**

_____ is a _____.

_____ is a _____.
