

Dear Educator:

As a teacher, you are dedicated to helping prepare the children of our community to have bright futures. Workforce Solutions shares your desire to help students become vital assets to our community as they grow into adulthood.

Workforce Solutions is the regional public workforce system – linking employers to job candidates and people to jobs. We operate multiple community-based career offices throughout the 13-county Houston-Galveston region.

In considering the economic outlook of the region, Workforce Solutions has identified those occupations that will be in highest demand when your students enter the workforce as adults. These careers include:

- Accountant
- Chemical Plant Operator
- Computer Software Developer
- Electrician
- Environmental Engineer
- Geologist
- Police Officer
- Plumber
- Registered Nurse
- Teacher
- Radiologic Technologist
- Welder

The high demand for workers with these skills means that individuals who train for these careers can earn wages above the region's average. By exposing your students to these professions early in life, we hope to stimulate interest in these careers, which will — in turn — help those students earn good wages and contribute to the future economic growth of our region.

To support your efforts as an educator and a community leader, Workforce Solutions has developed educational materials for use in grades K-1 that focus on how careers help the community. This mini-unit can be used in conjunction with your school's career day or done in the classroom. Activities are meant to be interactive and student-focused. Each lesson includes the audience type, time allotment, level of Bloom's Taxonomy and the TEKS that apply. The mini-unit is designed to be flexible so you can use those lessons and extensions that best suit your instructional needs. We invite you to customize the mini-unit for your students.

- Lesson 1 exposes students to 12 occupations
- Lesson 2 invokes analytical skills
- Lesson 3 engages the students in creative writing
- A "School-to-Home" Connection Project extends the learning
- Small group stations help students synthesize information.

Finally, we hope you will find these materials useful and enjoy working with the content. If you would like to learn more about Workforce Solutions, please contact the nearest career office. You can access a complete list of locations on our Web site, wrksolutions.com.

We value your input and would appreciate your feedback after utilizing the mini-unit with your students. Please complete a brief evaluation of our materials at wrksolutions.com/teacherfeedback.

Kind regards,

Workforce Solutions

Lesson 1

	Kindergarten	1st Grade
TEKS:	SS: 113.11.2B, 113.11.3B, 113.11.4A, 113.11.5B, 113.11.7A, 113.11.7B, 113.11.15B ELAR: 110.11.4B, 110.11.5A, 110.11.16B	SS: 113.12.4A, 113.12.5A, 113.12.6C, 113.12.17B ELAR: 110.12.4B

Objective: Students will orally direct the teacher to explore an online interactive map to gain understanding of twelve jobs in the Houston-Galveston region.

Audience: Whole Group

Time: About 45 minutes, can be broken into multiple smaller segments

Bloom's Taxonomy: Comprehension

Materials: Blackline Master A, access to the online map at wrksolutions.com/WIGU

Instruction Considerations: Allow the children to direct you to move Harvey the Worker Bee to various sites to meet the characters in different careers. For kindergartners, they should direct you to move Harvey between locations using location words, such as left, right, above, under, far, and near first graders should use the compass rose to orally direct you to move Harvey. To reduce total lesson time, you can choose to explore one or two careers a day.

Use Blackline Master A after watching the videos. You may choose to reflect after each one, or allow the children to choose their favorite to reflect upon.

After exploring the map, the students should be able to orally summarize the order in which they visited the sites.

Loading times for the videos may vary. You may want to launch all 12 videos before class and minimize those windows. This will avoid any potential delays due to connection or processing speed.

ELL Considerations and Vocabulary:

Take time to introduce new vocabulary. This might include:

- careers
- location words such as left, right, above, under, far, and near
- north, south, east, and west
- compass rose
- community

Extension: Assign School-to-Home Connection Project to be worked on throughout the mini-unit.

Lesson 2

TEKS:

Kindergarten	1st Grade
SS: 113.11.2B, 113.11.5B, 113.11.7A, 113.11.7B, 113.11.15B, 113.11.16B, ELAR: 110.11.16A, 110.11.16B	SS: 113.12.6C, 113.12.7A, 113.12.17B, 113.12.18B ELAR: 110.12.15A, 110.12.15B

Objective: Students will use two of the careers of their choice to compare and contrast on aspects including the production of a good or service, ability to meet basic needs, and how the careers help the community.

Audience: Whole Group

Time: About 45 minutes

Bloom's Taxonomy: Analysis

Materials: Blackline Master B
Blackline Master F1–F12

Instruction Considerations: Using the online career map found at wrksolutions.com/WIGU, the teacher will lead a whole group discussion to review the careers and how they impact our community. You might use Blackline Master F1–F12 as visual aids. As time allows, you might focus on one or two careers in each lesson. A review of the difference between providing a good or service needs to occur as well as a review of the basic needs of food, shelter, and water.

After the discussion, the class will pick two of the careers from the map to compare and contrast using a Venn diagram (Blackline Master B) to complete as a group.

Students can then be assigned their own Venn diagram to complete as time allows. These can be graded on a similar rubric to the School to Home Connection Project.

	5 Points	10 Points	15 Points	20 Points
Quality of Comparison	The student barely compares the careers or not at all.	The student compares the two careers in a very broad and general manner.	The student compares the careers in a more detailed manner but lacks thoroughness.	The student insightfully and thoroughly examines the careers.
Analysis of Data	The student does not do the analysis, or only correctly answers 1 question.	The student correctly answers 2 of the analytical questions.	The student correctly answers 3 of the analytical questions.	The student correctly answers all 4 analytical questions.
Writing Conventions	The student lacks all or most writing conventions including handwriting, capitalizing sentences, and the use of end marks for sentences.	The student adheres to some writing conventions including handwriting, capitalization, and the use of end marks.	The student adheres to most writing conventions including handwriting, capitalization, and the use of end marks.	The student uses all writing conventions including handwriting, capitalizing of sentences, and the use of end marks.
Use of the Venn Diagram	The Venn diagram is not used correctly.	The Venn diagram is used correctly but only lists 3 facts.	The Venn diagram is used correctly but only lists 5 facts.	The Venn diagram is used correctly and adds to the comparison of the careers by listing more than 5 facts.

ELL Considerations and Vocabulary: Take time to introduce new vocabulary. This includes:

- Production of Goods
- Services
- Venn diagram
- Basic Needs

Lesson 3

	Kindergarten	1st Grade
TEKS:	SS: 113.11.2B, 113.11.3B, 113.11.5B, 113.11.7A, 113.11.7B, 113.11.15B ELAR: 110.11.16B	SS: 113.12.6C, 113.12.7A, 113.12.17A ELAR: 110.12.17B, 110.12.18A, 110.12.21B

Objective: Students will imagine that they have one of the 12 targeted careers and use that point of view to write about their day and how they help their community.

Audience: Independent

Time: About 45 minutes

Bloom's Taxonomy: Synthesis

Materials: Blackline Master B2

Instruction Considerations: Using the online career map found at wrksolutions.com/WIGU as reference, the teacher will direct the children to choose one of the 12 targeted careers that they might like to be when they grow up. Ask the children to close their eyes as the teacher leads them on a visualization activity for pre-writing. Let the students imagine how their day might start as they drive up to their location for work. Imagine starting their work. What will they do first? Who will they help during their morning on the job? At lunch, they talk to their friends. Then, they go back to work. What will they do at work now? Allow them to imagine going home. Encourage them to consider how they helped their community and family by this job.

Once the exercise is complete, ask them to answer questions 1–4 from Blackline Maser B2. Their answers should describe their day and how they helped their community and family.

**ELL Considerations
and Vocabulary:**

Take time to introduce challenging vocabulary. This includes:

- Community
- Point of View

“School-to-Home” Connection Project

	Kindergarten	1st Grade
TEKS:	SS: 113.11.2B, 113.11.5B, 113.11.7A, 113.11.7B, 113.11.15B ELAR: 110.11.16A, 110.11.16B	SS: 113.12.6C, 113.12.7A, 113.12.17A, 113.12.18B ELAR: 110.12.23A, 110.12.23B

Objective: Students will interview two adults to inquire what jobs they have and how those jobs provide for their basic needs. Then, they will compare these using a Venn diagram and analyze their information.

Audience: Parent and Child

Bloom’s Taxonomy: Analysis and Evaluation

Materials: Blackline Masters C – E

Instruction Considerations: This project can last throughout the mini-unit. Extensions of this project include online research about the adults’ careers. This research can be presented in a poster format along with the Venn diagram and its analysis. The project can be assessed using the rubric below:

	5 Points	10 Points	15 Points	20 Points
Quality of Comparison	The student barely compares the careers or not at all.	The student compares the two careers in a very broad and general manner.	The student compares the careers in a more detailed manner but lacks thoroughness.	The student insightfully and thoroughly examines the careers.
Analysis of Data	The student does not do the analysis, or only correctly answers 1 question.	The student correctly answers 2 of the analytical questions.	The student correctly answers 3 of the analytical questions.	The student correctly answers all 4 analytical questions.
Writing Conventions	The student lacks all or most writing conventions including handwriting, capitalizing sentences, and the use of end mark of sentences.	The student adheres to some writing conventions including handwriting, capitalization, and the use of end marks.	The student adheres to most writing conventions including handwriting, capitalization, and the use of end marks.	The student uses all writing conventions including handwriting, capitalizing of sentences, and the use of end marks.
Use of the Venn Diagram	The Venn diagram is not used correctly.	The Venn diagram is used correctly but only lists 2 facts.	The Venn diagram is used correctly but only lists 3 facts.	The Venn diagram is used correctly and adds to the comparison of the careers by listing 4 or more facts.

ELL Considerations and Vocabulary:

Vocabulary that may be useful includes:

- Production of Goods
- Services
- Venn diagram
- Basic Needs
- Interview

Extensions for Stations

	Kindergarten	1st Grade
TEKS:	SS: 113.11.7A, 113.11.7B, 113.11.16A M: 111.12.K1A, 111.12.K5, 111.12.K6A, 111.12.K8B	SS: 113.12.6C, 113.12.18A

Audience: Small Groups or Stations

Time: About 45 minutes, can be broken into multiple smaller segments

Bloom’s Taxonomy: Synthesis

**ELL Considerations
and Vocabulary:**

Take time to introduce new vocabulary. This includes:

- Career
- Puppet
- Community
- Engineer
- Structure
- Pattern
- Attribute

Language Arts, Writing or Dramatic Play Station

Objective: Students will create puppet shows about how the careers help our community using puppets of people in the twelve targeted careers.

Materials: Puppet templates (Blackline Masters F1–F12) copied on card stock, markers or crayons, scissors, craft sticks and glue.

Instructional Considerations: Students should color and cut out the puppets, then attach a craft stick to the back creating a handle. Using the information learned from the map and videos, the children can create a puppet show in which the puppets tell the audience about their day and how they help their community.

Math, Lego®, or Block Station

Objective: Students will build structures of a specified number of blocks or Lego® bricks.

Materials: Blocks or Lego® bricks

Instructional Considerations: Inform students that engineers build a variety of structures, including cars, buildings, rockets, and even roads. Tell the students to pretend to be engineers by building a structure that includes a specified number of blocks, such as 15 or 25. Students should be able to explain their structure and its use.

Math or Pattern Station

Objective: Create a pattern using the puppet characters

Materials: Copies of Blackline Masters G1 – G12 cut out, glue, paper for recording, and markers or crayons.

Instructional Considerations: Choose some or all of the career characters to allow children to create patterns with them. The patterns can be simplistic and simply use only one career that is colored in repeated pattern; or, they can be more complex varying both colors of the characters and the types of characters used. Children should be able to explain to you their pattern in words.

Math or Sorting Station

Objective: Sort characters depending on a variety of attributes

Materials: Paper for recording, glue, copies of Blackline Masters G1 – G12 cut out. Photocopy each blackline master on different colored paper to allow for various types of sorting.

Instructional Considerations: Choose some or all of the career characters to allow children to sort according to an attribute. They can record how they sorted images and should be able to explain the attributes by which they sorted. Possibilities include gender, color paper on which they were copied, or types of characters.

For both the Pattern and Sorting Math stations, have students group characters by job-related characteristics. Consider the following guiding questions:

1. Which jobs are done outside? (inside?)
2. Which jobs are the messiest?
3. Which jobs might use a computer?
4. Which jobs do you like most?

Remember, students should be encouraged to group as they see fit as long as they can explain their groupings.