







Level 9: On the Job

- Activity worksheet: Thank You

ICON LEGEND

	TEACHER SCRIPT		INDIVIDUAL ACTIVITY		IMPORTANT INFORMATION
	CLASS DISCUSSION		PAIRS/SMALL GROUP ACTIVITY		LARGE OPEN SPACE

TEACHER SCRIPT TRANSLATIONS

Throughout these extension activities, you will find teacher scripts written in English to help you guide your lessons. The Inuktitut extension activity is available for download.



EXTENSION ACTIVITY

BOOK TITLE
On the Job

TOPIC
**People
Working**

LENGTH
2 Lessons
(1 hour per lesson)



Essential Question

What are some common jobs in Nunavut communities?



Lesson Overview

Students discuss jobs mentioned in the book and make connections to jobs that they know about in their community. Then, students independently write and draw a thank-you card to one worker in the community, telling about why that job is important.

REQUIRED MATERIALS

- ☞ *On the Job* book
- ☞ Chart paper or board
- ☞ Writing utensil
- ☞ Activity worksheet: **Thank You**
- ☞ Pencils
- ☞ Colouring utensils (crayons or markers)
- ☞ Blank white paper (one for each student)

LEARNING CONNECTION

Students learn about some of the many jobs in a community and why each of these jobs is important. This will help students build an understanding that all work is important and helps the people around us.

READING VOCABULARY

None

PRE-LESSON PREPARATION

1. Photocopy the **Thank You** activity worksheet so that there is one for each student.

LEARNING ACTIVITIES



Class discussion about the book and how different jobs in the community are important.



Creating a thank-you card for a worker in the community.

LESSON PLAN: ON THE JOB

1. Encourage students to start thinking about important jobs in their community.



“This book mentions some jobs that are important in a community, and it tells us why they are important. I wonder if we can think of some more important jobs after we read this book.”

2. Introduce the book *On the Job* to the students. Tell students that this book is about different people at work in the community. Then read the book out loud.
3. Ask students to name some of the jobs that were mentioned in the book, and to tell why these jobs were important to the community.

Answers may include: Hunters are important because they feed people; The water truck driver is important because he makes sure people have water.

4. Ask students about other important jobs they personally know about in their community.

Answers may include: RCMP officer, teacher, garbage truck driver, government office worker, babysitter, seamstress.

5. On chart paper or on a board, write down three or four of the jobs that the students mentioned during the discussion in Step 4. Point to one job at a time and ask students to use their imagination to tell you what would happen if this worker was not in the community. Record students' answers in point form beside the names of the jobs on the chart paper or board.



“What would it be like if we did not have someone doing this job in our community? Why is this job important to our community? For example, without the water truck driver, families would not have water to use for cooking, cleaning, and drinking.”

6. Tell students to choose one of the jobs they have talked about and write a thank-you card to that worker. Explain to students that they will complete the worksheet as a rough draft. Spend time with each student to help them edit their work. When students are finished editing their rough draft, give them a sheet of blank white paper folded in half. On the front, they can draw a picture of the person they are writing the card about. On the inside of the card, they can write the sentences they edited in their rough draft.
7. Hand out one blank sheet of white paper to each student. Have students fold the paper in half. Students will use this for the final version of their card. On the front of the card, students can draw a picture of the person that the card is for. On the inside of the card, students will write the sentences from their worksheet.
8. Invite students to share their completed thank-you cards with the class.

Optional: Take the class on a walk in the community to see how many different types of jobs students can spot. When you return from the walk, discuss and record the jobs that students spotted. Record the jobs in a list or on a map of the community to show the places where people work.

SHARING AND DISPLAYING (CLASSROOM REINFORCEMENT)

- ☛ Mail or deliver the cards to the relevant workers in the community, or display the cards in the school and invite the workers to come see them.

Thank You

Handwriting practice lines for the letter 'T'. Each row consists of a solid top line, a dashed middle line, and a solid bottom line. There are 10 such rows on the page.

Dear _____

From _____