
**PEOPLE
WORKING**

LEVEL 5

**Level 5: Lesson Plan:
People Working (ΔοΔ^c Δ^{fb}bαΔ^{fb}∩^c)**

ICON LEGEND



TEACHER SCRIPT



CLASS DISCUSSION



INDIVIDUAL ACTIVITY



PAIRS/SMALL GROUP ACTIVITY



LARGE OPEN SPACE REQUIRED

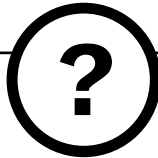
**EXTENSION
ACTIVITY**

LEVEL 5

BOOK TITLE
**People
Working**

TOPIC
**People
Working**

LENGTH
**1 Lesson
(1 Hour)**



**Essential
Question**

What are some common jobs people have in Nunavut, and what do people do in these jobs?



Lesson Overview

In this lesson, the teacher will have the students relate the reading material to their own experiences. The teacher will use visual aids from the book *People Working* to enhance instruction.

REQUIRED MATERIALS

- *People Working*
($\Delta \circ \Delta^c \Delta^{cb} b \Delta \Delta \Delta^{cb} \Delta^c$)
- Paper for drawing
- Drawing utensils

LEARNING ACTIVITIES



Class discussion about the reading.



Class discussion about the students' preferred jobs.

LEARNING CONNECTION

The students will learn more about what people do in various jobs, and why these jobs are important. It builds on their understanding of the book *People Working*, which introduces the vocabulary for different common jobs in Nunavut.

READING VOCABULARY

Social worker, RCMP officer, wildlife officer, artist, interpreter, biologist, teacher, accountant, nurse, hunter, designer.

LESSON PLAN: PEOPLE WORKING

1. Begin the lesson by encouraging the class to list jobs in your community that they are familiar with and to share what they know about them. Mention any jobs in *People Working* that they don't include, as well as some jobs not mentioned in the book.



“ርልገረዳዊና ለሌሎች ልማት ለሚሰጡ ሰራተኞች ስራዎች ምንድን ናቸው?”

Answers might include: social worker, RCMP officer, wildlife officer, artist, interpreter, biologist, hunter, teacher, accountant, nurse, designer, truck driver, pilot, grocery store clerk.

2. Read the book with the students.
3. Describe each job from *People Working* in general and what people with that job would do during a typical day. Show students the pictures of these jobs in the book and describe what the job is. Have students volunteer to act out a person doing that job. Then, ask students what sounds fun or challenging about this job.
4. Begin with the first job, social worker, in the book. Show the students the picture of the social worker in *People Working*.



“ሰራተኛው ልማት ለሌሎች ለሚሰጡ ሰራተኞች ስራዎች ምንድን ናቸው? ሰራተኛው ልማት ለሌሎች ለሚሰጡ ሰራተኞች ስራዎች ምንድን ናቸው? ሰራተኛው ልማት ለሌሎች ለሚሰጡ ሰራተኞች ስራዎች ምንድን ናቸው?”

Students might act out: someone giving someone else clothing or food, someone comforting someone.



“ገደ ማሰባሰቢያው ለሌሎች ለሚሰጡ ሰራተኞች ስራዎች ምንድን ናቸው?”

5. Describe what an RCMP officer does. Show the students the picture of the RCMP officer in *People Working*.



“ገደ ማሰባሰቢያው ለሌሎች ለሚሰጡ ሰራተኞች ስራዎች ምንድን ናቸው? ሰራተኛው ልማት ለሌሎች ለሚሰጡ ሰራተኞች ስራዎች ምንድን ናቸው?”

ገደ ማሰባሰቢያው ለሌሎች ለሚሰጡ ሰራተኞች ስራዎች ምንድን ናቸው?”

Students might act out: someone teaching a child the rules of the road.



“ገደ ማሰባሰቢያው ለሌሎች ለሚሰጡ ሰራተኞች ስራዎች ምንድን ናቸው?”

LESSON PLAN: **PEOPLE WORKING**

15. Ask the students to pick one job that's been discussed in class or another job that they can think of that they would like to do when they are older, and have them draw a picture of it. As they draw, approach each student individually to discuss his or her choice and to write the name of the job under his or her drawing.
16. As a class, have the students take turns sharing their pictures and, if they wish, talking about why they chose the job they did.