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**PEOPLE  
WORKING**

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**LEVEL 6**

**Level 6: Lesson Plan: What Do You Do?**

**EXTENSION  
ACTIVITY**

**LEVEL 6**

BOOK TITLE  
**What Do  
You Do?**

TOPIC  
**People  
Working**

LENGTH  
**2 Lessons  
(1 hour each)**

**Essential  
Question**



What do people in our community do for work, and what can we learn from them?

**Lesson Overview**



In this lesson, the teacher encourages students to make connections between the book *What Do You Do?* and people in their community. The lesson requires the active participation of the students and teacher.

**REQUIRED MATERIALS**

- *What Do You Do?*
- Two pieces of chart paper

**LEARNING ACTIVITIES**



Class discussion about the reading.



Class discussion about questions to ask workers.



Creating a list of questions to ask a guest speaker.



Asking questions to the guest speaker in the classroom and listening to answers.

**LEARNING CONNECTION**

The students will think about the jobs discussed in the book *What Do You Do?* and the people in their community who perform those jobs. Students will talk directly with someone who can answer their questions about a specific job.

**READING VOCABULARY**

*Hunter, teacher, builder, firefighter, pilot.*

**PRE-LESSON PREPARATION**

1. Invite a member of the community who works at one of the jobs listed in the book to come to the class as a guest speaker. Make sure the speaker is comfortable answering questions and speaking in front of a group.

## LESSON PLAN: **WHAT DO YOU DO?**

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1. Ask students to close their eyes and think of five different jobs in their community that they feel are important. Tell them not to say the jobs they thought of aloud. Tell the students to open their eyes.
2. Read the book *What Do You Do?* to the students.
3. Ask students to name the different jobs in the book and discuss what they know about each job. The jobs in the book are:
  - ☛ Hunter
  - ☛ Teacher
  - ☛ Builder
  - ☛ Firefighter
  - ☛ Pilot
4. Introduce or review key question words with the students: Who? What? Why? When? Where? How? Write them vertically down the whiteboard or chart paper.
5. Ask the students to think of key questions they would ask about one of the jobs using each of the six question words. Write down the questions next to the question words you recorded on the chart paper in Step 2.



**“Pick one job from the book. What question would you ask somebody who works at this job if you could? Let’s think of one question for each of the six question words and write them on this chart.”**

Example questions for a pilot include:

- ☛ **Who** taught you what you need to know about being a pilot?
  - ☛ **What** do you see when you fly an airplane?
  - ☛ **Why** do you think your job is important to the community?
  - ☛ **When** did you decide you wanted to be a pilot?
  - ☛ **Where** do you fly to?
  - ☛ **How** do you prepare to fly an airplane?
6. In the **PRE-LESSON PREPARATION**, you will have arranged for a guest speaker to visit the class. Tell the class that a guest speaker is visiting the class to answer questions about his or her job. Tell them who the guest speaker is and what job he or she does in the community.
  7. As a class, review the question words you used in Step 5. Copy the question words again onto a second piece of chart paper. Ask students to think of key questions to ask the guest speaker about his or her job, one for each question word. Record the students’ questions and leave room at the bottom for any additional questions the students may have.

## LESSON PLAN: **WHAT DO YOU DO?**

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8. Ask for volunteers to ask the questions when the guest speaker visits. Assign one question to each volunteer.
9. On the day of the guest speaker's visit, review classroom etiquette and how to speak respectfully with the visitor. Remind students not to interrupt their classmates or the guest speaker while they are speaking.
10. When the guest speaker arrives, introduce him or her to the class. Invite the volunteers you assigned to ask questions to ask their questions one by one.
11. Encourage students to ask other questions they have thought of while listening to the speaker's answers. Make notes of the speaker's responses to review with students later.
12. When the visit is over, remind the students to thank the guest speaker before saying goodbye.
13. Review the speaker's answers with the students. Fill in short answers to the questions you recorded on the chart paper with the help of the students.
14. **Optional:** As a class, write a brief thank-you letter to the guest speaker that shows your appreciation for his or her visit and summarizes briefly what the students learned about his or her job.

### **SHARING AND DISPLAYING (CLASSROOM REINFORCEMENT)**

1. Display the chart paper with the questions and answers from the guest speaker's visit in the classroom.