

Level 8: Lesson Plan: Workers in the Community

- ☪ Activity worksheet: Jobs in the Community

EXTENSION ACTIVITY

LEVEL 8

BOOK TITLE

**Workers in the
Community**

TOPIC

**People
Working**

LENGTH

**1 Lesson
(1 Hour)**



Essential Question

What would happen if no one did certain jobs in our community, and how would that affect us every day?

Lesson Overview



In this lesson, the teacher guides the students to make connections between *Workers in the Community* and jobs that are done in their own community and to reflect on why those jobs are important. This activity requires the hands-on active participation of the students and teacher.

REQUIRED MATERIALS

- *Workers in the Community*
- Activity worksheet: **Jobs in the Community**
- Scissors
- Glue sticks

LEARNING ACTIVITIES



Class discussion about the reading.



Class discussion about what would happen if people didn't do certain jobs in the community.



Completing the **Jobs in the Community** activity worksheet.

LEARNING CONNECTION

Students will begin to understand that there are many different jobs in the community and that all of them are important. When jobs are not done, this can cause problems for the community. This builds on the understanding of the book *Workers in the Community*, which introduces students to the vocabulary used to describe jobs.

READING VOCABULARY

Nurse, mayor, builder, teacher, hunter, truck driver, pilot, carver, tourists, dentist, miner.

PRE-LESSON PREPARATION

1. Photocopy the **Jobs in the Community** activity worksheet, making sure there is one of each for each student.

LESSON PLAN: WORKERS IN THE COMMUNITY

1. Show the cover of the book *Workers in the Community* to the students. Ask the students what they think the book will be about.
2. Read the book *Workers in the Community* to the students.
3. Talk to the students about the different jobs in the book.



“Can you name some of the jobs you saw and read about in the book *Workers in the Community*?”

Answers should include: nurse, mayor, builder, hunter, truck driver, pilot, carver, miner.

4. Talk to the students about other jobs in the community that are not mentioned in the book.



“All of those jobs are important. Other jobs are important, too. Can you name other jobs people do in the community?”

Answers can include: recreation coordinator, garage mechanic, school janitor, airport staff, elder, skidoo mechanic, post office worker, cashier, teacher.

5. Hand out one **Jobs in the Community** activity worksheet to each student. Students will see that there are two columns: one column with illustrations of different kinds of workers, and one column with different places where people work. This is a matching activity, so students will draw a line on the sheet between the worker and the place that they work.



“On this sheet you will see two columns. One column has people who do different kinds of jobs. The other column has places where these people do their jobs. Let’s name all of the workers on this worksheet.”

Answers should include: nurse, pilot, teacher, dentist, builder, hunter.



“Now let’s name all of the workplaces on this sheet.”

Answers should include: airport, health clinic, school, dentist's office, construction site, ATV.



“Now, can you match all of the workers to their workplaces? Draw a line on the page that connects the worker to the place that they work.”

6. When students have completed their worksheets, go through the worksheet as a class.
7. Next, have a two-part discussion with the students about jobs and workers. In the first part of the discussion, have students think about what job each worker does.



“Can you tell me what each of these workers does and where they work?”

LESSON PLAN: WORKERS IN THE COMMUNITY

8. Then, ask students to think about what would happen if certain workers weren't doing certain jobs, and how this would affect the community.



“The workers in our community are very important. If different workers don’t do their jobs, then the community is affected. Can you think of some workers that are important to our community? For example, if a water truck driver doesn’t work, then the community won’t have water.”

9. Tell students they will take turns describing to a partner what would happen if the workers on their worksheet didn't do their jobs. Explain that you will guide this discussion by asking the following question for each different worker. Then begin the discussion, circulating as students talk together. As the students are working in groups, check in with them to be sure that they are staying on task and that they are sharing the correct answers.



“I will give you up to a minute to talk to your partner about the job that this worker does and what would happen in the community without him or her. When you and your partner are finished talking, put your hands on your head so I know when you are done.”

Sample answers may include:

- “A nurse takes care of people who are injured or sick. Without nurses, people couldn’t heal from injuries or get better when they are sick.”
- “A pilot flies people to different places and also flies supplies to our community. Without pilots, people couldn’t travel to places far away or have important supplies delivered here, like food and clothing.”
- “A teacher helps students learn and play. Without teachers, students wouldn’t learn important things like math and reading.”
- “A dentist cleans and takes care of people’s teeth. Without dentists, people would have unhealthy teeth that could make them unable to eat.”
- “A hunter brings food to the community. Without hunters, the community wouldn’t have enough food for everyone.”
- “A builder builds houses and other structures for the community. Without builders, we wouldn’t have homes or schools or health clinics or airports.”

10. **Optional:** Ask students if they can think of other jobs that are very important to the community and what would happen if there were no workers to do these jobs. Ask students if there is a job that is important to the community that they would like to do one day.