
SKILLS AND INTERESTS

LEVEL 6

Level 6: Lesson Plan: Working at Home

- 📄 Activity worksheet: Classroom Jobs Name Tags

EXTENSION ACTIVITY

LEVEL 6

BOOK TITLE

**Working at
Home**

TOPIC

**Skills and
Interests**

LENGTH

**1 Lesson
(1 Hour)**

Essential Question

What are some everyday tasks we do at home and school that help others?



Lesson Overview

In this lesson, the teacher will guide the students to learn about examples of unpaid and paid work in the community. Students will learn about the value of both unpaid and paid work done by people in the community. This activity requires the hands-on active participation of the students and teacher.



REQUIRED MATERIALS

- *Working at Home*
- Activity worksheet:
Classroom Jobs Name Tags
- Chart paper
- Drawing utensils (crayons or markers)
- Standard-size envelope with “Name Envelope” written on the front
- Tape or tacks for the wall

LEARNING ACTIVITIES



Class discussion about the book and the importance of different jobs done at home.



Class discussion about different classroom jobs and why they are important.



Assigning a classroom job to each student.

LEARNING CONNECTION

Students will begin to understand that all work is important and helps the people around us. This builds on their understanding of the book *Working at Home*, which introduces the vocabulary of helping. Students learn that there is paid work and unpaid work, and that both paid and unpaid types of work are equally important.

READING VOCABULARY

Washing dishes, cleaning, feeding, getting tea, folding, shovelling.

PRE-LESSON PREPARATION

1. Photocopy the **Classroom Jobs Name Tags** activity worksheet so that there will be a name tag for each student. Cut out the name tags.
2. On the front of a large envelope, write “Name Envelope.”
3. Make a list of classroom jobs on chart paper that will be used in Step 6 of the lesson plan. Sample jobs include:
 - Turning the lights off at the end of the day
 - Stacking the chairs or putting them on desks at the end of the day
 - Being in charge of sharpening pencils
 - Being at the head of the line
 - Being the “tail” at the end of the line
 - Monitoring who is absent on a class attendance board
 - Making sure shoes or boots are neatly put away
 - Making sure everyone has thrown out their garbage
 - Checking on the weather and reporting on it to the class
 - Recording the day, month, and year on the calendar
 - Recording the temperature from the class thermometer
 - Wiping down the whiteboard or cleaning the whiteboard brushes

LESSON PLAN: **WORKING AT HOME**

1. Read the book *Working at Home* to the students.

2. Talk to the students about the different jobs in the book.



“Can you name some of the different jobs in the book *Working at Home*?”

Answers should include: washing the dishes, cleaning your room, feeding the dogs, getting tea, folding clothes, shovelling snow.

☞ As the students name the jobs, record the jobs on a piece of chart paper or the whiteboard.

3. Read the jobs out loud, one at a time, and ask the students to raise their hands if they are responsible for that job at home. Explain to them that this is important work, and doing these jobs regularly helps keeps things organized and the household running well.



“The jobs that you do at home are important. For example, if your job is to wash the dishes and you don’t do your job, then there won’t be any clean dishes to eat from. Doing your jobs at home is an important part of keeping your home clean and organized. It also shows the people you live with that you respect them and take responsibility for your surroundings.”

4. Introduce the connection between jobs the students do at home and jobs they can do in the classroom.



“Just like some of you have jobs you are responsible for at home, there are jobs in the classroom that need to be done, too. When people do these jobs regularly, the classroom is more organized and runs better.”

5. Talk with the students about what jobs need to be done in the classroom. Show the list of jobs you created in the **PRE-LESSON PREPARATION**. Read over the list with the students and prompt students to think about why the individual jobs are important to how the classroom works as a whole.



“Why are these classroom jobs important?”

LESSON PLAN: **WORKING AT HOME**

6. Tell the class that each student will be assigned a job for which they will be responsible for the next week. Each week the jobs will change. Use the list of jobs on the chart paper to assign different students to different classroom jobs. Hand out the blank name tags. Ask students to clearly write their names on their tags.



“Write your name clearly on your name tag using your favourite colours. When you are done, put your name tag in the Name Envelope.”

Gather and shuffle the name tags and put them in a neat stack in the envelope that you labelled “Name Envelope” in the **PRE-LESSON PREPARATION**.



“Every week we will place a student’s name beside each job. We will pull the names out of the envelope in order so each of you gets a turn.”

7. As you read out each job on the list, pull out a name tag and read out the name of the student who is assigned to the job. You may decide to assign two or even three students to some jobs. Jobs that need to be done on a daily basis may be best suited for more than one student. Jobs that need to be done once or twice a week might be best suited for individual students. Make sure you explain how often a job needs to be done when you assign the job to a student or students. Follow the order on the chart so the names are assigned randomly.



“This will be your job this week. It is up to you to make sure you do this job as often as needed. Next week, it will be someone else’s turn.”

SHARING AND DISPLAYING (CLASSROOM REINFORCEMENT)

1. Display the completed classroom jobs schedule in the classroom.
2. Refer to the schedule each week and reassign jobs to different students. Acknowledge and thank students who do their classroom job well.