

Dear Educator:

As a teacher, you are dedicated to helping prepare the children of our community to have bright futures. Workforce Solutions shares your desire to help students become vital assets to our community as they grow into adulthood.

Workforce Solutions is the regional public workforce system — linking employers to job candidates and people to jobs. We operate multiple community-based career offices throughout the 13-county Houston-Galveston region.

In considering the economic outlook of the Texas Gulf Coast region, Workforce Solutions has identified those occupations that will be in highest demand when your students enter the workforce as adults. These careers include:

- Electrician
- Geologist
- Plumber
- Police Officer
- Nurse
- Teacher

The high demand for workers with these skills means that individuals who train for these careers can earn wages above the region's average. By exposing your students to these professions early in life, we hope to stimulate interest in these careers, which will — in turn — help those students earn good wages and contribute to the economic growth of our region in the future.

To support your efforts as an educator and a community leader, Workforce Solutions has developed educational materials for use in pre-K. This mini-unit can be used in conjunction with your school's career day or done in the classroom. Activities are meant to be interactive and student-focused. Each lesson includes the audience type, time allotment, level of Bloom's Taxonomy and the pre-K guidelines that apply. The mini-unit is designed to be flexible so that you can use those lessons and extensions that best suit your instructional needs. The mini-unit is a good compliment to learning about community.

We hope that you will find these materials useful and enjoy working with the content. If you would like to learn more about Workforce Solutions, please contact the nearest Career Office. You can access a complete list of locations on our Web site [wrksolutions.com](http://wrksolutions.com).

We value your input and would appreciate your feedback after utilizing the mini-unit with your students. Please complete a brief evaluation of our materials at [wrksolutions.com/teacherfeedback](http://wrksolutions.com/teacherfeedback).

Kind regards,

Workforce Solutions

# Lesson 1

Texas Pre-K Guidelines:

Pre-K
SS: VII.B.1., VII.B.3. EL: III.A.2., III.A.3.

**Objective:** The students will participate in a read aloud, then take part in the game ‘Who Am I?’ to gain understanding of six jobs in the Texas Gulf Coast area.

**Audience:** Whole Group

**Time:** 20–30 minutes

**Bloom’s Taxonomy:** Knowledge

**Materials:** Blackline Masters A1–A8 stapled as read aloud book  
Blackline Masters B1–B6 – Puppets on craft sticks  
Blackline Master C clue sheet (for “Who Am I” game)  
Blackline Master D Daily Opinion Poll  
Sticky notes, 1 per student

**Instruction Considerations:** **Six occupations to be explored: Police Officer, Teacher, Nurse, Electrician, Plumber, Geologist**

Gather students for circle time. Begin by introducing the book and explaining the purpose of reading the book. (To look at different jobs they may choose when they grow up.) Allow students to identify jobs that they already know about. Ask students what jobs their family members have (i.e. mom, dad, aunt, uncle, older siblings). For background information, please visit [wrksolutions.com/whenigrowup](http://wrksolutions.com/whenigrowup) and explore the career map and videos. While reading, allow students to ask questions and offer any personal connections they may have. As each new career appears, hold up the connecting puppet.

After reading, introduce the Who Am I? game. Place puppets so they can be seen. Begin with first set of clues. Choose students to go and pick appropriate puppet.

**Daily Opinion Poll:** (You may also begin the daily routine of the Daily Opinion Poll) Using the Blackline Master Opinion Poll, this is a daily chance for students to express their opinion concerning the six jobs being introduced. The six jobs are: Police Officer, Teacher, Nurse, Electrician, Geologist and Plumber. Each day, give students one of the job titles and ask whether or not they want to do that job when they grow up. They will be given a Post-it® Note with their name and then allowed to stick the note to either the Yes or the No. This can then be discussed and extended according to teacher expectations.

**ELL Considerations and Vocabulary:**

You may want to take the time to introduce new vocabulary. This may be:

- job
- enforce
- plumber
- clue
- geologist
- electrician
- opinion
- community

## Lesson 2

**Texas Pre-K Guidelines:**

Pre-K
SS: VII.B.1., VII.B.3.
EL: III.A.2., III.A.3.
FA: VIII.B.1.

**Objective:** Students will continue to explore jobs through song and creation of school to home materials.

**Audience:** Whole Group/Independent

**Time:** 20–30 minutes

**Bloom’s Taxonomy:** Knowledge

**Materials:** Blackline Masters I1–I3 Take Home Books – 1 per student  
(Blackline Master I1 is Instruction on how to construct book)

Music Blackline Masters E1 — *Our Community* or E2 – *Jobs for You, Jobs for Me*  
Blackline Masters B1–B6 – Puppets on craft sticks

**Instruction Considerations:** Teacher will lead a whole group discussion to review careers and their importance with our community. Either have students construct or prepare materials for facilitated construction of puppets. While reviewing, have students hold up appropriate puppet.

Introduce and sing community song. Re-read book from lesson 1.

When finished, have students return to tables to complete take home book.

Consider beginning or continuing Daily Opinion Poll (see lesson 1).

**ELL Considerations  
and Vocabulary:**

Take time to introduce new vocabulary. This includes:

- protect
- serve
- electricity
- pipes

**Extension:** Students take home books to read and discuss with parents. If any of the parents perform any of these jobs, invite them to talk to the class about their work.

## Lesson 3

**Texas Pre-K Guidelines:**

Pre-K
SS: VII.B.1., VII.B.3. EL: III.A.2., III.A.3.

**Objective:** Students will apply knowledge of six jobs to match occupations with tools.

**Audience:** Independent

**Time:** 20–30 minutes

**Bloom’s Taxonomy:** Application

**Materials:** Blackline Masters B1–B6 – Puppets on craft sticks  
Blackline Masters F1–F2 Matching Activity – 1 per student  
Blackline Masters G1–G6 Tools of the Trade (cut tools out and laminate for group use)

**Instruction Considerations:** If not yet constructed from other lessons, construct or have students construct puppets on craft sticks.

The teacher will use rug time to play a matching game using students to match puppets with tools. Allow discussion while playing the game. Students then return to table to complete matching activity from blackline master Matching Activity.

Optional: The Matching Activity can be assigned as homework.

Consider beginning or continuing Daily Opinion Poll (see lesson 1).

**ELL Considerations**

**and Vocabulary:** Vocabulary that may be useful includes:

- matching
- tool
- diagonal line
- straight line

## Lesson 4

**Texas Pre-K Guidelines:**

Pre-K
SS: VII.B.1., VII.B.3.
EL: III.A.2., III.A.3.
FA: VIII.A.2., VIII.B.1.

**Objective:** Students will portray themselves as one of the six presented workers through a self-portrait.

**Audience:** Independent

**Time:** 20–30 minutes

**Bloom’s Taxonomy:** Application

**Materials:** Blackline Master Songs E1 & E2 – large enough for the students to follow.  
Blackline Master H Self Portrait – 1 per student. You may want to print on 11" x 17" paper or use data projector.

Crayons

Optional: Books, Puppets

**Instruction Considerations:**

Begin instruction with the Daily Opinion Poll routine.

Students will sing songs and discuss the jobs during rug time. The read aloud book or the puppets on craft sticks can be used to facilitate this. Students will then return to tables to complete self-portrait. Students will draw themselves as chosen career while teacher will correctly label each child’s drawing. Some students will want to label their own drawing. This can be done independently or with the teacher’s help. Student will then discuss their career choices, while the teacher explains how careers interact in the community.

**ELL Considerations  
and Vocabulary:**

Vocabulary that may be useful includes:

- self-portrait
- imagine

## Extensions for Stations

### **Dramatic Play Station:**

Have tools and clothes that match with the jobs and direct students to pretend that they are at work. This station could include all six jobs or focus on just one. For example, the area could be staged as a police department, a geologist's dig site, a real sink with pipes, a classroom, a hospital, etc.

### **Science Station:**

Make a dig area in the outside play area where students can "dig" for rocks. Have students collect and group 5–10 rocks by similar features (i.e. all the big rocks, all the dark rocks, etc.)

### **Reading Station:**

Select children's picture books that include images of people at work. The child who is playing the role of teacher in dramatic play can pretend to be reading one of these books. The teacher and "student teacher" can direct the class to help identify the jobs in each book or picture.