

Third Grade ▪ Career Acquisition ▪ English, Language Arts

Competency:	13.2.3A Identify appropriate speaking and listening techniques used in conversation.
Lesson Topic:	Say What?
Subject:	English, Language Arts
Length:	2 class periods
Materials:	None
Evaluation:	Children must draw on their verbal abilities and critical thinking skills to rewrite sentences in proper English to help identify appropriate speaking techniques.

Procedure:

Class One: Speaking

1. Teacher distributes the *Say What?* worksheet and asks students to rewrite the sentences.
2. Students rewrite the sentences to make them sound better.
3. Students take turns reading the incorrect sentences and the correct sentences to the class.

Class Two: Listening

1. Teacher chooses a student to role play with and a student to write responses on the board.
2. The teacher asks the rest of the class to watch the conversation and think about how the teacher is not listening to the student.
3. The teacher and student have a conversation about what the student did during the weekend and displays poor listening techniques that can include but are not limited to:
 - Poor or no eye contact
 - Interrupting the student
 - Changing the subject
 - Walking away
 - Playing with an item
 - Looking through a bag
4. The students provide examples of how the teacher was not listening well during the role playing exercise and the answers are written on the board.
5. The teacher provides examples of appropriate listening techniques and why it is important at home, school and someday in a job/career.

SAY WHAT WORKSHEET

Name: _____

Review the sentences below and change them to sound better!

1. Why don't we got no food in the house?

2. I like that movie much more better.

3. He is busy erasing the board with another student.

4. Me and Blake played football.

5. It's really like hot in here today.

6. My math is worser than my spelling.

Can you think of any other things people may say that are not nice when talking to one another?

Third Grade ▪ Career Acquisition ▪ English, Computer

Competency:	13.2.3B Discuss resources available in researching job opportunities, such as, but not limited to: Internet, Magazines, and Newspapers.
Lesson Topic:	Job Search Techniques
Subject:	English, Computer
Length:	1 or 2 class periods
Materials:	Class One: Computer Lab with Internet access if computer lab is available and Job Search worksheet. Class Two: Newspaper classified ads.
Evaluation:	Students will explore researching jobs/careers by using the Internet and newspaper classified ads.

Procedure:

The newspaper activity can occur first if a computer lab is not available for class one.

Class One:

1. In pairs, students will explore the Internet for local job postings. Available websites for exploration include CareerLink, Monster.com, and their local newspaper online.
2. Students will complete the *Job Search* worksheet assignment sheet for class credit.

Class Two:

1. In pairs, students will explore local newspapers classified ads for job postings.
2. Students will complete the *Job Search* workshop assignment sheet for class credit.

JOB SEARCH WORKSHEET

Name: _____

Company Name: _____

Job Title: _____

Experience Needed: _____

Company Name: _____

Job Title: _____

Experience Needed: _____

Company Name: _____

Job Title: _____

Experience Needed: _____

Company Name: _____

Job Title: _____

Experience Needed: _____



Third Grade ▪ Career Acquisition ▪ English

Competency:	13.2.3C Compose A Personal Letter
Lesson Topic:	Pen Pal
Subject:	English
Length:	2 class periods and homework assignment
Materials:	Paper, pencil, classmate name, Personal Letter Tip Sheet and Letter Writing worksheet
Evaluation:	Students will practice writing a personal letter to a fellow classmate as a homework assignment.

Procedure:

Class One:

1. Teacher will explain the reason for writing a personal letter.
2. Teacher will distribute and review the *Personal Letter Tip Sheet* worksheet with the class.
3. The teacher will assign each student a “pen pal”/classmate to write a letter to, if the number of the students in the classroom is uneven, the teacher may be a pen pal with a student.
4. The teacher will explain this assignment is for homework and needs to be completed for the next day.

Class Two:

1. Students distribute personal letter to their assigned pen pal.
2. Teacher has a few students volunteer to read letters aloud.
3. Teacher collects letters and students receive credit for homework.

Personal Letter Tips Sheet

- **Heading:** Check to make sure you have the correct information on the correct line. It should be on the right side of the paper. See below.

First line - street number and street name

Second line - town or city, state and ZIP code

Third line - the date

- **Greeting or salutation:** Dear So-and-so, (remember your comma!)
- **Introduction:** This part is intended to get the person to want to continue reading and to give the person an idea as to why you're writing. You would usually start out talking about the person to whom you're sending the letter (it's polite). Then you might want to give some information about you and why you're writing. This can all go in one paragraph, or, if it's too long and doesn't "go" in one paragraph, make the decision to separate it.
- **Body:** This is the main part of the letter. It gets to the point of why you're writing. Change paragraphs and indent (make a space) each time you change the topic you're talking about. This is the longest part of the letter.
- **Conclusion:** Wrap it all up. Be smart!
- **Closing:** Choose an appropriate closing, and sign your name. Make sure this lines up with the heading. Only the first word is capitalized.
- **Signature:** In cursive.

Letter Writing Worksheet

Name: _____

Heading:

Greeting:

Introduction:

Body:

Conclusion:

Closing:

Signature:

Third Grade ▪ Career Acquisition ▪ Language Arts, Gym

Competency:	13.2.3E Discuss the importance of the of the essential workforce skills, such as, but not limited to dependability, health/safety, team building, and technology.
Lesson Topic:	Team Work
Subject:	Language Arts, Gym
Length:	1 class period
Materials:	Student participation
Evaluation:	Students will work together to show the importance of getting along with others.

Procedure:

1. Teacher will divide the classroom into two groups.

These two groups will stay together for the following two teambuilding activities:

- Students are instructed to line up in by the month and day they were born and are timed against the other team.
 - The team that completes the task first and correctly wins.
2. Students are instructed to line up by the first letter of their last name. The group that completes this task first and correctly wins. The teacher will bring the group together for a larger timed activity.
 3. Students will be tasked with lining up from shortest to tallest without speaking to one another and timed.
 4. Once completed, the teacher will provide students with a minute to talk about how they can do this again.
 5. The teacher will time students a second time to see if they were able to increase their time by working together.