



Third Grade ▪ Career Awareness and Preparation ▪ English

Competency:	13.1.3A Recognize that individuals have unique interests.
Lesson Topic:	Different is Good
Subject:	English, Language Arts
Length:	1 class period
Materials:	Writing paper and pencil
Evaluation:	Students will conduct a one-on-one interview with a fellow classmate and share the answers about the student with the class.

Procedure:

1. Students pair up with a partner.
2. Teacher provides *What Interests You* paper to one of the students.
3. The student with the paper will interview/ask questions that are on the *What Interests You* paper and record the answers of their partner.
4. The teacher will provide another *What Interests You* paper to the other student to conduct the same exercise.
5. Students will share the answers of whom they interviewed with the class.

WHAT INTERESTS YOU WORKSHEET

Name: _____

1. What is your favorite color? _____

2. What is your favorite kind of ice cream? _____

3. What is your favorite food? _____

4. What is your favorite TV show or cartoon?

5. What is your favorite cartoon character? _____

6. What is your favorite animal? _____

7. Do you play sports? _____ What kind? _____

8. What is your favorite song? _____

9. What subject/class do you like best? _____

10. What do you want to be when you grow up?

Draw a picture of yourself!



Third Grade • Career Awareness and Preparation • English

Competency:	13.1.3C Recognize that the roles of individuals at home, in the workplace, and in the community are constantly changing.
Lesson Topic:	Everything Changes
Subject:	English, Language Arts
Length:	1 class period
Materials:	Chalk board/Dry erase boards and <i>Everything Changes</i> worksheet
Evaluation:	Students will take part in an active discussion on how responsibilities will change as they grow at home, school and their community.

Procedure:

1. Teacher provides writing area on the board for each of the topics listed on the *Everything Changes* worksheet (In school, at home and in the community) and selects three students to record the answers on the board.
2. The teacher leads the discussion by asking students what they are able to do now in school, at home and the community. Examples can include sports, clubs, chores, or rules.
3. The selected students write the class answers on their assigned chart.
4. Once completed, the teacher leads another discussion of what students will be able to do when they are 13 and 16 in school, at home and the community and distributed the *Everything Changes* worksheet.
5. Students work together in groups to record and discuss their answers.
6. Answers are shared by other students in the classroom and compared.
7. The teacher closes the discussion by telling student's things will constantly be changing and that change is good, even when it is time to get a job.

EVERYTHING CHANGES WORKSHEET

Name: _____

AT 13, I WILL BE ABLE TO DO THESE THINGS:

IN SCHOOL:

AT HOME:

IN THE COMMUNITY:

AT 16, I WILL BE ABLE TO DO THESE THINGS:

IN SCHOOL:

AT HOME:

IN THE COMMUNITY:



Third Grade ▪ Career Awareness and Preparation ▪ English

Competency:	13.1.3D Identify the range of jobs available in the community.
Lesson Topic:	Jobs in My Community
Subject:	English, Language Arts
Length:	1 class period
Materials:	Construction paper, glue, scissors, magazines, pencils, crayons, and markers
Evaluation:	Students will identify different types of work and note those available in their community.

Procedure:

1. Distribute construction paper, magazines, and other supplies to students.
2. Ask students to cut career pictures from the magazines provided and paste them on the construction paper.
3. Ask students to share their pictures with the class and share which job they might like to do when they are older.
4. Follow with a class discussion on how important different jobs are in the community.



Third Grade ▪ Career Awareness and Preparation ▪ English

Competency:	13.1.3F Explore how people prepare for careers.
Lesson Topic:	TV Time
Subject:	English, Language Arts
Length:	1 or 2 class period/homework
Materials:	Pencil and <i>TV Time</i> Worksheet
Evaluation:	Through a homework assignment, students will explore the jobs their favorite TV/Cartoon characters have and how they think they were able to get that job.

Procedure:

Two class lessons are available for this competency.

1. Teacher will discuss the many ways people prepare for careers through work and school.
2. Teacher will provide the *TV Time* Worksheet and ask students to complete the assignment for homework.
3. Students will share their responses with the class.
4. Teacher can utilize this time to discuss the difference between on the job training, vocational schooling, and college.

TV TIME WORKSHEET 1

Name: _____

Watch TV and look at the jobs that people do on your favorite shows.
List which jobs you like and which jobs you do not like below. How do you think they were able to get their jobs?

Jobs I like:

What did they have to do to prepare for this job?

Jobs I do not like:

Why?

Out of all of the jobs that you like, which one is your favorite and why?

TV TIME WORKSHEET 2

Name: _____

TV show: _____

TV character name: _____

Job they have: _____

How do you think they got their job? _____

Do you like this job? _____

TV show: _____

TV character name: _____

Job they have: _____

How do you think they got their job? _____

Do you like this job? _____

TV show: _____

TV character name: _____

Job they have: _____

How do you think they got their job? _____

Do you like this job? _____



Third Grade ▪ Career Awareness and Preparation ▪ English

Competency:	13.1.3G Explain why education and training plans are important to careers.
Lesson Topic:	Job Training
Subject:	English, Language Arts
Length:	1 class period
Materials:	Pencil and Job Training worksheet
Evaluation:	Students will understand that jobs differ in the amount of training and education they may need.

Procedure:

1. Teacher has students break into groups of three and provides the *Job Training* worksheet.
2. Students discuss and record their answers regarding each job and if they think it needs a high school diploma or a high school diploma plus college.
3. Each member of each group must agree on one answer for each job. This approach will allow students to talk to one another on why think the answer they picked is the correct one.
4. Students share the answers with the entire class.

JOB TRAINING WORKSHEET

Name of members in your group: _____

Do you think the jobs listed below need training, college or no skills to get hired?
Talk to the people in your group and give an answer for each.

You may pick high school diploma or high school diploma plus college.

Teacher: _____

Carpenter: _____

Photographer: _____

Lawyer: _____

Police Officer: _____

Nurse: _____

Cashier: _____

Dentist: _____

Cook: _____

Day Care Worker: _____

Secretary: _____

Weather person: _____



Third Grade ▪ Career Awareness and Preparation ▪ English

Competency:	13.1.3H Explain how workers in their careers use what is learned in the classroom.
Lesson Topic:	School Classes and Jobs
Subject:	English, Language Arts
Length:	1 class period
Materials:	Pencil and <i>Classes Count</i> worksheet
Evaluation:	Students will be able to show how school subjects relate to a career and how they are used in the workforce.

Procedure:

1. Teacher provides students with the *Classes Count* worksheet.
2. Students complete the worksheet in teams of two and share the answers with the group.

CLASSES COUNT WORKSHEET

Name: _____

Ever wonder why you have to take so many different classes in school? Every job matches up with a class you are studying in school now or in the future.

Match each job with the class you think it uses the most!

- | | |
|------------------|--------------------------|
| 1. Bank Teller | Social Studies |
| 2. Cartoonist | English/Reading/Spelling |
| 3. Museum Guide | Science |
| 4. Game Designer | Music |
| 5. Writer | Math |
| 6. Astronomer | Art |
| 7. Singer | Computer |

Can you think of any other jobs that match up your school subjects/classes?

Job

Class
