

ECONOMICS

First Grade KEY LEARNING

Identify the specialized work that people do.

Here is a unit that can be used to help students identify the specialized work that people do, while integrating a Biblical perspective. Although this is a first grade key learning component, this unit can still be used on other grade levels. Please take note that a *(star) indicates that the activity listed covers another Key Learning for first grade.

BIBLE

Schedule opportunities for your students to search the scriptures for the verses given below. Below is a list of questions that can be asked after reading each text, in order to encourage and engage your students in a discussion.

Genesis 2:15

"Then the LORD God took the man and put him into the garden of Eden to cultivate it and keep it."

Ask the students the following questions: 1. Did God expect Adam to cultivate and keep the garden of Eden before Eve was even created? 2. Why do you think God asked Adam to cultivate and keep the garden of Eden before there was even sin in the world?

Exodus 20:8-10

"Remember the Sabbath day, to keep it holy. Six days shalt thou labor and do all thy work, But the seventh day is the Sabbath of the LORD thy God: in it thou shalt

not do any work, thou, nor thy son, nor thy daughter, thy manservant, nor thy maidservant, nor thy cattle, nor thy stranger that is within thy gates."

Ask the students the following questions: 1. How many days do we have to do all of our work? 2. Which day is the Sabbath of the Lord? 3. Who should not work on the Sabbath? 4. Since God has given us 6 days to do all our work, does that tell us something about the importance of work?

Proverbs 12:11

"He that tilleth his land shall be satisfied with bread: but he that followeth vain persons is void of understanding."

Ask the students the following questions: 1. What do we usually call a person who tills the land? 2. Is being a farmer important work? Why?

Matthew 5:16

"Let your light so shine before men, that they may see your good works, and glorify your Father which is in heaven."

Ask the students the following questions: 1. Should the work we do bring glory to God? 2. What are some jobs that people do in which we can clearly see that worker is glorifying God? 3. Can being a sanitation engineer (garbage man or woman), glorify God?

Matthew 9:37

"Then saith he unto his disciples, The harvest truly is plenteous, but the laborers are few."

Ask the students the following questions: 1. What do you think the harvest is? 2. Now that you know what the harvest is, why do you think that the laborers are

few? 3. How can you as children help with the work? 4. Does God need to pay you to work for Him?

Romans 13:1-2

“Let everyone be subject to the governing authorities, for there is no authority except that which God has established. The authorities that exist have been established by God. ² Consequently, whoever rebels against the authority is rebelling against what God has instituted, and those who do so will bring judgment on themselves.” NIV

Ask the students the following questions: 1. What do you think this scripture is telling us about work? 2. How do people rebel against authority? 3. What are some consequences (judgments) that come on people who don't listen to their bosses or managers?

Ephesians 4:28

“Let him who steals, steal no longer; but rather let him labor, performing with his own hands what is good, in order that he may have [something] to share with him who has need.” NIV

Ask the students the following questions: 1. Instead of stealing, what should someone do when they really want to purchase something? 2. What are the benefits of working? 3. Other than purchasing things, what else can be done with the money that people get from working?

Colossians 3:23-24

“Whatever you do, do your work heartily, as for the Lord rather than for men; knowing that from the Lord you will receive the reward of the inheritance. It is the Lord Christ whom you serve.” NIV

Ask the students the following questions: 1. How should we do our work? 2. Is being a farmer important work? Why?

SPELLING

In Language Arts, the students will be introduced to some of the more difficult words in the scriptures that they will read from the Bible. Use those same words as BONUS words for spelling. They are heartily, plenteous, tilleth, cultivate, rebel, inheritance, authority, judgment, harvest, void and laborers. Have the students practice spelling those words with a partner.

On the spelling activity sheet (**activity sheet included**) have the students choose the correct spelling for the words listed above.

Have a Spelling B with the words listed above.

After lunch, have the students choose one of the bonus words from the list and give them 2 chances to spell the word as their pass to enter the classroom.

LANGUAGE ARTS

*Have the students use the dictionary to find the definitions for the words heartily, plenteous, tilleth, cultivate, rebel, inheritance, authority, judgment, harvest, void and laborers.

Have the students brainstorm all the specialized work (jobs) that they know people have. Have the students choose one job that they would like to do and with your guidance, have them write a detailed paragraph telling why they would like to do that job (type of work).

Read the book, When I Grow Up by Dennis Haley and Marci Brown (ISBN 1-891327-58-5). This book can also be sent home with the students so that they can take turns reading with their parents. It is a Level 1 book and has a parent's page and a child's page.

Have the students make a list of all the different types of specialized work that are mentioned in the book, When I Grow Up.

*Have the students choose the best verb to complete the sentences that come from the book, When I Grow Up. **(activity sheet is included)**

*Have the students write the plural form for each specialized work that is listed on the activity sheets. **(3 activity sheets are included)**

*With your direction, have the students divide the specialized work (jobs) listed into syllables.

Introduce the words labor, toil, grind, job, vocation, employment and occupation as other words for the word, "work". In sentences, have the students use other words for the word, "work".

MATH

*Pick 4 jobs and place them on a graph. Have the students vote on the jobs that they think they would enjoy the most. Create a bar graph, line graph or pictograph revealing the results of their votes.

*Make a list of jobs for the students. With a partner, have the students decide on how much they think a person would make for each specialized work (job). It should be funny to see the figures that 1st graders will come up with.

*Tell the students that they are going to be carpenters during math class. Have them measure (in inches or cm) and record the measurements for different pieces of furniture in the classroom.

Help the students brainstorm specialized work (jobs) in which a lot of math must be done.

*Have the students share their parent's careers with the class. Make a graph of those careers.

SOCIAL STUDIES

Have the students interview for jobs that they would like to have in the future.

On index cards, write a list of specialized jobs that most communities have and then write a list of places of employment in your community. Have the students match the jobs to the places of employment. Examples: librarian will match with the library, teacher will match with school, teller will match with bank.

Have the students discuss with their classmates the benefits of having so many different types of specialized jobs in our community.

Have the students work in groups to think of 4 important activities that must be done in our homes or communities in order for us to be able to keep our lives running as smoothly as possible. When everyone is finished, have each group then

quiz the other groups to see which specialized worker can assist with getting each of those important activities done. **Examples:** Mom needs to get her teeth cleaned. The specialized worker that can assist mom with getting this activity done is the dentist or dental hygienist. Dad can't get the water in the toilet to stop running. The specialized worker that can assist mom with getting this taken care of is most likely a plumber.

Have the students conduct a survey on what students in other classrooms would like to be when they grow up. Have them record and share with the class, their findings about your school community and the specialized jobs that the students would like to do when they grow up.

Place students into small groups and assign each group a different country. Have the students research the different jobs that people have in those countries. Give the students specific guidelines to follow when researching and have them share their findings with the class.

SCIENCE

Divide the students into groups of 4 or any number you would like. Assign a Science concept to each group. Have the children work together (during 2 or more Science class periods) to review the information and prepare to be Science teachers, teaching to their classmates, the concepts that were assigned to the group. Help students brainstorm specialized work (jobs) that use a lot of Science.

Schedule a day when students can be archeologists.

FINE ARTS (MUSIC)

Place the students in groups and have them create and sing a song about work.

Have the students listen to the “People Work” song that can be found on www.youtube.com. The exact link to the song is <http://youtube/ORGLQudvMWE>

FINE ARTS (MEDIA)

If you have a subscription to www.discoveryeducation.com, please know that there are several clips about jobs that can be viewed by your first grade class. Some titles are: Paz Gets a Job, The Right Job, Trying New Jobs, Jobs in the Water, Workers and Jobs, Jobs in the Woods, Everybody has a Job, The Teacher’s Job, Jobs People Do, Going to School is Your Job and MORE!

Schedule a day in which the students come to school dressed as if they are reporting to their dream job (specialized work). Have them share a recording of themselves sharing a little bit about their dream job.

For extra credit, have the students record an interview with a family member about their specialized work (job). Schedule some time to share the videos with the class. (Interview questions are included).

COMPUTER

Have the students explore interesting jobs in a virtual community of workplaces by going to the **Kidswork** website. You can go directly there by pressing the ctrl key and clicking on <http://www.knowitall.org/kidswork/index.html>.

Check the web for more websites that help children learn about specialized work.

ART

Have the students draw a picture of the specialized job they would like to do when they grow older.

Print out several pictures of people doing their specialized work. Have the students color the pictures.

Have the students be architects for a day. Have them design a new school building.

OTHER

Invite parents to the school to share their careers with the students.

Arrange for the students to visit a local business and have them learn about how the business is run. Have the students ask them how they use computers in their jobs.

Schedule a career day for your students.

Plural Activity

Name: _____

Directions: Write the plural form for the specialized work listed below.

- | | |
|--------------------|---------------------|
| 1. carpenter | carpenters <u>s</u> |
| 2. architect | _____ |
| 3. painter | _____ |
| 4. veterinarian | _____ |
| 5. scientist | _____ |
| 6. writer | _____ |
| 7. artist | _____ |
| 8. ophthalmologist | _____ |
| 9. teacher | _____ |
| 10. lifeguard | _____ |

Plural Activity

Name: _____

Directions: Write the plural form for the specialized work listed below.

1. real estate agent _____

2. farmer _____

3. chef _____

4. clown _____

5. customer service representative

6. musician _____

7. composer _____

8. pastor _____

9. recording engineer

Plural Activity

Name: _____

Directions: Write the plural form for the specialized work listed below.

1. mechanic _____

2. computer technician

3. plumber _____

4. electrician _____

5. pilot _____

6. postal worker _____

7. pilot _____

8. flight attendant

9. cashier _____

Spelling Activity

Name: _____

Directions: Which bonus word is spelled correctly. CIRCLE it.

- | | | |
|----------------|-------------|------------|
| 1. heartiyl | hartily | heartily |
| 2. plenteous | plenous | plenteous |
| 3. cultevate | cultivate | cultvate |
| 4. rebil | rebell | rebel |
| 5. inheritance | inheritance | inharitans |
| 6. authority | athority | awthority |
| 7. judmant | judment | judgment |
| 8. harvess | harveste | harvest |
| 9. viod | void | voyd |
| 10. laviorers | laborers | labbers |

Syllables Activity

Name: _____

Which verb is best?

Directions: Circle the best verb to complete the sentences below.

1. These girls love/loves ice cream.
2. They could make/makes ice cream when they grow up.
3. You could drive/drives both of them!
4. The boy paint/painted the shelf.
5. A scientist help/helped this man go into space.
6. Mom and dads take/takes care of the homes.
7. Two writers wrote/writes this book.
8. This boy think/thinks this is art.
9. Teachers help kids to learn/learns.

Syllables Activity

Name: _____

Directions: Divide the jobs into syllables.

- | | |
|--------------------|-------------|
| 1. carpenter | car/pen/ter |
| 2. architect | _____ |
| 3. painter | _____ |
| 4. veterinarian | _____ |
| 5. scientist | _____ |
| 6. writer | _____ |
| 7. artist | _____ |
| 8. ophthalmologist | _____ |
| 9. teacher | _____ |
| 10. lifeguard | _____ |

ABC Order Activity

Name: _____

Directions: Place the list of specialized work (jobs) in ABC order.

1. mechanic _____
2. teacher _____
3. plumber _____
4. electrician _____
5. lifeguard _____
6. postal worker _____
7. writer _____
8. artist _____
9. cashier _____
10. secretary _____

INTERVIEW QUESTIONS ABOUT JOBS

Name of person interviewed _____

Relationship to you _____

1. What is the name of the specialized work do you do? _____

2. What do you do each day you go to work? _____

3. Is your work very close to your home? _____

4. How long have you been doing this work? _____

5. Do you love your work? _____

6. Do you work with lots of people or do you work alone? _____

7. Do you make lots of money for the work you do or not enough money? _____

8. Did you have to go to college to do this work? _____

9. How long did you have to go to college for? _____

10. What is the best part of your work? _____
