

What I Want to Be

Overview:

This lesson allows students to research different occupations and to write about occupations in which they are interested.

Procedure:

1. Start a discussion among the students about different occupations. (To make things fun, wear an occupation related hat or item before discussion. See if students notice what you are wearing and initiate communication. This would be a great “hook” to start the lesson!)
 - a. Allow each student to make a list of occupations.
 - b. Ask the students to share some of their occupations as a group.
2. Give the students a sort. Ask students to categorize job duties and descriptions by occupation. For students who need less support, ask them to list words and job duties that help describe given occupations. For students who need more support, offer picture cues of occupations and related duties and descriptions.
3. Ask the students to choose an occupation that they are interested in learning more about or an occupation that they think they would enjoy when they grow up.
 - a. Ask students to think of some questions that they would like answers to about their occupation.
 - b. The students research their occupation of interest by reading or listening to a book (or e-book) about their occupation of interest.
 - c. The students answer their questions during and after reading.
4. Allow students to write a report about the questions they have answered and the information that they have learned about their occupation.
5. Allow students to revise their report by adding information about whether or not they would still consider this occupation as a personal choice when they grow up based on what they learned from their informational text.
6. Allow students to share their writing with the class.

ASOLs Covered in this Activity:

3E--CN2a: The student will answer *who* and *where* questions to demonstrate understanding of details in familiar nonfiction text.

8E--WP6a: The student will write a short research report to pose and answer questions based on one source of information.

Extension Idea: Ask the students to come up with questions that they would like to have answered about their occupation. Allow students to answer their questions as they find information in their text. For students who need more support, give them W/H question cards or give them fully written questions and allow them to choose the questions that they would like answers to.

4E--CN1a: The student will use details from the nonfiction text to retell what the text says.

HSE--CN3c: The student will provide a summary of an informational text.

Extension Idea: Ask the students to use the information that they learned from their text to retell or write a summary about what they have learned. Allow them to utilize the

questions that they have answered to plan their writing. Students who need more support may need sentence frames to fill in with words or pictures, or may need prewritten sentence choices to glue in as their writing.

6E--CN1c, 7E--CN1e: The student will use content words and phrases from nonfiction text.

Extension Idea: Ask students to use at least one word and at least one phrase from their nonfiction text when writing their reports. Students who need more support may be given picture cue choices that go along with their occupation and choices that do not and may be asked to identify correct choices.

5E--WP3b: The student will select a topic and write about it including one fact or detail.

Extension Idea: Allow students to choose their occupation as a topic for writing and ask them to write about their topic by including at least one fact or detail that they learned from their book.

5E--WP3d: The student will revise own writing by adding more information.

5E--WP5a: The student will gather information about a topic for a written research report.

8E--WP1c: The student will plan by brainstorming and revise own writing by adding more information.

HSE--WP1e: The student will develop writing by planning and revising own writing by adding more information.

Extension Idea: Allow students to brainstorm by first listing occupations of interest. Allow students to continue planning by brainstorming questions that they want answered and then answering those questions after reading about their occupation. After students have completed their report rough draft, ask them to add more information by stating whether or not that occupation is still of interest now that they have learned more about it. Ask them to explain why or why not.

5E--WP6b: The student will sort information into two provided categories and write information learned about them.

Extension Idea: Give students two categories of occupations and ask them to sort information about those occupations. Ask students to write about what they learned about the sort. Did they sort all of the duties and descriptions correctly? Did they learn something new?

****Please note that the following history ASOL's might connect to this lesson: **HS--E1 or HS--E2b.**

Materials Needed:

- writing utensil or alternative pencil
- paper to make occupation lists
- picture cues for job duty/description sort
- various books on occupations (could include powerpoint books, books on CD/tape, and/or e-books)
- W/H question cues for students who need help in identifying questions they would like answered about their occupation
- Sentence choices for students who need more support for their writing
- paper for report rough draft and report final draft (consider using watermarked paper or linen paper that would make the paper look like a job resume)
- Consider having props related to occupations for students to explore.

-Consider allowing students to wear job-related costumes when they present/share their writing.

Instructional Setting:

classroom

Community Connections and/or Peer Interaction:

Set up a “job fair” and invite other classrooms to learn about different occupations. Allow students to set up a “booth” and ask them to share their writing with other students to inform them about their occupation. Students could dress up as their occupation and have occupation-related props for other students to explore at their booths. If possible, people from the community could be invited to set up their own booths or support a student’s booth to provide more information about occupations. This would be great information for students who have a transition plan!

Functional Activity/Routine:

This activity is functional because it can help students explore interests and preferences regarding occupations for the future. It again can help in the planning of a student’s transition plan as well.

Strategies to Collect Evidence:

Include the student’s occupation list for planning, occupation duty and description sort, questions and answers, report rough draft, and report final draft along with a detailed anecdotal record that includes a description of how they presented/shared their writing with others. Make sure to include prompts given. If your student is a scribbler or in one of the other early stages of developmental writing, be sure to include an interpretation of the writing in your anecdotal record.

Specific Options for Differentiating this Activity:

-Allow students to use their preferred “pencil” to complete this activity. This may include a writing utensil, keyboard, alternative pencil, or dictating to a scribe. This may also include picture cue choices, or fill in the blank sentence frames. Students who are nonverbal may benefit from the use of recorded PowerPoints or voice-output devices for sharing their writing with others.

-A student in any of the developmental stages of writing can complete this activity.

*If your student is a scribbler, be sure to reinforce his/her product as authentic writing, and if necessary, help assign meaning.