

**Community Jobs** by Margie Burton, Cathy French, and Tammy Jones. Benchmark Education Company, 1999 (ISBN 978-1-58344-058-2)

**Literature Annotation:** *Community Jobs* highlights the various occupations and associated workers that provide services to the community at large.

**Grade Level:** Kindergarten

**Duration:** 1 class session

**Economic Concepts:** Human Resources

### **Maryland State Curriculum**

**Economics Standard:** Students will identify the economic principles and processes that are helpful to producers and consumers when making good decisions. (PreK-3)

*Indicator:*

4.A.2.a Recognize workers as human resources

4.A.2.b Describe some jobs and what is required to perform them

### **Objective**

Students will be able to identify jobs held by people in their community.

### **Vocabulary**

**human resource:** worker; the health, strength, talents, education and skills that humans can use to produce goods and services.

### **Teacher Materials**

Recording of “Are You Sleeping”

Sentence Strips

Teacher Resource Sheet #1: *We are Workers* (on an overhead transparency)

Teacher Resource Sheet #2: *Community Jobs* (on an overhead transparency)

### **Student Materials**

Student Resource Sheet #1: *We are Workers*

### **Motivation**

Display Teacher Resource Sheet #1: *We are Workers*. Play a music only version of “Are You Sleeping.” Sing the song to students. Play the song a second time and have students join in. After singing, ask students to brainstorm additional workers. Create a master list using an overhead projection of Teacher Resource Sheet #2.

### **Development**

1. Introduce the vocabulary term “human resources.” Tell students that they are going to be reading about community jobs and the human resources needed to carry out the jobs. Conduct a Read-Aloud using the text *Community Jobs*.

2. After reading, refer students back to Teacher Resource Sheet #2. Ask students to add additional jobs to the list. Discuss.
3. Have students choose a partner. Distribute Student Resource Sheet #1: *We are Workers*. Assign each pair a different community job. Have them write a verse to the song about their assigned job. After pairs have finished, play “Are You Sleeping” and have each group sing their verse.
4. Ask students to identify the term that we can substitute for “workers.” (human resources) Have them sing their song (from Student Resource Sheet #1) again replacing the word “workers” with “human resources.”

**Teacher Note:** *Puppet faces for various community jobs are available at [www.econed.org](http://www.econed.org). You may wish to download the faces, color, and laminate them. Students can use them when singing their verse for the class.*

**Assessment:** Prepare sentence strips with sentences about each of the jobs in the book. For example, “A firefighter helps put out fires” or “A doctor helps you when you are sick.” Cut the “worker” section of the strips apart from the part of the sentence that tells how they help people. Mix the parts up and have students put them back together again in a pocket chart. Check for understanding.

## *We Are Workers*



**We are workers, we are workers,  
Yes we are! Yes we are!  
Brian is a baker. Brian is a baker.  
He makes bread. He makes bread.**

**We are workers, we are workers,  
Yes we are! Yes we are!  
Sarah is a firefighter. Sarah is a firefighter.  
She puts out fires. She puts out fires.**



Source: *The Econ Song Book: Old Tunes with an Economics Twist*. Martha Hopkins, 1997. Available at [www.econed.org](http://www.econed.org)

Teacher Resource Sheet #2

***Community Jobs***

<b>Community Job</b>	<b>How They Help Us</b>

## We Are Workers

**Directions: Use these verses as a model to write your own verse about a community job.**

We are workers, we are workers,  
Yes we are! Yes we are!  
Brian is a baker. Brian is a baker.  
He makes bread. He makes bread.

We are workers, we are workers,  
Yes we are! Yes we are!  
Sarah is a firefighter. Sarah is a firefighter.  
She puts out fires. She puts out fires.

**We are workers, we are workers,  
Yes we are! Yes we are!**

\_\_\_\_\_ is a \_\_\_\_\_.

\_\_\_\_\_ is a \_\_\_\_\_.

\_\_\_\_\_

\_\_\_\_\_