



MY FIRST JOB

Lesson Length: 1.25 hours

Vocabulary & Expressions: Words related to occupations and job duties; past tense verbs

Language/Culture Point: Relationship between words used to describe names of jobs and their corresponding job duties

Objective: Students will be able to talk about their first job.

Materials: Computer, projector, PPT Presentation: Jobs in Your Hometown, red/green/yellow Signal Cards, plain paper, markers, ball

STEP 1: ACTIVATE BACKGROUND KNOWLEDGE

Time Frame	Materials	Teaching Strategies
5 minutes		- Mind Mapping

TEACHING ACTIVITY

1. On the board, write “I am” in the middle of a circle. Draw spokes coming out of the circle to prepare for a Mind Mapping activity.
2. Add to the map pictures and words that describe you. For example: a teacher, an employee, a sister, a gardener, a musician, etc.
3. Have students contribute ideas about themselves and draw/write them on the board.

STEP 2: MINI-PRESENTATION WITH PROMPT

Time Frame	Materials	Teaching Strategies
10 minutes	<ul style="list-style-type: none">- Computer and Projector- PPT Presentation: Jobs in Your Hometown- Alternative: printed slides/pictures/drawings	<ul style="list-style-type: none">- Teaching with PowerPoint- Using Pictures



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TEACHING ACTIVITY

1. Create a presentation that talks different jobs in your community. For example:
When I was young I lived in a small town. Many of the people who lived there were farmers. They grew a lot of wheat and apples. There were also many Native Americans in my town. Some of them were fisherman. Others made beautiful blankets and beaded jewelry.

Times change. My town is not so small anymore. It is growing. There are many people who work in construction building houses and apartments. Wine has become popular so many of the farmers are now growing grapes to make wine...

STEP 3: DISCUSSION AND COMPREHENSION CHECK

Time Frame	Materials	Teaching Strategies
5 minutes	- Red, green, and yellow Signal Cards	- True/False Quiz - Signal Cards

TEACHING ACTIVITY

1. Make a series of true/false statements about your presentation. Students should use their Signal Cards to indicate True/False/I don't know.

STEP 4: HIGHLIGHT LESSON FOCUS AND MODEL TASK

Time Frame	Materials	Teaching Strategies
10 minutes		- Chalk Talk

TEACHING ACTIVITY

1. Tell students, "Today we're talking about different kinds of work people do. I want to hear about everyone's first job."
2. Do a Chalk Talk about your first job by drawing and labeling activities. For example:
I had my first job in 1992. I worked in a restaurant. I worked from 4:00-11:00pm, five days a week. I served food and drinks to customers. I cleaned tables. I swept and vacuumed the floors...



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3. Tell students, “Now I want to hear about your first job. For some people, their first job is in a restaurant making food. Other people’s first job is raising children. Some people get their first job working in a store...”

STEP 5: GUIDED PRACTICE

Time Frame	Materials	Teaching Strategies
15 minutes		- Chalk Talk

TEACHING ACTIVITY

1. Ask a student, “What was your first job?” Have the student come up to the board and do a Chalk Talk or you can illustrate for the student.
2. As the student talks about his/her first job, clarify and supply vocabulary, as necessary.
3. Ask for 2-3 more students to share with the class about their first job.

STEP 6: PAIR OR SMALL GROUP WORK

Time Frame	Materials	Teaching Strategies
20 minutes	- Paper and Markers	- Chalk Talk - Think-Pair-Share

TEACHING ACTIVITY

1. Have each student work individually to illustrate his/her first job on a piece of paper.
2. Have students first share with a partner and then with a larger group.
3. Help students with vocabulary, as necessary, and create a master vocabulary list on the board as you hear students talking.

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STEP 7: HIGHLIGHT HOW ENGLISH WORKS

Time Frame	Materials	Teaching Strategies
5 minutes	- Paper and Markers	- Graphic Organizers - Brainstorming

TEACHING ACTIVITY

1. On the board make two columns. In the first column list the names of the students' first jobs. In the second column have students help you list what the person does in each of the jobs. For example:

<u>Job</u>	<u>Job Duty</u>
Farmer	farm
Cook	cook
Teacher	teach
Dishwasher	wash dishes
Fireman	put out fires
Musician	play music

2. First, ask students what they notice about these words. Brainstorm with them, trying to elicit that often the word used for the name of a job and the word for the job duty are related/the same. Point this out on the list by underlining common word parts.
3. Ask students to identify other jobs with job duties that use the same/similar words.

STEP 8: QUICK CHECK AND REVIEW

Time Frame	Materials	Teaching Strategies
10 minutes	- Ball	- Line Up - Ball Toss

TEACHING ACTIVITY

1. Do a Line Up with the students by having them form a single line according to the year they started their first job.



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2. Toss a ball to a student and ask, “What was your first job?” and “What did you have to do?” For more advanced students you can follow up with, “What is one thing you liked about your job?”
3. Have the student throw the ball back to you to throw to another student. Keep the pace as quick and lively as possible.

