



3rd Grade ▪ Career Acquisition ▪ English, Language Arts

Competency	13.2.3A Identify appropriate speaking and listening techniques used in conversation.
Lesson Topic	Say what?
Subject	English, Language Arts
Length	Two class periods
Materials	None
Evaluation	Children must draw on their verbal abilities and critical thinking skills to rewrite sentences in proper English to help identify appropriate speaking techniques.

Procedure:

Class Period 1: Speaking

1. Teacher distributes the *Say What* worksheet and asks students to rewrite the sentences.
2. Students rewrite the sentences to make them sound better.
3. Students take turns reading the incorrect sentences and the correct sentences to the class.

Class Period 2: Listening

1. Teacher chooses a student to role-play with and a student to write responses on the board.
2. The teacher asks the rest of the class to watch the conversation and think about how the teacher is not listening to the student.
3. The teacher and student have a conversation about what the student did during the weekend and the teacher displays poor listening techniques that can include, but are not limited to:
 - Poor or no eye contact
 - Interrupting the student
 - Changing the subject
 - Walking away
 - Playing with an item
 - Looking through a bag
4. The students provide examples of how the teacher was not listening well during the role-playing exercise, and the answers are written on the board.
5. Students can take turns role-playing using their worst speaking and listening techniques.
6. The teacher provides examples of appropriate listening techniques and why it is important at home, at school, and someday in a job/career.



Say What Worksheet

Name: _____

Review the sentences below and change them to sound better!

1. **Why don't we got no food in the house?**
2. **I like that movie much more better.**
3. **He is busy erasing the board with another student.**
4. **Me and Blake played football.**
5. **It's really like hot in here today.**
6. **My math is worser than my spelling.**

Can you think of any other things people may say that are not nice when talking to one another?



3rd Grade ▪ Career Acquisition ▪ English, Computer

Competency	13.2.3B Discuss resources available in researching job opportunities, such as, but not limited to, internet, magazines, and newspapers.
Lesson Topic	Job search techniques
Subject	English, Computer
Length	One or two class periods
Materials	Class period 1: Computer lab with internet access, <i>Job Search</i> worksheet Class period 2: Newspaper classified ads
Evaluation	Students will explore jobs/careers using the internet and newspaper classified ads.

Procedure:

The newspaper activity can occur first if a computer lab is not available for class period 1.

Class Period 1

1. In pairs, students explore the internet for local job postings. Available websites for exploration include CareerLink, Monster.com, and their local newspaper online.
2. Students complete the *Job Search* worksheet for class credit.

Class Period 2

1. In pairs, students explore local newspapers classified ads for job postings.
2. Students complete the *Job Search* worksheet for class credit.



Job Search Worksheet

Name: _____

- **Company name:**
 - **Job title:**
 - **Experience needed:**
-
- **Company name:**
 - **Job title:**
 - **Experience needed:**
-
- **Company name:**
 - **Job title:**
 - **Experience needed:**
-
- **Company name:**
 - **Job title:**
 - **Experience needed:**



3rd Grade ▪ Career Acquisition ▪ English

Competency	13.2.3C Compose a personal letter.
Lesson Topic	Pen pal
Subject	English
Length	Two class periods, homework assignment
Materials	Paper, pencil, classmate name, <i>Personal Letter Tips</i> , <i>Letter Writing</i> worksheet
Evaluation	Students will practice writing a personal letter to a fellow classmate as a homework assignment.

Procedure:

Class Period 1

1. Teacher explains the reason for writing a personal letter.
2. Teacher distributes and reviews *Personal Letter Tips* with the class.
3. The teacher assigns each student a pen pal/classmate to write a letter to. If the number of the students in the classroom is uneven, the teacher may be a pen pal with a student.
4. The teacher explains this assignment is for homework and needs to be completed for the next day.

Class Period 2

1. Students distribute personal letter to their assigned pen pal.
2. Teacher has a few students volunteer to read letters aloud.
3. Teacher collects letters and students receive credit for homework.



Personal Letter Tips

- **Heading**—Check to make sure you have the correct information on the correct line. It should be on the right side of the paper. See below.
 - Line 1— Street number, street name
 - Line 2— Town or city, state, ZIP code
 - Line 3— Date
- **Greeting or salutation**—Dear So-and-so, (remember the comma!)
- **Introduction**—This part is intended to get the person to want to continue reading and to give the person an idea as to why you're writing. You would usually start out talking about the person to whom you're sending the letter (it's polite). Then you may want to give some information about you and why you're writing. This can all go in one paragraph, or if it's too long and doesn't "go" in one paragraph, make the decision to separate it.
- **Body**—This is the main part of the letter. It gets to the point of why you're writing. Change paragraphs and indent (make a space) each time you change the topic you're talking about. This is the longest part of the letter.
- **Conclusion**—Wrap it all up. Be smart!
- **Closing**—Choose an appropriate closing. Only the first word is capitalized.
- **Signature**—Sign your name. Write in cursive.



Letter Writing Worksheet

Name: _____

Heading:

Greeting or salutation:

Introduction:

Body:

Conclusion:

Closing:

Signature:



3rd Grade ▪ Career Acquisition ▪ Language Arts, Gym

Competency	13.2.3E Discuss the importance of the of the essential workforce skills, such as, but not limited to, dependability, health/safety, team building, and technology.
Lesson Topic	Teamwork
Subject	Language Arts, Gym
Length	One class period
Materials	Student participation
Evaluation	Students will work together to show the importance of getting along with others.

Procedure:

1. Teacher divides the classroom into two groups. These two groups stay together for the following two team building activities:
 - Students are instructed to line up in by the month and day they were born and are timed against the other team. The team that correctly completes the task first wins.
 - Students are instructed to line up by the first letter of their last name. The group that correctly completes this task first wins.
2. The teacher brings the group together for a larger timed activity.
3. Students are tasked with lining up from shortest to tallest without speaking to one another and timed.
4. Once completed, the teacher provides students with a minute to talk about how they can do this again.
5. The teacher times students a second time to see if they were able to increase their time by working together.