



Lesson Plan Summary

Magic Tree House #51: High Time for Heroes

“Follow That Dream”

Career Guidance Activities for Elementary Students

DURING THIS BOOK STUDY, EACH STUDENT WILL:	COMMON CORE STANDARDS ADDRESSED:
<ul style="list-style-type: none">• Brainstorm about occupations/careers of interest.• Participate in interactive activities to determine job personalities, occupational goals, and possible career paths.• Assess strengths and weaknesses through self-assessment activities.• Conduct an interview to assist in determining possible career choices.• Create and share with classmates a career poster displaying information gathered from research and results of activities associated with this lesson.• Participate in a game in which students will collaborate with peers by group questioning to gather information.	<p>Reading Informational Text:</p> <ul style="list-style-type: none">• Key Ideas and Details RI2.1• Integration of Knowledge and Ideas RI3.7, RI4.7, RI5.7 <p>Writing:</p> <ul style="list-style-type: none">• Production and Distribution of Writing W2.6, W3.6, W4.6, W5.6• Research to Build and Present Knowledge W2.7, W2.8, W3.7, W3.8, W4.7, W4.8, W4.9, W5.7, W5.8, W5.9• Texts Types and Purposes W3.2, W4.2, W5.2 <p>Speaking and Listening:</p> <ul style="list-style-type: none">• Comprehension and Collaboration SL2.1, SL2.2, SL2.3, SL3.1, SL3.2, SL3.3, SL4.1, SL4.2, SL4.3, SL5.1• Presentation of Knowledge and Ideas SL2.4, SL2.5, SL2.6, SL3.4, SL3.6, SL4.4, SL4.6, SL5.4, SL5.5, SL5.6 <p>Language:</p> <ul style="list-style-type: none">• Conventions of Standard English L2.1, L2.2, L3.1, L3.2, L4.1, L4.2, L5.1, L5.2• Knowledge of Language L2.3, L3.3, L4.3, L5.3

51-2S0915

Created by: Paula Henson, 2007 Magic Tree House Teacher of the Year Knoxville, Tennessee



Lesson Plan

Magic Tree House #51: High Time for Heroes “Follow That Dream”

Career Guidance Activities for Elementary Students



After reading High Time for Heroes, your students will understand how important it was for Florence Nightingale to follow her dream to help others by devoting her life to caring for the sick and injured. Because she followed her dream of becoming a nurse, against great odds at times, she greatly improved the conditions of health care saving countless lives and became known as the pioneer of modern nursing. Your students will be inspired to have a dream of their own as they begin to consider where their talents and passions lie and how they can best be used in future career choices.

Dream Jobs:

Every boy and girl dreams about what they would like to be when they grow up. As we know, more often than not, these ideas change over the years. Begin the lesson by allowing your students to brainstorm about their hopes and dreams for the future. Use the “Dream Jobs” activity sheet (included) to discover more about your students’ interests and refer to it as they learn more about themselves and their occupational goals.

Researching Occupational Goals:

Start a discussion about future occupational goals by having your students participate in one or all of the following valuable and very entertaining interactive activities that will assist them in discovering their job personalities and how those personalities should be used to choose a career that best suits their talents and interests. Students will discover what their favorite careers will involve, what tools they might use for all types of career paths, and what type of training they will need to pursue in order to obtain their occupational goals. Once your students have researched various occupations using the resources provided below, they will be able to determine how well suited they are for professions they are most interested in.

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- The Kidzworld quiz below will help your students discover their job personalities in an entertaining way by asking questions about how they would respond to different real life scenarios:

<http://www.kidzworld.com/quiz/2815-quiz-whats-your-job-personality>

- Discover what careers best suit each student by allowing them to interactively explore their interests with the help of Paws, a guide dog who is looking for his favorite career!

<http://paws.bridges.com/cfnc1.htm>

- After students select a career/careers they might like to pursue they will get advice from real live professionals by visiting the following website and typing in the career paths they are interested in.

<http://invite.careervillage.org/career-info-for-kids/?gclid=CPHwm767xsMCFaFr7AodHDkApg>

Assess Your Strengths and Weaknesses:

The more your students know about themselves the better they can begin to choose a career that is right for them. Make copies of Self-Assessment worksheets #1 and #2 (attached) for each student and instruct them to honestly answer the questions that will help them know which occupations they are best suited for.

Interview:

After participating in the interactive activities and gathering information about themselves through the self-assessment activities, your students will have some career choices in mind that they will want to explore further. One of the best ways to learn more about a career choice is to interview someone who is working in that occupational field. Assign your students the task of interviewing a person in a career that interests them. Equip them with the Interview Questionnaire (included) to help them conduct an interview that will answer questions they might have about careers that interest them. Encourage them to have a parent or friend take a picture of the interview. If you decide to follow up with Career Day activities (explanation follows), invite the interviewees to the class to briefly discuss their professions. Encourage them to bring “tools of the trade” to share with the class as part of your event.

Follow That Dream Career Day Poster Display

Finally, your students will enjoy making a career poster with information they have learned about the profession they are most interested in. Their posters will display print outs of their interactive research depicting their job personalities, “Dream Jobs” activity sheets, Self-Assessment activities, and Interview Questionnaires (accompanied by a photo of the interview if possible). They should personalize their posters with creative art work, pictures related to their chosen occupation, and other items of their choosing. Encourage them to “dress the part” if you plan to incorporate the posters into a Career Day event by wearing clothing and bringing tools related to their professional goals if possible. Display the posters in the hallway or library to share with other students, faculty members and parents.

As a fun activity for Career Day or just a fun game to play as a follow-up to this lesson allow your students to participate in a classroom version of the popular 1950’s TV game show.....



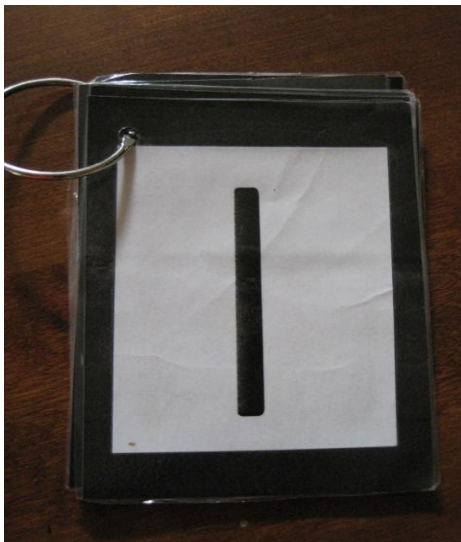
“What’s My Line?” was a family favorite whose premise was simple: In each episode, a contestant would appear in front of a panel of blindfolded panelists who would try to guess his or her “line” of work or, in the case of famous “mystery guests,” the person’s identity, by asking exactly 10 yes-or-no questions. A contestant won if he or she presented the panel with 10 “no” answers. This game provides an excellent opportunity for your class to engage in questioning, a valuable comprehension strategy that helps student clarify and deepen their understanding by asking who, what, when, where and why.

Start by allowing your students to watch the following episode of an original “*What’s My Line*” show. The contestant on this episode is a child prodigy who was a symphony conductor at age eight. Students will be able to relate to this young contestant and realize that children can play this game and also possess talents and special gifts at an early age. Viewing an episode as a class will enable them to see how the game is played and what their roles will be as a panelist or contestant.

<https://www.youtube.com/watch?v=jMoEI2r99w4>

Materials needed:

- Make a “*What’s My Line*” sign to display at the contestant/moderator table similar to the one above.
- 4 Blindfolds
- Number Cards 1-10 (preferably on a metal ring for “flipping”):



- A chalkboard or dry erase board so that the guest can “sign in”
- Chalk or dry erase pen

If you choose to invite a “mystery guest” to the classroom, some interesting choices might be a special area teacher, a custodian, a lunchroom worker, the principal, assistant principal, or a parent. The panelists (students) could take turns questioning just as they did with their classmates to uncover the identity/occupation of the “mystery guest”. Below is a link to an episode of the 1950’s show with Lucille Ball as the “mystery guest”. Your students may recognize her if they have viewed any of the “*I Love Lucy*” reruns which will allow them to make a real world connection.

<https://www.youtube.com/watch?v=x91E6mGxG2M>

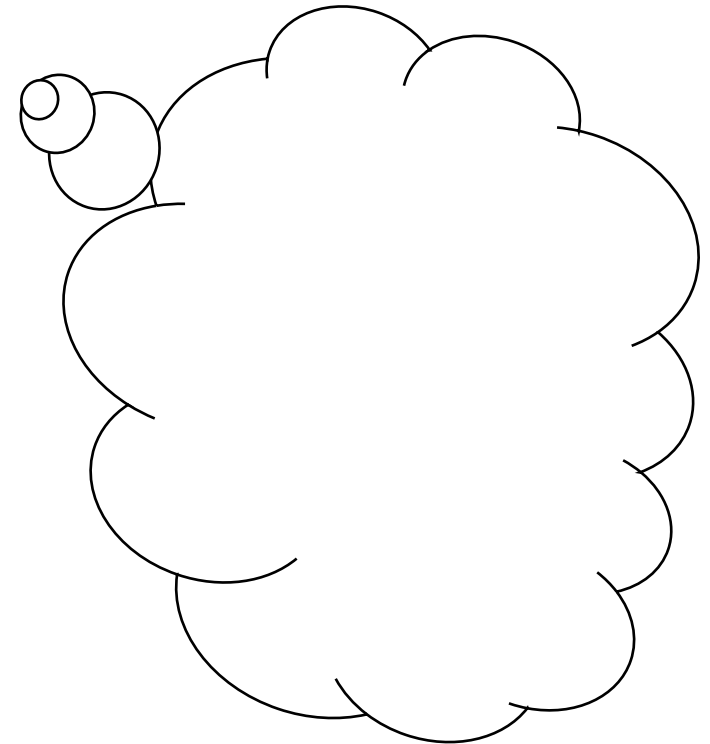
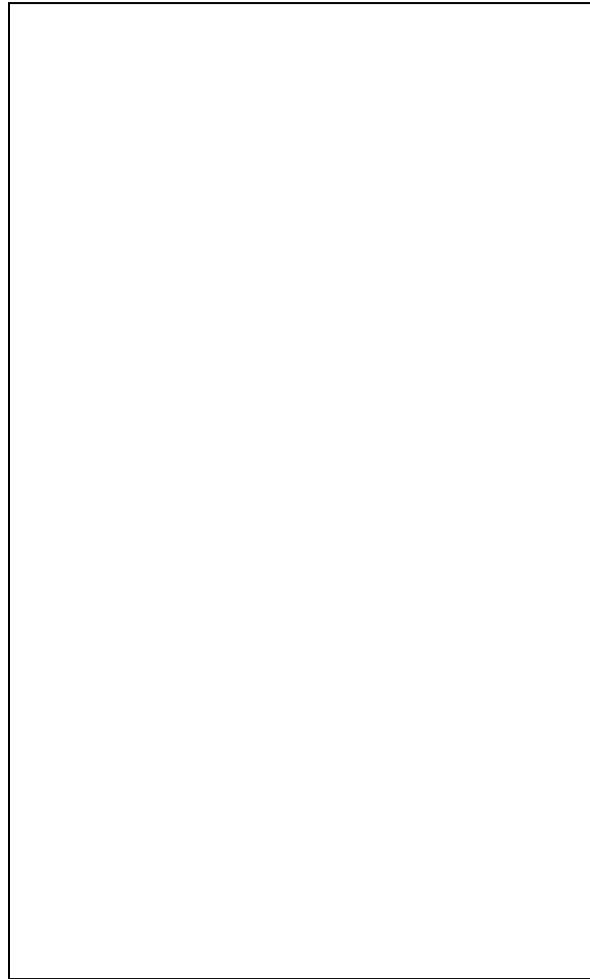
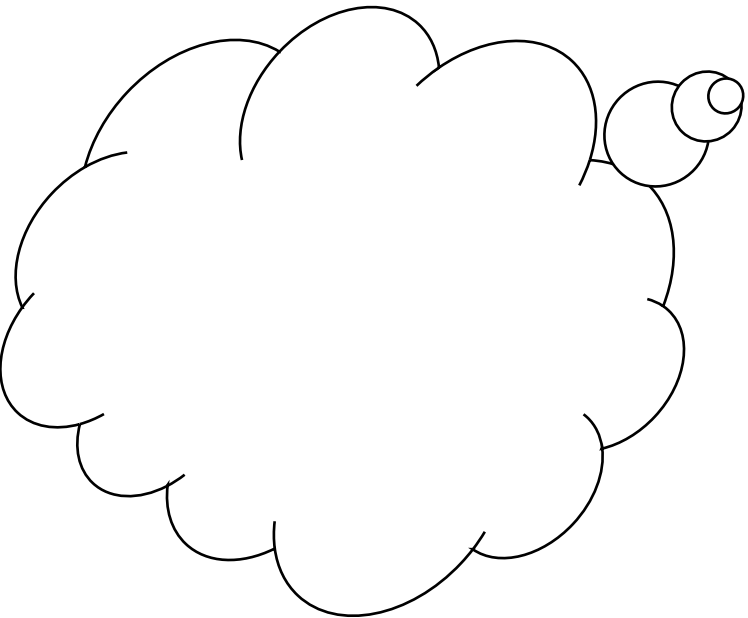
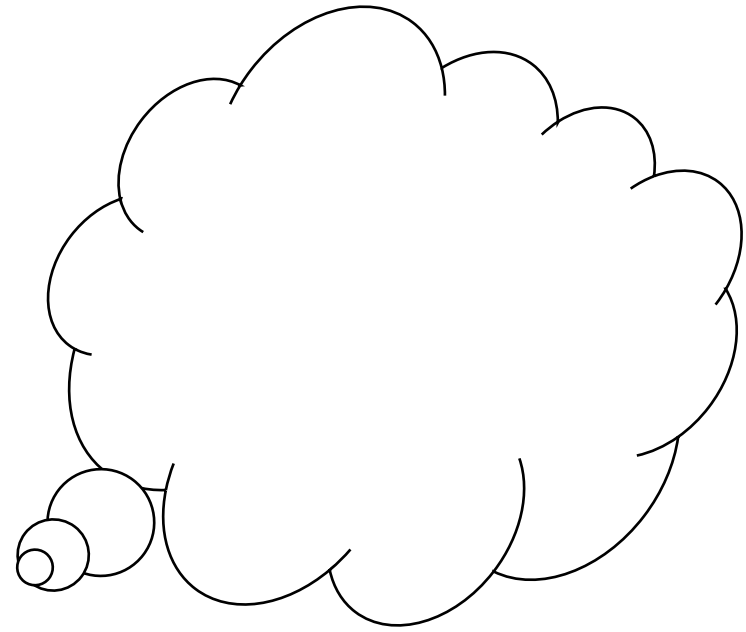
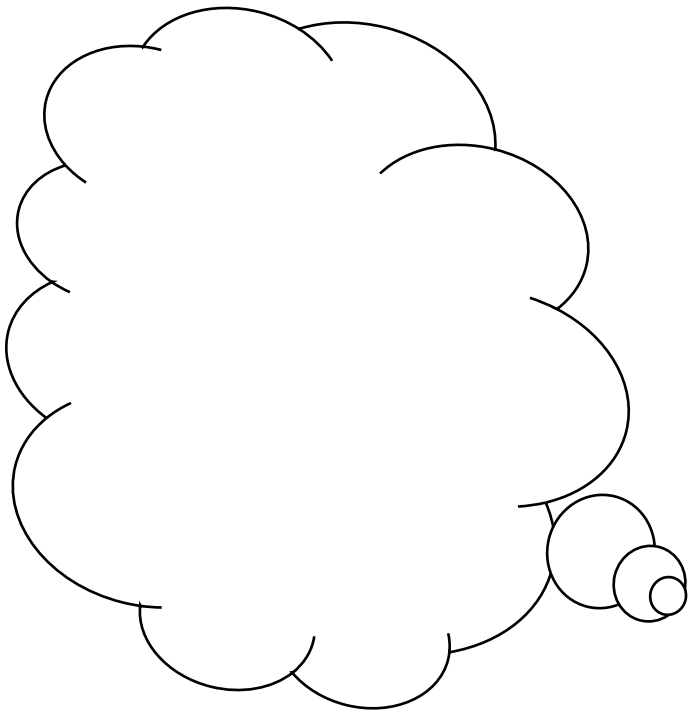
Instructions

1. Play a standard round. Each show had at least two standard rounds and one mystery guest round. In the standard round, the panel (consisting of four members) tries to guess the occupation of the contestant. Students will be the contestants in the standard rounds. Blindfolds and disguised voices will surely add humor and excitement to the game! Students can take turns being panelist, contestants and members of the audience.
2. Ask the contestant questions. Each panelist will have a chance to ask the contestant a yes or no question. Explain to your students that their questions must be asked in such a way as to only receive a “yes” or “no answer. (Practicing this type of questioning with your class beforehand will better prepare students for the game.) If they receive a “yes” answer they are allowed to ask another question, if they receive a “no” answer play will pass to the next panelist. Panelists can ask up to four consecutive "yes" questions before having to guess the person's occupation. The teacher should be the moderator who uses the "One Down – Nine To Go" method.. Use number cards for this. Flip a number over every time a no answer is given. The moderator should also invite the contestants to “Sign in Please” at the beginning of each round and write their name on the chalk or dry erase board.

3. Pass a turn to the next panelist. Each panelist could pass his turn if he couldn't think of a question. This rarely should happen. Encourage children to always question.
4. If the panel hasn't guessed the correct occupation after the 9th question the contestant has stumped the panel!
5. Play the mystery guest round. In the mystery guest round, the panelists should be blindfolded and have to guess the identity of the mystery guest. They should ask yes and no questions and the mystery guest should disguise his/her voice to cloak his identity. Prepare mystery guests well in advance for their roles and remind the "audience" to refrain from any comments that will give their identity away! The element of mystery will add fun and intrigue!

Dream Jobs

Draw yourself in the center square dreaming about your future career and illustrate or list four jobs that you think you would enjoy in the “dream bubbles”.



Interview Questionnaire



1. Where do you work?

2. What is your job title?

3. What is your favorite part of your job?

4. What is your least favorite part of your job?

5. Have you ever made a mistake in your job?

6. What is the easiest part of your job?

7. What is the hardest part of your job?

8. Do you use any special tools in your job?

9. Did you need special training for your job?

10. How did you figure out what career you wanted?

11. What was your favorite subject in school?

12. What school subject helps you the most in your job?

13. What career did you think about when you were young?

14. What do you like to do in your free time?



Self-Assessment Activity Sheet #1 Interests and Talents



1. List three things/activities that interest you at home:

- _____
- _____
- _____



2. List three things/activities that interest you at school:

- _____
- _____
- _____



3. List at least three things/activities that you are good at doing:

- _____
- _____
- _____
- _____
- _____



4. List subjects/activities at school that you have to work hard at:

- _____
- _____



5. List three subjects/activities that are easy for you:

- _____
- _____
- _____



6. Do you like to solve number problems? (circle one) yes no

7. Do you like to write about your ideas? (circle one) yes no

8. Are you very organized? (circle one) yes no

9. What careers do you think might use some of your interests and abilities?

- _____
- _____
- _____



Self- Assessment Activity Sheet #2

Work Habits

Good work habits are important in any job you have. Right now your job is going to school. Look at your work habits at school and at home and see where you could work to improve these habits for the future. From the following list of good habits, circle the number from 1 to 10 that best shows how often you practice these habits. 1 being Never....10 being Always

School Work Habits:

- I arrive at school on time...1 2 3 4 5 6 7 8 9 10
- I listen to directions...1 2 3 4 5 6 7 8 9 10
- I hand in homework on time...1 2 3 4 5 6 7 8 9 10
- I cooperate with other students...1 2 3 4 5 6 7 8 9 10
- I check my work...1 2 3 4 5 6 7 8 9 10
- I work neatly...1 2 3 4 5 6 7 8 9 10
- I use time wisely...1 2 3 4 5 6 7 8 9 10
- I keep my desk neat and clean...1 2 3 4 5 6 7 8 9 10
- I try to improve my grades...1 2 3 4 5 6 7 8 9 10
- I follow the rules...1 2 3 4 5 6 7 8 9 10



Home Work Habits:

- I wake up on time...1 2 3 4 5 6 7 8 9 10
- I listen to directions...1 2 3 4 5 6 7 8 9 10
- I do chores when I am supposed to...1 2 3 4 5 6 7 8 9 10
- I cooperate with my brothers and sisters...1 2 3 4 5 6 7 8 9 10
- I check that my chores are done completely...1 2 3 4 5 6 7 8 9 10
- I put my things away...1 2 3 4 5 6 7 8 9 10
- I use time wisely...1 2 3 4 5 6 7 8 9 10
- I keep my room neat and clean...1 2 3 4 5 6 7 8 9 10
- I help without being asked...1 2 3 4 5 6 7 8 9 10
- I follow the rules...1 2 3 4 5 6 7 8 9 10
- Two habits I will try to improve on are:

1 _____

2 _____