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Diverse Families Bookshelf Lesson Plans and  
Activities

Diverse Families

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4-22-2020

## When I Grow Up!

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### STARS Citation

Smith, Alexia, "When I Grow Up!" (2020). *Diverse Families Bookshelf Lesson Plans and Activities*. 20.  
<https://stars.library.ucf.edu/diversefamilies-project/20>





Diverse Families Children’s Literature Lesson Plan
Lesson written by: Alexia Smith
https://stars.library.ucf.edu/diversefamilies/1946

Table with 2 columns: Question/Category and Answer/Details. Rows include Lesson Title, Content Area and Grade Level, Lesson Objectives(s), Florida Standards, Assessment, and Motivating Activity/Anticipatory Set/Access Prior Knowledge.



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- ★ *Can anyone tell me what a job is? Why do people have jobs? \*Point to a job on the anchor chart\* What tools would they use? Are jobs important to have? What is my job? What are some of your parents jobs?*
- ★ Asking them questions they can personally share and connect to will get them excited to learn!
  - **UDL 1.1** – Offer ways of customizing the display of information.
  - **UDL 2.1**- Clarify vocabulary and symbols.
  - **UDL 3.1**- Activate and supply background knowledge.
- ★ Keep the chart displayed throughout the lesson.

Procedures:

- ① Complete the motivating activity mentioned above.
- ② Read aloud *A Chair For My Mother* written by Vera B. Williams.
  - ★ Take the time to show the illustrations long enough that way students can fully grasp the story. Also ensure you are reading at a pace that is slow enough for all learners to understand.
    - **UDL 3.3** – Guide information processing and visualization.
    - **ESOL 14** – Simplify your speech by making it slower and redundant.

Closure:

- ③ Review the book through leveled questioning to check for student comprehension.
  - ★ **Level 1** – *\*Point to Mother\* Who is she? Does she have a job? Yes or No. Was the chair a need or a want?*
  - ★ **Level 2** – *What was mother’s job? What are some tools mother used at her job? How were they able to buy the chair?*
  - ★ **Level 3** – *Why did mother have a job? Why do you think people in their community and family members brought them items to put in their new apartment?*
    - **ESOL 6** – Continually monitor students comprehension.
    - **ESOL 22** – Give enough wait time for second language learners to respond to questions.
- ④ Create a T-Chart with the class. Together, define what a needs and wants are. Write the definitions and their responses on the T-Chart.
  - ★ *What is a need? What are some of our needs? What is a want? Can you tell me an example of a want? What was Rosa’s family’s need?*
  - ★ Explain to them that people have jobs to pay for their wants and needs. *“Boys and Girls, people have jobs so they can pay for their needs and wants. Your moms and dads are at work right now so they can earn money to pay for the food you will eat this week. They also are working so you can go on that fun vacation you may have planned!”*



⑤ Watch the “Kids Vocabulary- Jobs” video through SafeShare. SafeShare is a website that eliminates inappropriate content, advertisements, and distractions. This video focuses on different jobs and the tools they use.

★ After the video is complete, review what the students just watched by showing them some of the tools that appeared in the video (Use realia if possible, if not, pictures will do!) *What tool is this? Who uses this tool?*

- **UDL 8.3** – Provide contextual support through audio visuals, models, demonstrations, realia, body language and facial expressions.

⑥ Next, show students the “When I Grow Up” worksheet you completed. This will serve as an example and it shows them that you do everything you ask them to do!

- **ESOL 8** – Use direction instruction: modeling, explaining, scaffolding name the strategy and show how to use it.

⑦ Have student return to their desk and independently complete the “When I Grow Up” worksheet attached below.

- **UDL 7.1** – Optimize individual choice and autonomy.
- **UDL 6.1** – Guide appropriate goal setting.
- ★ Students will have 15 minutes to complete this worksheet. Display a timer on the board so students can keep track of their pace.
- ★ Have music playing in the background to motivate students.

⑧ Once the time limit is over, have students share their pieces with their table mates for about 5 minutes.

- **UDL 8.3** – Foster collaboration and community.

⑨ Call the students back to the carpet. Have students volunteer to share another classmates “When I Grow Up” worksheet. Let them use the microphone when they share, this will motivate them to do so.

★ As students are presenting about each other, ask them questions like: *What tools will they be using? Will they use this tool in their job? If not, who would? When you get paid for working, what will you spend your money on? Is that a want or a need?*

- **UDL 8.3** – Foster collaboration and community.
- **UDL 7.3** – Minimize threats and distractions.
- **ESOL 16** – Integrate speaking, listening, reading and writing activities.



- ⑩ Complete the closure activity.
- ★ Here, conduct a class game of four corners. Each corner of the classroom will be labeled A, B, C, and D to represent multiple choice options. I will read 5 questions aloud. Students will physically move to the corner that they believe the correct answer to the question is.
    - **ESOL 6** – Continually monitor students comprehension.
  - ★ For this activity depending on the ELL proficiency, I would pair them with a native language and English-speaking partner in order to help complete the game.
    - **ESOL 32** – Use student pairs for team learning, especially for reports, experiments and projects.

Materials:

- ★ The book, *A Chair For My Mother* written by Vera B. Williams
- ★ SafeShare Website: <https://safeshare.tv>
- ★ Kids Vocabulary – Jobs Video:  
<https://www.youtube.com/watch?v=R69YKFmlcnA>
- ★ Physical job tools, or pictures of them.
- ★ Piece of paper for your informal assessments
- ★ Pencil
- ★ Crayons
- ★ Markers
- ★ Chart Paper
- ★ Microphone
- ★ When I Grow Up Worksheet – Created by Alexia Smith



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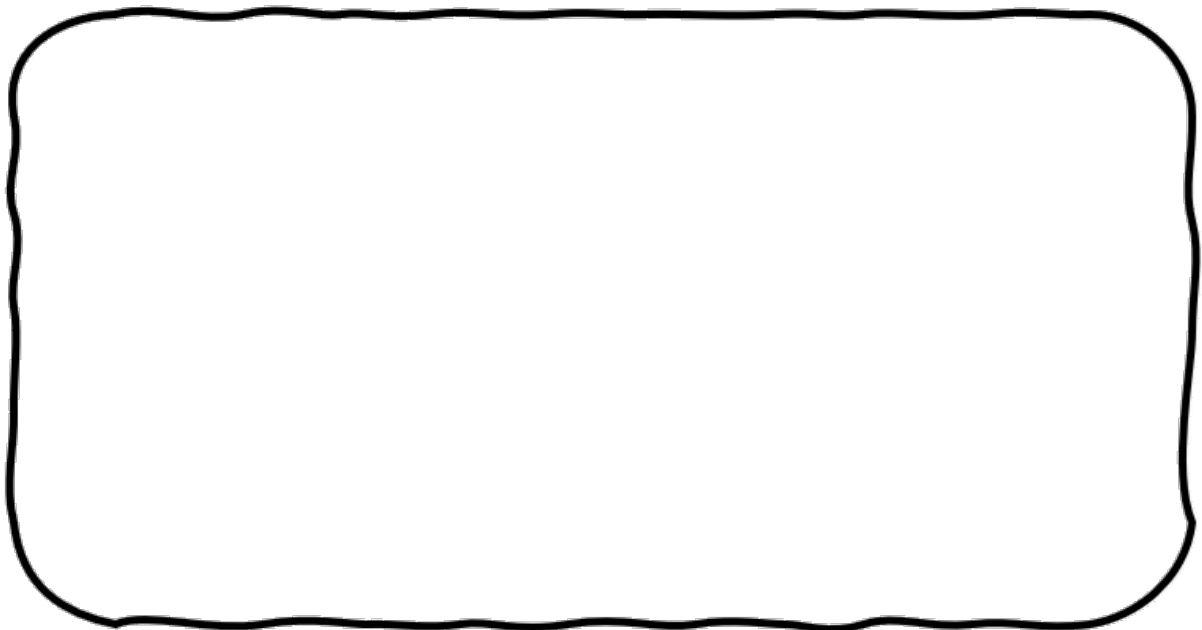
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Name: \_\_\_\_\_

Directions: Complete the sentences below. In the rectangle provided, draw and color a picture of what you want to be when you grow up.

## When I Grow Up...



I want to be (a/an) \_\_\_\_\_.

I want to be (a/an) \_\_\_\_\_

because \_\_\_\_\_

\_\_\_\_\_.

I will use tools like \_\_\_\_\_,

\_\_\_\_\_, and \_\_\_\_\_.