



5th Grade ▪ Career Acquisition ▪ Language Arts

Competency	13.2.5A Apply appropriate speaking and listening techniques used in conversation.
Lesson Topic	Speaking and listening
Subject	Language Arts
Length	One class period
Materials	None
Evaluation	Children must draw on their verbal abilities and critical thinking skills to help identify inappropriate and appropriate speaking/listening techniques.

Procedure:

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.



5th Grade ▪ Career Acquisition ▪ Language Arts, Computer

Competency	13.2.5B Identify and review resources available in researching job opportunities, such as, but not limited to, the internet, magazines, newspapers.
Lesson Topic	Job search techniques
Subject	Language Arts, Computer
Length	Two class periods or homework assignment
Materials	<i>Job Search</i> worksheet, <i>My Career</i> worksheet, pencil, internet access, various newspapers
Evaluation	Students will explore researching a job by using the internet and newspaper classified ads.

Procedure:

Class Period 1

1. Teacher provides students with the *Job Search* worksheet and either internet access or newspaper classified ads.
2. If internet access is available, the teacher should write a list of websites for job seekers on the board, these can include CareerLink, newspaper websites, Monster, etc.
3. Students research and write about three jobs that may be of interest.
4. Students turn in their assignments at the end of the class period.
5. Teacher saves the assignment for the next lesson that will use these worksheets with the *My Career* worksheet.

Class Period 2

1. Teacher provides students with the *My Career* worksheet.
2. Teacher also provides students with the *Job Search* worksheet completed in class one.
3. From the three jobs found either through the internet or newspaper classified ads, students pick the one that interests them the most and research it using the *My Career* worksheet.
4. This activity can be a homework assignment but also should allow for internet research.



My Career Worksheet

Name: _____

Job choice: _____

Salary: \$ _____

Education needed: _____

Describe the job:

What do you think you would like the best about the job?

Draw a picture of you at your job!



Job Search Worksheet

Name: _____

Company name	
Job title	
Experience needed	
Salary	
Job location	
How to apply	

Company name	
Job title	
Experience needed	
Salary	
Job location	
How to apply	

Company name	
Job title	
Experience needed	
Salary	
Job location	
How to apply	

Company name	
Job title	
Experience needed	
Salary	
Job location	
How to apply	



5th Grade ▪ Career Acquisition ▪ Language Arts

Competency	13.2.5C Compose and compare a business letter and a personal letter.
Lesson Topic	Business letters
Subject	Language Arts
Length	One and a half class periods or one class period plus a homework assignment
Materials	<i>Let's Create a Business Letter</i> , pencil
Evaluation	Students will compose a business letter.

Procedure:

Class Period 1

1. Teacher explains the reason for writing a business letter. For example, many business letters are used to request information or order materials.
2. Teacher distributes and reviews the *Let's Create a Business Letter* with the class.
3. Students pick one of six topics to write about and ask information.
4. Students start writing their letter on a blank piece of paper.
5. The teacher explains that if the assignment is not complete at the end of class, student should complete it for homework.

Class Period 2

1. Students hand in their business letters for class credit.



Let's Create a Business Letter

There are six parts of a business letter, use this form to help you write your own letter.

Part 1: Heading

- Your address
- City, state, and zip code
- Month, day, and year

Part 2: Inside Address

- Name of the business or person that you are writing to
- Address of the business or person that you are writing to
- City, state, and zip code

Part 3: Formal Introduction

Pick one:

- Dear Sir or Madam
- Dear Mr. Richards (Use this if you know the person's last name.)
- Ladies and Gentlemen

Part 4: Body (where you write your message)

Pick one of these topics:

- Write to a TV station telling them why you like a certain cartoon
- Ask your favorite singer/band for an autograph
- Contact a local company asking for information about what they make
- Ask a sports team for a donation for your school
- Tell a book author why you liked their book
- Ask the principal for something special for your school

Part 5: Closing (how you end your letter)

Pick one:

- Sincerely
- Yours Truly

Part 6: Signature

Sign your first and last name in cursive



5th Grade ▪ Career Acquisition ▪ Language Arts, Health

Competency	13.2.5D Identify individualized career portfolio components, such as, but not limited to, achievements, awards/recognitions, career exploration results, career plans, community service involvement projects, interests/hobbies, personal career goals, selected school work, self-inventories.
Lesson Topic	All about me
Subject	Language Arts, Health
Length	One class period
Materials	<i>All About Me</i> worksheet, pencil
Evaluation	Students will learn parts of a career portfolio through a self-exploration exercise.

Procedure:

1. Teacher provides students with the *All About Me* worksheet and explains that all of the things that they do at home, at school, and in the community are important.
2. Students list their achievements, sports, and activities on the worksheet.
3. The teacher explains the reason for this lesson is because throughout school students will need to complete a career portfolio for college, work, and volunteering in the community.
4. The teacher can keep these worksheets and pass them on to the guidance office for record retention.



All About Me Worksheet

Name: _____

Grade: _____

Fill in the information below using experiences from home, from school, or in your community!

List any awards or honors you have received:

Are you involved in community service activities? If so, what?

What are your interests or hobbies?

What are your favorite subjects in school?

Are you on any sports teams? Do you help with any sports teams?

What do you want to do after high school? Why?



5th Grade ▪ Career Acquisition ▪ Language Arts, Gym/Health

Competency	13.2.5E Apply to daily activities the essential workplace skills, such as, but not limited to, commitment, communication, dependability, health/safety, personal initiative, scheduling/time management, team building, technical literacy, technology.
Lesson Topic	Teamwork
Subject	Language Arts, Gym/Health
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 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.