





## 2<sup>nd</sup> Grade – My Neighbors are Nebraska – Lesson 3

<b>Grade 2</b>	<p><b>Theme: My Neighbors are Nebraska (Economics)</b></p> <p><b>Lesson Title: I'm a Nebraska Worker</b></p> <p><b>Literacy Strategies:</b> Graphic organizers, note-making, oral discussions</p>
<b>Objectives / Learning Targets</b>	I can select and research an occupation available in Nebraska by completing a research pyramid.
<b>Background Information</b>	Access <b>Pebblego</b> prior to teaching the lesson. Click on <i>Social Studies</i> and then <i>Jobs in the Community</i> to access the area that your students will see. Explore these choices and the tabs across the top. Also experiment with the "read to me" feature by clicking on the small speaker at the top of each section.
<b>Materials &amp; Resources</b>	<p><a href="http://www.pebblego.com">www.pebblego.com</a></p> <p>4-sided pyramid template</p> <p>One book for a Read Aloud from the given list</p> <p>"ABC Jobs" by Roger Priddy</p> <p>"Jobs in My Neighborhood" by Gladys Rosa-Mendoza</p> <p>"Jobs People Do" by Christopher Maynard</p>
<b>Content Standards/ Indicators</b>	<p><b>Social Studies: SS 2.2.10.a</b></p> <p><b>ELA: LA 2.1.3.a, LA 2.1.3.c, LA 2.1.5.b, LA 2.1.5.c, LA 2.1.6.d, LA 2.1.6.e, LA 2.1.6.l, LA 2.1.6.m, LA 2.1.6.n, LA 2.1.6.o, LA 2.2.1.g, LA 2.2.1.j, LA 2.2.2.c, LA 2.3.1.a, LA 2.3.1.b, LA 2.3.2.a, LA 2.3.2.c, LA 2.3.3.a, LA 2.3.3.c, LA 2.4.1.a</b></p>
<b>Procedures &amp; Routines</b>	<p><b>Anticipatory Set:</b></p> <p>Say to the class, "Today we are going to discuss an important idea about your future and what you want to choose as a career. There are so many different occupations you could try. Some of these occupations or jobs are helpers in our community. They are paid for by the tax payers in our community. We are going to read a short story about different careers. Try to listen for community jobs or jobs that help our neighbors." Read aloud the story you've selected from the read loud list. Pause to discuss and highlight the community jobs that are in the story.</p>
<b>Gradual Release of Instruction</b>	<p><b>Modeled:</b></p> <p>Model logging into Pebblego so that students can see you access the site. Once logged on, click on the Social Studies icon. Find the community jobs icon and select one of the jobs.</p> <p>Alternatives to Pebblego are listed below. If students would like to access these local business sites, you can print off the access cards for students to find their career choice.</p> <p><a href="https://www.runza.com/about/history-">https://www.runza.com/about/history-</a> tells the history of Runza</p> <p><a href="http://www.vicspopcornomaha.com-">http://www.vicspopcornomaha.com-</a> Click on the video to tell the history of Vics Popcorn</p> <p><a href="http://police.cityofomaha.org/employment-">http://police.cityofomaha.org/employment-</a> Click on the recruitment video to show the exciting opportunities in Omaha law enforcement</p> <p><b>Shared:</b></p> <p>In Pebblego, ask the students to help you read the title of each of the tabs for the selected job. Tell students that these tabs will be what they use to describe the job that they choose. Ask the students to help you fill in your pyramid using the job you've chosen. Choose 4 categories, one for each side of the pyramid, and fill the pyramid with facts from those tabs. Make your thinking visual for the students by thinking aloud. Saying things like, "I think that would be a good clue for a firefighter's job. I will add it to my pyramid."</p>

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	<p><b>Guided:</b> Have students repeat the directions back to you step by step to ensure they understand their goal and learning target. Record the steps and post in the classroom for student reference during independent work time.</p> <ul style="list-style-type: none"><li>-Access Pebblego and choose an occupation</li><li>-Begin reading about your community job</li><li>-Fill in your pyramid with clues about your job</li><li>-Explore more jobs on Pebblego as others finish</li></ul> <p><b>Independent:</b> Students work independently (or in pairs) on their pyramids. Students will need to access Pebblego either independently or with partners on an electronic device. Monitor student progress. Assist students in cutting, folding and taping their pyramids. As students finish, encourage them to discover an alternative job on Pebblego until others finish.</p>
<b>Summary</b>	<p>Quiz-Quiz-NO trade!</p> <p>Have students walk around the room with their pyramids. When the music stops, students find a partner. They read their pyramid to their partner as clues for the job they've chosen. Their partner will guess the job and read their pyramid. When the music starts, the students can begin moving again. When the music stops, the students find a new partner and quiz them again.</p>
<b>Student Access Cards</b>	<p><a href="https://www.pebblego.com/login/">https://www.pebblego.com/login/</a></p>  <p><a href="https://www.runza.com/about/history">https://www.runza.com/about/history</a></p>  <p><a href="http://www.vicspopcornomaha.com">http://www.vicspopcornomaha.com</a></p>  <p><a href="http://police.cityofomaha.org/employment">http://police.cityofomaha.org/employment</a></p> 

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