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# Xello for Kindergarten to 2<sup>nd</sup> Grade Supplementary In-Class Activities Guide





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# About Xello K-2 Supplementary In-Class Activities

Xello for Elementary supports a blended learning approach to building career / life skills. These in-class and in-community activities help link career / life skills learning to curriculum. The activity sequences in this package are organized around four key areas:



**Investigation  
and Inquiry**



**About Me**



**Me and My  
Community**



**Career/Life Skills  
Vocabulary**

These activities can be used to introduce and to build on activities in Xello for Elementary as they begin to forge their pathway to future-readiness. While we have provided recommended grade levels for the activities, they can be modified to suit your students' needs and interests.



## **Investigation and Inquiry**

Children are naturally curious. Exploring, touching, tasting, watching, climbing, questioning—it's how they discover and learn. Nurturing this curiosity early and in the classroom is key to helping students understand their world and themselves. Through active investigation and shared discovery with classmates and teachers, students not only acquire knowledge of the world around them, but they are empowered to create knowledge.

Developing a foundational understanding and appreciation of, and the habits for, confident inquiry and investigation now will help students in the future as they begin to explore their options and develop career/life plans.

## **In Xello K-2:**

Students assume the role of a detective recruit in Career Town, who, with the guidance of Detective Jill, learns to investigate mysteries and solve problems. The motif of the detective in the game underscores the concept of investigation and inquiry in the classroom activities.



## **About Me**

Answering the question “Who am I?” helps deepen and expand students’ self-knowledge and self-awareness. Exploring and understanding these concepts is fundamental to students’ ability to successfully evaluate their future opportunities. Developing self-knowledge is an essential precursor answering the question “Who do I want to become?”.

As they work on these activities, students identify and explore their likes and dislikes, feelings, strengths and abilities, interests, character traits, and family history. Knowing what makes them special encourages students to respect uniqueness and diversity, and instills in them a positive self-concept.

## **In Xello K-2**

Students begin building their About Me My Files through a series of reflection quizzes that are saved to the About Me app in their Dpad. The My Files app also allows students to upload and reflect on documents, videos, photos, and other materials that are meaningful to them or that offer evidence of growth and learning. These activities support the self-reflection process and emphasize key themes in the game such as knowing your interests, skills, and preferences.



## **Me and My Community**

These activities support community-based learning and good citizenship concepts. Nurturing the connection between students and their communities gives students a sense of inclusion. Acknowledging students’ place and importance in a community helps them feel less marginalized and builds self-confidence. Moreover, as a valued member of a community, students learn and practice social and moral behaviors in real-life situations and with real-life consequences.

Making the connection between learning and the real world is a key step in supporting student success. Understanding and exploring school and community-based opportunities (e.g., recreational, social, leadership, and volunteer) helps students identify and exercise their interests, develop critical career and life skills, and build relationships. Real-world opportunities also expose students to a variety of fields of work, occupations, and careers, and develop an awareness of the impact of local and global trends (e.g., demographic, technological, economic, and social) on the opportunities available to them.

## **In Xello K-2:**

Xello K-2 underscores the importance of community through its setting (Career Town) and the chaos that results in it when workers go missing from their jobs, all of which are important to a community. Furthermore, the park location in Career Town emphasizes the theme of citizenship with a character who works as a clean-up volunteer, and a mini-game that teaches kids about citizens' responsibility for keeping their communities clean.



## **Career/Life Skills Vocabulary**

Early and frequent exposure to career/life concepts and vocabulary helps prepare students to successfully apply those concepts and terms to their own career/life exploration and planning activities.

With these activities, students learn new career-related words and terminology in context, practice applying their new vocabulary and phrases, and participate in creative and engaging vocabulary-building activities.

We recommend the following list of career-related vocabulary for each grade:

- Kindergarten: work, worker, job, pay, money, path, goal, plan, clue, skill
- Grade 1: career, inquire, investigate, employee, employer, citizen
- Grade 2: training, experience, customer, volunteer, owner, entrepreneur

## **In Xello K-2:**

Career / Life vocabulary building is an essential outcome of exploring Career Town. Students learn about many different occupations and career concepts as they visit each location. Addressing the in-game vocabulary in class not only helps students progress through the game, but also reinforces what students are learning in the game.

## **Using the Supplemental Activities**

These activities can be used to introduce key concepts before students engage with Xello for Elementary or as follow up activities that extend their learning. Each activity outlines the learning goals, materials needed, and instructions for using the activity with students. Several activities include worksheets that you can print and distribute to your students.

While we have provided suggested grade levels for each activity, you can adapt them to suit the needs and interests of your class.

Check out the Xello for Kindergarten to 2nd Grade Bonus In-Class Activities Guide for additional activities you can do with your student.

# Kindergarten Activities

## KINDERGARTEN ACTIVITY

### Investigation and Inquiry: Detective Me

#### Purpose

In this activity, students will discuss the role of detectives, interview a friend, and draw pictures of themselves as a detective. This activity helps students to:

- Identify the duties and characteristics of a detective
- Understand the importance of asking questions
- Think about different occupations and the tools people in the occupation use

#### Materials

To complete this activity, the following supplies are needed:

- Paper
- Pencils, crayons, pencil crayons, markers
- “The New Friend Times” newspaper interview print out

#### In-App My Files

Students can upload a photo of their detective self-portraits and their New Friend Times.

#### Instructions

With your class, brainstorm about the tasks and responsibilities of a detective. Ask them, “What do detectives (like Detective Jill) do?” Draw attention to answers that emphasize asking questions and finding information to solve problems.

Ask students to list the characteristics of good detectives (e.g. curiosity), some of the questions that detectives might ask, and the tools that detectives might use to investigate cases. Write down students’ ideas and keep it where they can see it.

Have students draw a picture of themselves as a detective investigating an exciting case. Ask them to explain the case they are investigating and help them write a summary on their drawing. Don’t forget to give them a speech bubble so they can write a question that they would need to ask in order to solve the case.

To expand this activity, you can ask students to also think about the questions that someone in a different occupation might ask as part of their job, or what tools they might use. For example, a doctor might ask patients how they are feeling and use a stethoscope to listen to their heartbeat, a construction worker might ask what materials to use to build a house and use a hammer to put nails into a piece of wood, and a scientist might ask why certain birds behave the way they do and use a computer to keep track of their research.



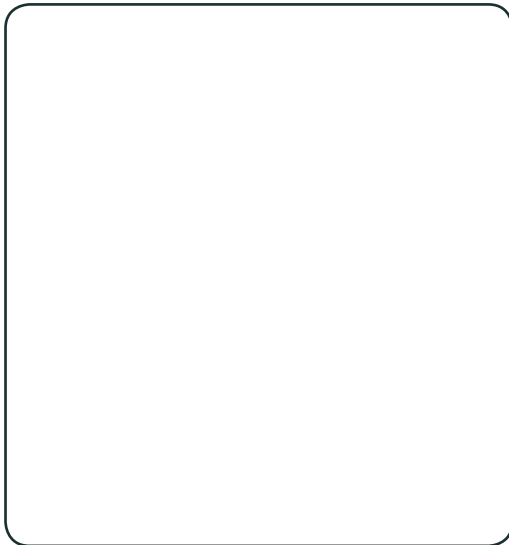
Then ask your students if they know what a journalist does and how they are like a detective. Using the “New Friend Times” handout, demonstrate how students can play the role of a journalist and interview a friend for your classroom newspaper. Assist students with recording their interviews and then compile all the interviews for a classroom newspaper.

# THE NEW FRIEND TIMES

Date: \_\_\_\_\_

City: \_\_\_\_\_

\$1.00



Draw a picture of your classmate

## EXTRA EXTRA!

by: \_\_\_\_\_

Your name

Read my interview with \_\_\_\_\_.

They are \_\_\_\_\_ years old and in grade \_\_\_\_\_.

They have \_\_\_\_\_ brother(s) and \_\_\_\_\_ sister(s).

## SCHOOL REPORT

I asked my friend how they feel about school:

Favourite Class: \_\_\_\_\_

Hardest class: \_\_\_\_\_

They think school is: \_\_\_\_\_

## THE FAVE LIST

These are all of my friend's favourite things:

Book: \_\_\_\_\_

Movie: \_\_\_\_\_

Food: \_\_\_\_\_

Animal: \_\_\_\_\_

Sport: \_\_\_\_\_

Game: \_\_\_\_\_

Song: \_\_\_\_\_

## SOMETHING TO BRAG ABOUT

My friend wants you to know they are good at:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## KINDERGARTEN ACTIVITY

### About Me: Me Collage

#### Purpose

In this activity, students will create a personal collage. The purpose of this activity is to:

- Help students identify their interests, strengths, traits, and other characteristics
- Instill in students a respect for diversity and others' interests
- Promote a positive self-concept

#### Materials

To complete this activity, the following supplies are needed:

- Brown craft paper or poster board
- Old magazines, catalogues, and picture books
- Colored construction paper
- Crayons, pencil crayons, and markers
- Glue
- Safety scissors

#### In-App My Files

Students upload a photo of their About Me collage

#### Instructions

With your class, brainstorm different information that students can include in their collages by asking questions such as What activities do you do in your free time? What games or sports do you like to play? What music do you like? What's your favorite food? What do you like to learn about at school? What are you really good at? Who are your friends? Do you have any pets? What do you want to be when you grow up? Do you have any brothers or sisters?

Once students have reflected on their interests, strengths, experiences, and relationships, there are endless ways to approach creating a collage. You could have students lie down on a sheet of brown craft paper while a partner traces them (with your help) and helps them cut out their silhouette, or you can ask students to draw a picture of themselves and write their name in the center of a piece of poster board.

When the paper has been prepared, students can draw or cut out pictures that represent their interests, strengths, feelings, traits, relationships, and experiences and glue them to the paper. Make sure students don't leave large blank spaces between their images.

After the collages are complete, each student can explain his or her collage to the rest of the class. Ask students to point out examples of similarities and differences in their collages. Explain that it's important to respect people's differences—it's what makes them unique—and ask for examples of how to be respectful.

## KINDERGARTEN ACTIVITY

### Me and My Community: Classroom Salad and Friendship Book

#### Purpose

This activity teaches students about being a responsible member of their classroom community. They will also create a friendship book that emphasizes the importance of friends and friendship in the classroom community. Students will:

- Recognize that the classroom is a type of community
- Identify the characteristics and qualities required to be a good member of their classroom community
- Develop a positive self-concept

#### Materials

To complete this activity, the following supplies are needed:

- Variety of washed, trimmed, and sliced fruit, such as strawberries, oranges, pineapple, cantaloupe, apple, grapes, etc., in bowls
- Mini marshmallows or chocolate chips
- A piece of rotten fruit
- Compost bin for scraps
- Hand wipes and napkins
- Large serving bowl
- Serving spoon
- Small bowls or cups
- Spoons

#### In-App My Files

Students upload a photo of “I am a good friend” drawing and include a link to the digital class friendship book.

#### Instructions

**Classroom Salad:** Begin by telling students that a fruit salad is like a classroom: all of the different components work together to complement each other. There are many important things that students need—especially good friends and happy days at school.

Ask students to name an important quality that a responsible member of the class should have (e.g. classmates should be kind, be generous, be polite, work hard, listen to others, try their best, etc.). Pick one of the fruits and explain that it represents one of those characteristics (kindness, for example) and pour some into the serving bowl. Ask students if they think a fruit salad only needs one kind of fruit. Explain that there are a lot of qualities that go into making a great classmate. Continue composing the salad, using the fruit to represent the qualities that students suggest. (You can incorporate math standards by asking students to count scoops or fruit slices that are included.)

Bring out the rotten banana (or other piece of rotten fruit). Ask your class if they think you should add the rotten fruit to the salad. Ask them to explain what would happen to the salad if you added rotten fruit. Explain that



demonstrating rotten qualities, such as being mean or not sharing, can affect the whole class.

Portion out the salad to students. Encourage them to try fruit they're not familiar with. As you scoop out salad for each student, ask the other students to name some of the "good" qualities that the student you're serving demonstrates in the classroom (e.g. the student cleans up after himself, the student shares her markers). This is a great way to teach young students how to be kind and compliment each other.

Offer a sprinkling of the sweet treats (marshmallows or chocolate chips, for instance) and explain that these are like the kind or encouraging words that students should use in class, such as "please," "thank you," "You can do it!" or "Good for you!"

**Friendship Book:** Hand out a piece of paper to each student. Explain that are going to create a Friendship Book that they can read throughout the year to remind them what great friends they have in their classroom, school, and community.

Have each student write "I'm a good friend because..." at the top of the sheet and finish the sentence with a word or words that describe how they're a good friend. You can model the activity by creating your own example. Students can then draw an example of a time they demonstrated that quality in the class.

Ask all or a few students to share their drawings and examples. When students are finished, compile the templates into a binder and remind students to read it throughout the year.

## KINDERGARTEN ACTIVITY

### Career / Life Skills Vocabulary: Rhyme Time

#### Purpose

In this activity, students match rhyming word on a worksheet and create a list of career-related words to find rhymes to. Students will:

- Become familiar with basic career/life vocabulary
- Practice foundational reading skills
- Develop and display effective group/teamwork skills and behavior

#### Materials

To complete this activity, the following supplies are needed:

- Rhyme Time worksheet
- Paper
- Pencils, crayons, pencil crayons, markers

#### In-App My Files

Students upload photos of their rhyme time worksheets and drawings

#### Instructions

Print the Rhyme Time worksheet for students to complete. When students have finished the worksheets, you can have them brainstorm different occupations and related tools and equipment that they know. Explain any vocab words that might be unfamiliar to students.

Divide students into 5 or 6 groups. Select words from the list with the most rhyming potential, and give each group one or two of the words. Ask students to draw pictures of as many things that rhyme with the words that they can. For example, if a group has “Vet” as an occupation, students in the group can draw pictures of a pet, a jet, a barrette, etc.

Have the groups show their pictures to the class and explain their rhyming word. Ask if anyone can think of other rhyming words that the group hasn’t drawn.

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## Rhyme Time

Draw lines to match the words that rhyme!

tool

blue

job

fill

path

foal

clue

pool

skill

rob

goal

bath

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

# Grade 1 Activities

## GRADE 1 ACTIVITY

### Investigation and Inquiry: Stare Detective

#### Purpose

In this activity, students will memorize items on a tray. The purpose of this activity is to:

- Help students develop observation and memorization skills
- Help students to think quickly and critically about the purpose and characteristics about objects

#### Materials

To complete this activity, the following supplies are needed:

- Tray
- 10 to 20 small objects (e.g. coin, pencil, playing card, etc.)
- Towel
- Pencils and paper (for students)

#### In-App My Files

Students upload a photo of their memory list or drawing

#### Instructions

Remind students that detectives have to stay alert and keep a watchful eye on what's going on. Out of students' sight, place some items on a tray and cover them with a towel. Tell students that their mission is to memorize as many items on the tray as they can in 30 seconds. Uncover the tray and place it where students can see it (you can also have small groups of students take turns coming to your desk to observe the items). Students then have a minute to write down or draw as many items as they can remember. Have students compare their lists; the student who remembers the most items wins!

You can extend the game by changing the criteria of the objects that students must remember. For example, you can ask students to remember only the items that are round or used for certain tasks. You can also remove items from the tray and ask students to identify only the items that have been removed.

## GRADE 1 ACTIVITY

### About Me: 'About Me' Bag

#### Purpose

In this activity, students gather items that they feel represent something special about themselves that they would like to share with the class. The purpose of this activity is to:

- Encourage students to reflect on the interests, skills, experiences, and qualities that make them unique
- Promote respect for diversity and individuality
- Promote a positive self-concept

#### Materials

To complete this activity, the following supplies are needed:

- About Me Worksheet
- Brown paper lunch bags
- Crayons, pencil crayons, markers, paints
- Stapler and staples

#### In-App My Files

Students upload photos of their About Me collage

#### Instructions

Bring in a paper bag of 4 small items that are meaningful to you and explain each item to the class as you draw them out of the bag. Tell the class that they are going to decorate and fill their own All About Me bags.

Pass out paper bags to students to decorate. They can decorate the bags to look like themselves or to reflect their interests. Print off the instructions on the following page and staple the instructions to each student's bag so parents and guardians can help their child with the activity.

Each student then takes their bag home and fills it with 4 things that represent something about themselves, such as an award or badge, a souvenir from a family vacation, a favorite book, a special, photo, or anything else meaningful.

Each student presents their bag to the class or in to other students in small groups, explaining in one or two sentences why each item is important to them. Encourage other students to ask questions about the items and their meaning.

### Fill this bag with 4 things all about YOU!

Examples:

- A special photo
- A book you love
- A badge or award
- A rock from a family vacation
- A piece from your favourite board game

Everything must fit in this bag together.

Bring the bag to class and  
be ready to share why each  
object is important to you!



### Fill this bag with 4 things all about YOU!

Examples:

- A special photo
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- A rock from a family vacation
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object is important to you!





## GRADE 1 ACTIVITY

### Me and My Community: Community Scavenger Hunt and Paper Mural

#### Purpose

In this activity, students embark on a community scavenger hunt (in the company of parents and classroom helpers), using found items to create a small mural. Students will:

- Learn more about the various businesses and helpers in their communities
- Express aspects and features that make their community special
- Identify ways to help their community as responsible citizens
- Work collaboratively to create a mural of their community

#### Materials

To complete this activity, the following supplies are needed:

- Copies of the scavenger hunt list
- A bag for each student
- A digital camera for each group if allowing photos
- A map of your town or city (or a map of your state that shows where your town is located)
- Long sheet of craft paper
- Crayons, paint, markers
- Glue

#### In-App My Files

Students upload photos of their community scavenger hunt and class mural

#### Instructions

Enlist the help of parents, classroom aides, or senior student to accompany small groups of 5-7 students around your neighborhood as they search for objects on the list. Students can collect items or photos on their hunt.

You can adapt the Scavenger Hunt template to meet the unique opportunities in your community or neighborhood and the interests of your classroom. Some examples of suitable items for your list include:

- Leaves from 4 different trees found in your town or city
- Crayon rubbings of six different building materials
- Something that shows the best thing about your town or city
- A sign or flyer for a community event
- A takeout menu from a restaurant
- Something from a place where people go to have fun
- Something that shows you have visited public transportation (e.g. transfer at a subway station, bus ticket, photo at a bus stop)
- A crayon rubbing of some decoration or a historic marker found on a building
- Something from local government office (e.g. a photo at city hall)



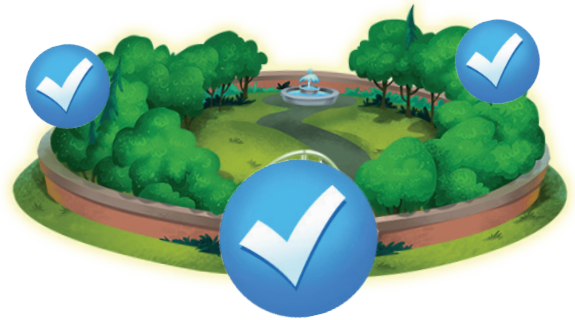
- Something from a neighborhood helper (e.g. a pen from a police officer, a photo with a firefighter, a brochure from a nurse from a health clinic, etc.)
- A count of some of the things in your town (e.g. the number of schools, restaurants, convenience stores, trees on the block, parks, etc.)

Discuss each group's findings. Ask your students what they learned about their community and what else they'd like to know about where they live. Brainstorm ideas about how they can be helpers in their community.

Using a large sheet of paper, have students work together to create a mural of their community. They can paint a streetscape from the community and glue items or print-outs of pictures they collected as part of the scavenger hunt to the mural. Have students paint themselves in the mural, performing a task to help their community (e.g., working as a police officer, firefighter, or other community helper; picking up trash; helping people carry groceries; etc.).

# Our Community Scavenger Hunt

Find out what's in our neighbourhood!



- ☐ Leaves from 3 different trees
- ☐ A flyer for a community event
- ☐ A takeout menu from a restaurant
- ☐ A business card (not from the same restaurant as your takeout menu)
- ☐ Something from a place where people go to have fun
- ☐ Something that shows you have visited public transportation (e.g. transfer at a subway station, bus ticket, photo at a bus stop)
- ☐ A crayon rubbing of some decoration or a historic marker found on a building
- ☐ Something from local government office (e.g. a photo at city hall)
- ☐ Something from a neighbourhood helper (e.g. a pen from a police officer, a photo with a firefighter, a brochure from a nurse from a health clinic, etc.)
- ☐ A count of some of the things in your town (e.g. the number of schools, restaurants, convenience stores, trees on the block, parks, etc.)

## GRADE 1 ACTIVITY

### Career / Life Skills Vocabulary: The Missing Words

#### Purpose

In this activity, students read a brief story about a cow who wants to find a job and fill in the blanks with the appropriate word. The purpose of this activity is to:

- Familiarize students with some basic career/life vocabulary
- Support students' foundational reading, comprehension, and logic skills
- Underline the link between skills and interests and occupations

#### Materials

To complete this activity, the following supplies are needed:

- Coco the Cow worksheet
- Paper
- Pencils, crayons, pencil crayons, markers, paint

#### In-App My Files

Students upload photos of their rhyme time worksheets and drawings

#### Instructions

Print copies of 'Coco the Cow' for your students. Explain the terms on the worksheet—job, skill, work, money, interests—and read the story with students. Ask them to fill in the missing words.

As an extension activity, have students brainstorm some other occupations that Coco might have picked. Ask each student to draw a picture of Coco Cow in one of those occupations. What if she had decided to be a pilot or a plumber? What would it look like? What would she do on the job? What tools would she need to use? Does Coco have the skills or interests for those occupations? Would she be good at her job?

Compile students' drawings into a class book and, as a class, create a story about the pictures. You can use the class book for story time, or distribute copies for students to take home and enjoy.

## Choose a word to fill in the blanks

interests   employee   career   skills   business



Coco Cow wanted a job!



“What do you like to do?” asked Parker Pig.

“My \_\_\_\_\_ are walking in the field and eating grass” said Coco.



“What are you good at?” asked Daisy Dog.

“My \_\_\_\_\_ are mooing and shooping flies with my tail” said Coco, proudly.



“Do you want to own a store and sell things?” asked Hazel Horse.

“No, I do not want to run a \_\_\_\_\_,” said Coco.



“Then you want to work for someone else!” cried Rex Rooster.

“Yes, I want to be an \_\_\_\_\_!” said Coco.



Coco was happy. She had a long \_\_\_\_\_ as a cow ahead of her, working for Farmer Miguel.

# Grade 2 Activities

## GRADE 2 ACTIVITY

### Investigation and Inquiry: Detective Stories

#### Purpose

In this activity, students will listen to a detective story, identify some basic elements of detective stories, and create their own detective story. The purpose of this activity is to:

- Allow students to practice their listening comprehension, reading, and writing skills
- Review with students what a detective does (and help them identify elements of the detective genre)
- Encourage students to think creatively

#### Materials

To complete this activity, the following supplies are needed:

- Detective book
- Paper
- Crayons, pencil crayons, markers, pencils

#### In-App My Files

Students upload a photo or audio recording of their detective story

#### Instructions

Read a detective book to students. Some great books about kid detectives include:

- *Encyclopedia Brown* – Donald J. Sobol
- *Nate the Great* – Marjorie Weinman Sharmat
- *Spy Camp* – Stuart Gibbs
- *Junie B. Jones* – Barbara Park and Denise Brunkus
- *Bunnicula* – Deborah Howe
- *Harriet the Spy* – Louise Fitzhugh
- *A to Z Mysteries: Detective Camp* – Ron Roy

After the story, ask students how they know when a story is a detective story (e.g. there is a detective character, something unexpected or strange happens, characters have to solve a mystery, other characters may be suspects, etc.). Remind students to use examples from the book to back up their points. Make a list of students' ideas and display it for them to see.

Have students write and illustrate their own detective stories. They should make sure that their own stories follow the same patterns that they identified in the detective story you read. Optional: Have students create their stories in pairs or in groups.

## GRADE 2 ACTIVITY

### About Me: My Family Story

#### Purpose

In this activity, students will create a family tree. The purpose of this activity is to:

- Encourage students to learn more about themselves through their family histories
- Teach students about the importance of oral histories
- Promote respect for diversity
- Promote a positive self-concept

#### Materials

To complete this activity, the following supplies are needed:

- Family Tree and leaf worksheets
- Glue or tape
- Pencils, crayons, markers

#### In-App My Files

Students upload a photo of the class family tree and family member story, along with a video of their presentation

#### Instructions

Creating a family tree is a great way for students to reflect on who they are! Explain to students what a family tree is—you can show them your own tree as an example. Tell them that information about family members is often passed on to each generation through oral histories or stories. In this activity, students will create their own family trees and engage in the oral history tradition by passing along a story about a member of their family tree.

Print off copies of the tree trunk worksheet and leaf templates for your students. Students will get assistance from their family members for this activity. (You may want to send a brief note home with students explaining the purpose of this activity and how parents and guardians can help.)

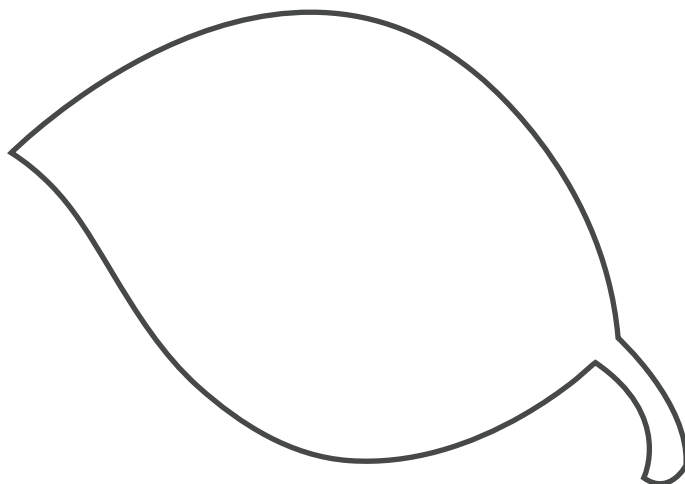
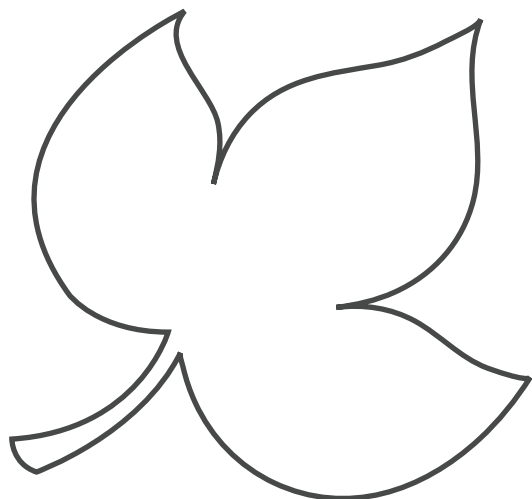
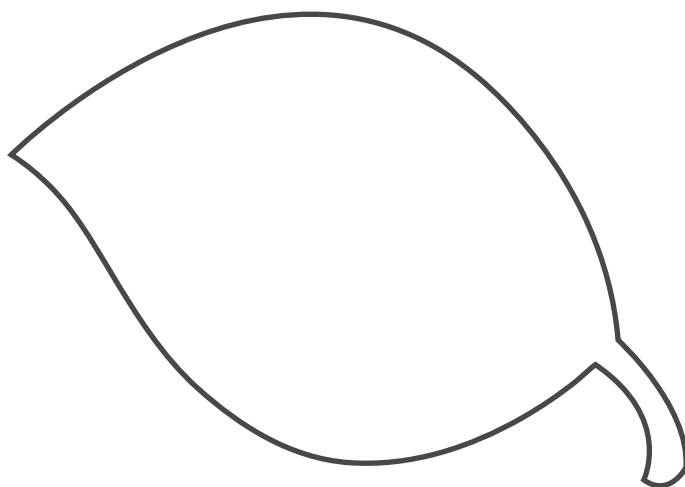
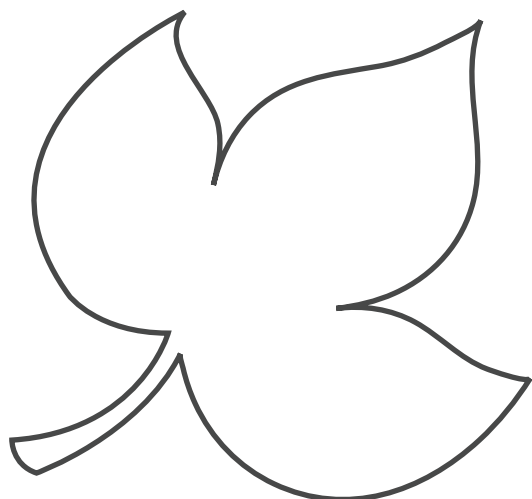
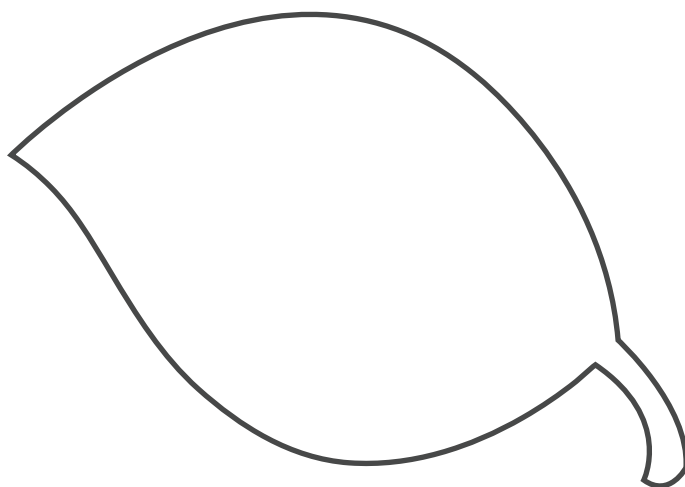
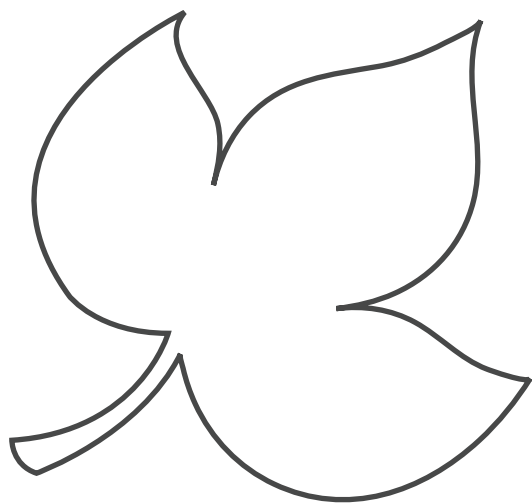
On each leaf, students write the name of one family member, date of birth, where they were born, and their relationship to the student (i.e. father, mother, aunt, grandfather, etc.). They can then glue the leaves to the tree to form a family tree.

Students should ask parents or family members to tell a brief, interesting story about one of the people in their family tree. The story can be about something funny the person did, a job he or she had, an amazing achievement, or any other interesting detail. To help them remember, students should copy the story to a piece of paper (one paragraph) and attach it to their tree.

Students can present their family trees and stories in class or in small groups.

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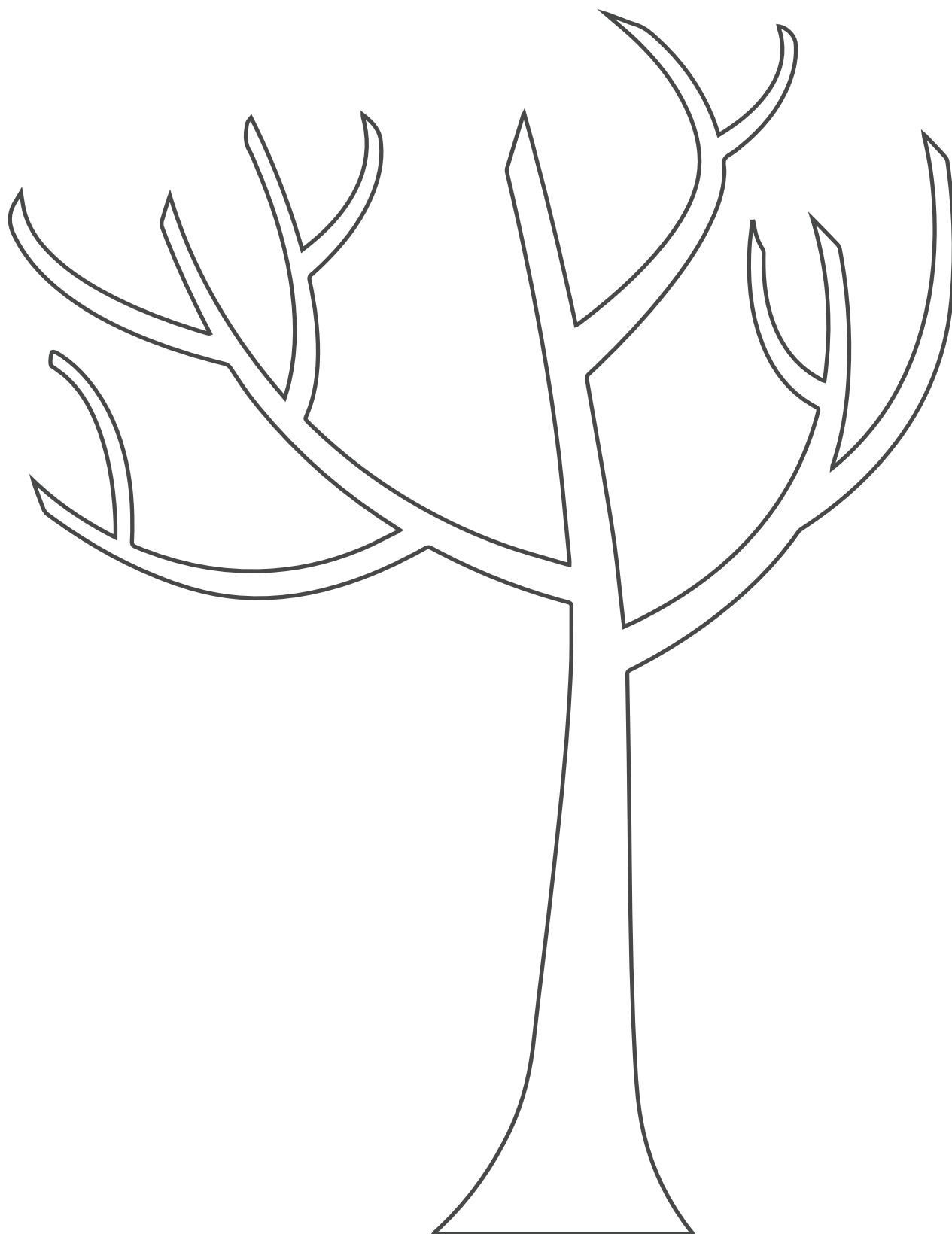
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#### GRADE 2 ACTIVITY

### **Me and My Community: Class Speaker / Field Trip**

#### **Purpose**

In this activity, students invite a community member to speak to the class or take a field trip to a local business. The purpose of this activity is to:

- Give students a chance to explore their community interests
- Encourage students to ask questions about a community member's job

#### **Materials**

To complete this activity, the following supplies are needed:

- Copies of the letter for parents
- Paper
- Pencils, crayons, markers, paints

#### **In-App My Files**

Students upload a photo of their career drawing

#### **Instructions**

Brainstorm possible class speakers or local field trip destinations with your class. Poll your class to understand their interests, and have students tally the results.

Send a letter home with students to help recruit class speakers. (A sample letter follows.) Networking among school staff to organize a Career Day, where students can choose which speakers to listen to, can create a fun and energizing school-wide activity.

If you choose a school trip, be sure to incorporate learning about career paths, occupations, and the business or organization's impact on the community into the day's activities.

After listening to a speaker or visiting a local workplace, ask students to draw a picture of themselves in a job they learned about. Have them identify key career information, such as where they're working or tools they're using. Ask them to think about what they like about the job and what they don't like.

Don't forget to have students write and send thank-you letters!



Dear Parents or Guardians,

Through Xello K-2, our class has been learning about the importance of every worker to the community. Now, we would like to invite members of our community to come speak to us in person about their work!

Our class is interested in learning about different workplaces and the skills and education required for different career paths. We would also like to know more about how your personal interests informed your career choices. Helping us make connections between what we are learning in school now and the work you do will help us as we explore opportunities and make decisions in the future!

Can you help us?

If you are interested in joining us as a class speaker, at a date and time to be determined, please contact [YOUR NAME] through the following email address and/or phone number:

Email: \_\_\_\_\_

Phone: \_\_\_\_\_

Thank you!

Sincerely,

YOUR NAME \_\_\_\_\_

## GRADE 2 ACTIVITY

### Career / Life Skills Vocabulary: ‘What to Learn’ Poll

#### Purpose

In this activity, students brainstorm occupations that they would like to know more about and create a list of related terms to research. Students will:

- Identify occupations that interest them
- Compile additional career/life terms to define and incorporate into their vocabulary
- Create a bar graph to illustrate the outcome of a class survey

#### Materials

To complete this activity, the following supplies are needed:

- Sticky notes
- Pencils, markers
- Large graph paper

#### In-App My Files

Students upload a photo of the occupation bar graph and the class display of the chosen career

#### Instructions

Ask your students to think about some occupations that they would like to learn more about.

Have students write down the names of each occupation they think of on a sticky note. Put all the sticky notes on a wall and ask students to help you group them so the same occupations are together. Once you’ve organized the notes, you can ask students some basic math questions about the results. For example, if there are 3 notes for vet and 5 notes for astronaut, how many more notes are there for astronaut?

Select the 4 or 5 top results and ask students to vote on which occupation they would like to learn more about. You can do this informally, keeping track of the results on the blackboard, or you can create a survey sheet that students can use to tally the results of the vote. Ask students to explain why they voted for the occupation or what interests them about the occupation.

Next, help students create a bar graph with the occupation names on the x axis and the number of students on the y axis. Students can then use the information from their survey to indicate how many people in the class voted for each occupation.

Once you’ve determined which occupation students are most interested in learning about, you can create a bulletin board display, identifying tasks, tools, and terminology related to the occupation. You can also arrange field trips (real-world or virtual), guest visits, and other in-class activities that support learning about the feature occupation.



Repeat the activity throughout the year to decide as a class which occupation you would like to learn about next. You can also opt to create your own bar graph after surveying students about which occupation they'd like to learn more about, and have students answer questions, compare data, and solve problems using the information presented in the graph.