

# I Can Be Me in KC- 2nd/3rd Grade Teaching Resources

Turn the Page KC and Kerrie Emig-Schoen

## Guiding Questions

How do people decide what to do for their jobs and careers?  
How do producers help their community?

## MO Standards Alignment

### Social Studies

2nd.SS.4.A.a Describe consumption and production and the relationship to goods and services within your region.  
3rd.SS.4.A.c Define economy.  
2nd.SS.4.A.d Explain the relationship of income, labor, and wages.

### Language Arts

2nd.RS.1.A.b Ask and respond to relevant questions about texts read aloud.  
3rd.RS.1.A.a Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story  
2nd/3rd.RS.1.C.b Determine the connection between text to world(text ideas and experiences in the world).  
2nd.RS.3.A.a identify the main idea of sections of text and distinguish it from the topic  
2nd.RS.4.A.b Describe techniques used to create media messages  
2nd/3rd.WS.3.A.b Create an individual question about a topic.  
3rd.WS.3.A.d Locate information in reference texts, electronic resources, interviews, or visual sources and literary and informational texts  
2nd.SL.3.A.b Confirm comprehension of read-alouds and independent reading by retelling information and asking appropriate questions.

## Overview and Summary

- [Before/During/After reading prompts for TEACHERS](#)
  - Teachers will guide students through a discussion before reading by connecting to the student's background knowledge about jobs and Kansas City. The discussion will continue during reading, in an interactive read aloud fashion, with the teacher stopping on specific pages to engage the students in the content. Then following the reading, the teacher will guide students into deeper thinking about the text, as well as view a selection of video interviews with the people featured in the text. Discussion prompts will include a mix of modeling through thinking aloud, turn and talk, and teacher-led conversation.
- [Before/After reading prompts for COMMUNITY GUEST READER](#)
  - Similar to the teacher guide, teachers will guide students through a discussion before reading by connecting to the student's background knowledge about jobs and Kansas City, as well as introduce the guest reader. Following the reading, the teacher will facilitate an interview with the community reader for the students about the reader's own experiences in their job in Kansas City.
- [After reading reflection or activity](#)
  - Students will complete a mock job application for a future career they would like to have. They will reflect on the skills and knowledge necessary for that job, the impact of the job on the community, and justify a wage for that job.
- [Family Letter](#)
  - Send this letter home after reading *I Can Be Me in KC* for suggestions for continuing the learning at home and information about Turn the Page KC.
- [Optional differentiation and extensions](#)
  - Teachers can utilize these optional extensions for gearing up or gearing down their discussions and activities related to the text based on their class dynamics and needs. The intention is for gearing up to be applied to 3rd grade and gearing down for 2nd grade, but this is also up to teacher discretion. Extensions can be used based on time, teacher, or class interest. These are excellent for use in homeschool, after school care, or alternative settings.

## Before/During/After Reading Prompts for **TEACHERS**

2nd/3rd Grade	Teacher says...	Teacher Actions
Before Reading	<ul style="list-style-type: none"> <li>• Ask- What are some examples of jobs that people have?</li> <li>• Ask- How do people get these jobs? <ul style="list-style-type: none"> <li>◦ Exemplar Responses: <i>They apply or try out for the job and then get it.</i></li> </ul> </li> <li>• Say- "Have you ever wondered <u>why</u> people have the jobs they have? There can be a lot of reasons. What are some reasons you can think of? <ul style="list-style-type: none"> <li>◦ Exemplar responses: <i>They are good at something, and other people will pay them for it; they are interested in something, like doing it, and study it; they want to help other people or do something that they think is important; they need to earn money</i></li> </ul> </li> <li>• Say- "In a community like Kansas City, we have lots of different people that have jobs that help our community function. For example, bus drivers help people get where they need to go and teachers help kids learn at school, these are things people do for us. They are called <b>services</b>. We also have car salespeople that sell us cars and computer engineers that make video games for us to play, these are things we buy. They are called <b>goods</b>. Everything that we need and want as a <b>consumer</b> comes from someone doing their job as a <b>producer</b>. This is our <b>economy</b>."</li> <li>• Today we are going to read a book about some producers in Kansas City. Some of them provide services and some of them provide goods.</li> <li>• This is a nonfiction book, so this book is going to tell us about real people!</li> <li>• While we're reading, we'll stop to notice why these people have their jobs and how they relate to their community"</li> </ul>	<ul style="list-style-type: none"> <li>• Facilitate Turn &amp; Talk and share out</li> <li>• Facilitate Turn &amp; Talk and share out</li> <li>• Record student responses on chart paper labeled "<i>Why People have their Jobs</i>"</li> <li>• Post key vocabulary words (with optional definitions) on chart paper, word wall, or other display—<b>services, goods, consumer, producer, economy.</b></li> </ul>
During Reading	<ul style="list-style-type: none"> <li>• (pg 1-2) Ask- "Even though this is a nonfiction book, we still have characters and a setting. Who are the main characters in this book? How do you know that?" <ul style="list-style-type: none"> <li>◦ <i>The boy and girl; they are on the</i></li> </ul> </li> </ul>	

	<p><i>first page; they are the ones telling us the information (narrators)</i></p> <ul style="list-style-type: none"> <li>○ <i>Kansas City: in the illustrations we see landmarks of our city like the shuttlecock, fountain, zoo, city skyline/buildings</i></li> <li>● (pg 3-4) Ask- "What are the kids thinking about on this page?" <ul style="list-style-type: none"> <li>○ <i>They are thinking about the people working in their community and wondering what kinds of jobs they will have when they are adults, too. In the illustrations we see they are imagining themselves doing those jobs.</i></li> </ul> </li> <li>● (p. 4) Say- "This part of the book was the introduction; the author gave us the characters thinking about themselves in their community to get us ready to learn about the real producers in Kansas City. Next will be the examples of the jobs.</li> <li>● (pg 5-28) As time allows, pause on the first few pages to discuss: "What is this person's job? How do they help their community?" (<i>After modeling a few pages, students will record their reflections independently</i>). <ul style="list-style-type: none"> <li>○ <i>Muralist/artist- create beautiful things for the people to enjoy, make the community look beautiful/exciting (art = good)</i></li> <li>○ <i>Chef/Baker- make delicious food for people to eat (food = good)</i></li> <li>○ <i>Musician- creates music for people to enjoy, entertains people, helps people have fun (music performance = service)</i></li> <li>○ <i>Groomers- cares for our pets, keeps our pets healthy and clean (pet care = service)</i></li> <li>○ <i>Chef/restaurateur- makes delicious food for people, creates a comfortable and happy place for people to eat together (dining = service)</i></li> <li>○ <i>Farmer- grows healthy foods for people, takes care of plants (food = good)</i></li> <li>○ <i>Police officer- enforces laws to protect people, makes sure people are safe (public safety = service)</i></li> <li>○ <i>Soccer player/athlete- plays sports to entertain people and helps us have fun (sports game = service)</i></li> <li>○ <i>Clothier/fashion designer- creates cool clothes for people to wear, creates designs that unify our city (clothing = good)</i></li> <li>○ <i>Doctor- makes sure we are healthy, takes care of us when we are hurt or sick (health care = service)</i></li> <li>○ <i>Attorney/lawyer- finds ways for our cities to grow and create safe</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● As they are discussed, students will record each job and how they help their community in a t-chart. They can also classify each as a good/service in an additional column.</li> </ul>
--	--	---

	<p><i>spaces for people to go (public planning = service)</i></p> <ul style="list-style-type: none"> <li>○ <i>Scientist- discovers new ways for people to be healthy (research = service)</i></li> </ul> <ul style="list-style-type: none"> <li>● (p.30) Ask- "What does it mean to "be me"?" <ul style="list-style-type: none"> <li>○ Facilitate Turn &amp; Talk and share out</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Stamp the learning:  <i>"Being me means showing authenticity by doing things that are unique and special to you. Everyone has something they are good at that helps them fit their own way into the community. People's jobs are a big part of what makes them help their community in their own special way."</i> </li> </ul>
After Reading	<ul style="list-style-type: none"> <li>● Say- "Like I mentioned earlier, this book features real people from Kansas City. We can learn more about these people and their jobs through listening to interviews with them.</li> <li>● Ask- "What is an interview?" <ul style="list-style-type: none"> <li>○ <i>An interview is a face-to-face conversation where one person asks questions and the other answers.</i></li> </ul> </li> <li>● Say- "We have video interviews with each of the producers featured in this book. These interviews are going to give us more information about how these people decided to do their jobs and what they like about them. After we view these videos, we discuss what similar things these producers said about how they decided to do their jobs."</li> </ul>	<ul style="list-style-type: none"> <li>● Open I Can Be Me in KC website (<a href="https://beingmekc.org/">https://beingmekc.org/</a>) and model how to select video links to view. If student technology is available students can access the website</li> </ul>

	<ul style="list-style-type: none"> <li>• <i>If viewing videos as a class, this discussion can be held simultaneously to viewing, otherwise gather students back for discussion after a set amount of time.</i></li> <li>• Ask- "What were some of the reasons these producers have these jobs?" <ul style="list-style-type: none"> <li>○ Optional follow-up questions- "What makes these producers good at their jobs? Why do they like doing their jobs?"</li> </ul> </li> <li>• Say- "Now you are going to start thinking about what kind of job you might like to have one day. Maybe you've already thought about this before or maybe you learned about a new job today. When you think of your job, you are also going to think of how you will help the community with your job."</li> </ul>	<p>independently and browse videos on their own. If not, view them as a class.</p> <ul style="list-style-type: none"> <li>• Record student responses on chart from before reading discussion ("<i>Why People Have Their Jobs</i>")</li> <li>• Model completing after reading activity using complete sentences.</li> </ul>
--	---	--

## Before/After Reading Prompts for **COMMUNITY GUEST READERS**

2nd/3rd Grade	Teacher Says...	Teacher Actions
Before Reading	<ul style="list-style-type: none"> <li>• Ask- What are some examples of jobs that people have?</li> <li>• Ask- How do people get these jobs? <ul style="list-style-type: none"> <li>◦ Exemplar Responses: <i>They apply or try out for the job and then get it.</i></li> </ul> </li> <li>• Say- "Have you ever wondered <u>why</u> people have the jobs they have? There can be a lot of reasons. What are some reasons you can think of? <ul style="list-style-type: none"> <li>◦ Exemplar responses: <i>They are good at something, and other people will pay them for it; they are interested in something, like doing it, and study it; they want to help other people or do something that they think is important; they need to earn money</i></li> </ul> </li> <li>• Say- "In a community like Kansas City, we have lots of different people that have jobs that help our community function. For example, bus drivers help people get where they need to go and teachers help kids learn at school, these are things people do for us. They are called <b>services</b>. We also have car salespeople that sell us cars and computer engineers that make video games for us to play, these are things we buy. They are called <b>goods</b>. Everything that we need and want as a <b>consumer</b> comes from someone doing their job as a <b>producer</b>. This is our <b>economy</b>."</li> <li>• Today we are going to read a book about some producers in Kansas City. Some of them provide services and some of them provide goods.</li> <li>• This is a nonfiction book, so this book is going to tell us about real people!</li> <li>• While we're reading, we'll stop to notice why these people have their jobs and how they relate to their community"</li> </ul>	<ul style="list-style-type: none"> <li>• Facilitate Turn &amp; Talk and share out</li> <li>• Facilitate Turn &amp; Talk and share out</li> <li>• Record student responses on chart paper labeled "<i>Why People have their Jobs</i>"</li> <li>• Post key vocabulary words (with optional definitions) on chart paper, word wall, or other display—<b>services, goods, consumer, producer, economy.</b></li> </ul>
After Reading	<ul style="list-style-type: none"> <li>• Say- "Like I mentioned earlier, this book features real people from Kansas City. We can learn more about these people and their jobs through listening to interviews with them."</li> </ul>	

	<ul style="list-style-type: none"> <li>● Ask- "What is an interview?" <ul style="list-style-type: none"> <li>○ <i>An interview is a face-to-face conversation where one person asks questions and the other answers.</i></li> </ul> </li> <li>● Say- "Let's get to know our guest a little bit more now with an interview. An interview is a face-to-face conversation where one person asks questions and the other answers. I'm going to ask some questions and then it will be your turn to ask them some questions about their job, too."</li> <li>● Interview guest reader with 5-6 of the following questions: <ul style="list-style-type: none"> <li>○ <i>How do you help the community with your job?</i></li> <li>○ <i>What do you need to learn or know to be able to do your job as a ____?</i></li> <li>○ <i>What do you like most about your job?</i></li> <li>○ <i>How did you decide to be a ____?</i></li> <li>○ <i>Who helped you get to where you are today?</i></li> <li>○ <i>How do you use reading in your job?</i></li> <li>○ <i>What were your favorite books as a kid?</i></li> <li>○ <i>What do you like reading now as an adult?</i></li> <li>○ <i>What do you like doing outside of work?</i></li> </ul> </li> <li>● Say- "Thank you again for sharing your time with us today and telling us about your job! Students, now you are going to start thinking about what kind of job you might like to have one day. Maybe you've already thought about this before or maybe you learned about a new job today. When you think of your job, you are also going to think of how you will help the community with your job."</li> </ul>	<ul style="list-style-type: none"> <li>● Model completing after reading activity using complete sentences.</li> </ul>
--	--	---

## After Reading Activity

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

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

Imagine yourself in the future and what kind of job you would like to have.  
Complete this job application for the job you would like to have in the future.

The job I am applying for is: \_\_\_\_\_

1. What are two things you are good at doing that will make you successful in this job?

---

---

---

---

2. What are two things you know a lot about that will make you successful in this job?

---

---

---

---

3. What do you still need to learn about or how to do to be successful in this job?

---

---

---

---



4. How will you have a positive impact on your community by doing this job?

---

---

---

5. My daily wage for this job should be: \_\_\_\_\_

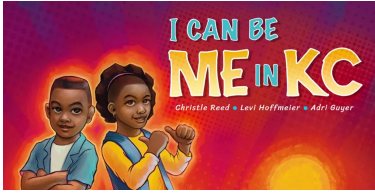
What is the reason you should be paid this amount?

---

---

---

## Family Letter



Greetings families,

Today our class read a book called *I Can Be ME in KC*. This book features some of the diverse and creative people that make Kansas City such a special place to live. The people in this book are real, local professionals that have made their dreams a reality. Our class discussed how when individuals pursue their interests and develop skills to perform jobs they serve the community. We learned about how different types of jobs provide goods or services. Included with this book are video interviews with the featured professionals. You can view these with your child at [www.beingmekc.org](http://www.beingmekc.org).

If you would like to continue this learning at home, below are some suggested conversation starters you can use with your child.

- What is a job you heard about in the book today that interested you? Why is that job interesting to you?
- What is a job you might like to do when you are older? Why would you like to do that job?
- If possible, find a family member, neighbor, friend, colleague, or coworker for your child to interview using the following questions:
  - How do you help the community with your job?
  - What do you need to learn or know to be able to do your job as a \_\_\_?
  - What do you like most about your job?
  - How did you decide to be a \_\_\_?
  - Who helped you get to where you are today?
  - How do you use reading in your job?

This book was created and shared with us by Turn the Page KC:

*The mission of Turn the Page KC is to mobilize our entire community to ensure children gain the literacy skills they need to create a lifetime of opportunity. We focus on ensuring the children of Kansas City achieve reading proficiency by the 3<sup>rd</sup> grade because this is a critical turning point in a child's future academic and life success.*

*Reading instruction happens in schools, but schools alone cannot support all the literacy needs of all children. We support reading proficiency for children by focusing on access to inclusive books, access to quality early childhood learning experiences, parent engagement in children's learning, and access to quality after-school programming.*

## Optional Differentiation and Extensions

### Gearing Down

- During Reading: Read all the way through the book without stopping. Create the t-chart with jobs, how they help the community, and classifying goods/services either as a class on chart paper or individually. This chart can be incomplete, just recording a few people/jobs.
- During Reading: Complete t-chart on chart paper as a class, omit students recording information on their own.
- After Reading: View videos as a class. Omit students independently navigating website and video links.
- After Reading Activity: Modify the job application to include sentence starters to support students answering the questions.

### Gearing Up

- After Reading: Create a note-catcher for students to record responses to the guiding questions from the video interviews. This can be specific to each producer/video or generalized reflections for all videos.

### Extensions

- Charades– In small groups or as individuals, students will draw a job from a bag and act out that job. The class will guess what that job is. Identify if that job is providing a good or service after each act.
- Local Business Research– Generate a Google Map of a nearby shopping district or area surrounding the school. Students will identify local businesses and classify the type of businesses. Students can analyze trends in the types of businesses (i.e., only fast food and no grocery stores, lots of clothing stores, etc.). If possible, take a field trip to this area. Connect with local businesses ahead of time to receive permission to bring students in to “interview” them about their business.
- Local Business Marketing– Based on your location, identify one or two local businesses that would be willing to collaborate with students. Bring in the business owner and interview them about their business. Students will create an advertisement for their business including an illustration, slogan, address, and essential information like specials or costs. This can culminate in a competitive selection and a final design submitted to the business.
- Business Plans– As a class, generate a list of jobs that students could do right now as a kid. Either as individuals, in small groups, or as a class, select one and create a business plan that includes, list of supplies, price, design, and advertisement. Students must justify their price based on the supply and production costs.
- Market Day– Using the business plans from the activity above, students create a “shopping market”. Provide students with a variety of craft supplies to create their own goods or organize a service they can do in the classroom. Each group/student will receive a “loan” to purchase their supplies. Students create “storefronts” within the classroom, then invite other classes to shop using play money. Students will pay back their loan and calculate their profit. In discussion or written responses, students will reflect on the success of their business.
- Job Fair– Students will select and research a career they are interested in. Research can be done online, in texts, or with interviews with expert guests. Students will create visual presentations based on their research findings and can present to another class or their families.
- Career Day– Students will shadow a professional in their field in a career they are interested in (this can be done for a short period of time (1-2 hrs.) with teacher/caregiver chaperone supervision for younger children). Please be sure all professionals hosting students have gone through appropriate background checks beforehand.