



Police Officers

Objectives

Children will be able to:

- discuss what they want to be when they grow up and why.
- follow agreed-upon rules for discussion.
- ask and answer questions to get and give more information.

Support Learners

If children need extra support participating in discussion groups, **then**

- model speaking and listening with a partner. Then review the list of discussion rules and talk with children about how you followed the rules.
- display a list of sentence stems to guide the children in building on others' talk. For example, "I heard you say..." or "Tell me more about..."

Self Assess

Have children assess their own speaking and listening. Provide these questions for self-assessment:

- Did you follow the discussion rules?
- When it was your turn to listen, did you ask questions to get more information?

Resources in this Bundle

Use these texts for additional discussions of social studies texts:

- *Earning Money*
- *Spending Money*
- *Saving Money*

Meeting the Common Core

CCSS.ELA-Literacy.SL.K.1a;
CSS.ELA-Literacy.SL.K.3

Speaking and Listening: Discuss “What I Want To Be When I Grow Up”

Introduce the Project

Introduce the project to children. Say: *Do people ever ask you what you want to be when you grow up? Today, you are going to tell your learning partner about what you want to be and why you want to have that job. During these talks, everybody will take special care to follow our discussion rules. Let's talk a bit more about those rules. (If a list of discussion rules has not been developed and posted, now is a good time to do so. Build this list based on Kindergarten Speaking and Listening Common Core State Standards.)*

Guide Practice

Tell learning partners to decide who will speak first and who will speak second. (Or you can assign turns.) Read the book *Police Officers*, and then say: *Does anybody in here want to be a police officer? Think quietly for a few seconds about what you want to be when you grow up and why you want that job.*

Allow some time to pass, and then say: *Remember to be a good speaker or a good listener as you talk with your partner. Let's get started by having the first partner tell what you want to be when you grow up and why. Then the second partner will ask a question. After the first speakers are finished, learning partners should switch roles and repeat the process.*

As children discuss their job goals, circulate around the room listening to children's discussions.

- **Provide Support** When you observe effective speaking and listening based on the classroom discussion rules, identify the successful behaviors, and provide reinforcement.
- **Summarize the Lesson** After each partner has had a chance to share his or her plans, say: *Children, today you have been able to share a lot about your plans for when you grow up. I heard speakers talking clearly about what they want to be and why. I heard listeners asking questions to get more understanding.*

Share Projects

Refer to the list of discussion rules and say: *Think about what your partner did to follow our discussion rules. Share that with your partner.*

After the children have a moment to speak, allow volunteers to share their partner's strengths. Then encourage self-assessment by saying: *Look back at our list of good speaking and listening behaviors. What did you do well?*

Have volunteers share with the class.