

# When I Grow Up...



# I Want To Be A Teacher

Teacher's Guide

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## I Want To Be A Teacher

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# When I Grow Up... I Want To Be A Teacher

## Teacher's Guide Table of Contents

Introduction .....	1
Summary of the Video .....	1
Teacher Preparation .....	1
Instructional Notes .....	2
Pre-Test .....	2
Student Preparation .....	3
Student Objectives.....	3
View the Video .....	4
FOLLOW-UP ACTIVITIES	
Discussion Questions .....	4
Blackline Masters Activities .....	5
Extended Learning Activities.....	6
Answer Key .....	7
Script of Narration .....	9

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## **When I Grow Up... I Want To Be A Teacher**

**Grades 1-4**

**Viewing Time: 14 minutes**

### **INTRODUCTION**

Teaching young children about specific careers benefits them in several ways. First, it unravels the mystery of what adults do during the day. Second, it increases their awareness of how communities function. Third, perhaps most importantly, it helps them make the connection between what they are studying in school and their dreams for the future. The ultimate purpose of this program is to help motivate children to do well in school, to make the connection between present actions and future results, and to illustrate how the members of a community work together to create a productive society.

### **SUMMARY OF THE VIDEO**

Reading, writing, and arithmetic. A teacher's job duties go far beyond children's general conceptions. This behind-the-scenes excursion follows a lucky student whose research on careers leads to her spending a day as a teaching assistant. She discovers that teaching is much more than assigning homework and giving tests. Teamwork, organization, and diplomacy are crucial in the classroom and in the school at large. Testimony from teachers highlights the connections between a child's schoolwork and interests and his or her future at the helm of a classroom.

### **TEACHER PREPARATION**

View the videotape and review this teacher's guide and blackline masters. Duplicate in sufficient quantities the blackline masters you intend to use.

The presentation and activities are intended to inspire discussion about different skills needed to become a

teacher. The environment of your facility will impact how you choose to present the program; feel free to tailor any part of it to the needs and perspective of your students.

Even though this program concentrates on the different skills and requirements necessary to being and becoming a teacher, all schools are unique. As part of the lesson, you may want to incorporate the necessary requirements for your state and/or district.

### INSTRUCTIONAL NOTES

Before presenting this lesson to your students, we suggest that you preview the video and review this guide and the accompanying blackline master activities in order to familiarize yourself with the content.

As you review the materials presented in this guide, you may find it necessary to make some changes, additions, or deletions to meet the specific needs of your class. We encourage you to do so, for only by tailoring this program to your class will they obtain the maximum benefits afforded by the materials.

It is also suggested that the video presentation take place before the entire group under your supervision. The lesson activities grow out of the context of the video; therefore, the presentation should be a common experience for all students.

### PRE-TEST

Prior to students viewing the video, distribute **Blackline Master #1: Pre-Test**. After the pre-test is complete, correct the test in class to assess what the students know about the careers of teachers. The results of this assessment tool may be contrasted with those of **Blackline Master #6: Post-Test**, to be administered after the lesson is complete, in order to gauge student comprehension of the objectives.

### **STUDENT PREPARATION**

Ask the class to describe the job of a teacher. Why is it important that we have teachers? What do you think the community would be like without teachers? How does a person become a teacher? Tell the class why you became a teacher.

Ask the children what skills a teacher might need to be able to do his or her job effectively. Are reading, writing, math, and science skills enough for a person to become a teacher? Does it matter if he or she gets along well with people? Is it important for teachers to be willing to work together as a team?

Tell the class they are about to watch a program that will help them answer all of these questions. Remind them that the skills they are learning right now in school will help them in whatever career they choose, including that of a teacher.

### **STUDENT OBJECTIVES**

After viewing the video and participating in the follow-up activities, students should be able to:

- \* Identify several skills a person needs to become a teacher.
- \* Provide examples of some skills they are learning in school that teachers use in their jobs everyday.
- \* Define "teamwork."
- \* List different ways they can obtain information about a career that interests them.
- \* Identify an interest or hobby with a potential career in the future.
- \* Define "goal."
- \* Describe why being able to get along well with others is so important to a teacher.
- \* List examples of what they can do now to start preparing for a career as a teacher.

## VIEW THE VIDEO

Viewing time: 14 minutes

## FOLLOW-UP ACTIVITIES

### DISCUSSION QUESTIONS

Use the following discussion questions to prompt further examination after viewing the video presentation.

1. What is a goal?

*(A desired purpose or objective.)*

2. Why are goals important?

*(Goals help you recognize what you need or want to accomplish in the future.)*

3. Besides reading, writing, math, and science, can you give examples of other skills teachers use on the job?

*(Skills include preparation, organization, teamwork, and communication.)*

4. What is "teamwork"?

*(A group of people working together to achieve a goal; a cooperative effort.)*

5. How is teamwork useful to teachers?

*(By working together with other teachers and administrators within the school, district, state, country, and possibly throughout the world, teachers increase the resources available to them. A good example in the video is Reading Buddies, in which teachers of two different grade levels use their students' skills to help each other teach reading. Teachers and school administrators must work together to plan events, share materials, and make information available to parents and the community.)*

6. List different resources that can be used to learn about a career.

*(Resources: Internet, books, magazines, videos, libraries, talking with a person in the chosen career.)*

7. Why are teachers such important people in the community?

*(Teachers are important people in the community because they prepare us to live and work in the world. Teachers help individuals determine what their strengths are, which helps them become better contributors to the community. Teachers also offer guidance, support, and assistance.)*

8. What is a community?

*(A community is a place where different people live, work, and have fun together.)*

9. What are some ways you use teamwork in the classroom everyday?

*(Teamwork is used in the classroom by working well with others on school projects and during recess, raising your hand to be called on, not talking while someone else is talking, sharing school supplies, arriving to class on time and prepared.)*

10. What are some things you can do right now to start preparing to become a teacher?

*(A student can prepare by working hard at reading, writing, math, and science; getting extra help and/or spend extra time on challenging subjects; getting along well with others; researching teaching at the library and on the Internet; being respectful and helpful to other people; and always trying his or her hardest.)*

### **BLACKLINE MASTER ACTIVITIES**

(1.) Distribute **Blackline Master #2: Community** and **Blackline Master #3: Matching Game**. In Blackline Master #2, students will define "community" by choosing from a list of words and then write them on the lines provided. Blackline Master #3 asks students to draw a line from the word description to the matching picture. Both of these worksheets emphasize community.

(2.) Distribute **Blackline Master #4: Teachers' Skills**. Students are asked to circle four or more skills that teachers use in their job. This exercise will help rein-

force the fundamental skills mentioned throughout the program. Discuss the answers with students and ask for them to give an example of how they use these same skills in school every day.

(3.) Distribute **Blackline Master #5: Word Scramble**. From the list provided, students should unscramble the words. This can be done as an individual exercise or as a group activity. This exercise will act as a reminder to key terms and skills discussed in the program. Once this Blackline Master is complete, have students draw pictures of themselves as teachers. If applicable, you may want to display the completed artwork on a special bulletin board.

(4.) Distribute **Blackline Master #6: Post-Test**. The post-test is comprised of questions from the pre-test, the follow-up discussion questions, and the Blackline Master activities. The results of this assessment tool may be contrasted with the results of **Blackline Master #1: Pre-Test** to gauge student comprehension of the objectives before and after the administration of the lesson.

### EXTENDED LEARNING ACTIVITIES

The following activities extend the objectives beyond the bare essentials.

1. Talk with students about your career as a teacher. Emphasize what you studied in school and discuss subjects in which you might have struggled. Discuss how and why you became a teacher. What teachers inspired you to pursue teaching, and why? What university did you attend? What was the certification process? Does your job involve ongoing training? If so, what? What are the areas of your job which you find rewarding? Challenging?
2. Assign students to research the history of teaching and have them present the information to the class.
3. Talk with the students about your community. Have them determine what kind of a community you live in (urban, suburban, or rural), when it was established, and why they like living in their community.

## **ANSWER KEY**

### **Blackline Master #1: Pre-Test**

1. F
2. T
3. T
4. F
5. T
6. F
7. T
8. F
9. T
10. T

### **Blackline Master #2: Community**

- a. place
- b. people
- a. live
- c. work
- a. have fun

### **Blackline Master #3: Matching Game**

1. D
2. C
3. B
4. E
5. A

### **Blackline Master #4: Teaching Skills**

1. Preparation
4. Writing
6. Teamwork
7. Organization
8. Math
9. Science

**Blackline Master #5: Word Scramble**

1. Goal
2. Community
3. Teamwork
4. Reading
5. Preparation
6. Science

**Blackline Master #6: Post-Test**

1. Reading, writing, math, science
2. a. Teamwork is a group of people working together to achieve a goal.
3. b. A goal is a desired purpose or objective.
4. a. Rural Community
5. True; Teamwork is a big part of a teacher's job.
6. True; A community is a place where different people live, work, and have fun together.
7. False; I can learn about careers from books, the Internet, interviews, and other resources.
8. True; A rural community is a place of farms or open country.
9. Teamwork is used in the classroom by working well with others on school projects and during recess, raising your hand to be called on, not talking while someone else is talking, sharing school supplies, arriving to class on time and prepared.
10. A student can prepare by working hard at reading, writing, math, and science; getting extra help and/or spend extra time on challenging subjects; getting along well with others; researching teaching at the library and on the Internet; being respectful and helpful to other people; and always trying his or her hardest.

**WHEN I GROW UP... I WANT TO BE A TEACHER**  
**Script of Narration**

Father: Heidi, ready for your big day?

Heidi: Yea.

Heidi: My name is Heidi and I'm ten years old. Usually I walk to school, but today I have to get there extra early. And normally I don't dress like this on a school day, but today I have to because of a project we got in class yesterday. It all started when my teacher, Mrs. Klein, began talking to us about different careers.

Mrs. Klein: Fourth graders, we've been talking about careers and job choices that you may have for the future. And one of the most important qualities to be successful in any career is to enjoy what you're doing. So today, we're going to be talking about some of the things you enjoy doing and your hobbies your interests. What I would like you to do is take out a sheet of paper, something to write with and at the top I would like you to write down, "Things I enjoy doing."

Mrs. Klein: This list will help you think about maybe some career choices. Let's say you like building with Legos, maybe someday you'll be in construction. Let's say you like writing, maybe someday you'll be an author or a journalist.

Narration: Have you ever wondered what it would be like to have a career as a teacher?

Mrs. Klein: Being a teacher allows me to give back to my community. That's probably one of the biggest reasons I went into being a teacher - I wanted to give back what my community gave to me. I wanted to share my knowledge and my love of learning. Not everyone is going to be a straight A student, but if a child is working at their best, that's my goal.

Narration: Do you know what a goal is? A goal is a desired purpose. It's kind of like a dream you work really hard at to make come true. You may have a career goal of someday becoming a doctor, a police officer, or maybe even a teacher.

Heidi: When I grow up I want to be a teacher. The reason I want to be a teacher is because a lot of the things I enjoy doing are

part of a teacher's job. I like coming to school everyday... working on computers... and plus I like helping other kids learn.

Mrs. Klein: Ok fourth graders, now that we have made a list of things we enjoy doing and we've been talking about careers, once you have decided on a career, how do you go about finding more about that career? MJ.

MJ: Um, maybe you could look on the Internet.

Mrs. Klein: Very good. Laura.

Laura: You could go to the job and see what you have to do.

Mrs. Klein: That's a good choice.

Narration: You can learn a lot about careers from computers... reading books... or watching special videos... but probably the best way to learn about a career that interests you is to talk with a person who is already doing it.

Mrs. Klein: Hi Heidi, what's up?

Heidi: Can I ask you a few questions about being a teacher?

Mrs. Klein: Sure, have a seat.

Narration: If you're lucky enough to talk with someone whose career interests you, make sure you're prepared with questions ahead of time. Write your questions out and remember to take them with you, and be sure to take good notes. If you have access to a tape recorder, you may want to record your conversation.

Heidi: How old were you when you knew you wanted to be a teacher?

Mrs. Klein: Hmm, let's see... actually I was your age, Heidi, I was in fourth grade and I had a great teacher by the name of Mr. Benoit. Not only did he teach me about reading, and writing and arithmetic, he also taught me things about myself that I would deal with outside of school. It was because of him, that I went on the path to being a teacher.

Heidi: Once you knew you wanted to be a teacher, what did you do then?

Mrs. Klein: Well, I knew I had to work really hard at the subjects I wasn't good at. Writing was real hard for me. Verb tenses were incorrect, spelling errors. I knew what my thoughts were, but I had a hard time getting them on paper. And this is an area where Mr. Benoit would help me.

Mr. Benoit: Let's see what you have here Audry. Well this is a good start of information that you have outlined, and since this is an informative paper you're going to need to state your facts clearly. For example, you could start out with, "In this paper I'm going to write about alligators," or you can ask a question - such as, "Have you ever wondered about alligators?"

Mrs. Klein: And I had to work extra hard in writing.

Heidi: How do you become a teacher?

Mrs. Klein: Well, after high school I went on to college, and then my last semester of my college I did student teaching.

Heidi: What's student teaching?

Mrs. Klein: Student teaching is a combination of being a student and then working with a full time teacher in a regular classroom. You learn about how an average day would go. You learn about how to teach the subject areas... you know what, Heidi, I might have an idea. Since we're working on our career projects all day tomorrow...

Heidi: And that's why I'm dressed this way today. Instead of going to my regular class, I'm assisting Mrs. Swanson with her first grade class.

Mrs. Swanson: Good morning Heidi, how are you?

Heidi: Fine.

Mrs. Swanson: Ok great, are you ready to get to work?

Heidi: I think so.

Mrs. Swanson: This is everything we're going to get through today, and after the lesson is reviewed then I'll write it on the board and then the children will know what we're going to be working on today.

Mrs. Swanson: Boys and girls we're going to have an assistant today and her name is Heidi. She will be teaching with me today and I want you to treat her the way that you treat me.

Mrs. Swanson: Boys and girls look up here at today's goals. The first thing we'll be doing is reading and after we practice our penmanship, then we'll go to recess. I would like you all to take out your reading books and turn to page 127.

Heidi: Everyone took turns reading. I mostly followed along and if someone got stuck on a word, I would help him or her figure it out.

Student: I fetched a...

Heidi: That's found.

Student: I found...

Heidi: After reading was over the class worked on penmanship. Mrs. Swanson asked me to pass out a worksheet and then walk around and make sure everyone was making their letters correctly. After penmanship it was time for recess.

Narration: During recess it's some teacher's job to monitor the playground. It's his or her job to make sure everyone is having fun in a safe way.

Kid on Playground: Hey Heidi, you want to play some ball?

Heidi: No thanks.

Narration: It's also the teacher's job to make sure everyone gets back into the building safely and on time for classes.

Heidi: The next thing on our list of goals was math. After I passed out a test, Mrs. Swanson had me correct the penmanship papers. I finished correcting the penmanship papers at about the same time as lunch.

Narration: During lunch hour, if a teacher isn't outside monitoring the playground, he or she is inside working. He or she could be grading papers, or teaming up with another teacher for a special project.

Mrs. Swanson: Another important skill that a teacher needs to have, Heidi, is to be able to work together as a team like Mrs. Klein and I are doing. After lunch, her class will be coming to my class to read with them.

Mrs. Klein: This helps Mrs. Swanson's students become stronger readers and helps my students become good leaders. In order for a school to be successful, you have to have a lot of teamwork.

Narration: Do you know what teamwork is? Teamwork is a group effort. It's when everyone has the same goal and works together to achieve it.

Narration: Like a basketball team. Their goal is to score more points than the opposing team. They work together by passing the ball back-and-forth until someone can take the best shot. If their goal is to win the game, then they have to work together to achieve it. But if someone doesn't work as a team player, it makes it a lot harder to achieve the goal.

Heidi: During reading buddies, Mrs. Swanson said I could either correct papers, or since they were one buddy short I could read with Chris. I read with Chris.

Mrs. Klein: Ok fourth grade reading buddies I would like you to line up, it's time to go back to homeroom.

Mrs. Swanson: Ok and my children go back to your seats, clear off your desks and get ready for music.

Heidi: During music and recess, I corrected more papers... went down to the office to pick up messages and made copies for the final class of the day - Social Studies.

Mrs. Swanson: Boys and girls, as Heidi is passing out our worksheet on communities, let's review. So far we've learned that a community is a place where people live, have fun and are always working together. What other things do we know about communities boys and girls? Anthony?

Anthony: About different neighborhoods.

Mrs. Swanson: Ok, communities are made up of different neighborhoods.

Heidi: For the rest of the day I answered questions and helped out with the student's worksheets.

Mrs. Swanson: Ok boys and girls, it's time to go home right now and I will call you by groups. So when I call you come up quietly, ok, Angela's group.

Heidi: Instead of going home like I always do, I stayed for almost another hour helping Mrs. Swanson prepare for tomorrow's classes.

Mrs. Klein: Hello Heidi, so how did your day go as a teacher's assistant?

Heidi: Fine.

Mrs. Klein: What skills do you think you need to become a good teacher?

Heidi: Well, first you have to want to help kids learn. You have to be organized. Teachers correct a lot of papers so it is important to be good at reading, writing, and math. And most importantly you have to get along with people and know how to work as a team.

Mrs. Swanson: Heidi did a great job today, I think someday she'll make a great teacher. Heidi, I have one more thing for you to do. Take those community assignments home and correct them and then bring them back on your way to your homeroom tomorrow morning, ok?

Heidi: Helping Mrs. Swanson for a day was fun, but a lot of work. I never realized how much teachers are working while I'm at recess or in another class. I still want to be a teacher someday, but for right now I think I like being a student better because now I know how hard it is to be a teacher and I want to make sure I'm prepared.

Narration: Teachers are very important people in everyone's lives. It's their job to help you get ready to live and work in the world. From the leaders of our country... to rock stars... to professional athletes... to the men and women who fly in space... Teachers got them all started in their chosen career. What do you want to be when you grow up?



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