

INFOhio Career Exploration Unit



Grade 2

Standards:

**Reading, Math, Science,
Fine Arts, Career Connections**

Getting Started with The Lesson

Welcome to INFOhio's Career Exploration Units. These units contain multiple lessons that use INFOhio's digital resources to help students learn, practice, and master key learning standards while learning more about career options. In this lesson, students in 2nd grade will learn more about jobs that work with animals such as a veterinarian, farmer, park ranger, or zoo keeper.

By completing this lesson, your students will be able to practice some key technology skills, including:

- Click/Tap
- Scroll
- Drag and Drop
- Use a Video Player

For more information on how to help your students practice technology skills visit [INFOhio Tech Skills for Online Testing](#).

If you have any questions or comments, please go to support.infohio.org.

How to Access INFOhio Resources

INFOhio's license agreements require us to make sure that only Ohio's PreK-12 students, their parents, and educators can use the digital learning content.

We use IP recognition, cookies, and geo-authentication to make it easy for you to use our resources. If our system can automatically recognize that you should have access, you probably don't need to log in with a username and password.

If our system can't automatically recognize that you should have access, you can log in with your INFOhio username and password. You can find the INFOhio username and password for your school by visiting the [INFOhio website](#) and clicking Get Password in the blue box at the bottom of the page.

Best Practices for Digital Reading

Reading on a screen is different than reading print. The best practices in this guide were collected by the INFOhio Early Learning Task Force from journals, education publications, and research studies. Use these best practices with students of any age to help them become readers who can comprehend, analyze, and evaluate text on the screen or in a book.

- [Best Practices for Digital Reading](#)

Career Education

Each Career Exploration Unit includes one lesson focusing on careers within the theme to help children discover the variety of jobs available, connect the classroom to real-world situations, and develop work-readiness skills such as teamwork, decision making, and problem solving.

The Animals and Their Caretakers Unit focuses on the Agricultural and Environmental Systems Career Cluster. This includes technical and professional level careers in animal and crop production, agricultural services and engineering, food processing, horticulture, natural resource management, environmental services, agricultural and environmental education, communications, and research.

Job Focus

Veterinarian, Farmer, Landscaper, Miner, Park Ranger, Zoo Keeper, Animal Trainer, Logger, Conservationist, Bee Keeper, Horticulturist and related careers.

Career Connections ODE Career Pathways

Ohio Department of Education has created many Career Pathways that offer an overview of the options available within a career cluster. Each pathway provides information on the education or training needed, outlook for the careers, and wages. Below are some Career Pathways that will be of interest to students interested in working with animals, the environment, or in agriculture.

[Animal Science](#)

[Environmental Systems](#)

[Food Science](#)

[Horticulture](#)

[Natural Resources](#)

[Urban Forestry](#)

[Water Systems](#)

Ohio Learning Standards

The INFOhio Career Exploration Unit *Animals and their Caretakers* aligns with these Ohio Learning Standards for Reading. See *Extend the Learning* for additional activities aligned to other content area standards. This lesson address Ohio Learning Standards for Grade 2, but it is easily adapted for other grade levels.

Anchor Standard

Key Ideas and Details. 2. Determine central ideas of themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.

Craft and Structure. 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood or tone of the text.

Reading Literature

ELA.RL.2.3 Describe how characters in a story respond to major events and challenges.

ELA.RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

Reading Informational Text (Nonfiction)

ELA.RI.2.2 Analyze informational text development. a. Identify the main topic of multi-paragraph text. b. Identify the focus of specific paragraphs within the text.

ELA.RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

Pretest

In a large group setting, talk with students about familiar characters, how those characters develop, and what traits they show. Some guiding questions to discuss include:

- What is a character trait?
- List some character traits of a person you know or from a character in a book.
- How does an author tell or show us the traits of different characters?
- Can you make any predictions about the book we are going to read?
- How do you think the characters will compare to the real inhabitants of a farm in the nonfiction book we will be reading?

Record student answers on a chart to revisit later.

Post Test

The assessment can be completed as a group or individually. Revisit the discussion on character traits from the pretest. Compare and contrast character traits of Farmer Brown, Duck, and Bob. Some traits like determined, smart, or industrious might appear under more than one character.

For each trait answer the question How do I know? Use clues from the text to explain your answer.

Here is a sample chart:

CHARACTER TRAITS

Character	Trait 1	Trait 2	Trait 3
Farmer Brown			
Duck			
Brother Bob	Ex: He is trusting. How do I Know? Bob follows his brother's directions without question and does whatever was written on the clipboard notes.		

If needed, share this list of [Sample Character Traits](#).



INFOhio provides access to this collection of eBooks at no cost for Ohio students, teachers, and parents. BookFlix features 141 pairs of fiction and nonfiction books, with popular titles such as *Click Clack Moo* and characters such as Curious George. Each themed pair includes games for reinforcement of reading skills, information about the author, and websites to enhance learning. Thirty-eight of the title pairs are also available in Spanish.

For this lesson, use the title search feature in BookFlix to find this pair:

Fiction: *Giggle, Giggle, Quack* by Doreen Cronin. Lexile Reading Level: 330

Nonfiction: *Living on Farms* by Allan Fowler. Lexile Reading Level: 680

You can access [BookFlix](#) using this link.

Activity

Read/Watch

Giggle, Giggle, Quack. When Farmer Brown goes on vacation, he leaves his brother Bob in charge of the farm animals, but he warns him that Duck is “trouble” and a “bad influence.”

How do Farmer Brown’s words give us a clue about Duck? Based on the text and pictures, complete the character map, “Can You Describe Duck?”. As an alternative, create a character map for Farmer Brown, Bob, or one of the other farm animals.

After reading *Living on Farms*, click on the Puzzlers: Word Match.

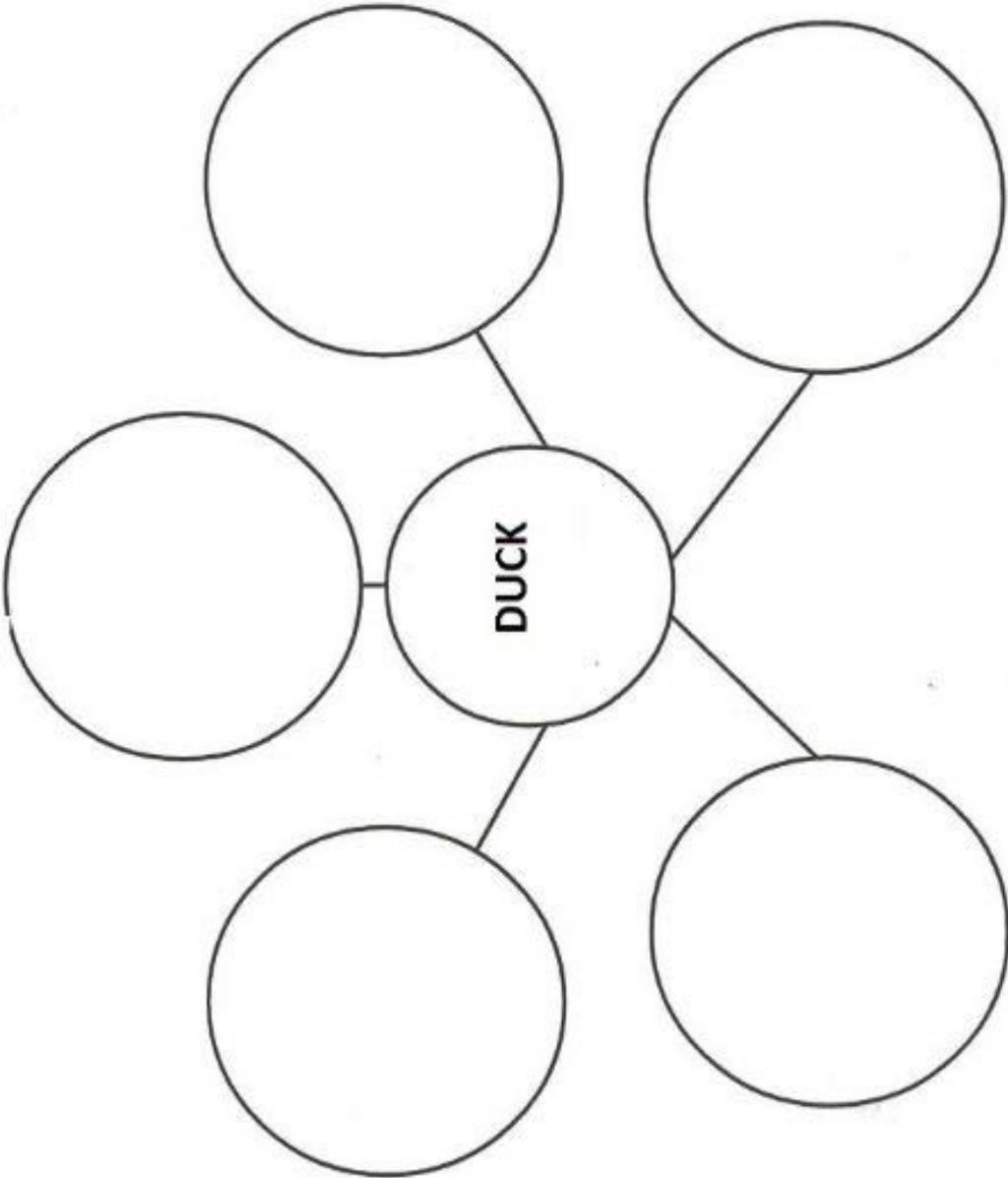
Read the definitions and choose the word from the book that matches the definition. Can you think of other words from the book that are important?

Differentiation

Turn the read-aloud feature on or off. Use the sound only if the student needs to have the text read aloud. For students who have difficulty, work one-on-one or in pairs to work through the readings.

Can you describe Duck?

Identity five character traits for Duck. Put one character trait in each circle.



Assessment

Use thumbs up (True)/thumbs down (False) to answer the questions based on the characters in the story. As an extension, students can point to the part of the book where they found the answer or give the clues from the author that helped them know the character trait.

1. Brother Bob is very trusting.
2. Farmer Brown considers Duck dependable and leaves him in charge of the farm.
3. Duck is resourceful, bossy and very smart when he writes new memos for Bob.
4. The happy hens loved anchovies on their pizza.
5. Farmer Brown can relax on his beach vacation because he knows that Bob is efficient and will not be fooled by the farm animals.

Answers: 1. True 2. False 3. True 4. True 5. False

Links for standards-based rubrics are listed below or create your own.

Iowa Core Standards Based Rubrics

Assessments and Rubrics (Kathy Schrock)

Read More About It

Adamson, Heather. *A Day in the Life of a Farmer*.

Cooper, Elisa. *Farm*.

Cronin, Doreen. *Click, Clack Moo*.

Dickmann, Nancy. *Jobs on the Farm*.

Gibbons, Gail. *Farming*.

Kingfisher Books, editors. *Animal Babies on the Farm*.

Sloat, Terri. *Farmer Brown Shears His Sheep*.

Waddell, Martin. *Farmer Duck*.



Lesson 2: A Day at the Zoo



INFOhio provides access to this collection of eBooks, videos, and educational games at no cost for Ohio students, teachers, and parents. World Book Early Learning offers a variety of eBooks on early learning concepts and nonfiction subjects, stories, activities, videos, and games for a media-rich learning experience.

For this lesson, choose People at Work, Health Professionals. Scroll down to the People at Work Stories and choose the title *At the Zoo* in Level C. Lexile Reading Level: 480

Access the resource [World Book Early Learning](#) using this link.

Activity

Read and Discuss

Read the story about a class trip to the zoo. After reading the story, go back and look at the pictures and video clips that provide information about working with animals. In the story the zookeeper asked the children "Suppose you could be any animal in the zoo. What animal would you like to be?" Based on the animals the children see in the zoo, the images, and the short video clips, select an animal and answer the questions on the "If I were a Zoo Animal..." worksheet. Use the information to write a paragraph. Support your answers with details from the text you read. (30-60 minutes)

Differentiation

Students can choose to click the video player button to have the text read aloud. Advanced students can choose to read the information on their own.

If I were a zoo animal, I would be...

- 1. Draw a picture of you as a zoo animal. Write your answers in paragraph form.
- 2. Answer these questions using a sentence as your answer. Then put the sentences together to make a paragraph on the back of this paper.

What animal are you?	What do you eat?
Where do you live?	What do you look like?

Assessment

Below you will find illustrations from the story. Place the pictures in order as they appeared in the story.



Answers: The story in sequence is: 6 - 2 - 3 - 5 - 1 - 4

Links for standards-based rubrics are listed below or create your own.

[Iowa Core Standards Based Rubrics](#)

[Assessments and Rubrics \(Kathy Schrock\)](#)

Read More About It

Aliki. *My Visit to the Zoo.*

Bostrom, Kathleen Long. *The View at the Zoo.*

Gibbons, Gail. *Zoo.*

LeBoutillier, Nate. *A Day in the Life of a Zookeeper.*

Rathmann, Peggy. *Goodnight Gorilla.*

Seuss, Dr. *If I Ran the Zoo.*

Smith, Marie. *Z is for Zookeeper: A Zoo Alphabet.*

Stead, Philip C. *A Sick Day for Amos McGee.*

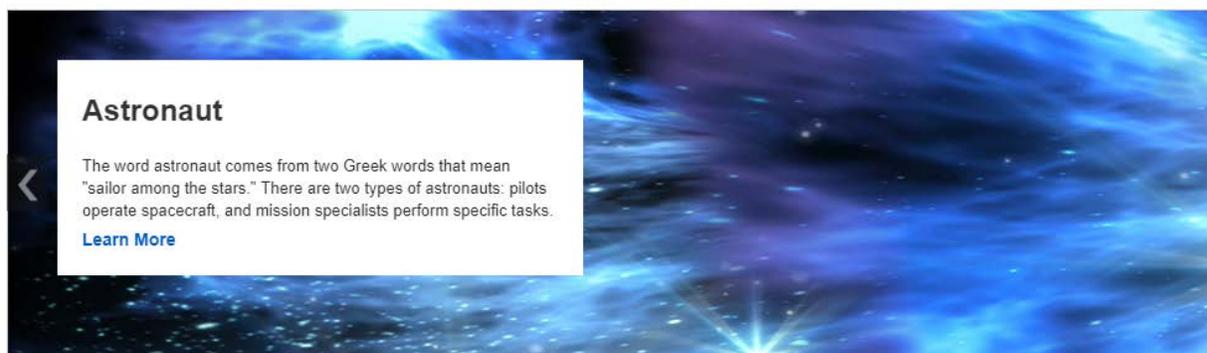
Lesson 3: Conservation and Natural Resources



Enter any words to find books, journals and more

Search

[Advanced Search](#) [Search History](#)



INFOhio provides access to this collection of educational and trade publications at no cost for Ohio students, teachers, and parents. EBSCO's Explora for Grades PreK-5 contains full-text articles from magazines, journals, and newspapers.

Note on PDFs. Many of the articles in Explora are available in PDF format which is a scanned image of the original article including pictures. Whenever possible, the PDF format is preferred. If you do not already have it on your computer, you can download a free version of [Adobe Reader](#).

For this lesson, use the article below:

[Animal Ambassador](#). Science World. Apr 2013. Lexile Reading Level: 900.

You can access [Explora for Grades PreK-5](#) using this link.

Activity

Read and Discuss

There are many different types of conservation and natural resources jobs. In this article you will read about an animal conservationist and some of the things he does at his job. The author talks about several different animals. Using the "Animal Ambassador" form, choose one of the animals and make a list of five character traits based on the text and illustrations.

Name _____

Animal Ambassador

In the article the conservationist talks about some of the things he does at his job. Choose one of the animals and make a list of five character traits based on the text and illustrations. Write one of the five traits in each box below and explain why you chose that trait based on the text and illustrations from the article.

Differentiation

The article is provided in two formats: HTML and PDF. If using the HTML, the text can be read aloud. By changing the settings, a large box pop ups on the screen as the text is read aloud. Click on the gear next to LISTEN to change the settings for enhanced visibility and pop-up. PDF is in a visual format that can be projected to a white board and shared and discussed with a large group or by individual students.

Assessment

Put the number of the correct statement in the blank under the picture. Cite the place in the text where you can find the answer.

1. I love to wander around the hotel room at night with my quills extended.
2. I live in the Amazon rainforest.
3. Watch out, I might put my stick legs all over you.
4. Whooo! Am I?
5. We need to roam. No buckets for us.



Answers: 1. Tree Dwelling Porcupine 2. Yellow-headed Amazon Parrot 3. Stick insect 4. Great horned owl 5. Tortoise

Links for standards-based rubrics are listed below or create your own.

[Iowa Core Standards Based Rubrics](#)

[Assessments and Rubrics \(Kathy Schrock\)](#)

Read More About It

Check out your school or public library to read these titles.

Carson, Mary Kay. *Park Scientists, Gila Monsters, Geysers & Grizzly Bears in America's Own Backyard.*

Cherry, Lynne. *The Great Kapok Tree.*

Fleming, Denise. *Where Once There Was a Wood.*

Furstinger, Kurt. *Kids Making a Difference With Animals.*

Newkirk, Ingrid. *50 Awesome Ways Kids Can Help Animals.*

Reed-Jones, Carol. *The Tree in the Ancient Forest.*

Schimmel, Schim. *Dear Children of the Earth.*

Seuss, Dr. *The Lorax.*

Walker-Hodge, Judith. *Animal Hospital.*

Yanuchi, Lori and Jeff. *Ranger Trails, Jobs of Adventure in America's Parks.*



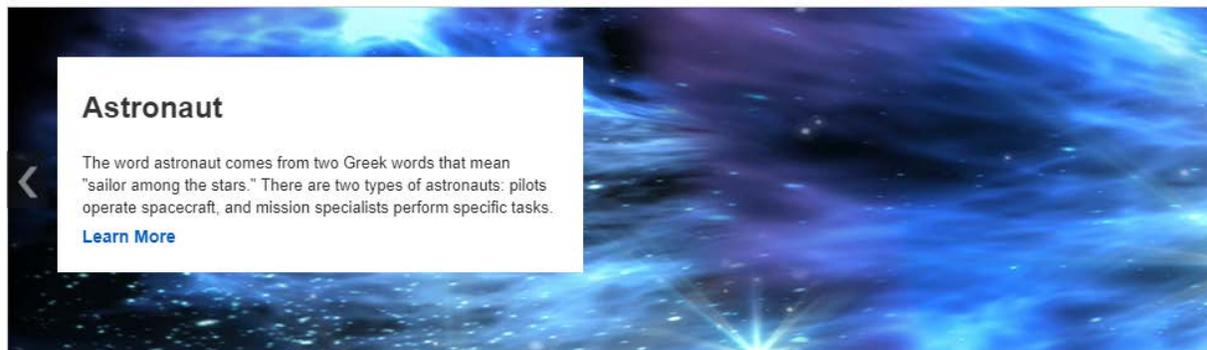
Lesson 4: Careers in Agriculture and the Environment



Enter any words to find books, journals and more

Search

[Advanced Search](#) [Search History](#)



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Note on PDFs. Many of the articles in Explora are available in PDF format, which is a scanned image of the original article including pictures. Whenever possible, the PDF format is preferred. If you do not already have it on your computer, you can download a free version of [Adobe Reader](#).

For this lesson use the article below:

[Hot Jobs for Animal Lovers](#). *Career World*. Apr/May 2001. Lexile Reading Level: 930

You can access [Explora for Grades PreK-5](#) using this link.

Activity

Read and Discuss

There are many careers related to taking care of animals, from veterinarians and trainers to zookeepers and farmers. Read the article [Hot Jobs for Animal Lovers](#) to learn about career options for people who love to work with animals. Based on the information in the article, identify five jobs for animal lovers and complete the attached chart about the jobs. (30-45 minutes)

Name _____

Are You an Animal Lover?

Job Title	Type of duties involved in the job	Other important facts
1.		
2.		
3.		
4.		
5.		

Which job would you choose? Use evidence from the article to support your answer.

Differentiation

The article is provided in two formats: HTML and PDF. If using the HTML, the text can be read aloud. By changing the settings, a large box pop ups on the screen as the text is read aloud. Click on the gear next to LISTEN to change the settings for enhanced visibility and pop-up. PDF is in a visual format that can be projected to a white board and shared and discussed with a large group or by individual students.

Assessment

Based on the information that you read in the article, answer the following questions.

1. Animal trainers work in the entertainment (TV and movies) industry. True OR False
2. Veterinarians can choose where to work and the type of animals they treat. True OR False
3. Zookeepers do not have to have any formal education. True OR False
4. Pet daycare provider is another type of job for animal lovers. True OR False
5. The U.S. Customs Service has a special department for agents who handle their dogs. True OR False

True OR False Answers: 1. True 2. True 3. False 4. True 5. True



Links for standards-based rubrics are listed below or create your own.

[Iowa Core Standards Based Rubrics](#)

[Assessments and Rubrics \(Kathy Schrock\)](#)

Read More About It

Check out your school or public library to read these titles.

Bedell, J.M. *So, You Want to Work with Animals: Discover Fantastic Ways to Work with Animals, from Veterinary Science to Aquatic Biology.*

Hestermann, Josh. *Zoology for Kids: Understanding and Working with Animals.*

Turner, Pamela S. *Scientists in the Field: The Frog Scientist.*

Extend the Learning

Ohio Learning Standard. Science.

Topic: Interactions within Habitats

Grade 2: Content Statement: Living things cause changes on Earth.

ELA.W.2.2. Write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

Extension Lesson: Conservationists work to protect all types of natural resources including plants. Pretend that you are a conservationist who is working hard to save an endangered plant species. Study a real plant and gather data about it. Use these suggestions to get students started.

- Describe the shape and edge of the plant's leaf.
- Describe any flowers, seeds, or fruit of the plant.
- How could animals use this plant? How could humans use this plant?
- Describe the area where you found the plant. Does it grow in the open, a forest, a garden?
- How did or could the plant become endangered? Describe the conditions that contribute to its disappearance.
- How can you help save the plant from extinction?

Draw a picture of the plant. Use the data which you collected to write a short scientific report. (Ohio Learning Standards. Science: Interactions within Habitats and ELA.W.2.2)

Ohio Learning Standards. Math.

Measurement and Data Grade 2: Represent and interpret data

Extension Lesson: When you go to the doctor for a checkup, you get measured and weighed. Zoo animals also get measured and weighed during their annual checkups to make sure the animals are healthy and getting good care. Use [World Book Kids](#) to compare information about two animals that live in a zoo. Click on the link World of

Animals and choose one of the categories. Select two animals and compare them. Record the information on the chart. Use the information to create class graphs based on the data. Discuss the results as a group.

Fact	Animal Name:	Animal Name:
Weight		
Length		
Height		
Speed		

Ohio Learning Standards. Fine Arts.

Visual Arts – Producing/Performing (PR) Grade 2: Generate ideas and images for artwork based on observation, memory, imagination, and experience.

ELA.W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Extension Lesson: In Giggle, Giggle, the illustration of Duck holding a pencil tells a lot about his character. Use a free cartoon site like MakeBeliefscomix or Pixton or even an app like Toontastic to create a comic strip about a character who comes to visit the farm. Add details to provide clues and information about the character’s personality. Here is an example:



Additional Resources

- [INFOhio Educator Tools](#)

For additional assessments, instructional strategies and resources, and cross curricular connections by standard, go to INFOhio’s Educator Tools.

- [INFOhio Pinterest](#)

Looking for more resources about “Animals and Their Caretakers?” Check out INFOhio’s Pinterest board.