

### Strand: Economics/Technology

### Theme: Occupations

**Purpose for Reading:** To develop an awareness of jobs that people in the community do.

**Comprehension Strategies:** Making connections to self, making inferences.

#### Vocabulary

*Dictionary Words:* baker, dentist, doctor, firefighter, police officer, teacher

*Vocabulary Words:* badge, board, hat, helmet, stethoscope, toothbrush

*High-Frequency Words:* a, am, at, I, look, me

#### Before Reading

- Discuss workers in the community that the students know about.
- Read the title. Ask the students to look at the cover photo and say what job this woman does.
- Turn to the title page and ask what job the man does.

#### Introduce the Picture Dictionary

- Ask the students to turn to the picture dictionary. Tell them that each photo shows a different person who works in the community. Invite the students to name as many as they can and say what these people do. Read all the labels together.

#### Take a Photo Walk

- Pages 4–5: Ask the students to look at the photo. Discuss the things that let the students know that this is a police officer. *What other things could the man be wearing or doing that would tell people he was a police officer?* Read the label together and discuss

why police officers wear badges.

- Pages 6–7: Invite volunteers to talk about the clothes and equipment a firefighter has. Ask the students why a firefighter must wear a helmet.
- Pages 8–9: Have the students look at the photo and say what they can see. Ask how they know this person is a doctor. Read the word *stethoscope* and explain to the students what doctors use stethoscopes for.
- Pages 10–11: Invite volunteers to talk about a time they went to the dentist. *What equipment did the dentist have besides a toothbrush?* Read the label together.
- Pages 12–13: Ask the students why they think a baker wears a hat. Ask if they know of any other worker who wears a hat like the baker's hat. *What other special clothes would the baker have to wear when he is making bread? Why does a baker need to wear special clothes?*
- Pages 14–15: Have the students talk about teachers. *What else, besides boards, do teachers have to help them with their teaching?* Read the label together.

#### Read the Book

- Ask the students to return to the title. Read the title together.
- Turn to pages 2–3. Have the students point to the dictionary words as they read them independently.
- Turn to pages 4–5. Invite the students to read this page. Prompt them with the first word if necessary. Remind the students to point as they read. Remind

them where to start reading the second line.

- Ask the students to continue reading the book independently. Remind them to check the photos as they read. Provide support where necessary.

## After Reading

### Comprehension

- Have the students discuss occasions when they have been to the dentist or the doctor. *What did the doctor or dentist do? What did the doctor's or dentist's rooms look like? What sort of equipment did they have?*
- Invite the students to look back through the book and say which workers have to wear special clothes, and which workers do not need to wear special clothes. Chart their answers.

Special clothes	No special clothes

- Invite the students to say why they think that the author included these workers in the book. *Which other workers could have been in the book? If the author had put a builder in the book, what would have had to be in the photo, so that readers knew the worker was a builder?*

### Vocabulary and Word Recognition

- Have the students find the high-frequency word *at* in the text as many times as they can, reading the word each time. Have the students practise writing *at* until they can write it fluently. Add *at* to a high-frequency word chart or word wall.
- Invite the students to talk about the word *jobs*.

*What is a job?* Ask what jobs they have to do at school and at home. Ask what jobs their parents or caregivers do at home and/or at work. *What would happen if someone did not do a job they were supposed to do? Why are jobs important?*

### Oral Language

- Have the students discuss with a partner some of the things that teachers do.

### Writing

- Have the students draw pictures of the firefighter and the baker. Write the following sentences under the pictures: Look at me. I wear a hat. Look at me. I wear a helmet.

### Creative Extension Activities

- Invite people in the school community or local community to talk briefly about their jobs, and answer questions that the students ask.
- Write and illustrate an enlarged class book about the jobs people in the students' families do. Invite some of these people into the classroom to speak to the students about their jobs.

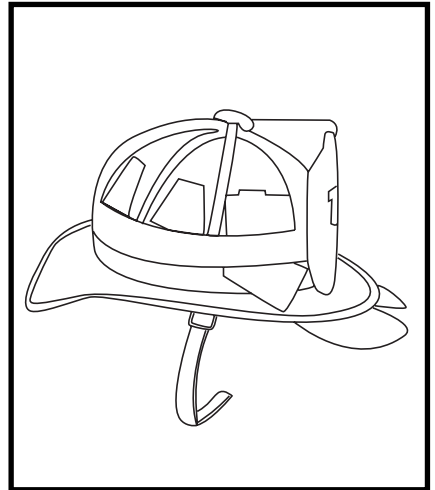
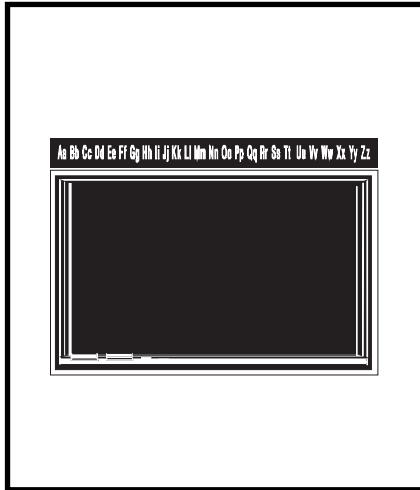
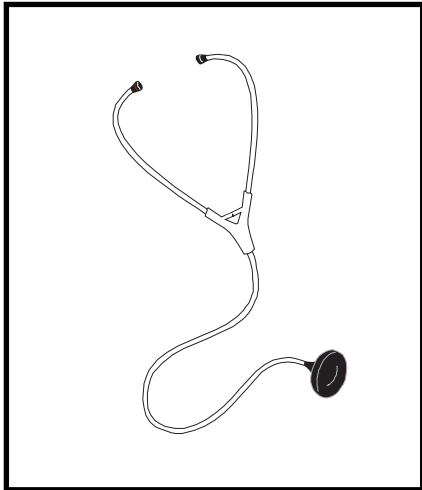
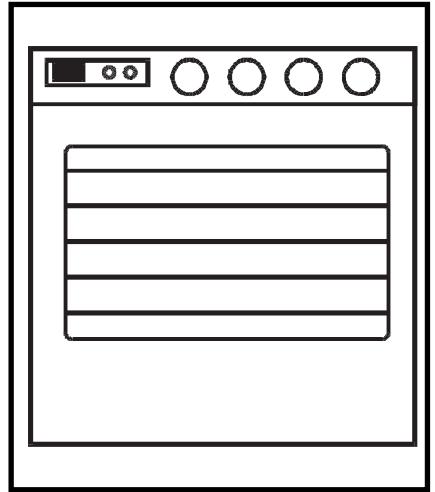
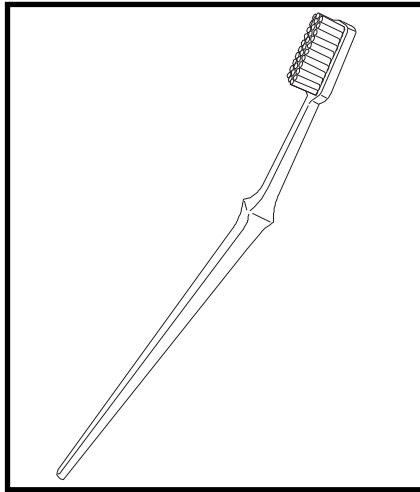
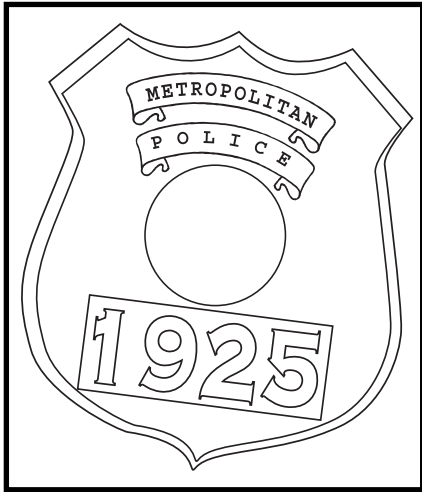
### Independent Follow-Up Activities

- Reread the book to improve fluency.
- Complete the activities on page 16.
- Complete the photocopiable activities.

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

Cut out the words. Read them.

Glue them under the correct pictures.



 helmet    oven    board    stethoscope    toothbrush    badge

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

Circle the word *at*.

can    this    come    I    we    at

like    said    at    look    this    a

at    am    that    in    at    come

my    up    at    we    this    at

in    at    come    is    at    said