

### Strand: Government/Authority

### Theme: Services

**Purpose for Reading:** To develop understandings of people who work for the city.

**Comprehension Strategies:** Making links to self and the world, making inferences.

### Vocabulary

**Dictionary Words:** cleaning truck, gardeners, librarian, mayor, rubbish collector

**Vocabulary Words:** bookshelves, microphone, place, plans, plant crate, plants, rubbish bin, street-cleaning truck, warning light

**High-Frequency Words:** after, be, do, from, have, help, his, make, new, of, one, out, people, put, some, take, they, too, what, where, who, will, with

### Before Reading

- Read the title and invite students to discuss the cover photo. *What is this person's job?* Tell students this person works for the city. *Why do we need rubbish collectors? What would happen if no one collected the rubbish?* Ask students to think of other people who work for the city. Make a list on the board of these people.
- Read the title page together and ask students to look carefully at this photo for clues about what this person does for the city. *Why do cities have libraries? Who uses libraries? Why are libraries a great place to go?*

### Introduce the Picture Dictionary

- Ask students to turn to the picture dictionary. Read and discuss the photos and labels. Ask students to describe the jobs of the people in each photos. Invite students to talk about what each

person does and why cities need people doing these jobs.

### Take a Photo Walk

- Pages 4–5: Read the heading on page 4 and invite students to read the caption and look at the photo. *Who do you think a mayor is? What is his job?* Tell students who their mayor is. *What do the words plans for the city mean? Who is he telling? Why do the people in the city need to know about the mayor's plans?*
- Pages 6–7: Read the title of the diagram and ask students if they know what a councillor is. Ask students to read the diagram to find out some information about what councillors do. Discuss what councillors do.
- Pages 8–9: Invite students to discuss what a gardener does. Read and discuss the label and caption. *Where do city gardeners work? What sorts of jobs do they do?*
- Pages 10–11: Read the heading and discuss what a street cleaner might do. Read the label and ask students to think about why the truck might need a warning light. Read the caption and ask students why the streets need to be swept.
- Pages 12–13: Read the heading and have students suggest why cities need rubbish collectors. *Where do they take the rubbish? What happens to the different types of rubbish?*
- Pages 14–15: Invite students to look at the photo and read the label and caption. *What else might a librarian do?* Discuss the various jobs librarians do.

## Read the Book

- Ask students to turn to the cover and read the title independently.
- Turn to pages 2–3. Read the dictionary words and the sentences on page 3.
- Turn to pages 4–5. Ask students to read these pages independently. *Remember to use your eyes, and just point if you need help to check.*
- Ask students to continue reading the book independently. Provide support as needed.

## After Reading

### Comprehension

- Return to the book and invite students to discuss what each job involves. Make a word web to show the various duties of each person.
- Have students revisit the book and talk about what would happen if cities didn't have people doing these jobs. Write the jobs from the book on a chart and list what could happen if people didn't do these jobs. Add other jobs from the prior knowledge list and have students infer what might happen if these jobs were not done.

### Vocabulary and Word Recognition

- Have students find the word *work* in the book. Write the word on the board and ask students to find a part of the word they know. Have students think of sentences with *work* in them. Write them on the board. Ask students to write the word *work* five times, saying it as they write it.
- Ask students to brainstorm different jobs. Ask students to think of words associated with each job. For example, *Teacher – blackboard, chalk, desks, classroom, school, principal, children, schoolbags, etc.*

### Oral Language

- Have students work in pairs, telling each other about a job they think they'd enjoy doing, and why.

### Writing

- Have students make a word web about one of the jobs in the book.

### Creative Extension Activities

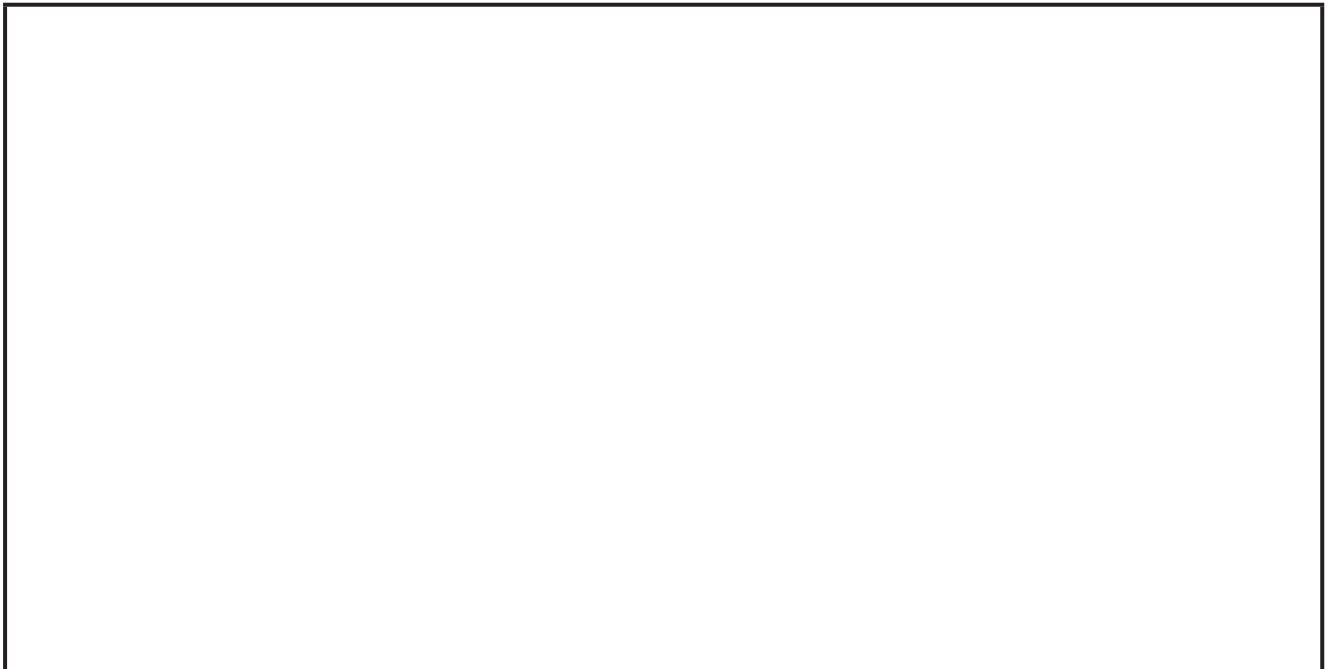
- Have students think of jobs for which people wear uniforms. Have them draw pictures of people doing these jobs.
- Have students find pictures in magazines of people doing different jobs. Have students cut them out and make a class collage.

### Independent Follow-Up Activities

- Reread the book to a partner to build fluency.
- Complete the activities on page 16.
- Complete the photocopiable activities.

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

Think of a job that would be interesting and enjoyable.  
Draw yourself doing this job. Write about why you think  
it would be interesting and enjoyable.



---

---

---

---

---

---

---

---

---

---

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

Choose a job from the book.

Write four things the person with this job does.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Draw the tools or equipment you think this person would use to do their job. Label them.

