



About the Book

Text Type: Fiction/Informational Page Count: 10 Word Count: 92

Book Summary

Workers is an informational book that tells about workers from the farm to the dinner table as wheat becomes bread. The various workers are presented in sequential order, from the farmer who harvests the wheat to the family member who serves it for dinner.

About the Lesson

Targeted Reading Strategy

- Ask and answer questions

Objectives

- Use the strategy of asking and answering questions to understand text
- Sequence steps in a process
- Blend phonemes
- Identify *r*-family blends
- Identify nouns
- Categorize words

Materials

Green text indicates resources available on the website

- Book—*Workers* (copy for each student)
- Chalkboard or dry erase board
- Sequence events, nouns worksheets
- Word journal (optional)
- Discussion cards



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting book on interactive whiteboard or completed with paper and pencil if books are reused.)

Vocabulary

- High-frequency words: *for, is, many, of, this*
- Content words: *baker, farmer, trucker, miller, grocer*

Before Reading

Build Background

- Ask students to tell the ingredients needed to make their favorite sandwich. Ask them if they know where the bread for their sandwich came from (the responses will most likely be “the store”). Ask students where the bread came from before it got to the store (it is unlikely students will know). Tell them that bread is made from wheat and that wheat grows in fields. If available, show students a picture of a wheat field.

Book Walk

Introduce the Book

- Show students the front cover of the book and read the title with them. Ask what they might read about in a book called *Workers*. (Accept any answers students can justify.) Ask students to identify the worker on the cover (farmer).

- Show students the back cover. Ask them to identify the worker (baker). Ask students what the baker is making.
- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).

Introduce the Reading Strategy: **Ask and answer questions**

- Explain to students that one way to understand a book is to ask questions about it before they begin to read, and then to look for the answers as they read.
- Model asking a question based on the front cover.
Think-aloud: I see a farmer on a tractor. The farmer must be in a field. I know that farmers grow food for people and animals. He seems to be pulling a wagon filled with something. I wonder what is in the wagon. Maybe it is hay for the animals.
- Write this question on the board. Have students preview the covers and title page of the book. Ask them to share their questions about the book. Write these questions on the board.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Vocabulary

- Use the Book Walk as an opportunity to introduce unfamiliar vocabulary to students and to model any difficult language patterns. For example, on page 3, ask: *What kinds of workers do you see on this page? What kinds of work are they doing?*
- As vocabulary words are mentioned, have students point to the corresponding word to help them make the picture/word connection. For example, point to the word *farmer* on page 4. Have students look at the picture on the page. Then ask them to tell what the word says and how they know this.
- Reread the sentence to make sure that the word makes sense. Point out the base word *farm* in the word *farmer*. Remind students to look for familiar word parts within larger words. Remind them to use what they know about beginning and ending letters and sounds to figure out new words.
- Encourage students to add the new vocabulary words to their word journals.

Set the Purpose

- Have students read the book to learn about different workers. Have them look for the answers to their questions as they read the book.

During Reading

Student Reading

- **Guide the reading:** Give students their copy of the book. Have a volunteer point to the first word on page 3 (*There*). Point out where to begin reading on each page. Remind students to read words from left to right. Point to each word as you read it aloud while students follow along in their own book.
- Ask students to place a finger on the page number in the bottom corner of the page. Have them read to the end of page 5, using their finger to point to each word as they read. Encourage students who finish before others to reread the text.
- Model answering a question.
Think-aloud: I wanted to know what was in the wagon. I found out that the wagon was filled with wheat. The wheat is used to make bread. I also read about a trucker whose job is to take the wheat to the mill. I wonder what will happen to the wheat once it gets to the mill. I'll keep reading to find out if my question is answered.
- Ask students whether they were able to answer any of their questions. Ask them if they thought of additional questions as they were reading. Write these questions on the board.
- Have students read the remainder of the story. Remind them to keep looking for answers to their questions as they read.



Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in the discussion that follows.

After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Reflect on the Reading Strategy

- Invite students to share answers they found to their questions while reading. Discuss how asking and answering questions in their mind as they read made them think about what they were reading.
- **Think-aloud:** *I wanted to know what happens to the wheat after it goes to the mill. I found out that the wheat is turned into flour by a miller, a baker uses the flour to make bread, and a grocer sells the bread to people.*
- Discuss additional strategies students used to gain meaning from the book.

Teach the Comprehension Skill: **Sequence events**

- **Discussion:** Ask students to share new information they learned about where bread comes from. Ask them to name the different workers they read about in the book.
- **Introduce and model:** Tell students that this book tells about bread from the beginning as wheat on the farm to the end when we eat it. These things happen in a particular order. First one thing happens, then something else, and so on. Explain that the order in which the events happen is called the *sequence*. Point out the sequence in this story. Explain that the order of how bread is produced is important because it wouldn't make sense if we ground the flour before we harvested the wheat.
- **Think-aloud:** *In this story, the first thing that happened was a farmer farms the wheat. Next, a trucker takes the wheat to the mill. Then the miller grinds the wheat into flour. The order of how wheat becomes flour is important. It wouldn't make sense if the miller grinds the wheat before the farmer farms it. The story tells the most important events in the correct order.*
- **Check for understanding:** Have students share the sequence of events through the end of the story. If necessary, use the pictures in the book as a guide.
- **Independent practice:** Introduce, explain, and have students complete the **sequence events worksheet**. If time allows, discuss their responses.



Extend the discussion: Instruct students to use the last page of the book to draw a picture of the worker they would most like to be. Ask them to share their picture with the group and explain why they chose that worker.

Build Skills

Phonological Awareness: **Blend phonemes**

- Say the word *bread* by segmenting it into its individual phonemes: /b/ /r/ /e/ /d/. Tell students that you can tell what the word is by blending the sounds together to say the whole word: *bread*.
- Say the following words one at a time by segmenting them into their phonemes: *sell, dad, wheat, farm, mill, baker, work*. Have students blend the sounds together to say the word.

Phonics: **R-family blends**

- Write the word *bread* on the board and read it aloud with students. Circle the *br* blend and tell students that the sounds of these two letters are blended together to stand for the /br/ sound. Have students blend the sounds of the letters together to say the *br* blend. Have them find the word *bread* on page 7 and put their finger on the letters that stand for the /br/ sound.

- Point out the word *grinds* on page 6. Tell students that this is another *r*-family blend. The sounds of the two letters *g* and *r* together stand for the /gr/ sound.
- Write the following blends in a row on the board: *br, cr, dr, fr, gr, pr, tr*. Have students say each blend with you. Under each blend, write a word that starts with that blend: *brag, crop, drum, frog, grab, prop, trip*. Have students blend the sounds together in each word with you as you run your finger under the letters. Then have volunteers circle the blends in the words.

Grammar and Mechanics: **Nouns**

- Draw a picture of a person, a place, and a thing on the board. Ask volunteers to identify the pictures. Explain that some words they read name a *person*, a *place*, or a *thing*. These naming words are called *nouns*.
- Have students turn to page 4 in their book. Invite them to read the first sentence together, pointing to the words as you read them aloud. Ask students to point to the word that names a person (*farmer*).
- Read the second sentence on page 4 with students, pointing to the words as you read them aloud. Ask students to point to the two words that name things (*wheat, bread*).
- Have students turn to page 5 in their book. Read the sentences together, pointing to the words as you read them aloud. Ask students to point to the word that names a person (*trucker*), the word that names a place (*mill*), and the word that names a thing (*wheat*).
- **Independent practice:** Introduce, explain, and have students complete the [nouns worksheet](#). If time allows, discuss their responses.

Word Work: **Categorize words**

- Ask students what group the people in the book can be put into (workers).
- Ask students to identify ways to sort the workers into groups (people who work inside/people who work outside, people who use machinery/people who don't, and so on).
- Write the following words on the board: *wheat, corn, cows, sheep*. Have students tell how to group the words (things found on a farm, kinds of animals, or kinds of food).

Build Fluency

Independent Reading

- Allow students to read their book independently. Additionally, allow partners to take turns reading parts of the book to each other.

Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends.

Extend the Reading

Art Connection

Trace each student's body on butcher-block paper. Tell students to "dress" their drawings in clothes that show what type of worker they would like to be. Ask each student to share his or her worker with the class and explain his or her choice. Display the workers throughout the room.

Writing and Social Studies Connection

Have students brainstorm a list of questions to ask people about their job, such as: Where do you work? Do you need special clothes for your job? Do you need special tools for your job? Invite local workers to talk to the class about their job and answer students' questions. Have students write a sentence about what they learned.

Skill Review

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

Assessment**Monitor students to determine if they can:**

- consistently ask and answer questions while reading
- correctly order the steps involved in producing bread during discussion and on a worksheet
- correctly blend orally segmented phonemes to say words
- correctly read words beginning with *r*-family blends
- accurately identify nouns in the book and on a worksheet
- logically categorize words into groups during discussion

Comprehension Checks

- **Book Quiz**
- **Retelling Rubric**