

About the Book

Text Type: Fiction/Realistic Page Count: 12 Word Count: 154

Book Summary

In this story, James wants to buy a new cage for his hamster, but he doesn't have enough money. With a little math and a lot of hard work, he can earn the money he needs to buy a cage for his pet. *Jobs for James* teaches students the value of work, the use of math in everyday life, and the accomplishment of earning what you buy. Colorful, happy pictures add a bright touch to this story about success.

About the Lesson

Targeted Reading Strategy

- Ask and answer questions

Objectives

- Use the reading strategy of asking and answering questions to understand text
- Identify main idea and details
- Discriminate initial consonant /j/ sound
- Identify initial consonant *Jj*
- Identify quotation marks
- Recognize and use number words

Materials

Green text indicates resources available on the website.

- Book— *Jobs for James* (copy for each student)
- Chalkboard or dry erase board
- Highlighters
- Main idea and details, initial consonant *Jj*, quotation marks worksheets
- 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

*Bold vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com.

- High-frequency words: *he*, *said*
- Content words:
Story critical: *counted* (v.), *earn* (v.), *money* (n.), *proud* (adj.), *rake* (v.), *weeds* (n.)

Before Reading

Build Background

- Ask students to raise their hand if they do chores around the house to earn an allowance. Have them share with a partner other ways that children can earn money.
- Have students think about what they would like to purchase if they had thirty dollars. Have them write a list of things they would spend the money on. Invite volunteers to share their wish list; write the information on the board and discuss whether each thing costs more or less than thirty dollars.

Book Walk

Introduce the Book

- Show students the front and back cover of the book and read the title with them. Ask what they think they might read about in a book called *Jobs for James*. (Accept all answers that students can justify.)
- 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**

- Remind students that good readers ask questions before and during reading and look for answers to those questions as they read. Point out to students that asking and answering questions will help them better understand and remember what they read.
- Model asking questions using the information on the cover.
Think-aloud: The picture on the cover shows a boy, who I think is James, talking with an older man. The title of the book is Jobs for James. This information makes me think of some questions. Why does James need a job? And who is that man he is talking with? I will look for answers to these questions as I read.
- Invite students to share any questions they have about the story, based on the cover and title pages. Record these questions, along with those from the think-aloud, 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 Comprehension Skill: **Main idea and details**

- Remind students that many stories have a main idea, which is a big idea that the story is mostly about. Explain to students that the title of a story can provide clues about the main idea.
- Write the title of the story, *Jobs for James*, on the board. Circle the words *Jobs* and *James*. Discuss with students the main idea of this book, using the title as a clue.
- Write the following sentence on the board: *James has many jobs*. Point to each word as you read the sentence aloud with students. Remind students that they may need to change the main idea as they learn new information in the story.
- Model how to identify details.
Think-aloud: I know that stories have details that help explain the main idea. I think the main idea of this story is that James has many jobs. On the cover, I see James talking to a man in a yard full of leaves. On the title page, I see James carrying an armful of leaves. These pictures lead me to believe that one of James's jobs is to rake leaves. Since this helps to explain the main idea, James raking leaves as a job might be a detail in the book.
- Underline the word *Jobs* on the board, and beneath that, write the following phrase: *raking leaves*. Review with students the discussion they had before reading the book about chores they do around the house. Discuss whether any of these jobs might be details in the book.

Introduce the Vocabulary


- While previewing the book, reinforce the vocabulary words that students will encounter. For example, while looking at the picture on page 5, you might say: *James is counting his money. How much money can you count in this picture? What are some other objects that people can count?*
- Remind students to use the picture and the rest of the sentence to figure out a difficult word. For example, point to the word *rake* on page 7 and say: *I am going to check the picture and use the sentence to figure out this word. The picture shows James and an older man standing in a yard with leaves all around. The sentence says that his grandpa is going to pay James two dollars an hour to do something to the leaves. He could be asking him to pick up the leaves, but I see in the picture that the grandpa is holding a rake in his hands. When I look at the first part of the word, I see that it starts with the /r/ sound. The word rake also starts with the /r/ sound. The sentence and the picture make sense with this word. The word must be rake.*

Set the Purpose

- Have students ask questions about James and his jobs and look for answers as they read. Remind them to think about the details that support the main idea.

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 (*James*). Point out to students where to begin reading on each page. Remind them to read the words from left to right.
 - Ask students to place a finger on the page number in the bottom corner of page 3. 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 asking and answering questions.
Think-aloud: While reading the first three pages, I learn that James needs money for a new hamster cage. To earn money, he needs a job. I now know the answer to one of my questions—James needs a job to earn money to buy a hamster cage. I still have not found the answer to my other question, about the older man. I will keep looking for the answer to that question as I read. I will also look for the answer to a new question I have, which is: How many jobs will James have to do in order to earn all the money he needs?
 - As you talk, write the answer to the question answered underneath the question recorded on the board and circle the pair. Ask students to think about the questions they had earlier and to share any answers they found. Write the answers on the board under the corresponding questions and circle the pairs.
 - Have students share new questions based on what they read. Record these questions on the board.
 - Review the main idea of the book: *James has many jobs*. Ask students whether that sentence fully covers the main idea. Guide students in a discussion about why James needs the jobs. Complete the main idea by editing the sentence on the board to read as follows: *James does jobs to earn money for a hamster cage*. Remind students to look for details that support the main idea.
 - **Check for understanding:** Have students read to the end of page 8. Encourage them to continue asking questions and seeking answers as they read. Take some time to record questions and answers on the board, always circling completed sets.
 - **Think-aloud:** *Now I know that the older man is James's grandpa. I still do not know how many jobs James will need in order to earn the money, so I will keep looking for an answer to that question. I am curious about something else. How many hours will he work? I will look for the answer to this question, too.*
 - Record the answer under the corresponding question on the board, *Who is the older man?* and circle the pair.
 - Ask students to think about details they read that support the main idea that *James has many jobs*. Introduce and explain the [main-idea-and-details worksheet](#). Have them choose one of the details to draw on their worksheet. Ask them to label their drawing using the name of the job. Have students share the detail they drew and wrote about.
 - Have students read the remainder of the book. Invite them to share any questions and answers they found while they read, and record the information on the board. Circle all completed question-and-answer sets.
-  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

- **Think-aloud:** *As I finished reading the story, I was able to answer my final questions. I learned that James needed three different jobs to earn enough money for his hamster cage. I also learned that he worked three hours for his grandpa and two hours for his mom. He worked one hour for Mrs. Tom. He worked a total of six hours. The story answered all of my questions.*
- Record the answers under the corresponding questions on the board and circle the sets. Have students share all answers they found while reading and record this information on the board.
- Point out that some questions are not circled. Explain that when questions are not answered by the story, readers use what they know about the story and the characters to create their own answer to each question. Discuss with students how they would answer the unanswered questions.
- Ask students to explain how asking and answering questions helped them to understand and remember the story.

Reflect on the Comprehension Skill

- **Discussion:** Read the main idea on the board with students. Discuss new details that support the main idea that *James has many jobs*, and write them under the *Jobs* heading on the board.
- **Independent practice:** Have students complete the main-idea-and-details worksheet. If time allows, discuss their responses.
- **Enduring understanding:** In this book, you read about James working hard to earn the money he needed. Why do you think it's important for people to work for their money? What other jobs are available for a person your age?

Build Skills

Phonological Awareness: Initial consonant /j/ sound

- Say the word *jobs* aloud to students, emphasizing the initial /j/ sound. Have students say the word aloud and then say the /j/ sound.
- Read pages 5 and 6 aloud to students. Have students slap their desk every time they hear a word that starts with the /j/ sound.
- **Check for understanding:** Say the following words, one at a time, and have students give the thumbs-up signal if the word begins with the /j/ sound: *rake, jam, weeds, jar, earn, joke, James*.

Phonics: Initial consonant Jj

- Write the word *jobs* on the board and say it aloud with students.
- Have students say the /j/ sound aloud. Then run your finger under the letters in the word as students say the whole word aloud. Ask students to identify which letter represents the /j/ sound in the word *jobs*.
- Have students practice writing the letter *Jj* on a partner's back while saying the /j/ sound.
- **Check for understanding:** Write the following words that begin with the /j/ sound on the board: *jet, jump, jay, jazz, and joy*. Say each word, one at a time, and have volunteers come to the board and circle the initial *Jj* in each word.
- **Independent practice:** Introduce, explain, and have students complete the **initial consonant Jj worksheet**. If time allows, discuss their answers.

Grammar and Mechanics: Quotation marks

- Write the following sentence on the board: *"I'll need to earn the money," James said*. Read the sentence aloud with students. Ask students to identify who is speaking in this sentence (James). Ask them how they know (James said).

- Ask students to look at the sentence and see if there are any other clues to show that a person is speaking. Circle the quotation marks.
- Explain that the marks at the beginning and end of a spoken sentence are called *quotation marks*. They work as a signal to indicate that the words are being spoken by someone in the story.
- Have students read page 6 as you read it aloud. Have students point at each quotation mark on the page. Ask students to share with a partner the words that James speaks.
- Have students work with a partner to locate sentences in the story that do not have quotation marks. Point out that a character does not speak these sentences.



Check for understanding: Have students locate and highlight the dialogue in the book: the words spoken by a character and surrounded by quotation marks. Have them circle the speaker for each one.

- **Independent practice:** Introduce, explain, and have students complete the [quotation marks worksheet](#). If time allows, discuss their responses.

Word Work: **Number words**

- Read page 5 aloud to students and have them raise their hand every time they hear a number. Have students look at the page and find the word that names that number. Ask students to point to that word.
- Explain to students that words that name a number are called *number words*. Point out that all numbers need a name so people can write and talk about them. Explain that number words are the names of numbers.
- Have students think of one number word silently. At the count of three, have each student whisper their word to the front of the class. Invite volunteers to share their number word. Record a list of number words on the board.
- Ask students to look at the math problem on page 10. Have them point at the numbers on the worksheet. Discuss with students the difference between a number word and a numeric symbol.



Check for understanding: Have students locate and highlight every number word in the story. Then have them choose a number word from the board and use it in an oral sentence.

Build Fluency

Independent Reading

- Allow students to read their book independently. Additionally, partners can 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. Have them identify the main idea and details of the book to someone at home.

Extend the Reading

Realistic Fiction Writing and Art Connection

Have students imagine that they want to purchase a special object from the store. Ask them to write a story describing what they want to buy and how they would earn the money for it. Have them illustrate their story.

Visit WritingA-Z.com for a lesson and leveled materials on realistic fiction writing.

Math Connection

Discuss with students the math involved in the story: subtracting to find how much money James needed, multiplying to figure out how much he earned for each job, and adding to find the total amount of money he ended up with. Create math problems similar to the ideas in this book: students have so much money, and they want to buy an item that costs a certain amount. Write a list of jobs on the board and how much money students can earn per hour working on these jobs. Assign students to groups and pass out play money that they can use. Have the groups choose what jobs they will use to earn enough money to buy each item. Have groups record all the mathematical calculations they use to solve each problem.

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 to understand text
- accurately identify the details that support the main idea of the story during discussion and on a worksheet
- consistently discriminate initial consonant /j/ sound during discussion
- accurately identify and write the letter symbol that represents the /j/ sound during discussion and on a worksheet
- properly identify quotation marks during discussion and on a worksheet
- correctly use and write number words

Comprehension Checks

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