

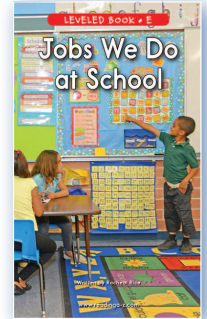
Focus Question:

What are some class jobs, and why are they important?

Book Summary

Text Type: Nonfiction/Descriptive

Students love to help out by having a job in their classroom. *Jobs We Do at School* explains different jobs students can have in a classroom with simple sentences and helpful photographs. Emergent readers can use the pictures and prior knowledge of the subject to decode the text. The book can also be used to teach students about main idea and supporting details as well as locating and using verbs.



Lesson Essentials

Instructional Focus

- ☐ Connect to prior knowledge to understand text
- ☐ Identify main idea and details in a text
- ☐ Describe information provided by photographs
- ☐ Discriminate initial consonant /j/ sound
- ☐ Identify initial consonant Jj
- ☐ Recognize and use verbs
- ☐ Identify and use the high-frequency word *do*

Materials

- ☐ Book: *Jobs We Do at School* (copy for each student)
- ☐ Main idea and details, initial consonant Jj, verbs worksheets
- ☐ Discussion cards
- ☐ Book quiz
- ☐ Retelling rubric

Vocabulary

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

- **High-frequency words:** *do*, *my*, *our*
- **Words to Know**
Story critical: *collector* (n.), *jobs* (v.),
leader (n.), *pass* (v.), *saver* (n.), *students* (n.)
- **Academic vocabulary:** *energy* (n.)

Guiding the Reading

Before Reading

Build Background

- Write the word *jobs* on the board and read it aloud with students. Discuss with students what the word *job* means. Ask students what jobs adults have in the community. Ask students if they have a job at home. Invite students to share their ideas and record them on the board.
- Have students illustrate their favorite job of an adult in the community or their favorite job at home. Invite volunteers to share their drawings with the class and explain why it is their favorite job.
- Explain that in many classrooms, kids have jobs too. Brainstorm to generate a list of classroom jobs with students and have them describe the duties of each job.

Introduce the Book

- Give students their copy of *Jobs We Do at School*. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name).

Introduce the Reading Strategy:

Connect to prior knowledge

Explain to students that engaged readers make connections between what they already know and new information they read. This is called *connecting to prior knowledge*. Remind students that thinking about what they already know helps them better understand and enjoy what they read. Invite students to look at the cover and title page of the book with a partner. Have them discuss how they connect to prior knowledge on the basis of the photographs they see. Invite volunteers to share their connection with the rest of the class.

Introduce the Comprehension Skill:

Main idea and details

- Explain to students that every book has a big idea, or main idea, which is what the book is mostly about.

Guiding the Reading (cont.)

Point out that the title of the book and the pictures can help you figure out the book's main idea. Explain that a book with a main idea also has supporting details, which are descriptions about the main idea that help readers better understand the book.

- Review with students a book that the class recently read. Read the title aloud and show the cover of the book to the class. Have students work with a partner to discuss the main idea and a few supporting details of the book. Discuss as a class and guide students to the correct main idea and supporting details. Write *Jobs We Do at School* on the board and have students work with a partner to discuss a possible main idea and supporting details for this book. Invite volunteers to share their ideas with the class.

Vocabulary

Have students turn to the "Words to Know" box on the copyright page. Point out that these words can be found in the story and that understanding the meaning of each word will help them better understand what they read. Read the words aloud to students and as a group, discuss the meaning of each word. On the basis of the definitions discussed, have students work in groups to illustrate each vocabulary word on a poster. Have students share their posters with the class.

Set the Purpose

- Have students read to find out more about class jobs. Write the Focus Question on the board. Invite students to look for evidence in the book to support their answer to the question.
- 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 a future discussion.

During Reading

Text-Dependent Questions

As students read the book, monitor their understanding with the following questions. Encourage students to support their answers by citing evidence from the book.

- *Which job has a student walk at the front of the line?* (level 1) page 5
- *How are the paper passer and the paper collector the same? How are they different?* (level 2) pages 7 and 9
- *What does the energy saver do?* (level 1) page 11
- *What other jobs does the class have that aren't mentioned in the text?* (level 3) page 12
- *How do students know what their class job is for the day?* (level 2) multiple pages
- *Why does a class work better when each student has a job?* (level 3) multiple pages

Text Features: Photographs

Explain that photographs are helpful because they can assist readers in visualizing what something looks like. They can also help bring out a reader's prior knowledge. Have students look at all of the photographs. Ask students to discuss the answers to the following questions with a partner: *What job have you had in your classroom? Did you like it? Why or why not? Which job from the book would be your favorite one to have? Why? Which job would be your least favorite? Why?* Invite volunteers to share their answers with the class. Ask students how the photographs show how the jobs in the book are similar to and different from their own classroom jobs.

Skill Review

- Model for students how you connect to prior knowledge as you read. Have students share with a partner the connections they made between their prior knowledge and what they read. Have students create a picture of one of their connections to the book. Explain that their drawing should show what they already knew about the subject, not just what they learned from the book. Invite students to share their drawing and connections with the class. Discuss as a class how connecting to prior knowledge helped students remember and understand what was happening in the book.
- Discuss the predictions students had earlier about the main idea of the book. Guide the class to an agreement that the main idea will involve class jobs. Write the following sentence on the board and explain that it is the main idea of the book: *The class has many jobs.*
- Model identifying details to support the main idea. **Think-aloud:** *I know the main idea of this book is the class has many jobs. I will be looking for examples of different classroom jobs to support this main idea. When I read page 4, I learn that line leader is a job in the class, which means that line leader is a detail that supports the main idea of this book. Identifying the main idea and details will help me better understand the information from the book.*
- Model how to complete the **main-idea-and-details worksheet**. Have students copy the main idea from the board onto their worksheet and then locate the supporting details from the book.

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.

Skill Review

Graphic Organizer: Main idea and details

Review the main-idea-and-details worksheet students completed. Have students share their answers with

Guiding the Reading (cont.)

a partner. Invite volunteers to share the supporting details they found and record their answers on the board. Discuss how each detail supports the main idea and why the main idea and details help students better understand the book.

Comprehension Extension

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided for extension activities.

Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Answers will vary. Reasons should include the jobs in the class and their importance. Sample: *The class jobs include line leader, paper collector, paper passer, and energy saver. These jobs are important because the class works better when each job is done.*)

Comprehension Checks

- **Book quiz**
- **Retelling rubric**

Book Extension Activities

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.
- Have students practice making the /j/ sound with a partner. Have students work in groups to generate a list of words that begin with the /j/ sound. Invite volunteers to share a word with the rest of the class, and have the other students slap their desk if it begins with the /j/ sound.
- **Check for understanding:** Say the following words one at a time, and have students give the thumbs-up signal if it begins with the /j/ sound: *June, love, good, jump, just, fish, Jill, pill, and jeans.*

Phonics: Initial consonant Jj

- Write the word *jobs* on the board and read 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 which letter represents the /j/ sound in the word *jobs*.
- Have students practice writing the letter *Jj* with a finger on their desk while saying the /j/ sound.
- **Check for understanding:** Write the following words that begin with the /j/ sound on the board: *jar, jack, Jim, jeep, and jiffy*. Read each word, one at a time, and have volunteers come to the board and

circle the initial *Jj* in each word while other students continue to practice writing the letter *Jj* with their finger on their desk.

- **Independent practice:** Introduce, explain, and have students complete the **initial consonant Jj worksheet**. If time allows, discuss their answers.

Grammar and Mechanics: Verbs

- Have students read page 7 aloud with you. Ask them to point to the word that identifies what the paper collector needs to do with the papers (*collect*). Have students act out collecting papers. Remind students that *verbs* are words that name actions.
- Write the following sentence on the board: *As paper passer, my job is to pass out papers*. Have students point to the action verb in the sentence. Invite a volunteer to come to the board and circle the verb that describes what the paper passer does (*pass out*). Have students act as if they are passing out papers to other students.
- **Check for understanding:** Have students look through the book and circle all the verbs that describe the action involved with each job. Invite volunteers to share the verbs they found. After each verb, have the class put their hands on their head if they agree that the word is a verb. Have students act out the verbs that show action.
- **Independent practice:** Introduce, explain, and have students complete the **verbs worksheet**. If time allows, discuss their answers.

Word Work: High-frequency word do

- Write the word *do* on the board and read it aloud with students. Explain to students that *do* is a word that they will frequently see in books they read and they should memorize it so they can decode it right away.
- Ask students to write the word *do* with their finger in the air as you spell it aloud with them.
- Have students turn to page 3 and chorally read the sentence together. Point to the word *do*. Explain that the word *do* is a verb used to describe something that someone performs.
- Use the word *do* in oral sentences to describe things that students do in class (*you do your work, the students do activities*). Have students create their own oral sentences using the word *do* to describe things they can do.
- **Check for understanding:** Have students reread the book and circle the word *do* every time they see it. Have them write the word on a separate sheet of paper several times.

Connections

- See the back of the book for cross-curricular extension ideas.