

### About the Book

Text Type: Nonfiction/Informational Page Count: 12 Word Count: 84

#### Book Summary

Have you ever stopped to think about the people who work and help in the community each day? *Community Workers* provides readers with a brief overview of familiar helpers in the community, including doctor, firefighter, and mail carrier. Engaging puzzle format encourages the reader to use clues to guess the community worker being described.

### About the Lesson

#### Targeted Reading Strategy

- Connect to prior knowledge

#### Objectives

- Use the reading strategy of connecting to prior knowledge to understand new information in nonfiction text
- Classify information
- Blend phonemes
- Identify and use the consonant digraph *sh*
- Understand and identify question marks
- Understand and use content vocabulary

#### Materials

Green text indicates resources available on the website

- Book—*Community Workers* (copy for each student)
- Chalkboard or dry erase board
- Pencils, crayons or markers, paper or card stock
- Classify information, question marks, content vocabulary 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

- High-frequency words: *are, he, in, is, she, this, who*
- Content words: *community, deliver, doctor, firefighter, healthy, hose, mail carrier, safe, thermometer, workers*

### Before Reading

#### Build Background

- Write the word *community* on the board. Explain that a community is a group of people who live in the same place and community workers are people who work in the community. Ask students to close their eyes and picture a community in their mind. Then have them name words that are associated with the word *community*, such as types of buildings, jobs, people, and places. Write the words around the word *community* to give students a graphic representation of the topic.

## Book Walk

### Introduce the Book

- Show students the front cover of the book and read the title. Ask them what they know about community workers.
- Show students the top half of the picture on the back cover. Invite them to explain who the worker is (a teacher) and what picture clues helped them draw this conclusion.
- Point out that the author encourages them to predict who the community workers in the book are by showing an outline of each person. Encourage students to use the clues about the worker on each page to predict the type of worker they will find on the following page.
- Review the title page, table of contents, glossary, and index. Talk about the information (title of book, author's name, vocabulary words and definitions).

### Introduce the Reading Strategy: **Connect to prior knowledge**

- Explain that good readers make connections between what they already know and new information they read. Remind students that thinking about what they already know about the topic of the book will help them to understand what they read.
- Model how to connect to prior knowledge.  
*Think-aloud: I know that good readers think about what they already know when they read. This helps them read new words and understand new information. As I read the title and look at the front and back covers, I think about all the people who work in our community, such as police officers, teachers, and bus drivers. The information I already know about workers in our community will help me read and understand the information about the community workers in this book.*
- Invite students to name other community workers they know about and explain why they are important to the community.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

### Introduce the Comprehension Skill: **Classify information**

- Write the following words on the board: *apple, basketball, carrot, strawberry, pumpkin, football, and potato*. (You may also choose to bring examples of the items in.) Explain that sorting information into groups helps readers understand and remember information.
- Model how to classify information.  
*Think-aloud: As I thought about how to group these objects, I started by asking myself what they have in common. I noticed that an apple, a carrot, a strawberry, a pumpkin, and a potato are all things I can eat. I will group these words on the board under the heading Things I Can Eat. I noticed that a basketball and a football are both things I cannot eat. I will group these words on the board under the heading Things I Cannot Eat.*
- Invite a volunteer to sort the words into groups in a different way and explain how he or she sorted them (for example, red objects, brown objects, and orange objects).

### Introduce the Vocabulary

- Use the book walk as an opportunity to introduce unfamiliar vocabulary and to model any difficult language patterns. For example, point to the word *thermometer* on page 5. Model using the picture clue for meaning and breaking the word apart into smaller chunks (*ther-mom-e-ter*). Then read the sentence to students and ask if the word *thermometer* makes sense and looks right. Remind students that they should always check whether a word makes sense by rereading the sentence in which it appears.
- Remind students that identifying with what is happening in the pictures and drawing on what they know about the experience can help them read the new word on the page.


### Set the Purpose

- Have students use what they already know about community workers to help them read the book. Remind them to think about how they would sort the information they read into groups.

### During Reading

#### Student Reading

- **Guide the reading:** Give students their books. Have them put a sticky note on page 8 and ask them to read to the end of the page. Encourage students who finish before others to reread the text.
- **Model connecting to prior knowledge.**  
*Think-aloud: I've been to many doctors' appointments where a nurse used a thermometer to check my temperature. Since I already knew about thermometers, it was easier for me to read and understand that part of the book.*
- **Check for understanding:** Have students explain how they used prior knowledge to understand how a firefighter helps keep people safe. (Accept all answers that show students understand how to connect to prior knowledge.)
- Ask students to read the remainder of the book. Remind them to continue to use what they already know to help them understand what 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

- Have students explain how they used prior knowledge to understand how a mail carrier helps people to keep in touch with each other.
- **Think-aloud:** *I have seen community workers that are not listed in the book. When I thought about our community, I thought of nurses that help to keep us healthy and police officers that help keep us safe.*
- Invite students to use what they already know about their community to name other community workers that help people.

#### Reflect on the Comprehension Skill

- **Discussion:** Write the headings *Safe*, *Healthy*, and *Communicating* on a three-column chart on the board. Invite students to discuss which jobs from the book belong in each category. Have students brainstorm other types of community workers to add to the chart.
- **Independent practice:** Introduce, explain, and have students complete the [classify information worksheet](#).

 **Extend the discussion:** Have students use the inside back cover of their books to illustrate and write about how a community worker helped them be safe, stay healthy, learn, or keep in touch with someone or something, or to learn.

### Build Skills

#### Phonological Awareness: Blend phonemes

- Say the word *bag* aloud to students. Explain you are going to say it a second time by pronouncing and clapping each sound in the word: /b/ /a/ /g/. Ask students how many sounds are in the word (*three*). Have them say the word *bag* by pronouncing and clapping each sound.

- Say the words *she*, *hose*, *keep*, *he*, and *mail* one at a time. Indicate to students how many sounds are in each word. Then have volunteers say the words and pronounce and clap each sound in each word. Have the other students repeat the process as a group for each word. (You may want to have students use counters to stand for each sound in each word. As students say each sound, they push up a counter.)
- **Check for understanding:** Invite volunteers to pronounce and clap each sound in the words *pig*, *help*, *hat*, and *shape*. Have them say how many sounds are in the word.

### Phonics: **Consonant digraph sh**

- Write the word *she* on the board. Have students find the same word on page 5 and read the word together.
- Circle the *sh* digraph in the word *she* and explain to students that the letters *s* and *h* together stand for the /sh/ sound. Have students say the /sh/ sound aloud.
- Ask students to generate words that start with the /sh/ sound. Write each word on the board, one at a time, and have a volunteer circle the *sh* digraph in each word.
- **Check for understanding:** Say the words *sheep*, *ship*, *sun*, *drop*, *shell*, *grape*, *chin*, and *shade* aloud to students. Have students clap their hands together when they hear the /sh/ sound.

### Grammar and Mechanics: **Question marks**

- Have students turn to page 5 in the book. Read the sentences. Invite students to explain what is different about the end of the sentences (the punctuation is different).
- Explain to students that the punctuation mark at the end of the first sentence is called a *question mark*. Have students explain why a question mark has been placed at the end of the first sentence but not at the end of the second sentence.
- Have students use their books to locate question marks in text. Have them circle the question marks they find.
- Have volunteers generate questions. Write each sentence on the board, one at a time, leaving off the question mark. Have a volunteer come to the board and add the question mark to the end of the sentence. Then read the sentence together as a class.
- Have volunteers generate statements that answer each question on the board. Write each sentence on the board, one at a time, leaving off the period. Have a volunteer come to the board and add the period to the end of the sentence. Then read the sentence together as a class.
- **Check for understanding:** Have students use a separate sheet of paper to write one question and then one statement that answers the question.
- **Independent practice:** Introduce, explain, and have students complete the [question marks worksheet](#).

### Word Work: **Content vocabulary**

- Invite students to discuss the boldfaced vocabulary words about community workers. Write each word on the board. Have students think of words or phrases they know of that are associated with the meaning of each vocabulary word. For example, students might think of the words *healthy*, *makes me feel better*, *medicine*, and *hospital* for the vocabulary word *doctor*. Write descriptive words around each vocabulary word on the board.
- **Check for understanding:** Provide each student with five blank index cards to create vocabulary flashcards. Use the words *thermometer*, *doctor*, *firefighter*, *deliver*, and *mail carrier*. Have students write each word on one side of an index card and illustrate a picture of each word's meaning on the other side of the index card.
- For any words that continue to be challenging, encourage students to say the new vocabulary words, talk about their meanings, and use the words in sentences.
- **Independent practice:** Introduce, explain, and have students complete the [content vocabulary worksheet](#).

## 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. Have students ask someone at home to share how a community worker helped him or her to be safe, stay healthy, learn, or stay in touch with someone or something.

## Extend the Reading

### Writing and Art Connection

Provide students with an outline of a person to illustrate and color as a community worker, similar to those in the book. Have them write two clues about the worker on the back of the cutout. For example, a student might write: I help keep people safe. I fight fires. Who am I? (A firefighter); I help people stay healthy. I check your teeth and gums. Who am I? (A dentist).

### Social Studies Connection

Invite community workers to visit the classroom as guest speakers. Prior to the guests' visit, have students write a question they would like to ask each community worker. Encourage them to find out such information as what equipment the person uses, what is the best part about his or her job, and how he or she helps the community. Have students use the information to create a class book on workers in their own community.

### 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 demonstrate connecting to prior knowledge while reading
- accurately classify information during discussion and on a worksheet
- accurately blend phonemes during discussion
- recognize and understand that the letters *s* and *h* together stand for the /sh/ sound during discussion
- accurately identify question marks in text and discriminate between the use of a period and a question mark in text and on a worksheet
- understand and accurately illustrate the meaning of content vocabulary and on a worksheet

### Comprehension Checks

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