

### Focus Question:

*Where are some amazing places that people work?*

### Book Summary

Text Type: Nonfiction/Informational

*Amazing Places to Work* illustrates a variety of amazing places that people work. Photographs of workers in their amazing environments will make readers excited to read and learn. Repeated sentence patterns support early emergent readers as they learn about comparing and contrasting as well as plural nouns.



### Lesson Essentials

#### Instructional Focus

- ☐ Visualize to understand text
- ☐ Compare and contrast
- ☐ Describe information provided by photographs
- ☐ Discriminate initial consonant /w/ sound
- ☐ Identify initial consonant Ww
- ☐ Recognize and use plural nouns
- ☐ Identify and use the high-frequency word *work*

#### Materials

- ☐ Book: *Amazing Places to Work* (copy for each student)
- ☐ Compare and contrast, initial consonant Ww, plural nouns 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](http://VocabularyA-Z.com). (\*) word appears in the lesson but not the book.

- **High-frequency words:** *some, where, work*
- **Words to Know**  
**Story critical:** *amazing* (adj.), *captain* (n.), *miner* (n.), *pilot* (n.), *ranger* (n.), *stage* (n.)
- **Academic vocabulary:** *compare* (v.)\*, *contrast* (v.)\*

### Guiding the Reading

#### Before Reading

##### Build Background

- Write the word *work* on the board and read it aloud with students. Explain to students that work is what people do for a job. Ask students to share what kind of work their family members do and record their answers on the board.
- Discuss with students what kinds of jobs there are in the world that sound amazing. Have students draw on a separate piece of paper a picture of a job that sounds amazing to them. Invite volunteers to share their picture with the rest of the class.

##### Introduce the Book

- Give students their copy of *Amazing Places to Work*. 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: **Visualize**

Explain to students that engaged readers visualize, or create pictures in their mind, while they are reading. Explain that readers have the ability to visualize what a story is going to be about before they begin reading and then continue to visualize while they are reading. Remind students that readers can use the pictures in the book to help them with their visualizations. Ask students to close their eyes and create a picture in their mind as you read page 5 aloud. Have students draw what they visualized. Invite volunteers to share what they noticed when they compare their drawing to the picture in the book.

##### Introduce the Comprehension Skill:

##### **Compare and contrast**

- Explain to students that one way to remember information in a story is to organize it by describing how characters, settings, or subjects are alike and different. Explain that noting how two things are alike is called *comparing* and noting how they are different is called *contrasting*.

### Guiding the Reading (cont.)

- Draw a Venn diagram on the board and label the left side *Teacher* and the right side *Doctor*. Explain to students that this graphic organizer is called a *Venn diagram*, and it helps organize the information gathered when comparing and contrasting. Point out the middle section where the circles overlap, and explain that any information about how the two jobs are the same gets recorded there. Information that shows how they are different goes on the side that matches the job. Have students work with a partner to discuss what would go in each section of the Venn diagram. Invite students to share their answers and record them on the board.

### 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 amazing places to work. 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.

- *Where does a coal miner work?* (level 1) page 5
- *How would you compare the ranger to the singer in the story?* (level 2) pages 6 and 10
- *How would you classify a captain and a pilot?* (level 2) pages 7 and 9
- *How would you describe a pilot?* (level 1) page 9
- *Why did the author write this book about amazing places to work?* (level 3) multiple pages

#### Text Features: Photographs

Explain that photographs are helpful to readers because they can assist when readers need help visualizing what something looks like. Invite students to look at the photographs and ask them what

was the same as their visualizations and what was different. Ask students: *What makes the workplaces in the story so amazing? Which workplace or job looks the most amazing to you? Which place would you want to work and which place would you not want to work?* Have students list other amazing places to work that could have been added to the book and what the corresponding photograph would show.

### Skill Review

- Model how to create visual images before, during, and after reading. Have students stop at different points in the story to draw a picture of what they visualize. Remind students that it is okay for their visualization to be different from the pictures in the book. Ask volunteers to share what they drew from their visualizations. Discuss how students’ drawings compare to the pictures in the book.
- Draw a new Venn diagram on the board and label the left side *Ranger* and the right side *Painter*. Have students work in groups to discuss how the ranger and the painter from the story compare and contrast.
- Model comparing and contrasting.  
**Think-aloud:** *How do I compare the ranger and the painter from the story? First, I think about ways they are different, or how they contrast. For one, a painter paints things, such as bridges, and a ranger does not. A ranger protects forests. A painter climbs up high. A ranger educates people about forests. I also need to think about ways these workers are alike, or compare them. Both the painter and ranger work outside. They are both wearing hats. What are some other ways they compare and contrast?*
- Invite groups to share their answers.
- Model how to complete the [compare-and-contrast worksheet](#). Have students choose two workers from the book and write them on the top of the worksheet.

### 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: Compare and contrast

Review the compare-and-contrast worksheet that students completed. Have students share their work in groups. Invite volunteers to share with the rest of the class the workers they chose and how they compare and contrast with one another.

### Comprehension Extension

[Discussion cards](#) covering comprehension skills and strategies not explicitly taught with the book are provided for extension activities.

### Guiding the Reading (cont.)

#### Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Answers will vary. Reasons should include workplaces listed in the story. Sample: *Some of the amazing places that people work include underground, in forests, on ships, on bridges, on airplanes, and on stages.*)

#### Comprehension Checks

- Book quiz
- Retelling rubric

### Book Extension Activities

#### Build Skills

##### Phonological Awareness:

##### Initial consonant /w/ sound

- Say the word *work* aloud to students, emphasizing the initial /w/ sound. Have students say the word aloud and then say the /w/ sound.
- Read page 12 aloud to students. Have students raise their hand when they hear a word that begins with the /w/ sound.
- Ask volunteers to identify words they know that start with the /w/ sound. Have them share their word, emphasizing the initial /w/ sound.
- **Check for understanding:** Say the following words one at a time, and have students raise their hand when they hear a word that begins with the /w/ sound: *water, will, rain, week, bell, and wish.*

##### Phonics: Initial consonant Ww

- Write the word *work* on the board and read it aloud with students.
- Have students say the /w/ 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 /w/ sound in the word *work*.
- Have students practice writing the letter *Ww* on a separate piece of paper while saying the /w/ sound.
- **Check for understanding:** Write the following words that begin with the letter *Ww* on the board, leaving off the initial consonant: *wall, win, wake, and went.* Say each word, one at a time, and invite volunteers to come to the board and add the initial *Ww* to each word.
- **Independent practice:** Introduce, explain, and have students complete the [initial consonant Ww worksheet](#). If time allows, discuss their answers.

#### Grammar and Mechanics: Plural nouns

- Review or explain to students that *nouns* are words that name *people, places, and things*. Write the word *captain* on the board, and ask students to identify whether the word names a person, place, or thing.
- Ask students what they would add to the word to show there is more than one captain (the letter *Ss*). Write the word *captains* on the board. Explain to students that when a word names more than one person, place, or thing it is called a *plural noun*.
- Have students turn to page 6, and read the sentence aloud. Invite a volunteer to identify the plural noun in the sentence (*forests*). Then read page 7 aloud and have a volunteer identify the plural noun (*ships*).
- **Check for understanding:** Have students turn to page 8 and read the sentence aloud. Have students circle the plural noun in the sentence (*airplanes*).
- **Independent practice:** Introduce, explain, and have students complete the [plural nouns worksheet](#). If time allows, discuss their answers.

#### Word Work: High-frequency word work

- Write the word *work* on the board. Explain that this is a word they will read often and that they should memorize it so they can decode it immediately. Read the word aloud and then have students read it with you.
- Read page 3 with students and ask them to point to the word *work*. Discuss the meaning of the word *work*. Invite volunteers to give another word for *work* as it is used in the book (*job*).
- Ask students to write the word *work* on top of their desk with their finger as you spell it aloud. Then, have students practice spelling the word aloud with a partner.
- **Check for understanding:** Have students work with a partner to use the word *work* in three oral sentences. Invite volunteers to share a sentence with the rest of the class, and have other students put their hand on their head if they used the word *work* correctly.

#### Connections

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