

### Strand: Economics/Technology

### Theme: Occupations

**Purpose for Reading:** To develop understandings of the different jobs people do.

**Comprehension Strategies:** Making connections to the world, recognizing factual text structures, synthesizing, making inferences, evaluating, setting a purpose for reading.

#### Vocabulary

*Dictionary Words:* computer animator, fashion designers, paramedics, potter, scientist

*Vocabulary Words:* camera, emperor penguin, hospital, person, photo, potter's wheel, sketches, stretcher, vase, woman

*High-Frequency Words:* an, do, have, help, made, make, of, people, some, that, them, they, very, what, when, who, with

#### Before Reading

- Discuss the different jobs people do. Ask students to talk about the jobs of people they know. Make a list of jobs on the board.
- Read the title and look at the cover photo. Have students identify the job on the cover. Discuss what paramedics do.
- Read the title page and ask the students to describe what they see. *What job might this person do? What else does a scientist do? Do all scientists study penguins? What other kinds of scientists are there?*

#### Introduce the Picture Dictionary

- Ask students to turn to the picture dictionary. Read and discuss the photos and labels. Ask students to describe what is happening in each

photo. Use questions such as, *What might the person using the computer be doing? What else do you see on the desk? What might they be for?*

#### Take a Photo Walk

- Pages 4–5: Invite students to look at these pages and discuss the photo in more detail. Read the label and caption. Have students suggest what may have happened to the person on the stretcher.
- Pages 6–7: Ask students to look at the photo and suggest what this person is doing. Read the label and caption. Discuss what a potter's wheel is and how it spins the clay. Ask students if they know what happens after the potter makes the vase on the wheel. Explain that it needs to be baked in an oven called a kiln.
- Pages 8–9: Invite students to look at the photo and discuss what they see. Read the caption and discuss what an animator is. *Why do you think this computer animator has pencils and pens on her desk if she works on a computer? Where does someone who works on a computer usually work? Who works in the office at your school?*
- Pages 10–11: Invite students to look at the photo and talk about what they notice. Read the label and caption. *What is a sketch? What does a fashion designer sketch? What do you think happens after the fashion designer sketches the clothes?*
- Pages 12–13: Ask students to look at the photo and discuss what type of job this person might have. *Why might this scientist be taking photos of penguins? What other animals might this scientist study? Why do*

*scientists study different animals?*

- Pages 14–15: Ask students to look at these pages and talk about what they notice. Read the title on page 14 and discuss the photos and captions on page 15. Have students identify which of the jobs on page 15 are inside and outside jobs. Explain what a Venn diagram is and discuss the jobs in the Venn diagram.

## **Read the Book**

- Have students to turn to the cover and read the title independently.
- Turn to pages 2–3. Read the dictionary words and the sentences on page 3.
- Turn to pages 4–5. Ask students to read these pages independently. *Remember to use your eyes, and point only if you need help to check.*
- Ask students to continue reading the book independently. Provide support as needed.

## **After Reading**

### **Comprehension**

- Discuss what students perceive to be the advantages and disadvantages of each job in the book. Write a list of the advantages and disadvantages for each job.
- Discuss the jobs of teacher, doctor, farmer, chef, and surveyor. Have students share what they know about these jobs.
- Revisit the list of jobs students suggested before reading. Draw a Venn diagram and have students sort the jobs using the headings *Inside Jobs* and *Outside Jobs*.

### **Vocabulary and Word Recognition**

- Have students locate the word *what* on page 3.

Have them say the word as they point to it. Have students look through the book locating the word *what* and saying it as they point to it. Have them write the word five times, saying the word each time.

- Build vocabulary by asking students to think of other words they associate with the jobs in the book. For example, write the heading *Computer Animator* on the board. Have students suggest other words such as *keys, keypad, mouse, screen, drawing, art, sketch, artist*, etc.

### **Oral Language**

- Have students tell a partner about the jobs of people that they know. Prompt them to provide details about these jobs as they explain.

### **Writing**

- Have students write a *What Am I?* about a job they know. Have them think of four clues for their *What Am I?*

### **Creative Extension Activities**

- Have students search in magazines to find pictures of people doing different jobs. Have them cut out the pictures and add them to a class mural of jobs. Add labels.
- Have students draw pictures of themselves doing a variety of jobs.

### **Independent Follow-Up Activities**

- Reread the book to a partner to build fluency.
- Complete the activities on page 16.
- Complete the photocopiable activities.

Name: \_\_\_\_\_

Choose a job you think would be fun to do.

Draw yourself doing this job.



Write why you think this would be a fun job.

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Name: \_\_\_\_\_

Choose three jobs from the book.

Draw them. Write what people with these jobs do.

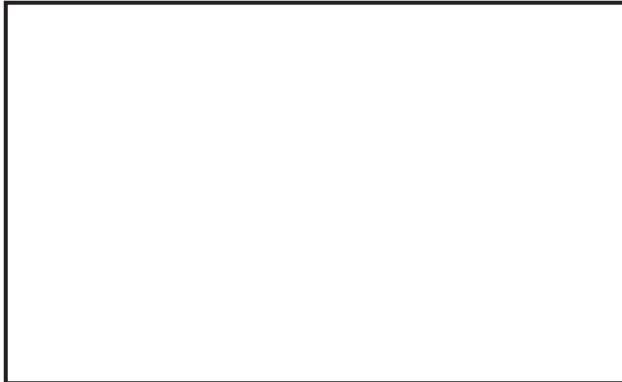


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