

For students reading at **Literacy Level C/4**, including:

- English-language learners
- Students reading below grade level
- Kindergarten and first grade emergent readers

Objectives at a Glance

COMPREHENSION

Students will:

- Summarize information
- Monitor their reading by retelling what they've read
- Utilize text and graphic features
- Summarize the information in the book
- Answer text-dependent questions
- Respond to the book

VOCABULARY

Students will:

- Recognize high-frequency words
- Develop academic content (Tier Three) vocabulary

LANGUAGE

Students will:

- Recognize the sentence structures *This _____ is a _____ and _____ works in a _____*
- Use the words **a** and **the**

PHONEMIC AWARENESS

Students will:

- Listen for initial /k/ spelled "c"

PHONICS

Students will:

- Use first-letter cues to solve words
- Recognize initial /k/ spelled with "c" in words

FLUENCY

Students will:

- Read question marks

CONCEPTS ABOUT PRINT

Students will:

- Read a page top to bottom

WRITING

Students will:

- Write to a picture prompt

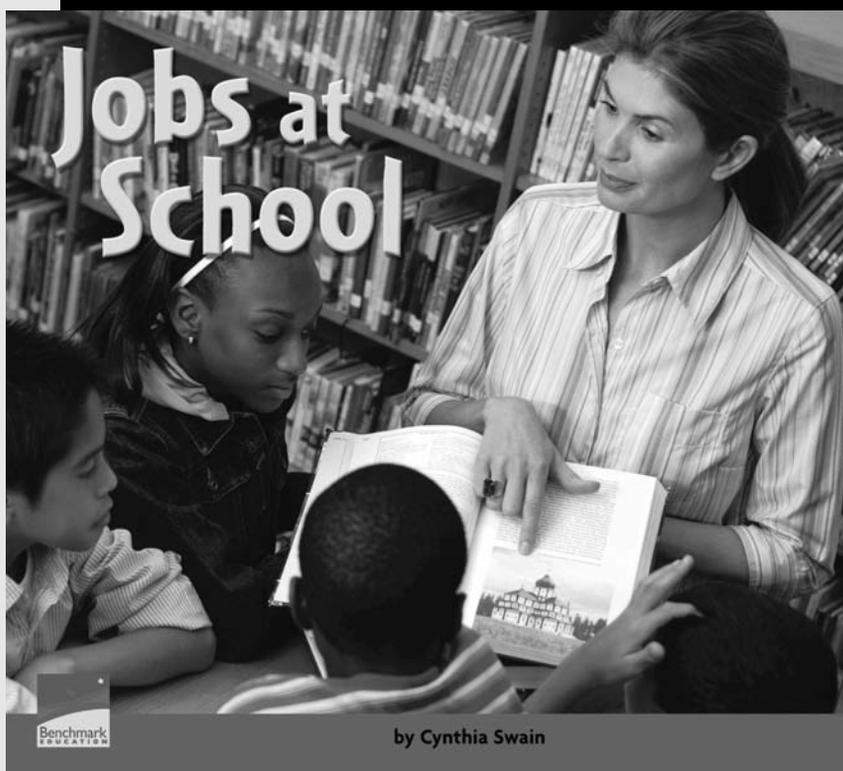
Jobs at School

THEME: Jobs

- **Jobs at School (Level C/4)**
- Bill's First Day (Level C/4)
- Kids Can Have Jobs (Level E/8)
- Max's Job (Level E/8)

SOCIAL STUDIES BIG IDEA:

Many people work in a school, including a teacher, librarian, custodian, coach, and cook.



ISBN 978-1-4008-6062-0



Related Resources

The following Benchmark Education Company resources support the skills and strategies taught in this lesson.

Early Explorers Partner

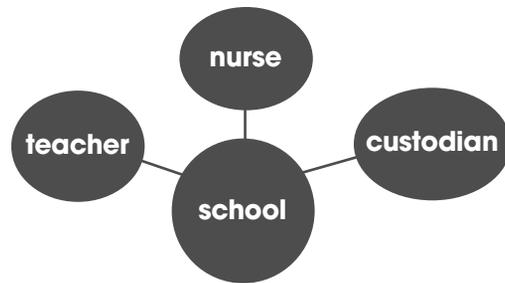
- *Bill's First Day* (Fiction, Level C/4)

Text-Dependent Comprehension Resources

- *Jobs at School* Comprehension Question Card
- Power Tool Flip Chart for Teachers
- Student Bookmark

Assessment

- *Early Explorers Overview & Assessment Handbook*
- *Grade K Comprehension Strategy Assessment Book*



Introduce the Book

- **Preview Cover and Title Page** Give each student a copy of the book. Point to the front. **Say:** *This book is about people who work in a school.* Read the title and author, and ask students to echo-read. Invite them to tell what they see in the photograph. **Say:** *This is the book's cover.* Repeat the process with the title page. **Say:** *The cover and title page get us ready to read the book.* Using the think-aloud strategy, model how to make predictions about the book based on the cover and title page information: *The cover shows a teacher in a school. I think teaching will be the first job we read about in the book.* Allow time for students to share their own predictions about the book.

Make Connections and Build Background

- **Use a Photograph** Point to the photograph of the teacher and students on the cover. **Say:** *We will read a book about jobs at school. This woman is a teacher. The teacher works in a school.* Next, ask students to Think/Pair/Share about other people who work in schools. As partners share with the group, invite the rest of the students to name someone in their school who has that job.
- **Use a Graphic Organizer** Draw a circle on the board and write the word **school** in the center. Read the word. **Say:** *You named jobs people have at school. What jobs did you name?* As students respond, create a concept web about jobs at school. Then read each word and ask students to echo-read.

- **Preview Photographs and Vocabulary** Revisit the photographs on the cover and title page. **Say:** *Nonfiction books have many photographs. Photographs help us understand the words in the book. They help us learn more, too.* Ask students to turn to pages 2 and 3 and point to each photograph as you say its matching label. Repeat the process, inviting students to echo-read. **Say:** *We will see these words in the book.* Then take students on a picture walk. Reinforce the meanings of the previewed words as you talk about the photographs. Also talk about the **school**, **children**, and **cook**, and make sure students can pronounce each word.

- Locate High-Frequency Words to Monitor Meaning** Ask students to turn to page 4 and locate the word **who**. Ask them to frame the word and check it by running their finger under the word in a left-to-right motion. Then ask students to locate the word **who** on page 16. **Say:** *Who is an important word. Use the word who to help you while you read.*
- Preview Sentence Structures** For students who need additional support, write *This ____ is a ____* on the board. Read the sentence structure aloud and ask students to repeat it several times. **Say:** *This sentence structure is in the book. Page 6 has a sentence with this structure. Model how to frame the sentence between two fingers. Then read the sentence aloud and ask students to echo-read. Invite them to turn to page 8. Ask: Can you frame a sentence with the words "This ____ is a ____"? Assist as needed, and then read the sentence aloud and ask students to echo-read. If students need additional practice, allow them to locate and read the sentence structure on pages 10, 12, and 14. Finally, repeat the process with ____ works in a ____ on pages 6, 8, and 14.*
- Use Graphophonic Cues** **Say:** *Another word in this book is books. Say the word books. What letter do you expect to see at the beginning? (Allow time for students to respond, assisting as needed.) Find the word books on page 8. Once students locate the word, repeat the process with man on page 10. Say: Use first-letter sounds to help you when you read.*
- Scaffold Spanish-Language Speakers** Say the word **in**. **Ask:** *Does in sound like a word you know in Spanish? (Allow time for students to respond.) The English word in sounds like the Spanish word en. In and en mean the same thing. The words look similar, too. Write the word in on the board and ask students to locate it on page 4 in the book. Point out that the word too on page 16 sounds like the Spanish word tu but does not mean the same thing. Finally, invite students with other first languages to share their cognates.*

Set a Purpose for Reading

- Direct students' attention to the school web. **Say:** *Now it's time to whisper-read the book. Read to learn about different people who work in a school.*

Observe and Prompt Reading Strategies

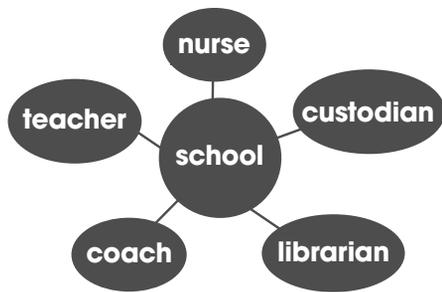
- After the supportive introduction, students should be able to read all or most of the book on their own. Observe students as they read. Take note of the graphophonic, syntactic, and semantic cues they use to make sense of the text and self-correct. Prompt individual students who have difficulty problem-solving independently, but be careful not to prompt English-language learners too quickly. They may need more time to process the text as they rely on their first language for comprehension.

Strategic Reading Prompts

Cue Source	Prompt	Example	Page
Graphophonic	Look at the first letter.	food	14
Syntactic	Think about the sentence structure.	This man works in a school.	8
Semantic	Check the picture.	clean	10

Use the Graphic Organizer to Summarize

- Ask students to think about their reading. **Ask:** *Do we need to add any school jobs to the web?* Record jobs students suggest. Choral-read the entire web. Then ask students to use the graphic organizer to tell a partner about the book.



Reading Strategy Mini-Lesson: Retell What You've Read

- **Reflect** Ask students to think about the parts of the book that were hard for them to understand. **Ask:** *What did you do to help yourself understand what you read?*
- **Model Say:** *I want to make sure I understand what I read. One way is to retell the important information. I will turn back to page 6. First I will read the page: "This woman works in a school. This woman is a teacher. A teacher works with the students." Now I will say the important information in my own words: Teachers work in a school and help students.*

- **Guide** Ask students to turn to page 8. Read the page aloud together. Ask the following questions, allowing time for students to respond after each one: *Where does this man work? What is his job? What does he do?* If students have difficulty, model a retelling of your own, such as *School librarians help students get books.*
- **Apply** Ask each student to turn to his or her favorite page. Then ask students to read the page to a partner and retell the important information in their own words. Observe students as they read and retell. If more support is needed, use the prompts in the "Guide" section. See the *Early Explorers Overview and Assessment Handbook* for an observation chart you can use to assess students' understanding of the **retell what you've read** monitor-reading strategy. Then say: *You can retell anytime you read. Remember to retell to help you understand.*

Answer Text-Dependent Questions

- **Explain** Remind students that they can answer questions about books they have read. **Say:** *We answer different kinds of questions in different ways. I will help you learn how to answer each kind.* Tell students today they will practice answering *Prove It!* questions. **Say:** *The answer to a Prove It! question is not stated in the book. You have to look for clues and evidence to prove the answer.*
- **Model** Use the first *Prove It!* question on the Comprehension Question Card. **Say:** *I will show you how I answer a Prove It! question. I will read the question to figure out what to do. The question says: "Look on page 15. The woman is a cook. What clues tell that the woman is a cook?" What important information does this question give? (Allow student responses.) Yes, I need to look on **page 15**. I need to find clues that show **the woman** is a **cook**. The woman on page 15 is wearing a white cap and coat. The photograph also shows food. I can guess, or infer, that the woman is a cook. The clues answer the question. The answer makes sense.*

- **Guide** Ask students to answer the other questions on the Comprehension Question Card. Use the Power Tool Flip Chart and Student Bookmark to provide additional modeling as needed. Remind students to ask themselves: *What is the question asking? How can I find the answer? Does my answer make sense? How do I know?*

Build Comprehension: Summarize Information

- **Explain** Create an overhead transparency of the “Jobs at School” graphic organizer on page 8 or draw it on the chalkboard. **Say:** *Nonfiction books have lots of information. A good reader looks for the most important ideas. Then the reader puts the ideas together into one sentence. The sentence tells what the book is about. Putting the ideas together into one sentence is called **summarizing** information. Good readers summarize to make sure they understand what they are reading. They also summarize to share the information with others.*
- **Model Say:** *Let’s figure out the important ideas in Jobs at School. On page 6, I read about a teacher. The teacher works with children in a school. I will write about this in the first box on the graphic organizer. On page 8, I read about another person who works in a school. This man is a librarian. The librarian gets books for children. I will write these ideas on the graphic organizer as well.*
- **Guide Say:** *Let’s find another person who works in a school. Look at page 10. What is this person’s job? (Allow time for students to respond, assisting if needed.) Yes, this man is a custodian. What does a custodian do at the school? (Again, allow time for students to respond.) That’s right. A custodian makes the school clean. Let’s write about this in the next box on the graphic organizer.*

- **Apply** Ask students to work with a partner to find other people who work in a school and what each person does. If more support is needed, utilize all or part of the “Guide” process on pages 12 (coach) and 14 (cook). Once the graphic organizer is complete, read it aloud and invite students to echo-read. Then work together to compose a sentence that summarizes the information in the book, such as *People have many jobs in a school.*

NAME _____ DATE _____

Jobs at School

Summarize Information

teacher	works with children
librarian	gets books
custodian	makes school clean
coach	works with children
cook	makes food
Summary: People have many jobs in a school.	

JOBS AT SCHOOL © 2007 Benchmark Education Company, LLC

Teacher Tip Use Benchmark Education Company’s *Comprehension Strategy Assessment* books to assess students’ ability to summarize information in other brief, grade-level texts.

Home Connection

- Give students the take-home version of *Jobs at School* to read to family members. Encourage students to work with a friend or family member to draw a picture of a person they know who works in a school. Invite students to bring their drawings to share with the group.

Reader Response

Invite students to respond to the book in a way that is meaningful to them. Model and use think-alouds as needed to scaffold students before they try the activities on their own.

- Tell about a person at your school and his or her job.
- Tell about your favorite photograph in the book.
- Tell about your favorite job in the book.
- Act out one of the jobs.
- Write a question you would like to ask one of the people in the book.
- Write about something you learned.

Write to a Picture Prompt

- **Write a Personal Narrative** Tell students they will think about their own experiences with people who work in a school. Then they will write about the experience. **Say:** *I like the pictures in this book. Some of the pictures make me think of my own experiences. The picture on page 12 reminds me of an experience: I played basketball in school. The coach showed me how to play. I made a basket in a game. Does this picture make you think about an experience?* Allow time for students to respond. **Ask:** *Which picture do you like best? What experience does the picture make you think about?* Allow time for students to respond, prompting further if needed. **Say:** *You have used a picture to remember an experience. Now write about your experience. After you are finished, read your narrative to a partner.*

Concepts About Print

- **Read a Page Top to Bottom** Point out that some pages in the book have words on more than one line. **Say:** *We read the top line first. Then we read the next line or lines. We always read a page from top to bottom.* Turn to page 10. Without reading the words aloud, model how you move your finger under the top line, second line, third line, and bottom line. Invite students to mimic your actions.

Phonemic Awareness: Listen for /k/

- Tell students you will read a sentence from *Jobs at School*. Ask them to listen for a word that begins with the /k/ sound: *"This man is a custodian"* (page 10). Reread the sentence if needed so students can identify the word **custodian**.
- **Say:** *I will name things that you might find in a school. Some words begin with the /k/ sound and some do not. Please listen carefully. Say "okay" if you hear a word that begins with /k/:* **board, cafeteria, ruler, computer, cart, paper.**

Phonics: Initial /k/ spelled "c"

- Write the letter "c" on the board. Ask students to locate the word **custodian** on page 10. Explain that sometimes the /k/ sound is spelled with the letter "c." Ask students to locate other words with the /k/ sound spelled with the letter "c" on pages 12 (**coach**) and 14 (**cook**).
- Ask students to brainstorm words beginning with the /k/ sound. Acknowledge all correct responses, and list those beginning with the letter "c" on the board. Read each word, inviting students to echo-read.

- **Say:** *I will give a clue about one of the words. You can guess which word it is. I will circle the letter "c" in the word. Then you will know you guessed correctly.* Model the process using one of the words on the list, such as *This animal makes a good pet. (cat)* Then invite each student to make up a clue about one of the words and circle the letter that makes the /k/ sound.

Vocabulary

- **Academic Content Vocabulary** Review the book with students and record the words **teacher**, **librarian**, **custodian**, **coach**, **school**, **children**, and **cook** on index cards. Read the words and invite students to say them with you. Then spread the cards face up on the table. Ask students to select cards to answer the questions below. Use the sentences most appropriate for your students.
Who helps you read and write? (teacher)
Who can tell you about a good book? (librarian)
Who cleans up the school each day? (custodian)
Who shows you how to play ball? (coach)
Who makes lunch? (cook)
Where do all these people work? (school)
Who learns something new every day? (children)

Language Development: “a” and “the”

- **Model Say:** *Authors often use the words **a** and **the** before words that name things. How do authors know when to use **a** and when to use **the**? Let's turn to page 4 and read the first sentence together: "Look at the school." The author says "**the** school" so we will look at one school. We look at the school in the photograph. Now let's read the second sentence: "Who works in a school?" The author says "**a** school" so we can think about any school. We don't have to think about the school on the page. I use the words **a** and **the**, too. Point to items around the classroom as you model **a** and **the** sentences, such as:
*We have one clock in our classroom. **The** clock is large and round.*
*We have many games on our shelf. You may choose **a** game to play at recess.*
*We read one book today. We read **the** book Jobs at School.*
*You have many friends in class. You may read Jobs at School to **a** friend.**

- **Guide** Write the sentence *We will wait for ___ bus on the board.* Read it aloud and ask students to echo-read. **Say:** *Pretend we can take any bus that comes along. Do we need **a** bus or **the** bus?* (Allow students time to respond.) *Yes, we need **a** bus because any bus will do. Now pretend we need to ride the 8 o'clock bus. Do we need **a** bus or **the** bus?* (Again allow students time to respond.) *Yes, we need **the** bus because only the 8 o'clock bus will do.*

- **Apply** Ask student partners to share their own sentences using the words **a** and **the** as you write them on the board. Then invite volunteers to explain why **a** or **the** fits each sentence.

Fluency: Read Question Marks

- **Say:** *Sometimes authors ask questions. We recognize a question by the question mark at the end. Our voices sound different when we ask something. Our voices move to a higher pitch at the end of the question. Good readers say the end of a question in a higher pitch, too. Saying the end of a question in a higher pitch shows that the author is asking something. It helps the listener understand that the author is asking something, too.*
- Ask students to turn to page 4. First, read the question in a flat voice. Hold your hand level while you read it. Discuss how this makes the question sound. Then read the question again, moving your hand upward at the end as you move your voice to a higher pitch. Ask students to echo-read and move their hands along with yours.
- Ask students to turn to page 16. Choral-read the two sentences with them, moving to a higher pitch at the end of the question.
- Invite students to take turns rereading *Jobs at School* with a partner. Remind them to move their voices to a higher pitch at the end of each question.

NAME _____

DATE _____

Jobs at School

Summarize Information

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