

For students reading at **Literacy Level E/8**, 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 making connections
- 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 structure *This _____ has a _____*
- Use the pronouns **he** and **she**

PHONEMIC AWARENESS

Students will:

- Listen for initial */s/*

PHONICS

Students will:

- Use final-letter cues to solve words
- Recognize initial **"s"** in words

FLUENCY

Students will:

- Read question marks

WRITING

Students will:

- Write to a picture prompt

Kids Can Have Jobs

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:

Children can have many jobs, such as taking care of a dog, shoveling snow, raking leaves, washing cars, helping other kids, and taking care of little children.



Related Resources

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

Early Explorers Partner

- *Max's Job* (Fiction, Level E/8)

Text-Dependent Comprehension Resources

- *Kids Can Have Jobs* Comprehension Question Card
- Power Tool Flip Chart for Teachers
- Student Bookmark

Assessment

- *Early Explorers Overview & Assessment Handbook*
- *Grade K or 1 Comprehension Strategy Assessment Book*

Jobs

wash cars
water plants
babysit
collect mail
shovel snow

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 jobs children can have.* 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 title tells me kids can have jobs. I see a picture of kids washing a car. I think washing a car will be one of the jobs in the book.* Allow time for students to share their own predictions about the book.

- **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 **food**, **snow**, **leaves**, and **sponge**, and make sure students can pronounce each word.

Make Connections and Build Background

- **Use a Photograph and Drama** Point to the photograph of the boy delivering papers on page 5. **Say:** *We will read about kids' jobs. This boy has a job. The boy delivers newspapers. I will pretend to deliver some newspapers.* Pretend to do so. Next, ask students to Think/Pair/Share about other jobs kids can have. As partners share with the group, invite the rest of the students to act out the job.
- **Use a Graphic Organizer** Write the word **Jobs** on the board and underline it. Read the word and ask students to help you list the different jobs they mentioned. As students respond, write the words under the heading. Then read each word and ask students to echo-read.

- Locate High-Frequency Words to Monitor Meaning** Ask students to turn to page 6 and locate the word **takes**. 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 **takes** on page 15. **Say:** *Takes is an important word. Use the word takes to help you while you read.*
- Preview Sentence Structure** For students who need additional support, write “This _____ has 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 _____ has a _____”? Assist as needed, and then read the sentence aloud and ask students to echo-read.*
- Use Graphophonic Cues** **Say:** *Another word in this book is bowl. Say the word bowl. What letter do you expect to see at the end? (Allow time for students to respond, assisting as needed.) Find the word bowl on page 6. Once students locate the word, repeat the process with soap on page 12. Say: Use final-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 6 in the book. Point out that the words to on pages 6 and 16 and too on pages 8 and 12 sound like the Spanish word tu but do not mean the same thing. Repeat this process with the word soap on page 12 and the Spanish word sopa. Finally, invite students with other first languages to share their cognates.*

Set a Purpose for Reading

- Direct students’ attention to the Jobs list. **Say:** *Now it’s time to whisper-read the book. Read to learn about the different jobs kids can have.*

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 final letter.	food	6
Syntactic	Think about the sentence structure.	This boy has a job, too.	8
Semantic	Check the picture.	sponge	12

Use the Graphic Organizer to Summarize

- Ask students to think about their reading. **Say:** *Look at our list. Which of these jobs did the kids in the book have? Put a ✓ next to any matching responses. Then ask students to name other jobs they read about in the book. Add these words and put check marks beside them. Choral-read the check-marked jobs. Then ask students to use the graphic organizer to tell a partner about the book.*

Jobs
wash cars ✓
water plants
babysit ✓
collect mail
shovel snow ✓
feed pets ✓
rake leaves ✓
help other kids ✓

Reading Strategy Mini-Lesson: Make Connections

- **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 connect the information in the text to my own experiences. Page 6 makes me think of a connection. Read the page aloud, and then say: My neighbor has a cat called Tigger. I take care of Tigger when my neighbor goes away. I give Tigger food and water. Making this connection helps me understand what the girl in the book is doing.*

- **Guide** Ask students to turn to page 10. Read the page aloud together. **Ask:** *Have you ever raked leaves? Have you ever picked up leaves? Was helping with the leaves hard work? Was helping with the leaves fun?* Allow time for students to share their connections. Then invite them to tell how making connections helped them better understand page 10.

- **Apply** Ask students to read their favorite page to a partner and then make a connection to their own experiences. Observe students as they share their connections, providing assistance if needed. See the *Early Explorers Overview & Assessment Handbook* for an observation chart you can use to assess students' understanding of the **make connections** monitor-reading strategy. Then **say:** *You can make connections any time you read. Remember to make connections to help you understand.*

Answer Text-Dependent Questions

- **Explain** Remind students 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: "The car on page 13 will be clean. How can you tell?" This question asks me to draw a conclusion. I know because the question asks "How can you tell?" I already know a conclusion has three or more clues. Now I need to look for other important information in the question. What information do you think will help me? (Allow student responses.) Yes, I need to look on page 13. I need to find clues and evidence that the car will be clean. I read that the boy washes the car. The boy uses soap. The boy uses a sponge. I know things get clean when you wash them with soap and a sponge. I have located the clues and evidence I need. The clues support my answer. 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 "Kids Can Have Jobs" 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 Kids Can Have Jobs. On page 6, I read about a girl who takes care of a dog. I will write about this in the first box on the graphic organizer. On page 8, I read about a boy who shovels snow off the sidewalk. I will write about this on the graphic organizer as well.*

- **Guide Say:** *Let's find some jobs other kids have. Look at page 10. What job do these kids have? (Allow time for students to respond, assisting if needed.) Yes, they rake leaves for people. Let's write about raking leaves in the next box on the graphic organizer.*

- **Apply** Ask students to work with a partner to find other jobs kids can have. If more support is needed, utilize all or part of the "Guide" process on pages 12 (washing cars), 14 (helping other kids), and 15 (taking care of little kids). 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 *Kids can have many different jobs.*

NAME _____ DATE _____

Kids Can Have Jobs
Summarize Information

Important Ideas

take care of dog

↓

shovel snow

↓

rake leaves

↓

wash cars

↓

help other kids

↓

take care of little kids

Summary

Kids can have many different jobs.

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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 *Kids Can Have Jobs* to read to family members. Encourage students to work with a friend or family member to make a list of jobs they could do. Invite students to share their lists 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.

- Draw a picture of yourself doing a job.
- Act out one of the jobs and ask a partner to guess what you are doing.
- Tell about the job you would most like to do.
- Tell about another job kids can do.
- Write a question you would like to ask a kid in one of the photographs.
- Write about how to do one of the jobs.

Write to a Picture Prompt

- **Write a Description** Tell students they will describe a picture in the book. Then they will write their descriptions. **Say:** *I like the pictures in this book. I like to describe the pictures in interesting ways, too. On page 7, I see a girl feeding a dog. I will describe the picture: The girl smiles and puts a white bowl on the floor. I think the girl likes caring for her dog. What do you notice about the picture? How would you describe the picture?* Allow time for students to respond. **Ask:** *Which picture do you like best? How would you describe the picture?* Allow time for students to respond, prompting further if needed. **Say:** *You have described the picture you chose. Now write your description. After you are finished, read your description to a partner.*

Phonemic Awareness:

Listen for /s/

- Tell students you will read a sentence from *Kids Can Have Jobs*. Ask them to listen for a word that begins with the **/s/** sound: “Some kids can wash cars, too” (page 12). Reread the sentence if needed so students can identify the word **some**.
- **Say:** *I will name some jobs. Some words begin with the /s/ sound, and some do not. Please listen carefully. Say **yessss!** if you hear a word that begins with /s/: **singer, baker, sailor, teacher, server, pilot.***

Phonics: Initial “s”

- Write the letter “**s**” on the board. Then write the words **sidewalk** (page 8), **some** (pages 12 and 14), and **soap** (page 12). Ask students to locate the words in the book and frame the letter “**s**” between their fingers.
- Ask students to brainstorm words that begin with **/s/**. List the words on the board. Read each word, inviting students to echo-read.
- **Say:** *Imagine the words on our list could talk. I will say something one of the words might say. You will guess which word is talking. I will circle the “**s**” in the word. Then you will know you guessed correctly.* Model the process using one of the words on the list, such as “*I don’t feel well.*” (**sick**) Then invite each student to make up a sentence another word might say and circle the letter that makes the **/s/** sound.

Vocabulary

- **Academic Content Vocabulary** Review the book with students and record the words **job, shovels, rake, wash, bowl, dog, snow, leaves,** and **cars** on index cards. Ask students to read the words with you. Then hold the cards up one at a time and say the matching sentence starter. Ask student partners to complete the sentence, assisting as needed. (See suggested answers.)

Cars need _____. (gas, tires)

Leaves grow on _____. (trees, bushes)

We use a **bowl** for _____. (cereal, soup)

A **dog** likes to _____. (run in the park, chase rabbits)

We **rake** when _____. (the yard is covered in leaves)

One **job** kids can do is _____. (look after pets, sell lemonade)

Wash your hands _____. (before you eat, after you play outside)

My neighbor **shovels** when _____. (the sidewalk is covered with snow)

You need **snow** if _____. (you want to ski, you are making a snowman)

Language Development: Pronouns “he” and “she”

- **Model Say:** *Sometimes we talk about people without using their names. We use the word **she** when we talk about a girl or woman. We use the word **he** when we talk about a boy or man. Let's turn to page 6. The words tell us we are reading about a girl. The picture shows a girl feeding a dog. The author says: "She puts food in a bowl." The word **she** means the girl. Now let's look at page 8. The words tell us we are reading about a boy. The picture shows a boy shoveling snow. The author says: "He gets the snow off the sidewalk." The word **he** means the boy. I can use the words **he** and **she**, too. Point to different students as you model **he** and **she** sentences, such as:
*Gini is wearing a green shirt. **She** has a green bow in her hair, too.*
*Bill likes to read. **He** is reading Kids Can Have Jobs.**

- **Guide** Ask students to find another example of the word **he** or **she** on page 12. **Ask:** *Who is the author talking about? What is the boy doing?*

- **Apply** Invite student partners to draw pictures of people. Then ask them to make up a sentence about each person using the word **she** or **he**. Encourage students to point to the person in the drawing as they share their sentences.

Fluency: Read Question Marks

- **Say:** *Sometimes authors of books 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. Tell students you will show the question sound with your hand. 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 page with them, moving to a higher pitch at the end of the question.
- Invite students to take turns rereading *Kids Can Have Jobs* with a partner. Remind them to move their voices to a higher pitch at the end of each question.

Kids Can Have Jobs

Summarize Information

Important Ideas



Summary