



# Teaching with What a Job!

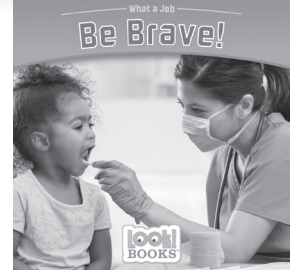
## Be Brave!

### CONNECTION TO STANDARDS

Students will use the text features to locate answers to text-dependent questions. (CCSS.ELA-LITERACY.RI.1.1.15; 2.5; 3.5)

### DIFFERENTIATION FOR ESL

- Review these additional vocabulary words in context: *fear*, *parachute*, *tornado*, *hurricane*, *smoker*, *emergency*, *earthquake*, *ambulances*.
- Have each student choose a vocabulary word and draw a picture that illustrates its meaning. Have students share their drawings with the class.
- Have students sit with a partner. Have partners stop to discuss ideas and words that are new or confusing to them, as well as anything they find surprising.



Lexile: 490

GRL: TK

### BEFORE READING

#### Building Background Knowledge:

- If this is students' first experience with the series, explain to them that in each book they'll be reading about different jobs that fit into the same category. Tell them that in this book, they'll be learning about jobs that require people to be brave.
- Ask students what jobs they know of that require people to be brave. Write all of their answers on the board.

#### Preview:

- Show the cover of the book. Explore the cover photo. Ask students to describe what they see and to guess what is happening in the photo. Ask them to consider what the adult and child are doing. Ask if students have ever had a nurse or doctor test their throat or nose like in the photo.
- Lead students in a brief picture walk of the book, exploring the photos on each page. Have students identify one or two details in each photo.

**Predict:** Ask students to predict some of the jobs they will read about. Have students support their predictions with evidence they discovered while previewing the book.

**Vocabulary:** Turn to page 23 (“Words to Know”). Review each vocabulary word and the provided definition. For each word, have students:

- give a thumbs-up if they know the word well.
- give a thumbs-sideways if they don’t know the word well.
- give a thumbs-down if they don’t know the word at all.

Strengthen understanding of words students do not know well by modeling how to use the word in a sentence. Create sentences with rich context clues, then review how the context clues help students understand the meaning.

**Skill Introduction:** Write “Index” on the board. Explain that an index is a common text feature that tells readers what page they can find a topic or chapter on. Point out the Index on page 24. And discuss how it might be used by students.

## DURING READING

**Look for Key Details:** As you read each section, write down the name of the job on the board. Help students figure out the most important piece of information they learned about each job. Write these pieces of information on the board. Explain that these are the “key details” of the book.

## Reinforce Vocabulary

- p. 4, Review the definition of *equipment*. Ask students to use information from the page to identify what equipment a smokejumper needs.
- p. 6, Explain that synonyms are words that have the same or similar meanings. Challenge students to come up with synonyms for *warn*.
- p. 20, Point out that the example of a *disaster* given on the page is an earthquake. Challenge students to come up with other examples of disasters.

## Look Around! (Rereading)

- Have the students look at the pictures on pages 20 and 22. Discuss the unique characteristics of the animals and the sunflower.
- Have students look at the words in the Words to Keep list on page 23. Have them scan through the book again and find four more words to add to the list. Suggest that they find one more word from each section.

## AFTER READING

**Reflection:** Explain to students that a theme of the book is *bravery*. Ask students to suggest what it means to be brave. Ask them to consider how each of the jobs they read about requires bravery. Then invite them to share examples of a time in which *they* showed bravery.

**Skill:** Have students turn to the Index on page 24. Have them use the Index to fill in the page numbers on the “Answer Scavenger Hunt” worksheet.

# WORKSHEET

## ANSWER SCAVENGER HUNT

Read each question in the chart below. Use the Index on page 24 to decide what pages you would look at to find the answer. Write the page numbers in the “Page Numbers” column. When you are finished filling in the page numbers, turn to those pages to find the answers. Write the answers in the “Answer” column.

<b>Question</b>	<b>Page Number</b>	<b>Answer</b>
What does a storm chaser do?		
What pieces of equipment do smokejumpers need?		
How do windows on big buildings get clean?		
Why are bees important?		
What are some things nurses wear to protect themselves?		