



# Teaching with What a Job!

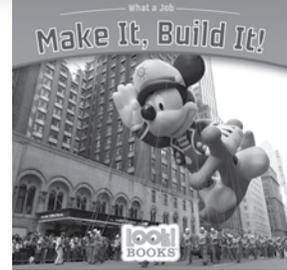
# Make It, Build It!

## CONNECTION TO STANDARDS

Students will think about the main topic of a text and use key details to summarize. (CCSS.ELA-LITERACY.RI.K.2; 1.2; 2.2)

## DIFFERENTIATION FOR ESL

- Review these additional vocabulary words in context: *engineering, technology, dummies, character, separate, popular, tavern, chapel, decorated.*
- Have each student choose a vocabulary word and draw a picture that illustrates its meaning. Have students share their drawings with the class.
- Provide each student with sticky notes. While reading, encourage students to put a sticky note next to any phrase or word in the text that they find confusing. After reading, pair students with a partner and allow them to help each other clarify the confusing points in the text.



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 involve making or building things.
- Ask students to think of jobs that require building or making things. Write all of their answers on the board.
- Ask students to share some of the things *they* have built or made, such as artwork, LEGO towers, or clay sculptures.

**Preview:**

- Show the cover of the book. Explore the cover photo. Ask students to describe what they see, and to guess what type of “Make It, Build It!” job the photo portrays.
- 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. Have students come up with their own sentences for each word.

**Skill Introduction:** Tell students about a room in your home. Ask students to guess what the room looks like. Explain that they don’t know anything about that room because you didn’t give them any details about it. Explain that details are small pieces of information that tell us about a topic. We use details to summarize or describe the main topic of a text. Ask students to think about the details about each job while they read.

## DURING READING

### Check for Understanding

- pp. 4-7, *What are some things roller coaster designers need to figure out?* (how high and fast the roller coaster will go; how many times it will twist and turn) *How do designers know if a roller coaster is safe?* (They test them many times with robots and dummies.)
- pp. 8-11, *How do ice hotel builders build walls and rooves?* (They put up big metal frames and spray snow on the frames. When the snow freezes, they take the frames away.)
- pp. 12-14, *What types of art are used to make parade balloons?* (drawing, modeling, sewing, painting)
- pp. 16-18, *What is the Bottle House Village made of?* (recycled glass bottles) *Where is it located?* (Prince Edward Island, Canada)
- pp. 20-22, *What structure in South Dakota is made of corn cobs?* (Corn Palace)

### Reinforce Vocabulary

- p. 4, Review the definition of *designers*. Ask students to share an example of something they have designed.
- p. 6, Explain that synonyms are words that have the same or similar meanings. Challenge students to come up with synonyms for *inflated*.
- p. 16, Ask students to contribute to a master list of items that can be recycled.
- p. 20, Invite students to share an example of something they own or know of that is unique.

## AFTER READING

**Reflection:** Have students make a list of all of the jobs they read about in the book and what skills a person would need to do that job. Ask them to circle any skills that all of the jobs have in common.

**Skill:** Have students complete the book summary, filling in the name of each job they read about and key details about them.

# WORKSHEET

## Book Summary

**Directions:** Use words or pictures to fill in the blanks. Then use the details you wrote or drew to summarize the book to a partner.

<b>What Is/Was Built or Made</b>	<b>How it Is/Was Built or Made</b>
Roller Coaster	