



Teaching with What a Job!

Move It!

CONNECTION TO STANDARDS

Students will describe the relationship between photos and the text in which they appear (e.g., what person, place, thing, or idea in the text a photo depicts). (CCSS.ELA-LITERACY.RI.K.7)

DIFFERENTIATION FOR ESL

- Review these additional vocabulary words in context: *trapeze*, *handstands*, *gymnast*, *yurts*, *physical*, *pilot*, *attendant*, *conductors*.
- Allow students to complete word maps for any term for which they have limited understanding. Have students say or write the definition in their own words and think of words related to the term.
- Have students sit with a partner while reading. After each page, have students discuss words and ideas they found confusing. They can refer to their word maps to try to clarify meanings. Allow partners to raise their hands for assistance.



Lexile: 500

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 lots of movement.
- Ask students to think of jobs that require people to move a lot. 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 the people in the photo are doing.
- Lead students in a brief picture walk of the book, exploring the photos on each page. Point out the text features.

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”). Read each vocabulary word and have students raise their hands if they know the word. Call on students to define each word, then read the definition provided. Ask students to consider whether the provided definition matches their understanding of the word.

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: Turn to page 19. Ask students what they think the photo shows and why. Then read page 18 with the students, and allow them to again tell you what the photo shows. Explain that the text of a book helps to explain what is in a photo or illustration, and that an illustration or photo helps give more details about the text. Point out that you wouldn’t know that the pilot in the photo delivers mail until you read the text.

DURING READING

Get Key Details: As you begin each chapter, write the job you’ll be reading about on the board. After each chapter, have students raise their hands to share details they learned about each job from the text. Write the details on the board.

Reinforce Vocabulary

- p. 4, Explain that synonyms are words that have the same or similar meanings. Challenge students to come up with synonyms for *perform*.
- p. 6, Review the definition of *experiments*. Ask students to share an example of an experiment they have done.
- p. 12, Ask students to think of another meaning for the word *dolly*.
- p. 20, Ask students whether they have ever experienced an emergency. Give them the opportunity to share their experiences with the class.

AFTER READING

Reflection: Using the details you wrote on the board as a guide, ask students to determine the similarities between some of the jobs they’ve read about. For example, both trapeze artists and bike tour guides must be strong and fit. Mail pilots and flight attendants both work on airplanes. Challenge students to think of other jobs that share these same qualities. (Examples: Like house movers and mail pilots, delivery truck drivers travel long distances. Like astronauts, doctors go through lots of training.)

Skill: Ask students to think of another job that could be included in the book. Ask them to draw a picture of that job. Then have them write what the job is and a few sentences giving more details about it.