



Teaching with What a Job! That's Odd!

CONNECTION TO STANDARDS

Students will identify text features and the information these features provide about the topic. (CCSS.ELA-LITERACY.RI.K.5; 1.5; 2.5)

DIFFERENTIATION FOR ESL

- Review these additional vocabulary words in context: *odd, pilots, imagine, sound effects, sprinkle, jiggle, factory, stylist, soggy.*
- Have students say or write the definition for each term in their own words and think of other words related to the term.
- Have students sit with a partner. Give each pair four index cards: one with a check mark, one with a question mark, one with an exclamation mark, and one with a plus sign. As they read, have students point to the cards according to the following criteria:
 - Check mark: They read an idea they already know a lot about.
 - Question mark: They read an idea or word that is confusing.
 - Exclamation mark: They read an idea that is surprising.
 - Plus sign: They read an idea or word that is new to them.
- Have partners stop to discuss ideas and words that are new or confusing to them, as well as anything they find surprising.



Lexile: 410

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 are odd, or unusual.
- Invite students to share a job that a parent or other grown-up in their life has. Ask them to consider whether that job would be considered "odd."

Preview:

- Show the cover of the book. Explore the cover photo. Ask students to describe what they see, and to guess what the person in the photo is 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.

Skill Introduction: Turn to page 5. Ask students what the picture shows and how they know. Point out the caption and read it with students. Explain that a caption tells more about what is in a picture. Captions give more information about a topic than what we read in the main text. Flip through the book and have students identify other things outside of the paragraphs that give information. Help students name these text features, including the Table of Contents, Glossary ("Words to Know"), Index, photos, and subheadings.

DURING READING

Identify Key Ideas: Write a list of the page numbers for each job on the board. As students read, have them identify the job that's described on those pages and what the job entails. Right down their responses next to the page numbers on the board. Then challenge students to write down other jobs that are similar to the ones on the list and explain how they are similar. For example, a veterinarian is similar to a zoo dentist because they both take care of animals' health.

Reinforce Vocabulary

- p. 4, Review the definition of *exercise*. Ask students to give examples of different types of exercise.
- p. 6, Review the definition of messages. Discuss with students the various ways to send messages.
- p. 14, Explain that synonyms are words that have the same or similar meanings. Challenge students to come up with synonyms for *common*.
- p. 18, Review the definition of prepares. Ask students to think about how they prepare for important things in their lives, such as school or sports games.

Reinforce Skill: On each page, ask students to point out a particular text feature, such as a photo or a caption. Have students identify what additional information they learn about the topic from the text feature.

AFTER READING

Reflection: Ask students to consider which of the jobs from the book they would most like to have. Keep a tally on the board. At the end, determine which job is the most popular with the class. You can also challenge students to think of and share any other odd jobs they know about.

Skill: Have students complete the graphic organizer, finding four text features and indicating what information they provide.

GRAPHIC ORGANIZER

Text Features

Directions: Find a text feature in the book. Write the name of the text feature, the page you found it on, and what it helped you learn about.

Text Features Word Bank		
Table of Contents	Caption	Photo
Glossary	Index	Subheading

Text Feature	Page Number	What It Helped Me Learn About