

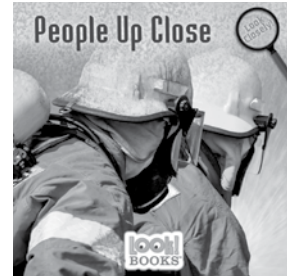


# Teaching with Look Closely

## People Up Close

**ELL Tips** Allow students to work in pairs to complete the assignments in this guide. You can pair an English-speaking student with an ELL student or pair a stronger ELL student with another student. Provide support as necessary to assure success.

**Standards** CCSS: ELA-Literacy RI.K.1, RI.K.2, RI.K.3, RI.K.4, RI.K.5, RI.K.7, RI.1.1, RI.1.2, RI.1.3, RI.1.4, RI.1.5, RI.1.7, RI.1.10



Lexile: 390

GRL: TBD

### Take a Look! (Building Background)

- Ask the students what job they have had so far that day (being a student) and what tools they have used (pencil, book, etc.). Write the tools on the board. Add your own job (teacher/librarian) and tools.
- Brainstorm a list of community workers familiar to students. Depending on the students' backgrounds, you could draw upon their parents' professions, people they might see as they come to school, or people they might read about.
- Write the names of the workers on the board.
- Have students list tools that the people use in their work.

### Look Ahead! (Prereading)

- Discuss the format of the book, reminding students if they've read the other books that the book uses a riddle format. If this is their first experience, with the series, explain that they'll be guessing about the things in the book before they read about them. In this case they'll be guessing about both the person and a tool the person uses in the job he or she has.
- Warm up the students with some riddles about workers and/or their tools.
  - What football player wears the biggest helmet? (the one with the biggest head)
  - Why did the woman bury her flashlight? (because the batteries died)
  - Why couldn't the sailors play cards? (because the captain was standing on the deck)
  - A man was cleaning the windows of a 25-story building. He slipped and fell off the ladder, but he wasn't hurt. How did he do it? (He fell off the second step.)
  - A lawyer, a plumber, and a hat maker were walking down the street. Who had the biggest hat? (The one with the biggest head. This is a good way to test attentiveness!)

- If time allows, read aloud the riddles on pages 5, 9, 13, and 17 to determine whether the students can guess what they'll be learning about. Review the table of contents. Then share the book and pictures.

### **Look for Big Ideas! (During Reading)**

Write the following assignment on the board to guide the reading. Explain that for each person, there is a problem that needs to be solved. The students need to write down what the problem is in a simple sentence. They then write what the tool does to solve the problem. Review the example.

Example:

- Problem: Dad needs to fix a shelf.  
Solution: Dad uses a hammer and nails.
- Write the problem and solution for each person.
  1.  
Problem:  
Solution:
  2.  
Problem:  
Solution:
  3.  
Problem:  
Solution:
  4.  
Problem:  
Solution:

### **Look Back! (After Reading)**

- Write the names of the four people across the board: firefighter, astronaut, scientist, and baker.
- Brainstorm the skills that the people need for their jobs. Have students study the text and pictures to get ideas of what is required to accomplish the job.
- Brainstorm the training that is required to succeed. Discuss any people that the students know who have these jobs.
- List the responsibilities that go along with the jobs. How do the students think a firefighter feels when he fails at saving someone, for example?

## Look Around! (Rereading)

- Review the pictures on pages 20 and 22. Discuss the skills involved in being a clown, ballet dancer, and crossing guard.
- List all the classes, private lessons, and activities that the students have taken, such as music lessons, scouts, sports, and so forth. Discuss the tools the students use.
- Remind students that they are learning skills they will use the rest of their lives.

## Word Work

The words *whoosh* and *zoom*, found on pages 5 and 6, are examples of onomatopoeia, words that resemble the sound to which they refer. These words enliven writing and are useful for students to understand. Other examples related to firefighters include *blast*, *clank*, *clash*, *crash*, *drip*, *drop*, *honk*, *roar*, *rumble*, *rush*, *splash*, *swish*, *swoosh*, *wail*, *whack*, *whine*, *whoop*, and *woosh*. Can you think of others?

## Vocabulary Building

This book is about people, and students may be interested to discover that many common words originated with people's names. Here are some examples:

- Diesel—The name of this fuel came from a German engineer, Rudolf Diesel, 1858–1913.
- Dresser—Sylvia Dresser, introduced this furniture, to the British in Birmingham, England, 1720–1780.
- Ferris wheel—George W. G. Ferris designed the Ferris wheel for an exhibition in Chicago in 1893.
- Graham crackers—Sylvester Graham invented these tasty crackers, 1794–1851.
- Kazoo—A Turkish musician named Bashpinall Kazoo invented this simple musical instrument.
- Saxophone—Adolphe Sax invented this instrument in 1843.

Name \_\_\_\_\_

## Step by Step

Choose what you would like to be when you grow up.

Write it in the blank.

Make a list of three skills you will need.

Then list the five steps you need to take.

\_\_\_\_\_

### Skills

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

### Steps

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_