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Overview of the Concept: At Work in the Community

Book Summaries

Title	Level	Summary
Saro Is a Carpenter	D	This book introduces the role of a carpenter in the community. He is making a bench for the local Seniors' Centre.
Shoba Is a Veterinarian	D	This book introduces the role of a veterinarian. She takes care of a variety of animal patients in the community.
Carol Is a Daycare Worker	E	This book introduces the role of a daycare worker in the community. The book describes how she cares for children while parents are at work.
Daniel Is an Actor	E	This book introduces the various aspects of an actor's job, and shows how his career affects others in the community.
George Is a Waiter	E	This book introduces the role of a waiter, who serves a meal to a family in a local restaurant.
Todd Is a Salesperson	E	This book describes some of the duties of a salesperson in a local craft store. It describes the various ways he helps his customers.
Linh Is a Web Designer	G	This book introduces the role of a Web designer. She is in the process of creating a new Web site for a local toy-store owner.
Nadia Is a Food Bank Volunteer	H	This book introduces the role of a food bank volunteer. It describes some of her duties and illustrates how a food bank meets the needs of some people in a community.
Nora Is a Bus Driver	H	This book introduces the role of a bus driver. It describes some of the ways in which she helps people in the community.
Trudy Is a Nurse	H	This book introduces the role of a visiting nurse. It describes the various ways in which she helps her patients in the community.
Otto Is a Farmer	I	This book introduces three different types of farmers. It describes some of their duties, along with the products of their farming.
Tony Is a Security Officer	I	This book introduces the role of a security officer at a large store. It describes some of his duties, as well as the various ways he helps others.
Lena Is a Teacher	J	This book introduces the role of a physical education teacher. She helps her students develop an awareness of good health through physical fitness and proper nutrition.

Target Outcomes

BC	Alberta	WNCP/Manitoba	Ontario	APEF
Economy and Technology: <ul style="list-style-type: none"> Identify different occupations in their community 	My World: <ul style="list-style-type: none"> (I.1.5) Identify ways in which they and other people contribute to their community and cooperate in order to live together peacefully 	I-K-C-002: Describe ways in which people depend upon and help one another in families, schools, groups, and communities	Canada and World Connections: Understanding Concepts: <ul style="list-style-type: none"> Identify occupations of some people in the community (e.g., storekeeper, mail carrier, farmer, teacher, police officer, fire-fighter, doctor) Show an understanding of how these people are important in meeting their needs and ensuring their safety (e.g., the need for food, clothing, shelter, mail delivery, transportation, education, health care) 	Needs and Wants: 1.4.3. Demonstrate an understanding of how people in their community meet the needs and wants of its members <ul style="list-style-type: none"> Demonstrate an understanding that services/facilities meet the needs and wants of people in different ways Demonstrate an understanding that people need to cooperate with each other in their community to meet their needs and wants Identify and understand the importance of volunteer work

Related Resources

- A Day in the Life of...* (series) by Liza N. Burby (New York: Powerkids Press, 1999).
- Arthur's Chicken Pox* (Video) (New York: Sony Wonder, 1998).
- Arthur's Tooth* (Video) (New York: Sony Wonder, 1998).
- City at Night* by Peter Jestadt (Toronto: Annick Press, 1998).
- Community Helpers from A to Z* by Bobbie Kalman (St. Catharines: Crabtree Publishing, 1998).
- Doctor* by Jacqueline L. Gorman (Milwaukee: Gareth Stevens Publishing, 2002).
- Franklin's Neighbourhood* by Paulette Bourgeois (Toronto: Kids Can Press, 1999).
- Here Comes Mr. Evenstoff with the Mail* by Alice K. Flanagan (New York: Children's Press, 1998).
- I Want to be...* (series) by Stephanie Maze (San Diego: Harcourt, 1997).
- Jungle Jack Hanna's: What Zookeepers Do* by Jack Hanna (New York: Scholastic, 1998).
- Mr. Yee Fixes Cars* by Alice K. Flanagan (New York: Children's Book Press, 1998).
- We Need...* (series) by Lola M. Schaefer, Jane Scoggins Bauld, and Lisa Trumbauer (Mankato: Capstone Press, 2000).
- Who Works Here?...* (series) by Lola M. Schaefer (Barrington: Heinemann, 2001).
- Yoma Helps a Friend* by Jill Bever and Sheilah Currie (Toronto: Nelson, 2003).

Introducing the Concept

Choose one or more of the following activities to introduce the concept of “At Work in the Community.”

Book Browsing

Choose a book (or a series of books) from the list of Related Resources. Read one or more to the students, or show several books and talk about their common theme—workers and community helpers. You may choose to “book walk” through one or more books and invite the students’ comments. Encourage discussion of the students’ personal experiences with any of the workers in the book(s).

Guess the Worker

Begin a guessing game with the students by saying something like *This morning as I was crossing the street, I was helped by a worker in the community. Who was that worker?* (crossing guard) Give one or two more examples to help the students start thinking of their own: *This worker helped me when my cat was sick. Who was it?* (vet) Encourage the students to think of people who have helped them or their family members, and to give clues to their occupational identity. Start of list of workers in the community.

Extending and Reinforcing the Concept Using the InfoRead Little Books

On the pages that follow, you will find a lesson plan and ideas for activities specific to each InfoRead title related to this concept.

Culminating Activities

These activities are meant to be used following the work with the Little Books for this concept. You may want to use any of these activities as a basis for evaluation of students’ understanding of the concept of “At Work in the Community.”

Make Personal Booklets

Together as a group, create a list of all the workers the students have been introduced to through the *InfoRead Social Studies 1: At Work in the Community* books. Recall the role of each worker including what they do in their job, what tools they use, and who they help. Ask the students to choose a worker from the list, or choose another job that they know. Have each student make a four-page booklet with a cover by stapling two clean pages inside a folded piece of construction paper. On each of the four pages, have the students print the sentence stems below, then complete the sentences with information about their chosen worker. Alternatively, have the students cut out the sentence stem strips on **BLM 15: What I Do**, glue each strip onto a different page, and then complete the sentences.

I am a _____.

At my job, I _____.

To do my job, I use _____.

I help _____.

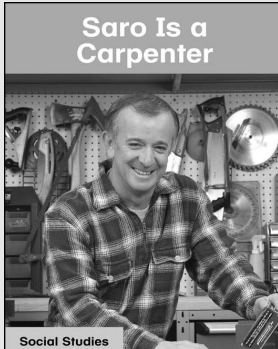
Play “Who Am I?”

Glue pictures of different workers in the community on index cards. Ask a student to choose a card, and not show it to the group. The other students then ask the student questions (e.g., *Do you wear a uniform? Do you work with animals?*). Encourage the student to give brief, straightforward answers to the questions to prolong the mystery. The students should try to use as few questions as possible to determine what community worker the student has. Keep a tally of the number of questions needed to guess each identity.

Role-Play Day

Plan a day for the students to come to school as a worker of their choice. You may want to prepare a list of certain occupations that they would be able to role-play, and have them choose one. Help them think of clothing and props that they could include. For example, a vet could wear a stethoscope and a lab coat, and bring a couple of stuffed animals. A farmer could wear a hat and boots, and bring a toy tractor or toy farm animals. An actor could bring a microphone and perhaps some costumes. Allow time for each student to say a few words about who they are and what they do. If possible, take a photograph of each student and create a wall display.

Extending and Reinforcing the Concept Using the InfoRead Little Books



Level D

Text Type

informational text

Word Count

79

High Frequency Words

a, as, and, for, going, he, is, it, like, make, put, the, to

Content Words

carpenter, wood, tools, build, furniture, bench, measures, pine, saws, safety glasses, screws, sandpaper

Text Features

- 8-page book
- 2–4 lines per page
- photographs
- strong picture clues

Cross-Curricular Links

Science/Art

Mathematics

Drama

Saro Is a Carpenter

Before Reading

Bring to the class some pieces of wood, some nails and screws, some sandpaper, and a few tools such as a saw, a hammer, and a drill. Ask the students to describe and identify the items. Then ask what they might be used for. When they suggest that the items could be used to build something, ask, *What do we call someone who makes things like furniture out of wood?* Elicit or explain the word “carpenter.” Discuss the students’ personal experiences with building things or with people they know as carpenters.

Previewing the Text

- Show the cover of the book and read the title.
- Discuss the word “carpenter” and its meaning, and tell the students that this is an information book about some things a carpenter does in his or her job.
- Support the students in a book walk. Discuss the pictures to help students access the meaning of the text, and introduce any unfamiliar vocabulary, expressions, and language structures.

Page 2: Tell the students that this is a carpenter named Saro. Ask, *What does Saro do as a carpenter?* Try to elicit the words “wood,” “tools,” and “furniture.”

Page 3: Say, *Saro is going to build a bench for the Seniors’ Centre. What does he do first?* Elicit the word “measures,” and have the students locate the word. Explain the meaning of “Seniors’ Centre.”

Page 4: Ask, *Where is Saro? What is he buying?* Explain that a pine is a type of tree, which is where this type of wood comes from. Say, *Find the word “pine.”*

Page 5: Ask, *Why is Saro wearing safety glasses when he saws the wood?*

Page 6: Identify the drill and the sandpaper in the photos, and use the language of the text to describe how they are used. Ask, *How does Saro hold the wood together?* (You may wish to have a screw and nail on hand to show the students.)

Page 7: *Where do you find the word “sandpaper” on page 7? What two little words make up this compound word? What does sandpaper do to the wood?* Help the students say the word “smooth” smoothly—in a drawn-out fashion.

Page 8: Ask, *How do you know the bench is finished?* Ask the students to find the two clues (one in the photo and one in the text) that show that Saro has finished the bench.

Reading the Text

Encourage students to read the book independently, at their own pace. Remember that subvocalizing (reading softly out loud) by early readers is to be expected and is often helpful. Observe and assist individual students as necessary. Give specific praise to students you observe using reading strategies.

Revisiting the Text

You may choose to do only some of these activities, over several days.

- Ask individual students to retell or share some of the things they learned about carpenters from the book.
- Make a list of the things that Saro uses as he makes the bench. Include items in both text and art (e.g., wood, electric saw, safety glasses, measuring tape). Then, for each word on the list, ask individuals to find the reference in the book, and explain what it is and how Saro used it.
- Have some content words printed neatly on separate index cards (e.g., wood, tools, furniture, bench, saw). Ask the students to put the words in alphabetical order. Alternatively, they can sort the words into the following categories: things made of wood, and things made of metal.
- Ask volunteers to describe the steps Saro takes to build the bench, in order. Go over **BLM 1: How Saro Builds a Bench** with the students. Have them first number the sentences in sequence, then cut out the sentence strips, then glue them, in proper sequence, into their story journals.
- Encourage the students to reread the book together as a group, independently, or with a partner.

Extending Activities

Make Posters

Ask the students to work in groups to make posters that show a variety of wooden objects from their everyday lives, which could have been made by a carpenter. The posters can be composed of magazine cutouts or students’ illustrations.

What If?

Ask, *What if there were no carpenters? What do they make that we wouldn't have?* Complete pattern sentences as either a shared or independent writing activity. For example, *There would be no tables. There would be no chairs. There would be no benches.* If desired, the students could pick a scenario to illustrate.

Cross-Curricular Links**Science/Art**

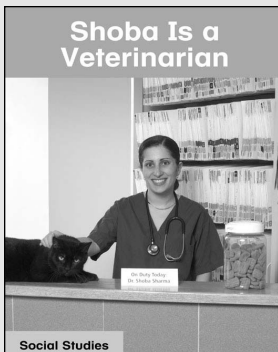
Set up a carpenter centre in the classroom. Provide several sets of safety goggles, glue, and an assortment of scrap wood and popsicle sticks. The students use the sandpaper to smooth the wood pieces, and then make a functional object by gluing the wood pieces together (e.g., a chair for a dollhouse, a container, a shelf). Set up a Carpenters' Gallery in the school library or classroom. (If applicable, invite the students' reading buddies to view the gallery.)

Mathematics

Have the students measure the length of wooden objects in the classroom using popsicle sticks or another nonstandard unit of measurement. Graph or chart their results to discover which object is the longest or shortest.

Drama

Make a class list of tools that a carpenter would use. The students then take turns standing in front of the group and miming the use of a carpenter's tool, while the others guess the tool.



Level D

Text Type

informational text

Word Count

98

High Frequency Words

a, all, and, are, as, for, has, her, here, him, his, in, is, it, make, of, or, she, the, them, to, when, will

Content Words

veterinarian, animals, office, patients, checkup, heart, shots, healthy, X-ray, splint, heal, owner

Text Features

- 8-page book
- 2–4 lines per page
- photographs
- moderate picture clues
- print within photographs

Working with Words

Words that Begin with “h”

Cross-Curricular Links

Social Studies
Science

Shoba Is a Veterinarian

Before Reading

Bring in some familiar items used by a doctor (e.g., stethoscope, bandages) and show them to the students. Talk about the students’ experiences visiting their family doctor. Ask, *Why do you go to the doctor? What instruments does the doctor use? What other things do you see in a doctor’s office?* Then say, *Doctors look after people when they’re sick, but who looks after animals?* Discuss the role of veterinarians, drawing on any personal experiences the students may have had taking their pets to a veterinarian. You may wish to point out the short form of veterinarian (vet).

Previewing the Text

- Show the cover of the book. Ask, *What work do you think this woman does? What clues in the picture helped you figure it out?* Read the title.
- Tell the students that this is an information book about a veterinarian named Shoba. Say, *In this book, Shoba looks after three different animals named Tango, Misty, and Snuffles.* Ask, *What kind of animals do you think they will be?*
- Support the students in a book walk. Discuss the pictures to help students access the meaning of the text, and introduce any unfamiliar vocabulary, expressions, and language structures.

Pages 2–3: Say, *Here is the veterinarian named Shoba.* Ask, *Why do her animal patients need her?* Say, *Shoba helps to make the animals better when they’re sick or hurt.* Ask, *Do you think she’s going to have a busy day? How do you know?*

Pages 4–5: Introduce the animals’ names. Through discussion of the pictures, highlight new vocabulary (e.g., checkup, heart, healthy, hurt, X-ray).

Page 6: Ask, *What do you think has happened to Misty’s leg?* Read to confirm. Say, *Shoba puts a splint on Misty’s leg to help it heal.* Explain the meaning of the word “splint.”

Page 7: Say, *Snuffles is here for a different reason: he’s been sneezing.* Ask, *Why do you think the owner has brought Snuffles to the veterinarian? Since Snuffles has a cold, what do you think Shoba tells the owner to do to help him get better?* Try to elicit the words “warm” and “dry.”

Page 8: Ask, *Can you think of any different kinds of animals that Shoba might help?* Read this page to the students.

Reading the Text

Encourage students to read the book independently, at their own pace. Remember that subvocalizing (reading softly out loud) by early readers is to be expected and is often helpful. Observe and assist individual students as necessary. Give specific praise to students you observe using reading strategies.

Revisiting the Text

You may choose to do only some of these activities over several days.

- Ask individual students to retell the story, using the pictures as a reference.
- Have students use the book to find answers to questions such as the following:
What does Shoba do as a veterinarian?
Who needs her leg X-rayed?
Who gets his shots?
How does Shoba help Misty?
What’s wrong with Snuffles?
- Encourage the students to reread the book together as a group, independently, or with a partner.
- Go over **BLM 2: Word Find** with the students, then have them complete the words by using the clues to locate the words in the text.

Working with Words: words that begin with “h”

Ask the students to search the text and make a list of all the words that begin with the letter “h.” (has, heal, healthy, heart, help, helps, her, here, him, his, hurt) Then ask the students to add any other words they can think of that begin with “h.” You may want to give riddles for the students to find other “h” words (e.g., *I am something you could wear on your head.*)

Extending Activities

Write a Newspaper Article

Ask the students to pretend that they are newspaper reporters, and their publisher has asked them to write a story about veterinarians. The students can write an article about Shoba, and/or write a transcript of a pretend interview. Ask the students to focus on how veterinarians contribute to the community.

Make a Veterinarian's Note

Explain to the students that veterinarians make notes in their patients' charts to document each visit. Say, *Pretend that you are a veterinarian and a family has brought in their pet to see you. Draw a picture of your animal patient. Write a few sentences that tell about the animal patient you are working with. Why has it come to the veterinarian? How will you help make it better?*

Role-Playing

Have the students bring in stuffed animals and set up a veterinarian's office in the classroom. Allow the students to take turns acting as the veterinarian. You may want to have the doctor's "tools" from the Before Reading activity available for the students.

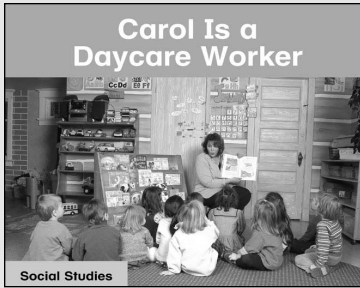
Cross-Curricular Links

Social Studies

Arrange a class visit to a veterinarian's office in your community. In advance of the visit, prepare questions with the class to ask the veterinarian during the visit. After the visit, make a class book to document the day.

Science

Discuss with the students the responsibility of having a pet and the things you need to do to care for a pet. Ask the students to pretend they are allowed to have any pet they want and write about how they would take care of it (e.g., "If I had a new fish, I would take care of it by...").



Level E

Text Type

informational text

Word Count

95

High Frequency Words

a, after, and, are, can, do, down, go, good, in, like, little, of, off, out, she, some, that, the, them, then, they, to, when

Content Words

daycare centre, children, parents, finger painting, circle time, snack time, juice, crackers

Text Features

- 8-page book
- 2–3 lines per page
- photographs
- moderate picture clues
- print within photographs

Working with Words

Alphabetical Order

Cross-Curricular Links

Health

Science/Art

Carol Is a Daycare Worker

Before Reading

Display a small selection of juvenile toys (e.g., a rubber duck, a pull toy, board books, oversized linking blocks). Ask, *Who plays with toys like these? Where might you find toys like this? Has anyone been to a daycare centre? Why do parents take their children to a daycare centre? What activities do children do there?*

Previewing the Text

- Show the cover of the book and read the title. Discuss the photograph.
- Tell the students that this is an information book. Say, *This book is about Carol who works in a daycare centre and cares for young children while their parents or home caregivers are at work.*
- Support the students in a book walk. Discuss the pictures to help students access the meaning of the text, and introduce any unfamiliar vocabulary, expressions, and language structures.

Page 2: Have the students look at the photo and ask, *What is happening here? While the children are at the daycare, what are their parents doing?* Ask the students to say the word “working” slowly. Ask, *What word do you hear at the beginning of the word “working”? What do you hear at the end?* Ask the students to find the word on the page. Direct their attention to the word “works” and compare it with the word “working.”

Page 3: Ask, *What is Carol helping this child to do? What are the other children at the table doing?* (finger painting)

Page 4: Say, *It’s circle time at the daycare.* Ask, *What is Carol doing? She huffs and puffs just like the wolf in The Three Little Pigs.* Ask the students to locate the words “huffs” and “puffs,” and then compare the two words.

Page 5: Ask, *What is it time for now? Check the last three words on this page to see if you can find out what the children are having for their snack. Where else could you check?*

Page 6: Say, *Some of the children need a nap, so Carol tucks them in.* Ask, *What does the phrase “tucks them in” mean? Do you think Carol will leave the lights on, or turn out the lights?* Read to confirm.

Page 7: Ask, *Where are these other children playing? They are playing outside, but sometimes we say “outdoors.” See if you can find the word “outdoors” on this page. What little word do you know at the beginning of “outdoors”?* Say, *Carol is helping a little boy named Nick. What does he want to do? Find the sentence that proves this.*

Page 8: Read the sentence on this page to the students. Show them where the word “know” appears on the page. Say, *Put your finger under the word “know.” What’s tricky about this word? Explain the silent “k.”* Point out the familiar word “no” within the word “know.”

Reading the Text

Encourage students to read the book independently, at their own pace. Remember that subvocalizing (reading softly out loud) by early readers is to be expected and is often helpful. Observe and assist individual students as necessary. Give specific praise to students you observe using reading strategies.

Revisiting the Text

You may choose to do only some of these activities over several days.

- Ask individual students to look at the pictures and retell the story, stating some of the duties that daycare workers perform.
- Encourage the students to reread the book together as a group, independently, or with a partner.
- Instruct the students to look through the text and name all of the activities that occurred at the daycare centre (finger painting, reading, snacking, napping, playing). Make a list on chart paper, then ask the students to draw a picture of each activity. They may label the picture or write a sentence, using the words on the chart paper as a guide.

- Ask the students to search the text to find the following:
 - How many times the word “children” appears. (5)
 - How many times the word “some” appears. (4)
 - How many *different* words in the book start with “th.” (7)
 Have the students list the words. As an extension, ask them to write other words that contain “th,” either at the beginning, in the middle, or at the end of the word.
- Challenge the students to find rhyming words on the pages you specify. You may ask them to find rhyming words for the following words: boats, books (pp. 2–3); come, must (pp. 4–5); shout, brown (pp. 6–7); cat (p. 8).

Working with Words: alphabetical order

Choose two or three words or names from the book and write them on separate cards. Ask the students which would come first in alphabetical order and why. Work together to put all the words in alphabetical order. Then go over **BLM 3: Alphabetical Order** with the students. Have them cut out the words and arrange them in alphabetical order. Afterwards, the students can be divided into pairs, and play concentration with their combined sets of word cards. To play concentration, the students place the cards face down, and take turns turning two over at a time, trying to make matches.

Extending Activities

Different Types of Childcare

Ask, *Before you started Kindergarten, what did you do during the day? Who looked after you?* Discuss the different types of childcare (parental, grandparental, daycare, neighbour). Make a tally chart of how many students received each type of childcare. Point out how many students were cared for by someone other than their parents during the day. Discuss how childcare workers allow parents to work and make money to look after their family.

Write a Letter to Carol

Brainstorm how Carol helps and contributes to the community as a daycare worker. Ask the students to pretend they are in charge of her daycare, and they are going to give her an award for her hard work. Instruct the students to write a letter to Carol, informing her of the good news, and outlining the reasons she merits the award.

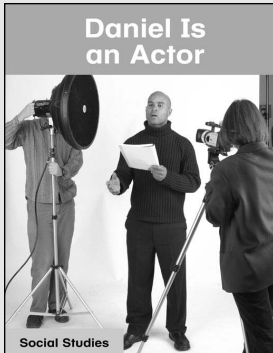
Cross-Curricular Links

Health

Brainstorm healthy snack foods with the students (e.g., crackers, cheese, apples, carrots). List the students' ideas on chart paper, and have the students choose from the list to create a healthy snack plate for children at a daycare centre. Have the students write their menu and draw their snacks on a paper plate.

Science/Art

Write a letter home asking for donations of small pieces of wood, spools, paper towel rolls, caps from jars, small plastic containers, rug material, cloth, and so on. Collect items such as small boxes, small cylindrical containers, and safe gadgets. Using the materials collected, the students design a miniature daycare centre for children individually, in pairs, or in groups. Instruct the students to look through the book to get ideas about what structures they would need to include. When the centres are complete, ask the students to share their ideas and record them on chart paper (e.g., benches, shelves, toys, blocks, books, tables, coat hooks, mats, an indoor play centre, an outdoor play centre). The students may paint their finished structures and display them in the classroom or school library.



Level E

Text Type

informational text

Word Count

96

High Frequency Words

a, an, and, as, can, do, for, has, he, him, his, in, make, of, on, or, out, over, so, to, what, where, will

Content Words

actor, plays, movies, shows, acting school, teacher, role, lines

Text Features

- 8-page book
- 2–4 lines per page
- photographs
- moderate picture clues

Working with Words

Opposites

Cross-Curricular Links

Drama

Mathematics

Daniel Is an Actor

Before Reading

Tell the students that you are going to give them some clues about a certain kind of job and they are to guess what the job is. Give clues that describe an actor, for example,

A person doing this job might have to wear a wig and/or a costume.

This person has to memorize and practise lines to say.

Some people who do this job also sing and dance.

This person pretends to be someone else.

This person performs for other people.

You see these people on TV shows, in movies, in commercials, and on stage.

When students have guessed “actor(s),” discuss any personal experiences any of them may have had with acting.

Previewing the Text

- Show the cover of the book and read the title. Discuss the photograph.
- Tell the students that this is an information book. Say, *This book tells us about some of the things Daniel does in his job as an actor. What kinds of things do you think Daniel does?*
- Support the students in a book walk. Discuss the pictures to help students access the meaning of the text, and introduce any unfamiliar vocabulary, expressions, and language structures.

Page 2: Ask, *Who is on TV? Who do you think is watching TV?* Ask the students to locate the word “actor,” and then find three more words that begin the same way. (act, acts, acting)

Page 3: Explain that some actors take lessons from special teachers to help them act better. Daniel listens to his drama coach. Ask, *What is the name of a school where you learn how to be an actor?*

Page 4: Explain the meaning of the phrase “tries out,” using the picture as part of the discussion. Explain that the words “tries out” are meant to be said together, quickly. Ask the students to locate the words on the page, and then to practise saying them quickly.

Page 5: Say, *Daniel is trying out for a part, or role, in something.* Ask, *Do you think it's a role in a movie or a play?* Read to confirm. Ask, *What does Daniel do to get ready for his role?* Explain the meaning of the word, "lines."

Page 6: Ask, *Do you think Daniel is just talking or is he saying his lines?* Ask the students to read the text silently to find out what else Daniel must know.

Page 7: Say, *Actors can make people laugh. What else can they make people do?*

Page 8: Ask, *Does Daniel enjoy his job? How do actors make people feel?* Read to confirm.

Reading the Text

Encourage students to read the book independently, at their own pace. Remember that subvocalizing (reading softly out loud) by early readers is to be expected and is often helpful. Observe and assist individual students as necessary. Give specific praise to students you observe using reading strategies.

Revisiting the Text

You may choose to do only some of these activities over several days.

- Ask individual students to retell the story, using the pictures as reference.
- Ask each student to choose their favourite page of the book and practise reading it silently to her- or himself. When ready, they may read the page to others.
- Ask the students to read sentences from the text out loud using different voices, as an actor might. Demonstrate for the students by reading in a slow, sad voice. Have volunteers read the same line, using voices that project anger, happiness, fear, boredom, and so on. Read other sections of the text in different volumes and pitches. Ask, *Can you read this line in a high voice, or in a very low voice?*
- Choose one sentence in the book to print on paper. Cut each word out separately. Work with the students to put the words in order to make them into a sentence again. Refer to clues such as beginning capital letters and end punctuation. Go over **BLM 4: What Can Daniel Do?** with the students, Then have them complete it by cutting out the words at the bottom, gluing them back on in sentence order, and illustrating the sentence. The students may use the text as a reference.

Working with Words: opposites

Review opposite words with the students by asking them to give words that are opposite to hot, big, short, fast, and low. Then ask them to look on page 3 to find the word that is the opposite of "sad." Review other examples of opposites with the students, and then ask them to find the opposite of "she" on page 5, "no one"

on page 6, “sit” on page 6, and “cry” on page 7. Have the students divide a page in half and choose two opposite words (from the list, or their own ideas) to write down. Then have them illustrate each of the words.

Extending Activities

Talk to an Actor

Take the students to a play or invite an acting troupe to the school for a performance. If a troupe visits, the students may prepare questions for the actors in advance. Alternatively, you might contact a local agency and arrange for an actor to visit the classroom to discuss her/his job. The students may also work together to create a book or a piece of artwork to give to the actor(s). The gift could be something that shows that the students understand an actor’s job and his or her contribution to the community.

Interactive Writing

Together with the class, write a short “script” about a day in the life of an actor, focusing on how an actor contributes to the community. You may want to include lines for the actor, a narrator, an acting teacher, a camera operator, a director, and so on. Stage directions could also be included, if desired. The teacher writes the difficult text, and the students can write some of the high-frequency words. When complete, volunteers can take different parts, and act out the script, with “stage cues” from the teacher.

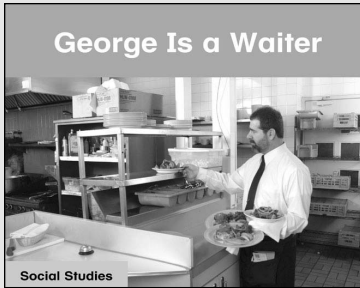
Cross-Curricular Links

Drama

In partners, have the students stand facing each other. Pretending a mirror is between them, one student acts as the “real” person, and the other acts as the reflection. The person acting as the reflection must copy the “real” person’s actions simultaneously. (This may be modelled by the teacher and a volunteer.) Note that it is important to move slowly and deliberately. Allow partners time to practise and give suggestions, if need be, for simple actions they may want to perform (e.g., combing hair, washing a window, putting on a hat).

Mathematics

Ask the students who their favourite character in a movie is. Make a class list of the characters, grouping them into two categories: cartoon characters, and live actors. Compare the two totals on a graph or tally sheet, and analyze the information as a class.



Level E

Text Type

informational text

Word Count

100

High Frequency Words

a, about, all, and, are, as, back, can, come, down, have, he, his, how, is, it, the, them, then, they, this, to, too, want, what, when, where, who, will

Content Words

waiter, serves, restaurant, menus, specials, order, kitchen, food, plates, customers, bill

Text Features

- 8-page book
- 3 lines per page
- photographs
- moderate picture clues

Working with Words

Beginning Letters

Cross-Curricular Links

Mathematics

Social Studies

George Is a Waiter

Before Reading

Bring in a small tablecloth and some plastic cutlery, and set a table for five. Pretend you are a waiter or waitress and invite five student “customers” to sit at the table. Take the students’ orders. On a notepad, record all of the foods the students mention. Mime bringing them food and water, let them mime eating, and then give them their bill. Mime cleaning the table. Initiate a follow-up discussion about the various duties of the waiter or waitress in a restaurant. Record the students’ input in a list for later reference.

Previewing the Text

- Show the cover of the book. Ask, *What type of restaurant do you think this is: self-serve, or one that serves you? Why do you think so?* Then ask, *What do you think happened before this picture was taken? What do you think will happen next?* Read the title of the book.
- Tell the students that this is an information book about a waiter named George. Say, *This book tells us about some of the things George does in his job at the restaurant.*
- Support the students in a book walk. Discuss the pictures to help students access the meaning of the text, and introduce any unfamiliar vocabulary, expressions, and language structures.

Page 2: Identify the waiter in the picture and find his name in the text. Ask the students to say the word “restaurant” and predict what its first few letters might be, and then locate the word on the page. Ask, *How is George doing his job in this picture?* (greeting the customers)

Page 3: Ask, *What is George doing here? When he has given them the menus, he’ll tell them about some specials that they can order, too. Do you see where the specials are written on page 2?* Have the students find the words “menus,” “serves,” and “specials” as you discuss what is happening in the photographs on both pages 2 and 3.

Pages 4–5: Discuss the actions of the people in the photographs. Explain the word “order” as it applies to a restaurant visit. Ask the students to predict the first few letters of “order,” then locate the word on page 4. Ask,

Where does George go with their orders? Use the language of the text to exclaim, He can carry many plates!

Pages 6–7: Continue to discuss the actions of the people in the photographs. Use the phrase “makes sure” to familiarize the students with the expression, and try to elicit the words “customers” and “bill.” Ask the students to say the word “customers” slowly. Ask, *What sounds can you hear? How many times does it say “customers” on these two pages?*

Page 8: Say, *George’s customers always want to come back. What do you think is the reason?* Elicit or give the words “friendly” and “helpful” and have the students locate them on the page.

Reading the Text

Encourage students to read the book independently, at their own pace. Remember that subvocalizing (reading softly out loud) by early readers is to be expected and is often helpful. Observe and assist individual students as necessary. Give specific praise to students you observe using reading strategies.

Revisiting the Text

You may choose to do only some of these activities over several days.

- Ask individual students to retell the story, using the pictures as a reference.
- Encourage the students to reread the book together as a group, independently, or with a partner.
- If you listed duties of a waiter during the Before Reading activity, look at the list again and discuss which of those tasks George did in the book. Add any that George did that were not on the list.
- Discuss questions such as the following:
 - What did George do first when his customers arrived?*
 - What did he do next?*
 - What was the last thing he did before his customers left?*
 - Do you think his customers enjoyed their restaurant meal? What makes you think so?*
 - What are some of the tools George uses in his job as a waiter? (e.g., order pad, pen, computer)*
- Go over **BLM 5: A Waiter’s Job** with the students. Have them draw pictures for each sentence, cut out the four strips, and glue them in the correct sequence into a workbook or story journal.

Working with Words: beginning letters

Students can work in pairs to complete this activity. Distribute copies of **BLM 6: Restaurant Words**. Have the students search the text for words to record for each letter of the word “restaurant.” (Help them read the word in its vertical form on the page.) They should record at least one word for each, but some may choose to record more. Let them know that there is one letter for which they won’t find a word in the book, but they can think of a word that starts with that letter (u) and write it in. As an extension, challenge the students to list all of the words they can find in the text for each letter of the word “restaurant,” and then tell you which letter has the most words.

Extending Activities

Invite a Guest Speaker

Invite a waiter or waitress for a class visit to tell about his or her job, and explain his or her contribution to the community. In preparation for the visit, have the students write down questions that they would like to ask the visitor.

Create a Class Restaurant

Plan to create a class restaurant and create a list of jobs that need to be done (e.g., the menu, placement of tables, materials, etc.). Divide the students into small groups and assign each group a task (e.g., hosts/hostesses, cooks, waiters/waitresses, busboys/busgirls, management). Invite the students’ reading buddies, or another class, to come for a meal at the restaurant. You might serve food that has been brought in by the students, or something that the class has made together.

Cross-Curricular Links

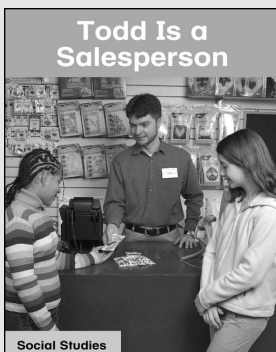
Mathematics

Record on chart paper a menu of the students’ favourite foods, organized by type (e.g., dinner, dessert, drinks). Assign a low price for each item (e.g., 5 cents, or a rounded dollar figure). Divide the students into pairs: one acts as the customer and the other acts as the waiter. The customer places an order from the menu, which the waiter records. The waiter then calculates the bill. Have the students reverse roles and repeat the process.

Social Studies

Explain that George is a waiter in an Italian restaurant, and list some different types of food the restaurant would serve (e.g., pasta, fish, pizza). Show the students on a globe or world map where Italy is in relation to Canada. Ask the students for other types of restaurants they may have visited or noticed (e.g., Indian, Chinese, Mexican). After locating the country on a globe or map, record

the restaurant's country of origin on chart paper, and list different possible menu items. You may want to use resources that list the types of food that people typically eat in different countries. Ask the students to choose one of the types of restaurants, and create a menu for the restaurant, using the menu items listed. Have the students assign prices to each menu item, and decorate the menu. In addition, or as an extension, you may wish to model for the students how meals are typically described in menus, and have students write descriptions for some of the items on the menu (e.g., spaghetti: A yummy pile of pasta with spicy tomato sauce).



Level E

Text Type

informational text

Word Count

88

High Frequency Words

a, as, all, at, big, has, have, he, how, in, is, it, look, now, the, them, this, to, up, what, where

Content Words

salesperson, craft, customers, people, beads, questions, glue, change, shelves, display, sale

Text Features

- 8-page book
- 3–4 lines per page
- photographs
- moderate picture clues
- print within photographs

Working with Words

Plural and Singular

Cross-Curricular Links

Mathematics
Social Studies
Drama

Todd Is a Salesperson

Before Reading

Tell the students that you are going to use some phrases that a person with a certain job often uses, and that you are going to pretend that you are doing that job. They are to guess what your job is. Use exaggerated voice inflection to say phrases such as the following:

And how can I help you today?

Can I help you look for something?

Will that be cash or credit card?

When the students have guessed that you're imitating a salesperson, you might ask if anyone knows someone who works in a store as a salesperson, and what they know of that person's job. Talk about the different things a salesperson might do in his or her job. Ask the students about any experiences they or family members may have had getting help from a salesperson in a store.

Previewing the Text

- Show the cover of the book and read the title. Discuss what is happening in the picture.
- Talk about the word "salesperson" and its meaning, and tell the students that this is an information book about a salesperson named Todd, who works in a store.
- Support the students in a book walk. Discuss the pictures to help students access the meaning of the text, and introduce any unfamiliar vocabulary, expressions, and language structures.

Page 2: Ask, *What kind of store is this? How do you know it's a craft store? What is Todd doing?* Explain the word "customers" and ask the students to clap out the syllables, then locate it on the page. Ask, *What little word that starts with a "u" do you know inside the word "customers"?* (us)

Page 3: Say, *Todd shows the girls where to find the things they are looking for. Ask, What are those colourful things in the bin? Say, Check the words to see if you're right.*

Page 4: Ask, *This customer is asking Todd a question, so what do you think Todd does? (answers) What do you think the customer needs?*

Page 5: Ask, *What are the customers doing? How does Todd know how much they have to pay?* (elicit or give the phrase “adds up”) *What do you call the money they get back from Todd?*

Page 6: Ask, *What is Todd doing to the shelves?* Discuss the photograph and use the expression “everything where it belongs” to familiarize the students with its structure.

Page 7: Explain the meaning of the word “display.” Ask the students to say it slowly. Emphasize the word “play” as you ask, *What word do you hear at the end of “display”?* Ask the students to locate the word on the page. Ask, *Why do you think Todd is setting up the display?* (elicit “sale”) Say, *Find two ways to prove the store is having a sale.* (text and picture)

Page 8: Ask, *Is the display finished?* Read to confirm. Say, *Now check to see what Todd is ready to do now.*

Reading the Text

Encourage students to read the book independently, at their own pace. Remember that subvocalizing (reading softly out loud) by early readers is to be expected and is often helpful. Observe and assist individual students as necessary. Give specific praise to students you observe using reading strategies.

Revisiting the Text

You may choose to do only some of these activities, over several days.

- Ask individual students, using the pictures as a guide, to take turns retelling the story to a partner.
- Discuss all the jobs Todd does in his role as a salesperson. Provide copies of **BLM 7: Todd’s Job** and have the students, individually or with a partner, use information from the book to record four different things that Todd does in his job as a salesperson in a craft store.
- Encourage the students to reread the book together as a group, independently, or with a partner.
- Have students refer to the book and respond to questions such as the following:
What people does Todd help in this book?
How does he help the girls?
How does he help the gentleman? What does he need?
How does Todd behave with the customers? (friendly, helpful) How do you know?
What tasks does Todd do that don’t have to do directly with customers?

Working with Words: plural and singular

Review plural and singular forms of words with the students. Remind the students that not all words that end with an “s” are plural words. Ask the students to go through the text and make a list of all plural words in the story.

(customers, things, beads, questions, shelves) Beside each word, ask the students to write the singular version.

Extending Activities

Job Description

Ask the students to choose a type of store and imagine that they work there. Talk about the different duties they might perform as a salesperson in that type of store. Ask, *How might you contribute to, or help, the community by working there?*

Guest Speaker

Invite a salesperson from your community to speak to the class. This may be a relative or family friend of one of your students. In advance of the visit, assist the students in preparing questions to ask the visitor. During the discussion, focus on how this person contributes to the community.

Make a Collage

Ask, *What other things do people sell?* Have the students draw or cut out pictures from magazines to make a collage of things that different salespeople might sell (e.g., appliances, cars, toys, clothing, pet supplies). Discuss, *What would happen if we didn't have people to sell these things to us?*

Cross-Curricular Links

Mathematics

Make a shopping list of all the materials needed to make a particular craft (e.g., a popsicle stick picture frame). Divide the class into groups of two or three and have the students determine the total number of materials needed for all of the groups to make this craft. Discuss how the students came up with their answer.

Social Studies

Discuss the need for rules and responsibilities when customers are shopping in stores. Ask, *Why are we not supposed to take food into clothing stores? What are some other rules that we must follow in stores or shopping malls?* Make a class list of “Shopping Rules.”

Drama

Set up a pretend store in your classroom, and invite pairs of students to take turns acting as the salesperson and the customer. You may wish to let the students improvise, or just prior to the presentation, you may whisper a scenario for the “actors” to perform (in order to elicit information about the salesperson’s duties). For example, say, *The customer is very curious and keeps asking the salesperson questions about his job—it turns out the customer wants to work there!* Or, *The customer asks the salesperson all about the work she or he has been doing today. It turns out the customer is the salesperson’s new boss!*



Level G

Text Type

informational text

Word Count

108

High Frequency Words

a, at, can, for, has, her, home, is, it, of, like, on, out, she, the, they, to, too, what, when, you, your

Content Words

Web designer, Web sites, computer, owner

Text Features

- 8-page book
- 3–4 lines per page
- photographs
- moderate picture clues
- print within photographs

Cross-Curricular Link

Art/Language Arts

Linh Is a Web Designer

Before Reading

Tell the students that you are interested in finding some information about a toy store called “Top Banana.” Ask, *Do you think I can find the information today? How can I do that?* If Internet access is available on a classroom computer, go to **www.topbanana.ca**. If Internet access is not available, show the picture on page 8 of the text. Talk about one or two aspects of the Web site to explain its purpose, then ask, *How do you think this Web site got onto the computer?* Discuss the students’ ideas, then explain that someone called a Web designer creates or designs Web sites. Talk about the word “design” with the students and use it as both a noun and a verb in your discussion.

Previewing the Text

- Show the cover of the book and read the title. Show the word “designer” on the cover of the book and point out the silent “g” within.
- Tell the students that this is an information book about a woman named Linh who works as a Web designer. Say, *This book tells us about some of the things Linh does in her job when she’s designing Web sites.*
- Support the students in a book walk. Discuss the pictures to help students access the meaning of the text, and introduce any unfamiliar vocabulary, expressions, and language structures.

Page 2: Say, *Linh is busy making a new Web site.* Ask, *Where does she do her work? (home) What does she use to make her Web sites? (computer)*

Page 3: Ask, *What is a Web site?* Say, *Look at the words to find the answer. Linh is making a Web site for a business. Read to find out what type of business.*

Page 4: Ask, *Where is Linh? Who is the woman behind the counter? Elicit “owner.”* Ask, *What do you think Linh is asking the owner?*

Page 5: Ask, *What do you think Linh is talking to the children about?*

Page 6: Ask, *When Linh has a question for the store owner, what does she do?* Say, *Find the word “question” on this page.*

Page 7: Say, *Linh is showing her work to the store owner. Ask, Do you think the owner likes it? How do you know?* (picture and text)

Page 8: Examine the picture with students. Ask, *What do you think of Linh's Web site design? Now that Linh has finished this job, what do you think she will do tomorrow?* Read to confirm.

Reading the Text

Encourage students to read the book independently, at their own pace. Remember that subvocalizing (reading softly out loud) by early readers is to be expected and is often helpful. Observe and assist individual students as necessary. Give specific praise to students you observe using reading strategies.

Revisiting the Text

You may choose to do only some of these activities over several days.

- Ask individual students to retell the story, using the pictures as a reference.
- Refer to the page where Linh is talking to the children about what they'd like to see on the Web site for the toy store. Invite students to role play answering Linh's question.
- Encourage the students to reread the book together as a group, independently, or with a partner.
- For each of these questions, have the students answer with "Linh" or "the store owner."

Who...

- ...works at home?
- ...starts a new job?
- ...asks the store owner what she wants?
- ...works in a store?
- ...tells the designer what she wants?
- ...wants a Web site designed?
- ...asks some children what they like?
- ...calls or e-mails the store owner?

Ask the students what Linh does first when she has a new Web site to design. Discuss other steps she takes—in order—to finish the job. Go over **BLM 8: What Happens Next?** with the students. The students cut out the sentence strips at the bottom of the page, and paste them above, in the correct order.

Extending Activities

Invite a Web Designer

Arrange a classroom visit by a Web designer. Work with the students in advance of the visit to prepare a list of questions relating to the visitor's job, and her or his contribution to the community. Ask the designer to describe her or his role in the community, and to elaborate on how a Web site is created. Encourage hands-on work by the visitor on the classroom computer, or a laptop computer.

Visit a Web Site

With the help of a reading buddy or classroom volunteer, the students may explore an actual Web site. Make sure that it is an approved site. Have participating students present their findings, opinions, and thoughts about the design of the site they visited.

Cross-Curricular Link

Art/Language Arts

On chart paper, brainstorm a list with the students of Web sites they would like to explore (e.g., pet store, book store, school, community centre). Ask each student to choose one, and design the opening "page" of the Web site. The students must decide on what types of information they would want to be able to find on the Web site. Have the students write the text and create the art for their opening "page." You may want to paste the Web site design to a larger piece of paper or cardboard, illustrated to resemble a computer monitor.



Level H

Text Type

informational text

Word Count

86

High Frequency Words

a, all, and, as, at, come, for, has, home, in, is, she, that, the, this, to

Content Words

volunteer, food bank, groceries, need, donated, baby food, shelves, soup, boxes

Text Features

- 8-page book
- 2–4 lines per page
- photographs
- moderate picture clues
- print within photographs

Cross-Curricular Links

Health

Social Studies

Nadia Is a Food Bank Volunteer

Before Reading

Show a piggybank to the students and let them pass it around. Ask, *What is a bank?* (a safe place to keep your money) Tell the students that there is another kind of bank called a food bank. Ask, *What do you think it is for? Have you ever felt hungry and found your lunch bag empty? What does it feel like to be hungry?* Explain to the students that sometimes people do not have enough money to buy food and they have to go to food banks to get some.

Previewing the Text

- Show the cover of the book. Ask, *Where do you think this woman is going?* Read the sign in the picture to the students and briefly explain its meaning. Read the title of the book.
- Tell the students that this is an information book about a food bank volunteer named Nadia. Explain that volunteers do not work for money; instead they work because they want to help people. Ask, *Who volunteers at our school?* (e.g., library or kindergarten helpers, conflict managers, parents). Say, *This book tells us about some of the jobs Nadia does at the food bank to help out.*
- Support the students in a book walk. Discuss the pictures to help students access the meaning of the text, and introduce any unfamiliar vocabulary, expressions, and language structures.

Page 2: Tell the students that Nadia goes downtown to volunteer at the food bank. Ask them to say the word “downtown” slowly. Ask, *What do you hear at the beginning? Find “downtown” on the page. What do you notice about the word?* (compound word, rhyming)

Page 3: Ask, *What is in the box?* Discuss the picture with the students, using the phrase “in need” several times to familiarize them with the expression.

Pages 4–5: Explain the meaning of the word “donated” and have the students locate it on the page. Say, *One of Nadia’s jobs is to sort the donated groceries.* Ask, *What is another job that she does? How do you know?* (picture and text) Instruct the students to read the sentence that ends with an exclamation mark. Ask, *What is the problem?* Read to confirm.

Page 6: Say, *What does the food bank use to put the groceries in?* (boxes) *Read to find out something else they use.* (bags)

Page 7: Ask, *What else does Nadia do at the food bank?*

Page 8: Ask, *Does Nadia like working at the food bank? How do you know?* (picture and text) Draw the students' attention to the sign in the picture. Explain the words "local" and "drive." Ask the students to find the rhyming words in the sign. (care, share)

Reading the Text

Encourage students to read the book independently, at their own pace. Remember that subvocalizing (reading softly out loud) by early readers is to be expected and is often helpful. Observe and assist individual students as necessary. Give specific praise to students you observe using reading strategies.

Revisiting the Text

You may choose to do only some of these activities over several days.

- Ask individual students to retell the story, using the pictures as a reference.
- Encourage the students to reread the book together as a group, independently, or with a partner.
- Ask the students to search the book for words that rhyme with tank (bank), tags (bags), seeds (needs), mother (other), store (more), and cake (take).
- Have the students search the text and respond to questions such as the following:
 - Who does the food bank give groceries to?*
 - What does Nadia do with the donated groceries?*
 - Where is the food bank?*
 - What are Nadia's other jobs at the food bank?*
- Go over **BLM 9: True or False** with the students. Then ask them to complete it by writing "true" or "false" for each statement, and the page number in the book where they found the information.

Extending Activities

Write Thank You Cards

Discuss the differences between volunteer work and paid work. Ask the students how volunteers like Nadia contribute to the community. You may want to discuss what would happen if people didn't do volunteer work. On chart paper, brainstorm with the students to generate a list of volunteers who work in the school. Ask the students, individually or in groups, to create thank you cards for the volunteers. The cards can be written and/or illustrated.

Make a Food Bank Box

Note: As this is a sensitive issue, please consider the situation within your classroom and community regarding the use of food banks, before deciding the appropriateness of this activity with your students.

Cover a large box with construction paper. Have the students cut out pictures of canned and boxed foods from supermarket flyers and magazine advertisements. Paste the pictures on the box to make a collage. Place a sign on the box, that says “Put your donated food here.” Initiate a food drive in your class to collect non-perishable food items for the food bank box, and donate the items to your local food bank. Discuss what will happen to the collected food after it is sent to the food bank.

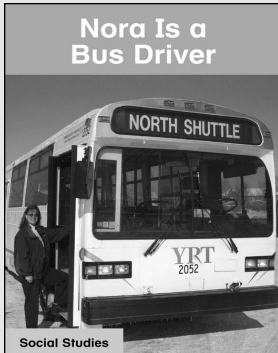
Cross-Curricular Links

Health

Ask the students to pretend they are food bank volunteers. Like Nadia, they must organize the food for the recipients. Display *Canada’s Food Guide to Healthy Eating* and discuss the various food groups with the students, explaining that food bank recipients need foods from all of the food groups. Provide paper bags and ask the students to use cut-out pictures of nutritious foods to put inside the bags, making sure they include food from each food group. Students may list the food items on the outside of the bag.

Social Studies

Discuss the importance of volunteers in the community. Talk about how people can volunteer in many other areas of the community: in seniors’ homes, at the Society for the Prevention of Cruelty to Animals, at the hospital, as a volunteer firefighter, and so on. Ask the students which area they would like to volunteer in, and have them explain why. Ask the students how they would help the community by working as a volunteer in that area. On a large piece of paper, have each student write one or two sentences about what area they would like to volunteer in, and illustrate the page. Collect the students’ pages to create a class book.



Level H

Text Type

informational text

Word Count

100

High Frequency Words

a, an, and, as, at, can, dad, for, from, go, in, is, she, stop, the, to, up, very, we

Content Words

bus driver, city, bus stop, pay, fares, traffic, accident, radio, street

Text Features

- 8-page book
- 2–4 lines per page
- photographs
- moderate picture clues
- print within photographs

Working with Words

Long and Short “a” Words

Cross-Curricular Links

Social Studies

Art

Nora Is a Bus Driver

Before Reading

Initiate a discussion by asking, *Who has taken a bus before? What kind of bus was it—a school bus, or the kind of bus that takes you long distances? Have you ever taken a bus in the city? Why do people take buses? What do we call the person who drives the bus? What do bus drivers have to know to do their jobs?*

Previewing the Text

- Show the cover of the book. Ask, *Where do you think this woman is going?* Read the sign on the bus and explain. Read the title of the book.
- Tell the students that this is an information book about Nora, who works as a bus driver. Say, *In Nora’s job, she helps people get from place to place. This book tells us about some of the things Nora needs to know and some of the people she helps while she’s driving the bus.*
- Support the students in a book walk. Discuss the pictures to help students access the meaning of the text, and introduce any unfamiliar vocabulary, expressions, and language structures.

Page 2: Ask, *Why is Nora getting on the bus?* Say, *Nora drives a bus in the city.* Tell the students that the word “city” starts with a soft “c,” which sounds like “s.” Ask the students to locate the word “city.”

Page 3: Ask, *What’s the name of the place where people wait for a bus? How do people know this is a bus stop? What does Nora do when she sees people at the bus stop?* Read to confirm.

Page 4: Ask, *Do people have to pay for a bus ride in the city?* Explain the meaning of the word “fares.”

Page 5: Ask, *What is Nora doing in this picture? What are they lifting? Say “stroller” slowly. What are the first three sounds you hear? Find the word “stroller” on the page.* Use the phrase “up we go” several times to familiarize the students with the expression. Explain that these three words are meant to be said together quickly. Ask the students to practise reading them quickly.

Page 6: Ask, *What does Nora see through the window?* If the students say “cars,” ask, *What is another word for a lot of cars that starts with a “tr” sound?* Ask the students to locate

the word “traffic.” Say, *Nora has a special radio on her bus, similar to the kind that police officers have.* Ask, *Why do you think she needs it?* Discuss the importance of having a radio to call for help, in case of an accident.

Page 7: Ask, *What do you think the person is asking Nora? Read the page to find Nora’s answer.*

Page 8: Ask, *Why do you think Nora is a great bus driver? Read the page to find out two reasons why.* Direct the students’ attention to the picture. Ask, *Do you think the passenger thinks Nora is a great bus driver? Why?*

Reading the Text

Encourage students to read the book independently, at their own pace. Remember that subvocalizing (reading softly out loud) by early readers is to be expected and is often helpful. Observe and assist individual students as necessary. Give specific praise to students you observe using reading strategies.

Revisiting the Text

You may choose to do only some of these activities over several days.

- Ask individual students to retell the story, using the pictures as a reference.
- Have the students look through the book again to find specific tasks that Nora does as part of her job. Discuss which ones relate to helping people, which ones relate to safety, which ones relate to skill, and any other categories you can think of.
- Encourage the students to reread the book together as a group, independently, or with a partner.
- Distribute copies of **BLM 10: Bus Driver Crossword**. Work with the students to understand the elements of a crossword puzzle and how to complete one. Complete part or all of the puzzle with them, as necessary. Be prepared to help specifically with completing the “down” words. The answers to the clues can be found on the pages of the book, given in parentheses with the clues.

Working with Words: long and short “a” words

Discuss the difference between a long “a” and a short “a” sound. Ask the students to search the text and list all of the words that contain long “a” and short “a” sounds. Long “a” sounds include take, place, waiting, makes, pay, baby, radio, and great. Short “a” sounds include Nora, as, a, at, and, dad, traffic, an, accident, and can.

Extending Activities

Role-Play the Characters

Ask different students to play the parts of the people in the book. For each scene in the book where there would be dialogue, have students role-play that scene,

contributing their own dialogue. For example, two students would dramatize the scene with Nora and the dad with the stroller, including what they would say to each other.

Write Speech Balloons

Ask the students to draw a picture of people standing in a line at a bus stop. Have them draw a big speech balloon for each person and print what each person might say inside. The students may recall or copy sentences from the text, or make up their own.

Invite a Guest

Invite a bus driver to talk to the students. Have the bus driver discuss his or her role in the community. Prepare the students for the visit by brainstorming questions they can ask involving fares, bus stops, parts of the bus, traffic safety, and so on. Ideally, the driver could then take the students outside to examine a real bus and review bus safety rules. As a follow-up activity, the students can design bus safety posters and display them throughout the school.

Cross-Curricular Links

Social Studies

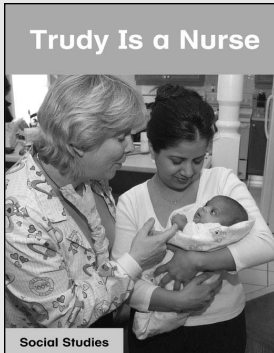
Make a simple map of your local community that includes some familiar streets and major landmarks (e.g., hospital, park, mall, school). Ask the students to use different-coloured crayons to mark possible bus routes from one place to another. For example, tell the students to use a red crayon to show the route from the school to the park.

Social Studies

Ask, If we didn't have buses, what other kinds of vehicles could we use to get from place to place? Brainstorm with the students and record the answers on chart paper (e.g., bicycle, subway, airplane, train, snowmobile, boat). You may want to discuss who might drive these vehicles, and how their jobs might differ from Nora's. Ask the students to choose one of the vehicles and draw a picture of it, making sure their picture shows where the vehicle might be found (e.g., on a road, underground, in the air, on a track, on snow, on water).

Social Studies/Art

Have the students brainstorm some of the signs that a bus driver must know. Provide magazines and books on safety for the students to use as references. Using cardboard, construction paper, popsicle sticks, markers, and so on, the students make a variety of signs.



Level H

Text Type

informational text

Word Count

85

High Frequency Words

a, and, as, from, he, her, here, his, how, in, of, on, she, they, this, to, too

Content Words

visiting nurse, care, wheelchair, blood pressure, newborn, heart, patients

Text Features

- 8-page book
- 3 lines per page
- photographs
- moderate picture clues

Cross-Curricular Links

Drama

Health

Trudy Is a Nurse

Before Reading

Bring in a real or toy medical kit or bag for the children to examine. Ask, *Who might carry a bag like this to work?* If students say “a doctor,” say, *Yes, but who else takes care of people who are sick?* Discuss nurses and allow the students to share any personal experiences they have had, either as patients, or talking to family members. Ask, *Where do nurses work?* *Have you ever been visited at home by a nurse or doctor?* You may want to briefly discuss the items in the bag and their uses.

Previewing the Text

- Show the cover of the book and read the title. Discuss the picture.
- Tell the students that this is an information book about a nurse named Trudy who goes to people’s homes to help them. Ask, *How do you think Trudy’s job is different from a nurse who works in a hospital?*
- Support the students in a book walk. Discuss the pictures to help students access the meaning of the text, and introduce any unfamiliar vocabulary, expressions, and language structures.

Page 2: Say, *Trudy is called a visiting nurse.* Ask, *Why do you think she is called that?* Say, *Find the word “visiting” on this page.* Ask, *What parts of the word do you know?* (is, it, “ing”)

Page 3: Say, *Trudy is helping a man named J.T. move from one wheelchair to another.* Ask the students to locate the word “wheelchair” on the page. Say, *“Wheelchair” is a compound word.* Ask, *What are the two words inside?*

Page 4: Say, *Trudy is checking Mary’s blood pressure.* Ask, *How often do you think Trudy visits Mary?* Read to confirm.

Page 5: Say, *Sometimes Trudy visits newborn babies, too.* Explain that “newborn” is also a compound word and ask the students to say it slowly. Ask, *Can you hear the two words inside “newborn”?* Ask the students to locate the word on the page.

Pages 6–7: Introduce the names of the two new characters. Say, *On page 6, there are many words that start with the letter “t.” Which one tells you the day of the week that Trudy visits Tina? What do you think Trudy is listening to on page 7? Read to confirm.*

Page 8: Ask, *Do you know a word for someone who is being looked after by a nurse or a doctor? Elicit or give “patient.” Ask, Do you think Trudy enjoys looking after her patients? Do you think her patients enjoy her visits? Say, Find some words that prove it.*

Reading the Text

Encourage students to read the book independently, at their own pace. Remember that subvocalizing (reading softly out loud) by early readers is to be expected and is often helpful. Observe and assist individual students as necessary. Give specific praise to students you observe using reading strategies.

Revisiting the Text

You may choose to do only some of these activities over several days.

- Ask individual students to look at the pictures and retell the story, stating some of the things that visiting nurses do to help people.
- Encourage the students to reread the book together as a group, independently, or with a partner.
- Ask the students to find the page in the book where Trudy is helping Tina. Ask, *What is Trudy doing to help?* Repeat the process for other characters in the book.
- Ask the students to choose a page from the book and draw a picture of Trudy and a patient. Have the students draw speech balloons for Trudy and the patient, and write what each character might be saying.
- Go over **BLM 11: Match the People** with the students. Explain that they are to cut out the names at the bottom, and paste them beside the matching sentence. The students may use the text as a reference. When the sheet has been completed, have the students cut out the sentence strips and paste them into a workbook or story journal in the same sequence that they appear in the story.

Extending Activities

Interview a Nurse

Invite a nurse into the classroom to tell about his or her job, and explain his or her contribution to the community. In preparation for the visit, record question words on index cards (who, what, where, when, why, how, which). Divide the students into small groups. Give each group a question word and paper and have

them record one or two questions to ask the nurse (e.g., *What is your favourite duty?*). Ask the nurse to talk about things the students can do to take care of their own health.

Class Book

Divide the students into groups and have them brainstorm different ways that nurses contribute to a community. Reassemble the students and have them share their ideas. Make a class list of ideas; for example, “They take care of people who are sick,” or “They help moms with newborn babies.” Assign one or more of the sentences to a group and have them print it on a large piece of paper. Then have the groups work together to illustrate the page. When all of the groups are finished, assemble the pages to make a class book. This may be sent to the nurse who visited the classroom.

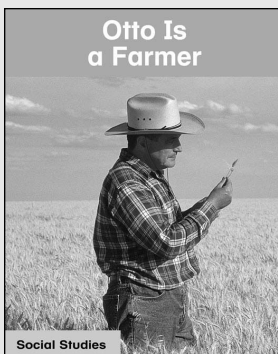
Cross-Curricular Links

Drama

Ask the students to work in pairs and act out a scene between a visiting nurse and a patient. They may use the text as a reference, or come up with their own ideas for why the nurse is visiting. Have the students switch roles, so that each student has a turn playing the nurse. Give the students time to rehearse their scenes, and then have them present the scenes to the class.

Health

Talk about what the students can do for themselves to stay healthy. Make a class list and post it in the classroom. The students can also make posters showing healthy activities to put up around the classroom or school.



Level I

Text Type

informational text

Word Count

100

High Frequency Words

a, all, and, as, day, has, he, in, is, it, make, of, she, the, to, what, when

Content Words

wheat, farmer, spring, soil, seeds, dairy, herd, cows, machines, milk, sheep, fleece, shears, products

Text Features

- 8-page book
- 2–4 lines per page
- photographs
- moderate picture clues

Working with Words

Long “e” Sound

Cross-Curricular Links

Social Studies

Art

Science

Mathematics

Otto Is a Farmer

Before Reading

Place the following articles in a basket: a few things that are made of wool (e.g., a sweater, socks, mittens), several milk products (e.g., an empty milk container, cheese, yogurt), and several wheat products (e.g., a box of crackers, cake mix, bread). Tell the students that all of these things originated on different kinds of farms, and that a farmer helped to make them. Ask the students how they would sort these objects, and to explain their reasons. Guide them to consider the source of the items (what they’re made from).

Previewing the Text

- Show the cover of the book. Ask, *What work do you think this man does? What clues in the picture helped you figure this out?* Read the title.
- Tell the students that this is an information book. Say, *We are going to meet three different kinds of farmers in the story: Otto, Rose, and Fred.*
- Support the students in a book walk. Discuss the pictures to help students access the meaning of the text, and introduce any unfamiliar vocabulary, expressions, and language structures.

Page 2: Ask, *What is growing in the fields? In what season do you think a farmer plants wheat seeds?* Have the students check the text to confirm their responses. Say, *Otto is using a tractor to till the soil.* Explain the word “till.” Ask, *What do you think Otto will do when the wheat is ready?* (cut it)

Page 3: Ask, *What clues tell you that Otto cuts the wheat?* (pictures and text) Say, *This page has a question at the end of it for you to think about when you read the story.*

Page 4: Say, *Here is Otto’s neighbour, Rose.* Ask, *What does she look after on her farm? We call her a dairy farmer. A group of birds is called a flock—what do we call a group of cows?* Have the students locate the word “herd.”

Page 5: Ask, *What is happening to the cow? How many times a day do you think cows need to be milked?* (twice) Ask students to say “twice” as slowly as possible. Ask, *What are the first two sounds that you hear?* (the “tw” blend) Have the students locate “twice” on the page.

Page 6: Say, *Otto's neighbour, Fred, raises another kind of animal. What kind? People are covered with skin: what are sheep covered with?* If students guess “wool,” explain that it is actually called “fleece” when it is on the sheep, and people make it into wool afterwards. Ask students to say “fleece” as slowly as possible. Ask, *What are the first two sounds that you hear?* (the “fl” blend) Have the students locate “fleece” on this page and the next to confirm. Briefly discuss a few other words that begin similarly (e.g., fly, flower, flat), emphasizing the “fl” blend as you say them.

Page 7: Ask, *What do you think is happening to the sheep? Fred is cutting off the sheep's fleece—it's like getting a haircut. There is a special way of saying we are cutting off the fleece of a sheep—instead of “cut” we say “shear.”* Ask the students to locate the word “shears” on the page. Say, *Find another word that starts the same way on this page.* (sheep)

Page 8: Say, *Here are a few of the products that come from the work that farmers do.* Read the text, then let the students discuss the pictures and try to solve the puzzle. Offer help as required.

Reading the Text

Encourage students to read the book independently, at their own pace. Remember that subvocalizing (reading softly out loud) by early readers is to be expected and is often helpful. Observe and assist individual students as necessary. Give specific praise to students you observe using reading strategies.

Revisiting the Text

You may choose to do only some of these activities over several days.

- Ask individual students to retell the text, using the pictures as a reference.
- Ask the students to choose a page of the book and practise reading it silently to themselves. When ready, they may read the page to others.
- Ask the students to use the book to respond to questions such as the following:
What are the three kinds of farmers shown in this book?
How is a wheat farmer different from a dairy farmer and a sheep farmer?
(doesn't farm animals)
What are the four questions asked in the book?
What machines do you see being used in this book?
- Choose key words from the book to say or print on the board. Ask students to give some information from the book about the word you give. For example, for “cows,” a student might say, “Rose has a herd of cows. Cows are milked twice a day.” Other key words are dairy, seeds, fleece, herd, wheat and shears.
- Encourage the students to reread the book together as a group, independently, or with a partner.

Working with Words: long “e” sound

Review the long “e” sound and the letter combinations that make that sound with the students. Ask the students to search the text and list all of the words that contain a long “e” sound. (wheat, he, seeds, sheep, fleece, each, these) Ask the students to write two sentences that use words with long “e” sounds in them.

Extending Activities

Match the End Products

Direct the students’ attention to page 8 of the book. Identify the items shown and read the question aloud. Discuss what each item is made from, and, where necessary, trace the process back to the source. For example, the hat and scarf are made of wool, which is made from fleece, which comes from sheep. For each item, have the students decide which kind of farmer helped make it. Then distribute copies of **BLM 12: Farmer Sort**. Have the students colour the products shown, cut them out, sort them by the kind of farmer who would have been responsible for the product, and glue them in the columns under the appropriate heading.

Plan a Guest Speaker/Farm Visit

Invite a farmer for a class visit to tell about his or her job, and explain his or her contribution to the community. Alternatively, you may plan a class excursion to a farm. In preparation for the visit, record question words on index cards (who, what, where, when, why, how, which). Divide the students into small groups. Give each group a question word and piece of paper and have them record one or two questions to ask the farmer (e.g., *What tools or machines do you use in your job?* or *What happens to the “product” after it leaves your farm?*).

Cross-Curricular Links

Social Studies/Art

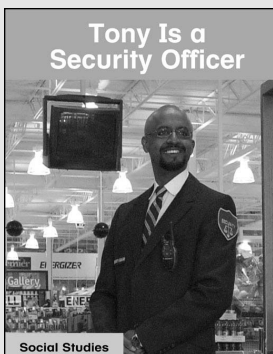
Working in small groups, the students can choose one of the types of farms listed in the book, or choose another type of farm (e.g., vegetable or fruit farm, pig farm, turkey farm). You may want to have other resources on hand to help the students research different types of farms. The students then create a diorama of their chosen farm using construction paper, pieces of cardboard, pictures from magazines, catalogues, flyers, and so on. The students can include items such as barns, tractors, fences, fields, crops, animals, and farmers. Have the students present their dioramas to the class and describe how people might work on their farm.

Social Studies/Science

Choose four to six types of farms/farmers. Use these as labels or titles on large pieces of mural paper. Assign a group of students to each type of farm/farmer. Each group looks for or draws pictures of items associated with their type of farm. These could be raw materials (e.g., grain, apple trees, pigs) to end products such as those we'd see in grocery stores and other stores. Some students might want to include types of machines used as well. Post the finished displays and have each group present their project.

Mathematics

Have the students fold a blank sheet of paper vertically into three sections. Ask the students to write the following headings at the top of the three columns: Wheat, Dairy, Wool. Have the students take these sheets home. With the assistance of a parent or older helper, the students survey their home environments to see how many articles can be listed in the three columns. Once back in class, create the same three columns and record the students' results on chart paper, making a tally mark for each student that had the same answer. After analyzing the chart with the class, you may want to graph the results.



Level I

Text Type

informational text

Word Count

95

High Frequency Words

a, an, as, big, can't, day, for, he, here, his, in, is, mom, now, of, off, on, see, the, that, this, to, up, what, who

Content Words

security officer, problem, money, guards, announces

Text Features

- 8-page book
- 3–4 lines per page
- photographs
- moderate picture clues
- print within photographs

Working with Words

Counting Syllables

Cross-Curricular Links

Social Studies

Drama

Tony Is a Security Officer

Before Reading

Show the students a bicycle helmet or a picture of one. Ask, *Why must you wear a helmet when you ride your bike? How does it keep you safe?* Show the students a bicycle lock. Ask, *What is a bike lock for? How does it keep your bike safe? Is there anything at your home that protects and keeps your house safe?* (locks on doors, smoke alarms, security alarms) *How are stores and other buildings protected and kept safe?*

Previewing the Text

- Direct the students' attention to the cover of the book. Put your hand over the title and ask the students to guess the job of the man in the picture. Uncover the title and read it to the students.
- Say, *This is an information book about a security officer named Tony. Where do you think he works? What is he wearing? Why do you think he wears a uniform?*
- Support the students in a book walk. Discuss the pictures to help students access the meaning of the text, and introduce any unfamiliar vocabulary, expressions, and language structures.

Page 2: Say, *Tony is at work in his job as a security officer.* Ask, *In what part of the store is Tony in this photo?* (at the entrance of the store) Read the sign in the picture. Ask, *How many syllables does the word "security" have?* Clap out the syllables, then ask the students to locate the word on the page.

Page 3: Ask, *Why do you think Tony is looking down the aisle?* Use the phrase "keeps an eye on" in your discussion. Ask the students to locate the word "happening" and clap out its syllables.

Page 4: Ask, *What kind of sentence begins this page? How do you know?* Read the sentence to the students to model the correct inflection. Ask, *What is the problem on this page?* Say, *Tony finds someone who will help.*

Page 5: Ask, *What do you think is in the bag?* (money) *What does Tony do for the person who moves the money?* (guards) Read to confirm.

Page 6: Say, *There are three different kinds of sentences on this page. How would you read them? What is the problem on this page?*

Page 7: Ask, *How is Tony helping Joel? What is the woman doing?* If the students say “making a phone call,” say, *It’s like a phone call but everyone in the store can hear it. She announces it to everyone.*

Page 8: Ask, *Who has come to get Joel? Why do you think Tony is hurrying off?*
Read to confirm.

Reading the Text

Encourage students to read the book independently, at their own pace. Remember that subvocalizing (reading softly out loud) by early readers is to be expected and is often helpful. Observe and assist individual students as necessary. Give specific praise to students you observe using reading strategies.

Revisiting the Text

You may choose to do only some of these activities over several days.

- Ask individual students to look at the pictures and retell the story, stating some of the duties that security officers perform.
- Ask the students to find the page in the book where the little boy is lost. Ask, *What does Tony do to help?* Ask content questions regarding other events in the story.
- Ask the students to find and record the two questions in the story. Then ask the students to make up other questions about the content of the story, based on information they collect from the text. When completed, they can ask another student to answer their questions.
- On the board, write a sentence about the book that has one incorrect word in it, for example, “Big stores keep lots of elephants around.” Ask the students to find the word that is wrong in the sentence, then find the word that should be there by looking in the book (e.g., page 5). Replace “elephants” with “money” and ask volunteers to read the sentence again. Distribute copies of **BLM 13: Fix the Sentences**, and go over the instructions. The students find the wrong word in each sentence, cut out the replacement words at the bottom, and glue the correct words over top of the wrong words to make true statements.

Working with Words: counting syllables

Select several one- to four-syllable words from the text to demonstrate how to count syllables for the students. Have the students fold lined paper into four vertical columns and number the top of each column, 1 to 4. Have the students find and list words from the story that are one syllable, two syllables, and so on, in the corresponding columns. Ask the students to compare their lists with each other.

Extending Activities

Classroom Visit

Write a class letter to the principal or the custodian and invite him or her to visit the class to talk about security at school. To prepare for the visit, have the students choose some question words (e.g., who, what) and compose two or three questions to ask about school security. This can be done in pairs, small groups, or individually.

Report

Ask the students to pretend they are the security officers for their classroom. Ask, *What would you do to keep the classroom safe?* As a class, write a report listing different ways to keep the classroom safe.

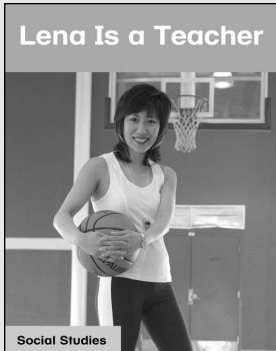
Cross-Curricular Links

Social Studies

Read a book that shows the role of a police officer in the community. Discuss with the students the differences and similarities between a police officer and a security guard. Talk about how their roles in the community may be similar or different. Make a class comparison chart.

Drama

Discuss the various ways that Tony keeps the store secure and safe. With the group, talk about other problems that Tony might encounter (e.g., a fire, an accident, a power failure) and have the students suggest ways that Tony might help. Using the scenario of the lost child in the book, model a television or radio interview with a volunteer. Divide the students into pairs, with one student acting as a security officer, and the other as a reporter. Have each pair conduct an interview using one of the scenarios, with the reporter asking the security officer about the incident, and then have the students reverse roles. Encourage pairs to present their interviews to the class.



Lena Is a Teacher

Before Reading

Show the students a piece of chalk and an eraser. Ask, *Who uses these things in their job?* When the students answer “a teacher,” show them a whistle and ask, *What kind of teacher uses a whistle as well?* Discuss the role of a physical education (gym) teacher, and record on chart paper some of the ideas the students have about a gym teacher’s duties. Ask, *What kinds of things do you learn from a gym teacher?*

Previewing the Text

- Show the cover of the book and discuss the picture. Ask, *What do you think this person’s job is? Why do you think so?* Read the title. Say, *This is an information book about a gym teacher named Lena, who teaches in a junior high school.*
- Support the students in a book walk. Discuss the pictures to help students access the meaning of the text, and introduce any unfamiliar vocabulary, expressions, and language structures.

Page 2: Say, *Here is a picture of Lena at work. What kinds of things do you think she teaches her students? Find the answers on the page.* (sports, fitness, health) Talk briefly about the meanings of these words.

Page 3: Ask, *What is Lena showing the students how to do? Why is it important to stretch your muscles at the start of class, before you begin to exercise?* Say, *There are three words that start with “st” on this page. What are they?* (students, stretch, start)

Page 4: Ask, *What sport is Lena teaching today?* Say, *Basketball has many rules. Lena is teaching a student how to block another student.* Ask, *What do you think that means?*

Page 5: Ask, *What are the students doing now?* (exercises/exercising) *How do you think the word “exercises” starts? How do you think it ends? Check to see if you’re right.* Ask, *How is the word at the bottom of the page different from “exercises”?* (no “s” at the end)

Page 6: Ask, *What do you think Lena is teaching the students now?* Say, *It is important to eat well. How does good food help our bodies?* Read to find out.

Level J

Text Type

informational text

Word Count

95

High Frequency Words

a, about, after, and, are, as, at, do, eat, for, good, her, how, is, of, she, the, them, they, to

Content Words

teacher, students, sports, fitness, health, muscles, rules, basketball, exercises, bodies, volleyball team, champions

Text Features

- 8-page book
- 2–4 lines per page
- photographs
- moderate picture clues

Cross-Curricular Links

Health

Drama

Mathematics

Page 7: Say, *Lena coaches a boys' team after school.* Ask, *What game are they playing?* Discuss the word “volleyball.” Ask, *If a team wins most of its games against other teams, they are called champions. How do you think the word “champions” starts?* Ask the students to find it on the page.

Page 8: Ask, *How do you think Lena and her students feel about sports and fitness? How do you know?* (pictures and text)

Reading the Text

Encourage the students to read the book independently, at their own pace. Remember that subvocalizing (reading softly out loud) by early readers is to be expected and is often helpful. Observe and assist individual students as necessary. Give specific praise to the students you observe using reading strategies.

Revisiting the Text

You may choose to do only some of these activities over several days.

- Ask individual students to retell the story, using the pictures as a reference.
- Encourage the students to reread the book together as a group, independently, or with a partner.
- Return to the Before Reading activity and ask the students to add to the list tasks that a gym teacher does, using the book as a reference.
- Have the students look through the book to find the words or phrases to correctly complete these sentences:

Today, Lena is teaching the rules of _____. (basketball)

Lena teaches students about _____, _____, and _____. (sports, fitness, health)

Lena shows the students how to _____ their muscles. (stretch)

The boys' _____ are champions! (volleyball team)

Lena teaches students how to exercise _____. (safely)

- Ask the students to search the text and make a list of all of the words in the book that end in “s.” (works, students, sports, shows, muscles, rules, exercises, bodies, champions) Sort them into words that are plurals and others.

Extending Activities

Interview a Gym Teacher

In pairs, ask the students to set up an interview with the gym teacher or another teacher of their choosing. Have the students complete **BLM 14: Getting to Know You**, and report back to the class on their findings.

Make a Step-by-Step Book

Ask the students if they've ever taught or showed someone how to do something (e.g., tie a shoelace), and what it was. If not, ask what the students would *like* to teach someone else to do. List the students' answers. Ask the students to pick one of the possibilities and make a four-page booklet (one piece of paper, folded in half), illustrating step-by-step how they taught or would teach the skill. The students can write a sentence at the bottom of each page and illustrate the story.

Cross-Curricular Links

Health

The students may work in pairs or groups to draw and cut out a picture of a pizza, with all of their favourite toppings. Provide *Canada's Food Guide to Healthy Eating* and have the students check to see how many food groups they have used to create their pizza. If there are any missing food group categories, have them add an item from that category to their pizza. On the back of their pizza shape, have the students list the ingredients and their respective food groups.

Drama

Brainstorm different sports and games with the students. Divide the students into small groups and ask each group to secretly choose a game or sport, and create a mime to demonstrate it. After allowing time for the groups to practise, have each group present to the class, while the other students guess what the group is "playing."

Mathematics

As a class, brainstorm the students' favourite sports. Make a graph, recording the names of each of the sports at the bottom of the graph, and drawing a baseline above the names. Distribute a small square piece of paper to each student, and have the students draw a representation of their favourite sport. Then have the students come up individually to add their square to the appropriate column of the graph. Once the graph is complete, discuss what the students learned from the activity.

Blackline Masters

- 1 How Saro Builds a Bench
- 2 Word Find
- 3 Alphabetical Order
- 4 What Can Daniel Do?
- 5 A Waiter's Job
- 6 Restaurant Words
- 7 Todd's Job
- 8 What Happens Next?
- 9 True or False?
- 10 Bus Driver Crossword
- 11 Match the People
- 12 Farmer Sort
- 13 Fix the Sentences
- 14 Getting to Know You
- 15 What I Do

Name: _____

Date: _____

How Saro Builds a Bench

Number the sentences in order. Cut out the strips and glue them in order.



Saro saws the wood.

He uses sandpaper.

Saro buys the wood.

He measures the space.

Saro uses screws to put
the bench together.

Name: _____

Date: _____

Word Find

Use the clues to complete the words.

1	c			
---	----------	--	--	--

2	l			
---	----------	--	--	--

3	d			
---	----------	--	--	--

4	f			
---	----------	--	--	--

5	h			
---	----------	--	--	--

Clues:

1. Snuffles has a _____.
2. Misty hurt her _____.
3. Snuffles needs to keep warm and _____.
4. Shoba's patients are her special _____.
5. Tango is _____ for a checkup.

Alphabetical Order



little

when

some

after

that

good

out

down

Name: _____

Date: _____

What Can Daniel Do?

Put the sentence together. Draw a picture.



can

people

Sometimes

laugh.

Daniel

make

Name: _____

Date: _____

A Waiter's Job

Draw a picture for each sentence. Cut out the strips and put them in order

George gives the customers the bill.



George gives the customers menus.



The food is ready.



George writes down what the customers want.

Name: _____

Date: _____

Restaurant Words

Find a word in the book for each letter of the word “restaurant.”
(Hint: One letter has no word in the book.)

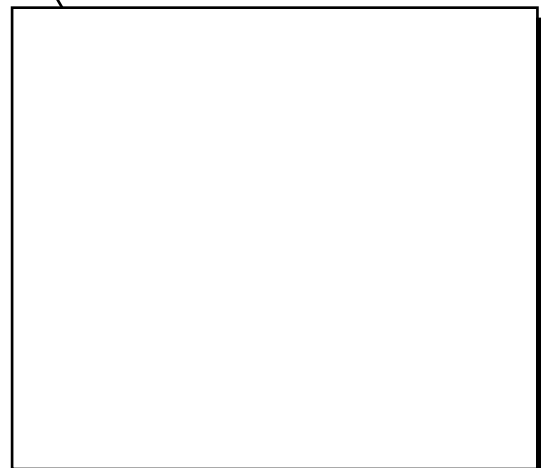
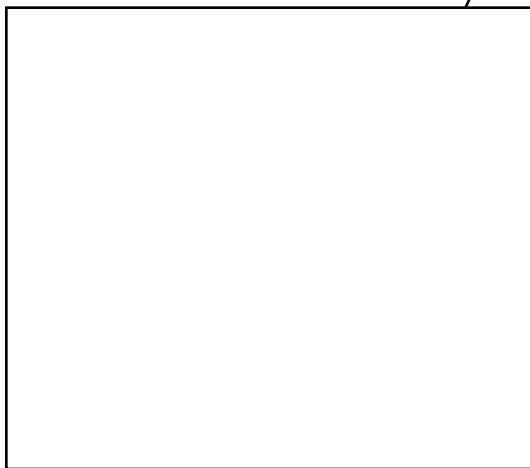
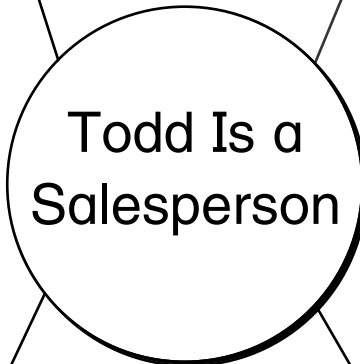
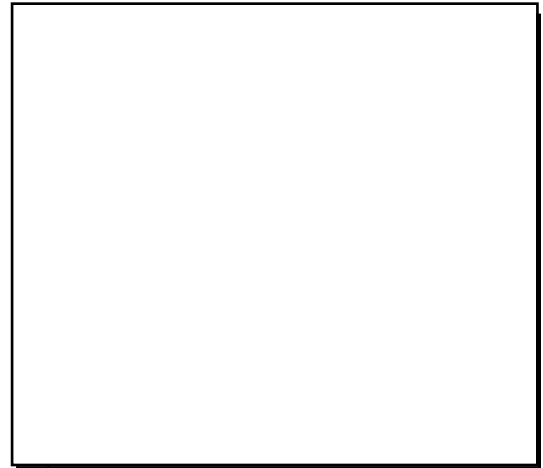
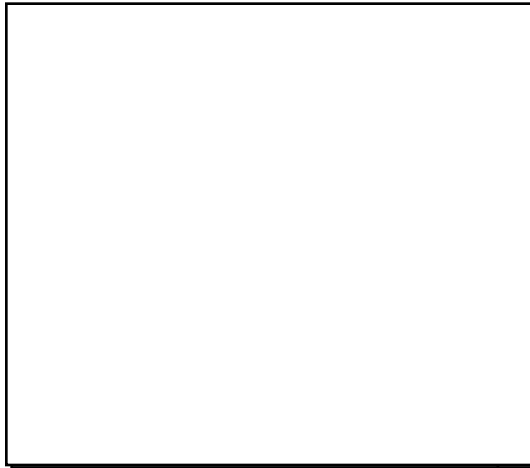
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Name: _____

Date: _____

Todd's Job

Write four things that Todd does in his job.



Name: _____

Date: _____

What Happens Next?

Cut out the sentence strips. Put them in order.

1.
2.
3.
4.
5.



Linh shows her work to the owner.

Linh finishes the Web site design.

Linh talks to children to see what they like.

Linh asks the owner what she wants on the Web site.

Linh calls the owner to ask a question.

Name: _____

Date: _____

True or False?

Put a **T** for true or an **F** for false beside each sentence, and then write the page number where you found the information.

	True or False	Page Number
Nadia works as a volunteer at a pet shop.		
The food bank needs more baby food.		
Nadia puts the groceries in bags and boxes.		
Nadia likes working at the food bank.		
The food bank gives groceries to people in need.		
Nadia puts all the baby food in different places.		

Name: _____

Date: _____

Match the People

Match the people's names to the sentences.

Trudy helps him move from one wheelchair to another.	
Trudy listens to his heart.	
Trudy visits her and her mom.	
Trudy takes care of a cut on her foot.	
Trudy checks her blood pressure.	



Mary	Hans	Tina
Newborn baby	J.T.	

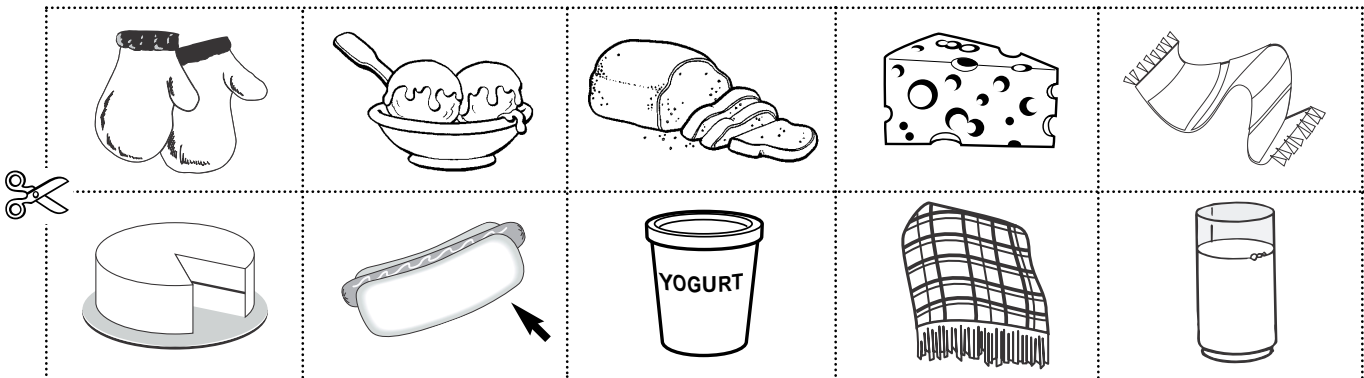
Name: _____

Date: _____

Farmer Sort

Colour the pictures, cut them out, and sort them.

Wheat Farmer	Dairy Farmer	Sheep Farmer



Name: _____

Date: _____

Fix the Sentences

Find the word that is wrong. Glue the right word on top of the wrong word.

1. Tony works as a police officer.

2. Tony guards the bikes.

3. Tony can't find his mom.

4. Tony helps keep the school safe.



money store Joel's security

Name: _____ Date: _____

Getting to Know You

Teacher Name: _____

Why did you want to be a teacher?

What is the best part of your job?

How do you help other people in your job?

What I Do

Complete the sentences, cut them out, and glue them into your booklet.



I am a _____

At my job, I _____

To do my job, I use _____

I help _____
