

# Who Works Here?



Level: C3 Word Count: 68

Little Books of Answers

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|-------------------------|--|
| Curriculum Connection   | Economics  |
| Content Vocabulary      | books, bring, checks, crash, doctors, fires, firefighters, hospital, hurt, librarians, library, night, paramedics, people, person, school, students, teach, teachers, work |
| Visual Literacy Element | table  |
| Critical Thinking       | hypothesize and research   |
| Comprehension Strategy  | predicting   |
| High-Frequency Words    | a, after, help, here, in, is, look, out, put, this   |

## Before Reading

### Prior Knowledge – Discuss the Topic

- Discuss jobs and where the people who do certain jobs work. Ask questions such as – *Where do teachers work? Where do astronauts work?* Ask the students what jobs their parents do and where they work.

- Give each student a copy of the book *Who Works Here?* and read the title with them.
- Invite the students to say which word in the title signals that it's a question. Ask them if they know any other books that start with the same question word.
- Work with the students on setting a purpose for reading the book. Discuss with them some possible purposes, for example, to find out where different people work. Have them predict who are some of the workers who might be in the book.
- Discuss the cover photo. Ask questions such as – *Who are these workers? Where are they working? Where else might they work?*
- Have the students turn to the title page. Ask similar questions to those you asked about the cover photo about this worker.

### **Introduce the Vital Vocabulary**

- Ask the students to turn to the Vital Vocabulary.
- Discuss each of the photos. Tell the students that the words in the labels are the names of different workers. Invite the students to read the labels with you. Discuss the places where these workers work.
- Tell the students that the Vital Vocabulary words are in the book. They should look for them as they read.

### **Take a Photo Walk**

- Take a photo walk discussing each photo in the book.
- Read the captions and labels to the students and then invite the students to read them with you. Point out that the captions and labels provide further information about what the workers do and where they work.
- To extend understanding and vocabulary say things such as – *You can often see firefighters with paramedics at crash sites. They help cut injured people out of crashed cars. Some doctors work in their own offices rather than at hospitals.*
- Discuss the table on page 15. Read the table with the students. Ensure that all students, especially your English language learners, read all the words on the table so they know how to pronounce them when they read the text – many young children have trouble pronouncing *hospital*.

## **Read the Book**

- Invite the students to read the title on the cover and title page again.
- Have them read the Vital Vocabulary again, prompting individual students if necessary.
- Remind them that the book will answer the question in the title. They should think about this as they read.
- Have the students read the book aloud independently. Remind them to check with the photos and the text to make sure that what they are reading is correct. Remind them to point to each word as they read if one-to-one matching is not established.
- Move around the group listening and helping individual students as necessary.

## After Reading

### Comprehension

- Check literal comprehension by asking these questions:  
*Who works at a hospital?*  
*What do teachers do?*  
*Where do librarians work?*  
*Who puts out fires?*
- Check inferential comprehension by asking these questions:  
*Which two other workers could help paramedics at crashes?*  
*What else do teachers do besides teach students in schools?*  
*What else do librarians do besides help people find books?*  
*What happens to crash victims before the doctor sees them at the hospital?*
- Have the students revisit the predictions they made before reading the text. Ask questions such as, *Were your predictions right? Did you change your predictions as you read the book? Why is it a good idea to predict what might be in a book before you read it?*
- Invite volunteers to choose one place where a worker works and ask another question about it, for example, *Who else could work in a library?* Have other members of the group answer the question.

### Critical Thinking

- Have the students turn to page 16 and look at the photo. Tell them that their task is to find out who this worker is, where he works, and what he does.

### Fluency

- Invite the students to read the book again with a partner.
- Have the weakest reader in the group reread the book to you.

### Writing

- Have the students draw a worker at work. Have them write a sentence to go with their picture. Tell them to use the book to help with spelling. Assist those students who require extra help.

### Independent Follow-Up Activities

- Have the students complete the photocopiable activities.

# Who Works Here?

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Name:



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Complete the sentence.  
Draw the picture.

Teachers work here.

This

Use these words to complete the sentence.  
school a is

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# Who Works Here?

Level: C3

Name:



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## Read and Draw

This is a crash.

Firefighters put out fires.

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