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**✓ Lesson Objectives**

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**Core Content Objectives**

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Students will:

- ✓ State the name of the community where they live
- ✓ Name and describe two different community helpers

**Language Arts Objectives**

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***Starting the Day***

Students will:

- ✓ Memorize and recite with others a simple nursery rhyme, poem, or song (RL.P.5, RF.P.2a)
- ✓ Classify by color (L.P.5a)

***Skills***

Students will:

- ✓ Recognize and call classmates and teacher by name (SL.P.1c)
- ✓ Segment a spoken word into separate, distinct syllables (RF.P.2a)
- ✓ Blend spoken parts of a compound word, saying the whole word (RF.P.2a)
- ✓ Hold a book correctly, turning the pages, while pretend-reading (RI.P.5, RF.P.4)
- ✓ Perform activities requiring small muscle control (L.P.1a)
- ✓ Draw and use as motifs: horizontal line, vertical line, diagonal line, circle (L.P.1a)
- ✓ Recognize the initial letter of one's first name (RF.P.1d)
- ✓ Recognize the written form of one's first name (RF.P.1d, RF.P.3b)

## ***Listening & Learning***

Students will:

- ✓ Actively engage in group reading activities with purpose and understanding (RL.P.10)
- ✓ Attend and listen to illustrated picture books with simple story lines (RL.P.5)
- ✓ Point to the front cover, title, back cover, and spine of a book, and a word (RI.P.5)
- ✓ With prompting and support, describe an illustration and make connections to the story, self, and world around them (RL.P.7, RLP.11)
- ✓ With prompting and support, ask and answer *who*, *what*, *where*, *when*, and *why* questions about *Career Day* (RL.P.1, RL.P.3, SL.P.2)
- ✓ With prompting and support, use words and phrases acquired through conversations and reading and responding to *Career Day* (L.P.6)
- ✓ With prompting and support, make cultural connections to text and self (RL.P.9a)
- ✓ Understand and use precise nouns and verbs related to families and communities (L.P.1b)
- ✓ Describe an event or task that will take place in the future (SL.P.4)
- ✓ Express a personal opinion (SL.P.6)
- ✓ Assume a different role or perspective and express different possibilities, imaginary or realistic (SL.P.6)
- ✓ Sort and classify by color (L.P.5a)
- ✓ With prompting and support, follow illustrated directions to do a simple craft or science experiment (RI.P.10)
- ✓ With prompting and support, dictate and record scientific observations of a color experiment (W.P.2, W.P.8)

## **Core Vocabulary**

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**career, n.** A job somebody has for a long time

*Example:* Marvin wants to have a career being a teacher when he is an adult.

*Variation(s):* careers

**interesting, *adj.*** Fun to do or learn about

*Example:* We do some interesting activities during center time, like painting with our fingers and building skyscrapers out of blocks.

*Variation(s):* careers

**introduce, *v.*** To show or present someone to another person for the first time

*Example:* When we get a new student in our class next week, Mr. Mack will introduce him to everyone in our class.

*Variation(s):* introduces, introduced, introducing

**robe, *n.*** A piece of clothing like a dress that covers your body from shoulders to ankles

*Example:* The judge wore her robe over her clothes so everyone could tell she was the judge.

*Variation(s):* robes

**recycle, *v.*** To use something you don't need any more to make something new

*Example:* When you are finished with your milk, remember to recycle the carton so it can be melted down and turned into a new carton.

*Variation(s):* recycles, recycled, recycling

## At a Glance

| At a Glance                       |   | Exercise                              | Materials   | Minutes                 |
|-----------------------------------|---|---------------------------------------|---|-------------------------|
| STARTING THE DAY                  |   |                                       |   |                         |
| <i>Routines</i>                   | W | Continue Established Routines         |   | During morning circle   |
| <i>Nursery Rhyme</i>              | W | A Tisket, A Tasket                    | Nursery Rhyme Poster 1; Transition Cards: Colors  |                         |
| SKILLS                            |   |                                       |   |                         |
| <i>Small Group 1</i>              | S | Warm-Ups                              |   | 10                      |
|                                   |   | Hand Motions: Blending Compound Words |   |                         |
| <i>Small Group 2</i>              | S | Warm-Ups                              | My First Strokes Book; Activity Page 15-1; primary crayons  | 10                      |
|                                   |   | Writing with Primary Crayons          |   |                         |
| LISTENING & LEARNING              |   |                                       |   |                         |
| <i>Introducing the Read-Aloud</i> | W | What Have We Already Learned?         | <i>Career Day</i> by Anne Rockwell  | 5                       |
|                                   |   | Purpose for Listening                 |   |                         |
| <i>Presenting the Read-Aloud</i>  | W | <i>Career Day</i> by Anne Rockwell    | <i>Career Day</i> by Anne Rockwell  | 10                      |
| <i>Discussing the Read-Aloud</i>  | W | What’s the Big Idea?                  | <i>Career Day</i> by Anne Rockwell  | 10                      |
| <i>Extension Activity</i>         | L | Experiment: Making Colors             | Transition Cards: Colors; cookie sheets or trays; chart paper; red, yellow, and blue tissue paper | During Learning Centers |

## Take-Home Material

### Tropical Fish

Give students the following material to take home to their family:

#### Activity Page 15-2: Tropical Fish

## Advance Preparation

### Small Groups

Make a copy of Small Group 1 and Small Group 2 pages from the Teacher Guide as needed so that each small-group leader has a copy of the lesson for implementation.

### ***Listening & Learning***

Practice delivering the read-aloud text while looking at the Flip Book, making notes as to how you plan to make the read-aloud interactive for your students. Write your notes in the boxes provided.

### ***Extension Activity***

Cut out two squares each of red, yellow, and blue tissue paper. Glue them in pairs on the chart paper as shown below. Draw a line under each pair all the way across the page and an empty rectangle approximately the size of a Transition Card to the right of each pair. Title the chart paper “Making Colors Experiment.” Cut up pieces of red, yellow, and blue tissue paper into approximately three-inch squares. Make sure you have plenty of pieces with which students can experiment.

| <u>Making Colors Experiment</u> |   |  |
|---------------------------------|---|--|
| R                               | Y |  |
| Y                               | B |  |
| B                               | R |  |

## Starting the Day

|                      | Exercise                               | Materials  | Minutes               |
|----------------------|--|--|-----------------------|
| <b>Routines</b>      | <b>W</b> Continue Established Routines |  | During morning circle |
| <b>Nursery Rhyme</b> | <b>W</b> A Tisket, A Tasket            | Nursery Rhyme Poster 1; Transition Cards: Colors |                       |

### Routines

Whole Group

#### Continue Established Routines

Continue conducting the daily routines introduced during the *All About Me* and *Families and Communities* domains. These include:

- Daily schedule
- Learning Center labels and sign-in
- Materials labels
- Attendance: How Many Students?
- Classroom Jobs

### Nursery Rhyme

Whole Group

#### A Tisket, A Tasket

- Review the song “A Tisket, A Tasket” by having students sing it with you. Remind students that the other day you held up new colors to change the song.
- Then, have two students at a time to come up and vary the song using the **Transition Cards: Colors** to prompt peers to substitute other colors for *green* and *yellow* in “a green and yellow basket.”
- Allow students to choose any color they want. If students are ready, invite them to choose objects from around the classroom to represent different colors.

## Skills

|                      | Exercise                                       | Materials  | Minutes |
|----------------------|--|--|---------|
| <b>Small Group 1</b> | Warm-Ups                                       |  | 10      |
|                      | <b>S</b> Hand Motions: Blending Compound Words |  |         |
| <b>Small Group 2</b> | Warm-Ups                                       | My First Strokes Book; Activity Page 15-1; primary crayons | 10      |
|                      | <b>S</b> Writing with Primary Crayons          |  |         |

**Note:** At the end of ten minutes, students should switch groups so they have the opportunity to participate in both Small Group activities. Use **Transition Cards** to transition students between each Small Group.

### Small Group 1

**10 minutes**

Small Group

#### Warm-Ups

##### Clapping Names

Students will listen to you clap and say the syllables in their names and then guess whose name you clapped. Today, you will say the name, then whisper the name, then mouth the name as you clap.

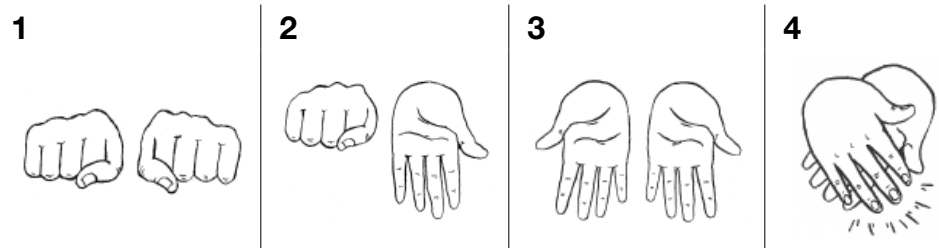
- Tell students that you want them to clap names with you. You are going to clap each name three times.
- Choose a student's name to clap. Tell students to do exactly what you do.
- First, say the student's name **out loud**, clapping once for each syllable. Then, **whisper** the student's name, clapping once for each syllable. Finally, **mouth** the student's name without making a sound, clapping once for each syllable.
- Ask students whose name you just clapped and have that student raise his/her hand.
- Continue clapping the rest of the student's names.

##### Hand Motions: Blending Compound Words

Students will learn hand motions to accompany compound word blending.

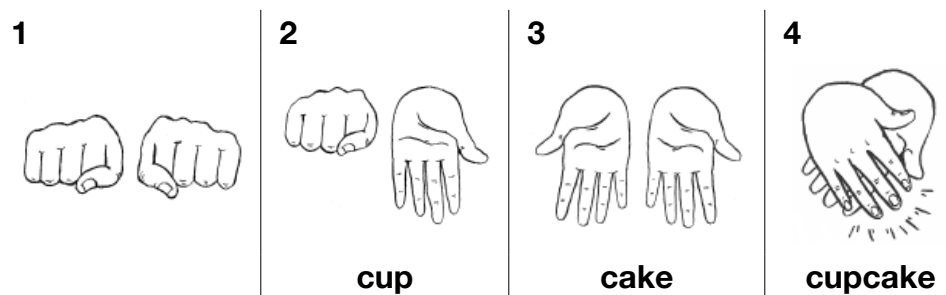
Hold your fists in front of you, palms facing down (see Illustration 1).

- Say the word *one* as you flip over your left fist and open it (see Illustration 2).
- Say the word *two* as you flip over your right fist and open it (see Illustration 3).
- Say the word *blend* as you clap your hands (see Illustration 4). Practice this with the class.



Tell the class the word *cupcake* has two parts. Say the word syllable-by-syllable: *cup . . . cake*.

- Hold your fists in front of you, palms facing down.
- Say the syllable *cup* as you flip over your left fist and open it.
- Say the syllable *cake* as you flip over your right fist and open it.
- Say the word *cupcake* as you clap your hands.
- Practice this with the class.
- Complete the activity using the words listed.



- foot...ball > football
- back...pack > backpack
- sun...shine > sunshine
- dog...house > doghouse
- base...ball > baseball



- door...knob > doorknob
- ear...ring > earring
- eye...ball > eyeball
- grape...fruit > grapefruit
- lip...stick > lipstick
- night...gown > nightgown
- sea...shell > seashell
- bed... bug > bedbug

## Small Group 2

10 minutes

Small  
Group

### Warm-Ups

#### Move Your Body

Students will make gross motor movements to prepare them to participate in Small Group.

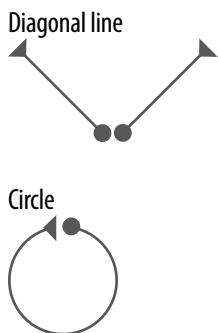
- Have each student stand behind a chair at a table.
- Model the poem for students and have them join in doing the motions. Students can begin to join in saying the poem as they learn the words. As they say the last line of the poem, have students sit in their seats in preparation for the next activity.

*I can stretch; I can bend.  
I can wave to a friend.  
I jump so high; I crouch so low.  
I tap the floor with my toe.  
I cross my arms and breathe in deep.  
I calm my body and take a seat.*

#### My First Strokes Book

Students will practice three handwriting strokes by tracing lines with their fingers in their My First Strokes Books.

- Give each student their My First Strokes Book. Tell students they will be learning strokes by following along in the book and drawing lines with their pointer finger.
- Tell students to drag their finger from left to right under the title as you read, "My First Strokes Book."
- Have students open to the first page of their books.



- Ask students to hold up their pointer fingers when they are ready to trace.
- Read the poem for each stroke. Have students trace the lines with their pointer fingers as you read each verse.
- Tell students when to begin a new page by saying, “Turn the page.”

### Writing with Primary Crayons

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#### Learning Center

Put primary crayons and extra copies of **Activity Page 15-1** or blank paper in the **Art Center** for students to practice drawing lines.

#### Review Tip

Use this exercise as a time to talk with students about what colors they are using to draw. You may say something like, “Use a red crayon to make your line,” or “Use a green crayon to finish your strokes book”, etc.

Students will practice writing diagonal lines and circles using primary crayons.

- Give each student **Activity Page 15-1** (front and back) and a primary crayon.
- Have students practice diagonal lines and circles by drawing lines on the Activity Page starting at the triangle and ending at the dot.
- Encourage students to reference their My First Strokes Books if they cannot remember a specific stroke.
- When students finish both strokes, have them color the background of their Activity Page or practice drawing strokes on a blank piece of paper.

## Listening & Learning

|                                   | Exercise                               | Materials  | Minutes                 |
|-----------------------------------|--|--|-------------------------|
| <b>Introducing the Read-Aloud</b> | <b>W</b> What Have We Already Learned? | Career Day by Anne Rockwell  | 5                       |
|                                   | Purpose for Listening                  |  |                         |
| <b>Presenting the Read-Aloud</b>  | <b>W</b> Career Day by Anne Rockwell   | Career Day by Anne Rockwell  | 10                      |
| <b>Discussing the Read-Aloud</b>  | <b>W</b> What's the Big Idea?          | Career Day by Anne Rockwell  | 10                      |
| <b>Extension Activity</b>         | <b>L</b> Experiment: Making Colors     | Transition Cards: Colors; cookie sheet or trays; chart paper; red, yellow, and blue tissue paper | During Learning Centers |

### Introducing the Read-Aloud

5 minutes

Whole Group

**Note:** During Day 15 and Day 16 instruction, students will be learning about different jobs in the community. You may refer to jobs as “careers” and people who do certain jobs as “community helpers.” It is important that students understand that these three terms are related. Regardless of the terms used to refer to jobs, students should understand that jobs and careers are things people do daily that help a community.

#### Essential Background Information and Terms

- Remind students that they have been learning all about different families, which are people who love and care for each other.
- Define the word *community*.  
*“There are also bigger groups of people who care for each other and work together to do things. A big group of people who works together and does things together is called a community. In a community, everyone has a special job to do. In our school, we have a community and each person at school has a special job to do.”*
- Discuss the different roles people in your school play (e.g., student, teacher, cafeteria worker, principal, librarian, nurse, bus driver, etc.).
- Expand students’ understanding of the word *community* by talking about the greater community in which they live (e.g., their neighborhoods, town, city, etc.). Discuss the different jobs people do within the community (e.g., police officer, doctor, parent, etc.). Tell

students sometimes we call special jobs that you do for a long time *careers*.

### **Purpose for listening**

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- Tell students the book you are about to read is about a Preschool classroom. In this Preschool classroom, lots of community members come to visit and talk about their special jobs, or careers.
- Tell students to listen to the book to find out more about careers or special jobs people can have in their communities.

## Career Day by Anne Rockwell

**Note:** Career Day by Anne Rockwell presents many different careers to students. While some suggested language is provided for this read-aloud, it is important that you allow your own students' interests in specific jobs to drive the conversation during the read-aloud. Additional space is provided for you to plan how to make the read-aloud interactive, combining your own strategies with those demonstrated here.

➔ **PAGE 1 (TITLE PAGE) . . . pictures by Lizzy Rockwell**

- Call on students to come up and identify the front cover, back cover, spine, and title page of the book. Call on a few students to come up and point to a word on the page.
- Discuss the illustration on the title page with students by asking them what the boy is playing with and whether they think he is pretending or he is a real doctor.

➔ **PAGE 3 . . . introduce my visitor.**

- Tell students this boy is getting ready to introduce his special visitor to his classmates.
- Ask students whether they have ever had special visitors in the classroom.

➡ PAGE 6 . . . my dad says.

- Describe Mr. Lopez's job to students in the context of the community.

*"This boy's dad has a career building things. He is a construction worker. He is helping build the library so that lots of people in the community can visit the library once it's built."*

- Ask students about construction workers in their communities.

*"Have you ever seen construction workers building things in your community?"*

➡ PAGE 8 . . . everyone has to be quiet.

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➡ PAGE 12 . . . good at drawing mice.

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➡ PAGE 16 . . . home in the afternoon.

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➡ PAGE 20 . . . sick animals better.

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➡ PAGE 30 . . . And so do we.

- *Ask students what kind of jobs the students in this classroom are doing. (passing out napkins and pretzels for snack, feeding the class pet, watering the plants, playing with blocks)*
- *Tell students this classroom is a community, and everyone in the picture is doing a special job.*

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## Discussing the Read-Aloud

10 minutes

### Whole Group

#### What's the Big Idea?

##### *When You Grow Up*

- Remind students that different people in a community have different jobs.

*"We saw some pictures in this book that showed the many different jobs people can have in a community. These jobs are called careers."*

- Have students raise their hands when they hear a job or career they would like to have when they grow up.
- For each job, give students a quick description of the job and refer to the pictures in *Career Day* by Anne Rockwell to remind students what that job is like.

*"Raise your hand if you would like to be a \_\_\_\_\_ like the person in this picture. A \_\_\_\_\_ does \_\_\_\_\_."*

- construction worker (page 7)
- judge (page 9)
- musician (page 11)
- author (page 13)
- illustrator (page 13)
- paleontologist (page 15)
- crossing guard (page 17)
- nurse (page 19)



- veterinarian (page 21)
- carpenter (page 25)
- store manager (page 27)
- professor (page 29)

### ***How My Family Cares for Me***

- Tell students there are many more jobs than the ones from the book that you just discussed. Give students some examples like parent, firefighter, banker, waiter/waitress, lawyer, plumber, doctor, teacher, chef, etc.
- Ask each student to share one job or career that they would like to do when they grow up. Call on students one by one using their **Name Cards** to share something they would like to do when they grow up. Accept any answers students might provide.

*“There are many jobs and careers you can do to help your community when you grow up. What job or career would you like to do when you grow up?”*

- After a student answers, ask the rest of the class who else might like to do that job when they grow up.

*“Who else in our class would like to be a firefighter like Cassandra?”*

## **Extension Activity**

Learning  
Center

### **Language Facilitation**

Use the **expansion strategy** to expand on what students say by repeating the student’s words in a more grown-up manner (e.g., Student: “Zip.” Teacher: “Zip it up.” Student: “Go home time.” Teacher: “It’s time to go home!”).

### **Review Tip**

During this activity, talk with students about their five senses and especially their sense of sight. You might say something like, “Use your sense of sight to see new colors as they are formed during this activity.”

### **Experiment: Making Colors**

**Note:** *If groups of students need extra time to complete this **Extension Activity**, they can do so during Pausing Point 2. You may wish to conduct this **Extension Activity** using water and food coloring instead of tissue paper.*

Students will use tissue paper to “make” new colors from primary colors.

- Give each student a tray with pieces of red, yellow, and blue tissue paper (to make orange, green, and purple).
- Explain that you are going to overlap colored paper to see if you can make a new color.
- Ask students to hold up the piece of red tissue paper. Then ask them to hold up the yellow tissue paper.

- Ask the students to predict what new color they might be able to make from red and yellow.
- Show the students how to overlap the tissue paper to make orange.
- Ask the students to observe what new color they made, following up on their observations using the expansion strategy (e.g., Student: “It did orange.” Teacher: “You made orange.” Student: “New color.” Teacher: “You made a new color—the color orange,” etc.)
- On the chart paper, record your observation that red plus yellow equals orange. Beside the red and yellow tissue paper you glued to the chart paper, temporarily post the solid orange **Transition Card** (you will remove this when you invite a new group of students to conduct the experiment).

*“When we put red and yellow together we make the color orange.”*

- Have students put the tissues back in the trays continue the experiment combining yellow and blue to make green and blue and red to make purple.
- Make predictions, observations, and a record of your findings as you go.