

### Strand: Government/Authority

### Theme: Education

**Purpose for Reading:** To develop an understanding of the role of the school principal.

**Comprehension Strategies:** Compare and contrast, asking and answering questions, predicting.

#### Vocabulary

*Dictionary Words:* parents, principal, secretary, students, teachers

*Vocabulary Words:* artwork, brochure, classroom, computer, cupboard, desk, fax machine, folder, office, principal's office, teachers' room, tray

*High-Frequency Words:* a, at, big, come, do, for, have, is, looks, runs, see, she, tells, the, their, them, these, this, to, very, what, with

#### Before Reading

- Ask the students to think about what the principal at their school does. Make a word web with their suggestions.
- Read the title and have the students talk about the cover photo. *What is the principal doing here?*
- Read the title page together and ask the students what the principal is doing now. Were any of these jobs on the word web? Add them if they were not.

#### Introduce the Picture Dictionary

- Ask the students to turn to the picture dictionary. Read and discuss the labels. Predict what the principal might be doing with the people in each of the photos.

#### Take a Photo Walk

- Pages 4–5: Invite the students to look at these pages and say what the principal is doing. *Where is she?*
- Pages 6–7: Ask the students to name the people in this photo. *Who is the woman with the principal? What is her job?*
- Pages 8–9: Ask the students what the principal is doing now. Discuss the labels. *What might the tray be for?*
- Pages 10–11: Ask the students what the principal is doing now. *Who might the people be?* Talk about the brochure. *What sort of information might be on it?*
- Pages 12–13: *What is the principal doing now? Who are the people she is talking with?*
- Pages 14–15: Tell the students it is the end of the day and everyone has gone home, but the principal is still working. *Compare the things the principal did in the book, with the word web. Were your predictions correct?* Add to the word web if necessary.

#### Read the Book

- Ask the students to return to the title and read it independently.
- Turn to pages 2–3. Have the students point to the dictionary words as they read them independently.
- Turn to pages 4–5. Ask the students to read page 4 independently and then move on to read the rest of the book at their own pace.
- Provide support where necessary.

## After Reading

### Comprehension

- Invite the students to return to the book and talk about their initial predictions. Were they correct? Were there some jobs they had not thought of? Were there some jobs they had suggested that were not in the book?
- Talk to the students about pages 10 and 11. Ask the students what the parents might be talking to the principal about.
- Ask the students to turn to pages 12 and 13. *What would the teachers be having a meeting about?*

### Vocabulary and Word Recognition

- Have the students find the high-frequency word *she* in the text. Ask the students to write *she* on a piece of paper and cut each letter out. Ask them to put the word *she* back together. Have them make and break the word several times, each time saying the word aloud. Add *she* to a high-frequency word chart or word wall.
- Ask the students to write on paper all the words they know that rhyme with *she*.

### Oral Language

- Have the students work in pairs, using the books. One student asks questions from the book and the other finds the answers in the book. For example, *Who was the person the principal was talking to who had a fax machine on her desk? What was in the picture that one of the students was holding?*

### Writing

- Help the students write a class letter to the principal to thank her for all the work she does around the school.

### Creative Extension Activities

- Have the students make pictures of the principal doing her different jobs around the school. Write a caption under each picture.
- Ask the principal to come and talk to the class. Add any new information to the word web.

### Independent Follow-Up Activities

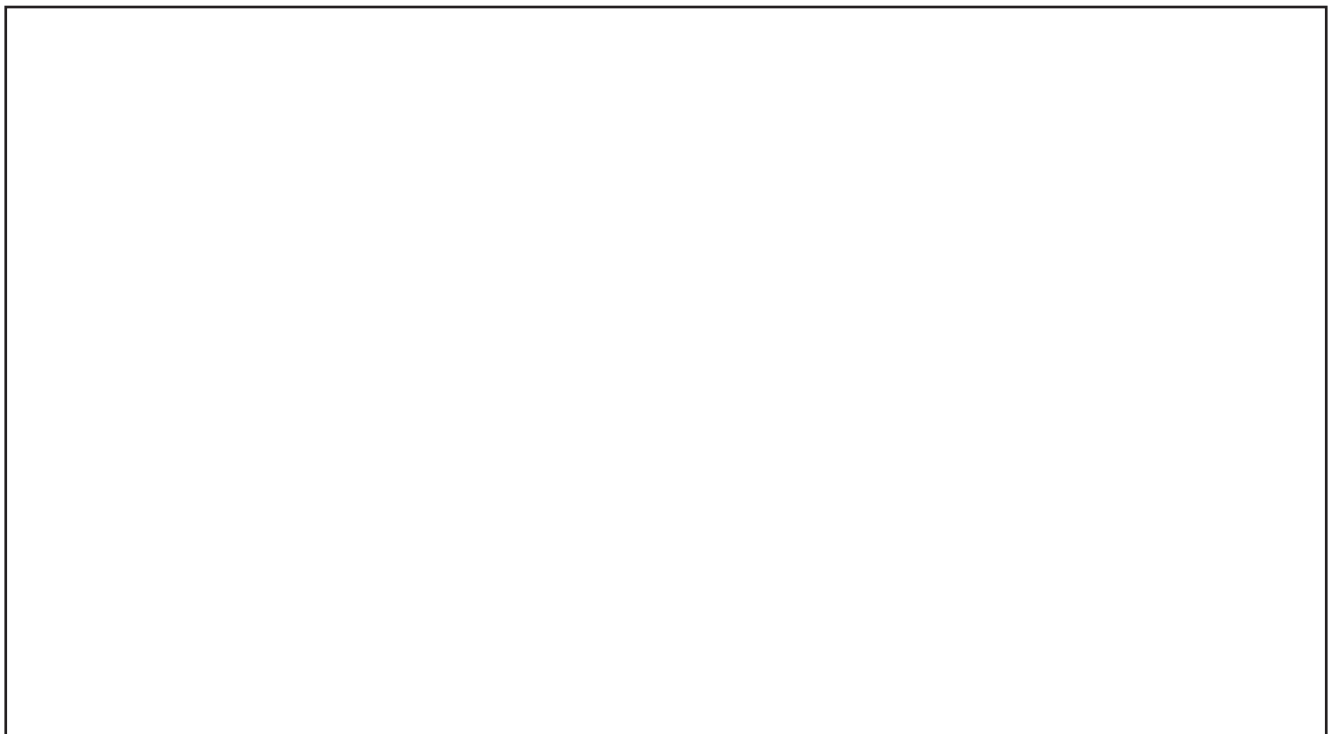
- Reread the book to improve fluency.
- Complete the activities on page 16.
- Complete the photocopiable activities.

Name: \_\_\_\_\_

Make a list of the people who work in your school.

- |          |          |
|----------|----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |
| 5. _____ | 6. _____ |

Draw your teacher.



Name: \_\_\_\_\_

Rewrite the sentences, adding the capital letters and periods or question marks.

she works very hard

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what does the principal do

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they teach the students

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where is the office

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where do the teachers have their lunch

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