

### Strand: Economics/Technology

### Theme: Labor

**Purpose for Reading:** To develop an understanding of what volunteers are and what they do.

**Comprehension Strategies:** Making connections to text, evaluating, synthesizing.

#### Vocabulary

*Dictionary Words:* building a house, cleaning the beach, giving food, helping at school, painting, planting trees

*Vocabulary Words:* bucket, fruit, hammer, ladder, paper bag, plant pot, plastic, reading book, reading glasses, roller, shovel, soup bowl

*High-Frequency Words:* a, are, at, do, get, he, help, in, is, look, not, she, these, they, this, too, up

#### Before Reading

- Ask the students to look at the photo on the cover and discuss what the people are doing. Tell the students that these people and all the other people in the book are volunteers.
- Ask the students what they think the word volunteer means. *What do volunteers do?* Make a word web to show their responses.
- Ask the students if they have ever volunteered before. *What did they do? Who did they help?*
- Read the title page together and ask the students what these people are doing.

#### Introduce the Picture Dictionary

- Ask the students to turn to the picture dictionary. Read and discuss the labels.

#### Take a Photo Walk

- Pages 4–5: Invite the students to look at these pages and say what the people are doing. *Who could the adult be? How is she being a volunteer?*
- Pages 6–7: Invite the students to look at this photo and discuss what the person is doing. *If he is a volunteer, where might he be planting the tree?* Read and discuss the labels.
- Pages 8–9: Ask the students to look at this photo and discuss what the man is doing. *What tools can you see in the photo? Who might the man be building the house for?*
- Pages 10–11: Ask the students to recap the information they shared about this photo on the title page. Add any new information. Discuss the food and why they might be giving it to people.
- Pages 12–13: Recap the discussion already shared about this photo. *Why are the people painting the wall?*
- Pages 14–15: Ask the students what these people are doing. *Why might they be doing it?*

#### Read the Book

- Ask the students to return to and read the title.
- 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 this page independently and then continue to the end, reading at their own pace. Remind them to point as they read.
- Ask the students to continue reading the book independently. Provide support where necessary.

## After Reading

### Comprehension

- Invite the students to return to the book and talk about what they have read. Was there a job in the book similar to one that they have volunteered to do? If so, ask the students to share more details about it with the rest of the group.
- Talk to the students about why people might volunteer.
- Have the students say how the people helping and those being helped might feel.

### Vocabulary and Word Recognition

- Have the students find the high-frequency word *too* in the text. Have them write *too* over and over until they can write it fluently. Add *too* to a high-frequency word chart or word wall.
- Ask the students to find the words *help* and *helping* in the book. Write *help* on the board with *helping* underneath it. Discuss how the ending changes the word. Ask the students to suggest sentences using the words. *What other endings could be added to help?* Write up their suggestions.

### Oral Language

- Have the students work in pairs. Ask each student to make a comment about what they have read. For example, *I liked the book because it was about people volunteering, helping other people, and the different ways they could do that.*

### Writing

- Have the students make a checklist for volunteers. For example, - Bring your happy smile.

### Creative Extension Activities

- Have the students draw themselves volunteering at something. Have them write a caption to explain what they are doing
- Have the students design a bag to carry tools people need to bring when they volunteer to help build houses.

### Independent Follow-Up Activities

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

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

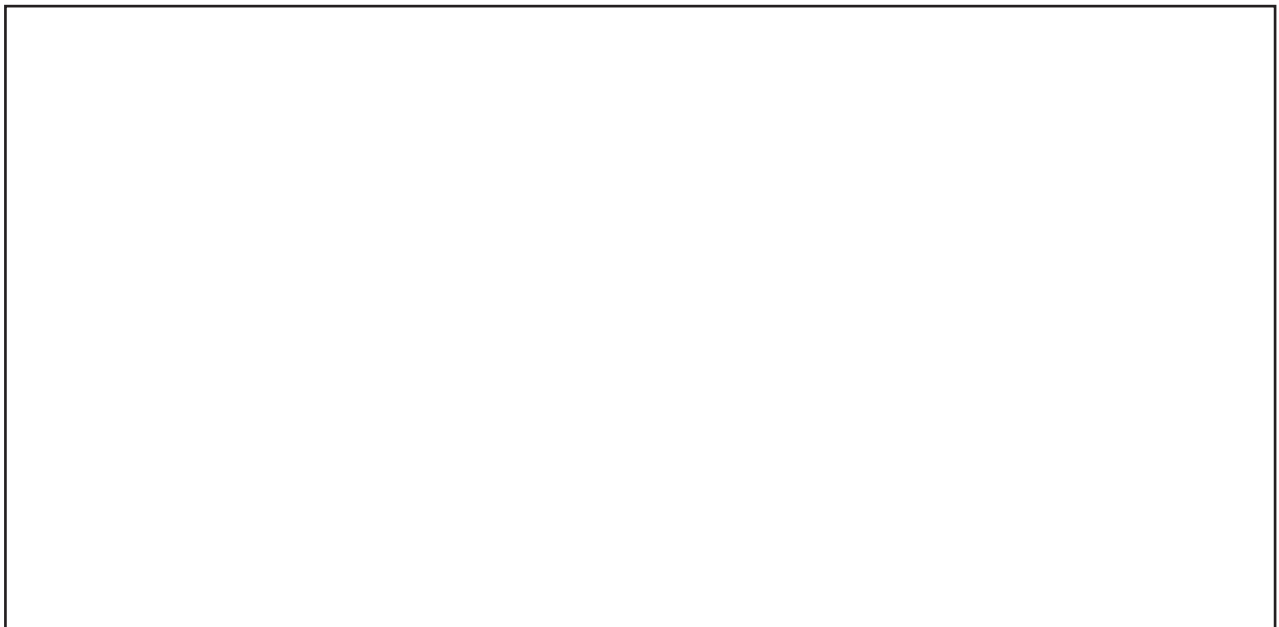
Read the sentences.

Draw a picture of the things that are underlined.

Look at this man on a ladder using a hammer.

He is a volunteer, too.

He is building a house.



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

Write *Yes* next to the work people  
volunteered to do.

Write *No* next to the work they did not do.

painting

\_\_\_\_\_

sweeping the floor

\_\_\_\_\_

washing the dishes

\_\_\_\_\_

building a house

\_\_\_\_\_

helping at school

\_\_\_\_\_

making the bed

\_\_\_\_\_

cleaning the beach

\_\_\_\_\_

planting trees

\_\_\_\_\_