**Title**: Jobs Up High **Level**: B **ISBN**: 978-161672231-9 **Publisher**: Benchmark

**Familiar Read**: (3 min.)

**Familiar Writing**: (3 min.) **Word Building** (3 min.)

1. is

2. up me-be-he-she (use magnetic letters if possible)

3. she

**Before Reading**: (5-7 min.)

* **Book Introduction**: (include meaning, structure, visual)

This book is about people who work up high. What kind of job is the man doing on the front cover? Let’s do a picture walk and see what each person is doing up high. Now let’s read about jobs done up high.

* **Difficult Words/Vocabulary:** high, woman (2) working (4)
* **Suggested Teaching Point**: (refer to Behaviors to Notice and Support)

Readers use their pointer finger to read each word of the story.

**During Reading**: (5-10 min.) \*Revisit the teaching point as needed.

Prompts to Support readers: *Does it match? Does it sound right? Does it make sense*?

**After Reading**: (5-7 min.)

* **Discuss the story**

What kinds of jobs did you see people doing?

Look at the workers on pp 5 & 7. How are they alike? How are they different?

Would you like to do a job up high? Which one? Why?

Tell why you wouldn’t like to do a job up high.

* **Return to Teaching Point**

Did you use your finger to point to each word in the story?

* **Comprehension Strategy Focus**: **connections**, questions, inferences, visualizing, **summarizing,** synthesizing, determining importance

**Writing Connection**: (5 min.)

The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is working up high.

(man, woman)