

# I Can Be Me in KC- K/1st Grade Teaching Resources

## Turn the Page KC and Kerrie Emig-Schoen

Guiding Questions
<p>What do people do for jobs in Kansas City? How do jobs help a community?</p>
MO Standards Alignment
<p><u>Social Studies</u>            K.SS.1.E Describe the character traits of role models within your family or school.            1st.SS.1.E Describe the character traits of role models within your community.            1st.SS.1.F.b Recognize and explain the significance of symbols of your local community.            1st.SS.4.A.b Describe examples of goods and services within your school and community.            1st.SS.4.A.c Describe consumers and producers and the relationship to goods and services within your school and community.            1st.SS.5.C.b Describe human characteristics of your community.</p> <p><u>Language Arts</u>            K.RS.1.A.b Ask and respond to questions about texts read aloud.            1st.RS.1.A.b Ask and respond to relevant questions about texts read aloud.            K.RS.1.A.d Connect the information and events of a text to experiences.            K.RS.1.C.a Determine the connection between text to self (text ideas and own experiences).            K.RS.3.A.a Identify the topic and details in an expository text heard and/or read referring to the words and/or illustrations.            1st.RS.3.C.c Describe the connection between two individuals, events, ideas, or pieces of information in a text.            K.RS.4.A.b Identifying techniques used in media.            1st.RS.4.A.b Explaining techniques used in media.            1st.WS.3.A.c Gather personal and natural evidence from available sources, as well as from interviews with local experts            K/1st.SL.3.A.c Confirming comprehension by retelling information and asking appropriate questions based on read-alouds or other media</p>
Overview and Summary
<ul style="list-style-type: none"> <li>● <a href="#"><u>Before/During/After reading prompts for TEACHERS</u></a> <ul style="list-style-type: none"> <li>○ Teachers will guide students through a discussion before reading by connecting to the student's background knowledge about jobs and Kansas City. The discussion will continue during reading, like an interactive read aloud, with the teacher stopping on specific pages to engage the students in the content. Then following the reading, the teacher will guide students into deeper thinking about the text, as well as view a selection of video interviews with the people featured in the text. Discussion prompts will include a mix of modeling through thinking aloud, turn and talk, and teacher-led conversation.</li> </ul> </li> <li>● <a href="#"><u>Before/After reading prompts for COMMUNITY GUEST READER</u></a> <ul style="list-style-type: none"> <li>○ Similar to the teacher guide, teachers will guide students through a discussion before reading by connecting to the student's background knowledge about jobs and Kansas City, as well as introduce the guest reader. After the reading, the teacher will facilitate an interview with the reader for the students about the reader's own experiences in their job in Kansas City.</li> </ul> </li> <li>● <a href="#"><u>After reading reflection or activity</u></a> <ul style="list-style-type: none"> <li>○ Students will draw and write about a future career they would like to have and the impact of that job on the community.</li> </ul> </li> <li>● <a href="#"><u>Family Letter</u></a> <ul style="list-style-type: none"> <li>○ Send this letter home after reading <i>I Can Be Me in KC</i> for suggestions for continuing the learning at home and information about Turn the Page KC.</li> </ul> </li> <li>● <a href="#"><u>Optional differentiation and extensions</u></a> <ul style="list-style-type: none"> <li>○ Teachers can utilize these optional extensions for gearing up or gearing down their discussions and activities related to the text based on their class dynamics and needs. The intention is for gearing up to be applied to 1st grade and gearing down for kindergarten, but this is also up to teacher discretion. Extensions can be used based on time, teacher or class interest. These are excellent for use in homeschool, after school care, or alternative settings.</li> </ul> </li> </ul>

## Before/During/After Reading Prompts for **TEACHERS**

K/1st Grade	Teacher Says...	Teacher Actions
Before Reading	<ul style="list-style-type: none"> <li>Ask- "What are places you go in Kansas City?" <ul style="list-style-type: none"> <li>Facilitate Turn &amp; Talk and share out</li> </ul> </li> <li>Ask- "What are jobs that people have?" <ul style="list-style-type: none"> <li>Facilitate Turn &amp; Talk and share out</li> </ul> </li> <li>Say- "When we look at our list we can see there are different <b>categories</b> of people and places we thought of—some can be in any city and some are only here in Kansas City. Which of these people and places are special to just Kansas City?"</li> <li>Say- "A community is made up of people and places. In Kansas City, we have lots of different people. The people here have jobs that help our community function. For example, bus drivers help people get where they need to go and teachers help kids learn at school. These are called <b>services</b>. Services are things we pay people to do for us. We also have car salespeople that sell us cars and computer engineers that make video games for us to play. These are called <b>goods</b>. Goods are things we buy from others."</li> <li>Ask- "Let's look at the things we listed earlier and notice which are goods and which are services. Turn &amp; Talk to your neighbor, which of these people or places up here are goods?" (Repeat with services).</li> <li>Say- "Now, we are going to read a book about some of these special people right here in Kansas City."</li> </ul>	<ul style="list-style-type: none"> <li>Record student responses on chart paper labeled "People and Places in Kansas City" <ul style="list-style-type: none"> <li>Note both general (i.e. grocery store, school, doctor, fireman) and specific examples (i.e. Union Station, Gilliam Park)</li> </ul> </li> <li>Use different colors, highlighters, or other demarcation for specific people and places.</li> <li>Write or add <b>category, goods</b> and <b>services</b> words and definitions to word wall or other vocabulary chart.</li> <li>Using two different colors, highlight or underline each person or place listed on the chart earlier to designate them as goods or services. During discussion, restate definitions of each or explain how we know it's a good or service.</li> </ul>

	<ul style="list-style-type: none"> <li>• This is a nonfiction book, so this book is going to tell us about real people!</li> <li>• While we're reading, we'll stop to notice what goods or services these people offer through their jobs and how they help our community."</li> </ul>	
During Reading	<ul style="list-style-type: none"> <li>• (pg 1-2) Ask- "Even though this is a nonfiction book, we still have characters and a setting. Who are the main characters in this book? How do you know that?" <ul style="list-style-type: none"> <li>◦ <i>The boy and girl; they are on the first page; they are the ones telling us the information (narrators)</i></li> <li>◦ <i>Kansas City; we see <u>landmarks</u> of our city like the shuttlecock, fountain, zoo, city skyline/buildings</i></li> </ul> </li> <li>• (pg 3-4) Ask- "What are the kids thinking about on this page?" <ul style="list-style-type: none"> <li>◦ <i>They are thinking about the people working in their community and wondering what kinds of jobs they will have when they are adults, too. They are imagining themselves doing those jobs.</i></li> </ul> </li> <li>• (pg 5-28) As time allows, pause on each page or a selection of pages to discuss: "What is this person's job? How do they help their community?" <ul style="list-style-type: none"> <li>◦ <i>Muralist/artist- create beautiful things for the people to enjoy, make the community look beautiful/exciting (art = good)</i></li> <li>◦ <i>Chef/Baker- make delicious food for people to eat (food = good)</i></li> <li>◦ <i>Musician- creates music for people to enjoy, entertains people, helps people have fun (music performance = service)</i></li> <li>◦ <i>Groomers- cares for our pets, keeps our pets healthy and clean (pet care = service)</i></li> <li>◦ <i>Chef/restaurateur- makes delicious food for people, creates a comfortable and happy place for people to eat together (dining = service)</i></li> <li>◦ <i>Farmer- grows healthy foods for people, takes care of plants (food = good)</i></li> <li>◦ <i>Police officer- enforces laws to protect people, makes sure people are safe (public safety = service)</i></li> <li>◦ <i>Soccer player/athlete- plays sports to entertain people and helps us have fun (sports game = service)</i></li> <li>◦ <i>Clothier/fashion designer- creates cool clothes for people to wear, creates designs that unify our city (clothing = good)</i></li> <li>◦ <i>Doctor- makes sure we are healthy, takes care of us when we are hurt or sick (health care = service)</i></li> <li>◦ <i>Attorney/lawyer- finds ways for our</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Add mentioned landmarks to "People and Places in Kansas City" chart if not already on it</li> <li>• As they are discussed, record each job and how they help their community in a t-chart on chart paper. Use colors from earlier to classify each as a good or service or add this designation in an additional column.</li> <li>• Facilitate turn &amp; talk</li> </ul>

	<p><i>cities to grow and create safe spaces for people to go (public planning = service)</i></p> <ul style="list-style-type: none"> <li>○ <i>Scientist- discovers new ways for people to be healthy (research = service)</i></li> </ul> <ul style="list-style-type: none"> <li>● (p.30) Ask- "What does it mean to "be me"?" <ul style="list-style-type: none"> <li>○ Facilitate Turn &amp; Talk and share out</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Stamp the learning:  <i>"Being me means being true to yourself. It means doing things that are unique and special to you. Everyone has something they are good at that helps them fit their own way into the community. People's jobs are a big part of what makes them help their community in their own special way."</i> </li> </ul>
After Reading	<ul style="list-style-type: none"> <li>● Say- "Like I mentioned earlier, this book features real people from Kansas City. We can learn more about these people and their jobs through listening to interviews with them. An interview is a face-to-face conversation where one person asks questions and the other answers."</li> <li>● While viewing each selection of videos, facilitate discussion around: <ul style="list-style-type: none"> <li>○ <i>Why do you think this person likes doing their job?</i></li> <li>○ <i>What makes this person good at their job?</i></li> </ul> </li> <li>● Say- "Now you are going to start thinking about what kind of job you might like to have one day. Maybe you've already thought about this before or maybe you learned about a new job today. When you think of your job, you are also going to think of how you will help the community with your job."</li> </ul>	<ul style="list-style-type: none"> <li>● Open I Can Be Me in KC website (<a href="https://beingmekc.org/">https://beingmekc.org/</a>) and select 3-4 featured people to view the videos for, based on student/class interest.</li> <li>● Model completing after reading activity using complete sentences and illustration.</li> </ul>

## Before/After Reading Prompts for **COMMUNITY GUEST READERS**

K/1st Grade	Teacher Says...	Teacher Actions
<b>Before Reading</b>	<ul style="list-style-type: none"> <li>● Ask- "What are places you go in Kansas City?" <ul style="list-style-type: none"> <li>○ Facilitate Turn &amp; Talk and share out</li> </ul> </li> <li>● Ask- "What are jobs that people have?" <ul style="list-style-type: none"> <li>○ Facilitate Turn &amp; Talk and share out</li> </ul> </li> <li>● Say- "A community is made up of people and places. In Kansas City, we have lots of different people. The people here have jobs that help our community function. For example, bus drivers help people get where they need to go and teachers help kids learn at school. These are called <b>services</b>. Services are things we pay people to do for us. We also have car salespeople that sell us cars and computer engineers that make video games for us to play. These are called <b>goods</b>. Goods are things we buy from others."</li> <li>● Ask- "Let's look at the things we listed earlier and notice which are goods and which are services. Turn &amp; Talk to your neighbor, which of these people or places up here are goods?" (<i>Repeat for services</i>).</li> <li>● Say- "Now, we are going to read a book about some of these special people right here in Kansas City."</li> <li>● This is a nonfiction book, so this book is going to tell us about real people!</li> <li>● One of these people is here with us to read our book. <i>Introduce the guest reader. Ask them to state their job, and if it is a good or service.</i>"</li> <li>● Say- "While our guest is reading, notice what jobs these people have and how they help our community. Then we'll discuss these at the end"</li> </ul>	<ul style="list-style-type: none"> <li>● Record student responses on chart paper labeled "People and Places in Kansas City" <ul style="list-style-type: none"> <li>○ Note both general (i.e. grocery store, school, doctor, fireman) and specific examples (i.e. Union Station, Gilliam Park)</li> </ul> </li> <li>● Write or add <i>goods</i> and <i>services</i> words and definitions to word wall or other vocabulary chart.</li> <li>● Using two different colors, highlight or underline each person or place listed on the chart earlier to designate them as goods or services. During discussion, restate definitions of each or explain how we know it's a good or service.</li> </ul>

## After Reading

- Say/Ask- "Thank you so much for sharing this book with us today, \_\_\_\_! Students, Turn and Talk to your neighbor, what are some of the jobs you remember hearing about in the book?"
    - *Does not need to be a complete list, just gather several responses.*
  - Say- "All these jobs do something that helps our community. What are some of the ways these people help our community through their jobs?"
    - *Muralist/artist- create beautiful things for the people to enjoy, make the community look beautiful/exciting (art = good)*
    - *Chef/Baker- make delicious food for people to eat (food = good)*
    - *Musician- creates music for people to enjoy, entertains people, helps people have fun (music performance = service)*
    - *Groomers- cares for our pets, keeps our pets healthy and clean (pet care = service)*
    - *Chef/restaurateur- makes delicious food for people, creates a comfortable and happy place for people to eat together (dining = service)*
    - *Farmer- grows healthy foods for people, takes care of plants (food = good)*
    - *Police officer- enforces laws to protect people, makes sure people are safe (public safety = service)*
    - *Soccer player/athlete- plays sports to entertain people and helps us have fun (sports game = service)*
    - *Clothier/fashion designer- creates cool clothes for people to wear, creates designs that unify our city (clothing = good)*
    - *Doctor- makes sure we are healthy, takes care of us when we are hurt or sick (health care = service)*
    - *Attorney/lawyer- finds ways for our cities to grow and create safe spaces for people to go (public planning = service)*
    - *Scientist- discovers new ways for people to be healthy (research = service)*
  - Say- "Let's get to know our guest a little bit more now with an interview. An interview is a face-to-face conversation where one person asks questions and the other answers. I'm going to ask some questions and then it will be your turn to ask them some questions about their job, too."
  - Interview guest reader with 5-6 of
- Record student responses on one side of a t-chart.
  - Record student responses on the corresponding side of the t-chart.

	<p>the following questions:</p> <ul style="list-style-type: none"><li>○ <i>How do you help the community with your job?</i></li><li>○ <i>What do you need to learn or know to be able to do your job as a ____?</i></li><li>○ <i>What do you like most about your job?</i></li><li>○ <i>How did you decide to be a ____?</i></li><li>○ <i>Who helped you get to where you are today?</i></li><li>○ <i>How do you use reading in your job?</i></li><li>○ <i>What were your favorite books as a kid?</i></li><li>○ <i>What do you like reading now as an adult?</i></li><li>○ <i>What do you like doing outside of work?</i></li></ul> <ul style="list-style-type: none"><li>● Say- "Thank you again for sharing your time with us today and telling us about your job! Students, now you are going to start thinking about what kind of job you might like to have one day. Maybe you've already thought about this before or maybe you learned about a new job today. When you think of your job, you are also going to think of how you will help the community with your job."</li></ul>	<ul style="list-style-type: none"><li>● Model completing after reading activity using complete sentences and illustration.</li></ul>
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## After Reading Activity

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

Date: \_\_\_\_\_

Draw a picture of yourself doing a job.

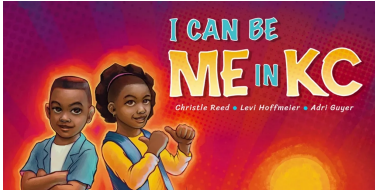
A job I could do is

This job helps my community

by



## Family Letter



Greetings families,

Today our class read a book called *I Can Be ME in KC*. This book features some of the diverse and creative people that make Kansas City such a special place to live. The people in this book are real, local professionals that have made their dreams a reality. Our class discussed how individuals pursuing their interests and developing skills for their jobs also serve our community. We learned about how different types of jobs provide goods or services. Included with this book are video interviews with the featured professionals. You can view these with your child at [www.beingmekc.org](http://www.beingmekc.org).

If you would like to continue this learning at home, below are some suggested conversation starters you can use with your child.

- What jobs do you notice people doing on your way to or from school? Are there people working outside? Are there people working inside buildings? What do you think it would be like to have one of these jobs?
- What is a job you heard about in the book today that interested you? Why is that job interesting to you?
- What is a job you might like to do when you are older? Why would you like to do that job?

This book was created and shared with us by Turn the Page KC:

*The mission of Turn the Page KC is to mobilize our entire community to ensure children gain the literacy skills they need to create a lifetime of opportunity. We focus on ensuring the children of Kansas City achieve reading proficiency by the 3<sup>rd</sup> grade because this is a critical turning point in a child's future academic and life success.*

*Reading instruction happens in schools, but schools alone cannot support all the literacy needs of all children. We support reading proficiency for children by focusing on access to inclusive books, access to quality early childhood learning experiences, parent engagement in children's learning, and access to quality after-school programming.*

## Optional Differentiation Extensions

### Gearing Down

- During Reading T-Charts: Instead of making an additional t-chart during the reading for listing the jobs and how they help the community, just add the jobs to the first chart made before reading (People and Places in Kansas City) and omit adding how they help the community.
- After Reading Activity: Remove the sentence starters from the after reading activity, so students only draw and label a picture of themselves doing a job.

### Gearing Up

- During Reading T-Charts: Students can create their own t-charts to record the jobs and how they help the community during the reading that mirrors, or instead of, what the teacher records on the larger class t-chart.
- After Reading Activity: Remove the sentence starters for tracing on the after reading activity, so students can generate their own complete sentences.

### Extensions

- Charades– In small groups or as individuals, students will draw a job from a bag and act out that job. The class will guess what that job is. Provide dramatic play items if available. Identify if that job is providing a good or service after each act.
- Imaginary 3-D City- As a class, small groups, or as individuals, students create a large 3-D model of a city including streets, 4-5 businesses, and 2-3 other landmarks (parks, landforms, other man-made structures, etc.). Students can use recycled or other craft materials.
- Local Business Research– Generate a Google Map of a nearby shopping district or area surrounding the school. Students will identify local businesses and classify them as providing a good or service and describe how they help the community. If possible, take a field trip to this area. Connect with local businesses ahead of time to receive permission to bring students in to “interview” them about their business.
- Local Business Marketing– Based on your location, identify one or two local businesses that would be willing to collaborate with students. Bring in the business owner and interview them about their business. Students will create an advertisement for their business including an illustration, slogan, address, and essential information like specials or costs. This can culminate in a competitive selection and a final design submitted to the business.
- Business Plans– As a class, generate a list of jobs that students could do right now as a kid. Either as individuals, in small groups, or as a class, select one and create a business plan that includes, list of supplies, price, design, and advertisement.
- Market Day- Using the business plans from the activity above, students create a “shopping market”. Provide students with a variety of craft supplies to create their own goods or organize a service they can do in the classroom. Students create “storefronts” within the classroom, then invite other classes to shop using play money.