

WRITTEN AND ILLUSTRATED BY KELLEN HATANAKA

FOR GRADES K-1

The activities in this guide align with English Language Arts programs for grades K-1, but may also apply to other grades.

ABOUT THE BOOK

With original, inspiring illustrations and visual jokes to interpret on every page, *Work: An Occupational ABC* introduces children to the alphabet and to a range of alternative careers.

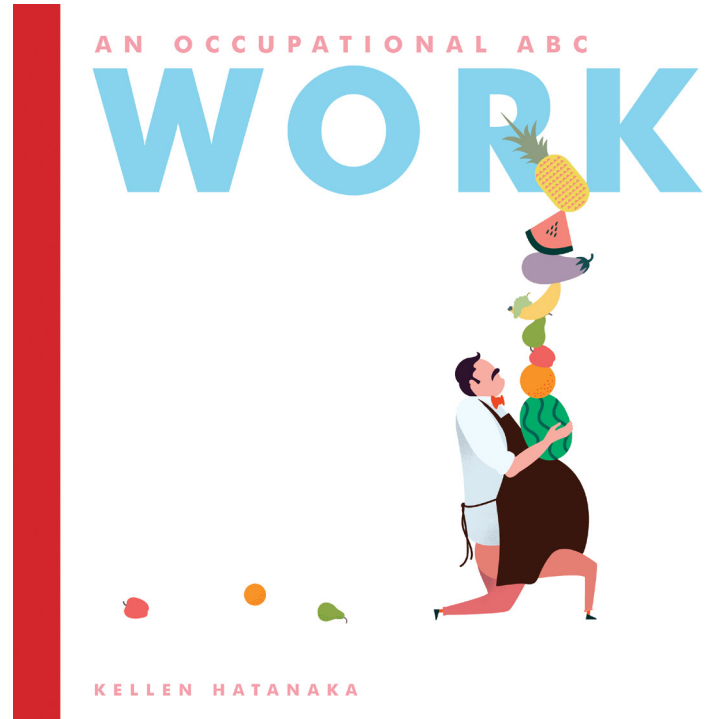
OBJECTIVE

Students will listen to the teacher read the book aloud, extend vocabulary, examine illustration, investigate careers, participate in a class discussion and complete individual activities inspired by the book.

PRE-READING

Show the covers of the book to the class, and say the title aloud. Does everyone know what “occupational” means? Can students guess which letter of the alphabet is represented by the cover? Do students understand that, since there is only one name on the cover, that the author is also the illustrator? Would students rather be an author, an illustrator or both? Show the title page to the class. How is it similar to the cover?

Explain that there may be unfamiliar words in the book. As these come up in the reading, ask students if they can guess the meaning from the illustrations. Define them and keep a list to review again after finishing.



WORK: AN OCCUPATIONAL ABC
Written and illustrated by Kellen Hatanaka

JUVENILE FICTION

Ages 3 to 7

978-1-55498-409-1 | 9 x 9 / 40 pages

Hardcover with jacket | Full-color illustrations

\$16.95

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POST-READING CLASS DISCUSSION

Have a simpler, more traditional “concept” alphabet book on hand, read it to the class, and lead a discussion about alphabet books. How is *Work* different from the other alphabet book? How are they the same? Do students think that either or both of them are supposed to teach the alphabet, or are the authors just using the alphabet as a clever way to introduce another topic or to tell a story? Did any students learn the alphabet by reading a book?

Return to the list of unfamiliar words and review the words and their definitions with the class. Do students know other names for these or similar occupations? Were there many occupations in the book that students were unfamiliar with?

What were students’ favorite occupations, as portrayed in the book? Do they think that these are unusual occupations? Would students choose one of these to pursue? Why or why not? If not any of these, what other jobs are students interested in?

From the book, identify three or four of the occupations most students are interested in, and list them for the class to see. Have the class brainstorm skills that would be most useful in these careers, and add them to the list. Discuss ways those skills could be developed, even while they are still young. *Example: someone who wanted to be a K-9 officer could begin by adopting a dog, caring for and training it.*

Re-read the “want ads” on the last pages of the book, explaining the humor if the students don’t “get” it. Can students suggest other funny sentences that could be added to some of the ads?

Read through the book a second time, stopping to look closely at the illustrations. Ask students to point out any visual jokes they see. Can they find other objects in the pictures that match the alphabet letter being illustrated?

Then lead a discussion about illustration. Do they like this illustrator’s style? Can they define some unique elements of it? *Example: people’s faces are blank, with no eyes or mouth.* Can students identify some common things the illustrator does in more than one picture? *Examples: many of the pictures involve movement of some kind, and often the illustrator involves the letter in the scene, like having the lumberjack chopping the letter “L”.*

See if students can choose a page and suggest a different letter that could apply. *Example: the “E” page stands for explorer, but the same illustration could stand for “D”, for dogsled racer.*

INDIVIDUAL ACTIVITIES

Have students choose two occupations from the book and compare them — one that they would be interested in pursuing and one that they would not be interested in. Why one and not the other? Which skills would be involved for both? Which would take more training? Would they enjoy the work environment? Which do they think would be a better-paid job? More exciting? More fun?

Have students compose a one-page original story about what is happening in one of the illustrations.

Ask students to choose an occupation not in the book, and illustrate that vocation, using the large first letter and an illustration depicting the vocation. Have them write their own “want ad” for the job, and then show the illustration and read the ad to the class.

For a longer project (perhaps for parents’ night) students can write and design their own “thematic” alphabet book using a subject of their own choosing.