

Theme – Work

Guided Reading Lesson Plan

High Riser

This article explains a typical working day for Matt, who does all kinds of jobs in high and hard-to-reach places. The photographs and the design enhance the text.

Features of the text

- Explanation
- Photographs
- Direct quotes
- Chronological sequence
- Time markers

Purpose

'High Riser' can be used to introduce and reinforce the following skills:

- sequencing information;
- making inferences;
- drawing conclusions;
- summarising information.

Introducing the text

Select one or more of these discussion starters:

- How do you think the outside of the windows of high-rise buildings are cleaned?
- How do you think billboards are attached to the outside of high-rise buildings?
- What kind of person would work in dangerous, high places?

Reading and discussing the text

Use some of the following suggestions to guide the students through the text:

- Look through the photographs in 'High Riser.' What do you think this article is going to be about?
- What safety precautions does Matt take?
- What are the good and bad things about Matt's job?

Following up

The students can:

- make a timeline of Matt's day
- draw Matt's safety gear and write an explanation of its purpose
- research and report on another unusual and dangerous job.

Wanted

When Tanya's parents advertise for a new babysitter, Tanya and her brother and sister take action to ensure that they get the right one.

Features of the text

- Narrative
- Emails
- Formal and informal language
- Language of advertising
- Surprise ending
- Opposing points of view

Purpose

'Wanted' can be used to introduce and reinforce the following skills:

- describing and interpreting characters' actions;
- making personal connections with the text;
- analysing the author's choice of words;
- analysing a character's point of view.

Introducing the text

Select one or more of these discussion starters:

- What makes a good babysitter?
- Do you think babysitters should be strict? Why/why not?
- What things would you expect to find in most 'help wanted' advertisements? (job description, skills required, contact details)

Reading and discussing the text

Use some of the following suggestions to guide the students through the text:

- Read to the end of the first advertisement. Why do you think the parents want this kind of babysitter for their children?
- Read the two emails. What is different about the writing styles? What do the styles have in common?

Following up

The students can:

- write a series of emails between two people using a different writing style for each person
- write a biography for one of the babysitters
- write a narrative about the babysitter's first week in her new job.

In My Area

José talks with the people in his area about their jobs.

Features of the text

- Past tense
- Report in the form of a photo essay
- Photographs that provide additional information and support
- Descriptive and factual language
- Introduction

Purpose

'In My Area' can be used to introduce and reinforce the following skills:

- drawing information from two or more sources;
- restating information in the students' own words;
- creating an organising structure for a specific purpose, audience and context;
- identifying relevant facts and details.

Introducing the text

Select one or more of these discussion starters:

- How can photographs help us understand more when they're included in a report?
- Why do people have to work?
- What kind of work would you like to do when you get older? Why?

Reading and discussing the text

Use some of the following suggestions to guide the students through the text:

- Look through the report. What do you notice about the way it is organised?
- Read to the end of the interview with Mack and Tim. What is similar about each of the interviews?
- Read the rest of the report. If you were the author, what extra information would you have included?

Following up

The students can:

- research a job and write a report about it
- interview someone they know about their job and present the information orally or in writing
- write a list of the good and bad things about a job they have researched.

Big Business

Nathan wants to buy the latest computer game, so he has to come up with a way to earn the money that he needs.

Features of the text

- Narrative
- Plot, characters, setting, theme
- Humour
- Dialogue
- First person

Purpose

'Big Business' can be used to introduce and reinforce the following skills:

- making personal connections with the text;
- making, confirming and revising predictions;
- using dialogue and descriptive language to develop plot and character.

Introducing the text

Select one or more of these discussion starters:

- What do kids spend their money on?
- What are some of the ways kids can earn money?
- Have you ever tried to earn some extra money to buy something special?

Reading and discussing the text

Use some of the following suggestions to guide the students through the text:

- Read the first paragraph. What are Richard Branson and Bill Gates famous for?
- Read to the end of page nineteen. How do you think Nathan might earn the money?
- What skills did Nathan have that enabled him to earn the money for the game?

Following up

The students can:

- write a narrative about earning money for a specific purpose
- write a list of the skills they have that could be used to earn money
- compile a glossary of computer terms to display in their home or classroom.

Vanishing Jobs

Technology has caused some jobs to disappear. Two jobs that people used to do are discussed here.

Features of the text

- Report
- Cause and effect
- Sequence markers such as before, at first, then, today
- Photographs, illustrations, diagrams
- Captions
- Headings and subheadings

Purpose

'Vanishing Jobs' can be used to introduce and reinforce the following skills:

- identifying the author's point of view;
- identifying the audience and purpose;
- exploring cause and effect.

Introducing the text

Select one or more of these discussion starters:

- How do you think jobs have changed since a hundred years ago?
- What new jobs do you think there are now that wouldn't have existed then?

Reading and discussing the text

Use some of the following suggestions to guide the students through the text:

- Read the introduction and the first section. As a group, make a diagram showing the history of printing.
- What caused the icemen to go out of business?
- Do you think it's fair that people lose their jobs when new things are invented?

Following up

The students can:

- write a narrative predicting what work might be like in a hundred years
- make a cause and effect chart listing the jobs that have disappeared and the reasons why
- investigate how technology has made some jobs easier and quicker.

