

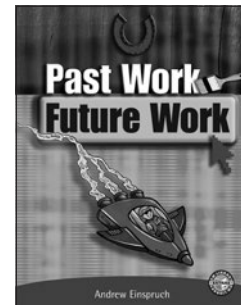
Past Work, Future Work

PM Level 28

Ruby

Text Type Information Report

Running Words 1440



Preparing for Guided Reading

Orientation to the Text

- This text explores why people work, changes in job needs over time, aspects of the Industrial Revolution and the impact of this on families and communities, women in the workforce and the impact of technology on job choices.

Prior Knowledge

- What type of book is this? How do you know? Ask students what they know about non-fiction/informational texts. Discuss all the important features of an informational text (contents, chapter titles, index, captions with photos, glossary, facts). What kinds of words might appear in this text?

Building the Balanced Reader

Grammatical Conventions

- Dashes are used to include extra information within a sentence, e.g. *Until around 1700, people spent most of their working lives on two things – food and shelter.*
- Brackets are used to include examples or extra information, e.g. *professional work (like doctors and lawyers).*
- Complex sentences are made up of an independent and a dependent clause, e.g. *From 1939–45, as millions of men signed up to serve in the military, there was a shortage of workers.*

Vocabulary

Key Vocabulary

business, changes, commerce, conditions, families, farming, future, helpful, industry, machines, money, past, professional, revolution, shelter, strike, technology, trade, unions, useful, work

Spelling

- Explain that some homonyms are also homographs; these are words that are spelt the same but have different meanings, e.g. *present*.
- Identify homophones (words that sound the same but are spelt differently), e.g. *past/passed, two/to, there/their*.
- Locate words ending with *y*, that change the *y* to *i* before adding suffixes such as *ing, es* and *al*, e.g. *industry/industries/industrial; company/companies*.

- Identify words with a *c* making the *s* sound, e.g. *decent, cities, once*.

Visual Literacy

- Discuss the mixture of photographs and illustrations used in the text. Identify other graphics that provide additional information.

Focusing on the Story – Guided Reading

- Talk about how and why jobs change. Discuss why people work. Encourage students to consider what the world would be like if no-one worked.
- Discuss what most people spent their working lives doing before the idea of going to work for someone else was invented.
- Make a list of some surnames that originated from the work people did.
- Discuss the special groups that formed to help improve poor working conditions.
- Talk about people who stay with the same employer, in the same job, all their working life.
- What triggered the information revolution? Discuss the kind of work revolution you think we might see in the future.
- Talk about the meaning of *The Amazing Disappearing Distance*.
- Ask students what they understand by the term e-commerce. Talk about the advantages to businesses becoming more global. What kinds of jobs do students think there will be 50 or 100 years from now?
- Encourage students to consider what kind of work they think they might do as an adult.

Comprehension

- What job choices were available a few thousand years ago? (*Literal*)
- What problems were brought about by the Industrial Revolution? (*Inferential*)
- How have work opportunities for women changed? (*Applied Knowledge*)

Follow-up Activities

- Ask students to draw work tools and equipment for a range of jobs.
- Imagine being able to work in any job for a whole week. Write a story about your adventures in that week.

Past Work, Future Work

Date _____

PM Level 28

Ruby

Learning Intentions

- We are learning to understand that factual texts rely on a range of methods to present information.
- We are learning to model our writing on existing factual texts and our knowledge of the text structure and language features of the text type.

• _____

Success Criteria

- I can interpret information that has been presented in a variety of visual forms in a factual text.
- I can model my own writing on a given text and my knowledge of text structure and language features.

• _____

Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up