

# Working High and Low

PM Level 27

Ruby

**Text Type** Information Report (Informative)

**Running Words** 2280



## Preparing for Guided Reading

### Prior knowledge

- Have students brainstorm the types of careers that would require people to climb very high or go into places deep under the ground.

### Orientation to the text

- In this book, students learn about a wide range of careers that bring workers to unusual places, either high above the ground, or deep below the Earth's surface or under water. They learn about eight of these jobs in detail, including window cleaners and deep sea divers.

## Building the Balanced Reader

### Grammatical conventions

- Discuss how expressions like *But even* and *But despite* are used to introduce an alternative perspective.

### Vocabulary

#### Key vocabulary

*altitudes, astronauts, cavers, chamber, co-operate, engineering, fragile, galley, gouge, investigate, micro-gravity, moonsuit, rappelling, salvage, stalactites, stalagmites, toxic, underground, underwater*

### Spelling

- Discuss the words *stalagmites* and *stalactites*. Have students think of a method for distinguishing between them.

### Visual literacy

- Direct students to look at the photo on p. 24. Have them define each item and explain its use in their own words.

### Focusing on the book – guided reading

- After reading the text on p. 2, have students look closely at the photos and make inferences about the jobs the people in these photos are doing.
- Direct students to read pp. 4–7, and ask if they would feel comfortable working as a high-rise window cleaner. Do they think the advantages, such as the incredible views, would outweigh the dangers?

- Discuss why arborists would need to be very good at determining how strong different parts of trees are, given that they need to attach themselves to trees to do their job.
- Have students look at the photo on p. 14. Ask them if they think flight attendants would be able to have a long, deep sleep on these beds.
- Discuss why astronauts on the space station need to do so much exercise. Discuss how the ease with which they move through the station could lead to their muscles weakening rapidly.
- Ask students if they think underground train drivers have a stressful job, given that they are responsible for the safety of so many people at any one time.
- Discuss some of the dangers of the work done by cave guides. Ask students if they are aware of any accidents that have happened in caves, with people being trapped underground.
- Talk about the fact that the woman on p. 24 is surrounded by heavy equipment, but that when she is underwater her equipment will not feel nearly as heavy. Why might this be?
- Discuss some of the goods that are brought up from underground mines – coal, metals and gemstones. Have students add to this list anything they can think of.

### Comprehension

- What do high-rise window cleaners enjoy about their work? (*Literal*)
- Why do aisles on aircraft need to be kept clear? (*Inferential*)
- Why is it important that sunlight filters to the ground below trees? (*Applied Knowledge*)

### Follow-up activities

- Have students choose one of the jobs in the book and imagine that they are doing this job as an adult. Have them write a diary entry about a typical day's work.

## Learning Intentions

- We are learning how to understand a range of situations that we encounter in everyday life, and understand the impact these have on us.
- We are learning to make predictions about the text based on our knowledge of the structure of the text type, and the typical vocabulary.
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## Success Criteria

- I can identify situations in the text that we encounter in our lives, and can talk about the effect they have on us.
- I can use prior knowledge about the text type and vocabulary to make predictions about the text.
- \_\_\_\_\_

## Guided Reading Notes

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