

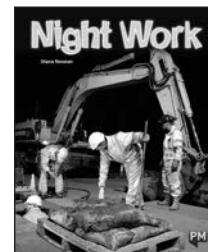
Night Work

PM Level 19

Purple

Text Type Information Report (Informative)

Running Words 477



Preparing for Guided Reading

Prior knowledge

- Talk about the different kinds of jobs that are needed around the clock. Discuss some of the reasons why this can be so important, e.g. fires can break out at any time, so firefighters need to be able to respond at all times.

Orientation to the text

- In this book, the reader learns about a range of occupations that require late-night work. These include emergency workers, bakers, cleaners and airport staff.

Building the Balanced Reader

Vocabulary

Key vocabulary

night, morning, evening, day, station, offices, planes

Content words

workers, problems, machines, emergency, firefighters, emergency, check, accident, alarm, bakery, vacuum, airport, load

Decoding

- Encourage automatic recognition of high-frequency words.
- Apply knowledge of phonics, prefixes, suffixes and scanning across words to assist in decoding unfamiliar words.
- Observe students' ability to predict events in the text, and use strategies to integrate meaning, language structures and visual information as they read. Provide support when necessary.

Focusing on the book – guided reading

- Read the title together and discuss the cover photo. Ask students what they think these workers are doing.
- Ask students if they think it would be difficult to be a night worker. Ask, *When do you think night workers go to sleep? Why do some machines need to be kept going all day and all night?*
- Ask students how they think it would feel to have to wake suddenly and rush out to fight a fire.

- Discuss why it's so important that police and ambulance workers are available to help people at night. Ask students if they think people are able to do their best work after only a small amount of sleep.
- Ask, *Why is it so important that bakers work at night? What do customers expect from bread that they buy from a bakery?*
- Ask students how they think it would feel to clean an office at night. Ask, *What sort of noises do cleaners make that might disturb office workers during the day?*
- Both airport and hotel workers are needed at night because people travel at different times. Ask students to think of other jobs like these that would require 24-hour availability.
- Revise the *ll* digraph, and the effects it can have on the pronunciation of vowels, e.g. *all, called, carefully*.
- Have students identify compound words in the text, e.g. *night-time, everything, firefighters, supermarket, daytime*.

Comprehension

- What are night workers? (*Literal*)
- Why don't firefighters who are on duty sleep at their own homes? (*Inferential*)
- What other important work has to be done at night? (*Applied Knowledge*)

Follow-up activities

- Have students choose one of the jobs discussed in the text and imagine they are working in this field. Have them write a story about a particularly eventful shift.
- Ask students to write a job profile about one of the careers featured in the text. Have them list the job's main goals, and responsibilities, as well as drawing a picture of a person performing this job.
- Ask students to imagine what would happen if every night worker suddenly decided that they no longer wished to work at night. Have them choose one of the jobs in the book and make a list of five consequences.

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Date _____

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Learning Intentions

- We are learning to apply knowledge of high-frequency words, phonics, scanning across words and affixes to decode the text.
- We are learning to make predictions about the text and to integrate our knowledge of reading skills and strategies to derive greater meaning from the text.
- _____

Success Criteria

- I can use my knowledge of high-frequency words, phonics, scanning across words and affixes to assist me in decoding the text.
- I can predict events in the text and use my knowledge of various reading skills and strategies to improve my understanding of the text.
- _____

Guided Reading Notes

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