

NAME _____

On the Job *Ask and Answer Questions*

Directions: Write different types of questions about the pages you read. Then exchange your questions with a partner and answer each other's questions.

Who, What, Where, When Questions





Why, How Questions





What Do You Think? Questions





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On the Job

LEXILE™ 880

→ FOCUS STRATEGIES

→ **Metacognitive Skill**
Make, Revise, Confirm Predictions

To be strategic readers, students must be actively involved with the text and be able to set comprehension goals for themselves. Making predictions prior to and during reading requires that students use available clues to make supportable guesses about the text. They can also draw on their personal knowledge to help them make predictions. Predictions can focus students' reading, and provide a purpose as students read to revise or confirm predictions and create new ones. Students need to be shown the cognitively active processes, such as making predictions, that good readers utilise as they interact with the text. As you preview the book with students, use a think-aloud to model how you use available information to make logical predictions about the text.

→ **Comprehension Skill**
Understand Question/Answer Relationship

Students need to understand the relationship between questions and answers, and where they can find the information they need to answer the questions. They should understand that different types of questions require different types of answers and different thinking processes. As students become adept at generating their own questions and responding to the questions of others, they are better able to apply their knowledge to other comprehension strategies, including internal self-questioning.

→ **Vocabulary Skill**
Suffixes -ist, -ology

As students become more familiar with how words work, they are better able to handle unfamiliar vocabulary as they read. Knowing how to recognise familiar suffixes and/or root words can help them get meaning from what they read. Knowing the meaning of the commonly used suffixes **-ist** and **-ology** will help students widen their vocabulary.

Focus Vocabulary Skill: Suffixes **-ist**, **-ology**

archaeologist	p 22	entomologist	p 20
artist	2, 8, 12	scientist	2, 13, 17, 18
botanist	21	zoologist	19

X-zone

ON THE JOB

→ SUMMARY

What qualities do you need to be a good ice-cream taster? What does a forensic scientist do? *On the Job* explores a variety of interesting and unusual careers. From archaeologist to makeup artist, students will find out what each job entails.

→ OUTCOMES

Students will:

- Understand that reading is an active process requiring the reader to make, revise, and confirm predictions about the text.
- Ask and answer different types of questions and know where to look to find answers.
- Understand that recognising suffixes **-ist** and **-ology** can help them figure out the meanings of many words.

→ ASSESSMENT

- Monitor students' responses and review their completed graphic organisers to determine whether they can ask and answer different types of questions. Note whether they understand where to go in the text to find the answers and when to use their own ideas to answer the questions.
- Note whether students can locate words with suffixes **-ist** and **-ology** in the text and understand how they affect the meaning of the root word. Observe students' responses to determine if they can apply this to other words not in the text.
- Note whether students can use text information and personal knowledge to make predictions about the text. Note whether they revise and confirm predictions as they read.
- Use the quiz at the back of the book to assess students' understanding of the text.

Lesson Plan by **SUSAN HARTLEY**

Before Reading

→ Preview the Book

Build Background

- Write these questions on the board: What career would you like to have? What is the most unusual job you have heard of? Give students a few minutes for thinking time. Then pair students and have them discuss their ideas with each other.
- Call the pairs together and have them share some of the most interesting careers they thought of.

Apply Metacognitive Strategies

- Have students preview the cover of the book. Ask them what they think their build background discussion about careers has to do with this book. Then have them preview the table of contents and make predictions about the jobs listed.
- Model making predictions.
Think-Aloud: Looking at the cover and table of contents of a book helps me make logical predictions about what I read. I can predict that this book is going to discuss different types of careers. Seeing the section head *Ice-cream Taster* makes me think this book will talk about some unusual careers.
- Preview the book with students, encouraging them to make predictions as they view the photos and artwork. As they look at the photographs depicting the different careers, ask them to predict what these jobs are like and what skills are required.
- Have students look at the index to see the topics covered in the book. Encourage them to make further predictions based on this page.

Preview Text Features

- Point out the breakout boxes that provide job descriptions.
- Point out the numbered boxes on page 11 and explain that this part of the text is a procedural text that tells them how to create special makeup effects. Explain that the pictures clarify the text.

→ Introduce the Focus Vocabulary Skill: Suffixes -ist, -ology

- Point out the word **zoologist** on page 19. Explain that the suffix **-ology** comes from Greek and means *the study of*. When combined with the word **zoo**, also from the Greek meaning *living being*, the word **zoology** is formed which means *the study of animals*. When the suffix **-ist** is added to the word, it changes the meaning to *one who studies animals*. Read the sentence in which the word occurs and have students confirm the meaning based on context clues.

→ Set the Purpose

Teacher Tip: This lesson pertains to pages 13–23 of *On the Job*.

Understand Question/Answer Relationships

- Tell students that they will be reading pages 13–23 silently. They will be asking each other questions when they finish reading the section.

Make, Revise, Confirm Predictions

- Remind students to be active readers by revising, confirming, and making new predictions as they read.

Word Skills

- Remind students to use context clues and what they know about words and their structures in order to make sense of unfamiliar vocabulary.

During Reading

→ Focus the Reading

- Have students make predictions every few pages and then read silently to confirm or revise their prediction. Briefly discuss their predictions before having them continue reading.
Pages 13–18: Ask students to predict what a forensic scientist does. Then have them read the pages to find out. Ask them what the root word of scientist is. Model making a prediction prior to reading and revising or confirming it after reading.
Think-Aloud: I have seen *programs* on television where the characters are forensic scientists. They solve crimes by looking at clues, so I predicted that a forensic scientist is a person who analyses clues left at crime scenes. The text confirms my prediction but I also found out that they also have to testify in court.
Pages 19–23: Ask students to predict some -ist careers. Discuss what these careers might be like. Then have them read to check their predictions.
- Have students reread pages 13–23, either silently or with a partner. Monitor their reading and provide support if you feel students are having difficulty.

After Reading

→ Reflect on Reading Strategies

- Discuss with students how making predictions gave them a purpose to read the text. Ask whether they think this helps them be more involved with the text and helps them understand it better.
- Ask students to share strategies they used when their reading didn't make sense.
- Ask what difficult words they found. Use this as an opportunity to teach word attack strategies using the words students list as models for instruction.

→ Introduce the Focus Comprehension Skill: Understand Question/Answer Relationships

Model

- Tell students that some types of questions can be answered by finding information in the book, either on one page or over several pages, while other questions require information from the book as well as what the reader already knows in order to answer them. Model different types of questions and where to find the answers.
Think-Aloud: If someone asked me what a forensic scientist does, I could go back to pages 13–17 to find the answers. The answers are provided in the text, even though I have to search through several pages to find all I need to answer the question. If someone asked me why I think people want to be forensic scientists, I can use what I read about the job plus my own ideas to answer the question. I can't find the answer in the book, but the information there helps me think about an answer. I would probably say that because forensic scientists solve crimes, people want to do this job so they can help bring criminals to justice.
- Point out that answers to questions that start with **who**, **what**, **where**, and **when** can often be found in the text. Questions that begin with **why** or **how** often take more thinking and require the reader to use their own ideas as well as text information. Questions that ask **what do you think?** require the reader to use their own ideas to answer them.

Guided Practice

- Give students a copy of the graphic organiser. Guide students to ask different types of questions about pages 13–17, using the question words **who**, **what**, **why**, **when**, **where** as support. Have them say the questions orally, and have others respond and tell where they found the information to answer the questions.

→ Independent Practice

- Have students complete the graphic organiser independently for pages 18–23. When they are finished, have them exchange their questions with a partner and answer each other's questions.

→ Vocabulary Skill: Suffixes -ist, -ology

- Write the word **entomologist** on the board. Point out the letters **olog** from the suffix **-ology** and the suffix **-ist**. Tell students that the root word **entomo** comes from Greek and means *insect*.
- Have students explore the meanings of the words **botanist**, **archaeologist**, and **palaeontologist** by checking the dictionary for the origin of the root word.
- Write the following words on the board: **cardiology**, **cardiologist**, **genealogy**, **herpetology**, **criminologist**, **orthodontist**, **meteorology**. Have students predict the meanings of the words and then check by referring to the dictionary.
- Challenge students to list other words in the **-ology** family.

→ Apply the Lesson

- Have students read the rest of the book independently. They can:
 - Use the graphic organiser to ask questions about other parts of the book.
 - Use what they know about word structures to read unfamiliar words.
- For students who need more support, guide them to read another section of the book, using this lesson as a model.