

Past Work, Future Work

Small Group Reading

Before reading

Spelling Remind students that synonyms are words that have the same or similar meaning. Ask students to think of as many synonyms for the word *work* as they can. Students may suggest words like *job*, *profession*, *labor*, *toil*, *skill*, and *trade*. Explain that work is a universal activity; people go to work every day around the world. Ask students about work that family members do.

During reading

Ask students the following questions as you read each chapter together.

CHAPTER 1

- What job choices were available a few thousand years ago? (literal)

CHAPTER 2

- Why do people work? (literal)
- What would the world be like if no one worked? (inferential)

CHAPTER 3

- Before people started working for someone else, what did most people spend their working lives doing? (literal)

CHAPTER 4

- What was the Industrial Revolution? Where did many people work? (literal)
- What was the significance of this revolution? (inferential)

CHAPTER 5

- What problems came with the Industrial Revolution? (inferential)
- What groups formed to help improve working conditions? (literal)

CHAPTER 6

- How would you feel about working at the same job your whole life? (personal response)

CHAPTER 7

- How have work opportunities for women changed? (inferential)

CHAPTER 8

- What triggered the Information Revolution? (literal)

CHAPTER 9

- What is e-commerce? (literal)
- What advantages are there to businesses becoming more global? (critical thinking)

CHAPTER 10

- What kinds of jobs do you think there will be 50 or 100 years from now? (personal response)

After reading

Students may complete BLMs 1 and 2 after you provide instructions for each activity.

Using graphic organizers Have students complete the word puzzle and draw work tools and equipment needed for various professions on BLM 1.

Grammar Explain to students that prepositions show a relationship between words. For the second activity on BLM 1, students fill in the blank of each sentence with an appropriate preposition. **(BLM 1)**

Tell students to imagine being able to work in any job for a whole week. Have them write about it. **(BLM 2)**

Fluency Instruct students to select a chapter from the text and read it aloud to an adult at home.

➔ Find the words

Ten types of work are hidden in this word puzzle. Can you find them?

adweldersrwteachererastronautauaspilottnurseelectricianriagardenerplumberplmchchemistudent

➔ Tools of the trade

Jobs need tools and equipment. Draw and label pictures of tools and equipment for these jobs.

<p>Computer programmer</p>	<p>Lawyer</p>	<p>Farmer</p>
<p>Barber</p>	<p>Police officer</p>	<p>Train engineer</p>

➔ Prepositions

Fill in the blank of each sentence with a preposition from the box.

1. Until the Industrial Revolution, most people worked _____ farms.
2. Ask someone _____ being a pilot in 1900 and you will probably get a blank stare.
3. Most people go _____ work for money.
4. But some people work _____ other reasons.
5. Global businesses deal _____ people all over the world.

with
for
about
to
on

➔ Dream job

Imagine being able to work in any kind of job for one whole week! Write a story that explains what you did during this week. Tell about the fun times, the scary times, the exciting times, and the challenging times that you have. Remember to proofread your work.

A week in the life of a _____

