

Mobile Days

Small Group Reading

Before reading

Ask students what they would expect a book called *Mobile Days* to be about. Using the contents page as a guide, start completing the first part of a KWL chart: what do students “Know” about each of the topics and what do they “Want to know”? After reading, complete the “What I have learned” section.

Grammar As you read the text, point out prepositions, such as *after*, *before*, and *by*. Discuss how prepositions show a relationship between words in a sentence.

During reading

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

NOMADS—THE FIRST MOBILE PEOPLE

- Why might there be pressure from governments for the Bedouins to settle in one place? (inferential)

TRAINS MADE THE WORLD SMALLER

- How did the invention of the steam train help to make the world smaller? (literal)

AND THEN CAME THE CAR

- How did cars contribute to the growth in the economy? (inferential)

HUMAN TURTLES

- What are the benefits and drawbacks of mobile homes? (inferential)

FASTER AND FASTER, FURTHER AND FURTHER

- How would you feel about traveling on a highway with no speed limit? (personal response)

MOTION IS NOT ACTIVITY

- Do you think the author is an advocate of our mobile society? Why or why not? (inferential)

DON'T WORRY, WE'LL COME TO YOU

- Why might a library need to be mobile? (literal)

THINGS ON THE MOVE

- How have mobile phones changed? (literal)

MOVING INTO THE FUTURE

- What new mobile technologies might we have in the future? (personal response)

After reading

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

Using graphic organizers Have students use the text to complete a time line of key events in mobile technologies from the 1800s to the current day. **(BLM 1)**

Using graphic organizers Tell students to complete a “PMI,” or Pluses, minuses, and interesting information, chart on the author’s perspective: “Is all this moving around a good thing?” **(BLM 2)**

Spelling Explain to students that when two words describe the same noun, they often use a hyphen to show their relationship. With students, look back through the text for terms such as *hand-held computer* and *built-in pointer*. Then ask students to offer some terms on their own that would be hyphenated.

Fluency Instruct students to select a favorite section of the text and read it aloud to an adult at home.

➔ Time lines

Searching within the text, find and record the key events in mobile technologies, such as the invention of the car. List them in chronological order, according to each of the following time periods.

pre 1800s

- _____
- _____
- _____
- _____

1800s

- _____
- _____
- _____
- _____

1900s

- _____
- _____
- _____
- _____

2000s

- _____
- _____
- _____
- _____

