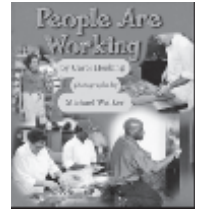


People Are Working

by Carol Hosking

photographs by Michael Walker



Book Summary

A nonfiction story about the work that needs to be done before a museum can open to the public.

Features of the Book

- Clear photographs, including insets, to support the text and show close-up detail.
- Repetitive text using two main structures.
- The use of question marks, exclamation points, and quotation marks.
- The depiction of different occupations.
- The high-frequency words – “are” and “you.”

Purpose

People Are Working can be used in a guided reading setting to introduce and reinforce the following skills and strategies:

- S** using a range of punctuation to read expressively;
- S** using visual clues to monitor that reading is making sense;
- S** summarizing the main parts of the story;
- S** innovating on an original story line to write another version.

Introducing the text

Talk to the children about a visit they have had to a museum or similar place.

- *What did you see there?*
- *What kinds of jobs did you see people doing there?*
- *What kinds of jobs do you think would need to be done before the museum opened each day?*

Look at the photographs in the book to confirm the children’s ideas and encourage discussion. Read the title and names of the author and photographer to the group.

Reading the text

- S** Using a range of punctuation to read expressively.

- S** Using visual clues to monitor that reading is making sense.

- S** Summarizing the main parts of the story.

Pages 2 to 4 – Use the photographs on each page to predict the new vocabulary.

- *What do you think this person’s job is?*

Introduce the word “early” to the children and clarify when this would be referring to by comparing it to what the children would be doing at a similar time.

- *What time might the museum open?*

Discuss the idea of getting ready.

Pages 5 to 7 – Discuss the jobs that each person is doing. Look at the specific vocabulary associated with these, for example, “elevator” and “escalator.”

Pages 8 to 11 – Discuss the use of the question marks and exclamation points and how they help the children to read the text with expression.

Page 12 – Highlight the use of direct speech and the punctuation associated with this.

Children now read the book independently.

Revisiting the text

Locate the words that have “ing” endings in the story.


- *Do you know any other words that end in this way?*

Record these on the board.

Look at the onset and rime in the words “display” (page 11) and “may” (page 12). List others the children know.

Following up

- S** Innovating on an original story line to write another version.

 The children could write about what they think would happen at school each day before they arrived. They could list all of the people who work there and the different jobs they need to do early in the morning.

- B** Complete the blackline master opposite.