

HighWire
MAGAZINE

Cool Jobs

What's Cool for You?

People discuss their ideal jobs

High Riser

Hanging about for a living

Out of This World Consultancy

Would you like to work on Mars?



Volume 8, Issue 2 Teacher Guide



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Cool Jobs

Teacher Guide

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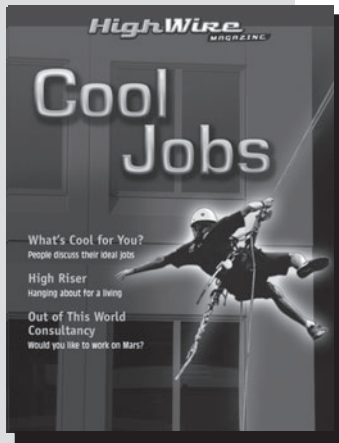
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The lesson plans in this Teacher Guide are supported by the *High Wire Magazine* Program and Assessment Guide. The Program and Assessment Guide contains:

- an overview of the components and features of *High Wire Magazine*
- a scope and sequence chart that outlines the key reading strategies that are highlighted in each issue of *High Wire Magazine*
- supporting information about the needs of adolescent readers
- descriptions of the instructional strategies, approaches, and activities used in the lesson plans
- assessment masters for the key reading strategies.

Brief explanations of instructional strategies are provided in the sidebar of the lesson plans alongside the first use of each strategy.



Cool Jobs

Key Reading Strategy: *Making Inferences*

The lesson plans in this issue of *High Wire Magazine* highlight the reading strategy of Making Inferences. Opportunities to practice this strategy are indicated by the symbol ★. For more information on this strategy, see page 9. **Assessment Master 9** in the Program and Assessment Guide can be used for this strategy.

Curriculum Link: social studies

Introducing the Magazine

Setting the Scene

Tell the students that this issue of *High Wire Magazine* is about the jobs some people do and how they came to do those jobs. It is also about the choices people make and the ways they make those choices.

Making Connections

Ask the students to think about the different kinds of jobs they know about – from their parents, family friends, movies, TV, books. Ask questions such as the following:

- What jobs do you think are cool?
- What makes a job cool?
- Is it important for a job to be cool? Why?

The selections in this issue of *High Wire Magazine* include both fiction and nonfiction. Spend some time previewing a variety of genres before you start reading the selections.

Lesson Focus

Note making
Monitoring for meaning
Making connections

About This Selection

Three people with very different jobs are profiled in this article. They describe how they became interested in their jobs, what an average day is like, and why they enjoy their jobs.

Word Talk

Glossary words:

prioritize, virtual, reef, detonation, adrenaline, privilege

Other vocabulary:

programming languages, hooked, engineer, trench, physical, degree, records, explorer

Word Splash

Key words from the text are “splashed” or written onto an overhead transparency or chart paper. Students use the words to predict the content of the text.

Extra Help

Encourage students to retell what they have heard in their own words to monitor comprehension.



Teaching Tip

Model the use of visual organizers to record thinking and make notes (for example, T-chart, K-W-L chart). A web or tree chart is useful for organizing notes into groups.

What's Cool for You?

page 2

Before Reading

Word Splash

Read aloud the title of the selection. Write some of the words in “Word Talk” on a piece of chart paper or a transparency. Have the students use this vocabulary to predict the content of the selection.

Making Connections

Ask the students these questions:

- Do you have an after-school job?
- Do you know what you want to do when you finish school?
- What are you good at? Could your talent be turned into a job?
- Do you know what training you will need to get the job you want?

Discuss writing a résumé. Have the students think about their skills that could be used in the workforce. Record these on a piece of chart paper.

During Reading

Monitoring for Meaning

Have the students skim the text and identify any words or ideas that are unfamiliar or confusing. Spend time clarifying any trouble spots, and reiterate strategies that students can use to extract meaning from a text. Some ideas could be using a dictionary, asking a friend, reading on, using visual cues, or using the context.

Read Aloud

Read aloud the text on page 2 and the top of page 3, modeling fluency and allowing the students to hear the correct pronunciation.

Note Making

Photocopy and enlarge the first page of this selection to use as the focus for making notes. This will include the following:

- identifying key words and phrases to make point-form notes in their own words
- rereading and asking questions such as these: What part of this section is most important? What does the author want me to know about this topic? What did I find interesting? What other questions do I have? Does this remind me of anything I have read or seen?
- using a combination of key words and answers to the questions to generate the content of the notes.

Have the students choose one of the people in the article to make notes about.

Organize the students into groups according to the people they have chosen to write about. Ask them to share and compare their notes and to discuss the differences and similarities within their groups.

Silent Exchange

Students write an open-ended question. The questions are passed around the group, with each student writing a response to each question. At the end, they discuss the responses.

Text Reformulation

Text reformulation is simply transforming a text into another type of text, for example, from a newspaper article into a poem.

After Reading

Making Connections

Go back to the Making Connections questions in Before Reading.

- Do you know what you want to do when you finish school?
- What are you good at? Could your talent be turned into a job?

Ask students these questions again and discuss whether their ideas have changed through reading the article.

Note Making

Discuss, with the whole class, effective note-making strategies. Have the students discuss what aspects of note making helped them to understand the text. Encourage them to look at the differences in their understanding between the text they took notes on and the rest of the article. Encourage the students to share any strategies that worked well for them. Create class reference materials to display for future use.

Silent Exchange

Have the students carry out a Silent Exchange on the topic of jobs. When they have all written their responses, have them discuss their viewpoints in small groups.

Questioning

Encourage students to further engage with the text by Questioning: in pairs, they could develop three interview questions they would like to ask the people in the article.

Text Reformulation

Encourage the students to write an advertisement for their perfect job, including all the criteria they think would be essential to attract them to the position.

Lesson Focus

Making Inferences
Questioning

About This Selection

This article takes readers minute by minute through a morning with Matt, a high-rise climber who thinks he has the best job in the world.

Word Talk

Glossary word: *rappel*

Other vocabulary:

billboard, high-rise, crucial, climbing gear, helmet, leg harness, safety, daisy chain, unclips, crane, helicopter

Probable Passage

The teacher lists key words from the selection and the students discuss them. They may be asked to arrange the words into categories. The students then use the words to fill in the blanks of a Probable Passage (one that might occur in the text) or to write their own Probable Passage.



Teaching Tip

For students who are struggling with the concept of implicit clues, use the model It Says—I Say—And So. It will encourage students to make personal connections to the text and think about its meaning. Practice with different literary forms: poetry, fiction, nonfiction, plays.

It says	I say
And so	

High Riser

page 10

Before Reading

Making Connections

Ask the students these questions:

- What jobs involve working at extreme heights?
- How does your body respond when you are up very high?
- Can you see yourself doing something 200 feet off the ground? Why/why not?

Probable Passage

Discuss the vocabulary in “Word Talk,” including the contexts in which they are commonly used. Make copies of Probable Passage **BLM 1**. Ask the students to categorize the words according to their possible functions. The students can then either fill in the blanks of the prepared passage in **BLM 1**, or they can use the words to write their own prediction of what the text will say. Review it together.

During Reading

★Making Inferences

Tell the students that Making Inferences is the process of connecting what’s in a text with their existing knowledge and then making a conclusion about something that is not explicitly stated. In other words, they will be “reading between the lines.” Making Inferences involves bringing together pieces of information to predict, hypothesize, think critically, and understand themes.

Model asking inferential questions by reading the introductory passage on page 10. Ask the students questions such as these:

- Whose perspective do you think this article is written from?
- How can you tell?

Asking Questions

Questions help the students to read for a purpose. Discuss things they would like to find out from this article, and record them on the board.

Have the students read the text independently. When they have finished, discuss how many of their questions were answered. Discuss any questions that were not answered and how they could find out the answers.



After Reading

Graphic Organizer

Have the students create a timeline or a chain of events, using the information in the text.

Text Reformulation

Have the students create a poem or write a newspaper article about Matt.

Lesson Focus

Making Inferences

About This Selection

Eli wants to be a jazz pianist, but his teacher and father think he should explore more sensible options. This story follows his search for the middle ground.

Word Talk

Glossary word: *baton*

Other vocabulary:

pharmacist, income, plan B, professional, focused, sensible, moneymaker, researching, option

Anticipation Guide

An Anticipation Guide contains several statements that relate to the text topic or theme. Students use the guide to prompt their thinking before they read a text.

Say Something

Students work in pairs, taking turns to read sections of text aloud. The reader pauses occasionally to say something about the text, for example, a prediction, question, comment, or connection.

Somebody Wanted But So

Students choose a character from the text and create a sentence saying what the character wanted, what stands in the character's way, and how the conflict is resolved.

Note by Note

page 14

Before Reading

Anticipation Guide

Make copies of the Anticipation Guide **BLM 2**. Students agree or disagree with each statement before they read Note by Note.

Either give out copies of the guide and have the students work through them individually, or write the statements on the board and have the students record whether they agree or disagree.

Hold a class discussion about the students' responses. Start with a simple hand count as to whether they agree or disagree, then ask for volunteers to share why they think the way they do. Record some of the key ideas on a T-chart headed "Agree" and "Disagree."

During Reading

★Making Inferences

Remind the students of what making inferences involves.

Model how to infer using a Double-Entry Journal headed "Words from the text" and "I infer." Refer to the last paragraph on page 16, and in the first column write "Be good to see you there." Ask the students these questions:

➤ What does Mr. Schuman think of Eli? How do you know?

Have the students complete their own Double-Entry Journals as they read the rest of the text.

★Say Something

Working in pairs, have the students carry out a Say Something activity. Ask them to focus on the characters' motivations – why a character is acting in a certain way.

After Reading

Somebody Wanted But So

Have the students summarize the plot of the story by carrying out a Somebody Wanted But So activity.

Key Reading Strategy: Making Inferences

Making Inferences requires students to relate the content of the text to their existing knowledge and then derive meaning about something that is not explicitly stated in the text. Explicit information is names, dates, and facts. Implicit details are those that require “reading between the lines” to make predictions, form opinions, or draw conclusions. Making Inferences is the process of synthesizing this information to understand the writer’s message.

Demonstrate inferring by using facial expressions, tone of voice, and body language, and have the students identify what you are saying or doing. Demonstrate how different tones, expressions, and attitudes can send a different message with the same words. You can also teach inferring by using cartoons (such as *The Far Side*) and talking about what a reader has to infer to get the humor.

Model the process of inferring, using language such as the following:

- I realize that ...
- Based on ... I predict that ...
- Based on this evidence, I think ...

Reading and Discussing the Page

Read aloud the introductory paragraph on page 20, and discuss the students’ responses to the questions about Eli. Encourage them to use language similar to the language you used in the modeling process.

Have the students read the chart on page 20. Ask them to reread “Note by Note” and try to find statements from which they can make an inference like the ones in the chart.

Read the “Try It Out” section aloud. Make sure the students understand exactly what they need to do. Give them time to carry out the exercise independently. Then organize the class into groups of four to compare their inferences on **BLM 3**, Making Inferences.

Ask the students to read the “For Real” text. Have them think of times in their lives when they have had to make this sort of inference.

Lesson Focus

Monitoring for meaning
Making Inferences
Making judgments

About This Selection

This interview with Kim Crosby outlines his career change from banker to owner of a sea kayak tour company and looks at the pros and cons of his decision.

Word Talk

Glossary words:

fleet, stable

Other vocabulary:

transform, practical

experience, employ,

lifestyle, paycheck,

benefits, scenery,

decisions, pressure



Teaching Tip

Preteach important concepts and vocabulary. Take five minutes to examine a particular paragraph that contains an unfamiliar word or concept. Model how to use the context to define the word or concept.



Reflection and Metacognition

Have the students discuss how identifying text features helped support them to understand the text.



Assessment Tip

Look for students who show an understanding that shows that they have seen beyond the obvious. This could include reading between the lines or picking up on subtle clues, such as references to facial expression or tone of language.

A Change for the Better

page 22

Before Reading

Text Features

Have the students look through the selection, identifying text features (title, photographs, questions and answers, words in bold).

Discuss the purpose of each feature, and show how the features help them predict the meaning of the text, locate information, categorize content, and make connections between the text and the visuals (photographs).

Ask the students questions such as the following:

- Why is it clear that this text is an interview?
- Is an interview the only type of text that uses the question–answer format? What are some other examples?

During Reading

Guided Reading

Tell the students that you want them to focus on the questions below as they read the selection. Record the questions on chart paper so that they are clearly visible as the students are reading.

Focus questions for pages 22 and 23:

- Why did Kim make the change from banker to tour guide?
- Why do you think he named his company Wild Heart Adventures?

Focus questions for page 24:

- What are some of the disadvantages of Kim's new lifestyle?
- What sort of person is Kim?
- ★Why is it important for Kim to always be available to clients? What might happen if he decided to take some time away from the phone and computer?

Making Judgments

When the students have read to the end of the interview, ask them to form these judgments:

- ★What is the most important piece of advice Kim offers?
- What is his most interesting advice?

After Reading

Graphic Organizer

Have the students use the information in the text to create a T-chart on the pros and cons of making a change in career.

Lesson Focus

Making connections
Monitoring for meaning

About This Selection

This graphic text is an advertisement for a job as a project manager. It is designed like a typical advertisement, except the job is located on Mars.

Word Talk

Vocabulary: *dome, landscape, atmosphere, project manager, applicants, advanced space mining techniques, minimum*



Teaching Tip

During the questioning process, make sure your questions focus on what is important, what you wonder about, or what you don't know as opposed to checking whether the students have read the text.

Scales

A Likert scale asks students to rate their level of agreement with a statement on a range from "strongly disagree" to "strongly agree."

Out of This World Consultancy

page 26

Before Reading

Making Connections

Ask the students to brainstorm related ideas, concepts, and vocabulary; recall what they have learned about the topic; or list questions they might have about the topic. (For example, the main topic is cool jobs, but they could think about the topic of life in outer space.)

To help students determine a purpose for reading, ask questions such as the following:

- What does this advertisement tell you about the job?
- Does the job sound appealing? Why/why not?

During Reading

Monitoring for Meaning

Remind the students to monitor for meaning as they read (that is, recognize when confusion occurs and identify strategies to resolve it). Have the students list some strategies they could use, such as rereading, using prior knowledge, asking someone for help, reading on, and reading slowly. Have the students read the text and ask questions such as these:

- Why do you think the advertisement emphasizes the environment on Mars before the requirements of the job? Would it make a difference if it were the other way around? How?

Have the students restate what they have read, either in writing or by telling someone else.

Ask questions such as the following:

- Does the illustration help you read the text? How?
- What else might you need to know if you were considering taking this job?

After Reading

Scales

Prepare a scale ranging from "strongly agree" to "strongly disagree." Have the students rate statements about the text and support their ratings. These are some possible statements:

1. This advertisement is a very effective one.
2. Lots of people would want to do this job
3. I could do a better job writing this ad.



Creative/Aesthetic Response

Have the students pretend they are going to Mars. Have them list five things they could not do without, giving reasons why. Make sure they consider the different way of life on Mars.

Lesson Focus

Making connections

About This Selection

In this selection, an aspiring chef writes to a guidance counsellor. The counsellor explains the steps to take to find out if this choice is right for her.

Word Talk

Vocabulary:
experimenting,
programming, insurance



Assessment Tip

Look for students who display an understanding of the material that shows that they have seen beyond the obvious. This could include reading between the lines or picking up on subtle clues, such as references to facial expression or tone of language.



Teaching Tip

Have the Double-Entry Journal templates copied in advance for each pair of students.

Ask an Expert: Career Choices

page 28

Before Reading

Making Connections

Ask the students questions such as the following:

- What steps are involved in making a career choice?
- What do you want to do when you finish school?
- Five years ago, what did you want to do after finishing school?
- How many times has your life's passion changed?
- How do these desires change as we get older?

During Reading

Double-Entry Journal

A Double-Entry Journal can help students determine what is important in the text. It also assists them in developing inferential and critical thinking. Because the key reading strategy for this issue is inferring, have the students focus on inferential thinking. Have the students create a Double-Entry Journal with the headings "Words from the text" and "I infer." Ask them to fill it in while they are reading the text.

After Reading

Text Reformulation

Give the students the choice of reformulating the text into a poem or a graphic organizer.

Featured Graphic Organizer: Plus-Minus-Interesting Chart

A P-M-I chart is a simple way of sorting information when students are trying to make a decision. It is basically a pros (plus) and cons (minus) chart, with the advantage of an extra column for interesting points, whether positive or negative.

Reading and Discussing the Page

Ask the students questions such as these:

- What is a plus-minus-interesting chart?
- Have you ever used one before? For what purpose?
- What do you think a P-M-I chart is best for?
- Do you think a P-M-I chart is easier to use than a pros and cons T-chart? Why/why not?

Read aloud the introductory passage. Have the students read through the chart, and make sure they understand everything. Point out that the different colors are used to show the difference in the subject matter. Find out whether the students can think of anything to add to any of the columns.

Ask the students to choose a sport, a recreational activity, or a job they know something about, and have them complete **BLM 4**, Plus-Minus-Interesting Chart, using their chosen job, sport, or activity. If they find it difficult to choose, have them select something from this issue of *High Wire Magazine*. Have them swap their work with a partner and add any other ideas they may have on the topic.

Featured Project: Find Your Ideal Job!

Materials required: a copy of the local newspaper, paper, and pen or pencil

Display a chart with a list of jobs/careers or some websites with career information.

Read aloud the introductory passage. Discuss with the students what their ideal jobs are, and elicit their reasons. List some of their responses. At grade 7, there may be only a few students with a firm idea of their ideal job.

Have the students read through the instructions, and make sure they are aware of exactly what they need to do. You may need to provide some examples of job descriptions for students to look at. Make sure the students are aware of the difference between a job description and an advertisement for a job vacancy.

You may decide to have the students work in pairs or small groups for the part of the activity that involves identifying and listing common skills. The part that deals with writing the job description must, however, be done independently.

Set the students a reasonable amount of time to complete the tasks, and then have them share and compare their ideas. Have them publish their job descriptions, adding appropriate graphics, and display them.

Probable Passage

Name: _____ Date: _____

What to do:

- Read and discuss the list of key words below, which have been taken from the story “High Riser” (*Cool Jobs*, pages 10–13).
- Insert the words below into the passage at the bottom of the page, and check that the passage makes sense with the words you’ve added.

billboards
high-rise
crane

helicopter
crucial
fear

rappels
safety

helmet
leg harness

climbing gear
unclips

By 10:00 a.m., Matt could find himself hanging from a rope 200 feet in the air.

Not many of us would like the thought of that! For Matt, however, it’s all in a

day’s work. He cleans the windows of _____ buildings and takes

down _____ when they need to be moved. Sometimes, he needs a

_____ or a _____ to help him. So the right _____

is absolutely _____. This includes wearing _____ equipment

such as a _____ and a _____ to stop him from falling.

Luckily, Matt doesn’t have a _____ of heights. When he’s finished

the job, he _____ down the side of the building until he reaches the

ground and _____ himself from the safety harness.

Anticipation Guide

Name: _____ Date: _____

What to do:

- ➔ Before reading “Note by Note” (*Cool Jobs*, page 14–19), read the statements in the table below. In the first column, write your response: strongly agree, agree, disagree, or strongly disagree.
- ➔ Read the article, then look back at the statements. Have you changed your ideas? Write your new response in the final column.

Response before reading	Statement	Response after reading
	People think too much about what might happen to them in the future. They should just enjoy today.	
	I envy people who know what they want to be doing in ten years.	
	You could have four or five career changes during your working lifetime.	
	Even dreams can become a reality if you want them to.	
	Earning good money in a job isn't everything.	

Making Inferences

Name: _____ Date: _____

What to do:

- As you read “A Change for the Better” (*Cool Jobs*, pages 22–25), use your own background information and clues from the text to gather information that is not explicitly stated. This is called inferring. Write your inferences in the blanks beside the quotations provided in the table below. Then write some other text quotes in the blanks in “The Text Says” column and add your inferences.

A Change for the Better

The Text Says	I Infer
“We’ve never looked back.” (page 23)	
“I have no one to answer to but myself.” (page 24)	
“Loving what you do is not enough.” (page 25)	

Plus-Minus-Interesting Chart

Name: _____ Date: _____

What to do:

- ➔ Read the P-M-I chart (*Cool Jobs*, page 30). Amit has used the chart to organize his ideas about being a chef.
- ➔ Think of a job you would like to do in the future, or choose a job described in one of the articles.
- ➔ Complete the P-M-I chart below. In the “Plus” column, write the advantages – the reasons why you would like to do the job. In the “Minus” column, write the disadvantages. Finally, in the “Interesting” column, write anything that could be positive or negative.
- ➔ When you have finished, swap your work with a partner and ask your partner to add any other ideas she or he has on the topic.

Job: _____

Plus	Minus	Interesting