



# YOU DO WHAT FOR A LIVING?

Compiled by Joanna Emery

Illustrated by Bojan Redzic

**TEXT TYPE:** Non-fiction: Description—Brochure  
**GUIDED READING LEVEL:** R

**SUMMARY:** Deciding on a job when one grows up can be difficult; there is an endless variety of interesting careers to choose from. Everyone has heard of police officers, doctors, and lawyers. Some careers are very unique. Laughter therapist, vermiculturist, and ice cream taster are some of the unusual jobs featured in this brochure.

## TEXT FEATURES

- headings
- subheadings
- sidebars
- 'Did You Know'? boxes

## VISUAL LITERACY

- illustrations
- photographs

## TEXT SUPPORTS

- supportive, leading questions

## POSSIBLE TEXT CHALLENGES

- unfamiliar career names, e.g., 'vermiculturist,' 'therapist'
- difficult words used, e.g., 'ventilation,' 'partially,' 'insured,' 'Unappetizing'
- print layout

## FOCUS COMPREHENSION STRATEGY

- evaluating

## FURTHER COMPREHENSION STRATEGIES

- predicting
- making connections: text to self

## ORAL LANGUAGE OPPORTUNITIES

- Think-Pair-Share strategy
- job interview (option 3 in Focused Rereading)

## WORKING WITH WORDS

- word solving and building: uses a range of strategies to read multi-syllabic words, e.g., connecting one word with another
- language predictability: uses context and some basic strategies such as background knowledge and rereading the sentences to work out word meanings

## ASSESSMENT OPPORTUNITIES

Observe each student's ability to:

- form opinions about the content
- back up their opinions with evidence from the text
- be flexible and confirm or adjust their opinions
- critique the author's craft
- make predictions using design features

## ASSESSMENT TOOLS

Select from the following:

- Evaluating Strategy Checklist
- Comprehension Strategies Anecdotal Record

**Text and Visual Literacy  
Features and Predicting**

---

## BEFORE READING

### **Activate and build prior knowledge**

- Ask the students why the title is presented in the form of a question. Display the cover of the book and ask, *What do you notice about the font and design of the title? Why is the word ‘What’ larger than the other words in the title? Allow the students to make predictions about the text based on the design features of the cover.*

### **Introduce supports and challenges**

**ESL NOTE:** Review ways of forming interrogative sentences (questions) using an auxiliary-subject-verb format (*Do they like apples?*), ‘wh’ words (*Where do you live?*), and raising a voice at the end of a word, group of words, or declarative sentence.

**Word Solving and Building**

- Direct the students to the word ‘vermiculturist,’ on page 4. Break the word into two parts: ‘vermi’ and ‘culturist.’ Say, *What do you think vermi might mean? What do you think a vermiculturist might do?*

**Language Predictability  
and Making Connections:  
Text to Self**

- Direct students’ attention to the word ‘opaque’ (not allowing light to pass through) in the page 5 sidebar section titled ‘Bins.’ Look at the characteristics of what makes an appropriate bin for holding worms. Based on the features of the text, as well as the background knowledge of some students, ask students to determine what opaque might mean from the context.

**Evaluating**

### **Set a purpose for reading**

- Tell students they will be reading to see if the author provides enough information and details on each of the jobs presented in the text. Present copies of the BLM to students. As students finish a section on each job they can circle the response they feel best represents their opinion.

### **Provide for early finishers**

- Any students who finish early can discuss the BLM they completed with a partner.

---

## DURING READING

### **Monitor reading**

- Students should be using context to figure out the challenging words highlighted. Provide appropriate prompts, e.g., *Remember how I thought about what it would be like inside a bin with a lid on it? It would be very dark. As I read on, I read the lid should keep light out. I figured out that opaque must have something to do with keeping things dark or not letting light in.*

### **Observe**

- Determine if the challenges highlighted are the ones students are having. Similarly, look for the use of strategies suggested.

## AFTER READING

---

### Evaluating

#### **Revisit the purpose for reading**

- Provide students with the opportunity to complete the entire BLM. The following can then be used as a Think-Pair-Share activity (see Oral Strategies in the *Grade 4 Literacy Support Guide*). The first student presents their evaluation on one of the jobs discussed in the text. The partner listens and then paraphrases what the first student said. The partner then shares their own evaluation on another job presented in the brochure. The process continues until all the evaluations have been discussed.

#### **Check on outstanding challenges**

- Review the observations made during the reading to determine any areas students had difficulties with.

#### **Note successful strategy use**

- Note a student who successfully uses a strategy when reading, e.g., *Sunil really thought about what might be discussed in the brochure. The first time I saw him do this was on page 6, after reading ‘What Does an Ice Cream Taster Do?’ Before he read on he said to me, ‘It sounds like fun, but I think they do things we don’t know about.’*

## FOCUSED REREADING

---

Three options are provided for focused rereading in the next Guided Reading lesson. Choose an activity that meets the needs of your students, or you might select a Reader Response activity from the *Grade 4 Literacy Support Guide*.

### Synthesizing

#### **Written**

- Ask students to select one of the jobs they read about and write a job advertisement (show examples from the classifieds section of a newspaper). The advertisement may include the following: job title, description of duties, training required, and so on.

### Predicting

#### **Artistic**

- Ask the students to create designs based on one of the text’s headings: ‘Good For a Laugh,’ ‘A World of Worms,’ ‘One Cool, Sweet Job,’ or ‘Other Curious Careers.’ These designs should help readers predict what information will be contained in the section.

### Evaluating

#### **Oral/dramatic**

- Explain to students they are going to work in pairs to create questions for a job interview, which they will also conduct. One student creates a list of questions about one job and asks a partner the questions in an interview. The students reverse roles for another interview, and then discuss how they did as an interviewer and interviewee.

## Evaluating the Info...

Name: \_\_\_\_\_

After you read the section describing each job, circle the answer that describes how you feel about the information presented. Also, remember to complete 'The reason I answered this way is' questions.

<b>Job</b>	<b>My Opinion of the Author's Description</b>
<b>Laughter Therapist</b>	<ul style="list-style-type: none"><li>• Excellent information – I know all I need to know!</li><li>• Good information – I learned a fair bit.</li><li>• More information, please – I think more could have been said...</li></ul> The reason I answered this way is:
<b>Vermiculturist</b>	<ul style="list-style-type: none"><li>• Excellent information – I know all I need to know!</li><li>• Good information – I learned a fair bit.</li><li>• More information, please – I think more could have been said...</li></ul> The reason I answered this way is:
<b>Ice Cream Taster</b>	<ul style="list-style-type: none"><li>• Excellent information – I know all I need to know!</li><li>• Good information – I learned a fair bit.</li><li>• More information, please – I think more could have been said...</li></ul> The reason I answered this way is:
<b>Other Curious Careers</b>	<ul style="list-style-type: none"><li>• Excellent information – I know all I need to know!</li><li>• Good information – I learned a fair bit.</li><li>• More information, please – I think more could have been said...</li></ul> The reason I answered this way is: