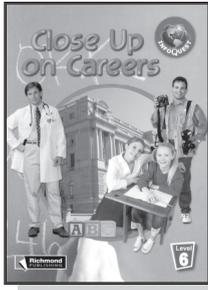


## Student Book Notes—*Close Up on Careers*



### Synopsis

*Close Up on Careers* explores a variety of different jobs and profiles some of the people involved in them. The book includes some suggestions for beginning to think about future careers, and it highlights the huge range of choices available.

### Vocabulary Development

*contractor, curator, font, live broadcast, professional, voluntary work*

### Challenges in the Text

technical language; biographical text

### Cross-Curricular Connections

social studies; science

### Learning Outcomes

Students will:

1. explain how to begin thinking about a future career.
2. recall ways computers are used in everyday life.
3. display an understanding of the main categories of scientists.

### For Independent Readers

Provide these questions before students read the text:

- When should you start planning a career?
- Which present-day careers didn't exist fifty years ago?
- Why do people now often change careers?
- How can you find out more about careers?

### Visual Elements

Students have the opportunity to:

1. read illustrations with labels.
2. view cartoon-style illustrations.
3. view a variety of photographs and illustrations.
4. view double-page spreads.

### Purposes for Reading

Possible choices include:

1. to learn about some types of media.
2. to learn about careers involved in the care of people.
3. to learn about the careers of some famous people.

### Critical Thinking

Students have the opportunity to:

1. match job descriptions with a range of different jobs.
2. compare the roles of veterinarians and doctors.
3. organize and summarize information about a possible future career.

### Special Features

- Start thinking about your future. "In Focus" will get you started.
- Make your own magazine. "Try This!" shows you how.
- Check out "Profile" and discover how a childhood hobby became a career.
- How many careers can you find? Test your skills with "Fact Finder."

## Guiding Learning

### Before Reading

Read the title to students. Ask, *How do people choose their careers? Do people always end up in the job they expected?* Make a list of common responses to these questions for the “After Reading” session.

### During Reading

Key text to guide:

**Pages 4–5:** Ask, *What are some ways people can start thinking about a future career?* Have students respond and then read these pages independently.

**Pages 6–13:** Say, *Read to the end of page 13 and find out about some different media careers.* (Share read with students needing support.) When students have finished, discuss the different kinds of jobs that are involved in the communication industry. Then turn to page 9 and choose students to match the jobs with their descriptions.

**Pages 14–17:** Ask, *How many different kinds of health professionals do you know?* Give students time to respond before having them read to the end of page 17. When students have finished, reread page 14 and discuss some of the more obscure careers.

**Pages 18–21:** Say, *Although doctors’ and veterinarians’ patients are different, their professional roles have many similarities. Read to the end of page 21 and find out what some of these are.* When students have finished, discuss some of the similarities and differences.

**Pages 22–25:** Share read these pages with students. Discuss the three main areas of science, and then help students understand what each of the scientists on page 23 does. Highlight the fact that each of the scientists on pages 24 and 25 became interested in their respective fields at a relatively young age.

**Pages 26–27:** Say, *Some careers may seem stranger than others. Read pages 26 and 27 and discover a few.* When students have finished, have them select their least likely career from these pages.

**Pages 28–29:** Challenge students to find and list as many different careers as they can.

### After Reading

Responding: Reread the responses from the “Before Reading” session. Then invite students to consider and amend their answers based on what they have read.

## Thinking Activity Master 3

### My Dream Career: Organizing and Summarizing Information

Read through the activity with students. Ensure students understand that although they may change their minds when they get older, many people end up in careers that they started thinking about when they were quite young.

# My Dream Career

Name \_\_\_\_\_ Date \_\_\_\_\_

Using what you have read and observed, write to record about a career.

My dream career: \_\_\_\_\_

Qualities I already have for the work: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Other qualities I would need: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Education required (what kind, where, how long, etc.): \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Why I would choose this career: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

“Plan B”—Three other possible careers, just in case the first one doesn’t work out, and why they interest me:

_____	_____
_____	_____
_____	_____

# Nonfiction Assessment Record

**Book Title:** *Close Up on Careers*

Student \_\_\_\_\_ Date \_\_\_\_\_

Say, *Read pages 4 and 5 silently.*  
 Ask, *Why should you be the person who makes the final decision on your future career?*

Did the student understand that she or he knows her or himself better than anyone else? (Learning Outcome 1)

Say, *Read pages 6 through 11 silently.*  
 Ask, *How are electronic media and print media different?*

Was the student able to specify the main difference between the two? (Purpose for Reading 1)

Ask, *What are the different jobs of television producers and directors?*

Was the student able to match the information? (Critical Thinking 1)

Say, *Read page 12 silently.*  
 Ask, *What are three ways we commonly use our computers?*

Was the student able to recall at least three different ways? (Learning Outcome 2)

Say, *Read pages 14 through 19 silently.*  
 Ask, *What are four professions involved with helping people?*

Was the student able to locate the appropriate information on page 16? (Purpose for Reading 2)

Ask, *How are the roles of doctors and veterinarians similar and different?*

Did the student specify at least one similarity and one difference? (Critical Thinking 2)

Say, *Read pages 22 through 25 silently.*  
 Ask, *What is the main difference between life science and physical science?*

Did the student display an understanding of the main difference? (Learning Outcome 3)

Ask, *How are the careers of Scott Hocknull and Margaret Mead similar?*

Did the student recognize the early start, the passion involved, or a similar concept? (Purpose for Reading 3)