

Before You Read

Look at the title of the article and the picture. Ask yourself an active reading question, "What does this article seem to be about and what do I already know about the topic?"

Use what you know.

- 1. I know that cars are made in _____
- 2. It takes a lot of workers to make cars because _____

THINK ABOUT IT

I know that cars are made in factories. There must be a lot of people working on them.

Ask yourself questions.

- 1. What did Henry Ford do that was different?
- 2. What is an assembly line?

THINK ABOUT IT

My cousin Becky worked in a factory. The factory didn't make cars, but all factories are probably a lot alike.

After You Read

Build a robust vocabulary.

Matching Words Match the words with their definitions. Write the letter.

- | | |
|---------------------|---|
| _____ 1. robots | a. a fixed amount of money paid at regular times for the work a person does |
| _____ 2. factory | b. products that are developed using knowledge from science and industry |
| _____ 3. unskilled | c. a building where products are made by machines |
| _____ 4. technology | d. not needing a special skill or training |
| _____ 5. salary | e. mechanical devices that perform tasks |

Sentence Completions Complete each sentence using a word from the box.

afford

computers

expensive

factory

mechanic

robot

salary

skilled

technology

unskilled

1. A carpenter is an example of a _____ worker.
2. I don't think we can _____ a new car.
3. These \$70 shoes are very _____.
4. I need a _____ to work on my car.
5. We use _____ at work to look up information.

Word Building Look at the following words. What is the same about all of them?

friend

friendly

unfriendly

friendship

Each word has the same **root**, or base word. The root can help you figure out a word's meaning. Underline the root in each word above. Compare answers with a partner. Discuss what each word means. Use the meaning of the root word to help you define the word.

Read these words. Draw a circle around the root word in each word. Use the meaning of the root word to help you understand its meaning.

view

preview

views

viewing

Complete each of the sentences by choosing a word from the box above.

1. I will be _____ that movie tomorrow.
2. We saw a _____ of the new movie.

TIP: When you read, you may find a long word that you do not know. Does the word have a root that you do know? Look closely to see if the root word hints at the word's meaning.

Writing Activity Complete this paragraph by using words from the word list on page 15. Reread the definitions, if necessary.

The first cars made were very _____. Henry Ford changed the way _____ made cars. He wanted people to be able to _____ his cars. He used _____ workers to build the cars. Today new _____ allows cars to be made even faster.

Think about your reading.

Check your comprehension. Answer each question. If you don't know the answer, reread the lines in parentheses.

1. When did Henry Ford start his car company? (line 16)

2. What new idea did Henry Ford come up with for his factory? (lines 21–25)

3. How long did it take to make a car in Henry Ford's improved factory? (line 34)

4. What do factories use computers for today? (line 57)

Use reading skills: Classify information.

When you **classify** information, you organize the information in different ways. You can classify jobs as night jobs or day jobs, for example. You can classify jobs as office work or factory work.

Classify information. Read the following paragraph. Then complete the sentences.

Before assembly lines, most factory workers were skilled. They were carpenters. Or they were mechanics. They needed special training to do their jobs. After assembly lines, workers in factories could be unskilled. They needed to learn one job. They could be very good at this job. But they did not need to learn any other jobs.

- 1. Carpenters and mechanics are similar because they are both _____
- 2. Factory workers are similar because they are _____
- 3. All the workers described above are similar because they _____

Use a graphic organizer.

You can use a chart like the one below to classify information. Fill in the chart by classifying the following workers as skilled or unskilled: plumbers, mechanics, convenience store clerks, laborers, carpenters, plumber’s assistants, drivers, stock persons, farm workers, teachers.

Skilled Workers	Unskilled Workers
Plumbers	Convenience store clerks

Write About It

Write sentences.

Think about what it would have been like to work on Henry Ford’s assembly line. Write five sentences that describe your experience.

Prewriting On your own or with a partner, write some details that will help you write your sentences.

1. What part of the car would you want to work on?
-
2. Would you want to build a whole car or part of a car?
-
3. How do you feel about doing the same job every day?
-
4. Fill in the graphic organizer with details about working on the assembly line.

Main Idea

Today I worked on an assembly line doing _____

Detail

The job I do is _____

Detail

What I like

Detail

What I don’t like

Thinking Beyond Reading Think about these questions and discuss them with a partner. Add ideas to the graphic organizer as you talk.

- How does it feel to work on an assembly line?
- Does anyone work with you?
- How long does it take to do your job?

Write your sentences. Write your final sentences. Use the details in your chart to help you write. Remember that a sentence expresses a complete thought or idea. It always begins with a capital letter. It always ends with a punctuation mark. Usually it ends with a period or a question mark. Sometimes it ends with an exclamation point.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Revise and edit. Check your sentences for these points:

- Did you write in complete sentences?
- Do your sentences relate to each other?
- Did you use correct spelling and punctuation in your sentences?