The Minnesota Literacy Council created this curriculum with funding from the MN Department of Education. We invite you to adapt it for your own classrooms.

Beginning Level (CASAS reading scores of 181-200)

“Looking for Work”: Week 1 of 2

Unit Overview
In this 2-week unit learners will practice vocabulary to describe different jobs, and begin developing skills for three parts of the job search process: reading job ads, filling out applications, and job interviews. Although learners at this level usually cannot complete these tasks with proficiency, they can begin to develop basic skills that will be noticed by employers and help them in other areas of their life.

Focus of Week 1
- Job titles and job duties
- Expressing work preferences and skills
- Reading job ads
- Talking about work hours and availability

Focus of Week 2
- Job titles and job duties
- Complete a basic job application
- Answer basic interview questions
### “Looking for Work” Unit: Week 1, Monday

<table>
<thead>
<tr>
<th>Objectives</th>
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<td><strong>Literacy:</strong> read and write common entry level job titles</td>
<td>• Handout: <em>Looking for Work</em></td>
</tr>
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<td><strong>Listening/speaking:</strong> identify one task for each job title</td>
<td>• Handout: <em>Job Title Flashcards</em></td>
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<td>• Handout: <em>Reading Test Practice</em></td>
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<td><strong>Grammar:</strong> use simple present tense and subject-verb agreement to describe work actions, (ex. I work in the morning. She works as a nurse’s aid.)</td>
<td>Props, Technology, or Other Resources</td>
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<td><strong>Transitions &amp; Critical Thinking:</strong> create pie charts to represent data about students in the class; draw conclusions about student data</td>
<td>• Post-it notes (two different colors, if possible)</td>
</tr>
<tr>
<td></td>
<td>• Tape and set of student scissors</td>
</tr>
</tbody>
</table>

### Lesson Plan

#### Warm up for today’s Lesson

**Description:** In small groups, learners brainstorm job titles they know  
**Materials/Prep:** (none)

#### Activity 1: Listening & Speaking, Transitions & Critical Thinking

**Description:** Learners survey each other about work and create pie charts to represent their data  
**Materials/Prep:** copies of *Looking for Work* and post-it notes.

#### Activity 2: Listening/speaking, Literacy

**Description:** Introduce job title vocabulary and practice with vocabulary flashcards  
**Materials/Prep:** copies of *Job Title Flashcards* 

#### Activity 3: Literacy

**Description:** Practice reading skills needed for the CASAS Life and Work Reading Test  
**Materials/Prep:** copies of *Practice Reading Test* 

#### Activity 4: Checking for Understanding

**Description:** Learners name the job title based on hearing about the job duties.  
**Materials/Prep:** (none)
Teacher Directions: Warm Up: Literacy

Divide learners into pairs or small groups. Each group writes down as many job as they can think of in 5 minutes. Remind them that spelling is not important.

During the activity, walk around noting which job titles they are already familiar with.

After 5 minutes, have each group share 1 or 2 jobs. Do NOT share the full list.

Teacher Directions: Activity 1: Listening & Speaking, Transitions & Critical Thinking - Materials: Looking for Work

Step 1: Context
Tell learners that they are going to learn about different jobs and how to look for jobs.

Step 2: Guided Practice
Practice the questions and answers on the Looking for Work handout several times.

Step 3: Independent Practice
Model how to ask each student in the class the two questions and record their answer with a tally mark.

Learners mingle asking each other the questions and recording answers on the handout with tally marks. As learners finish, have them check their work by making sure the total number of tally marks for each question matches the number of students in the class.

Step 4: Create Pie Graphs
Charts and graphs may be new to some learners, depending on their prior schooling. Here’s one way to model making a pie chart:

1. Use post-it notes of two different colors (or write yes or no on each note). Count the number of “yes” answers and put as many post-its on the board. Count the number of “no” answers and put as many post-its of a different color on the board.

2. Arrange the post-its in a circle.

3. Draw a circle around the outside edge and lines through the middle. Shade each section of the pie chart. Ask: Did more people say “yes” or “no”?
Step 5: Drawing Conclusions

After learners have completed the pie charts on their handout, talk about the results. Use more, most, a few. Write 1-2 conclusions on the board as full sentences (ex. Most students in our class are looking for work. A few students have jobs.)

Teacher Directions: Activity 2: Literacy, Listening & Speaking

-Materials: Job Title Flashcards

Prep: Decide how you will demonstrate vocabulary meaning

Bring in pictures, use a laptop and projector to do image searches in the classroom, draw or act out each job.

Step 1: Vocabulary Introduction

Before you distribute the handout...

Demonstrate each job title with one of the methods above.

Say the job title and ask learners to repeat several times.

Ask: What does a _____ do? Where does a _____ work? (Try to elicit words that learners already know but don’t introduce new vocabulary yet).

Write the job title on the board, read it together several times (tell learners not to write yet, you will give them the words on paper later)

Distribute Job Title Flashcards

Read the job titles, questions and answers. Learners repeat.

Step 2: Learners create flashcards

Read the directions together.

Model the directions.

Repeat the directions as the whole class acts them out.

Hand out scissors and tape and allow work time for learners to create and practice with their flashcards.
**Step 3: Partner practice**

With another volunteer or learner model the following:

One person in each pair is the “teacher”, one is the “student”
The teacher holds the flashcard with the job title facing the student.
The teacher reads the questions on the back of the card: *What does a ____ do? Where does a ___ work?*
The learner answers in his/her own words, if he can. If not, they study the back of the card together.
After several minutes, they switch roles.

(ask learners to bring their flashcards back to class every day!) – give any extra copies of the handout to the coordinator for use later in the week.

**Teacher Directions: Activity 3: Literacy - Reading Test Practice**

**Step 1: Independent Practice**

Before distributing the questions, remind learners that this is practice for their reading test. During the test they should not talk, look at their notebook or dictionary, or look at other learners’ papers.

Model how to read the questions first, then the information above, then go back and circle the correct answer.

Give everyone 3 minutes to complete questions 1-2. Use this time to walk around the room and see who has easily mastered this skill and who might need extra practice.

**Step 2: Reviewing Answers**

Use a projector to show the questions. Invite a student to come up and circle the correct answer. They should also circle the information above the questions that helped them find the correct answer.

If there is much dispute about the correct answer, discuss all the answers as a class and model how to eliminate wrong answers.
Teacher Directions: Activity 4: Checking for Understanding

Learners put away papers from today. Read a job duty for one of the job titles studied today. Learners try to name the job. Make sure that each student answers at least one question.

Example:

Teacher: *cleans and fixes buildings like schools, churches, apartment buildings.*
Students: *a custodian!*
**Looking for Work**

**Do you have a job?**

<table>
<thead>
<tr>
<th>Yes, I do</th>
<th>No, I don’t</th>
</tr>
</thead>
</table>

**Are you looking for work?**

<table>
<thead>
<tr>
<th>Yes, I am.</th>
<th>No, I’m not.</th>
</tr>
</thead>
</table>

**Draw the graphs**

- Have a job/ don’t have a job
- Looking for work/ not looking for work
### Job Titles Flashcards

Cut the dotted line. Fold the card. Tape the card. Practice the words.

<table>
<thead>
<tr>
<th>Job Title</th>
<th>What does a [Job Title] do?</th>
<th>Where does a [Job Title] work?</th>
</tr>
</thead>
<tbody>
<tr>
<td>doctor</td>
<td>Take care of sick people.</td>
<td>A clinic or hospital</td>
</tr>
<tr>
<td>teacher</td>
<td>Teach students</td>
<td>a school</td>
</tr>
<tr>
<td>cook</td>
<td>Cook food</td>
<td>A restaurant, or cafeteria</td>
</tr>
</tbody>
</table>

*What does a doctor do? Take care of sick people.*

*Where does a doctor work? A clinic or hospital.*

*What does a teacher do? Teach students.*

*Where does a teacher work? A school.*

*What does a cook do? Cook food.*

*Where does a cook work? A restaurant, or cafeteria.*
<table>
<thead>
<tr>
<th>Role</th>
<th>What does a {role} do?</th>
<th>Where does a {role} work?</th>
</tr>
</thead>
<tbody>
<tr>
<td>manager</td>
<td>Tell other workers what to do</td>
<td>in all kinds of companies</td>
</tr>
<tr>
<td>cashier</td>
<td>Take money and make change</td>
<td>In a store</td>
</tr>
<tr>
<td>delivery driver</td>
<td>Drive things to different companies</td>
<td>in a delivery truck</td>
</tr>
<tr>
<td>sales person</td>
<td>Help customers shop</td>
<td>A store</td>
</tr>
<tr>
<td>Job</td>
<td>What does a {job} do?</td>
<td>Where does a {job} work?</td>
</tr>
<tr>
<td>--------------</td>
<td>--------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>custodian</td>
<td>Clean and fix a building</td>
<td>in all kinds of buildings</td>
</tr>
<tr>
<td>mail carrier</td>
<td>Bring mail to houses and stores</td>
<td>Outside and in a mail truck</td>
</tr>
<tr>
<td>nurse</td>
<td>Take care of sick people.</td>
<td>A clinic or hospital</td>
</tr>
<tr>
<td>seamstress</td>
<td>Sews clothes</td>
<td>At home or in a store</td>
</tr>
</tbody>
</table>
1. What does the prep cook do?
A. Clean the restaurant
B. Apply for a job
C. Make food in a restaurant
D. Prepare desserts

2. How can you apply for this job?
A. Call the restaurant
B. Prepare a salad
C. Use the Internet
D. Saturday from 2:00-10:00

**PREP COOK** – prepare vegetables and salads for Martin’s Restaurant, Tues-Sat. 2-10. Apply at martinsrestaurant.com.
“Looking for Work” Unit: Week 1, Tuesday

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learners will be able to...</strong></td>
<td><strong>Make Student Copies</strong></td>
</tr>
<tr>
<td><strong>Literacy:</strong> read and write common entry level job titles</td>
<td>- Textbook: <em>Stand Out Basic, 2nd Ed.</em>, p. 122-123</td>
</tr>
<tr>
<td><strong>Listening/speaking:</strong> identify one task for each job title</td>
<td>- Handout: <em>Reading Test Practice</em></td>
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<td><strong>Listening/speaking:</strong> ask and respond to the questions “What do ___ do?” and “Where do ___ work?”</td>
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<td>- Job Title Matching</td>
</tr>
<tr>
<td></td>
<td>- ESL Volunteer Tutor Manual, 2012, p. 147</td>
</tr>
<tr>
<td></td>
<td>- Job Title Flashcards (from yesterday)</td>
</tr>
<tr>
<td></td>
<td>- Scissors, tape</td>
</tr>
</tbody>
</table>

**Lesson Plan**

**Warm up and Review of Previous Lessons**
*Description:* learners mingle and match job titles with a sentence about job duties

*Materials/Prep:* copy and cut apart one set of **Job Title Matching** cards.

**Activity 1:** Literacy, Grammar
*Description:* write and say simple present sentences about people’s jobs

*Materials/Prep:* copies of *Stand Out Basic, 2nd Ed.*, p. 122-123

**Activity 2:** Literacy, Listening & Speaking, Grammar
*Description:* learners act out job duties and write sentences about jobs in simple present tense


**Activity 3:** Literacy
*Description:* Practice reading skills needed for the CASAS Life and Work Reading Test

*Materials/Prep:* copies of **Reading Test Practice**

**Activity 4:** Checking for Understanding
*Description:* learners quiz each other with their flashcards from yesterday.

*Materials/Prep:* a few extra copies of **Job Title Flashcards** from yesterday.
Teacher Directions: Warm-up and Review: Literacy
- Materials: cut apart one set of Job Title Matching Cards

Step 1: Model the Activity
Write on the board: I have a ________. What do you have?
Deal out all the cards. Model asking others one by one (without showing your card), “What do you have?” until you find a match.

Step 2: Independent Practice
Learners mingle trying to find a match for their card(s). They bring completed matches to the teacher to check.

Teacher Directions: Activity 1: Literacy, Grammar
- Materials: Stand Out Basic, 2nd Ed. p. 122-123

Step 1: Worksheet
Complete pages 122-123 section by section, repeating new vocabulary and sentences several times.

Step 2: Sentences about Classmates
Write on the board a sample sentence about your own job using this format: Janet is an office worker. She works in an office. She uses a computer.
Elicit information about jobs that students or their family members have. (NOTE: stick with current jobs so that you can demonstrate present tense sentences.)
Write these sentences on the board. Learners copy the into their notebook.
Point out the ‘s’ on any third person regular verbs (ex. works, uses). Tell students: we write an ‘s’ on verbs after ‘he’, ‘she’, or ‘it’.

Step 3: Independent writing
Using the sentences on the board as a model, learners write 1-2 more sentences about the jobs of someone they know.
Teacher Directions: Activity 2: Literacy, Listening & Speaking, Grammar

Step 1: Vocabulary Review

Write on the board: **He is a ___________. He _________________.**


After each job title is guessed. Call on one person to talk about the job in a full sentence using the prompt on the board.

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Teacher Directions: Activity 3: Life Skills, Literacy

-Materials: *Reading Test Practice*

Step 1: Independent Practice

Before distributing the questions, remind learners that this is practice for their reading test. During the test they should not talk, look at their notebook or dictionary, or look at other learners’ papers.

Model how to read the questions first, then the information above, then go back and circle the correct answer.

Give everyone 3 minutes to complete questions 1-2. Use this time to walk around the room and see who has easily mastered this skill and who might need extra practice.

Step 2: Reviewing Answers

Use a projector to show the questions. Invite a student to come up and circle the correct answer. They should also circle the information above the questions that helped them find the correct answer.

If there is much dispute about the correct answer, discuss all the answers as a class and model how to eliminate wrong answers.
Teacher Directions: Activity 4: Checking for Understanding

-Materials: Job Title Flashcards (students who were here yesterday will each have a set)

Learners quiz each other by asking the questions on the back of each card. Learners absent yesterday can use this time to make their own set of cards.
## Job Titles Matching

Cut cards apart. Learners mingle to find matches. They bring matches to the teacher to check.

<table>
<thead>
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manager
Tell other workers what to do

cashier
Take money and make change

delivery driver
Drive things to different companies

sales person
Help customers shop
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Reading Test Practice

Sonia is a custodian for a large apartment building. She cleans the hallways, fixes broken things, and takes care of the grass and plants outside. There is a lot of work to do every day but she likes her job.

1. What does Sonia do?
   A. She is a custodian.
   B. She is very busy.
   C. She is a housekeeper.
   D. She likes her job.

2. How does Sonia feel about this job?
   A. It is too much work.
   B. She cleans the dirty hallways.
   C. She likes her job.
   D. Saturday from 2:00-10:00
“Looking for Work” Unit: Week 1, Wednesday

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<td><strong>Learners will be able to...</strong></td>
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</tr>
<tr>
<td><strong>Life skill:</strong> identify at least five common entry-level jobs</td>
<td>• Handout: What do I like to do?</td>
</tr>
<tr>
<td><strong>Transition &amp; Critical Thinking:</strong> identify criteria for choosing a job; draw conclusions about advantages and disadvantages of different jobs.</td>
<td>• Handout: Why do you want this job?</td>
</tr>
<tr>
<td><strong>Grammar:</strong> construct simple sentences with conjunction “because” to describe job choices (ex. I want to be a nurse because I like to help people)</td>
<td>• Handout: Practice Reading Test</td>
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<td><strong>Handout:</strong> What do I like to do?</td>
<td>• Handout: Job Title Flashcards</td>
</tr>
<tr>
<td><strong>Handout:</strong> Why do you want this job?</td>
<td></td>
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<tr>
<td><strong>Handout:</strong> Practice Reading Test</td>
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<td><strong>Handout:</strong> Job Title Flashcards</td>
<td></td>
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**Lesson Plan**

**Warm up and Review of Previous Lessons**
**Description:** play “flyswatter” with job title vocabulary from this week  
**Materials/Prep:** two flyswatters or other slapping device

**Activity 1:** Transitions and Critical Thinking  
**Description:** complete a work preference questionnaire and select job titles that match preferences  
**Materials/Prep:** copies of **What do I like to do?** Handout, a few copies of **Job Title Flashcards** from Monday

**Activity 2:** Grammar  
**Description:** learners complete sentences about their own preferences and those of their classmates  
**Materials/Prep:** copies of **Why do you want this job?** handout

**Activity 3:** Literacy  
**Description:** practice reading skills needed for the CASAS Life and Work Reading Test  
**Materials/Prep:** copies of **Practice Reading Test**

**Activity 4:** Checking for Understanding  
**Description:** use the circle drill activity with questions from activity 1 (ex. Do you like to work outside?)  
**Materials/Prep:** ESL Volunteer Tutor Manual, 2012, Circle Drill, p. 57.
Teacher Directions: Warm-up and Review: Listening & Speaking, Literacy
- “Flyswatters”

Write the words on the whiteboard or tape the words or pictures to the wall.

Divide learners into two teams. Representatives from each team come to the board and each gets a flyswatter. Act out the word, read a simple definition, or give an example. The students compete to be the first to “swat” the correct word or picture.

Award point to the team that swatted first and call two new representatives up to the board.

Teacher Directions: Activity 1: Transitions and Critical Thinking
-Materials: What do I like to do?

Step 1: Context
Tell students: You are a manager at a landscaping company. You need someone to cut grass and plant flowers. Two people want the job (draw two stick figures on the board). The first person says: “I need a job. I need to make money for my family.” The second person says: “I can work hard. I like to work outside. I like to use my hands.”

Who do you want to work for your company? Why? (discuss)

Summarize: In the U.S., managers give jobs to people they think will work hard and will like the job. Because if the worker likes the job they will stay longer and be a good worker.
**Step 2: Modeling**

Show the **What do I like to do?** handout on a projector. Use a separate piece of paper to cover the worksheet so that you can reveal one sentence at a time.

As you reveal each sentence, **explain your own answer to each item with an example** (Yes, I like to help people. I come to school to teach because I like to help people learn English) and **ask at least one learner** to answer the same question.

**Step 3: Group Practice**

Distribute the handouts aloud, learners repeat.

**Step 4: Independent Practice**

Learners mark the check boxes and copy their own preferences onto the lines at the bottom.

Write on the board: **What do you like to do?**

Learners mingle and ask each other this question. They can read the answers off their handout or, for a greater challenge, try to talk without looking at their paper.

**Step 5: Choosing Job Titles**

Put learners in small groups (2-3). Give each group a set of **Job Title Flashcards** from Monday (some students may have their own set of flashcards)

Have them take turns choosing a card and saying why they would or would not like to do that job (ex. I like nurse. I like to help people.). **Do not worry about correct grammar or sentence structure at this stage.** Communicating ideas is the most important.
Teacher Directions: Activity 2: Grammar

- Materials: Why do you want this job?

Step 1: Context & Grammar Introduction
Write on the board: Why do you want this job?
Explain that many managers ask this question in a job interview.

Write on the board: I want to be a cook. I like to work with food.
Demonstrate how to insert the word because to make one sentence. Explain that because shows why. (I want to be a cook. Why? Because I like to work with food. I want to be a cook because I like to work with food.)

Step 2: Group Practice
Ask students to generate other examples with because. Write them on the board.

Step 3: Independent Practice
Distribute Why do you want this job? handout.
Students work independently to complete the sentences. They can use the previous worksheet and job title cards as reference.

Step 4: Speaking Practice
Choose a job title that many students are interested in. Ask two students to role-play a very simple job interview. One is the manager and the other a worker. The manager asks: Why do you want this job? The worker answers with a sentence including because.

This is also a good time to start working on eye contact, handshake, and introductions.

(save any extra copies of Job Title Flashcards and return to the coordinator)
**Teacher Directions:** Activity 3: Life Skills, Literacy

**Step 1: Independent Practice**

Before distributing the questions, remind learners that this is practice for their reading test. During the test they should not talk, look at their notebook or dictionary, or look at other learners’ papers.

Model how to read the questions first, then the information above, then go back and circle the correct answer.

Give everyone 3 minutes to complete questions 1-2. Use this time to walk around the room and see who has easily mastered this skill and who might need extra practice.

**Step 2: Reviewing Answers**

Use a projector to show the questions. Invite a student to come up and circle the correct answer. They should also circle the information above the questions that helped them find the correct answer.

If there is much dispute about the correct answer, discuss all the answers as a class and model how to eliminate wrong answers.

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**Teacher Directions:** Activity 4: Checking for Understanding

**-Materials:** *ESL Volunteer Tutor Manual, 2012, Circle Drill, p. 57*

Use the questions from Activity 1 (What do I like to do?) with the instructions for circle drill in the Volunteer Tutor Manual.
What do I like to do?

Read the sentences. Mark the sentences that are true for you.

☐ I like to help people.

☐ I like to teach.

☐ I like to work with sick people.

☐ I like to work outside.

☐ I like to work with my hands.

☐ I like to use machines.

☐ I like to cook.

☐ I like to work with food.

☐ I like to sit all day.

☐ I like to stand all day.

Write your true sentences below.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Why do you want this job?

Finish the sentences. Write about the jobs you want.

1. I want to be a ____________________ because I like to _______________
   ____________________________________________________________________.

2. I want to be a ____________________ because I like to _______________
   ____________________________________________________________________.

3. I want to be a ____________________ because I like to _______________
   ____________________________________________________________________.

Copy the sentences above.

1. ____________________________________________________________________
   ____________________________________________________________________

2. ____________________________________________________________________
   ____________________________________________________________________

3. ____________________________________________________________________
   ____________________________________________________________________
Reading Test Practice

Abdi works in a factory. He is a packager. He puts CDs in big boxes. He needs to work very quickly. He works the night shift, Monday through Thursday. He thinks it’s an easy job but he doesn’t like working at night.

1. What is Abdi’s job?
   A. He is a factory manager.
   B. He works in a CD store.
   C. He has an easy job.
   D. He is a packager.

2. How many days does he work?
   A. Monday
   B. Saturday
   C. Six days
   D. Five days
“Looking for Work” Unit: Week 1, Thursday

<table>
<thead>
<tr>
<th>Objectives Learners will be able to...</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Literacy:</strong> identify key information on a job ad, including work hours, how to apply, and job duties</td>
<td><strong>Make Student Copies</strong>&lt;br&gt;• Handout: Work Preferences&lt;br&gt;• Handout: Job Ads&lt;br&gt;• Handout: Reading Test Practice</td>
</tr>
<tr>
<td><strong>Listening and Speaking:</strong> ask and respond to questions about job ads and job preferences</td>
<td><strong>Make Single Copies or Reference</strong>&lt;br&gt;• Handout: Job Title Flashcards (from Monday)</td>
</tr>
<tr>
<td><strong>Transition &amp; Critical Thinking:</strong> create bar graphs and pie charts to represent data about students in the class; draw conclusions about student data</td>
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<td><strong>Grammar:</strong> construct simple sentences with conjunction “because” to describe job choices (ex. I want to be a nurse because I like to help people)</td>
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</table>

<table>
<thead>
<tr>
<th>Lesson Plan</th>
</tr>
</thead>
</table>

**Warm up and Review of Previous Lessons**
*Description:* sort job title cards by key criteria  
*Materials/Prep:* a few copies of Job Title Flashcards from Monday

**Activity 1: Listening & Speaking, Transitions & Critical Thinking**
*Description:* learners survey each other about job preferences and create pie charts  
*Materials/Prep:* copies of Work Preferences handout

**Activity 2: Listening/speaking, Literacy**
*Description:* learners scan job ads for key information and express which job they would apply for and why  
*Materials/Prep:* copies of Job Ads handout

**Activity 3: Literacy**
*Description:* practice reading skills needed for the CASAS Life and Work Reading Test  
*Materials/Prep:* copies of Reading Test Practice

**Activity 4: Checking for Understanding**
*Description:* learners write or say one thing they learned and one thing they want to practice more.
**Teacher Directions:**  Warm-Up and Review: Literacy, Transitions

-Materials: Job Title Flashcards (from Monday)

Divide learners into groups (2-3 students). Give each group a set of Job Title Flashcards from Monday’s lesson. (Some learners may already have their own set).

Ask learners to sort the jobs into two groups: jobs that you need to go to college/university for and jobs you don’t need college for. Discuss any areas of disagreement among groups.

Additional categories to sort by:

- Work inside or outside
- Need to speak a lot of English on the job.
- Work with your hands
- Sit, stand, or walk around most of the day.

In some cases there is not a right or wrong answer. Encourage learners to explain their answers.

**Teacher Directions:**  Activity 1: Listening & Speaking, Transitions

-Materials: Work Preferences

**Step 1: Context**

Tell learners that they are going to talk about what work they like and don’t like.

**Step 2: Guided Practice**

Practice the questions and answers on the Work Preferences handout several times.
Step 3: Independent Practice
Model how to ask each student in the class the questions and record their answer with a tally mark.

NOTE: For this activity, they need to choose one answer or the other (daytime or nighttime, not both)

Learners mingle asking each other the questions and recording answers on the handout with tally marks. As learners finish, have them check their work by making sure the total number of tally marks for each question matches the number of students in the class.

Step 4: Create Pie Graphs
Charts and graphs may be new to some learners, depending on their prior schooling. Here’s one way to model making a pie chart:

1. Use post-it notes of two different colors (or write yes or no on each note). Count the number of “yes” answers and put as many post-its on the board. Count the number of “no” answers and put as many post-its of a different color on the board.

2. Arrange the post-its in a circle.

3. Draw a circle around the outside edge and lines through the middle. Shade each section of the pie chart. Ask: Did more people say “inside” or “outside”?

Step 5: Drawing Conclusions
After learners have completed the pie charts on their handout, talk about the results. Use more, most, a few. Write 1-2 conclusions on the board as full sentences (ex. Most students in our class want full-time work.)
Teacher Directions: Activity 2: Listening & Speaking, Literacy  
-Materials: Job Ads

Step 1: Context  
Ask: How do you look for work? Do you use the Internet? Talk to friends? Read the newspaper?  

Today we are going to look at job ads. Job ads are in the newspaper and on the Internet.

Step 2: Vocabulary and Abbreviation Review

Write on the board:
1. **Job title** – name of the job  
2. **Full time** – 40 hours a week or more  
3. **Part time** – 20-30 hours a week  
4. **Apply** – fill out an application for a job

Review vocabulary on the board. Review different abbreviations for days of the week (ex. Thursday, Thurs., Th.)

Step 3: Model the activity  
Show the Job Ads handout on a projector (do not distribute to learners yet).

Model how to complete the first line of the table using one of the job ads. Talk about each element as you go.

Step 4: Independent Practice  
Distribute handout. Learners complete the table independently.

Need a Challenge?: learners who finish quickly can write their own job ad while they wait for others to finish.

Step 5: Comprehension questions  
After everyone has completed the table, ask comprehension questions about the job ads. (ex. Which jobs are full-time?, Which jobs do you work weekends? Which job can you apply by email?)
Teacher Directions: Activity 3: Life Skills, Literacy - Reading Test Practice

Step 1: Independent Practice

Before distributing the questions, remind learners that this is practice for their reading test. During the test they should not talk, look at their notebook or dictionary, or look at other learners’ papers.

Model how to read the questions first, then the information above, then go back and circle the correct answer.

Give everyone 3 minutes to complete questions 1-2. Use this time to walk around the room and see who has easily mastered this skill and who might need extra practice.

Step 2: Reviewing Answers

Use a projector to show the questions. Invite a student to come up and circle the correct answer. They should also circle the information above the questions that helped them find the correct answer.

If there is much dispute about the correct answer, discuss all the answers as a class and model how to eliminate wrong answers.

Teacher Directions: Activity 4: Checking for Understanding

Have each learner write or say one thing they learned and one thing they want to practice more.
Work Preferences

Count how many students want…

| Do you want _______________ or _____________? |
|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| Full-time work  | Part-time work  | Outdoor work    | Indoor work     | Day work        | Night work      |
|                 |                 |                 |                 |                 |                 |

Draw the graphs

- full-time/part-time
- outdoor work/indoor work
- day work/night work
### Job Ads

<table>
<thead>
<tr>
<th>Job title</th>
<th>Full-time/ part time</th>
<th>How to apply</th>
<th>hours</th>
<th>schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CASHIER</strong></td>
<td>Full-time, Tu-Sat. Cash register experience req. Call 743-999-0000.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>BUS DRIVER</strong></td>
<td>Part-time, no exp. needed, training provided. Sat. and Sun. 6am-3pm. Apply at 4500 E. Mark Street, Minneapolis</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>NIGHT MANAGER</strong></td>
<td>manage 15 workers on factory floor. M-F, 9pm-6am. Apply online: <a href="http://www.medworks.com/career">www.medworks.com/career</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>NURSE</strong></td>
<td>Oak Lawn Nursing Home, full-time, some nights and weekends. Email <a href="mailto:h.thompson@oaklawnnursing.com">h.thompson@oaklawnnursing.com</a>.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Reading Test Practice

AUTO MECHANIC – perform basic tasks such as oil changes and tire rotations. Part-time, T-F, 8-1. Wayne Motors (651) 000-3423

1. What are the hours of this job?
   A. Eight hours a day
   B. Five hours a week
   C. 8:00 to 1:00
   D. Full-time

2. How can you apply for this job?
   A. Call Wayne Motors
   B. Part-time
   C. Use the Internet
   D. Auto mechanic