Literacy Work Stations: “Max’s Many Jobs”

These materials were created to support the Minnesota Literacy Council’s Pre-Beginning ESL Curriculum. We invite you to adapt them for your own classrooms.

*These curriculum materials support the lessons found here:* [https://mnliteracy.org/sites/default/files/pre-beginning_esl_story_bank.pdf](https://mnliteracy.org/sites/default/files/pre-beginning_esl_story_bank.pdf)

*AND [https://mnliteracy.org/tools/curriculum-lesson-plans/pre-beginning-esl](https://mnliteracy.org/tools/curriculum-lesson-plans/pre-beginning-esl)*

Literacy Work Stations materials were developed by volunteers, Laura Mays, Kari Aukema and Georgia Gempler, and Open Door Learning Center Coordinator, Leah Hauge.
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Directions to make Workstation contents

You will need cards for three separate activities: vocabulary, comprehension, and phonemic awareness. Each station will have an answer key, as well as the cards. Students at an earlier level can use the keys, and more advanced can flip them over and work independently.

Vocabulary
(1) Trim excess white space off the answer key. Laminate the answer key.
(2) Cut out the vocabulary cards. The pictures should be separate from the words. This will leave you 14 individual cards. The cards will also be laminated (before or after cutting, depending on your laminating machine).

Comprehension
(1) Trim excess white space off the answer key. Laminate the answer key.
(2) Cut out the individual sentence cards. They are color-coded to match the key. Like the vocabulary cards, they will be laminated.

Phonemic awareness
(1) Trim excess white space off the answer key. Make sure the answer key is the narrower table, as it will be easier for students who need the key to see the words they are forming. Laminate the key.
(2) The wider table is for the individual cards. Like the vocabulary cards, they should be individually cut up to make 16 separate cards that will be laminated.

Phonics
- See general teacher instructions for information on how to set up the phonics station.

Target Word Families, Letters/Sounds and Vocabulary:
Word Family: -ook (look, took, book, cook)
Word Family: -uck (truck, buck, luck, stuck)
Target Letter/Sound: /t/ or /k/ -multiple spellings (c, k, -ck) with exceptions school and office,
Vowel: short o
Vocabulary: factory, school, box, truck, office, clean

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Max’s Many Jobs

1. Max had many jobs.
2. Max worked in a factory.
3. He put food in a box.
4. He put the box on a truck.
5. He worked in the factory from 1996 to 2000.
6. After that he cleaned a school.
7. He cleaned the rooms.
8. He took out the trash.
9. He worked at the school from 2000 to 2008
10. Now he works in an office.
11. He has worked in the office for 2 years.
12. He talks to people.
13. He looks at papers.
14. He likes his job.

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| **factory** | ![Image of a factory](image1) |
| **school** | ![Image of a school](image2) |
| **office** | ![Image of an office](image3) |
| **truck** | ![Image of a truck](image4) |
| **trash** | ![Image of a trash can](image5) |
| **box** | ![Image of a box](image6) |
| **paper** | ![Image of crumpled paper](image7) |

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Max had many jobs.

He worked in a factory from 1996 to 2000.

After that he cleaned a school.

Now he works in an office.

He has worked in an office for 2 years.

He talks to people.

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