

**Lesson Plan**  
**Module 4: Session 20**

<b>Module 3</b> Workforce and Finance	<b>Unit 10 – Session 20</b> Jobs and Occupations
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**Standards Alignment**

**Speaking and Listening**

- CCSS.ELA-LITERACY.SL.1.1: Participate in collaborative conversations with diverse partners about grade level topics and texts in small and larger groups.
- CCSS.ELA-LITERACY.SL.1.1.A: Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- CCSS.ELA-LITERACY.SL.1.1.C: Ask questions to clear up any confusion about the topics and texts under discussion.
- CCSS.ELA-LITERACY.SL.1.2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- CCSS.ELA-LITERACY.SL.1.5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- CCSS.ELA-LITERACY.SL.1.4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

**Reading**

- CCSS.ELA-LITERACY.RI.1.4: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- CCSS.ELA-LITERACY.RI.1.10: With prompting and support, read informational texts appropriately complex for grade level.

**Writing**

- CCSS.ELA-LITERACY.W.1.7: Participate in shared research and writing projects.

**Language**

- CCSS.ELA-LITERACY.L.1.1.J: Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
- CCSS.ELA-LITERACY.L.1.1.E: Use verbs to convey a sense of past, present, and future
- CCSS.ELA-LITERACY.L.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- CCSS.ELA-LITERACY.L.1.1.G: Use frequently occurring conjunctions (e.g., *and*, *but*, *or*, *so*, *because*).

**Goals and Objectives (SWBAT)**

- Use modal verbs can and could to talk about skills.

**Technology Needs and Presentation/Handouts**

<p>Technology Needs</p> <ul style="list-style-type: none"> <li>• Projector, laptop, and speakers</li> <li>• Tablets (if available)</li> <li>• Internet connection and access to Ventures</li> </ul>	<p>Presentation Needs &amp; Handouts</p> <ul style="list-style-type: none"> <li>• Chart paper and markers</li> <li>• Picture dictionaries</li> <li>• <i>Ventures 1</i></li> <li>• Pictures of jobs, people doing job related work</li> </ul>
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arcade and USA Learns, Minnesota Literacy Council

- Minnesota Literacy Council handouts (see resources)

Each item listed below will be available in PDF format:

- Blank job application
- *Ventures Collaborative 1* Unit 8C and 8F

### Vocabulary Focus

Skills, take care of, build, fix things, what do you do

### Grammar Focus

- Can for ability

### Introduction/Warm-Up/Review (30 min)

- Review agenda. What's today? How's the weather?
- Vocabulary card practice.
- Ask and write: what did you do yesterday? What did you do on the weekend? What are you going to do this week?
- Put a paragraph on the board about someone's work experience- past and present. Have learners copy the paragraph, circle the verbs and check for accuracy. While they do this, you can assist learners who missed the previous lesson. Give lower level learners job flash cards to review.

### Lesson Plan Activities

#### Activity 1: What are your skills? (45 min)

1. T defines skills and gives examples
2. Show pictures of people at work. Talk about the picture. (*Ventures 1* p. 100-101)
3. Ask: What can a babysitter do? Answer: take care of children, feed children etc. What can a bus driver do? Drive the bus, read and follow traffic rules etc.
4. Write the skills for each job on the board. Say these are skills. Learners read them.
5. Elicit other skills.
6. Class interview each other about their skills using *Ventures 1* collaborative worksheet.
7. Ss share about their classmates.
8. Ss make sentences about classmates' skills (higher levels use "but" and "and")
9. Can and could (note: if your class is primarily low beginners omit this) Make a chart with a date in the past (e.g. 2002) and today. Give an example of something about your skills now and in the past. (Now I can use a smart phone. In 2002 I couldn't use a smart phone)
10. Ss write sentences with Today I can...but in 2005 I couldn't (Lower levels practice with can.)

2002 I could/couldn't	(current date) I can/can't
In 2002 I couldn't use a smartphone	but now I can
In 2002 I could work	but now I can't
In 2002 I could drive a car	and now I can, too.

#### Wrap Up/Assessment

- Card swap: Use the *Ventures 1* Collaborative cards (or make ones relevant to your class). Give each S a card. Ask them to ask 3 people the question. After the third time asking a question, they swap cards. Model carefully!

#### Activity 2: Stories about jobs (40min)

1. Using job photos, as a class create job story. Include: before she was, but now she is. Include skills. One thing she likes about her job and one thing she doesn't.
2. Groups create stories on chart paper.
3. Ask the different groups to post their stories on wall.

4. Swap photos and review by doing a gallery walk

### **Wrap Up/Assessment**

- Ask comprehension questions about the stories.

### **Activity 3: Work history (45 min)**

1. Using The Minnesota Literacy Council's *Max Works Hard* Project or show the photos and ask questions. Say: this is Max – what is he doing? What's his job? Ask: which was his job before? Which is his job now? Ask the learners to check their prediction as they listen to the story.
2. Project or handout copies of the story. Ask the learners to read silently as you read the story to them, checking for what was his job now.
3. Ask learners to work in pairs to answer the questions on p. 21, or create your own comprehension questions.
4. Handout a blank work history form. Go over the form. As a class fill in the missing information for Max
5. Running Dictation -Work in small groups (3 in a group).
  - a. Give each group a blank job application. A filled in application is posted on the wall for each group.
  - b. Each group must transfer the job application information on the wall to the blank application they have.
  - c. A group secretary chosen by the group will write the information dictated by the two other learners of the group.
  - d. The two other learners walk to the wall and read the information; walk back to their secretary and dictate the information from memory.
  - e. The secretary is not allowed to read the information from the posted application. The "readers" are not allowed to bring a pen to copy the information.

### **Wrap Up/Assessment**

- The completed applications are posted on the board and groups correct each other's completed work.

### **Overall Wrap Up: Vocab/ Review and Assessment (10 min)**

1. What did you learn today?
2. What did you like today?
3. Have learners write 5 new words on the cards or in their journals.

### **Homework/Project (Extension Activity)**

- **Reading and Writing:** Ss fill out the job application. A sample job application is at: [http://www.miracosta.edu/instruction/continuingeducation/esl/downloads/jbemploybeg.33.0615\\_2009.pdf](http://www.miracosta.edu/instruction/continuingeducation/esl/downloads/jbemploybeg.33.0615_2009.pdf).
- **Listening/Speaking:** Interview someone about their job skills.
- **Technology:** Continue on USA Learns and/or use Ventures Arcade Unit 8.

### **Online Resources**

- <http://www.cambridge.org/us/esl/venturesadulted/venturesarcade/>
- [www.usalearns.org](http://www.usalearns.org)
- [https://mnliteracy.org/sites/default/files/beginning\\_looking\\_for\\_work\\_week\\_2\\_of\\_2.pdf](https://mnliteracy.org/sites/default/files/beginning_looking_for_work_week_2_of_2.pdf)
- <http://www.reepworld.org/englishpractice/work/index.htm>
- [http://www.miracosta.edu/instruction/continuingeducation/esl/downloads/jbemploybeg.33.0615\\_2009.pdf](http://www.miracosta.edu/instruction/continuingeducation/esl/downloads/jbemploybeg.33.0615_2009.pdf)