

Lesson Plan
Module 4: Session 19

Module 3 Workforce and Finance	Unit 10 – Session 19 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)

- Name 5 jobs.
- Compare present and past experience using *before*, *now*, *but*.
- State the name of their own past and present jobs.
- State the name of a job they'd like in the future.
- Talk about what people are doing at work.

Technology Needs and Presentation/Handouts

Technology Needs	Presentation Needs & Handouts
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- Projector, laptop, and speakers
- Tablets (if available)
- Internet connection
- Access to Ventures arcade and USA Learns

- Chart paper and markers
- Picture dictionaries
- *Ventures 1*
- Pictures of jobs, people doing job related work

Each item listed below will be available in PDF format:

- *AddVentures 1 Unit 8A and 8B*
- *Ventures Collaborative 8D*

Vocabulary Focus

Various job titles, outdoors, indoors, retired, homemaker

Grammar Focus

- Conjunctions
- Simple present and past,
- Present continuous

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?
- Write on the board and ask a few questions:
 1. Do you work? Ask learners who say yes to tell their jobs. Have pictures ready to assist those who need.
 2. What's your job?
 3. When do you work?

Lesson Plan Activities

Activity 1: Identifying jobs (45 min)

1. Using a PowerPoint presentation, picture dictionary or *Ventures 1 unit 8*, show pictures of jobs. Pre write the words on the board. Show pictures of different jobs and occupations.
2. Tell the name of the job and ask learners to repeat.
3. Write the job names on the board.
4. Have cut up cards of job names. Ask learners to sort the cards into
 - a. Outdoors and indoors.
 - b. Jobs where you need a lot of English.
 - c. Jobs that need university or college education.
5. Using *Ventures 1* p. 97, ask learners to point to the various job names as you call them.
6. Prepare a matching activity or concentration game of jobs and people. Ask learners to work in pairs to complete it.
7. Hand out these questions or write them on the board:
 - Do you work?
 - What's your job?
 - When do you work?
 - Do you like your job?
 - Do you want a job in the future? What job? (Omit this question for lower levels)
 - a. Check for comprehension of the questions, and ask Ss to ask you the questions.
 - b. Learners write answers about themselves.
 - c. Ask learners to interview a classmate.
 - d. Ask for volunteers to tell about their classmates. (My partner works at Key Food. He works at night.)

Wrap Up/Assessment

- Ask for volunteers to tell about their classmates. (My partner works at Key Food. He works at night.)

Activity 2: Jobs then and now (45 min)

1. Ask Ss to listen to *Ventures 1* p. 97 and write the job names they hear. Make a check list for lower level learners to choose from.
2. Listen again and sequence the pictures (lower level).
3. Write on the board. Before and Now T gives example of self (e.g. 2010 and 2016).
4. Ask learners to work together to make statements about the pictures on p. 97 (Before I was a construction worker, now I am an electrician, etc.)
5. Prepare a grid: Before/Now. Ask 3 classmates: What was your job before? What is your job now? (Be sure to practice with one student who is not working outside the house). Introduce: retired, unemployed, and either homemaker or work in my house.
6. Ask learners to write sentences using about the classmates they interviewed. Model how to connect the sentences with "but."
7. Using *Ventures 1* p. 99, ask learners to practice asking questions.
8. Individuals write sentences and share with partner. Before I was...but now I am.

Wrap Up/Assessment

- Ask some learners to share their before/after statements.

Activity 3: What are they doing? (30 min)

1. Provide pictures of people performing different jobs.
2. Ask learners to match the tasks to the occupation (e.g. She's teaching. She's a teacher) what do they do at their jobs? In small groups learners match the workers and their jobs.

For more practice, see the flashcards at

https://mnliteracy.org/sites/default/files/beginning_looking_for_work_week_2_of_2.pdf

3. Practice with: "Where do they work?" using *Ventures Collaborative 8D*

Wrap Up/Assessment

- Review and check as a class.

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)

- **Speaking/Writing:** Ask learners to interview someone they know about their job, using the questions asked in this lesson and then write their answers. Be ready to share with the class.
- **Reading:** *Addventures 1*, Unit 8A and 8B OR Provide a short reading about work and comprehension questions, such as available at reepworld.org
http://www.reepworld.org/englishpractice/teacher_resources/index.htm Either print out Abdul's story and write questions to accompany it, or ask the Ss to watch online and do the exercises
- **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
- https://mnliteracy.org/sites/default/files/beginning_looking_for_work_week_2_of_2.pdf
- <http://www.reepworld.org/englishpractice/work/index.htm>