HANDOUTS

Designing Curriculum and Content for Work-Based ESL Classes

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https://bit.ly/2l8S1Fm

AGENDA

- Getting to know you
- LINCS resources.
- Recent WIOA legislation defining the implementation of Integrated Education and Training (IET).
- Work-based program models that align with WIOA.
- Activities that address instructional needs and contexts using authentic workplace materials.
- Share participant program models that implement work-based ESL classes.

1.   Tool Box : Instructions: As we go through the workshops, we engage in tasks and activities that you may want to adapt for your own students. You may want to use this chart to make notes to yourself on the activity, the steps involved, and possible applications for your classroom.

Name of Activity	Description/Procedures	Ideas For My Lessons

2. Jigsaw Reading Activity: Models of Instruction (P.12)

Instructions: For this activity you will become an expert on one section of a short article, "Great Work: 5 Basic Activities to Teach about Occupations" by Mary Bishop, and posted at https://busyteacher.org/18048-how-to-teach-occupations-5-basic-activities.html

Everyone will read the Introduction and first section, "Start at the Beginning."

Now count off by 4. All number 1s will read the section on **Start at the Beginning.** Please read your section silently and answer the following questions with your group.

1: **Bring on the Action**

1. What does "Bring on the Action" imply?
2. How should the process change at different levels?
3. What additional activity would you suggest for this section?

All number 2s will read the section on **Vocational Classes** and respond to the following questions:

#2: **Going Places**

1. What does "Going Places" imply?
2. What grammar could be covered in this activity?
3. What additional activity would you suggest for this section?

All number 3s will read the section on **The Right Direction** and respond to the following questions:

#3: The Right Direction

1. What illustrations are recommended for this activity?
2. How might student work in pairs?
3. What additional activity would you suggest for this section?

All number 4s will read the section on **Dream Big** and respond to the following questions:
#4.: Dream Big

3. What does the Dream relate to in this section?
4. What vocabulary help might students require?
5. What additional activity would you suggest for this section?

After you finish reading your section and answering the questions get together in groups of four making sure there is a 1, 2, 3, and a 4 in each group. Using your responses to the questions above, brief one another on the sections you read.

3. CHARTING

	Mark A. Tambone, Passaic County Community College: I created this process chart to aid students through the entire writing and editing process. Additionally, this chart helps students remain mindful of proper time management and scheduling which is needed in order to utilize our tutoring services. https://www.oercommons.org/courseware/module/15664/overview (CCLicence, NC)

http://www.readwritethink.org/files/resources/lesson_images/lesson267/chart.pdf –

Charting Characters for a More Complete Understanding of the Story (Permission to print)

Name _____   Date _____

Character Perspective Chart

Character #1	Character #2
Setting: Where and when does the story take place?	Setting: Where and when does the story take place?
Problem: What is this character's problem?	Problem: What is this character's problem?
Goal: What is this character's goal? What does the character want?	Goal: What is this character's goal? What does the character want?
Attempt: What does this character do to solve the problem or attain the goal?	Attempt: What does this character do to solve the problem or attain the goal?
Outcome: What happened as a result of the attempt?	Outcome: What happened as a result of the attempt?
Reaction: How does the character feel about the outcome?	Reaction: How does the character feel about the outcome?
Theme: What point did the author want to make?	Theme: What point did the author want to make?

Place Value Chart

Billions			Millions			Thousands			Units		
Hundreds	Tens	Units	Hundreds	Tens	Units	Hundreds	Tens	Units	Hundreds	Tens	Units

What work-related academic abilities would you add to this list? How might answers help inform your instruction? Could this list be adapted to specific occupational interests?

Here's What I Can Do	I can do this no problem	I do okay with this unless it's complicated	This is a little difficult for me, but I can do it with some help	This is very difficult for me. I can only do it with a lot of help from others	I can't do this. No way. It's much too difficult.	This is important to me. Check as appropriate.
Make small talk with neighbors						
Talk with co-workers						
Ask for help or directions						
Ask someone to repeat what they said or say it in a different way						
Talk to my children's teachers						
Follow the story on TV shows in English						
Disagree politely with someone at work, or in class						
Interview for a job						
Set up appointments on the phone						
Set up appointments in person						
Ask my boss for time off						
Speak and understand others when using the telephone						

4. Humor

– Students complete a fraction exercise in which they are given clues to find the answer to a joke, and then make up their own "Fraction Funny" sheet using their own jokes (riddles) and clues. CC License 2.5 Why don't crabs share? (Fractions answer: Because they're shellfish.)

<div align="center">

Why don't crabs share?

First ½ of BEAN

First 1/3 of CATTLE

Last ¾ of FUSE

Middle 1/3 of LATHER

Last ½ of PREY

First ¼ of REVIEWED

Second 1/5 of WASHINGTON

Last 3/5 of SWELL

Last ½ of IF

Last 2/3 of HIS

First 1/7 of HEARING

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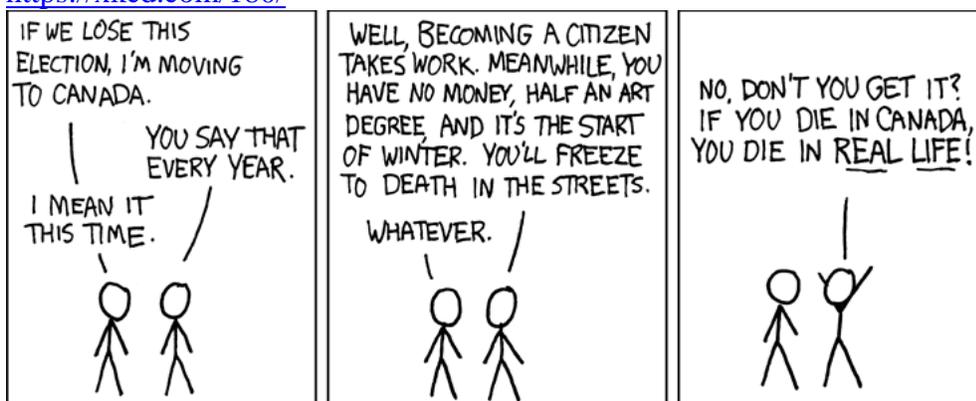
Jokes

1.   Why did the teacher have to wear glasses? Because her pupils were so bright!
2.   Interviewer: Do you know how many people work in this company? Interviewee: I was told about half!
3.   Why did the singer need a ladder? To reach the high notes.

ALERT: EVERYONE JUST KEEP AN EYE OUT IN GENERAL
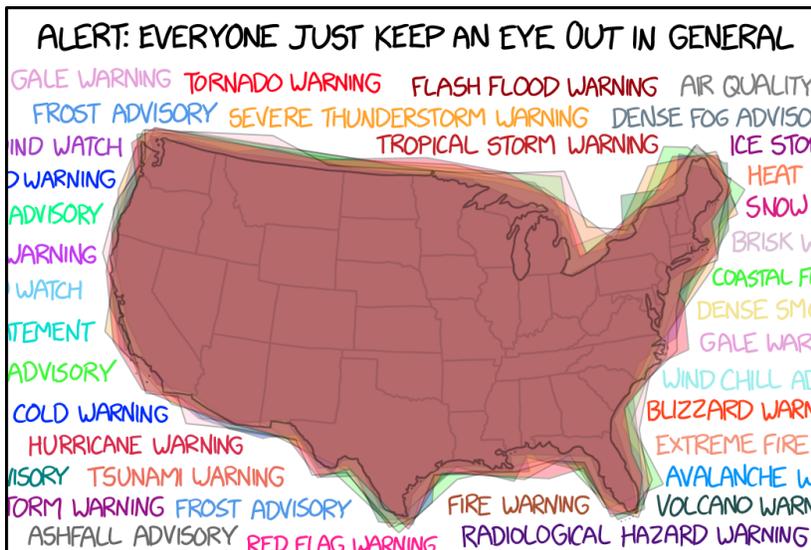
WHEN THE NATIONAL WEATHER SERVICE NEEDS TO TAKE A DAY OFF, THEY JUST ISSUE WARNINGS FOR EVERYTHING SO NO ONE IS CAUGHT BY SURPRISE.

Shared by Susan Jones in the Reading and Writing COP, 2019: Use these expressions and pictures to complete the table below so that each row has matching representations.   For example:

★★ ★★	2 + 2	4	The sum of 2 and 2	1+1+1+1

	Two to the third power	
1 x 1 x 1		8
125	1^3	5 x 5 x 5
1	Five cubed	5^3
2 x 2 x 2	One cubed	2^3

5. Verbal Scaffolding with Sentence Stems or Frames

We usually understand more than we can speak. This is particularly true for those speaking and writing a new language. They struggle with words to explain, describe, provide opinions, and engage in discussion. Providing English learners with sentence stems or frames for reading and writing tasks gives them language structures to express their ideas and helps them acquire new language.

Task: Participating in class discussion
- I wonder…
- In my opinion…
- I think…
- I agree/disagree because…
- I understand your point, but…

Task: Reading graphs and other graphics
- The data indicates…
- The graph is telling me that…
- The table show…
- The information indicates that…
- The picture shows me that…

Task: Responding to a text or text-based discussion
- I think the author is saying _____ because _____
- I think (character) _____ because _____
- The fact that (character) _____ tells me that _____
- The author is trying to _____

Directions: What other oral or writing tasks do your students do in your class? Think about one task and then write sentence stems or sentence frames that you could provide to students so that they more effectively engage in that task.

Task:

Sentence frames:

6. MEMO

From: Claudine Masters
Sent: Friday, July 10, 2015, 5:19 PM
To: LFAX staff
Subject: Announcing the Next President of LFAX
Importance: High
This message is sent to you on behalf of Janine Roberts-Gonzales and Thomas Truppner.

Dear LFAX Staff:

We are pleased to inform you that Madeleine (Maddie) Reynolds has been selected as the next President of LFAX. Maddie has accepted our offer and will officially begin in the role of President on July 13, 2015. Maddie will begin the transition process under Larry's leadership on May 15. Both Maddie and Larry have agreed to a collaborative process over several months to facilitate a seamless transition. We haven't worked out the details, but please be assured that staff will play a significant role in the transition, as you did in the candidate selection process. We know the torch will be handed over smoothly. We will keep you informed as the plan develops.

Thank you all for your participation in this process. Your feedback was extremely valuable and it played a significant role in this choice.

Janine Roberts-Gonzales, Chair, Board of Trustees
Thomas Truppner, Chair, Search Committee
Instructions:
1. Circle all the past participle structures in the memo. Be prepared to discuss how the "ed" is pronounced in each case.
2. What words or phrases may be particularly difficult for English language learners to understand? Why?
3. What cultural information about work is contained in this memo?
4. How would you rewrite this memo to use with beginning students?

7. Reader's Theatre: Helping Mrs. Jones*

Roberto: Hey, Analiz, what's the matter? You look angry.
Analiz: That Mrs. Jones, she just gets on my last nerve!
Roberto: Why, what happened?
Analiz: Well, she was in the lunch room. She finished eating and she wanted me to take her back to her room.
Roberto: Yes, so what was the problem? That's part of your job, right, to help the residents?
Analiz: I was just finishing my own meal, but I told her I would help her.
Roberto: Okay, so what did you say?
Analiz: I said, "I'll be right there in a moment."
Roberto: Just like that? With that tone and that expression on your face?
Analiz: Yeah. What's wrong with that?
Roberto: Never mind. And then what happened?
Analiz: She told me to forget it. She would get somebody else who really wanted to help her. What was her problem, anyway? I told her I would help her!
Roberto: You need to reread our textbook on verbal and nonverbal communication…

Instructions

Using this reading on non-verbal and verbal communication, in groups of 2-3, finish this Reader's Theater by extending the dialogue between these or other characters. Then, assign the roles to your group members and perform your Reader's Theater for your colleagues.

Group Debrief

How does this activity make the text more accessible to readers? How might you use this activity in your classroom?

*Dialogue suggested by reading "Developing Effective Interpersonal Communication," in Hedman, S., Fuzy, J., & Rymer, S. (2010). *Nursing assistant care: Long term care.* Albuquerque, NM: Hartman Publishing. p. 34.

8. Reader's Theatre: Worker Rights

Adapted from: *Worker Rights Story* General Construction-Worker Rights, Virginia Adult Learning Resource Center.

Mr. King: Daniel, I want you to be flagman today for the construction project.

Daniel: Okay, Mr. King. I need a safety vest like you.

Mr. King: Oh. Don't worry Daniel, you will be alright. You just need this flag to direct traffic.

Dump Truck*: ZOOM*

Daniel: Well, I don't know. The trucks are going very fast. Maybe they will not see me.

Mr. King: Don't worry. They will see you.

Truck Driver: Hey, you with the flag, watch out. I almost ran you over.

Instructions
Using this reading on non-verbal and verbal communication, in groups of 2-3, finish this Reader's Theater by extending the dialogue between these or other characters. Then, assign the roles to your group members and perform your Reader's Theater for your colleagues.
Group Debrief
How does this activity make the text more accessible to readers? How might you use this activity in your classroom?

9. Verbs at Work

Folkes, Angy. "Verbs at Work". OER Commons. Institute for the Study of Knowledge Management in Education, 30 Dec. 2014. Web. 21 Sep. 2019. https://www.oercommons.org/authoring/6702-verbs-at-work (PowerPoint presentation)

Find a partner and discuss possible activities for using the images below to implement at least 4 workplace preparation activities that you described in your earlier responses to the question "What does workforce preparation mean now?"
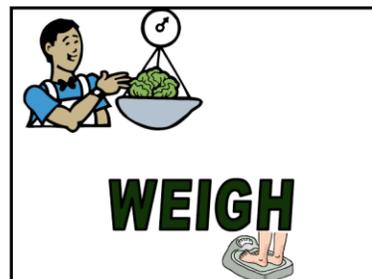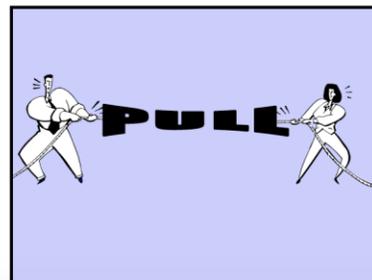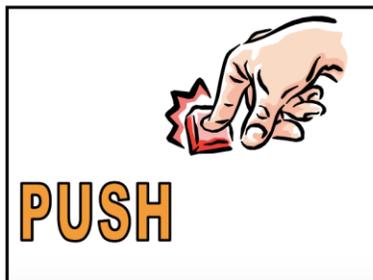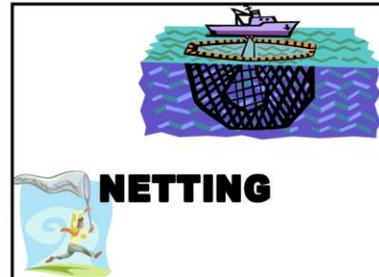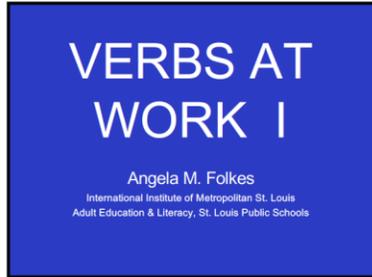
10.   Holland's Personality Types

Holland's six types provides a wonderful and often humorous tool for dialoguing in ESL classes.

- Descriptions of each type. Also ask the question, "How does this type solve problems? "