Class:RWF Teacher: Lis Stark

Theme/Lesson: JOBS/WORK Date: Nov.14, 2013

**LESSON OBJECTIVE(S):**

|  |  |
| --- | --- |
| **Content Objective(s)** (Students will know that….) | **ELL or ABE/ASE Frameworks Strands & Standards** |
| 1. Working and jobs are an important part of US society, not just for money but for identity. Very often when adults first meet, they ask each other, “What do you do?” to understand who that person is. | L1.2a L1.2b L2.2a L2.2b  S2.2a S2.2b  R1.2b R2.2f W1.2c  Navigating Systems:  develop skills to talk during a simple job interview  read a complex restaurant employees’ work schedule |
| 2. There is a wide variety of paid jobs here in the US, but most jobs require an initial interview before hiring a worker. Interviews are important opportunities to make the right impression.  3. Jobs can and should match an individual’s skills and interests. |
| **Skill Objective(s)** (Students will be able to…) |
| 1. Brainstorm lists of as many paid jobs as they can think of |
| 2. Use line drawings of people working in a mall to identify the names and responsibilities of the illustrated occupations.  3. Understand how to read a complex restaurant employees’ work schedule and correctly answer questions about the employees’ work hours and days.  4. Read a story about a new employee and, after answering comprehension questions orally, write the answers in complete sentences.  5. Practice with a partner a modeled Interview conversation between an employer and an interested interviewee. |

**ACTIVITIES: MATERIALS:**

|  |  |
| --- | --- |
| 1. Brainstorm and write a list of as many paid jobs as they can think of and then add to their individual lists when the class members read their lists aloud. They’ll copy the occupation names/spelling from the board.  2. Look at line drawings of occupations in a mall as a class and practice asking model questions, “Where does Kenji work?” and “What is Kenji’s job?” and “Who cleans the floors?” Partners share a copy of the drawings and ask each other these questions.  3. Students look at copies of a complex restaurant employees’ weekly schedule and identify aloud the names of the workers, the days and hours the restaurant is open. Students write short answers to written questions about when various employees start work, stop work, have a day off, work part-time or more than 35 hours a week.  4. Student partners look at pictures of people and read lists of their interests/skills and discuss what jobs might be appropriate for this person.  5. After reading a short story about a woman who applies and gets a job in a coffee house, the students discuss answers to the questions and then write their answers in complete sentences.  6. Students practice speaking the parts of a model job interview. | Students’ individual writing “blue” books  Handout copies of *Grammar in Action 1* “Working at the Mall: Dictionary” and my created worksheet, “Supplement to Grammar in Action 1.”  Copies of my created worksheet, “Occupations – page 1 and page 2.”  Copies of my created work schedule for an Italian restaurant  Copies of my created pictures of adults and their skills and interests  From *That’s Life*, the story, “Expensive Cappuccinos,” and the activities that follow it, including a practice interview dialogue. |

**ASSESSMENT(S):**

|  |
| --- |
| **Performance**  How well do students copy from the list of occupations on the board to supplement their own lists  How accurate are students’ written short answers to the questions about the written copy of a complex restaurant work schedule  Do students employ the 5 components of a fantastic sentence (subject, verb, capital letter, period, makes sense) to write accurate answers to the questions that follow the short story, “Expensive Cappuccinos.”  How fluent are students when they practice a model interview dialogue. |

**WRAP-UP & REFLECTION:**

|  |
| --- |
|  |