

LESSON TITLE: Reading a Diagram--WorkWise Reading at Work Lesson 4

Estimated Timeframe: 45 minutes

Target Standards

The CCR, CASAS, TABE, or other standards.
CCR Reading Anchor 7

Soft Skills

Workplace skills students will learn about and demonstrate.
teamwork, critical thinking

Materials *Needed supplies.*

WorkWise Reading at Work Lesson 4 (p. 21-16)
Writing at Work Lesson 4 (as needed for extension activities)

Vocabulary *New words students will learn.*

Lesson 4 vocabulary

Purpose *Why the lesson content is important for students to learn.*

To assist students in accurately interpreting diagrams found in the workplace

Objectives *What students will be able to do at the end of the lesson.*

Students will:
Identify and explain key parts of workplace diagrams

Assessment *What students will do independently to show mastery of the content covered in the lesson.*

Students will use the lesson's strategies to interpret a sample diagram, answering the following questions: 1) What is your purpose in reading the diagram? 2) What is the purpose of the diagram? 3) What labels are on the diagram? and 4) What does text in the diagram tell you?

Additional Resources *Items beyond the WorkWise book that will enhance the lesson (websites, readings, handouts, etc.).*

Sample workplace diagrams

Before I teach ... *What I need to prepare before the lesson begins.*

List vocabulary in a visible place. Locate sample diagrams from local businesses, online, or in your learning center. Ideas include fire escape plan, copy machine paper jam diagram, or workorder submission process.

Page Numbers

Warm-up and Lesson Introduction *How will I engage students in the lesson?*

Send pairs of students on a scavenger hunt in the building to locate a diagram, and report back to the class. Review each diagram found and those the instructor collected for the lesson. What is the same about them? Different? Tell students that diagrams are something they find in all workplaces, and reading skills can help them understand what diagrams mean. Read the first two paragraphs of Lesson 4 to get started, and discuss. Introduce vocabulary and discuss.

21

Instructor Modeling and Guided Practice *How will I demonstrate the skills students are learning? How will students practice the skills as a group with my help?*

Read through "How to read a diagram" and model the skills needed using Example 1. Then complete Exercise 1 via think-aloud. Pair students to complete Exercise 2, and discuss as a group. Next, pairs will draw a diagram for a classroom process, such as turning in an assignment, being careful to include clear labels and important text. Share and discuss.

22-24

Independent Practice *How will students individually demonstrate the skills they are learning?*

Individually, students complete Exercise 3. Discuss as a group, and revisit any problematic content. Students individually choose an additional diagram from the lesson to use for completing the assessment. Instructor checks student work with mastery being at least 3 out of 4 correct answers. Students complete the closing vocabulary activity; each student writes one of the exercise sentences on the board.

24-26

Reflection and Closure *How will students reflect on the day's lesson?*

Encourage students to bring in an example diagram from their workplaces or from home to the next class. Students individually complete the Reflection.

26

Extension Activities *Differentiated learning opportunities for students.*

Advanced students can use tips from Writing at Work Lesson 4 to provide written step-by-step instructions for one of the diagrams reviewed in this lesson. Those needing additional practice can choose an additional diagram to analyze with instructor or peer support.

After I teach ... *My reflection and observations from the day's lesson.*

LESSON TITLE: Addition and Subtraction--Math at Work Lesson 3

Estimated Timeframe: 60 minutes

Target Standards

The CCR, CASAS, TABE, or other standards.

CCR 4.NBT.4

Soft Skills

Workplace skills students will learn about and demonstrate.

critical thinking, communication

Materials *Needed supplies.*

WorkWise Math at Work Lesson 3, p. 16-23

Free Online Resources Lesson 3 Math Practice sheet (found at www.newreaderspress.com/workwise)

Vocabulary *New words students will learn.*

Lesson 3 vocabulary

Purpose *Why the lesson content is important for students to learn.*

To show students application of basic math in the workplace

Objectives *What students will be able to do at the end of the lesson.*

Students will:

Accurately add and subtract numbers in workplace scenarios

Assessment *What students will do independently to show mastery of the content covered in the lesson.*

Students individually complete the Lesson 3 Math Practice.

Additional Resources *Items beyond the WorkWise book that will enhance the lesson (websites, readings, handouts, etc.).*

Before I teach ... *What I need to prepare before the lesson begins.*

List vocabulary in a visible place.

Print off Lesson 3 Math Practice, one sheet per student, found at www.newreaderspress.com/workwise.

Page Numbers

Warm-up and Lesson Introduction *How will I engage students in the lesson?*

Write 2 practice problems on the board: one for place value and one addition/subtraction. Students individually complete the problems, and volunteers solve them on the board. Tell students that place value plays an important role in addition/subtraction. Discuss job examples of addition/subtraction: money, inventory, time cards, etc. Show an example from the learning center if possible. Review pages 16-17 together to introduce content. Introduce and discuss vocabulary.

16-17

Instructor Modeling and Guided Practice *How will I demonstrate the skills students are learning? How will students practice the skills as a group with my help?*

Introduce regrouping in both addition and subtraction, showing many examples on the board. Work the example on p. 18 via think-aloud. Work through Exercise 1 together with students; check. Have students complete Exercises 2-3 using think-pair-share; check and re-teach as needed.

16-21

Independent Practice *How will students individually demonstrate the skills they are learning?*

Individually, students complete Exercises 4-5; students check answers in the back of the book. Discuss as a class, asking individuals to each write a problem and solution on the board and explain the process used to reach the answer. Students individually complete the Lesson 3 Math Practice sheet. Instructor checks for mastery by at least 80% of problems correct.

22-23

Reflection and Closure *How will students reflect on the day's lesson?*

Ask students to each write down a "ten words or fewer" workplace scenario for addition and subtraction; share as a group.

Students individually complete the Reflection.

23

Extension Activities *Differentiated learning opportunities for students.*

For advanced students and those needing additional practice, students may complete the Lesson Review. For interdisciplinary writing practice, advanced students could write instructions for solving an addition problem.

23

After I teach ... *My reflection and observations from the day's lesson.*

LESSON TITLE: Writing in the Workplace--WorkWise Writing at Work Lesson 1

Estimated Timeframe: 60 minutes

Target Standards

The CCR, CASAS, TABE, or other standards.

CCR Language Anchor 1, 2, 3

CCR Writing Anchor 4

Soft Skills

Workplace skills students will learn about and demonstrate.

teamwork, communication

Materials *Needed supplies.*

WorkWise Writing at Work Lesson 1 (p. 5-13)

WorkWise Writing Reminders free online resource (found at www.newreaderspress.com/workwise)

Vocabulary *New words students will learn.*

Lesson 1 vocabulary

Purpose *Why the lesson content is important for students to learn.*

To introduce students to different forms of workplace writing

Objectives *What students will be able to do at the end of the lesson.*

Students will:

Identify and explain purpose, task, and audience in workplace writing.

Assessment *What students will do independently to show mastery of the content covered in the lesson.*

Students will use the steps in the writing process to 1) draft a few-sentence email to the instructor, explaining why they'll be missing class next week. They will identify the 2) purpose, 3) task, and 4) audience of the e-mail message.

Additional Resources *Items beyond the WorkWise book that will enhance the lesson (websites, readings, handouts, etc.).*

E-mail address for each student

Steps to The Writing Process (p. 8) printed on notecards (one step per card, one set of cards per pair of students).

Before I teach ... *What I need to prepare before the lesson begins.*

List vocabulary in a visible place. Locate sample job applications, checklists, forms, etc., from local business and industry (complete list on p.5).

Page Numbers

Warm-up and Lesson Introduction *How will I engage students in the lesson?*

Begin class by reading "Workplace writing in the 21st century" together. Discuss each of the formats of communication and show students the samples you have collected.

Students complete "Thinking about writing tasks." Discuss together. Tell students that today, they'll be introduced to different types of workplace writing and that each format has a specific task, purpose, and audience.

5

Instructor Modeling and Guided Practice *How will I demonstrate the skills students are learning? How will students practice the skills as a group with my help?*

Read/discuss "Why is workplace writing important?" and begin Exercise 1. Reflect on both applications and discuss findings. Pair students to review "Become a better writer." Give each pair a set of The Writing Process cards for students to place in order. Introduce Exercise 2 and review. Together read "Writing with a purpose" and complete exercise 3 and discuss.

6-13

Independent Practice *How will students individually demonstrate the skills they are learning?*

Review again purpose, task, and audience of communication formats discussed so far. Students individually complete Exercise 4, then read messages aloud to a partner. Review students' revised e-mails. Individuals use computers to complete the assessment, ensuring they have both e-mailed their messages to the instructor and have identified purpose, task, audience. Instructor checks for at least 3/4 criteria in student messages.

13

Reflection and Closure *How will students reflect on the day's lesson?*

With a partner, students complete the Vocabulary Review.

Review the elements of the writing process and key points to writing with a purpose. Explain that students will be working more in depth with workplace writing in the remaining lessons.

Students complete the Reflection.

8, 10, 13

Extension Activities *Differentiated learning opportunities for students.*

Advanced students review the Writing Reminders supplemental resource. After reviewing "Capitalization and Punctuation" on the first page, use 5 of today's vocabulary words in sentences that demonstrate proper capitalization and punctuation. Students needing additional practice choose 2 of the sample forms and identify the task, purpose, and audience for each.

After I teach ... *My reflection and observations from the day's lesson.*