



**MLC Intermediate CASAS-Aligned Curriculum**  
**Unit: Jobs Reading & Vocabulary:**  
**Communicating with a Manager**  
**Week 3 of 3**

**Unit Overview**

This is a 12-lesson unit in which students will do comprehension and vocabulary activities with readings about jobs.

**Unit Life Skill Goals:**

**Monday:** Work schedules

**Tuesday:** Schedules and time off

**Wednesday:** Schedules and pay stubs

**Thursday:** Review

## Monday: Work Schedules

Lesson Objectives:	Materials
<p><b>Learners Will Be Able To</b></p> <ul style="list-style-type: none"><li>• Identify key words to scan for test-like questions about a story</li><li>• Interpret information about a schedule</li><li>• Demonstrate comprehension of the story by sequencing</li><li>• Identify personal schedule information</li></ul> <p><b>Key vocabulary</b></p> <p>Monday through Friday (and variations on this, e.g., Monday through Thursday); x days per week</p>	<p><b>At the end of this lesson:</b></p> <ul style="list-style-type: none"><li>• Protocol – Warm Up and Introduction</li><li>• Protocol – Keyword Skimming and Scanning</li><li>• Job Reading.12</li><li>• Protocol – Sequencing a story</li><li>• Job Reading.12</li><li>• Job Reading.13 (mingle)</li></ul>

### Lesson Plan

#### Warm up (5min)

*Use Protocol – Warm Up and Introduction.*

Suggested question: “Do you work or does someone you know work? What is your work schedule (or someone you know)? ”

#### Activity 1 Reading Comprehension (25 min)

- Use *Health Readings and Vocabulary.12*
- Complete all steps from *Protocol Keyword Skimming and Scanning*

#### Activity 2 Reading Review (20 min)

- Use *Health Readings and Vocabulary.13*
- Complete all steps on *Protocol – Sequencing a story*

#### Activity 3: Minle (10 min)

- Use Job Reading.13 (mingle). Have learners form and ask questions of each other to fill out schedule information for up to five people.

## Warm-Up and Introduction

### Objective

Activate what learners already know about the content or theme for the lesson

### Teacher prep notes:

For this activity, you will need to familiarize with the theme of the lesson and create a general conversational question. Use open-ended “Wh” questions or “Tell me about...” rather than a yes/no question.

### Activity description

#### Step 1: Pair work

- In pairs, learners ask and answer a general question related to the lesson theme or topic.

**Step 2: Group share** Two or three learners share with whole class.

**Step 3: Feedback/Introduction:** Reflect back what learners said, especially content that is related to the upcoming lesson. Then introduce the topic or objective for the lesson.

## Keyword Skimming & Scanning Protocols

### Objectives:

LWBAT identify key words in questions and in text

LWBAT skim and scan text for key words or similar words

LWBAT look near the key words or similar words to choose an answer

**Step 1:** Before distributing the worksheet, prompt learners to recall the test practice steps below:

1. Read the question
2. Circle key words in the question
3. SCAN for key words or similar words in the text
4. Answer the question

**Step 2:** MODEL the first question. Prompt learners to identify key words in the question and to put their fingers on those key words. Model SCANNING quickly for those key words in the text, or words with similar meanings. Then prompt them to try to identify the correct answer.

Note - learners will often just shout out the answer instead of the key words. Don't let them skip that step - the strategy is more important than the content in this activity.

**Optional comprehension check:** Pair learners with a partner for checking answers. They should each ask and answer:

1. What do you think about # [1, 2, 3...]
2. Why do you think that?
3. What key words did you find in the question?
4. Show me where you saw the answer in the text (encourage learners to physically point)

**Step 3:** Check answers as a whole class. Explicitly model the process of finding key words or similar words in the text and deriving the answer from that.

**Optional review:** Partner learners together to ask and answer the review questions below:

1. What question was easy for you? Why?
2. What question was difficult for you? Why?
3. Tell me one thing you learned.

Ask two or three learners to share their partner's answers to the questions above. Reflect back to the class a couple of key points that were learned.

## Jobs Reading.12

Jose has a new job at Brueggers, and his training starts next week. He is excited about the new job! Once his normal schedule begins, he'll work four days a week during the afternoon shift. His training, though, will be Monday through Wednesday next week from 8:00 a.m. to 4:00 p.m. He usually goes to English class from 9:00 a.m. to 12:00 p.m., so he'll have to take three days off from school to complete the training. Once he finishes the training, though, he'll be able to go to class in the morning, take a break for lunch and errands, and work at Brueggers from 3:00 p.m. to 10:00 p.m.

He doesn't know which four days of the week he'll work yet, and his new boss said that it might vary. He might work Monday through Thursday one week; another week he might work Monday, Tuesday, Thursday and Friday. He won't work on weekends unless he fills in for someone who is sick. His boss gives him the schedule for his first two weeks of work, which start after his training.

	Mon	Tues	Wed	Thurs	Fri	Sat
Miguel	6am-12pm	3pm-10pm	6am-12pm	3pm-10pm	6am-12pm	3pm-10pm
Christina	--	6am-12pm	--	6am-12pm	3pm-10pm	--
Jose	--	3pm-10pm	3pm-10pm	3pm-10pm	3pm-10pm	--
Leah	3pm-10pm	3pm-10pm	3pm-10pm	---	--	3pm-10pm
Atif	6am-12pm	6am-12pm	--	--	6am-12pm	3pm-10pm

1. How many days will Jose's training at Brueggers last?
  - a. Two days
  - b. Three days
  - c. Monday through Wednesday
  - d. All of the above
2. After the training, what will Jose's schedule be like?
  - a. He'll work Monday through Friday
  - b. He'll work four days per week
  - c. His schedule will vary
  - d. All of the above
3. Why will Jose have to take time off of school?
  - a. Because of his new job schedule
  - b. In order to attend the training for his new job
  - c. He has a training Monday through Thursday
  - d. Because he doesn't know what days he will work
4. According to the schedule, which days will Jose work for his first two weeks?
  - a. Monday through Friday
  - b. Monday through Thursday
  - c. Tuesday through Friday
  - d. Monday, Tuesday, Thursday and Friday
5. According to the schedule, who will Jose work with on Tuesday?
  - a. Miguel and Leah
  - b. Miguel and Christina
  - c. Christina and Leah
  - d. Atif and Miguel

## Sequencing a Story

### Objectives

LWBAT sequence sentences from a story.

### Teacher prep notes:

Cut the sentence strips and mix them up. You need one set for each pair.

### ACTIVITY DESCRIPTION

**Step 1:** In partners, learners read and sequence the sentences with a partner.

**Step 2:** Pairs move to another sequenced story to compare their answers. Elicit from 2-3 learners, “Are your stories the same or different?”

**Step 3:** Learners return to their own story. Instructor reads the story; learners listen and correct as able.

**Step 4:** Hand out the sequenced story. Learners read the story and check their sequencing.

### **Jobs Reading.13**

Jose has a new job at Brueggers,  
and his training starts next week.

He is excited  
about the new job!

Once his normal schedule begins,  
he'll work four days a week during the afternoon shift.  
His training, though, will be Monday through Wednesday next week  
from 8:00 a.m. to 4:00 p.m.

He usually goes to English class from 9:00 a.m. to 12:00 p.m.,  
so he'll have to take three days off from school to complete the training.

Once he finishes the training, though,  
he'll be able to go to class in the morning, take a break for lunch and errands,  
and work at Brueggers from 3:00 p.m. to 10:00 p.m.

He doesn't know which four days of the week he'll work yet,  
and his new boss said that it might vary.

He might work Monday through Thursday one week;  
another week he might work Monday, Tuesday, Thursday and Friday.

He won't work on weekends  
unless he fills in for someone who is sick.

His boss gives him the schedule for his first two weeks of work,  
which start after his training.

**Jobs Reading.14 (Mingle)**

**Directions:** Talk to five people. Write their names and activities in the schedule below. See the example.

Name	9:00 a.m.-12:00 p.m.	12:00 p.m. – 3:00 p.m.	3:00 p.m. – 9:00 p.m.	9:00 p.m. – 9:00 a.m.
Paw Htoo	School	Finish school; go to the grocery store	Homework and dinner; family time	Practice English online; go to bed



Unit: Jobs Reading & Vocabulary: Week 3 of 3

**Tuesday: Time off from Work**

Lesson Objectives:	Materials
<b>Learners Will Be Able To</b> <ul style="list-style-type: none"><li>• Answer comprehension questions about the story</li><li>• Ask and answer questions about work schedules, including, “from [9:00 a.m.] to [12:00 p.m.]”</li></ul>	At the end of this lesson <ul style="list-style-type: none"><li>• Protocol – Warm Up and Introduction</li><li>• Protocol_Jigsaw_reading_comprehension</li><li>• Jobs Reading.16</li><li>• Jobs Reading.17</li></ul>

**Lesson Plan**

**Warm up (5min)**

*Use Protocol – Warm Up and Introduction.*

Suggested question: “What should you do if you want to take time off at work?”

**Activity 2 Reading Comprehension (35 min)**

- Use *Jobs Reading.16* Complete all steps from “Introduce the context” to “Extension: Checking Questions” on *Jigsaw\_reading\_comprehension*
- As an extension, have learners write a mini-dialog between Jose and his supervisor asking for time off. To spice it up, you could give pairs different information about the amount of time off and the supervisor’s response.

**Activity 3: (20 min)**

- In pairs, have learners use *Jobs Reading.17*. Each schedule has some missing information that is in the other one. Learners should ask questions to get the information they need to complete the schedule. A nice challenge with this activity would be to have learners put their chairs back to back.

## Warm-Up and Introduction

### Objective

Activate what learners already know about the content or theme for the lesson

### Teacher prep notes:

For this activity, you will need to familiarize with the theme of the lesson and create a general conversational question. Use open-ended “Wh” questions or “Tell me about...” rather than a yes/no question.

### Activity description

#### Step 1: Pair work

- In pairs, learners ask and answer a general question related to the lesson theme or topic.

**Step 2: Group share** Two or three learners share with whole class.

**Step 3: Feedback/Introduction:** Reflect back what learners said, especially content that is related to the upcoming lesson. Then introduce the topic or objective for the lesson.

# Jigsaw Reading Comprehension

## Objectives

LWBAT read for comprehension (general understanding).

Content objectives vary according to material and are noted on curriculum lesson plans.

## Teacher prep notes:

Jigsaw activities are done in partners. Each partner has different information to read. Questions on Learner A's paper are answered by Learner B and vice versa. When possible, it can be helpful to copy the two different readings on differently colored paper.

## ACTIVITY DESCRIPTION

**Step 1:** Distribute readings to alternate learners. Ask learners to read their half of the paragraph to themselves silently.

**Optional Step – comprehension check:** Learners work with a partner who read the SAME reading.

- Ask and answer: What did you understand? What was important?

**Step 2:** Learners ask and answer questions with a partner who read the OPPOSITE reading.

### Model Step 2 for learners

Make clear to learners that they read different readings and will now ask and answer questions about each others' readings (you might visually show the paper in two different colors)

Teacher: Asks a sample question of a learner

Learner responds

Teacher prompts two learners to ask and respond to a question, e.g., "Maria is A, Habtamu is B. Maria, please ask Habtamu #1."

Learner A asks the question

Learner B responds

**Optional step – comprehension check:** Learners pair again with learners who have the SAME reading to check answers. Are they the same or different?

**Step 3 - Comprehension checking/strategy-building:** Elicit and correct answers as a class. In jigsaw readings with *multiple choice answers*, also elicit which answers are NOT CORRECT or NOT THE BEST ANSWER and why. This will help learners understand that they are looking for ONE BEST ANSWER and how to compare answers.

**Optional additional comprehension check:** In pairs, learners ask and answer: Which question was easy for you? Why? Which question was difficult for you? Why? Tell me one thing you learned. B) Two or three learners share with whole class.

## **Jobs Reading.16**

### Paragraph 1

Jon has been working at Starbuck's Café for the past six months. Usually, he works Tuesday through Saturday, and takes Sunday and Monday off. He usually works mornings, but sometimes trades shifts with a co-worker. In those cases, he works afternoons or evenings. Sometimes, when he needs a day or two off, he will ask another co-worker to take his shifts. He can usually get his time off covered that way. He has never made a formal request for time off from his manager, though, because he's never taken more than two days off until now.

### Paragraph 2

Next month, though, he has family visiting from out of town. He hasn't seen his cousins or uncles in over ten years, so he wants to spend a week in Wisconsin at his sister's house. Everyone is planning to stay together there for the week. Since he wants to leave for a whole week, he needs to request the time off from his manager. He asks if he can take the week of July 5<sup>th</sup> off for a family event. "That might be difficult," his supervisor replies, "but we'll try. I'll let you know next week if I can get your shift covered."

### Questions about Paragraph 1

1. How long has Jon been working at Starbucks
2. Which shift does he normally work?
3. What days does Jon usually have off?
4. What does Jon usually do if he needs to take time off of work?
5. Why hasn't Jon asked his manager for time off before?

### Questions about Paragraph 2

1. For what reason does Jon want to take time off from work?
2. How long does he want to be away?
3. Where will he be during his time off?
4. What dates does he want to take off?
5. Do you think Jon will get the time off from work? Why or why not?

**Jobs Reading.17**

**Partner A Directions:** Ask your partner questions in order to fill in the missing work shifts on the schedule.

Example: When does Miguel work on Tuesday?

	Mon	Tues	Wed	Thurs	Fri	Sat
Miguel	6am-12pm		6am-12pm		6am-12pm	3pm-10pm
Christina	--		--	6am-12pm	3pm-10pm	--
Jose	--	3pm-10pm	3pm-10pm		3pm-10pm	--
Leah	3pm-10pm	3pm-10pm		---	--	
Atif		6am-12pm	--	--		3pm-10pm

**Partner B Directions:** Ask your partner questions in order to fill in the missing work shifts on the schedule.

Example: When does Christina work on Monday?

	Mon	Tues	Wed	Thurs	Fri	Sat
Miguel		3pm-10pm		3pm-10pm	6am-12pm	3pm-10pm
Christina	--	6am-12pm	--			--
Jose	--	3pm-10pm	3pm-10pm	3pm-10pm		--
Leah	3pm-10pm		3pm-10pm	---	--	3pm-10pm
Atif	6am-12pm	6am-12pm	--	--	6am-12pm	

## Wednesday: Schedules and Pay Stubs

Lesson Objectives:	Materials
<p><b>Learners Will Be Able To</b></p> <ul style="list-style-type: none"><li>• Skim and scan a story for key words to answer questions</li><li>• Use key vocabulary words to predict information about a story</li></ul> <p><b>Key vocabulary:</b> pay period, pay date, and deductions, vocabulary: taxes, federal, amount, net pay, gross pay, year-to-date</p>	<p><b>At the end of this lesson</b></p> <p>Protocol – Warm Up and introduction Tell a Tale of Guesswork Jobs Reading.18 page 1 Protocol_Keyword_skimming_scanning Job2s Reading.18 page</p>
Lesson Plan	
<p><b>Warm up (5min)</b> <i>Use Protocol – Warm Up and Introduction.</i> Suggested question: “Have you ever gotten or seen a pay stub in the U.S.? What kind of information can you find on a pay stub? What do you need to know in order to understand a pay stub?”</p> <p><b>Activity 2 Reading Comprehension (25 min)</b></p> <ul style="list-style-type: none"><li>• Do the activity, <i>Tell a Tale of Guesswork</i> with <i>Jobs.18 page 1</i></li></ul> <p><b>Activity 1 Skim and scan a story (30 min)</b></p> <ul style="list-style-type: none"><li>• Use <i>Protocol_Keyword_skimming_scanning</i> with <i>Jobs.18 page 2</i></li></ul>	

## Warm-Up and Introduction

### Objective

Activate what learners already know about the content or theme for the lesson

### Teacher prep notes:

For this activity, you will need to familiarize with the theme of the lesson and create a general conversational question. Use open-ended “Wh” questions or “Tell me about...” rather than a yes/no question.

### Activity description

#### Step 1: Pair work

- In pairs, learners ask and answer a general question related to the lesson theme or topic.

**Step 2: Group share** Two or three learners share with whole class.

**Step 3: Feedback/Introduction:** Reflect back what learners said, especially content that is related to the upcoming lesson. Then introduce the topic or objective for the lesson.



**Tell a Tale of Guesswork**

- Preview a story as a class: discuss the title and check that students understand the key words. If there is a picture, discuss the picture.
- Read the first paragraph aloud a couple times while students listen.
- Students work in small groups. Dictate the first sentence from the next paragraph to the first group. Dictate the first paragraph of the third paragraph to another group, and so on.
- Each group writes a paragraph, using their dictated topic sentence.
- A representative from each group reads their paragraph aloud to the class (read them in order).
- Pass out the original story for students to read and compare to their own version. Which do they like better?

## **Jobs Reading.18 page 1**

Maria works at the credit department of Kmart, and her pay period is every two weeks. She gets her check on Mondays for the two previous weeks, Monday through Friday. She makes \$10.00 per hour, and usually works 30 to 35 hours per week. When she works 35 hours per week, her gross pay for a pay period is \$700. After deductions, though, her net pay is much less. Her last pay check was only \$534, even though she worked 70 hours for the pay period.

When Maria got her most recent pay stub, she looked at her year-to-date gross pay. Since the beginning of 2012, she has earned \$5,600! Her net pay, though, was \$4,272. She was surprised to realize that she had paid so much money in deductions. Since most of her deductions are federal and state taxes, she hopes that she will get some of that money back after tax returns in April.

## Keyword Skimming & Scanning Protocols

### Objectives:

LWBAT identify key words in questions and in text

LWBAT skim and scan text for key words or similar words

LWBAT look near the key words or similar words to choose an answer

**Step 1:** Before distributing the worksheet, prompt learners to recall the test practice steps below:

5. Read the question
6. Circle key words in the question
7. SCAN for key words or similar words in the text
8. Answer the question

**Step 2:** MODEL the first question. Prompt learners to identify key words in the question and to put their fingers on those key words. Model SCANNING quickly for those key words in the text, or words with similar meanings. Then prompt them to try to identify the correct answer.

Note - learners will often just shout out the answer instead of the key words. Don't let them skip that step - the strategy is more important than the content in this activity.

**Optional comprehension check:** Pair learners with a partner for checking answers. They should each ask and answer:

5. What do you think about # [1, 2, 3...]
6. Why do you think that?
7. What key words did you find in the question?
8. Show me where you saw the answer in the text (encourage learners to physically point)

**Step 3:** Check answers as a whole class. Explicitly model the process of finding key words or similar words in the text and deriving the answer from that.

**Optional review:** Partner learners together to ask and answer the review questions below:

4. What question was easy for you? Why?
5. What question was difficult for you? Why?
6. Tell me one thing you learned.

Ask two or three learners to share their partner's answers to the questions above. Reflect back to the class a couple of key points that were learned.

## Jobs Reading.18 Page 2

1. How often does Maria get paid for her job at Kmart?
  - a. On Mondays.
  - b. She gets paid for the two previous weeks.
  - c. Every two weeks.
  - d. Monday through Friday.
2. How often does Maria get paid for her job at Kmart?
  - a. On Mondays.
  - b. She gets paid for the two previous weeks.
  - c. Every two weeks.
  - d. Monday through Friday.
3. How often does Maria get paid when she works 70 hours in a pay period?
  - a. She works 30 to 35 hours per week.
  - b. She makes \$10 per hour.
  - c. Every two weeks.
  - d. \$700.
4. Why was Maria's last check only \$534?
  - a. Because she only worked 30 hours.
  - b. Because she took time off.
  - c. Because deductions were taken out of her check.
  - d. She worked 70 hours for the pay period.
5. What is Maria's gross pay for the whole year so far?
  - a. \$534.00
  - b. \$10.00 per hour
  - c. \$4272
  - d. \$5600
6. How much money has Maria taken home so far this year?
  - a. \$534.00
  - b. \$10.00 per hour
  - c. \$4272
  - d. \$5600
7. How much money has Maria taken home so far this year?
  - a. \$534.00
  - b. \$10.00 per hour
  - c. \$4272
  - d. \$5600
8. Why might Maria get money back from taxes this year?
  - a. Most of her deductions have been for taxes.
  - b. She doesn't pay federal and state taxes.
  - c. She has to file taxes in April.
  - d. She hopes she will get some of that money back.

Unit: Jobs Reading & Vocabulary: Week 3 of 3

**Thursday: Review**

Lesson Objectives:	Materials
<p><b>Learners Will Be Able To</b></p> <ul style="list-style-type: none"><li>• Use key vocabulary words from the unit</li></ul> <p><b>Key vocabulary:</b> pay period, pay date, and deductions, taxes, federal, amount, net pay, gross pay, year-to-date, Monday through Friday (and variations on this, e.g., Monday through Thursday); x days per week, as soon as possible, begin, start, availability, work extra hours, overtime, references available upon request, professional reference, practice; what to wear; how to dress; qualifications; begin, start, availability, work extra hours, overtime, appointment, manage, apply in person, reason for leaving, experience, required, qualifications,</p>	<p>At the end of this lesson</p> <ul style="list-style-type: none"><li>• Find someone who</li></ul>
Suggested Tasks & Activities	
<p><b>Warm up (5min)</b> <i>Use Protocol – Warm Up and Introduction.</i> Suggested question: “What important words do you remember about work from the past three weeks?”</p> <p><b>Activity 1 Find Someone Who (10 min)</b></p> <ul style="list-style-type: none"><li>• Use <i>Find Someone Who</i></li><li>• Be sure to demonstrate this activity and check that learners understand the directions</li><li>• Learners ask each other Do you questions about personal experience or what they know related to the unit vocabulary and concepts. When a learner answers “yes” to them, they write the learner’s name. Below, they write the answer that the learner gives, where appropriate.</li></ul> <p><b>Activity 2 Memory with unit vocabulary (25 min)</b></p> <ul style="list-style-type: none"><li>• Play <i>Memory</i> using the key vocabulary and phrases from this unit, listed above.</li><li>• Each word gets written on two separate index cards. The index cards are placed face down.</li><li>• When a learner gets two matching cards, s/he should use the word in a sentence or give an example.</li></ul>	

## Warm-Up and Introduction

### Objective

Activate what learners already know about the content or theme for the lesson

### Teacher prep notes:

For this activity, you will need to familiarize with the theme of the lesson and create a general conversational question. Use open-ended “Wh” questions or “Tell me about...” rather than a yes/no question.

### Activity description

#### Step 1: Pair work

- In pairs, learners ask and answer a general question related to the lesson theme or topic.

**Step 2: Group share** Two or three learners share with whole class.

**Step 3: Feedback/Introduction:** Reflect back what learners said, especially content that is related to the upcoming lesson. Then introduce the topic or objective for the lesson.

## Find Someone Who

\_\_\_\_\_ knows what Federal taxes are.  
(Name)

Answer:

\_\_\_\_\_ has worked overtime in a job in the U.S.  
(Name)

\_\_\_\_\_ knows how to dress for an interview in the U.S.  
(Name)

Answer:

\_\_\_\_\_ has three people who could be professional references.  
(Name)

Answer:

\_\_\_\_\_ has applied in person for a job.  
(Name)

Answer:

\_\_\_\_\_ has the qualifications for a customer service job.  
(Name)

Answer: