

## Unit Overview

**Instructor/Program:** C. Berger / Neighborhood House

**Course/Setting:** Intermediate ESL

<b>NRS or CCRS Level(s):</b> B, C	<b>Unit Theme:</b> Jobs	<b>Length (e.g., hours, days):</b> 8 hours, 4 days (2 hours/day)
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<p><b>Rationale for this Unit:</b> (Why is this unit important to my students?)</p> <p>Students need to know about different jobs in the US, along with the skills, requirements and benefits that come with them.</p> <p><b>Instructional Objective(s):</b></p> <ol style="list-style-type: none"> <li>1. Identify various jobs and their corresponding requirements and benefits, and list the skills needed to do them</li> <li>2. Form sentences with the modal verbs can, must and should</li> <li>3. Read “Accidental Inventions” and answer vocabulary, comprehension and discussion questions</li> <li>4. Search for job ads</li> </ol> <p><b>Line of Inquiry:</b></p> <p>Searching for jobs in the US</p>	<p><b>CCR Standard(s) (4-8 per lesson)</b></p>			
	<p><b>Anchor(s):</b></p>	<p>RI.2.1, RI.4.7, RI/RL.5.4, RI.5.7</p> <p>W.3.7, W.3.8</p> <p>SL.3.1</p> <p>L.2.4a, L.3.6</p>	<p><b>Level-Specific:</b></p>	<p>B, C, C, C</p> <p>B, B</p> <p>B</p> <p>B, B</p>
	<p><b>Supporting Anchor(s):</b></p>	<p>W.3.1.b/c, W.1.2, W.1.6</p> <p>SL.3.6</p> <p>L.1.1, SL.3.1b/d, L.3.2</p>	<p><b>Level-Specific:</b></p>	<p>B, A, A</p> <p>B</p> <p>A, B, B</p>

<p><b>Key Shift(s):</b> <input checked="" type="checkbox"/> Complexity <input checked="" type="checkbox"/> Evidence <input checked="" type="checkbox"/> Knowledge</p>	<p><b>ACES TIF Skill(s):</b></p>
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**Additional Content Standards or Skills:** (e.g. career, science, social studies, etc.)

Students will learn about different jobs in the US, and learn about ways to look for and apply to jobs

EC: Skill 1a, 1e

LS: Skill 1a, 1b, 1c, 1e, 1f, 2a, 3c

ALS: Skill 1b, 2d, 3d, 3e

CT: Skill 1b, 1c, 3a

DFP: 2a, 2b

[Northstar Digital Literacy Standard\(s\):](#)

Module 2

- Enter URL address
- Enter search terms into search bars

**Textual Analysis**

<b>Key Shift #1 Complexity</b>	<b>Text #1</b>	
	<b>Quantitative Rating (Publisher, ATOS, or Lexile)</b>	<p style="text-align: center;">CCRS Level Band</p>
	<b>Overall Qualitative Rating</b>	Moderately complex

	SS SA	<b>Complexity Rating</b>	<b>For each characteristic below, provide a simple, one-or-two-sentence description for each qualitative factor.</b>
		<b>Structure</b>	Slightly complex The two anecdotes in the reading follow a straightforward narrative structure.
		<b>Language Clarity and Conventions</b>	Very complex Text contains some scientific jargon, and some academic vocabulary.
		<b>Knowledge Demands</b>	Moderately complex Examples in the text are about things SS should be familiar with, but some of the work concepts mentioned may be new.
		<b>Purpose</b>	Moderately complex Purpose of text (to tell about some accidental inventions) should be easy to infer based on the title and questions at the beginning of the text
	<b>Reader Task Considerations</b>	The word magnetron always confuses students even though it is explicitly explained in the text. It is also used multiple times in the text, so it seems important, but it is not actually a word that is important for SS to learn.	
<b>Key Shift #2</b>	<b>In what ways did the qualitative analysis of the text guide the text-based questions and writing prompts?</b>		
<b>Evidence</b>	The questions that are included in the text have answers that can all be cited from the text, and I will be having students show where in the text they found their answers when we do the worksheet. The writing prompt requires students to directly cite important details from the text.		
<b>Key Shift #3</b>	<b>In what content area or around what topics does the text selection build knowledge?</b>		

<b>Building Knowledge</b>	The text builds knowledge around how the production of some famous products came to be, and it talks about several different types of jobs, which relates to the instructional objectives of this unit.
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<p><b>Materials:</b></p> <p>Read This! 1 p. 76-79</p> <p>Oxford Picture Dictionary p. 170-171</p> <p>StandOut 2 p. 127</p> <p>English in Action 2 p. 122</p> <p>English in Action 4 p. 85</p> <p>Whiteboard and markers</p> <p>Projector and screen</p> <p>Computers + Internet</p> <p>Scissors</p> <p>Tape</p> <p>Bowl</p>	<p><b>Common misconceptions/misunderstandings by learners regarding the content that may interfere with learning:</b></p> <p>The section about the magnetron always holds up readers even though it is explained in the text. The concepts of inventing and marketing typically don't come up when we discuss potential jobs, but I think these can be integrated nicely along with the other jobs we talk about in the unit.</p> <hr/> <p><b>Adaptations and/or Accommodations:</b> (How will EVERY student have access to the content of the lesson?)</p> <p>Text will be read multiple times in multiple ways, so that students will have time to process alone, with small groups, and with the whole class.</p>
<p><b>Tier 3 Discipline-Specific Terms</b></p> <p>magnetron, manufacturers</p>	<p><b>Tier 2 Academic Vocabulary and Additional Language Demands:</b> (including language that may impact a student's ability to access the content in directions, examples, problems, etc.)</p> <p>product, mysterious, cure, global, experiment, developed, mixture, invent/invention</p>

**Teacher Reflection**

Notes for next time:

**Lesson Plan (Day 1)**

<p><b>Instructional Objective(s):</b> <i>(Statements written in teacher language, derived from content standards)</i></p>	<p>At the end of this lesson, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Participate effectively in a conversation with a partner. Respectfully listen while others clearly express ideas (SL.3.1b/d).</li> <li>2. Determine the meaning of unknown words and phrases by using sentence-level context clues (L.2.4a).</li> <li>3. Acquire and use accurately a range of general academic and domain-specific words and phrases for speaking and listening (L.3.6).</li> </ol>
<p><b>Assessing Mastery of the Objective(s):</b> <i>(Indicate <u>when</u> and <u>how</u> assessment will occur during the lesson - formative and/or summative)</i></p>	<p>By the end of this lesson, the students will be able to <i>(objective)</i> as evidenced by <i>(task)</i>.</p> <ol style="list-style-type: none"> <li>1. Identify names of various jobs and describe them as evidenced by their verbal participation in the introduction activity</li> <li>2. Match skills with jobs as evidenced by their verbal participation in the introduction activity</li> <li>3. Form sentences with “can” to describe ability and job skills, using can + the base form of the verb as evidenced by their written sentences</li> <li>4. Read “Accidental Inventions” and identify vocabulary to define as evidenced by observation of their independent practice and participation during the guided practice</li> </ol>
<p><b>Learning Target(s):</b> <i>(Statements of what students will be able to do as a result of</i></p>	<p>“I can...”</p>

<p><i>the lesson, written in student-friendly language)</i></p>	<ol style="list-style-type: none"> <li>1) Talk about different jobs in the US and match them with different skills</li> <li>2) Use the word “can” in a sentence to discuss abilities</li> <li>3) Read a story and figure out vocabulary from context</li> </ol>
<p><b>Introduction:</b></p>	<p>Have students partner up with a classmate. Set a timer for two minutes. Prompt one student to talk for two straight minutes about a job that they or someone they know has had to their partner. Reset timer and have them switch.</p> <p>After both pairs have shared with each other, regroup. What job did your partner talk about? Write students’ answers on the whiteboard. Encourage students to brainstorm more jobs and write them on the whiteboard.</p> <p>Define “skills”. Skills are things a person can do (abilities, talents). Point to a few of the job examples on the board. What does a nurse do? What does a construction worker do? These are skills.</p> <p>Have a student take a skill picture from the bowl and describe the skill they have (cook, fly a plane, type, etc.) What job on the whiteboard does this skill match with? If it doesn’t match with a job on the whiteboard, prompt student to come up with a job and add it to the whiteboard. Repeat until each student has taken two skill pictures and matched them with two different jobs.</p> <p>Remind students that skills are things you can do. Using the skills they took from the bowl and the jobs they matched them too, have students write sentences using can (a chef can cook, a pilot can fly a plane, etc.), and share with the class.</p> <p>Extension: have students who finish early write extra can sentences using their own ideas for jobs and skills.</p>
<p><b>Explanation &amp; Modeling:</b></p>	<p>Explanations and modeling will be carried out through all parts of the lesson as they come up.</p>
<p><b>Independent Practice:</b></p>	<p>Project title of story, “Accidental Inventions”, on the board. As a class, come up with definitions for each word. Mention parts of speech, and bring up related words (accidental and accident, invention</p>

	<p>and invent). Ask students to predict what they imagine will happen in the story based on the title and discuss.</p> <p>Have students read through “Accidental Inventions” on their own. Instruct them to circle vocabulary they are unfamiliar with as they read. When it seems like most of the class has finished reading, put students in small groups and have them share what words/concepts in the reading were unclear to them with their classmates. Instruct students to do their best to answer each other's questions, and make a list of vocabulary that no one in the group is able to define. Instructor should circulate class during this activity to monitor how students are doing and clarify if misunderstandings take place.</p>
<p><b>Guided Practice:</b></p>	<p>As a large group, make a list on the whiteboard of the vocabulary that each group has chosen, leaving off repeat words. Project the reading on the board and find each vocabulary word. Are there context clues in the reading that can help us figure out the meaning? If not, define the word and go over the sentence that includes it again. Does the sentence make more sense now that we know what it means?</p>
<p><b>Student Reflection on Learning Targets , Closure &amp; Connection to Future Learning</b></p>	<p>Remind students of the list of jobs from the beginning of class. Were any jobs from that list in the reading? What were they? If no, what jobs were mentioned in the reading? Discuss what skills are needed for these jobs.</p>

**Lesson Plan (Day 2)**

<p><b>Instructional Objective(s):</b></p> <p><i>(Statements written in teacher language, derived from content standards)</i></p>	<p>At the end of this lesson, students will be able to:</p> <ol style="list-style-type: none"> <li>1) Read closely to in order to cite specific textual evidence when speaking and writing (RI.2.1).</li> <li>2) Use information from websites to find information about a job and interpret information in order to present on it to the class (RI.4.7, RI.5.7).</li> </ol>
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	<p>3) Conduct a short research project based by gathering information from website(s). Sort research into categories (W.3.7, W.3.8).</p>
<p><b>Assessing Mastery of the Objective(s):</b> <i>(Indicate <u>when</u> and <u>how</u> assessment will occur during the lesson - formative and/or summative))</i></p>	<p>By the end of this lesson, the students will be able to <i>(objective)</i> as evidenced by <i>(task)</i>.</p> <ol style="list-style-type: none"> <li>1) Ask questions to classmates about their abilities using “can” as evidenced by observation and the completion of the Find Someone Who worksheet.</li> <li>2) Search job listings online as evidenced by students finding and reading about different jobs</li> <li>3) Make a pros and cons list about a career as evidenced by the completion of the pro/con list and the verbal sharing of their findings.</li> <li>4) Take turns reading the story “Accidental Inventions” as a large group and answer comprehension questions by showing in the text where they found the answer as evidenced by citing the paragraph number and underlining/circling of information.</li> </ol>
<p><b>Learning Target(s):</b> <i>(Statements of what students will be able to do as a result of the lesson, written in student-friendly language)</i></p>	<p>“I can...”</p> <ol style="list-style-type: none"> <li>1) Ask my classmates about their abilities using “can”</li> <li>2) Search for jobs online</li> <li>3) List good and bad qualities about a job</li> <li>4) Answer questions about a story and show how I found the answer</li> </ol>
<p><b>Introduction:</b></p>	<p><i>Prep: “Find Someone Who...” worksheets can be made for a number of different grammar points, such as the different tenses, gerunds/infinitives or other modal verbs. In a word document, create a 5x5, 4x4 or even 3x3 grid, and fill in various ways to complete your intended question. This is a great warm-up activity because it gets students moving around and helps them get to know each other.</i></p> <p>Write “can” on the board. Ask students to explain what it means. Ask some “can you _____?” questions to students and elicit full sentences responses (Yes, I can _____/No, I can’t _____). Pass out the Find Someone Who worksheet and explain that students will be mingling with their classmates</p>

	<p>and asking “Can you” questions. If their classmate says yes, they can write their name on the worksheet. If the student says no, they must find someone else to ask.</p> <p>Once most students have filled out their worksheets, have them return to their seats and share some of their answers.</p>
<p><b>Explanation &amp; Modeling:</b></p>	<p>Explanations and modeling will be carried out through all parts of the lesson as they come up.</p>
<p><b>Guided Practice:</b></p>	<p>As a large group, do a popcorn reading of “Accidental Inventions”. Choose a student to begin the reading, and explain that after reading a sentence or two, they may choose at random the next student to read. Continue process until reading is finished.</p> <p>Put students into groups of 3-4 and pass out the comprehension questions. Explain that students should be able to point out where in the text they got their answers. Circulate the room as students answer the questions in their group and remind them as they answer to show where the answers are in the text by circling and citing the paragraph number next to the answer.</p> <p>Once students have finished answering the questions, project the story onto the whiteboard. As you answer the comprehension questions as a class, invite students to come up and underline where in the text they found their answers. Instruct students watching to highlight their own texts as this is happening.</p> <p>Project these discussion questions on the board and have students answer them in their groups.</p> <ul style="list-style-type: none"> <li>● Why do you think Coca-Cola and the microwave oven became successful products?</li> <li>● What kind of people are inventors? For example, why did Spencer do more experiments with food after his chocolate bar melted?</li> </ul>
<p><b>Independent Practice:</b></p>	<p>Pass out computers. As computers are booting up, ask students to share some of the jobs they remember from yesterday. What jobs are they interested in? Instruct students that they will be using job search websites to find information about a job of their choice. Using information from the job</p>

	<p>posting, have students make a list of reasons about why they would like the job, and have them list some cons of the job as well. Have students share their list with the class when they are finished.</p> <p><u>Job search websites:</u></p> <p>minnesotanonprofits.org</p> <p>indeed.com</p> <p>iseek.org</p>
<p><b>Student Reflection on Learning Targets , Closure &amp; Connection to Future Learning</b></p>	<p>Before students leave, give each student a post-it note and ask them to think of something they “can” do that they learned in class today. Have them write an “I can” statement and stick it on the whiteboard. Look through everyone’s “I can” statements before everyone leaves.</p>

### Lesson Plan (Day 3)

<p><b>Instructional Objective(s):</b> <i>(Statements written in teacher language, derived from content standards)</i></p>	<p>At the end of this lesson, students will be able to:</p> <ol style="list-style-type: none"> <li>1) Read closely to determine meaning of vocabulary words by citing context (RI.2.1).</li> <li>2) Engage in a one-on-one discussion with a partner by building on others’ ideas and expressing their own clearly and persuasively (SL.3.1).</li> <li>3) Determine the meaning of domain specific words and phrases by using context clues and analyzing meaningful word parts (RI/RL.5.4).</li> </ol>
<p><b>Assessing Mastery of the Objective(s):</b> <i>(Indicate <u>when</u> and <u>how</u> assessment will occur during the lesson - formative and/or summative))</i></p>	<p>By the end of this lesson, the students will be able to <i>(objective)</i> as evidenced by <i>(task)</i>.</p> <ol style="list-style-type: none"> <li>1) Identify names of various jobs and describe them</li> <li>2) Interpret job ads, including abbreviations and common vocabulary used</li> <li>3) Form sentences with “must” to describe requirements for job applicants, using “must” + the base form of the verb</li> </ol>

	4) Read “Accidental Inventions” in pairs and answer vocabulary questions
<p><b>Learning Target(s):</b> <i>(Statements of what students will be able to do as a result of the lesson, written in student-friendly language)</i></p>	<p>“I can...”</p> <ol style="list-style-type: none"> <li>1) Talk about different jobs in the US and match them with different skills</li> <li>2) Use the word “must” in a sentence</li> <li>3) Read a job ad and explain the abbreviations</li> <li>4) Use vocabulary from the story and answer vocabulary questions</li> </ol>
<p><b>Introduction:</b></p>	<p>Ask students to give some examples of jobs they have discussed in the past two days. What are some abilities that match with those jobs? After students have given some of their ideas, ask what are some requirements of those jobs? What does requirement mean? Give students some time to think of answers to these questions and distinguish between an ability and a requirement. After putting up some of their ideas on the board, reiterate that a requirement is something they must have to get the job, or something they must at the job. Tell students that must is another modal verb, similar to can, but while can expresses ability, must expresses obligation, something the students have no choice in doing. Must is used to give commands or make rules.</p> <p>Pass out the English in Action 2 worksheet and have students match the job title to its picture with a partner. Circulate the room and check answers. As the pairs are finishing, ask them to write some sentences using must. What are some obligations they can think of that might apply to these jobs? For example, “A construction worker must wear a helmet” or “A nurse’s aide must be nice”.</p>
<p><b>Explanation &amp; Modeling:</b></p>	<p>Explanations and modeling will be carried out through all parts of the lesson as they come up.</p>
<p><b>Guided Practice:</b></p>	<p><i>Prep: Cut up the worksheet from Standout 2. Students will receive copies of the worksheet including the graphic organizer and the questions about abbreviations. The instructor will have the only copy of the classified ads.</i></p> <p>Hang the copy of the classified ads on the wall outside the classroom. Divide the students into groups of three or four and pass out the graphic organizer to the groups. To fill out the graphic organizer, students will need information from the classified ads. Explain that students will take turns leaving the</p>

classroom to look for specific information in the classified ads, and then their job is to report back to their group what they should write down in the graphic organizer.

For example, the first student will look for which jobs in the ads are full-time. Without taking any notes, the student should report back to their classmates and tell them to write apartment manager, legal assistant, and driver in the full-time section of the graphic organizer. The second student will go look for which jobs are part-time and report back, and so on. Students will take turns until the graphic organizer is completely filled out.

As groups finish filling out the graphic organizer, tell them that they may start working on section B of the worksheet and write down what the different abbreviations stand for. Teach the meaning of “abbreviation”.

When all the groups have completed the graphic organizer, bring it back inside the classroom and project it on the board. As a class, check the answers and see if all the graphic organizers are filled out correctly. When you get to the section about the job requirements, explain that these are things that job applicants must have. Make must sentences with the class using the classified ads and the listed requirements (apartment managers must have 2 years of experience, apartment managers must speak Spanish and English, legal assistants must type 45 words per minute, etc).

Finally, go over the list of abbreviations with the class. What does “abbreviation” mean? If you’re not sure, can you make a guess based on the worksheet? Fill out the abbreviations section of the worksheet with the class, and then brainstorm any other job abbreviations students may be familiar with.

**Independent Practice:**

Put students into pairs and have them re-read the story “Accidental Inventions” with their partner, switching back and forth each paragraph. Circulate the room and help students with any difficult pronunciation.

When groups are finishing up the reading, pass out the vocabulary worksheet and have students work with their partner to complete the worksheet. This should be review as the vocabulary words were

	<p>explained on Monday, however some students may have been absent that day. Circulate the room and help groups that are struggling with particular words.</p> <p>Finally, come back together as a class, and have volunteers read aloud their answers to the class.</p>
<p><b>Student Reflection on Learning Targets , Closure &amp; Connection to Future Learning</b></p>	<p>Instruct students to write a short summary of “Accidental Inventions”, writing the main idea in their own words, and including only what they consider the most important details. Ask: If you were to explain this story to a friend who has not read it, what information would you include?</p> <p>When students have finished writing, have them exchange their summaries with a partner to edit, looking at capitalization, punctuation, spelling and other basic language conventions. Instructor should circulate classroom during this activity to monitor for errors and misunderstandings.</p>

### Lesson Plan (Day 4)

<p><b>Instructional Objective(s):</b> <i>(Statements written in teacher language, derived from content standards)</i></p>	<p>At the end of this lesson, students will be able to:</p> <ol style="list-style-type: none"> <li>1) Give advice and reason on a topic, include “should” and “because” (W.3.1b/c).</li> </ol>
<p><b>Assessing Mastery of the Objective(s):</b> <i>(Indicate when and how assessment will occur during the lesson - formative and/or summative)</i></p>	<p>By the end of this lesson, the students will be able to <i>(objective)</i> as evidenced by <i>(task)</i>.</p> <ol style="list-style-type: none"> <li>1) Identify names of various jobs by describing them</li> <li>2) Compare jobs on various benefits</li> <li>3) Form sentences with “should” to give advice about how to find and apply for a job</li> </ol>
<p><b>Learning Target(s):</b> <i>(Statements of what students will be able to do as a result of the lesson, written in student-friendly language)</i></p>	<p>“I can...”</p> <ol style="list-style-type: none"> <li>1) Talk about different jobs in the US and describe their benefits</li> <li>2) Use “should” in a sentence</li> </ol>

<p><b>Introduction:</b></p>	<p>Review the modal verbs can and must. Why do we use these modal verbs? What is the differences between them? (Try and elicit from students that can expresses ability, and must expresses necessity) What other modal verbs can you think of? Students may come up with several answers that you can write on the board. Tell students that today they will focus on should. Why do we use should? How is it different from can and must? What are some examples we can come up with using should?</p> <p>Explain that should is used to give advice and recommendations. Write on the board, “What should you do to find a job? What should you do to apply for a job?” Give students a few minutes to write answers to these questions. Tell them that they must use should when they give their advice. As a class, go around the room and have students share their advice outloud to the class.</p>
<p><b>Explanation &amp; Modeling:</b></p>	<p>Explanations and modeling will be carried out through all parts of the lesson as they come up.</p>
<p><b>Guided Practice:</b></p>	<p>Put up the classified ads from Wednesday. Remind students that yesterday they talked a lot about job requirements. Today they will talk about benefits. What are benefits? Are any benefits listed in the classified ads? Answers may include free rent, training available, and benefits. What benefits are they talking about? What other job benefits can you think of?</p> <p>Create a list of benefits on the board. Do you think any of the jobs in the classified ads have any of these benefits even though they are not listed? Why or why not? If you were going to recommend a job to a friend or family member, which would it be and why? Have students write a sentence with their recommendation and explain why. For example, a student might write “you should apply for the apartment manager job because it is full time and you get free rent” or “you should apply for the cook position because you will get training and the hours are good”.</p> <p>Go around the room and have students share their recommendations.</p>
<p><b>Independent Practice:</b></p>	<p>Pass out the Focus on Grammar 2 worksheet and instruct students that they will need to complete the sentences using the given verbs and either should or shouldn’t. Look at the example together as a class, and do one more together as well. Then let students work on their own to complete the rest of the worksheet. Circulate the room as students are working and check their answers. When all the students have finished, have students read the sentences out loud to check answers as a class.</p>
<p><b>Student Reflection on Learning Targets , Closure &amp; Connection to Future Learning</b></p>	<p><i>Prep: Cut up section B of the English in Action worksheet into strips so that each prompt is on its own strip of paper.</i></p> <p>Break students into six groups and give them a number one through six. If there are not enough students to have at least two in each group, you can have fewer groups. Give each group one of the</p>

prompts. Group one can have prompt one, and so on. Have students work with their group to write advice for their particular situation using should and shouldn't. Have each group read their prompt aloud and share with the class what advice they would give.