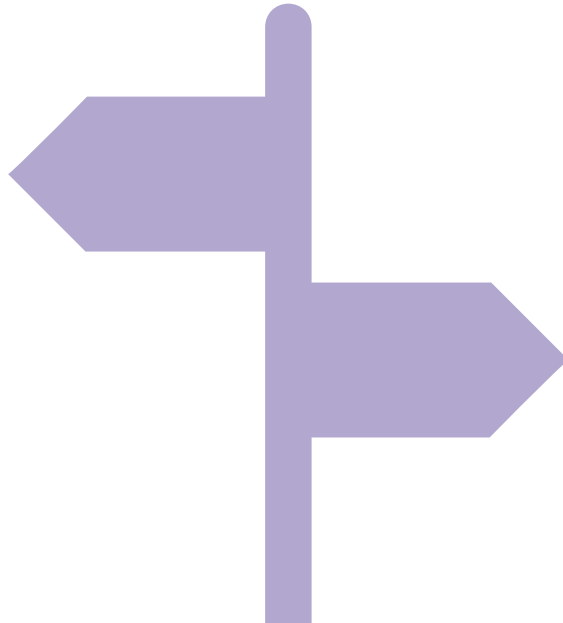


Unit 2: Functional Literacy



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**Lesson Plan Contents Page
Unit 2: Functional Literacy**

Objective 2.1: The student will be able to develop context clues and decoding skills to increase reading across environments.

STEP ONE: Pre-Planning/Pre-Activities:

STEP TWO: The Lesson Plan

Appendices & Additional Resources

Unit: 2.1 The student will be able to identify decoding strategies and context clues to increase reading across environments.		Total Activities: 5
STEP ONE: Pre-Planning/Pre-Activities: Individualize these sections to make this section more meaningful for the student.		
Lesson Plan Summary: These activities will introduce and assist in recall of syllable division to assist students in determining pronunciation and decoding of words.		
<ul style="list-style-type: none"> ● Basic syllable rules ● Decoding of words ● Pronunciation ● Meaning (does the word make sense in the sentence) 		
What you will need: Materials & Resources		
Handouts:	<ul style="list-style-type: none"> ● Premade word list for syllable division, flash cards, name it flash cards and sentence strips 	
Technology:	<ul style="list-style-type: none"> ● Technology to watch YouTube videos 	
Other materials needed for activities:	<ul style="list-style-type: none"> ● Bell, whiteboard, dry erase markers 	
How to Assess Understanding		
Knowledge  What will they know because of the lesson?	Skills  What will they be able to do because of the lesson?	Check for Understanding / Evaluation What will the Instructor ask/do to determine interns' level of understanding? How can the intern demonstrate their understanding?
The students will have the knowledge to decode unknown words into syllables and then verbalize the word.	The students will recall main syllable rules and will have the skills to divide a word into syllables and pronounce unknown words.	The instructor will introduce multi-syllable words for the students to divide into syllables and pronounce.
The students will have the knowledge to decode unknown words and determine meaning.	The students will use syllable rules to decode unknown words and determine meaning.	The instructor will provide flash cards to groups of students. Students will say "I see" to identify the number of syllables and prefix/suffix/digraph. Once complete, students will be given the card to write a sentence using the word.
The students will know the decoding rules.	The student will be able to describe, identify or explain the key decoding rules.	The students will explain decoding rules in a class discussion and/or activity and put those into practice during a typical class day.

STEP TWO: The Lesson Plan	
<i>Please customize these activities according to your school setting, its policies, vision, and core values. Please use and modify them based on the objective and the needs of your students.</i>	
Glossary	<p>Ensure the students are familiar with glossary words connected with this lesson.</p> <p>Please incorporate any glossary terms utilized at your school that would enhance the lesson plan and make this objective more meaningful for the students.</p> <p><u>Glossary Terms</u></p> <ul style="list-style-type: none"> • Distributive Practice: Learning strategy in which materials are presented in a short burst of instructions over a long period of time. • Syllable: A chunk or unit of sound having 1 vowel with or without consonants. • consonant • Open syllable: Syllable with a long vowel that has no consonant after the vowel. • Closed syllable: Syllable with a short vowel that has a consonant after the vowel. • VCE rule: When a word ends with vce pattern, the vowel becomes long and the e is silent. • Consonant Digraphs: Two or more consonants that together form one sound. • Vowel Digraphs: Two vowels that together form one sound, the first vowel controls the sound. • Le rule: le syllables are always at the end of the word and the l is the only sound. The consonant in front of the l always stays in the syllable. • Blend: Consonant cluster of 2 or 3 sounds that come before or after a vowel.
<p>Introduction:</p> <p>Connect to Purpose</p> <p>VocFit Crosswalk:</p> <p>General: Listens and pays attention</p> <p>Cognitive Abilities: Comprehends/ reads instructions</p> <p>Interpersonal Skills: Listen actively</p>	<p>Introduce multisyllabic words to the students that are connected to the workforce or community. Reassure students that using decoding skills allows them to divide words into syllables and determine the pronunciation of the word as well as assist in determining the meaning. Below is a sample list to get started. You should add more words that are appropriate for your students and/or community.</p> <ul style="list-style-type: none"> • Employment • Competitive • Integrated • Community • Recreation • Transportation • Theater • Manufacture / manufacturing • Logistics • Emergency • Hospital • Tourism • Hospitality

- Clerical / Administration

Lesson Activities

Activity 1
45 minutes

VocFit Crosswalk
Cognitive
Abilities:

Read and comprehend instructions

Computer Skills
Navigate web link, Access emails, Reply to emails, Use search engines

Higher Task abilities
Operate office machinery, monitor systems

Lower Task Abilities
Start/stop machines

Prerequisite Skills: Understanding Syllable Rules

Review syllable rules with students. [Appendix A](#) contains a chart you may print to distribute to students.

Rules

All syllables must have a vowel	bus walk stop
Divide between consonants (if no doubles trying sending consonant to end first)	problem prob-lem
Never break a consonant digraph (qu ch sh wh th ck)	nickel nick-el
Open/Closed Syllable rule Vowel long (open)-says letter Vowel closed (short)-says sound	be e is long=says letter bet e is short=says sound program pro-gram o becomes long and says letter
Vowel consonant e rule vce	cake cake i long/e silent vce Ride ride i long/ e silent vce

Reminder regarding y-y is only a consonant if it is the first letter of the word or syllable. A quick review of prefixes and suffixes may be beneficial to the students. The le and controlled r sounds may need to be reviewed.

Connect to these YouTube videos to remind students of the basic syllable rules. (choose what is appropriate for your group)

Fast Phonics
<https://www.youtube.com/watch?v=a1v7L012nWw>

Bossy E vce rule
<https://www.youtube.com/watch?v=NBP-AW29YDk>

Y can be a vowel or consonant
<https://www.youtube.com/watch?v=7g7g4lat6el>

Two vowels go walking
<https://www.youtube.com/watch?v=7fb3Pdt8kxg>

syllable le rule
<https://www.youtube.com/watch?v=K1d79TbZQJY>

Prefixes

a is long and says its letter	Vowel- consonant- e VCE i becomes long-says its letter e becomes silent
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Chemical

chem	i	cal
1 vowel vowel short says sound	1 vowel i is long	1 vowel vowel short says sound

Refer to [Appendix B](#) for a word list for the students to practice the basic syllable rules.

Tip: Remember to use distributive practice casually throughout the lessons. When introducing a new word, say “let's look and see what is in this word.” This can improve recall of the rules and assist your students in decoding words.

Activity 3:
45 minutes

VocFit Crosswalk
Cognitive Abilities
Read and comprehend instructions

Computer Skills
Navigate web link, Access emails, Reply to emails, Use search engines

Higher Task abilities
Operate office machinery, monitor systems

Lower Task Abilities
Start/stop machines

Quick review syllable rules with students.

Rules

All syllables must have a vowel
Divide between consonants (if no doubles trying sending to end first)
Never break a consonant digraph (qu ch sh wh th ck)
Open/Closed Syllable rule Vowel long it is open-says letter Vowel closed it is short-says sound
Vowel consonant e rule vce

Reminder regarding y-y is only a consonant if it is the first letter of the word or syllable. A quick review of prefixes and suffixes might be beneficial to the students. There are more syllable rules that may be taught, as needed for the students.



What do you see?
Game Activity

Make several flashcards ([Appendix C](#)) with key words needed for your lesson unit. Have students sit at a table and flash the word - students can raise their hands or ring a bell when they have an answer.

Example:

Key word	I see/say the word	Use the word in a sentence
instruction	I see 3 syllables and a suffix	Listening to instruction is important.
mechanical	I see 4 syllables and 1 digraph	Do not enter the mechanical room.
emergency	I see 4 syllables	Break in case of an emergency.
attitude	I see 3 syllables and a vowel consonant e	I will have a good attitude.
direction	I see 3 syllables and 1 suffix	Which direction should I go?

If the student does not see all the “clues” in the word, let another student assist them or attempt to solve. When the “I see” portion is complete, give the word card to the student and let them make a sentence using the word. The students will want to collect as many word cards as possible and whoever has the most cards at the end of the game wins the game.

Alternative lessons:

- Write words on board and have students write words and list what they see.
- Give handouts with words and have categories to list

Sample: Information

Syllables Prefixes Suffixes vce

4		1	
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Tip: Remember to use distributive practice casually throughout the lessons. When introducing a new word, say let's look and see what is in this word. This can improve recall of the rules and assist your students in decoding words.

**Activity 4:
45 minutes**

VocFit Crosswalk
Cognitive Abilities
Read and comprehend instructions
Computer Skills
Navigate web link,
Access emails,
Reply to emails,

Quick review syllable rules with students.

Rules

All syllables must have a vowel
Divide between consonants (if no doubles trying sending to end first)
Never break a consonant digraph (qu ch sh wh th ck)
Open/Closed Syllable rule Vowel long it is open-says letter Vowel closed it is short-says sound

<p>Use search engines</p> <p>Higher Task abilities</p> <p>Operate office machinery, monitor systems</p> <p>Lower Task Abilities</p> <p>Start/stop machines</p>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> Vowel consonant e rule vce </div> <p>Reminder regarding y-y is only a consonant if it is the first letter of the word A quick review of prefixes and suffixes might be beneficial to the students. There are more syllable rules that may be taught, as needed for the students.</p> <hr style="border-top: 1px dashed black;"/> <p style="text-align: center;">Name It Question Card Game Large Group Game</p> <p>Divide the students into 2 groups.</p> <p>Create a stack of question cards (see Appendix D) to review the syllable rules. Attached is an example list (Appendix D). Create the words that are needed for your lesson and continue to add to the stack. This is a good game for extra time fillers and excellent for distributive practice learning.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;">Name a vowel-</td> <td style="width: 50%; padding: 5px;">Name a consonant-</td> </tr> <tr> <td style="padding: 5px;">What is the vce rule?</td> <td style="padding: 5px;">Name a digraph-</td> </tr> <tr> <td style="padding: 5px;">When is y a vowel?</td> <td style="padding: 5px;">When is y a consonant?</td> </tr> <tr> <td style="padding: 5px;">What is the suffix in construction?</td> <td style="padding: 5px;">Is y a vowel or consonant in the word slippery?</td> </tr> <tr> <td style="padding: 5px;">How many syllables in the word BAKERY?</td> <td style="padding: 5px;">Name a word with the vce -</td> </tr> <tr> <td style="padding: 5px;">What do you see in the word MECHANICAL?</td> <td style="padding: 5px;">How do you know a vowel is long?</td> </tr> <tr> <td style="padding: 5px;">How do you know a vowel is short?</td> <td style="padding: 5px;">If a vowel is short it says its-</td> </tr> <tr> <td style="padding: 5px;">If a vowel is long it says its-</td> <td style="padding: 5px;">Name the syllable rules-</td> </tr> <tr> <td style="padding: 5px;">Name 2 digraphs-</td> <td style="padding: 5px;">Why can you not break a digraph?</td> </tr> <tr> <td style="padding: 5px;">Why is it important to know the syllable rules?</td> <td style="padding: 5px;">Name a prefix-</td> </tr> <tr> <td style="padding: 5px;">Name a vowel-</td> <td style="padding: 5px;">Name a consonant-</td> </tr> </table>	Name a vowel-	Name a consonant-	What is the vce rule?	Name a digraph-	When is y a vowel?	When is y a consonant?	What is the suffix in construction?	Is y a vowel or consonant in the word slippery?	How many syllables in the word BAKERY?	Name a word with the vce -	What do you see in the word MECHANICAL?	How do you know a vowel is long?	How do you know a vowel is short?	If a vowel is short it says its-	If a vowel is long it says its-	Name the syllable rules-	Name 2 digraphs-	Why can you not break a digraph?	Why is it important to know the syllable rules?	Name a prefix-	Name a vowel-	Name a consonant-
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Why is it important to know the syllable rules?	Name a prefix-																						
Name a vowel-	Name a consonant-																						
<p>Activity 5: 45 minutes</p> <p>VocFit Crosswalk Cognitive Abilities Read and comprehend</p>	<p>Quick rules review</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">All syllables must have a vowel</td> </tr> <tr> <td style="padding: 5px;">Divide between consonants (if no doubles trying sending to end first)</td> </tr> <tr> <td style="padding: 5px;">Never break a digraph (qu ch sh wh th ck)</td> </tr> </table>	All syllables must have a vowel	Divide between consonants (if no doubles trying sending to end first)	Never break a digraph (qu ch sh wh th ck)																			
All syllables must have a vowel																							
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<p>instructions</p> <p>Computer Skills Navigate web link, Access emails, Reply to emails, Use search engines</p> <p>Higher Task abilities Operate office machinery, monitor systems</p> <p>Lower Task Abilities Start/stop machines</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">Open/Closed Syllable rule Vowel long it is open-says letter Vowel closed it is short-says sound</td> </tr> <tr> <td style="padding: 5px;">Vowel consonant e rule vce</td> </tr> </table> <p>Reminder regarding Y – Y is only a consonant if it is the first letter of the word or syllable. A quick review of prefixes and suffixes might be beneficial to the students. There are more syllable rules that may be taught, as needed for the students.</p> <p style="text-align: center;">Does this make sense?</p> <p>Choose several words that are important to a unit you may be teaching. Ask the students to divide the words into syllables. Give two sentence examples and have the student mark which sentence makes sense. Example: (See Appendix E for editable worksheet.)</p> <p>Hospital hos pit al <input type="checkbox"/> 1. The sick man went to the hospital. <input type="checkbox"/> 2. I rode in a hospital.</p> <p>Ambulance am bu lan ce <input type="checkbox"/> 1. The ambulance was parked at the hospital. <input type="checkbox"/> 2. The ambulance flew away in the sky.</p> <p>Clinic clin ic <input type="checkbox"/> 1. The clinic has strawberry milkshakes. <input type="checkbox"/> 2. The clinic is now open.</p> <p>Alarm a larm <input type="checkbox"/> 1. Pull the alarm in case of an emergency. <input type="checkbox"/> 2. Put the alarm in your lunch box.</p>	Open/Closed Syllable rule Vowel long it is open-says letter Vowel closed it is short-says sound	Vowel consonant e rule vce
Open/Closed Syllable rule Vowel long it is open-says letter Vowel closed it is short-says sound			
Vowel consonant e rule vce			
Extension Activities: Critical Thinking Questions and Evaluation Tools			
<p>Extension Activities: Critical Thinking Questions and Evaluation Tools</p>	<ol style="list-style-type: none"> 1. Knowledge / Remembering: <ul style="list-style-type: none"> • Does the student recall the basic syllable rules for decoding? • Can the student list digraphs, prefixes, suffixes and state the VCE rules? • Is the student able to define open and closed syllables? • Ask the students to give word examples with open and closed syllables. 2. Comprehension / Understanding: <p>Can the student describe, identify or explain the following key decoders?</p> <ul style="list-style-type: none"> • Main syllable rules- importance • VCE • Digraphs- why 1 sound • Suffixes • Prefixes 		

	<ul style="list-style-type: none"> • Open syllable • Closed syllable • The letter Y and sound –e as opposed to i <p>3. Applying:</p> <ul style="list-style-type: none"> • Given unknown words, can the student demonstrate the use of syllable rules? • Is the student able to execute the identification of parts of the word to assist in decoding? • Divide the class into small groups. Ask them to choose one of the categories: workplace, classroom, community, or home. Next, they should make up 5 multi-syllable words to match their category. Then they will and apply syllable rules to their word. • After decoding, does the student have the knowledge to apply the rules and use the word appropriately in a sentence and determine if it makes sense in a sentence? <p>4. Analyzing</p> <ul style="list-style-type: none"> • Does the student have the knowledge needed to analyze the word and then decode successfully? • Has the student successfully mastered the activities in the lesson plan? • Can the student readily transfer the decoding skills across environments? • Is the student confident in their knowledge of decoding words? <p>5. Evaluating:</p> <ul style="list-style-type: none"> • Can the student explain why the v-c-e rule is important? • Does the student have the knowledge to discuss or explain syllable division? • Given words, can the student select specific parts of the word to use as a decoder? • Does the student have the ability to explain open and closed syllables? <p>6. Creating:</p> <ul style="list-style-type: none"> • Ask the students to generate a word list that have suffixes or prefix. • Ask the students to break up multi – syllable words. Then they should create silly words with the mixed-up syllables. They can also make up a definition of the newly created word.
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Lesson Plan modified from:

Wiggins, G. P., & McTighe, J. (2006). *Understanding by design* (Expand 2nd ed.). Upper Saddle River, N.J: Pearson Education, Inc.

Appendix A

Syllable Rules

<p>All syllables must have a vowel</p>	<p>bus walk stop</p>
<p>Divide between consonants (if no doubles trying sending consonant to end first)</p>	<p>problem prob-lem</p>
<p>Never break a consonant digraph (qu ch sh wh th ck)</p>	<p>nickel nick-el</p>
<p>Open/Closed Syllable rule Vowel long (open)-says letter Vowel closed (short)-says sound</p>	<p>be e is long=says letter bet e is short=says sound</p> <p>program pro-gram o becomes long and says letter</p>
<p>Vowel consonant e rule vce</p>	<p>cake cake i long/e silent vce</p> <p>Ride ride i long/ e silent vce</p>

Appendix B

Word List for Syllable Rules Practice

operator	manufacture	enter
manage	workshop	industry
danger	explosive	warning
scale	environment	emergency
schedule	manual	calendar
report	protective	constructive
destructive	refund	objective

Answer Key for Word List

operator op er a tor	manufacture man u fac ture (vce)	enter en ter
manage man age (vce)	workshop work shop	industry in dus try
danger dan ger	explosive ex plo sive	warning warn ing
scale scale (vce)	environment en vi ron ment	emergency e mer gen cy
schedule sched ule	manual man u al	calendar cal en dar
report re port	protective pro tec tive (vce)	constructive con struc tive(vce)
destructive de struc tive (vce)	refund re fund	objective ob jec tive (vce)

Appendix C

What Do You See?

Directions: Print and cut the flash cards below to use for Activity 3. You may change the words as you move through your high frequency word lists.

<p style="text-align: center;">Instruction</p> <p>Sentence:</p>	<p style="text-align: center;">Mechanical</p> <p>Sentence:</p>
<p style="text-align: center;">Emergency</p> <p>Sentence:</p>	<p style="text-align: center;">Attitude</p> <p>Sentence:</p>
<p style="text-align: center;">Direction</p> <p>Sentence:</p>	<p style="text-align: center;">Environment</p> <p>Sentence:</p>
<p style="text-align: center;">Transportation</p> <p>Sentence:</p>	<p style="text-align: center;">Employment</p> <p>Sentence:</p>

Appendix D
Name It Question Cards

Name a vowel-	Name a consonant-
What is the vce rule?	Name a digraph-
When is y a vowel?	When is y a consonant?
What is the suffix in construction?	Is y a vowel or consonant in the word slippery?
How many syllables in the word BAKERY?	Name a word with the vce -
What do you see in the word MECHANICAL?	How do you know a vowel is long?
How do you know a vowel is short?	If a vowel is short it says its-
If a vowel is long it says its-	Name the syllable rules-
Name 2 digraphs-	Why can you not break a digraph?
Why is it important to know the syllable rules?	Name a prefix-
Name a vowel-	Name a consonant-

Does This Make Sense?

Hospital **hos pit al**

- 1. The sick man went to the hospital.
- 2. I rode in a hospital.

Ambulance **am bu lan ce**

- 1. The ambulance was parked at the hospital.
- 2. The ambulance flew away in the sky.

Clinic **clin ic**

- 1. The clinic has strawberry milkshakes.
- 2. The clinic is now open.

Alarm **a larm**

- 1. Pull the alarm in case of an emergency.
- 2. Put the alarm in your lunch box.

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Lesson Plan Contents Page

Unit 2: Functional Literacy

Objective 2.2: The student will be able to identify high frequency words specific to the environment. (Vocational, Daily Living, etc.)

STEP ONE: Pre-Planning/Pre-Activities:

STEP TWO: The Lesson Plan

Appendices & Additional Resources

Unit 2.2: The student will be able to identify high frequency words specific to the environment.		Total Activities: 5
STEP ONE: Pre-Planning/Pre-Activities: Individualize these sections to make this section more meaningful for the intern.		
Lesson Plan Summary: The goal of these activities is for the student to identify and use high frequency words/terms specific to their environment (vocational, daily living, etc.		
What you will need: Materials & Resources		
Handouts:	<ul style="list-style-type: none"> See templates in each activity – Bingo and Word Map 	
Technology:	<ul style="list-style-type: none"> Google Docs, Whiteboard, Quiz Apps 	
Other materials needed for activities:	<ul style="list-style-type: none"> Arts and Craft supplies – crayons, markers, etc. 	
How to Assess Understanding		
Knowledge → What will they know because of the lesson?	Skills → What will they be able to do because of the lesson?	Check for Understanding / Evaluation What will the Instructor ask/do to determine interns' level of understanding? How can the intern demonstrate their understanding?
Students will learn High Frequency Vocabulary terms presented through a variety of activities	Students will be able to use High Frequency Vocabulary and terms in a sentence or in conversation through Mapping	Students will be able to check their understanding of High Frequency words by applying and teaching their knowledge in creative activities such as graffiti walls or DIY flashcards
Students will know that words have similar meanings to other words.	Students will be able to match words to other words with similar meanings. They can also evoke a meaning of the word through a picture or song.	Students will match words to other like words (synonyms) and pictures that might illustrate the word. They will do this through a variety of activities as well as use these words in classroom vocabulary.
Students will understand the concept of antonyms – words that mean the opposite.	Students will be able to match synonyms and antonyms of high frequency words.	Students will match high frequency words to antonyms and/or say the opposite of a word. They will do this during a classroom discussion or other school activities.

STEP TWO: The Lesson Plan	
Please customize these activities according to your school setting, its policies, vision, and core values. Please use and modify them based on the objective and the needs of your students.	
Glossary	<p>Ensure the students are familiar with glossary words connected with this lesson.</p> <ul style="list-style-type: none"> Synonym: a word or phrase that means exactly or nearly the same as another word or phrase in the same language, for example <i>shut</i> is a synonym of <i>close</i>. Antonym: a word that means the opposite of another word. For example, hot and cold are antonyms, as are good and bad. High Frequency: High frequency sight words are commonly used words that students are encouraged to memorize as a whole by sight, so that they can automatically recognize these words in print without having to

	use any strategies to decode.
<p>Introduction: Connect to Purpose</p> <p>VocFit Crosswalk</p> <p>General: Listens and pays attention, follows directions</p> <p>Communication Skills: Communicate face to face with others, speak clearly so that others can understand</p>	<p>Brainstorm and create a comprehensive list of High Frequency Words used across settings – i.e. Vocational and Daily Living</p> <p>*Use word lists from Activities 1 and 2</p>
Lesson Activities	
<p>Activity 1</p> <p>VocFit Crosswalk:</p> <p>General: Listens and pays attention, follows directions, cooperative and courteous</p> <p>Work Structure: Follow established procedures</p> <p>Communication: Communicate face-to-face with others, speak clearly so that others can understand, understand the speech of another person</p> <p>Interpersonal: Work with a co-worker in a group or team, cooperate with others to accomplish work activities, listen actively, follow directions</p>	<p style="text-align: center;"><u>DIY Flash Cards</u></p> <p>Make a list of high frequency words from the workplace or daily living. Tailor these words to reading levels in the cohort.</p> <p>Have interns create their own flash cards to use as a tool for memorizing definitions of high frequency vocabulary words.</p> <p>BE CREATIVE! Provide index cards and art supplies that interns can use to make their own flash cards. Encourage them to use a digital tool they are familiar with instead – i.e. Quizlet, Anki, Flippity</p> <p>Have interns work in pairs and take turns quizzing and being quizzed.</p> <p><u>Extension Activity:</u> Put up a word of the day from the Flash Card list and have the interns role play the definition or create a scenario using the word to act out.</p> <p>Some words could be:</p> <ul style="list-style-type: none"> • Goals • Job • Safety • Hygiene • Grooming • Service • Communication • Conflict • Eye contact • Attendance • Punctuality • Stress • Listening • Follow Directions • Productivity

	<ul style="list-style-type: none"> • Quality • Teamwork • Body Language • Interview • Laundry • Transportation • Skills • Tasks • Supervisor / Manager • Co-Worker
<p>Activity 2: VocFit Crosswalk: General: Listens and pays attention, follows directions, cooperative and courteous Work Structure: Follow established procedures Communication: Communicate face-to-face with others, speak clearly so that others can understand, understand the speech of another person Interpersonal: Work with a co-worker in a group or team, cooperate with others to accomplish work activities, listen actively, follow directions</p>	<p style="text-align: center;"><u>Established Readers – High Frequency Words – BINGO</u></p> <p>Materials:</p> <ol style="list-style-type: none"> 1. Bingo Board – Template Provided in Appendix A– laminate and use dry erase markers 2. High Frequency *Vocational* Words – Listed Below <p>Emerging Readers: High Frequency *General* Words – List Provided</p> <p>How to Play</p> <ol style="list-style-type: none"> 1. Write the numbers 1-25 on the board. 2. Write high frequency words in random order on the right edge of the boxes of the bingo board 3. Select an intern to choose a number for one of the sentence clues listed below. 4. Read the corresponding sentence clue listed below. 5. When they understand the clue, or can “fill in the blank,” they write the word on their bingo board. 6. When they get 4 in a row, they call out, “Bingo!”. <p><u>Common High Frequency *Vocational* Words</u></p> <ol style="list-style-type: none"> 1. Application 2. Break 3. Bank Account 4. Career 5. Cashier 6. Cover Letter 7. Coworkers 8. Customer 9. Employee 10. Employer 11. First Impression 12. Hygiene 13. Interview 14. Letter of Recommendation 15. Pay Check 16. Professional 17. Resume 18. Reference 19. Salary 20. Schedule

21. Time Card
22. Transportation
23. Vocational
24. Workplace
25. Work Ethic

Sentence Clues

1. You will need to fill out an application when applying for a job.
2. When you get a job, you become an employee of the company.
3. I have a strong work ethic and always do my best.
4. I will take public transportation to work when I graduate.
5. Vocational is another word for work or job.
6. My teacher gave me a schedule to follow.
7. We worked on writing a resume in class today.
8. I've heard it said that the customer is always right
9. When I get a job, I will have to fill out a time card during my work day.
10. If I do a good job, I can ask for a reference.
11. My salary is how much I make.
12. I will save money to put in my bank account.
13. The people I work with are called my co-workers.
14. A cover letter explains why I am interested in a job and some of my work experience
15. I will make a good first impression with eye contact and a strong handshake.
16. You get hired by an employer.
17. Having good hygiene means being clean and neat.
18. I get a paycheck every week.
19. When you work 8 hours, you get to take a 30-minute lunch break.
20. I have learned good interview skills, such as making eye contact, having a strong handshake and asking questions.
21. I asked someone who knows my skills really well for a letter of recommendation to give to my new boss.
22. Being professional means being mature, confident and successful.
23. I look forward to having a long career in Food Services.
24. Where I work is called my workplace.
25. Another name for someone who works at the checkout line in a grocery store or a retail store is a cashier.

Common High frequency *Daily Living Skills* Words

1. Personal Hygiene
2. Grooming
3. Self-care
4. Dressing
5. Meal preparation
6. Cooking
7. Grocery Shopping
8. Chores
9. Housekeeping
10. Laundry
11. Wellness

12. Home safety

B	I	N	G	O

Activity 3:
VocFit Crosswalk:
General:
 Listens and pays attention, follows directions, cooperative and courteous
Work Structure:
 Follow established procedures
Communication:
 Communicate face-to-face with others, speak clearly so that others can understand, understand the speech of another person
Interpersonal:
 Work with a co-worker in a group or team, cooperate with others to accomplish work

Word Connections – Mapping

Introduction:


A Word Map is one type of graphic organizer. It helps students visually organize and graphically show the relationship between one piece of information and another.

Mapping can be used to activate prior knowledge and to introduce key vocabulary words.

Directions:

Pre-Map Brainstorming

- The teacher decides on a topic for instruction (i.e. Vocational Workplace Terms, Daily Living Skills).
- The topic or concept is briefly introduced, and a key word is written on the whiteboard or in a shared Google Doc.
- Students are asked to think of other words that come to mind when they read the key word.
- Students can write down a list of these words to be shared with the class.
- If any of the teacher’s ‘words’ are not suggested, the teacher presents them for discussion. After the list of words is completed, the words are grouped by category.

<p>activities, listen actively, follow directions</p>	<ul style="list-style-type: none"> • Students discuss why certain words go together. • Category names are assigned. <p>Map Creation:</p> <ul style="list-style-type: none"> • A class map/graphic organizer is created of the words by putting the information on a large sheet of paper/whiteboard. • Through discussion and sharing, students are encouraged to add items to the categories or even to suggest new categories. • As other new words that relate to the topic are discovered through the reading of the text, additions are made to the map. <p>Sample Map Template can be found in Appendix B</p>
<p>Activity 4: VocFit Crosswalk: General: Listens and pays attention, follows directions, cooperative and courteous Work Structure: Follow established procedures Communication: Communicate face-to-face with others, speak clearly so that others can understand, understand the speech of another person Interpersonal: Work with a co-worker in a group or team, cooperate with others to accomplish work activities, listen actively, follow directions</p>	<p style="text-align: center;"><u>Graffiti Wall</u></p> <p>A graffiti wall is like a collaborative fun, creative and colorful word wall.</p> <p>Directions:</p> <ul style="list-style-type: none"> • In the classroom, post a central concept or key word on the wall • Ask the students to add sticky notes or colorful papers to illustrate the term (they can use words or pictures) • For an online version, try a tool like Padlet, Google Slides, Wordle, Jam board 
<p>Activity 5 VocFit Crosswalk: General: Listens and pays attention, follows directions, cooperative and courteous Work Structure: Follow established procedures</p>	<p style="text-align: center;"><u>Vocabulary Playlist</u></p> <p>Let students connect with their inner rock stars/poets by encouraging them to create playlists for their vocabulary word</p> <ul style="list-style-type: none"> • Come up with a word of the day, connected to the lesson topic or high frequency words. • Ask the students to find songs with the word being used in the song or ask them to create their own song/poem. The word doesn't necessarily

<p>Communication: Communicate face-to-face with others, speak clearly so that others can understand, understand the speech of another person</p> <p>Interpersonal: Work with a co-worker in a group or team, cooperate with others to accomplish work activities, listen actively, follow directions</p> <p>Self-determination: Make choices, decisions, and plans to meet own goals, make decisions independently</p>	<p>have to be used in the song, but the song should help the student remember the word's meaning.</p>
Activities: Critical Thinking Questions and Evaluation Tools	
<p>Activities: Critical Thinking Questions and Evaluation Tools</p>	<ol style="list-style-type: none"> 1. Knowledge / Remembering: <ul style="list-style-type: none"> • Ask the students to work in small groups and make a collage of words and pictures of high frequency words that represent work/vocational words or daily living words. 2. Comprehension / Understanding: <ul style="list-style-type: none"> • Ask Students to work in small groups. They will create a role play using as many of their DIY flash cards (from Activity 1) as possible. The role play could be about their first job that they have (or want to get). The students could hold up their flash card when they use that word. The group with the most DIY flashcard words in the Role Play wins! 3. Applying: <ul style="list-style-type: none"> • Students will work in pairs. The pairs will use 10 of their DIY flashcards (from Activity 1). Using their phones, they will capture photos or short videos of the words. It could be a picture of your partner "acting out" the word or an object that represents that word. They will Email the words and the pictures to your teacher. 4. Analyzing: <ul style="list-style-type: none"> • Students will work in small groups to create commercials and incorporate at least 3 high frequency words in a meaningful category. For example: Job, employer, employee; Productivity, quality, goal; Communication, eye contact, body language 5. Evaluating: <ul style="list-style-type: none"> • Students will act out the opposite meaning of their high frequency words. As they act out the opposite (antonyms) the other students will guess which word they mean (the original word learned in these activities). The first student who guesses correctly will go next.

	<p>6. Creating:</p> <ul style="list-style-type: none">• Students will be able to design an original song or poem, or story based on the high-frequency words used in this lesson.
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Lesson Plan modified from:

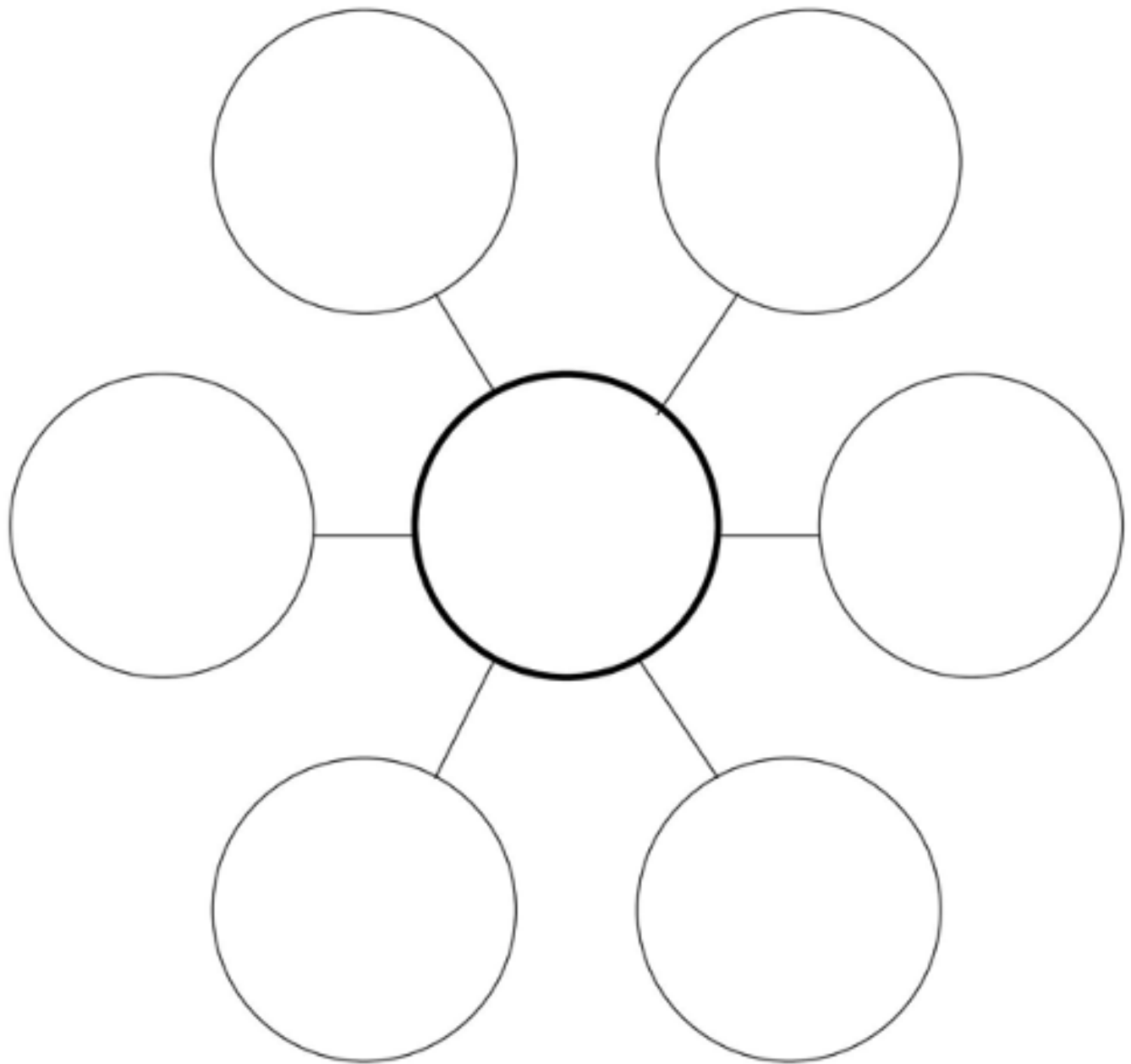
Wiggins, G. P., & McTighe, J. (2006). *Understanding by design* (Expand 2nd ed.). Upper Saddle River, N.J: Pearson Education, Inc.

Appendix A

B	I	N	G	O

Appendix B

Word Map



**Lessons for
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Lesson Plan Contents Page

Unit 2: *Functional Literacy*

Objective 2.3: *Demonstrate an understanding and basic use of reading and writing skills to manage transition to adult living.*

STEP ONE: Pre-Planning/Pre-Activities:

STEP TWO: The Lesson Plan

Unit 2 Functional Literacy: 2.3 Demonstrate an understanding and basic use of reading and writing skills to manage transition to adult living.	Total Activities: 5
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STEP ONE: Pre-Planning/Pre-Activities: Individualize these sections to make this section more meaningful for the student.

Lesson Plan Summary: The student will know basic punctuation, grammar and common abbreviations for daily communication (including in person conversations, professional emails, filling out forms, etc.)

What you will need: Materials & Resources

Handouts:	<ul style="list-style-type: none"> Activity 3: Premade sentences; Activity 4: Composed emails, Activity 5: pdf forms available with links
Technology:	<ul style="list-style-type: none"> Chromebook, or computer technology for emails,
Other materials needed for activities:	<ul style="list-style-type: none"> craft sticks, index cards, stapler

How to Assess Understanding

Knowledge  What will they know because of the lesson?	Skills  What will they be able to do because of the lesson?	Check for Understanding / Evaluation What will the Instructor ask/do to determine interns' level of understanding? How can the intern demonstrate their understanding?
Be able to know the vocabulary presented in this lesson	Be able to use the vocabulary presented in a variety of settings.	Check context of their vocabulary use to ensure their understanding through classroom discussions, lessons and other school activities.
Students will know about punctuation used in professional emails/	Students will use professional punctuation in emails	Check the students' emails to for evidence of correct punctuation. They will be able to create a professional email.
Students will know several appropriate greetings for beginning and ending conversations.	Students will use appropriate greetings and endings in conversations.	Students will demonstrate appropriate conversational greetings and endings during class discussions, greeting their classmates and in other school environments.

STEP TWO: The Lesson Plan

Please customize these activities according to your school setting, its policies, vision, and core values. Use the Guidance Document to expand your connections and ideas. Please use and modify them based on the objective and the needs of your students.

<ul style="list-style-type: none"> ● Glossary 	<ul style="list-style-type: none"> ● Apostrophe: a punctuation mark (') used to indicate possession ● Bold: Computer programs have the capability to darken and make letters appear larger from regular text, and is often used to highlight keywords important to the text's content ● Bullet points: Each of several items in a list, preceded by a bullet symbol for emphasis. ● Capital letters: Upper case letters are used at the beginning of a sentence or a proper name and may be used to show respect. ● Colon: Punctuation marks used to signal when what comes next is directly related to the previous sentence. ● Comma: Punctuation mark that indicates a pause in a sentence or separates items in a list. ● Dash: A punctuation mark used to set off an idea within a sentence and may be used alone or in pairs ● Dot dot dot: The ellipsis ..., also known informally as dot dot dot, is a series of dots that indicates an intentional omission of a word, sentence, or whole section from a text without altering its original meaning. ● Emojis (smileys, etc.): The definition of emoji is an expressive face or symbol used to convey emotions, often on chat or in texts. ● Exclamation mark: (excitement sentence): a punctuation mark (!) indicating an extreme emotion. ● Hyphen: symbol used to join or separate words ● Indent: five spaces from the margin to indicate or start a paragraph. ● Period: (telling sentence)Telling sentences are statements that begin with a capital letter and end with a period. ● Question mark: (Asking sentence) Asking sentences are statements that begin with a capital letter and end with a question mark. You must respond to the sentence. ● Spell check/grammar check: A computer program that identifies misspellings and grammar errors.
<p>Introduction: Connect to Purpose</p>	<p>The students will be introduced to (recall) the basic understanding of using correct capitalization and punctuation rules in the classroom and at the future job site for filling out information, applications, emails and basic written communication.</p>
<p>Lesson Activities</p>	
<p>Activity 1 Voc Fit Crosswalk General: Follows directions, completes tasks accurately, asks for help and clarification when needed</p>	<p style="text-align: center;">Punctuation in Professional Writing (Emails, Cover letters)</p> <ol style="list-style-type: none"> 1. Divide the following terms for each student in the class. 2. Ask students to: <ol style="list-style-type: none"> a. Define their terms b. Use an example/describe in as much detail as possible

Communication:

Communicate face-to-face with others, speak clearly so that others can understand, understand the speech of another person

Interpersonal:

Work with a co-worker in a group or team, listen actively, ask clarifying questions

- Apostrophe
- Bold
- Bullet points
- Capital letters
- Colon
- Comma
- Dash
- Dot dot dot
- Emojis (smileys, etc.)
- Exclamation mark
- Forward slash
- Full stop
- Hyphen
- Indent
- Italics
- Numbering
- Parentheses (square and round)
- Question mark
- Quotation marks
- Semicolon

3. Think Pair Share:

- a. Break the group into pairs and have the students work together to answer the following questions
 - b. Share with the class in a group discussion
- What kinds of words are not capitalized in titles?
 - What's the difference between semicolons and commas with lists?
 - Give examples of items which are usually in parenthesis rather than between paired commas.
 - How do you know whether something should be in parenthesis or paired commas?
 - What punctuation is like a dash?
 - How can you divide up information in a list introduced with a colon?
 - What are the differences between single and double quotation marks?
 - Are contractions with apostrophes acceptable in professional writing?
 - Apart from actual quoting, what else can quotation marks be used for in professional writing?

Activity 2
Voc Fit Crosswalk

General:

Follows directions, completes tasks accurately, asks for help and clarification when needed

Communication:

Communicate face-to-face with others, speak clearly so that others can understand, understand the speech of another person

Interpersonal:

Work with a co-worker in a group or team, listen actively, ask clarifying questions

Starting and Ending Conversations

In Person and Written

Warm Up:

- Roleplay starting and ending a conversation
- (Before you start, decide how long the whole conversation will be)
- Discuss if it went well or not and why?
- Repeat a few times with different students using the same or different time limit

Brainstorm:

- List some of the types of greetings, introductions, endings in conversations using the prompts below:
- Greetings at the beginning of the conversation
- Polite things to say when you meet for the first time
- Small talk questions at the beginning of the conversation
- Small talk questions at the end of the conversation
- “Smoothly” ending conversations (giving reasons for ending the conversation, etc.) Polite and friendly things to say at the end of the conversation
- Well wishes for another person
- Talking about future contact (next meeting, etc.)

Card Game

- Create 2 cards for each student - one that reads “Starting” and one that reads “Ending”
- The teacher will read out phrases. (see below for examples)
- Students will hold up either the “Starting” or “Ending” card depending on which phrase is being used.
- Whole class discussion to follow
- Partner Test/Role Play:
 - Say the phrases with one missing word
 - Say one phrase and see if your partner can reply
 - Say a phrase, listen to the reply, then roleplay the rest of the conversation together
- Practice writing a professional email or letter to a business using these conversation starters and endings

Phrase Examples:

- Hi.
- Hello.
- Good morning.

- Bye. Goodbye.
- See you at three o'clock.
- See you on Monday.
- See you next week.
- See you later.
- See you then.
- See you, then.
- See you soon.
- Have a good journey.
- Have a nice day.
- It's very nice to meet you.
- Nice to meet you too, (name).
- It was a pleasure to meet you.
- It's been really interesting talking to you.
- It was lovely to see you again.
- How do you do?
- It's a pleasure to meet you, Noah.
- My name is Sarah.
- I'm William but please call me Bill.
- Sofia Smith. Is that you?
- Are you John?
- Can I ask your name?
- I hope we have the chance to meet again soon.
- I look forward to meeting you again soon.
- Is this seat free?
- Is anyone sitting here?
- Can I introduce myself?
- May I introduce myself?
- I don't think we've met, have we?
- I don't think we've been introduced.
- How's it going?
- How are you doing?
- How are you?
- Do you have any plans for this evening?
- Do you have any more meetings after this?
- What's your schedule for (the rest of) today?
- Anyway, as I said I'll check with my boss and...
- I'll email you about...
- I'll be in contact about...
- I'd love to hear more about that but... I have another meeting, so... I'm afraid I must go and...

	<ul style="list-style-type: none"> • I'm sorry but I really have to...
<p>Activity 3: Voc Fit Crosswalk General: Follows directions, completes tasks accurately, asks for help and clarification when needed</p> <p>Communication: Communicate face-to-face with others, speak clearly so that others can understand, understand the speech of another person</p> <p>Interpersonal: Work with a co-worker in a group or team, listen actively, ask clarifying questions</p>	<p>Review Basic Capitalization and Punctuation Rules</p> <p>Distribute 3 index cards and 3 craft sticks to each student. Instruct the students to write a period (.), question mark (?) and an exclamation point (!) on the cards and staple to craft stick onto the card to make mini signs.</p> <p>Read sentences using all the punctuation marks and have the students hold up the sign that is needed at the end of the sentence.</p> <p>Examples:</p> <ul style="list-style-type: none"> • My name is John • Can I go to store • I need help • I work in the greenhouse • Where do you go to school • Can I have some cookies <p>Observation can be used as an assessment tool to determine mastery of punctuation.</p>
<p>Activity 4: Voc Fit Crosswalk</p> <p>Computer Skills: Type or create a document, Enter text, applying basic functions Compose an original email message</p> <p>Interpersonal Skills: Follow directions</p>	<p>Professional Emails</p> <p>Review Capitalization and punctuation Rules Instruct the students on how his/her computer program can auto correct or spell and grammar check. The instructor will create an email and send it to the students. The email needs to contain punctuation and capitalization errors.</p> <p>The students are to retype the email correcting the errors and send it back to the teacher.</p> <p>If the students do not have access to a computer, a hard copy can be provided to the students to correct the errors.</p> <p>Students may also be given topics to compose an email and send to the teacher to determine if punctuation and capitalization mastery has been met.</p>

**Activity 5:
Voc Fit Crosswalk
General:**

Follows directions, completes tasks accurately, asks for help and clarification when needed

Communication:

Communicate face-to-face with others, speak clearly so that others can understand, understand the speech of another person

Interpersonal:

Work with a co-worker in a group or team, listen actively, ask clarifying questions

The instructor will create forms such as emergency forms, applications or enrollment forms and have the student fill out the form using correct punctuation and capitalization.

<https://eforms.com/download/2016/12/Employee-Emergency-Contact-Form.pdf>

EMPLOYEE EMERGENCY CONTACT FORM

Name _____
 Department _____

Personal Contact Info:
 Home Address _____
 City, State, ZIP _____
 Home Telephone # _____ Cell # _____

Emergency Contact Info:

(1) Name _____ Relationship _____
 Address _____
 City, State, ZIP _____
 Home Telephone # _____ Cell # _____
 Work Telephone # _____ Employer _____

(2) Name _____ Relationship _____

<https://raec.rocklinusd.org/documents/GradPortfolioFiles/Standard%20Application.pdf>

Standard Application for Employment

It is our policy to comply with all applicable state and federal laws prohibiting discrimination in employment based on race, age, color, sex, religion, national origin, disability or other protected classifications.
Please carefully read and answer all questions. You will not be considered for employment if you fail to completely answer all the questions on this application. You may attach a résumé, but all questions must be answered.

"Employer" _____		Position applying for _____	
PERSONAL DATA			
Name (last, first, middle) _____			
Street Address and/or Mailing Address _____		City _____	State _____ Zip _____
Home Telephone Number _____	Business Telephone Number _____	Cellular Telephone Number _____	
Date you can start work _____	Salary Desired _____	Do you have a High School Diploma or GED? Yes <input type="checkbox"/> No <input type="checkbox"/>	
POSITION INFORMATION Check all that you are willing to work			
Hours: Full Time <input type="checkbox"/>	Days: Evenings <input type="checkbox"/>	Swing: Graveyard/Weekends <input type="checkbox"/>	Status: Regular <input type="checkbox"/>
Part Time <input type="checkbox"/>			Temporary <input type="checkbox"/>
Are you authorized to work in the U.S. on an unrestricted basis? Yes <input type="checkbox"/> No <input type="checkbox"/>			
Have you ever been convicted of a felony? (Convictions will not necessarily disqualify an applicant for employment.) Yes <input type="checkbox"/> No <input type="checkbox"/>			
If yes, explain: _____			
Have you been told the essential functions of the job or have you been viewed a copy of the job description listing the essential functions of the job? Yes <input type="checkbox"/> No <input type="checkbox"/>			
Can you perform these essential functions of the job with or without reasonable accommodation? Yes <input type="checkbox"/> No <input type="checkbox"/>			

Extension Activities: Critical Thinking Questions and Evaluation Tools

Extension Activities:

1. Knowledge / Remembering:

**Critical Thinking
Questions and
Evaluation Tools**

- Can you recall the basic punctuation and capitalization skills needed to compose an email or fill out a form?
 - Why is using good punctuation on an application or form be important?
 - Describe how an employer would feel about you receiving an email with number punctuation and capitalization errors.
2. Comprehension / Understanding:
- Describe how an employer would feel about you receiving an email with number punctuation and capitalization errors.
 - Ask the students to create an email with incorrect grammar and not professional. They can trade their emails with each other to correct it.
 - Describe the tools that are available on the computer to assist in composing a professional email.
3. Applying:
- Ask the students to create a professional email to a potential employer asking if there are any openings. The student can choose a business in the area that s/he is interested in. The email should be sent to the teacher for feedback. The email should have correct punctuation and grammar.
4. Analyzing
- Explain the importance of using good grammar rules.
5. Evaluating:
- How difficult would it be if there were no periods or commas in a sentence to read and comprehend?
 - Create some emails for students without any punctuation. Ask them to work in pairs to add the punctuation. They can trade their completed work with another pair to check their work.
6. Creating:
- Ask the students to create a professional email to a school leader or local politician on an issue that is important to them. Ask them to work in pairs to make the email passionate and convincing. Pairs will work another pair to correct any grammar and punctuation.

Lesson Plan modified from:
Wiggins, G. P., & McTighe, J. (2006). *Understanding by design* (Expand 2nd ed.). Upper Saddle River, N.J:
Pearson Education, Inc.

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Lesson Plan Contents Page



Unit 2: Functional Literacy

Objective 2.4: The student will identify and understand context clues and be able to read signs, materials, manuals, and basic instructions.

STEP ONE: Pre-Planning/Pre-Activities:

STEP TWO: The Lesson Plan

Appendices & Additional Resources

Unit 2.4: The student will identify and understand context clues and be able to read signs, materials, manuals, and basic instructions.		Total Activities: 5
STEP ONE: Pre-Planning/Pre-Activities: Individualize these sections to make this section more meaningful for the intern.		
Lesson Plan Summary: This lesson is designed to teach students how to use context clues to understand the meanings of signs, materials, manuals, and basic instructions. They will learn how to decode words to determine meaning and associate those words with other words they know.		
What you will need: Materials & Resources		
Handouts:	Printed materials from web links or premade materials	
Technology:	https://www.youtube.com/watch?v=eHCpJ86XDY4 https://www.k5learning.com/vocabulary-worksheets/first-grade-1/context-clues https://www.ereadingworksheets.com/free-reading-worksheets/reading-comprehension-worksheets/context-clues-worksheets/ https://www.easyteacherworksheets.com/pages/pdf/languagearts/context/2.html https://www.youtube.com/watch?v=ON6hAudggMg https://mediatracks.com/resources/30-second-psa-examples/	
Other materials needed for activities:	Word flash cards, bell, internet connectivity for YouTube video	
How to Assess Understanding		
Knowledge  What will they know because of the lesson?	Skills  What will they be able to do because of the lesson?	Check for Understanding / Evaluation What will the Instructor ask/do to determine interns' level of understanding? How can the intern demonstrate their understanding?
Glossary/Vocabulary Be able to know the vocabulary presented such as <i>synonym</i> and <i>antonym</i>	Be able to use the vocabulary presented in a variety of settings such as using antonyms to decode the meaning of the word.	Check context of their vocabulary use to ensure their understanding. This can be done through Activity 3 or in typical conversation throughout the day with words associated with current work.
Decoding using Context Clues: Students will listen during conversation and decode the meaning of words by associating new words with other words they know.	Students will begin to use new words appropriately in their conversation after decoding the meaning of those words.	Ensure the new words are presented in class and determine the students are using those new words in correct contexts.
Students will demonstrate an awareness of public safety.	Students will use context clues to decode safety signs found within their community.	Students will be asked to create a PSA on a public health or safety topic.

STEP TWO: The Lesson Plan

Please customize these activities according to your school setting, its policies, vision, and core values. Please use and modify them based on the objective and the

needs of your students.

<p>Glossary</p>	<p>Ensure the students are familiar with glossary words connected with this lesson.</p> <p>Please incorporate any glossary terms utilized at your school that would enhance the lesson plan and make this objective more meaningful for the students.</p> <p>Glossary Terms:</p> <ul style="list-style-type: none"> • Context clue: Hints found within a sentence, paragraph, or passage that a reader can use to understand the meanings of new or unfamiliar words. • Synonym: a word or phrase that means exactly or nearly the same as another word or phrase in the same language, for example <i>shut</i> is a synonym of <i>close</i>. • Antonym a word opposite in meaning to another (e.g. <i>bad</i> and <i>good</i>). • Decode: to extract the underlying meaning from a word.
<p>Introduction: Connect to Purpose VocFit Crosswalk: Self-determination: Determine work activities General: Follows directions, initiates new tasks, completes tasks accurately</p>	<p>The student will use context clues, incorporating decoding skills to determine the meaning of unknown words. Use the following link to access and print a practice activity to assess student knowledge of context clues.</p> <p>file:///Users/f327581/Downloads/ContextCluesVocabularyWorksheetsFreeContextCluesActivitiesforEasel-2.pdf</p>
Lesson Activities	
<p>Activity 1 VocFit Crosswalk: General: Follows directions, initiates new tasks, completes tasks accurately Interpersonal Skills: Listen actively</p>	<p>Introduce context clues to the students.</p> <p>https://www.youtube.com/watch?v=eHCpJ86XDY4 https://www.k5learning.com/vocabulary-worksheets/first-grade-1/context-clues</p> <p>Great for starters and introductions to using context clues</p> <p>https://www.ereadingworksheets.com/free-reading-worksheets/reading-comprehension-worksheets/context-clues-worksheets/ https://www.easyteacherworksheets.com/pages/pdf/languagearts/context/2.html</p>
<p>Activity 2: VocFit Crosswalk: Interpersonal Skills: Listen actively, ask clarifying questions General: Follows directions, initiates new tasks,</p>	<p>Context Clues</p> <p>Create a worksheet for the lesson plan unit of vocabulary words you are working on with students.</p> <p>Students will determine the meaning of the underlined words using context clues.</p> <p>Ask yourself, does this make sense? Sample items are listed below. Refer to Appendix A for a worksheet template to use your own vocabulary words.</p>

<p>completes tasks accurately</p>	<ol style="list-style-type: none"> 1. Read the safety <u>instructions</u> carefully to avoid an injury. <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>Decode: Instructions</p> <p>Meaning: Instructions:</p> <p>Context Clues:</p> </div> 2. All information is highly <u>confidential</u>, do not discuss with others. <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>Decode: Confidential</p> <p>Meaning: Confidential:</p> <p>Context Clues:</p> </div> 3. Do not enter, approved <u>personnel</u> only. <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>Decode: Personnel</p> <p>Meaning: Personnel:</p> <p>Context Clues:</p> </div> 4. Be careful with use, these materials are <u>corrosive</u> and may cause injury or burns. <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>Decode: Corrosive</p> <p>Meaning: Corrosive:</p> <p>Context Clues:</p> </div>
<p>Activity 3: VocFit Crosswalk:</p>	<p style="text-align: center;">Context Clues Word Game</p>

<p>Interpersonal Skills: Work with a co-worker in a group or team, cooperate with others to accomplish work activities, monitor own body language, Follow directions</p> <p>Communication Skills: Speak clearly so that others can understand, understand the speech of another person, communicate face-to-face with others</p>	<p>Create word strips that are associated with the current unit of study. Write the vocabulary words on strips of cards</p> <p><u>Game</u> Deal out all the cards (5 to 7 cards is ideal for each student) to the students; The students can flip all his/her cards down on the table in front of them (words up). The student going first will say a context clue to describe one of the words in his/her row. The student may use a context clue, synonym or antonym to describe the word. The other players will compete to determine the word by ringing a bell and then guessing which word is described and use it in a sentence.</p> <p>Points can be awarded to the students for correct guesses.</p>
<p>Activity 4: VocFit Crosswalk: Interpersonal Skills: Listen actively, follow directions, work in close physical proximity to other people</p> <p>General: Follows rules and regulations, communicates adequately, completes tasks accurately</p>	<p style="text-align: center;">Following Directions</p> <p><u>Class #1</u></p> <p>Brainstorm: Discuss examples of when we need to follow directions. Tasks? Home? Work?</p> <p>Following Directions “Quiz”:</p> <ul style="list-style-type: none"> • Ask students to take out a sheet of paper. • Teacher will explain that he/she will state each instruction, then pause, then repeat the instruction once. • Follow the instructions below: <ol style="list-style-type: none"> 1. Write your first name on the last line of the paper, at the left-hand margin. 2. On the first line on the paper write the numbers 1 through 9. Start at the left and print the numbers. Leave a space between each number. 3. Circle the number 6. 4. Draw a star in the upper left-hand corner of the page. 5. Fold your paper in half the long way. 6. Open your paper, then fold it the opposite way. 7. Use the tip of your pencil to poke a hole in the center of the paper (the place where the two folds meet). 8. Draw a heart around the hole you made in your paper. 9. Write the first initial of your last name in the upper right-hand corner of the page. 10. On the last line on the page, write the word <i>done</i> near the right margin

	<p>Practice: Ask the students to write their own set of directions for something simple, but something they do in real life: make a cup of coffee, set the table, make a peanut butter and jelly sandwich.</p> <p>Class #2</p> <p>Role play: Select a few of the student-generated directions from the 1st class. Bring in the items and have the students practice following the directions, step-by-step.</p> <p>Assessment: Was the task completed accurately? Why or why not? What was missing? What steps were missed?</p>
<p>Activity 5: VocFit Crosswalk: Self-determination: Determine priorities, anticipate the thoughts/actions of others, determine customers' needs Computer Skills: Recognize and start a software program Safety: Identify safety hazards</p>	<p style="text-align: center;">Safety Signs Create a Public Service Announcement – PSA</p> <p>Warm Up:</p> <ul style="list-style-type: none"> • Brainstorm: class discussion inviting students to share what they know about the topic of safety awareness <p>Review:</p> <ul style="list-style-type: none"> • Handout of Common Safety Signs (in Appendix B) • Discuss each sign • Make a list of any unfamiliar vocabulary terms on the board • Define the unfamiliar words together • Have students write the unfamiliar words on a notecard with the definition on one side for future review <p>Activity:</p> <ul style="list-style-type: none"> • Ask students what they could do to raise awareness in the community about safety • Explain to the class that Public Service Announcements (PSAs) are messages, often in the form of TV commercials/advertising that share a message about health or safety concerning the general public • Sample PSA <ul style="list-style-type: none"> ○ YouTube video https://www.youtube.com/watch?v=ON6hAudgqMg ○ Website: https://mediatracks.com/resources/30-second-psa-examples/ • Discuss how making the public aware might change people's attitudes and behavior. • Divide the class into pairs or small groups to produce a public service announcement - PSA using a self-produced video, Word Art, Jam Board or other art/media with which they are familiar. • Students will share their PSAs with the class. • After everyone has presented, discuss how the PSAs were alike and different, what was most effective, and why.
<p>Extension Activities: Critical</p>	<p>1. Knowledge / Remembering:</p> <ul style="list-style-type: none"> • Use this website: https://www.merriam-webster.com/thesaurus/safety

<p>Thinking Questions and Evaluation Tools</p>	<ul style="list-style-type: none"> • Find 5- 10 words of these safety words that the students may not know or be able to describe • Using this website or www.dictionary.com have them find at least 1 synonym or and antonym for that word <p>2. Comprehension / Understanding:</p> <ul style="list-style-type: none"> • Divide the group into pairs • Each pair should find a science, or National Geographic You Tube video and watch it. Choose 5 words from that video that you don't know. • Find another YouTube video on the same topic to see if they might use those same words • Look the word up in dictionary.com • Then create 3 context clues for each word • Give the words to another pair. Ask them to watch they YouTube video then guess the meaning of the word from the context clues. How close did they come? <p>3. Applying:</p> <ul style="list-style-type: none"> • Using this website again ask the students to find 5 additional words. Have them take pictures with their phones or use Google Images to find pictures that give context clues for those words: • https://www.merriam-webster.com/thesaurus/safety <p>4. Analyzing:</p> <ul style="list-style-type: none"> • Using a word art app such as: https://support.microsoft.com/en-us/office/insert-wordart-c5070583-1ebe-4dc4-a41f-5e3729adce54 • Create a word art of safety signs and words. The Word Art must contain at least 5 words that they didn't use typically prior to this activity (i.e. peril) <p>5. Evaluating:</p> <ul style="list-style-type: none"> • How do you feel when people use words you don't know? • Work in pairs to create a document or short PPT with tips on how to find context clues for any words you don't know. The answers can't be to ask someone. The students can use technology. <p>6. Creating:</p> <ul style="list-style-type: none"> • Give each pair a foreign (not popular) country. Explain that they are trying to convince others to visit that country. They need to describe places or important facts with context cues that others might not know about that country. • The rest of the class needs to name the country and some of the facts using those context clues.
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Lesson Plan modified from:

Wiggins, G. P., & McTighe, J. (2006). *Understanding by design* (Expand 2nd ed.). Upper Saddle River, N.J: Pearson Education, Inc.

Appendix A

Lessons for Living, Learning, and Working Unit 2: Finnimore, S.; Hearon, T; Patterson, S.

Context Clues Worksheet

1. Add your sentence here.

Decode:
Meaning:
Context Clues:

2. Add your sentence here.

Decode:
Meaning:
Context Clues:

3. Add your sentence here.

Decode:
Meaning:
Context Clues:

4. Add your sentence here.

Decode:
Meaning:
Context Clues:

Appendix B

