

Miami Dade College – State Leadership Grant – ESOL 1 – Literacy Foundations
Systematic Phonics/Reading Comprehension Skills – Lesson 11

Use with 1.0 Employment: Benchmark – 1.0
 Identify entry-level jobs and workplaces of various occupations.

Objective: Systematic Phonics – 1) The student will pronounce vowel and consonant sounds with 80% mastery. 2) The student will pronounce and write words containing the hard and soft “c” and “g” sounds with 80% mastery.
 Reading Comprehension – 1) The student will use context clues, including knowledge of prefixes, suffixes, and root words, to identify meaning. 2) The student will use context clues to identify the correct homonym to use in a sentence.

Word Bank:

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|------------|----------------|-------------------|-------------|----------------|---------|
| - Work | - Worker | - Construction | - Barber | - Hair stylist | - Teach |
| - Teacher | - Cosmetology | - Cosmetologist | - Education | - Educate | - Bills |
| - Waiter | - Restaurant | - Waitress | - Host | - Hostess | - Nurse |
| - Busboy | - Dishwasher | - Cashier | - Lawyer | - Assistant | - Clerk |
| - Hospital | - Nursing | - Secretary | - Manager | - Salesperson | - Hotel |
| - Maid | - Attendant | - Cash register | - Teller | - Money | - Bank |
| - Count | - School | - Change | - Currency | - Numbers | - ATM |
| - Machine | - Deposit slip | - Withdrawal slip | - Checkbook | - Savings | - Check |
| - Account | - Information | - Computer | | | |

Materials:

- Copies of classified ads
- Markers
- Chalk
- Chalkboard
- Poster board or tag board
- Newspapers
- Vocabulary journals

Activities- (A) : This bank of activities is designed to add Systematic Phonics, Vocabulary Development, and Reading Comprehension Skills instruction into ESOL Level 1 lessons. The activities may be used as a whole-class period or incorporated in 20-minute segments over several days, as the teacher deems appropriate. Activities may be used in large-group or small-group settings.

Homework- (H): This bank of activities is designed to add Systematic Phonics, Vocabulary Development, and Reading Comprehension Skills instruction into ESOL Level 1 homework assignments. Assignments may be given on a daily, bi-weekly, or weekly basis, as deemed appropriate by the teacher. Research shows that increased reading in the target language improves fluency, comprehension, and language acquisition.

(A1) - After a lesson introducing vocabulary and concepts related to employment, divide students into groups and ask them to list at least 5 jobs and places where they would work in those jobs (restaurant – waiter, waitress; bank – teller; school – teacher, teacher assistant). Use copies of classified ads to match ads with the jobs listed by the students. Ask students to list location, work schedule, salary, and job requirements for each job. Review prefixes, suffixes, and roots (see lesson 10). Ask students to go to the board and write a root word (work, teach). Ask students to add prefixes and suffixes to the root words and explain the meaning (worker – person who works; rework – work again).

(H1) – Find one classified ad for a job the student could apply for at the present time. Write a short paragraph explaining why the student chose the job ad.

(A2) - Divide students into groups and ask each student to choose one job from the previous activity on classified ads. Each group will design a poster with a concept map of ideas related to the job (activities or skills required for the job). For example, concepts related to bank teller might include the ideas money, count, bills, change, currency, numbers, ATM, machine, deposit slip, withdrawal slip, check, checkbook, savings account, information, computer. Students will explain why they chose the concepts for their maps (example: A bank teller works with money and numbers.) The teacher will correct for pronunciation, reminding students of systematic phonics and syllabication rules as needed.

(H2) – Create a concept map of ideas related to the job the student would like to have in the future (after studying English.) Write one sentence explaining why the student chose this job.

(A3) – List pairs of homonyms on the board (example: made/maid; fare/fair; male/mail; bare/bear; pair/pear;). Discuss the meanings of the homonyms. In groups, create sentences using both words of a homonym pair (example: The maid made the bed. / Is the fare fair?) Ask students to read their sentences aloud. Have the class write the sentences and correct on the board.

(H3) – From at-home reading, list 3 pairs of homonyms.

(A4) – Give a short dictation quiz using sentences containing homonyms. Remind the student to listen for the context of the word to identify which homonym is being used in the sentence. Correct on the board.

(H4) – Continue at-home reading, adding to vocabulary journals.

Evaluation: Participation in group activity; completion of concept map homework activity; completion of classified ad homework activity; 80% mastery dictation quiz.