

Instructional Targets

Lifelong Learning

- **Reading:** Build word recognition within daily living and vocational materials. Understand and apply vocabulary related to community, daily living and vocational situations. Appreciate the value of print materials, such as newspapers and magazines for informational and pleasure reading.

Employability

- **Job Awareness:** Demonstrate a desire to be employed and recognize realistic job options.

Personal Life

- **Social Skills:** Demonstrate appropriate use of interpersonal communication skills in work, community and daily living situations.
- **Communication:** Effectively ask and respond to questions within community, daily living and vocational activities.

Differentiated Tasks

Level 3 Team members will...

- Independently read literature and informational texts that have been adapted to individual reading level.
- Use learned vocabulary in speaking and writing.
- Choose appropriate books for independent reading.
- Name one or more preferred jobs and state reasons for preference.
- Recognize and demonstrate appropriate social responses for various situations.
- Share information and opinions, ask and answer questions during a discussion.

Level 2 Team members will...

- Read supported and shared literature and informational texts that have been adapted to individual reading level.
- Recognize and use words and pictures specific to a topic when speaking and writing.
- Choose books to read with supports.
- Recognize tasks within given jobs and identify these tasks as those they like or do not like.
- Demonstrate appropriate social responses with direct cueing.
- Share information, ask and answer questions and make comments using picture supports during a discussion.

Level 1 Team members will...

- Actively participate in supported reading of literature and informational texts that have been adapted to individual ability level.
- Use language to share ideas with others.
- Give a response to choose a book.
- Indicate job activities of interest.
- Demonstrate appropriate social connections in various situations using communication technology and picture supports.
- Participate in discussions using communication technology and picture supports.



Topic Connection

Throughout this unit, team members are learning about finding and keeping a job. For many team members the first step in getting a job is meeting with members of their transition team and other agencies. This lesson emphasizes the importance of this process and exploring skills, interests and needs to find the right job.



Topic Words



Literacy Words

earn interests needs* team
important job* skills work*

answer cover questions title who
author illustration/picture* read* what why
book illustrator story* where






* Power Words

Benchmark Assessments

- Reading: Reading Level Assessment
- Reading: Reading with Symbols and all Benchmark Assessments in the Reading section of the GPS.
- Early Learning: Phonemic Awareness Phoneme Blending
- Emerging Skills: Early Emerging Reading Rubric



Lesson at a Glance

	Activity 1	Activity 2	Activity 3	Activity 4
 Instructional Activities	Read Aloud	Guided/Shared Reading	Read and Comprehend	Self-Selected Reading
 See how these activities fit into the Suggested Monthly Plan .				
 ULS Materials and Resources	Topic Story 1: <i>Getting a Job</i> (Level F/G) Communication Board	Topic Story 1: <i>Getting a Job</i> (Level F/G, D and D Symbol-Supported) Communication Board	Topic Story 1: <i>Getting a Job</i> (Level F/G, D and D Symbol-Supported) Communication Board Comprehension Questions Fill-In Cards 	n2y Library Books
SymbolStix PRIME Supplemental Reading List				
 Additional Materials				

 **Instructional Targets**

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- **Reading:** Build word recognition within daily living and vocational materials. Understand and apply vocabulary related to community, daily living and vocational situations.

 **Instructional Routine**



Before Reading

- Introduce the Topic Words: earn, important, interests, job, needs, skills, team and work.
- Introduce the reading by asking a focus question such as, "What is important to talk to your transition team about when looking for a job—your skills, interests and needs or your favorite movie?" Discuss team members' responses. Explain that this lesson will focus on how your team can help you find a job that is a good match with your skills, interests and needs.
- Preview the story. Point out emotions and actions of the character Chad in the story. Say, "Chad looks like he is meeting with his team. I wonder what the team talks about at this meeting. As I read, it is your job to find out what Chad and his team talk about."
- Review the learning goal with team members: **I will find out what Chad and his team talk about at the meeting.**

During Reading

- **Model Fluent Reading**
 - Read aloud with fluency and expression.
 - Emphasize the role of the person from Vocational Rehabilitation (VR) by stressing the word 'help'. Point out the ways VR can help someone find and keep a job (i.e. providing access to a job coach, etc.).
- **Define New Vocabulary**
 - Identify words that are new or may have more than one meaning. For example on page 1, point out the word 'internship' and explain that internships are opportunities to learn job skills.
 - Use context of the story to define the words and the meaning of the sentence.
 - Summarize the content of each page.
- **Build Comprehension**
 - Talk with team members about concepts presented in the story. Ask, "What does Chad use his Transition Passport for? Why is this helpful?" Ask team members to identify what information they would share with their transition team in a similar situation.

After Reading

- Revisit the learning goal. Ask, "What does Chad talk about with his team at the meeting?"
 - **Level 3:** Have the team member describe what Chad and his team meet about. For example, ask, "Why does Chad meet with his transition team? What do they talk about?" Encourage team member to use the Topic Words when explaining.
 - **Level 2:** Have the team member identify what Chad and his team talk about at the meeting. Picture supports such as the Communication Board or the story illustrations may be used as needed.
 - **Level 1:** Have the team member identify what Chad and his team talk about at the meeting from a field of 2-3 choices (or single choice). For example, display the symbols for 'job' and 'interests'. Ask, "What does Chad talk about with his team?"
- Discuss the story with emphasis on how Chad shares his information and work experiences with his team to help get a job he will like. Encourage team members to identify how they might handle a similar situation.

 **Check Understanding** 

- **Level 3:** Can the team member describe what Chad talks about with his team at the meeting?
- **Level 2:** Can the team member identify what Chad talks about with his team at the meeting? How?
- **Level 1:** Can the team member identify what Chad talks about with his team at the meeting by making a selection (may be single choice)?











 **Instructional Targets**






Lifelong Learning

- **Reading:** Build word recognition within daily living and vocational materials. Understand and apply vocabulary related to community, daily living and vocational situations.

The topic story is provided in three leveled formats: Level F/G Level D and Level D Symbol-Supported. Select the reading level and the instructional routine appropriate for each team member.

 Instructional Routine Guided Reading   or 	 Instructional Routine Shared Reading   or 
<p>Before Reading</p> <ul style="list-style-type: none"> • Introduce the story by having team members share what they know about getting a job and who could help. • Discuss the Topic Words: earn, important, interests, job, needs, skills, team and work. Ask what team members think each word means. • Review the learning goal with team members: I will read the story. 	<p>Before Reading</p> <ul style="list-style-type: none"> • Introduce the story by having team members share what they have learned about getting a job and who could help. • Use the Topic Words: earn, important, interests, job, needs, skills, team and work, in conversation about the story. Help team members find the words in the story. • Review the learning goal with team members: I will read the story.
<p>During Reading</p> <ul style="list-style-type: none"> • Listen as team members read quietly to themselves. • Monitor print concepts and fluency. • Model, prompt or support use of skills and strategies.  	<p>During Reading</p> <ul style="list-style-type: none"> • Read aloud while team members follow along. • Provide supports that allow team members to join in the reading. Supports may include choral reading, echo reading or use of a voice output device or eye gaze board. • Monitor print concepts and fluency. • Model and support use of skills and strategies. 
<p>After Reading</p> <ul style="list-style-type: none"> • Revisit the learning goal and talk with team members about the story. • Have team members locate the Topic Words or phrases: earn, important, interests, job, needs, skills, team and work. • Have team members summarize the events in the story. 	<p>After Reading</p> <ul style="list-style-type: none"> • Revisit the learning goal and talk with team members about the story. • Have team members locate the Topic Words or phrases: earn, important, interests, job, needs, skills, team and work. • Have team members summarize the events in the story.

 **Check Understanding** 

-  **Level 3:** Can the team member independently read stories adapted to personal reading level? How?
-  **Level 2:** Can the team member read stories adapted to personal reading level with supports? How?
-  **Level 1:** Can the team member actively participate in reading stories adapted to personal ability level? How?



Instructional Targets



Employability

- **Job Awareness:** Demonstrate a desire to be employed and recognize realistic job options.

Personal Life

- **Social Skills:** Demonstrate appropriate use of interpersonal communication skills in work, community and daily living situations.
- **Communication:** Effectively ask and respond to questions within community, daily living and vocational activities.



Instructional Routine



or



Introduce

- Introduce the activity by asking a focus question about the story. For example, ask, "Who can help you find a job when you are ready—your younger cousin or someone who works with Vocational Rehabilitation?" Discuss team members' responses.
- Tell team members they will now answer other questions about the story, **Getting a Job**. Explain that the answers to these questions can be found in the story.
- Review the learning goal with team members: **I will answer questions about a story.**

Model

- Display the Comprehension Questions and read the first question aloud. Model using the story to answer the question.
- Model marking or selecting your answer on the Comprehension Questions page.

Provide Practice

Choose the most appropriate activity format on the basis of each team member's skills and needs.

Level 3: The questions are text only. Have the team member answer the questions independently.

Level 2: The questions are text only and the answers are symbol-supported. Have the team member answer the questions by selecting a picture.

Level 1: The questions are written in a symbol-supported sentence-strip format. Have the team members answer the questions by selecting from multiple choices or one errorless picture choice.

Review

- Revisit the learning goal. Talk with team members about where they found the answers to the questions. Point out that answers to questions can usually be found in the text or pictures.
- Use the questions activity to encourage team members to retell the story.



Check Understanding ?



Level 3: Can the team member independently answer questions about the story?



Level 2: Can the team member answer questions about the story by selecting a picture?



Level 1: Can the team member answer questions about the story by selecting a picture? How many choices were presented?



Questions and Answers

earn learn wait job help

Fill-In

1. Chad's dream is to have a _____. (**job**)
2. Chad wants to _____ money. (**earn**)
3. Chad can get _____ finding a job. (**help**)
4. A job coach can help him _____ a new job. (**learn**)
5. Chad may have to _____ for the right job. (**wait**)

Multiple-Choice

1. What is the story about? (phone manners, **getting a job**, getting a pet)
2. What does Chad want to do? (**earn money**, earn points, earn smiles)
3. What can make finding a job easier for Chad? (clock, exercise, **help from his team**)
4. What can a job coach help Chad do? (**learn a new job**, swim, run fast)
5. What is important to know about this story?
 - Cooking is fun.
 - **You may have to wait for the right job.**
 - Computers are helpful.

Fill-In Advanced

1. Chad has had many volunteer jobs and even an _____. (**internship**)
2. His _____ thinks that he is ready for a job. (**transition team**)
3. Chad tells the team he wants to work in the _____. (**community**)
4. Chad learned _____ at his training sites. (**skills**)
5. Chad uses his Transition Passport to share about his work skills and _____. (**interests**)

Multiple-Choice Advanced

6. What else does Chad talk about at the meeting? (**strengths, needs**, sports)
7. What does Chad practice every month? (sewing, **interviews**, juggling)
8. Who can help Chad learn his new job? (brother, doctor, **job coach**)
9. What will Chad earn when he has a job? (candy, decorations, **paycheck**)
10. What are some things we learned from the story?
 - **There are people who can help you find a job.**
 - Dressing for the beach is important.
 - **It may take time to find the right job.**



Instructional Targets



Lifelong Learning

- **Reading:** Build word recognition within daily living and vocational materials. Appreciate the value of print materials, such as newspapers and magazines for informational and pleasure reading.



Instructional Routine



or



Introduce	<ul style="list-style-type: none">• Tell the team members they will choose a book to read. Ask a focus question such as, "Would you like to read a book about teamwork or being polite at work?"• Explain that when choosing a book, it is important to think about the topic, or what the book is about, as well as how hard or easy the book will be to read. Say, "Today, your job is to choose a book to read."• Review the learning goal with team members: I will choose a book to read.
Model	<ul style="list-style-type: none">• Display 4 to 5 books on various topics written at various levels from the class, school or n2y Library.• Model previewing a book to determine if the topic interests you. For example, read a few pages of one of the books and say, "This book is about _____. I'm not really interested in _____, so I don't think I want to read this book." Then read a few pages of a different book and say, "This book is about _____. I really like _____. I would like to read this book."• Next, model previewing a book to determine whether it is too hard, too easy or just right. For example, read a page aloud, count the number of mistakes you make. Continue modeling until you find a book that you can read with only 2 or 3 mistakes.
Provide Practice	<p>Level 3: Have the team member choose a book to read from the class, school or n2y Library. Remind the team member to ask, "What is this book about? Is this book too hard, too easy or just right?"</p> <p>Level 2: Have the team member choose a book to read from the class, school or n2y Library. Provide visual supports as necessary.</p> <p>Level 1: Using the student's interests and independent reading level as a guide, provide the student with a field of 2 to 3 appropriate books from which to choose. Have the student use his or her active participation mode to select a book to read.</p>
Review	<ul style="list-style-type: none">• Revisit the learning goal. Guide team members to recall two things to think about when choosing a book to read.

Throughout the Unit

- Engage team members in self-selected reading using the reading routine for each team member. Reading routines may include partner reading (with a supervisor or peer), shared reading or supported reading.
- Meet with individual team members to discuss the books they are reading. Ask questions, such as "Do you like this book? Why or why not? Is this book too easy, too hard or just right? Do you have any questions about this book?"



Check Understanding ?



Level 3: Can the team member choose appropriate books for independent reading? How?



Level 2: Can the team member choose appropriate books to read with supports? How?



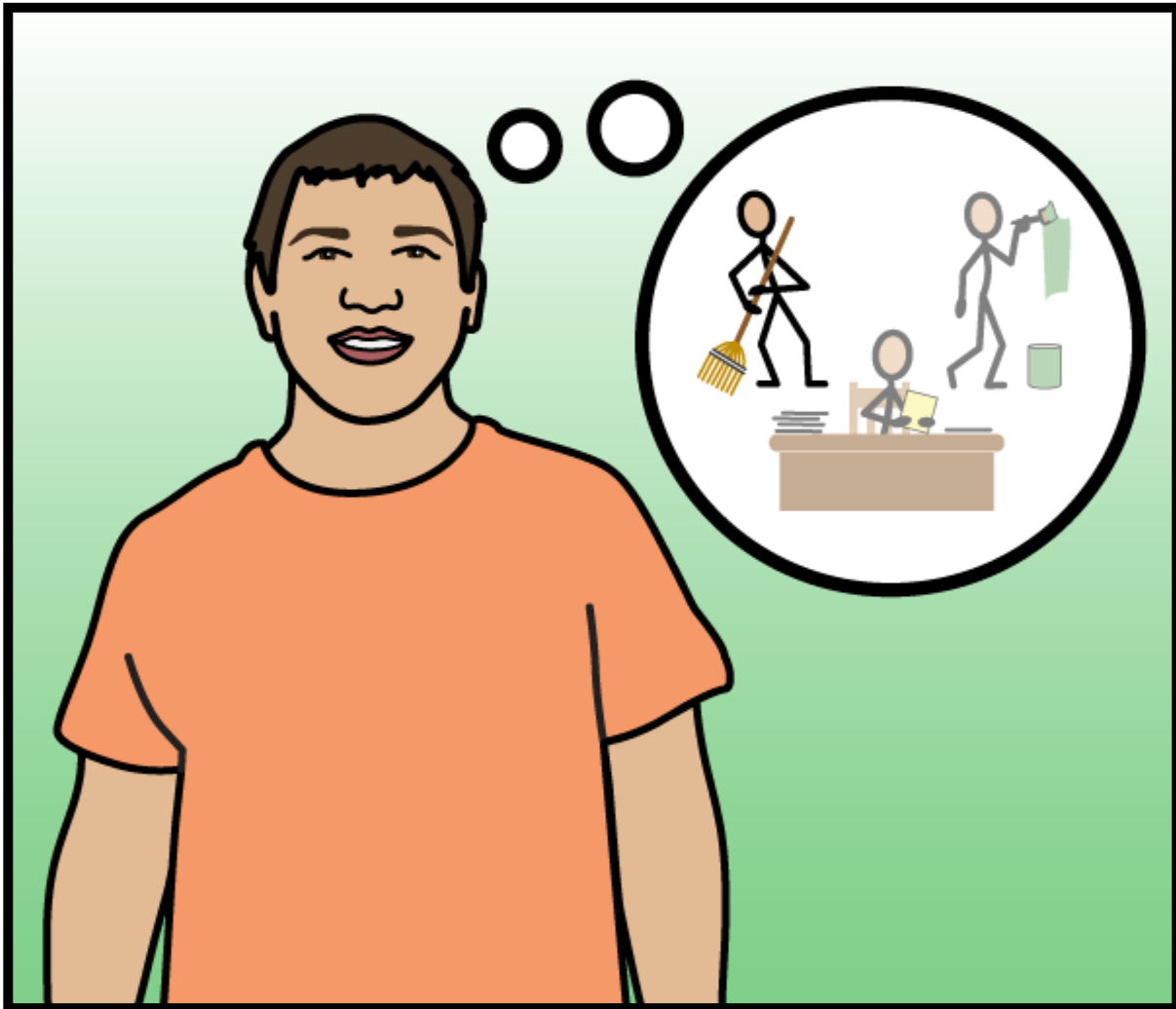
Level 1: Can the team member choose a book from a field of 2 to 3 using an active participation mode? How?



Getting a Job



Getting a Job



by Karen Leugers

Illustrated by Alex Wisehart



Getting a Job



And It The
WORDS
Up

Words to Learn



volunteer: to work without pay



internship: a temporary work experience to learn job skills. It can be paid or unpaid.



transition team: a group of people who help you meet your adult independence goals



Vocational Rehabilitation (VR): an agency that helps people with disabilities get and keep jobs



Transition Passport: a collection of items that shows your skills, interests and needs



job coach: a person who supports you on a job

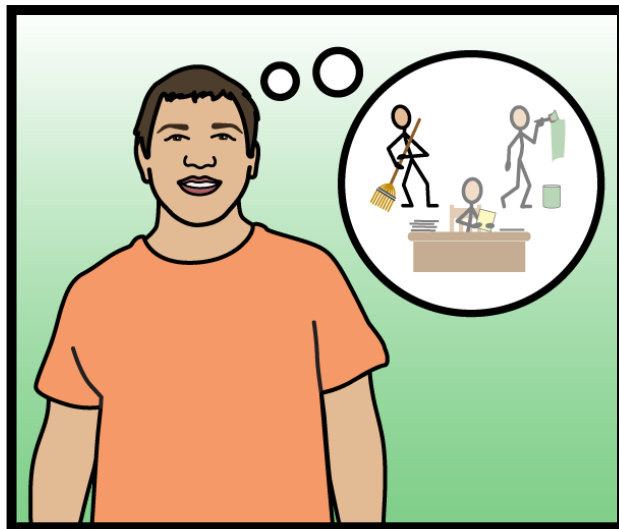


Things to Learn From This Story

- People can help you find a job in the community.
- Learning good work skills and habits are important.
- You can earn money by working at a job.
- Finding the right job for you can take time.



Getting a Job



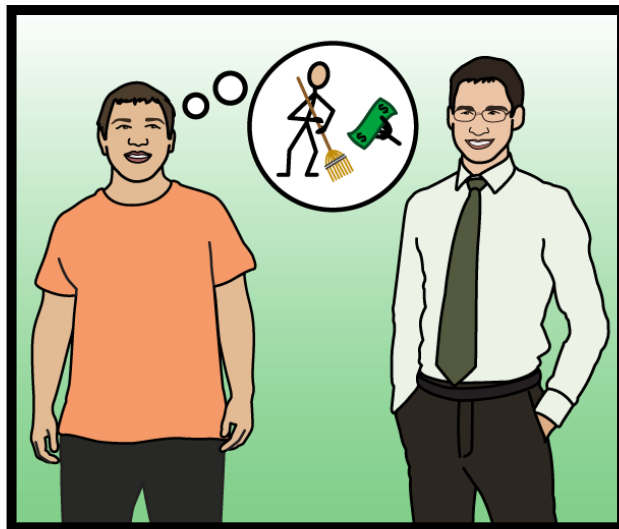
Chad will soon be done with school. His dream is to have a job in the community.

Chad has had many volunteer jobs and even an internship. He has learned many good work skills and habits. Chad and his transition team think that he is ready for a job!

What has Chad done to show that he is ready for a job?



Getting a Job



Chad and his parents meet with a person from Vocational Rehabilitation (VR). VR helps people with disabilities who want to work, get and keep jobs. Chad tells the team he wants to work in the community. He wants to earn money just like his parents.



Getting a Job

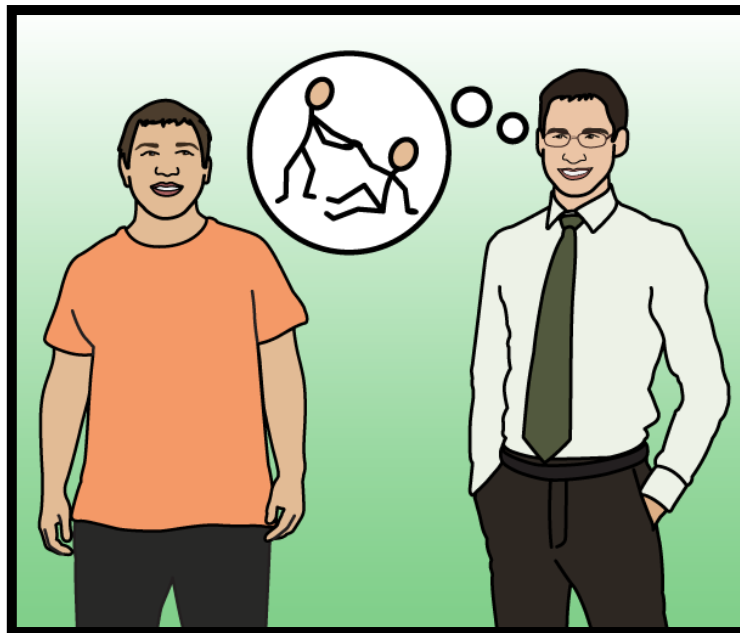


Chad tells VR about himself. He uses his Transition Passport to share about his work skills and interests. He tells them about his volunteer jobs and internship. He answers questions about the type of work he likes best. He also talks about his strengths and needs.

How does Chad share information about himself?



Getting a Job



Chad asks how he will find a job. He has a resume. He practices interviews every month. Chad is still nervous. Chad can get help finding a job. VR will help him. This makes Chad feel better.

Why is Chad feeling nervous? What makes him feel better?



Getting a Job

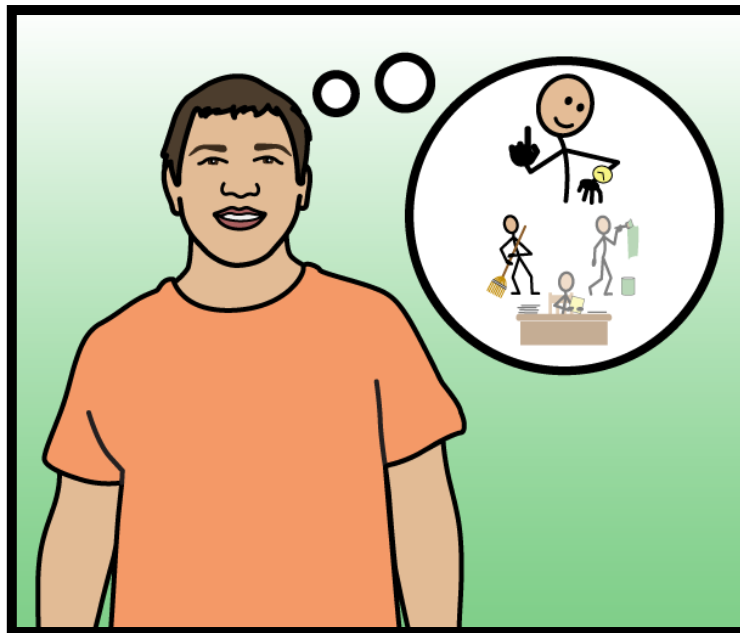


Chad's teachers have helped him learn skills at his job sites. He does not need the help for long. He learns quickly. A job coach from VR can help him learn a new job in the community too. He is happy about this.

What does a job coach do?



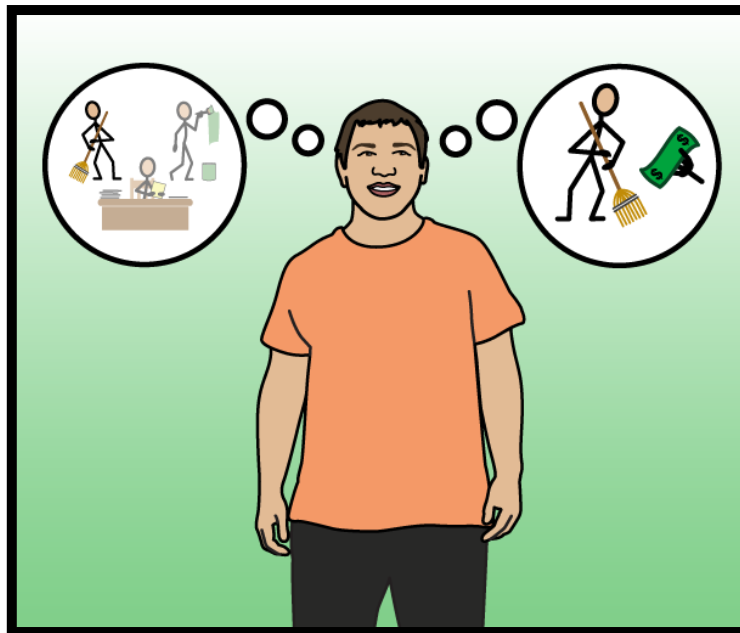
Getting a Job



Chad knows that it may take time to find the right job. He may go to different interviews. He may try out different jobs. He may have to wait for a new job to start. Chad is OK with this.



Getting a Job



After the meeting, Chad is excited! He tells his parents that he is ready to work hard. He wants a job and to earn a paycheck. He knows there will be a job for him!

Why is Chad so excited?



Getting a Job



Tips:



- Tell your team if you want to work.



- Keep your Transition Passport up to date! It is a valuable resource to share with Vocational Rehabilitation.



- Use your Transition Passport to tell about your skills, your interests, your needs and your experiences.



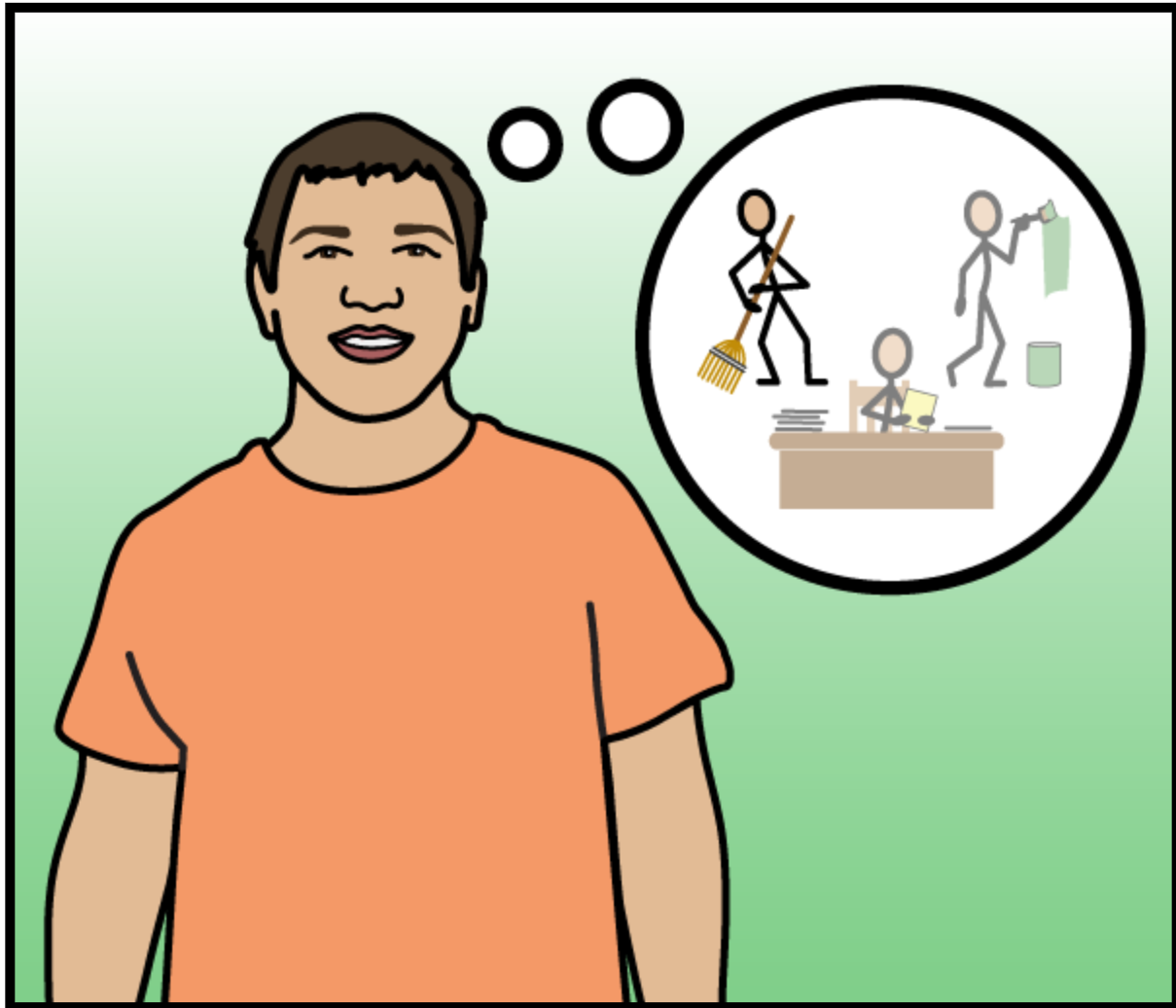
- Ask questions if you do not understand something.



Getting a Job



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Getting a Job



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Words to Learn



volunteer: to work without pay



internship: a temporary work experience to learn job skills. It can be paid or unpaid.



transition team: a group of people who help you meet your adult independence goals



Vocational Rehabilitation (VR): an agency that helps people with disabilities get and keep jobs



Transition Passport: a collection of items that shows your skills, interests and needs



job coach: a person who supports you on a job

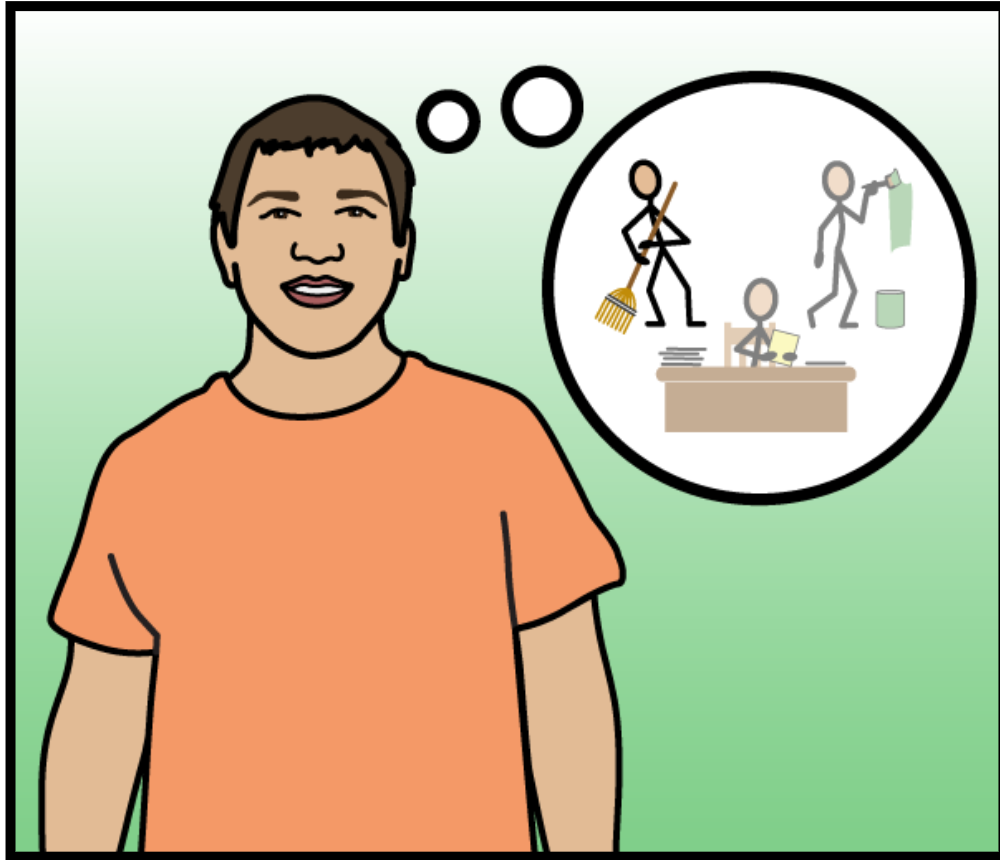


Things to Learn From This Story

- People can help you find a job in the community.
- Learning good work skills and habits are important.
- You can earn money by working at a job.
- Finding the right job for you can take time.



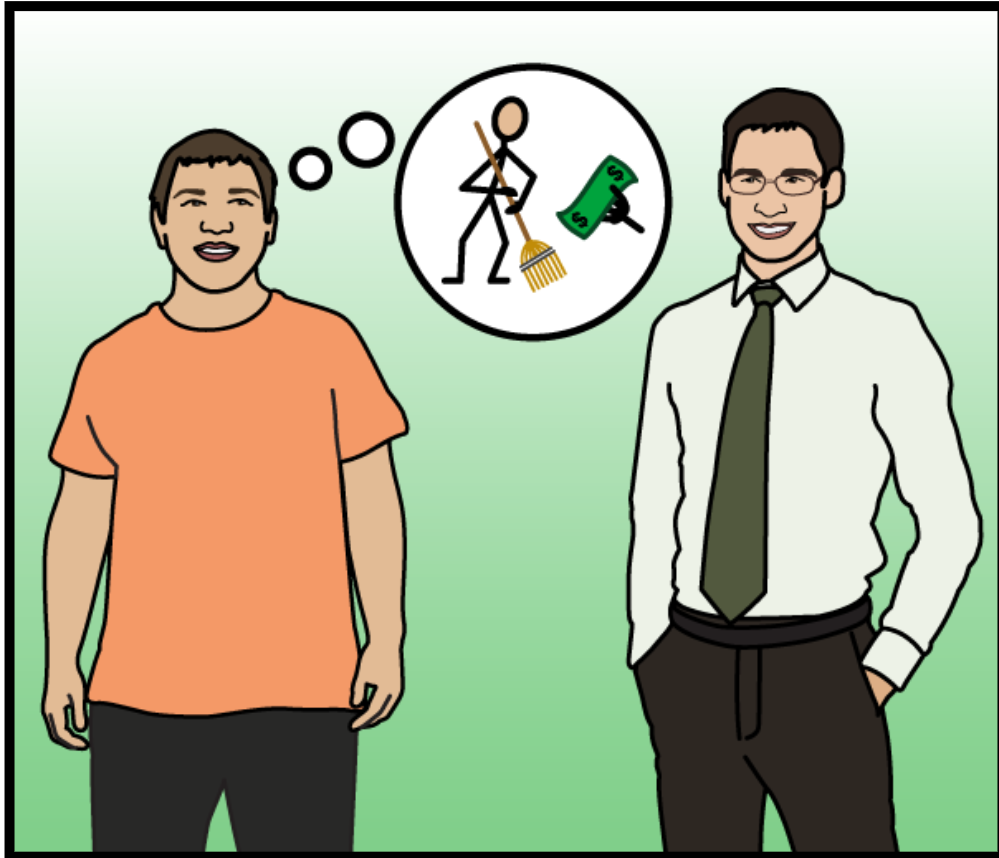
Getting a Job



**Chad's dream is to have a job.
He thinks he is ready. His team
thinks he is ready.**



Getting a Job



Chad meets with a person who can help him. Chad wants to earn money.



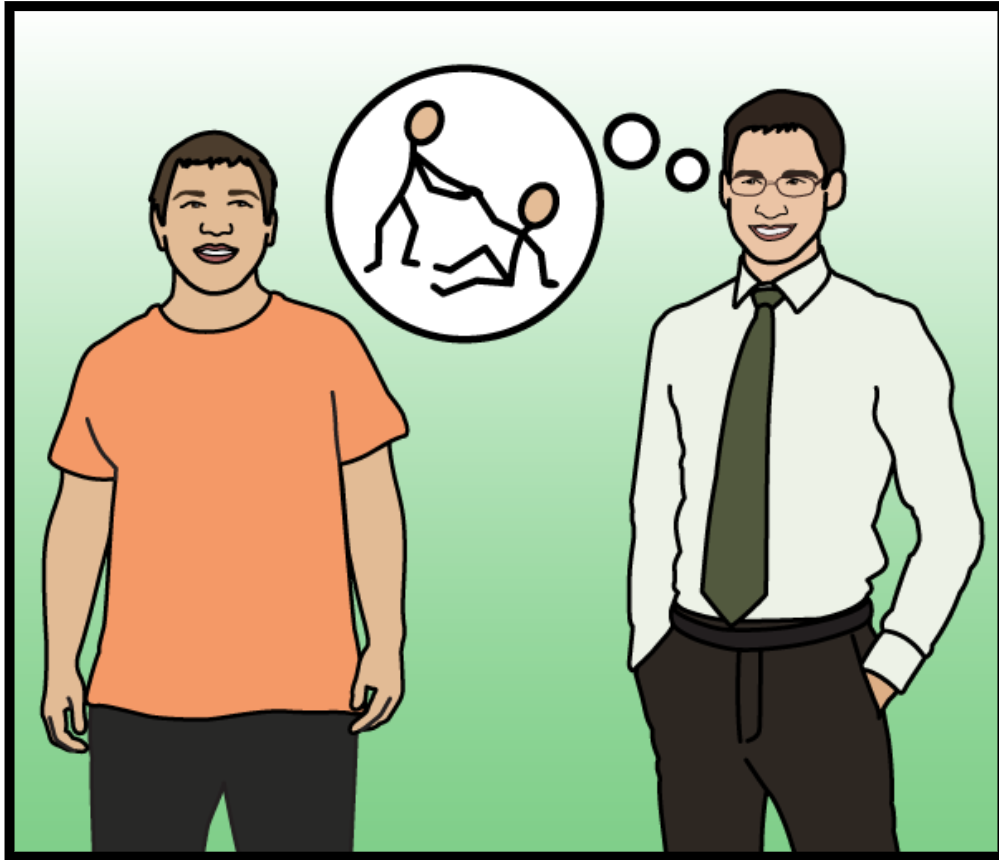
Getting a Job



He tells them what he likes. He tells them what he can do. He tells them what is hard for him.



Getting a Job



Chad can get help finding a job.

Chad likes this.



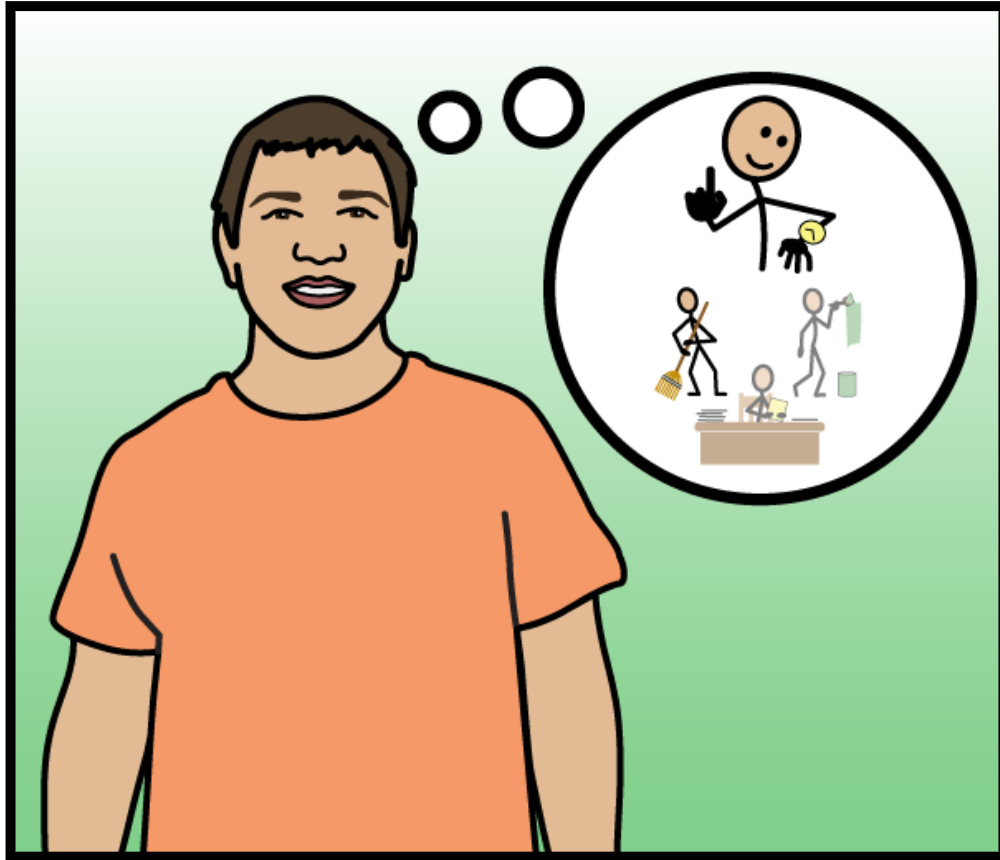
Getting a Job



Chad learned job skills. He learns fast. A job coach can help him learn a new job.



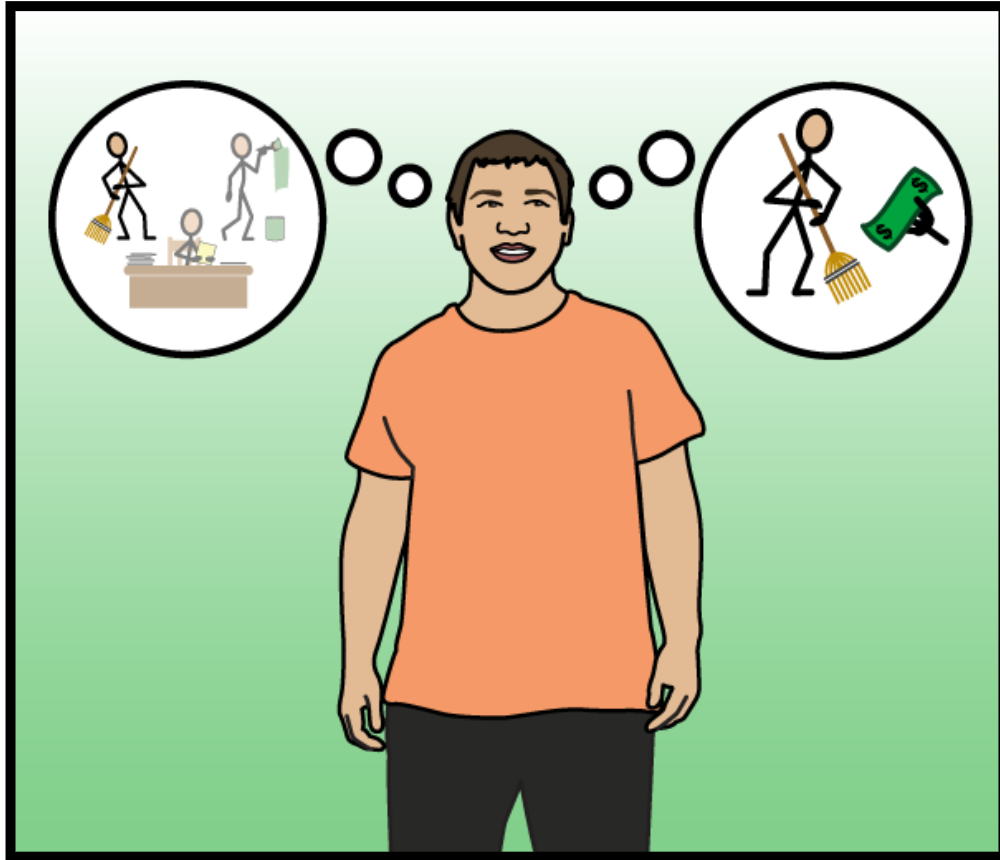
Getting a Job



Finding a job takes time. Chad may have to try different jobs. Chad may have to wait for the right job.



Getting a Job



Chad is excited ! He will get a job. He will get a paycheck !



Getting a Job



Tips:



- Tell your team if you want to work.



- Keep your Transition Passport up to date! It is a valuable resource to share with Vocational Rehabilitation.



- Use your Transition Passport to tell about your skills, your interests, your needs and your experiences.



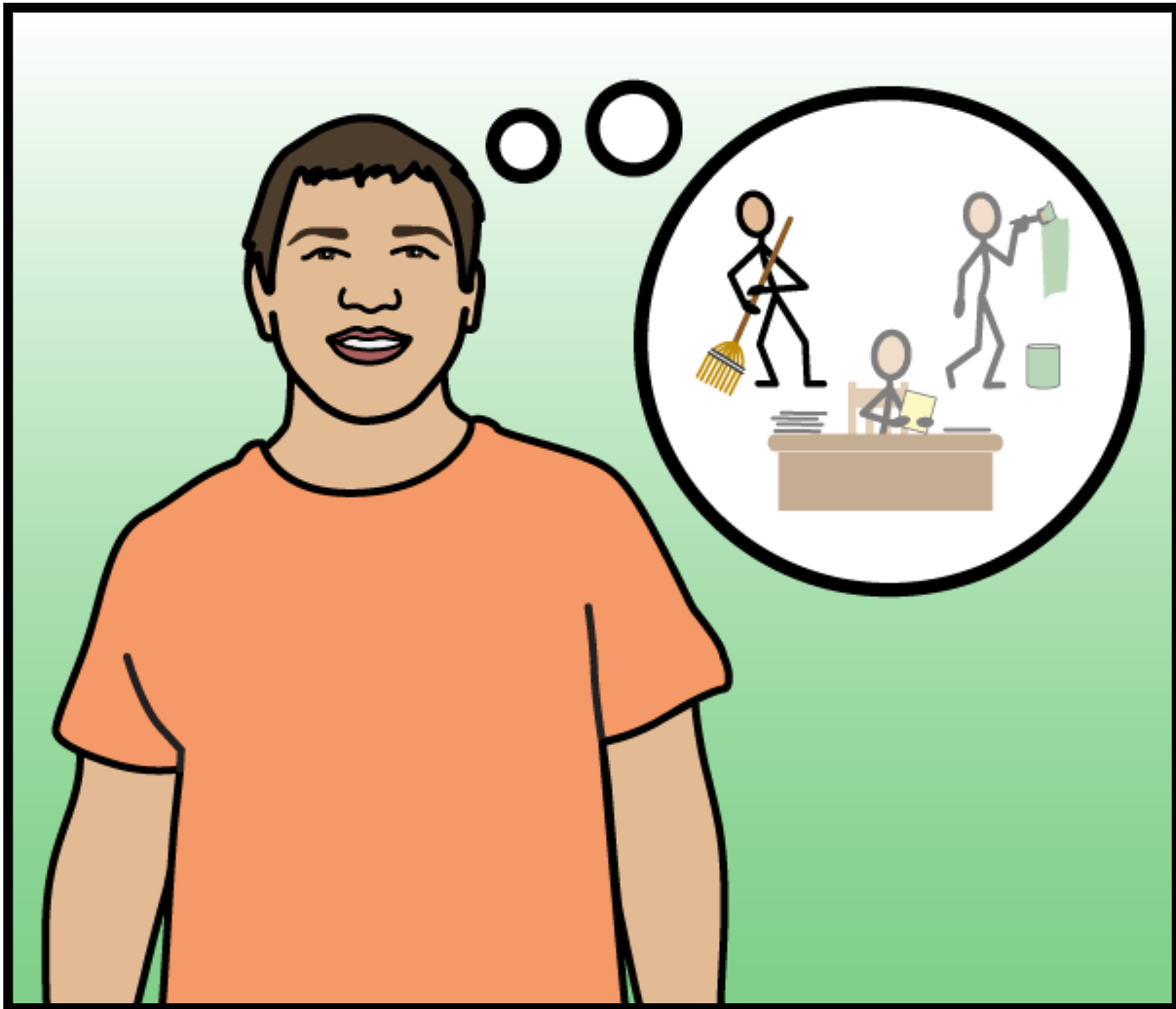
- Ask questions if you do not understand something.



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job coach: a person who supports you on a job

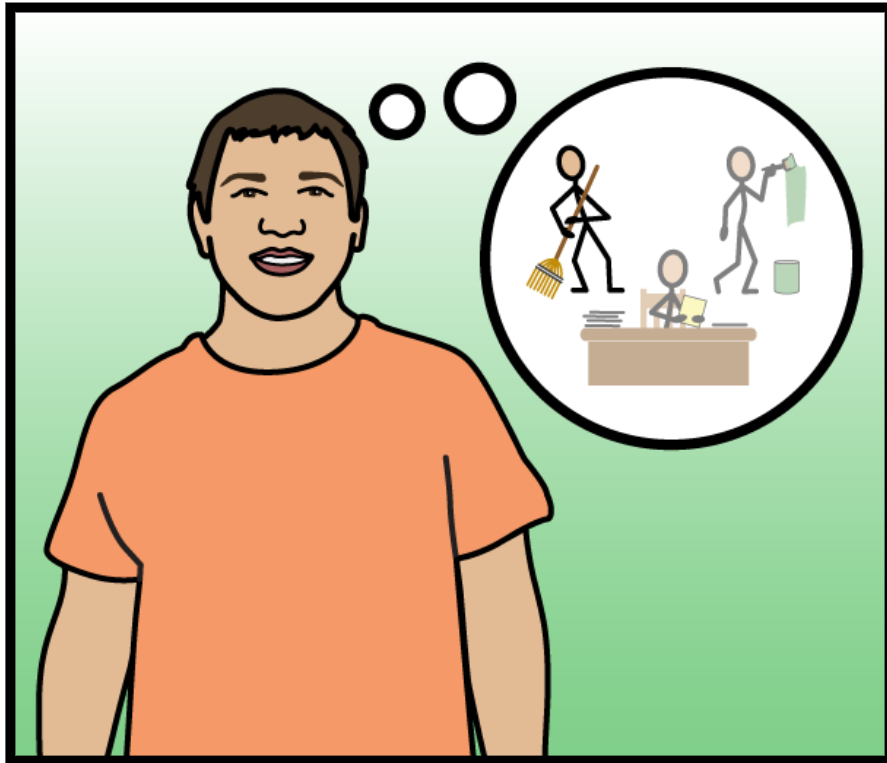


Things to Learn From This Story

- People can help you find a job in the community.
- Learning good work skills and habits are important.
- You can earn money by working at a job.
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Getting a Job



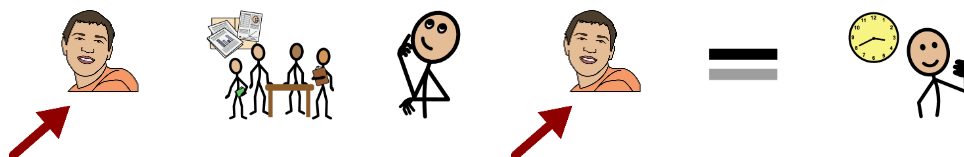
Chad's dream is to have a job.



He thinks he is ready.

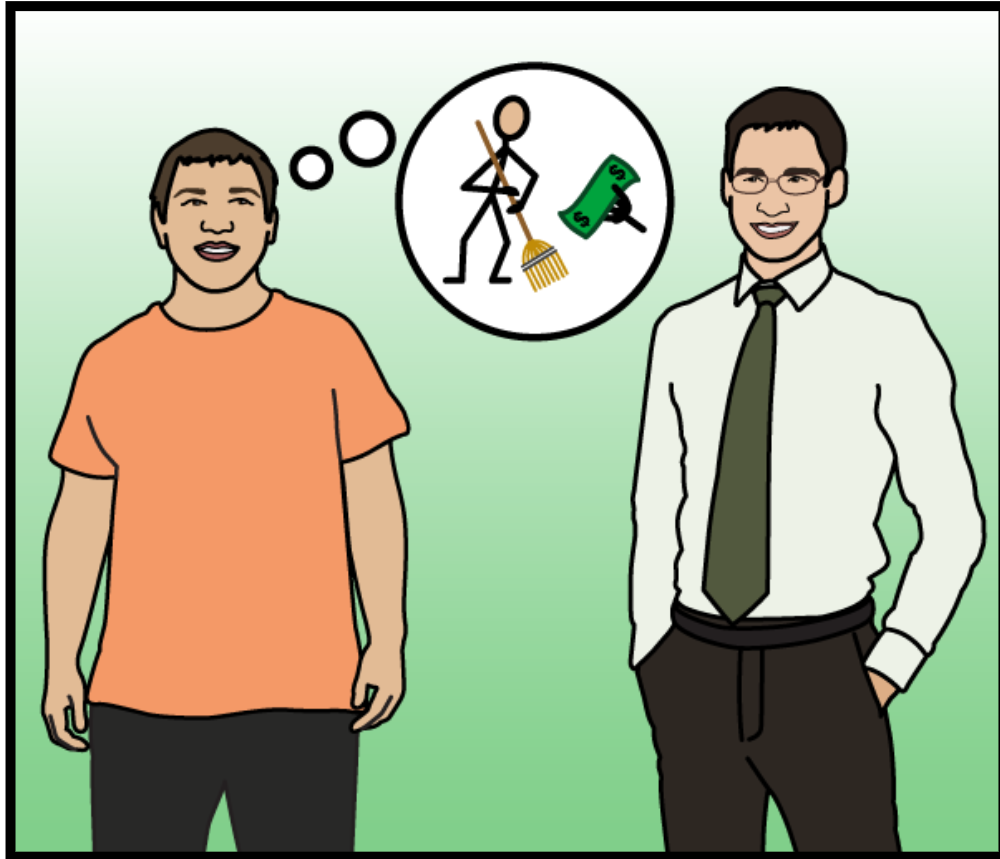


His team thinks he is ready.

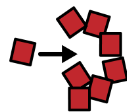




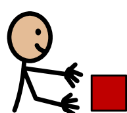
Getting a Job



Chad meets with a person who can help him.

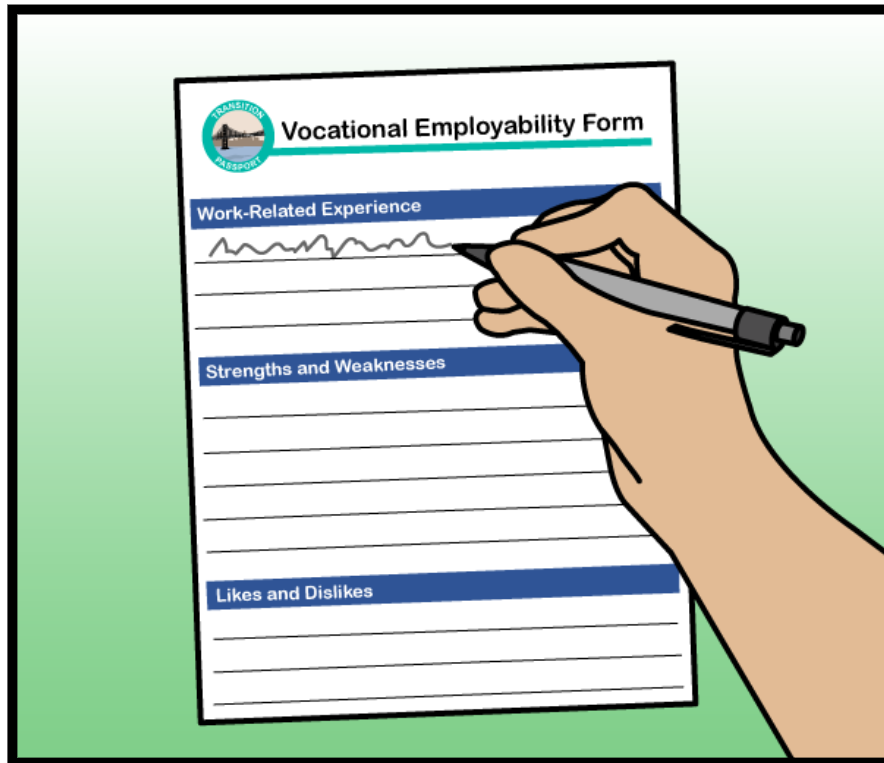


Chad wants to earn money.

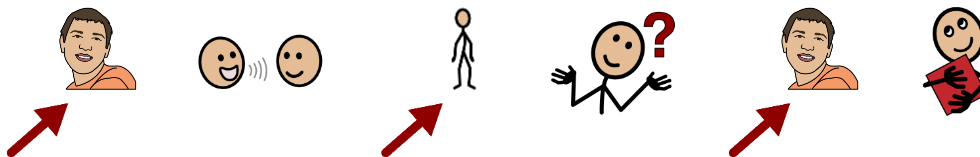




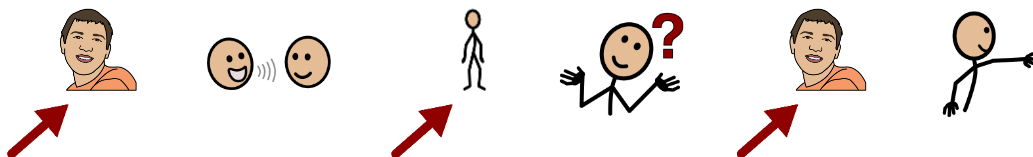
Getting a Job



He tells them what he likes.



He tells them what he can do.



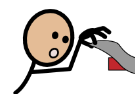
He tells them what is hard for him.



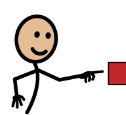
Getting a Job



Chad can get help finding a job.



Chad likes this.



Getting a Job



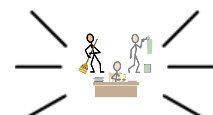
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He learns fast.

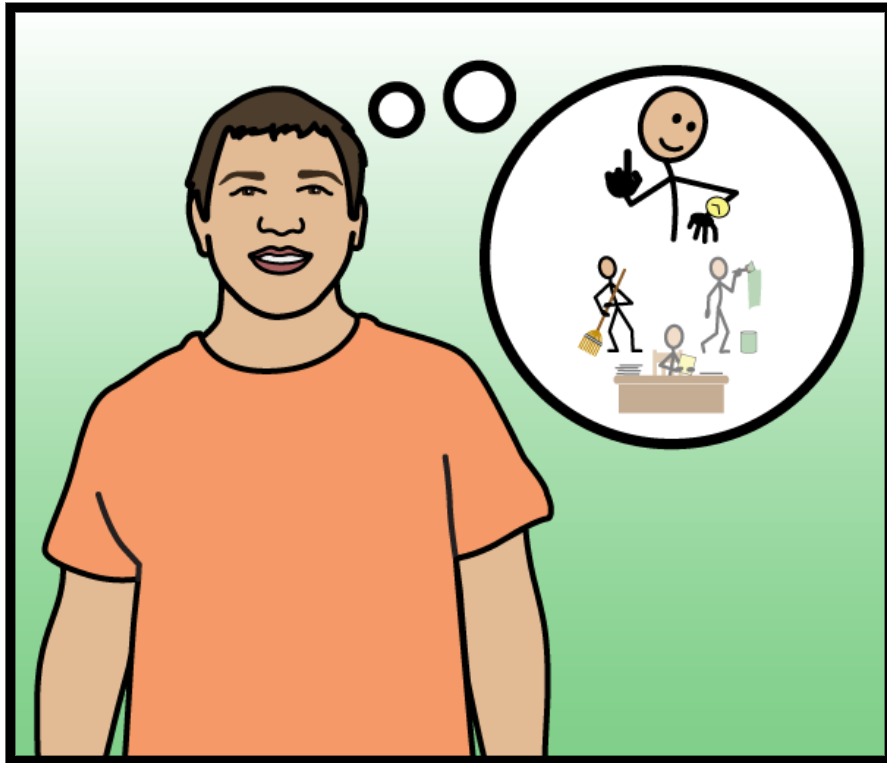


A job coach can help him learn a new job.





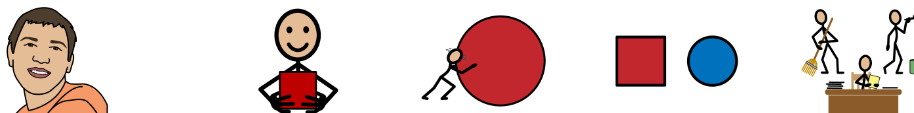
Getting a Job



Finding a job takes time.



Chad may have to try different jobs.

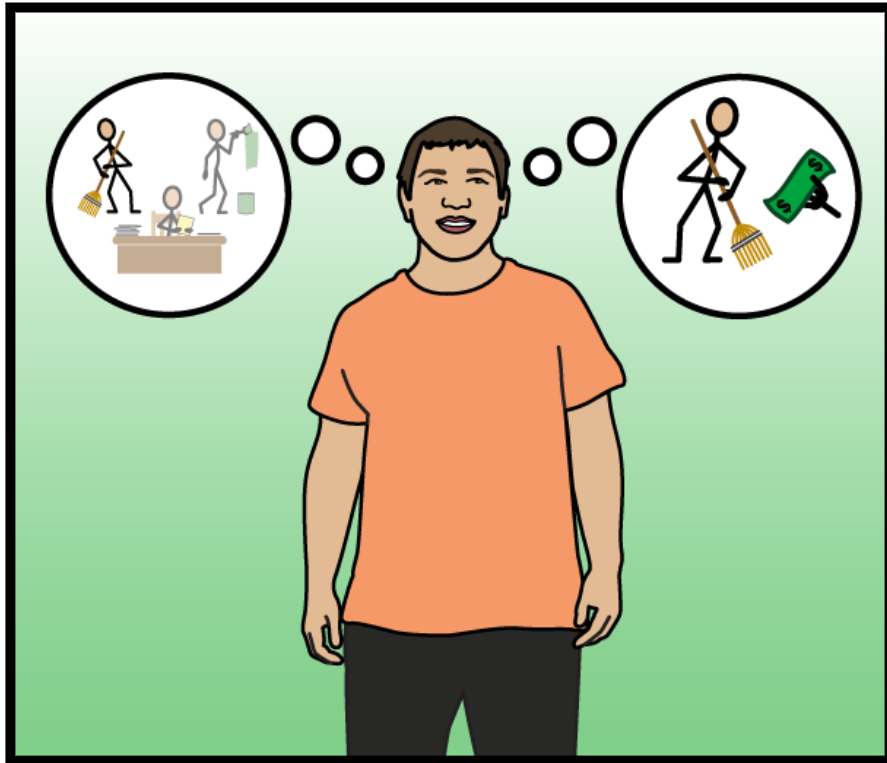


Chad may have to wait for the right job.





Getting a Job



Chad is excited !



He will get a job.



He will get a paycheck !





Getting a Job



Tips:



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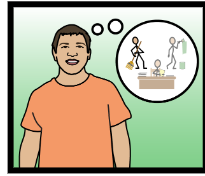


- Use your Transition Passport to tell about your skills, your interests, your needs and your experiences.



- Ask questions if you do not understand something.

yes



Getting a Job

no



<p>have</p>	<p>think</p>	<p>meet</p>	<p>ready</p>	<p>Chad</p>	<p>dream</p>
<p>help</p>	<p>earn</p>	<p>tell</p>	<p>hard</p>	<p>job</p>	<p>team</p>
<p>like</p>	<p>get</p>	<p>find</p>	<p>new</p>	<p>money</p>	<p>job skill</p>
<p>learn</p>	<p>wait</p>		<p>excited</p>	<p>job coach</p>	<p>time</p>
				<p>paycheck</p>	

Within each category, pictures are listed from left to right in the order in which they appear in the text.

Name: _____

1. Chad's dream is to have a .

2. Chad wants to money.

3. Chad can get finding a job.

4. A job coach can help him a new job.

5. Chad may have to for the right job.

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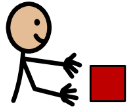
5. Chad may have to for the right job.

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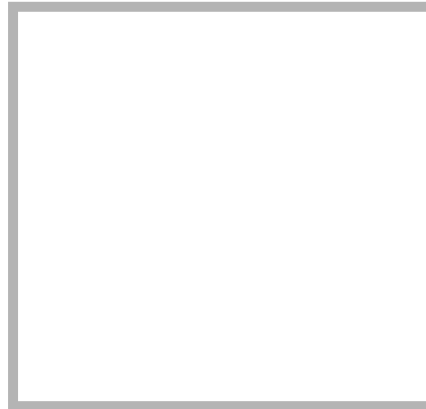
2. Chad wants to



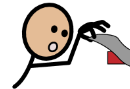
money.



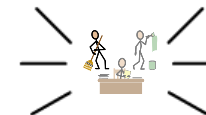
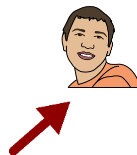
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4. A job coach can help him a new job.



5. Chad may have to for the right job.



1. What is the story about?

- a. phone manners b. getting a job c. getting a pet

2. What does Chad want to do?

- a. earn money b. earn points c. earn smiles

3. What can make finding a job easier for Chad?

- a. clock b. exercise c. help from his team

4. What can a job coach help Chad do?

- a. learn a new job b. swim c. run fast

5. What is important to know about this story?

- a. Cooking is fun.
- b. You may have to wait for the right job.
- c. Computers are helpful.

1. What is the story about?

a. phone manners



b. getting a job



c. getting a pet

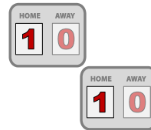


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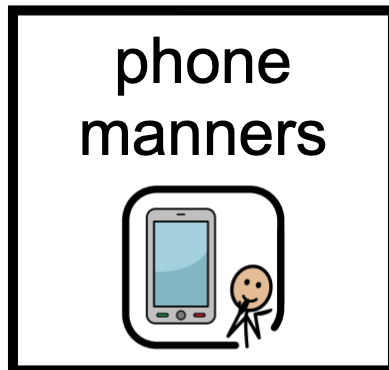
b. You may have to wait for the right job.



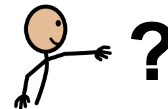
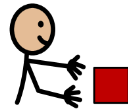
c. Computers are helpful.



1. What is the story about ?



2. What does Chad want to do ?



earn money

A stick figure holding a broom and a green bill with dollar signs.

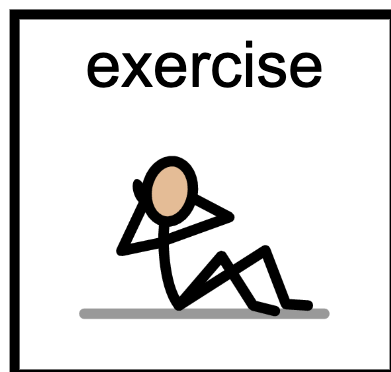
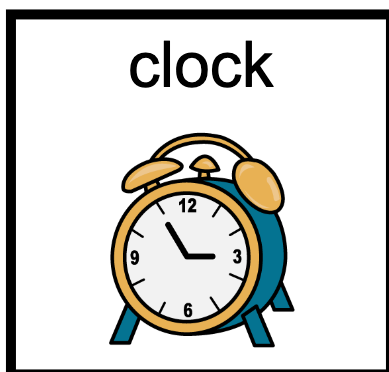
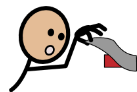
earn points

Two scoreboards, each with 'HOME' and 'AWAY' sections. The HOME section shows a red '1' and the AWAY section shows a red '0'.

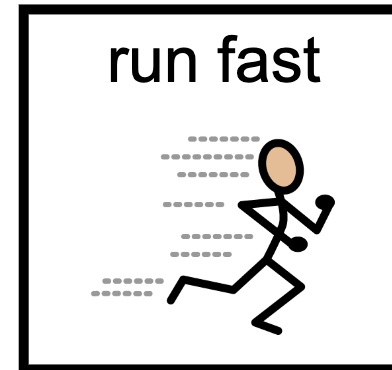
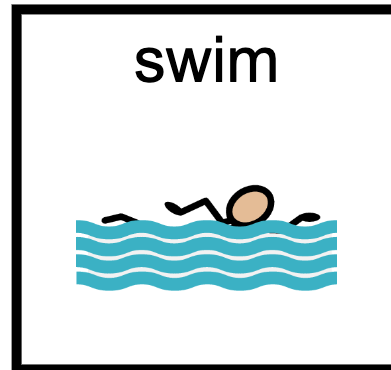
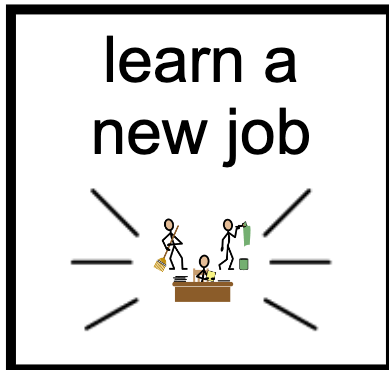
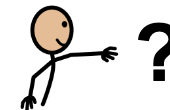
earn smiles

A large, cartoonish face with a wide, toothy grin.

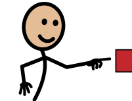
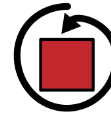
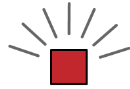
3. What can make finding a job easier for Chad ?



4. What can a job coach help Chad do ?



5. What is important to know about this story ?



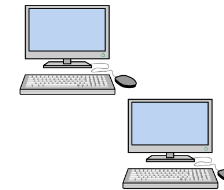
Cooking is fun.



You may have to wait for the right job.



Computers are helpful.



Name: _____

Use the Topic Story to help you fill in the blank.

1. Chad has had many volunteer jobs and even an _____ .
2. His _____ thinks that he is ready for a job.
3. Chad tells the team he wants to work in the _____ .
4. Chad learned _____ at his training sites.
5. Chad uses his Transition Passport to share about his work skills and _____ .

These questions may have more than one correct answer:

6. What else does Chad talk about at the meeting?

- a. strengths
- b. needs
- c. sports

7. What does Chad practice every month?

- a. sewing
- b. interviews
- c. juggling

8. Who can help Chad learn his new job?

- a. brother
- b. doctor
- c. job coach

9. What will Chad earn when he has a job?


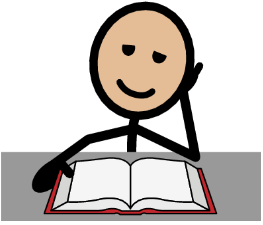
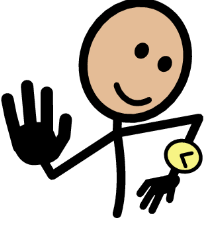

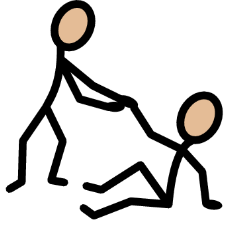





- a. candy
- b. decorations
- c. paycheck

10. What are some things we learned from the story?

- a. There are people who can help you find a job.
- b. Dressing for the beach is important.
- c. It may take time to find the right job.



For hands-on instruction, print, cut out and laminate.

<p>earn</p> 	<p>learn</p> 	<p>wait</p> 	<p>job</p> 	<p>help</p> 
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