

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.

Employability

- **Work Skills:** Demonstrates basic employability skills, including work, social and hygiene habits.

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.
- Demonstrate consistent work skills that lead to employability.
- 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.
- Demonstrate work skills with some support, including staying on task, following directions, responding to authority and asking for help.
- 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.
- Actively respond to supported directions from a supervisor.
- 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 getting and keeping the right job. This lesson presents skills and habits needed to keep a job including teamwork, asking for help and following directions.



Topic Words



Literacy Words

co-worker important supervisor work*
earn job* team

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

 **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.

 **Instructional Routine**



Before Reading

- Introduce the Topic Words: co-worker, earn, important, job, supervisor, team and work.
- Introduce the reading by asking a focus question such as, "What should you do if your co-workers are complaining at work—complain with them or excuse yourself and get back to your work?" Discuss team members' responses. Explain that this lesson will focus on the skills needed to keep a job.
- Preview the story. Point out emotions and actions of the character Kelly in the story. Say, "Kelly looks happy. I wonder why she is happy. As I read, it is your job to find out why Kelly is happy."
- Review the learning goal with team members: **I will find out why Kelly is happy.**

During Reading

Model Fluent Reading

- Read aloud with fluency and expression.

- Emphasize Kelly's actions and feelings throughout the story. For example, on page 2 point out Kelly's facial expression and smile. Or on page 6, point out Kelly's smile as she shares with her co-workers.

Define New Vocabulary

- Identify words that are new or may have more than one meaning. For example on page 4, point out the word 'supervisor' and explain that supervisors are sometimes called bosses and are people in charge.
- 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. For instance on page 5 discuss why Kelly's co-workers look down or do not answer the supervisor. Explain that it seems like they are trying to avoid working. Ask team members if they think this is a good idea or not.
- As you read, check team member's understanding by asking questions like, "Why does Kelly leave home excited each day? What does Kelly do if she is unsure about what to do at work? How does Kelly show respect at work?"

After Reading

- Revisit the learning goal. Ask, "Why is Kelly happy?"
- Level 3:** Have the team member explain why Kelly is happy. Encourage team member to use the Topic Words when explaining. Provide prompts such as, "Kelly doesn't complain because she knows it is important to have a _____."
- Level 2:** Have the team member identify why Kelly is happy. Picture supports such as the Communication Board or the story illustrations may be used as needed.
- Level 1:** Have the team member identify why Kelly is happy from a field of 2-3 choices (or single choice). For example, display the symbols for 'work' and 'complain'. Ask, "Why is Kelly happy?"
- Discuss the story with emphasis on how Kelly feels about her job. Encourage team members to identify how they might handle a similar situation.

 **Check Understanding** 

Level 3: Can the team member explain why Kelly is happy?

Level 2: Can the team member identify why Kelly is happy? How?

Level 1: Can the team member identify why Kelly is happy from a field of 2-3 choices (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 	
Before Reading	<ul style="list-style-type: none"> • Introduce the story by having team members share what they know about keeping a job. • Discuss the Topic Words: co-worker, earn, important, job, supervisor, team and work. Ask what team members think each word means. • Review the learning goal with team members: I will read the story. 	Before Reading	<ul style="list-style-type: none"> • Introduce the story by having team members share what they have learned about keeping a job. • Use the Topic Words: co-worker, earn, important, job, supervisor, 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.
During Reading	<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.  	During Reading	<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. 
After Reading	<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: co-worker, earn, important, job, supervisor, team and work. • Have team members summarize the events in the story. 	After Reading	<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: co-worker, earn, important, job, supervisor, 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

- **Work Skills:** Demonstrates basic employability skills, including work, social and hygiene habits.

Personal Life

- **Social Skills:** Demonstrate appropriate use of interpersonal communication skills in work, community and daily living situations.



Instructional Routine



or



Introduce	<ul style="list-style-type: none">• Introduce the activity by asking a focus question about the story. For example, ask, "Who determines if you are doing a good job at work—your neighbor or your supervisor?" Discuss team members' responses.• Tell team members they will now answer other questions about the story, <i>Keeping a Job</i>. 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	<ul style="list-style-type: none">• 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	<p>Choose the most appropriate activity format on the basis of each team member's skills and needs.</p> <p>Level 3: The questions are text only. Have the team member answer the questions independently.</p> <p>Level 2: The questions are text only and the answers are symbol-supported. Have the team member answer the questions by selecting a picture.</p> <p>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.</p>
Review	<ul style="list-style-type: none">• 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

good work team supervisor respectful

Fill-In

1. Kelly loves going to _____. (**work**)
2. She has a ____ attitude at work. (**good**)
3. Kelly is always _____. (**respectful**)
4. She likes being part of the _____. (**team**)
5. Kelly's ____ knows Kelly is a good worker. (**supervisor**)

Multiple-Choice

1. What is this story about? (going to school, **doing your best at work**, making dinner)
2. What does Kelly have at work? (phone, tennis shoes, **good attitude**)
3. How does Kelly always act at work? (**respectful**, silly, healthy)
4. What does Kelly like being part of? (family, **team**, plan)
5. What is important to know about this story?
 - **A supervisor knows who is a good worker.**
 - Planting a garden is useful.
 - Swimming is good exercise.

Fill-In Advanced

1. Kelly is excited to leave home every day and earn a _____. (**paycheck**)
2. Sometimes, her _____ complain about their work. (**co-workers**)
3. She uses polite language and _____ her co-workers. (**encourages**)
4. She knows it is _____ to ask for help if you need it. (**important**)
5. Sometimes, Kelly's supervisor asks for _____ finishing a job. (**help**)

Multiple-Choice Advanced

6. Why does Kelly help others when she can? (**to be a team player**, to get more money, to be selfish)
7. What does Kelly do to feel part of the team? (complains, leaves early, **brings cookies to share**)
8. What does Kelly's supervisor notice she has? (donuts, **good attitude**, headache)
9. Why will Kelly keep her job?
 - **She gets a good job evaluation.**
 - She has cool clothes.
 - **She is a good worker.**
10. What is important to learn from the story?
 - Phones are useful tools.
 - **To keep your job, work hard and have a good attitude.**
 - Making a budget is important.



Keeping a Job



Keeping a Job



by Karen Leugers

Illustrated by Alex Wischart

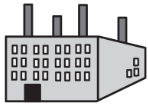


Keeping a Job



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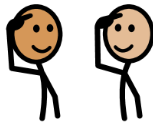
Words to Learn



factory: a building where things are made



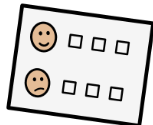
supervisor: a person in charge; a boss



respectful: being polite and well-behaved



encourage: to tell others you support them



job evaluation: a way to judge how well a person is doing their job



Things to Learn From This Story

- It is important to have a good attitude at work.
- It is important to treat others at work with respect.
- It is wise to ask for help if you need it.
- It is good to offer your help when needed.
- Others see what kind of worker you are by your actions.



Keeping a Job



Kelly started her first paid job this summer. She works with other workers in a factory. Kelly is excited to leave home every day and earn a paycheck. She loves going to work and doing a good job.

How does Kelly feel about her job? How do you know?



Keeping a Job



Kelly works with some friends she knew at school. Sometimes her co-workers complain about their work. Not Kelly! She says hi, but she doesn't stay to complain. She knows it is important to have a good attitude.

Why doesn't Kelly stay and complain with her friends?



Keeping a Job



Kelly has fun at work. Sometimes, Kelly's co-workers have too much fun. Sometimes they tease other people and say rude things. Not Kelly! She knows it is important to be respectful. She uses polite language and encourages her co-workers.

Is it OK to have fun at work? Why is it important to be respectful at work?



Keeping a Job



Kelly likes doing her job well.

Sometimes, Kelly is not sure how to do her job. She knows it is important to ask for help if you need it.

Then you can do the job right and not have to do it again. Kelly has



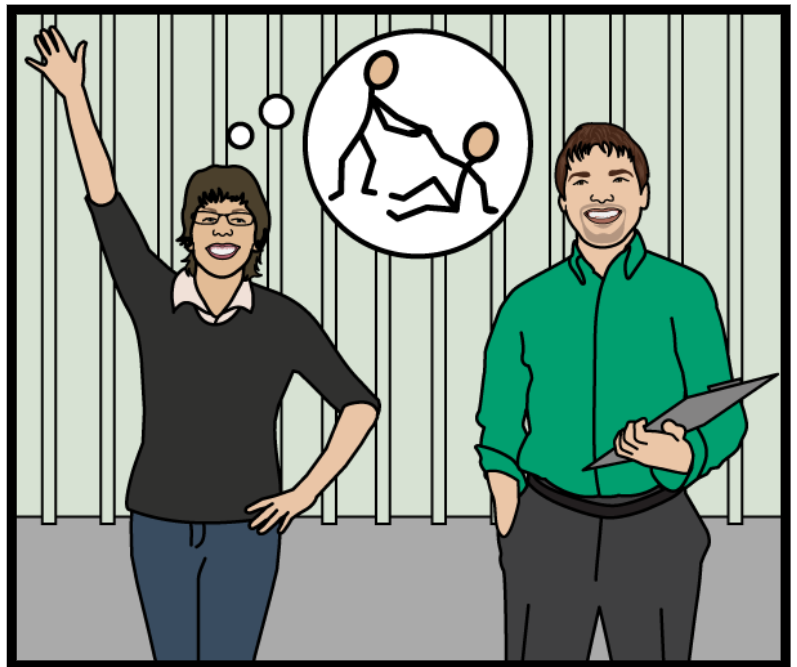
seen co-workers having to do their jobs again. She asks her supervisor for help!



Keeping a Job



Sometimes, Kelly's supervisor asks for help finishing a job. Many of her co-workers look down or do not answer. Not Kelly! She knows it is important to be a team player. She helps others when she can. She knows that she needs help sometimes too!





Keeping a Job



Sometimes, Kelly's co-workers bring snacks to share. Some of her co-workers don't ever bring in a snack but still eat what others



have brought. Kelly wants to take a turn. She bakes and brings in cookies. Her co-workers and supervisor smile and thank Kelly at break time. This makes Kelly feel good. She likes being part of the team!

What made Kelly feel part of the team? Why is it important to do things like this?



Keeping a Job



Kelly's supervisor tells her it is time for her job evaluation. He knows Kelly is a good worker. He has noticed that she has a good attitude and is respectful at work.



Kelly asks for help when she needs it and always tries to be a team player. Kelly is a good worker. She gets a good job evaluation and will keep her job!

*Do you think others notice what kind of worker you are?
What would they say about your work habits right now?*



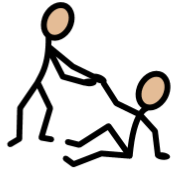
Keeping a Job



Tips:



- Always try hard to be part of the team.



- Offer to help others and they will help you.



- Supervisors know who is and who isn't a good worker.



- Keep your job. Have a good attitude. Don't complain. Do your best!



Keeping a Job



Keeping a Job



by Karen Leugers

Illustrated by Alex Wisehart

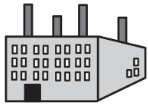


Keeping a Job



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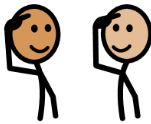
Words to Learn



factory: a building where things are made



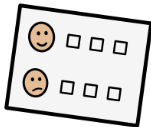
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encourage: to tell others you support them



job evaluation: a way to judge how well a person is doing their job



Things to Learn From This Story

- It is important to have a good attitude at work.
- It is important to treat others at work with respect.
- It is wise to ask for help if you need it.
- It is good to offer your help when needed.
- Others see what kind of worker you are by your actions.



Keeping a Job



Kelly started her first job. She loves going to work.



Keeping a Job



Kelly does not complain. She has a good attitude at work.



Keeping a Job



Kelly has fun at work. But she is not rude. She is always respectful.



Keeping a Job



Sometimes, Kelly forgets how to do her job. But she remembers: Do things right !

Ask questions !



Keeping a Job



Kelly helps others when she can. Kelly is a team player.

She needs help sometimes too !



Keeping a Job



Kelly takes her turn bringing in snacks. She likes being part of the team !



Keeping a Job



Kelly's supervisor knows Kelly is a good worker. Kelly works hard. She will keep her job !



Keeping a Job



Tips:



- Always try hard to be part of the team.



- Offer to help others and they will help you.



- Supervisors know who is and who isn't a good worker.



- Keep your job. Have a good attitude. Don't complain. Do your best!



Keeping a Job



Keeping a Job



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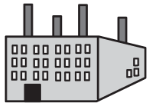


Keeping a Job



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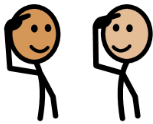
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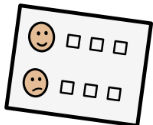
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Things to Learn From This Story

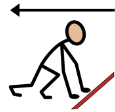
- It is important to have a good attitude at work.
- It is important to treat others at work with respect.
- It is wise to ask for help if you need it.
- It is good to offer your help when needed.
- Others see what kind of worker you are by your actions.



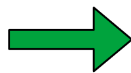
Keeping a Job



Kelly started her first job.



She loves going to work.

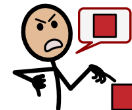




Keeping a Job



Kelly does not complain.



She has a good attitude at work.





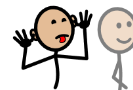
Keeping a Job



Kelly has fun at work.



But she is not rude.



She is always respectful.





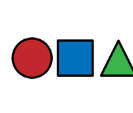
Keeping a Job



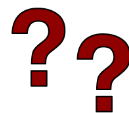
Sometimes, Kelly forgets how to do her job.



But she remembers: Do things right !



Ask questions !





Keeping a Job



Kelly helps others when she can.

Kelly is a team player.

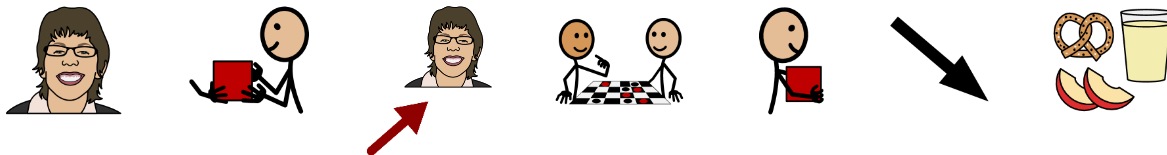
She needs help sometimes too !



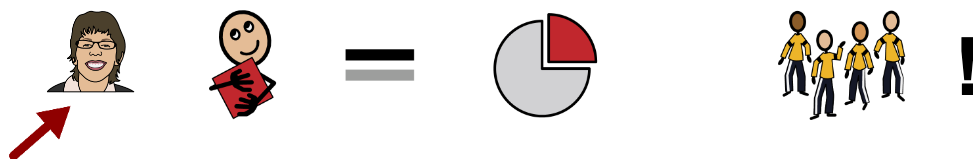
Keeping a Job



Kelly takes her turn bringing in snacks.



She likes being part of the team !





Keeping a Job



Kelly's supervisor knows Kelly is a good worker.



Kelly works hard.



She will keep her job !





Keeping a Job



Tips:



- Always try hard to be part of the team.



- Offer to help others and they will help you.



- Supervisors know who is and who isn't a good worker.



- Keep your job. Have a good attitude. Don't complain. Do your best!

yes



Keeping a Job

no



<p>start</p>	<p>love</p>	<p>complain</p>	<p>first</p>	<p>good</p>	<p>Kelly</p>	<p>job</p>
<p>forget</p>	<p>remember</p>	<p>ask</p>	<p>rude</p>	<p>respectful</p>	<p>work</p>	<p>attitude</p>
<p>help</p>	<p>need</p>	<p>bring</p>	<p>sometimes</p>	<p>right</p>	<p>team</p>	<p>snack</p>
<p>like</p>	<p>know</p>	<p>keep</p>			<p>supervisor</p>	

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

Name: _____

1. Kelly loves going to

.

2. She has a

attitude at work.

3. Kelly is always

.

4. She likes being part of the

.

5. Kelly's

knows Kelly is a good worker.

Name: _____

1. Kelly loves going to

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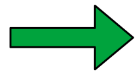
4. She likes being part of the

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5. Kelly's







knows Kelly is a good worker.

1. Kelly loves going to







.

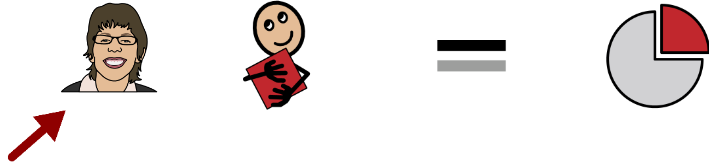
2. She has a attitude at work.



3. Kelly is always .



4. She likes being part of the .



5. Kelly's



knows Kelly is a good worker.



1. What is this story about?a. going to
schoolb. doing your
best at workc. making
dinner**2. What does Kelly have at work?**

a. phone

b. tennis shoes

c. good attitude

3. How does Kelly always act at work?

a. respectful

b. silly

c. healthy

4. What does Kelly like being part of?

a. family

b. team

c. plan

5. What is important to know about this story? a. A supervisor knows who is a good worker. b. Planting a garden is useful. c. Swimming is good exercise.

1. What is this story about?

a. going to school



b. doing your best at work

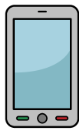


c. making dinner



2. What does Kelly have at work?

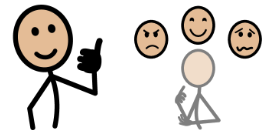
a. phone



b. tennis shoes

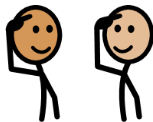


c. good attitude



3. How does Kelly always act at work?

a. respectful



b. silly



c. healthy



4. What does Kelly like being part of?

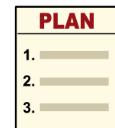
a. family



b. team



c. plan



5. What is important to know about this story?

a. A supervisor knows who is a good worker.



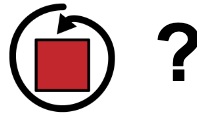
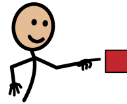
b. Planting a garden is useful.



c. Swimming is good exercise.



1. What is this story about ?



going to
school



doing your
best at work



making
dinner



2. What does Kelly have at work ?



phone

A simple illustration of a smartphone with a blue screen and a grey border.

tennis shoes

A pair of blue canvas sneakers with white laces and white soles.

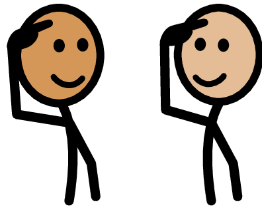
good attitude

A stick figure on the left pointing towards a group of three stick figures on the right. The group consists of one stick figure with a happy face and two with sad faces.

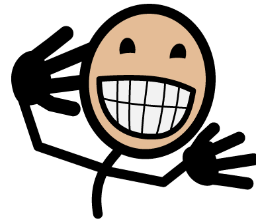
3. How does Kelly always act at work ?



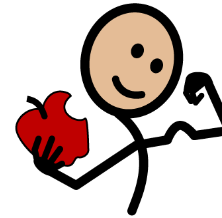
respectful



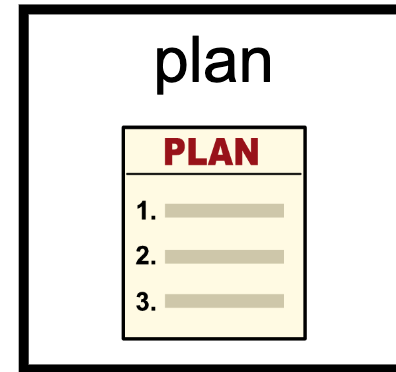
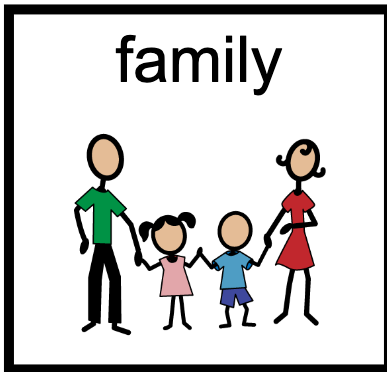
silly



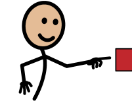
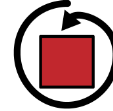
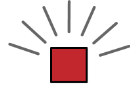
healthy



4. What does Kelly like being part of ?



5. What is important to know about this story ?



A supervisor
knows who is a
good worker.



Planting a
garden is
useful.



Swimming is
good exercise.



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

- 1. Kelly is excited to leave home every day and earn a _____ .**
- 2. Sometimes, her _____ complain about their work.**
- 3. She uses polite language and _____ her co-workers.**
- 4. She knows it is _____ to ask for help if you need it.**
- 5. Sometimes, Kelly's supervisor asks for _____ finishing a job.**

These questions may have more than one correct answer:

6. Why does Kelly help others when she can?

- a. to be a team player
- b. to get more money
- c. to be selfish

7. What does Kelly do to feel part of the team?

- a. complains
- b. leaves early
- c. brings cookies to share

8. What does Kelly's supervisor notice she has?

- a. donuts
- b. good attitude
- c. headache

9. Why will Kelly keep her job?





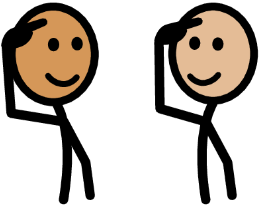




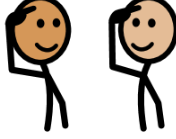
- a. She gets a good job evaluation.
- b. She has cool clothes.
- c. She is a good worker.

10. What is important to learn from the story?

- a. Phones are useful tools.
- b. To keep your job, work hard and have a good attitude.
- c. Making a budget is important.



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

<p>good</p> 	<p>work</p> 	<p>team</p> 	<p>supervisor</p> 	<p>respectful</p> 
<p>good</p> 	<p>work</p> 	<p>team</p> 	<p>supervisor</p> 	<p>respectful</p> 
<p>good</p>	<p>work</p>	<p>team</p>	<p>supervisor</p>	<p>respectful</p>