



## 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

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



## 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.
- Name one or more preferred jobs and state reasons for preference.

### 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.
- Recognize tasks within given jobs and identify these tasks as those they like or do not like.

### 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.
- Indicate job activities of interest.



## Topic Connection

Throughout this unit team members are learning about getting and keeping a job. This lesson features an article that discusses the importance of finding a job that matches your skills, interests and needs. The accompanying activity asks team members to identify job interests of their own.



### Topic Words



important    job\*    skills    work\*  
 interests    needs\*    team



### Literacy Words

article    illustration/symbol    title  
 discuss    read\*    topic






\* 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
 <b>Instructional Activities</b>	Read Aloud	Guided / Shared Reading	Job Preferences
 See how these activities fit into the <b>Suggested Monthly Plan.</b>			
 <b>ULS Materials and Resources</b>	<b>Article 1: "Finding the Right Job for You"</b> (Advanced)  Communication Board	<b>Article 1: "Finding the Right Job for You"</b> (Advanced, Higher, Regular)  Communication Board	<b>Job Preference Activity</b> (Templates C, B, A)  Fill-In Picture/Word Cards 
	 <ul style="list-style-type: none"> <li>Transition Passport: Vocational/ Evaluation Tools / <a href="#">My Interests</a></li> <li>Transition Passport: Vocational/ Evaluation Tools / <a href="#">My Work Learning Style</a></li> <li>Transition Passport: Vocational/ Evaluation Tools / <a href="#">Work Environment Preferences</a></li> <li>Transition Passport: Vocational/ Job Interest Surveys/ Job Interest Surveys 1-26</li> <li>Transition Passport: Vocational/ Job Interest Surveys/ <a href="#">Summary Log</a></li> </ul> <p><a href="#">SymbolStix PRIME</a></p> <p>L<sup>3</sup> Skills: <a href="#">Life Skills</a></p>		
 <b>Additional Materials</b>			

 **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**



<b>Before Reading</b>	<ul style="list-style-type: none"> <li>● Introduce the Topic Words: important, interests, job, needs, skills, team and work.</li> <li>● Introduce the reading by asking a focus question such as, "What is one thing you should know when trying to find the right job—your skills or your internet password?" Discuss team members' responses and whether they know what their work skills are. Explain that this lesson will focus on finding a job that is a good match with your skills, interests and needs.</li> <li>● Preview the article. Point out that the illustrations/symbols show things about finding a good job match. Say, "Today, we are going to read about finding the right job for you. Your job is to remember one thing that a person should know about themselves to find the right job."</li> <li>● Review the learning goal with team members: <b>I will remember one thing a person should know about themselves to find the right job.</b></li> </ul>
<b>During Reading</b>	<p><b>Model Fluent Reading</b></p> <ul style="list-style-type: none"> <li>● Read aloud with fluency and expression.</li> <li>● During reading, call attention to the things a person should know about themselves when looking for the right job by emphasizing the words 'skills', 'interests' and 'needs'.</li> </ul> <p><b>Define New Vocabulary</b></p> <ul style="list-style-type: none"> <li>● Identify words that are new or may have more than one meaning.</li> <li>● Use context of the article to define the words and the meaning of the sentence.</li> <li>● Summarize the content of each page.</li> </ul> <p><b>Build Comprehension</b></p> <ul style="list-style-type: none"> <li>● Talk with team members about concepts presented in the article. Ask, "When looking for the right job, why is it important to know your skills, interests and needs? What could happen if you don't know these things?"</li> </ul>
<b>After Reading</b>	<ul style="list-style-type: none"> <li>● Revisit the learning goal. Ask, "What is one thing a person should know about themselves to find the right job?"</li> </ul> <p><b>Level 3:</b> Have the team member describe things a person should know about themselves to find the right job. For example, say, "When looking for the right job, what do you need to know about yourself?"</p> <p><b>Level 2:</b> Have the team member identify one thing a person should know about themselves when looking for the right job. Picture supports such as the Communication Board or the article illustrations may be used as needed.</p> <p><b>Level 1:</b> Have the team member select one thing a person should know when looking for the right job from a field of 2-3 choices (or single choice). For example, display the symbols for 'skills' and 'needs'. Ask, "What should you know to find the right job?"</p> <ul style="list-style-type: none"> <li>● Discuss the article with emphasis on the importance of matching a future job to your skills, interests and needs.</li> </ul>

 **Check Understanding** 

**Level 3:** Can the team member describe things a person should know about themselves when looking for the right job?

**Level 2:** Can the team member identify one thing a person should know about themselves when looking for the right job? How?

**Level 1:** Can the team member select one thing a person should know about themselves when looking for the right job 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 Article is provided in three leveled formats: Advanced, Higher and Regular (Symbol-Supported). Select the reading level and the instructional routine appropriate for each team member.

 <b>Instructional Routine</b> <b>Guided Reading</b>   or 		 <b>Instructional Routine</b> <b>Shared Reading</b>   or 	
<b>Before Reading</b>	<ul style="list-style-type: none"> <li>● Introduce the article by having team members share what they know about finding a job.</li> <li>● Discuss the Topic Words: important, interests, job, needs, skills, team and work. Ask what team members think each word means.</li> <li>● Review the learning goal with team members: <b>I will read the article.</b></li> </ul>	<b>Before Reading</b>	<ul style="list-style-type: none"> <li>● Introduce the article by having team members share what they have learned about finding a job.</li> <li>● Use the Topic Words: important, interests, job, needs, skills, team and work in conversation about the article. Help team members find the words in the article.</li> <li>● Review the learning goal with team members: <b>I will read the article.</b></li> </ul>
<b>During Reading</b>	<ul style="list-style-type: none"> <li>● Listen as team members read quietly to themselves.</li> <li>● Monitor print concepts and fluency.</li> <li>● Model, prompt or support use of skills and strategies. </li> </ul>	<b>During Reading</b>	<ul style="list-style-type: none"> <li>● Read aloud while team members follow along.</li> <li>● 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.</li> <li>● Monitor print concepts and fluency.</li> <li>● Model and support use of skills and strategies. </li> </ul>
<b>After Reading</b>	<ul style="list-style-type: none"> <li>● Revisit the learning goal and talk with team members about the article.</li> <li>● Have team members locate the Topic Words: important, interests, job, needs, skills, team and work.</li> <li>● Have team members summarize the events in the article.</li> </ul>	<b>After Reading</b>	<ul style="list-style-type: none"> <li>● Revisit the learning goal and talk with team members about the article.</li> <li>● Have team members locate the Topic Words: important, interests, job, needs, skills, team and work.</li> <li>● Have team members summarize the events in the article.</li> </ul>

 **Check Understanding** 

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



## Instructional Target



### Employability

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



## Instructional Routine



or



Introduce	<ul style="list-style-type: none"> <li>• Introduce this activity by asking a focus question such as, "What kinds of jobs are you interested in? Why do you think you would like this kind of job?" Discuss team members' responses.</li> <li>• Explain to team members that we all have different job interests and preferences. It is important for a person to recognize what interests them about one job over another. Knowing this information about oneself can help in finding the right job. Remind team members that it is common for our interests and preferences to change over time.</li> <li>• The Job Preference Activity will help team members explore realistic job options and think about reasons why they may or may not be interested in certain jobs. Tell team members, "It is your job to choose a job you would like and reasons for liking that job."</li> <li>• Review the learning goal with team members: <b>I will choose a job I like and reasons for liking that job.</b></li> </ul>
Model	<ul style="list-style-type: none"> <li>• Use the Transition Passport or other individualized vocational data to review jobs that team members have previously discussed or experienced. Refer to the Job Interest Survey Summary Log to revisit the jobs presented in previous lessons. As you reference these materials, talk about trends in the survey results. For example, you can say, "It looks like I am interested in jobs that involve using tools, like building and car repair. Maybe I should look at other jobs that would involve the use of tools, like gardening."</li> <li>• Display the Job Preference Activity. Model how to identify other jobs that might match your interest in tools or other appropriate interests.</li> <li>• Model filling in the rest of the activity as you identify why you may or may not like certain jobs</li> </ul>
Provide Practice	<p><b>Provide each team member with the Job Preference Activity. Choose the most appropriate activity format on the basis of each team member's skills and needs.</b></p> <p><b>Level 3:</b> Have the team member name one or more preferred jobs and state reasons for preference by completing the Job Preference Activity.</p> <p><b>Level 2:</b> Have the team member recognize tasks within given jobs and identify these tasks as those they like or do not like by completing the Job Preference Activity.</p> <p><b>Level 1:</b> Have the team member indicate job activities of interest from a field of 2-3 (may be errorless choice) by completing the Job Preference Activity using communication technology and picture supports as needed.</p>
Review	<ul style="list-style-type: none"> <li>• Revisit the learning goal. Talk with team members about how knowing our job interests and preferences can help our teams when we start looking for jobs or volunteer opportunities in the community.</li> <li>• Use the activity to encourage team members to think about jobs they may not have thought about before. Remind team members that sometimes our interests change after we try a job.</li> </ul>



## Check Understanding ?

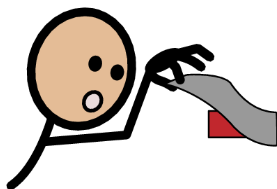
- ❄️ **Level 3:** Can the team member name one or more preferred jobs and state reasons for preference by completing the Job Preference Activity?
- ❄️ **Level 2:** Can the team member recognize tasks within given jobs and identify these tasks as those they like or do not like by completing the Job Preference Activity?
- ❄️ **Level 1:** Can the team member indicate job activities of interest from a field of 2-3 (may be errorless choice) by completing the Job Preference Activity using communication technology and picture supports as needed?



# Finding the Right Job for You



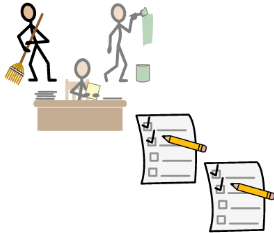
## Finding the Right Job for You



Finding a job can be hard work. There are many different kinds of jobs. It is important to find a job that is right for you. The right job is a job that matches with your skills, interests and needs.

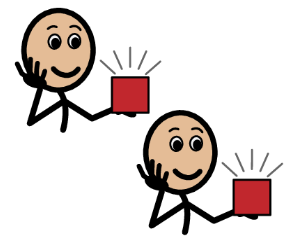


# Finding the Right Job for You



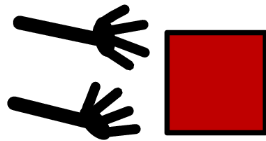
Skills are things you have learned how to do. Some skills you learned in school like reading, writing, adding and subtracting. These are important skills. There are other important skills too. Being creative, knowing when to talk and when to listen, working together with others on a team and completing a job are all important skills.

Interests are things you enjoy. If you have a job that you like, then you will want to work more. If you enjoy talking with people and helping them with an issue, you may want to work in a retail store rather than a warehouse. You may like to work inside rather than outside, or you may like to move around and walk instead of sitting at a desk. It is important that you and your transition team know what your interests are. This will help the team find the right job for you.





# Finding the Right Job for You



Needs are things you must have in order to do your job. Everyone has different needs. It is important to know your needs. You may have a need for help with speaking, seeing or hearing. You may need directions with pictures and words. You may need to sit instead of stand. You may need to use a calculator when counting out change for a customer. You must advocate and speak up for your needs at a job.

When you are ready to work, you will want to find a job that is right for you. Remember the right job matches your skills, interests and needs. It is important to know your skills, interests and needs. It is important to tell your team your skills, interests and needs. Then you will find the right job for you!







## Finding the Right Job for You



**Find a job that is right for you. The right job matches your skills. The right job matches your interests. The right job matches your needs.**



# Finding the Right Job for You

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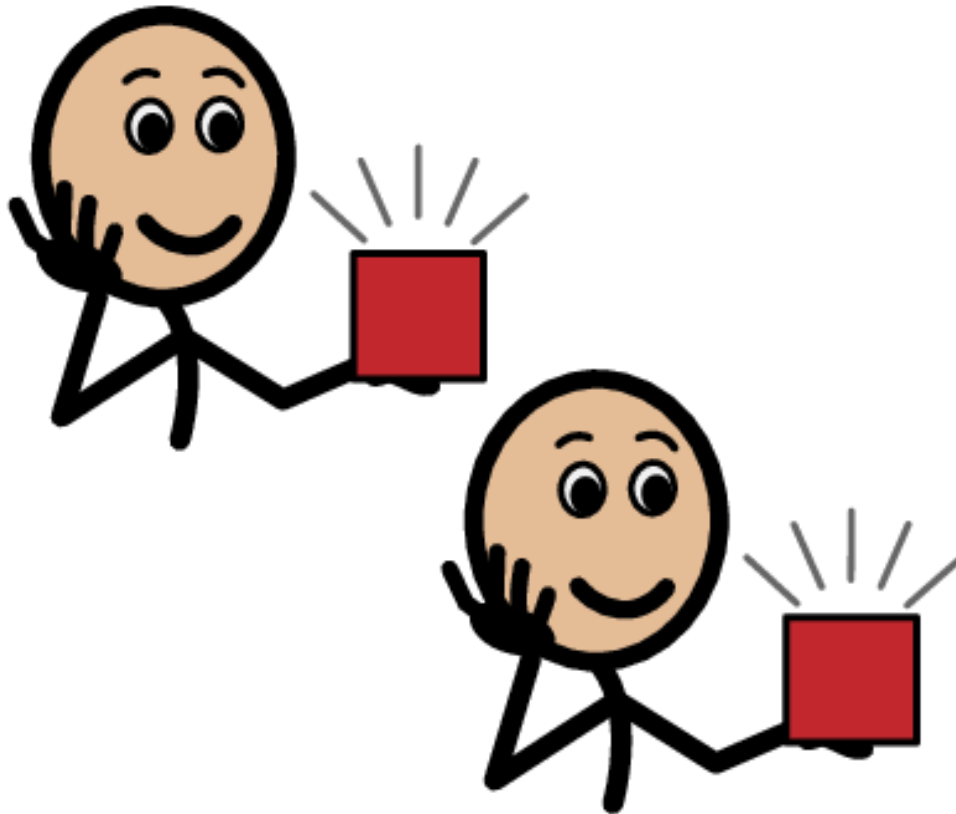
**Skills are things you learned how to do. Some skills are:**

- **Reading.**
- **Listening.**
- **Teamwork.**



# Finding the Right Job for You

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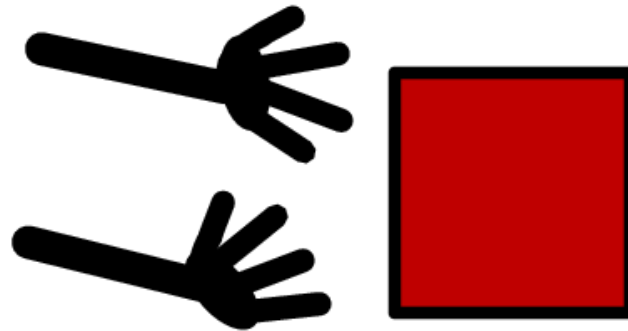
**Interests are things you like to do.**

**You may like working outside. You may like sitting at a desk. Tell your team what you like to do.**



# Finding the Right Job for You

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**Everyone has different needs at a job. Some needs are:**

- **Using pictures instead of words.**
- **Sitting instead of standing.**
- **Using a calculator for counting money.**



# Finding the Right Job for You

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**You want the right job for you.  
Know your skills, interests and  
needs. Then you will find the right  
job !**



# Finding the Right Job for You



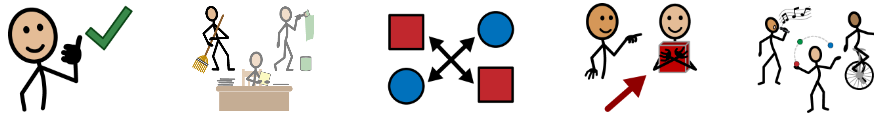
## Finding the Right Job for You



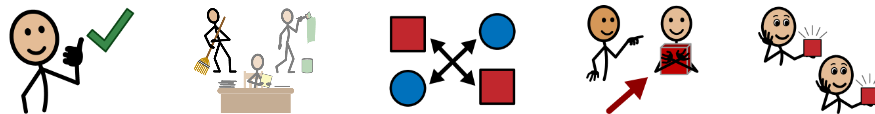
Find a job that is right for you.



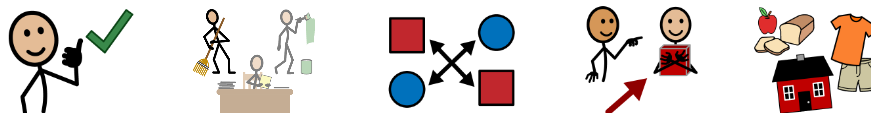
The right job matches your skills.



The right job matches your interests.



The right job matches your needs.

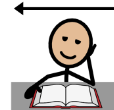
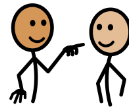




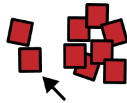
# Finding the Right Job for You



**Skills are things you learned how to do.**



**Some skills are:**



- **Reading.**



- **Listening.**

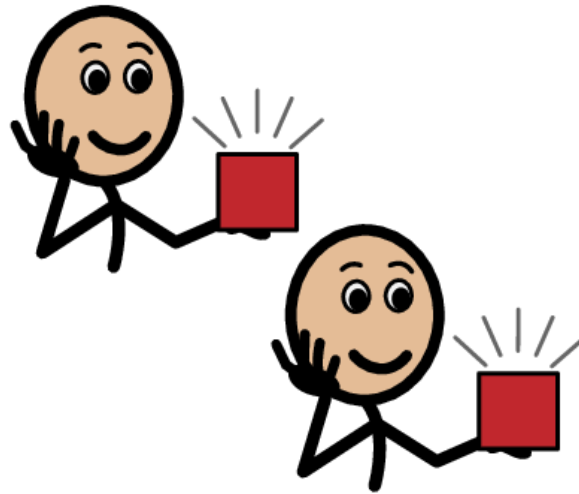


- **Teamwork.**

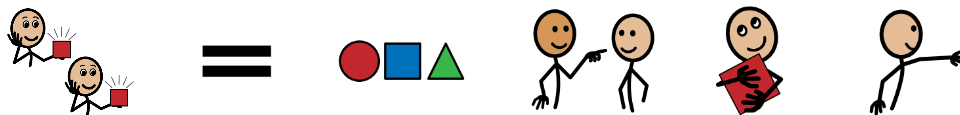




# Finding the Right Job for You



Interests are things you like to do.



You may like working outside.



You may like sitting at a desk.



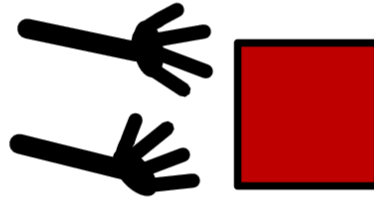
Tell your team what you like to do.







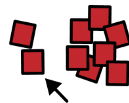
# Finding the Right Job for You



Everyone has different needs at a job.



Some needs are:



- Using pictures instead of words.



And It The  
WORDS  
Up

- Sitting instead of standing.



- Using a calculator for counting money.





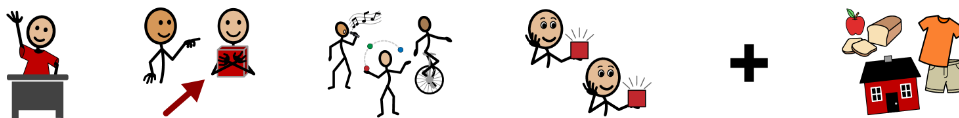
# Finding the Right Job for You



You want the right job for you.



Know your skills, interests and needs.



Then you will find the right job !



yes



# Finding the Right Job for You

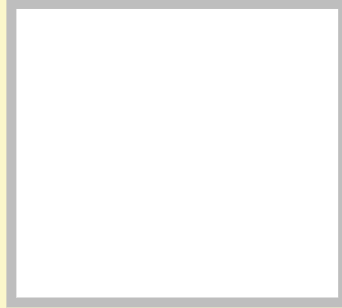
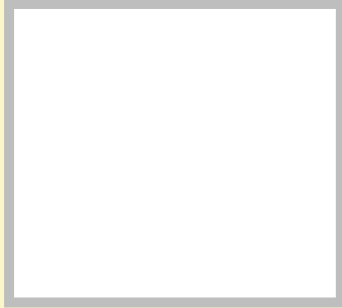
no



find 	match 	right 	job 	skill 
learn 	read 	different 	interest 	need 
listen 	like 		thing 	teamwork 
tell 	stand 		team 	
want 	know 			

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

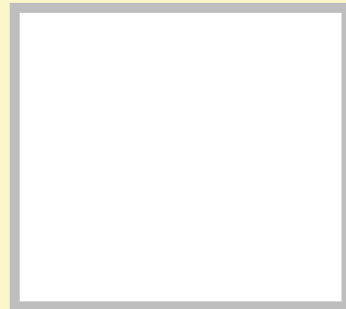
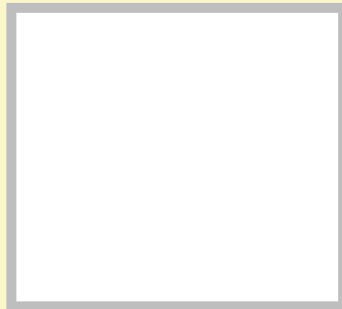
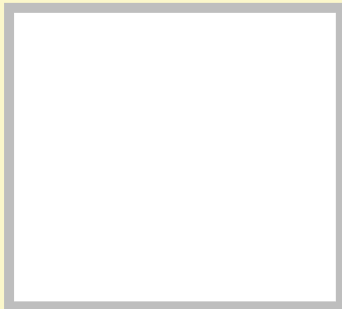
**Three jobs that I would like are:**



The job I would like the most is: \_\_\_\_\_

I would like this job because:  
\_\_\_\_\_


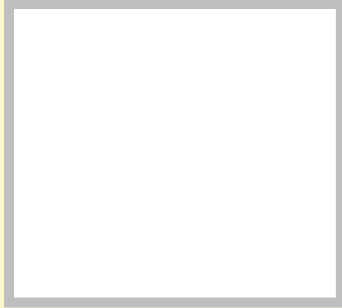
**Three jobs that I would NOT like are:**



The job I would like the least is: \_\_\_\_\_

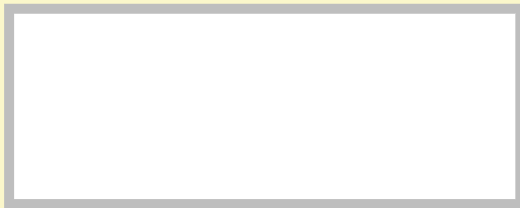
I would NOT like this job because:  
\_\_\_\_\_

**Three jobs that I would like are:**

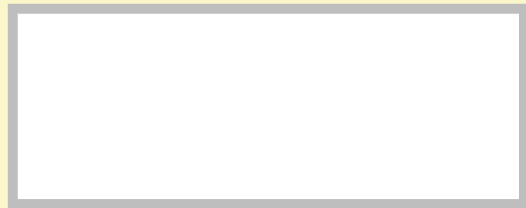


The job I would like the most is: \_\_\_\_\_

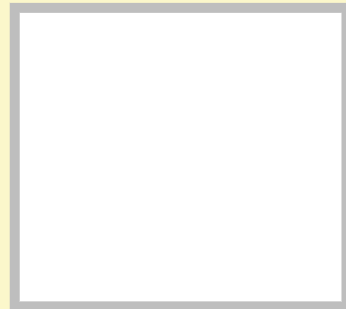
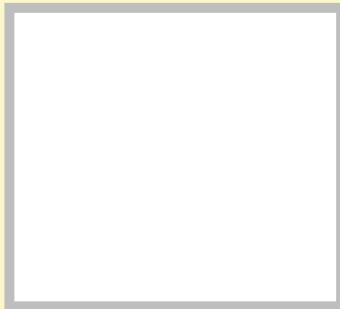
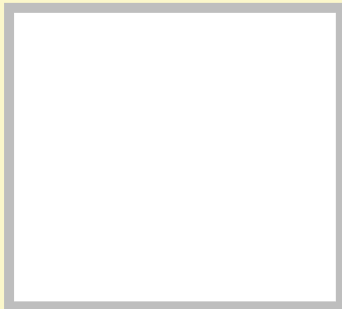
I would like this job because I like to:



and

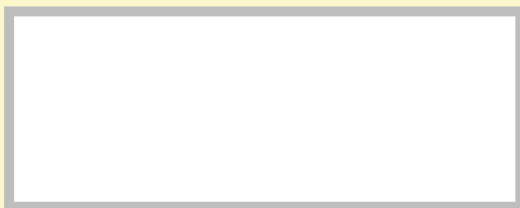


**Three jobs that I would NOT like are:**

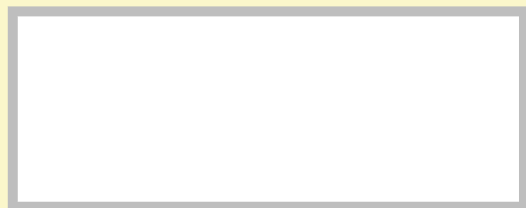


The job I would like the least is: \_\_\_\_\_

I would NOT like this job because I do not like to:



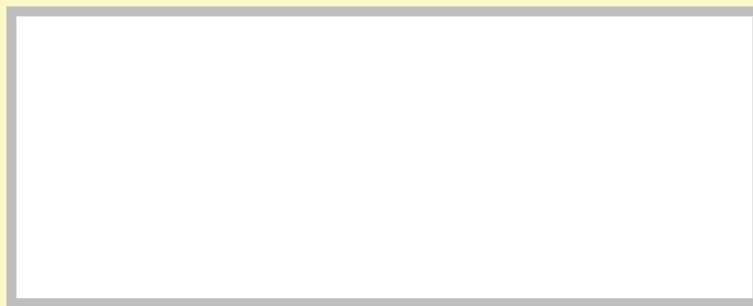
and

















**One job I would like is:**



**I would like this job because I like to:**
















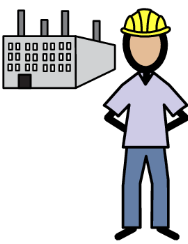




<p>fast food worker</p> 	<p>grocery bagger</p> 	<p>gardener</p> 	<p>babysitter</p> 
<p>construction worker</p> 	<p>librarian</p> 	<p>clerical</p> 	<p>factory worker</p> 
<p>actor</p> 	<p>ticket counter attendant</p> 	<p>hotel attendant</p> 	<p>car inspector</p> 
<p>bus driver</p> 	<p>medical assistant</p> 	<p>housekeeper</p> 	<p>garbage collector</p> 
<p>clothing store clerk</p> 	<p>museum tour guide</p> 	<p>recreation center assistant</p> 	<p>dog groomer</p> 
<p>assistant chef</p> 			



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

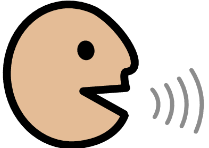



help others 	talk to people 	work with food 
work with my hands 	fix things 	work on my feet 
create new things 	use tools 	clean and organize 
care for sports equipment 		

grocery bagger 	gardener 	librarian 
factory worker 	clothing store clerk 	recreation center assistant 





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

<p>talk to people</p> 	<p>work with my hands</p> 
<p>use tools</p> 	<p>clean and organize</p> 
<p>care for sports equipment</p> 