

Skills for Jobs

Job Literacy

Adult Literacy Program

Skills for Jobs – Job Literacy

Tutor Binder

V1.08

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For the Tutor:

Welcome to Skills for Jobs!

Getting and keeping an entry-level job can be a big challenge for an adult with low literacy, numeracy, and information technology skills. If English fluency is also low, the challenge increases. Even an entry-level job requires a complex set of workplace essential skills. Basic competency in speaking, listening, using numbers, handling documents, reading, and writing is assumed. Increasingly, some ability to use computers is also needed. Each job also requires the employee to be aware of the skills he has and to be aware of his skill limits.

SKILLS FOR JOBS was designed by instructors in the Adult Literacy Program at NorQuest College, Edmonton to help address these challenges. It consists of three binders designed for you as a tutor of low-literacy adults. It will help you to identify the workplace essential skills that your student already has, increase his skill set, and develop his awareness of his own capabilities.

There are three parts to SKILLS FOR JOBS:

- **Job Numeracy**
- **Job Literacy**
- **Job Talk**

The instructor binder for each part contains sequenced activities reflecting the following entry-level workplace settings from the Human Resources and Social Development Canada website.

http://www.hrsdc.gc.ca/en/hip/hrp/essential_skills/essential_skills_index.shtml

Babysitters, Nannies and Parents' Helpers	NOC 6474
Cashiers	NOC 6611
Cleaners	NOC 666
Early Childhood Educator Assistants	NOC 4214
Estheticians, Electrologists, etc.	NOC 6482
Food and Beverage Servers	NOC 6453
Kitchen Helpers and Line Cooks	NOC 6641
Material Handlers	NOC 7452
Sewing Machine Operators	NOC 9451
Taxicab Drivers	NOC 7413
Visiting Homemakers, Housekeepers, etc.	NOC 6471

These eleven jobs were chosen because they are filled by some of the graduates of our lowest Adult Basic Literacy class at NorQuest College. These graduates enter the work stream reading and writing very little, knowing very little formal math, and often still struggling with English as a second language. Increasingly, we at NorQuest have been preparing our students more specifically for this transition to work. Recognizing that time for formal education is short, we are trying to make each lesson in our Adult Literacy Program a step towards a specific job task. This is very much still a work in progress, but we have articulated a core set of tasks and assembled resources to support their development. We are happy to share this work in progress with you in the hopes that it helps you guide your adult learner on his own journey.

Welcome to Job Literacy!

- Welcome to **Job Literacy**, one of the three components in the SKILLS FOR JOBS program. From this electronic file, you may print a Tutor Binder and a Student Binder to guide your student through 41 sequenced activities involving basic reading and writing.
- Your student will **identify the skills he already has and add to his skill set**. Even a student with little or no formal schooling in English may participate.
- Follow the skill sequence exactly, because each skill depends on prior ones. **DO NOT SKIP!** An experienced student may complete several skills in one session. A new learner can take his time with each one, and may find it less confusing to do only one per session.
- The activities are designed for **one-on-one** use, but feel free to adapt them for a group.
- A specific **job setting** is given for each activity.
- Each job setting involves some **role play**, with the tutor assuming the role of an experienced worker and the student acting as a trainee.
- A detailed **script** is provided for each activity. It is meant to give you, as tutor, a clear picture of the skill elements. Do not feel that you need to follow it word by word.
- In each script, **vocabulary is underlined**. In Skills 1 to 16, be aware that this vocabulary may be new for students; pre-teach it or explain it as you go, if needed. Beginning with Skill 17, the student will be entering the underlined vocabulary words in a personal dictionary. Throughout the program, take time to follow the student's questions and interests as you discuss the vocabulary.
- **Each job task is completed successfully each time**, whether the student does it independently or needs your help.
- Guidelines are given for **evaluating mastery**, but tutor discretion is encouraged.
- There are follow-up **learning and practice activities** for a student who has not mastered the skill. **THESE ACTIVITIES ARE GIVEN ONLY AS SUGGESTED HELPS; USE THEM AS LITTLE OR AS MUCH AS SUITS THE LEARNING SITUATION**. Students who have mastered the skill may also enjoy these activities.
- There are **enrichment activities** for the student who has shown mastery. **AGAIN, USE THESE ONLY AS DESIRED**.
- Many learning and enrichment activities are online and interactive. Your student will be adding to his **computer knowledge** as he practises his literacy.
- Following each activity, the student should highlight the mastered step on his **Literacy Skill Ladder**. It will remind both him and you of the skills that he has mastered and the documents that he has used in doing the activity.

Embedded Workplace Essential Skills

The focus in this binder is on identifying and increasing basic reading and writing skills. However, other workplace essential skill elements are also embedded. These will lead to incidental learning in related areas.

Document Use

Forms

- Inventory sheet
- School worksheet
- Store receipt
- Receipt blank
- Cheque
- Phone message sheet

Signs

- Information
- Menu

Labels

- Product
- Price tag
- File folder

Lists

- Names
- Job checklist
- Telephone numbers
- Registration

Schedules

- Timesheets
- Reservation log
- Appointment book
- Calendar

Instructions

- Recipes
- Note to co-worker

Tool Use

- Scrap paper
- Lined paper
- Notepad
- Pencil with eraser
- Pen
- Marker
- Highlighter
- Index cards
- Binder divider
- File label
- Ruler
- Electronic dictionary

Oral Communication

- Role play
- Vocabulary discussion
- Job setting discussion

Computer Use

- Interactive websites for learning, practice, and enrichment
- Variety of keyboarding and mouse skills

Finding Information

- Personal dictionary use
- Electronic dictionary use
- Online dictionary use

Activities

The activities are the heart of the binder. They tell you, the tutor, which skill is being evaluated, and suggest how to present it, evaluate it, and follow up.

Each activity is presented in a common format:

Overview

- Skill name and number
- Job setting
- Task set (possible sequence of steps to complete the task; new tasks will be in bold print. See next page for sample.)
- Documents used
- Tools needed
- Tutor preparation
- Checklist (Evaluation of items on the task set)
- Tips
- Retest suggestions
- Messages to read to the student at the end of the activity

Script

You may follow the script or just read it over to see how the activity is to proceed.

Tutor script elements include:

- Underlined new vocabulary
- Tutor directions and responses

Format is consistent throughout:

- Tutor comments in regular print
- Tutor actions in bold print

Subskills and Resources

Elements include:

- Suggested method for teaching the new skill element
- Resources for learning and practice (paper and online) to be used as desired
- Resources for enrichment and challenge (paper and online) to be use as desired

Additional pages are required for some activities:

Illustrations

- Photocopy as needed.
- Use “as is” or modify according to the directions in the script or subskills.
- Do not give these items to the student to keep because these are test elements.

Student Handouts

- Photocopy as directed.
- Student may keep this in his binder.

THE STUDENT SHOULD DO ALL ACTIVITIES IN THE ORDER THEY ARE PRESENTED. (Exceptions: Choose either Skill 14 or Skill 15 depending on dictionary availability. Omit Skill 16 if Internet access not available.)

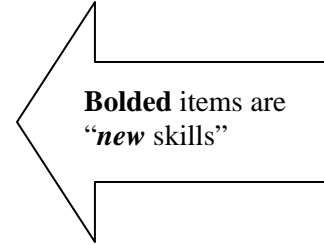
Sample Task Set

Job Setting

Daycare worker: reading registration list

Task Set

- Read digit numbers (0–99).
- **Recognize upper and lower case letters in print.**
- **Read upper and lower case letters out loud.**



Documents

- Sign (Our Daycare Family)
- List (Daycare Registration)

Tools

- Marker

Tutor Preparation

- Photocopy ILLUSTRATION A: Sign (Our Daycare Family).
- Photocopy ILLUSTRATION B: List (Daycare Registration).
- Highlight first names on the list in ILLUSTRATION A.

Checklist

<div style="border: 1px solid black; padding: 5px; display: inline-block;"> Bolded items are “new skills” </div>	Letters read correctly?	<input type="checkbox"/>	
	Letters compared correctly?	<input type="checkbox"/>	

Tips

- Watch for errors in naming if your student has learned our alphabet in a different language context. For example, he may make the long “e” sound for the letter “i” if he has learned French first.
- **Bold print** has two different purposes on these and all following skill pages. On the overview page at the beginning of each activity, bold print is used for a skill that is *new*. On the script page, bold print is used to show what the tutor *does*, rather than what he *says*.

To Retest

- Reuse the job setting.

You have shown that you can read letter names in print. You may highlight Skill 1 in your LETTERS TIER. This is a reading skill, so use a **yellow** highlighter. Now go on to the enrichment activities, if available.

More practice with reading letter names in print would be helpful. Let's look at some learning and practice activities. We will focus on (area of difficulty).

Supplies, Materials, and Resources Needed

Access to photocopy facilities

Access to Internet (not necessary, but very desirable)

Tools:

- Electronic (talking) dictionary
 - Not necessary but very desirable
 - Allows independence when reading aloud and spelling
- Picture dictionary
 - Not necessary but very desirable
- Scrap paper
- Lined paper
- Notepad
- Pencils with eraser
- Pen
- Marker
- Highlighters (yellow and orange)
- Index cards
- Box to fit index cards
- Binder divider
- File label
- Ruler
- 3-ring binder for student

Contents of Student Binder

Cover Page

Welcome to the Student

Tutor reads to student to explain and motivate

Literacy Skill Ladder

Seven Tiers:

Letters

Words

Numbers

Money

Addresses

Time

Messages

Each step dependent on step below

Student highlights steps as they are mastered

Student Handouts

For study and reference

Photocopy all items except the student handouts and insert them in a three-ring binder for the student before beginning the program. Photocopy the student handouts, as directed, as the student proceeds through the program. **

****THESE ARE THE ONLY PAGES TO BE GIVEN TO THE STUDENT. OTHER PAGES SHOULD REMAIN WITH THE TUTOR TO KEEP TEST ITEMS SECURE****

Getting Started

Prepare Tutor and Student Binders

- Print this electronic file. Pages 1 to 52 may be double-sided. Pages 153 to 212 should be single-sided. Insert all of the pages in a three-ringed binder and add dividers for section headings in the table of contents. This is your **Tutor Binder**.
- Print pages 191 to 199 (single-sided). Insert these pages in a three-ringed binder. This is the beginning of your **Student Binder**. Further pages will be added as you work through the student activities.

Prepare to Teach

- Read pages 1 to 10 of the Tutor Binder (Introduction).
- Think through the first two or three student activities (pages 11–19).
- Explore the websites that are available in the subskills and resources section for the first two or three activities.
- Assemble supplies and arrange the work area to suit the activities.

Meet Your Student for the First Time

- Read “Welcome to **Job Literacy!**” (page 192, now in the student binder) with your student. Discuss his goals for working with you.

Working With Your Student

- Prepare to respond if your student is finding some skills too challenging. Be ready to point out the subskills and associated skills in which he is doing well in each activity, even if the main skill is coming slowly. Think how you will encourage him to take his time and enjoy learning.
- Prepare to respond if your student feels some skills are too easy. Be ready to reassure him that review is always good practice and that he is increasing his vocabulary, document literacy, and computer literacy in each activity, even if the reading or writing skill is familiar to him.
- Bring your respect, optimism, and sense of humour.
- Bring your creativity, too. This program of activities is highly formatted and sequenced to provide a clear model. However, use your tutor instinct to adapt presentation and teaching methods for your particular student. You know best!

Finishing Up

It is possible that your student will finish all the activities in this program. It is equally possible that he will finish only some in the time that you have together. In either case, it will be important to finish by summarizing what he has done and reinforcing him for his accomplishments to date.

You will know best how to do this with your student. Looking at the Skill Ladder should provide a good basis for discussing what has been accomplished. On the Skill Ladder, the student can see which skills he has mastered. At the same time, he can see which documents and job setting were involved in each skill. Hopefully that will help him to build a clearer picture of his skill set. He will also be able to see which skills on the ladder may not yet be complete.

Even if the student does finish all the activities in the program, he should be made aware that there is a lot more to learn in the world of job literacy. Encourage him to be a lifelong learner. Share your own experiences to help him realize that in today's job market, workers are always needing to learn more to keep up with changing skill demands.

If circumstances allow, you might investigate also exploring the **Job Numeracy** and **Job Talk** components of SKILLS FOR JOBS. Your student's skill set would be strengthened by doing the activities in these related programs, which share the same job settings and goals.

Literacy Tier: Letters

Skill 1: Read Letter Names in Print

Job Setting

Daycare worker: reading registration list

Task Set

- **Recognize upper and lower case letters in print.**
- **Read upper and lower case letters out loud.**

Documents

- Sign (Our Daycare Family)
- List (Daycare Registration)

Tools

- Marker

Tutor Preparation

- Photocopy ILLUSTRATION A: Sign (Our Daycare Family).
- Photocopy ILLUSTRATION B: List (Daycare Registration).
- Highlight first names on the list in ILLUSTRATION A.

Checklist

Letters read correctly? _____

Tips

- Watch for errors in naming if your student has learned our alphabet in a different language context. For example, he may make the long “e” sound for the letter “i” if he has learned French first.
- **Bold print** has two different purposes on these and all following skill pages. On the overview page at the beginning of each activity, bold print is used for a skill that is *new*. On the script page, bold print is used to show what the tutor *does*, rather than what he *says*.

To Retest

- Reuse the job setting.

You have shown that you can read letter names in print. You may highlight Skill 1 in your LETTERS TIER. This is a reading skill, so use a **yellow** highlighter. Now go on to the enrichment activities, if available.

More practice with reading letter names in print would be helpful. Let's look at some learning and practice activities. We will focus on (area of difficulty).

Script: Skill 1

Welcome to **Job Literacy**. Today you start the first tier of your Literacy Skill Ladder. It's called the LETTERS TIER. The title of your first activity is “Read Letter Names in Print.”

Here is the job setting.

I am a daycare worker and you are my trainee. We are making a sign for the wall listing the children's first names. There will be three lists: one for the two-year-olds, one for the three-year-olds, and one for the four-year-olds.

Show ILLUSTRATION A with sign for names.

I will print the names on the lists. To be sure that I don't make a mistake in spelling, you will spell them out to me from this registration list. The names are highlighted for you.

Show ILLUSTRATION B with registration list.

You will not have to read the names to me, but you will have to read the names of the letters. For example, for the first name, you will say “F – L – O – R – A” and I will write it down like so.

Print “Flora” in marker on the “Two-Year-Olds” list.

Do you think you can do this job? (RESPONSE)

That's fine. Each time we work together, you will have a chance to practise the skills you have already. If you don't have the skill, I can do the activity with you and then help you to learn the skill.

Before you begin, would you like me to explain more about this job? We're not in a hurry. (DIALOGUE)

Now can you spell out the second name on the “Two-Year-Olds” list, so that I can print it on the paper. (RESPONSE)

Affirm a correct dictation by saying something like, “Okay, now I have “Gordie” spelled right.

If the dictation is incorrect, say something like, “I don't recognize that spelling.” Then look at the word and spell it aloud together. Circle trouble letters as you go.

If the student is unable to spell them out, say the name for him, spell it out loud and ask him to repeat it. Reinforce him for his effort.

That's the end of this job activity!

Now give me a few moments to make my notes, and then we'll see what's next.

Subskills and Resources: Skill 1**New Literacy Skill: Read Letter Names (Upper and Lower Case)
Out Loud From Typed Print****Learning/Practice Activities:
Tutor/Student****Skill: Read lower case letters out loud from type.**

Tutor types lists of words using lower case only (e.g. grocery list).

Student spells each word aloud from list.

Skill: Read upper case letters out loud from type.

Tutor types lists of words using upper case only (e.g. grocery list).

Student spells each word aloud from list.

Skill: Read lower case letters out loud from printing.

Tutor prints lists of words using lower case only (e.g. grocery list).

Student spells each word aloud from list.

Skill: Read upper case letters out loud from printing.

Tutor prints lists of words using upper case only (e.g. grocery list).

Student spells each word aloud from list.

**Learning/Practice Activities:
Website Interactive****Skill: Match upper and lower case letters in print.****Website 3A**

Enter address: <http://www.dfes.gov.uk/>

Type words "embedded learning portal" in Search box.

Click on "Search."

Click on "Embedded Learning Portal, Department of Education and Skills."

Click on "Interactive Learning."

Click on "Search" (should be set to "all subjects" and "all skill levels.")

Click on "Capital and Lower Case Letters: Launch e-learning."

Follow audio instructions.

Literacy Tier: Letters

Skill 2: Print Letters in Lower Case

Job Setting

Daycare worker: preparing to print words on children's art

Task Set

- Print words in lower case as spelled out.

Documents

- None

Tools

- Pencil with eraser
- Lined paper

Tutor Preparation

- Photocopy STUDENT HANDOUT 1: Print Lower Case Letters.

Checklist

- Words printed as spelled out? _____
- Letters all in lower case? _____

Tips

- Don't worry too much about print quality at this point. The student is printing for himself, not for others here. As long as the letters he prints are recognizable as the correct ones, you may consider that he has mastered this activity.

To Retest

- Reuse the job setting.

- You have shown that you can print letters in lower case. You may highlight Skill 2 in your LETTERS TIER. This is a writing skill, so use your **orange** highlighter. Now go on to the enrichment activities, if available.
- More practice with printing letters in lower case would be helpful. Let's look at some learning and practice activities. We will focus on (area of difficulty).

Script: Skill 2

In the last activity, you showed that you could read letter names in print out loud. In this activity, you will do the opposite job. You will show that you can print the letters yourself when you hear their names. When you print, you make each letter separately. You do not join the letters as you do in "cursive writing." For example, here is the word "job" in printing and in cursive writing.

**Print "job" for the student. Then do the word again in cursive writing.
Discuss the differences.**

The title of this activity is "Print Letters in Lower Case." Lower case letters are sometimes called small letters and upper case letters are sometimes called capitals. For example, here is the word "work" printed in both upper case and in lower case.

Print "WORK" and "work." Discuss the differences.

In this activity, you will be using lower case letters only.

Here is the job setting.

Again, I am a daycare worker and you are my trainee. The children have been learning about animals, and will soon be drawing animal pictures. You want to be ready to print animal names on their pictures. You are going to make a list of the animal names, so that you will have the right spellings. I will spell out the names to you and you will print your list on this piece of lined paper.

Give lined paper and pencil.

Let's give it a try. The first word is "alligator." (RESPONSE)

Spell the word aloud to the student.

If he is willing to print, let him print the whole word without comment.

If he is not using lower case, remind him and do the first word for him as an example.

If he is unable to do the task, print for him and have him copy.

Continue with dictation from the following list. Save further feedback until the end. (RESPONSE)

buffalo, duck, elephant, jaguar, monkey, quail, swallow, vulture

lynx, zebra

If the student has completed the list independently, reinforce where he has been successful.

Beside words with errors, print the correct version.

Fine. Now before we leave this activity, here is a handout of the lower case letters in print. Please put it in your binder. You may want to look at it sometimes. (RESPONSE)

Give STUDENT HANDOUT 1: Print Lower Case Letters.

That's the end of this job activity!

Now give me a few moments to make my notes, and then we'll see what's next.

Subskills and Resources: Skill 2

New Literacy Skill: Print Words (Lower Case) As Spelled Out**Learning/Practice Activities:
Tutor/Student****Skill: Print words (lower case) as spelled out.**

Tutor makes list of words (e.g. grocery list) using all letters of the alphabet.

Tutor spells each word aloud to student.

Student prints each word in lower case.

**Learning/Practice Activities:
Website Interactive****Skill: Make lower case with right movement sequences.****Website 7A**

Enter address: <http://www.handwritingforkids.com/>

Click on “Enter.”

Click on “Manuscript.”

Click on “Alphabets and Numbers.”

Click on “Animation: Lower Case.”

Move mouse over individual letters to see letters printed.

**Learning/Practice Activities:
Website Printable****Skill: Print manuscript paper for penmanship practice.****Website 7B**

Enter address: <http://www.handwritingforkids.com/>

Click on “Enter.”

Click on “Manuscript.”

Click on “Alphabets and Numbers.”

Click on “Practice Worksheets: Practice 48.”

Print worksheet.

Skill: Practise printing individual letters in lower case (direction lines).**Website 7C**

Enter address: <http://www.handwritingforkids.com/>

Click on “Enter.”

Click on “Manuscript.”

Click on “Alphabets and Numbers.”

Click on “Alphabet letters: (New!); Practice sheets for individual letters (Lowercase only).”

Click on individual letter.

Print worksheet.

Print manuscript paper for penmanship practice.**Website 11A**

Enter address: <http://penmanship.donnayoung.org/>

Click on “Handwriting Paper.”

Click on “Targeted Teaching Manuscript and Handwriting Sheets.”

Click on letter combinations desired.

Print worksheet.

Literacy Tier: Letters

Skill 3: Print Letters in Upper Case

Job Setting

Daycare worker: preparing to print words on children's art

Task Set

- Print words in upper case as spelled out.

Documents

- None

Tools

- Pencil with eraser, eraser
- Lined paper

Tutor Preparation

- Photocopy STUDENT HANDOUT 2: Print Upper Case Letters.

Checklist

- Words printed as spelled out? _____
- Letters all in upper case? _____

Tips

- Don't worry too much about print quality at this point. The student is printing for himself, not for others here. As long as the letters he prints are recognizable as the correct ones, you may consider that he has mastered this activity.

To Retest

- Reuse the job setting.

- You have shown that you can print letters in upper case. You may highlight Skill 3 in your LETTERS TIER. This is a writing skill, so use your **orange** highlighter. Now go on to the enrichment activities, if available.
- More practice with printing letters in upper case would be helpful. Let's look at some learning and practice activities. We will focus on (area of difficulty).

Script: Skill 3

In the last activity, you showed that you could print letters in lower case. In this activity, you will do a very similar job with one difference. This time you will use upper case printing instead of lower case. The title of the activity is “Print Letters in Upper Case.”

Here is the job setting.

Again, I am a daycare worker and you are my trainee. This time the children have been learning about fruits and vegetables, and they will soon be drawing fruit and vegetable pictures. You are going to get ready to print fruit and vegetable words on their pictures by making a list from my dictation. I will read the letter names to you and you will print the words in upper case. Here are your supplies.

Give lined paper and pencil.

Let's give it a try. The first word is “APPLE.” (RESPONSE)

Spell the word aloud to the student.

If he is willing to print, let him print the whole word without comment.

If he is not using upper case only, remind him and do the first word for him as an example.

If he is unable to do the task, print for him and have him copy.

Continue with dictation from the following list. (RESPONSE)

BANANA

CHERRY

DATES

FIGS

JUICE

KUMQUAT

LEMON

AVOCADO

WATERMELON

WAX BEANS

ZUCCHINI

If the student has completed the list independently, reinforce where he has been successful. Beside words with errors, print the correct version.

Fine. Now before we leave this activity, here is a handout of the upper case letters in print.

Please put it in your binder. You may want to look at it sometimes. (RESPONSE)

Give STUDENT HANDOUT 2: Print Upper Case Letters.

That's the end of this job activity!

Now give me a few moments to make my notes, and then we'll see what's next.

Subskills and Resources: Skill 3**New Literacy Skill: Print Words (Upper Case) As Spelled Out****Learning/Practice Activities:
Tutor/Student****Skill: Print words (upper case) as spelled out.**

Tutor makes list of words (e.g. grocery list) using all letters of the alphabet.

Tutor spells each word aloud to student.

Student prints each word in upper case.

**Learning/Practice Activities:
Website Interactive****Skill: Make upper case letters with right movement sequences.****Website 7D**

Enter address: <http://www.handwritingforkids.com/>

Click on "Enter."

Click on "Manuscript."

Click on "Alphabets and Numbers."

Click on "Animation: Upper Case."

Move mouse over individual letters to see letters printed.

**Learning/Practice Activities:
Website Printable****Skill: Practise printing individual letters in upper case (direction lines).****Website 7E**

Enter address: <http://www.handwritingforkids.com/>

Click on "Enter."

Click on "Manuscript."

Click on "Alphabets and Numbers."

Click on "Alphabet letters: (New!); Practice sheets for individual letters (Uppercase only).

Click on individual letter.

Print as worksheet.

Literacy Tier: Letters

Skill 4: Print Personal Names

Job Setting

Restaurant host/hostess: recording customers' names in a reservation book

Task Set

- Print names as spelled out.

Documents

- Schedule (Restaurant Reservation Log)

Tools

- Pencil with eraser

Tutor Preparation

- Photocopy ILLUSTRATION C: Schedule (Restaurant Reservation Log).
- Prepare to tell when you have taken spelling dictation (e.g. phone messages, etc.).

Checklist

- | | | |
|--------------------------|--------------------------|-------|
| Correct letters written? | <input type="checkbox"/> | _____ |
| Correct cases used? | <input type="checkbox"/> | _____ |
| Good quality printing? | <input type="checkbox"/> | _____ |

Tips

- Use “host” or “hostess” in the script depending on your sex.

To Retest

- Reuse the job setting. You can vary the job setting by creating new surnames that use all the letters of the alphabet.

- You have shown that you can print personal names. You may highlight Skill 4 in your LETTERS TIER. This is a writing skill, so use your **orange** highlighter. Now go on to the enrichment activities, if available.
- More practice with printing personal names would be helpful. Let's look at some learning and practice activities. We will focus on (area of difficulty).

Script: Skill 4

You have shown that you can print letters in both lower and upper case. The title of this new activity is “Print Personal Names.” That means you will be printing the names of people. When you print people's first or last names, you must put a capital letter at the beginning. The other letters can also be capitals or they can be lower case. In this activity, you will use a capital to begin each name and lower case letters for the rest of the name.

Here is the job setting.

I work as a host/hostess at a restaurant, and you are my trainee. We are taking phone reservations for dinner. I will spell the customers' last names to you so you can print them in the reservation log. Here is the reservation log.

Show ILLUSTRATION C: Schedule (Restaurant Reservation Log).

Give pencil with eraser.

You will be printing the customers' names next to the time slot that they want. I can help you find the right place if needed. Is there anything you would like to ask before we get started?
(RESPONSE)

Okay. The first customer wants the 6:30 reservation. Show me where you will print his name.
(RESPONSE)

Affirm a correct response.

Show the student the right slot if needed.

The last name of our customer is Law – that's L-A-W. Print the name. (RESPONSE)

Affirm a correct response.

If the student makes a mistake, or doesn't know how to proceed, help him fading out your help as you are able.

Continue as above with the following reservation names. (RESPONSE)

Chambers, Duffy, Mix, Puckrin, Rajic, Bourque, Lopez

Okay. That's the end of the job activity.

Now give me a minute to make my notes, and then we'll see what's next.

Subskills and Resources: Skill 4**New Literacy Skill: Print Personal Names As Spelled Out****Learning/Practice Activities:
Tutor/Student****Skill: Print personal names as spelled out.**

Tutor spells out names to student.

Student prints each name using upper case to begin and lower case elsewhere.

**Learning/Practice Activities:
Tutor/Student****Skill: Produce good quality printing.**

Tutor photocopies Student Handout 1: Printing Model (see page).

Student copies handout.

**Learning/Practice Activities:
Website Printable****Skill: Print first names.****Website 7F**

Enter address: <http://www.handwritingforkids.com/>

Click on "Enter."

Click on "Manuscript."

Click on "My Name is ____."

Click on Sex and name desired (Java or non-Java depending on computer).

Print worksheet.

Literacy Tier: Letters

Skill 5: Use Good Penmanship

Job Setting

Daycare worker: preparing to print wall sign

Task Set

- Record names as spelled out.
- **Copy names in good-quality printing.**

Documents

- Sign (Our Daycare Family)

Tools

- Pencil with eraser
- Scrap paper

Tutor Preparation

- Photocopy ILLUSTRATION A: Sign (Our Daycare Family).

Checklist

- | | | |
|--------------------------------|--------------------------|-------|
| Names written as spelled? | <input type="checkbox"/> | _____ |
| Printing of good quality? | | |
| Correct use of letter case? | <input type="checkbox"/> | _____ |
| Correct letter shapes? | <input type="checkbox"/> | _____ |
| Correct letter sizes? | <input type="checkbox"/> | _____ |
| Correct placement on the line? | <input type="checkbox"/> | _____ |

Tips

- Beginning with this activity, you should ask for good penmanship in all writing tasks where the student “worker” is writing for others, not just for himself. If the student's penmanship is very poor, take time to explain why that can be a problem and take some remedial steps. However, don't get “stuck” at this level longer than your student will comfortably tolerate.

To Retest

- Reuse job setting.

- You have shown that you can use good penmanship. You may highlight Skill 5 in your LETTERS TIER. This is a writing skill, so use your **orange** highlighter. Now go on to the enrichment activities, if available.
- More practice with using good penmanship would be helpful. Let's look at some learning and practice activities. We will focus on (area of difficulty).

Script: Skill 5

This activity will be about writing that looks good. When we write for ourselves, often our letters are sloppy and that's okay. For example, when I make a grocery list, I am not careful about how I make my letters. As long as I can read myself, it's good enough. However, when we write for other people on the job, it is important to use good penmanship. Our penmanship shows that we are careful people who do good-quality work.

To make our writing look good, we need to make each letter the right shape and size. We need to see that it sits in the right place on the paper. In this activity, you will have a chance to show that you can understand and control these things. The name of the activity is “Use Good Penmanship.”

Here is the job setting.

It is very similar to the first one that you did. You and I still work at Happy Start Daycare. We have different children this year and are making a new sign for the wall listing the children's first names. Here is the sign where we will print their names.

Show ILLUSTRATION A with sign (Our Daycare Family).

Because the signs will go on the wall, the printing of the names must look good. In this activity, you will make a practice copy only on lined paper. Then we will talk about whether your practice copy shows the good penmanship that is needed to make the real sign.

Give lined paper and pencil with eraser.

Let's get started. I'll do the first name for you. It's is Ann, spelled A-n-n.

Print “Ann” on the lined paper as an example.

Now it's your turn. The next child is Bill. That's B-i-l-l. Print it on the list. (RESPONSE).

Prompt the student to use upper and lower cases correctly, if needed.

Evaluate the quality of his penmanship with him.

Continue dictating these names:

**Cathy, Devinder, Eliza, Foster, Gurdeep, Howie, Iqbal, Jack, Kim, Lexie,
Megan, Najim, Opi, Petra, Quentin, Rafe, Sue, Tibor, Uma, Violet, Warwa,
Yuri, and Zach.**

When your student has finished, evaluate his penmanship with him.

Okay. That's the end of this job activity.

Now give me a few minutes to make my notes, and then we'll see what's next!

Subskills and Resources: Skill 5**New Literacy Skill: Use Good Penmanship****Learning/Practice Activities:
Tutor/Student****Skill: Notice errors in letter shape.**

Tutor prints list of personal names making some letters the wrong shape.

Student circles errors.

Student corrects errors.

Skill: Notice errors in letter size.

Tutor prints list of personal names in letters of uneven size.

Student circles errors.

Student corrects errors.

Skill: Notice errors in letter placement.

Tutor prints list of personal names without regard for lines on paper.

Student circles errors.

Student corrects errors.

Literacy Tier: Letters

Skill 6: Print the Alphabet in Order

Job Setting

Nanny: teaching child alphabetical order

Task Set

- Print 26 letters in order.

Documents

- List (Alphabet)

Tools

- Pencil with eraser
- Lined paper

Tutor Preparation

- Prepare to discuss where alphabetical order is used.
- Photocopy STUDENT HANDOUT 3: Print Alphabet.

Checklist

Letters in correct order?

Good penmanship?

Tips

- None

To Retest

- Reuse job setting.

You have shown that you can print the alphabet in order. You may highlight Skill 6 in your LETTERS TIER. This is a writing skill, so use your **orange** highlighter. Now go to the enrichment activities, if available.

More practice with printing the alphabet in order would be helpful. Let's look at some learning and practice activities. We will focus on (area of difficulty).

Script: Skill 6

You have already practised printing all the letters of the alphabet. In this activity, you will print them in alphabetical order. If you can say the alphabet from A to Z, then you already know alphabetical order. Can you say the alphabet in order? (RESPONSE)

If the student answers yes, have him repeat the alphabet.

Affirm a correct response.

If he continues to the end, but makes mistakes in sequence, let him finish and then point out his errors.

If he loses his place, help him find it and continue.

If he doesn't know alphabet order at all, reassure him that he can learn it later, and continue with the next part of the activity.

The name of this activity is “Print the Alphabet in Order.”

Listen to the job setting.

I am a nanny and you are my trainee. We are helping six-year-old Billy with his homework. He needs to make two lists of the alphabet in printing. In one list, all the letters will be upper case. In the other list, all the letters will be lower case. You will print the lists first as examples so that Billy can copy them. Billy's teacher has agreed to this plan.

Let's get started. I'll help you if you need it. Print the alphabet in capital letters first.

(RESPONSE)

Affirm a correct response.

If the student continues to the end, but makes mistakes in sequence, let him finish and then point out errors.

If he loses his place, help him find it and continue.

If he doesn't know alphabet order at all, dictate each letter for him.

Fine. Now before we leave this activity, here is a handout of the alphabet in print. Please put it in your binder. You may want to look at it sometimes. (RESPONSE)

Give STUDENT HANDOUT 3: Print Alphabet.

Okay! That's the end of this job activity.

Now give me a couple of minutes to make my notes, and then we'll see what's next.

Subskills and Resources: Skill 6**New Literacy Skill: Print the Alphabet in Order****Learning/Practice Activities:
Website Interactive****Skill: Learn alphabet song (letters in order).****Website 9A**Enter address: <http://www.starfall.com/>

Click on “Learn to Read.”

Click on “Movie: Alphabet.”

Skill: Learn left-to-right sequence of letters in words.**Website 9B**Enter address: <http://www.starfall.com>

Click on “Learn to Read.”

Click on “Movie: Left to Right.”

Skill: Learn ABC song with letter names, sounds, and movements.**Website 9D**Enter address: <http://www.starfall.com>

Click on “ABC's.”

Click on “ABC” at bottom right end of banner.

**Learning/Practice Activities:
Website Printable****Skill: Print alphabet in lower case.****Website 7G**Enter address: <http://www.handwritingforkids.com/>

Click on “Enter.”

Click on “Manuscript.”

Click on “Alphabets and Numbers.”

Click on “Alphabets Dotted Lines.”

Click on “Lowercase.”

Print worksheet.

Skill: Print alphabet in upper case.**Website 7H**Enter address: <http://www.handwritingforkids.com/>

Click on “Enter.”

Click on “Manuscript.”

Click on “Alphabets and Numbers.”

Click on “Alphabets Dotted Lines.”

Click on Upper Case.

Print worksheet.

Skill: Print alphabet in sets of upper and lower case.

Website 7I

Enter address: <http://www.handwritingforkids.com/>

Click on "Enter."

Click on "Manuscript."

Click on "Alphabets and Numbers."

Click on "Alphabet Sheet" (select size 42 or 48).

Print worksheet.

Literacy Tier: Letters

Skill 7: Use Alphabetical Order

Job Setting

Hairdresser: filing cards with names

Task Set

- Copy names onto index cards.
- **File cards in order.**

Documents

- List (Cleaning Clients)

Tools

- 26 index cards
- Box to file index cards
- Pencil with eraser

Tutor Preparation

- Prepare to discuss when people file things.
- Print by hand ILLUSTRATION D: List (Cleaning Clients).

Checklist

Correct copying? _____

Correct filing? _____

Method used? _____

Tips

- None

To Retest

- Reuse the job setting.

You have shown that you can use alphabetical order. You may highlight Skill 7 in your LETTERS TIER. This is a reading skill, so use your **yellow** highlighter. Now go to the enrichment activities, if available.

More practice with using alphabetical order would be helpful. Let's look at some learning and practice activities. We will focus on (area of difficulty).

Script: Skill 7

You have shown that you know alphabetical order. In this activity, you will be using alphabetical order to file cards.

Let's talk about filing for a few minutes before moving on. When we file things, we put them in a special order so that they are easy to find. Can you think about some things that people file?
(DIALOGUE)

This activity is called "Use Alphabetical Order."

Here is the job setting.

I work as a cleaner and you are my trainee. I have decided that it would be a good idea to keep some files with information about my regular clients. I have twenty clients and I have an index card for each one.

Show index cards.

I would like the name of each client printed in the upper left-hand corner of my card. You will do this for me. You can copy the names from this list that I've made over the years.

Show ILLUSTRATION D with the list of cleaning clients.

I'll do the first card to show you how.

Print "Jensen, Ivy" in the upper left-hand corner of the card with last name.

That will be Ivy Jensen's card. I've been cleaning her home for years. Notice that I have put her last name first. Then I put a comma. Then I printed her first name. And of course I used capitals for the first and last names.

Now you can make out the rest of the cards please. (RESPONSE)

Check to see that the student is following the format.

Then let him work alone until finished.

Okay. Let's just make sure that these are all correct.

Give feedback and make corrections if needed.

Thanks for setting up the cards. When I get time, I will enter some information about each client on each card. But for now, I would just like you to file them in this box.

Show box.

Please file the cards in alphabetical order, so that it will be easy to find each one quickly. Do you think you can do that? (RESPONSE).

If the student is confident, let him file until finished and then give feedback.

Discuss the method he used.

If the student doesn't know what to do, demonstrate this method:

Select any two cards and put them in alphabetical order.

Select one more card and put it in alphabetical sequence with the others.

Proceed until finished.

Okay! That's the end of this job activity.

Now give me a few minutes to make my notes, and then we'll see what's next.

Subskills and Resources: Skill 7**New Literacy Skill: Use Alphabetical Order****Learning/Practice Activities:
Tutor/Student****Skill: File by first letter.**

Tutor sticks Post-it notes on 15 index cards.

Tutor prints a word on each Post-it (each one beginning with different letter).

Tutor puts pile of cards on the table.

Student picks up any two cards and arranges them in his hand in alphabetical order with earlier word on top.

Student picks up another card and inserts it in order already in hand.

Student continues inserting one card at a time until done.

Skill: File by first two letters.

Tutor sticks Post-it notes on 15 index cards.

Tutor prints a word on each Post-it (some sets beginning with identical first letter; the rest beginning with different letters).

Tutor puts pile of cards on the table.

Student picks up any two cards and arranges them in his hand in alphabetical order with earlier word on top.

Student picks up another card and inserts it in order already in hand.

Student continues inserting one card at a time until done.

Skill: File by first three letters.

Tutor sticks Post-it notes on 15 index cards.

Tutor prints a word on each Post-it (some sets beginning with first two letters identical, the rest beginning with different letters).

Tutor puts pile of cards on the table.

Student picks up any two cards and arranges them in his hand in alphabetical order with earlier word on top.

Student picks up another card and inserts it in order already in hand.

Student continues inserting one card at a time until done.

**Learning/Practice Activities:
Website Printable****Skill: Put letters and words in alphabetical order (discriminate by first letter).****Website 8A**

Enter address: <http://www.schoolexpress.com/>

Click on "Free 9,000+ Worksheets."

Click on "Language Arts."

Click on "Alphabetizing."

Click on Skills 1–9.

Follow printing instructions on page.

Skill: Put letters and words in alphabetical order (discriminate by first two letters).

Website 8B

Enter address: <http://www.schoolexpress.com/>

Click on "Free 9,000+ Worksheet."

Click on "Language Arts."

Click on "Alphabetizing"

Click on Skills 10–14.

Follow printing instructions on page.

Skill: Put letters and words in alphabetical order (discriminate by first three letters).

Website 8C

Enter address: <http://www.schoolexpress.com/>

Click on "Free 9,000+ Worksheets."

Click on "Language Arts."

Click on "Alphabetizing"

Click on Skills 15–16.

Follow printing instructions on page.

**Enrichment Activities:
Website Printable**

Skill: Put words in alphabetical order (discriminate by first, second, and third letters).

Website 8D

Enter address: <http://www.schoolexpress.com/>

Click on "Free 9,000+ Worksheets."

Click on "Language Arts."

Click on "Alphabetizing."

Click on Skills 17–21.

Follow printing instructions on page.

Literacy Tier: Letters

Skill 8: Read Lower Case Cursive Letters

Job Setting

Nanny: helping child write valentine cards

Task Set

- Recognize lower case letters in cursive writing.
- Transcribe list from cursive to printing.

Documents

- List (Soccer Team: Lower Case Cursive)

Tools

- Pencil with eraser
- Lined paper

Tutor Preparation

- Copy by hand ILLUSTRATION E: List (Soccer Team: Lower Case Cursive). Print the capital letter to start each name, but do the rest of each name in cursive.
- Prepare to discuss some times when we must read cursive writing.
- Photocopy STUDENT HANDOUT 4: Print Lower Case Letters in Cursive Writing.

Checklist

Letters transcribed correctly? _____

Tips

- None

To Retest

- Reuse the job setting.

- You have shown that you can read lower case cursive letters. You may highlight Skill 8 in your LETTERS TIER. This is a reading skill, so use a **yellow** highlighter. Now go on to the enrichment activities, if available.
- More practice with reading lower case cursive letters would be helpful. Let's look at some learning and practice activities. We will focus on (area of difficulty).

Script: Skill 8

You have shown that you can use both upper and lower case printing. In this activity, you will be reading cursive writing. As we discussed before, cursive writing is joined. Just as a reminder, here is the word “job” in both printing and cursive.

Print “job.” Then write it in cursive.

In our **Job Literacy** program, you will not do cursive writing yourself. However, you will be reading it. Canadians often use cursive instead of printing because it is faster. Do you know Canadian cursive writing? Can you think of some times when you have had to read it?
(DIALOGUE)

The name of this activity is “Read Lower Case Cursive Letters.” Here is the job setting. I am a nanny, and you are my trainee. Seven-year-old Emily, the child in our care, wants to give valentines to all the children on her soccer team. I phoned Emily's coach and asked for a list of the names of all the kids. He sent me this list.

Show ILLUSTRATION E with list of soccer team.

You can see that the coach has made his list in cursive handwriting. Emily won't be able to copy from it because she doesn't know cursive yet. You will copy the coach's list for her into printing. Then she can copy from your list.

You can see that the coach has printed the capital at the beginning of each name. Lots of Canadians do that. However, the rest of each name is in cursive.

So your job is to copy the names from the coach's list to this piece of lined paper. I'll do the first one for you.

Print “Joanna.”

Now it's your turn to give it a try! (RESPONSE)

Give paper and pencil with eraser.

If the student is confident, let him do the entire list. Point out errors at the end.

If the student is hesitant, ask him to print the capital himself. Then help as needed with recognizing the lower case cursive letters, and fade out help as he catches on.

Fine. Now before we leave this activity, here is a handout of the lower case letters in cursive writing. Please put it in your binder. You may want to look at it sometimes. (RESPONSE)

Give STUDENT HANDOUT 4: Lower Case Letters in Cursive Writing.

That's the end of this job activity!

Now give me a few moments to make my notes, and then we'll see what's next.

Subskills and Resources: Skill 8**New Literacy Skill: Read Lower Case Cursive****Learning/Practice Activities:
Tutor/Student****Skill: Read “tent letters (i, u, t, j, p, w)” in cursive lower case.**

Tutor handwrites words with “tent letters; possible words are “tip,” “pit,” “wit,” and “jut.”
Student transcribes words to printing.

Skill: Read “loop letters (e, l, h, b, k, f)” in cursive lower case.

Tutor handwrites words with “loop and tent letters”; possible words are “eel,” “belt,” “kill,” “jewel,” “help,” and “full.”
Student transcribes words to printing.

Skill: Read “round letters (c, a, d, o, g, q)” in cursive lower case.

Tutor handwrites words with “tent, loop, and round letters”; possible words are “coat,” “judge,” and “quick.”
Student transcribes words to printing.

Skill: Read “hump letters (m, n, v, x, y, z)” in cursive lower case.

Tutor handwrites words with “tent, loop, round and hump letters”; possible words are “lemon,” “kitchen,” “waxy,” “zipping,” and “violet.”
Student transcribes words to printing.

Skill: Read “r” and “s” in cursive lower case.

Tutor handwrites words with all letters.
Student transcribes words to printing.

**Learning/Practice Activities:
Website Printable****Skill: Read alphabet in lower case cursive.****Website 7J**

Enter address: <http://www.handwritingforkids.com/>

Click on “Enter.”

Click on “Cursive.”

Click on “Alphabets and Numbers.”

Click on “Alphabets Dotted Lines.”

Click on “Lowercase.”

Print worksheet as study handout.

**Enrichment Activities:
Website Interactive**

Skill: Write lower case cursive with right movement sequences.

Website 7K

Enter address: <http://www.handwritingforkids.com/>

Click on "Enter."

Click on "Cursive."

Click on "Alphabets and Numbers."

Click on "Animation: Lower Case."

Move mouse over individual letters to see letters printed.

**Enrichment Activities:
Website Printable**

Skill: Practise writing individual letters in lower case cursive (movement guidelines).

Website 7L

Enter address: <http://www.handwritingforkids.com/>

Click on "Enter."

Click on "Cursive."

Click on "Alphabets and Numbers."

Click on "Alphabet letters: (New!); Practice sheets for individual letters (Lowercase only)."

Click on individual letter.

Print worksheet.

Literacy Tier: Letters

Skill 9: Read Upper Case Cursive Letters

Job Setting

Babysitter: helping child write birthday invitations

Task Set

- **Recognize upper case letters in cursive writing.**
- Recognize lower case letters in cursive writing.
- **Transcribe list from cursive to printing.**

Documents

- List (Sarah's Party Guests: full cursive)

Tools

- Pencil with eraser
- Lined paper

Tutor Preparation

- Copy by hand ILLUSTRATION F: List (Sarah's Party Guests: Full Cursive). Do all letters in cursive.
- Photocopy STUDENT HANDOUT 5: Print Upper Case Letters in Cursive Writing.

Checklist

Letters transcribed correctly? _____

Tips

- None

To Retest

- Reuse the job setting.

You have shown that you can read upper case cursive letters as well as lower case ones. You may highlight Skill 9 in your LETTERS TIER. This is a reading skill, so use a **yellow** highlighter. Now go on to the enrichment activities, if available.

More practice with reading upper case cursive letters would be helpful. Let's look at some learning and practice activities. We will focus on (area of difficulty).

Script: Skill 9

The name of this activity is “Read Upper Case Cursive Letters.” The skill you will practise is almost the same as the last one. Again, you will be showing that you can recognize letters when they are in cursive writing. However, this time you will need to recognize capital letters as well as the lower case ones.

Here is the job setting.

I am a babysitter and you are my trainee. We are looking after nine-year-old Sarah tonight. Sarah's Mom has left us the names of children to invite to Sarah's birthday party. Sarah wants to write the children's names on the envelopes for the invitations. Here is the list of names that Mom has left us.

Show ILLUSTRATION F: List (Sarah's Party Guests: Full Cursive).

You can see that Mom's list is in full cursive writing. There is no printing. Sarah doesn't feel comfortable reading cursive yet. You will print the list for her, and she can copy from it. You will need to print both first and last names.

I'll do the first one for you.

Print “Adella Neumann.”

Now it's your turn. (RESPONSE)

Give paper and pencil with eraser.

If the student is confident, let him do the entire list. Point out errors at the end.

If the student is hesitant, help as needed with recognizing the cursive letters, and fade out help as he catches on.

Fine. Now before we leave this activity, here is a handout of the upper case letters in cursive writing. Please put it in your binder. You may want to look at it sometimes. (RESPONSE)

Give STUDENT HANDOUT 5: Upper Case Letters in Cursive Writing.

That's the end of this job activity!

Now give me a few moments to make my notes, and then we'll see what's next.

Subskills and Resources: Skill 9**New Literacy Skill: Read Upper Case Cursive Letters****Learning/Practice Activities:
Tutor/Student****Skill: Read upper case C, A, O, and E.**

Tutor handwrites (full cursive) names beginning with C, A, O, and E; possible words are “Cut,” “Ate,” “Out,” and “Eel.”

Student transcribes words to printing.

Skill: Read upper case P, B, and R.

Tutor handwrites names beginning with these letters; possible words are “Peel,” “Bell,” and “Run.”

Student transcribes words to printing.

Skill: Read “loop letters” in cursive lower case.

Tutor handwrites words with “loop letters” (e, l, h, b, k, f); possible words are “eel,” “jell,” “keel,” “feel,” “bell,” and “heel.”

Student transcribes words to printing.

Skill: Read “round letters” in cursive lower case.

Tutor handwrites words with “round letters” (c, a, d, o, g, q); possible words are “dip,” “doc,” “gag,” and “quit.”

Student transcribes words to printing.

Skill: Read “hump letters” in cursive lower case.

Tutor handwrites words with “hump letters” (e, l, h, b, k, f); possible words are “eel,” “keel,” “feel,” “bell,” and “heel.”

Student transcribes words to printing.

Skill: Read “r” and “s” in cursive lower case.

Tutor handwrites words with “r” and “s”; possible words are “sip” and “rot.”

Student transcribes words to printing.

**Learning/Practice Activities:
Website Interactive****Skill: Read alphabet in upper case cursive.****Website 7M**

Enter address: <http://www.handwritingforkids.com/>

Click on “Enter.”

Click on “Cursive.”

Click on “Alphabets and Numbers.”

Click on “Alphabets Dotted Lines.”

Click on “Uppercase.”

Print worksheet as study handout.

**Enrichment Activities:
Website Interactive**

Skill: Write upper case cursive with right movement sequences.

Website 7N

Enter address: <http://www.handwritingforkids.com/>

Click on “Enter.”

Click on “Cursive.”

Click on “Alphabets and Numbers.”

Click on “Animation: Uppercase.”

Move mouse over individual letters to see letters printed.

**Enrichment Activities:
Website Printable**

Skill: Practise writing individual letters in upper case cursive (movement guidelines).

Website 7O

Enter address: <http://www.handwritingforkids.com/>

Click on “Enter.”

Click on “Cursive.”

Click on “Alphabets and Numbers.”

Click on “Alphabet letters: (New!); Practice sheets for individual letters (Uppercase only).”

Click on individual letter.

Print worksheet.

Skill: Read first names in cursive.

Website 7P

Enter address: <http://www.handwritingforkids.com/>

Click on “Enter.”

Click on “Cursive.”

Click on “My Name is ____.”

Click on Sex and name desired (Java or non-Java depending on computer).

Print worksheet as study guide.

Literacy Tier: Letters

Skill 10: Write First Letters by Sounds

Job Setting

Daycare worker: writing children's initials

Task Set

- Select letters to match first sounds.
- Print letters as capitals with periods.

Documents

- None

Tools

- Pencil with eraser
- Lined paper

Tutor Preparation

- None

Checklist

Letters selected correctly?

Initials printed correctly?

Tips

- None

To Retest

- Reuse the job setting.

- You have shown that you can write first letters by sound. You may highlight Skill 10 in your LETTERS TIER. This is a writing skill, so use an **orange** highlighter. Now go on to the enrichment activities, if available.
- More practice with writing letters by sound would be helpful. Let's look at some learning and practice activities. We will focus on (area of difficulty).

Script: Skill 10

You have shown that you can read letter names whether they are printed or in cursive writing. In this activity you will show that you know the basic sounds that letters make. Knowing the sounds of English letters is very helpful when you are trying to read or spell new words.

The title of this job activity is “Write Letters by Sound.” Here is the job setting. I am a daycare worker, and you are my trainee. You will be putting the children's initials on their art work, so that it doesn't get lost. To be sure you are ready to do this job you will practise printing their initials first on this lined paper.

Give paper and pencil with eraser.

Give lined paper.

I will read the children's first and last names to you, and you will print their initials. I will do the first one for you, so that you get the idea.

The first child is Gordie Oliver. Here are his initials.

Print “G.O.” on the lined paper as a model.

You can see that I put G. for Gordie and O. for Oliver. Those are Gordie's initials. Initials are always made in capital letters just as full names are. Because an initial is an abbreviation, not the full name, I put a period after each one. Do you have any questions before we continue?

(RESPONSE)

Okay. Now it's your turn. Print the initials for “Rachel Feinstein.” (RESPONSE)

Affirm a correct response.

Prompt for capitals and periods if necessary.

If the student doesn't know which initials to print, say one name at a time and ask if he knows which letter often makes that sound. If he does, prompt him to print it. If he doesn't, tell him the correct letter.

Continue to dictate the following list of names:

**Kenny Alloway
Vicky Larondelle
Stevie Younger
Brennan Zimmerman
Dev Connor
Hugh Warwick
Emma Underhill
Izabella Fox
Julian McLaughlin
Naomi Quinn
Tyler Prokop
Charlie Shillington
Thelma Wright**

That's the end of this job activity!

Now give me a few moments to make my notes, and then we'll see what's next.

Subskills and Resources: Skill 10

New Literacy Skill: Write First Letters by Sound

**Learning/Practice Activities:
Tutor/Student****Skill: Write first consonant letters by sound.**

Tutor makes secret list of nonsense syllables each beginning with different consonant sound, e.g. “bef,” “wid,” “lup” etc.

Tutor reads one syllable on list.

Student repeats syllable heard.

Student prints first letter of syllable.

Repeat process.

Skill: Write first consonant digraph letters by sound.

Tutor makes secret list of nonsense syllables each beginning with different consonant digraphs (“ch,” “th,” “sh,” “kn,” “wr”) but otherwise identical, e.g. “chof,” “thof,” “shof” “knof” “wrof,” etc.

Tutor reads one syllable on list.

Student repeats syllable heard.

Student prints first letter of syllable.

Repeat process.

Skill: Write first consonant letters by sound (confusable sets).

Tutor makes secret list of nonsense syllables each beginning with different confusable consonant (see *), but otherwise identical, e.g. “bem,” “pem,” “fob,” “vob,” etc.

Tutor reads one syllable on list.

Student repeats syllable heard.

Student prints first letter of syllable

Repeat process.

*Confusable Consonants

Produced the same except for being either voiced or whispered

Voiced/Unvoiced Pairs: b/p; d/t; v/f; g/c,k; z/s; ch/j; th (as in “the”)/th (as in “thick”)

Skill: Write first vowel letters by short sound.

Tutor makes secret list of nonsense syllables each beginning with different short vowel sound, e.g. “af,” “ep,” “ilp,” “oc,” “uv,” etc.

Tutor reads one syllable on list.

Student repeats syllable heard.

Student prints first letter of syllable.

Repeat process.

Skill: Write first vowel letters by long sound.

Tutor makes secret list of nonsense syllables each beginning with different short vowel sound, e.g. “afe,” “epe,” “ipe” , “ole,” “uve,” etc.

Tutor reads one syllable on list.

Student repeats syllable heard.

Student prints first letter of syllable.

Repeat process.

Print Resource for basic consonant and vowel sounds: Laubach.

**Learning/Practice Activities:
Website Printable**

Skill: Choose beginning consonant to match word (picture clues).**Website 8E**

Enter address: <http://www.schooexpress.com/>

Click on “9,000+ Free Worksheets.”

Click on “Phonics.”

Click on “Consonants.”

Click on “Beginning Consonants.”

Click on numbers 01 to 08.

Print worksheet.

Skill: Choose beginning digraph to match word (picture clues).**Website 8F**

Enter address: <http://www.schooexpress.com/>

Click on “9,000+ Free Worksheets.”

Click on “Phonics.”

Click on “Beginning and Ending Digraphs.”

Click on “Beginning Digraphs.”

Click on numbers 01 to 03.

Print worksheet.

Skill: Unscramble words beginning with digraph “ch.”**Website 8G**

Enter address: <http://www.schooexpress.com/>

Click on “9,000+ Free Worksheets.”

Click on “Phonics.”

Click on “Digraphs.”

Click on “ch.”

Click on numbers 01–03.

Print worksheet.

Skill: Unscramble words beginning with digraph “sh.”**Website 8H**

Enter address: <http://www.schoolexpress.com/>

Click on “9,000+ Free Worksheets.”

Click on “Phonics.”

Click on “Digraphs.”

Click on “sh.”

Click on numbers 01–06.

Print worksheet.

Skill: Unscramble words beginning with digraph “th.”**Website 8I**

Enter address: <http://www.schoolexpress.com/>

Click on “9,000+ Free Worksheets.”

Click on “Phonics.”

Click on “Digraphs.”

Click on “th.”

Click on numbers 01–04.

Print worksheet.

Skill: Unscramble words beginning with digraph “wh.”**Website 8J**

Enter address: <http://www.schoolexpress.com/>

Click on “9,000+ Free Worksheets.”

Click on “Phonics.”

Click on “Digraphs.”

Click on “wh.”

Click on numbers 01–06.

Print worksheet.

**Learning/Practice Activities:
Website Interactive****Skill: Short vowel sounds****Website 9E**

Enter address: <http://starfall.com/>

Click on “Learn to Read.”

Click on “Movie: Vowels.”

Literacy Tier: Letters

Skill 11: Find Words by Letter Sounds

Job Setting

Nanny: selecting names on list

Task Set

- Select words by first and last letter sounds.
- Circle words.

Documents

- List (Grade One Class)

Tools

- Pencil with eraser
- Lined paper

Tutor Preparation

- Photocopy ILLUSTRATION G: List (Grade One Class).

Checklist

Words circled correctly?

Tips

- None

To Retest

- Reuse the job setting, but vary the names that you dictate.

You have shown that you can find words by letter sounds. You may highlight Skill 11 in your LETTERS TIER. This is a reading skill, so use a **yellow** highlighter. Now go on to the enrichment activities, if available.

More practice with finding words by letter sounds would be helpful. Let's look at some learning and practice activities. We will focus on (area of difficulty).

Script: Skill 11

You have shown that you know the basic sounds of letters. In this activity, you will find names on a list. Thinking about letter sounds may help you find them. The title is “Find Words by Letter Sounds.”

Here is the job setting.

I am a nanny, and you are my trainee. John, the child in our care, has brought home a list of the kids in his Grade one classroom. John's teacher sent the list home with all the children, so that they could print names of their best friends onto their valentine cards. Here is the list from the teacher.

Show ILLUSTRATION G: List (Grade One Class).

John wants to send only a few valentines this year. You will put an X beside the names on the list that he has chosen. Later he will copy those names onto his valentine cards.

I'll do the first one for you, so that you get the idea.

John told me that he wants to send a card to Raj.

With a pencil with eraser, lightly put an X to the left of the name “Raj.”

Notice, that I made my X lightly with the pencil with an eraser. That's so that it will be easy to erase if I make a mistake.

Now it's your turn.

Give pencil with eraser.

Put an X beside “Liam.”

Affirm a correct response.

If the response is wrong, tell the student so and ask him to look again.

If the student still has trouble, or doesn't know how to proceed, draw attention to the first and last sounds in the name. Help as needed to select the right answer.

Continue to dictate the following names:

**Jarret
Miep
Rainer
Lulu
Morag
Randy
Jenna**

That's the end of this job activity!

Now give me a few moments to make my notes, and then we'll see what's next.

Subskills and Resources: Skill 11**New Literacy Skill: Find Words by Letter Sounds****Learning/Practice Activities:
Tutor/Student****Skill: Find words by first consonant sound.**

Tutor handwrites nonsense syllables that begin with different consonant sounds, but are otherwise identical. (Include consonants and digraphs such as “th.”)

E.g.: lop, chop, gop

Tutor reads one syllable aloud.

Student repeats syllable heard.

Student finds matching syllable on list.

Student copies matching syllable.

Skill: Find words by last consonant sound.

Tutor handwrites sets of nonsense syllables that are identical except for last consonant, e.g. lop, lom, lob, loc, lod, loth. (Include consonants and digraphs such as “th.”)

Tutor reads one syllable aloud.

Student repeats syllable heard.

Student finds matching syllable on list.

Student copies matching syllable.

Skill: Find words by first short vowel sound.

Tutor handwrites nonsense syllables that begin with different short vowels, but are otherwise identical, e.g. ap, op, ip.

Tutor reads one syllable aloud.

Student repeats syllable heard.

Student finds matching syllable on list.

Student copies matching syllable.

Skill: Find words by first long vowel sound.

Tutor handwrites nonsense syllables that begin with different short vowels, but are otherwise identical, e.g. ape, ope, ipe.

Tutor reads one syllable aloud.

Student repeats syllable heard.

Student finds matching syllable on list.

Student copies matching syllable.

Skill: Find words by last long vowel sound.

Tutor handwrites sets of nonsense syllables that are identical except for last long vowel sound, e.g. grale, grele, grile, grole, gruel.

Tutor reads one syllable aloud.

Student repeats syllable heard.

Student finds matching syllable on list.

Student copies matching syllable.

**Learning/Practice Activities:
Website Printable**

Skill: Choose ending consonant to match word (picture clues).

Website 8K

Enter address: <http://www.schooexpress.com/>

Click on "9,000+ Free Worksheets."

Click on "Phonics."

Click on "Consonants."

Click on "Ending Consonants."

Click on numbers 01 to 09.

Print worksheet.

Skill: Choose ending digraph to match word (picture clues).

Website 8L

Enter address: <http://www.schooexpress.com/>

Click on "9,000+ Free Worksheets."

Click on "Phonics."

Click on "Beginning and Ending Digraphs."

Click on "Ending Digraphs."

Click on numbers 01 to 03.

Print worksheet.

Skill: Blend consonants and vowels to make words

Website 9C

Enter address: <http://www.starfall.com/>

Click on "Learn to Read."

Click on "Play" at the desired level.

Skill: Blend consonants and vowels to make words.

Website 4B

Enter address: <http://www.dositey.com/>

Click on "K-2Language Arts."

Click on "More..." under "Phonics Endings 1."

Click on "Phonics Endings 1."

Click on blue phoneme.

Click on consonant to blend with vowel and match picture.

Skill: Blend consonants and vowels to make words.

Website 4C

Enter address: <http://www.dositey.com/>

Click on "K-2 Language Arts."

Click on "More..." under "Phonics Endings 1."

Click on "Phonics Endings 2."

Click on blue phoneme.

Type consonant to blend with vowel and match picture.

Skill: Blend consonants and vowels to make words.

Website 4D

Enter address: <http://www.dositey.com/>

Click on "K-2Language Arts."

Click on "More..." under "Phonics Endings 1."

Click on "Phonics Endings 3."

Click on blue phoneme.

Type word to match picture.

Literacy Tier: Words

Skill 12: Make a Personal Dictionary

Job Setting

Any job: setting up a personal dictionary for self-study

Task Set

- Copy words onto divider label.
- Apply label to divide.
- Insert divider.
- Write alphabet letters in top right-hand corner of each page (capital and lower case).
- Rule pages into two columns.

Documents

- Label (file)
- Book (dictionary)

Tools

- Pencil with eraser
- 26 pieces of loose-leaf lined paper
- Study binder
- Binder section divider
- Ruler
- Scrap paper
- File label

Tutor Preparation

- Prepare to discuss when you have kept lists of words to study.

Checklist

- | | | |
|---------------------------------|--------------------------|-------|
| Divider label copied correctly? | <input type="checkbox"/> | _____ |
| Divider inserted correctly? | <input type="checkbox"/> | _____ |
| Loose-leaf inserted correctly? | <input type="checkbox"/> | _____ |
| Letters printed correctly? | <input type="checkbox"/> | _____ |
| Columns parallel? | <input type="checkbox"/> | _____ |

Tips

- None

To Retest

- Not applicable

- You have made your personal dictionary. You may highlight Skill 12 in your WORDS TIER. This is a writing skill, so use your **orange** highlighter.
- Some of the skills you used in making your personal dictionary need more practice. Let's do a few extra activities. When we are done, you may highlight Skill 12 in the on your Literacy Skill Ladder. This is a writing skill, so use your **orange** highlighter.

Script: Skill 12

You have finished the LETTER TIER of your Literacy Skill Ladder. Good for you! In this activity, you will begin the WORDS TIER.

You will begin by making a personal dictionary. It is something that will help you on any job. In fact, it is something that will help you with your lifelong learning. A personal dictionary is a place to keep and study words that are new and important. Have you sometimes kept lists of new words in the past? (DIALOGUE)

There are many different ways to keep new words. In the JOB LITERACY program, we use a section of your binder. Your personal dictionary will go at the very back of your binder. Please open your binder to the back. (RESPONSE)

Put this divider at the back of the binder. It will show where your personal dictionary starts.

Give divider.

Now you are going to print the words “PERSONAL DICTIONARY” on the divider label.

Give label.

Copy these words onto the label. (RESPONSE)

Print “PERSONAL DICTIONARY” on scrap paper.

Now put the label on the divider. (RESPONSE)

The next step is to put 26 pages of loose-leaf paper into the binder. Put it in after the divider.

Give paper.

Help student insert paper right way up if necessary.

On the front side of each page, you will print one letter of the alphabet in the top right-hand corner. You will print in both upper and lower case. I will do the first page for you.

Print Aa in the top right-hand corner of the first page.

Now you may go ahead with the other letters of the alphabet. It is important that the letters are in alphabetical order. (RESPONSE)

Now you are going to use a ruler to make two columns on each page. Here is the ruler.

Show ruler.

I will do the first page for you.

Draw a vertical line from top to bottom about three fingers' width from the left red margin line. Show that two columns have now been made to the right of the red margin.

Now you can make columns on the other pages. (RESPONSE)

Finally, you have some student handouts already in your binder. Take them out and put them into your personal dictionary after the Z page.

Help if needed.

That's the end of this activity!

Now give me a moment to make my notes, and then we'll see what's next.

Subskills and Resources: Skill 12**New Literacy Skill: Make a Personal Dictionary****Learning/Practice Activities:
Tutor/Student****Skill: Label and insert divider in binder.**

Tutor prints word on scrap paper.

Tutor gives student label and divider.

Student prints word on label to fit size and affixes label to divider.

Student inserts divider into binder with label showing correctly.

Skill: Print sets of upper-case and lower-case letters.

Tutor dictates letters of the alphabet (any order).

Student prints set (upper case and lower case) for each letter dictated.

Skill: Locate “upper right-hand corner.”

Tutor asks student to point to “upper right-hand corner” of various surfaces,
e.g. paper, book, desk, wall, window, door.

Skill: Use ruler to draw vertical columns.

Tutor asks student to draw vertical columns on paper with ruler (more than one per page).

Student draws parallel columns.

Literacy Tier: Words

Skill 13: Put Vocabulary Into Your Personal Dictionary

Job Setting

Any job: putting words into personal dictionary for self-study

Task Set

- **Find appropriate page in dictionary.**
- Print the word in the first column.
- **Write or draw something in the right-hand column to aid memory if meaning is new.**
- **Enter R, S or M to the left of the red margin to indicate reason for selecting the word. (R=Reading; S=Spelling; M=Meaning)**

Documents

- Book (Dictionary)

Tools

- Pencil with eraser

Tutor Preparation

- Print the following vocabulary list on scrap paper:
divider
label
ruler
column
loose-leaf paper

Checklist

- | | | |
|-----------------------------------|--------------------------|-------|
| Correct page? | <input type="checkbox"/> | _____ |
| Printed correctly from dictation? | <input type="checkbox"/> | _____ |
| Memory aid entered? | <input type="checkbox"/> | _____ |
| Letter (R/S/V) entered? | <input type="checkbox"/> | _____ |

Tips

- Sometimes the student may know how to read, spell, and understand all the vocabulary in his activities. Reinforce him for his skills, but reassure him that he is still getting the benefit of writing practice by entering the words in his personal dictionary.

To Retest

- Not applicable

You have shown that you can put vocabulary into your personal dictionary. You may highlight Skill 13 in your WORDS TIER. This is a writing skill, so use your **orange** highlighter.

Script: Skill 13

In the last activity you made a personal dictionary. This new activity is called “Put Vocabulary Into Your Personal Dictionary.” I will show you how to do this, so that you can collect the words that we are using in these activities and learn to read, spell, and understand them better.

Let's put some words from the last activity into your personal dictionary. Here is a list of those words.

Show word list that you have printed.

Let's copy the first word into your personal dictionary. Can you read it out loud? (RESPONSE)

Affirm correct reading of the word “divider.”

If the student can't read the word, reassure him and read it for him.

We're going to put the word “divider” into the personal dictionary. It should go onto the “d” page because the first letter is “d.” Find the “d” page. (RESPONSE)

Copy the word “divider” into the first column. (RESPONSE)

Help as needed.

Now you're going to choose what to learn about this word.

Is the word “divider” new vocabulary for you? (i.e. Do you need to learn its meaning?) (RESPONSE)

If the word is new, discuss the meaning and help the student write or draw something in the second column to remember it. He may write in his first language if he wishes.

Then show him how to put “V” to the left of the red margin on the page. This will remind him that this is new vocabulary for him.

Is this a new word for you to read? (RESPONSE)

If the answer is yes, show the student how to put “R” to the left of the red margin on the page.

Is this a new word for you to spell? (RESPONSE)

If the answer is yes, help him put “S” to the left of the margin.

Let's put the other words from the last activity into the personal dictionary now.

Proceed as above with other words on List.

That's the end of this activity.

Now give me a minute to make my notes, and then we'll see what's next.

Literacy Tier: Words

Skill 14: Use an Electronic Dictionary to Read Words

Job Setting

Cleaner: reading job checklist aloud

Task Set

- Press power button.
- Type word in lower case as printed.
- Check typing for correctness.
- Use “back” key as eraser.
- Press “Say.”
- Repeat word aloud.
- Press “Clear” before entering next word.

Documents

- List (Checklist)

Tools

- Electronic dictionary
- Yellow highlighter

Tutor Preparation

- Photocopy ILLUSTRATION H: List (Job Checklist: Lobby/Corridor).

Checklist

Press power button?	<input type="checkbox"/>	_____
Type word correctly?	<input type="checkbox"/>	_____
Check typing for correctness?	<input type="checkbox"/>	_____
Use “back” key as eraser?	<input type="checkbox"/>	_____
Press “Say”?	<input type="checkbox"/>	_____
Repeat word?	<input type="checkbox"/>	_____
Press “Clear”?	<input type="checkbox"/>	_____

Tips

- Skip this activity if an electronic dictionary is not available for your student's use.

To Retest

- None

- You have shown that you can use an electronic dictionary to read words. You may highlight Skill 14 in your WORDS TIER. This is a reading skill, so use your **yellow** highlighter.
- More practice with using an electronic dictionary to read words would be helpful. Let's look at some learning and practice activities. We will focus on (area of difficulty).

Script: Skill 14

Your personal dictionary is a good place to collect new words. You should look at it often to review the new words that you have met in this program. In this activity, you will learn about another kind of dictionary that can help you with reading, spelling, and understanding new words. It is called an “electronic dictionary.” Here is an electronic dictionary.

Show electronic dictionary.

Have you used an electronic dictionary before? (RESPONSE)

This activity is called “Use an Electronic Dictionary to Read Words.”

Here is the job setting.

I am a cleaner, and you are my trainee. We work in a hotel. You are going to read out loud the checklist of the cleaning jobs you must do today. If there are some words that you can't read out loud, you will enter them in the dictionary and the dictionary will read them to you.

Here is your work checklist for the day. It is two pages long. Lots of work to do!

Show ILLUSTRATION H with Lobby/Corridor Checklist.

You are going to be cleaning the lobby and corridor in the hotel. Take a few minutes to look at it and highlight a few words that you might have trouble reading out loud. (RESPONSE)

Give yellow highlighter.

Now you will use the electronic dictionary to read the highlighted words out loud. Do you think you can do this by yourself? (RESPONSE)

If the student can proceed independently, let him do so. Affirm his skill.

If the student doesn't know how to proceed, model the following sequence:

Press power button.

Type word in lower case as printed.

Check typing for correctness.

Use “back” key as eraser.

Press “Say.”

Press “Clear” before next entry.

Fine. Now before we leave this activity, you should put the words that you have been studying with the electronic dictionary into your personal dictionary. (RESPONSE)

Help as needed to enter the highlighted words on the checklist.

Follow the procedure in Skill 14.

That's the end of this activity.

Now give me a minute to make my notes, and then we'll see what's next.

Subskills and Resources: Skill 13**New Literacy Skill: Use an Electronic Dictionary to Read Words****Skill: Select words to read.**

Tutor selects reading material with some common words that the student can't decode.

Suggested sources: Picture dictionary
Alphabetical dictionary
English Express newspaper

Student selects word to decode.

Tutor assists student to perform the following sequence:

Press power button.

Type word in lower case as printed.

Check typing for correctness.

Use “back” key as eraser.

Press “Say.”

Press “Clear” before entering next word.

Tutor and student discuss if word is one that student wants to put in personal dictionary; if so, student enters word.

Literacy Tier: Words

Skill 15: Use an Electronic Dictionary to Read Names

Job Setting

Hairdresser: reading customer list

Task Set

- Press power button.
- **Type “cap” plus letter to begin name.**
- **Type rest of name in lower-case letters.**
- Check typing for correctness.
- Use “back” key as eraser.
- Press “Say.”
- Repeat word.
- Press “Clear.”

Documents

- List (Client Information)

Tools

- Electronic dictionary
- Yellow highlighter

Tutor Preparation

- Copy by hand ILLUSTRATION I: List (Mabel's Clients). Use printing.
- Prepare list of underlined vocabulary from script page.

Checklist

Press power button?	<input type="checkbox"/>	_____
Type “cap” plus letter?	<input type="checkbox"/>	_____
Type rest correctly?	<input type="checkbox"/>	_____
Check typing for correctness?	<input type="checkbox"/>	_____
Use “back” key as eraser?	<input type="checkbox"/>	_____
Press “Say”?	<input type="checkbox"/>	_____
Repeat word?	<input type="checkbox"/>	_____
Press “Clear”?	<input type="checkbox"/>	_____

Tips

- Skip this activity if an electronic dictionary is not available for your student's use.
- English personal names will generally be in the dictionary. However, they may only be there in one form. For example, the dictionary may pronounce “Richard,” but not “Rick” or “Ricky.” Some common English surnames are also there. Generally speaking, entering names from other language bases will bring the message “Pronunciation not available.”

To Retest

- None

- You have shown that you can use an electronic dictionary to read names. You may highlight Skill 15 in your WORDS TIER. This is a reading skill, so use your **yellow** highlighter.
- More practice with using an electronic dictionary to read names would be helpful. Let's look at some learning and practice activities. We will focus on (area of difficulty).

Script: Skill 15

You have used the electronic dictionary to enter common words when you are reading on the job. It's a great tool for that! The electronic dictionary will also say some personal names for you especially if the names are English ones. It is always worth trying to use your electronic dictionary if you need to know how to read a name. In this activity, you will try this skill. The activity is called "Use an Electronic Dictionary to Read Names."

Here is the job setting. It's very similar to one you have done before.

I work as a hairdresser, and you are my trainee. Our co-worker, Mabel, has gone home sick today and we have offered to phone her clients and cancel their appointments. Mabel has left you a list of their names. You will read the list out loud to me, so that I can look up their phone numbers. Here is the list from Mabel.

Show ILLUSTRATION I with Mabel's client list.

Take a few minutes to look at the list and highlight the names that you might have trouble reading out loud. (RESPONSE)

Give yellow highlighter.

Now you will use the electronic dictionary to read the highlighted words out loud. Do you think you can do this by yourself? (RESPONSE)

If the student can proceed independently, let him do so. Affirm his skill.

If the student doesn't know how to proceed, model the following sequence:

Press power button.

Type word in lower case as printed.

Type "cap" plus letter to begin name.

Check typing for correctness.

Use "back" key as eraser.

Press "Say."

Fine! Now before we leave this activity, choose a name that you are learning to read from Mabel's client list to put into your personal dictionary. (RESPONSE)

Help student enter the name he has chosen and put "R" beside it in the margin.

That's the end of this activity.

Now give me a minute to make my notes, and then we'll see what's next.

Subskills and Resources: Skill 14**New Literacy Skill: Use an Electronic Dictionary to Read Names****Skill: Select words to read.**

Tutor brings in names list (suggested resource: Baby names book from supermarket checkout).

Student selects name to decode

Tutor assists student to perform the following sequence:

Press power button.

Press “cap” and first letter.

Type rest of word in lower case as printed.

Check typing for correctness.

Use “back” key as eraser.

Press “Say.”

Press “Clear” before entering next word.

Tutor and student discuss if name is one that student wants to put in personal dictionary; if so, student enters word.

Literacy Tier: Words

Skill 16: Use an Online Dictionary to Read Words

Job Setting

Cleaner: reading work checklist aloud

Task Set

- Press power button.
- Type word in lower case as printed.
- Check typing for correctness.
- Use “back” key as eraser.
- Press “Say.”
- Press “Clear” before entering next word.

Documents

- List (Job Checklist)

Tools

- Online dictionary: <http://www.encarta.msn.com/>
- Yellow highlighter

Tutor Preparation

- Photocopy ILLUSTRATION H : List (Lobby/Corridor Checklist).

Checklist

- | | | |
|-----------------------------------|--------------------------|-------|
| Correct page? | <input type="checkbox"/> | _____ |
| Printed correctly from dictation? | <input type="checkbox"/> | _____ |
| Memory aid entered? | <input type="checkbox"/> | _____ |
| Letter (R/S/V) entered? | <input type="checkbox"/> | _____ |

Tips

- Skip this activity if your student has an electronic dictionary available.
- If your student does not have an electronic dictionary, but there is Internet access, do this activity with him. If the suggested online dictionary does not function for you, there are many online dictionaries that could be downloaded to your computer.
- If the student does not have an electronic dictionary or Internet access, go on to Skill 17.

To Retest

- None

You have shown that you can use an online dictionary to read words. You may highlight Skill 16 in your WORDS TIER. This is a reading skill, so use your **yellow** highlighter.

Script: Skill 16

In this activity, you will learn about another kind of dictionary that can help you with reading, spelling, and understanding new words. It is called an “online talking dictionary.” Let’s look for it online.

Demonstrate for the student how to find the online dictionary:

Turn computer on.

Open browser application (e.g. Internet Explorer).

Enter in the address field: <http://encarta.msn.com/>

Click on “Dictionary” at top of page.

Here is the website we are looking for with the Encarta dictionary.

Have you used an online dictionary before? (RESPONSE)

This dictionary will talk to you. If you type a word into it, it will say the word out loud. Let’s practise with the word “school.” I will show you how to do it.

Type “school” into the “Find” Box.

Press “Enter.”

Click on the audio sign beside the word “school” to hear the word.

Now let’s get to the activity. It’s called “Use an Online Dictionary to Read Words.”

Here is the job setting.

I am a cleaner, and you are my trainee. We work in a hotel. You are going to read out loud the checklist of the cleaning jobs you must do today. If there are some words that you can’t read out loud, you will type them into the online dictionary and the dictionary will read them to you.

Here is your work checklist for the day. It is two pages long. Lots of work to do!

Show ILLUSTRATION H with Lobby/Corridor Checklist.

Take a few minutes to look at it and highlight a few words that you might have trouble reading out loud. (RESPONSE)

Give yellow highlighter.

Now you will use the online dictionary to find out how to read the highlighted words out loud.

Do you think you can do this by yourself? (RESPONSE)

If the student can proceed independently, let him do so. Affirm his skill.

If the student is hesitant, model as above until he feels able to do it alone.

Fine. Now before we leave this activity, you should put your highlighted words from this activity into your personal dictionary. Then you will remember to practise reading them.

(RESPONSE)

Help the student enter the words and put “R” beside them in the margin.

That’s the end of this activity.

Now give me a minute to make my notes, and then we’ll see what’s next.

Subskills and Resources: Skill 16**New Literacy Skill: Use an Online Dictionary to Read Words****Skill: Select words to read.****Website 12A**

Tutor selects reading material with some common words that the student can't decode.

Suggested sources: Picture dictionary, alphabetical dictionary, English Express newspaper

Student selects word to decode.

Tutor assists student to perform the following sequence:

Turn computer on.

Open browser application (e.g. Internet Explorer).

Enter in address field: <http://encarta.msn.com/>

Click on "Dictionary" at top of page.

Type chosen words in "Find" box.

Press "Enter."

Click on audio sign beside the word to hear pronunciation.

Repeat word.

Tutor and student discuss if word is one that student wants to put in personal dictionary; if so, student enters word

Literacy Tier: Numbers

Skill 17: Read and Write Digit Codes

Job Setting

Stock room worker: reading product codes

Task Set

- **Hear and write a digit sequence.**
- **Read digit sequences.**
- **Draw an “X” through sequences that were heard and written.**

Documents

- Label (Product Code)

Tools

- Pencil with eraser
- Scrap paper

Tutor Preparation

- Photocopy ILLUSTRATION J: Labels (Product Codes).
- Have ready product packages with code numbers for learning activities.
- Prepare to talk about when we read and write numbers in daily life.
- Prepare list of underlined vocabulary from script page.

Checklist

- Digit sequence written correctly? _____
- Matching packages selected? _____

Tips

- If your student does not print the ten digits in a standard way, take time to correct this before moving to the next activity. He may have taught himself how to write the digits and need to be shown the usual way of making each one. See learning and practice activities that apply.
- Your student should read each digit separately (e.g. 14355 = One four three five five).
- The digit 0 may be read as “zero” or “O.”
- Product code formats vary. Some use only digits. Some use letters as well.
- Do not confuse product codes with bar codes.

To Retest

- Reuse job setting, but vary codes to mark with an X.

- You have shown that you can read and write digit codes. You may highlight Skill 17 in your NUMBERS TIER. This is both a reading and a writing skill, so colour **half yellow and half orange**. Now go to the enrichment activities, if available.
- More practice with reading and writing digits would be helpful. Let's look at some learning and practice activities. We will focus on (area of difficulty).

Script: Skill 17

You have finished all the skills in the WORDS TIER of Job Literacy. Well done! This activity begins the NUMBERS TIER. Every day we need to read and write numbers for many different reasons. Let's think of some times when we do this. (DIALOGUE)

Sometimes we read and write numbers in English words. More often, however, we read and write numbers in digits because it is faster. Here are the digits of our number system.

Write a vertical list of the ten digits 0–9 on scrap paper.

Digits can be used in lots of different ways. In this activity, they are used to make codes. The title of the activity is “Read and Write Digit Codes.”

Here is the job setting.

I work in the stock room of a home furnishings store, and you are my trainee. We will be moving some of our stock to different shelves. Here are the packages on the shelves.

Show ILLUSTRATION J: Labels (Product Codes).

Notice that each package has a product code on it. The code is made up of several digits in sequence. It's like a fast name for the product inside the package. I am going to read some product codes to you. Products with these codes will be moved to other shelves. You can copy the codes onto scrap paper as I read them out.

Give scrap paper and pencil with eraser.

Okay. Make a list of these codes. (RESPONSE)

Dictate codes one at a time while student writes:

44920, 40072, 41695, 00813

Affirm correct responses.

If the student does not know how to make a vertical list, assist him.

If the student has written incorrectly, correct his list.

If the student can't write the numbers, print them for him.

Now find those codes on the packages on the shelves. Put a big “X” on them to show that they are the ones we want to move. (RESPONSE)

Demonstrate putting an “X” if needed.

Fine. Now before we leave this activity, you should put some vocabulary words into your personal dictionary. (RESPONSE)

Show the vocabulary list with the underlined words from the script.

Help the student put these words into his personal dictionary by first letter.

Ask if he needs to learn to read, spell, or learn them as new vocabulary.

Help him enter “R,” “S,” or “V” to the left of the margin to match.

Help him enter a memory aid to the right if needed.

If the student does not find anything new to learn about the word, reassure him that the practice copying into his dictionary has still been worthwhile.

That's the end of this activity.

Now give me a minute to make my notes, and then we'll see what's next.

Subskills and Resources: Skill 17**New Literacy Skill: Read and Write Digit Sequences****Learning/Practice Activities:
Tutor/Student****Skill: Read digit sequences.**

Tutor writes digit sequences,
e.g. 01478.

Student reads sequence aloud.

Skill: Print digit sequences as heard.

Tutor says digit sequences,
e.g. “zero, one, four, seven, eight.”

Student prints digit sequences as heard.

**Learning/Practice Activities:
Website Interactive****Skill: Print digit symbols 0–9.****Website 7Q**

Enter address: <http://www.handwritingforkids.com/>

Click on “Enter”

Click on “Manuscript”

Click on “Alphabets and Numbers”

Click on “Numbers Tracing Guide”

Print as worksheet

Skill: Print digit symbols 0–9**Website 7R**

Enter address: <http://www.handwritingforkids.com/>

Click on “Enter”

Click on “Manuscript”

Click on “Alphabets and Numbers”

Click on “Animation: Numbers”

Move mouse over each digit to print the digit

Literacy Tier: Numbers

Skill 18: Read and Write Telephone Numbers

Job Setting

Hairdresser: using an appointment book

Task Set

- Print names from letter dictation.
- **Write telephone number as heard.**
- **Read telephone number as written.**

Documents

- Schedule (Salon Appointment Book)

Tools

- Two pencils with erasers
- Scrap paper

Tutor Preparation

- Photocopy ILLUSTRATION K: Schedule (Salon Appointment Book.).
- Prepare list of underlined vocabulary from script page.

Checklist

- | | | |
|--|--------------------------|-------|
| Correct spellings? | <input type="checkbox"/> | _____ |
| Phone number written correctly? | <input type="checkbox"/> | _____ |
| Phone number read correctly? | <input type="checkbox"/> | _____ |

Tips

- None

To Retest

- Reuse the job setting. Just vary the phone numbers.

- You have shown that you can read and write telephone numbers. You may highlight Skill 21 in your NUMBERS TIER. This is both a reading and a writing skill, so colour **half yellow and half orange**. You may go to the enrichment activities, if available.
- More practice with reading and writing telephone numbers would be helpful. Let's look at some learning and practice activities. We will focus on (area of difficulty).

Script: Skill 18

In the last activity, you read digit codes on store products. In this activity, you will read digit codes again. This time the digit codes are telephone numbers. The name of this activity is “Read and Write Telephone Numbers.”

Here is the job setting.

I am a hairstresser, and you are my trainee. Some clients have phoned for appointments next Thursday. You will be recording their names and phone numbers in the appointment book. Here is the page from the appointment book.

Show ILLUSTRATION K with Appointment Book.

I will give you the clients' information and you will record it. You can use this. I always like to use pencil instead of pen because customers often change their appointments.

Give pencil with eraser.

The first client's name is Phyllis Bourne, and I gave her the 10:30 appointment on Thursday. That's this spot right here.

Point to the correct appointment time.

Print her first name. It is spelled P-H-Y-L-L-I-S. (RESPONSE)

And the last name is Bourne. That's B-O-U-R-N-E. (RESPONSE)

Affirm correct printing.

Correct errors in letters or case.

Now you can put her phone number in the next column. It's 724-3186. (RESPONSE)

Affirm correct notation.

If the student makes a mistake in digit or format, show him the right way.

Continue to dictate the following client names and telephone numbers:

Anne Black at 8:00 644-5016

Miali at 9:00 728-8401

Sally Green at 3:00 728-1002

Now just read those numbers back to me to check that they're correct. (RESPONSE)

If there are discrepancies, discuss the reason.

Fine. Now before we leave this activity, you should put some vocabulary words into your personal dictionary.

Show the vocabulary list of underlined words that you have prepared.

Help the student put words into his personal dictionary. (See Skill 17.)

Okay! That's the end of this job activity.

Now give me a few minutes to make my notes, and then we'll see what's next.

Subskills and Resources: Skill 18

New Literacy Skill: Read and Write Telephone Numbers

**Learning/Practice Activities:
Tutor/Student**

Skill: Read telephone numbers.

Tutor shows numbers in telephone book (small one with fairly large print).
Student reads numbers aloud.

Skill: Write telephone numbers.

Tutor reads phone numbers.
Student writes phone numbers in correct format.

Literacy Tier: Numbers

Skill 19: Read Digit Numbers

Job Setting

Stock room worker: taking inventory

Task Set

- Read digit numbers out loud (up to 3 digits).

Documents

- Form (Inventory Sheet)

Tools

- Pencil with eraser

Tutor Preparation

- Photocopy ILLUSTRATION L: Form (Inventory Sheet: read).
- Prepare list of underlined vocabulary from script page.

Checklist

- Numbers read aloud correctly? _____
- Clear pronunciation? _____

Tips

- None

To Retest

- Photocopy ILLUSTRATION L: Form (Inventory Sheet: retest) to reuse the job setting. Write numbers with up to 3 digits in the “May” column.

- You have shown that you can read digit numbers out loud. You may highlight Skill 19 in your NUMBERS TIER. This is a reading skill, so use a **yellow** highlighter. Now go to the enrichment activities, if available.
- More practice with reading digit numbers out loud would be helpful. Let's look at some learning and practice activities. We will focus on (area of difficulty).

Script: Skill 19

You have seen that digits can be used for codes. For example, let's look at the digit sequence seven-eight-zero.

Write 780 on scrap paper for the student.

These digits make the telephone area code for Edmonton, Alberta.

However, digits can also be used to make numbers that show how many. For example, these same digits (seven-eight-zero)...

Point to 780 on scrap paper.

...can make the number “seven hundred and eighty.”

We will look at digit sequences this way in this next activity. It's called “Read Digit Numbers.”

Here is the job setting.

I work in the lumber department of a building supplies store, and you are my trainee. We are using an inventory sheet to keep track of how many building studs are in stock.

Here is the inventory sheet. You can see that someone has already counted the number of studs in stock at the end of the month of May.

Show ILLUSTRATION K with inventory sheet.

Discuss vocabulary and format of sheet.

The boss wants to know these May numbers. You will read the numbers to him out loud. Before you do this, you should practise reading to me. Begin with the first May number. (RESPONSE)

If the student is able, have him read aloud. Affirm his correct readings.

If he makes errors, let him finish and then point them out.

If the student is unable to read alone, read for him.

Fine! Now before we leave this activity, you should put some vocabulary words into your personal dictionary.

Show the vocabulary list of underlined words that you have prepared.

Help the student put words into his personal dictionary. (See Skill 17.)

Okay! That's the end of this job activity!

Now give me a minute to make my notes, and then we'll see what's next.

Subskills and Resources: Skill 19**New Literacy Skill: Read Digit Numbers to 1000 Out Loud****Learning/Practice Activities:
Tutor/Student****Skill: Read digit numbers to 999 out loud.****Tutor writes digit numbers.****Student says words to match.**

0–9

11–19

10, 20, 30, 40, 50, 60, 70, 80, 90

21–99

100, 200, 300, 400, 500, 600, 700, 800, 900

0–999

**Learning/Practice Activities:
Website Interactive****Skill: Choose words to match digit numbers 1–50.****Website 1A**Enter address: <http://www.aaaknow.com/>

Click on “Numbers and Words 1–50.”

Scroll down to page 2.

Click on “Start” to see digit.

Click on button with corresponding word; if unable to read words, count forward by rows to find correct button.

See box below for feedback.

Skill: Choose words to match digit numbers 51–99.**Website 1B**Enter address: <http://www.aaaknow.com/>

Click on “Naming Numbers.”

Click on “Numbers and Words 51–99.”

Scroll down to page 2.

Click on “Start” to see digit.

Click on button with corresponding word; if unable to read words, count forward by rows to find correct button.

See box below for feedback.

Skill: Match printed words with digit numbers (0–999).

Website 4A

Enter address: <http://www.dositey.com/>

Click on “3–4 Math.”

Click on “Number Sense.”

Click on “Match three-digit numbers.”

Click on button with number in words (if unable to read words, tutor can read).

Click on matching numeral button to reveal picture.

Enrichment Activities:

Website Based

Skill: Choose words to match digit number (1–99: time limit).

Use **Websites A** and **B** as above, but scroll down to page 3 to set a 60-second time limit before clicking on “Start.”

Literacy Tier: Numbers

Skill 20: Write Digit Numbers

Job Setting

Stock room worker: taking inventory

Task Set

- Write digit numbers (up to 3 digits).

Documents

- Form (Inventory Sheet)

Tools

- Pencil with eraser

Tutor Preparation

- Photocopy ILLUSTRATION M: Form (Inventory Sheet: Write).
- Prepare piece of scrap paper with the following digit numbers in a vertical list: 58, 50, 814, 288, 29, 18, 206, 144. Do not show the scrap paper to the student unless directed to do so in the script.
- Prepare list of underlined vocabulary from Script Page.

Checklist

- Numbers written correctly? _____
- Good penmanship? _____

Tips

- None

To Retest

- Reuse the job setting. Dictate different numbers for the “June” column.

- You have shown that you can write digit numbers. You may highlight Skill 20 in your NUMBERS TIER. This is a writing skill, so use an **orange** highlighter. Now go to the enrichment activities, if available.
- More practice with writing digit numbers would be helpful. Let's look at some learning and practice activities. We will focus on (area of difficulty).

Script: Skill 20

This activity is called “Write Digit Numbers.” In the last activity, you showed that you could read numbers on an inventory sheet. In this activity, you will show that you can write them on the sheet yourself.

Here is the job setting.

It is a familiar one. I work in the building supplies store, and you are my trainee. We are working with the same inventory sheet as last time, keeping track of stock in the lumber department. We now have the June numbers for studs on hand. I have the numbers here on my scrap paper. I will read them to you, so that you can record them on the inventory sheet.

Here is the inventory sheet again.

Show ILLUSTRATION L: Form (Inventory Sheet).

I will read the numbers to you. Are you ready to record them in digits? (RESPONSE)

Dictate the numbers from your scrap paper to the student. There is one number for each type of stud.

If the student is able, have him write alone. If he asks for help, provide it.

If he makes errors unknowingly, let him finish and then point out the errors.

If the student is unable to write, reverse roles. Have him read the numbers aloud from your scrap paper, and write them for him as he does so.

Fine! Now before we leave this activity, you should put some vocabulary words into your personal dictionary.

Show the vocabulary list of underlined words that you have prepared.

Help the student put words into his personal dictionary. (See Skill 17.)

Okay! That's the end of this job activity!

Now give me a minute to make my notes, and then we'll see what's next.

Subskills and Resources: Skill 20

New Literacy Skill: Write Digit Numbers Up to 1000

**Learning/Practice Activities:
Tutor/Student**

Skill: Hear numbers 0–1000; write in digits.

Tutor says number words.

Student writes in digits to match.

0–9

11–19

10, 20, 30, 40, 50, 60, 70, 80, 90

21–99

100, 200, 300, 400, 500, 600, 700, 800, 900

0–999

1000

**Learning/Practice Activities:
Website Based**

Skill: Read words for 0–9; write in digits.

Website 6A

Enter address: <http://www.funbrain.com/>

Click on “All Games.”

Click on “Cookie Dough.”

Click on “Spell Numbers.”

Click on “0–10.”

Type digits to match word (if unable to read word, tutor reads).

Click on “Sign it.”

Skill: Read words for 10–100; write in digits.

Website 6B

Enter address: <http://www.funbrain.com/>

Click on “All Games.”

Click on “Cookie Dough.”

Click on “Spell Numbers.”

Click on “10–100.”

Type digits to match words (if unable to read words, tutor reads).

Click on “Sign it.”

Skill: Read words for 100–1000; write digits.

Website 6C

Enter address: <http://www.funbrain.com/>

Click on “All Games.”

Click on “Cookie Dough.”

Click on “Spell Numbers.”

Click on “0–1000.”

Literacy Tier: Numbers

Skill 21: Print Numbers in Words

Job Setting

Nanny: helping with math homework

Task Set

- Read digit numbers up to 1000 aloud.
- **Print numbers in words.**

Documents

- Form (School Worksheet: Numbers At Our School)

Tools

- Pencil with eraser

Tutor Preparation

- Photocopy ILLUSTRATION N: (School Worksheet: Numbers at Our School).
- Prepare list of underlined vocabulary from script page.
- Photocopy STUDENT HANDOUT 6: Cardinal Number Words

Checklist

Numbers read aloud correctly?	<input type="checkbox"/>	_____
Words written correctly?		
Letters legible?	<input type="checkbox"/>	_____
Correct words?	<input type="checkbox"/>	_____
Correct spelling?	<input type="checkbox"/>	_____
Correct letters?	<input type="checkbox"/>	_____
Hyphens used?	<input type="checkbox"/>	_____

Tips

- The student may know the correct words to write, but may spell incorrectly. Do the “more practice” activities and stress that good spelling of numbers is very important for clear communication. However, if after some practice, the student’s spelling of numbers is still weak, move on to the next skill. Just make sure that he has been given STUDENT HANDOUT 3 and that he has put it at the back of his personal dictionary as a reference.

To Retest

- Reuse the job setting.

- You have shown that you can print numbers in words. You may highlight Skill 21 in your NUMBERS TIER. This is a writing skill, so use an **orange** highlighter. Now go to the enrichment activities, if available.
- More practice with printing numbers in words would be helpful. Let's look at some learning and practice activities. We will focus on (area of difficulty).

Script: Skill 21

You have shown that you can read and write digit numbers. Now you will write these numbers in words. The name of this activity is “Print Numbers in Words.”

Here is the job setting.

I work as nanny, and you are my trainee. We are helping our child, Melvin, with his number homework. On his school worksheet is a list of digit numbers. Melvin must print each of the numbers in words. This is a new skill for him. The teacher has agreed to a plan to help him. She has sent home an extra school worksheet so that we can print the numbers first. Then Melvin can copy our answers.

Here is our copy of the worksheet that must be done for homework

Show ILLUSTRATION N with school worksheet.

Read the digit numbers out loud to me, please. (RESPONSE)

Now, can you print the numbers in words for our student by yourself, or will you need help? (RESPONSE)

If the student is able, let him print alone. If he asks for help, provide it. If he makes errors unknowingly, let him finish. Then point out the errors to him.

If the student is unable to print the numbers, do them for him.

Fine! Now before we leave this activity, you should put some vocabulary words into your personal dictionary.

Show the vocabulary list of underlined words that you have prepared.

Help the student put words into his personal dictionary. (See Skill 17.)

Good work. Now while you have your dictionary out you can put this list of number words at the back. It will be good to have all your number words in one place.

Give STUDENT HANDOUT 6: Cardinal Number Words.

See that it is inserted at the back of the personal dictionary.

Okay! That's the end of this job activity!

Now give me a minute to make my notes, and then we'll see what's next.

Subskills and Resources: Skill 21**New Literacy Skill: Print Numbers to 1000 in Words****Learning/Practice Activities:
Tutor/Student****Skill: Print basic number words.**

Tutor: Tell student to get out STUDENT HANDOUT 6: Cardinal Number Words.

Student: Follow instructions on handout.

Skill: Print numbers up to 1000 in words.

Tutor: Print digit numbers up to 1000.

Student: Print numbers in words.

0–9

11–19

10, 20, 30, 40, 50, 60, 70, 80, 90

21–99

100, 200, 300, 400, 500, 600, 700, 800, 900

0–999

1000

**Learning/Practice Activities:
Website Interactive****Skill: Read digit numbers 0–10; type number word.****Website 6D**

Enter address: <http://www.funbrain.com/>

Click on “All Games.”

Click on “Cookie Dough.”

Click on “Spell Numbers.”

Click on “0–10.”

Type word to match numeral.

Click on “Sign it.”

Skill: Read digits numbers 0–100; type number word.**Website 6E**

Enter address: <http://www.funbrain.com/>

Click on “All Games.”

Click on “Cookie Dough.”

Click on “Spell Numbers.”

Click on “0–100.”

Type word to match numeral.

Click on “Sign it.”

Skill: Read digits numbers 0–1000; type number word.**Website 6F**

Enter address: <http://www.funbrain.com/>

Click on “All Games.”

Click on “Cookie Dough.”

Click on “Spell Numbers.”

Click on “100–1000.”

Type word to match numeral.

Click on “Sign it.”

**Learning/Practice Activities:
Website Interactive****Skill: Print number words.****Website 7S**

Enter address: <http://www.handwritingforkids.com/>

Click on “Enter.”

Click on “Manuscript.”

Click on “Words: Category: Number.”

Click on individual number.

Print worksheet.

Skill: Read number words in cursive.**Website 7T**

Enter address: <http://www.handwritingforkids.com/>

Click on “Enter.”

Click on “Cursive.”

Click on “Words: Category: Number.”

Click on individual number.

Print worksheet as study guide.

**Enrichment Activities:
Website Interactive****Skill: Write number words in cursive.****Website 7T**

Enter address: <http://www.handwritingforkids.com/>

Click on “Enter.”

Click on “Cursive.”

Click on “Words: Category: Number.”

Click on individual number.

Print worksheet to fill in.

Literacy Tier: Numbers

Skill 22: Read Digit Numbers as Ordinals

Job Setting

Taxi driver: reading street names

Task Set

- Read digit numbers as ordinals.
- Read abbreviation “St.” as “street.”

Documents

- List (Delivery Addresses)

Tools

- Pencil with eraser

Tutor Preparation

- Print by hand ILLUSTRATION O: List (Moving Company: Monday Deliveries).
- Prepare list of underlined vocabulary from script page.
- Prepare to discuss when we use ordinal numbers (sports, birthdays, etc.).
- Photocopy Student Handout 7: Ordinal Numbers.

Checklist

- Ordinals read correctly? _____
- “St.” read correctly? _____

Tips

- None

To Retest

- Make a similar “Delivery List” to reuse the job setting. Make sure some street numbers end in 1, 2, and 3 as well as the other digits.

- You have shown that you can read digit numbers as ordinals. You may highlight Skill 22 in your NUMBERS TIER on your Literacy Skill Ladder. This is a reading skill, so use a **yellow** highlighter. Now go to the enrichment activities, if available.
- More practice with reading digit numbers as ordinals would be helpful. Let's look at some learning and practice activities. We will focus on (area of difficulty).

Script: Skill 22

You have shown that you can read digit numbers. Now, in this activity, you will read digit numbers a new way. You will read them as ordinals. Ordinal numbers don't tell how many. They are not used for counting. Instead, they are used to tell the order of things.

Let's think again about the three digits seven, eight, and zero.

Write 780 on scrap paper for the student.

These digits can make the telephone area code for Edmonton. Then we read them as “seven, eight, zero.” The same digits can also be used for counting. Then I read them as “seven hundred and eighty.” For example, I may have counted seven hundred and eighty runners all together who finished a race. Now here is the new way to read these digits as an ordinal, or order, number. I can read them as “the seven hundred and eightieth.” For example, I might be talking only about one person in the race, the person who was the slowest and finished last. I would say he was the “seven hundred and eightieth” person to finish the race.

Did you notice the difference in sound between the cardinal number (“seven hundred and eighty”) and the ordinal number (“seven hundred and eightieth”)? It's just a small difference. On the ordinal number we hear the “th” sound at the end. Most ordinal numbers end with this sound. The only ones that don't are the ones that end in the digits 1, 2, or 3 where we hear “first,” “second,” or “third.”

Here is the job setting for this activity. It is called “Read Ordinal Numbers”:

I work for a moving company and you are my trainee. You have the list of addresses for our deliveries today. Before we start driving, you will tell me which streets we are going to. Streets are often given ordinal numbers as names, so you will have lots of practice reading ordinals.

Here is our delivery list with the customers' names and addresses.

Show ILLUSTRATION O with the list for Monday deliveries.

Let's highlight the street names. I'll do the first one for you.

In the 1 entry (11334-27 St.) highlight “27 St.” with yellow highlighter.

Now you highlight the other street numbers. (RESPONSE)

Give highlighter. Help as needed.

Now you're going to read the street numbers out loud as ordinals. I'll do the first one

Point to entry 1 and say “First, we'll be going first to twenty-seventh street.”

Okay. Now it's your turn to read the other street names.

Affirm correct responses.

Help as needed.

Fine! Now before we leave this activity, you should put some vocabulary words into your personal dictionary.

Show the vocabulary list of underlined words that you have prepared.

Help the student put words into his personal dictionary. (See Skill 17)

Good work. Now while you have your dictionary out, you can put this list of ordinal numbers at the back. **Give STUDENT HANDOUT 7: Ordinal Number Words.**

See that it is inserted at the back of the personal dictionary.

Okay! That's the end of this job activity!

Now give me a minute to make my notes, and then we'll see what's next.

Subskills and Resources: Skill 22

New Literacy Skill: Read Digit Numbers up to 250 as Ordinals

**Learning/Practice Activities:
Tutor/Student****Skill: Read digit numbers 1, 2, 3 as ordinals.**

Tutor writes 1.

Student reads as “first.”

Tutor writes 2.

Student reads as “second.”

Tutor writes 3.

Student reads as “third.”

Skill: Read other digit numbers 1, 2, 3 as ordinals.

Tutor writes any digit number up to 250 (excluding 1, 2, 3).

Student reads number and adds “th” sound.

Skill: Read digit numbers up to 250 as ordinals.

Tutor writes any digit number up to 2250.

Student reads as ordinal.

**Learning/Practice Activities:
Website Interactive****Skill: Choose ordinal words to match digits (1–10).****Website 1C** Enter address: <http://www.aaaknow.com/> Click on “Naming Numbers.” Click on “Ordinal Numbers First-Tenth.” Scroll down to page 2. Click on “Start Ordinal Names.”

Count objects in box.

Read ordinal words alone or with help of electronic dictionary or tutor.

 Click on word button that matches last number in count.

See box below for feedback.

Skill: Choose ordinal words to match digits (1–20).**Website 1D** Enter address: <http://www.aaaknow.com/> Click on “Naming Numbers.” Click on “Ordinal Numbers First-Twentieth.” Scroll down to page 2. Click on “Start Ordinal Names.”

Count objects in box.

Read ordinal words alone or with help of electronic dictionary or tutor.

 Click on word button that matches last number in count.

See box below for feedback.

Enrichment Activities:**Website Based****Skill: Choose ordinal words to match digits (1–20) (time limit).**Use **Website D** as above but scroll down to page 3 to set 60-second time limit before clicking on “Start.”

Literacy Tier: Money

Skill 23: Read Money in Digits

Job Setting

Cashier: reading receipt to customer

Task Set

- Find item amounts on receipt.
- Find total on receipt.
- Read dollar amount aloud.
- Read cent amount correctly.

Documents

- Form (Store Receipt)

Tools

- None

Tutor Preparation

- Photocopy ILLUSTRATION P: Form (Convenience Store Receipt: read totals).
- Prepare to discuss why store receipts can be important.
- Prepare list of underlined vocabulary from script page.

Checklist

- | | | |
|-------------------------------|--------------------------|-------|
| Find item amounts on receipt? | <input type="checkbox"/> | _____ |
| Find total on receipt? | <input type="checkbox"/> | _____ |
| Amounts read correctly? | <input type="checkbox"/> | _____ |

Tips

- Money is not always written in a standard way on cash receipts. For example, the dollar sign is often not present. You can encourage your student to spot variations.
- There are acceptable variations for how to read money amounts. For example \$2.75 can be read as “two seventy five,” or as “two dollars and seventy-five cents.” As another example, \$1.05 can be read as “one oh five,” “one dollar and five cents” or “a dollar five.” Encourage the student to brainstorm all examples.
- Remember to have the student continue to practise printing numbers in words if needed.

To Retest

- Reuse job setting. Use actual store receipt.

- You have shown that you can read money in digits. You may highlight Skill 23 in your MONEY TIER. This is a reading skill, so use a **yellow** highlighter. Now go to the enrichment activities, if available.
- More practice with reading money in digits would be helpful. Let's look at some learning and practice activities. We will focus on (area of difficulty).

Script: Skill 23

You have finished the NUMBERS TIER of your Literacy Skill Ladder. Good for you! Now it's time to start the MONEY TIER.

The title of this activity is “Read Money in Digits.” You are going to be reading a store receipt: That's the piece of paper you get from the store when you buy something. It shows the cost of your purchase, your payment, and your change. Here is an example of a store receipt.

Show real receipt.

Store receipts can be important sometimes. Can you think of some reasons why? (DIALOGUE)

There is a receipt in the job setting for this activity:

I am a cashier in a convenience store, and you are my trainee. Sometimes customers complain that they have been charged too much money. Then, it is good to read the receipt out loud to the customer to show where his money has gone. You are going to practise for such a situation. From the receipt, you will be reading the costs for each item, the tax, and the total amount owing.

Let's look at the receipt for this job activity.

Show ILLUSTRATION P with convenience store receipt.

I will pretend to be the customer and you will answer my questions.

Follow dialogue below (*in italics*). Point to the relevant amounts if the student seems to need direction.

Somehow it seems like I paid more than it should have. I don't have my glasses with me right now, so I hope you don't mind reading the receipt back to me so that I can check..

Now I know I bought some gum. How much was that? (RESPONSE)

And what about the toilet tissue? (RESPONSE)

Sugar? (RESPONSE)

And I got milk too. (RESPONSE)

What was the tax on that? (RESPONSE)

And the total? (RESPONSE)

Well that all adds up. I guess everything just costs more than we think, eh?

Thanks for your help.

Fine! Now before we leave this activity, you should put some vocabulary words into your personal dictionary.

Show the vocabulary list of underlined words that you have prepared.

Help the student put words into his personal dictionary. (See Skill 17.)

Okay! That's the end of this job activity!

Now give me a minute to make my notes, and then we'll see what's next.

Subskills and Resources: Skill 23**New Literacy Skill: Find and Read Totals on Cash Receipt****Learning/Practice Activities:
Tutor/Student****Skill: Read cent amounts.**

Tutor writes cent amount as decimal number in digits (e.g. .99).

Student reads number aloud as cents (e.g. “ninety-nine”).

Skill: Read dollar amounts (no cents).

Tutor writes dollar amount as whole number plus decimal (e.g. 2.00).

Student reads whole number aloud as dollars.

Skill: Read dollar and cent amount (2 ways).

Tutor writes dollar and cent amount as whole number plus decimal (e.g. 2.95).

Student reads whole number aloud (e.g. “two”).

Student reads decimal number aloud (e.g. “ninety-five”).

Student restates as dollars and cents (e.g. “two dollars and ninety-five cents”).

Skill: Read store receipts.

Tutor provides variety of cash receipts from store (or student brings in own).

Tutor reads first line item.

Student reads cost.

Literacy Tier: Money

Skill 24: Write Money in Digits

Job Setting

Babysitter: writing price tags for garage sale

Task Set

- Write price numbers in digits.
- Write money signs (dollar and cent).
- Write decimal to separate dollars and cents.

Documents

- Label (Price Tag)

Tools

- Marker
- Stickers

Tutor Preparation

- Prepare list of underlined vocabulary from script page.

Checklist

- Price numbers written correctly? _____
- Money signs written correctly? _____
- Decimal used correctly? _____

Tips

- Be sure that the student uses two digits to write cent values. For example, four dollars and two cents is \$4.02 and not \$4.2.
- Cents without dollars can be written with either a cent sign or a dollar sign.
- Some cultures use a comma rather than a decimal to separate dollars and cents. Be sensitive to the fact that this is acceptable in those cultures, but insist that the student use the decimal in this activity.
- Remember to have the student continue to practise printing numbers in words if needed.

To Retest

- Use the same job setting. Just vary the prices read out to the student.

- You have shown that you can write money in numbers. You may highlight Skill 24 in your MONEY TIER. This is a writing skill, so use an **orange** highlighter. Now go to the enrichment activities, if available.
- More practice with comparing and ordering basic numerals would be helpful. Let's look at some learning and practice activities. We will focus on (area of difficulty).

Script: Skill 24

You've shown that you can read money amounts when they are written in digits. This new activity is called "Write Money in Digits."

Here is the job setting.

I am a nanny, and you are my trainee. We are helping the children in our care get ready for a garage sale. They will be selling their old toys.

The children have told me how much each they want to charge for each of their toys. You will make the price tags using this marker and these stickers.

Show marker and stickers.

I'll tell you the prices, and you write them on the stickers.

The first item needs a sticker for seventeen cents. (RESPONSE)

Affirm a correct response. (The student may use either a dollar or a cent sign).

Help if needed.

Continue to dictate the following amounts:

- a dollar and twenty-five cents
- two dollars
- eight cents
- five dollars and ten cents
- twenty-five cents
- one dollar and forty-five cents

Fine! Now before we leave this activity, you should put some vocabulary words into your personal dictionary.

Show the vocabulary list of underlined words that you have prepared.

Help the student put words into his personal dictionary. (See Skill 17.)

Okay! That's the end of this job activity!

Now give me a minute to make my notes, and then we'll see what's next.

Subskills and Resources: Skill 24**New Literacy Skill: Write Money Amount in Digits****Learning/Practice Activities:
Tutor/Student****Skill: Write cent amounts in digits with cent sign.**

Tutor says cent amount.

Student writes number numerals.

Student writes cent sign.

Skill: Write cent amounts in digits with dollar sign.

Tutor says cent amount.

Student writes dollar sign.

Student writes decimal point.

Student writes two-digit numeral.

Skill: Write dollar amounts (no cents).

Tutor says dollar amount.

Student writes dollar sign.

Student writes numeral.

Student writes decimal point.

Student writes two zeros.

Skill: Write dollar and cent amount.

Tutor says dollar and cent amount.

Student writes dollar sign.

Student writes numeral.

Student writes decimal point.

Student writes cent amount with two digits.

Literacy Tier: Money

Skill 25: Write Money in Words

Job Setting

Cleaner: completing receipt for payment

Task Set

- Spell out first and last name from cursive writing.
- Print cash total as numeral.
- **Print cash total in words using financial format.**

Documents

- Form (Receipt Blank)

Tools

- Pen

Tutor Preparation

- Photocopy ILLUSTRATION Q: Form (Receipt blank).
- Print the date at the top of the receipt blank.
- Have ready a real receipt book to show.
- Prepare to discuss who uses receipt forms and why.
- Prepare list of underlined vocabulary from script page.

Checklist

- | | | |
|---|--------------------------|-------|
| Names spelled out correctly? | <input type="checkbox"/> | _____ |
| Cash total written correctly in digits? | <input type="checkbox"/> | _____ |
| Cash total written correctly in words? | | |
| Correct words? | <input type="checkbox"/> | _____ |
| Correct spelling of numbers? | <input type="checkbox"/> | _____ |
| Correct spelling of “dollars”? | <input type="checkbox"/> | _____ |

Tips

- The student needs to know that it is important on financial documents for writing to be clear and neat.

To Retest

- Use the same job setting. Just vary the amount of money to record.

- You have shown that you can write money in words on financial documents. You may highlight Skill 25 in your MONEY TIER. This is a writing skill, so use an **orange** highlighter. Now go to the enrichment activities, if available.
- More practice with writing money amounts on financial documents would be helpful. Let's look at some learning and practice activities. We will focus on (area of difficulty).

Script: Skill 25

Here is one more activity in your MONEY TIER. The title is “Write Money in Words.” You will be using a receipt again, but it is different from the store receipt you used earlier. A store receipt is usually printed by machine. In this activity you will fill out a receipt by hand. You will use a receipt form from a receipt book. Here is a receipt book. Have you ever used one?

Show real receipt book. (RESPONSE and DIALOGUE)

When we fill out a receipt form, we write the amount of money in digits and in words. There is a standard format that is often used. This format is also used on other financial documents too, such as cheques.

Now here is the job setting. I am a cleaner, and you are my trainee. Your client, John Brown, is paying cash for the cleaning you have done. You will fill out a receipt for him as proof of payment. You will write the amount he is paying as a digit number and in words.

Here is the receipt. You can see that I have already entered the date.

Give ILLUSTRATION Q with receipt form.

You will be writing the receipt in pen because a receipt is a financial document. Let's practise first in pencil on this piece of scrap paper.

Give pencil and scrap paper.

Start by printing John Brown's name on the “Received From” line. Would you like help with spelling his name? (RESPONSE)

If the student doesn't ask for help, let him print the name. Affirm correct printing. Correct as needed.

If the student asks for spelling help, spell out letters to him.

Two lines down, you will write the money amount. Mr. Brown paid us forty-five dollars. Write that amount in words using your pencil and scrap paper. (RESPONSE)

Affirm correct response.

Help as needed.

Now further over on that line, write the money amount again in digits. (RESPONSE)

After the word “For,” print “cleaning.” (RESPONSE)

Respond as above for printing name.

Okay, now you can copy the information from the scrap paper onto the receipt using your pen. (RESPONSE)

There are still a couple of things to fill in. You are giving a receipt for cash payment, so circle the word “Cash.” (RESPONSE)

Now finish by signing your name. (RESPONSE)

Now before we leave this activity, put some words into your personal dictionary.

Show the vocabulary list of underlined words that you have prepared.

Help the student put words into his personal dictionary. (See Skill 17.)

Okay! That's the end of this job activity!

Now give me a minute to make my notes, and then we'll see what's next.

Subskills and Resources: Skill 25**New Literacy Skill: Write Money in Words on Financial Documents****Learning/Practice Activities:
Tutor/Student****Skill: Write dollar amount (no cents) in words on financial documents.**

Tutor provides receipt form filled in with dollar amount (no cents) in words.

Student writes numeral for dollar amount.

Student draws line to right.

Student writes xx/100 at end of line.

Student writes “dollars.”

Skill: Write dollar and cent amount in words on financial documents.

Tutor provides receipt form filled in with dollar and cent amount in words.

Student writes numeral for dollar amount.

Student draws line to right.

Student writes cent amount as numeral/100.

Student writes “dollars.”

Student compares estimate to actual total as exact, overestimate, or underestimate.

**Enrichment Activities:
Tutor/Student****Skill: Write money amount in words on cheques.**

Tutor provides cheque form filled in except for money amounts and signature.

Student writes amount as numeral.

Student writes amount in words following format.

Student signs cheque.

**Enrichment Activities:
Website Interactive****Skill: Match money in words with money in numerals.****Website 5A**

Enter address: <http://www.english-zone.com/>

Click on “Money” under “Basic Skills Zone.”

Click on “Money Honey!”

Pull down menu to see digits matches to money in words.

Click on answer matches.

Click on “Check” when all matches made.

Look in boxes for feedback.

Literacy Tier: Addresses

Skill 26: Read Address Abbreviations

Job Setting

Furniture mover: reading addresses for delivery

Task Set

- **Highlight street names.**
- Read digit numbers as ordinal.
- **Read abbreviations for street, avenue, etc.**

Documents

- List (Delivery)

Tools

- Highlighter

Tutor Preparation

- Prepare list of underlined vocabulary from script page.
- Print by hand ILLUSTRATION R: List (Moving Company: Tuesday Deliveries).
- Prepare to discuss how some communities use numbers as street names and some use English words.
- Photocopy STUDENT HANDOUT 8: Address Abbreviations.

Checklist

- | | | |
|--------------------------------|--------------------------|-------|
| Street names found? | <input type="checkbox"/> | _____ |
| Digits read as ordinal number? | <input type="checkbox"/> | _____ |
| Abbreviations read correctly? | <input type="checkbox"/> | _____ |

Tips

- None

To Retest

- Reuse the job setting.

- You have shown that you can read address abbreviations. You may highlight Skill 26 in your ADDRESSES TIER. This is a reading skill, so use a **yellow** highlighter. Now go to the enrichment activities, if available.
- More practices with reading address abbreviations would be helpful. Let's look at some learning and practice activities. We will focus on (area of difficulty).

Script: Skill 26

You have completed the MONEY TIER of your Literacy Skill Ladder. Good for you! Now you will begin the ADDRESSES TIER. The first activity is called “Read Address Abbreviations.”

Here is the job setting. It is similar to one you did earlier when you were learning about ordinal numbers.

I work for a moving company and you are my trainee. You have the list of addresses for our deliveries today. You will be reading street names to me from our delivery list so that I know where we are going today in our moving van. Here is today's delivery list.

Show ILLUSTRATION R: Schedule (Moving Company: Tuesday Deliveries).

You can begin by highlighting the street names. (RESPONSE)

Give yellow highlighter.

Guide student to highlight whole street name included words/numbers and abbreviation.

Now let's look at the highlighted names.

You will notice that some streets have number names and some have English names. In your community, do the streets have mostly number names or English names? (DIALOGUE)

You will also notice that after the number or word there is an abbreviation. However, the abbreviation is not always s-t for the word “Street.” For example, let's look at the first delivery address:

Point to log entry 1 with address: 12345 – 27 Ave.

We read the abbreviation “Ave.” as “Avenue.”

Look at the other highlighted addresses. Read the abbreviations to me if you can. (RESPONSE)

Affirm correct responses.

Correct mistakes.

Help with reading if the abbreviations are unknown.

Now read all the street names to me from the beginning. I'll help you if you come to an English word that is new. (RESPONSE).

Help as needed. Check that number names are being read as ordinals.

Fine! Now before we leave this activity, you should put some vocabulary words into your personal dictionary.

Show the vocabulary list of underlined words that you have prepared.

Help the student put words into his personal dictionary. (See Skill 17.)

Good work. Now while you have your dictionary out, you can put this list of address abbreviations at the back. (RESPONSE)

Give STUDENT HANDOUT 8: Address Abbreviations.

See that it is inserted at the back of the personal dictionary.

Okay! That's the end of this job activity!

Now give me a minute to make my notes, and then we'll see what's next.

Subskills and Resources: Skill 26**New Literacy Skill: Read Address Abbreviations****Learning/Practice Activities:
Tutor/Student****Skill: Find address abbreviations.**

Tutor brings in local telephone book.

Student finds and copies different abbreviations for street words

e.g. St., Ave., Pl.

(Telephone book may not use period for abbreviations, but student should.)

Student reads abbreviation aloud with tutor's help if needed.

Literacy Tier: Addresses

Skill 27: Read Unit and Building Numbers

Job Setting

Furniture mover: reading addresses for delivery

Task Set

- **(Read unit as cardinal number.)**
- **Read building number as two different cardinal numbers.**
- Read street name in English or as ordinal.
- Read street abbreviation.

Documents

- List (Delivery)

Tools

- None

Tutor Preparation

- Print by hand ILLUSTRATION R: List (Moving Company: Tuesday Deliveries).
- Prepare list of underlined vocabulary from script page.

Checklist

- | | | |
|----------------------------|--------------------------|-------|
| Unit read aloud correctly? | <input type="checkbox"/> | _____ |
| Building number correct? | <input type="checkbox"/> | _____ |
| Street name correct? | <input type="checkbox"/> | _____ |
| Street abbreviation? | <input type="checkbox"/> | _____ |

Tips

- None

To Retest

- Reuse original job setting, but invent new addresses.

- You have shown that you can read unit and building numbers. You may highlight Skill 27 in the ADDRESSES TIER. This is a reading skill, so use a **yellow** highlighter. Now go to the enrichment activities, if available.
- More practice with reading unit and building numbers would be helpful. Let's look at some learning and practice activities. We will focus on (area of difficulty).

Script: Skill 27

You are comfortable reading street names and address abbreviations. We still need to check that you know how to read unit and building names. The name of this activity is “Read Unit and Building Names.” Both unit and building names are read as cardinal numbers. The unit name is for an apartment or suite. The building name is the number given to the house or business building.

Here is the job setting for this activity. It's the same as the last one, so we will start right away by looking at today's delivery list for our moving company.

Show ILLUSTRATION R with Tuesday delivery list.

I'll read the address for our first delivery aloud and then you will take over.

Point to the first entry: (8, 6934-27 St.), and say,

“Our first address is number eight, sixty-nine thirty-four twenty-seventh street.”

Notice that it's easy to read the unit number. We just say “number 8.”

It's a little harder to read the building number. We usually break it into two parts. The last two digits are read as one cardinal number and the digits before them are read as another cardinal number.

Draw a line between 69 and 34 in the building number. Discuss as needed.

Now it's your turn to read each address. I'll help you with any English street names that are new. (RESPONSE)

Affirm correct readings.

Correct where needed.

Fine! Now before we leave this activity, you should put some vocabulary words into your personal dictionary.

Show the vocabulary list of underlined words that you have prepared.

Help the student put words into his personal dictionary. (See Skill 17.)

Okay! That's the end of this job activity!

Now give me a minute to make my notes, and then we'll see what's next.

Subskills and Resources: Skill 27

New Literacy Skill: Read Unit and Building Numbers**Learning/Practice Activities:
Tutor/Student****Skill: Read building numbers and named streets.**

Tutor writes building numbers in digit notation with named Streets,
e.g., 10237 Main St., 4402 Maple Ave.

Student checks pronunciation of street name with tutor if needed.

Student reads house number as digit code (using “oh” for 0),
e.g., “one oh two three seven.”

Student says name of street.

Skill: Read building numbers and streets in digit notation.

Tutor writes house numbers and ordinal streets,
e.g., 10237 71 Ave.

Student reads house number as digit code (using “oh” for 0),
e.g. “one oh two three seven”

Student reads street digits as ordinal number
e.g., “seventy-first.”

Student reads abbreviation as full word,
e.g., “Avenue.”

Skill: Read unit numbers, building numbers and streets (both named and in digit notation).

Tutor writes addresses that include apartment or suite number,
e.g., 202-10237 Park Lane or 202-10237 36 Ave.

Student reads unit number as “number” plus digit sequence,
e.g., “number two oh two.”

Student reads house number as digit code (using “oh” for 0),
e.g., “one oh two three seven.”

Student reads street name,
e.g., “Park Lane.”

or

Student reads street digits as ordinal number or name,
e.g., “seventy-first.”

Student reads abbreviation as full word,
e.g., “Avenue.”

Student reads abbreviation as full word,
e.g. “Avenue.”

Literacy Tier: Addresses

Skill 28: Write Addresses

Job Setting

Furniture mover: recording addresses for delivery

Task Set

- Write unit symbol if needed.
- Write building number as digit code.
- Write dash after building number if needed.
- Write street name in words or digits.
- Write street abbreviation.
- Read addresses aloud.

Documents

- List (Delivery)

Tools

- Lined paper
- Pencil with eraser

Tutor Preparation

- Prepare list of underlined vocabulary from script page.

Checklist

Addresses written correctly?

Correct symbols? _____

Correct digit numbers? _____

Words spelled correctly? _____

Abbreviations spelled correctly? _____

Correct use of capitals? _____

Good penmanship? _____

Addresses read correctly? _____

Tips

- None

To Retest

- Reuse job setting.

- You have shown that you can write addresses. You may highlight Skill 23 in your ADDRESSES TIER. This is a writing skill, so use an orange highlighter. Now go to the enrichment activities, if available.
- More practice with writing addresses would be helpful. Let's look at some learning and practice activities. We will focus on (area of difficulty).

Script: Skill 28

This is the last activity in the ADDRESSES TIER. The title this time is “Write Addresses.”

We will use our moving company job setting one more time. Our supervisor has just telephoned to tell us where to deliver today. You will list the addresses on this piece of paper as I read them to you.

Give pencil and paper.

If you need to know how to spell any of the abbreviations, you can look them up in your personal dictionary.

Okay. So the first load goes to one eleven sixteen fourth avenue. Write it down. (RESPONSE)

Affirm correct response.

Correct where needed.

Direct student to look up the abbreviation for “Avenue” in his dictionary list rather than giving it to him.

And the second load goes one twenty-nine Spring Street East. Put it down.

Respond as above.

Spell “Spring” if needed.

And our last load of the day will go to suite number 4, one ten twenty-three Main Street. Put it on the list. (RESPONSE)

Respond as above.

Okay, just to be sure we got them right, read those three addresses back to me one at a time. (RESPONSE)

Fine! Now before we leave this activity, you should put some vocabulary words into your personal dictionary.

Show the vocabulary list of underlined words that you have prepared.

Help the student put words into his personal dictionary. (See Skill 17.)

Okay! That's the end of this job activity!

Now give me a minute to make my notes, and then we'll see what's next.

Subskills and Resources: Skill 28**New Literacy Skill: Write Addresses in Digit Notation Abbreviations****Learning/Practice Activities:
Tutor/Student****Skill: Write address abbreviations.**

Tutor tells the student to get out STUDENT HANDOUT 8: Address Abbreviations.
Student follows instructions on handout.

Skill: Write building numbers and named streets.

Tutor says building numbers and named streets.
For example, 10237 Main St. is read as “one oh two three seven Main Street.”
Student writes building number as digit code
Student prints name of street alone or as dictated by tutor, beginning with capital.
Student prints abbreviation for street, avenue, etc.

Skill: Write building numbers and ordinal streets.

Tutor says building numbers and ordinal streets.
For example, 10237-42 St. is read as “one oh two three seven, forty-second street.”
Student writes building number as digit code.
Student prints ordinal street in digits.
Student prints abbreviation for street, avenue, etc.

Skill: Write unit numbers, building numbers, and streets (both named and ordinal).

Tutor says addresses that include apartment or suite number,
e.g., 202-10237 Park Lane or 202-10237 36 Ave.
Student writes unit number as digit code.
Student writes house number as digit code.
Student prints named street alone or with tutor's help,
or
Student prints ordinal street in digits.
Student prints abbreviation for street, avenue, etc.

Literacy Tier: Time

Skill 29: Read and Write Time of Day

Job Setting

Sewing machine operator: signing in and out on timesheet

Task Set

- Write digital times from heard time.
- Read times from timesheet entries.

Documents

- Schedule (Timesheet)

Tools

- Pencil with eraser

Tutor Preparation

- Prepare to discuss when you have used a timesheet.
- Photocopy ILLUSTRATION S: Schedule (Timesheet for this week).
- Print three first names in the employee column for each day of the week (grey-shaded boxes). Two of the names should be your own and your student's names. Make up the third.
- Photocopy ILLUSTRATION T (Timesheet for last week).
- Prepare list of underlined vocabulary from script page.

Checklist

Digital time written correctly

- | | | |
|-----------------------------|--------------------------|-------|
| Correct numbers? | <input type="checkbox"/> | _____ |
| Two digits for minutes? | <input type="checkbox"/> | _____ |
| AM and PM used? | <input type="checkbox"/> | _____ |
| Times read correctly aloud? | <input type="checkbox"/> | _____ |

Tips

- Your student may be familiar with other ways of signing in at work such as punching a time card. Take time to discuss all variations.

To Retest

- Reuse job setting. Vary times and clock setting.

You have shown that you can read and write time of day. You may highlight Skill 29 in your TIME TIER. This is both a reading and a writing skill, so highlight **half yellow and half orange**. Now go to the enrichment activities, if available.

More practice with reading and writing time of day would be helpful. Let's look at some learning and practice activities. We will focus on (area of difficulty).

Script: Skill 29

You have finished the ADDRESSES TIER of Job Literacy. Your skill set is really growing! With this activity you begin the TIME TIER.

You will read and write digit numbers again in this activity. Now the numbers will be showing times of day. You will be entering times on a timesheet at work. Have you ever had to sign in and out on a timesheet? (DIALOGUE)

The title of this activity is “Read and Write Time of Day.”

Here is the job setting.

I am a sewing machine operator, and you are my trainee. When we come to work, we record the time on our timesheet. We do the same thing when we leave. There are different shifts at our shop, so we must write a.m. or p.m. after the time numerals.

Here is this week’s timesheet for our crew.

Show ILLUSTRATION S with timesheet for this week.

It is Monday morning and we are the first people in the door. It’s seven oh five. Go ahead and sign in.

Let the student sign in independently if he is able.

Then “sign in” yourself. Remember to add a.m.

Compare your notation with the student's. Discuss any differences.

If the student is unable to sign in, sign in yourself first. Then have him copy.

Now it is 3:30 and time to go home. Sign out and I'll follow. (RESPONSE)

Respond as above.

Okay. Now before we go, I want to get together with Martha from the cutting department for lunch this week. Can you look on last week's timesheet and see when she usually has lunch? (RESPONSE)

Show ILLUSTRATION T with the cutting department timesheet.

Help with location if needed.

Affirm correct answer, or modify if incorrect.

Fine! Now before we leave this activity, you should put some vocabulary words into your personal dictionary.

Show the vocabulary list of underlined words that you have prepared.

Help the student put words into his personal dictionary. (See Skill 17.)

Okay! That's the end of this job activity!

Now give me a minute to make my notes, and then we'll see what's next.

Subskills and Resources: Skill 29**New Literacy Skill: Read and Write Time of Day****Learning/Practice Activities:
Tutor/Student****Skill: Write digital time in hours and minutes.**

Tutor says digital time without a.m. or p.m.

e.g. “It’s four oh five.”

Student writes the hour as digit.

Student writes colon.

Student writes the minutes as two digits.

Skill: Write a.m. or p.m.

Tutor says digital time plus “in the morning” or “in the afternoon/evening; at night.”

For example, “It’s four oh five in the morning,” or “It’s four oh five in the afternoon.”

Student writes the hour as digit.

Student writes colon.

Student writes the minutes as two digits.

Student writes a.m. or p.m. as suitable.

**Learning/Practice Activities:
Website Interactive****Skill: Match digital and standard times both seen and heard.****Website 3B**

Enter address: <http://www.dfes.gov.uk/>

Type words “embedded learning portal” in Search box.

Click on “Search.”

Click on “Embedded Learning Portal, Department of Education and Skills.”

Click on “Interactive Learning.”

Click on “Search” (should be set to “all subjects” and “all skill levels”).

Scroll down to bottom of page.

Click on “4” in bottom line (page 4).

Click on “Reading Times: Launch e-learning.”

Follow audio instructions.

Skill: Match digital and standard times both seen and heard.**Website 3C**

Enter address: <http://www.dfes.gov.uk/>

Type words “embedded learning portal” in Search box.

Click on “Search.”

Click on “Embedded Learning Portal, Department of Education and Skills.”

Click on “Interactive Learning.”

Click on “Search” (should be set to “all subjects” and “all skill levels”).

Scroll down to bottom of page.

Click on “4” in bottom line (page 4).

Click on “Recording a.m. & p.m. Times: Launch e-learning.”

Follow audio instructions.

Skill: Match digital and standard times both seen and heard.

Website 3D

Enter address: <http://www.dfes.gov.uk/>

Type words “embedded learning portal” in Search box.

Click on “Search.”

Click on “Embedded Learning Portal, Department of Education and Skills.”

Click on “Interactive Learning.”

Click on “Search” (should be set to “all subjects” and “all skill levels”).

Scroll down to bottom of page.

Click on “4” in bottom line (page 4).

Click on “Understand Times: Launch e-learning.”

Follow audio instructions.

Click and stick as directed.

Literacy Tier: Time

Skill 30: Read 24-Hour Time

Job Setting

Nanny: reading 24-hour time from receipt

Task Set

- **Find time on receipt.**
- Read 24-hour time as is.
- **Translate 24-hour time to 12-hour time.**

Documents

- Form (Convenience Store Receipt)

Tools

- None

Tutor Preparation

- Photocopy ILLUSTRATION U: Form (Convenience Store Receipt).
- Prepare list of underlined vocabulary from script page.

Checklist

- | | | |
|----------------------------------|--------------------------|-------|
| Time found on receipt? | <input type="checkbox"/> | _____ |
| Time read correctly in 24-hours? | <input type="checkbox"/> | _____ |
| Time read correctly in 12-hours? | <input type="checkbox"/> | _____ |

Tips

- None

To Retest

- Use real store receipt to reuse original job setting.

- You have shown that you can read 24-hour time. You may highlight Skill 30 in your TIME TIER. This is a reading skill, so use your **yellow** highlighter. Now go to the enrichment activities if available.
- More practice with reading 24-hour time would be helpful. Let's look at some learning and practice activities. We will focus on (area of difficulty).

Script: Skill 30

You have shown that you can read the time of day. We usually use only the numbers 1 to 12 to talk about time of day. However, sometimes businesses find it good to use the numbers 1 to 24. They use a twenty-four hour clock. This means they don't have to use the letters a.m. or p.m. when they tell the time. Let's talk about some times when you have had to use 24-hour time. (DIALOGUE)

Time is often given on store receipts in twenty-four hour time. In today's activity you will read twenty-four hour time on a receipt. The title is "Reading 24-Hour Time."

Here is the job setting.

I am a nanny, and you are my trainee. You have been shopping with the children and just bought a few things at the store. You have forgotten your watch, but need to know the time. You realize that you can find the time by reading the receipt you were just given for your purchases.

Here is the receipt. Can you find the time on it? (RESPONSE)

Show ILLUSTRATION U: Form (Convenience Store Receipt).
Help with location of the time (look for colon) if needed.

What time does it say? (RESPONSE)

Affirm a 24-hour reading.
Then ask for a "translation" to 12-hour time using a.m. or p.m.
Affirm a correct translation.
If the student can't translate the time, demonstrate how to do so.

Fine! Now before we leave this activity, you should put some vocabulary words into your personal dictionary.

Show the vocabulary list of underlined words that you have prepared.
Help the student put words into his personal dictionary. (See Skill 17.)

Okay! That's the end of this job activity!

Now give me a minute to make my notes, and then we'll see what's next.

Subskills and Resources: Skill 30**New Literacy Skill: Read 24-Hour Time****Learning/Practice Activities:
Tutor/Student****Skill: Read 12:00 and 24:00 in twenty-four hour time.****Tutor writes 12:00.**

Student says “twelve noon.”

Tutor writes 24:00.

Student says “twelve midnight.”

Skill: Tell if twenty-four hour time is a.m. or p.m.

Tutor writes 24-hour time (e.g. 3:05).

Student looks at hour numeral.

Student says “a.m.” time if hour numeral is less than 1 to 11.

Student says “p.m.” if hour numerals is 12 to 24.

Skill: Read 12:01 to 12:59 in twenty-four hour time.

Tutor writes time (12:01 to 12:59).

Student reads numerals and adds p.m.

Skill: Convert hours 13 to 24 to 12-hour time.

Tutor writes hour (13 to 24).

Student counts from 12 to hour given, putting down fingers.

Student “reads” number of fingers down as hour and adds p.m.

**Learning/Practice Activities:
Website Interactive****Skill: Read 24-hour time (seconds added); sort times into a.m. and p.m.****Website 10A**Enter address: <http://www.teachers.ash.org.au/jeather/>

Click on “Jenny Eather's Web Graphics.”

Click on “A Maths Dictionary for Kids.”

Click on “Enter Here.”

Click on “T.”

Click on “twenty-four hour time.”

Click on “Practice.”

Drag times to a.m. or p.m. box.

Ask tutor for feedback.

Learning/Practice Activities: Website Printable

Skill: Read 24-hour time as 12-hour time on a timetable.

Website 2A

Enter address: <http://www.bbc.co.uk/>

Type word "Skillswise" in search box at top right-hand corner.

Click on "Skillswise Homepage."

Click on "Tutor Center: Skillswise Material A–Z."

Click on "Time – Using Timetables."

Click on "Worksheet 1: Reading a Timetable."

Print "Worksheet 1."

Click on "Worksheet 1 Timetable."

Print "Worksheet 1 Timetable."

Enrichment Activities: Website Printable

Skill: Plan journey using a 24-hour schedule.

Website 2B

Enter address: <http://bbc.co.uk/>

Type word "Skillswise" in search box at top right.

Click on "Tutor Center: Skillswise Material A–Z."

Click on "Time - Using Timetables."

Click on "Worksheet 2: Planning a Simple Journey."

Print "Worksheet 2."

Click on "Worksheet 2 Timetable."

Print "Worksheet 2 Timetable."

Enrichment Activities: Website Interactive

Skill: Add and subtract time using twenty-four hour clock to calculate time in different time zones.

Website 10B

Enter address: <http://www.teachers.ash.org.au/heather/>

Click on "Jenny Eather's Web Graphics."

Click on "A Maths Dictionary for Kids."

Click on "Enter Here."

Click on "T."

Click on "time around the world."

Move mouse over a specific time zone.

Read time on lower right to see time in that zone by 24-hour clock.

Literacy Tier: Time

Skill 31: Read and Write Amounts of Time

Job Setting

Kitchen helper: reading and writing recipe times

Task Set

- Read cooking time in abbreviation from recipe.
- Write time in abbreviation in note.

Documents

- Instructions (Recipe)
- Note (to co-worker)

Tools

- Pencil with eraser

Tutor Preparation

- Photocopy ILLUSTRATION V: Instructions (Recipe).
- Photocopy ILLUSTRATION W (Note to Frank).
- Prepare list of underlined vocabulary from script page.

Checklist

Time read aloud correctly from recipe?

- Time found? _____
- Numbers read correctly? _____
- Units read correctly? _____

Time written correctly in note?

- Correct numbers? _____
- Correct abbreviations? _____

Tips

- None

To Retest

- Reuse original job setting. Choose a real recipe. Prepare new note to Frank to match.

You have shown that you can read and write amounts of time. You may highlight Skill 31 in your TIME TIER. This is both a reading and a writing skill, so highlight **half yellow and half orange**. Now go to the enrichment activities, if available.

More practice with reading and writing amounts of time s would be helpful. Let's look at some learning and practice activities. We will focus on (area of difficulty).

Script: Skill 31

We will continue to work with time in this activity. The title is “Read and Write Amounts of Time.” Often we have to talk about how much time has passed or will pass. Sometimes we use words such as years, months, weeks, or days. Sometimes we talk about hours or minutes. Sometimes we talk about seconds, which are very short amounts of time indeed.

In this activity, you use the words “hours” and “minutes” to tell and write amounts of time. You will use short forms, or abbreviations, for these time words.

Here is the job setting.

I work in the kitchen of a bake shop, and you are my trainee. Frank, the baker, has been called away suddenly, and left some loaves of fruit bread ready to go into the oven. It's up to us to bake them. You will check the recipe to see how long they should bake in the oven. Here is the recipe:

Show ILLUSTRATION V: Instructions (Recipe).

We need to know the recommended cooking time. Can you find that information in the recipe? (RESPONSE)

Affirm a right answer.

Correct wrong reading.

If the student can't find the time, tell him to look for numerals. Discuss with him which numerals are followed by time units and which signify other amounts (measurements, etc.).

Okay. That's fine. Now, we should probably bake up the oatmeal cookies too as I see Frank has left the cookie dough in the refrigerator. I don't think we have a recipe for those, but I think the recommended cooking time is eight to ten minutes. Let's go ahead and bake them for that amount of time. We can leave Frank a note telling him what we've done. I've already got most of the note written. Here it is.

Show ILLUSTRATION W with note to Frank.

Read together.

On the note, you can fill in the amount of recommended baking time for the cookies. Remember to use the abbreviations. (RESPONSE)

If the student has trouble, suggest he copy the time directly from the recipe.

Fine! Now before we leave this activity, you should put some vocabulary words into your personal dictionary.

Show the vocabulary list of underlined words that you have prepared.

Help the student put words into his personal dictionary. (See Skill 17.)

Okay! That's the end of this job activity!

Now give me a minute to make my notes, and then we'll see what's next.

Subskills and Resources: Skill 31**New Literacy Skill: Read and Write Amounts of Time in Abbreviations
(Hours and Minutes)****Learning/Practice Activities:
Tutor/Student****Skill: Read amount of time in hours and minutes (abbreviated).**

Tutor writes time amounts in hours and minutes,

e.g., 2hr. 10 min.

Student reads orally.

Skill: Copy amount of time in hours and minutes (abbreviated).

Tutor writes time amounts in hours and minutes,

e.g., 2hr. 10 min.

Student copies.

Skill: Write amount of time in hours and minutes (abbreviated) from time heard.

Tutor reads out time amounts in hours and minutes,

e.g., “two hours and ten minutes.”

Student writes time amount in abbreviations.

Literacy Tier: Time

Skill 32: Read Dates in Digits

Job Setting

Visiting homemaker: checking expiry date on medication label

Task Set

- Find expiry date on label.
- Read month name.
- Read date as ordinal number.
- Read year as 4-digit number.
- Decide whether medicine has expired.

Documents

- Label (Expiry Date)

Tools

- None

Tutor Preparation

- Bring medication container showing expiry date in numerals only.
- Prepare list of underlined vocabulary from script page.

Checklist

- Expiry date located? _____
- Date read correctly? _____
- Correct decision about expiry? _____

Tips

- Different formats are used for expiry dates. Some use a combination of word abbreviations and numerals. Select a medication label that uses numerals only for this activity.
- Dates in digits are sometimes “day, month, year” and sometimes “month, day, year.” Your student may need help inferring the order that is used on the label. You can point out that if numbers higher than 12 are used first, you know that the listing is “day, month, year.”

To Retest

- Reuse the job setting with a different medicine.

- You have shown that you can read dates in digits. You may highlight Skill 32 in your TIME TIER. This is a reading skill, so use your **yellow** highlighter. Now go to the computer enrichment activities, if available.
- More practice with reading dates in digits would be helpful. Let's look at some learning and practice activities. We will focus on (area of difficulty).

Script: Skill 32

In this activity, you will read an expiry date. We find expiry dates on some products that we buy in the store. The expiry dates tell us the day, month, and year when a product will be too old. Let's think about some products that have expiry dates. (DIALOGUE)

Expiry dates are often written in digits rather than words. In this activity, the expiry date will be in digits only.

Here is the job setting.

I am a visiting homemaker, and you are my trainee. We are checking the medications in our client's medicine cabinet to see if any are outdated. Harriet, our client, is very elderly and can't see well enough to do this for herself. We are going to check the expiry date on one of the medications for her.

Here is the medication.

Show medication. Discuss what it is.

Like all medications, this one is labelled clearly with the expiry date.

Can you find the expiry date on the medication? (RESPONSE).

Affirm a correct response.

If the student is incorrect, or can't find the date, direct him to look for digits showing the day, month, and year. Help further if needed.

Now tell me the day, month and year when this medication will expire. (RESPONSE)

Affirm a correct response.

If the student is incorrect, or doesn't know the answer, tell him the answer and briefly explain how you got it.

Now that we know the expiry date, let's see if it is too old already and needs to be thrown out. What do you think? (RESPONSE)

Affirm a correct response.

If the student is incorrect, or doesn't know the answer, help him compare to the current date.

Fine! Now before we leave this activity, you should put some vocabulary words into your personal dictionary.

Show the vocabulary list of underlined words that you have prepared.

Help the student put words into his personal dictionary. (See Skill 17.)

Okay! That's the end of this job activity!

Now give me a minute to make my notes, and then we'll see what's next.

Subskills and Resources: Skill 32**New Literacy Skill: Read Dates in Digits dd/mm/yy****Learning/Practice Activities:
Tutor/Student****Skill: Identify parts of format.**

Tutor writes list of dates in digits (day, month, year format),
e.g., 19/09/64.

Tutor gives direction to highlight day, month, or year in each one.

Student highlights correct party.

Skill: Say months of year in order.

Tutor drills student in year sequence repetition.

Skill: Read month from digits.

Tutor writes list of months in digits.

e.g. 06

11

02

Student puts down number of fingers to match digits.

Student says month sequence starting in January while putting down one finger at a time.

Skill: Read day as ordinal number.

Tutor writes list of days and months in digits,

e.g., 06/09.

Student says name of month.

Student says day as ordinal,

e.g., “September sixth” or “the sixth of September.”

Skill: Read year written in four digits.

Tutor writes year as four-digit number,

e.g., 1952.

Student reads first two digits as number,

e.g., “nineteen.”

Student reads second two digits as number,

e.g., “fifty-two.”

Skill: Read day, month, and year in two digits.

Tutor writes day, month, and year in digits,

e.g., 19/09/52.

Student says name of month.

Student says day as ordinal.

Student says year as if written in four digits.

Literacy Tier: Time

Skill 33: Write Dates in Digits

Job Setting

Cleaner: writing date on receipt form

Task Set

- Find date line on receipt form.
- Write date in numbers (dd/mm/yy or mm/dd/yy).

Documents

- Form (Receipt Blank)

Tools

- Pencil with eraser

Tutor Preparation

- Photocopy ILLUSTRATION Q: Form (Receipt Blank).
- Complete a receipt to match the job setting leaving only the date empty.
- Prepare to discuss when you use a receipt book.
- Prepare list of underlined vocabulary from script page.

Checklist

- | | | |
|-------------------------|--------------------------|-------|
| Correct line located? | <input type="checkbox"/> | _____ |
| Date written correctly? | | |
| Correct numbers? | <input type="checkbox"/> | _____ |
| Correct d/m/y format? | <input type="checkbox"/> | _____ |

Tips

- The most common order is day, month, year. However it is also possible to put the month before the day. Watch to see that the student uses two digits to write the day and month.

To Retest

- Reuse the job setting. Just vary the date of the receipt.

- You have shown that you can write dates in digits. You may highlight Skill 33 in your TIME TIER. This is a writing skill, so use your **orange** highlighter. Now go to the enrichment activities, if available.
- More practice with writing dates in numbers would be helpful. Let's look at some learning and practice activities. We will focus on (area of difficulty).

Script: Skill 33

You will continue working with dates in this next activity. The title is “Write Dates in Digits.”

Here is the job setting. It is similar to one you did before. Again I am a cleaner, and you are my trainee. A client has paid us by cheque for cleaning and you are writing a receipt for her.

Show ILLUSTRATION Q with receipt blank.

You will be filling in the whole receipt by yourself this time. Before you do it in pen, you should practise with pencil first.

Give pencil with eraser and paper.

You will be writing today's date. Show me how that will look in digits. (RESPONSE)

Affirm a correct response.

Help as needed.

Our client's name is Mary Brown. Can you print that yourself, or would you like me to spell it out for you? (RESPONSE)

Help as needed to get the right response.

Mary lives in 202 11124-61 St. Let me repeat that for you as you practise writing it. (RESPONSE)

Help as needed to get the right response.

Now, Mary's payment today is \$25. Write the amount in words and in digits. You have practised both these skills before. (RESPONSE)

Help as needed to get the right response. Use financial money format.

Beside the word “For,” you will print “cleaning.” Can you print that yourself, or would you like me to spell it for you? (RESPONSE)

Help as needed to get the right response

Okay. Now copy all that information in pen onto the receipt form. (RESPONSE)

Help as needed to get the right response.

Mary paid by cheque, so circle “cheque” on the receipt. (RESPONSE)

And finally, sign your name. (RESPONSE)

Fine! Now before we leave this activity, you should put some vocabulary words into your personal dictionary.

Show the vocabulary list of underlined words that you have prepared.

Help the student put words into his personal dictionary. (See Skill 17.)

Okay! That's the end of this job activity!

Now give me a minute to make my notes, and then we'll see what's next.

Subskills and Resources: Skill 33**New Literacy Skill: Write Dates in Digits dd/mm/yy****Learning/Practice Activities:
Tutor/Student****Skill: Write month in digits.**

Tutor says month,
e.g., “September.”

Student says month sequence starting in January while putting down one finger at a time.

Student counts fingers down,

e.g., nine.

Student writes number as two digits,

e.g., 09.

Skill: Write day in digits

Tutor says month name and day as ordinal,
e.g., “September sixth.”

Student writes day as two-digit number followed by slash,

e.g., 06/.

Student writes month as two-digit number followed by slash,

e.g., 06/09.

Skill: Write day, month, year in digits.

Tutor says month name, day as ordinal, and full year,
e.g., September sixth, nineteen fifty-two.

Student writes day as two-digit number followed by slash.

Student writes month as two-digit number followed by slash.

Student writes last number set of year heard in two digits,

e.g., 52.

Literacy Tier: Time

Skill 34: Write Months in Words

Job Setting

Daycare worker: preparing birthday signs

Task Set

- **Print months in words.**

Documents

- Sign (Birthdays This Month)

Tools

- Lined paper
- Pencil with eraser

Tutor Preparation

- Photocopy ILLUSTRATION X: Sign (Birthdays This Month).
- Prepare list of underlined vocabulary from script page.
- Photocopy STUDENT HANDOUT 9: Months in Words.

Checklist

- | | | |
|-----------------------------|--------------------------|-------|
| All twelve months recorded? | <input type="checkbox"/> | _____ |
| Months written correctly? | | |
| Correct letters? | <input type="checkbox"/> | _____ |
| Capitals used? | <input type="checkbox"/> | _____ |
| Printing of good quality? | <input type="checkbox"/> | _____ |

Tips

- If this task is not done well, it is certainly worth taking time on practice activities. However, if after several practice activities, there seems to be a spelling “block,” do not get stuck on this activity forever. Just make sure the student been given a copy of STUDENT HANDOUT 9 to put at the back of his personal dictionary.

To Retest

- Reuse the job setting.

- You have shown that you can write months in words. You may highlight Skill 34 in your TIME TIER. This is a writing skill, so use your **orange** highlighter. Now go to the enrichment activities, if available.
- More practice with writing months in words would be helpful. Let's look at some learning and practice activities. We will focus on (area of difficulty).

Script: Skill 34

This activity gives you more practice writing dates. This time you will write months in words.

Here is the job setting.

I am a daycare worker, and you are my trainee. You are preparing birthday signs to go on the wall. Birthday signs are an important part of the daycare decoration! You will make twelve signs, one for each month of the year. Here is the sign for January.

Show ILLUSTRATION X: Sign (Birthdays This Month).

Notice that the word “January” has a capital “J” because it is the name of the month. All the month names start with a capital letter.

You will be printing the names of each of the other 11 months on 11 different signs. You will be doing this in marker later. Before you do the names in marker, you are going to practise with pencil and paper.

Give pencil with eraser and paper.

It will help if you know the names of the 12 months of the year in order. Can you say them to me? (RESPONSE)

Affirm a correct response.

If the student finishes the sequence but has made errors, point them out at the end.

If the student doesn't know the sequence, say it for him.

Now do you think you can write those twelve months in a list? (RESPONSE)

If the student proceeds independently, let him make his list. When he is done, affirm correct entries and correct where needed.

If the student does not know how to write the month words, spell them out to him.

Fine! Now before we leave this activity, you should put some vocabulary words into your personal dictionary.

Show the vocabulary list of underlined words that you have prepared.

Help the student put words into his personal dictionary. (See Skill 17.)

Good work. Now while you have your dictionary out you can put this list of months at the back.

Give STUDENT HANDOUT 9: Months in Words.

See that it is inserted at the back of the personal dictionary.

Okay! That's the end of this job activity!

Now give me a minute to make my notes, and then we'll see what's next.

Subskills and Resources: Skill 34**New Literacy Skill: Write Months in Words****Learning/Practice Activities:
Tutor/Student****Skill: Print months in words.**

Tutor tells the student to get out STUDENT HANDOUT 9: Months in Words.
Student follows the instructions on handout.

**Learning/Practice Activities:
Website Printable****Skill: Print months in words.****Website 7U**

Enter address: <http://www.handwritingforkids.com/>

Click on "Enter."

Click on "Manuscript."

Click on "Words: Category: Month of the Year."

Click on individual month.

Print worksheet.

Skill: Read months in words in cursive.**Website 7V**

Enter address: <http://www.handwritingforkids.com/>

Click on "Enter."

Click on "Cursive."

Click on "Words: Category: Month of the Year."

Click on individual month.

Print worksheet as study guide.

**Enrichment Activities:
Website Printable****Skill: Write months in words in cursive.****Website 7V**

Enter address: <http://www.handwritingforkids.com/>

Click on "Enter."

Click on "Cursive."

Click on "Words: Category: Month of the Year."

Click on individual month.

Print worksheet to fill in.

Skill: Work with ordinal number of months.**Website 8M**

Enter address: <http://www.schoolexpress.com/>

Click on “9,000+ Free Worksheets.”

Click on “Miscellaneous.”

Click on “Calendar.”

Click on “Months No. 02.”

Print worksheet.

Skill: Work with number of days in months.**Website 8N**

Enter address: <http://www.schoolexpress.com/>

Click on “9,000+ Free Worksheets.”

Click on “Miscellaneous.”

Click on “Calendar.”

Click on “Months No. 03.”

Print worksheet.

Skill: Group months into seasons.**Website 8O**

Enter address: <http://www.schoolexpress.com/>

Click on “9,000+ Free Worksheets.”

Click on “Miscellaneous.”

Click on “Calendar.”

Click on “Months No. 04.”

Print worksheet.

Literacy Tier: Time

Skill 35: Write Months in Abbreviations

Job Setting

Daycare worker: preparing birthday signs

Task Set

- Write months in abbreviations.

Documents

- Sign (January Birthdays)

Tools

- Pencil with eraser
- Lined paper

Tutor Preparation

- Photocopy ILLUSTRATION Y: Sign (January Birthdays).
- Prepare list of underlined vocabulary from script page.
- Photocopy STUDENT HANDOUT 10: Months in Abbreviations.

Checklist

- | | | |
|----------------------------------|--------------------------|-------|
| All twelve months recorded? | <input type="checkbox"/> | _____ |
| Abbreviations written correctly? | | |
| Correct letters? | <input type="checkbox"/> | _____ |
| Capitals used? | <input type="checkbox"/> | _____ |
| Periods used? | <input type="checkbox"/> | _____ |
| Printing of good quality? | <input type="checkbox"/> | _____ |

Tips

- If this task is not done well, it is certainly worth taking time on practice activities. However, if after several practice activities, there seems to be a spelling “block,” do not get stuck on this activity forever. Just make sure the student been given a copy of STUDENT HANDOUT 10 to put at the back of his personal dictionary.

To Retest

- Reuse the job setting.

- You have shown that you can write months in abbreviations. You may highlight Skill 35 in your TIME TIER. This is a writing skill, so use your **orange** highlighter. Now go to the enrichment activities, if available.
- More practice with writing months in words would be helpful. Let's look at some learning and practice activities. We will focus on (area of difficulty).

Script: Skill 35

This activity is called “Write Months in Abbreviations.”

Here is the job setting.

Again, I am a daycare worker, and you are my trainee. You are still preparing 12 birthday signs to go on the wall. You have all the names of the months on the signs. Now you will be printing the children's names and birthdates on each sign. There isn't much room for this information, so you will be using the abbreviation for the month. Here is the January birthday sign as an example.

Show ILLUSTRATION Y with January Birthdays.

Notice that the abbreviation for January has a capital “J” just as the full word “January.” All the month abbreviations start with a capital letter.

Before you start making the lists for the other months, let's make sure that you can print the abbreviations of all the months. You may do them in pencil on this lined paper.

Give pencil with eraser.

Give lined paper.

Do you think you will be able to do this job? (RESPONSE)

If the student proceeds independently, let him make his list. Then affirm correct entries and correct where needed.

If the student does not know how to write the month abbreviations, spell them out to him.

Fine! Now before we leave this activity, you should put some vocabulary words into your personal dictionary.

Show the vocabulary list of underlined words that you have prepared.

Help the student put words into his personal dictionary. (See Skill 17.)

Good work. Now while you have your dictionary out, you can put this list of month abbreviations at the back.

Give STUDENT HANDOUT 10: Month Abbreviations.

See that it is inserted at the back of the personal dictionary.

Okay! That's the end of this job activity.

Now give me a few minutes to make my notes, and then we'll see what's next.

Subskills and Resources: Skill 35

New Literacy Skill: Write Months in Abbreviations

**Learning/Practice Activities:
Tutor/Student**

Skill: Print months in words.

Tutor tells the student to get out STUDENT HANDOUT 10: Months in abbreviations.
Student follows instructions on the handout.

Literacy Tier: Time

Skill 36: Write Days of the Week in Words

Job Setting

Daycare worker: preparing birthday signs

Task Set

- Print days of week in order with proper spelling of full words.

Documents

- Sign (January Birthdays: Days)

Tools

- Pencil with eraser
- Lined paper

Tutor Preparation

- Photocopy ILLUSTRATION Z: Sign (January Birthdays: Days).
- Prepare list of underlined vocabulary from script page.
- Photocopy STUDENT HANDOUT 11: Days of the Week in Words.

Checklist

- Days spelled correctly? _____
- Days in correct order? _____

Tips

- If this task is not done well, it is certainly worth taking time on practice activities. However, if after several practice activities there seems to be a spelling “block,” do not get stuck on this activity. Just make sure the student has been given a copy of STUDENT HANDOUT 11 to put at the back of his personal dictionary.

To Retest

- Reuse the job setting.

- You have shown that you can write days of the week in words. You may highlight Skill 36 in your TIME TIER. This is a writing skill, so use your **orange** highlighter. Now go to the enrichment activities, if available.
- More practice with writing months in words would be helpful. Let's look at some learning and practice activities. We will focus on (area of difficulty).

Script: Skill 36

This activity is called “Write Days of the Week in Words.”

Here is the job setting.

Again, I am a daycare worker, and you are my trainee. You are preparing birthday signs to go on the wall as before. However, we have changed the format a little bit. Now, when we print the children's birthdates we want to put the name of the day as well. Here is what the January sign will look like now.

Show ILLUSTRATION Z with January Birthdays with Days.

Notice that the names of the days are written in full here. They begin with capital letters just as the names of the months do.

It will help if you can say the seven days of the week in order starting with Sunday. Can you do that? (RESPONSE)

Affirm a correct response.

If the student doesn't know the order, say the days for him.

Before you start printing the names of the days on all the birthday signs, let's make sure that you can print them in pencil.

Give pencil with eraser.

Give lined paper.

Do you think you will be able to do this job? (RESPONSE)

If the student proceeds independently, let him make his list. Then affirm correct entries and correct where needed.

If the student does not know how to write the names of the days, spell them out to him.

Fine! Now before we leave this activity, you should put some vocabulary words into your personal dictionary.

Show the vocabulary list of underlined words that you have prepared.

Help the student put words into his personal dictionary. (See Skill 17.)

Good work. Now while you have your dictionary out, you can put this list of days at the back.

Give STUDENT HANDOUT 11: Days of the Week in Words.

See that it is inserted at the back of the personal dictionary.

Okay! That's the end of this job activity.

Now give me a few minutes to make my notes, and then we'll see what's next.

Subskills and Resources: Skill 36

New Literacy Skill: Write Days of the Week in Words**Learning/Practice Activities:
Tutor/Student****Skill: Print days in words.**

Tutor: tell student to get out STUDENT HANDOUT 11: Days in Words.

Student: follow instructions on handout.

**Learning/Practice Activities:
Website Interactive****Skill: Print days of week.****Website 7W**

Enter address: <http://www.handwritingforkids.com/>

Click on “Enter.”

Click on “Manuscript.”

Click on “Words: Category: Day of the Week.”

Click on individual day.

Print worksheet.

Skill: Read days in words in cursive.**Website 7X**

Enter address: <http://www.handwritingforkids.com/>

Click on “Enter.”

Click on “Cursive.”

Click on “Words: Category: Day of the Week.”

Click on individual day.

Print worksheet as study guide.

Skill: Spell days of the week.**Website 8P**

Enter address: <http://www.schooexpress.com/>

Click on “9,000+ Free Worksheets.”

Click on “Miscellaneous.”

Click on “Calendar.”

Click on “Weekdays No. 2.”

Print worksheet.

Skill: Work with days of the week in order.**Website 8Q**

Enter address: <http://www.schooexpress.com/>

Click on “9,000+ Free Worksheets.”

Click on “Miscellaneous.”

Click on “Calendar.”

Click on “Weekdays No. 3.”

Print worksheet.

Skill: Capitalize days of the week.**Website 8R**

Enter address: <http://www.schoolexpress.com/>

Click on "9,000+ Free Worksheets."

Click on "Miscellaneous."

Click on "Calendar."

Click on "Weekdays No. 5."

Print worksheet.

Enrichment Activities:**Website Interactive****Skill: Write days in words in cursive.****Website 7X**

Enter address: <http://www.handwritingforkids.com/>

Click on "Enter."

Click on "Cursive."

Click on "Words: Category: Day of the Week."

Click on individual day.

Print worksheet to fill in.

Skill: Work with days of the week as ordinals.**Website 8S**

Enter address: <http://www.schoolexpress.com/>

Click on "9,000+ Free Worksheets."

Click on "Miscellaneous."

Click on "Calendar."

Click on "Weekdays No. 1."

Print worksheet.

Skill: Work with days and months as ordinals.**Website 8T**

Enter address: <http://www.schoolexpress.com/>

Click on "9,000+ Free Worksheets."

Click on "Miscellaneous."

Click on "Calendar."

Click on "Months No. 05."

Print worksheet.

Literacy Tier: Time

Skill 37: Write Days of the Week in Abbreviations

Job Setting

Daycare worker: preparing birthday signs

Task Set

- Write days in abbreviations.

Documents

- Sign (January Birthdays)

Tools

- Pencil with eraser
- Lined paper

Tutor Preparation

- Photocopy ILLUSTRATION Y: Sign (January Birthdays).
- Prepare list of underlined vocabulary from script page.
- Photocopy STUDENT HANDOUT 12: Days of the Week in Abbreviations.

Checklist

- | | | |
|----------------------------------|--------------------------|-------|
| All seven days recorded? | <input type="checkbox"/> | _____ |
| Abbreviations written correctly? | | |
| Correct letters? | <input type="checkbox"/> | _____ |
| Capitals used? | <input type="checkbox"/> | _____ |
| Periods used? | <input type="checkbox"/> | _____ |
| Printing of good quality? | <input type="checkbox"/> | _____ |

Tips

- If this task is not done well, it is certainly worth taking time on practice activities. However, if after several practice activities there seems to be a spelling “block,” do not get stuck on this activity for ever. Just make sure the student been given a copy of STUDENT HANDOUT 12 to put at the back of his personal dictionary.

To Retest

- Reuse the job setting.

- You have shown that you can write days in abbreviations. You may highlight Skill 37 in your TIME TIER. This is a writing skill, so use your **orange** highlighter. Now go to the enrichment activities, if available.
- More practice with writing months in words would be helpful. Let's look at some learning and practice activities. We will focus on (area of difficulty).

Script: Skill 37

You have just shown that you can spell all the days of the week in full. In this activity, you also show that you can print them in abbreviations. The activity is called “Write Days of the Week in Abbreviations,” and it is almost exactly the same as the last one.

You will be printing children's birthdates to go on the daycare birthday signs. This time, however, you will be using the abbreviation for the day of the week. Here is what the January sign will look like.

Show ILLUSTRATION AA with Birthday Sign (Abbreviated Days).

Notice that the abbreviations of the days begin with capital letters and end with periods.

Before you start printing the day abbreviations on all the birthday signs, let's make sure that you can print them in pencil.

Give pencil with eraser.

Give lined paper.

Do you think you will be able to do this job? (RESPONSE)

If the student proceeds independently, let him make his list. Then affirm correct entries and correct where needed.

If the student does not know how to write the names of the days, spell them out to him.

Fine! Now before we leave this activity, you should put some vocabulary words into your personal dictionary.

Show the vocabulary list of underlined words that you have prepared.

Help the student put words into his personal dictionary. (See Skill 17.)

Good work. Now while you have your dictionary out, you can put this list of days in abbreviations at the back.

Give STUDENT HANDOUT 12: Days of Week in Abbreviations.

See that it is inserted at the back of the personal dictionary.

Okay! That's the end of this job activity.

Now give me a few minutes to make my notes, and then we'll see what's next.

Subskills and Resources: Skill 37

New Literacy Skill: Write Days in Abbreviations

**Learning/Practice Activities:
Tutor/Student**

Skill: Print days in abbreviations.

Tutor tells the student to get out STUDENT HANDOUT 12: Days in Abbreviations.
Student follows instructions on handout.

Literacy Tier: Messages

Skill 38: Write Down a Phone Message

Job Setting

Hairdresser: leaving phone message from client

Task Set

- Print first letter of names.
- Print other letters in names.
- Print date (month in abbreviation plus number in digits).
- Print time in digits.
- Print phone number.
- **Read checklist options; check correct box.**
- Sign initials **in bottom right-hand corner.**

Documents

- Form (Phone Message)

Tools

- Pencil with eraser
- Scrap paper

Tutor Preparation

- Photocopy ILLUSTRATION AA: Form (Phone Message: Blank).
- Prepare list of underlined vocabulary from script page.

Checklist

- | | | |
|--|--------------------------|-------|
| First letters of names correct? | <input type="checkbox"/> | _____ |
| Other letters of names correct? | <input type="checkbox"/> | _____ |
| Date abbreviation correct? | <input type="checkbox"/> | _____ |
| Time correct? | <input type="checkbox"/> | _____ |
| Phone number correct? | <input type="checkbox"/> | _____ |
| Checklist marked correctly? | <input type="checkbox"/> | _____ |
| Initials correct? | <input type="checkbox"/> | _____ |
| Initials placed correctly? | <input type="checkbox"/> | _____ |

Tips

- None

To Retest

- Reuse the job setting. Just vary message details.

- You have shown that you can write down a phone message. You may highlight Skill 38 in your MESSAGES TIER. This is a writing skill, so use your **orange** highlighter. Now go to the enrichment activities, if available.
- More practice with writing down a phone message would be helpful. Let's look at some learning and practice activities. We will focus on (area of difficulty).

Script: Skill 38

You have completed the TIME TIER of your Literacy Ladder. You have shown that you have 37 of the basic reading and writing job skills. Now it's time for the last TIER in your program. It's called the MESSAGES TIER. In this tier, you will use several of the skills that you have learned.

This first activity is called "Write Down a Phone Message." Here is the job setting.

I am a hairdresser, and you are my trainee. A client has phoned with a message for Joyce, one of our co-workers. Joyce is on lunch break, so we will leave her a written message. I will tell you the details, and you will write them down. You will use this phone message form.

Show ILLUSTRATION AA with phone message form.

Give pencil with eraser. Have scrap paper handy.

Do you want to ask some questions about this message form before we start? (RESPONSE)

Answer general questions about format, but don't read words on the form to the student initially. Encourage him to use his electronic dictionary or online dictionary to decode words. Once words are decoded, help as needed with word meanings. (Use judgement about how much independence to ask.)

Let's get started. This message is for Joyce, so print her name first. (RESPONSE)

Affirm a correct response.

If the student wants spelling help, ask him to try to spell it alone first on scrap paper.

Affirm any correct letters. Especially encourage the student to get the first letter correct independently. Supply other letters as needed.

The date is August twenty-sixth. Put the date in the right place. Use an abbreviation for August. (RESPONSE)

Correct as needed. The student may write date in digits or with full or abbreviated month.

The time is two thirty in the afternoon. Write the time of day in digits. (RESPONSE)

Correct as needed.

The client's name is Lila Day. Print her name next.

Respond as above for Joyce's name.

Lila's phone number is 498-6201. You can record that now. (RESPONSE)

Correct as needed.

Now Lila just wants Joyce to phone her back, so check the right box in the checklist. (RESPONSE)

Affirm a correct response.

If the student can't find the appropriate box, ask him to read the options alone or with the electronic or online dictionary. Supply help when you feel you must to decode. Help as needed with word meanings.

Finally, you should put your initials at the bottom of the form to show that you were the one who answered the phone and took the message. Write your initials in the bottom right-hand corner.

(RESPONSE)

Correct as needed.

Fine! Now before we leave this activity, you should put some vocabulary words into your personal dictionary.

Show the vocabulary list of underlined words that you have prepared.

Help the student put words into his personal dictionary. (See Skill 17.)

Okay! That's the end of this job activity.

Now give me a few minutes to make my notes, and then we'll see what's next.

Subskills and Resources: Skill 38

New Literacy Skill: Write Down a Phone Message

**Learning/Practice Activities:
Tutor/Student****Skill: Recognize telephone message format.**

Tutor brings in variety of phone message pads and discusses format and wordings with student.

Skill: Check appropriate boxes on checklists.

Tutor brings in variety of checklist formats (e.g. grocery checklist; “to-do” checklist).

Student may print grocery checklist from this website.

Enter address: <http://www.digital-women.com/>

Click on “Free Daily Planner.”

Click on “Grocery List.”

Print list.

Student decodes words on checklists by using electronic or online dictionary as needed.

Tutor and student discuss word meanings.

Tutor dictates items to be checked.

Student checks boxes to match.

Skill: Put information on right area of page as dictated (e.g., bottom right-hand corner).

Tutor makes secret master page on lined paper by putting marks (e.g. circle, check mark, star) in certain places on the paper (e.g., top left, top right, middle of page, far left, on the seventh line, etc.).

Tutor supplies student with blank piece of lined paper and pencil.

Tutor dictates instructions one at a time to student.

e.g. “In the top right-hand corner of the page, put a star.”

Student follows tutor's directions.

Tutor and student compare papers when all directions have been given.

Skill: Write down a phone message.

Tutor supplies student with message pad and pencil.

Tutor “telephones” student and leaves message for someone else (in reality or with play phone).

Student writes down message.

**Learning/Practice Activities:
Website: Printable****Print blank grocery checklist.**

Website 13A

Enter address: <http://www.digital-women.com/>

Click on “Free Daily Planner.”

Click on “Grocery List.”

Print list.

Print blank telephone message sheet.

Website 14A

Enter address: <http://www.landeman.co.nz>

Click on “Free Stationery Forms.”

Click on “Message Pac.”

Print form.

Literacy Tier: Messages

Skill 39: Read a Phone Message

Job Setting

Food and beverage server: reading a message from a family member

Task Set

- Read date.
- Read time.
- Read sender's name.
- Read sender's phone number.
- Read checklist box marked.
- **Read word message.**
- Read initials of message taker.
- Decide on course of action.

Documents

- Form (Phone Message)

Tools

- Pencil with eraser
- Scrap paper

Tutor Preparation

- Photocopy ILLUSTRATION AB: Form (Phone Message).
- Write in cursive your student's first name on the "To" line.
- Write in the time as 2:35 p.m.
- Write in cursive the caller's name as "Marta" from "Happy Start Daycare."
- Write in telephone number as 436-6607.
- Write in cursive the message "Your child is vomiting and has a high fever."
- Check boxes "Urgent" and "Please call."
- Write in cursive the initials M. L. beside "Taken by."
- Prepare list of underlined vocabulary from script page.

Checklist

- | | | |
|-----------------------------------|--------------------------|-------|
| Date read correctly? | <input type="checkbox"/> | _____ |
| Time read correctly? | <input type="checkbox"/> | _____ |
| Sender's name decoded? | <input type="checkbox"/> | _____ |
| Phone number read correctly? | <input type="checkbox"/> | _____ |
| Checklist box read correctly? | <input type="checkbox"/> | _____ |
| Word message decoded? | <input type="checkbox"/> | _____ |
| Initials read correctly? | <input type="checkbox"/> | _____ |
| Initials placed correctly? | <input type="checkbox"/> | _____ |

Tips

- None

To Retest

- Reuse the job setting. Just vary message details.

- You have shown that you can read a phone message. You may highlight Skill 39 in your MESSAGES TIER. This is a reading skill, so use your **yellow** highlighter. Now go to the enrichment activities, if available.
- More practice with reading a phone message would be helpful. Let's look at some learning and practice activities. We will focus on (area of difficulty).

Script: Skill 39

You have shown that you know how to write on a phone message form. This activity uses the same kind of form. The name of the activity is “Read a Phone Message.”

Here is the job setting. I am a food server, and you are my trainee. When you get to work for our shift, you find a phone message in your mail slot. You must read it and decide what to do. Here is the message.

Give ILLUSTRATION AB: Phone Message.

What's the date when this person called you? (RESPONSE)

Affirm correct response.

Correct as needed.

What time of day was it when the call came in? (RESPONSE)

Affirm correct response.

Correct as needed.

Who took that phone message here in the restaurant? Was it Stewart, Lance, or Melody?
(RESPONSE)

Affirm correct response.

If the student doesn't know where to find the information, direct him to the bottom left hand corner of the form to the initials.

If the student needs help matching the initials to the co-workers, explain that the first initial must match one of the three given names.

Who phoned you? (RESPONSE)

Affirm correct response.

If the student can't decode the name, suggest he enter it in his electronic dictionary.

Supply the name if needed.

What does the checked box say? (RESPONSE)

Affirm correct response.

If the student can't decode the words, suggest he enter them in his electronic or online dictionary.

Supply the words if needed.

What does the checked box mean? (RESPONSE)

Discuss as needed.

What does the written message say? (RESPONSE)

Affirm correct response.

If the student can't decode the words, suggest he enter them in his electronic or online dictionary.

Supply the words if needed.

Okay. So what should you do now to respond to this message? (RESPONSE)

Discuss.

Fine! Now before we leave this activity, you should put some vocabulary words into your personal dictionary.

Show the vocabulary list of underlined words that you have prepared.

Help the student put words into his personal dictionary. (See Skill 17.)

Okay! That's the end of this job activity.

Subskills and Resources: Skill 39**New Literacy Skill: Read a Phone Message****Learning/Practice Activities:
Tutor/Student****Skill: Read a phone message in print.**

Tutor prints phone messages on variety of message pads with different formats.

Student finds important info: date, time, sender, taker of message.

Student finds and reads formatted messages in checklist.

Student reads word message.

Student decides on action to be taken.

Skill: Read a phone message in cursive.

Tutor writes phone messages in cursive on variety of message pads with different formats.

Student finds important info: date, time, sender, taker of message.

Student finds and reads formatted messages in checklist.

Student reads word message.

Student decides on action to be taken.

**Learning/Practice Activities:
Website: Printable****Print blank telephone message sheet.****Website 14A**

Enter address: <http://www.landeman.co.nz>

Click on "Free Stationery Forms."

Click on "Message Pac."

Print form.

Literacy Tier: Messages

Skill 40: Use a Calendar

Job Setting

Visiting homemaker: reading event reminders on calendar to client

Task Set

- **Find months.**
- Read dates.
- **Locate specific date boxes.**
- Read and write times of day.
- **Spell new words.**
- **Draw line to show time duration.**

Documents

- Form (Calendar)

Tools

- Pencil with eraser

Tutor Preparation

- Bring in blank yearly calendar.
- Print events on calendar to match script.
- Prepare list of underlined vocabulary from script page.

Checklist

- | | | |
|---|--------------------------|-------|
| Months found correctly? | <input type="checkbox"/> | _____ |
| Dates read correctly? | <input type="checkbox"/> | _____ |
| Date boxes located correctly? | <input type="checkbox"/> | _____ |
| Times of day correct? | <input type="checkbox"/> | _____ |
| Words spelled correctly? | <input type="checkbox"/> | _____ |
| Line drawn to shown time duration? | <input type="checkbox"/> | _____ |

Tips

- None

To Retest

- Reuse the job setting and the same calendar. Just vary message details.

- You have shown that you can use a calendar. You may highlight Skill 40 in your MESSAGES TIER. This is a reading and writing skill, so highlight **half yellow and half orange**. Now go to the enrichment activities, if available.
- More practice with using a calendar would be helpful. Let's look at some learning and practice activities. We will focus on (area of difficulty).

Script: Skill 40

This next activity is called “Use a Calendar.”

Here is the job setting. I am a visiting homemaker, and you are my trainee. Our elderly client, Jacob, can't read anymore because of poor eyesight. It is the beginning of the New Year. Jacob's daughter has brought him a new calendar and has written in it some of the important upcoming events. You will read them to Jacob.

Here is the calendar.

Give calendar. Allow student to look through it on his own.

Jacob knows that he has a doctor's appointment coming up in January. Can you tell him the details? He wants to know the day, date, and time of his appointment. (RESPONSE)

Affirm correct responses.

Correct as needed.

Jacob remembers that his grandson, Peter, has a birthday in August. Can you see if it is marked on the calendar and remind him of the exact date?

Affirm correct responses.

Correct as needed.

Jacob knows that a family reunion will be held sometime in the summer. Can you find the information about the reunion?

Affirm correct responses.

Correct as needed.

Jacob wants to know how many days the reunion will be. What will you tell him?

Affirm correct responses.

Correct as needed.

Jacob wants to put his dentist appointment on the calendar. He doesn't think it will be there yet, because it was just made yesterday. He knows that the appointment is on March 8th at 9:30 in the morning. Can you write “dentist” on the box for March 8th?

Give pencil with eraser.

Affirm correct responses.

Correct as needed.

What day of the week will that dentist appointment be?

Affirm correct responses.

Correct as needed.

Finally, Jacob is really looking forward to a visit from his sister Alveria. She will be coming on April third and staying for ten days. Can you mark that on the calendar for him?

Affirm correct responses.

Correct as needed.

Fine! Now before we leave this activity, you should put some vocabulary words into your personal dictionary.

Show the vocabulary list of underlined words that you have prepared.

Help the student put words into his personal dictionary. (See Skill 17.)

Okay! That's the end of this job activity.

Now give me a few minutes to make my notes, and then we'll see what's next.

Subskills and Resources: Skill 40**New Literacy Skill: Use a Calendar****Learning/Practice Activities:
Tutor/Student****Skill: Find month in calendar.**

Tutor brings in yearly calendar with one page for each month.

Tutor says month.

Student finds page.

Skill: Find date in calendar.

Tutor brings in yearly calendar with one page for each month.

Tutor says month and date.

Student finds box on right page.

Skill: Find day in calendar.

Tutor brings in yearly calendar with one page for each month.

Tutor says month and date.

Student finds box on right page.

Student says day.

Skill: Read time span in calendar.

Tutor marks continuous event in calendar by drawing line from one date to another.

Student says when event starts and ends.

Skill: Enter event in calendar.

Tutor brings in yearly calendar with one page for each month.

Tutor says month and date.

Student finds box on right page.

Tutor explains event.

Student writes event info in small print in box.

Skill: Enter time span in calendar.

Tutor brings in yearly calendar with one page for each month.

Tutor says month and date for event to start and stop.

Student finds box range on right page.

Student writes event info in start box.

Student draws line to stop box.

Learning/Practice Activities
Website: Printable

Skill: Calendar and date

Website 2C

Enter address: <http://www.bbc.co.uk/>

Type word "Skillswise" in Search box at top right-hand corner.

Click on "Skillswise Homepage."

Click on "Tutor Center: Skillswise Material A-Z."

Click on "Measuring Time."

Click on "Worksheet 4: Reading and Writing Dates."

Print "Worksheet 4."

Enrichment Activities
Tutor/Student

Skill: Use a variety of calendar formats.

Tutor brings in variety of yearly calendars in a variety of formats.

Tutor says month and date.

Student finds right place to enter data.

Tutor explains event.

Student writes event info in small print.

Literacy Tier: Messages

Skill 41: Write a Cheque

Job Setting

Visiting homemaker: writing a cheque for client to sign

Task Set

- Write date.
- Write payee's name.
- Write money amount in digits.
- Write money amount in words.
- Write words on memo line.
- Read cheque aloud.

Documents

- Form (Phone Message)

Tools

- Pencil with eraser
- Scrap paper

Tutor Preparation

- Photocopy ILLUSTRATION AC: Form (Cheque).
- Prepare list of underlined vocabulary from script page.

Checklist

- | | | |
|-----------------------------|--------------------------|-------|
| Date written correctly? | <input type="checkbox"/> | _____ |
| Name written correctly? | <input type="checkbox"/> | _____ |
| Money correct in digits? | <input type="checkbox"/> | _____ |
| Money correct in words? | <input type="checkbox"/> | _____ |
| Words correct on memo line? | <input type="checkbox"/> | _____ |
| Cheque read correctly? | <input type="checkbox"/> | _____ |

Tips

- None

To Retest

- Reuse the job setting. Just vary details.

- You have shown that you can write a cheque. You may highlight Skill 41 in your MESSAGE TIER. This is a writing skill, so use your **orange** highlighter. Now go to the enrichment activities, if available.
- More practice with writing a cheque would be helpful. Let's look at some learning and practice activities. We will focus on (area of difficulty).

Script: Skill 41

This activity is called “Write a Cheque”

Here is the job setting.

Again, I am a visiting homemaker and you are my trainee. We have the same elderly client, Jacob. Jacob wants to send a cheque to his grandson, Peter, because Peter's birthday is coming up. Jacob doesn't feel able to write the cheque himself because of his poor eyesight, but he is able to sign it. You will write all the details on the cheque and then give it to him for his signature. Because a cheque is a legal document, you should use pen. You will practise with pencil first on scrap paper before using pen on the cheque.

Here is the cheque.

Give ILLUSTRATION AD with the cheque blank.

Discuss format if the student wishes.

Give pen, pencil, and scrap paper.

You can begin by writing the date. It's July twentieth, two thousand and six. Write it on the scrap paper in pencil first. (RESPONSE)

If the response is correct, have the student transfer it to the cheque in pen.

If there are errors, discuss and correct before transferring to the cheque.

This cheque is to Peter Larmour. Write the name on this piece of scrap paper first to see if you can do it correctly. (RESPONSE)

If the response is correct, have the student transfer it to the cheque in pen.

If there are errors, reinforce correct letters and encourage phonic matching.

Dictate letters as needed. Then have student transfer to cheque.

Jacob wants the cheque to be made out in the amount of twenty-five dollars. Show me on the scrap paper how you will enter that amount in digits and in words. (RESPONSE)

If the response is correct, have the student transfer it to the cheque in pen.

If there are errors, discuss and correct before transferring to the cheque.

In the bottom left-hand corner, you will write “Birthday Gift.” Show me that message on scrap paper first. (RESPONSE)

If the response is correct, have the student transfer it to the cheque in pen.

If there are errors, discuss and correct before transferring to the cheque.

Okay. Now read the cheque back to me from the top just to check everything. (RESPONSE)

Affirm a correct response.

Correct as needed.

Fine! Now before we leave this activity, you should put some vocabulary words into your personal dictionary.

Show the vocabulary list of underlined words that you have prepared.

Help the student put words into his personal dictionary. (See Skill 17.)

Okay! That's the end of this job activity.

Now give me a few minutes to make my notes, and then we'll see what's next.

Subskills and Resources: Skill 38

New Literacy Skill: Write a Cheque

**Learning/Practice Activities:
Tutor/Student**

Skill: Use cheque format.

Tutor brings in variety of cheque forms.

Student finds variations in format.

Literacy Tier: Messages

Skill 42: Read Road Safety Signs

Job Setting

Taxi driver: driving safely

Task Set

- Understand road sign.
- Decide what is prohibited by the sign.

Documents

- Signs (Road)

Tools

- None

Tutor Preparation

- Photocopy ILLUSTRATION ADi and ADii: Signs (Road Safety).
- Prepare list of underlined vocabulary from script page.

Checklist

Signs correctly interpreted (list numbers)? _____

Signs wrongly interpreted (list numbers)? _____

Tips

- None

To Retest

- Use the same photocopies of ILLUSTRATIONS ADi and ADii. Ask the student what he must do to follow the signs.

- You have shown that you can read road signs. You may highlight Skill 42 in your MESSAGE TIER. This is a reading skill, so use your **yellow** highlighter. Now go to the enrichment activities, if available.
- More practice with writing a cheque would be helpful. Let's look at some learning and practice activities. We will focus on (area of difficulty).

Script: Skill 42

This is the last activity in your MESSAGES TIER, and the last activity in your JOB LITERACY Program. It's called "Read Road Safety Signs."

Here is the job setting.

I am a taxi driver and you are my trainee. It's important that you know how to obey road signs to keep yourself, your customer, and other people on the road safe. I'm going to show you some of the road signs that you'll see on our rides today and ask you to think about them.

Many road signs are giving important information about what you should and should not do to be safe. I will be asking you to think about what you must NOT do when you see each sign.

Here are the first signs.

Give ILLUSTRATION ADi with the road safety signs.

Take a minute to think about what each sign means. If there are some signs that you can't read at all, highlight them and we will talk about them later. (RESPONSE)

Let's talk about the signs that aren't highlighted. Look at the first sign. When you see this sign, what should you NOT do? (RESPONSE)

Discuss the student's answer. Guide, if needed, to the idea that the driver must keep the speed under 55.

Continue as above with the other signs on ILLUSTRATION ADi.

Okay. Now let's talk about the signs that were not familiar to you.

Discuss the highlighted signs.

Now let's look at the second set of road safety signs. Again, take time to think about them and highlight any that you can't read. (RESPONSE)

Now let's talk about the signs that aren't highlighted. This time I'm going to ask you what you SHOULD do when you see each sign. Look at the first sign. What should you do when you see this sign?

Discuss the student's answer. Guide, if needed, to the idea that the driver must drive with extra caution and look both ways before entering the intersection. You may also discuss the idea of right of way.

Continue as above with the other signs on ILLUSTRATION ADii.

Finally, let's talk about the signs that were new for you on this page.

Discuss the highlighted signs.

Fine! Now one last time you should put some vocabulary words into your personal dictionary.

Show the vocabulary list of underlined words that you have prepared.

Help the student put words into his personal dictionary. (See Skill 17.)

Okay! That's the end of this job activity, and the end of JOB LITERACY. Bravo!
Now give me a few minutes to make my notes, and then we'll see what's next.

Subskills and Resources: Skill 42**New Literacy Skill: Read Road Safety Signs****Learning/Practice Activities:
Website Interactive****Skill: Read road signs.****Website 15A** Enter address: <http://www.manythings.org> Click on "Reading." Click on "Reading English Signs." Click on "Driving." Click on number to see array of signs. Click on individual signs to see them magnified.

Illustrations

Illustration A: Sign (Our Daycare Family)

Skills 1, 3

Happy Start Daycare

Our Daycare Family

Four-Year-Olds

Three-Year-Olds



Two-Year-Olds

Illustration B: List (Daycare Registration)

Skill 1

HAPPY START DAYCARE Registration List, September 2006

Two-Year-Olds	Last Name	First Name	DOB
	Carston	Flora	01/03/04
	Davies	Gordie	03/02/04
	Ewart	Jocelyn	14/12/04
	Mann	Max	21/07/04
	O'Neil	Philip	06/10/04
	St. Laurent	Yves	01/03/04
Three-Year-Olds	Last Name	First Name	DOB
	Ahmed	Iqbal	29/10/03
	Doherty	Dustin	18/03/03
	Mahmood	Hajim	07/11/03
	Macdonald	Ivy	26/00/03
	Murray	Kendra	15/06/03
	Pierce	Liam	04/03/03
	Soo	Quentin	02/03/03
	Thompson	Vivian	30/04/03
	Tuttle	Zach	01/03/03
Four-Year-Olds	Last Name	First Name	DOB
	Almost	Benji	10/06/02
	Duffy	Caitlyn	11/03/02
	Ehrlich	Ezra	09/07/02
	Fuhr	Naomi	01/03/02
	Jessup	Omar	08/11/02
	Lowrie	Rosa	01/03/02
	Lowrie	Suzie	27/08/02
	Nix	Ty	01/03/02
	Thurston	Uma	06/12/02
	Warner	Willow	11/02/02
	Waldheim	Xavier	05/03/02

Illustration C: Schedule (Restaurant Reservation Log)

Skill 4

<i>Wine and Dine</i>		
Reservation Log		
Day:	Saturday	
Date:	23/11/09	
Time	Last Name	Number in Party
5:00 PM		
5:15 PM		
5:30 PM		
5:45 PM		
6:00 PM		
6:15 PM		
6:30 PM		
6:45 PM		
7:00 PM		
7:15 PM		
7:30 PM		
7:45 PM		
8:00 PM		
8:15 PM		
8:30 PM		
8:45 PM		
9:00 PM		
9:15 PM		

Illustration D: List (Cleaning Clients)

Skill 7

Mendelson, Ella
Foo, Ching
Perkins, Sharon
Naylor, Sandra
Jensen, Bridget
Sanderson, Ike
Chaytor, Anna
Morris, Sue
Atwood, Mary
Newton, Bessie
Pollard, Marie
Lisac, Marek
Trantor, Charles
Updike, Laurie
Cooper, Hal
Bellecourt, Rose
Lent, Vivian
Salama, Mariam
Sampson, Edna
Nix, Tom

Illustration E: List (Soccer Team: Lower Case Cursive)

Skill 8

Joanna

Benjamin

Cindy

Deb

Eleanor

Stephen

Lief

Jaquie

Lexie

Olivia

Suzanne

Maggie

Bruce

Erik

Stewart

Drew

Les

Illustration F: List (Sarah's Party Guests: Full Cursive)

Skill 9

Adella Neumann

Brenna Flett

Emma Toews

Gail Davies

Izabela Yeung

Julia Sawchuk

Kara Carson

Larissa Quinn

Melanie Hoskins

Opal Xie

Rachel Proudfoot

Vicki Upton

Willow Zehner

Illustration G: List (Grade One Class)

Skill 11

Morag

Max

Miep

Meridith

Maev

Jenna

Jeff

Jerrold

Jill

Jess

Jane

Jack

Jarret

Luz

Luc

Liam

Leo'Lew

Linet

Lulu

Rob

Rick

Ray

Raj

Rainer

Randy

Illustration Hi: List (Job Checklist)

Skill 14

Lobby/Corridor Checklist

8:00 A.M. – 8:20 A.M.

- _____ Check, clean and stamp all banquet, lobby, concourse, and level D ash urns.
- _____ Check lobby and all washrooms.
- _____ Check all guest corridors starting from the 20th floor.

8:20 A.M. – 9:15 A.M.

- _____ Wipe down all guest elevator cabs and parkade elevator cab.
- _____ Dust all picture frames and clean glass if dirty.
- _____ Polish daily the door brass at base and frames.
- _____ Clean mirrored pillar in lobby.
- _____ Wash pool door and entrance windows.

9:15 A.M. – 9:30 A.M.

- _____ Coffee Break

9:30 A.M. – 11:30 A.M.

- _____ Complete the following on the floors assigned according to the scheduled days.
(Note: SHOULD THE FLOORS BE VACANT, CONTINUE TO NEXT SET OF FLOORS. ONLY OCCUPIED FLOORS NEED TO BE CLEANED.)
- _____ Vacuum
- _____ Dust:

Monday:	_____	Radiators	Floors 3, 20, 18, 17
Tuesday:	_____	Ice machines	Floors 3, 20, 16, 15, 4
Wednesday:	_____	Signs	Floors 3, 20, 13, 12, 11
		Exit and Service area door frames	
Thursday:	_____	Fire Hose Boxes	Floors 3, 20, 10, 9, 8
Friday:	_____	Credenzas, lamps	Floors 3, 20, 7, 6, 5
Saturday:	_____	Mirrors	Floors 3, 20, 4, 12PW, 11PW

Illustration Hii: List (Job Checklist)

Skill 14

12:30 P.M. – 12:45 P.M.

- _____ Monday – Lobby Washrooms
 - _____ Scrub washroom floor including corners.
 - _____ Scrub urinals and toilets.
 - _____ Clean all sinks.
 - _____ Remove garbage receptacles and clean wall behind and inside receptacles.
 - _____ Wash paper towel dispenser and receptacle holder with soap and water.
 - _____ Wash cubicle walls and doors.
 - _____ Scrub around edge of sink and urinal pipes.
 - _____ Scrub around edge of sink tops and polish chrome.
 - _____ Wash mirrors with soap and water and dry.
 - _____ Wash toilet paper holders and dispensers – inside and out and polish.
- _____ Last Monday of every month:
 - _____ Wash all walls.
 - _____ Clean air vents.

1:30 P.M. – 3:30 P.M.

- _____ Clean remaining washrooms.
- _____ Clean dirty toilets.
- _____ Clean dirty sinks.
- _____ Refill paper towels, toilet paper, and soap.
- _____ Wipe mirrors if spotted.
- _____ Pick up any garbage from floors.
- _____ Check, clean, and stamp all banquet, lobby, and concourse ash urns.
- _____ Check and clean front door window.
- _____ Check ash urns from 20th to 3rd floor.

Illustration I: List (Mabel's Clients)

Skill 15

My Clients to Phone:

Phyllis T.

Gwendolyn D.

Elise P.

Marcia M.

Louisa L.

Illustration J: Labels (Product Codes)

Skill 17

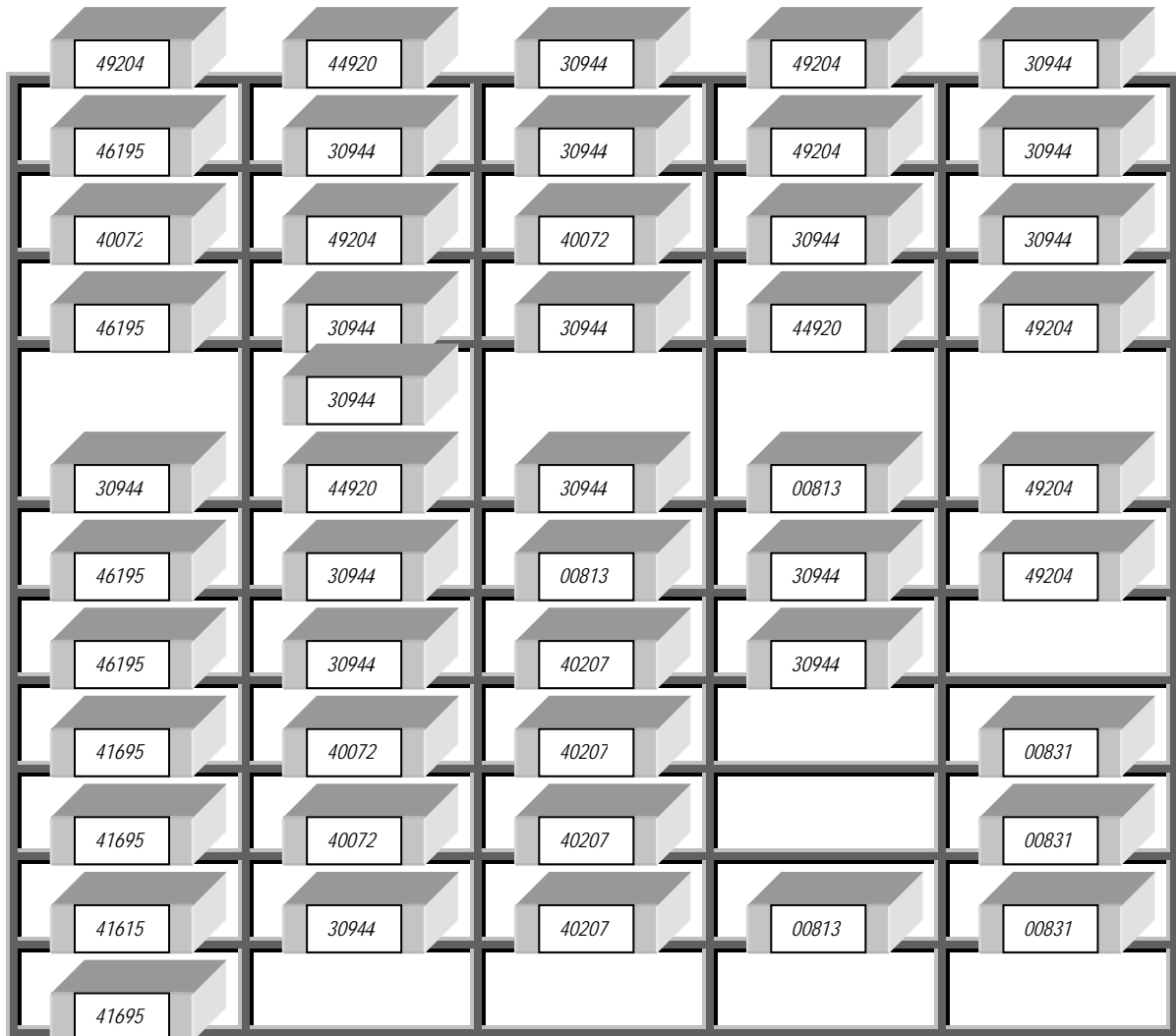


Illustration K: Schedule (Salon Appointment Book)

Skill 18

CURLY LOCKS HAIR STYLING		
Appointment Sheet		
Day:	Thursday	
Date:	14/05/07	
Time	Name	Phone Number
8:00 AM	<i>Anne Black</i>	644-5016
8:30 AM		
9:00 AM	<i>Mia Li</i>	728-8410
9:30 AM		
10:00 AM		
10:30 AM		
11:00 AM		
11:30 AM		
12:00 PM	Closed for lunch	
12:30 PM		
1:00 PM		
1:30 PM		
2:00 PM		
2:30 PM		
3:00 PM	<i>Sally Green</i>	728-1372
3:30 PM		
4:00 PM		
4:30 PM		

Illustration L: Form (Inventory Sheet)

Skills 19, 20

ONE-STOP BUILDING CENTER							
LUMBER DEPT. INVENTORY SHEET							
Item Number	Description				May	June	July
80125	untreated studs	pine	2×4	8 ft.	144		
90462	untreated studs	pine	2×4	12 ft.	90		
10359	untreated studs	spruce	2×4	8 ft.	909		
25618	untreated studs	spruce	2×4	12 ft.	864		
60532	treated studs	pine	2×6	8 ft.	86		
90538	treated studs	pine	2×6	12 ft.	57		
30944	treated studs	spruce	2×6	8 ft.	576		
80294	treated studs	spruce	2×6	12 ft.	288		

Illustration M: Form (Inventory Sheet)

Skill 19

ONE-STOP BUILDING CENTER							
LUMBER DEPT. INVENTORY SHEET							
Item Number	Description				May	June	July
80125	untreated studs	pine	2x4	8 ft.			
90462	untreated studs	pine	2x4	12 ft.			
10359	untreated studs	spruce	2x4	8 ft.			
25618	untreated studs	spruce	2x4	12 ft.			
60532	treated studs	pine	2x6	8 ft.			
90538	treated studs	pine	2x6	12 ft.			
30944	treated studs	spruce	2x6	8 ft.			
80294	treated studs	spruce	2x6	12 ft.			

Illustration N: Form (School Worksheet: Numbers at Our School)

Skill 21

Numbers at Our School

Number of children this year	229	_____
Number of children last year	185	_____
Difference in number this year	44	_____
Number of boys	117	_____
Number of girls	112	_____
Children born in Edmonton	118	_____
Children not born in Edmonton	111	_____
Children with brown eyes	163	_____
Children with blue eyes	66	_____
Children in Elementary classes	119	_____
Children in Junior High classes	110	_____
Children who walk to school	157	_____
Children who take the bus	72	_____
Children who stay for lunch	90	_____
Children who are E.S.L. students	115	_____
Children in Kindergarten	30	_____
Children in Morning Kindergarten	14	_____
Children in Afternoon Kindergarten	16	_____

Illustration O: List (Moving Company: Monday Deliveries)

Skill 22

MONDAY DELIVERIES

11224 – 27 St.

11527 – 51 St.

12618 – 22 St.

11143 – 89 St.

12010 – 163 St.

Illustration P: Form (Store Receipt)

Skill 23


		
Refunds/Exchanges will be considered within 14 days with valid receipt Your cashier is JANE		
CHICLO GUM	\$	4.36
SOFTIE TOILET TISSUE	\$	8.96
WHITIE SUGAR	\$	2.97
MOO MILK 4L	\$	4.57
7.0% G.S.T. 105642806	\$	1.46
Balance Due	\$	22.32
Cash	\$	25.00
Change Due	\$	2.68
Total Tax Paid	\$	1.46
2006/04/28	20:35	1566 0544 18 00088780
Now more ways to save! www.bigmart.ca		

Illustration Q: Form (Receipt Blank)

Skill 25, 33

RECEIPT	<u>DATE</u>	<u>NO.</u>	0001
RECEIVED FROM	_____		
ADDRESS	_____		
<u>AMOUNT</u>	<u>dollars / \$</u>		_____
FOR	_____		
<input type="checkbox"/> Cash	Signature: _____		
<input type="checkbox"/> Cheque			
<input type="checkbox"/> Credit Card			

Illustration R: List (Moving Company: Tuesday Deliveries)

Skill 26, 27

8, 6945 – 27 Ave.

99 Alma Blvd.

Apt. 107, 9927 – 107 St.

42 Pleasant Pl.

6, 14518 – 42 Ave. SE

4419 Newton Tr. N.

7211 Bob Brandon Dr.

Apt. 17, 10911 Carson Rd.

Illustration S: Schedule (Timesheet: This Week)

Skill 29

Weekly Time Sheet						
Department:		Sewing				
Week:		February 15 – 19, 2008				
Weekday and Date	Employee	Start Work	Time Out (Lunch)	Time In (Lunch)	End Work	Total Hours
Monday						
15/02/08						
Tuesday						
16/02/08						
Wednesday						
17/02/08						
Thursday						
18/02/08						
Friday						
19/02/08						

Illustration T: Schedule (Timesheet: Last Week)

Skill 29

Weekly Time Sheet						
Department:		Cutting				
Week:		February 8 – 12, 2008				
Weekday and Date	Employee	Start Work	Time Out (Lunch)	Time In (Lunch)	End Work	Total Hours
Monday	Mary	7:00 a.m.	11:45	12:15	2:30	
08/02/08	Martha	8:15	12:15	12:45	3:00	
	Sarah	9:00	12:45	1:15	3:45	
Tuesday	Mary	7:00 a.m.	11:45	12:15	2:30	
09/02/08	Martha	8:15	12:15	12:45	3:00	
	Sarah	9:00	12:45	1:15	3:45	
Wednesday	Mary	7:00 a.m.	11:45	12:15	2:30	
10/02/08	Martha	8:15	12:15	12:45	3:00	
	Sarah	9:00	12:45	1:15	3:45	
Thursday	Mary	7:00 a.m.	11:45	12:15	2:30	
11/02/08	Martha	8:15	12:15	12:45	3:00	
	Sarah	9:00	12:45	1:15	3:45	
Friday	Mary	7:00 a.m.	11:45	12:15	2:30	
12/02/08	Martha	8:15	12:15	12:45	3:00	
	Sarah	9:00	12:45	1:15	3:45	

Illustration U: Form (Store Receipt: Time)

Skill 30

NO EXCHANGE NO REFUND		
8/15/2006	13:00	
Baby Bottle	\$	4.00
Diapers	\$	8.00
Baby Wipes	\$	3.00
Cookies	\$	5.00
7.0% G.S.T. 105642806	\$	1.40
Balance Due	\$	21.40
Cash	\$	30.00
Change Due	\$	8.60
2006/04/28	10:35:19	1566 0544 18

Illustration V: Instructions (Recipe)

Skill 31

Granny's Old-Fashioned Health Loaf

Original recipe yield: 2 – 9×5 inch loaves.

Servings: 24

INGREDIENTS:

- 2 eggs
- 1/2 cup brown sugar
- 1/4 cup molasses
- 2 cups thick milk (add 1 tbsp lemon juice or vinegar per cup; let set 15 min)
- 3 cups whole wheat flour
- 1 1/2 cups seedless raisins
- 1 tsp salt
- 2 tsp baking soda

DIRECTIONS:

Combine flour, salt, and soda. Add raisins and toss to coat. Whisk together remaining ingredients. Make a well in centre of flour mixture, and add the flour mixture, stirring until combined. Spoon into prepared pans.

Bake in preheated oven at 350 for 1hr 10 min or until done. Cool on baking rack before removing from pan. Slice when cool.

Illustration W: Note (to Frank)

Skill 31

July 30

Frank

Hope everything is okay with you. We went ahead with the oatmeal cookies and baked them at 350°F for _____.

See you tomorrow,
(Tutor's name)

Illustration X: Sign (Birthdays this Month)

Skill 34

Happy Start Daycare Our January Birthdays



Birthday Kids

Illustration Y: Sign (January Birthdays)

Skill 35

Happy Start Daycare

Our January Birthdays



Birthday Kids	
Max	Jan. 4
Liam	Jan. 17
Rosa	Jan. 27
Suzie	Jan 27

Illustration Z: Sign (January Birthdays: Full Days)

Skill 36

Happy Start Daycare

Our January Birthdays



Birthday Kids

Max

Tuesday, Jan. 3

Liam

Friday, Jan. 20

Rosa

Sunday, Jan. 29

Suzie

Sunday, Jan 29

Illustration AA: Sign (January Birthdays: Abbrev. Days)

Skill 37

Happy Start Daycare

Our January Birthdays



Birthday Kids	
Max	Tues., Jan. 3
Liam	Fri., Jan. 20
Rosa	Sun., Jan. 29
Suzie	Sun., Jan 29

Illustration AB: Form (Phone Message: Blank)

Skills 38, 39

MESSAGE

Date Time

To

WHILE YOU WERE OUT

.....

From

TELEPHONE

Telephoned		Please call	
Called to see you		Will call again	
Wants to see you		Returned your call	

MESSAGE

.....

.....

.....

.....

Taken by..... **URGENT**

Illustration AC: Form (Cheque Blank)

Skill 41


JANE JOHNSON 123 ANYWHERE STREET EDMONTON ALBERTA T2B 5J9 (780) 987-6543	DATE _____	143
PAY TO THE ORDER OF _____	\$	<input type="text"/>
_____ /100 DOLLARS		
	REAL BANK OF CANADA STRATHCONA BRANCH 10100 WHYTE AVE. EDMONTON AB T7H 9H3	
MEMO _____	_____	
•159• 05870□□ 005 786□□657 2		

Illustration ADi: Signs (Road)

Skill 42

1



_____ A sign warning of cars travelling in two directions

2



_____ A sign telling that only those cars wanting to turn left should be there

3



_____ A sign warning you that the divided highway you have been travelling on will soon end

4



_____ A sign indicating you can travel only in one direction

5



_____ A sign that allows people to park

6



_____ A sign telling you to slow down and be prepared to stop if there is traffic coming from the other direction

7



_____ A sign telling you how fast you can go

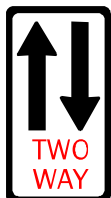
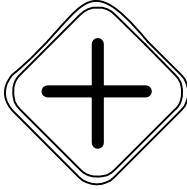


Illustration ADii: Signs (Road)

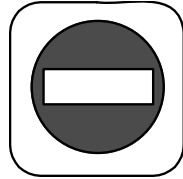
Skill 42

1



_____ A sign showing an intersection

2



_____ A sign telling people not to cross the street

3



_____ A sign telling where people can cross the street

4



_____ A sign forbidding U-turns

5



_____ A sign showing where the road crosses the train tracks

6



_____ A sign meaning “no entrance”

7



_____ A sign for workers on or close to the road

8



_____ A sign for a sharp left turn

Website Index and Acknowledgements

Websites

The author acknowledges the many excellent learning opportunities provided by the following websites:

NUMBER		TITLE	SKILL
WEBSITE 1 : http://www.aaaknow.com/			
Interactive arithmetic exercises and problems			
Simple and consistent formats			
1	A	“Numbers and Words 1–50”	19
1	B	“Numbers and Words 51–99”	19
1	C	“Ordinal Numbers First-Tenth”	22
1	D	“Ordinal Numbers First-Twentieth”	22
WEBSITE 2: http://bbc.co.uk/			
Skillswise site: for adults improving reading, writing, and math skills			
Factsheets, worksheets, quizzes, and games			
Audio and visual learning			
2	A	“Worksheet 1: Reading a Timetable”	30
2	B	“Worksheet 2: Planning a Simple Journey”	30
2	C	“Worksheet 4; Reading and Writing Dates”	41
WEBSITE 3: http://www.dfes.gov.uk/			
Embedded Learning Portal, Dept. for Education and Skills, Gov. of UK			
Online version of Skills for Life Learning Materials for Adults			
Audio and visual learning			
3	A	“Capital and Lower Case Letters”	1
3	B	“Reading Times”	29
3	C	“Recording a.m. & p.m. Times”	29
3	D	“Understanding Times”	29
WEBSITE 4: http://www.dositey.com/			
Interactive lessons for children (K-8) in Math and Language Arts			
4	A	“Match Three-Digit Numbers with Textual Form”	19
4	B	“Phonics Endings: Level 1”	11
4	C	“Phonics Endings: Level 2”	11
4	D	“Phonics Endings: Level 2”	11
WEBSITE 5: http://www.english-zone.com/			
Online activities for adult ESL learners			
Reading, writing, oral communication and math			
5	A	“Money Honey”	25
WEBSITE 6: http://www.funbrain.com/			
Games and other interactive activities (preschool to 17 and up)			
Wide variety of subjects			
6	A	“Write Numbers 0–10”	20
6	B	“Write Numbers 10–100”	20

NUMBER		TITLE	SKILL
6	C	"Write Numbers 100–1000"	20
6	D	"Spell Numbers 0–10"	21
6	E	"Spell Numbers 10–100"	21
6	F	"Spell Numbers 100–1000"	21

**WEBSITE 7: <http://www.handwritingforkids.com/>
Basic handwriting for kids: manuscript and cursive
Interactive activities and printable worksheets**

7	A	"Animation: Lower Case"	2
7	B	"Manuscript Paper"	2
7	C	"Manuscript: Alphabet Letters: Practice Sheets" Lower Case"	2
7	D	"Manuscript: Animation: Upper Case"	3
7	E	"Manuscript: Alphabet Letters: Practice Sheets" Upper Case"	3
7	F	"Manuscript: My Name is ____"	4
7	G	"Manuscript: Alphabets: Dotted Lines Lower Case"	6
7	H	"Manuscript: Alphabets: Dotted Lines Upper Case"	6
7	I	"Manuscript: Alphabet Sheet"	6
7	J	"Cursive: Alphabets: Dotted Lines Lower Case"	8
7	K	"Cursive: Animation: Lower Case"	8
7	L	"Cursive: Alphabet Letters: Practice Sheets: Lower Case"	8
7	M	"Cursive: Alphabets: Dotted Lines Upper Case"	9
7	N	"Cursive: Animation: Upper Case"	9
7	O	"Cursive: Alphabet Letters: Practice Sheets: Upper Case"	9
7	P	"Cursive: My Name is ____"	9
7	Q	"Number Tracing Guide"	17
7	R	"Animation: Numbers"	17
7	S	"Manuscript: Words: Category: Number"	21
7	T	"Cursive: Words: Category: Number"	21
7	U	"Manuscript: Words: Category: Month of the Year"	34
7	V	"Cursive: Category: Month of the Year"	34
7	W	"Manuscript: Words: Category: Day of the Week"	36
7	X	"Cursive: Words: Category: Day of the Week"	36

**WEBSITE 8: <http://www.schoolexpress.com/>
Large number of printable worksheets
Handwriting, language arts, phonics, math, activities etc.**

8	A	"Alphabetizing 01–09"	7
8	B	"Alphabetizing 10–14"	7
8	C	"Alphabetizing 15–16"	7
8	D	"Alphabetizing 17–21"	7
8	E	"Beginning Consonants"	10
8	F	"Beginning Digraphs"	10
8	G	"ch"	10
8	H	"sh"	10
8	I	"th"	10
8	J	"wh"	10
8	K	"Ending Consonants"	11
8	L	"Ending Digraphs"	11
8	M	"Calendar: Months No. 02"	34
8	N	"Calendar: Months No. 03"	34
8	O	"Calendar: Months No. 04"	34

NUMBER		TITLE	SKILL
8	P	“Calendar: Weekdays No. 02”	36
8	Q	“Calendar: Weekdays No. 03”	36
8	R	“Calendar: Weekdays No. 05”	36
8	S	“Calendar: Weekdays No. 01”	36
8	T	“Calendar: Months No. 05”	36

WEBSITE 9: www.starfall.com

Interactive learn to read materials: (Pre K-2)

9	A	“Movie: Alphabet”	6
9	B	“Movie: Left to Right”	6
9	C	“Learn to Read”	11
9	D	“ABC Song”	6
9	E	“Movie: Vowels”	

WEBSITE 10: <http://www.teachers.ash.org.au/jeather/>

2 websites that teach and test by Australian teacher Jenny Eather

Rainforest Maths: interactive math activities (K-6)

Maths Dictionary: interactive test and teach pages for math terms

10	A	“Twenty-four Hour Time”	30
10	B	“Time Around the World”	30

WEBSITE 11: <http://penmanship.donnayoung.org/>

11	A	Manuscript paper for penmanship practise	2
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WEBSITE 12: <http://encarta.msn.com/>

12	A	Online dictionary that will say word aloud Very comprehensive	16
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WEBSITE 13: <http://www.digital-women.com>

13	A	“Grocery List” International online community for women in business Free printable daily planner sheets	38
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WEBSITE 14: <http://www.landeman.co.nz>

14	A	Office supplies company Variety of complimentary office forms “Message Pads”	38, 39
----	---	--	--------

WEBSITE 15: <http://www.manythings.org/>

15	A	Many interesting things for ESL students Reading, Spelling, Vocabulary, Grammar, Speaking Listening “Reading English Signs”	42
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Students may access the above sites for interactive use, or download worksheets for individual use. Tutors must research individual copyright permission statements fully before making other use of these websites.

http://www.hrsdc.gc.ca/en/hip/hrp/essential_skills/essential_skills_index.shtml

“Essential Skills and Workplace Literacy Initiative”

“Launched on April 1, 2003, the Essential Skills and Workplace Literacy Initiative helps to ensure that Canadians have the right skills for changing work and life demands. Its goal is to enhance the skill levels of Canadians who are entering—or are already in—the workforce. The Initiative does this by increasing awareness and understanding of essential skills, supporting the development of tools and applications, building on existing research, and working with other Government of Canada programs.”

The information quoted above from the Essential Skills Website provided valuable guidance in the selection of skills for the SKILLS FOR JOBS program.

Website Index and Acknowledgements

Further Resources

Print Resources

Decoding and Spelling

Laubach Way to Reading: Reading Level 1–4

Frank C. Laubach, Elizabeth Mooney Kirk, Robert S. Laubach
New Readers Press

Publishing Division of Laubach Literary International

Reading, writing, and listening skills

Phonetically based

Skillbooks, Workbooks, and Readers

Phonetic approach to decoding and spelling

Vocabulary development

The Oxford Picture Dictionary: Canadian edition

Oxford University Press

ISBN 0–19–435270–6

Illustration Hi and Hii: (Job Checklist)

“Lobby/Corridor Checklist

Workplace Literacy and Language Training

Binder 11: The Job

Instructor Support Package

Alberta Vocational College, Edmonton

1996

Illustration ADi and ADii: (Road Signs)

Road Sign Worksheet

Workplace Literacy and Language Training

Binder 1V: Safety

Instructor Support Package

Alberta Vocational College, Edmonton

1996

Electronic Dictionary

Franklin Speaking Dictionary and Thesaurus

Merriam-Webster

Language Master™ (LM-6000)

STUDENT BINDER

NorQuest College

Skills for Jobs

Job Literacy

For the Student:

Welcome to Job Literacy!

Welcome to **Job Literacy**. You will work with your tutor on many of the basic reading and writing skills you need for jobs such as working in a daycare, driving a cab, handling cash, working in a warehouse, helping old people, etc.

Your tutor will do activities with you so that you can show the literacy skills you already have and learn new ones. The activities are in order on your **Literacy Skill Ladder**. You will do them one by one so that there are no missing steps. Each time you finish a step, you will highlight it to show what you know.

Each activity is something you might do on the job. You and your tutor will do **some pretending** here. In each job setting, the tutor will pretend to be the worker and you will pretend to be her trainee. In other words, you will be a worker who is just learning the new job.

As you talk about the job situations and number skills, you will be using lots of vocabulary from the job. Partway through the program, you will begin putting this vocabulary into a personal dictionary.

At any time you can ask your tutor questions, share ideas, and learn new vocabulary. This will be good practice in **oral communication**.

In many of the activities, you will be using documents such as timesheets, receipts, labels, recipes, etc. That means that as you build your literacy skills, you will also be improving your **document literacy**.

There will be lots of chances to improve your **computer literacy** as well when you do some learning and enrichment activities on the computer.

You will probably be happy to see that you have many of the reading and writing skills you need for these jobs already. However, when you come to an activity that seems hard or confusing, there is **no need to worry**. Your tutor will help you finish the activity and then will help you learn more

There is **no need to hurry**. Just go at your own speed and know that each step takes you farther up the Literacy Skill Ladder.

Good luck!

Literacy Skill Ladder

See following pages.

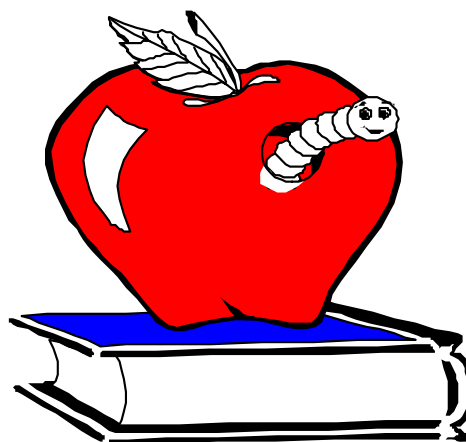
 **Letters Tier**

	SKILL	DOCUMENTS USED	JOBS
11	FIND WORDS BY LETTER SOUNDS	LIST (NAMES)	HAIRDRESSER
10	WRITE LETTERS BY SOUND		DAYCARE WORKER
9	READ UPPER CASE CURSIVE LETTERS	LIST (NAMES)	BABYSITTER
8	READ LOWER CASE CURSIVE LETTERS	LIST (NAMES)	NANNY
7	USE ALPHABETICAL ORDER	FILES (CLIENT INFORMATION)	HAIRDRESSER
6	WRITE THE ALPHABET IN ORDER		NANNY
5	USE GOOD PENMANSHIP	SIGN (INFORMATION)	DAYCARE WORKER
4	PRINT PERSONAL NAMES	SCHEDULE (RESERVATIONS)	HOSTESS
3	PRINT LETTERS IN UPPER CASE		DAYCARE WORKER
2	PRINT LETTERS IN LOWER CASE		DAYCARE WORKER
1	READ LETTER NAMES IN PRINT	SIGN (INFORMATION); LIST (NAMES)	DAYCARE WORKER

START!
LITERACY SKILL LADDER

 **Words Tier** 

	SKILL	DOCUMENTS USED	JOBS
16	USE ONLINE DICTIONARY TO READ WORDS	LIST (JOB CHECKLIST)	CLEANER
15	USE ELECTRONIC DICTIONARY TO READ NAMES	LIST (CLIENT INFORMATION)	HAIRDRESSER
14	USE ELECTRONIC DICTIONARY TO READ WORDS	LIST (JOB CHECKLIST)	CLEANER
13	PUT VOCABULARY IN PERSONAL DICTIONARY	BOOK (DICTIONARY)	ANY JOB
12	MAKE A PERSONAL DICTIONARY	LABEL (FILE); BOOK (DICTIONARY)	ANY JOB




Numbers Tier


SKILL

DOCUMENTS USED

JOBS

22	READ DIGIT NUMBERS AS ORDINALS	LIST (DELIVERY)	TAXI DRIVER
21	PRINT NUMBERS IN WORDS	FORM (SCHOOL WORKSHEET)	NANNY
20	WRITE DIGIT NUMBERS	FORM (INVENTORY SHEET)	STOCK TAKER
19	READ DIGIT NUMBERS	FORM (INVENTORY SHEET)	STOCK TAKER
18	READ AND WRITE TELEPHONE NUMBERS	SCHEDULE (APPOINTMENTS)	HAIRDRESSER
17	READ AND WRITE DIGIT CODES	LABEL (PRODUCT CODE)	STOCK TAKER

1 2 3 4 5 6 7 8 9

 **Addresses Tier** 

	SKILL	DOCUMENTS USED	JOBS
28	WRITE ADDRESSES	LIST (DELIVERY)	FURNITURE MOVER
27	READ UNIT AND BUILDING NUMBERS	LIST (DELIVERY)	FURNITURE MOVER
26	READ ADDRESS ABBREVIATIONS	LIST (DELIVERY)	FURNITURE MOVER

 **Money Tier** 

	SKILL	DOCUMENTS USED	JOBS
25	WRITE MONEY IN WORDS	FORM (RECEIPT BLANK)	CLEANER
24	WRITE MONEY IN DIGITS	LABEL (PRICE TAG)	BABYSITTER
23	READ MONEY IN DIGITS	FORM (STORE RECEIPT)	CASHIER



Time Tier



SKILL

DOCUMENTS USED

JOBS

37	WRITE DAYS OF THE WEEK IN ABBREVIATIONS	SIGN (INFORMATION)	DAYCARE WORKER
36	WRITE DAYS OF THE WEEK IN FULL	SIGN (INFORMATION)	DAYCARE WORKER
35	WRITE MONTHS IN ABBREVIATIONS	SIGN (INFORMATION)	DAYCARE WORKER
34	WRITE MONTHS IN WORDS	SIGN (INFORMATION)	DAYCARE WORKER
33	WRITE DATES IN DIGITS	FORM (RECEIPT BLANK)	CLEANER
32	READ DATES IN DIGITS	LABEL (EXPIRY DATE)	VISITING HOMEMAKER
31	READ AND WRITE AMOUNTS OF TIME	INSTRUCTIONS (RECIPE); NOTE	KITCHEN HELPER
30	READ 24-HOUR TIME	FORM (STORE RECEIPT)	BABYSITTER
29	READ AND WRITE TIME OF DAY	SCHEDULE (TIMESHEET)	SEWING MACHINE OPERATOR



Bravo! You have reached the top of the literacy skill ladder.

Messages Tier

	SKILL	DOCUMENTS USED	JOBS
42	READ ROAD SAFETY SIGNS	SIGNS (ROAD SAFETY)	TAXI DRIVER
41	WRITE A CHEQUE	FORM (CHEQUE)	VISITING HOMEMAKER
40	USE A CALENDAR	SCHEDULE (CALENDAR)	VISITING HOMEMAKER
39	READ A PHONE MESSAGE	FORM (PHONE MESSAGE)	FOOD SERVER
38	WRITE DOWN A PHONE MESSAGE	FORM (PHONE MESSAGE)	HAIRDRESSER

Student Handout 1: Print Lower Case Letters

Skill 2

Lower Case Printed Letters
(grouped by beginning line)

↪ a c d f g o q s

↓ b h i j k l m n p r t u

↘ v w x y

→ e z

Student Handout 2: Print Upper Case Letters

Skill 3

Upper Case Printed Letters
(grouped by beginning line)

↖ A V W X Y

↓ B D E F H I J K L M P R T U N

↷ C G O Q S

→ Z

Student Handout 3: Print Alphabet

Skill 6

The Alphabet

Aa Bb Cc Dd Ee Ff Gg

Hh Ii Jj Kk Ll Mm Nn Oo Pp

Qq Rr Ss Tt Uu Vv

Ww Xx Yy Zz

Student Handout 4: Lower Case Letters in Cursive

Skill 8

Lower Case Cursive Letters
(grouped by beginning shape):

1 i u t j p w (tent)

2 e l b h k f (loop)

3 c a d o g q (round)

4 m n r x y z (hump)

5 k s

Student Handout 5: Upper Case Letters in Cursive

Skill 9

Upper Case Cursive Letters

~ C A O E

1 B H K P R

7 N M U V W X Y Z

~ J F I H

2 L G D L

Student Handout 6: Cardinal Number Words

Skill 21

Cover the words on the left.

Print the words on the line.

Uncover the word to check.

one	1	_____
two	2	_____
three	3	_____
four	4	_____
five	5	_____
six	6	_____
seven	7	_____
eight	8	_____
nine	9	_____
ten	10	_____
eleven	11	_____
twelve	12	_____
thirteen	13	_____
fourteen	14	_____
fifteen	15	_____
sixteen	16	_____
seventeen	17	_____

Student Handout 6: Cardinal Number Words

eighteen	18	_____
nineteen	19	_____
twenty	20	_____
twenty-one	21	_____
thirty	30	_____
forty	40	_____
fifty	50	_____
sixty	60	_____
seventy	70	_____
eighty	80	_____
ninety	90	_____
one hundred	100	_____

Student Handout 7: Ordinal Number Words

Skill 22

CARDINAL WORDS

one
two
three
four
five
six
seven
eight
nine
ten
eleven
twelve
thirteen
fourteen
fifteen
sixteen
seventeen
eighteen
nineteen
twenty
twenty-one
thirty
forty
fifty
sixty
seventy
eighty
ninety
one hundred

ORDINAL WORDS

first
second
third
fourth
fifth
sixth
seventh
eighth
ninth
tenth
eleventh
twelfth
thirteenth
fourteenth
fifteenth
sixteenth
seventeenth
eighteenth
nineteenth
twentieth
twenty-first
thirtieth
fortieth
fiftieth
sixtieth
seventieth
eightieth
ninetieth
one hundredth

Student Handout 8: Address Abbreviations

Skill 26

Cover the abbreviation on the left.

Print the word on the line to match the abbreviation.

Uncover the abbreviation to check spelling.

Apt.	Apartment	_____
Ave.	Avenue	_____
Bldv.	Boulevard	_____
Ct.	Court	_____
Cr.	Crescent	_____
Dr.	Drive	_____
Pl.	Place	_____
Rd	Road	_____
St.	Street	_____
Ste.	Suite	_____
Tr.	Trail	_____
N.	North	_____
S.	South	_____
E.	East	_____
W.	West	_____
NW.	Northwest	_____
NE	Northeast	_____
SW	Southwest	_____
SE	Southeast	_____

Student Handout 9: Months in Words

Skill 34

Cover the words at the left.

Print the name of each month on the line.

Uncover the words to check spelling.

January	01	_____
February	02	_____
March	03	_____
April	04	_____
May	05	_____
June	06	_____
July	07	_____
August	08	_____
September	09	_____
October	10	_____
November	11	_____
December	12	_____

Student Handout 10: Months in Abbreviations

Skill 35

Cover the abbreviations at the left.
Print the abbreviation of each month on the line.
Uncover the abbreviations to check spelling.

Jan. 01	_____
Feb. 02	_____
Mar. 03	_____
Apr. 04	_____
May 05	_____
June 06	_____
July 07	_____
Aug. 08	_____
Sept. 09	_____
Oct. 10	_____
Nov. 11	_____
Dec. 12	_____

Student Handout 11: Days of Week in Words

Skill 34

Cover the day in words at the left.

Print the word on the line to match the day of the week.

Uncover the words to check spelling.

Sunday	01	_____
Monday	02	_____
Tuesday	03	_____
Wednesday	04	_____
Thursday	05	_____
Friday	06	_____
Saturday	07	_____

Student Handout 12: Days of Week in Abbreviations

Skill 35

Cover the day in digits at the left.

Print the word on the line to match the abbreviation.

Uncover the abbreviation to check spelling.

- 01 Sun. _____
- 02 Mon. _____
- 03 Tues. _____
- 04 Wed. _____
- 05 Thurs. _____
- 06 Fri. _____
- 07 Sat. _____