

D22-L2

Follow Written Instructions	Core Competency:D22	Level 2, Intermediate
Comprehend written communications.		
Time to complete: 120 minutes		

Objectives	Upon completion of this lesson students will be able to: 1. Understand the importance of what they read 2. Read and understand the value of the dictionary 3. Comprehend and follow written instructions
Cross Competencies	C18 Follow Directions C19 Practice effective human relations D23 Communicate in Writing G53 Exhibit work ethics and behaviors essential to success H62 Demonstrate how to work effectively with others H63 Demonstrate an attitude that attracts the attention of management H64 Demonstrate an ability to communicate and work with customers to satisfy their expectations H66 Demonstrate an ability to follow and give directions
Core Standards	Career and Vocational/Technical Education: Content Standards 2 and 3 Workplace Competencies Content Standards 2 , 3 and 4

Resources		
Materials in Lesson Plan	Other Supplies Required	Supplemental Resources
<ul style="list-style-type: none"> D22L1WS1 What is in a Phone Book D22L2ACT1 Student Dictionary D22L1ACT2 Make a Kite 	<ul style="list-style-type: none"> Access to Computer Lab Dictionaries Phonebooks On line versions of dictionaries or phonebooks Word related Vocabulary Lists 	www.puzzle-maker.com

MCA	Portfolio Project	Guest Speakers	Program of Work
Civic Engagement	Indian Education for All	Career Pathways	Competitive Events
Mapping Your Future			Words in the Work Place



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Suggested Instructional Approach		Notes
Introduction	It's Greek to me! Not if you practice the correct steps to improve your understanding of what you read. Understanding what you read is very important to you getting, keeping and moving up on the job. When you're job hunting you need to know how to read and understand want ads, telephone books, applications, etc. On the job you'll have to read memos, letters, work orders, manuals and different types of papers necessary to perform your work satisfactorily. If you guess at what things mean, you'll end up in trouble or embarrassing yourself. If your future is important to you, the time spent improving your reading skills will pay off through raises and promotions. Remember, reading is one secret to making those big bucks.	
Preparation	<ul style="list-style-type: none"> • Make copies of student handouts. • If you will be doing supplemental activities, make copies or arrange for the resource as needed. 	
<p>Introduce students to the SMART concept when reading. S-M-A-R-T (survey, measure, anticipate, read, trace) = SMART! Practice these steps to become a better reader and know what you're reading.</p> <p><u>Survey</u> - First survey or skim the material. What is it about? Are there pictures or graphs? What do they show? Can you identify the main idea? Is there a chapter summary? Is there a table of contents? Look at chapter subheadings--make them into questions.</p> <p><u>Measure</u> - How much material do you need to read? Is it technical? How long will it take to read?</p> <p><u>Anticipate</u> - As you read, try to figure out what information it will give. For example, if you are reading the employee's handbook, think of what information it should contain before you start reading. Will it tell about benefits, such as sick leave, medical insurance, work hours, etc.? This helps connect the new information to other information you already know. This way you will remember better.</p> <p><u>Read and Review</u> - Read one section at a time and see if you can answer questions you anticipated. Be sure you understand this section before you go to the next one. Have you made notes?</p> <p><u>Trace</u> - Once you have finished, review what you have read. Review your notes and summaries, illustrations, etc. Can you remember the main points? Use an outline or mind-mapping to organize the information. Just remember, the beginning letters of the process! S-</p>		

M-A-R-T will make you SMART!	
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<ol style="list-style-type: none"> 1. Discuss with the class the importance of understanding how to read reference materials. The first is the dictionary. Walk your students through the parts of a dictionary. Talk to them about the value in building their vocabulary. 2. Have students design an anagram or crossword puzzle using work-related vocabulary words. There are some computer programs which can construct these puzzles for you. www.puzzle-maker.com is a good resource for this activity. 3. Handout <u>D22L2ACT1 Student Dictionary</u>. Have class complete; you can either bind into booklet or create a bulletin with the finished products. 4. Handout <u>D22L2WS1 What is in a Phone Book?</u> You may have to adjust some of the questions to fit your community. 5. <u>DDL2ACT2 Make a Kite</u>. This is a challenging activity to see if your class can truly follow written directions. 	
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Assessment	Give credit for completion of creation of crossword puzzle, worksheets and activities.	
Supplemental Activities	Develop an exchange library where students can exchange books and other reading materials. Solicit contributions from others, teachers, employers, etc. Let students use the “exchange library” as an enrichment activity when they have completed their assignments. Just get them READING! Use their strengths to improve their weaknesses.	