

Contextualized Hospitality & Food Service Curriculum

2019

THE LITERACY COOPERATIVE OF GREATER CLEVELAND |
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Contextualized Hospitality & Food Service Curriculum

First Edition 2019

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Forward

Statement of Copyright

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Instructor's Guide

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Program Description

The Contextualized Hospitality & Food Service Curriculum is designed to facilitate adult academic and career readiness for entryway into post-secondary training in the hospitality and food service industry. The course of study is developed for adults, interested in enrollment in hospitality training programs, who do not initially meet eligibility guidelines. The curriculum is intended to increase academic proficiency in English Language Arts (ELA) in the context of hospitality and food service. Lessons target English Language learners who are functioning in the NRS EFL levels 3-6. Integrated into the academics, students will be provided the opportunity to examine, discuss and apply industry related topics, terminology and methods.

Standards

The curriculum guide was developed oriented to the following standards approved by Ohio ASPIRE:

Ohio Department of Higher Education ABE/ASE Standards for English Language Arts and Literacy and Mathematics (2014). Adapted from The College and Career Readiness Standards for Adult Education (U.S. Department of Education 2013). Standards can be accessed online at <http://www.ohioaspire.org/ABE/ASEStandards>

Program Support

Cuyahoga Community College Aspire



This contextualized Hospitality curriculum was adapted from the materials used to serve ESOL adult learners at Tri-C Aspire. The award-winning Aspire Program at Cuyahoga Community College (Tri-C), provides free academic skills instruction to people who need assistance acquiring the skills to be successful in college, training or a job. They offer classes on Tri-C campuses, at other locations within Cuyahoga County, and in Lake County. The program serves adults, sixteen and older who have skills below college level, and is funded by Federal and State grants through the Ohio Department of Higher Education.

For more information, please visit any Cuyahoga Community College campus or register online at <https://www.tri-c.edu/aspire/>

The Literacy Cooperative of Greater Cleveland



Established in 2006, The Literacy Cooperative (TLC) works to advance literacy through public awareness, advocacy, and collaboration to address low literacy levels in Greater Cleveland. TLC aims to promote the highest standards in the field, bridge current gaps in services, and allow children and adults to reach their highest literacy potential. In addition to convening direct service providers for professional development and collaboration, TLC works with policy makers, state and local leaders, employers and education providers to address critical literacy issues. Adapted from <http://www.literacycooperative.org/about-the-literacy-cooperative/>

Mustard Seed Training



Mustard Seed Training (MST) is a professional development company and online retailer based in Northeast Ohio. Chief Learning Officer Meagen Farrell specializes in turning ideas into reality. Organizational development services include grant writing, curriculum development, training, and more. MST's online retail site Mustseed.org serves the niche market of individuals and organizations providing Catechesis of the Good Shepherd (CGS) to children ages 0-12 years old, a Montessori-based religious education method currently used in at least 37 countries. The long-term vision of Mustard Seed Training is to apply research-based principles in adult basic education to adult faith formation. Learn more at www.mustseed.org

Assessment

Cuyahoga Community College, where this curriculum was developed and tested, uses several assessment options to measure progress of English Language Learners. Participants are tested once during orientation to determine their current skills in language arts and mathematics. This information is combined with other information gathered during orientation to place students into the appropriate level classroom.

Ongoing formative assessment is provided through individual vocabulary comprehension checks and demonstration assessments of skills such as safe knife handling, sorting, etc.

Summative assessment is given during Week 8, day A of this set of lesson plans to measure student progress. Training Now tutorials and certification are also incorporated into the course as a state-approved food handling certification that will aid students in acquiring jobs.

CASAS: The Workforce Skills Certification System assesses the skill levels of entry-level workers in reading, math, problem solving, and soft skills. The Workforce Skills Certificate can be used by students in the job application process.

<https://www.casas.org/home>

BEST Tests: The Center for Applied Linguistics offers two versions of BEST to assess student skills for the National Reporting System (NRS). BEST Plus 2.0 is an oral interview that allows Cuyahoga Community College to assess listening and speaking skills. BEST Literacy is a print-based test of reading and writing skills.

<http://www.cal.org/resource-center/publications-products/aea>

TRAINING NOW: Participants use this site to both prepare and test for the Ohio Level One Food Safety Course certification offered by the state-approved online provider Diversys Learning. www.TrainingNow.com

Instructor Notes

How to use the Guide

The Contextualized Hospitality & Food Service Curriculum is designed as a teacher resource to guide programs of study and lesson planning for hospitality training prerequisite coursework. The curriculum provides instructors a model course of study in basic skills and literary education grounded in the context of the hospitality industry. The primary goal is to foster student gains in academic knowledge and skill development in order to achieve necessary entrance exam scores for acceptance into vocational training programs. Ideally, the curriculum will guide instruction to promote test score achievement in the subject content areas of reading, mathematics and speaking American English. Second, students will acquire learning strategies, industry-specific knowledge, and workforce readiness skills to promote success in future postsecondary and career opportunities.

Incorporating Materials into Your Classroom

Lesson plans and the use of resource and materials are at the teacher’s discretion. Activities are designed to be adapted to fit the materials and time appropriate to your instructional setting. Feel free to substitute with other content that target similar topics and skill. Inclusion in this guide does not indicate endorsement of or by the organizations cited.

Recommended Learning Materials

Training Now

Several lesson plans reference online tutorials at www.TrainingNow.com. Participants use this site to both prepare and test for the Ohio Level One Food Safety Course certification offered by the approved online provider Diversys Learning. Additional state-approved food safety training providers can be found at the Ohio Department of Health website:
http://www.healthspace.com/Clients/Ohio/Ohio_Website_Live.nsf/FoodCertificatio ns.xsp

Other states offer similar lists of approved food safety certification providers that can be substituted for Training Now. The online course format includes the added benefit of increasing digital literacy skills required for most workplace settings.

Oxford Picture Dictionary

Adelson-Goldstein, J & Shapiro, N. (2016) *Oxford Picture Dictionary Third Edition: Monolingual American English*. Oxford University Press.

Realistic illustrations are organized by topic area to build English vocabulary. Versions of this dictionary are available in bilingual, class audio, Canadian English, interactive student e-Book, and workbook formats. Oxford University Press offers an online Teacher Resource Center with additional lesson plans and classroom materials.
https://elt.oup.com/catalogue/items/global/dictionaries/oxford_picture_dictionary_t hird_edition/

Google Images & Google Slides

Each lesson plan starts with vocabulary building activities. A list of vocabulary terms is provided with the instructions to present realistic photos, illustrations, or the physical object. Many free images can be found by searching Google Images:

Images.Google.com

You can also create a Google Slides presentation, then insert an image from a Google Images search. Look for images in the public domain or a shareable Creative Commons license. Fair use law allows teachers to use individual copyrighted images for educational use within a classroom setting, if you provide proper citations or source links.

[Slides.Google.com](https://www.slides.google.com)

Bridging the Employment Gap: Kitchen Help

This free, online textbook provides a variety of interactive learning activities and worksheets that are cited in this curriculum. It was developed in 2008 as a project of the Simcoe/Muskoka Literacy Network and funded by the Human Resources and Social Development Canada. View or download at http://literacynetwork.ca/wp-content/uploads/2014/06/bridgegap_manual_kitchen.pdf

On-the-Job

Written by Jessica Grace Jones in 2012 for the Minnesota Literacy Council, this free curriculum teaches essential job skills for English language learners who are new to the workforce in any industry. Directions and handouts are available at https://mnliteracy.org/sites/default/files/beginning_on-the-job_week_1_of_1.pdf

USA Learns

www.USALearns.org is a free website to help adults learn English and prepare for U.S. citizenship, and is provided by the Sacramento County (California) Office of Education. Though not mentioned in specific lessons, this free website allows motivated students to continue improving their English at home, the library, or anywhere with their mobile device. Students can register at the website www.USALearns.org or download the USA Learns English apps on Android or iOS mobile devices.

Teachers can create classes in the system to monitor student progress. Make sure to help students identify and avoid advertisements. More information for teachers available at <https://www.usalearns.org/teacher>

Instructional strategies for workforce readiness in the 21st Century

Contextualized Learning: Deliver instruction of academic skills and content in the form of real-life, career-focused contexts. Utilizing frameworks that are familiar to students builds on prior knowledge and can make the learning process easier as students ‘connect’ new information to something they already know. Introducing industry-specific contexts allows the practice of new skills in a low-stakes environment, which can increase on-the-job success.

Suggested Topics for Contextualization in Hospitality & Food Service

- Personal Health & Hygiene
- Harassment
- Teamwork
- Customer Service
- Cross Contamination
- Cleaning & Sanitizing Equipment & Utensils
- Proper Cooking & Containment of Foods
- Receiving & Managing Products

Interdisciplinary Approach: Moving beyond ‘teaching for the test’, integrated instruction incorporates more than one discipline or subject area during knowledge and skill building lessons. The integration of subject matters helps facilitate critical thinking, allowing students to make connections across topics and gain deeper understanding of the material.

Source: Farrell, Meagen (2013). *Teaching Adults: A GED Test Resource Book*. New Readers Press: Syracuse, NY.

Differentiation: Responsive teaching recognizes diversity and aims to meet the unique needs of all learners. Incorporating thoughtful strategy in the planning, process and delivery of instruction to offer a variety of content, tools, tasks, assessments to facilitate multi-level student success.

Source: Carolan, J. & Guinn, A. (2007). *Differentiation: Lessons*. Educational Leadership, 64 (5), pp. 44-47

<http://www.ascd.org/publications/books/110058e4/chapters/Differentiation@-Lessons-from-Master-Teachers.aspx>

CLOZE: Also called “Fill in the Sentence” or “Fill in the Blanks,” Cloze requires students to use context clues and background knowledge to complete a sentence. For English language learning, students demonstrate reading comprehension and vocabulary knowledge by completing passages at their reading level.

Wilson L. Taylor coined the term “cloze procedure” in 1953 for the reading comprehension assessment technique of deleting every 5th word in a sentence and requiring students to write in an answer. This technique has been widely adapted for instructional settings to give teachers feedback on individual student language skills.

Source: Taylor, W. L. (1953) “‘Cloze Procedure’: A New Tool for Measuring Readability.” *Journalism Quarterly*, Volume: 30 issue: 4, page(s): 415-433.

Vocabulary Building Exercises: Each lesson contains a list of vocabulary words to introduce to students. In addition to demonstrations, photos, and sample sentences, you can continue to practice vocabulary using exercises such as:

MindMaps: This visual learning tool can be used in just about any language learning setting. ESOL teacher Kenneth Beare provides a detailed explanation on “Using MindMaps to Learn English Vocabulary” (2018) at ThoughtCo.com: <https://www.thoughtco.com/using-mindmaps-to-learn-english-vocabulary-1211735>

Graphic Organizers: Using Spider Maps, Timelines, Venn Diagrams and more will greatly increase your students’ vocabulary retention. ESOL teacher Kenneth Beare provides empty templates with appropriate class uses of “Graphic Organizers” (2019) at ThoughtCo.com: <https://www.thoughtco.com/types-of-graphic-organizers-4122875>

Flash Cards: You can use a variety of online tools to download or create flash cards for your English Language Learners, detailed by Elena Shvidko in “7 Online Resources for Learning Vocab with Flashcards” (2015) on the TESOL Blog: <http://blog.tesol.org/7-online-resources-for-learning-vocab-with-flashcards/>

Better yet provide a stack of index cards and let your students create their own! This classic learning technique is most effective when combined with Spaced Repetition. Nikhil Sonnad provides an overview of this method in “The scientific, efficient way to learn languages: ‘spaced repetition’” (2018) in Quartz: <https://qz.com/1211561/how-to-learn-a-language-use-spaced-repetition/>

Dialogue Activities: Realistic dialogues provide English language learners with models of correct usage and allow students to practice language generation. Model dialogues can be presented in visual, audio, or printed script format. Ideal models provide visual, audio and print simultaneously for full sensory input. Student dialogue learning activities can include:

- Student role play, reading the script aloud in pairs or small groups.
- Student memorization and performance as reader’s theater.
- Open student response, where only one side of the dialogue is presented, and students generate responses as individuals, pairs, small groups or large groups.
- Students write a complete script using specific settings, characters, and/or vocabulary words.

Problem Solving Conversations: Adults face a wide variety of realistic scenarios that can be used as opportunities to learn critical thinking and workforce readiness skills. The Positive Discipline approach to classroom management provides templates and training to facilitate regular class meetings.

Instructors can adapt this method with adult learners by facilitating problem solving conversations whenever students encounter personal or academic problems that are interfering with their work or learning. Ask the student if they would like to present the situation and ask the class for help.

1. If possible, gather students seated in a circle.
2. Introduce the student with the problem. Ask the other students to take turns around the circle using one positive word to describe this student (can pass). This reminds the student of the positive traits they can use to resolve the issue.
3. Only after positive affirmation, allow the student with the difficulty to explain the problem without interruption. Note: English language learners may prefer to dictate their presentation in advance (use the Language Experience Approach), and practice reading it out loud.
4. Ask other students to take turns around the circle offering suggestions of what they would do in that situation. Students may pass if they don’t have an idea. Make sure that suggestions are presented as helpful to the presenting student, not judgmental or mocking.
5. Write down the helpful suggestions on a whiteboard or paper, and check that the presenting student understands each suggestion.
6. Finish the conversation by asking the presenting student which suggestion(s) they want to try first.

Adapted from Nelsen, J., Lott, L. & Glenn, S. (2013) *Positive Discipline in the Classroom*, 4th Edition. Three Rivers Press: New York, NY.

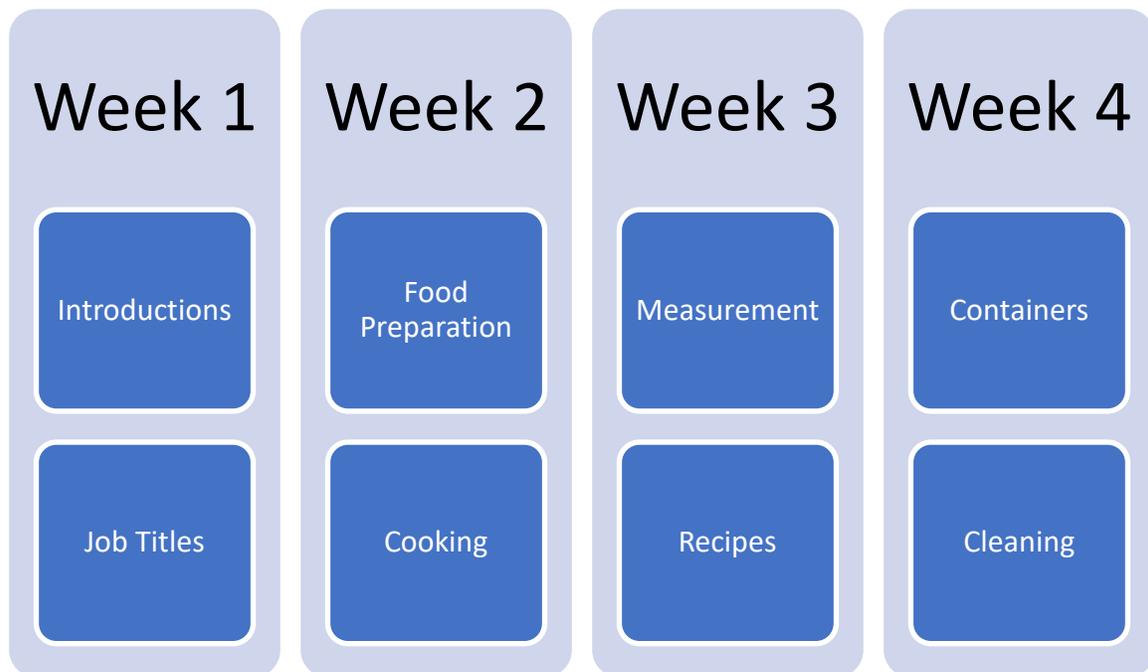
Overview of Contextualized Hospitality Curriculum

12 Week Course of Study

The contextualized hospitality lesson plans are designed to increase student competencies in foundational skills and workforce readiness, for student achievement towards hospitality career pathways. The program incorporates academics, field topics and career readiness skills to better prepare students for entryway into post-secondary vocational training. Ideally, the students will transition into hospitality-specific programing; however, improved academic and readiness skills are transferrable to other areas of study and vocation.

The sample lesson plans demonstrate how hospitality-focused material can be integrated into the skill development learning provided in this contextualized curriculum. Lessons are organized into a 12-week structure with two classes per week (class A and class B). Later lesson plans build on the vocabulary and skills introduced in previous lessons. The lesson plans may be used directly for a class session or modified to meet individual classroom needs.

Outline of Lesson Themes



<p>Week 5</p> <p>Customer Service</p> <p>Foods</p>	<p>Week 6</p> <p>Job Tasks</p> <p>Safety</p>	<p>Week 7</p> <p>Adding Totals</p> <p>Subtracting Change</p>	<p>Week 8</p> <p>Assessment</p> <p>Time & Pay</p>
<p>Week 9</p> <p>Applications</p> <p>Computer Use</p>	<p>Week 10</p> <p>Handwashing</p> <p>Cross Contamination</p>	<p>Week 11</p> <p>Sanitizing</p> <p>Temperatures</p>	<p>Week 12</p> <p>Receiving Foods</p> <p>Certification</p>

Contextualized Hospitality Lesson Plans

Week 1, Day A: Introductions

Skill Level: NRS EFL(s) 3-6

Time Frame: 2.5 hours

Learner Outcome: Introduce students to customer service experiences/skills.

Materials/Resources Needed:

- Class set of *Oxford Picture Dictionary, 3rd edition*
- “How to introduce yourself – American English Pronunciation” (2013) by Rachel’s English <https://www.youtube.com/watch?v=oWP9Riq-ZBg>
- Computer with internet access, projector, and screen
- Two cards for each student: “OK” and “Not OK.” (They can make in class)

Lesson Activities:

1. **Vocabulary:**

Nouns (Objects): Introduction, supervisor, co-worker, customer

Verbs (Actions): Introduce, smile, shake hands, greet

Adjectives: Polite, formal, informal

- Teacher displays vocabulary words on the board.
 - Teacher says word and students repeat word.
 - Teacher demonstrates or displays pictures of vocabulary words.
 - Students write words in notebook.
 - Large group generates 2-5 sentences using vocabulary words – write in student notebook.
2. **“Meeting & Greeting”:** *Oxford Picture Dictionary, 3rd edition*, pages 2-3.
- “Meeting & Greeting” read and discuss.
 - Role play what confidence looks like in the U.S. and what confidence does not look like. Point out the significance of body language – do not look away, cross arms, stand with your legs spread, take short, hurried breaths, or stand closer than an arms-length away.
 - Students introduce themselves with confidence and then again without confidence.

- Pass out “OK” and “Not OK” cards to each student (or have students make them). Read or act out examples below and have students hold up correct response.

1. Look at customer directly in the eye when speaking.
2. Look at the floor when manager talks to you.
3. Cover your mouth when you are speaking.
4. Touch people on the shoulder when you are speaking to them.
5. Speak quietly when addressing a customer.
6. Engage in small talk with customer.
7. Shake hands when introduced to supervisor.
8. Cross your arms when speaking with guest.
9. Make jokes with guest, co-worker, and supervisor.
10. Ask supervisor questions.

3. Dialogue:

- Practice numbers and customer service at the same time by counting items into baggies in the activity “Role Play” in *Bridging the Employment Gap* pages 78-79. Make sure to incorporate polite words such as “please” and “thank you.” http://literacynetwork.ca/wp-content/uploads/2014/06/bridgegap_manual_kitchen.pdf

4. View YouTube Video: “How to introduce yourself – American English Pronunciation” (9 mins).

<https://www.youtube.com/watch?v=oWP9Riq-ZBg>

- Pause the video to write phrases on the whiteboard and repeat out loud as a class.

Assessment/Differentiation Ideas:

Review: Teacher assesses individual comprehension of vocabulary words with pictures, pronunciations and/or games.

Week 1, Day B: Job Titles

Skill Level: NRS EFL(s) 3-6

Time Frame: 2.5 hours

Learner Outcome: Students will identify skills for success in the food service industry.

Materials/Resources Needed:

- Scissors for student use
- Handout: "Match the Words to Make a Sentence"
- Whiteboard with dry erase markers & eraser

Lesson Activities:

1. **Vocabulary:**

Words: Personal appearance, positive attitude, polite, responsibility, organized, on-time, late, confident, responsible

- Teacher displays vocabulary words on the board.
- Teacher says word and students repeat word.
- Teacher demonstrates or displays pictures of vocabulary words.
- Students write words in notebook.
- Large group generates 2-5 sentences using vocabulary words – write in student notebook.

2. **Comparing Hospitality Jobs**

- Point out a few jobs on pages 192 & 193 of *Oxford Picture Dictionary, 3rd edition*. Examples include doorman, parking attendant, desk clerk, housekeeper, short-order cook, dishwasher, server, bus person, caterer.
- Note which jobs you picked to reference again in the future classes.
- Have students pick two jobs on pages 192 and 193. Compare them by writing a blank T-chart on the whiteboard with the name of each job as the headings. Repeat if there is additional time.

3. **Dialogue: Starting a New Job**

- Pair students to create a dialogue introducing themselves using two jobs:
- Server: "Hello, I am Jaime the server. What is your name?"
- Busser: "Hello, I am Maria the busser. Nice to meet you."
- Students can share their new dialogues with the class – role play as well!

4. **Whole Group: Good or Bad Worker?**

- Write words on the board in a T-chart with words under the headings “Good Worker” and “Bad Worker.” Ask students to brainstorm English words to describe a good or bad worker. Examples:
 - i. Good: Helpful, nice, likes to learn, works hard, good listener.
 - ii. Bad: Talks too much, late, self-centered, and rude.

5. **“Match the Words to Make a Sentence”**

- Have student cut A/B sentence pieces into individual rectangles... arrange A/B pieces to match and form accurate and complete sentences.
- Take turns reading the correct sentences orally – ex. Teacher reads “A,” student read “B.”
- Project or print copies of the key for students to check their own work.

6. **“I Can Do It”**

- Distribute handout to students from *Bridging the Employment Gap* page 49: http://literacynetwork.ca/wp-content/uploads/2014/06/bridgegap_manual_kitchen.pdf
- Complete as whole group, pairs or individually.
- Optional Discussion: Which jobs use which skills? Which jobs are you prepared for?

Assessment/Differentiation Ideas:

Review: Teacher reviews vocabulary words with pictures, pronunciations, and/or games.

“Safety in the Workplace” Demonstration Assessment: *Bridging the Employment Gap* pages 55-72: http://literacynetwork.ca/wp-content/uploads/2014/06/bridgegap_manual_kitchen.pdf

See additional learning activities in the “Personal Safety” unit of *Bridging the Employment Gap* pages 23-72: http://literacynetwork.ca/wp-content/uploads/2014/06/bridgegap_manual_kitchen.pdf

Week 1, Day B: Match the Words to Make a Sentence

Use scissors to cut out both sides of the sentence. Match them together.

A) It's important to be	B) to the customer.
A) Always be polite and helpful	B) going to be late for work.
A) The employee needs to keep	B) he has a positive attitude.
A) You must call when you are	B) on time for work.
A) Always look neat and clean because	B) the snack bar organized.
A) John always smiles at work because	B) personal appearance is important.

Week 1, Day B: Match the Words to Make a Sentence-KEY

Answers for matching:

A) It's important to be	B) on time for work.
A) Always be polite and helpful	B) to the customer.
A) The employee needs to keep	B) the snack bar organized.
A) You must call when you are	B) going to be late for work.
A) Always look neat and clean because	B) personal appearance is important.
A) John always smiles at work because	B) he has a positive attitude.

Week 2, Day A: Food Preparation

Skill Level: NRS EFL(s) 3-6

Time Frame: 2.5 hours

Learner Outcome(s): Students will demonstrate understanding of food preparation and kitchen objects.

Materials/Resources Needed:

- Vocabulary: Carrots, celery, peeler, grater, knife, cutting board, utensils, storage container
- Activity: Pot, potatoes, water & stove
- White board & dry erase markers
- Student notebooks & pencils
- Objects, pictures, or visual demonstration of vocabulary words
- Pictures in *Oxford Picture Dictionary, 3rd edition* (2016) on pages 69, 77 & 78.
- Handout "Cook Up a Storm" Task 1 in *Bridging the Employment Gap* page 279:
http://literacynetwork.ca/wp-content/uploads/2014/06/bridgegap_manual_kitchen.pdf

Worksheet: Student create graphic organizer or flash cards to individually label pictures of food preparation actions. Discuss as a large group. Correct in pairs.

Lesson Activities:

1. **Vocabulary:**
Action Words: Clean, cut up, slice, grate, dice, peel, chop, boil
Objects: Carrots, celery, potato, kitchen utensils, knife, cutting board, storage container, peeler, grater
 - Teacher displays the word on the board.
 - Teacher says word and students repeat word.
 - Teacher demonstrates or displays pictures of vocabulary words.
 - Students write words in notebook.
 - Large group generates 2-5 simple sentences using vocabulary words – write in student notebook.
2. ***ALL PARTICIPANTS WASH HANDS*** (formal lesson later)
3. **Safe Knife Handling:** Teacher demonstrates.

4. **Vocabulary Review:** Students work in pairs and actively practice each food preparation vocabulary word one at a time, using carrots & celery, knives, cutting boards, containers & plastic bags.
5. **Dialogue:**
“Cook Up a Storm” Task 1 in *Bridging the Employment Gap* page 279:
http://literacynetwork.ca/wp-content/uploads/2014/06/bridgegap_manual_kitchen.pdf
Read directions out loud with class as whole group or have students work in pairs. Define words as needed.
6. **Cook!**
 - If enough time in class, have students wash hands and complete the activity cooking potatoes. Assign students to follow specific directions so different students have a turn. Leave enough time to clean up afterwards.

Assessment/Differentiation Ideas:

Review: Teacher reviews vocabulary words with pictures, pronunciations, and/or games.

Use dialogue “Cook Up a Storm” Task 1 as an extension activity:

- Record/play back students’ voices
- Select pairs of students to read directions for class
- Whole group alternating men and women

Home Practice: Handouts “Food Preparation Words,” and “Food Preparation Word Search.”

Week 2, Day A: Food Preparation Word Search

D L Z I P L O C K B A G L N S
W R E C D E U B P W U R O E A
A T A E O W M D E T F I H C N
S Y Q O P N E I E R T F C I I
H T E Y B R T N N A A H C L T
Q U T G H G S A R C O P D S I
D C A S Z I N A I P E B E L Z
Y J N O L G P I K N I F E R E
C L I X Q E V V T N E V E R P
I U M G R N Y J S T O R O L T
X K A P K T Q J F H U G B Z Q
H T T T K K S I K G W C W Z C
O C N M J S F W M Z W R B O L
G J O R G V K D F Z T O R S M
X G C E C I D L G Y C Y X D S

CHOP
CUT
KNIFE
PREPARATION
SANITIZE
UTENSIL

CONTAINER
CUTTING BOARD
MINCE
PREPARE
SHRED
WASH

CONTAMINATE
DICE
PEEL
PREVENT
SLICE
ZIPLOCK BAG

Week 2, Day A: Food Preparation Words

prepare container contaminate Ziplock bag
sanitize utensil prevent shred
dice slice

1. ___ i ___ e
2. p ___ ___ p ___ r ___
3. s ___ ___ c ___
4. ___ a ___ i ___ i ___ e
5. u ___ ___ ___ s ___ l
6. ___ i ___ l o ___ ___ b ___ ___
7. p r ___ ___ e ___ ___
8. s ___ r ___ d
9. c ___ ___ t a ___ ___ e ___
10. c ___ n ___ a ___ i ___ a ___ ___

Week 2, Day B: Cooking

Skill Level: NRS EFL(s) 3-6

Time Frame: 2.5 hours

Learner Outcome: Students will actively demonstrate basic cooking procedures.

Materials/Resources Needed:

Pasta, colander, wooden spoons, pots, knife, bread, cucumber, cutting board, silverware, serving bowls, plates, napkins, dish soap, dish cloth, towels, timer

- White board & dry erase markers
- Student notebooks & pencils
- Objects, pictures, or visual demonstration of vocabulary words
- Pictures in *Oxford Picture Dictionary, 3rd edition* (2016) on pages 77 & 78.
- Handout “Cook Up a Storm” Task 2 in *Bridging the Employment Gap* page 281:
http://literacynetwork.ca/wp-content/uploads/2014/06/bridgegap_manual_kitchen.pdf

Lesson Activities:

1. **Vocabulary:**

Actions: Stir, mix, chill, fry, bake, boil, simmer, add, microwave

Objects: Stove, oven, microwave, colander

- Teacher displays vocabulary words on the board.
 - Teacher says word and students repeat word.
 - Teacher demonstrates or displays pictures of vocabulary words.
 - Students write words in notebook.
 - Large group generates 2-5 sentences using vocabulary words – write in student notebook.
2. **Activities:** All participants wash hands. Put students into small groups and assign the following activities to each group:
- Boil and drain pasta
 - Stir, heat, or warm sauce
 - Peel, slice and/or chop cucumbers
 - Slice bread

Each group completes one cooking task, speaking as much English in the process as possible. After the four tasks are completed, everyone enjoys the light lunch that has been prepared.

3. **Oral Reflection:** During the light lunch, each group will verbally state the steps they performed during their assigned task – using as much vocabulary as possible.
4. **Clean up!**
5. **Dialogue:**
 - “Cook Up a Storm” Task 2 in *Bridging the Employment Gap* pages 277 & 281: http://literacynetwork.ca/wp-content/uploads/2014/06/bridgegap_manual_kitchen.pdf
 - Model the dialogue by reading out loud to the whole group.
 - See “Dialogue Activities” on page 14 to choose a student learning option.

Assessment/Differentiation Ideas:

Review: Teacher reviews vocabulary words with pictures, pronunciations, and/or games

Home Practice: “Cook Up a Storm” Task 3 in *Bridging the Employment Gap* page 283: http://literacynetwork.ca/wp-content/uploads/2014/06/bridgegap_manual_kitchen.pdf

Demonstration Assessment: “Cook Up a Storm” in *Bridging the Employment Gap* page 285: http://literacynetwork.ca/wp-content/uploads/2014/06/bridgegap_manual_kitchen.pdf

Week 3, Day A: Measurement

Skill Level: NRS EFL(s) 3-6

Time Frame: 2.5 hours

Learner Outcome: Students will identify a variety of English/ American measurements.

Materials/Resources Needed:

- Measuring cups & spoons: enough sets for class in pairs or threes
- Large & small mixing bowls: enough sets for class in pairs or threes
- Flour, paper towels
- Pictures in *Oxford Picture Dictionary, 3rd edition* (2016) on page 75
- Handout "What is a Measuring Cup?" in *Bridging the Employment Gap* page 313:
http://literacynetwork.ca/wp-content/uploads/2014/06/bridgegap_manual_kitchen.pdf

Lesson Activities:

1. Vocabulary:

Objects: Gallon, half gallon, quart, pint, cup, tablespoon, teaspoon, measuring cups, measuring spoons, pound, ounce, dozen

- Teacher displays vocabulary words on the board
- Teacher says word and students repeat word.
- Teacher demonstrates or displays pictures of vocabulary words.
- Students write words in notebook.
- Large group generates 2-5 sentences using vocabulary words – write in student notebook.

2. All participants wash hands!

3. Practice Measurement

- Teacher demonstrates measuring dry/liquid items (water, flour) with measuring spoons & cups.
- Use a large mixing bowl from which to measure large amounts into a smaller bowl.
- Have students work in pairs to measure dry/liquid items (water, flour) as directed by the teacher.
- Measure amounts from larger bowl into smaller bowl.

4. Challenge students

- Combine measurement terms (example – “measure 1 cup and 2 teaspoons”)
- Continue this exercise as a reading activity using the handout “Read and Measure:”
 - i. 1 cup flour
 - ii. 1 Tablespoon water
 - iii. $\frac{1}{4}$ teaspoon flour
 - iv. $\frac{1}{2}$ cup water
 - v. $\frac{1}{3}$ cup flour + 1 Tablespoon water
 - vi. 1 teaspoon flour + $\frac{1}{4}$ cup water
 - vii. $\frac{1}{2}$ cup water + $\frac{1}{2}$ teaspoon flour

5. Clean up!

6. Abbreviations

- Introduce abbreviations for measurement on the board & discuss gal, qt, pt., c, Tbs, tsp, lb., oz, doz
- Have students write these abbreviations in their notebooks
- Have students apply abbreviations to handout “Abbreviations”

7. Dialogue:

- “What is a Measuring Cup?” in *Bridging the Employment Gap* page 313: http://literacynetwork.ca/wp-content/uploads/2014/06/bridgegap_manual_kitchen.pdf
- Model the dialogue by reading out loud to the whole group.
- See “Dialogue Activities” on page 14 to choose a student learning option.

Assessment/Differentiation Ideas:

Review: Teacher reviews vocabulary words with pictures, pronunciations, and/or games. See additional activities in unit “Measuring Ingredients” in *Bridging the Employment Gap* pages 287-354: http://literacynetwork.ca/wp-content/uploads/2014/06/bridgegap_manual_kitchen.pdf

Home Practice: “Match the Levels” and “How Many?” worksheets in *Bridging the Employment Gap* page 327 & 329: http://literacynetwork.ca/wp-content/uploads/2014/06/bridgegap_manual_kitchen.pdf

Week 3, Day B: Recipes

Skill Level: NRS EFL(s) 3-6

Time Frame: 2.5 hours

Learner Outcome(s): Students will identify a variety of English/ American measurements used in recipes.

Materials/Resources Needed:

- Online cooking videos: Food Network's Pioneer Woman. Select from:
 - Low Carb Lettuce Burger <https://www.foodnetwork.com/recipes/ree-drummond/low-carb-lettuce-burgers-2324126>
 - Carb Buster Breakfast <https://www.foodnetwork.com/recipes/ree-drummond/carb-buster-breakfast-2324125>
 - Butternut Squash & Kale Stir Fry <https://www.foodnetwork.com/recipes/ree-drummond/butternut-squash-and-kale-stir-fry-2324098>
- Computer, projector & screen (or board)
- Student notebooks & pencils
- White board & dry erase markers
- Pictures in *Oxford Picture Dictionary, 3rd edition* (2016) on page 75

Lesson Activities:

1. **Vocabulary:**

Objects: Gallon, half gallon, quart, pint, cup, tablespoon, teaspoon, measuring cups, measuring spoons, pound, ounce, dozen

- Teacher displays vocabulary words on the board.
 - Teacher says word and students repeat word.
 - Teacher demonstrates or displays pictures of vocabulary words.
 - Students write words in notebook.
 - Large group generates 2-5 sentences using vocabulary words – write in student notebook.
2. **Review vocabulary:** Have students review vocabulary words to date with a partner & share home practice assignment from previous classes.

- Depending on the students' reaction/comprehension of the previous classes, have students pull a random vocabulary word out of a container and find its picture or object.

3. Pancakes

- Distribute picture story "Pancakes."
- Depending on the level of students in the class, either discuss the picture frames as a whole group or in small groups, with the goal of verbalizing the story events.
- The last two frames are words for students to fill in the pictures.

4. Fill in the Blanks

- Complete individually - "Fill in the blanks" Cloze activity.
- Check the answers in pairs.

5. Dialogue: Pancakes

- Model the dialogue by reading out loud to the whole group.
- Pair students for "Pancakes Dialogue" activity.
- Rotate student multiple times to practice speaking with each other.
- See "Dialogue Activities" on page 14 to choose a student learning option.

6. Watch cooking videos, up to 20 minutes total.

- Before watching, ask students to take notes on measurements that are mentioned.
- After watching, see if students wrote clear enough notes to reconstruct the measurements listed in the recipe.

Assessment/Differentiation Ideas:

Review: Teacher reviews vocabulary words with pictures, pronunciations, and/or games.

Home Practice: (preparation for week 3 on containers) "Food and Drink: Containers and Amounts" (2018) worksheet from TeachThis:

<https://www.teach-this.com/images/resources/containers-and-amounts.pdf>

Week 3, Day B Picture Story: Pancakes

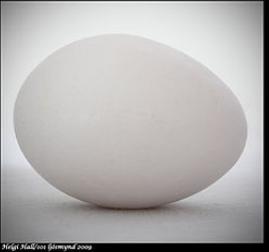
	<p>Pancake Recipe</p> <p>1 cup pancake mix ½ cup milk 1 egg 1 Tablespoon oil</p>
	
	
<p>Turn on the stove.</p>	<p>Cook the pancakes. Yum!</p>

Image sources: Wikimedia Commons

- https://commons.wikimedia.org/wiki/File:Emojione_BW_1F95E.svg
- [https://commons.wikimedia.org/wiki/File:Pyrex_\(33207525465\).jpg](https://commons.wikimedia.org/wiki/File:Pyrex_(33207525465).jpg)
- https://commons.wikimedia.org/wiki/File:Bottle_of_milk.jpg
- [https://commons.wikimedia.org/wiki/File:How_To_Break_An_Egg_\(4037138402\).jpg](https://commons.wikimedia.org/wiki/File:How_To_Break_An_Egg_(4037138402).jpg)
- Wiese, M. (2008) "Oil Pour." <https://www.flickr.com/photos/42dreams/2452877486>

Week 3, Day B Dialogue: Pancakes

<p>A: Let's make pancakes!</p>	
<p>B: We read the recipe.</p>	<p>A & B: Pancake Recipe 1 cup pancake mix ½ cup milk 1 egg 1 Tablespoon oil</p>
<p>A: Add one cup pancake mix to the bowl.</p>	
<p>B: Add one half cup milk to the mix and stir.</p>	
<p>A: Break one egg and mix it in.</p>	
<p>B: Add one tablespoon of oil and stir.</p>	
<p>A: Turn on the stove.</p>	<p>B: Cook the pancakes. Yum!</p>

Week 3, Day B Fill in the Blanks: Pancakes

Let's make pancakes! We _____ the recipe.

1

Add one _____ pancake mix to the _____.

2

3

Add one half cup _____ to the mix and

4

_____. Break one egg and _____ it in.

5

6

Add one tablespoon of _____ and stir.

7

Turn on _____ stove. Cook the pancakes.

8

Yum!

Word bank:

mix

cup

milk

the

bowl

oil

read

stir

Week 4, Day A: Containers

Skill Level: NRS EFL(s) 3-6

Time Frame: 2.5 hours

Learner Outcome(s): Students will distinguish appropriate containers for food packaging.

Materials/Resources Needed:

- Dry erase boards & markers for students
- List of containers: bag ex.-bag of rice, gallon carton, bottle, roll, box, six-pack container, can, tube, loaf, jar, stick butter
- Tape and signs with numbers 1-10
- Pictures in *Oxford Picture Dictionary, 3rd edition* (2016) on page 74
- Student worksheets on *Bridging the Employment Gap* pages 109-116:
http://literacynetwork.ca/wp-content/uploads/2014/06/bridgegap_manual_kitchen.pdf

Lesson Activities:

1. **Vocabulary:**

Objects: Bag, carton, bottle, roll, box, six-pack, loaf, jar, can tube, package, container, stick of butter, storage bags (small, medium & large)

- Teacher displays vocabulary words on the board.
- Teacher says word and students repeat word.
- Teacher demonstrates or displays pictures of vocabulary words.
- Students write words in notebook.
- Large group generates 2-5 sentences using vocabulary words – write in student notebook.

2. **Sorting by Size: Small, Medium, and Large**

- For details on this activity, along with worksheets, see *Bridging the Employment Gap* pages 97 & 109-116: http://literacynetwork.ca/wp-content/uploads/2014/06/bridgegap_manual_kitchen.pdf

3. Naming Containers

- Teacher will display a variety of empty, clean containers from the vocabulary list. Tape a number (1-10) to each container.
- Distribute individual dry erase boards & markers to students, or notebooks.
- As the teacher selects a container, hold it up for all to see.
- Have students write the correct name for the container on their dry erase boards on notebooks.
- Continue writing items and check for accuracy as you go.
- For a variation on this sorting activity, see *Bridging the Employment Gap* page 100: http://literacynetwork.ca/wp-content/uploads/2014/06/bridgegap_manual_kitchen.pdf

4. Container Sentences

- After displaying all containers, teacher will orally give related sentences with every 5th word missing.
- Student can refer to their list from their whiteboards to give the correct answer out loud.

5. Dialogues:

- Students get into pairs for practice.
- Make new conversations using vocabulary on page 74 in *Oxford Picture Dictionary, 3rd edition* (2016).
- Ask each pair to write down their dialogue with at least two sentences for each person (4 lines total).

Assessment/Differentiation Ideas:

Review: Teacher reviews vocabulary words with pictures, pronunciations, and/or games.

Dialogue Formative Assessment: Have students turn in their dialogues and check for proper word usage (not spelling or punctuation). Alternatively, pairs can perform their dialogues to check for pronunciation. Do not interrupt, but generate a list of words to practice correct pronunciation as a group at the end.

Demonstration Assessment: “Sort Them Out” in *Bridging the Employment Gap* pages 117-128: http://literacynetwork.ca/wp-content/uploads/2014/06/bridgegap_manual_kitchen.pdf

Week 4, Day B: Cleaning

Skill Level: NRS EFL(s) 3-6

Time Frame: 2.5 hours

Learner Outcome(s): Students will perform proper kitchen clean up and handwashing techniques.

Materials/Resources Needed:

- Class set of Oxford Picture Dictionaries
- Hand soap, cleaner for counter tops, trash bags, mop, bucket, broom, dustpan, paper towels, dish towels, oven cleaner.
- Computer with internet access, projector & screen
- “Food Safety Coaching (Part 1): Handwashing” (2012) by Food Standards Agency <https://www.youtube.com/watch?v=cCpr11OuYKI>
- Pictures in *Oxford Picture Dictionary, 3rd edition* (2016) on page 61

Lesson Activities:

1. **Vocabulary:**

Actions: Sweep, vacuum, wipe, sanitize, mop

Objects: Rubber gloves, trash bags, fingernails, disinfectant wipes, germs, sponge mop, broom, dish towel, sponge

- Teacher displays vocabulary words on the board.
 - Teacher says word and students repeat word.
 - Teacher demonstrates or displays pictures of vocabulary words.
 - Students write words in notebook.
 - Large group generates 2-5 sentences using vocabulary words – write in student notebook.
2. **View YouTube Video** – Food Safety Coaching (Part 1): Handwashing.
- <https://www.youtube.com/watch?v=cCpr11OuYKI>
 - Discuss, re-watch, etc.
3. **Handwashing:**
- Have all students role play the handwashing method demonstration in the video by washing/drying their hands in the kitchen sink.
 - PRACTICE!

4. "Cleaning Supplies"

- Students work in pairs to practice asking for items on "Cleaning supplies" p 61 in *Oxford Picture Dictionary, 3rd edition*. Review & discuss as a group.

5. Dialogue:

- Hand out "I Had an Accident" in *Bridging the Employment Gap* page 53: http://literacynetwork.ca/wp-content/uploads/2014/06/bridgegap_manual_kitchen.pdf
- Read each scenario out loud.
- See "Dialogue Activities" on page 14 to choose a student learning option.

6. Sample Injury Report Form

- Depending on student level, assign students to write down the description of one scenario on a sample injury report form.
- For more ideas on this activity, see "Reporting Injuries" and "I Had an Accident" in *Bridging the Employment Gap* pages 32 & 53.

7. Clean the on-site kitchen

- Depending on the condition of the kitchen, you may need to create or dirty the environment, so students have some challenging cleaning tasks to perform.
- Suggested ideas:

Sweep the floors	Clean cooktop
Mop the floor	Sanitize countertops
Empty/take out trash	Wipe down appliances
Load or empty dishwasher	Clean inside microwave
Clean oven	Wipe down student tables

Assessment/Differentiation Ideas:

Review: Teacher ask pairs to share their dialogues from the previous class using "Containers and Packaging" on page 74 of *Oxford Picture Dictionary, 3rd edition*.

View YouTube videos to review dishwashing techniques. Pause video and ask students to predict the next step:

- "Dish Washing" by UCC Culinary Arts Program (8.5 min)
<https://www.youtube.com/watch?v=f1dO8UGAq7A>
- "The Dishwasher: Dwyck" by Block Star DVDs (4 min)
<https://www.youtube.com/watch?v=K6SdD8TjX7E>

Week 5, Day A: Customer Service

Skill Level: NRS EFL(s) 3-6

Time Frame: 2.5 hours

Learner Outcome: Students will recognize and identify elements of food industry & quality service.

Materials/Resources Needed:

- Handout: “Types of Customers”

Lesson Activities:

1. Vocabulary:

Words: complaint, apology, satisfaction.

Verbs: complain, apologize, satisfy.

Types of Customers: Angry, happy, sick, special needs, non-English speaking, lost, child/children, service member, senior, disruptive.

- Teacher displays vocabulary words on the board.
 - Teacher says word and students repeat word.
 - Teacher demonstrates or displays pictures of vocabulary words.
 - Students write words in notebook.
 - Large group generates 2-5 sentences using vocabulary words – write in student notebook.
- #### **2. Role Play: “Types of Customers”**
- Select a role-play activity (different from vocabulary intro) that models the various types of customers.
 - As a large group have students greet and assist each type of customer.
 - See handout for greeting from each type of customer.
- #### **3. Discuss steps to handle a complaint.**
- 1. Listen
 - 2. Respond by apologizing
 - 3. Take action to solve problem
 - 4. Follow-up by checking if customer is satisfied.
 - Option: In pairs, ask students to write a dialogue that includes all 4 steps.

4. **Teacher's Discretion** time block: Use this remaining time as you feel appropriate for your choice or any of these ideas:
- Have students prepare, cook and serve another light lunch as in Week 1, Day B lesson.
 - Repeat/review previous games or activities you feel were fun, helpful, and meaningful.
 - Take students to a nearby restaurant to observe.
 - Invite a guest speaker or guest demo to the classroom.

Assessment/Differentiation Ideas:

Review: Teacher reviews vocabulary words with pictures, pronunciations, and/or games like "Hangman."

Repeat "I Can Do It" self-assessment from page 49 of *Bridging the Employment Gap* and see if there has been progress: http://literacynetwork.ca/wp-content/uploads/2014/06/bridgegap_manual_kitchen.pdf

Week 5, Day A: Types of Customers

What would you say to each customer?

Greeting: Welcome! How can I help you?

Angry customer: Look! This is not what I ordered!

Employee: _____

Happy customer: Your food is so good!

Employee: _____

Sick customer: I'm not feeling well.

Employee: _____

Special needs customer: Can you help me?

Employee: _____

Non-English speaking: No comprendo. [or another language]

Employee: _____

Lost customer: How do I get to the shoe store?

Employee: _____

Child: Hi! Do you like oranges?

Employee: _____

Service member: [in uniform] Do you have any discounts today?

Employee: _____

Senior customer: Here is my senior discount card.

Employee: _____

Disruptive customer: Hey, shut up or I'll punch you!

Employee: _____

Week 5, Day B: Foods

Skill Level: NRS EFL(s) 3-6

Time Frame: 2.5 hours

Learner Outcome: Students will properly identify a variety of common foods on restaurant menus.

Materials/Resources Needed:

- Collect (ahead of time) menus from a variety of restaurants. Also, refer to sample menus in *Oxford Picture Dictionary, 3rd edition* on pages 79-81. Keep copies of menus for reference in future lessons.
- Highlighters
- Computers with internet access for student use
- Computer with internet access, projector, and screen
- “Restaurant training video” (2013) by Jase Clamp
<https://www.youtube.com/watch?v=RuiSExp2s7M>

Lesson Activities:

1. Vocabulary:

Menu: Here, to-go, hamburger, cheeseburger, hot dog, fries, pizza, soda/pop, taco, burrito, muffin, toast, sandwich, soup, salad, fish, chicken, pie, coffee, tea.

- Teacher displays vocabulary words on the board.
- Teacher says word and students repeat word.
- Teacher demonstrates or displays pictures of vocabulary words, particularly foods in *Oxford Picture Dictionary, 3rd edition* pages 79-81.
- Students write words in notebook.
- Large group generates 2-5 sentences using vocabulary words – write in student notebook.

2. Dialogue: “Yes/No Questions”

- See “Grammar Point: yes/ no questions (do)” on *Oxford Picture Dictionary, 3rd edition* page 79. Model the example dialogue on that page.
- Pair students to ask each other if they like foods on pages 79-81.
- Discuss and give examples.

- Extend this activity by creating a chart on the whiteboard of various foods on the menus. Have students raise their hands if they like each food and write the count.

3. Restaurant Menus

- Distribute sample menus from various local restaurants.
- Group together students and have each group identify three to six words on their menu that they don't know.
- Demonstrate how to look up words in the Index of the *Oxford Picture Dictionary, 3rd edition* on pages 251-287.
- Point students towards additional resources to define these unfamiliar words: Thesaurus, on-line resource (www.wordhippo.com).

4. View YouTube video: "Restaurant training video" (12 min)

<https://www.youtube.com/watch?v=RuiSExp2s7M>

Assessment/Differentiation Ideas:

Review: Teacher reviews vocabulary words with pictures, pronunciations, and/or games

Demonstration Assessment: Variation of "Sort Them Out" in *Bridging the Employment Gap* pages 117-128 by asking students to match foods to go in each container: http://literacynetwork.ca/wp-content/uploads/2014/06/bridgegap_manual_kitchen.pdf

Week 6, Day A: Job Tasks

Skill Level: NRS EFL(s) 3-6

Time Frame: 2.5 hours

Learner Outcome: Students will demonstrate and identify teamwork in the food service industry.

Materials/Resources Needed:

- Class set of Oxford Picture Dictionaries.
- Magnets or tape
- Envelope with index cards labeled “Job tasks”
- “A Day in the Life – Working at Chipotle” (2012) by Chipotle Careers
<https://www.youtube.com/watch?v=gq3fp4riuHg>
- Prepare in advance with list of job titles from Week 4, Day B and related job tasks
- Handout: print scenarios on pages 2 & 3 from “A Menu for Protecting the Health and Safety of Restaurant Workers” (2011) by WOSHTEP at
https://www.osha.gov/sites/default/files/2018-12/fy10_sh-20864-10_rest_worker_manual.pdf

Lesson Activities:

1. Vocabulary:

People: Personal appearance, positive attitude, polite, responsibility, organized, on-time, late, confident, responsible, protection.

Task(s): Cooperate, teamwork

- Teacher displays vocabulary words on the board.
- Teacher says word and students repeat word.
- Teacher demonstrates or displays pictures of vocabulary words. Refer to pages 82-83 in Oxford Picture Dictionary.
- Students write words in notebook.
- Large group generates 2-5 sentences using vocabulary words – write in student notebook.

2. “Job Title, Job Task Match”

- Write job titles on whiteboard that you identified in Week 4, Day B from pages 192 & 193 of *Oxford Picture Dictionary, 3rd edition*. Examples include

doorman, parking attendant, desk clerk, housekeeper, short-order cook, dishwasher, server, bus person, caterer.

- Distribute index cards (job tasks) to students, or have students create their own. Job tasks can include:

Set table	Cut food	Serve food
Clean table	Greet customers	Take order
Seat customers	Clean rooms	Wash dishes
Park cars	Cook food	Take money
- Have students bring cards to the board and tape/magnet each card to the correct job title. Extend this activity with discussion, reading cards, etc.

3. **Dialogue: Describe what is happening**

- Use *Oxford Picture Dictionary, 3rd edition* pages 82-83.
- In pairs, students will look at the numbered actions in the top picture and describe what is happening. Examples:
 - 2. She is pointing to a table.
 - 3. He is feeding the baby.
- As a formative assessment, ask each student to write a sentence for each number for the instructor to review.

4. **Show video** – “A Day in the Life – Working at Chipotle” (2 min)

<https://www.youtube.com/watch?v=gq3fp4riuHg>.

- What words did you hear in this video?
- What job tasks do you see? Write them on the whiteboard. Examples include filling napkin holders, cleaning dishes, greeting customers, cooking meat, cleaning tables.
- You can watch the video a second time to see if students can name even more job tasks. Pause and practice saying each task aloud as a class.

5. **“Protecting Yourself”**

- Discussion: What are some job tasks everyone should do? Review vocabulary words: How can everyone be polite, responsible, on time, etc.
- In addition, all workers need *protection* to stay safe.
- For more details on this activity, see “Protecting Yourself” in *Bridging the Employment Gap* page 31: http://literacynetwork.ca/wp-content/uploads/2014/06/bridgegap_manual_kitchen.pdf
- Read and act out scenarios on pages 2 & 3 from “A Menu for Protecting the Health and Safety of Restaurant Workers” (2011) by WOSHTEP at https://www.osha.gov/sites/default/files/2018-12/fy10_sh-20864-10_rest_worker_manual.pdf

Assessment/Differentiation Ideas:

Review: Teacher reviews vocabulary words with pictures, pronunciations, and/or games

As a formative assessment of #3 dialogue, ask each student to write a sentence for each number for the instructor to review.

Additional activities on personal safety include “Personal Protective Equipment,” “Safe Operating Procedures,” and “Emergency Procedures” in *Bridging the Employment Gap* pages 28-30: http://literacynetwork.ca/wp-content/uploads/2014/06/bridgegap_manual_kitchen.pdf

Week 6, Day B: Safety

Skill Level: NRS EFL(s) 3-6

Time Frame: 2.5 hours

Learner Outcome: Understand the general rights and responsibilities of both employers and workers, identify hazards in a workplace, and know how to report accidents.

Materials/Resources Needed:

- Student notebooks and writing utensils
- Whiteboard and dry erase markers
- In advance, choose one or more dialogues #1-4 from *Workplace Safety Dialogues for use in English as a Second Language classes* (2018) by National Council for Occupational Safety and Health: Raleigh, NC at https://www.osha.gov/sites/default/files/2018-12/fy11_sh-22233-11_Workplace_Safety_ESL.pdf
- Pictures of vocabulary words
- Class set of *Oxford Picture Dictionary, 3rd edition*
- Handout: Workplace Accident Note

Lesson Activities:

1. **Vocabulary:**

Words: law, safe/safety, danger/dangerous, protect, employer, employee, responsibilities, rights, machines, hazards, training, accident, agency, help, OSHA

- Teacher displays vocabulary words on the board.
- Teacher says word and students repeat word.
- Teacher demonstrates or displays pictures of vocabulary words. Refer to pages 142, 198-199 in *Oxford Picture Dictionary, 3rd edition*
- Students write words in notebook.
- Large group generates 2-5 sentences using vocabulary words - write in student notebook.

2. **“Rights and Responsibilities”**

- Discuss the rights and responsibilities of a new job. See page 23 of *Bridging the Employment Gap* http://literacynetwork.ca/wp-content/uploads/2014/06/bridgegap_manual_kitchen.pdf

3. “Hazards”

- See activity on page 26 of *Bridging the Employment Gap*
http://literacynetwork.ca/wp-content/uploads/2014/06/bridgegap_manual_kitchen.pdf
- Instead of “What is a Hazard” from Work Smart Ontario, you can use “A Bad Day at Work” on pages 198-199 in *Oxford Picture Dictionary, 3rd edition*. Ask students to point to and name the hazards on the page.

4. Role Play: “I Don’t Feel Safe”

- Read, or have students read out loud, the three scenarios in the handout “I Don’t Feel Safe” on page 79 of *Bridging the Employment Gap*:
http://literacynetwork.ca/wp-content/uploads/2014/06/bridgegap_manual_kitchen.pdf
- Additional photos of vocabulary available in *Oxford Picture Dictionary*: “Safety Equipment” on page 197 and “Symptoms and Injuries” on page 110.
- In pairs, respond to “What would you do?”
- Discuss responses as a whole group. Write sentences on the white board (correct for spelling and grammar as in Language Experience Approach).
- Have students write down example sentences in their notebooks.

5. Workplace Safety Dialogues:

- Handout or project dialogues (choose from #1-4) from *Workplace Safety Dialogues for use in English as a Second Language classes* available at
https://www.osha.gov/sites/default/files/2018-12/fy11_sh-22233-11_Workplace_Safety_ESL.pdf
- Model the dialogue as John and Maria.
- Have pairs of students practice reading the parts as John and Maria (can change names if desired). See “Dialogue Activities” on page 14 to choose a student learning option.

Assessment/Differentiation Ideas:

Review: Teacher reviews vocabulary words with pictures, pronunciations, and/or games like “Hangman”

Formative Assessment: Assign students one of the scenarios discussed (Scenario 1, 2, 3 or John & Maria) and fill out a blank Workplace Accident Note. Completed sample available on page 110 of *Bridging the Employment Gap*:

http://literacynetwork.ca/wp-content/uploads/2014/06/bridgegap_manual_kitchen.pdf

Week 6, Day B: Workplace Accident Note

Name: _____

Job Title: _____

Date of Accident: _____

Location of Accident: _____

Description of Accident: _____

Was safety equipment used? Yes No

Were you injured? _____

Week 6, Day B: Workplace Accident Note

Name: _____

Job Title: _____

Date of Accident: _____

Location of Accident: _____

Description of Accident: _____

Was safety equipment used? Yes No

Were you injured? _____

Week 7, Day A: Adding Totals

Skill Level: NRS EFL(s) 3-6

Time Frame: 2.5 hours

Learner Outcome: Students will identify accurate currency amounts of coins, bills, and correct total amounts, use addition to calculate a total, and calculate percentages.

Materials/Resources Needed:

- Class set of *Oxford Picture Dictionary, 3rd edition*, “Money” on page 26.
- “Tax, discount and tip examples” (2017) by Khan Academy
https://www.youtube.com/watch?v=jb_RwR_Eso4
- Computer with internet access, projector and screen
- Fake U.S. Currency would be helpful but not necessary
- Handout: “Food Order Form”

Lesson Activities:

1. **Vocabulary:**

Words: Coins (penny, nickel, dime, quarter), bills, cash, check, credit card, total, tax, tip, percent, receipt, cash register, payment, change.

- Teacher displays vocabulary words on the board.
- Teacher says word and students repeat word.
- Teacher demonstrates or displays pictures of vocabulary words.
- Students write words in notebook.
- Large group generates 2-5 sentences using vocabulary words – write in student notebook.

2. **“Money”**

- Distribute *Oxford Picture Dictionary, 3rd edition* and turn to page 26.
- Verbally discuss U.S. currency. Provide an example of each coin.

3. **Restaurant Menus**

- Distribute restaurant menus collected for Week 5, Day B.
- Depending on student ability levels, try these activities:
 - i. Read aloud food items & prices.
 - ii. Make practice customer orders, total the price – practice as whole group on board using U.S. currency.

- iii. Distribute “Food Order Form.” Have students work in pairs to give and take food orders from the “restaurant menu” as customer and server. If possible, role play and act out the scenario.
- iv. Repeat the same activity with new “menu” to vary the content and expand the experience.

2. Percentages

- “Tax, discount and tip examples” (6 min)
https://www.youtube.com/watch?v=jb_RwR_Eso4
- Discuss and demonstrate “percentage concept” of tax (8% or your local) and tip (15%) using the orders that students generated.

3. Adding Total with Percentages

- Project or hand out “Sample Food Order Form” to demonstrate how to calculate the subtotal, tax, tip, total, and change.
- Ask for student help to total the cost of an entire food order, including tax and 15% tip, using one of the student-generated examples.
- Repeat several times as a group for continued practice. If comfortable, have students figure out their own totals as individuals or pairs.
- Keep these same Food Order Forms for additional practice in the next class.

4. Dialogue: “Bring the Check”

- Have students practice the following dialogue using their own sample orders, taking time to calculate the total.
- Model for students using an example food order.
- Customer: “We are ready for the check.”
- Cashier: “Here is your bill. Your total is [add the total].”
- Customer: “Here is [total].”
- Cashier: “Thank you, have a nice day.”
- Either during each example or afterwards as a separate exercise, figure out which U.S. currency could be used to pay the total. Use page 26 of the *Oxford Picture Dictionary, 3rd edition* or fake currency.

Assessment/Differentiation Ideas:

Review: Teacher reviews vocabulary words with pictures, pronunciations, and/or games.

Formative Assessment: Collect completed “Food Order Form” handouts and check that math has been done on the total correctly, or have students check each other’s work.

Week 7, Day A: Sample Food Order Form

SERVER	CHECK #	TABLE #	DATE	PRICE
Jaime	32		11/26/19	
Large Coffee				\$2.00
Bagel with Cream Cheese				\$3.00
Chocolate Bar				\$0.50
SUBTOTAL				\$5.50
TAX 8 %				\$0.44
TIP 20 %				\$1.19
TOTAL				\$7.13
PAYMENT				\$20.00
CHANGE				\$12.87

Week 7, Day B: Subtracting Change

Skill Level: NRS EFL(s) 3-6

Time Frame: 2.5 hours

Learner Outcome: Students will experience and demonstrate understanding of money in retail service & food industry by using subtraction and correct U.S. currency to make change.

Materials/Resources Needed:

- Computer, projector and screen
- Individual student computers
- Class set of *Oxford Picture Dictionary, 3rd edition*, see “Money” on page 26

Lesson Activities:

1. Vocabulary:

Words: Common money terms: Coins (quarter, nickel, dime, penny), cents, dollar, price/cost, count, “bucks,” cash, currency, “dough,” bills, change.

- Teacher displays vocabulary words on the board.
- Teacher says word and students repeat word.
- Teacher demonstrates or displays pictures of vocabulary words, particularly “Money” in *Oxford Picture Dictionary, 3rd edition*, page 26.
- Students write words in notebook.
- Large group generates 2-5 sentences using vocabulary words – write in student notebook.

2. Dialogue: “Making Change”

- Have students practice the following dialogue using their own sample orders from Week 7, Day A.
- Take time to calculate the total and change.
- Model for students using an example food order.
- Server: “Here is your bill.”
- Customer: “Here is twenty dollars (\$20.00).”
- Server: “Here is your change.” [count the change]
- Practice multiple times, with the “customers” giving different amounts for the bill: \$10.00, \$15.00, \$18.00, etc.

3. **Activities:** Computer time: Have student access these websites for practice with coins, bills, counting money.
- Change Maker Game by FunBrain
<https://www.funbrain.com/games/change-maker>
 - Penguin Water by FunBrain
<https://www.funbrain.com/games/penguin-waiter>
 - Dollar Words by Balmoral Software
<http://www.balmoralsoftware.com/dollar.htm>
 - Introduce these sites as you see fit: Whole group, project onto screen, work through the games once together.
 - At individual student computers, allow students to work individually, at their own pace, at the various sites/games.

Assessment/Differentiation Ideas:

Review: Teacher reviews vocabulary words with pictures, pronunciations, and/or games (see teacher resource file)

Formative Assessment: Collect completed “Food Order Form” handouts and check that math has been done on the change correctly, or have students check each other’s work.

Home Practice: Additional “Money Activities & Strategies” listed by Mathwire.com at <http://mathwire.com/money/money.html>

Week 8, Day A: Assessment

Skill Level: NRS EFL(s) 3-6

Time Frame: 2.5 hours

Learner Outcome: Students will demonstrate progress from pre-testing of CASAS & Best Plus test scores.

Materials/Resources Needed:

- CASAS post-test booklets, answer sheets, pencils, CASAS answer forms and level sheet (for corrections), student progress forms, area for BEST Plus testing.
- In preparation to give CASAS post- tests, be sure you know the specific test forms for each student to take. Secure enough copies of each test to use in one class. Prepare student answer sheets with name, date, form, etc.
- Arrange for BEST TEST proctor to be present.
- Computer, projector & screen to show YouTube video “Behind the scenes with the stadium concessions team” (2009) by Penn State University
<https://www.youtube.com/watch?v=MEHcclwxDSk>

Lesson Activities:

1. **Vocabulary:**

Words: Bubble, fill-in, time limit, pencil/pen, test booklet, answer sheet.

- Teacher displays vocabulary words on the board.
 - Teacher says word and students repeat word.
 - Teacher demonstrates or displays pictures of vocabulary words.
 - Students write words in notebook.
 - Large group generates 2-5 sentences using vocabulary words – write in student notebook.
2. **Conduct post-testing for CASAS and BEST Plus tests.**

3. Teacher's Discretion Time Block

- Use your judgement as how to use any remaining time if there is any.
Examples: Computer activities; review vocabulary, have students prepare, serve, and clean up coffee or light snack; re-watch a video from a previous class.

4. View YouTube video – “Behind the scenes with the stadium concessions team” (6.5 minutes) <https://www.youtube.com/watch?v=MEHcclwxDSk>

- Discuss: Which job tasks did you see? What foods can you name? What else did you see or hear in this video? Any questions about words or actions that you saw?

Assessment/Differentiation Ideas:

Review: Teacher reviews vocabulary words with pictures, pronunciations, and/or games.

Week 8, Day B: Time & Pay

Skill Level: NRS EFL(s) 3-6

Time Frame: 2.5 hours

Learner Outcome: Students will demonstrate understanding of on-the-job policies and time concepts.

Materials/Resources Needed:

- Handout: “Late Shift Schedule”
- A real or model clock with moveable hands
- Weekly or monthly calendar with days of the week
- Selection of activities & handouts from *On-the-Job* (2012) curriculum by Jessica Grace Jones of the Minnesota Literacy Council, available for download from https://mnliteracy.org/sites/default/files/beginning_on-the-job_week_1_of_1.pdf
 - “What Time Do You Eat?” on page 7.
 - “Time Card” on page 8.
 - “Reading Practice Test” on page 9.
- Optional handout: “Community Activity: Getting a Job Application” on page 105 of *English Beyond the Classroom: Community-Based Tasks for ESL Students* by The LEAF Program in Chicago, IL, available at https://www.iccb.org/iccb/wp-content/pdfs/adulted/publications_reports/English_Beyond_Class.pdf

Lesson Activities:

1. **Vocabulary:**

Words: Shift, schedule, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, a.m., p.m., timecard/timesheet, pay period, absent, full time, part time, late, early, available.

- Teacher displays vocabulary words on the board.
- Teacher says word and students repeat word.
- Teacher demonstrates or displays pictures of vocabulary words.
- Students write words in notebook.
- Large group generates 2-5 sentences using vocabulary words – write in student notebook.

2. Activity: Literacy, Listening & Speaking

- For details, see page 3 in *On-the-Job* at https://mnliteracy.org/sites/default/files/beginning_on-the-job_week_1_of_1.pdf
- Use real or model clock to demonstrate times by:
 - i. Full hours, one o'clock to twelve o'clock.
 - ii. Half hours.
 - iii. Quarter hours.
 - iv. Discuss the difference between "a.m." and "p.m."
- Show times on the clock, and learners write in their notebooks, examples:
 - i. 5:00
 - ii. 7:30
 - iii. 10:15
 - iv. 11:30
 - v. 3:45

3. Dialogue: "What Time Do You Eat?"

- Use handout on page 7 of *On-the-Job*.
- Assign students in pairs. Model the questions and sample answers, using the clock to show each time. Example:
- Person 1: "How do I spell your name?"
- Person 2: "A-M-I-N-A"
- Person 1: "What time do you wake up?"
- Person 2: "Eight a.m."
- Person 1: "What time do you eat lunch?"
- Person 2: "Twelve p.m."
- Person 1: "What time do you go to sleep?"
- Person 2: "Ten p.m."
- After each pair has the chance to answer, switch pairs for up to four chances to practice.

4. Activity: "Late Shift Schedule"

- Discuss and complete questions 1-10 as a whole group.

5. Activity: "Time Card"

- Distribute or project handout "Time Card" on page 8 of *On-the-Job*.
- For instructions, see page 4 of *On-the-Job*.

6. Activity: "Reading Practice Test"

- Distribute or project handout "Reading Practice Test" on page 9 of *On-the-Job*. Depending on student level, read the time card out loud.

- If you want to use this as a formative assessment, hand out individual copies and give students three minutes to circle the correct answers without talking or checking their notebooks.
- Use projector to show the questions. Invite students to identify the correct answer. Ask them to point to or circle the information above the questions that helped them find the correct answer.

7. **Optional Home Practice: Getting a Job Application**

- In preparation for Week 9, Day A, ask students to collect job applications from local food service businesses that are hiring.
- You can add role playing or a handout to prepare students for this assignment. See page 104-105 in “Community Activity: Getting a Job Application” of *English Beyond the Classroom: Community-Based Tasks for ESL Students* by The LEAF Program in Chicago, IL, available at https://www.iccb.org/iccb/wp-content/pdfs/adulted/publications_reports/English_Beyond_Class.pdf

Assessment/Differentiation Ideas:

Review: Teacher reviews vocabulary words with pictures, pronunciations, and/or games

Extension: For students or groups who grasp these concepts quickly, add “Did You Clock Out” activity on page 12 with handout on pages 18-19 of *On-the-Job* at https://mnliteracy.org/sites/default/files/beginning_on-the-job_week_1_of_1.pdf

Formative Assessment: Use “Reading Practice Test” as independent practice; collect or check answers to determine individual mastery.

Week 8, Day B: Late Shift Schedule

	Sun	Mon	Tue	Wed	Thu	Fri	Sat
Li Wei			4-9 PM			4-9 PM	
Fatimah		4-9 PM		4-9 PM			
Garima					5-9 PM		5-9 PM

Name: _____

Date: _____

1. What days does Li Wei work?

2. What hours does Li Wei work?

3. How many hours does Li Wei work total?

4. What days does Fatimah work?

5. What hours does Fatimah work?

6. How many hours does Fatimah work total?

7. What days does Garima work?

8. What hours does Garima work?

9. How many hours does Garima work total?

10. What shift do they work?

Week 9, Day A: Job Applications

Skill Level: NRS EFL(s) 3-6

Time Frame: 2.5 hours

Learner Outcome: Students will complete various forms/styles of job applications.

Materials/Resources Needed:

- Class set of *Oxford Picture Dictionary, 3rd edition* for pages 169 & 179.
- In advance, collect real print food service job applications for student practice. Save the links to online applications for Week 9, Day B.
- Handout “Can You Work Tomorrow?” on page 25 of *On-the-Job* by Minnesota Literacy Council at https://mnliteracy.org/sites/default/files/beginning_on-the-job_week_1_of_1.pdf

Lesson Activities:

1. Vocabulary:

Words: Apply/application, technology, on-line, social security number, job experience, signature, previous/prior, current, education, reference, interview.

- Teacher displays vocabulary words on the board.
- Teacher says word and students repeat word.
- Teacher demonstrates or displays pictures of vocabulary words, particularly page 169 of *Oxford Picture Dictionary, 3rd edition*.
- Students write words in notebook.
- Large group generates 2-5 sentences using vocabulary words – write in student notebook.

2. Practice Job Applications

- Distribute a sample completed job application to students.
- Supply the class with a variety of authentic job applications.
- Have each student complete at least two applications.
- Discuss and complete multiple samples as a large group to experience different formats and language.

3. **“Interview Skills”**

- Distribute *Oxford picture dictionary, 3rd edition* and turn to page 179.
- Read aloud & act out each step in the interview process.

4. **Role play – Interview**

- Quickly review “introductions” from Week 1, Day A.
- Distribute handout “Interview Questions.”
- Teacher & student provide an example and attempt to model good & bad!
- Pair students to role play.
- Options: switch partners or ask a few to perform for class.

Assessment/Differentiation Ideas:

Review: Teacher review vocabulary words with pictures, pronunciations, and/or games

Home Practice: For additional tutorials on this topic, see the free tutorial “Job Applications” from GCFLearnFree.org:

<https://edu.gcfglobal.org/en/jobapplications/>

Formative Assessment: Repeat “I Can Do It” self-assessment from page 49 of *Bridging the Employment Gap* and see if there has been progress:

http://literacynetwork.ca/wp-content/uploads/2014/06/bridgegap_manual_kitchen.pdf

Week 9, Day A: Common Interview Questions

1. Hello. Thank you for coming. Tell me about yourself.

2. How did you hear about this job?

3. What are some other jobs you have done?

4. What are your strengths? What are you good at?

5. Why are you interested in this job?

6. What are some things you want to learn?

7. What is a weakness you have? What is hard for you?

8. If I hire you, when are you available to start work?

9. If I hire you, what hours can you work?

10. Do you have any questions for me?

Week 9, Day B: Computer Use

Skill Level: NRS EFL(s) 3-6

Time Frame: 2.5 hours

Learner Outcome: Students will acquire basic computer language and skills.

Materials/Resources Needed:

- Class set of working computers with internet access for student access.
- List of real-life job applications at local businesses, reference from Week 9, Day A.
- Mousercise at <http://www.pbclibrary.org/mousing/mousercise.htm>
- Class set of *Oxford Picture Dictionary, 3rd edition*, particularly page 190.

Lesson Activities:

1. **Vocabulary:**

Words: Keyboard, mouse, screen, monitor, click, space bar, enter/return.

- Teacher displays vocabulary words on the board.
- Teacher says word and students repeat word.
- Teacher demonstrates or displays pictures of vocabulary words. Refer to *Oxford Picture Dictionary, 3rd edition* page 190.
- Students write words in notebook.
- Large group generates 2-5 sentences using vocabulary words - write in student notebook.

2. **“MOUSERCISE”**

- On individual computers, direct students to the Mousercise site:
<http://www.pbclibrary.org/mousing/mousercise.htm>
- Allow students a lot of time to play/practice these skills in preparation for Food safety on-line tutorials and exam certification.

3. **Practice Job Applications**

- Supply the class with a list of links to a variety of real job applications at local businesses.

- Reference the sample completed job application from Week 9, Day A. Discuss and complete one or more samples as a large group to experience different formats and language.
- Have each student complete at least two applications.

5. Dialogue: “Can You Work Tomorrow?”

- Introduction: An important part of any job is making sure you start at the right day and time. You may be asked to stay late, come in early, or work an extra shift. Saying “yes” can get you more hours and pay!
- Handout “Can You Work Tomorrow?” on page 25 of *On-the-Job* by Minnesota Literacy Council at https://mnliteracy.org/sites/default/files/beginning_on-the-job_week_1_of_1.pdf

6. Discussion: Extra Hours

- What are some reasons you might say “no” to extra time at work? [examples: bus schedule, kids at home, family meal, being sick]
- What would help you be prepared for more work? [examples: check bus schedule, have neighbor watch kids, make food early, get rest]

Assessment/Differentiation Ideas:

Review: Teacher review vocabulary words with pictures, pronunciations, and/or games

Week 10, Day A: Handwashing

Skill Level: NRS EFL(s) 3-6

Time Frame: 2.5 hours

Learner Outcome: Students will experience proper handwashing & personal hygiene.

Materials/Resources Needed:

- Computers with internet access for student use.
- Hand soap, bleach, towels, sink or water, nail brush, hair & beard nets, rubber gloves.
- Fruit, food brush, sharp knives, cutting board.
- Bowls, forks or spoons, and napkins for each student.

Lesson Activities:

1. Vocabulary:

Words: Proper handwashing, lather, rinse, fingernails, attire, hair restraints, illness, eating, drinking, using tobacco.

- Teacher displays vocabulary words on the board.
- Teacher says word and students repeat word.
- Teacher demonstrates or displays pictures of vocabulary words.
- Students write words in notebook.
- Large group generates 2-5 sentences using vocabulary words – write in student notebook.

2. Introduce Training Now

- Have students log on to www.trainingnow.com.
- Work through lessons 1 (Handwashing) & lesson 2 (Personal health & hygiene) in the tutorial.

3. Activity: “Wash! Wash! Wash! – Hands”

- After the tutorials, have students practice proper handwashing skills; try on hair & beard nets, rubber gloves.
- See page 74 of *Bridging the Employment Gap* for activity directions and discussion prompts: http://literacynetwork.ca/wp-content/uploads/2014/06/bridgegap_manual_kitchen.pdf

4. **Activity: Be a Bacteria Fighter**

- Provide fruit and food preparation utensils to make a snack.
- Clean fruit using directions on page 76 of *Bridging the Employment Gap* at http://literacynetwork.ca/wp-content/uploads/2014/06/bridgegap_manual_kitchen.pdf
- Distribute handout “Be A Bacteria Fighter” on pages 83 of *Bridging the Employment Gap*.
- Prepare and distribute fruit for snack. For instructions, see page 81 of *Bridging the Employment Gap*.

5. **Activity: “Wash! Wash! Wash! – Surfaces”**

- After cutting and eating snack, wash hands again!
- Wash and sanitize cutting boards, knives, and any non-disposable containers/utensils.
- See page 75 of *Bridging the Employment Gap* for activity directions and discussion prompts: http://literacynetwork.ca/wp-content/uploads/2014/06/bridgegap_manual_kitchen.pdf
- Wipe down and sanitize tables.

6. **Dialogue: “I Can Handle Food Safely”**

- Handout or project page 85 of *Bridging the Employment Gap* at http://literacynetwork.ca/wp-content/uploads/2014/06/bridgegap_manual_kitchen.pdf
- Have students pair practice reading each line out loud. Ask them to circle any words that are unfamiliar or hard to pronounce.
- As a large group, collect words to define or pronounce. Ask students to provide the answer as much as possible.
- To use as a self-assessment, have students complete checklists individually and turn in for review.

Assessment/Differentiation Ideas:

Review: Teacher review vocabulary words with pictures, pronunciations, and/or games

Formative Assessment: Have students turn in “I Can Handle Food Safely” checklist on page 85 or observe during activity and use demonstration assessment rubric on pages 87-88 of *Bridging the Employment Gap* at http://literacynetwork.ca/wp-content/uploads/2014/06/bridgegap_manual_kitchen.pdf

Week 10, Day B: Cross Contamination

Skill Level: NRS EFL(s) 3-6

Time Frame: 2.5 hours

Learner Outcome: Students will identify elements of food cross contamination, and methods for safe food handling.

Materials/Resources Needed:

- Computers with internet access for student use.
- Computer with internet access, projector and screen to show YouTube videos in the “Food safety coaching” playlist (2012) by Food Standards Agency, Parts 2-6 (7 minutes):
https://www.youtube.com/watch?v=VZzF8be_JPc&list=PL43290765924EDEAE&index=3
- Scissors for student use.
- Handout: “First... Then... Next...” on pages 19-20 of *On-the-Job* at
https://mnliteracy.org/sites/default/files/beginning_on-the-job_week_1_of_1.pdf

Lesson Activities:

1. **Vocabulary:**

Words: Contaminate/contamination, prevent, source, infection, ready-to-eat foods, taste-testing, refills.

- Teacher displays vocabulary words on the board.
 - Teacher says word and students repeat word.
 - Teacher demonstrates or displays pictures of vocabulary words.
 - Students write words in notebook.
 - Large group generates 2-5 sentences using vocabulary words – write in student notebook.
2. **Continue Training Now Tutorials**
- Have students log on to www.trainingnow.com.
 - Work through lesson 3 (Cross contamination) in the tutorial.
 - Demonstrate concepts presented in this tutorial whenever possible.

3. **View YouTube videos by Food Standards Agency:**

- You may want to pause between videos to check for comprehension, discuss vocabulary or demonstrate/practice skills shown in the video.
- “Food safety coaching (Part 2): Keeping equipment separate” (2 min)
https://www.youtube.com/watch?v=VZzF8be_JPc
- “Food safety coaching (Part 3): Pest control” (1 min)
<https://www.youtube.com/watch?v=gz0CVbFXtJg>
- “Food safety coaching (Part 4): Keeping foods covered” (1 min)
<https://www.youtube.com/watch?v=ULuaf7mWgyI>
- “Food safety coaching (Part 5): Cross contamination staff illness” (1 min)
<https://www.youtube.com/watch?v=1XXmYk-vOY0>
- “Food safety coaching (Part 6): Cleaning effectively” (2 min)
<https://www.youtube.com/watch?v=bRh1N1My4GY>

4. **Dialogue: “First... Then... Next...”**

- For full instructions and more activity ideas for this set of vocabulary, see pages 13-15 of *On-the-Job* at https://mnliteracy.org/sites/default/files/beginning_on-the-job_week_1_of_1.pdf
- Distribute handout “First... Then... Next...” on pages 19-20 of *On-the-Job*.
- Read each line out loud and have students repeat. Act out the task and have students repeat.
- Distribute scissors and have students cut apart the sentences.
- Pair students. One partner practices reading two directions out loud, and the second partner must put the sentence together.
 - i. Example: First wash the dishes and then clean the sink.

Assessment/Differentiation Ideas:

Review: Teacher review vocabulary words with pictures, pronunciations, and/or games (see teacher resource file)

Home Practice: Re-watch and practice skills from “Food safety coaching” playlist (2012) by Food Standards Agency, Parts 2-6:
https://www.youtube.com/watch?v=VZzF8be_JPc&list=PL43290765924EDEAE&index=3

Formative Assessment: Use “First... Then... Next...” on pages 19-20 of *On-the-Job* as a listening assessment by creating a list of sentences and reading them out loud. Have students glue or write each sentence on a paper and turn in to check for individual understanding.

Week 11, Day A: Sanitizing

Skill Level: NRS EFL(s) 3-6

Time Frame: 2.5 hours

Learner Outcome: Students will have further understanding and experience with cleaning and sanitizing equipment and utensils.

Materials/Resources Needed:

- Computers with internet access for student use.
- Variety of cleaning products: mop, broom, bucket, floor cleaner, glass cleaner, paper towel, dish towel, sponge, rubber gloves, scrub brush, multipurpose cleaner, bleach, sanitizer.
- Class set of *Oxford Picture Dictionary, 3rd edition*.
- Optional:
 - Projector with screen or print article.
 - Copies of handout “Never, Ever Mix!” for each learner.
 - Optional: Vinegar, baking soda, food coloring, container and a large tray.
 - Instructor can prepare for this experiment (and see additional ideas) by watching “Baking Soda and Vinegar Science Experiments” (2017) by Dustin Deweerd <https://www.youtube.com/watch?v=nvQnQ2OjmRU>

Lesson Activities:

1. Vocabulary:

F.D.A. (Food and Drug Administration), manual, label, chemicals.

- **Objects:** Surface, mop, broom, bucket, floor cleaner, glass cleaner, paper towel, dish towel, sponge, rubber gloves, apron, scrub brush, multipurpose cleaner, disinfectant, sanitizer.

Verbs: Read label, wipe, scrub, mop, sweep, take out the garbage, sanitize, air-dry.

- Teacher displays vocabulary words on the board.
- Teacher says word and students repeat word.
- Teacher demonstrates or displays pictures of vocabulary words, particularly *Oxford Picture Dictionary, 3rd edition* pages 60-61.
- Students write words in notebook.
- Large group generates 2-5 sentences using vocabulary words – write in student notebook.

2. Training Now Tutorial

- Have students log on to www.trainingnow.com.
- Work through lesson 4 (Cleaning/sanitizing equipment & utensils) in the tutorial.

3. Reading Labels

- Show a variety of industrial cleaning products used in the vocabulary lesson.
- Point out the symbols such as “poison” and “danger.”
- More ideas for discussion in lesson “Learn How to Protect Yourself” on page 27 of *Bridging the Employment Gap* at http://literacynetwork.ca/wp-content/uploads/2014/06/bridgегap_manual_kitchen.pdf
- Point out that *to keep workers safe*, chemicals poured from one container to another must have labels on both containers. ***Some cleaning products should never mix!***
- Use index cards or scraps of paper to practice writing labels such as “bleach,” “sanitizer,” “ammonia,” “multi-purpose cleaner,” and “floor cleaner.”

4. Following Directions

- **Note that for worker’s safety**, gloves, aprons, and covered toed shoes should be worn when mixing cleaning chemicals. Put on rubber gloves and apron as an example.
- Pick one industrial cleaner and one sanitizer in its original, concentrated container. Read the directions out loud to mix one of the cleaning products with water. Demonstrate how to do this properly.
- Ask for volunteers to practice mixing the second cleaner or sanitizer.
- Have volunteers prepare enough bottles, buckets, etc. for each student to have practice cleaning or sanitizing.

5. Practice Cleaning & Sanitizing

- Note that there are always at least two steps in cleaning and sanitizing.
- Examples:
 - i. Floors need sweeping, mopping or scrubbing with chemicals, then mopping with clean water.
 - ii. Counters need wiping, then spraying sanitizer to air-dry.
 - iii. Griddles need scrubbing, then wiping with water and paper towel.
- Assign pairs, one person to clean and the other to sanitize.
- Assign pairs to each clean & sanitize one section of the floor, desks, kitchen, etc.

6. Optional Activity: “Never, Ever Mix!”

- Remind students that some cleaners should never mix! Bleach and ammonia, for example, can make toxic gas.
- Distribute or project article by Freedman, L & Smith, L. (2019) “6 Cleaning Products You Should Never, Ever Mix,” at *Good Housekeeping*:
<https://www.goodhousekeeping.com/home/cleaning/tips/a32773/cleaning-products-never-mix/>
- Hand out “Never, Ever Mix!” and have students complete individually by copying the pairs of cleaners that should never mix, and one or two words about why. Once complete, review answers as a large group or have students check each other’s work.
- Two common household cleaners are vinegar and baking soda. Show products, and have students identify the names on their handout list.
- Pour baking soda into a container and add a few drops of food coloring for fun. Then pour in vinegar until the chemical reaction starts. Volcano!
- Leave enough time to clean up afterwards.

Assessment/Differentiation Ideas:

Review: Teacher review vocabulary words with pictures, pronunciations, and/or games

For additional literacy practice, hand out or project articles with photos or videos on cleaning & sanitizing. Ask students to take notes on steps. Examples:

- Silikal (2014) “Kitchen Floor Cleaning Advice”
<https://www.youtube.com/watch?v=jK-gePcKo6M>
- “How to Clean a Griddle,” (2016) by *The Pioneer Woman*
<https://thepioneerwoman.com/food-and-friends/how-to-clean-a-griddle/>
- Ask students to recall steps from the video or article & write on the whiteboard.

Week 11, Day A Handout: Never, Ever Mix!

Read Freedman, L & Smith, L. (2019) "6 Cleaning Products You Should Never, Ever Mix," at *Good Housekeeping*:

<https://www.goodhousekeeping.com/home/cleaning/tips/a32773/cleaning-products-never-mix/>

What are chemicals you should **never, ever** mix?

WHY?

1.			
2.			
3.			
4.			
5.			
6.			

Week 11, Day A Handout: Never, Ever Mix!

Read Freedman, L & Smith, L. (2019) "6 Cleaning Products You Should Never, Ever Mix," at *Good Housekeeping*:

<https://www.goodhousekeeping.com/home/cleaning/tips/a32773/cleaning-products-never-mix/>

What are chemicals you should **never, ever** mix?

WHY?

1.			
2.			
3.			
4.			
5.			
6.			

Week 11, Day B: Temperature

Skill Level: NRS EFL(s) 3-6

Time Frame: 2.5 hours

Learner Outcome: Students will have further understanding and exposure to proper cooking, holding, cooling & heating of foods.

Materials/Resources Needed:

- Computers with internet access for student use
- Computer with internet access, projector and screen to show YouTube videos in the “Food safety coaching” playlist (2012) by Food Standards Agency, Parts 7-10 (6 minutes): <https://www.youtube.com/watch?v=TxKRq-jDD1I&list=PL43290765924EDEAE&index=8>
- Thermometers for room, fridge, medical, and meat
- Whiteboard and dry-erase markers
- Handout “Safe Cooking Temperature Chart” on pages 247 in *Bridging the Employment Gap* at http://literacynetwork.ca/wp-content/uploads/2014/06/bridginggap_manual_kitchen.pdf

Lesson Activities:

1. Vocabulary:

Words: Raw, chill, thorough/thoroughly, temperature, thermometer, Fahrenheit, expiration date, sell by date, use by date, discard date, debris, T.C.S. (Time-Controlled Safety).

- Teacher displays vocabulary words on the board.
 - Teacher says word and students repeat word.
 - Teacher demonstrates or displays pictures of vocabulary words.
 - Students write words in notebook.
 - Large group generates 2-5 sentences using vocabulary words – write in student notebook.
- #### 2. Continue Training Now Tutorials
- Have students log on to www.trainingnow.com.
 - Work through lesson 5 (“Proper cooking, holding, cooling and heating of foods”) in the tutorial.

- Emphasize that “time-controlled safety” foods must be kept between 41 degrees to 135 degrees Fahrenheit. HIGHLY PROBABLE TEST QUESTION.

3. Activities: “Temperature Experience” & “Temperature Fahrenheit”

- See directions for “Temperature Experience” on page 226 of *Bridging the Employment Gap* http://literacynetwork.ca/wp-content/uploads/2014/06/bridgegap_manual_kitchen.pdf
- Use whiteboard and markers to draw a sample analog thermometer. Use it to mark answers from the discussion.
- Practice reading thermometers to get the room temperature, fridge temperature, a person’s temperature, etc., then mark and label these on your “thermometer” on the whiteboard.
- Have students draw a sample thermometer in their notebooks, and practice marking down various temperatures. Note 41 degrees and 135 degrees as the range for “time-controlled safety” (T.C.S.) foods.
- Handout to each learner: “Recommended Internal Cooking Temperature” from page 247 of *Bridging the Employment Gap*.
- Ask for student volunteers to practice cleaning or sanitizing the thermometers after use.

4. View YouTube videos by Food Standards Agency:

- You may want to pause between videos to check for comprehension, discuss vocabulary or demonstrate/practice skills shown in the video.
- “Food safety coaching (Part 7): Chilled storage and display” (1.5 min) <https://www.youtube.com/watch?v=TxKRq-jDD1I>
- “Food safety coaching (Part 8): Chilling foods” (2.5 min) <https://www.youtube.com/watch?v=Bp76AOiiKww>
- “Food safety coaching (Part 9): Cooking safely” (1 min) <https://www.youtube.com/watch?v=jT7Le7L2PrQ>
- “Food safety coaching (Part 10): Reheating” (1 min) <https://www.youtube.com/watch?v=5OoN6zCr72w>

Assessment/Differentiation Ideas:

Review: Teacher review vocabulary words with pictures, pronunciations, and/or games

Extension Work: For assistance teaching/reviewing vocabulary of different meats and cuts, see pages 70-71 of the *Oxford Pictures Dictionary, 3rd edition*.

For more activities about stove burners, ovens, and cooking temperatures, see the full unit “Setting Temperatures: Burners and Ovens” on pages 215-286 in *Bridging the Employment Gap* at http://literacynetwork.ca/wp-content/uploads/2014/06/bridgegap_manual_kitchen.pdf

Home Review: Re-watch and practice skills from “Food safety coaching” playlist (2012) by Food Standards Agency, Parts 7-10: <https://www.youtube.com/watch?v=TxKRq-jDD1I&list=PL43290765924EDEAE&index=8>

Formative Assessment: “Cook Up a Storm Task 3: I Can Set Temperatures” self-assessment on page 283 of *Bridging the Employment Gap*. For full demonstration assessment, see “Cook Up a Storm” on pages 277-286.

Week 12, Day A: Receiving Foods

Skill Level: NRS EFL(s) 3-6

Time Frame: 2.5 hours

Learner Outcome: Students will have further understanding of receiving food in the food/restaurant setting.

Materials/Resources Needed:

- Computers for student use

Lesson Activities:

1. **Vocabulary:**

Words: Suppliers, inventory, vendor, inspection, purchase, permissible, allergen/allergy, maximum, minimum, transfer.

- Teacher displays vocabulary words on the board.
- Teacher says word and students repeat word.
- Teacher demonstrates or displays pictures of vocabulary words.
- Students write words in notebook.
- Large group generates 2-5 sentences using vocabulary words - write in student notebook.

2. **Continue Training Now Tutorials**

- Have students log on to www.trainingnow.com.
- Work through lesson 6 ("Receiving foods") in the tutorial.

3. **Review tutorials.** Go back to rewatch/review major headings on the tutorial:

- Handwashing & sanitizing
- Heating & cooling food, discuss specific temperatures
- Food storage
- Placing food in refrigerator

Assessment/Differentiation Ideas:

Review handouts and vocabulary from last two weeks.

Week 12, Day B: Certification

Skill Level: NRS EFL(s) 3-6

Time Frame: 2.5 hours

Learner Outcome: Students will take the “Ohio Food Safety Certification” final test.

Materials/Resources Needed:

- Computers for student use
- Printer to print test certificates

Lesson Activities:

1. **Vocabulary:**

Words: Certificate/certify, achievement, success/successfully.

- Teacher displays vocabulary words on the board.
- Teacher says word and students repeat word.
- Students write words in notebook.
- Large group generates 2-5 sentences using vocabulary words – write in student notebook.

2. **Training Now Certification**

- Have students log on to www.trainingnow.com to take the final test of the food safety certification.
- Inform students that as they take each test question, they may go back to the tutorial to reference the correct answer.
- Teacher notes:
 - i. A certificate for completion of the course is available to print even if the student fails the exam.
 - ii. Once the exam is completed, student cannot go back and review/access the tutorial – even if the student failed the exam.

3. **Teacher’s Discretion** time block: Use this remaining time as you feel appropriate for your choice or any of these ideas:

- Have students prepare, cook and serve another light lunch as in Week 1, Day B lesson; repeat previous games or activities learners found helpful.
- Take students to a nearby restaurant to observe.
- Invite a guest speaker or guest demonstration to the classroom.

Resources

All Web Links in Order

Web links are listed in order by first reference in the document.

Instructor's Guide

Ohio Department of Higher Education ABE/ ASE Standards for English Language Arts and Literacy and Mathematics (2014): <http://www.ohioaspire.org/ABE/ASEStandards>

Aspire at Cuyahoga Community College: <https://www.tri-c.edu/aspire/>

The Literacy Cooperative: <http://www.literacycooperative.org/about-the-literacy-cooperative/>

Mustard Seed Training: www.mustseed.org

CASAS: <https://www.casas.org/home>

BEST Tests: <http://www.cal.org/resource-center/publications-products/aea>

Training Now: www.TrainingNow.com

Ohio State approved food safety training providers:

http://www.healthspace.com/Clients/Ohio/Ohio_Website_Live.nsf/FoodCertificatio ns.xsp

Adelson-Goldstein, J & Shapiro, N. (2016) *Oxford Picture Dictionary Third Edition: Monolingual American English*. Oxford University Press.

https://elt.oup.com/catalogue/items/global/dictionaries/oxford_picture_dictionary_t hird_edition/

Google Images: Images.Google.com

Google Slides: Slides.Google.com

Simcoe/Muskoka Literacy Network (2008) *Bridging the Employment Gap: Kitchen Help*. Orillia, ON. http://literacynetwork.ca/wp-content/uploads/2014/06/bridgegap_manual_kitchen.pdf

Jones, J. G. (2012) *On-the-Job*. Minnesota Literacy Council: St Paul, MN.

https://mnliteracy.org/sites/default/files/beginning_on-the-job_week_1_of_1.pdf

USA Learns (2019) Sacramento County Office of Education: Sacramento, CA.
www.USALearns.org

USA Learns for teachers: <https://www.usalearns.org/teacher>

Beare, K. (2018) “Using MindMaps to Learn English Vocabulary” at ThoughtCo.com:
<https://www.thoughtco.com/using-mindmaps-to-learn-english-vocabulary-1211735>

Beare, K. (2019) “Graphic Organizers” at ThoughtCo.com:
<https://www.thoughtco.com/types-of-graphic-organizers-4122875>

Shvidko, E. (2015) “7 Online Resources for Learning Vocab with Flashcards” on the TESOL Blog: <http://blog.tesol.org/7-online-resources-for-learning-vocab-with-flashcards/>

Sonnad, N. (2018) “The scientific, efficient way to learn languages: ‘spaced repetition’” in Quartz: <https://qz.com/1211561/how-to-learn-a-language-use-spaced-repetition/>

Week 1, Day A

“How to introduce yourself – American English Pronunciation” (2013) by Rachel’s English <https://www.youtube.com/watch?v=oWP9Riq-ZBg>

Week 3, Day B

Food Network’s *Pioneer Woman*:

- Low Carb Lettuce Burger <https://www.foodnetwork.com/recipes/ree-drummond/low-carb-lettuce-burgers-2324126>
- Carb Buster Breakfast <https://www.foodnetwork.com/recipes/ree-drummond/carb-buster-breakfast-2324125>
- Butternut Squash & Kale Stir Fry <https://www.foodnetwork.com/recipes/ree-drummond/butternut-squash-and-kale-stir-fry-2324098>

“Food and Drink: Containers and Amounts” (2018) worksheet from TeachThis: <https://www.teach-this.com/images/resources/containers-and-amounts.pdf>

Handout: “Picture Story: Pancakes” image sources: Wikimedia Commons

- https://commons.wikimedia.org/wiki/File:Emojione_BW_1F95E.svg
- [https://commons.wikimedia.org/wiki/File:Pyrex_\(33207525465\).jpg](https://commons.wikimedia.org/wiki/File:Pyrex_(33207525465).jpg)
- https://commons.wikimedia.org/wiki/File: Bottle_of_milk.jpg
- [https://commons.wikimedia.org/wiki/File:How_To_Break_An_Egg_\(4037138402\).jpg](https://commons.wikimedia.org/wiki/File:How_To_Break_An_Egg_(4037138402).jpg)

Wiese, M. (2008) “Oil Pour.” <https://www.flickr.com/photos/42dreams/2452877486>

Week 4, Day B

“Food Safety Coaching (Part 1): Handwashing” (2012) by Food Standards Agency
<https://www.youtube.com/watch?v=cCpr11OuYKI>

“Dish Washing” (2011) by UCC Culinary Arts Program
<https://www.youtube.com/watch?v=f1dO8UGAq7A>

“The Dishwasher: Dwyck” (2011) by Block Star DVDs (2011)
<https://www.youtube.com/watch?v=K6SdD8TjX7E>

Week 5, Day B

“Restaurant training video” (2013) by Jase Clamp
<https://www.youtube.com/watch?v=RuiSExp2s7M>

Week 6, Day A

“A Day in the Life – Working at Chipotle” (2012) by Chipotle Careers
<https://www.youtube.com/watch?v=gq3fp4riuHg>

“A Menu for Protecting the Health and Safety of Restaurant Workers” (2011) by WOSHTEP, pages 2-3 at https://www.osha.gov/sites/default/files/2018-12/fy10_sh-20864-10_rest_worker_manual.pdf

Week 6, Day B

Workplace Safety Dialogues for use in English as a Second Language classes (2018) by National Council for Occupational Safety and Health: Raleigh, NC at https://www.osha.gov/sites/default/files/2018-12/fy11_sh-22233-11_Workplace_Safety_ESL.pdf

Week 7, Day A

“Tax, discount and tip examples” (2017) Khan Academy: Mountain View, CA.
https://www.youtube.com/watch?v=jb_RwR_Eso4

Week 7, Day B

Change Maker Game by FunBrain <https://www.funbrain.com/games/change-maker>

Penguin Water by FunBrain <https://www.funbrain.com/games/penguin-waiter>

Dollar Words by Balmoral Software <http://www.balmoralsoftware.com/dollar.htm>

“Money Activities & Strategies” listed by Mathwire.com at <http://mathwire.com/money/money.html>

Week 8, Day A

“Behind the scenes with the stadium concessions team” (2009) by Penn State University
<https://www.youtube.com/watch?v=MEHcclwxDSk>

Week 8, Day B

“Community Activity: Getting a Job Application.” *English Beyond the Classroom: Community-Based Tasks for ESL Students*. The LEAF Program: Chicago, IL, pages 104-105.
https://www.iccb.org/iccb/wp-content/pdfs/adulted/publications_reports/English_Beyond_Class.pdf

Week 9, Day A

“Job Applications” from GCFLearnFree.org:
<https://edu.gcfglobal.org/en/jobapplications/>

Week 9, Day B

“Mousercise” by Palm Beach County Library System:
<http://www.pbclibrary.org/mousing/mousercise.htm>

Week 10, Day B

“Food safety coaching” playlist (2012) by Food Standards Agency, Parts 2-6
https://www.youtube.com/watch?v=VZzF8be_JPc&list=PL43290765924EDEAE&index=3

Week 11, Day A

“Baking Soda and Vinegar Science Experiments” (2017) by Dustin Deweerd
<https://www.youtube.com/watch?v=nvQnQ2OjmRU>

Freedman, L & Smith, L. (2019) “6 Cleaning Products You Should Never, Ever Mix,” at *Good Housekeeping*:

<https://www.goodhousekeeping.com/home/cleaning/tips/a32773/cleaning-products-never-mix/>

Silikal (2014) “Kitchen Floor Cleaning Advice”

<https://www.youtube.com/watch?v=jK-gePcKo6M>

“How to Clean a Griddle,” (2016) by *The Pioneer Woman*

<https://thepioneerwoman.com/food-and-friends/how-to-clean-a-griddle/>

Week 11, Day B

“Food safety coaching” playlist (2012) by Food Standards Agency, Parts 7-10
<https://www.youtube.com/watch?v=TxKRq-jDD1I&list=PL43290765924EDEAE&index=8>

Additional Suggested Web Links

The attached websites for teachers and students may be utilized to support learning. Websites focused on subject content, including mathematics, grammar and, reading are included. Also, websites with contextualized hospitality topics and information are listed. There are many websites for students to visit as part of their classroom or independent study to gain technology skills while learning.

Student Web Resources -For Practice and Application

Grammar and Terminology

Grammar Bytes! Grammar Instruction with Attitude (2019) by Robin Simmons
www.chompchomp.com

Guide to Grammar & Writing (2004) by Capital Community College Foundation.
Hartford, CT. <http://www.ccc.commnet.edu/grammar/>

Purdue OWL: Online Writing Lab (2019). Purdue University, West Lafayette, IN.
<http://owl.english.purdue.edu/>

Road to Grammar (2019). <http://www.roadtogrammar.com/>

Vocabulary Building & Practice

English online vocabulary builder-Business (2019). Cambridge Assessment,
English. <https://www.cambridgeenglish.org/cmp/online-vocabulary-builder/>

English for Food and Beverage (F&B) Staff (2019) by English Club. Links to more
food service vocabulary & quizzes on the same site.
<https://www.englishclub.com/english-for-work/food-drink.htm>

Food, ingredients and cooking list (2013) by Matthias P. on Vocabulary.com
<https://www.vocabulary.com/lists/331218>

Reading Comprehension

USALearns.org (2019). <https://www.usalearns.org/>

Reading Comprehension Connection (2019) by Merit Software
<http://www.readingcomprehensionconnection.com/>

ReadTheory (2016) Chapel Hill, NC. <http://www.readtheory.org/>

CASAS Preparation

CASAS (2019) Sample Test Items. <https://www.casas.org/product-overviews/curriculum-management-instruction/sample-test-items>

Math

Khan Academy (2019). Mountain View, CA. www.khanacademy.org

iPractice Math (2019). Bridgewater, NJ. www.ipracticemath.com

Math Goodies (2017). Colchester, CT. <http://mathgoodies.com>

Stapel, E. (2019). Purplemath: Addison, IL. www.purplemath.com

That Quiz (2019) www.thatquiz.com

Hospitality & Food Service Career Exploration

“Career Connections” (2019) on *PBS LearningMedia* by Public Broadcasting Service. <https://www.pbslearningmedia.org/collection/career-connections/>

“Food Preparation and Serving Occupations” (2019) *Occupational Outlook Handbook* by U.S. Bureau of Labor Statistics: Washington, DC. <https://www.bls.gov/ooh/food-preparation-and-serving/home.htm>

Teacher Web Resources

Templates

Printable Templates, Diagrams, Forms & Charts! (2016) Education World.
http://www.educationworld.com/tools_templates/index.shtml

Graphic Organizers

Graphic Organizers (2019) Teacher Vision.
<https://www.teachervision.com/graphic-organizers/printable/6293.html>

Common Core Sheets

Create your own worksheet. Downloadable templates/worksheets with answer keys and scoring rubrics. Also includes worksheets that are modified for the needs of lower level learners or for first introducing a topic.
<http://www.commoncoresheets.com/CreateASheet.php>

LearnZillion

Free instructional videos available, and comprehensive curriculum is part of a district-wide subscription. <https://learnzillion.com/>

Robert Kaplinsky's Real World Math Activities

Large collection of real-world math lessons for algebra, functions, geometry, modeling, numbers and quantities, and statistics and probability.
<http://robertkaplinsky.com/>

Achieve the Core by Student Achievement Partners

Website full of free content designed to help educators understand and implement the CCSS. Includes practical, sharable tools designed to help students and teachers reach results. <http://achievethecore.org/>

Visible Thinking

Research-based strategies to integrate thinking routines and ideals into the classroom, teacher study groups, and school-wide culture.
http://www.visiblethinkingpz.org/VisibleThinking_html_files/VisibleThinking1.html