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**ABSTRACT**

Sample lesson ideas are provided for 23 high-enrollment, secondary vocational programs in the areas of agricultural, distributive, office, health, occupational home economics, and trade and industrial education. They focus on specific skills in mathematics, reading, writing, and oral communication appropriate to and embedded in the content of these programs. Introductory materials are an overview of the ideas and description of the sample lesson ideas and their use. Divided into four sections by the type of basic skill, each sample lesson idea consists of two pages. The first page contains the setting characteristic of the lesson, including vocational area and program and job title(s) that form the context for the lesson ideas presented, basic skill area and specific application of the skill, list of the sequence of student behaviors needed to perform the job-related skill, and potential areas of student difficulty in fundamental skills. The second page contains suggested instructional activities keyed to potential fundamental difficulties identified on the first page, sketches of teaching aids (worksheets, game boards, list of terms), and common materials to carry out activities. (YLB)

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# TEACHING BASIC SKILLS THROUGH VOCATIONAL EDUCATION TECHNICAL REPORT

## Sample Lesson Ideas for Basic Skill Instruction in Selected Vocational Programs

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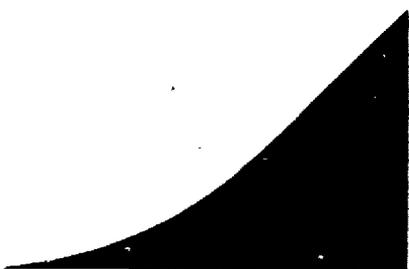
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# TEACHING BASIC SKILLS THROUGH VOCATIONAL EDUCATION

SAMPLE LESSON IDEAS  
FOR BASIC SKILLS INSTRUCTION  
IN SELECTED  
VOCATIONAL PROGRAMS

Cornell Institute for Occupational Education

Ithaca, New York

April 1982

 CIOE

James A. Dunn

Peter Gray

Elizabeth Martini

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## CONTENTS

1. SAMPLE LESSON IDEAS	1
2. FORMAT OF LESSON IDEAS	3
3. LESSON IDEAS FOCUSING ON MATHEMATICS SKILLS	7
4. LESSON IDEAS FOCUSING ON READING SKILLS	7
5. LESSON IDEAS FOCUSING ON WRITING SKILLS	107
6. LESSON IDEAS FOCUSING ON ORAL COMMUNICATION SKILLS	157

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Many people contributed to the development of this publication. Many of the lesson ideas were based on suggestions from vocational educators who attended workshops in Bellport, Long Island and in Olean, Binghamton, and Ithaca, New York. Mr. Bouquillon was especially instrumental in developing many of the lesson ideas based upon these suggestions as well as his own experiences as a vocational teacher. Our thanks go to these people and also to the project staff listed on the back cover.

James A. Dunn

Peter J. Gray

Elizabeth L. Martini

## SAMPLE LESSON IDEAS

The sample lesson idea pages which follow are organized around high-enrollment, secondary vocational programs in the areas of: agricultural, distributive, office, health, occupational home economics, and trade and industrial education. There is one set of pages for each of twenty-three programs. The match-up between skills and programs was determined from earlier research done by project personnel. One area of research which contributed to the development of lesson ideas was that which resulted in the vocational curricula for mathematics, reading, writing, and oral communication. This research contributed the fundamental skills and situations focused on in the lesson idea pages. The other area of research was that involving enrollment patterns in secondary level vocational education programs. From this research programs with the highest enrollment nationwide were selected. Within particular areas, programs were chosen to represent the widest range of activities. The list of these programs is presented at the beginning of each section of sample lesson ideas.

In the health area the three assisting/aide programs all had high enrollments. The nursing assistant program was chosen to represent the others since it had the single highest enrollment. The food related programs (food distribution in distributive education, food services in occupational home economics, and quantity foods in the trade and industrial area) were chosen to illustrate the differences in programs which all fall under the same general heading. The area of technical education is not included in the list since it has a very small secondary level enrollment and since its highest enrollment program, electricity/electronics is covered under the trade and industrial area.

The sample lesson ideas were generated by vocational educators in a two step process. First, teachers were involved in a series of workshops across New York State. As a result of these workshops over 125 lesson ideas were created. The ideas were then edited and refined by a team of three vocational educators using vocational texts and curriculum guides as well as their background and experience.

Figure 1  
VOCATIONAL EDUCATION AREAS AND PROGRAMS

**Agricultural**

Agricultural Production  
Agricultural Mechanics  
Ornamental Horticulture

**Distributive**

Apparel and Accessories  
Food -  
    Distribution  
General Merchandising

**Health**

Assistant/Aide -  
    Nursing

**Occupational Home Economics**

Child Care and Guidance  
Clothing -  
    Production  
Food -  
    Service

**Office**

Accounting and Computing  
Filing and Office Machines  
Stenography, Secretarial  
Typing

**Trade and Industrial**

Automotive -  
    Automotive Mechanics  
Carpentry  
Drafting  
Electricity/Electronics  
Graphic Arts  
Metal Working -  
    Machine Shop  
Cosmetology  
Quantity Foods  
Woodworking

## FORMAT OF LESSON IDEAS

Reinforcement of basic skills in vocational education programs is an activity new to many vocational educators. The capacity to accept responsibility for teaching these skills can only come from having an extensive resource of lesson ideas. A systematic procedure for developing lesson ideas was followed in developing the sample lesson ideas in this report. Each sample lesson idea consists of two pages. The first page contains the setting characteristics of the lesson and the second page contains appropriate activities and materials.

Figure 2

<b>BASIC SKILLS LESSON IDEA</b>	
<b>CONTEXT OF BASIC SKILL INSTRUCTION</b>	<b>BASIC SKILL TO BE FOCUSED ON</b>
<b>VOCATIONAL AREA:</b>	<b>BASIC SKILLS AREA:</b>
<b>PROGRAM:</b>	<b>SPECIFIC SKILL:</b>
<b>JOB TITLE(S)</b>	<b>JOB RELATED EXAMPLE OF THE ABOVE SKILL</b>
<b>SEQUENCE OF STUDENT BEHAVIORS NEEDED TO PERFORM THE JOB RELATED SKILL</b>	<b>POTENTIAL AREAS OF STUDENT DIFFICULTY IN FUNDAMENTAL SKILLS RELATED TO THE SEQUENCE OF STUDENT BEHAVIORS</b>
<b>PAGE 1</b>	

Located at the top left of the first lesson idea page in each set are the vocational program and job title(s) which form the context for the lesson ideas presented. Other titles may be used in different programs across the country. The purpose of identifying a specific program and job title is to give the lesson idea a realistic setting.

A basic skill area and a specific application are listed at the top right of the first page of each lesson idea set, along with a job-related example of the application of each skill. The job-related examples are chosen from the multitude of tasks related to any job. The examples used come from either a task analysis of the job identified or from teachers' suggestions gathered in workshops designed to generate lesson ideas. At the lower left of the first page is a list of the sequence of student behaviors needed to master the task in the job-related example. These are, in effect, subtasks derived from further analysis of the job-related example. The behaviors were generated through a combination of prior task analyses and teacher suggestions. The sequence of behaviors is specific enough to facilitate the identification of potential areas of student difficulty in fundamental skills which might inhibit the acquisition or performance of behaviors.

The potential fundamental skill difficulties identified were chosen from the vocational curriculum developed as part of the project, Teaching Basic Skills Through Vocational Education. Fundamental skills listed in the lesson idea pages were chosen for purposes of illustration. Students will differ in the type of fundamental skills difficulties they have.



Lesson Ideas Focusing  
on  
Mathematic Skills



## BASIC SKILLS LESSON IDEA

### Suggested Instructional Strategies For Overcoming Potential Difficulties

- Obtain or design custom rate chart for various jobs required. If possible, give each student a copy, use overhead to illustrate procedure for gleanng appropriate information from chart.
- Design worksheets describing realistic agricultural job scenarios and have students compute the cost to farmer to hire those jobs.



### Common Instructional Materials

- Doanes Agricultural report - "Machinery Custom Rate Guide" or use local rates and make your own chart.
- Worksheets of agricultural job scenarios.

### Sketch Of Teaching Aids

You have just bought 135 acres of CLASS I cropland in New York and want to custom hire your field work the first year. The land is presently in native sod, and soil tests indicate 3 tons of (dolomitic) limestone per acre are required to raise the pH to the proper level for the alfalfa stand you want to establish. Determine what jobs need to be done and compute the cost per acre and the total cost of hiring the work.

## 1980 Machinery Custom Rates Guide

Job	Basis of Charge	North-east	North Central	South	Plains	Mountain & Pacific
<b>PLOWING AND CULTIVATING</b>						
Plowing, moldboard plow	acre	\$9 55	\$8 55	\$7 85	\$7 80	\$10 30
Chisel plow-8" to 12" deep	acre	7 55	6 80	6 25	5 00	6 85
One way	acre	—	6 60	5 60	3 85	—
Disking, tandem	acre	5 80	4 30	4 70	3 90	5 40
Harrowing, spike tooth	acre	4 20	2 80	3 35	2 40	2 80
Cultivating, sweep cultivator	acre	5 70	3 40	4 00	3 30	4 80
rotary hoe	acre	—	2 40	3 20	2 50	—
<b>PLANTING AND DRILLING</b>						
Planting corn	acre	6 25	4 80	5 70	4 15	5 90
Planting, no-till	acre	9 80	7 90	8 80	4 50	—
Drilling small grain	acre	5 50	3 80	4 75	3 25	5 00
Planting soybeans	acre	5 80	4 65	5 35	3 75	—
Planting cotton	acre	—	—	5 15	3 80	—
Seeding alfalfa, clover, etc.	acre	5 80	3 25	4 80	3 75	5 35
<b>CHEMICAL APPLICATION (excluding materials)</b>						
Spraying fence rows	hour	16 00	12 00	11 10	11 50	14 50
Spraying buildings, with insecticide	hour	16 00	10 25	10 00	12 20	—
with paint	hour	—	14 50	12 00	12 00	—
Spraying cattle	head	—	66	55	54	—
Spraying fertilizer, bulk dry	acre	3 20	2 25	2 85	1 65	3 10
liquid	acre	3 20	2 50	3 10	1 80	4 00
sidedressing	acre	3 75	3 10	4 15	3 25	5 80
anhydrous ammonia	acre	4 40	3 55	4 00	3 35	4 65
aqua ammonia	acre	—	3 00	3 60	2 70	4 80

## BASIC SKILLS LESSON IDEA

### Context Of Basic Skill Instruction

Vocational Area: Agriculture

Program: Agricultural Mechanics

Job Title (s) Extension Agent aide  
General Farm mechanic

### Sequence Of Student Behaviors Needed To Perform The Job Related Skill

- Determine quantity of manure produced per day by a particular animal
- Determine manure storage requirements for particular herd for a particular storage period
- Determine size of storage tanks for a herd given a 90% moisture requirement for proper handling

### Basic Skill To Be Focused On

Basic Skills Area: Mathematics

Specific Skill: Comprehending presentation of numbers in tables and charts

### Job Related Example Of The Above Skill

Using guidelines set forth in tables, calculate manure production and storage requirements for a particular farm

### Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors

- Unable to correctly quantify english volume measurements from appropriate chart (e.g., 1,000 lb. cow produces 1 1/2 cubic ft./day of solids and liquids)
- Unable to compute (multiply) whole numbers, (e.g., 180 (days of storage) x 1 1/2 (cubic ft./day) = 270 cubic yds/animal 270 x 50 (cows) = 13,500 cubic ft. of manure)
- Unable to comprehend presentation of decimal numbers and percents on charts (e.g., 80% moisture changed to 90% moisture requires 7.5 gallons of water/cubic ft. of manure)

## BASIC SKILLS LESSON IDEA

### Suggested Instructional Strategies For Overcoming Potential Difficulties

- Secure appropriate manure systems planning data. Divide students into appropriate groups and give each group a sample farm i.e. 50 cow dairy requiring 200 days of storage etc. Have students plan a manure system for each farm.
- Visit farmer who has recently installed a system and discuss how he/she arrived at the size, shape, etc. of the system. Have students record and report findings.

### Common Instructional Materials

- Manure handling data i.e. tables, charts, etc.
- Worksheets

### Sketch Of Teaching Aids

#### APPROXIMATE DAILY MANURE PRODUCTION

Animal	Cu. Ft./Day Solids & Liq.	Percent Water	Gallons/ Day
(10) head of hogs			
50 lbs.	2/3	75	5
100 lbs.	1-1/3	75	10
150 lbs.	2-1/4	75	17
200 lbs.	2-3/4	75	20-1/2
250 lbs.	3-1/2	75	28
1,000 lb. cow	1-1/2	80-90	11
1,000 lb. steer	1	80-90	7-1/2
1,000 lb. horse	3/4	65	5-1/2
(10) head of sheep	1/2	70	4
(1,000) 5 lb. layers	3	55-75	22-1/2

#### LIQUID MANURE STORAGE\*

Animal & Weight	Per animal storage capacity needed for					
	90-days		120-days		180-days	
	cu. ft.	gals.	cu. ft.	gals.	cu. ft.	gals.
<b>Beef Cattle</b>						
500 lbs.	101	759	135	1,013	203	1,519
750-1,000 lbs.	135	1,013	180	1,350	270	2,025
<b>Dairy Cattle</b>						
500 lbs.	85	640	115	850	170	1,280
750 lbs.	125	950	170	1,265	250	1,900
1,000 lbs.	170	1,275	225	1,700	340	2,550
1,200 lbs.	180	1,375	245	1,825	360	2,750
1,400 lbs.	215	1,625	290	2,160	430	3,250
<b>Hogs</b>						
Weaning-80 lbs.	8.1	60.8	10.8	81.0	16.2	121.5
Weaning-100 lbs.	17.6	131.8	23.4	175.5	35.1	262.9
100-200 lbs.	36.5	273.8	48.6	364.5	72.9	548.7
Sow	72.9	548.8	97.2	729.0	145.8	1,093.5

\*Based on 1-1/2 times the total excrement to allow for nonusable space and addition of liquid.

#### FERTILIZER VALUE OF LIQUID MANURE

Animal	Lbs. of Nutrients Per Ton of Manure		
	Nitrogen	Phosphorus	Potassium
Dairy cattle.	11	2	10
Cattle	14	4	9
Swine.	10	3	8
Horses	14	2	12
Sheep	28	4	20
Poultry	31	8	7

**BASIC SKILLS LESSON IDEA**

**Context Of Basic Skill Instruction**

**Vocational Area:** Agricultural  
**Program:** Ornamental Horticulture  
**Job Title (s)** Nursery worker  
Garden Center employee

**Sequence Of Student Behaviors Needed To Perform The Job Related Skill**

- Determine amount of active ingredient required on a per acre basis (AI/A)
- Determine how many pounds of active ingredient are available per unit of herbicide
- Determine amount of material to apply on particular area

**Basic Skill To Be Focused On**

**Basic Skills Area:** Mathematics

**Specific Skill:** Graphic presentation of numbers

**Job Related Example Of The Above Skill**

Calculate amount of herbicide required to treat a particular area

**Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors**

- Unable to accurately interpret numbers in recommendation charts (e.g., tufluralin 2 lb. AI/A)
- Unable to compute percents (e.g., 80% Simazine wettable powder)
- Unable to compute whole numbers and fractions in calculation formula

## BASIC SKILLS LESSON IDEA

### Suggested Instructional Strategies For Overcoming Potential Difficulties

- Design worksheets with calibration, application problems. - Cover liquid concentrates, powders, granular materials.

### Sketch Of Teaching Aids

Example: A grower wants to treat 2 acres with 80% Simazine wettable powder at the rate of 216 AI/A.

Calculations:

$$2 \text{ lb. AI/A} \times \frac{88,000}{44,000} \times \frac{100}{80} = 5 \text{ lb. 80\% Simazine wettable powder to be mixed in enough water to cover 2 acres.}$$

Formula for granular material:

$$\text{lb. AI/A} \times \frac{\text{sq. ft. to be treated}}{44,000 \text{ sq. ft./acre}} \times \frac{100}{\% \text{ granular}} = \text{lb. required to treat area.}$$

### Common Instructional Materials

- Worksheets
- Recommendation charts
- Sample labels from herbicide materials

## BASIC SKILLS LESSON IDEA

### Context Of Basic Skill Instruction

Vocational Area:     Distributive

Program: Apparel and Accessories

Job Title (s) Sales Clerk

### Sequence Of Student Behaviors Needed To Perform The Job Related Skill

- Determine original price of the item(s)
- Find 25% of original price
- Deduct the discount from the price
- Cross check computation
  - a. multiply discount by 4
  - b. add discount to adjusted price

### Basic Skill To Be Focused On

Basic Skills Area:     Mathematics

Specific Skill:     Computation of whole numbers and decimals from price tags

### Job Related Example Of The Above Skill

Determine a 25% discount for sale merchandise

### Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors

- Failure to use the proper price due to inability to quantify and compute with money or decimals (e.g., purchasing a shirt priced at 2 for \$15.00)
- Incorrectly compute the 25% discount amount due to inability to multiply decimals and percents (e.g.,  $\$7.50 \times 25\% = \$1.88$ )
- Failure to correctly adjust original price due to inability to subtract decimals (e.g.,  $\$7.50 - \$1.88 = \$5.62$ )
- Failure to check computation due to inability to multiply or add decimals (e.g.,  $4 \times 1.88 = \$7.52$ ,  $\$1.88 + 5.62 = \$7.50$ )

## BASIC SKILLS LESSON IDEA

### Suggested Instructional Strategies For Overcoming Potential Difficulties

### Sketch Of Teaching Aids

- Using pages from a catalog or clippings of newspaper ads, have students compute specified discounts and determine the adjusted prices of designated items. If students have difficulty with the computations, review with them adding, subtracting and multiplying; also list sequences of steps on the board to follow.

15

### Common Instructional Materials

- Pages from catalogs and/or clippings of newspaper advertisements
- Paper or worksheet for computation

23



## BASIC SKILLS LESSON IDEA

### Suggested Instructional Strategies For Overcoming Potential Difficulties

- Prepare a worksheet with word problems for students to complete.
- Direct experience - supervised occupational experience program or work study program.
- Arrange for students to take inventory with supervision in cafeteria stock room, teacher supply area, etc.

## Sketch Of Teaching Aids

### Sample word problems

Wax paper is shipped in 48 pkg. to the case cartons. There are 2 1/2 cases in the stockroom and 36 individual packages on display. Minimum supply amount is 4 cases. (Should more be ordered? (Show your work.)

17

### Common Instructional Materials

- Teacher prepared worksheets

## BASIC SKILLS LESSON IDEA

### Context Of Basic Skill Instruction

Vocational Area:       Distributive  
                          Program:   General Merchandising

Job Title (s)   Sales clerk

### Sequence Of Student Behaviors Needed To Perform The Job Related Skill

-Record on sales slip the item(s) being purchased, the number of each item, the unit price, and total price of each type of item. Add up total price of sale item(s), compute and record tax. Add tax to price total of items.

Add up \_\_\_\_\_

Compute + \_\_\_\_\_

Tax \_\_\_\_\_

### Basic Skill To Be Focused On

Basic Skills Area:   Mathematics

Specific Skill:   Computation of whole numbers and decimals from price tags

### Job Related Example Of The Above Skill

Determining the total amount due of purchased items

### Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors

-Incorrectly recording purchased item information due to inability to quantify and compute whole numbers and decimals (e.g., 4 shirts @ \$6.95 = \$27.80)

-Obtaining an incorrect total due to inability to compute whole numbers and decimals (e.g., adding the item totals)

-Inability to determine tax due to inability to compute percents (e.g., 6% of total = .06 x total)

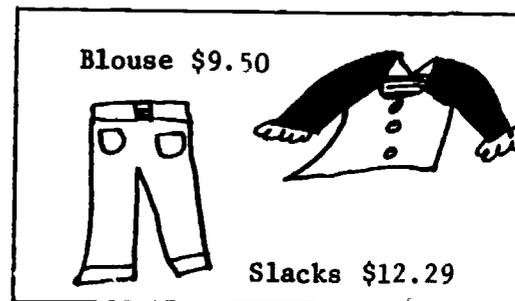
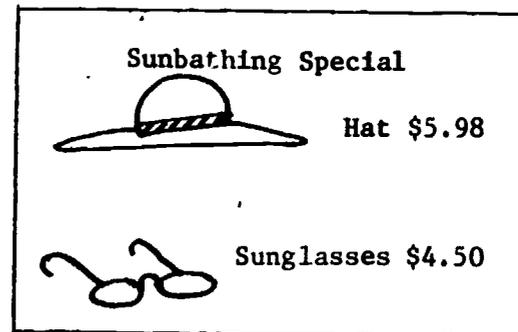
-Failure to determine total amount due because of inability to compute whole numbers and decimals (e.g., adding tax amount to total price.)

## BASIC SKILLS LESSON IDEA

### Suggested Instructional Strategies For Overcoming Potential Difficulties

-Mount newspaper clipping ads with illustrations and prices on index cards. Using the cards, have students simulate a cash and change transaction. "Purchases" can be made with play money giving students practice in making change. Prepare sample saleslip for students to practice writing up the sale and computing total price of items, tax, and total amount of purchase. Sample charge slips can be used also.

### Sketch Of Teaching Aids



### Common Instructional Materials

- Newspaper clippings of illustrated ads which include price
- Sample Saleslips
- Play money
- Sample charge slips

**BASIC SKILLS LESSON IDEA**

**Context Of Basic Skill Instruction**

**Vocational Area:** Health

**Program:** Assistant/Aide

**Job Title (s)** Nurse's Assistant

**Basic Skill To Be Focused On**

**Basic Skills Area:** Mathematics

**Specific Skill:** Computing measurements of volume and weight for a chart

**Job Related Example Of The Above Skill**

Measuring and computing patient's intakes and outputs

**Sequence Of Student Behaviors Needed To Perform The Job Related Skill**

- Recognize various liquid measuring containers (household and metric) and read calibrations
- Ability to estimate and to measure amounts
- Ability to convert English measurement to metric measurement
- Ability to add in cc's to obtain total outputs and intakes

**Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors**

- Incorrectly read calibrations on liquid measuring containers due to inability to quantify whole numbers and fractions (e.g., 10 cc., 4 oz.)
- Failure to estimate or measure liquids due to the inability to count whole numbers and fractions (e.g., cubic centimeters, ounces)
- Incorrectly change english measurement to metric measurement due to inability to compute whole numbers, decimals and fractions (e.g., change 20 oz. to cubic centimeters)
- Incorrectly total intakes and outputs due to inability to add whole numbers (e.g., 20 cc + 15 cc + 30 cc = 65 cc.)

## BASIC SKILLS LESSON IDEA

### Suggested Instructional Strategies For Overcoming Potential Difficulties

- Practice with various containers in reading different calibrations
- Practice converting from english to metric units wherever possible
- Plan a party and convert all amounts of refreshments to be served to metric measurements
- Practice with sample containers found on hospital tray
- Worksheet with listings of intakes and outputs for 1 day to be converted, if necessary, to cc's and totaled

### Common Instructional Materials

- Common containers
- Prepare worksheet of sample intake-output sheets

### Sketch Of Teaching Aids

Convert the following liquid amounts:

$$4 \text{ oz.} = \underline{\hspace{2cm}} \text{ cc.}$$

$$10 \text{ oz.} = \underline{\hspace{2cm}} \text{ cc.}$$

$$2 \frac{1}{2} \text{ oz.} = \underline{\hspace{2cm}} \text{ cc.}$$

$$75 \text{ cc.} = \underline{\hspace{2cm}} \text{ oz.}$$

$$24 \text{ cc.} = \underline{\hspace{2cm}} \text{ oz.}$$

Find the total amount of each of the following:

$$1. \quad 4 \text{ oz.} + 35 \text{ cc.} + 3 \text{ oz.} = \underline{\hspace{2cm}}$$

$$2. \quad 75 \text{ cc.} + 10 \text{ cc.} + 6 \text{ oz.} = \underline{\hspace{2cm}}$$

## BASIC SKILLS LESSON IDEA

### Context Of Basic Skill Instruction

Vocational Area: Occupational Home Economics

Program: Child care and Guidance

Job Title (s) Nursery School aide  
Day Care aide

### Sequence Of Student Behaviors Needed To Perform The Job Related Skill

- Determine food to be served
- Determine single serving size
- Determine number of servings needed
- Multiply number of servings by serving size
- Determine the amount of servings per purchase unit and how many units are needed

### Basic Skill To Be Focused On

Basic Skills Area: Mathematics

Specific Skill: Computation of volume and weight measurement for an order form

### Job Related Example Of The Above Skill

Determining amount of food to order from serving sizes for one child

### Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors

- Failure to list all foods to be served
- Unclear understanding of serving size due to inability to quantify ( e.g., 2 oz. meat )
- Miscount number of servings needed due to inability to quantify whole numbers ( e.g., count the number of children to be served )
- Multiplication errors due to inability to compute whole numbers ( e.g., number of children x serving size )
- Failure to designate the correct amount of each ingredient/food needed due to inability to compute with whole numbers and fractions ( e.g., 16 children x 3 oz. of meat/child = 48 oz.  $\div$  16 oz./pound = 3 lbs. meat )

## BASIC SKILLS LESSON IDEA

### Suggested Instructional Strategies For Overcoming Potential Difficulties

- Prepare a poster, transparency, or handout of serving sizes for children of common foods.
- Using sample food packages and labels, have students determine how many servings each item provides.
- Demonstrate method of computing with multiple servings on the board.
- Prepare practice worksheets for computing multiple servings.
- Using sample menus, have students determine what food to order and the required amount for a designated number of children.

### Common Instructional Materials

- Sample food packages and labels.
- Poster, transparency, or handout of children serving sizes
- Teacher prepared worksheet

### Sketch Of Teaching Aids

SAMPLE MENUS	
Monday	Chicken, Mashed Potatoes, Corn Bread & Butter Applesauce Milk
Tuesday	Grilled Cheese Sandwich Celery - Carrot Sticks Chocolate Pudding Milk

Name: _____						
Date: _____						
Monday Food	# Serv.	Serv. Amt.	TOTAL	Servings Per unit	Amount needed	
Chicken	x	+	÷			
Potato	x	+	÷			
Corn	x	+	÷			
Bread	x	+	÷			
Butter	x	+	÷			
Applesauce	x	+	÷			
Milk	x	+	÷			
TUESDAY						
Bread	x	+	÷			
Cheese	x	+	÷			
Celery	x	+	÷			
Carrots	x	+	÷			
Choc. Pud	x	+	÷			
Milk	x	+	÷			

## BASIC SKILLS LESSON IDEA

Context Of Basic Skill Instruction

Vocational Area: Occupational Home Economics

Program: Clothing Production

Job Title (s) Basic Clothing designer  
Seamstress/Tailor  
Alterationist

Basic Skill To Be Focused On

Basic Skills Area: Mathematics

Specific Skill: Computation of English linear measurements using tape measure

Job Related Example Of The Above Skill

Making pattern adjustment according to customer's body measurements

Sequence Of Student Behaviors Needed To Perform The Job Related Skill

- Obtain the accurate customer measurements needed
- Determine where adjustments are to be made and the amounts of each adjustment
- Change pattern according to determined adjustment

Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors

- Obtaining incorrect measurements due to inability to quantify English linear measurement (e.g., use tape measure)
- Incorrectly adjusting pattern size according to body measurements due to inability to compute whole numbers and fractions (e.g., evenly reducing hip size on pattern by 2 inches - 1/2 inch on each side of front and 1/2 inch on each side of back - 2 inches  $\div 4 = 1/2$ )
- Incorrectly alter pattern due to inability to accurately count whole numbers and fractions (e.g., using a ruler or tape measure)

## BASIC SKILLS LESSON IDEA

### Suggested Instructional Strategies For Overcoming Potential Difficulties

- Prepare a worksheet for recording body measurements.
- Have students work in groups of 2 or 3 and accurately measure and record all body measurements for one another.
- Using sample pattern pieces for a jacket and slacks, discuss how adjustments are made. Have students determine what adjustments are to be made according to own measurements and by how much. Students are to write this information on the worksheet and designate how the adjustment is to be done.

25

### Common Instructional Materials

- Prepared worksheet - body measurements
- Prepared worksheet - pattern adjustments
- Tape measures
- Sample Pattern pieces

43

### Sketch Of Teaching Aids

Name:	_____
Neck	_____
Waist	_____
Bust/Chest	_____
Arm-Wrist	_____
Hip	_____
Thigh	_____

ADJUSTMENTS
Shoulder _____ Sleeve _____
Waist _____ Neck _____
Hips _____ Bust/Chest _____

49

## BASIC SKILLS LESSON IDEA

### Context Of Basic Skill Instruction

Vocational Area: Occupational Home Economics

Program: Food Service

Job Title (s) Waiter/Waitress ,  
Fast Food counter person

### Sequence Of Student Behaviors Needed To Perform The Job Related Skill

- Determine the correct price for foods ordered and served
- Multiply the price of each item by the number ordered
- Add up the total prices of each item
- Compute or determine tax
- Add tax to total sum

### Basic Skill To Be Focused On

Basic Skills Area: Mathematics

Specific Skill: Computing total for a bill

### Job Related Example Of The Above Skill

Totaling a customer's check

### Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors

- Misread, or transpose incorrectly, prices of item(s)
- Computation error due to inability to multiply whole numbers and decimals ( e.g., 3 coffee at \$.45 = \$1.35  
2 steaks at \$9.95 = \$19.90 )
- Failure to determine correct total due to inability to add whole numbers and decimals ( e.g., \$ 1.35 )  
$$\begin{array}{r} 19.90 \\ \hline \$21.25 \end{array}$$
- Unable to determine tax due to inability to compute percents and decimals ( e.g., 5% of 21.25 = \$1.06 )
- Failure to correctly add tax to total due to inability to compute decimals and whole numbers ( e.g., \$21.25 + \$1.06 = \$22.31 )

## **BASIC SKILLS LESSON IDEA**

### **Suggested Instructional Strategies For Overcoming Potential Difficulties**

### **Sketch Of Teaching Aids**

- Prepare or obtain sample menus and have students role play giving order from the menu to waiter/waitress who then must total a sample check for the order.
- Prepare or obtain a tax table for students to use for cross checking tax computation.
- Direct experience through part-time job or work study program.

### **Common Instructional Materials**

- Sample menus
- Sample order forms
- Tax table

## BASIC SKILLS LESSON IDEA

### Context Of Basic Skill Instruction

Vocational Area: Office

Program: Accounting and Computing

Job Title (s) Bookkeeping clerk

### Sequence Of Student Behaviors Needed To Perform The Job Related Skill

- Determine unit working with multiple quantity times the price; total the extensions.
- Determine discount and deduct from total of extensions.
- Determine tax and add to adjusted amount

### Basic Skill To Be Focused On

Basic Skills Area: Mathematics

Specific Skill: Computing totals for an invoice

### Job Related Example Of The Above Skill

Making extensions and finalizing an invoice

### Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors

- Using incorrect unit due to inability to quantify whole numbers and decimals (e.g., \$.99, 99¢)
- Incorrect extension amount due to inability to multiply whole numbers and decimals (e.g., 5 dozen gym shorts @ \$11.20 = \$56.00)
- Inaccurate total of extensions due to inability to add whole numbers and decimals (e.g., \$56.00 + \$221.34 + \$136.66 = \$414.00)
- Incorrect discount due to inability to multiply percents and whole numbers (e.g., 5% x \$414.00 = \$20.70, incorrect adjusted amount due to inability to subtract whole numbers and decimals (e.g., \$414 - \$20.70 = \$393.30)
- Incorrect balance due amount due to inability to compute whole numbers and decimals (e.g., 6% tax of \$393.30 = \$23.60, \$393.30 + Tax (\$23.60) = \$416.90)



## BASIC SKILLS LESSON IDEA

### Context Of Basic Skill Instruction

Vocational Area: Office

Program: Filing, Office Machines

Job Title (s) Filing clerk  
Clerk-typist  
Receptionist  
Secretary

### Sequence Of Student Behaviors Needed To Perform The Job Related Skill

- Rough sort all materials to be filed into small groups
- Correctly order each group into numerical sequence
- File materials into existing files

### Basic Skill To Be Focused On

Basic Skills Area: Mathematics

Specific Skill: Quantification of whole numbers on forms

### Job Related Example Of The Above Skill

Ordering numbers from lowest to highest for numerical filing

### Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors

- Incorrectly sorting materials due to inability to quantify whole numbers (e.g., 100's, 200's, 300,s, etc.)
- Failure to arrange materials into numerical sequence due to inability to order whole numbers (e.g., 125, 157, 192, 201, 207, etc.)
- Failure to file materials in proper filing sequence due to inability to order whole numbers (e.g., 124, 125, 127, 154, 157, 165)

### BASIC SKILLS LESSON IDEA

#### Suggested Instructional Strategies For Overcoming Potential Difficulties

- Prepare and distribute discrimination worksheets for students to identify like and unlike numbers.
- Prepare and distribute sets of index cards with 4, 5 and 6 digit numbers for students to arrange in numerical order.

#### Sketch Of Teaching Aids

##### Sample Worksheet

Like	Unlike		
_____	_____	35798	35798
_____	_____	89064	89046
_____	_____	25147	25417
_____	_____	85717	85771

#### Common Instructional Materials

- Sets of cards with 4, 5, and 6 digit numbers
- Prepared worksheet of numbers like and unlike.



## **BASIC SKILLS LESSON IDEA**

**Suggested Instructional Strategies For  
Overcoming Potential Difficulties**

**Sketch Of Teaching Aids**

-Ongoing simulation and role playing experience using play money and teacher prepared "company policy" and ledger format, have students take turns being responsible for petty cash for a designated period of time. Other students will solicit "funds" for various designated reasons (travel expenses, supplies, etc.). Petty cash person will hand in records accounting for all transactions and correct computations.

33

## **Common Instructional Materials**

- Play money
- Teacher prepared "company policy" and ledger format

63

## BASIC SKILLS LESSON IDEA

### Context Of Basic Skill Instruction

Vocational Area: Office

Program: Typing

Job Title (s) Typist  
Secretary  
Receptionist

### Sequence Of Student Behaviors Needed To Perform The Job Related Skill

- Determine the space needed for margins
- Determine number of spaces between margins
- Determine the number of spaces for each column of names
- Set tabs at the determined spaces

### Basic Skill To Be Focused On

Basic Skills Area: Mathematics

Specific Skill: Computation of whole numbers for typing letters and forms

### Job Related Example Of The Above Skill

Setting typewriter tabulations for typing 3 columns of names on a page

### Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors

- Failure to set margins correctly due to inability to quantify whole numbers
- Incorrectly counting available spaces between margins due to inability to count whole numbers
- Unequally spaced columns due to inability to compute whole numbers ( e.g., available spaces between margins  $\div 3$  )
- Failure to set tabs correctly due to inability to count whole numbers (e.g., setting tabs so that the columns are unequal in spacing)

**BASIC SKILLS LESSON IDEA**

**Suggested Instructional Strategies For Overcoming Potential Difficulties**

-Prepare and display an oversized mock-up of a typewriter's numerical spacing index. Using the display as a guide, have students determine the proper settings for margins and tabulations of various formats commonly used in typing.

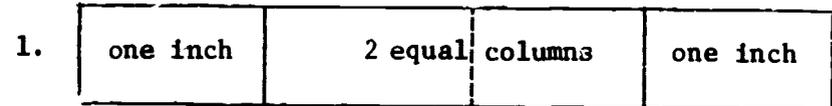
Have students set margins and tabs correctly and type a sample of each designated format.

**Common Instructional Materials**

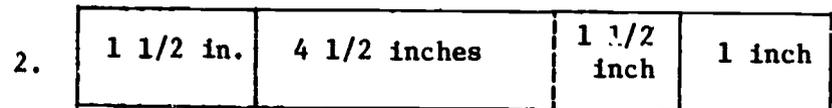
- Mock-up display of numerical spacing index on typewriter
- Typewriters and paper

**Sketch Of Teaching Aids**

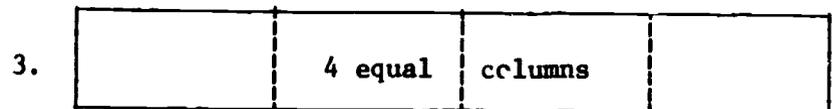
**Sample margin and tabulation settings**



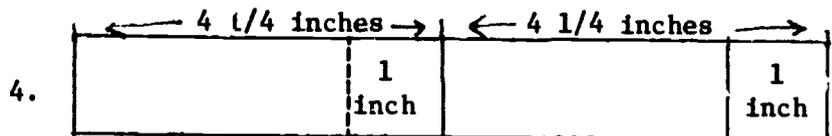
# spaces: \_\_\_\_\_



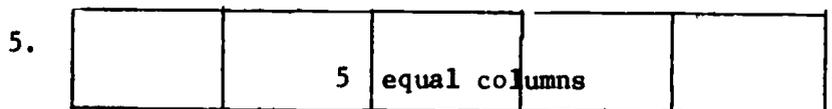
# spaces \_\_\_\_\_



# spaces in each column: \_\_\_\_\_



# spaces: \_\_\_\_\_



# spaces in each column: \_\_\_\_\_

## BASIC SKILLS LESSON IDEA

### Context Of Basic Skill Instruction

Vocational Area: Trade and Industrial  
Program: Automotive Mechanics  
Job Title (s) Apprentice Mechanic  
Garage Mechanic Trainee

### Basic Skill To Be Focused On

Basic Skills Area: Mathematics  
Specific Skill: Using measuring devices

### Job Related Example Of The Above Skill

Using micrometer, measure journals on crankshaft and compare with manufacturers specifications

### Sequence Of Student Behaviors Needed To Perform The Job Related Skill

- From manual determine specifications of journals - record on worksheet
- Accurately measure each journal and record in decimal form
- Determine the difference between specifications and actual micrometer reading
- Determine if part should be saved or rejected

### Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors

- Unable to analyze numbers on appropriate specification chart
- Unable to quantify decimals accurately
- Unable to analyze tolerances on specification charts

**BASIC SKILLS LESSON IDEA**

**Suggested Instructional Strategies For Overcoming Potential Difficulties**

- Using known specifications, have students practice using micrometers and accurately record on worksheet.
- Design micrometer worksheet to aid student in determination of specification differences.

**Sketch Of Teaching Aids**

Use micrometer readings and specification charts to fill in the blanks below:

Specification \_\_\_\_\_

-Micrometer reading \_\_\_\_\_

Difference \_\_\_\_\_

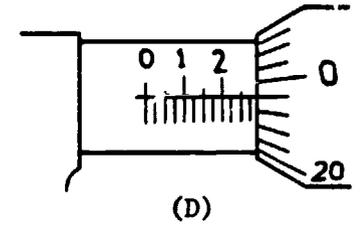
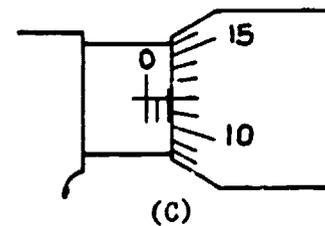
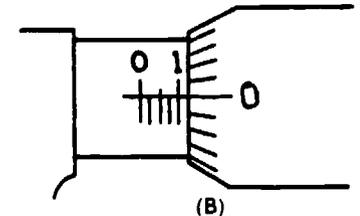
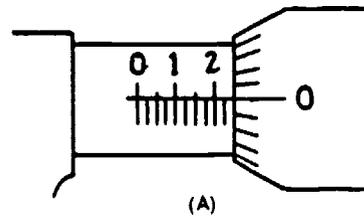
Compare difference to acceptable tolerances and determine if part should be saved or replaced.

Make readings from the micrometer drawings and place them in the proper blank.

37

**Common Instructional Materials**

- Micrometers
- Worksheets
- Specification manuals
- Known specification parts, defective parts



A \_\_\_\_\_

B \_\_\_\_\_

C \_\_\_\_\_

D \_\_\_\_\_

## BASIC SKILLS LESSON IDEA

### Context Of Basic Skill Instruction

Vocational Area: Trade and Industrial

Program: Carpentry

Job Title (s) Apprentice Carpenter  
Carpenters helper

### Sequence Of Student Behaviors Needed To Perform The Job Related Skill

- Determine width and length of basement floor
- Convert all measurements to feet
- Multiply the width x length x thickness
- Determine cubic yds. of concrete by dividing product of step 3 by 27

### Basic Skill To Be Focused On

Basic Skills Area: Mathematics

Specific Skill: Comprehending English measurement from a table

### Job Related Example Of The Above Skill

Estimating concrete needed to pour a basement floor 4 inches thick

### Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors

- Unable to properly quantify english linear measurement (e.g., reading feet and inches from 50 ft. tape)
- Unable to convert whole numbers to fractions or mixed numbers (e.g., 4 inches =  $\frac{1}{3}$  ft.)
- Unable to multiply whole numbers and fractions or mixed numbers (e.g., 30 ft. x 42 ft. x  $\frac{1}{3}$  ft.)
- Unable to divide whole numbers (e.g.,  $140 \div 9 = 15.56$ )

## BASIC SKILLS LESSON IDEA

### Suggested Instructional Strategies For Overcoming Potential Difficulties

- Design worksheets for estimating materials. Include other types of materials, as well as concrete. For estimating, a key point to remember is to keep all the dimensions in feet or fractions of a foot.
- In a realistic job setting, estimating cost of materials is a logical follow-up to estimating amount of materials. A good follow-up would be to carry examples on worksheets another step and estimate costs. This type of exercise would focus on computation with decimals.

### Common Instructional Materials

- Worksheets on estimating materials
- Pencils, paper
- Folding rulers

### Sketch Of Teaching Aids

The following steps are necessary in determining the amount of materials needed to make concrete for a particular job.

1. Determine in cubic yards the total volume of concrete needed for the job.
2. Refer to Table 15-1 and determine the amount of each material needed per cubic yard of concrete.
3. Multiply the amount of each material needed per cubic yard of concrete by the total cubic yards of concrete needed. The answer is the total amount of each material needed for the job.

**Table 15-1. Recommended Mixtures for Concrete**

Uses of Concrete	Water (gal.) for 1 Sack Cement—Sand			Trial Batch 1 Sack Cement Plus		Space Trial Batch (ft <sup>3</sup> )	Materials for 1 Yd <sup>3</sup>			
	Dry	Damp	Wet	Very Wet	Sand (ft <sup>3</sup> )		Gravel (ft <sup>3</sup> )	Cement (sack)	Sand (ft <sup>3</sup> )	Gravel (ft <sup>3</sup> )
Acid-, alkali-resistant; dairy, creamery floors	5 <sup>1</sup>	4 <sup>3</sup> / <sub>4</sub>	4 <sup>1</sup> / <sub>2</sub>	4 <sup>1</sup> / <sub>4</sub>	1 <sup>3</sup> / <sub>4</sub>	2	3.38	8	14	16
Medium wear; reinforced; water-tight; floors, tanks, etc.	6 <sup>1</sup>	5 <sup>1</sup> / <sub>2</sub>	5	4 <sup>3</sup> / <sub>4</sub>	2 <sup>1</sup> / <sub>4</sub>	3	4.32	6 <sup>1</sup> / <sub>4</sub>	14	19
Medium wear, indoor, underground, no water pressure	7 <sup>1</sup>	6 <sup>1</sup> / <sub>4</sub>	5 <sup>1</sup> / <sub>2</sub>	4 <sup>3</sup> / <sub>4</sub>	2 <sup>3</sup> / <sub>4</sub>	4	5.4	5	14	20

<sup>1</sup> Called 5-, 6- or 7-gallon paste, indicating that there are 5, 6 or 7 gallons of water to each sack of cement, including the amount of water in the sand.

<sup>2</sup> To convert cubic feet to cubic meters, first convert the cubic feet to cubic yards by dividing by 27. Then the cubic yards may be converted to cubic meters by multiplying by .76. Follow this example:

$$1\frac{1}{4} \text{ (ft}^3\text{)} \div 27 = .064 \text{ (yd}^3\text{)}$$

$$\frac{1.75 \text{ (ft}^3\text{)}}{27} = .064 \text{ (yd}^3\text{)}$$

$$\text{Then } .064 \text{ (yd}^3\text{)} \times .76 = 0.49 \text{ (m}^3\text{)}$$

### Sample Problem Number 1

Determine the amount of cement sand and coarse aggregate needed to cast a concrete floor 18 (5.4 m) long 9' (2.7 m) wide and 6" (15.24 cm) (1/2 thick), using a 6-gallon paste

**Solution** Total cu yd needed =  $18' \times 9' \times \frac{1}{2}' \div 27 = 3 \text{ cu yd}$

**Note** 1 cu yd contains 27 cu ft

According to Table 15-1, 1 cu yd of a 6-gallon paste should contain 6<sup>1</sup>/<sub>4</sub> sacks of cement, 14 cu ft of sand and 19 cu. ft. of coarse aggregate

Total amount of cement needed =  $3 \times 6\frac{1}{4} = 18\frac{3}{4}$  sacks  
Sand =  $3 \times 14 = 42 \text{ cu ft}$  of 1.56 cu yd.

Aggregate =  $3 \times 19 = 57 \text{ cu ft}$  of 2.11 cu yd.

**Note** If a small batch of concrete is needed, the materials may be calculated by means of the column in Table 15-1 that gives the amount of materials needed to make 1 cu ft

## BASIC SKILLS LESSON IDEA

### Context Of Basic Skill Instruction

Vocational Area: Trade and Industrial

Program: Drafting

Job Title (s) Mechanical detail apprentice  
Drafting trainee

### Sequence Of Student Behaviors Needed To Perform The Job Related Skill

- Secure the appropriate drafting standards manual
- Able to accurately measure in metric units
- Maintain level of precision by being able to convert and round-off to required tolerances
- Recognize and construct plane geometric shapes to assigned scale
- Determine specifications of common special features in corporate standards manual

### Basic Skill To Be Focused On

Basic Skills Area: Mathematics

Specific Skill: Comprehension of metric measurements for a detail drawing

### Job Related Example Of The Above Skill

Construct detail drawing of a mechanical part to scale in metric linear measure according to corporate drafting standard

### Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors

- Inability to recognize appropriate type of standards used
- Inability to quantify linear metric measurement (e.g., mm., cm.)
- Inability to comprehend decimal, fractional equivalents (e.g., .25 = 1/4)
- Inability to comprehend and construct plane geometric figures
- Inability to locate and comprehend appropriate sections within the corporate standards (e.g., keys and slots; hole and shaft fits)



## BASIC SKILLS LESSON IDEA

Context Of Basic Skill Instruction:

Vocational Area: Trade and Industrial  
Program: Electricity  
Job Title (s) Apprentice Electrician  
Electrical Supply Store  
Trainee

Basic Skill To Be Focused On

Basic Skills Area: Mathematics

Specific Skill: Using tables

Job Related Example Of The Above Skill

Calculate wire sizes and their current carrying capacities through the use of tables

Sequence Of Student Behaviors Needed To Perform The Job Related Skill

- Determine resistance in ohms of a particular circuit
- Determine the current in amperes by dividing the volts by the resistance (ohms)
- Using tables in the National Electric Code select the proper wire size required for the specified application

Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors

- Unable to compute (add) whole numbers and fractions to determine length of wire in circuit
- Unable to compute (divide) numbers according to Ohm's Law
- Unable to comprehend presentation of numbers in NEC tables

**BASIC SKILLS LESSON IDEA**

**Suggested Instructional Strategies For Overcoming Potential Difficulties**

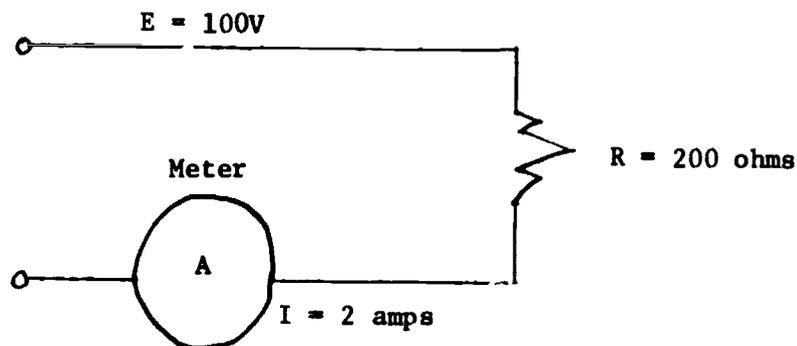
- Design worksheets using Ohm's Law to acquaint student with basic calculation procedures.
- Set up demonstration board (or actual job site) and go through procedure for selecting wire size. Using NEC tables and standard tools compute wiring distance, wiring size.

**Common Instructional Materials**

- Worksheets demonstrating Ohm's Law
- Demonstration Board and supplies
- Standard electricians tools
- National Electrical Code Books
- Overheads of schematics

**Sketch Of Teaching Aids**

Using Ohm's Law\* calculate how much current will flow in the circuit?



\* Ohm's Law: 
$$I \text{ (amperes)} = \frac{E \text{ (in volts)}}{R \text{ (in ohms)}}$$

$$I = \frac{200V}{100\Omega \text{ (ohms)}} = 2 \text{ Amperes}$$

O R

**STUDENT PROBLEMS:**

1. Compute ohms when:

Amps = 8 and volts = 120

Amps = 15 and volts = 115

Amps = 4 and volts = 230

---



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2. Compute amps when:

Volts = 125 and ohms = 11

Volts = 240 and ohms = 11 (etc.)

---



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3. Compute volts when:

Amps = 12.5 and ohms = 11

Amps = 3 and ohms = 80 (etc.)

---



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Note: Ohm's Law may be written 3 ways;

$$I = \frac{E}{R} ; \quad E = IR ; \quad R = \frac{E}{I}$$

## BASIC SKILLS LESSON IDEA

### Context Of Basic Skill Instruction

Vocational Area: Trade and Industrial  
Program: Electronics  
Job Title (s) Electronic Technician Trainee

### Basic Skill To Be Focused On

Basic Skills Area: Mathematics  
Specific Skill: Computation of whole numbers and percents for forms  
Job Related Example Of The Above Skill

Calculating the percentage of voltage regulations in a power supply under load

### Sequence Of Student Behaviors Needed To Perform The Job Related Skill

- Determine the no load voltage of a particular power supply
- Apply a load to power supply and determine the drop in voltage
- Using percent voltage regulation formula determine percent of voltage drop

### Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors

- Unable to quantify numbers on voltmeter tester (e.g., 300 volts)
- Unable to accurately quantify and compute (subtract) whole numbers (e.g., 300V - 250V (underload) = 50 volt drop)
- Unable to accurately compute percents (e.g.,  
$$\% \text{ regulation} = \frac{300V - 250V}{250V} \times 100 = \frac{50}{250} \times 100 = 20\%$$
)

**BASIC SKILLS LESSON IDEA**

**Suggested Instructional Strategies For Overcoming Potential Difficulties**

-Design basic % problems using electrical examples. Build up to actual % voltage regulation problems.

-Using voltmeter, demonstrate voltage reduction under load and have students compute % voltage regulation.

**Sketch Of Teaching Aids**

<b>ELECTRIC-LOAD COMPUTATION SHEET</b>		
Building _____	Date _____	
	Amperes	
	120v	240v
<b>Lights and Outlets:</b>		
_____ light outlets	_____	_____
_____ convenience outlets	_____	_____
<b>Present Appliances:</b>		
_____ 6" grinder, 1/2 h p	_____	_____
_____ drill press, 1/2 h p	_____	_____
_____ 10" grinder, 1/2 h p	_____	_____
_____ 6" jointer, 1/2 h p	_____	_____
_____ table saw, 1/2 h p	_____	_____
_____ welder, 75v, A C	_____	_____
<b>Future Appliances:</b>		
_____ heater	_____	_____
_____ 1/2" electric drill, 1/2 h p	_____	_____
_____ router	_____	_____
_____ power hack saw	_____	_____
_____ air compressor, 1/2 h p	_____	_____
_____ wood lathe	_____	_____
_____ ventilating fan	_____	_____
Totals	_____	_____
Plus 1/2 of 120v load	_____	_____
Total for 3-wire feeder	_____	_____
<b>Maximum Demand (totals of all lights and appliances likely to be in use at same time)</b>		
Plus 1/2 of 120v demand	_____	_____
<b>Probable Maximum Demand on 3-Wire Feeder</b>		
	_____	_____

**Common Instructional Materials**

- Voltmeter
- Power source and load
- Worksheets
- Standard Technicians Tools

Fig 16-5 Set up this type of computation sheet for each building. Use the demand totals to plan the circuits and the feeder totals for each building to plan feeders and service.

**BASIC SKILLS LESSON IDEA**

**Context Of Basic Skill Instruction**

**Vocational Area:** Trade and Industrial

**Program:** Graphic Arts

**Job Title(s)** Graphic Artist  
Layout Trainee  
Apprentice Printer

**Sequence Of Student Behaviors Needed To Perform The Job Related Skill**

- Determine and mark margins according to employers requirements
- Determine characters per inch using standard type size formula
- Determine lines per page and mark appropriately

**Basic Skill To Be Focused On**

**Basic Skills Area:** Mathematics

**Specific Skill:** Computation of English measurement on a layout

**Job Related Example Of The Above Skill**

Compute dimensions on layout

**Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors**

- Unable to quantify English linear measurement
- Unable to comprehend pictorial/symbolic equivalents
- Unable to compute whole numbers and fractions (e.g., characters per inch x length of line)
- Unable to compute fractions and mixed numbers to determine linear measurement (e.g., line width (inches) x page length.)

**BASIC SKILLS LESSON IDEA**

**Suggested Instructional Strategies For Overcoming Potential Difficulties**

-To aid students in quantifying linear measurement, design work sheet with lines and characters of various sizes and have students measure with line gauge.

**Sketch Of Teaching Aids**

Using standard line gauge, measure and record the size of the following lines or characters:

- A. \_\_\_\_\_
- B. H
- C. \_\_\_\_\_
- D. ∞
- E. /
- F. ~~~~~

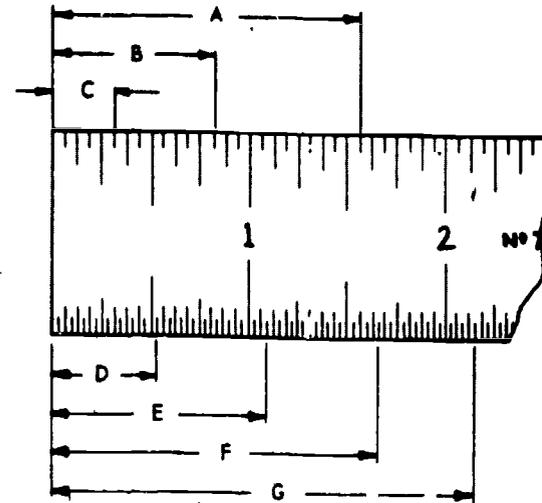
47

**Common Instructional Materials**

- Line gauge
- Sample copy
- Worksheets
- Layout
- Job ticket

Make readings from the rule at right and place them in the proper blank.

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_
- f. \_\_\_\_\_
- g. \_\_\_\_\_



## BASIC SKILLS LESSON IDEA

### Context Of Basic Skill Instruction

Vocational Area: Trade and Industrial  
Program: Machine Shop  
Job Title (s) Apprentice machinist  
Machine Shop employee

### Sequence Of Student Behaviors Needed To Perform The Job Related Skill

- Convert time to dollars
- Determine cost of materials from standard supply price lists
- Determine total cost of fabrication
- Determine amount of sales tax required

### Basic Skill To Be Focused On

Basic Skills Area: Mathematics

Specific Skill: Computation of total invoice from tables

### Job Related Example Of The Above Skill

Calculate cost of fabricating a part for customer

### Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors

- Inability to multiply decimals (e.g., 6.5 hours x \$8.00/hr. = \$52.00)
- Inability to compute numbers regarding English measurement, (e.g., 12 inches of 3" round mild steel @ 3 lbs./inch = 24 lbs. Price \$1.20/lb. = \$28.80)
- Inability to add decimals correctly (e.g., \$28.80 + \$28.00 = \$56.80)
- Inability to compute percents (e.g., 7% sales tax on \$56.80 = \$3.98)



## BASIC SKILLS LESSON IDEA

### Context Of Basic Skill Instruction

Vocational Area: Trade and Industrial

Program: Cosmetology

Job Title (s) Beauty operator  
Dispensary clerk

### Sequence Of Student Behaviors Needed To Perform The Job Related Skill

- Determine the total amount of hair color solution needed
- Determine the amount to be measured of each required ingredient
- Select the appropriate utensils and accurately measure needed ingredients according to manufacturer's directions

### Basic Skill To Be Focused On

Basic Skills Area: Mathematics

Specific Skill: Computation of volume measurements from narrative presentations

### Job Related Example Of The Above Skill

Mixing hair coloring solution according to directions

### Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors

- Incorrectly estimating how much solution needs to be mixed due to inability to quantify volume measurement (e.g., long hair requires more solution than short hair)
- Failure to determine the measured amounts due to inability to compute whole numbers and fractions (e.g., increasing solution to double amount)
- Incorrectly measure required solutions due to inability to quantify volume measurement (e.g., 2 oz., 5 1/2 oz.)

## BASIC SKILLS LESSON IDEA

### Suggested Instructional Strategies For Overcoming Potential Difficulties

### Sketch Of Teaching Aids

- Prepare a pictorial poster or transparency for each manufacturer color solution directions. Have students demonstrate using colored water and appropriate utensils for the proper procedure for mixing color solutions.
- Prepare and distribute a work sheet with word problems to be completed by students.
- Demonstrate to students mixing procedure followed by student simulated experiences with substitute ingredients (colored water) and varying amounts to be prepared.

51

### Common Instructional Materials

- Posters or transparencies of pictorial directions
- Different mixtures of colored water
- Measuring and mixing utensils
- Prepared worksheet with stated directions and word problems requiring amount adjustments

## BASIC SKILLS LESSON IDEA

### Context Of Basic Skill Instruction

Vocational Area: Trade and Industry

Program: Quantity foods

Job Title (s) Chef

### Sequence Of Student Behaviors Needed To Perform The Job Related Skill

- Determine how much beef is needed for one serving
- Determine the total number to be served
- Compute total amount needed:
  - a. multiply 50 x serving amount
  - b. convert total to purchase unit

### Basic Skill To Be Focused On

Basic Skills Area: Mathematics

Specific Skill: Computation with English measurements by weight for order forms

### Job Related Example Of The Above Skill

Determining the amount of beef to order for a banquet for 50 people

### Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors

- Failure to determine correct amount per serving due to inability to quantify weight measurements. (e.g., 6-8 oz. beef per person)
- Failure to determine how many servings due to inability to count (e.g., 50 people)
- Failure to obtain correct total due to inability to multiply whole numbers (e.g., 50 people x 8 oz. = 400 oz.)
- Failure to correctly convert to purchase unit due to inability to divide whole numbers (e.g., 16 oz. = 1 lb.: 400 oz.  $\div$  16 oz. = 25 lbs.)

## BASIC SKILLS LESSON IDEA

### Suggested Instructional Strategies For Overcoming Potential Difficulties

### Sketch Of Teaching Aids

- Prepare a poster or handout with average serving amounts of different types of foods. e.g. vegetables, meat with bone in, meat without bone, dessert, etc. Have students determine total amounts needed for designated foods or menus and number of servings.
- Direct experience - Being responsible for ordering foods to be prepared and served in cafeteria and dining room.

53

### Common Instructional Materials

- Display or handout of average serving size of various foods

**BASIC SKILLS LESSON IDEA**

**Context Of Basic Skill Instruction**

Vocational Area: Trade and Industrial

Program: Woodworking

Job Title (s) Apprentice cabinet-maker  
Apprentice carpenter  
Paint store trainee

**Sequence Of Student Behaviors Needed To Perform The Job Related Skill**

- Determine type of measurement to use for each ingredient
- Accurately measure out each ingredient in the formula
- Properly combine the correct amount of each ingredient and mix thoroughly

**Basic Skill To Be Focused On**

Basic Skills Area: Mathematics

Specific Skill: Comprehend English measurement from narrative presentation

**Job Related Example Of The Above Skill**

Follow a formula to properly mix an oil pigment stain

**Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors**

- Unable to properly identify appropriate unit of measure (e.g., ounces, pints, pound)
- Unable to quantify English measurement properly
- Unable to properly combine ingredients due to inability to comprehend the presentation of English measurement in stain formulas

## BASIC SKILLS LESSON IDEA

### - Suggested Instructional Strategies For Overcoming Potential Difficulties

-Design worksheets of formulas to give to student. Have bottles of colored water or cans of sand represent different ingredients.

Follow steps:

1. select measuring equipment appropriate to ingredient
2. accurately weigh out each ingredient (teacher check for accuracy)
3. mix ingredients

Once student has demonstrated the proper technique and measuring ability, allow him or her to actually mix some stain and apply to wood.

### Common Instructional Materials

- Worksheets of stain/paint formulas
- Labeled bottles of colored water
- Labeled bags of sand
- Scales, graduated cylinders, measuring cups
- Actual stain ingredients
- Paint brushes, rags, misc. cans, cleaning supplies

### • Sketch Of Teaching Aids

#### WOOD FINISHING

##### DARK OAK

- 1 pound raw sienna
- ½ pound burnt sienna
- ½ pound burnt umber
- ½ pint japan drier
- 1 quart turpentine
- 1 quart benzole, 90 degree
- 3 pints boiled linseed oil
- Produces about 1 gallon of stain.

##### WALNUT

- 1 pound Vandyke brown
- 1 pound burnt umber
- 1 ounce rose pink
- 1 quart turpentine
- 1 quart benzole, 90 degree
- 3 pints boiled linseed oil
- Produces about 1 gallon of stain.

##### MAHOGANY, RED

- 1¾ pounds burnt sienna
- ¼ pound maroon lake or rose pink
- 1 quart turpentine
- 1 quart benzole, 90 degree
- 3 pints boiled linseed oil
- Produces about 1½ gallons.

##### MAHOGANY, BROWN

- 12 ounces burnt sienna, Italian
- 4 ounces rose pink or maroon lake
- 4 ounces Vandyke brown
- 4 ounces burnt umber
- ½ pint japan drier
- 1 quart turpentine
- 1 quart benzole, 90 degree
- 3 pints boiled linseed oil
- Produces about 1½ gallons of stain

Lesson Ideas Focusing  
on  
Reading Skills

106

**BASIC SKILLS LESSON IDEA**

**Context Of Basic Skill Instruction**

**Vocational Area:** Agricultural  
**Program:** Agricultural Production  
**Job Title. (s)** Assistant Herdperson  
Assistant Farm Manager  
Owner-operator of dairy farm

**Sequence Of Student Behaviors Needed To Perform The Job Related Skill**

- 55
- Properly identify animals in herd
  - Determine calving date of appropriate animals
  - Determine what day to dry off specific cows

**Basic Skill To Be Focused On**

**Basic Skills Area:** Reading  
**Specific Skill:** Reading a printout

**Job Related Example Of The Above Skill**

Read DHIA computer print out and determine which cows to dry off this month

**Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors**

- Unable to identify animals in herd due to inability to recognize words and numbers on print-out (e.g., "Karmel" No. 539)
- Unable to locate calving date from print out due to inability to analyze print out status code (e.g., 1. = in milk, 4. = bred)
- Unable to properly determine drying off date due to inability to analyze "Barn Information Action Sheet" Chart specific to dry cows (e.g., understand the terminology of each column and the entries under each column)



**BASIC SKILLS LESSON IDEA**

Context Of Basic Skill Instruction

Vocational Area: Agricultural

Program: Agricultural Mechanics

Job Title (s)

Agricultural Equipment Dealership Employee

Agricultural Mechanic Trainee

Sequence Of Student Behaviors Needed To  
Perform The Job Related Skill

- Identify specific model and type of equipment being worked on
- Locate parts manual corresponding to specific piece of equipment
- Find specific replacement part from appropriate diagram and determine the correct part name and number

Basic Skill To Be Focused On

Basic Skills Area: Reading

Specific Skill: Reading a catalogue

Job Related Example Of The Above Skill

Reading parts catalogue to identify replacement part(s) needed on a New Holland Haybine

Potential Areas Of Student Difficulty In  
Fundamental Skills Related To The Sequence Of  
Student Behaviors

- Unable to recognize type of equipment due to inability to analyze compound words (e.g., haybine; plowshare; windpower)
- Unable to locate parts manual due to inability to recognize words associated with Agricultural equipment (e.g., tandem disk, combine diesel)
- Fail to find correct part name & number due to inability to analyze and interpret diagram in catalogue (e.g., exploded view in catalogue of problem area too complex to find individual part)



**BASIC SKILLS LESSON IDEA**

**Context Of Basic Skill Instruction**

**Vocational Area:** Agricultural

**Program:** Ornamental Horticulture

**Job Title (s)** Garden Center Worker  
Truck Garden employee  
Extension service aide

**Sequence Of Student Behaviors Needed To Perform The Job Related Skill**

- Locate appropriate plant and seed identification guides
- Match descriptions of plants and seeds with actual specimens
- Determine cultural characteristics of specific plants

**Basic Skill To Be Focused On**

**Basic Skills Area:** Reading

**Specific Skill:** Reading a guide

**Job Related Example Of The Above Skill**

Using plant guides, identify by name, vegetable and fruit plants that can be grown in your local area

**Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors**

- Unable to locate guides due to inability to recognize common botanical terms (e.g., corms, vegetables, biennials)
- Unable to identify specimen due to inability to analyze phrases, sentences in plant guides (e.g., foliage is fine, glossy green and highly phototropic)
- Unable to determine cultural practices due to inability to recognize parts of words (suffixes) (e.g., sowing, cucurbita, fertilizer, harvesting)

62

## BASIC SKILLS LESSON IDEA

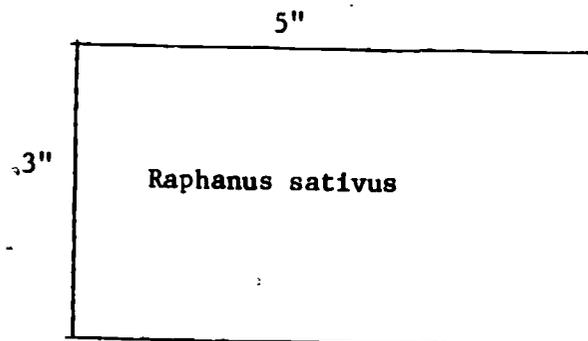
### Suggested Instructional Strategies For Overcoming Potential Difficulties

-Matching game: Divide class into appropriate groups. One group will be given cards with the scientific name of a particular vegetable crop along with seed specimen. The other group will be given cards with plant characteristics along with the actual plant specimen. In an orderly manner the students must find their corresponding plant name (seed) and description (specimens) and answer a number of questions on a worksheet concerning that plant, using plant identification guides or class notes. The pair of students that correctly match and answer their questions wins.

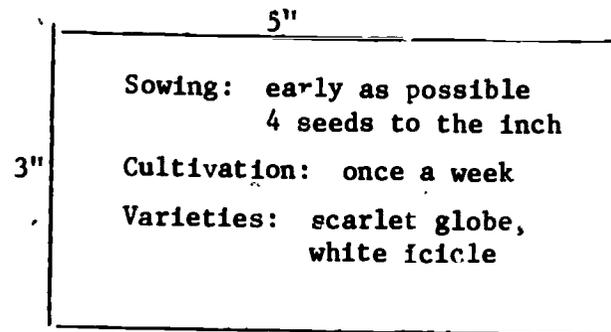
### Common Instructional Materials

- Teacher made plant name/characteristic cards
- List of 10 questions for each plant card
- Live seed/plant specimen of each plant (or picture)
- Appropriate plant guides & keys
- pencils, notebooks

### Sketch Of Teaching Aids



Reverse side has seed taped to it



Have specimen growing in pot

\*Once students have matched up cards, questions like the following could be answered using plant guides:

1. How far apart should the rows be?
2. How far apart should seedlings be thinned?
3. How fast does this plant mature?

**BASIC SKILLS LESSON IDEA**

**Context Of Basic Skill Instruction**

**Vocational Area:       Distributive**

**Program: Apparel & Accessories**

**Job Title (s) Sales Clerk**

**Sequence Of Student Behaviors Needed To Perform The Job Related Skill**

- Scan the information manufacture included with fabric
- Describe the fabric content
- Describe appropriate cleaning methods
- Describe any other pertinent information (i.e., shrinkage, wrinkle resistant, waterproof, etc.)

**Basic Skill To Be Focused On**

**Basic Skills Area: Reading**

**Specific Skill: Reading labels**

**Job Related Example Of The Above Skill**

**Relating information to customer about fabric from bolt label**

**Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors**

- Unaware of available information due to not reading the whole label (e.g., fabric content, care, special finishes)
- Unable to sound out and analyze terms (e.g., polyester, acetate, cotton)
- Misinterpret recommended cleaning instructions due to lack of comprehending phrases and sentences (e.g., tumble dry, drip dry, dry clean)
- Failure to analyze concept terms, compound words, word parts (e.g., shrinkage, waterproof, wrinkle resistant)

**BASIC SKILLS LESSON IDEA**

**Suggested Instructional Strategies For  
Overcoming Potential Difficulties**

- Display common terms found on fabric labeling (written on the board, a poster, bulletin board, display, or overhead transparency).
- Define and discuss terms.
- Distribute prepared worksheet and, using sample labels, have students fill in the appropriate information.

**Sketch Of Teaching Aids**

<p><b>Fabric Content:</b></p> <p><b>Width:</b></p> <p><b>Care:</b></p> <p><b>Special Finishes:</b></p> <p><b>Name:</b> _____</p>
--

65

**Common Instructional Materials**

- Samples of fabric labels/Teacher prepared facsimilies
- Teacher prepared worksheet for labeling information
- Poster, Bulletin board display, or overhead projector and transparency

## BASIC SKILLS LESSON IDEA

Context Of Basic Skill Instruction

Vocational Area:       Distributive

Program:       Food Distribution

Job Title (s)   Stock Clerk

Sequence Of Student Behaviors Needed To  
Perform The Job Related Skill

- Locate the directions for assembling display
- Determine the sequence of steps
- Follow each step, correctly completing each before progressing to the next
- Recheck assembled display before arranging food packages on/in it

Basic Skill To Be Focused On

Basic Skills Area:   Reading

Specific Skill:   Reading a diagram

Job Related Example Of The Above Skill

Setting up pre-cut cardboard display for pudding mixes according to assembly directions

Potential Areas Of Student Difficulty In  
Fundamental Skills Related To The Sequence Of  
Student Behaviors

- Disregarding directions altogether because of inability to analyze phrases and sentences
- Missing one or more steps in the sequence because of inability to comprehend terms (e.g., tab, slot, fold, section)
- Becoming confused by the stated directions due to inability to analyze phrases and sentences (e.g., place tab A of Section 12 into slot A of section 13)

**BASIC SKILLS LESSON IDEA**

**Suggested Instructional Strategies For  
Overcoming Potential Difficulties**

**Sketch Of Teaching Aids**

**-Direct experience: have students assemble  
out-dated displays from local stores  
and from different distributors.**

67

**Common Instructional Materials**

**-Donated outdated displays from different  
distributors**

## BASIC SKILLS LESSON IDEA

### Context Of Basic Skill Instruction

Vocational Area:       Distributive  
                          Program:    Gen. Merchandising

Job Title (s)   Shipping/Receiving Clerk

### Sequence Of Student Behaviors Needed To Perform The Job Related Skill

- Verify shipment is delivered to the proper place
- Verify that merchandise received was correct according to invoice (correct number of items, color, size, style)
- Identify and report any errors or damaged goods

### Basic Skill To Be Focused On

Basic Skills Area:   Reading  
Specific Skill:       Reading forms

### Job Related Example Of The Above Skill

Reading an invoice for direct check of received goods

### Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors

- Receiving merchandise addressed to another business because of failure to recognize correct spelling
- Failure to recognize errors in the item(s) shipped vs. the item(s) listed on the invoice (not knowing the correct terminology or abbreviations) (e.g., gross, ream, burgundy)
- Inability to identify the items (not knowing what the items are called) (e.g., chemise, totebag, scuffs, briefcase)

## BASIC SKILLS LESSON IDEA

Suggested Instructional Strategies For  
Overcoming Potential Difficulties

Sketch Of Teaching Aids

- Simulate the experience of directly checking a shipment with the invoice by making up sample shipments of different items and preparing invoices for each. Give students the sample shipment and the invoice and have them determine if the shipment corresponds to the invoice and report specifically any errors (if such exist).

69

### Common Instructional Materials

- Variety of items (books, office supplies, clothing or whatever is available) put together as a shipment to be received.
- Invoices corresponding to shipments

## BASIC SKILLS LESSON IDEA

Context Of Basic Skill Instruction

Vocational Area: Health

Program: Assistant/Aide

Job Title (s) Nurse Aide

Sequence Of Student Behaviors Needed To Perform The Job Related Skill

- Selecting appropriate chart for the patient
- Familiarity with format of patient charts
- Interpret the terminology and abbreviations used on patients charts

Basic Skill To Be Focused On

Basic Skills Area: Reading

Specific Skill: Reading charts

Job Related Example Of The Above Skill

Determining from a patient's chart whether fluid intake-output needs to be monitored

Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors

- Selecting wrong chart, not analyzing the name for correct spelling (e.g., Jane - Jayne)
- Misinterpreting the information because of not recognizing what information is needed (e.g., temperature, intake, output, medication, blood pressure)
- Failure to recognize parts of words, analyze terms, and understand abbreviations (e.g., auricular fibrillations, a.c., ambulatory, Ad Lib.)

## BASIC SKILLS LESSON IDEA

### Suggested Instructional Strategies For Overcoming Potential Difficulties

- Prepare and display samples of patients' charts (Poster, overhead transparencies, or handouts).
- Discuss meanings and abbreviations.
- Prepare a "matching" worksheet for students to match meanings with the appropriate word, phrase or abbreviation.
- Periodic reinforcement by discussion, word games such as crossword, puzzles, "find the word", etc.
- Simulated and/or direct experience.

### Sketch Of Teaching Aids

MATCHING	
<u>(e)</u> a.c.	a. add
<u>(a)</u> Add.	b. of each
<u>(b)</u> dd	c. auricular fibrillation
<u>(c)</u> A.F.	d. at pleasure
<u>(d)</u> Ad Lib	e. before meals

### Common Instructional Materials

- Poster, overhead transparency, or student handout
- Matching worksheet

## BASIC SKILLS LESSON IDEA

### Context Of Basic Skill Instruction

Vocational Area: Occupational Home Economics

Program: Child Care & Guidance

Job Title (s) Aide

### Sequence Of Student Behaviors Needed To Perform The Job Related Skill'

- Select appropriate story for the children
- Pronounce words correctly and clearly
- Read aloud with feeling to convey the meaning of the story
- Use pauses in the appropriate places
- Answer children's questions about the story

Basic Skill: To Be Focused On

Basic Skills Area: Reading

Specific Skill: Reading a book

Job Related Example Of The Above Skill

Reading a story to nursery school children

### Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors

- Selecting an inappropriate story (e.g., too advanced for children to understand, reader is unable to comprehend)
- Mispronouncing words (inability to sound out words)
- Losing children's interest due to inability to recognize and convey with feeling the plot of the story
- Pause in inappropriate places causing misunderstanding & confusion (failure to recognize punctuation & its purpose)
- Unable to answer questions due to lack of comprehending what he/she read (phrases, sentences)

## BASIC SKILLS LESSON, IDEA

### Suggested Instructional Strategies For Overcoming Potential Difficulties

- Have student tape record the reading of a story. Using a teacher prepared worksheet, have student self-evaluate his/her oral reading after playing back the recording.
- Direct experience of reading stories to children in nursery school setting
- Visit to nursery school to observe, followed by class discussion which includes the dynamics of reading stories to children

### Common Instructional Materials

- Tape recorder and blank tapes
- Children's story books
- Teacher made worksheet on self-evaluation of reading a story

### Sketch Of Teaching Aids

Name: _____
Date: _____
Name of Story: _____
Author: _____
1. Were the words correctly pronounced? _____
2. Was the story read at an easy to understand pace?
3. Were you able to get the meaning of the story as you listened?
4. Did your voice convey feeling through intonation and voice fluctuation?
5. Did you pause in the right places?

## BASIC SKILLS LESSON IDEA

### Context Of Basic Skill Instruction

Vocational Area: Occupational Home Economics

Program: Clothing Production

Job Title (s) Seamstress/Tailor  
Alterationist  
Basic Clothing Designer

### Sequence Of Student Behaviors Needed To Perform The Job Related Skill

-Read printed directions to:

1. Note concepts
2. Note terminology
3. Note non textual information
4. Note measurement details

-Follow sequence of steps in directions

### Basic Skill To Be Focused On

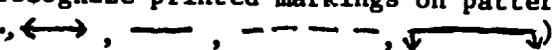
Basic Skills Area: Reading

Specific Skill: Reading an illustration

Job Related Example Of The Above Skill

Following printed directions to cut out a jacket pattern

### Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors

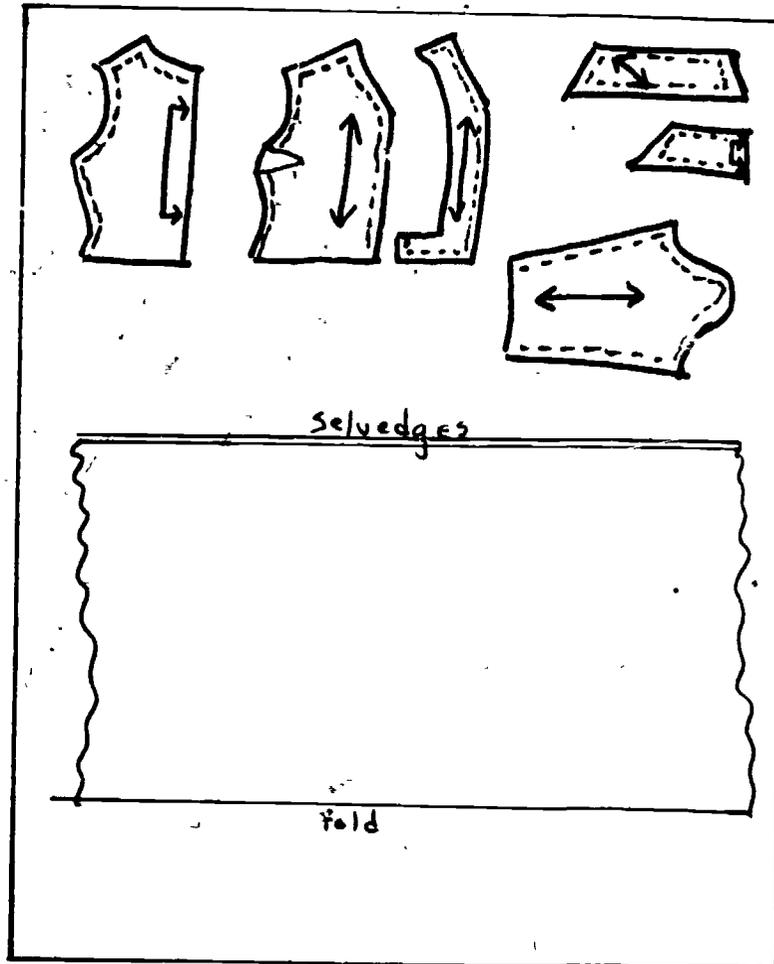
- Unable to recognize or comprehend concepts (sound out words, analyze phrases, memorize word meanings (e.g., matching, bias, place on the grain )
- Unable to recognize terminology (e.g., fold line, selvedge, interfacing)
- Failure to recognize printed markings on pattern pieces (e.g., )
- Failure to recognize and comprehend measuring details (e.g., 5/8 inch, 2 inch)
- Failure to follow sequential order of steps due to not comprehending phrases and sentences (e.g., disregarding placing pattern piece on grain line before cutting step)

## BASIC SKILLS LESSON IDEA

### Suggested Instructional Strategies For Overcoming Potential Difficulties

- Distribute sample pattern pieces to students and, following a discussion about the various markings on the pattern, have students list and describe each marking.
- Using a transparency or poster to display a layout diagram and worksheets which have the outline of the fabric, have students pencil in the layout of the required pattern pieces.

### Sketch Of Teaching Aids



### Common Instructional Materials

- Sample pattern pieces
- Poster or transparency of layout diagram
- Student worksheets

## BASIC SKILLS LESSON IDEA

Context Of Basic Skill Instruction

Vocational Area: Occupational Home Economics

Program: Food Service

Job Title (s) Cafeteria Line Worker  
Waiter/Waitress

Sequence Of Student Behaviors Needed To  
Perform The Job Related Skill

- Read chef's list of specials (item and cost)
- Clear the menu board of items not available
- Select the needed letters and numbers for display on menu board
- Arrange wording and prices in an easy to read order

Basic Skill To Be Focused On

Basic Skills Area: Reading

Specific Skill: Arranging a schedule or figure

Job Related Example Of The Above Skill

Setting up menu board with the specials of the day from chef's memo

Potential Areas Of Student Difficulty In  
Fundamental Skills Related To The Sequence Of  
Student Behaviors

- Misinterpreting items and costs because of inability to recognize and comprehend technical terms and phrases (e.g., au jus, broiled, pan fry)
- Failure to recognize unlike terms on chef's list and on menu board.
- Misspelling items and/or failure to recognize proper prices (e.g., st~~a~~ - stew, \$1.25 - 1.35, sc~~o~~lloped - scalloped)
- Failure to recognize and specify appropriate terms/abbreviations (e.g., fried chicken vs. roast chicken, N.E. clam chowder vs. N.Y. clam chowder)

## BASIC SKILLS LESSON IDEA

### Suggested Instructional Strategies For Overcoming Potential Difficulties

- Prepare sample worksheet which includes a sample of a poorly arranged menu board. Have students use the information from the example to make up a better display using the following criteria: proper spelling, easy to read and understand, items clearly described, prices correctly placed, and correct abbreviations.
- Prepare a handout of appropriate abbreviations for students to use as a guide.
- Direct experience - Rotate assignment of setting up menu board for the foods being served in cafeteria or dining room.

### Common Instructional Materials

- Teacher prepared worksheet of sample menu boards poorly arranged
- Teacher prepared handout of menu abbreviations

### Sketch Of Teaching Aids

Todays specials		
Chicken Fried	soup potato veg	
dessert		2.95
R. Beef aujus	milk coffee tea	
jello veg		3.95
2.50	Sand + Soup	Bev
Diet Salad	Sherbert	melba toast
		1.95
Tuna	1.50	.95 H. Dog
BTL	1.50	.75 Gr. Cheese
Ham + Cheese	1.75	1.50 Sl. Chick
F.F.	On. Rings	P. Chip
.50/.75	.75/1.00	.25

**BASIC SKILLS LESSON IDEA**

**Context Of Basic Skill Instruction**

**Vocational Area:** Office

**Program:** Accounting & Computing

**Job Title (s)** Bookkeeping assistant

**Sequence Of Student Behaviors Needed To Perform The Job Related Skill**

- Identify correct name and address of the customer
- Determine all listed debit and credit transactions and corresponding dates

**Basic Skill To Be Focused On**

**Basic Skills Area:** Reading

**Specific Skill:** Reading a form

**Job Related Example Of The Above Skill**

Reading the Accounts Receivable Ledger to prepare a customer's statement of account

**Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors**

- Wrong account due to not distinguishing the correct spelling or address (e.g., R.S. Smith - R. Smithe, 121 Green St. E - 121 Green St.)
- Failure to recognize and analyze terminology (e.g., debit, credit, dates, merchandise, balance)

**BASIC SKILLS LESSON IDEA**

**Suggested Instructional Strategies For Overcoming Potential Difficulties**

-Using a sample statement of account form and sample pages of an Accounts Receivable Ledger, have students prepare an accurate statement of account for a specified customer.

**Sketch Of Teaching Aids**

*San Jose*  
81 Post Ave., Paterson, N.J. 07506

DATE		DEBIT	CREDIT	BALANCE
19 -				
Jan 2	Mdse.	35.00		35.00
6	Return		5.00	30.00
10	Mdse.	50.00		80.00
22	Mdse.	40.00		120.00
26	Cash		30.00	90.00

**ROBIN RETAIL STORE**  
155 Belmont Avenue  
PATERSON, NJ 07522

TO: \_\_\_\_\_ *January 31, 19\_\_*

DATE	ITEM	DEBITS	CREDITS	BALANCE

PLEASE PAY  
LAST AMOUNT  
IN THIS COLUMN ↑

79

**Common Instructional Materials**

- Teacher prepared pages of Accounts Receivable Ledger
- Teacher prepared or sample statement of accounts

**BASIC SKILLS LESSON IDEA**

Context Of Basic Skill Instruction

Vocational Area: Office

Program: Filing / Office Machines

Job Title (s) Filing clerk

Basic Skill To Be Focused On

Basic Skills Area: Reading

Specific Skill: Reading letters

Job Related Example Of The Above Skill

Matching incoming correspondence to proper file

Sequence Of Student Behaviors Needed To Perform The Job Related Skill

- Determine the filing method to be used
- Find the appropriate file section to place letter
- File letter in correct alphabetical, numerical or calendar order according to the other materials previously filed

Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors

- Failure to determine which filing method is appropriate due to inability to recognize whether the filing is according to date, content topic, or name of sender
- Failure to analyze correspondence in file to locate filing section (e.g., dates, content of correspondence, or name of sender)
- Failure to discern exact spelling, distinguishing punctuation and/or abbreviations, or dates for filing correspondence correctly

**BASIC SKILLS LESSON IDEA**

**Suggested Instructional Strategies For Overcoming Potential Difficulties**

-To sharpen the detection of the different spelling of names, prepare and distribute a worksheet with similar names and titles. Have students specify whether paired names are alike or not.

-Direct experience - Have students keep class work filed by designed filing method (using different filing systems for various class assignments will help to familiarize students with the types of filing methods).

**Sketch Of Teaching Aids**

		S. Goldstone	S. Goldstein
		Robert S. Kornstein	Robert Kornstein
		Howard Kelem	Harold Kelem
		Harry Leonard	Harry Leonard
		Tri-City Motor Corp.	Tricity Motor Corp.

*Alike*  
*Not alike*

**Common Instructional Materials**

-Teacher prepared worksheet

## BASIC SKILLS LESSON IDEA

### Context Of Basic Skill Instruction

Vocational Area: Office

Program: Stenography, Secretarial

Job Title (s) Secretary  
Receptionist

### Sequence Of Student Behaviors Needed To Perform The Job Related Skill

- Be able to correctly spell customer's name
- Determine the correct address and telephone number of customer
- Locate the correct index card by:
  1. Finding the alphabetical section
  2. Determining the correct alphabetical placement within the section by order of last name, first name, middle initial, or, if names are identical, by address

### Basic Skill To Be Focused On

Basic Skills Area: Reading

Specific Skill: Reading a directory

### Job Related Example Of The Above Skill

Locating a business customer's address and phone number from an index file

### Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors

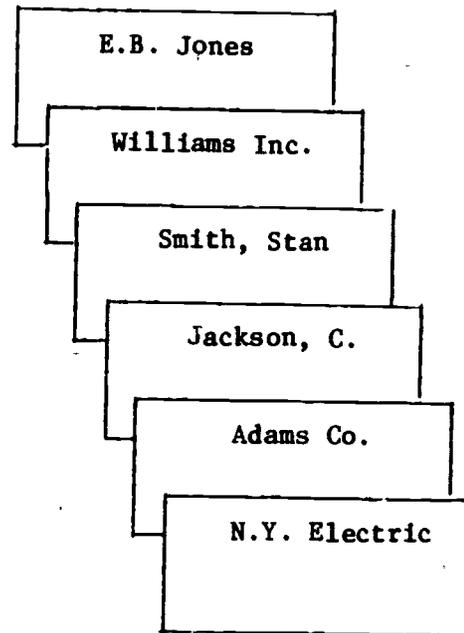
- Misspelling customer's or business' name due to not analyzing words (e.g., McDonald vs. Macdonald)
- Not analyzing the complete address and telephone number (e.g., Ct. (Court) vs. Cir. (Circle) 602 vs. 607)
- Failure to distinguish correct spelling and alphabetical order (e.g., Smith before Smithe, Joan before John)

## BASIC SKILLS LESSON IDEA

### Suggested Instructional Strategies For Overcoming Potential Difficulties

-Using either a set of index cards or a list with business names or customer names, have the students arrange the individual names in alphabetical order. Prepare a list of telephone numbers and addresses which correspond to the customers' names and have students locate the alphabetized name or card and accurately record the information.

### Sketch Of Teaching Aids



### Common Instructional Materials

- Prepare list or index cards of customer names (scrambled order).
- Prepare (scrambled order) list of corresponding names with addresses and telephone numbers

E.B. Jones - 21 Allen St., Hanover, MN.  
431-276-5104  
Williams, Inc. - 40 Main St., Ithaca, N.Y.  
607-298-1243  
Smith, Stan - 128 Water St., Borne, Ma.  
617-421-7970  
Etc.

## BASIC SKILLS LESSON IDEA

### Context Of Basic Skill Instruction

Vocational Area: Office

Program: Typing

Job Title (s) Typist

### Basic Skill To Be Focused On

Basic Skills Area: Reading

Specific Skill: Reading a letter

Job Related Example Of The Above Skill

Typing a letter (from a written draft)

### Sequence Of Student Behaviors Needed To Perform The Job Related Skill

- Use established format (margins, spacing, headings, etc.)
- Recognize proper spelling of words
- Use correct punctuation and capitalizations
- Proofread finished letter for typing errors and make corrections

### Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors

- -Failure to note required format through lack of terminology (e.g., margins, spacing, headings, etc.)
- Misspelling terms (e.g., sincerely, recommend, develop)
- Misuse of punctuation and capitalizations
- Failure to catch and correct any typing errors due to inability to analyze words, sentences, phrases, paragraphs and punctuation (e.g., Thank You for your ----, We reccommend ---, There is several ---)

## BASIC SKILLS LESSON IDEA

### Suggested Instructional Strategies For Overcoming Potential Difficulties

-Direct experience of:

1. typing a written letter according to specified format
2. proofreading finished copy for corrections
3. making corrections wherever necessary

-Make a chart which lists capitalization and punctuation rules. Display the chart so that the class can refer to it while typing.

### Sketch Of Teaching Aids

#### Rules for Punctuation and Capitalization

##### Punctuation

- 1.
- 2.
- 3.
- 4.
- 5.

##### Capitalization

- 1.
- 2.
- 3.
- 4.
- 5.

### Common Instructional Materials

- Typewriters
- Typing paper
- Written letters to be typed
- Tag board and magic markers

**BASIC SKILLS LESSON IDEA**

**Context Of Basic Skill Instruction**

**Vocational Area:** Trade and Industrial

**Program:** Automotive Mechanics

**Job Title (s)** Auto Parts Store Employee

Garage Mechanic Trainee

Light Repair Mechanic

**Sequence Of Student Behaviors Needed To Perform The Job Related Skill**

- Properly identify year, make, model of auto
- Locate appropriate service manual for identified auto
- Locate and interpret appropriate specification chart for valve settings for auto
- Properly list valve setting for use by the mechanic or customer
- Accurately perform valve adjustment on specified auto if so directed by chief mechanic

**Basic Skill To Be Focused On**

**Basic Skills Area:** Reading

**Specific Skill:** Reading a reference manual

**Job Related Example Of The Above Skill**

Using service manual to determine proper valve settings for a specific make and model of auto

**Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors**

- Unable to identify auto due to inability to recognize auto industry nomenclature (e.g., Rambler, Mustang, GTO, Pinto, Citation, Cherokee)
- Unable to locate parts manual due to inability to recognize parts of words (e.g., lubrication system, ignition system, differential)
- Unable to ascertain proper valve setting due to inability to interpret specification charts (e.g., intake = .005"; exhaust = .007")
- Incorrectly list valve setting due to inability to recognize and analyze compound words (e.g., rockerarm, locknut, intake)
- Unable to perform valve adjustment due to inability to analyze phrases, sentences, paragraphs on a work order from the chief mechanic

## BASIC SKILLS LESSON IDEA

### Suggested Instructional Strategies For Overcoming Potential Difficulties

- Worksheet to give students practice in looking up specifications for particular make and model of car. Student is to look up specifications and accurately record information.
- Fill out auto shop work orders and from these orders have student outline procedure to perform job. If possible have students actually perform work after procedure is established.

### Common Instructional Materials

- Service Manuals
- Parts Books - parts order forms
- Shop work order forms
- Teacher made worksheets

## Sketch Of Teaching Aids

Fill in the appropriate specifications for each type of auto. You will be using auto manuals to find the specifications.

1. 1969 Ford Mustang, 6 cylinder
  - a. Valve tappet settings \_\_\_\_\_
  - b. Oil viscosity for engine \_\_\_\_\_
  - c. Capacity of gas tank \_\_\_\_\_ gallons
  - d. Spark plug gap \_\_\_\_\_
2. 1980 Chevy Citation
  - a. ignition timing specifications \_\_\_\_\_
  - b. breaker point setting \_\_\_\_\_
  - c. capacity of cooling system \_\_\_\_\_ quarts
  - d. fanbelt size and number \_\_\_\_\_

## BASIC SKILLS LESSON IDEA

### Context Of Basic Skill Instruction

Vocational Area: Trade & Industrial

Program: Carpentry

Job Title (s) Apprentice Carpenter  
Carpenters Helper

### Sequence Of Student Behaviors Needed To Perform The Job Related Skill

- Determine the scale used on the elevation plans
- Locate appropriate elevation framing plan & determine the height of a particular rough opening
- Locate the appropriate window & door schedule and determine the size of the opening
- Locate the appropriate section view and determine the construction procedure for a particular opening
- Accurately construct the opening if so directed by foreman

### Basic Skill To Be Focused On

Basic Skills Area: Reading

Specific Skill: Reading a diagram

### Job Related Example Of The Above Skill

From reading blueprints determine the correct location, dimensions, and construction of a framed opening

### Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors

- Unable to recognize symbols indicating scale on plan (e.g., 1/8"=1'-0" or 3/16"=1'-0")
- Unable to determine actual height of opening due to inability to properly interpret the illustration
- Unable to determine size of opening due to inability to analyze schedules (e.g., fails to correlate code on schedule to proper opening illustrated on plan)
- Unable to locate appropriate section view due to inability to analyze compound words on plan (e.g., "door-frame", "by-passing", "doublehung")
- Unable to construct due to inability to analyze words & sentences on work order given by foreman

## BASIC SKILLS LESSON IDEA

### Suggested Instructional Strategies For Overcoming Potential Difficulties

-Provide students with a complete set of plans for an average size residence and have them make a careful study of the views shown. Instruct students to list symbols, notes, words, and abbreviations they do not understand and then refer to reference books and architectural standard books to secure the information.

### Sketch Of Teaching Aids

To evaluate the word comprehension ability of students the following type of "fill in" worksheet could be utilized:

1. A set of house plans usually includes:  
(plot plan, foundation plan, floor plans, elevations) and (detail) drawings.
2. Residential plans are usually drawn to a scale of (1/4) in. = (1) ft. (0) in.
3. Floor plans show the (size) and outline of the building.
4. Elevation drawings show the (outside) of the structure.
5. Dimension lines are (continuous) lines with the size being placed (above) the line near the (middle).

### Common Instructional Materials

- House plans
- References and Architectural standards books

**BASIC SKILLS LESSON IDEA**

**Context Of Basic Skill Instruction**

**Vocational Area:** Trade and Industrial

**Program:** Drafting

**Job Title (s)** Mechanical Detailer Trainee  
Apprentice Drafting Person

**Sequence Of Student Behaviors Needed To Perform The Job Related Skill**

- Select method of drawing details
- Determine part scale & sheet size
- Determine media to use
- Draw dimension and tolerance details

**Basic Skill To Be Focused On**

**Basic Skills Area:** Reading

**Specific Skill:** Reading a reference manual

**Job Related Example Of The Above Skill**

Using a corporate drafting standards manual, prepare a detail drawing of a given part

**Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors**

- Unable to select method of drawing due to inability to recognize parts of words on work order (e.g., orthographic, pictorial)
- Unable to select sheet size due to inability to interpret standard sizes in manual (e.g., A, B, C, & roll)
- Unable to determine appropriate media due to inability to analyze words or phrases in standards manual (e.g., film characteristics, "vellum")
- Unable to draw dimension details correctly due to inability to analyze charts & graphs utilizing standard notes and symbols concerning tolerances of industrial parts

## BASIC SKILLS LESSON IDEA

### Suggested Instructional Strategies For Overcoming Potential Difficulties

- Design "word hunt" game using only drafting abbreviations symbols to indicate which words are located within the "word jungle".
- Select very simply part for students to make a detail drawing of. Provide standards and materials.

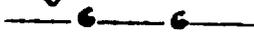
### Common Instructional Materials

- Corporate standards drafting manual
- Sample blueprints of parts drawn to standards
- Worksheets
- Information sheets on symbols, terminology
- Overhead projections to illustrate techniques, symbols, etc.
- Standard drafting equipment & supplies

### Sketch Of Teaching Aids

Find words in the word jungle that correlate to the drafting symbols below. Once you have found the word, print it out neatly on the back of this page.

Symbols:

1. 	6. 	9. 
2. 	7. 	10. 
3. 	8. 	
4. _____		
5. _____		

### Jungle:

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

Answers: 1. range 2. stool 3. gasoline 4. cold water line  
5. hot water line 6. drain 7. batt 8. earth  
9. framing 10. finish

## BASIC SKILLS LESSON IDEA

### Context Of Basic Skill Instruction

Vocational Area: Trade & Industrial

Program: Electricity

Job Title (s) Apprentice Electrician  
Electrical Supply Store Trainee

### Sequence Of Student Behaviors Needed To Perform The Job Related Skill

- Locate appropriate code manual for local residential electrical installations
- Locate and follow code regulations regarding service entrance, circuits, and switches
- Properly outline path and location of circuitry on house plan
- Properly install boxes, cable, switches, and receptacles according to plan if so directed

### Basic Skill To Be Focused On

Basic Skills Area: Reading

Specific Skill: Reading Manuals and diagrams

### Job Related Example Of The Above Skill

Reading from a house plan and code manual; layout the circuitry for a 5 room house

### Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors

- Unable to locate code manuals due to inability to recognize words associated with finding local regulatory codes (e.g., county names, department names)
- Unable to apply code due to inability to recognize parts of words (e.g., breaker, conductors, grounding)
- Unable to apply code due to inability to analyze phrases, sentences, paragraphs (e.g., "the distribution of circuits depends on wire gauge and total amperage")
- Unable to install circuitry according to code due to inability to accurately interpret specific electrical symbols (e.g., ⏏ ground, ⊞ resistor)

## BASIC SKILLS LESSON IDEA

### Suggested Instructional Strategies For Overcoming Potential Difficulties

- Provide students with code books. Using these code books match symbols on a worksheet with descriptions.
- Provide house plan with errors and have the students identify those errors using code books.
- Take a field trip with an electrical inspector on an inspection job. Secure information on code regulations and public laws that apply to residential wiring.

### Common Instructional Materials

- Appropriate electrical code books
- Worksheets

### Sketch Of Teaching Aids

#### Matching Electrical Symbols

1. Match the word with the appropriate symbol.

- |                              |                        |
|------------------------------|------------------------|
| -wall fixture outlet         | -television connection |
| -single pole switch          | -power panel           |
| -three-way switch            | -bell                  |
| -floor outlet                | -push button           |
| -ceiling outlet fixture      |                        |
| -flourescent ceiling fixture |                        |

1. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 
9. 
10. 

Answers: 1. flourescent ceiling fixture 2. wall fix-  
ture outlet 3. single pole switch 4. floor outlet 5. bell  
6. power panel 7. television connection 8. three-way  
switch 9. ceiling outlet 10. pushbr. ton

**BASIC SKILLS LESSON IDEA**

**Context Of Basic Skill Instruction**

**Vocational Area:** Trade and Industrial

**Program:** Electronics

**Job Title (s)** Electronics Technician Trainee  
Electronic Equipment repair  
trainee

**Sequence Of Student Behaviors Needed To  
Perform The Job Related Skill**

- Determine the commercial parts needed for the crystal radio
- Determine assembly procedure by trying out the parts according to the schematic diagram
- Correctly assemble the parts according to directions and schematic diagram

**Basic Skill To Be Focused On**

**Basic Skills Area:** Reading

**Specific Skill:** Reading a diagram

**Job Related Example Of The Above Skill**

Reading from directions and a schematic diagram, assemble a crystal radio

**Potential Areas Of Student Difficulty In  
Fundamental Skills Related To The Sequence Of  
Student Behaviors**

- Unable to gather correct parts due to inability to recognize words and symbols associated with electronics (e.g., capacitor, 365 $\mu$  *uf*, diode)
- Unable to layout assembly due to inability to memorize the meaning of schematic symbols and their respective parts (e.g.,  = antenna,  = variable capacitor,  = headphones)
- Unable to assemble due to inability to analyze phrases, sentences, paragraphs in directions provided with the crystal set (or provided by instructor)

### BASIC SKILLS LESSON IDEA

#### Suggested Instructional Strategies For Overcoming Potential Difficulties

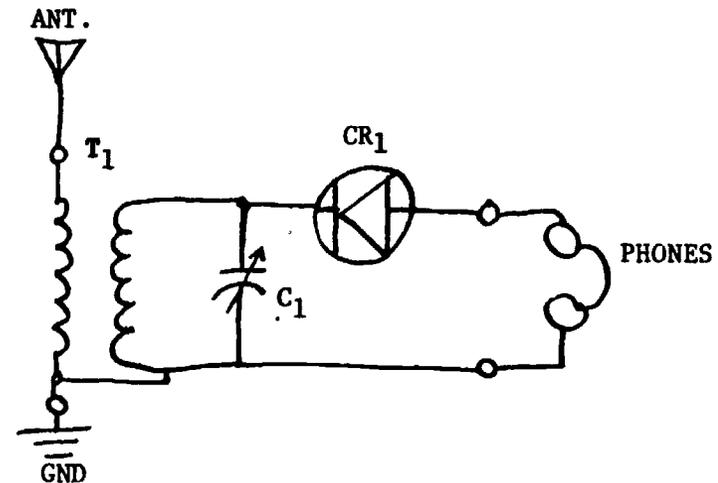
- Familiarize students with terminology using matching, crossword puzzles or word hunts
- Provide crystal radio components and schematics. Have students assemble crystal set.

#### Sketch Of Teaching Aids

##### CRYSTAL RADIO PARTS LIST

- T<sub>1</sub> Antenna Coil Müller 20A
- C<sub>1</sub> Variable Capacitor 365 f Philmore 1946 G
- CR<sub>1</sub> IN34 Crystal Diode
- Headphones 2000
- Binding Posts or Terminals

Assemble the above parts according to the schematic diagram below.



#### Common Instructional Materials

- Electronic parts
- Worksheets with schematic
- Standard electronic tools

## BASIC SKILLS LESSON IDEA

Context Of Basic Skill Instruction

Vocational Area: Trade and Industrial

Program: Graphic Arts

Job Title (s) Apprentice Artist

Printing Shop Trainee

Sequence Of Student Behaviors Needed To Perform The Job Related Skill

- Identify proofs and copy
- Compare composed copy, layout, and proof with specifications and instructions
- Proof and mark material for errors in composition

Basic Skill To Be Focused On

Basic Skills Area: Reading

Specific Skill: Reading a book

Job Related Example Of The Above Skill

Read and compare proofs to original copy, layout and job ticket

Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors

- Unable to identify proofs and copy due to inability to recognize words on printers job ticket (e.g., blue key, line proof)
- Unable to interpret printers measuring system, charts or graphs regarding specific copy specifications (e.g., tabular format, auxiliary views, line weight)
- Unable to properly mark material due to inability to memorize printer's vocabulary words (e.g., windows, family of type, typeface)

**BASIC SKILLS LESSON IDEA**

**Suggested Instructional Strategies For Overcoming Potential Difficulties**

- Using actual job tickets and finished copy have students compare finished product to original job ticket and analyze for continuity.
- Develop crossword puzzle using printer's jargon to familiarize students with terminology.

97

**Common Instructional Materials**

- Job tickets, work orders, art work, proofing materials
- Specification sheets, Copy
- Teacher-designed worksheets

193

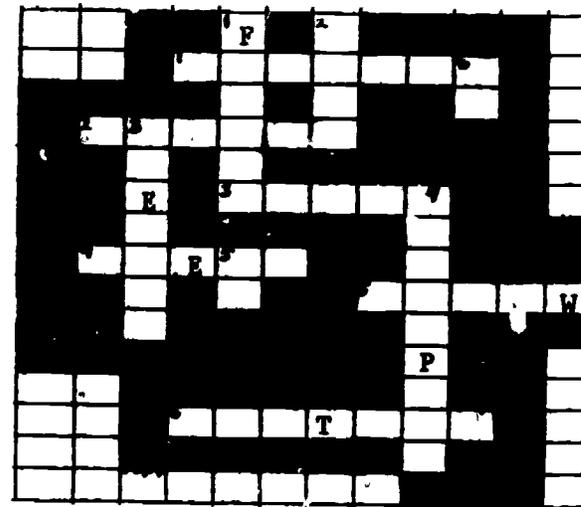
**Sketch Of Teaching Aids  
Graphic Arts Terminology Crossword Puzzle.**

DOWN

1. The size, style, type page margins of any printed piece
2. Picture lacking in contrast
3. Transparent covering over copy to mark on
4. Placing in position of negatives on a flat prior to platemaking.
5. The square of a type body
6. One-half the width of an em

ACROSS

1. In binding, the assembling of sheets or signatures
2. Type locked in chase for printing
3. Various even tone areas of a solid color
4. When the printed image extends to the trim edge of page
5. Single word in a line by itself
6. Two-color halftone reproduction from a one-color photograph



ANSWERS: Down: 1. format 2. Flat  
3. overlay 4. stripping 5. em 6. en  
across: 1. collate 2. format 3. tints  
4. bleed 5. widow 6. duotone

\*Instructors note: provide word list of graphic art terms

194

BASIC SKILLS LESSON IDEA

Context Of Basic Skill Instruction

Vocational Area: Trade and Industrial

Program: Metal Work

Job Title (s) Apprentice Welder  
Metalsmith Apprentice

Sequence Of Student Behaviors Needed To Perform The Job Related Skill

- Determine type of metal being welded
- Select proper filler rod to match type of metal (e.g., M.S. match M.S.)
- Determine proper weld position for job
- Complete lap joints in proper order using approved welding procedures

Basic Skill To Be Focused On

Basic Skills Area: Reading

Specific Skill: Reading a form

Job Related Example Of The Above Skill

Accurately follow written work order left by foreman to complete a series of lap joints on a trailer hitch

Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors

- Unable to interpret words on work order (e.g., M.S. (mild steel), cast iron)
- Fail to select proper filler rod due to inability to recognize parts of words on appropriate filler rod supply drawer (e.g., stainless steel, cast iron)
- Improper weld position due to inability to recognize phrases on work order (e.g., horizontal lap joint, vertical T-joint)
- Improper sequence of welds completed due to inability to analyze illustrations on work order

## BASIC SKILLS LESSON IDEA

### Suggested Instructional Strategies For Overcoming Potential Difficulties

-Set up field trip to local welding shop or industrial plant. Note the use of work orders and the importance of accurately following written instructions. Allow students to read some actual work orders, talk to available employees to discuss their jobs and the role that reading (and other basic skills) play in their jobs.

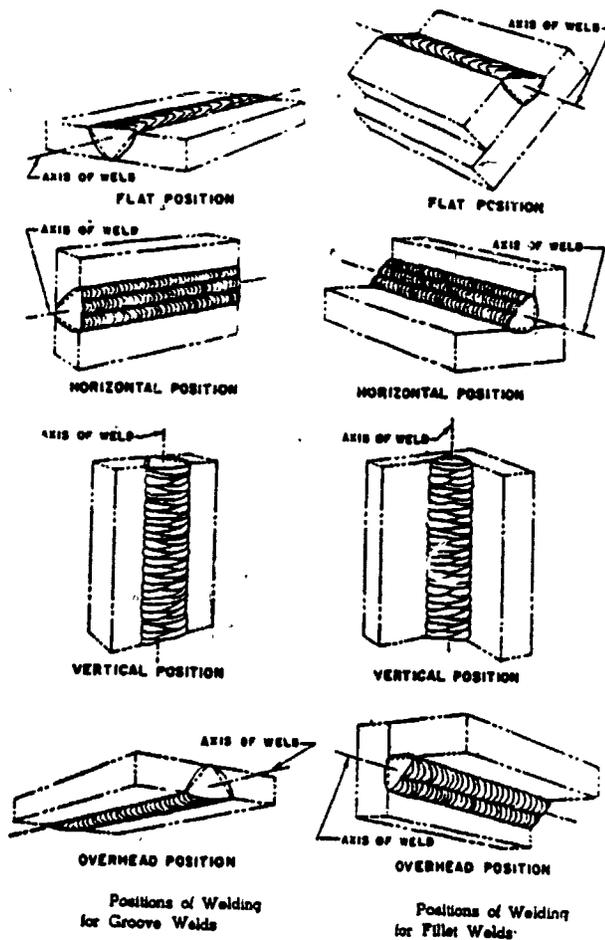
-Fill out work orders and corresponding worksheets. Answer questions concerning work order.

-Have completed welding jobs on display and some work orders, have students match the written work order to completed job.

### Common Instructional Materials

-Worksheets, work orders, completed weld, metal work projects

### Sketch Of Teaching Aids



**BASIC SKILLS LESSON IDEA**

**Context Of Basic Skill Instruction**

**Vocational Area: Trade and Industrial**

**Program: Cosmetology**

**Job Title (s) Beauty operator  
Dispensary clerk**

**Basic Skill To Be Focused On**

**Basic Skills Area: Reading**

**Specific Skill: Reading a label**

**Job Related Example Of The Above Skill**

**Reading a manufacturer's label to determine directions for sterilizing equipment**

**Sequence Of Student Behaviors Needed To Perform The Job Related Skill**

- Recognize names of instruments, materials, and solutions
- Recognize ideas
- Follow written directions

**Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors**

- Unable to understand technical vocabulary due to the inability to spell correctly (e.g., hair remover tool, Quat's solution, Formalin solution)
- Unclear understanding of concepts due to failure to recognize parts of words (e.g., contamination, sterilization, saturation)
- Failure to follow the sequence of steps or pattern on the label due to not comprehending phrases and sentences (e.g., remove hair from combs before placing them in cleaning solution)

### BASIC SKILLS LESSON IDEA

#### Suggested Instructional Strategies For Overcoming Potential Difficulties

- Play a Bingo game using whole word approach to learn technical terms.
- Help students read words representing ideas by breaking down the words (sounding out parts of words, syllables, and compound words).
- Using worksheet with listed names and ideas of words and the definitions, have students match the correct definition to each word or phrase using the fundamental skills listed above.
- Using illustrations of the sequence of steps, have the students select the written phrases which match each illustration.

101

#### Common Instructional Materials

- Teacher prepared Bingo game
- Matching worksheet

#### Sketch Of Teaching Aids

	B	I	N	G	O
B	Brush		Sterilize		Quats Solution
I		Soap Solution		Comb	
N	70% Alcohol		*	Steel file	
G			Hair remover tool		
O	Cotton			Saturate	

## BASIC SKILLS LESSON IDEA

### Context Of Basic Skill Instruction

Vocational Area: Trade & Industrial

Program: Quantity Foods

Job Title (s) Baker

Pastry Cook

Basic Skill To Be Focused On

Basic Skills Area: Reading

Specific Skill: Reading a recipe

Job Related Example Of The Above Skill

Following a recipe to prepare 12 dozen muffins

### Sequence Of Student Behaviors Needed To Perform The Job Related Skill

- Determine the ingredients to be used
- Determine (and adjust if necessary) the quantity of each ingredient needed
- Follow the sequence of steps for mixing
- Determine the time needed for baking

### Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors

- Selecting wrong ingredients- not analyzing phrases or terms (e.g., baking soda vs. baking powder)
- Errors in adjustment computations due to misinterpreting amount recipe makes or original amounts (e.g., 12 dozen muffins not 12 muffins)
- Mixing ingredients incorrectly due to not reading the whole recipe (e.g., mixing ingredients together in the order listed yet directions state separating egg whites from yolks and using them separately)
- Over or under baking the recipe (e.g., failure to recognize baking time and temperature )

## BASIC SKILLS LESSON IDEA

### Suggested Instructional Strategies For Overcoming Potential Difficulties

- Distribute a recipe which: (1) requires adjustment of ingredient amounts; (2) has missing words in the stated directions for combining & baking.
- Have students rewrite the complete recipe which includes the adjustment and missing words. In the process of selecting the missing words, discuss which terms would be most appropriate (e.g., \_\_\_\_\_ together the milk, eggs, & oil. Beat, Blend, or Whip ).

### Common Instructional Materials

- Teacher prepared handout-Muffin recipe which requires adjustment in amounts & has missing terms

### Sketch Of Teaching Aids

#### MUFFINS

Yield: 12 Dozen muffins

\_\_\_\_\_ milk

\_\_\_\_\_ Flour

\_\_\_\_\_ oil

\_\_\_\_\_ sugar

\_\_\_\_\_ eggs

\_\_\_\_\_ baking powder

\_\_\_\_\_ salt

- \_\_\_\_\_ oven to 400°. \_\_\_\_\_ together the
1. \_\_\_\_\_ ingredients (flour, sugar, salt & baking  
2. \_\_\_\_\_ powder). \_\_\_\_\_ together the milk, oil, and eggs.  
3. \_\_\_\_\_  
4. \_\_\_\_\_ flour mixture all at once. Grease or line  
5. \_\_\_\_\_ muffin cups with \_\_\_\_\_. Pour \_\_\_\_\_ into  
6. \_\_\_\_\_ muffin cups until 2/3 full. \_\_\_\_\_ for 20-25  
7. \_\_\_\_\_  
8. \_\_\_\_\_ or until golden brown.  
9. \_\_\_\_\_

Choose the correct term and complete muffin directions above.

- |                          |                             |
|--------------------------|-----------------------------|
| 1. Set, Preheat, Heat    | 6. wax paper, paper liners, |
| 2. Combine, Beat, Sift   | aluminum foil               |
| 3. solid, liquid, dry    | 7. dough, batter, liquid    |
| 4. Blend, Whip, Beat     | 8. Broil, Cook, Bake        |
| 5. Beat in, Add, Combine | 9. seconds, minutes, hours  |

## BASIC SKILLS LESSON IDEA

Context Of Basic Skill Instruction

Vocational Area: Trade and Industrial

Program: Woodworking.

Job Title(s)

Furniture Assembler Apprentice

Basic Skill To Be Focused On

Basic Skills Area: Reading

Specific Skill: Reading a diagram

Job Related Example Of The Above Skill

Reading a printed diagram for a half-round table in preparation for its assembly

### Sequence Of Student Behaviors Needed To Perform The Job Related Skill

- Determine the appropriate diagram for the job
- Note the terms used in the diagram
- Note the various lines and determine what they represent
- Determine the correct components and method for joining

### Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors

- Selecting incorrect diagram due to inability to analyze terminology (e.g., round table, half-round table, oval table)
- Failure to recognize and comprehend woodworking concepts and terms (e.g., Bore, apron; router)
- Failure to recognize and comprehend printed markings on diagram (e.g.,  $\leftarrow 2 \rightarrow$ , \_\_\_\_\_)
- Unable to determine the appropriate or the correct joining method due to inability to recognize whole words or symbols (e.g., lap joint, dowel, glue)

193

## BASIC SKILLS LESSON IDEA

### Suggested Instructional Strategies For Overcoming Potential Difficulties

- Using transparencies of terms and symbols, have students complete a handout with diagrams of different items of furniture
- Display or hand out illustrations and descriptions of different types of joints used in furniture construction
- Direct experience - Have students select a simple woodworking project to construct according to a printed diagram or blueprint
- Field trip to woodworking or cabinet making shop in the community

### Common Instructional Materials

- Transparencies of terms and symbols
- Blueprints/diagrams of various furniture items

## Sketch Of Teaching Aids

### Types of joints used in furniture

#### Construction

##### Dado

##### Description

##### Major Uses

##### Lap

##### Description

##### Major Uses

##### Miter

##### Description

##### Major Uses

##### Mortise and tenon

##### Description

##### Major Uses

Lesson Ideas Focusing  
on  
Writing Skills

201

## BASIC SKILLS LESSON IDEA

### Context Of Basic Skill Instruction

Vocational Area:        Agricultural  
                          Program:    Agricultural Production  
Job Title (s)    Farm management trainee

### Basic Skill To Be Focused On

Basic Skills Area:    Writing  
Specific Skill:    Filling out status reports

### Job Related Example Of The Above Skill

Completing financial statement and loan application

### Sequence Of Student Behaviors Needed To Perform The Job Related Skill

- Indicate all assets of the farm business
- Indicate all liabilities and debts of the farm business
- Accurately determine net worth of farm business
- Determine repayment dates and amounts

### Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors

- Assets incorrectly interpreted due to inability to write words and numbers legibly
- Liabilities incorrectly listed due to inability to spell words correctly (e.g., security trust co., veterinary contracts)
- Net worth incorrect due to inability to compute decimals (e.g., \$45,000.50 - \$40,000.20)
- Unable to accurately describe desired repayment plan due to inability to use words appropriately in cover letter to bank (incorrect diction and grammar)
- Date incorrectly written due to inability to use proper punctuation (e.g., 5:15:81 or 5.15,81 instead of 5/15/81)

## BASIC SKILLS LESSON IDEA

### Suggested Instructional Strategies For Overcoming Potential Difficulties

-Secure actual loan application from local banker or use your own form, and have students write a letter to accompany the application, explaining the use of the loan and how it will benefit the overall farm business. If possible, have local banker come into class and discuss what should be included in a letter, as well as some thoughts on securing loans for the farm.

### Sketch Of Teaching Aids

<u>FINANCIAL STATEMENT AND LOAN APPLICATION</u>		Work Sheet
NAME _____ P. O. address _____		
<u>I OWN</u>		
Farm - total acres _____	Acres tillable _____	\$ _____
Milk cows, No. _____	Bred heifers, No. _____	\$ _____
Yearlings, No. _____	Calves, No. _____	\$ _____
Laying hens, No. _____	Laying pullets, No. _____	\$ _____
Growing pullets, No. _____	Chicks, No. _____	\$ _____
Other livestock (describe) _____		\$ _____
Trucks and autos; Make & year _____		\$ _____
Machinery & equipment _____		\$ _____
Farm produce on hand to be sold (describe) _____		\$ _____
Accounts receivable _____		\$ _____
Cash on hand and in banks _____		\$ _____
Cash value of life insurance (face value) _____		\$ _____
Other assets _____		\$ _____
Total I own - - - -		\$ _____
<u>I OWE</u>		
Real estate mortgage & contracts:		
Mortgagee _____		\$ _____
Length of mortgage _____	Interest past due _____	\$ _____
Taxes: Real estate \$ _____	Other \$ _____	\$ _____
Chattel mortgage & conditional sales contracts:		
Creditors _____		
Security offered _____	Monthly payments \$ _____	\$ _____
Loans secured by life insurance _____		\$ _____
Unsecured notes _____		\$ _____
Other debts _____		\$ _____
Total I owe - - - -		\$ _____
<u>NET WORTH</u> - - - - - \$ _____		
AMOUNT APPLIED FOR \$ _____		TO BE USED FOR _____
Fire insurance on livestock \$ _____		Machinery \$ _____
<u>REPAYMENT PLAN</u> Dates & amts. _____		
Date _____ Signature(s) _____		

109

### Common Instructional Materials

- Financial Statement forms
- Bank loan applications
- Worksheets

204

205

**BASIC SKILLS LESSON IDEA**

**Context Of Basic Skill Instruction**

**Vocational Area:** Agricultural

**Program:** Agricultural Mechanics

**Job Title (s)** Farm Equipment dealership trainee

**Basic Skill To Be Focused On**

**Basic Skills Area:** Writing

**Specific Skill:** Filling out order forms

**Job Related Example Of The Above Skill**

Accurately fill out invoice for agricultural parts or equipment

CIT

**Sequence Of Student Behaviors Needed To Perform The Job Related Skill**

- Accurately enter name and address of buyer
- Accurately describe part or equipment on invoice
- Accurately indicate quantity on invoice
- Accurately indicate price and total amount

**Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors**

- Unable to fill in name and address due to inability to write words legibly
- Unable to properly describe piece due to inability to spell words correctly (e.g., hydraulic hose, carburetor, etc.)
- Unable to properly list quantities due to inability to write abbreviations correctly (e.g., gal., dz., bbl., etc.)
- Unable to indicate price and total amount due to inability to compute decimals (e.g., 4 draw-pins @ \$1.35 = \$5.40)



**BASIC SKILLS LESSON IDEA**

**Context Of Basic Skill Instruction**

**Vocational Area:** Agricultural

**Program:** Ornamental Horticulture

**Job Title (s)** Florist shop employee  
Garden Center employee

**Basic Skill To Be Focused On**

**Basic Skills Area:** Writing

**Specific Skill:** Filling out order forms

**Job Related Example Of The Above Skill**

Filling out customer order form for a floral arrangement

**Sequence Of Student Behaviors Needed To Perform The Job Related Skill**

- Indicate customer's name, address, phone no.
- Describe floral arrangement ordered on the order form
- Close sale and crosscheck address, phone number, time and place

**Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors**

- Unable to accurately indicate customer information due to inability to spell words correctly (e.g., unusual name or address)
- Unable to describe type of floral arrangement due to inability to use words appropriately (e.g., uses term "boutonniere" instead of "corsage")
- Unable to crosscheck information due to illegible handwriting

**BASIC SKILLS LESSON IDEA**

**Suggested Instructional Strategies For Overcoming Potential Difficulties**

- Secure blank order forms, provide worksheet with pertinent information to be correctly transcribed to the proper place on the order form.
- Have students role play customer/sales clerk situation. Student should be able to determine customers' needs, display various items, close the sale and write up the order correctly.

**Sketch Of Teaching Aids**

<p><b>GREEN THUMB NURSERY INC.</b> West Granby, Wisconsin</p>				
Customer name _____				
Customer address _____				
Customer phone # _____				
Send to: _____				
_____				
_____				
Delivery instructions: _____				
_____				
Charges FTD	Master or Visa Charge:	Cash	Date	Clerk
Description				Price
Shipping Charge . . . . .				
Card or enclosure to read: _____				
TOTAL				

113

**Common Instructional Materials**

- Order forms
- Worksheets

**BASIC SKILLS LESSON IDEA**

**Context Of Basic Skill Instruction**

**Vocational Area:** Distributive  
**Program:** Apparel and Accessories  
**Job Title (s)** - Clerk

**Sequence Of Student Behaviors Needed To Perform The Job Related Skill**

- Write in the name and address of customer
- Determine and record when the article(s) will be ready for pick-up
- List the article(s) to be cleaned, abbreviated description wherever possible, and prices
- Record any special instructions

**Basic Skill To Be Focused On**

**Basic Skills Area:** Writing  
**Specific Skill:** Filling out order form  
**Job Related Example Of The Above Skill**

Filling out a dry cleaning ticket

**Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors**

- Failure to spell name or address correctly
- Failure to mark appropriate time garments will be ready or to record the time clearly (e.g.,  
Mon. Tues. . . .  
A.M. A.M.  
P.M. P.M.)
- Failure to write legibly or or use understandable abbreviations (e.g., pl in describing a skirt - plaid or pleated?)
- Failure to use words appropriately for clear understanding (e.g., "buttons" - does this mean: remove them before cleaning, buttons are sensitive to certain solutions, or what?)



**BASIC SKILLS LESSON IDEA**

**Context Of Basic Skill Instruction**

**Vocational Area:       Distributive**

**Program:       Food Distribution**

**Job Title (s)   Salesperson**

**Basic Skill To Be Focused On**

**Basic Skills Area:   Writing**

**Specific Skill:   Filling out an order form**

**Job Related Example Of The Above Skill**

**Writing up a customer's wholesale order**

**Sequence Of Student Behaviors Needed To Perform The Job Related Skill**

- Record customer name, address and date
- Record the item(s) being ordered and the designated amounts
- Record prices, taxes if required, and total amount
- Record delivery address if different from billing address

**Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors**

- Spelling name or address incorrectly (e.g., Carlin - Collin)
- Inappropriate abbreviations, writing illegibly, misspelling words (e.g., Frys, Spagetti, pinapple, shortning)
- Writing numbers illegibly (e.g., 1 or 7, 3 or 8 or 5, 4 or 9)
- Misspelling or inappropriate abbreviations (e.g., Restaurant, Boulevard, Highway)

116

## BASIC SKILLS LESSON IDEA

### Suggested Instructional Strategies For Overcoming Potential Difficulties

### Sketch Of Teaching Aids

-Using sample forms, have students legibly record customers identification information, ordered items and delivery information given to them orally. Have students check each other's work for accuracy and legibility.

-Use flash cards for students to practice writing commonly misspelled terms and abbreviations.

-Field trip to a food distributor - seeing how items are packaged (cases/cartons) and following the sequence of tasks from recording an order to shipping readiness will help students to comprehend the necessity of clearly written orders.

117

### Common Instructional Materials

-Sample order forms

-Flash cards of common terms

**BASIC SKILLS LESSON IDEA**

**Context Of Basic Skill Instruction**

**Vocational Area:** Distributive

**Program:** General Merchandising

**Job Title (s)** Cashier  
Clerk

**Sequence Of Student Behaviors Needed To Perform The Job Related Skill**

- Fill in the cardmember account number and name of card member - either in writing or using charge slip imprinter
- List the merchandise/service being charged
- Fill in the name of the business and date
- List the number of items (if appropriate) and prices
- List any tax and total charge

**Basic Skill To Be Focused On**

**Basic Skills Area:** Writing

**Specific Skill:** Filling out forms

**Job Related Example Of The Above Skill**

Filling out charge record of purchase

**Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors**

- Failure to write legibly (e.g., incorrect letter or number formation)
- Failure to use appropriate words/abbreviations (e.g., "T.V." for TV repair)
- Incorrect spelling (e.g., Fay's Drug--Faye's Drug, Woolworth's--Woolwurth's)
- Writing figures illegibly (e.g., 1 or 7 - one or seven?)
- Writing information in inappropriate spaces (e.g., placing total in tax space and failing to include tax)

## BASIC SKILLS LESSON IDEA

### Suggested Instructional Strategies For Overcoming Potential Difficulties

-Obtain samples of charge slips such as American Express, VISA, Mastercharge. Using prepared transparency and grease pencil, demonstrate how to fill in the required information legibly and completely. Using teacher made charge slips have students practice filling in proper information.

-Direct experience - on the job experience.

### Sketch Of Teaching Aids

Merchant Establishment		Cardholder Signature	
Total		Please Print	
590034		Family	
Service Establishment Copy			

### Common Instructional Materials

- Sample charge slips
- Teacher prepared charge slips

## BASIC SKILLS LESSON IDEA

### Context Of Basic Skill Instruction

Vocational Area: Health

Program: Assistant/Aide

Job Title (s) Nurse's Assistant

### Sequence Of Student Behaviors Needed To Perform The Job Related Skill

- Determine patient's name and location (room number and bed)
- Record patient's vital signs on sheet of paper (temperature, blood pressure, pulse, and respiration)
- Copy patient's vital signs onto appropriate chart or record

### Basic Skill To Be Focused On

Basic Skills Area: Writing

Specific Skill: Filling out report forms

### Job Related Example Of The Above Skill

Recording vital signs

### Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors

- Misspelling or illegibly writing name and room number (e.g., Susan Saunders, 301 vs. Suzanne Saunders, 310)
- Illegible writing or inappropriate abbreviations
- Reading own writing because of illegibility and recording on chart incorrectly because of misinterpreting information, misspelling, or using words inappropriately

## **BASIC SKILLS LESSON IDEA**

### **Suggested Instructional Strategies For Overcoming Potential Difficulties**

### **Sketch Of Teaching Aids**

- Prepare and distribute sample record forms from various hospitals. Have students role play determining and recording vital signs.
- Practice taking notes from oral description of different vital signs.
- Prepare a set of flash cards with difficult terms and have students practice writing, saying, and defining the terms.

121

### **Common Instructional Materials**

- Flash cards
- Sample record forms from various hospitals

227

## BASIC SKILLS LESSON ID 'A

### Context Of Basic Skill Instruction

Vocational Area: Occupational Home Economics

Program: Child care and Guidance

Job Title (s) Child care aide  
Nursery school aide

### Sequence Of Student Behaviors Needed To Perform The Job Related Skill

- Report the observed incident in brief but clear terms
- Include the date and time of day
- Describe any information which is relevant to the observed behavior
- Describe any action taken and observed results if appropriate

### Basic Skill To Be Focused On

Basic Skills Area: Writing

Specific Skill: Writing a report

### Job Related Example Of The Above Skill

Reporting behavioral observation on child's record

### Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors

- Writing lengthy or vague statements because of inappropriate words (e.g., John did not feel good today)
- Incorrectly recording time of day and date because of improper punctuation (e.g., 10:30, 10/30 - 10:30 on October 30th)
- Writing illegibly because of poorly formed letters and incorrect punctuation (e.g., He fell when he was pulling the toys away)
- Misspelling of words and illegible writing (e.g., comfot, seperat)

## **BASIC SKILLS LESSON IDEA**

### **Suggested Instructional Strategies For Overcoming Potential Difficulties**

### **Sketch Of Teaching Aids**

- Make up a variety of cards with different names, events, and behavioral responses/actions. Distribute a set of cards to each student (name, event and behavioral response/action). Have students write up a brief report of the mock incident using appropriate and correctly spelled words. Have students critique one another's report for legibility and clarity.

123

### **Common Instructional Materials**

- Card sets with variety of names, events, and behavioral actions/responses of preschool children.

230

## BASIC SKILLS LESSON IDEA

### Context Of Basic Skill Instruction

Vocational Area: Occupational Home Economics

Program: Clothing Production

Job Title (s) Seamstress  
Alteration person

### Sequence Of Student Behaviors Needed To Perform The Job Related Skill

- Record customer's name and address
- Record description of garment to be altered
- Record description of alterations to be made
- Record charges and date to be completed

### Basic Skill To Be Focused On

Basic Skills Area: Writing

Specific Skill: Filling out order form

### Job Related Example Of The Above Skill

Filling out alteration ticket in department store

### Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors

- Failure to write information legibly (e.g., incorrect formation of letters)
- Recording incorrect description due to inappropriate words (e.g., "coat" for jacket)
- Failure to record all needed alteration information or incorrect wording (e.g., listing the section and amount to be altered but failing to designate whether it is to be taken in or let out, "arm" for sleeve length)
- Failure to legibly record processing information (e.g., writing numbers illegibly)

## **BASIC SKILLS LESSON IDEA**

### **Suggested Instructional Strategies For Overcoming Potential Difficulties**

### **Sketch Of Teaching Aids**

- Teacher demonstration of filling out alteration ticket correctly.
- Student-student practice of determining and recording various alteration jobs using sample alteration tickets.
- Teacher prepared crossword puzzles of common alteration and sewing terms to teach terminology and correct spelling.
- Direct experience - set up alteration department in classroom to practice writing and taking proper information.

125

### **Common Instructional Materials**

- Sample alteration tickets
- Teacher prepared crossword puzzles

## BASIC SKILLS LESSON IDEA

### Context Of Basic Skill Instruction

Vocational Area: Occupational Home Economics

Program: Food Service

Job Title (s) Waiter/Waitress

### Sequence Of Student Behaviors Needed To Perform The Job Related Skill

- Fill in the date, number of people in group/party, name of server, and section or table number
- List the food ordered including designated cooking amount or method where appropriate
- Record the unit price and total price of each item
- Record the total amount, tax and amount due

### Basic Skill To Be Focused On

Basic Skills Area: Writing

Specific Skill: Filling out an order form

### Job Related Example Of The Above Skill

Writing up a patron's food order

### Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors

- Illegibly writing information due to incorrect abbreviations, punctuation for letter/number formation (e.g., 1, 7, or 3, 5)
- Inappropriate words or misspelling words (e.g., Frys--French Fried Potatos or Home Fried Potatos? B. Lobster--Baked or Broiled?)
- Illegibly writing numbers causing errors in computation and interpretation
- Writing the amounts in the incorrect spaces and/or illegibly, making the bill difficult to read

**BASIC SKILLS LESSON IDEA**

**Suggested Instructional Strategies For Overcoming Potential Difficulties**

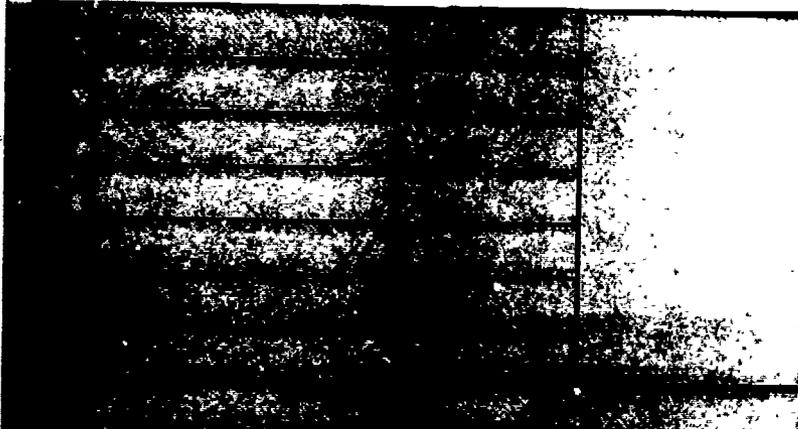
- Using sample order forms and sample menus, have students role play taking customers' orders.
- Direct experience - students in work study program or work in food services dining room.

127

**Common Instructional Materials**

- Sample order forms (guest checks)
- Sample menus

**Sketch Of Teaching Aids**

<b>Do Not Write in This Space</b>					<small>CHECK NO.</small> <b>284722</b>	
<b>ORDER</b>						
						
	<small>AP.</small>	<small>SALAD</small>	<small>BEVERAGE</small>	<small>DESSERT</small>	<small>DRY.</small>	<small>DESSERT</small>
1						
2						
3						
4						
5						
6						
<small>DATE</small>	<small>SERVER</small>	<small>NO. PERSONS</small>	<small>TABLE NO.</small>	<small>CHECK NO.</small> <b>284722</b>		

**BASIC SKILLS LESSON IDEA**

**Context Of Basic Skill Instruction**

**Vocational Area:** Office

**Program:** Accounting and Computing

**Job Title (s)** Keypunch operator  
Data entry operator

**Sequence Of Student Behaviors Needed To Perform The Job Related Skill**

- Record who started and completed the designated job
- Record when the job was started and finished
- Determine and record the project/group for whom the job is being done

**Basic Skill To Be Focused On**

**Basic Skills Area:** Writing

**Specific Skill:** Filling out reports

**Job Related Example Of The Above Skill**

Documenting the start and finish of a designated job

**Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors**

- Failure to write legibly - incorrect formation of letters (e.g., Billy or Betty)
- Failure to write time clearly and completely (e.g., Start 7:30 Finish 10:20 - A.M. or P.M.?)
- Failure to spell and use appropriate wording (e.g., charging the job to wrong project/division because written information was unclear)

128

## **BASIC SKILLS LESSON IDEA**

**Suggested Instructional Strategies For  
Overcoming Potential Difficulties**

**Sketch Of Teaching Aids**

- Demonstration of documentation procedures which includes pointing out the consequences of incomplete or poorly recorded documentation.**
- Using sample documentation cards, have students fill in the correct information from a handout of job descriptions.**
- Hands-on experience with school equipment and documentation procedures.**

129

## **Common Instructional Materials**

- Sample documentation cards**
- Teacher prepared listings of job information/descriptions**

## BASIC SKILLS LESSON IDEA

### Context Of Basic Skill Instruction

Vocational Area: Office

Program: Filing /Office machines

Job Title (s) Filing clerk  
Clark/typist  
Production operator

### Sequence Of Student Behaviors Needed To Perform The Job Related Skill

- Familiarity with order form
- Record all needed information
- Record the name or department requesting the duplication

### Basic Skill To Be Focused On

Basic Skills Area: Writing

Specific Skill: Filling out order forms

### Job Related Example Of The Above Skill

Filling out duplication requests

### Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors

- Placing information in wrong space(s) because of failure to analyze the format (e.g., writing number of copies requested in space for department number)
- Failure to use appropriate terminology (e.g., stapled, collated, copy on letterhead)
- Misspelling or writing illegibly (e.g., improperly formed letters (*ll = ll, e = i*))

## **BASIC SKILLS LESSON IDEA**

### **Suggested Instructional Strategies For Overcoming Potential Difficulties**

### **Sketch Of Teaching Aids**

- Direct experience in office practice situation and, on a rotating basis, have each student be responsible for ordering any duplicated materials for a designated period.
- Prepare a poster or transparency of sample order form. Discuss how to fill in necessary information. Show examples of the types of copies and available services from the duplication department (e.g. letterhead copy, reduced print, collated material, 3 hole punch).

131

### **Common Instructional Materials**

- Transparency or poster of sample request form.
- Examples of various products/services duplication department has available.

## BASIC SKILLS LESSON IDEA

### Context Of Basic Skill Instruction

Vocational Area: Office

Program: Stenography Secretarial

Job Title (s) Secretary  
Stenographer  
Receptionist

### Sequence Of Student Behaviors Needed To Perform The Job Related Skill

- Record the date and time of call and name of person taking the call
- Record the name of caller
- Record message given in a clear, concise manner

Basic Skill To Be Focused On

Basic Skills Area: Writing

Specific Skill: Writing a message

Job Related Example Of The Above Skill

Recording a telephone message

### Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors

- Failing to note time or date legibly (e.g., T - 7 = Tuesday at 7:00 A.M., ~~mm~~ = M.M)
- Failure to determine correct spelling (e.g., Huff, Hough)
- Failure to write legibly and use words appropriately

122

**BASIC SKILLS LESSON IDEA**

**Suggested Instructional Strategies For  
Overcoming Potential Difficulties**

- Guest speaker from Telephone Company to talk on telephone etiquette.
- Role play on mock telephone systems recording different types of messages or sample forms.
- Direct experience in office practice answering telephone and writing messages when appropriate.

**Sketch Of Teaching Aids**

To _____	
Date _____	Time _____
<i>While You Were Out</i>	
Name _____	
Company & City _____	
Operator No.	Telephone No.
<input type="checkbox"/> Telephoned	<input type="checkbox"/> Came to see you
<input type="checkbox"/> Returned your call	<input type="checkbox"/> Will come again
<input type="checkbox"/> Please return call	<input type="checkbox"/> Urgent
<input type="checkbox"/> Will call again	
Message _____	
_____	
_____	
_____	
_____	
Initials _____	

**Common Instructional Materials**

- Telephones
- Sample message forms

**BASIC SKILLS LESSON IDEA**

**Context Of Basic Skill Instruction**

**Vocational Area:** Office

**Program:** Typing

**Job Title (s)** Clerk-typist  
Receptionist

**Sequence Of Student Behaviors Needed To Perform The Job Related Skill**

- Assemble necessary information
- Record activities for each date
- Include information on location(s), mode of transportation, and primary contact
- Organize information in time sequence

**Basic Skill To Be Focused On**

**Basic Skills Area:** Writing

**Specific Skill:** Writing outlines

**Job Related Example Of The Above Skill**

Prepare an itinerary

**Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors**

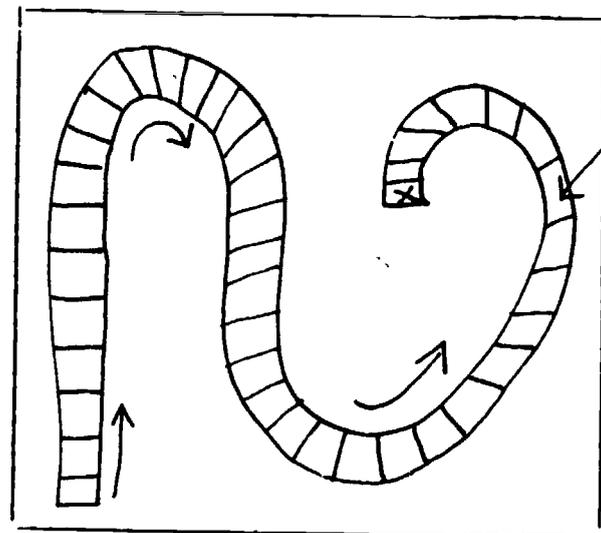
- Failure to obtain and list all pertinent information due to inability to interpret directions (e.g., dates, places, time)
- Incorrect spelling, punctuation and/or capitalization (e.g., information is either inadequate or too verbal)
- Listing information in a haphazard or add on manner (e.g., placing titles of events separate from scheduled time/date of events)

**BASIC SKILLS LESSON IDEA**

**Suggested Instructional Strategies For Overcoming Potential Difficulties**

-Prepare a travel game (similar to Parcheesi) where each block denotes a type of activity/ event and location. Included are cards to be drawn with each move which designates a day and time. The object chosen to play with will denote the mode of transportation. Distribute a "score" sheet for students to record the activities etc. as they occur. From the information gathered, have students prepare an itinerary.

**Sketch Of Teaching Aids**



Events and destination  
Lecture  
Conference  
Meeting  
Guest Speaker  
etc.

TRAVEL CARD	
Event/Destination	Date

**Common Instructional Materials**

-Teacher prepared game and travel card.

## BASIC SKILLS LESSON IDEA

### Context Of Basic Skill Instruction

Vocational Area: Trade and Industrial

Program: Automotive Mechanics

Job Title (s) Apprentice Mechanic  
Garage mechanic trainee

### Basic Skill To Be Focused On

Basic Skills Area: Writing

Specific Skill: Filling out report forms

### Job Related Example Of The Above Skill

Accurately fill out job sheet on servicing battery and starting system

### Sequence Of Student Behaviors Needed To Perform The Job Related Skill

- Identify make and year of vehicle
- Identify date job started and date job finished
- Describe job task performed
- Record any parts needed or used during completion of job task

### Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors

- Unable to identify vehicle properly due to inability to write words legibly (e.g., 1965 Rambler, etc.)
- Incorrectly write date due to inability to use proper punctuation (e.g., 4/3 - 4:4, 81)
- Unable to describe job task accurately due to inability to use words appropriately (e.g., diction and grammar, wrong word usage)
- Unable to correctly record parts used due to inability to spell words (e.g., distributor, rotor, solenoid)

**BASIC SKILLS LESSON IDEA**

**Suggested Instructional Strategies For  
Overcoming Potential Difficulties**

-Have students fill out weekly job task sheets indicating jobs done and experiences gained on new equipment or types of vehicles.

**Common Instructional Materials**

-Job reports, worksheets  
-Supply price lists

**Sketch Of Teaching Aids**

**WEEKLY JOB REPORT**

Name: \_\_\_\_\_ Week of: \_\_\_\_\_

Make, year, model of auto: \_\_\_\_\_

Describe task performed on automobile:

What new tools or procedures did you use?

What parts were replaced or serviced?

If you owned your own shop, compute the amount you would charge the customer for the job completed.

Parts \$ \_\_\_\_\_

Labor \$ \_\_\_\_\_

TOTAL \$ \_\_\_\_\_

## BASIC SKILLS LESSON IDEA

### Context Of Basic Skill Instruction

Vocational Area: Trade and Industrial

Program: Carpentry

Job Title (s) Apprentice Carpenter

### Sequence Of Student Behaviors Needed To Perform The Job Related Skill

- Determine door number (or code) and locate the appropriate information on schedule
- Accurately transpose the size of the door, the rough opening, and the jamb size
- Accurately transpose information regarding the type and design of door
- Accurately describe any special remarks regarding particular doors and/or openings

### Basic Skill To Be Focused On

Basic Skills Area: Writing

Specific Skill: Writing out a direction form

### Job Related Example Of The Above Skill

Transposing information from a door schedule on to working drawings

### Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors

- Unable to locate information due to inability to recognize associated trade abbreviations (e.g., THK, Rgh. Opng., etc.)
- Unable to transpose sizes due to inability to write mathematical symbols legibly (e.g., 3'-3" x 6' - 10 1/4")
- Unable to accurately transpose door information due to inability to spell words correctly (e.g., hinged, flush hollow core)
- Unable to properly describe special remarks due to inability to use words appropriately

## BASIC SKILLS LESSON IDEA

### Suggested Instructional Strategies For Overcoming Potential Difficulties

-Design worksheet based on schedule from actual plans. Have students use schedule to fill in worksheet.

### Sketch Of Teaching Aids

DOOR SCHEDULE								
CODE	QUAN	SIZE	THK	ROUGH OPENING	JAMB SIZE	TYPE	DESIGN	REMARKS
A	1	3'-0" X 6'-0"	1 3/4"	3'-3" X 6'-10 1/4"	1 3/4" X 4 7/8"	HINGED	3 LTS, SOLID CORE	FRONT ENTRANCE DOOR
B	1	2'-0" X 6'-0"	1 3/4"	2'-11" X 6'-10 1/4"	1 3/4" X 4 7/8"	HINGED	3 LTS, 2 PANELS	REAR SERVICE DOOR
C	3	2'-0" X 6'-0"	1 3/8"	2'-0 1/2" X 6'-10 1/2"	3/4" X 4 5/8"	HINGED	FLUSH HOLLOW CORE	INTERIOR DOORS
D	3	2'-0" X 6'-0"	1 3/8"	2'-2 1/2" X 6'-10 1/2"	3/4" X 4 5/8"	HINGED	FLUSH HOLLOW CORE	INTERIOR DOORS
E	2	2'-0" X 6'-0"	1 3/8"	6'-1 1/2" X 6'-11 1/2"	3/4" X 4 5/8"	SLIDING	FLUSH HOLLOW CORE	BY-PASSING CLOSET DOORS
F	2	2'-0" X 6'-0"	1 3/8"	5'-1 1/2" X 6'-11 1/4"	3/4" X 4 5/8"	SLIDING	FLUSH HOLLOW CORE	BY-PASSING CLOSET DOORS
G	1	2'-0" X 6'-0"	1 3/8"	5'-6" X 7'-0"		SLIDING	FLUSH HOLLOW CORE	RECESSED DOOR
H	2	2'-0" X 6'-0"	1 3/8"	5'-2" X 7'-0"		SLIDING	FLUSH HOLLOW CORE	RECESSED DOORS
J	1	6'-0" X 6'-0"		6'-2 1/2" X 6'-0 1/2"	3/4" X 4 5/8"			CASED OPENING
K	1	5'-0" X 6'-0"		5'-2 1/2" X 6'-10 1/2"	3/4" X 4 5/8"			CASED OPENING

Directions: Answer the following questions using only the door schedule provided:

1. What are the rough opening dimensions of doors coded G and K?
2. The thickness of the doors coded E is \_\_\_\_\_ inches.
3. What is the type and design of the door coded A?
4. What special remarks should be noted for the doors coded E and F?
5. How many doors are of the flush hollow core design?

### Common Instructional Materials

- Architectural plans
- Copies of door schedules
- Worksheets

## BASIC SKILLS LESSON IDEA

### Context Of Basic Skill Instruction

Vocational Area: Trade and Industrial

Program: Drafting

Job Title (s) Mechanical detailer  
Apprentice drafting person

### Sequence Of Student Behaviors Needed To Perform The Job Related Skill

- Identify and select correct type and size of lettering
- Determine and use symbols required to identify given features
- Correctly arrange the dimensions, tolerances, and symbols
- Determine appropriate trade notes to be included on detail drawing

### Basic Skill To Be Focused On

Basic Skills Area: Writing

Specific Skill: Writing report of information

### Job Related Example Of The Above Skill

Apply the correct technical words, symbols, and numbers to complete a detail drawing

### Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors

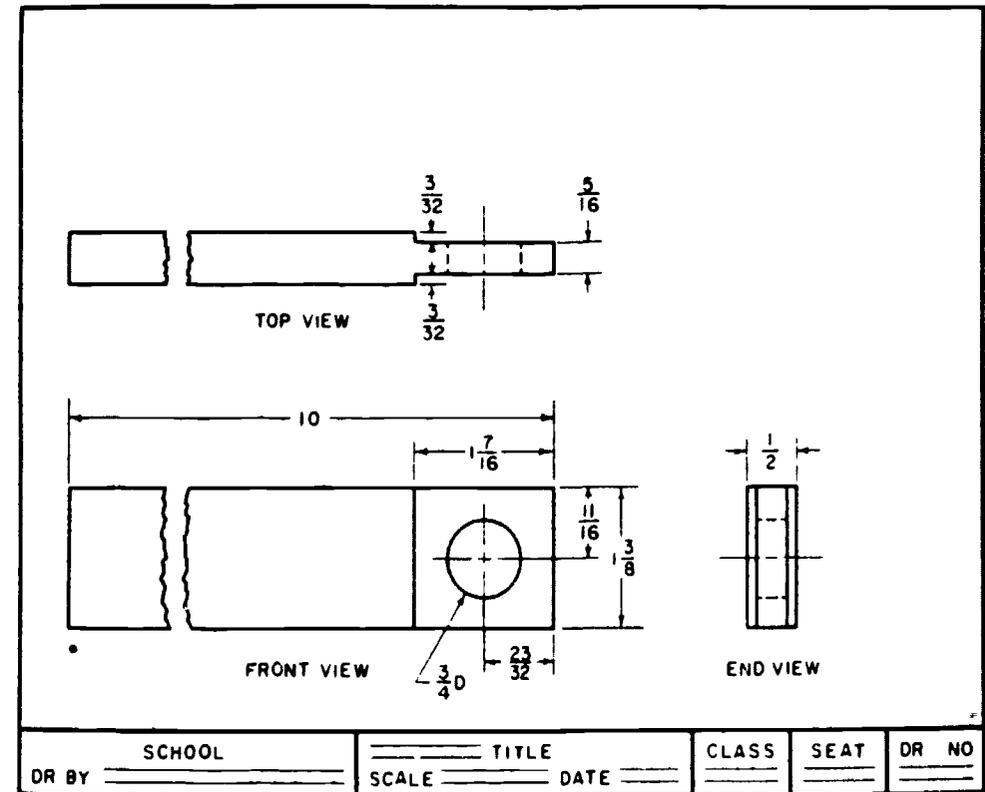
- Unable to letter legibly the information required (e.g., contractor's name, address)
- Unable to use correct symbols associated with drafting (e.g.,  $\emptyset$  = diameter)
- Information listed incorrectly due to misspelled words (e.g., material type, heat treatments, etc.)
- Notes inaccurate due to inability to use words appropriately in descriptions (e.g., OSHA regulations, special handling)

## BASIC SKILLS LESSON IDEA

### Suggested Instructional Strategies For Overcoming Potential Difficulties

- Have students apply words, symbols and numbers to an assigned detail drawing, using a prescribed corporate drafting standards manual.
- Role Play: have student prepare drawing including appropriate printed words, symbols and numbers for a "client". The "client" will prepare a list of his/her own personal required standards for machine shop or welding shop. The two will meet and discuss how to meet the requirements.

### Sketch Of Teaching Aids



### Common Instructional Materials

- Drafting standards manual
- Sample blue prints
- Worksheets
- Transparencies

## BASIC SKILLS LESSON IDEA

### Context Of Basic Skill Instruction

Vocational Area: Trade and Industrial

Program: Electricity

Job Title (s) Electrical parts clerk

### Sequence Of Student Behaviors Needed To Perform The Job Related Skill

- Determine customer and address
- Identify and record part name and corresponding number
- Identify cost of items and record properly
- Write directions for delivery

### Basic Skill To Be Focused On

Basic Skills Area: Writing

Specific Skill: Filling out order forms

Job Related Example Of The Above Skill

Writing orders for electrical parts

### Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors

- Records customer name and address illegibly
- Records part name and number incorrectly due to inability to use standard abbreviations (e.g., C = capacitor; P = watts)
- Costs recorded improperly due to improper use of abbreviations (e.g., \$4.00/dz.--four dollars per dozen)
- Directions improperly written due to inability to use proper grammar



## BASIC SKILLS LESSON IDEA

### Context Of Basic Skill Instruction

Vocational Area: Trade and Industrial

Program: Electronics

Job Title (s) - Electronic supply store employee  
Apprentice electronic technician

### Sequence Of Student Behaviors Needed To Perform The Job Related Skill

- Select the proper form needed for ordering parts
- Indicate date, specific job, deliver time correctly
- Determine from schematic the appropriate parts needed to construct device and list those parts on order form
- Determine total cost of parts on order form

### Basic Skill To Be Focused On

Basic Skills Area: Writing

Specific Skill: Filling out order forms

### Job Related Example Of The Above Skill

Prepare an order for parts shown on a provided schematic or wiring diagram

### Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors

- Unable to select form due to inability to recognize parts of words (e.g., inventory, material and supplies)
- Unable to indicate information correctly due to inability to use proper punctuation (e.g., dates - 5/10 and time - 5:10 P.M.)
- Unable to list parts due to inability to spell words correctly (e.g., resistor, transistor, transformer, etc.)
- Unable to determine total cost of parts due to inability to compute decimals (e.g., \$.35 + .49 = \$1.25)

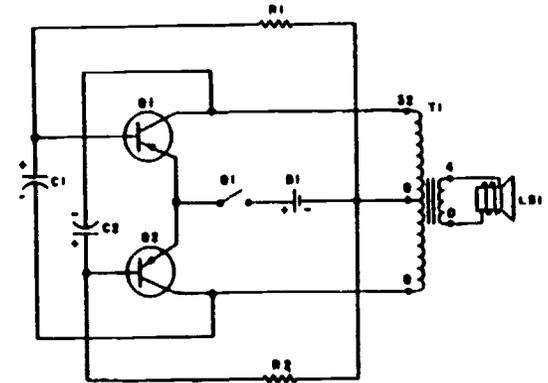
## BASIC SKILLS LESSON IDEA

### Suggested Instructional Strategies For Overcoming Potential Difficulties

-Using schematics, determine parts needed to construct device and fill out parts order form.

Upon completing the correct parts list, determine cost of parts using price lists.

### Sketch Of Teaching Aids



Schematic diagram for transistorized Hot Rod Horn.

### Parts List for The Squawker

- B<sub>1</sub> 12 volt battery (1 ampere drain) conventional auto or boat battery, or 2 Burgess F4P1 batteries wired in series.
- C<sub>1</sub>, C<sub>2</sub> 2.0 mfd, electrolytic, 25 volt
- LS<sub>1</sub> 8 ohm tweeter, Lafayette HK-3 or equivalent
- Q<sub>1</sub>, Q<sub>2</sub> Sylvania 2N307 power transistor
- R<sub>1</sub>, R<sub>2</sub> 220  $\Omega$ , 1 w
- S<sub>1</sub> Single-pole, single-throw pushbutton switch, normally open
- T<sub>1</sub> Lafayette TR-94 or equivalent
- LS<sub>2</sub> for alternate connection - 45 ohm paging trumpet; University CMIL-45, University MIL-45, or equivalent

Directions: Using the provided schematic, determine the parts required and accurately list them on the order form.

### Common Instructional Materials

- Parts price lists
- Schematic diagrams
- Worksheets
- Order forms

**BASIC SKILLS LESSON IDEA**

**Context Of Basic Skill Instruction**

**Vocational Area:** Trade and Industrial

**Program:** Graphic Arts

**Job Title (s)** Graphic Arts store employee  
Apprentice graphic artist

**Basic Skill To Be Focused On**

**Basic Skills Area:** Writing

**Specific Skill:** Filling out forms

**Job Related Example Of The Above Skill**

Fill out time sheet for a given job

**Sequence Of Student Behaviors Needed To  
Perform The Job Related Skill**

-Enter identifying information

-Make time entries

-Total the time by activity, by job,  
or by the week

**Potential Areas Of Student Difficulty In  
Fundamental Skills Related To The Sequence Of  
Student Behaviors**

-Unable to legibly fill in identifying information  
(e.g., name, job description, due date)

-Unable to make time entries properly due to  
inability to use proper punctuation (e.g.,  
colon in time telling 4:35 P.M.)

-Unable to correctly total time due to inability  
to compute decimals or mixed numbers  
(e.g., 1 1/2 hours + 2 1/4 hours; 1.3 hours + 1.8 hours)

**BASIC SKILLS LESSON IDEA**

**Suggested Instructional Strategies For  
Overcoming Potential Difficulties**

-Have students in class fill out time cards by the job or by the week. Set a standard of recording time, such as using decimals (e.g. every 6 minutes equals 1/10 of an hour.)

**Sketch Of Teaching Aids**

TIME CARD					Week:
NAME:				SS#:	
DAYS	IN	OUT	IN	OUT	Daily Totals
M				✓	
TU					
W					
TH					
F					

Rate per hour: \_\_\_\_\_ Weekly Total: \_\_\_\_\_  
 Overtime: \_\_\_\_\_ Regular hours \_\_\_\_\_  
 Overtime wage \_\_\_\_\_ Regular Pay \_\_\_\_\_ Tot. Wages \_\_\_\_\_

147

**Common Instructional Materials**

-Time cards

271

273

**BASIC SKILLS LESSON IDEA**

**Context Of Basic Skill Instruction**

**Vocational Area:** Trade and Industrial

**Program:** Machine Shop

**Job Title (s)** Purchasing agent trainee  
Apprentice machinist

**Basic Skill To Be Focused On**

**Basic Skills Area:** Writing

**Specific Skill:** Filling out order forms

**Job Related Example Of The Above Skill**

Ordering consumable supplies and equipment

**Sequence Of Student Behaviors Needed To Perform The Job Related Skill**

- Determine appropriate supplier's name and address and catalogue
- Record item types, model numbers, and appropriate descriptions
- Accurately describe specifications and capacities of ordered equipment
- Determine method of payment

**Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors**

- Unable to determine appropriate supplier due to inability to recognize compound words (e.g., wholesaler)
- Items recorded improperly due to inability to write legibly
- Equipment described inaccurately due to inability to use words appropriately (e.g., grammar)
- Unable to determine payment method due to inability to recognize proper capitalization (e.g., C.O.D., F.O.B.)

148

276

277



**BASIC SKILLS LESSON IDEA**

**Context Of Basic Skill Instruction**

**Vocational Area:** Trade and Industrial

**Program:** Cosmetology

**Job Title (s)** Hair Colorist

**Sequence Of Student Behaviors Needed To Perform The Job Related Skill**

- Record client's name, address, and telephone number
- Record date and title of service
- Record exact formulas and processing time

**Basic Skill To Be Focused On**

**Basic Skills Area:** Writing

**Specific Skill:** Filling out report form

**Job Related Example Of The Above Skill**

Filling out a customer's hair coloring card for future reference

**Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors**

- Illegible writing and improper capitalization (e.g., incorrect letter formations, MacDonald for Macdonald)
- Failure to record date and/or exact title of service - inappropriat. terms (e.g., naming the color used but not the manufacturer, recording the month but not the day)
- Failure to include all coloring information (e.g., amount of each solution brand name, exact timing)

## **BASIC SKILLS LESSON IDEA**

### **Suggested Instructional Strategies For Overcoming Potential Difficulties**

### **Sketch Of Teaching Aids**

-Prepare and distribute an information sheet which describes services performed for several customers. Using sample cards, have students write up a card with the appropriate information for each customer (name, address, date, exact coloring information and timing, and subsequent services if any ).

151

### **Common Instructional Materials**

- Sample client record cards
- Teacher prepared information sheet
- Poster or transparency of a completed card

292

## BASIC SKILLS LESSON IDEA

### Context Of Basic Skill Instruction

Vocational Area: Trade and Industry

Program: Quantity Foods

Job Title (s) Baker  
chef

### Basic Skill To Be Focused On

Basic Skills Area: Writing

Specific Skill: Writing memos

### Job Related Example Of The Above Skill

Writing out the list of "Daily Specials" to be displayed or added to the regular menus

### Sequence Of Student Behaviors Needed To Perform The Job Related Skill

- List the foods available that are not on the regular menu or are being served at reduced prices
- Designate cooking method when appropriate
- Designate the cost
- Designate the serving amount wherever appropriate

### Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors

- Failure to properly list special foods being served due to inability to spell words correctly (e.g., Scallopini, Parmesan)
- Failure to designate specific cooking methods due to inability to use appropriate words (e.g., Cauliflower au gratin, Baked Ham, Roast Chicken)
- Failure to designate costs due to illegible writing (e.g., poorly formed numbers, missing decimals)
- Failure to describe serving amount due to inability to write words and numbers legibly (e.g., half (1/2) Roast Chicken, 8 oz. steak, grapefruit half)

## BASIC SKILLS LESSON IDEA

### Suggested Instructional Strategies For Overcoming Potential Difficulties

- Have students practice writing up menus designating cooking title or special method of serving.
- Use teacher prepared worksheet which describes various foods and have students write in the appropriate name for each.
- Direct experience in work-study program of student operated dining room.

### Sketch Of Teaching Aids

1. Chicken cooked in the oven and brushed with barbeque sauce  
\_\_\_\_\_
2. Potatoes cooked in the oven with the skins on them  
\_\_\_\_\_
3. Potatoes cooked, cubed, and fried in small amount of oil or butter  
\_\_\_\_\_
4. Beef cubes seared and cooked in own gravy  
\_\_\_\_\_
5. Eggs mixed together with small amount of milk and seasonings, cooked in round pan and folded in half just before serving  
\_\_\_\_\_

### Common Instructional Materials

- Teacher prepared worksheet.

## BASIC SKILLS LESSON IDEA

### Context Of Basic Skill Instruction

Vocational Area: Trade and Industrial

Program: Woodworking

Job Title (s) Woodworking shop employee  
Apprentice cabinet maker  
Apprentice carpenter

### Basic Skill To Be Focused On

Basic Skills Area: Writing

Specific Skill: Filling out forms

### Job Related Example Of The Above Skill

Accurately fill out a job application form for employment in a woodworking shop

### Sequence Of Student Behaviors Needed To Perform The Job Related Skill

- Accurately fill in all personal information required
- Accurately answer, in writing, questions concerning educational background
- Accurately describe the special skills you possess (e.g., machines you operate)
- Chronologically list occupational experience

### Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors

- Unable to fill in personal information such as address, height, weight, etc. due to inability to write words legibly
- Unable to answer questions due to inability to spell words correctly (e.g., Simsbury Senior Academy, captain of soccer team)
- Unable to describe skills properly due to inability to use words appropriately (e.g., grammar)
- Occupational experience incorrectly listed due to inability to use proper capitalization and punctuation (e.g., Johnson Woodworking Co., Inc., 7/79 - 5/80)

## SKETCH OF TEACHING AIDS

### BASIC SKILLS LESSON IDEA

#### Suggested Instructional Strategies For Overcoming Potential Difficulties

-Using sample job application, have students fill out individually, or role play "employer" and prospective employee. Have role player be aware of things such as body language and behavior and properly filling out application.

Name _____		Date _____	
<b>PERSONAL INFORMATION</b>			
Name _____		_____	
(Last)		(First)	(Middle)
Address _____		Telephone _____	
(Street)		(City)	(State) (Zip)
Social Security Number _____		Height _____	Weight _____
List physical handicaps, if any _____			
Have you ever been seriously injured on a job? _____ Explain _____			
Did you receive compensation for the injury? _____			
Have you ever been convicted in a court of law for any violation other than traffic? _____			
If so, explain _____			
<b>EDUCATIONAL BACKGROUND</b>			
School Attended _____		City _____	State _____
Circle number indicating highest grade completed: 1 2 3 4 5 6 7 8 9 10 11 12 13			
Leadership Activities _____			
<b>SPECIAL SKILLS YOU POSSESS</b>			
Fields of training _____			
Machines you can operate _____			
<b>OCCUPATIONAL EXPERIENCE</b> (Start with your latest position)			
1. (Exact title of position) _____		(Name and address of employer) _____	
(Reason for leaving) _____		Employed from _____ to _____	
2. (Exact title of position) _____		(Name and address of employer) _____	
(Reason for leaving) _____		Employed from _____ to _____	
3. (Exact title of position) _____		(Name and address of employer) _____	
(Reason for leaving) _____		Employed from _____ to _____	
In what positions are you interested? _____			
What beginning salary would you accept? _____			
<b>REFERENCES</b>			
Name	Title	Business	Address

155

### Common Instructional Materials

- Job application
- Transparencies of application forms

299

290

Lesson Ideas Focusing  
on  
Oral Communication Skills

291

**BASIC SKILLS LESSON IDEA**

**Context Of Basic Skill Instruction**

**Vocational Area:** Agricultural

**Program:** Agricultural Production

**Job Title (s)** Assistant herdsman  
Farm employee

**Sequence Of Student Behaviors Needed To  
Perform The Job Related Skill**

- Accurately identify yourself and farm location
- Indicate cow to be bred and sire to be used
- Accurately interpret questions from breeding technician

**Basic Skill To Be Focused On**

**Basic Skills Area:** Oral Communication

**Specific Skill:** Requesting information from the public over the telephone

**Job Related Example Of The Above Skill**

Calling the breeding technician to come and breed a particular cow

**Potential Areas Of Student Difficulty In  
Fundamental Skills Related To The Sequence Of  
Student Behaviors**

- Unable to accurately identify self and farm location due to inability to pronounce words clearly over the phone. (e.g., muffled voice, etc.)
- Unable to give information due to inability to use words properly (e.g., wrong cow number, sire report misread)
- Unable to interpret questions due to inability to listen attentively

## BASIC SKILLS LESSON IDEA

### Suggested Instructional Strategies For Overcoming Potential Difficulties

- Handout on important points to cover when calling the artificial breeder. After discussing these points, have students role play a typical conversation between a farmer and the artificial breeder.

## Sketch Of Teaching Aids

### CALLING THE A.I. TECHNICIAN

1. Identify yourself, your farm location, and give your phone number.
2. Indicate location of cow to be bred.
3. Identify the cow properly with number and description.
4. Indicate the sire desired.
5. Indicate where to leave the bill and breeding report.

## Common Instructional Materials

- Handout

**BASIC SKILLS LESSON IDEA**

**Context Of Basic Skill Instruction**

**Vocational Area: Agricultural**

**Program: Agricultural Mechanics**

**Job Title (s)           Apprentice Agricultural Mechanic  
Agriculture equipment dealership  
employee**

**Sequence Of Student Behaviors Needed To  
Perform The Job Related Skill**

- Maintain attentiveness to foreman while receiving directions
- Foresee possible problems and verbalize to foreman
- Ask questions should new problems arise

**Basic Skill To Be Focused On**

**Basic Skills Area: Oral Communication**

**Specific Skill: Engaging in informal conversation  
with the public**

**Job Related Example Of The Above Skill**

**Having an information discussion with foreman  
concerning the arrival of new equipment**

**Potential Areas Of Student Difficulty In  
Fundamental Skills Related To The Sequence Of  
Student Behaviors**

- Inability to listen evidenced in body language (e.g., looking somewhere else)
- Inability to pronounce words clearly
- Unable to ask questions due to inability to use words properly (e.g., phrase questions effectively)

**BASIC SKILLS LESSON IDEA**

**Suggested Instructional Strategies For  
Overcoming Potential Difficulties**

-During a field trip to an agricultural dealership, have students note how often oral communication skills are utilized in the course of a working day. Among other items to be included on the field trip report, have students answer questions concerning their observations of oral communication:

**Sketch Of Teaching Aids**

1. List five topics of conversation you overheard during the field trip.

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2. List two examples of the importance of listening.

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3. List at least one example of non-verbal communication seen during the field trip.

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**Common Instructional Materials**

-Worksheets

**BASIC SKILLS LESSON IDEA**

**Context Of Basic Skill Instruction**

**Vocational Area:** Agricultural

**Program:** Ornamental Horticulture

**Job Title (s)** Retail Florist clerk

**Sequence Of Student Behaviors Needed To Perform The Job Related Skill**

- Identify business and self
- Determine the caller's name and desired service
- Describe appropriate products and prices
- Determine details of delivery and billing

**Basic Skill To Be Focused On**

**Basic Skills Area:** Oral Communication

**Specific Skill:** Requesting information from the public over the telephone

**Job Related Example Of The Above Skill**

Selling a floral product over the phone

**Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors**

- Unable to identify business and self due to inability to pronounce words clearly
- Unable to determine caller's name due to inability to hear words properly
- Unable to accurately describe products due to inability to use words properly (e.g., confusing products with respective prices)

## **BASIC SKILLS LESSON IDEA**

### **Suggested Instructional Strategies For Overcoming Potential Difficulties**

### **Sketch Of Teaching Aids**

- Review key points of telephone procedures through teacher demonstration.
- Record students role playing a telephone transaction.

### **Common Instructional Materials**

- Tape recorder
- Telephone
- Order form to transcribe details

## BASIC SKILLS LESSON IDEA

### Context Of Basic Skill Instruction

Vocational Area: Distributive

Program: Apparel & Accessories

Job Title (s) Clerk

### Sequence Of Student Behaviors Needed To Perform The Job Related Skill

- Greet customer
- Determine customer's preference of shoe color and style
- Obtain the correct shoe size
- Determining the correct fit
- Answer customer's questions

### Basic Skill To Be Focused On

Basic Skills Area: Oral Communication

Specific Skill: Requesting information

### Job Related Example Of The Above Skill

Selling a pair of shoes to a customer

### Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors

- Turn customer "off" due to improper tone of voice (e.g., gruff, impatient)
- Failure to obtain information about shoe preference due to the inability to use words correctly; e.g., speaking clearly and/or misinterpreting customer's message (e.g., discriminating among words)
- Obtaining incorrect shoe size due to inability to convey and/or interpret literal message (e.g., asking for the size or explaining the measured size of foot)
- Failure to provide shoe which fits correctly due to inability to discriminate among words (e.g., determining comfort)
- Unable to answer customer's questions due to lack of proper diction and of grammar (e.g., describing appearance, quality of merchandise, cost)

## **BASIC SKILLS LESSON IDEA**

### **Suggested Instructional Strategies For Overcoming Potential Difficulties**

Sketch Of Teaching Aids

- Using various types of merchandise, have students role play proper selling techniques.
- Demonstrate or videotape examples of poor selling techniques and have students analyze the situation to determine what was done correctly and what was done poorly. Have the students describe ways to correct the faults.

165

### **Common Instructional Materials**

- Assortment of merchandise (shoes, belts, clothing articles)
- Videotape of selling demonstrations

305

## BASIC SKILLS LESSON IDEA

### Context Of Basic Skill Instruction

Vocational Area: Distributive

Program: Food Distribution

Job Title (s) Salesclerk

### Sequence Of Student Behaviors Needed To Perform The Job Related Skill

- Describe the new food product
- Explain the different sizes of packaging units available for order
- Tell the customer how much the item costs and shipping charges

### Basic Skill To Be Focused On

Basic Skills Area: Oral Communication

Specific Skill: Supplying factual information

### Job Related Example Of The Above Skill

Describing a new food product being carried by the wholesale company to a regular customer.

### Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors

- Unable to fully describe the item due to lack of proper grammar and diction (e.g., uses incorrect words or vague description)
- Failure to explain size of packaging due to the inability to pronounce words clearly (e.g., mumbling, speaking too fast)
- Failure to correctly explain costs due to inability to discriminate among words (e.g., price per case vs. price per unit)

## **BASIC SKILLS LESSON IDEA**

### **Suggested Instructional Strategies For Overcoming Potential Difficulties**

-Role play - Have students describe different food products as though they were new on the market. The description can be rated by the number of questions that were asked about the item described. The more questions, the lower the rating.

### **Sketch Of Teaching Aids**

Freeze-dried meat  
Dehydrated potato flakes  
Canned vegetables  
Canned fruits  
Paper products  
Cleaning supplies

### **Common Instructional Materials**

-Variety of food products

## BASIC SKILLS LESSON IDEA

### Context Of Basic Skill Instruction

Vocational Area: Distributive

Program: General Merchandising

Job Title (s) Clerk  
Stockroom Clerk

### Sequence Of Student Behaviors Needed To Perform The Job Related Skill

- Determine the location/area for the display
- Determine the items to be included in the display
- Determine how the items are to be arranged
- Determine how large to make the display

### Basic Skill To Be Focused On

Basic Skills Area: Oral Communication

Specific Skill: Requesting directions from supervisor.

### Job Related Example Of The Above Skill

Following supervisor's directions to set up a display in a department store

### Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors

- Failure to correctly place the display due to the inability to interpret literal message (e.g., next to a counter, at the end of the counter, on the counter)
- Setting up a display with the wrong items due to failure to discriminate among words (e.g., using like items but wrong brands)
- Incorrectly arranging the display due to inability to pronounce words clearly and to use words properly (e.g., jumbled together in a bin, neatly stacked)
- Using too many or too few items in the display due to inability to convey and/or interpret literal message (e.g., too many of each item taking up more space than planned or stacked too high, too few - display is unnoticed)

## **BASIC SKILLS LESSON IDEA**

### **Suggested Instructional Strategies For Overcoming Potential Difficulties**

- Using assorted items and/or empty boxes, have students arrange displays according to verbal directions. To give the students practice in asking appropriate questions in order to complete a given task. Assign tasks with missing information.
- Direct experience in school store or work study program.

### **Common Instructional Materials**

### **Sketch Of Teaching Aids**

#### Sample Display Items

Cosmetic samples

Tools

Kitchen utensils

Toys

Household linens

School supplies

Books

Small appliances

## BASIC SKILLS LESSON IDEA

Context Of Basic Skill Instruction

Vocational Area: Health

Program: Assistant/Aide

Job Title (s) Nurse's Assistant

Sequence Of Student Behaviors Needed To Perform The Job Related Skill

- Identify self and patient
- Explain procedure with acceptable tone of voice and body language
- Determine any physical and emotional complaints
- Reporting patient's complaints to appropriate person

Basic Skill To Be Focused On

Basic Skills Area: Oral Communication

Specific Skill: Requesting information from the public

Job Related Example Of The Above Skill

Talking with patient with morning care

Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors

- Failure to clearly identify self due to inability to speak clearly and slowly (e.g., running words together, mumbling)
- Inability to explain procedure due to lack of proper words, tone of voice, and body language (e.g., using wrong words to explain, speaking gruffly, acting impatiently)
- Failure to determine any complaints due to inability to use proper words or to interpret non-literal messages (e.g., patient's stated discomfort, observed discomfort).
- Failure to report stated or observed complaint due to inability to use words properly and discriminate among words (e.g., report in vague terms)

## **BASIC SKILLS LESSON IDEA**

### **Suggested Instructional Strategies For Overcoming Potential Difficulties**

### **Sketch Of Teaching Aids**

- Have students work in groups of 3 (observer, sender, receiver) and practice morning care communication. The observer listens to the conversation and stops the participants when there is a communication breakdown.
- Tape recorded practice - students record voice in roleplaying demonstrations between teacher (patient) and student. The tape is played back and students evaluate other student responses.

171

### **Common Instructional Materials**

- Tape recorded - blank tapes

311

**BASIC SKILLS LESSON IDEA**

**Context Of Basic Skill Instruction**

**Vocational Area:** Occupational Home Economics

**Program:** Child Care and Guidance

**Job Title (s)** Aide

**Sequence Of Student Behaviors Needed To Perform The Job Related Skill**

- Gain the attention of the children
- Explain the rules of the game
- Organize the children into groups according to game rules
- Supervise and assist children in playing the game

**Basic Skill To Be Focused On**

**Basic Skills Area:** Oral Communication

**Specific Skill:** Supplying directions to the public

**Job Related Example Of The Above Skill**

Teaching a game to Nursery School children

**Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors**

- Inability to get the children's attention due to failure to speak clearly (e.g., mumble, speak too softly)
- Failure to explain the rules because of inability to use words properly (e.g., words children can understand, correct grammar)
- Inability to form groups due to failure to speak clearly (e.g., enunciation, proper words, appropriate volume)
- Failure to assist children in learning the game due to inability to convey the rules with appropriate words and pronunciation

## **BASIC SKILLS LESSON IDEA**

### **Suggested Instructional Strategies For Overcoming Potential Difficulties**

### **Sketch Of Teaching Aids**

- Have each student choose a game to teach the class. After each simulated experience, discuss the strengths and weaknesses of how it was taught.
- Direct experience with the preschoolers when they are in session.

173

### **Common Instructional Materials**

- Materials appropriate for the game to be taught

317

## BASIC SKILLS LESSON IDEA

### Context Of Basic Skill Instruction

Vocational Area: Occupational Home Economics

Program: Clothing Production

Job Title (s)      Seamstress  
                    Basic Alterations Person  
                    Basic Clothing Designer

### Sequence Of Student Behaviors Needed To Perform The Job Related Skill

- Determine the customer's choice of fabric
- Determine the choice of style
- Determine what decorative details customer wants

### Basic Skill To Be Focused On

Basic Skills Area: Oral Communication

Specific Skill: Seeking and receiving information to determine customer's preference

### Job Related Example Of The Above Skill

Determining what the customer's preferences are for a custom-made outfit

### Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors

- Failure to obtain information about fabric due to inability to discriminate among words (e.g., plush, brush)
- Inability to determine choice of style due to not using words properly (e.g., fitted-fitting, cutaway-cutoff)
- Failure to establish what decorative details are requested due to the inability to interpret the literal message of the customer (e.g., patch pockets, inseam pockets, plain buttons for fastening, decorative buttons)

## BASIC SKILLS LESSON IDEA

### Suggested Instructional Strategies For Overcoming Potential Difficulties

- Have students role play the obtaining of a customer's preference of different custom made orders using a teacher prepared order form. Tape recording the role play will give the students an opportunity to play back the session and analyze how clearly the information was obtained and where improvements could be made.
- Direct experience with alterations and/or custom made clothing for others.
- Guest speaker - a tailor, seamstress, or alterationist.

### Common Instructional Materials

- Tape recorder - blank tapes
- Teacher prepared order-forms

### Sketch Of Teaching Aids

#### Sample Order Form

Name:

Address:

Tel. No.:

Job Description

Alteration:

Custom Order:

Garment:

Fabric:

Style:

Measurements:

Neck

Sleeve

Chest/Bust

Waist

Hips

Inseam

## BASIC SKILLS LESSON IDEA

### Context Of Basic Skill Instruction

Vocational Area: Occupational Home Economics

Program: Food Service

Job Title(s) Waiter/Waitress

### Sequence Of Student Behaviors Needed To Perform The Job Related Skill

- Greet customer and provide a menu for customer to choose from
- Allow appropriate time for customer to make a decision and then inquire as to his/her choice(s)
- Describe any menu items customer questions.
- Determine what the customer wants to order

### Basic Skill To Be Focused On

Basic Skills Area: Oral Communication

Specific Skill: Requesting information from a customer

Job Related Example Of The Above Skill

Taking a customer's food order

### Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors

- Failure to speak courteously to the customer due to inability to use the proper words or tone of voice (e.g., how the server greets the customer, choice of words)
- Failure to be understood due to the inability to pronounce words clearly (e.g., speaking too fast, slurring words)
- Failure to answer customer's questions due to inability to discriminate among words and interpret what is said (e.g., unable to answer a question about how a certain food is prepared)
- Failure to correctly obtain customer's order due to inability to interpret literal messages (e.g., baked ham or boiled ham, peach sherbet or peach shortcake)

## **BASIC SKILLS LESSON IDEA**

### **Suggested Instructional Strategies For Overcoming Potential Difficulties**

### **Sketch Of Teaching Aids**

- Field trip to a restaurant or arrange 1/2 day shadowing experiences for students to observe first hand how to take customer orders.
- Direct experience in school diningroom or cafeteria.
- Simulated experience - using sample order forms and menus, have students practice with each other ordering and taking orders.

177

### **Common Instructional Materials**

- Sample order forms
- Sample menus



## **BASIC SKILLS LESSON IDEA**

### **Suggested Instructional Strategies For Overcoming Potential Difficulties**

### **Sketch Of Teaching Aids**

- Demonstrate live projects to the students to show what end results occur when the various steps are not followed.
- Continued reinforcement of necessary steps with repeated machine demonstrations.
- Role play and direct experience of determining method of job execution.

179

### **Common Instructional Materials**

- Program layouts
- Source documents
- Keypunch/data equipment

320

**BASIC SKILLS LESSON IDEA**

**Context Of Basic Skill Instruction**

**Vocational Area: Office**

**Program: Filing/Office Machines**

**Job Title (s)      Reproduction Clerk**

**Sequence Of Student Behaviors Needed To Perform The Job Related Skill**

- Describe what was being done with the machine at time of breakdown
- Explain when and how he/she became aware of a problem
- Describe what was done to resolve the problem before calling repair service and the results of each action

**Basic Skill To Be Focused On**

**Basic Skills Area: Oral Communication**

**Specific Skill: Supplying factual information to the public**

**Job Related Example Of The Above Skill**

Describing a problem with the copy machine to the repair person

**Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors**

- Failure to describe the situation due to inability to use the correct words (e.g., vague terms, poor pronunciation)
- Inability to relate awareness of difficulty due to lack of proper diction and grammar (e.g., confusing past and present tense, speaking too fast)
- Failure to explain what methods were taken to solve problem due to inability to pronounce words clearly (e.g., running words together, dropping parts of words - "ed," "ing ")

## BASIC SKILLS LESSON IDEA

### Suggested Instructional Strategies For Overcoming Potential Difficulties

-Assign each student a specific task to orally teach the rest of the group. The step by step directions should be clearly and correctly stated so that there is no ambiguity and confusion.

-Have students describe how different office machines are used.

### Sketch Of Teaching Aids

1. Tying a bow.
2. Making a peanut butter sandwich
3. Changing a typewriter ribbon.
4. Placing a direct dial telephone call.
5. Sharpening a pencil.
6. Opening a letter.
7. Wrapping a package.
8. Buttoning a jacket.
9. Unlocking a door.
10. Washing your hands.

### Common Instructional Materials

## BASIC SKILLS LESSON IDEA

### Context Of Basic Skill Instruction

Vocational Area: Office

Program: Stenography/Secretarial

Job Title (s) Secretary

### Basic Skill To Be Focused On

Basic Skills Area: Oral Communication

Specific Skill: Requesting information to make an appointment

Job Related Example Of The Above Skill

Arranging an appointment for a customer

### Sequence Of Student Behaviors Needed To Perform The Job Related Skill

- Determine the customer's name, address and telephone number
- Determine the nature of the appointment
- Arrange a time and date acceptable to both parties
- Summarize the arrangement

### Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors

- Failure to obtain correct customer information due to inability to interpret the message e.g., Harry, Mary, Barry
- Failure to determine nature of appointment due to the inability to use words properly (e.g., Salesman, buyer, applicant)
- Inability to arrange appropriate time and date due to lack of interpreting literal and non literal message (e.g., customer requests appointment as soon as possible, and voice conveys an urgency to it)
- Failure to clearly summarize the arrangement due to the inability to speak clearly (e.g., mumble, speak too softly, speak too fast, run words together)

## BASIC SKILLS LESSON IDEA

### Suggested Instructional Strategies For Overcoming Potential Difficulties

- Demonstrate arranging an appointment using a teacher-student role play. Have students role play assigned situations (make up cards with different appointment situations for each player).
- Following roleplay session, discuss how different situations were handled pointing out strengths and weaknesses. Have students suggest ways for improvement.
- Direct experience in office practice.

### Sketch Of Teaching Aids

#### Secretary

Business: High School  
Open Appointment Times:  
Tuesday 9:30 a.m.  
4:30 p.m.  
Friday 8:00 a.m.  
1:00 p.m.

#### Customer

Selling textbooks  
in town Thursday and Friday.

### Common Instructional Materials

- Teacher prepared cards of appointment situations

## BASIC SKILLS LESSON IDEA

### Context Of Basic Skill Instruction

Vocational Area: Office

Program: Typing

Job Title(s) Clerk/Typist  
Receptionist

### Sequence Of Student Behaviors Needed To Perform The Job Related Skill

- Determine required margin line and tab spacing
- Determine type(s) of print to be used
- Determine kind of paper to be used

### Basic Skill To Be Focused On

Basic Skills Area: Oral Communication

Specific Skill: Requesting factual information

### Job Related Example Of The Above Skill

Following supervisor's oral directions for a specific format to be used in typing a report

### Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors

- Failure to use the specified settings due to inability to discriminate among words (e.g., left margin, right margin, tab spacing)
- Failure to use correct type due to inability to pronounce words properly (e.g., pica, elite)
- Use incorrect paper due to inability to interpret literal messages (e.g., use of letterhead paper for page one only)

## **BASIC SKILLS LESSON IDEA**

### **Suggested Instructional Strategies For Overcoming Potential Difficulties**

### **Sketch Of Teaching Aids**

- Display or handout labeled samples of different types of print and paper often used when typing. Using oral directions have students type various letters, reports, and forms according to the specified format.
- Direct experience in office practice or work study

185

### **Common Instructional Materials**

- Display (or handout) of different types of print
- Samples of typing paper

330

**BASIC SKILLS LESSON IDEA**

**Context Of Basic Skill Instruction**

**Vocational Area:** Trade and Industrial

**Program:** Automotive Mechanics

**Job Title (s)** Station attendant  
Apprentice mechanic

**Basic Skill To Be Focused On**

**Basic Skills Area:** Oral Communications

**Specific Skill:** Engaging in informed conversation  
with the public

**Job Related Example Of The Above Skill**

Talking to gasoline customers at pump

**Sequence Of Student Behaviors Needed To  
Perform The Job Related Skill**

- Greet customer appropriately
- Determine customer needs
- Accurately inform customer of cost of gasoline
- Receive payment and give proper salutations

**Potential Areas Of Student Difficulty In  
Fundamental Skills Related To The Sequence Of  
Student Behaviors**

- Unable to greet customer properly due to inability to pronounce words (e.g., mumbles greeting or fails to give one)
- Unable to determine customer needs due to inability to hear words correctly (e.g., misunderstands amount or choice of gas)
- Fails to properly inform customer due to inability to discriminate among words (e.g., refers to amount of gas in measure other than gallons or gives customer wrong price)
- Fails to use proper tone of voice when giving salutation (e.g., rude tones)

**BASIC SKILLS LESSON IDEA**

**Suggested Instructional Strategies For  
Overcoming Potential Difficulties**

**Sketch Of Teaching Aids**

**-Have students role play the proper procedures  
for pumping gas and working with customers.**

187

**Common Instructional Materials**

330

## BASIC SKILLS LESSON IDEA

### Context Of Basic Skill Instruction

Vocational Area: Trade and Industrial

Program: Carpentry

Job Title (s) Apprentice carpenter  
Carpenter's helper

### Sequence Of Student Behaviors Needed To Perform The Job Related Skill

- Determine location and size of rough sill from foreman
- Listening attentively to receive directions for cutting and placing cripple studs
- Describe possible problems to foreman should any arise

### Basic Skill To Be Focused On

Basic Skills Area: Oral Communications

Specific Skill: Receiving directions from supervisors

### Job Related Example Of The Above Skill

Seek and receive instructions from foreman to cut cripple studs to support a rough sill

### Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors

- Unable to determine location due to inability to pronounce words correctly while seeking information
- Unable to place cripple studs due to inability to hear and discriminate among words (e.g., trimmer studs, header, etc.)
- Unable to describe problems due to inability to use proper diction while describing

**BASIC SKILLS LESSON IDEA**

**Suggested Instructional Strategies For  
Overcoming Potential Difficulties**

**Sketch Of Teaching Aids**

**-Job situations: give oral instructions on a  
variety of jobs for students to complete.**

189

**Common Instructional Materials**

**BASIC SKILLS LESSON IDEA**

**Context Of Basic Skill Instruction**

**Vocational Area:** Trade and Industrial

**Program:** Drafting

**Job Title (s)** Mechanical detailer  
Apprentice drafting person

**Sequence Of Student Behaviors Needed To Perform The Job Related Skill**

- Accurately report identifying information to supervisor
- Indicate the type and sizes of material necessary to actually produce the job
- Discuss any problems or areas of difficulty in the particular job

**Basic Skill To Be Focused On**

**Basic Skills Area:** Oral Communications

**Specific Skill:** Supplying factual information

**Job Related Example Of The Above Skill**

Giving information to supervisor regarding progress on a particular job

**Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors**

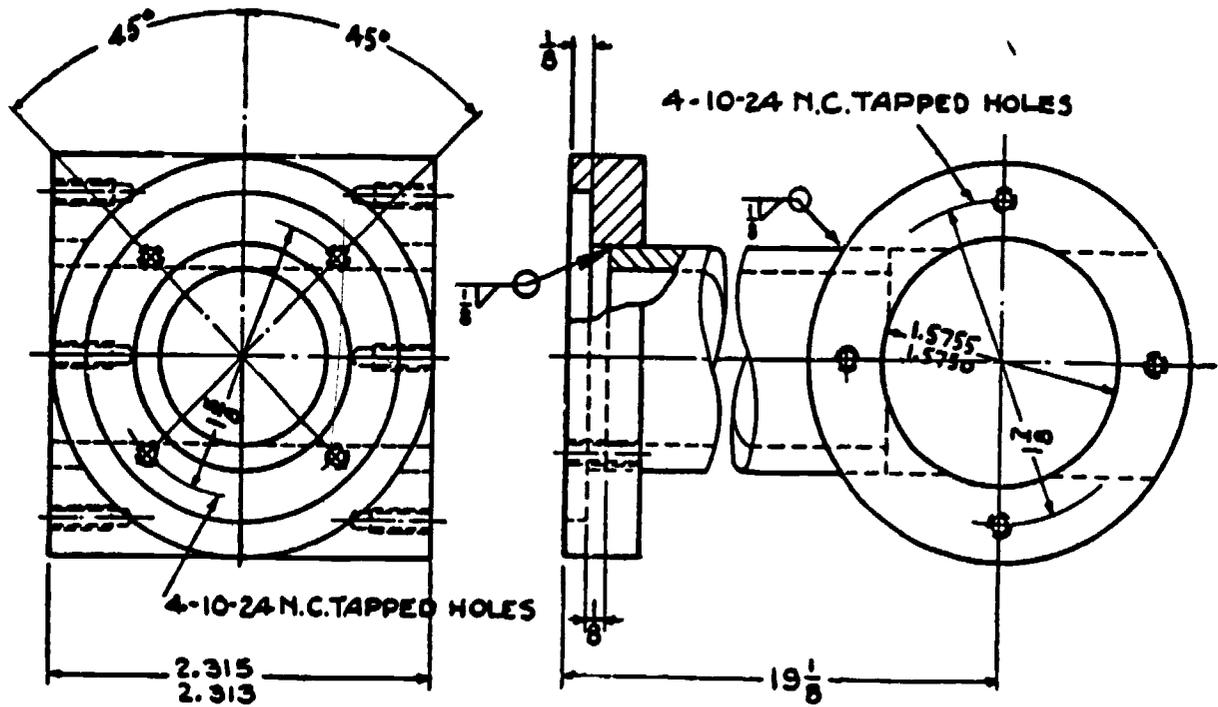
- Unable to accurately report progress due to inability to pronounce words clearly (e.g., name, number of job)
- Unable to discuss type of material due to inability to discriminate among words (e.g., high carbon, cast, stainless steel)
- Unable to discuss problems due to inability to use words properly in conversation

**BASIC SKILLS LESSON IDEA**

**Suggested Instructional Strategies For Overcoming Potential Difficulties**

**Sketch Of Teaching Aids**

-Using part drawings, have students discuss within groups potential problem areas of the piece. A list of questions accompanying the drawings would be helpful in highlighting the essential elements of evaluating the workability of a drawing.



**Fig. 73. Bearing Housing.**

191

**Common Instructional Materials**

-Completed and partially completed drawings

**BASIC SKILLS LESSON IDEA**

**Context Of Basic Skill Instruction**

**Vocational Area: Trade and Industrial**

**Program: Electricity**

**Job Title (s) Apprentice Electrician**

**Sequence Of Student Behaviors Needed To Perform The Job Related Skill**

- Ascertain directions correctly from foreman's oral description
- Verbalize job to foreman to confirm proper procedure
- Foresee possible difficulties and seek solutions from foreman

**Basic Skill To Be Focused On**

**Basic Skills Area: Oral Communications**

**Specific Skill: Receiving directions from supervisors**

**Job Related Example Of The Above Skill**

Receiving directions from foreman to perform wiring installation

**Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors**

- Inability to hear directions properly due to inability to listen and discriminate among words (e.g., outlets, inlet, amps)
- Unable to confirm procedure due to inability to pronounce words clearly
- Unable to find solutions to problems due to inability to use words properly in conveying ideas (e.g., location of panel, obstructions to wiring)

## BASIC SKILLS LESSON IDEA

### Suggested Instructional Strategies For Overcoming Potential Difficulties

### Sketch Of Teaching Aids

- Listening/explaining exercise: Give one student specific directions concerning a particular electrical procedure. Have that student pass the directions to the next student who will pass it on to the next student and so on. The last student must be able to perform the task solely on the basis of the directions he or she received.

### Common Instructional Materials

- Wiring board and standard electrician tools

## BASIC SKILLS LESSON IDEA

### Context Of Basic Skill Instruction

Vocational Area: Trade and Industrial

Program: Electronics

Job Title (s) Apprentice Electronic technician  
Electronic repairperson

### Sequence Of Student Behaviors Needed To Perform The Job Related Skill

- Courteously greet customer and determine customer needs
- Determine situation that may be contributing to problem
- Inform customer of problem and repair procedures at the shop

### Basic Skill To Be Focused On

Basic Skills Area: Oral Communication

Specific Skill: Receiving information and discriminating facts from opinions

### Job Related Example Of The Above Skill

From customer's explanation, discern what is the problem with his/her tape deck

### Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors

- Inability to greet customer properly due to lack of proper pronunciation
- Unable to determine customer needs due to inability to detect non-literal messages (e.g., customer looks confused - needs help)
- Unable to ascertain situation due to inability to discriminate among words used in questioning customer (e.g., "How old is the deck?", "Have you had the tape head cleaned recently?")
- Unable to inform customer properly due to inability to use proper words and tone of voice (e.g., speak calmly and with confidence)

## BASIC SKILLS LESSON IDEA

### Suggested Instructional Strategies For Overcoming Potential Difficulties .

-Role play situation: One student has electronic device in need of repair, another student acts as "technician."

Worksheet: Create worksheet with scenario similar to one that would be faced in the job. Have students write their line of questioning to ascertain problems.

### Sketch Of Teaching Aids

Read the following paragraph carefully and determine the questions you would ask the customer to find the problem:

"Val McCormick brings her ACME tape deck into the shop for repair. She explains that the tape deck doesn't seem to have the same quality sound it used to; 'the sound seems duller' she says."

What questions would you ask as a technician to ascertain the problem?

### Common Instructional Materials

-Worksheets

## BASIC SKILLS LESSON IDEA

### Context Of Basic Skill Instruction

Vocational Area: Trade and Industrial

Program: Graphic Arts

Job Title (s) Apprentice graphic artist  
Printing trades trainee

### Sequence Of Student Behaviors Needed To Perform The Job Related Skill

- Identify business and self
- Determine the customer information and date required
- Determine specifications concerning printing job
- Determine composition and type of binding desired
- Repeat order and confirm all aspects of jobs

### Basic Skill To Be Focused On

Basic Skills Area: Oral Communication

Specific Skill: Receiving information

Job Related Example Of The Above Skill

Taking a printing order over the telephone

### Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors

- Unable to identify business due to inability to pronounce words clearly
- Unable to determine customer information due to inattentiveness while customer is talking
- Unable to determine specifications due to inability to use words properly (e.g. quantities, finished size, etc.)
- Unable to ascertain composition and binding type due to inability to recognize associated terminology (e.g., hot type, furnished, saddle stitch, punch, etc.)



**BASIC SKILLS LESSON IDEA**

**Context Of Basic Skill Instruction**

**Vocational Area: Trade and Industrial**

**Program: Machine Shop**

**Job Title (s) Apprentice Machinist  
Sheet metal trainee**

**Sequence Of Student Behaviors Needed To  
Perform The Job Related Skill**

- Properly identify the job to be done
- Determine the tools necessary to perform the job from co-worker's description
- Determine the procedure to perform the job
- Foresee any possible problems and ask the appropriate questions

**Basic Skill To Be Focused On**

**Basic Skills Area: Oral Communication**

**Specific Skill: Supplying and receiving information**

**Job Related Example Of The Above Skill**

**Seeking information from co-worker as to  
procedure for performing a specific job**

**Potential Areas Of Student Difficulty In  
Fundamental Skills Related To The Sequence Of  
Student Behaviors**

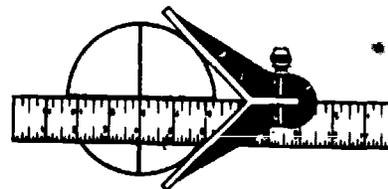
- Unable to properly identify job due to inability to pronounce words correctly when questioning co-worker (e.g., "centering", "blueprint")
- Unable to determine tools to use due to inability to listen and recognize terminology associated with job (e.g., calipers, micrometer)
- Unable to determine procedure due to inability to discriminate among words spoken by co-worker (e.g., "line up inside caliper to cylinder wall")
- Questions asked incorrectly due to inability to use words properly (e.g., galvanized sheet metal vs. stainless steel sheets)

## BASIC SKILLS LESSON IDEA

### Suggested Instructional Strategies For Overcoming Potential Difficulties

- Give students a drawing or photograph of a simple sheet metal edge or seam and have them explain verbally how to perform the procedure to a partner.

### Sketch Of Teaching Aids



centering round stock

Describe as completely as possible the procedure illustrated above. Your description of the procedure should be the only instruction necessary for your partner to perform the job.

### Common Instructional Materials

- Drawings of sheet metal seams

360

361

## BASIC SKILLS LESSON IDEA

Context Of Basic Skill Instruction

Vocational Area: Trade and Industrial

Program: Cosmetology

Job Title (s)    Hairdresser  
                  Cosmetology trainee  
                  Beauty shop employee

Sequence Of Student Behaviors Needed To  
Perform The Job Related Skill

- Properly introduce self to customer
- Maintaining conversation with customer
- Be able to ascertain customers' comfort through interpreting their body language
- Politely end conversation

Basic Skill To Be Focused On

Basic Skills Area: Oral Communications

Specific Skill: Engaging in informal conversations with the public

Job Related Example Of The Above Skill

Having informal conversations with customers while washing their hair

Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors

- Unable to properly introduce self due to inability to pronounce words clearly
- Unable to maintain conversation due to inability to keep attention focused on discussion (e.g., watching other customers)
- Unable to maintain customers comfort due to inability to receive non-literal messages (e.g., grimace on face if water too hot)
- Unable to courteously end conversation due to inability to choose appropriate words (e.g., "have a nice day, hope to see you again soon")

**BASIC SKILLS LESSON IDEA**

**Suggested Instructional Strategies For  
Overcoming Potential Difficulties**

**Sketch Of Teaching Aids**

**-Role play customer/employee situation  
in class.**

**Common Instructional Materials**

## BASIC SKILLS LESSON IDEA

Context Of Basic Skill Instruction

Vocational Area: Trades & Industrial

Program: Quantity Foods

Job Title (s)      Assistant Chef

Sequence Of Student Behaviors Needed To Perform The Job Related Skill

- Determine what will be placed in the steam table
- Determine the amount of water needed
- Determine the temperature setting
- Determine any specific pattern for foods to be arranged

Basic Skill To Be Focused On

Basic Skills Area: Oral Communication

Specific Skill: Requesting directions

Job Related Example Of The Above Skill

Following directions for setting up the steam table from the head chef

Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors

- Failure to find out what foods will be placed in steam table due to the inability to interpret literal messages (e.g., understanding what was said )
- Adding incorrect amount of water because of inability to discriminate among words (e.g., full, fill, filled)
- Failure to set temperature at correct setting due to inability to use proper diction (e.g., intonation of voice implies a statement rather than a question)
- Failure to arrange food in specified pattern due to inability to discriminate sequence of terms (e.g., placing easy to spill foods near front, vegetables placed in rear of table)

## BASIC SKILLS LESSON IDEA

### Suggested Instructional Strategies For Overcoming Potential Difficulties

- Direct experience in lunchroom
- Have students work in groups of 2 (one being the observer). Orally give students tasks which include multiple steps for completion. Occasionally omit an important step which will require the student to ask questions in order to correctly complete the assignment. (Students should be informed of the possible omission.) The observer will record the partner's work and together they will determine how well the directions were followed.

### Sketch Of Teaching Aids

1. Prepare supply order for today's vegetables.
2. Prepare mashed potatoes for "x" number of servings to be ready at \_\_\_\_ o'clock.
3. Clean out the steam table.
4. Arrange the steam table.

### Common Instructional Materials

- Quantity food preparation equipment

387

388

**BASIC SKILLS LESSON IDEA**

**Context Of Basic Skill Instruction**

**Vocational Area:** Trade and Industrial

**Program:** Woodworking

**Job Title (s)** Apprentice cabinetmaker

**Basic Skill To Be Focused On**

**Basic Skills Area:** Oral Communication

**Specific Skill:** Requesting information concerning  
problem

**Job Related Example Of The Above Skill**

Ask supervisor for assistance in determining the  
proper way to join a cabinet door

**Sequence Of Student Behaviors Needed To  
Perform The Job Related Skill**

- Accurately identify and describe problem to  
supervisor
- Listen attentively as supervisor gives instruc-  
tions

**Potential Areas Of Student Difficulty In  
Fundamental Skills Related To The Sequence Of  
Student Behaviors**

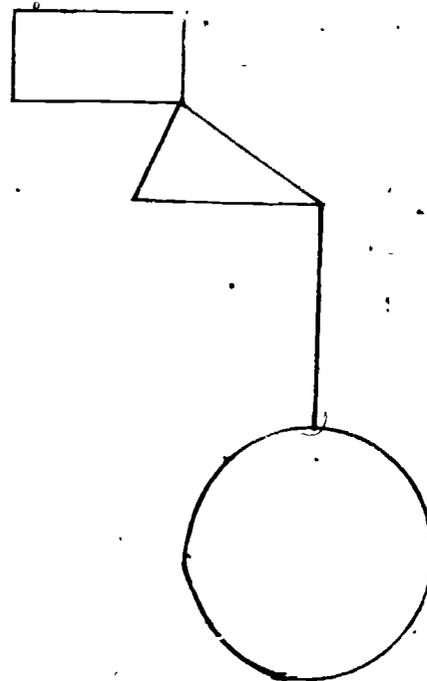
- Unable to identify problem due to inability to  
pronounce words properly
- Unable to describe problem properly due to inability  
to use associated terminology (e.g. confuses  
flush and overly types of hanging)
- Fails to remain attentive and thus fails to  
discriminate among words

## BASIC SKILLS LESSON IDEA

### Suggested Instructional Strategies For Overcoming Potential Difficulties

-One student describes a particular joint to another student who attempts to draw it from the verbal description. This sort of activity may begin with the verbal description of simple shapes. Then, as students get more able to use words to give directions, shapes can be combined into patterns until complex figures are described and drawn.

### Sketch Of Teaching Aids



### Common Instructional Materials

-Paper on which to draw shapes and figures

371

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