This packet contains lesson plans and an evaluation for a janitorial unit designed to teach reading and writing skills to grocery store janitors. The lesson plans were developed, using the Laubach literacy method, for a workplace literacy project at Carr Grocery Store in Anchorage, Alaska. The lesson plans, which are correlated with Laubach skills books level 2, include conversational skills (dialogue, vocabulary, grammar, pronunciation, and free conversation) and reading and writing skills and practice. The lessons focus on topics from the workplace such as cleaning floors and restrooms, general cleaning, work attitudes and behaviors, and workplace conversation. The evaluation requires employees to demonstrate knowledge and use of work-related forms and job duties. A custodian's guide prepared for the Anchorage, Alaska school district custodial employees provides information on care of tools and equipment, fire prevention, and a detailed cleaning guide. (KC)
Janitorial Unit Prepared for Carr Grocery Employees

Custodian's Guide Prepared for the Anchorage School District
Custodial Employees

Workplace Curriculum

Anchorage Workplace Literacy Program
Workplace Curriculum

JANITORIAL UNIT

PREPARED FOR CARRS GROCERY EMPLOYEES

Conversation and reading skills correlated with Skill Book 2 of the Laubach Way to English by Jeanette D. Macer and Martha A. Lane New Readers Press

Developed by Jan Jones with Luz D. Rendon

Anchorage Workplace Literacy Program, 1345 Rudakof Circle, Suite 104, Anchorage, Ak 99508
Funding for the Anchorage Workplace Literacy Project provided by a $205,852 grant from the U.S. Department of Education National Workplace Literacy Program with matching local funds.
Singular & Plural Possessives; Singular & Plural Nouns

1. Carrs' personnel is always friendly.
2. The electricity is off. The checkers' computers won't work.
3. The Break Room's tables need cleaning.
4. We are very busy. The Courtesy Clerks need help.
5. The store managers meet on Thursdays.
6. The managers' meeting is in the afternoon.
7. My manager's name is ____________.
8. Many customers shop from 4 to 6 pm.
9. The customers' satisfaction is Carrs' first priority.
10. This cart's wheel is broken.
11. Bring the carts in the parking lot into the store.
12. Most of Carrs' employees' uniforms are white, burgundy, and black.
13. The Seafood employees' uniforms are blue and white.
14. The Bakery's floor needs cleaning.
1. Carrs
2. checker
3. Break Room
4. Courtesy Clerk
5. manager
   Thursday
6. manager
7. manager
8. customer
9. customer
  Carrs
10. cart
11. cart
12. Carrs
  employee uniform
13. employee
14. Bakery
FOR to indicate purpose

1. Go to the Post Office. Get some stamps.  
I'm going to the Post Office for some stamps.

2. Go to Carrs Personnel Office. Have an interview.


4. Buy a bicycle. Give it to your son/nephew/sister.

5. Go home. Have lunch.


7. Go to the Anchorage Literacy Project. Have an English lesson.

8. Go fishing. Catch a King Salmon.


10. Go to the doctor. Have a checkup.


1. Go to the Bank. Get some cash.
2. Go to Carrs/Safeway. Buy some milk and eggs.
4. Go to Dennys. Get a cup of coffee.
5. Stop at the gas station. Get some gas.
7. Go to Carrs on Huffman. Get trained to do your job.
8. Go to the park. Have a picnic.
10. Go to the Grand Canyon. Have a vacation.
11. Have your picture taken. Give it to your husband/sister/boyfriend.
15. Go to the jewelry store. Buy a watch.

Pairs Practice/Oral practice
What do you need? Why do you need it?

1. You feel very sick.

2. You work for two hours. You feel tired.

3. One of the toilets is blocked and overflowing.

4. The Breakroom floor is dirty.

5. The coffee pot is broken.

6. There are many customers. The Courtesy Clerks are very busy.

7. It is raining. A customer wants a "carry-out".

8. You want to change your schedule.

9. You want to take a vacation.

10. Your uniform is dirty.

11. You don't understand the deductions on your paycheck.
Change to the negative.

1. I want to work in the Salad Bar.

2. I always have a coffee break.

3. This coffee pot works.

4. The Conference Room has some windows.

5. Courtesy Clerks stock shelves.

Make a polite negative request.

1. Write on the mirrors.

2. Drop your towels on the floor.

3. Leave the water running.

4. Put the carts there.

5. Close that door.
1. School Nurse: (name)? This is the school nurse.
   Your son/daughter is sick.
   Can you come and get him/her?

   ________: Oh, yes I'll be there in 20 minutes.

2. ________: I'd like to have next Tuesday afternoon off.
   (I need to see the doctor.) OR
   I want to register for a class at UAA.

   Manager: OK. I'll get someone else to work on Tuesday.
   Can you work on Wednesday?

   ________: Yes, I can.

3. ________: I'd like to leave this application for a job.

   Receptionist: Thank you. We'll call you for an interview
   if we have an opening.

4. ________: I feel sick. My head aches and I have a fever.

   Manager: Go on home. I'll get someone to cover for you.

5. Manager: You can take your Break now.

   ________: OK. I'll go as soon as I finish this job.

   Manager: Be sure you're back in 10 minutes.

   ________: OK
6. (Relative) : Would you get some stamps on your way home from class?

_______ : Sure. How many do you want?

(Relative) : Ten.

7. (Parent) : Turn off the TV and do your homework!

_______ : Awww! This is a great show!

(Parent) : You know the rule: Do your homework, then watch TV.

8. ______ : I need a job. Are you hiring now?

Manager: Yes, we do have some openings.
Fill out this application and take it to the Personnel Office.

Instructions: Ask questions to elicit tell and a Direct Quotation.

Teacher: What does (the school nurse) tell (me/you/)

_______: He/she tells (her/him/me/you), "_______ is sick."

Teacher: What do (I/you/he/she) tell him/her?

_______: He/she /I/you tell him/her, "I'll be there in 20 minutes."
1a. What does the school nurse tell you?

1b. What do you tell the school nurse?

2a. What do you tell the manager?

2b. What does the manager tell you?

3. What does the receptionist tell you?

4a. What do you tell your manager?

4b. What does the manager tell you?

5a. What does the manager tell you?

5b. What else does the manager tell you?
Directions: Look at the conversations in Paper A.
Write your name in all of the blanks.
Answer the questions on Paper C.
Use TO (verb) to tell why or what.

(infinitive)

1. Why are you going to school?

2. Why do you want next Tuesday off?

3. Why do you give the receptionist your application?

4. What does the manager tell you to do?

5. Why are you stopping your work?

6. Why are you going to the Post Office?

7. Why are you turning off the TV?

8. Why are you going to the Personnel Office?
Change to the negative.

1. I want to work in the Salad Bar.

2. I always have a coffee break.

3. This coffee pot works.

4. The Conference Room has some windows.

5. Courtesy Clerks stock shelves.

Make a polite negative request.

1. Write on the mirrors.

2. Drop your towels on the floor.

3. Leave the water running.

4. Put the carts there.

5. Close that door.
1. I need some more cups and coffee for the break rooms.

Manager: OK. Get some from the shelves. Then come back and we'll write it up.

* * *

2. I need the "Write-off" sheet.

Clerk: OK. Come on in. It's over there.

* * *

3. I'm worried about one of our customers.

Manager: Really!?

Yes. He comes in two or three times every week. He's very strange.

Manager: Do you know who it is?

Yes, I know him very well.

Manager: OK. The next time he comes in, come and get me. I'll check it out.

OK, (name). Thanks a lot.

Manager: That's OK. That's my job.

* * *

4. May I use the restroom?

I'm sorry. I'm cleaning it now. Come back in ten minutes.

Customer: OK.

* * *

5. Where can I find the spaghetti?

Go to Aisle 2.

Customer: Thanks.

You're welcome.
REPORTING WHAT WAS SAID;
USE OF TELL IN THE WORKPLACE

Directions: Read "Situations and Conversations of an Area Janitor". Answer the questions. Use TELL + direct quotation.

1. What does the manager tell you to do?

2. What does the clerk tell you to do?

3. What does the manager tell you to do?

4. What do you tell the customer to do?

5. Where do you tell the customer to go?
INFINITIVES IN THE WORKPLACE

Directions: Read "Situations and Conversations of an Area Janitor". Answer the questions. Use to + verb.

1. What does the manager tell you to do?

2. What does the clerk tell you to do?

3. What does the manager tell you to do?

4. What do you tell the customer to do?

5. Where do you tell the customer to go?

* * *

Directions: Compare responses to these same questions from paper using TELL + direct quotation. Use sentence strips to illustrate the mechanics of the grammar.
SOLVING PROBLEMS IN ENGLISH
IN THE WORKPLACE

Directions: Mount the following problems on a card. Give each student a problem. The student should ask a classmate for advice, then report what the advice was using the form, "(name) says, "..." or "(name) told me to ..." (SB 2, Lesson 6 or SB 2, Lesson 10).

1. I'm sick. I'm supposed to work today. What should I do?

2. My daughter's/son's teacher wants me to come for a conference next Thursday. I'm supposed to work. What should I do?

3. I like working at (name of business), but I'd like to do a different job that pays more money. What should I do?

4. Sometimes I don't understand my manager or the customers. They speak very fast. What should I do?

5. I think that man just took something off the shelf and put it in his pocket. What should I do?

6. Oh! Oh! I just cut myself! It's bleeding, and it really hurts! What should I do?

7. Oh, dear! That customer just slipped and fell down. I think she hurt herself. What should I do?

8. This machine won't work. I don't know how to fix it. What should I do?
SOLVING PROBLEMS IN ENGLISH

Directions: Cut the following "problems" apart. Give each student a problem. The student should ask a classmate for advice, then report what the advice was using the form, "____ says, "......."). (SB 2, Lesson 6) or "_____ told me to ......... " (SB 2, Lesson 10).

1. I lost my car keys. What should I do?
2. I have a flat tire. What should I do?
3. My friend is coming to visit. He/she wants to see Alaska. Where should we go?
4. I want to take my friend to a nice restaurant. Where should we go?
5. I'm going hiking with ___ whis afternoon. It may rain. I don't have a raincoat. What should I do?
6. A dog followed me home. It won't go home. It's hungry. What should I do?
7. I need some new clothes, but I don't have much money. What should I do?
8. I need a job. How can I get one?
9. I don't know my neighbors. How can I meet them?
10. I left my umbrella on the bus. It was expensive. What should I do?
11. The zipper on my purse is broken. It's a good purse. What should I do?
12. I need a driver's license. How can I get one?
13. My ring fell down the sink. What should I do?
14. I'm getting fat. What should I do?
QUESTIONS FOR AN AREA JANITOR

Negative Statements in Past Tense,
Past tense regular/irregular verbs and
BEFORE    AFTER    FIRST    LAST

1. Did you go to work at 8 o'clock?

2. Did you clean the Snackbar?

3. Did you clean the restrooms first?

4. Did you put de-icer on the sidewalks before you took out the trash?

5. Did you take a break?

6. When did you take your break?

7. Did you clean the Frontend Lobby?

8. When did you clean it?

9. Did you mop the restroom floors?

10. When did you mop them?
1. You are making dinner in your kitchen.
   Some oil spills.
   A fire starts.
   The fire gets bigger.
   What do you do?

2. You go to visit your brother/sister/friend.
   He/she doesn't come to the door.
   You go into his/her home.
   He/she is lying on the living room floor.
   He/she is unconscious.
   What do you do?

3. You look out of your window.
   You see 2 men trying to get into your car.
   What do you do?

4. You are carrying out bags of groceries.
   Your customer falls on the ice.
   He/she is hurt.
   What do you do?

5. There is a car accident in front of your house.
   Two people are hurt.
   What do you do?
TALK/ LISTEN

Directions: Mount each person's part on a separate card. After exchange, ask questions to provide practice with whatever grammatical structures the student(s) need practice, as well as to get student(s) to listen to English as spoken by others.

A: I need a break!
   1-A
   May I take a break now?

Mgr: ...

A: No. I have worked all day.

Mgr: ...

A: Thanks.

A: ...

1-B

Mgr: Haven't you had a break yet?

A: ...

Mgr: Go on. Take your break.
     I'll bag groceries.

A: ...
Directions: Fill in the blanks with very, too, or enough.

1. (_): The floor is ______ dirty.
   You don't have ______ Pine Sol in the water.
   : Oh, (_)! You're _______ particular!

2. (_): I need some more toilet paper.
   We don't have ______ toilet paper.
   Mgr: Really! I think you use ______ much paper.
   I put a lot of toilet paper in the closet yesterday.
   This is ______ bad!
   (_): Yes, it's bad, but I still need toilet paper.
   We don't have ______ for the upstairs bathroom.
   Mgr: (Sigh) OK, (_). I'll get you some more.

3. Mgr: (_), the walks are ______ icy.
   Would you please put some de-icer on them?
   (_): I put some on the walks 30 minutes ago.
   Mgr: Well, you didn't put ______ de-icer on.
   Please do it right away.
   (_): OK, but ______ much de-icer makes a mess on the floors!
   Mgr: (Sighs) I know, but it would be ______ bad if a customer fell and got hurt.
CAN in the Workplace

1. Can you hear the intercom when you're cleaning the restrooms?

2. Can you clean the bathrooms in 40 minutes?

3. Can you carry out groceries for this customer before you clean the Breakroom?

4. Can you do a wet cleanup with a broom?

5. Can you tell me where the restrooms are?

6. Can you put de-icer on the walks when they need it?

7. Can you speak English?

8. Can you clean the mirrors with Pine Sol?

9. Can you get off work early tomorrow?

10. How can you fix a toilet that's plugged?
STRUCTURE FOCUS: The Use of and...too
and not...and...not either

Directions: Write the names of persons who have these jobs:

<table>
<thead>
<tr>
<th>Manager</th>
<th>Checker</th>
<th>Courtesy Clerk (Bagger)</th>
<th>Area Janitor</th>
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<tbody>
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Tell about two persons who do the same work.
Make one sentence. Use and...too.

Example: (name 1) is a manager.
(name 2) is a manager.
(name 1) is a manager, and (name 2) is, too.

Make a negative sentence about two persons who do not do the same thing.
Use BE and not...and...not either.

Example: (name 1) isn't at work.
(name 2) isn't at work.
(name 1) isn't at work, and (name 2) isn't either.
ORDINAL NUMBERS & HOLIDAYS
Pairs Exercise

Directions: Answer questions with an ordinal. Use complete sentences.

1. Tell about your first job.

2. What street is JC Penny on?

3. What street is the Sheraton Hotel on?

4. Where is the Westward Hilton Hotel?

5. What grades are in elementary schools in Anchorage?

6. When is Thanksgiving?

7. When is ALP's Christmas party?

8. When is Christmas?

9. Which day of the week is Saturday?

10. When is New Year's Day?

11. When is Independence Day?
Directions: Write an appropriate response to the question and/or information. Use ago.

You clocked in at 6 o'clock.
It's 9 o'clock now.

I clocked in three hours ago.

Manager: __________, did you put de-icer on the sidewalks?
(You put de-icer on the walks at 6:30. It's 7:30 now.)

__________, can you take a break and have coffee with me?
(You took your break at 10:30. It's 11 o'clock now.)

Manager: __________, the women's restroom was very dirty this morning.
Did you clean it?
(You cleaned the women's restroom at 8:30. It's 10 o'clock now.)

__________, I need some more paper towels for the restrooms.
(The manager gave you 2 cases of paper towels on Friday.
It's Monday now.)

Manager: __________, Have you seen __________?
(another manager)
(You saw that manager at 1:15. It's 1:30 now.)
MAKE AN APPOINTMENT

Directions: Mount each of the situations on a separate card. Each "pair" or students (or teacher and student) develops an appropriate conversation.

The mini-skits that will be presented may be used to test listening skills and to practice questions and answers.
MAKE AN APPOINTMENT

1. Dr. Ann Smith
   dentist
   Your son, Timmy, needs a checkup and cleaning.

2. Dr. John Wood
   Medical Doctor
   You want a checkup and a flu shot.

3. Ms. Mary Black
   Lawyer
   You and your spouse want to draw up a will.

4. Mr. Ed Turner
   Real Estate Broker
   You and your spouse want to buy a house.

5. Ms. Betty Snow
   Loan Officer at National Bank of Alaska
   You want to get a loan.

6. Ms. Sue Brown
   Investment Broker
   You want to buy some stock.

7. Mr. Bob Green
   Insurance Broker
   You want to get some health insurance.

8. Miss Jill Jones
   Teacher
   You want to discuss your child's report card.
MAKE AN APPOINTMENT
A Workplace Adaptation

1. Mr. Glenn Peterson
   Store Manager
   You want to discuss promotion to a better-paying job in the same store.

2. Mr. Jamie Caudy
   Supervising Manager
   You want to discuss dates for your vacation.

3. Mr. Glenn Peterson
   Store Manager
   Your doctor has told you that your health problems relate to your job. You want to discuss a change of jobs within the store.
REGULAR PAST TENSE VERBS IN THE WORKPLACE

Directions: Fill in the blanks with the past tense form of the verb in parenthesis.

(watch) I __________ TV until 11 o'clock last night.
I got up late this morning.
(hurry) I __________ to work.
(start) First, I __________ to clean the restroom.
Then I heard my page.
(pick) I __________ up the phone
(answer) and __________, "This is Luz."
(yell) "Where have you been?" my manager __________.
(call) "I have __________ you 10 times this morning!"
(cover) I __________ my ears.
(hurry) I __________ to the Booth.

What a day!
PAST TENSE VERBS IN THE WORKPLACE
REGULAR AND IRREGULAR

Directions: Fill in the blanks with the past tense form of the verb in parenthesis.

(see) I __________ Josefina yesterday.
(say) I __________, "How is your mother?"
(say) She __________, "Come and see her. We will speak Spanish.
Come after work today.
(say) I __________, "OK. I'll come at 2:30.
(put) At 2:20 I __________ on my coat.
(start) I __________ my car.
(ring) I went to Josefina's house and __________ the doorbell.
(say) She __________, "Come in. This is my mother."
(shake) I __________ hands with her mother.
(drink) We __________ coffee and
(talk) __________ in Spanish.
INQUIRIES ABOUT JOB BENEFITS

_: Jaimie, may I talk to you about my vacation?

Jaimie: Sure, ___. What do you want to know?

_: I want to know several things. First, when am I eligible for a paid vacation?

Second, can I get vacation pay without taking time off from work?

Also, can I take my vacation any time I want to?

And finally, can I get paid for two personal holidays?
A PROBLEM IN THE WORKPLACE

Directions: Use for a reading lesson, role play, and discussion of dealing with problems in the workplace.

Mgr: 

(name), I called you at 9 o'clock!
You must listen to your page.
I'm sorry. I didn't hear you. I was cleaning the restrooms then. The Women's Room was very dirty. I can't hear the intercom in the restrooms.

Mgr:
Can you hear it if you leave the door open?
I leave the door open, but sometimes women shut the door.

Mgr:
Try to leave it open.
OK. But I still can't hear the intercom if I am working around the corner.

Mgr:
It's a problem.
I'm sorry. It is a problem. I don't want you to think I am lazy when I am working hard!

Mgr:
I know you work hard, (name). But try to leave the door open, and listen for your page!
I will.

Jan Jones
Anchorage Workplace Literacy
SB 2, Lesson 11
WP - Area Janitor
QUESTIONS ABOUT THE PROBLEM IN THE WORKPLACE

Directions: Answer the questions. Use complete sentences.

1. Why is the manager upset?

2. Is _____ upset, too? Why?

3. Was _____ polite to her/his manager? What makes you think so?

4. What did _____ tell her/his manager in her/his defense?

5. Was she polite?

6. What solution did the manager and _____ agree on?
A DAY IN THE LIFE OF
AN AREA JANITOR

Directions:
* Use as a skit first; class listens.
* Use for practicing questions and answers and for conversational practice.
* Use as a reading lesson.
A DAY IN THE LIFE OF
AN AREA JANITOR

(____ punches in)

____: Hi, (Mgr's name). It's going to be a nice day.

Mgr: It is if you like to work hard.

____: I always work hard.

Mgr: That's true, but today Ed is sick. Can you do his work, too?

____: I'll try.

Mgr: Thanks, ___. I knew we could count on you.

____ checks the Breakrooms. She makes fresh coffee, cleans the tables, sets out more cups and napkins and empties the trash. Then she gets her cleaning supplies and goes to the public restrooms. A man walks out of the Men's Room.

____: Excuse me. Is anyone else in there?

Man 1: Yes, there's another person in there.

____: Thank you. (Luz waits until another man walks out.)

____: Is anyone else in there?

Man 2: No. It's empty now.

____ puts her "Cleaning" sign in the doorway and goes into the Men's Room and begins to clean.

Man 3: Excuse me. May I use the restroom?

____: I'm sorry. I'm cleaning it now. Come back in 10 minutes.

Man 3: Welll...OK.

____ finishes cleaning the Men's Room. She goes to the Women's Room. A mother is changing her baby on the floor.

____: You can change your baby in the Changing Room.

Woman: Do you have a changing Room?

____: Yes, it's next door. There is a table for the baby.

I'll show you where it is.

Woman: Thanks.

____ shows the woman the changing Room and returns to finish cleaning the Women's Room. When she finishes, she starts to go upstairs, then she hears a page.

Page: __________. Please come to the Booth.

____: What's up?

Mgr: We need someone to bag and carry out. Our Courtesy Clerks have gone back to school. Will you help Betty on Checkstand 5?

Jan Jones

Anchorage Workplace Literacy
WP - Area Janitor Unit
But I haven't cleaned the Employees' Restroom!

Mgr: That will have to wait. We always take care of our customers first.

___: OK. I'll help Betty.

___ goes to Checkstand 5.

Betty: Hi, ___. Finish bagging these groceries and carry them out for this customer.

___: OK.

___ bags the groceries and puts them in the Carry-out Cart. Then she follows the customer to her car.

Customer: Are you from Alaska?

___: No, I'm from Columbia.

Customer: Do you like it here?

___: Yes. It's very beautiful and the people are very friendly.

Customer: Please put the bags in the trunk.

___: OK. ___ puts them in the trunk.

Thank you. Have a nice day.

Customer: You, too, and thanks.

___: You're welcome.
Manager: I have another job for you. It's very important.

What is it?

Manager: I want you to put de-icer on the walk in front of the store.

What's de-icer?

Manager: (Shows de-icer) This is de-icer. Put some on the walks to melt the ice.

OK

Manager: Check the sidewalks in the morning when you come to work. If they're icy, put some de-icer on them.

OK. I will.

Manager: Check the walks several times every day. It's very important. We don't want anyone to fall on the ice.

That would be bad! I'll put de-icer on the walks when they're icy.

Manager: Thanks.
<table>
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<th>DAILY FUNCTION</th>
<th>CASES</th>
<th>HALLWAY</th>
<th>FLOOR</th>
<th>MAINTENANCE</th>
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<td>LIQUID STORE BOTTLES (15 MINUTES DAILY)</td>
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<td>WINDOW LEDGES (7 MINUTES DAILY)</td>
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<td>SNEER PRODUCE FLOORS 60 MINUTES (DAILY)</td>
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<td>SNEE RUGG 10 MINUTES (DAILY)</td>
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<td>CLEAR BATHROOMS 40 MINUTES (DAILY)</td>
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<td>SNEE &amp; SPOT HOP HALL AREA 14 MINUTES (DAILY)</td>
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<td>OUTSIDE TRASHFASH CAN 10 MINUTES (DAILY)</td>
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<td>FLOOR DAY CLEANUP</td>
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Sample _Clean Janitor_

Entry 0

BEST COPY AVAILABLE
Daily
Weekly
Backroom
Compressor Room
Mop sales floor
Around Checkstands
Frontend lobby
Checkstand Trash
Doors and Chrome
Clean
Breakroom
Liquor store Boxes
Window Dedges
Produce Floors
Weep Rugs
Clean Bathrooms
Sweep and Spot mop wall area
Carry outside trash/wash can
Floor dry cleanup
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<th>DESCRIPTION</th>
<th>QUANTITY</th>
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APPROVED BY STORE MANAGER
SUPPLIES FOR AN AREA JANITOR

Cleaning Supplies:
- broom
- mop
- mop bucket
- sponge
- paper towels
- Pine Sol
- Glass Cleaner

Restroom Supplies:
- (Rolls of) toilet tissue
- (Boxes of) toilet seat liners
- (Rolls of) paper towels
- (Packages of) paper towels
- (Bottles-? of) liquid hand soap

Breakroom Supplies:
- coffee
- filters
- napkins
- cups
- stir sticks
- coffee cream
- sugar

Jan Jones
Anchorage Workplace Literacy
TALK/ LISTEN

Directions: Cut out pairs of conversations and mount on cards and give pairs of students or teacher and a student a part. Use as basis for usage of grammar structures taught in SB 2, Lesson 11, e.g., "What did (name) tell you?"

1-A Mgr. (name), I called you two times this morning.

Why didn't you answer?

Mgr. Please try to listen for your page!

1-B Mgr.

I'm sorry. I didn't hear you.

Mgr.

I'll try, but I can't hear the intercom in the restrooms.

2-A Mgr. (name), would you bag for Betty on Checkstand #4?

2-B Mgr.

OK.

3-A Customer: Be careful with those tomatoes.

They're very expensive!

3-B Customer: Yes, they are. I'll be careful.

4-A Mgr.

I need a drill to fix the soap dispenser.

4-B Mgr.

OK. I'll get you one.
Talk/ listen, continued

5-B Man . . . . . .
_________
I'm sorry. Do not come in now.
The floor is very dirty. I'm cleaning it
now. Come back in 10 minutes.

5-A Man I need to use the restroom.
_________

6-A Mgr. (name), we need another bagger.
_________
Mgr. Don't clean the restrooms now.
Go help Betty.

6-B Mgr. . . . . .
_________
I'm cleaning the restrooms.
They're very dirty.
Mgr. . . . . .

7-A Mother: (In Women's Room)
I need to change my baby.
_________

7-B Mother: . . . . .
_________
Don't change your baby on the floor.
I'll show you where the Changing Room is.
PAST TENSE VERBS IN THE WORKPLACE

Directions: Write the past continuous form of the verb in the first blank, then write the simple past form in the second blank.

(BE, clean) I ________ the restrooms.

(hear) Then I ________ my page.

(BE, pick up) I ________ the garbage.

(see) Then I ________ Jan waiting to talk to me.

(BE, talk) Jaimie and Glenn ________ to another man.

(shake, walk) Then they all ________ hands and ________ away.

(BE, hurry) I ________ to work.

(skid, go) Then I ________ on the ice and _____ into the ditch.

(BE, take, talk) I ________ my break and ________ to Josefina tell about her trip.

(hear) Then I ________ Jaimie call me on the intercom.

Jan Jones
Anchorage Workplace Literacy
SB 2, Lesson 11
WP Adaptation, Area Janitor
TALK AND LISTEN:
CONVERSATIONS IN THE WORKPLACE
WITH AN AREA JANITOR

Directions: Mount the following exchanges on cards.
Practice in Pairs, or Teacher with Student.

1A. Manager: Hi, (name). What can I do for you?

Manager: OK. Do we need any more rolls of paper towels?

Manager: OK. I'll order some liquid hand soap, too. Anything else?

Manager: Thank you.

1B. Manager

We need some more toilet seat liners and folded paper towels.

Manager

No, we have plenty of them, but we don't have much liquid hand soap.

Manager

No, that's all. Thanks.

Manager
2A  Person in Booth: Hi, (name). What can I do for you?

P.Booth OK. Here you are.

P.Booth All done?

P.Booth OK. Hmmm. Yes. It's OK. Thanks, (name).

2B  Person in Booth

I need a Write-off Sheet.

P.Booth Thanks. (Fills out form)

P.Booth Yes, but this is the first time I've filled out this Write-off Sheet. Would you check it for me?

P.Booth Thank you.
SUPPLIES FOR AN AREA JANITOR

Cleaning Supplies:
- broom
- mop
- mop bucket
- sponge
- paper towels
- Pine Sol
- Glass Cleaner

Restroom Supplies:
- (Rolls of) toilet tissue
- (Boxes of) toilet seat liners
- (Rolls of) paper towels
- (Packages of) paper towels
- (Bottles-? of) liquid hand soap

Breakroom Supplies:
- coffee
- filters
- napkins
- cups
- stir sticks
- coffee cream
- sugar
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5
APPROVED BY STORE MANAGER
PROBLEMS OF AN AREA JANITOR IN A FOOD STORE

Directions: Mount each problem separately on a card. Student reads problem. Pairs of students or Teacher and Student discuss what action should be taken. Write story. Use as basis for grammar and pronunciation work.

1. The toilet in the second stall in the Men's Room had backed up. You can't fix it with a plunger. What do you do? What do you say?

2. The toilet in the Handicapped Stall in the Women's Room is plugged. You can't fix it with a plunger. What do you do? What do you say?

3. The floor drain in the Man's Room is backing up. What do you do? What do you say?

4. One of the sinks in the Women's Room doesn't drain. You put some DRAINO in. It still doesn't drain. What do you do? What do you say?

5. One of the urinals in the Men's Room won't stop flushing. What do you do? What do you say?

6. Some of the graffiti in the stalls in the Men's Room won't wash off. What do you do? What do you say?
7. You need some more paper towels, Pine Sol and Cholox. You also need a new broom. What do you do? What do you say?

8. You need more supplies for the restrooms: toilet seats liners, toilet tissue, and liquid soap. What do you do? What do you say?

9. You need supplies for the break rooms: coffee, cups, and sugar. What do you do? What do you say?

10. You need to see the dentist. He can see you next Thursday at 10:00am. You usually work on Thursday mornings. What do you do? What do you say?

11. The other Area Janitor is gone. The cashiers don't have enough Courtesy Clerks. They ask you to bag and carry out groceries. You have not had time to clean the Employees' Restroom. What do you do? What do you say?

12. You are working. You slip and fall and hurt your back. It really hurts! What do you do? What do you say?

Jan Jones
Anchorage Workplace Literacy
VP, AREA JANITOR UNIT
PAIRS ACTIVITY: before and after

Skill Book 3, Lesson 1

Directions: Give each student a card with one of the following imperatives. Pairs of students share with each other what they do before and after each activity. This can be used to provide practice in various tenses.

Example: Come to Alaska.
Before I came to Alaska, I lived in Colorado.
After I came to Alaska, I learned to ski.

Imperatives:

Go shopping. Come to Alaska
Watch TV. Get on the bus.
Go to church. Go skiing.
Take a trip. Go to bed.
Leave your home. Wash the clothes.
Go on a picnic. Go to a movie.

Workplace Adaptations:

Start work. Leave work.
Clean the restrooms. Take your break.
Bag the groceries. Talk to your manager.

(Any work related task your student does)
Workplace Curriculum

JANITORIAL UNIT
Evaluation

PREPARED FOR CARRS GROCERY EMPLOYEES

Conversation and reading skills correlated with Skill Book 2

of the
Laubach Way to English
by Jeanette D. Macer and Martha A. Lane
New Readers Press

Developed by Jan Jones

Anchorage Workplace Literacy Program, 1345 Rudakof Circle, Suite 104, Anchorage, Ak 99508
EVALUATION OF COMMUNICATIVE SKILLS

OF AN AREA JANITOR

1. Description/discussion of tasks of an Area Janitor, the frequency with which they are done, and the length of time it takes to do them.
   Resource: Daily Function Sheet

2. Supplies used on the job
   A. Categorizing
   B. Writing: reporting transfers from shelf to work site
   Resource: Departmental Transfer Sheet

3. Making verbal requests

4. Reporting what someone tells/told you
   Resource: Cards with dialog for mini skits

5. Questions in the workplace
   Yes/ No
   Yes/ No
   Will/ Can
   WH

6. Assisting a customer in locating a product
   Resource: Map of store with list of products & aisle locations

7. Identifying purpose
   Resource: Cards with dialog for mini skits

8. Problem solving in the workplace

9. Sequence of work

10. The matter of time

11. Reading: A workplace story

Funding for the Anchorage Workplace Literacy Project provided by a $205,852 grant from the U.S. Department of Education National Workplace Literacy Program with matching local funds.
Final Evaluation

1. Description/discussion of tasks of an Area Janitor, the frequency with which they are done, and the length of time it takes to do them.

Resource: Daily Function Sheet

How often do you clean the Frontend Lobby?
- empty the Checkstand trash?
- clean the bathrooms?
- carry out the trash?
- clean the compressor room?

How long does it take to clean the Frontend Lobby?
- to empty the checkstand trash?
- to clean the bathrooms?
- to carry out the trash?
- to clean the compressor room?
Final Evaluation

2. Supplies used on the job

A. Categorizing

Supplies for an Area Janitor

<table>
<thead>
<tr>
<th>Cleaning Supplies</th>
<th>Restroom Supplies</th>
<th>Breakroom Supplies</th>
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<tbody>
<tr>
<td>Pine Sol</td>
<td>mop</td>
<td>liquid hand soap</td>
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<tr>
<td>toilet tissue</td>
<td>filters</td>
<td>cups</td>
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<tr>
<td>glass cleaner</td>
<td>toilet seat liners</td>
<td>sponge</td>
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<tr>
<td>paper towels</td>
<td>rolls of paper towels</td>
<td>stir sticks</td>
</tr>
<tr>
<td>coffee</td>
<td>broom</td>
<td>napkins</td>
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<td>coffee cream</td>
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What is each item used for?
Write it under the correct word.

WP
Janitorial Unit
Level 2
Final Evaluation
Final Evaluation

2. Supplies used on the job

   B. Writing: reporting transfer from shelf to work site

   Resource: Departmental Transfer Sheet

   Write 4 supplies that you have taken from the shelf on the "Departmental Transfer" sheet.
## MISCELLANEOUS DEPARTMENTAL TRANSFERS

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**Approved by Store Manager**

D.H. 4/82

000-57
Final Evaluation

3. Making verbal requests

Tell what you need.
Tell why you need it.

Situations:

1. One of the toilets in the Men's Room is plugged.
2. The toilets in the Women's Room are almost out of paper.
   You can't find any more toilet paper in the Supply Room.
3. The sidewalks are icy. You have no more de-icer.
4. You are hungry. You haven't eaten for 5 hours.
5. It's 6:15am. You are supposed to start working at 6:30.
   Your car won't start.
Final Evaluation

4. Reporting what someone tells/told you

Resource: Cards with dialog for mini skits
(see attached sheet)

Mini Skit #1: "Take a Break"

What did the manager tell you?

Mini Skit #2: "I'm Sick"

What did you tell the manager?
What did the manager tell you?

Mini Skit #3: "Time Off"

What did you tell the manager?
What did the manager tell you?
MINI SKITS FOR FINAL EVALUATION
OF AN AREA JANITOR

Directions: Cut out the following exchanges and mount on cards. Role play. Use as basis for reporting what another person has told you.

1-A Manager: You can take your break now.
______: ...
Manager: Be sure you're back in 30 minutes.
______: ...

1-B Manager: ...
______: OK. I'll go as soon as I finish this job.
Manager: ...
______: OK.

2-A ______: I feel sick. My head aches, and I have a fever.
Manager: ...

2-B ______: ...
Manager: Go on home. I'll get someone to cover for you.
Mini skits, continued
Page 2

3-A ______:  I'd like to have next Tuesday afternoon off. I need to see the doctor.
Manager: . . . . .
______:  Yes, I can.

3-B ______:  . . . . .
Manager:  OK. I'll get someone else to work on Tuesday. Can you work on Wednesday?
______:  . . . . .
Final Evaluation

5. Questions in the workplace

Yes/ No
Will/ Can
WH

Is (manager's name) here?
Do you know where the olives are?
Can you bag for Betty?
Will you put de-icer on the sidewalks?
Who is the store manager?
When do you get off work?
Where are the public phones?
Whose job is it to clean the restrooms?
Which manager is working today?
Why do you leave the door to the restroom open when you clean it?
What time is it?
How long have you worked at (name of business)?
6. Assisting a customer in locating a product

Resource: Map of store with list of products & aisle location

A customer stops you and asks for help. What do you tell them?

1. I want some deodorant. Where will I find the deodorants?
2. I'm in a hurry and I need some sugar. Where is the sugar?
3. Can you tell me where I can find rice?
4. Quick! Where's the peanut butter?
5. Excuse me. Will you please tell me where the Japanese foods are?
Final Evaluation

7. Identifying purpose

Resource: Cards with dialog for mini skits
(see attached sheet)

Mini Skit #1: "A Better Place"

What is the Changing Room for?

Mini Skit #2: "Out of Gas!"

Why did (name) stop at the gas station?
MORE MINI SKITS FOR FINAL EVALUATION
OF AN AREA JANITOR

Directions: Cut out the following exchanges and mount on cards.
Role play. Use as basis for

1-A

(name) goes into the Women's Restroom at (name of business). She/He sees a mother changing her baby on the floor.

*: *: *:

(name): Oh! The floor is not a good place to change a baby!
We have a room for changing babies.

(name): Yes! Come with me.
I will show it to you.

(name): (WOMAN FOLLOWS (name) TO DOOR OF CHANGING ROOM)

(name): Look at this! It says "CHANGING ROOM".
Go on in. It is for changing babies.
There is a changing table, and it is very clean. It is better than the floor.

(name): You're welcome.

1-B

(name) goes into the Women's Restroom at (name of business). She/He sees a mother changing her baby on the floor.

*: *: *:

(name): Really?

(name): (WOMAN FOLLOWS (name) TO DOOR OF CHANGING ROOM)

(name): Thank you very much.

(name):
2-A

((name) and a friend are driving to work.)

_____ : Oh, my goodness!

Friend: . . . .

_____ : I'm almost out of gas!
       I'll have to stop at the gas station.

2-B

_____ : . . . . .

Friend: What's wrong?

_____ : . . . . .
8. Problem Solving in the Workplace

Directions: Tell what you would do and say in each of the following situations:

A. You need to see the dentist.
   He can see you next Thursday at 10am.
   You usually work on Thursday mornings.

B. The toilet in the handicapped stall in the Women's Room is plugged.
   You can't fix it with a plunger.

C. You need some more paper towels, Pine Sol, and Chlorox. You also need a new broom.

D. The other Area Janitor is gone.
   The cashiers don't have enough Courtesy Clerks. They ask you to bag and carry out groceries.
   You have not had time to clean the employees' restroom.

E. You are working. You slip and fall and hurt your back. It really hurts!
Final Evaluation

9. Sequence of work

Make a time line of your work day.
Tell what you do first.
Tell what else you do throughout the day.
    Use before, after, next, then.
Tell what you do last.
Final Evaluation

10. **The matter of time**

Listen. Tell if you are early, late, or on time.

A. You are supposed to start working at 6:30 in the morning. It's 6:32 when you punch in.

B. John is supposed to come at 2:30. He just walked in. It's 2:20.

C. The manager told you that he wanted to talk with you at 10:30. It's 10:40 now. The manager is not here.

D. You get a half hour for a lunch break. You went on your break at 1 o'clock. You are returning now at 1:30.

E. All of the Janitors were supposed to meet upstairs at 2 o'clock. You are there. All of the other janitors are there. It is 2 o'clock.
11. Reading: A WP story: WELL DONE!

About 15 months ago I got a job as a Courtesy Clerk in a big supermarket. A Courtesy Clerk bags groceries and carries them out for the customers. I liked that because the customers were usually nice, and I could practice speaking English. Sometimes they would say a few words in Spanish to me.

When winter came, I didn't like my job very much, but I always worked hard, smiled, and tried to speak English.

Then three very good things happened. I got a promotion, an English teacher, and an award.

I'm an Area Janitor now. I have to request and report things to my manager. I have to talk to the customers more, and sometimes they ask me where things are in the store. My English is getting better because I talk more and because I study English twice a week with my teacher. She helps me learn what to say.

But she can't help me work, and a janitor's work is very hard. I like my work, even though it's hard. People tell me that my store has the cleanest restrooms in Anchorage. I think that is important.

Oh, yes. I forgot to tell you about my award. I was named "Employee of the Month" in November. I was very happy that all of my hard work was appreciated.
CUSTODIAN'S GUIDE

Care of Tools and Equipment
Fire Prevention
Detailed Cleaning Guide

PREPARED FOR
THE ANCHORAGE SCHOOL DISTRICT
CUSTODIAL EMPLOYEES

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Custodian’s Guide
Care of Tools and Equipment

Vocabulary

- tool box
- wet mop - strings
- broom - bristles
- dust mop
- scrubbing machine
- brush
- pad
- vacuum
- tank
- beater bar
- cleaned
- hung
- brushed
- washing
- store
- emptied
- wipe

picture page

1. About the Reading. Answer these questions. Fill in blanks using vocabulary:

1. The _______ _______ is broken. We cannot scrub the floor.
2. I need a new _______ for the scrubbing machine.
3. Everyday we _______ the carpet.
4. The _______ on the vacuum will not pick up the dirt.
5. Store the _______ _______ hanging with the strings down.
6. The _______ _______ should be closed and locked.
7. The _______ on the vacuum should be emptied after each use.
8. What do you do to each tool before you put it away? Why?

2. Tools match the words on the left to the answers on the right.

- dust mops: These should be hung, strings down.
- bag: These should not be left on the machine.
- bristles: These should be cleaned and brushed.
- scrubbing machine: These can be used for wet or dry cleaning.
- wet mops: This should be cleaned out.
- vacuums: These should not become crushed.
- equipment: This scrubs the floors.
- brush, pad, block: These should be cleaned after use.

3. Endings ed, ing

- clean: ed
- hang: ing
- brush: ed
- wash: ing
4. Tell what equipment you use at home. In what rooms do you use it?

Fire Prevention

T.P.R. Have small containers, i.e. cans, boxes, labeled gas, oil, paint thinner, flammable, etc.; also, picture cards mops, fuses, trash, snow blower, lawn mower, etc., anything which could contain flammable or combustible material. Large box identified as school w doors; fire extinguisher, exit light marked.

Activity: Remove anything that could cause a fire from the school building. Color the fire extinguisher red; the exit lights yellow;

Vocabulary:
prevention - not allow - stop
safety - be careful
hazards - dangerous
flammable systems
combustible
oily
treated
tripped
blown
gas
leak
obstructions

1. About the Reading. Write True or False for each sentence.

1. Store flammable liquids inside the school building.
2. Store gasoline outside the building.
3. Take combustible trash inside the building.
4. Store oily rags and mops in covered steel containers.
5. Hang treated mops so air will go around them.
6. Do not report blown or tripped fuses.
7. Do not report things you can’t correct to the principal.
8. Report only some gas leaks.
9. Keep dumpsters close to the building.
11. It is not important to know where the fire alarm is.
2. Scrambled words:

elak ?  This means to now allow or stop.
mamallebf  This means it will burn.
zhaasdr  This means it will burn.
tievonpre  This is the same as dangerous.
tionfroubsc  We put this on mops.
itbulecbom  A fuse can be ______ or blown.
lio  Water and gas can ______.
pretipd  Something in the way is an __________.

Detailed Cleaning Guide

Step A

Supplies for teacher, realia
i.e., classrooms - hall
use realia
diagram of typical school
if possible custodial closet
otherwise cart
picture of school wall with
pictures plastic bags
picture of custodial eraser
untreated cloth
picture of custodial eraser

t.p.r. 1. Teacher

demonstrates taking cart from closet; takes
plastic bags, custodial eraser, cloth.

2. Student

Using diagram, student indicates by drawing
line first to the class room he is to clean
then continues line to others, numbering in
sequence.

Picture of custodial eraser

Sponge is used, first label it I.

Skin
Sponge
3. What do you do when you go past the restrooms?

   STEP B -
   STEP C

   WET WORK
   Step D

realia: pail, bucket, rubber gloves

pail  10 quart
bucket rubber gloves
scouring packet
solution gallon
fixture

About the Reading:

1. What supplies are needed for Step D?
2. Why do you need 2 pails and 2 pieces of cloth?
3. What is the mop bucket and mop used for?
4. How much water is needed for one packet of A-33?
5. When do you need rubber gloves?

6. Do you use the same pail, cloth or water solution to clean the
   commodes and sinks? Why?

7. What can be cleaned easily with paper towels?

8. When do you mop the floors in the restroom?

9. Do you wet mop or damp mop the restroom floors?

10. What do you do when you have finished mopping the restrooms?
Conversati'n and Key Words for ASD Custodial Employees

Level 1

A-33 Dry

Keep from children

Mix  1 packet
     1 gallon warm water
     No other cleaner

Danger:

   eyes  - call a doctor
          - wash out
   mouth - drink lots of water
           - call a doctor
   skin  - wash off
   clothes - wash & dry

Level II

A-33 Dry

Keep away from children

DANGEROUS to eyes, skin, mouth

Call a doctor: in eyes, swallowed

Mix  1 packet (do not open)
     1 gallon warm water

* Do not add a different cleaner

Make fresh each day
Level III

A-33 Dry

Danger: Keep from children

Directions:

Use only this way

Make new solution every day

1 packet to 1 gallon warm water

* Do not mix with anything else

Do not touch with wet hands

Be Careful: Put packet into bucket. Do not open.

Corrosive - It burns eyes and skin

Do not drink (swallow)

Do not get on food

Do not breathe spray

Treatment (skin):

Wash for 15 minutes

(eyes):

Call a doctor, wash out

(clothes):

Wash before using again

(swallowed):

Drink lots of water, egg whites or gelatin.

Call a doctor.
Anchorage School District: Custodial

Job Task Analysis: Interview

New employees are trained verbally by the senior custodian in task sequencing and use of materials. The new employee is on the sub-list from 6-12 months; further instruction comes word of mouth from employee to employer; cleaning compounds are changed frequently. The compound is identified by a number of which thus signifies use. The employee is not given dangerous mixtures. All compounds are pre-measured.

Teachers are not allowed to leave notes to custodians but are required to notify principal of requests which are then directed to custodial staff via senior custodian. However, simple notes and requests are often honored, i.e. Save, Please Save, Throw Out, etc.

Order of job hierarchy:

sub 6 mo - 1 yr
Custodian
  Senior custodian  night
  Day Person P.P.O.  elementary
  crew chief  Jr. High
  supervisor  H.S.

New Readers-Writers are reluctant for supervisors to know they are taking classes onsite - all mini courses would be preferable i.e., chemicals safety

Senior Custodian  Write description of problems
  Reading comprehension
  activity list
  daily bulletin
  newsletter
  school newspaper