

Student Reader Sample Page

.....Getting Ready.....



Daily Routine



I am looking for a job.

I have made a list of all the places I want to check out.

My brother said I need to have a neat appearance so people will want to hire me.

I will make a list of my daily hygiene routine.

On my list, I wrote shower, style my hair, put on deodorant, and choose clean clothes.

Student Workbook Sample Page

Name _____

Getting Ready: Daily Routine



1. Read & Choose

Directions: Read the question and then mark the correct answer.

Who told Josh he needs to have a neat appearance?

Mom

Dad

Brother

2. Comprehension

Directions: Put the steps in order by marking 1, 2, or 3.

Josh made a list of his daily hygiene routine.

1 2 3

Josh is looking for a job.

1 2 3

Josh made a list of all the places he wants to check out.

1 2 3

3. Missing Word

Directions: Fill in the missing word using a word from the word bank below.

WORD BANK

Appearance

Car

Routine

Poem

My brother said I need to have a neat

_____ so people will want to hire me.

4. Write It!

Directions: Read the question and indicate your answer below.

Why do you think Josh made a list of his daily hygiene routine?

5. You Decide!

Directions: Read the question and answer by marking YES or NO.

Do you believe Josh should have a neat appearance to apply for a job?

YES

NO

Instructor's Guide Sample Pages

Focus on Work Student Workbook

The Focus on Work Student Workbook (digital version available on the Attainment HUB—see download instructions below) includes questions and activities to support each unit and the three stories within the unit. This work is divided into three sections: Pre-Reading and Vocabulary, which occur in the Cluster Overview section, and an After You Read portion, which are presented as single-page worksheets with the story section title at the top of each page.

Pre-Reading

This section asks students to use a variety of pre-reading strategies to better comprehend the material they will read. The use of pre-reading strategies enhances learning and comprehension, making the text more meaningful to the students. In this section you will find:

- A Make a Prediction**
Students are asked to read the title and analyze any text to make a prediction about what they are going to read.
- B Gettting Started**
These questions activate any background knowledge the student may already have to ensure and bridge them to new knowledge.
- C Think About It**
This encourages students to frame questions before reading and address them as they go through the story.
- D I'm Learning Vocabulary**

Within each unit, the student finds a vocabulary activity for each of the three stories. The vocabulary words are identified and the student writes or matches the word and definition with a picture and a sentence using the word.

Attainment
HUB

- 1) Go to the Attainment HUB (US) at attainment.org.
- 2) Click on Log In to your Attainment HUB account.
- 3) Select "Access Code" in the upper left-hand corner.
- 4) Enter the Access Code listed below.
- 5) Download the digital version of the workbook with this access code (PDF files, video, etc.).

Access Code

Bloom's Taxonomy



After You Read

When the students have finished the stories, the After You Read questions help to deepen their understanding of each story. The questions are based on Bloom's Taxonomy of hierarchical ordering of cognitive skills that help move students to a deeper understanding of the content.

- Question 1:** Remember asks the student to recall a piece of information from the story.
- Question 2:** Understanding asks the student to make sense of or sequence the story.
- Question 3:** Apply asks the student to use the knowledge gained from the story in a new way.
- Question 4:** Analyze asks the student to explain how the parts of the story are related in a written sentence.
- Question 5:** Evaluate asks the student to make a statement about the events in the story using a yes or no answer. Take it further for some learners by asking them to describe why.

The answers for questions 1-4 can be found directly in the text, and students can refer back to the text to find answers as in conveniently as possible.