

# **LESSON PLANS FOR READING & WRITING IN THE TRANSPORTATION, DISTRIBUTION, & LOGISTICS Career Bridge I (For High Intermediate ABE classrooms)**

Developed by Stephanie Sommers

A collaborative project between City Colleges of Chicago and Women Employed

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# Introduction to the Transportation, Distribution, & Logistics (TDL) Bridge Semester I

## Reading and Writing Lessons for High Intermediate Adult Basic Education

### Why Bridge Programs?

Adult education programs have long been the places adults come to earn their High School Equivalency or to improve their basic English, reading, writing, and numeracy skills. However, adult education programs are rarely viewed as stepping stones to a pathway that allows adults to attain the post-secondary education and credentials needed to secure employment with family-sustaining wages.

National research on adult education participation show that a student who attends 100 or more hours in an adult education program with support tend to earn their High School Equivalency at a higher rate (36% versus 16% for students with fewer hours) and after several years these students earn a premium of \$10,000 more a year in salary. (Source: <http://sites.ed.gov/octae/2015/03/27/impact-data-on-adult-ed-program-participation/#more-2580>.)

Prior to the introduction of City Colleges of Chicago Bridge and Gateway programs, less than four percent of students transitioned to the post-secondary level. Bridge students transition to college credit at a rate of 63 percent, and Gateway students earned 282 certificates and degrees between 2011 and Spring 2015.

Research from the Community College Research Center has shown that there is an added value to teaching adult learners using contextualized instruction related to students' industry sector of choice. In 2012, City Colleges of Chicago (CCC) developed the Bridge program to provide an accelerated pathway for students to meet their goals, earn their high school equivalency (HSE), improve their workforce outcomes, and/or increase their language skills. City Colleges of Chicago Transportation, Distribution, and Logistics (TDL) Bridge is designed for these students.

### Introduction to Daily Lesson Plans

These lessons are designed to improve the basic reading and writing skills of High Intermediate Adult Basic Education (ABE) students who enter City Colleges at the sixth- to eighth-grade literacy level, while exposing those students to key TDL issues that are relevant to their lives and the TDL field. This intensive sixteen-week course will prepare students to:

- Advance to a ninth grade or Adult Secondary Education (ASE) reading level as measured by the Tests of Adult Basic Education (TABE).
- Meet Illinois ABE/ASE Content Standards for Reading, Writing, Language, and Listening and Speaking for the National Reporting System (NRS) Level 4. All skills for this level are correlated with skills on the High School Equivalency (HSE) exam.
- Progress to the Transportation, Distribution, and Logistics (TDL) Bridge Semester 2, which prepares students who have reached the secondary level for the HSE/GED exam, college studies, and the college entrance test.
- Fully articulate a personalized training and employment plan in the TDL field.

These High Intermediate ABE lesson plans were created through a collaborative project between CCC and Women Employed.

## Defining Bridge Programs

The Illinois Community College Board (ICCB) defines bridges as programs that prepare adults with limited academic or limited English skills to enter and succeed in credit-bearing post-secondary education and training leading to career-path employment in high-demand, middle- and high-skilled occupations. The goal of bridge programs is to sequentially bridge the gap between the initial skills of individuals and what they need to enter and succeed in post-secondary education and career-path employment. Bridge programs must include three core elements:

- **Contextualized instruction** that integrates basic reading, math, and language skills and industry/occupation knowledge.
- **Career development** that includes career exploration, career planning, and understanding the world of work.
- **Transition services** that provide students with information and assistance to successfully navigate the process of moving to credit or occupational programs. Services may include academic advising, tutoring, study skills, coaching, and referrals to individual support services.

## Bridge Program Student Qualifications

The Transportation, Distribution, and Logistics (TDL) Bridge Semester 1 is designed for:

- High Intermediate Adult Basic Education (ABE) students who score at the 6.0 to 8.9 level on the TABE test in reading and 5.0 to 8.9 in math.
- English as a Second Language (ESL) students in high intermediate ESL or above who score 6.0 to 8.9 on the TABE test.
- Highly motivated students who are interested in entering or advancing in a TDL career and are able to devote at least 20 hours per week plus homework time for the duration of the program.

Upon enrollment, City Colleges transition specialists or other trained staff members should have already talked to students about any life situations that would interfere with their ability to succeed in a bridge program, such as work schedule, lack of child care, or lack of time to study and do homework outside of class. Other potential barriers include the need to discharge current debt to the college before entering this course. While these lessons include activities that focus on and reinforce the importance of punctuality, good attendance, homework completion, and team work, instructors are not expected to act as advisors. Should any of these issues arise after classes begin, students should be referred to the transition specialist or a trained staff member who can help address them.

## Expectations of Bridge Program Students

Through the recruitment and orientation process, students are made aware of and agree to meet the following expectations:

- Attend all classes. If a student must be absent, they must notify the instructor and request missed work.
- Arrive to class on time and stay until class ends.
- Respect instructor, classmates, and self.
- Complete all assigned work; ask questions when not sure.
- Meet with a transition specialist and college advisor and prepare to eventually transfer into a credit/career program.

## Transportation, Distribution, and Logistics (TDL) Bridge Semester 1 Program Benefits to Students and to City Colleges of Chicago

During this Bridge Semester1 Reading and Writing course, students will:

- Improve their basic reading and writing skills using materials related to the TDL industry.
- Engage in interactive learning, including group activities, giving and getting peer feedback, and utilizing evaluation and editing processes to turn rough drafts into improved rewritten drafts.
- Gain experience using computers, as a number of classes will take place in a computer lab.
- Explore TDL career options and incorporate them into a personalized career plan that outlines achievable goals to further advance their education and career.
- Learn the skills employers want, such as communication, teamwork, dependability, problem-solving, and technology skills.
- Learn and practice test-taking skills to prepare for future TABE tests, practice HSE tests, future HSE tests, and the college entrance exam.

Because these lessons are not lecture-based, students will need time to become comfortable with the learning activities and contextualized nature of these lessons.

At the conclusion of this course, students will be prepared to enter Transportation, Distribution, and Logistics (TDL) Bridge Semester 2 at the Adult Secondary Education level (literacy level 9.0 to 12.9). When followed by Transportation, Distribution, and Logistics (TDL) Bridge Semester 2, students should be able to pass the Reading and Writing portions of the HSE exam as well as the Social Studies, Science, and Math portions of the test, which is a prerequisite for financial aid for college level courses. Students who are not able to pass all sections for the HSE test, may be eligible to enter the Gateway program where they will receive continued support.

When followed by Transportation, Distribution, and Logistics (TDL) Bridge Semester 2 students may also be able to score high enough on the college entrance exam to enter college-level courses and earn credit towards degrees or certificates without needing additional remediation. This will keep students from using precious tuition and financial aid dollars for additional basic skills remediation classes.

Additional resources available for bridge program students include:

- Free tutoring.
- Transition specialists who will meet with students to work through challenges and make future plans.
- Academic, financial aid, and/or career advisors to help students learn the steps to enroll in college occupational programs and learn about available jobs in their chosen occupation.

The following graphic illustrates the various components of the two-semester TDL bridge model; the configuration of days and times may vary by campus.

## TDL: FALL AND SPRING BRIDGE STRUCTURE

### Bridge Semester 1- High Intermediate Adult Basic Education\*

First 8-Weeks

Second 8-Weeks

Language Arts- Lesson Set #1	Language Arts- Lesson Set #2
Computer Skills Course <i>JKD Distributors Simulation</i>	Test-Taking Skills Course Take TABE Test/ Take Practice HSE Test
Certifications <i>Forklift Driving</i>	
Math Data and Graphing, Fractions, Geometry	

#### Fall

- JKD and Test-Taking courses
- Certifications and/or Terminology

### Bridge Semester 2- Adult Secondary Education\*\*

First 8 Weeks

Second 8 Weeks

Language Arts Bridge-Lesson Set #3			
HSE Prep (4 weeks): Reading	HSE Prep (4 weeks): Writing	HSE Prep (4 weeks): Social Studies	HSE Prep (4 weeks): Science
Math Decimals and Percent, Functions, Algebra +			HSE Prep: Math
<i>Business Logistics 152</i>			

#### Spring

- 4-week HSE preparation blocks
- College credit course offered, whenever possible

\*ABE: TABE of 6.0- 8.9 in Reading and 5.0- 8.9 in Math  
 \*\*ASE: TABE of 9.0- 12 in Reading and 8- 12.0 in Math

## Transportation, Distribution, and Logistics (TDL) Bridge Semester 1 Correlation with State and National Standards

To ensure that the Bridge Semester 1 lessons meet state and national learning standards, curriculum designers compared the Illinois ABE/ASE Content Standards<sup>1</sup> in Reading, Writing and Language, and Speaking and Listening with the NRS<sup>2</sup> descriptors for the High Intermediate ABE level (sometimes referred to as Level 4). This comparison was then condensed into a document called the “Condensed NRS Level 4 Standards,” which are contained within these lessons. These condensed standards can be used to:

- Understand the relationship between each lesson and the required standards. To do this, this curriculum document includes a listing of associated standards at the end of the curriculum.
- Connect classroom activities and assignments to formal standards that describe the skills students are learning.
- Understand the relationship between Bridge Semester 1 skill-building standards and HSE skill requirements.

Specific HSE skills are not explicitly incorporated in the Condensed NRS Level 4 Standards because these students are not yet at the adult secondary skill level. However, this framework is directly tied to HSE skills. What students learn in the Bridge Semester 1 course lays the foundation that they will need for specific HSE learning covered in Bridge Semester 2. At the end of this introduction is a chart of the NRS Level 4 skills covered in these lessons.

<sup>1</sup> The Illinois ABE/ASE Content Standards were created to ensure students receive the same level of preparation that high schools are expected to deliver, and that they are ready for the new GED test and for college-level work.

<sup>2</sup> As a state and federally-funded program, CCC's adult education programs must use the National Reporting System in classifying instructional levels and student performance and in demonstrating student progress.

## **Principles for Lesson Plans**

The principles that these lessons are based on include:

- All work must be grounded in students' experiences, decisions, and goals.
- Teachers must ask, not tell. Teachers should avoid having the answers. They should instead set up situations where students can pose questions, find their own answers, and propose ways of discovering additional information. This will help students develop the critical skills they will need to do well on the HSE exam and in college-level courses.
- Classrooms must incorporate visual, auditory, and kinesthetic techniques in each activity or set of activities to make sure all students can be tuned in.
- Activities must encourage students with varying skill levels to bring their thoughts and experience to the table as equals with other students in the classroom.
- Students need to work in pairs and groups to hear, see, and work with material before they present considered answers to the class.
- Students can learn to teach and learn from each other through pair and group work.
- Writing first drafts must be free of worry. Work on penmanship, spelling, and grammar need to be part of the rewriting process, not the initial drafting process.
- Grammar is best learned in the context of a writing project in which students are invested in communicating something that is important to them.

## **Strategies for Structuring the Course**

The strategies for structuring these High Intermediate ABE lessons include:

- Each course includes several, multi-week thematic units.
- A variety of readings are assigned for students to analyze individually, to compare, and to use to draw information and form conclusions.
- Students use the writing workshop pattern of drafting, evaluating, editing, and rewriting for writing assignments. In order for students to become comfortable with writing and this process, work on penmanship, spelling, and grammar should not be part of the initial drafting process.
- Appropriate conventions of Standard English, word usage, vocabulary, and spelling are covered as needed to support the improvement of written drafts. The Bridge does not focus on grammar as a separate area of study.
- At this level, writing assignments build on each other and cover informative and explanatory writing forms.
- Technology research projects are incorporated into the lesson plans. Therefore, some lessons require access to a technology lab. Icons appear at the beginning of each lesson to identify days that should be taught in the technology lab.
- Activities are designed to ensure that students are learning presentation skills that are integrated into both reading and writing activities, as well as a PowerPoint project.
- All HSE standards work is taught in the Bridge Semester 2 course.

## **Teaching Strategies Embedded in the Curriculum**

The approach to reading, writing, and grammar embedded in this curriculum is based on guidelines established by City Colleges of Chicago for all new adult education curricula. The Bridge Lesson Plans are structured around repeating cycles of student-centered activities that help students:

- Comprehend and analyze a variety of reading materials on a high-interest, sector-relevant topic.
- Conduct online research and in-class presentations to broaden each other's knowledge of the topic.

- Complete writing assignments that require that students to utilize the information they have learned as the basis for informative written work.
- Go through a peer-review, editing, and rewriting process of their written work so that students can turn in a complete paper they have had the opportunity to think through and refine based on other students' and their teacher's input.

This cycle of classroom activities in the Bridge Lesson Plans has been established to allow students to go deeply into topics that are of high interest in their chosen career field while improving their reading, research, presentation, and writing skills along the way.

**Reading strategies:** In *Reading Comprehension: What Works*, Fielding and Pearson write: "There is no quick or simple fix for reading difficulties. More than four decades of research have shown that reading is a complex cognitive and social practice. In building reading aptitude, there is no skills-only approach that can substitute for extensive reading. On the contrary, repeated studies have shown that instruction in isolated comprehension, decoding, or grammar skills may have little or no impact on students' activity while actually reading."<sup>13</sup>

Reading Comprehension activities are organized under four primary reading comprehension strategies:

**Reading Strategy #1 – Predicting:** There are two types of predicting strategies: 1) Students look at the title, author, and sources and predict what they think the text will be about; 2) Students learn to understand and identify key signal words that indicate a shift in the author's thinking and predict how the author's ideas might be shifting whenever these signal words occur in the text.

**Reading Strategy #2 – Annotating:**

- **Annotating:** Students use a simple system of five cymbals to mark a text as they read to identify important point, surprising information, questions, and thoughts and ideas that they agree or disagree with.
- **Talking-to-the-Text:** Students learn to write questions and other comments on the text while reading the text.

**Reading Strategy #3 – Questioning:**

- **Request:** Students work in pairs to come up with a set of questions about the text that they know the answers to. Pairs then take turns asking one of their questions, calling on other students who think they know the answer, and repeating this process for the pair that answers the question correctly.
- **Question Around:** Students learn to identify the types of questions typically asked on multiple choice tests like the HiSET and college placement exams. The four types of questions are: Right there (in the text); Pulling it together (from the text); Author and me (where students use information in the text and his/her knowledge); and On my own (where the answer is not in the text).

**Reading Strategy #4 – Summarizing:** Students use language and writing to summarize what they read in their own words. While summarizing is fully described in the writing section, verbal summaries are also important after reading and before writing. A primary activity that supports verbal summaries includes: pairs working together to talk about the meaning of the text in preparation for delivering their summaries. Delivering the summaries includes discussion about the listeners' ease of understanding and how comprehensive each summary is.

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<sup>13</sup> L.G. Fielding and D.P. Pearson, "Reading Comprehension: What Works," Educational Leadership, Feb. 1994, pp. 62-68.

**Writing Strategies:** Fluency, clarity, and correctness are the three primary writing skills employed in a developmental writing process that emphasizes students' need to learn writing fluency first; to work on clearly communicating their ideas to a reader next; and focuses on correctness last. The relative importance of these skills during different phases of the two-semester program is demonstrated in the chart below:

Semester 1, Weeks 1-8	Semester 1, Weeks 9-16 Semester 2, Weeks 1-8	Semester 2, Weeks 9-16
<p><b>FLUENCY CLARITY CORRECTNESS</b></p> <p>Focus on getting ideas on the page without worrying about making mistakes.</p>	<p><b>FLUENCY CLARITY CORRECTNESS</b></p> <p>Focus on making ideas clear to a real reader.</p>	<p><b>FLUENCY CLARITY CORRECTNESS</b></p> <p>Focus on writing 45-minute essays for the HSE exam.</p>

- **Revision Process:** This curriculum utilizes peer review, editing, and revising processes for each piece of formal writing throughout the two-semester program. Peer review involves students reading other students' work and learning to give feedback on issues of clarity, paragraph development, and effectiveness. Editing focuses on students learning a succession of sentence structure and punctuation skills and applying them to student drafts. Revising includes creating a revision plan based on peer and teacher feedback and writing a final draft.
- **Narrative, Informative, and Persuasive Writing:** These are the three types of writing taught in this program. These types of writing are taught in succession so that students learn to understand how to connect classroom topics to their own experience, learn to write about new information they have learned, and then form and present their own opinions in essays on the topics and issues they have studied.
- **Adopting College-Level Skills:** Students learn the technical writing skills that will prepare them for college level courses. These include: writing summaries and essays with proper citations; taking notes on reading, video, and class discussions; creating outlines to prepare for writing essays; and referencing course readings in essays.

**Grammar:** CCC intensive programs at the High Intermediate ABE and ASE levels, including the Bridge and the HSE Intensive programs, utilize a trimmed down approach to grammar that adheres to the following principles:

- Grammar should be taught to support the specific writing goals for students at the different developmental levels. This means that grammar should support the development of:
  - Sentences and paragraphs at the first level. The focus is on fluency and basic writing tools.
  - Sentence-level editing skills at the second level. The focus is on writing clarity.
  - The ability to use a full range of punctuation in the editing process, as correctness is the focus at this level.
- Students and teachers should help each other edit only those grammar issues that are appropriate to each level. Mistakes must be tolerated so that students can be fluent and clear first.

- Grammar rules should exclude the use on any specialized grammatical language, as all basic grammar can be taught using a far simpler conceptual framework that will allow students to more easily understand and apply.

**Learn Signal Words to Aid Reading Comprehension and Writing Sophistication:** This type of language development will help students improve their reading comprehension (as in Predicting) and to give them more sophisticated language tools for their own writing. These increased tools will better help students organize their thoughts for complex essays that refer to multiple readings and lay out their own ideas in response.



## Lesson Plan Layout

The full sixteen-week course is organized into two eight week segments to allow for the inclusion of new students at the eight-week mark.

THEME	PURPOSES	READING	WRITING	PRESENTATION
<b>Week 1:</b> <b>Introduce Global Supply Chains</b>	<ul style="list-style-type: none"> <li>Establish course goals.</li> <li>Introduce Global Supply Chains.</li> <li>Learn about the benefits of journaling.</li> </ul>	<ul style="list-style-type: none"> <li>Watch videos on how the global supply chain works.</li> <li>Read about where food comes from.</li> </ul>	<ul style="list-style-type: none"> <li>Write journal entries on classroom topics.</li> </ul>	
<b>Week 2:</b> <b>Global Supply Chains</b>	<ul style="list-style-type: none"> <li>Identify similarities and differences for different supply chains for different products.</li> <li>Examine specific supply chains needed for the making on one product.</li> </ul>	<ul style="list-style-type: none"> <li>Review graphics of supply chains in different industries.</li> <li>Read and work through the supply chains needed for a chocolate bar.</li> </ul>	<ul style="list-style-type: none"> <li>Write journal entries on classroom topics.</li> </ul>	<ul style="list-style-type: none"> <li>Present findings on how different parts of a chocolate bar come together.</li> </ul>
<b>Week 3-4:</b> <b>Written Work on Global Supply Chains</b>	<ul style="list-style-type: none"> <li>Write introductory, explanation and concluding paragraphs.</li> <li>Learn to edit written work.</li> <li>Revise first drafts.</li> </ul>	<ul style="list-style-type: none"> <li>Peer review other student work and provide feedback.</li> <li>Play the editing game to demonstrate knowledge about grammar.</li> <li>Learn a grammar lesson critical to improving students' essays.</li> </ul>	<ul style="list-style-type: none"> <li>Write and revise the different sections of the essay.</li> </ul>	
<b>Week 5:</b> <b>Chicago as TDL Hub</b>	<ul style="list-style-type: none"> <li>Find out why Chicago is an important hub in global supply chains.</li> <li>Introduce supply chain management.</li> </ul>	<ul style="list-style-type: none"> <li>Read about why Chicago is an important hub in global supply chains.</li> <li>Read about why TDL is a good field to go into.</li> <li>Watch videos on supply chain management.</li> </ul>	<ul style="list-style-type: none"> <li>Write journal entries on classroom topics.</li> <li>Write a summary that describes supply chain management.</li> </ul>	<ul style="list-style-type: none"> <li>Present drawings of how the ingredients for a chocolate bar get to Chicago.</li> </ul>

THEME	PURPOSES	READING	WRITING	PRESENTATION
<b>Week 6:</b> <b>Jobs in the Supply Chain</b>	<ul style="list-style-type: none"> <li>• Introduce transportation.</li> <li>• Introduce jobs in transportation and supply chain management.</li> </ul>	<ul style="list-style-type: none"> <li>• Readings on transportation and jobs in the supply chain.</li> <li>• Watch videos on jobs in the supply chain.</li> </ul>	<ul style="list-style-type: none"> <li>• Write journal entries on classroom topics.</li> <li>•</li> </ul>	
<b>Week 7-8:</b> <b>Written Work on Supply Chain Management</b>	<ul style="list-style-type: none"> <li>• Write introductory, explanation and concluding paragraphs.</li> <li>• Learn to edit written work.</li> <li>• Revise first drafts.</li> </ul>	<ul style="list-style-type: none"> <li>• Peer review other student work and provide feedback.</li> <li>• Play the editing game to demonstrate knowledge about grammar.</li> <li>• Learn a grammar lesson critical to improving students' essays.</li> </ul>	<ul style="list-style-type: none"> <li>• Write and revise the different sections of the essay.</li> </ul>	
<b>Week 9-10:</b> <b>CCC Career Paths in TDL &amp; Careers in Distribution Centers</b>	<ul style="list-style-type: none"> <li>• Introduce the CCC career paths in TDL.</li> <li>• Find out about how distribution centers work, the jobs available in them, and the expansion of distribution centers in Chicago.</li> </ul>	<ul style="list-style-type: none"> <li>• Read graphics on CCC career opportunities in TDL.</li> <li>• Read about local supply chains using distribution centers and warehouses.</li> <li>• Watch videos on how distribution centers work.</li> <li>• Read about expansion of distribution centers in the Chicago area.</li> </ul>	<ul style="list-style-type: none"> <li>• Write journal entries and summaries on classroom topics.</li> </ul>	<ul style="list-style-type: none"> <li>• Research and present finding on jobs in TDL.</li> </ul>
<b>Week 10-11:</b> <b>Written Work on the CCC Career Path That Interests You</b>	<ul style="list-style-type: none"> <li>• Write introductory, explanation and concluding paragraphs.</li> <li>• Learn to edit written work.</li> <li>• Revise first drafts.</li> </ul>	<ul style="list-style-type: none"> <li>• Peer review other student work and provide feedback.</li> <li>• Play the editing game to demonstrate knowledge about grammar.</li> <li>• Learn a grammar lesson critical to improving students' essays.</li> </ul>	<ul style="list-style-type: none"> <li>• Write and revise the different sections of the essay.</li> </ul>	

THEME	PURPOSES	READING	WRITING	PRESENTATION
<b>Week 12:</b> <b>Reaching Your College Goal Using Effective Motivational Strategies</b>	<ul style="list-style-type: none"> <li>Look at a variety of motivational strategies and choose those that will help students reach their college goals.</li> </ul>	<ul style="list-style-type: none"> <li>Watch videos and read articles on different motivational strategies.</li> </ul>	<ul style="list-style-type: none"> <li>Write journal entries on classroom topics.</li> <li></li> </ul>	
<b>Week 13:</b> <b>Written Work on Motivational Strategies</b>	<ul style="list-style-type: none"> <li>Write introductory, explanation and concluding paragraphs.</li> <li>Revise first drafts.</li> </ul>	<ul style="list-style-type: none"> <li>Peer review other student work and provide feedback.</li> </ul>	<ul style="list-style-type: none"> <li>Write and revise the different sections of the essay.</li> </ul>	
<b>Week 14-15:</b> <b>Prepare Power Point Presentations</b>	<ul style="list-style-type: none"> <li>Set criteria for effective presentations.</li> <li>Learn to use Power Point.</li> </ul>		<ul style="list-style-type: none"> <li>Write Power Point slides.</li> </ul>	
<b>Week 16:</b> <b>Give Power Point Presentations</b>	<ul style="list-style-type: none"> <li>Give and provide feedback on Power Point presentations.</li> <li>Evaluate the course.</li> </ul>		<ul style="list-style-type: none"> <li>Course evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>Give Power Point Presentations.</li> </ul>

## Recommendations for Program Delivery

The lesson plan activity instructions contain full and detailed descriptions of the activities down to what questions teachers can ask and what information should be recorded on the board. These instructions are intended to help the teacher understand the intention and flow of the activity. However, they are not intended to be a script and in fact have more detail than can be brought into the classroom.

To adapt the lesson plans, we suggest that teachers use the following process for preparing for each day:

- Familiarize yourself with the materials and issues in whole units before teaching them.
- Read all assigned material; view all videos; work through all charts and graphs so that you understand all that is to be presented.
- Go through all the activities to make sure you can answer any study questions or would feel comfortable leading any of the activities presented there.
- Highlight the specific portions of the activity that will help you remember the full flow of the activity.
- Make adjustments to the size or the emphasis of each activity to best fit the needs and interest of your class.
- Bring a highlighted outline or create a separate outline that can remind you of how to implement the activity and will be simple for you to follow.
- Prepare all handouts and projection materials so presentation of each activity can go smoothly.

Although suggested time durations for each activity are included, the time devoted to any given activity in the daily lesson plans may vary. Teachers must decide how to adapt the activities to meet the needs and interests of students in their classrooms.

These guidelines will help teachers make decisions about how to customize the curriculum for their own classrooms:

- Select and use grammar materials as needed to support student essay editing processes in the writing weeks.
- Include short vocabulary quizzes as needed to ensure that students learn new words they select from the readings. Some classes will need more work on vocabulary than others.
- Use these materials in the order they are presented. The activities in this curriculum build on one another and lead to subsequent discussions, readings, and writing assignments. Because the lesson plans have a cumulative structure, it is important for teachers to familiarize themselves with the materials and issues in whole units before teaching them.
- Make decisions to modify, eliminate, or change lessons carefully. While teachers can adapt these lessons for their own students, they should do so with caution because of the cumulative structure of these lessons. Decisions to modify one activity could result in students being unprepared for later activities. Therefore, it is important for teachers to familiarize themselves with the materials and issues in whole units before teaching them and before modifying a lesson or activity.

Each section in this document presents the full curriculum for each week, including daily lesson plans that include activities and worksheets. This document concludes with the condensed standards for reference.

City Colleges instructors and staff with questions about the design of the bridge program or customization of the lessons should contact Lauren Hooberman, Bridge Director, City Colleges of Chicago, at [lhooberman@ccc.edu](mailto:lhooberman@ccc.edu) or Stephanie Sommers, Curriculum Specialist, at [ssommers11@gmail.com](mailto:ssommers11@gmail.com).

# Reading Week 1, Lesson 1

## TDL Bridge Semester 1: High Intermediate Adult Basic Education (ABE)

### THEME: Introduce Global Supply Chains

#### OBJECTIVES

- Establish course goals
- Introduce the idea of global supply chains
- Present supply chains to the class

#### MATERIALS

##### For Activity #1:

- Handout (attached): Make one copy for each student.  
*TDL Reading and Writing: Goals and Course Features*

##### For Activity #2:

- Classroom Resource: Flip chart paper and markers.

##### For Activity #3:

- Classroom Resource: Tape.

##### For Homework:

- Handout (attached): Make one copy for each student  
*The Health Benefits of Journaling*  
<http://psychcentral.com/lib/the-health-benefits-of-journaling/000721>

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### ACTIVITY #1: Establish Course Goals – 60 minutes

- Welcome students to the TDL Bridge course.
- Put students into pairs to ask each other about their goals for this course:
  - What are their academic goals?
  - Their career goals?
  - Their personal goals?
- Ask students to introduce their partner and the goals they have for the course.
- Record student goals on the board in 3 columns: Academic, Career, Personal.
- Pass out *TDL Reading and Writing: Goals and Course Features*.
- Go round robin to have each student read a goal out loud.
- Ask students to compare and contrast their goals with the formal goals for the course.

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### ACTIVITY #2: Introduce the Idea of Global Supply Chains – 60 minutes

- Tell students that everything around them was made somewhere else.
- Choose an item in the classroom and ask students to think about how and where the item got made and how it got to this classroom.

- Have students walk you through a drawing of how the item might have gotten to this classroom on the board. Encourage students to guess because they don't know. The drawing is to be the answer they have for now.
  - Tell students to choose a different personal item they have with them and make a drawing of where and how they think the item was made and how it got to the classroom.
  - Distribute flip chart paper and markers as needed.
- 

### ACTIVITY #3: Present Supply Chains to the Class – 60 minutes

- Tell students to tape their drawings around the room.
  - Have them visit each paper to note the similarities and differences of the drawings.
  - Put students in groups to discuss and list out the similarities and differences.
  - Have a class discussion on what is on the students' lists.
  - End the class by asking:
    - What do you think is the definition of a global supply chain?
    - Note student definitions on the board.
  - Tell students they are going to look into global supply chains this week to see if their ideas and definitions about global supply chains are on good predictions.
- 

### HOMEWORK

**MATERIALS:** Tell students they will need a notebook and a place to keep all course assignments and papers. Let them know they are responsible for keeping all their work and handouts with them for each class.

**TREASURE HUNT:** Students should find evidence of the countries that have impacted their home. They should check clothing, food, appliance, and other labels to come up with a minimum of 10 countries. tell students to list the item and the company associated with it. Then make another sketch of how they think one of these items from overseas got to them.

**READ:** Have students read *The Health Benefits of Journaling*. After reading the article, they should:

- Check off those health benefits they believe to be true.
- Be prepared to explain why.

**WRITE:** Have students write in their journals:

- Tell students the guidelines for journal writing:
  - Get a notebook just for journal writing.
  - Write down what is in their head. Just go with the flow.
  - Do not worry about grammar or spelling.
  - Write for 2 pages without stopping.
  - Use writing as a way to get their ideas out on paper.
  - Learn to feel comfortable writing about their ideas and experiences.
- Tell students to consider the following
  - Think of how far the products you have around you came to get to you.
  - Think of the people that were involved in making the product.
  - Pick any product.
  - How many people would you guess are involved in making these products?
  - Who do you think these people are?

**TEACHER NOTE:** It is recommended that the instructor look to see that students did the journal assignment without reading it through. The point of journaling is to create a private place for students to explore their ideas regarding key issues in the class. These journal entries will help them with their formal writing projects.

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## **TDL READING AND WRITING: GOALS AND COURSE FEATURES**

### **Academic:**

- Improve your reading. Become more comfortable reading different kinds of materials to better understand a topic.
- Develop strong writing skills that clearly express your thoughts and opinions on course topics.
- Strengthen critical thinking skill: Comprehension, Analysis, Synthesis, Application, and Evaluation.
- Improve your vocabulary by learning new words in the context of readings.
- Learn to use the internet as a research tool for answering questions.
- Learn to do group and individual presentations to improve speaking and listening skills.
- Learn to use PowerPoint for your final presentation.
- Learn key reading and writing skills required to pass a high school equivalency exam.

### **Career:**

- Become familiar with career options in the TDL field.
- Select a CCC career pathway in TDL that will meet your skills, interest, and employment goals.
- Learn problem-solving and team-building skills by working effectively in groups.
- Identify strategies for motivating yourself through the requirements of college-level work and, eventually, good paying employment in the field.

### **TDL Reading and Writing Course Features:**

- There will be homework every night! Do some planning to make room for it!
- There will be lots of journal writing so you can get your thoughts and ideas out on paper.
- There will be 6 full writing projects and a PowerPoint presentation.
- All activities are tied to your experience, questions, and goals.
- All your brilliant ideas, insights, questions, and new answers welcome!

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## The Health Benefits of Journaling

Adapted and paraphrased from original source: <http://psychcentral.com/lib/the-health-benefits-of-journaling/>

Original Author: Maud Purcell, LCSW, CEAP

I'll bet you write (or word process) daily. If you are like most [women](#), you record only what you must. In an effort to change your mind and your habits, I'll let you in on a well-kept secret: A pen coupled with paper can serve as a powerful life tool.

Journaling (or keeping letters or diaries) is an ancient tradition, one that dates back to at least 10th century Japan. Successful people throughout history have kept journals. Presidents have maintained them for posterity; other famous figures for their own purposes. Oscar Wilde, 19th century playwright, said: "I never travel without my diary. One should always have something sensational to read on the train."

### Health Benefits

Contrary to popular belief, our forefathers (and mothers) did know a thing or two. There is increasing evidence to support the notion that journaling has a positive impact on physical [well-being](#). University of Texas at Austin psychologist and researcher James Pennebaker contends that regular journaling strengthens immune cells, called T-lymphocytes. Other research indicates that journaling decreases the symptoms of asthma and rheumatoid arthritis. Pennebaker believes that writing about stressful events helps you come to terms with them, thus reducing the impact of these stressors on your physical health.

I know what you're thinking: "So writing a few sentences a day may keep me healthier longer, but so will eating lima beans! Why should I bother journaling when I've already got too much on my plate?" The following facts may convince you.

Scientific evidence supports that journaling provides other unexpected benefits. The act of writing accesses your left brain, which is analytical and rational. While your left brain is occupied, your right brain is free to create, intuit and feel. In sum, writing removes mental blocks and allows you to use all of your brainpower to better understand yourself, others and the world around you. Begin journaling and begin experiencing these benefits:

- **Clarify your thoughts and feelings.** Do you ever seem all jumbled up inside, unsure of what you want or feel? Taking a few minutes to jot down your thoughts and emotions (no editing!) will quickly get you in touch with your internal world.
- **Know yourself better.** By writing routinely you will get to know what makes you feel happy and confident. You will also become clear about situations and people who are toxic for you — important information for your emotional well-being.

- **Reduce stress.** Writing about anger, sadness and other painful emotions helps to release the intensity of these feelings. By doing so you will feel calmer and better able to stay in the present.
- **Solve problems more effectively.** Typically we problem solve from a left-brained, analytical perspective. But sometimes the answer can only be found by engaging right-brained creativity and intuition. Writing unlocks these other capabilities, and affords the opportunity for unexpected solutions to seemingly unsolvable problems.
- **Resolve disagreements with others.** Writing about misunderstandings rather than stewing over them will help you to understand another's point of view. And you just may come up with a sensible resolution to the conflict.

In addition to all of these wonderful benefits, keeping a journal allows you to track patterns, trends and improvement and growth over time. When current circumstances appear insurmountable, you will be able to look back on previous dilemmas that you have since resolved.

## How To Begin

Your journaling will be most effective if you do it daily for about 20 minutes. Begin anywhere, and forget spelling and punctuation. Privacy is key if you are to write without censor. Write quickly, as this frees your brain from “shoulds” and other blocks to successful journaling. If it helps, pick a theme for the day, week or month (for example, peace of mind, confusion, change or anger). The most important rule of all is that there are no rules.

Through your writing you'll discover that your journal is an all-accepting, nonjudgmental friend. And she may provide the cheapest [therapy](#) you will ever get. Best of luck on your journaling journey!

# Reading Week 1, Lesson 2

## TDL Bridge Semester 1: High Intermediate Adult Basic Education (ABE)

### THEME: Introduce Global Supply Chains

#### OBJECTIVES

- Review homework
- View video on global supply chains
- Analyze the video from different points of view

#### MATERIALS

##### For Activity #1:

- Handout: Students should have brought their copy to class. However, teachers may wish to have extra copies on hand.  
*The Health Benefits of Journaling* (attached to Week 1, Lesson 1)

##### For Activity #2:

- Video: *Keeping the Global Supply Chain Moving*  
<http://www.youtube.com/watch?v=OVYcx1rDgE> (running time: 06:06)

##### Homework:

- Handout (attached): Make one copy for each student.  
*Where Does Your Food Come From?*  
<http://www.readworks.org/passages/where-does-your-food-come>
- Handout (attached): Make one copy for each student.  
*How Your Groceries Get to the Store?*  
<http://www.thekitchn.com/how-your-groceries-get-to-the-store-the-logistics-of-supermarkets-the-grocery-insider-217676>

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### ACTIVITY #1: Review Homework – 60 minutes

- Tell student to get out *The Health Benefits of Journaling*. Ask:
    - Which health benefits of journaling do you think are true? Why?
    - What was your experience for journaling?
    - Anyone get any healthier? How?
  - Go round robin and have students state one item they found in their house and where it was from.
    - Write these items and countries on the board.
    - Keep going round until you have captured a good long list.
  - Ask: How many people do they think are involved in making and sending one of their items?
    - Write down the numbers and ask how they got to that number.
  - Put students in pairs so that they can show each other their sketches and explain how one of their items got to them.
  - Ask the class:
    - Are there new ideas about how supply chains might work that you thought about or discussed with your partner?
-

## ACTIVITY #2: View Video on Global Supply Chains – 40 minutes

- Have students take notes on the video that answer the question:
    - What are the steps in the process of getting shoes to Justine's door?
  - Watch the video.
  - Put students in pairs to discuss and draw the process.
  - Tell pairs to display and explain their drawings.
  - Ask:
    - What are the similarities between these drawings?
    - Any important differences?
  - Ask:
    - In general, how would you say supply chains work?
    - Did this class predict this definition?
      - What did we guess right?
      - What information is new?
- 

## ACTIVITY #3: Analyze the Video from Different Points of View – 80 minutes

- Have students count off by 3 and get into number groups. Assign each number group the following:
    - #1 = the retail store owner (Justine)
    - #2 = retail customers
    - #3 = the government
  - Tell students they are going to watch the video again, but this time they are to take notes that can answer the following questions:
    - What does your player want out of the global supply chain?
    - What aspects of the global supply chain does your player worry about?
  - Watch the video for a second time.
  - Have groups meet and discuss their questions.
  - Have each group present the answers to the questions while you take notes on the board.
  - After the presentations ask:
    - What must a global supply chain be able to do to keep everyone happy?
    - What are some of the risks of global supply chains?
- 

## HOMEWORK

**READ:** Have students read the following articles:

*Where Does Your Food Come From?* Have students:

- Underline those parts of the essay that answer these questions:
  - Strengths and weaknesses of buying local.
  - Strengths and weaknesses of foods from the global supply chain.
- Draw a picture of the process described in the "Follow the Food" section.

*How Your Groceries Get to the Store.* Before leaving class, have students count off by 5 and assign each number group one of the following:

- #1: Black Cherry Almond Clif Bars
- #2: Amy's Black Bean Soup
- #3: Coke

- #4: August tomatoes
  - #5: Thanksgiving turkeys
- Each group member should draw a picture of the process that food goes through to get to the grocery store.

**WRITE:** Have students answer the following questions in their journals:

- What do you know about the eat local movement?
- Why do you think interest in growing in this movement?
- What are your thoughts or concerns about where your food comes from?

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## Where Does Your Food Come From?

Adapted and paraphrased from original source:

<http://www.readworks.org/passages/where-does-your-food-come>

Original Author: Kathiann M. Kowalski

### Local VS. Long-Distance—Does It Matter?

Before you know it, spring will be on the way and more fresh fruits and veggies will be in stores. But what about the fresh fruits and vegetables we see in the stores right now? Where do those foods come from? Locally grown foods are a great choice when they're available, but are they really always better?

### Why Buy Local?

Taste is the reason Ohio teen Allie M. says she prefers locally grown peaches to ones that might travel more than a thousand miles to the supermarket. "They have to pick them so unripe to ship them, so they don't spoil," says Allie. "They're not as good as they would be if you went to the farmers market during peak season and bought fresh peaches."

When fruits and vegetables taste better, you'll probably eat them more often. That's good, because the U.S. Department of Agriculture recommends filling half your plate with fruits and vegetables.

While there's no clear definition of what's local, most shoppers agree that produce grown nearby is fresher than foods that travel long distances.

Local foods can be more nutritious too. "The longer it takes for a food to go from the field to your plate, the more it may deteriorate in terms of nutrient content," explains Mary Lee Chin, a registered dietitian at Nutrition Edge Communications in Denver. "But a lot of it depends on many different factors." Soil conditions, fertilization practices, irrigation methods, and the specific plant varieties can all affect nutrient content.

"Handling is really critical," adds Chin. That includes everything that happens from harvest until foods reach your home. When fruits and vegetables are at peak ripeness and handled properly, the results can be both delicious and nutritious. But bruised, wilted, or overripe produce loses both appeal and nutrient value.

Buying local foods also lets shoppers support the local economy. That builds feelings of community. "You know who grows your food," says Allie.

Local farmers markets may spotlight produce that an area is famous for, such as Michigan cherries or Georgia peaches. You might also discover varieties not usually carried by supermarkets, such as some heirloom tomatoes or fresh herbs.

Some vendors sell only "organic" foods. Organic produce usually isn't more nutritious than other fruits and vegetables. To receive official certification, farms follow specific guidelines,

such as not using certain pesticides or fertilizers. (Some farms don't go through the certification process but still may produce food according to organic practices.)

Energy usage is another environmental issue. Local foods travel a shorter distance to market, so less fuel is required to deliver the food. However, notes Chin, the type of transportation matters. For a 100-mile trip, for instance, a typical pickup truck uses more than 10 times the fuel per pound carried than a full semitrailer. Farming practices, water usage, and other factors affect foods' environmental impact too.

### **Variety Is the Spice of Life**

Not all our favorite foods can come from local farms. Allie loves bananas, but they don't grow in Ohio. And forget about finding fresh Ohio-grown melons, strawberries, or peaches during winter.

"In my opinion, it's not possible to have the lifestyle we enjoy and rely only on locally grown foods," says Trevor Suslow, an agricultural scientist at the University of California, Davis. "In order to enjoy a year-round supply of healthful, nutritious, good-tasting, enjoyable diverse foods, they are being grown, harvested, and then shipped tens of thousands of miles." Refrigerated storage and transport make it possible.

Don't rule out frozen, canned, or dried fruits and vegetables. Many companies run processing plants close to farms for cost and efficiency reasons. Other benefits are more obvious to the consumer. Not only are the nutrients of fresh fruits preserved, says Chin, but sensory qualities of appearance, smell, and taste remain too. A jar of applesauce serves many people and delivers almost the same health benefits per serving as fresh apples—that's something to consider when money is tight.

### **The Bottom Line**

While local foods aren't always better than long-distance ones, one thing is clear: "Research has shown that people who eat the highest amount of fruits and vegetables simply have healthier diets," says Chin. You can get those health benefits "no matter how they're produced."

Food safety is also an issue regardless of where foods come from. Recent government recalls involved a wide range of foods, including fresh strawberries, organic spinach, packaged salads, papayas, bean burgers, cheese, and herring.

"Contaminated food can look and smell and taste completely normal," warns Dr. Karen Neil at the U.S. Centers for Disease Control and Prevention. Symptoms of illness may not appear for days.

To protect yourself, always follow safe food handling and storage practices. After all, no matter where your food starts out, it ends up with you.

## **Follow That Food!**

**More than two weeks can pass before food from the field finally finds its way to your home. Consider how lettuce might get from a California farm to a Boston supermarket.**

From the field to a nearby cooling facility **(1-2 days)**

Onto a truck to a packaging and distribution center **(1-2 days)**

Packaging or processing **(1-2 days)**

Onto a truck to go across the country **(5-7 days)**

To a regional distribution center **(1-2 days)**

To another truck for delivery to a local supermarket **(1 day)**

On the supermarket shelves until purchase **(1-4 days)**

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## How Your Groceries Get to the Store: The Logistics of Supermarkets

Adapted and paraphrased from original source: <http://www.thekitchn.com/how-your-groceries-get-to-the-store-the-logistics-of-supermarkets-the-grocery-insider-217676>

Original Author: Jill Moorhead



How do your groceries get to the grocery store? Have you ever wondered?

They come by semi, by box truck, in pink-and-white fully-wrapped PT Cruisers touting local cupcake businesses. And sometimes, grocery suppliers come in by foot, with plastic totes of freshly foraged mushrooms, hand-picked squash and still-warm-from-the-oven baguettes. Mornings are the busiest. Trucks pull up to the back (if in the suburbs) or to the front door

(if in the city) with boxes of bananas and styrofoam coolers of salmon. Diesel engines run while perishables are wheeled to their rightful storage areas. Packing slips are signed, and shortly after, another truck pulls up in the queue.

A desire to provide fresh and local combined with a need to have consistent offerings and a wide selection makes for a delicate dichotomy in grocery logistics. Grab your box cutter and let's break into what happens behind the scenes.

## How Grocery Items Get to the Shelves (and the Freezer)

First of all, what does "grocery" mean? In the industry, "grocery" contains these categories:

- Shelf Stable, Dairy, Frozen, Health & Beauty Aids, Bulk

Supermarkets rely on several **distributors** to fill grocery shelves. These semi trucks are filled with shrink-wrapped pallets of Heinz Ketchup, Amy's Black Bean Soup and cases of Kitchen Basics Chicken Stock all pieced together in a five foot tall cardboard Rubik's Cube.

Some distributors specialize in conventional grocery items, while others, like [UNFI](#), handle natural and specialty foods.

Larger chains dictate which products are stored at these distributor warehouses, and often get across-the-board price cuts on items. (Some, like [Kroger](#), own their own distribution network.)

For the grocery-curious, a **code name for the distributor** is on the price tag, alongside a barcode for ease in reordering. UNFI (Whole Foods' main squeeze, distributor-wise), will often show up as "United Naturals."

## Why Grocery Stores Use Distributors

Why the middle man? Consistency and ease. If someone buys all the Black Cherry Almond Clif bars from your favorite Gelsons, a quick scan will ensure that they're refilled on the next shipment, and that the store doesn't need to bring in fifteen cases of that SKU (stock keeping unit) to make it happen. The distributor is essentially your grocer's codependent yet reliable back room.

Dairy items, cheese and booze will come from smaller, specialty or regional distributors that focus on minimal categories. For high maintenance items (think: ice cream) it's not uncommon for a producer to become a delivery option for other products in that category.

## Which Products Skip the Distributors?

A minority of products come to stores directly, either via shipping or DSD (Direct Store Delivery). This happens most often with artisanal items, baked goods, and locally made products, as well as groceries that make sense for select locations of a chain. (Some stores

are "Coke stores," while others have an affinity for Pepsi.)

Direct deliveries require attention from the grocery staff, and may not always be consistently in stock at your grocer, due to minimum orders requested by the food producers to justify delivery costs. Notice that a certain SKU from a line your grocer carries is rarely in stock, but the others are? They may be waiting until more products in that line sell to place an order.

## How Produce Gets to Your Grocery Store

No matter how green your grocer is, chances are they rely on a variety of produce distributors to fill the bins. (Blame the almighty banana.) The regional distributor brings stability and consistency (ensuring you'll always have a cucumber when you need one) while supplementing with smaller distributors and farm-delivered produce. Ideally, when produce is in season, your grocer relies more on what's available locally, and less on its main distributor.

Master mathematicians, distributors have warehouses full of inventory being held at specific temperatures, ready to be sent out to retailers **with a day's notice** at the exact level of ripeness desired by you, the customer.

Produce changes seasonally, but traditionally, Mexico, California and Florida provide the majority of native-to-the-Americas fruits and vegetables. Many distributors will attend **regional produce auctions** to purchase en masse. Relationships are traditionally forged with local farmers prior to the growing season for specialty crops. (Think: peaches, berries, sweet corn and tomatoes.)

To truly know the origin of your produce, take a look at the labels and ask questions. Keep in mind that organic and local produce may not be as beautiful as conventional, but nothing beats a vine ripened down-the-road August tomato.

## How Meat & Seafood Reach Your Meat Counter

Butcher shops and seafood departments supply lines aren't dissimilar to other areas of the grocery store. Regional distributors provide frequent deliveries of commodity meats (with branded lines that typically lead back to big companies [Tyson](#) and [Cargill](#)), while local farmers and ranchers offer branded lines with more traceability and transparency. Specialty and independent grocers often choose brands that provide more detail about how a product is raised. Some of these brands (such as [Niman Ranch](#)) are available through traditional distributors, while others are direct, and come with challenges. (One natural beef supplier in Ohio requires that meat departments purchase by the steer, and not by the cut, forcing retailers to find revenue streams for not-as-popular pieces and cuts.) For Thanksgiving, relationships between the butcher shop and farmers are established in advance for fresh turkeys.

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# Reading Week 2, Lesson 1

## TDL Bridge Semester 1: High Intermediate Adult Basic Education (ABE)

### THEME: Global Supply Chains

#### OBJECTIVES

- Analyze homework readings
- Review some supply chain graphics

#### MATERIALS

##### For Activity #1:

- Handout (attached): Students should have brought their copy to class. However, teachers may wish to have extra copies on hand.  
*Where Does Your Food Come From?* (attached to Week 1, Lesson 2)
- Handout (attached): Students should have brought their copy to class. However, teachers may wish to have extra copies on hand.  
*How Your Groceries Get to the Store?* (attached to Week 1, Lesson 2)
- Classroom Resource: Tape.
- Classroom Resource: Flip chart paper and markers.

##### For Activity #2:

- Online Resource (attached): General Supply Chain graphic (scroll down).  
<http://www.salehoo.com/blog/examining-the-role-of-dropshipping-in-the-supply-chain>
- Online Resource (attached): Coffee Supply Chain graphic (scroll down).  
<https://coffeebyproxy.wordpress.com>
- Online Resource (attached): Clothing Supply Chain graphic.  
<http://www.fibre2fashion.com/industry-article/21/2031/enhanced-apparel-chain-configurations-for-enhancing-profits1.asp>
- Online Resource (attached): Gas Supply Chain graphic.  
<http://www.eia.gov/todayinenergy/detail.cfm?id=9811>
- Online Resource (attached): Target Distribution Flow graphic (scroll down).  
<http://www.today.mcombs.utexas.edu/2010/11/toy-story-supply-chain-traces-products-from-factory-to-store-shelves>
- Online Resource (attached): Dell Supply Chain graphic.  
<http://billkerr.blogspot.com/2006/04/dell-theory-of-conflict-prevention.html>
- Online Resource (attached): Pharmaceutical Supply Chain graphic (slide 8).  
<http://www.slideshare.net/kotakmegha/project-management-in-supply-chain>

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#### ACTIVITY #1: Analyze Homework Readings – 90 minutes

- Have students take out their homework article: *Where Does Our Food Come From?*
- Put students in pairs to identify the statements that describe the strengths and weaknesses of buying local and getting food from the global supply chain.
- Start with local: Have pairs each read a different statement from the article that explain a strength or a weakness. List these on the board.
  - Repeat for the global supply chain.

- Tell students to tape up their “Follow the Food” drawings.
  - Have students go around to look at the different drawings.
    - As a class, discuss which drawings are clearest and most accurate.
  - Have students take out their homework article: *How Your Groceries Get to the Store?*
  - Put students in their 5 groups:
    - #1: Black Cherry Almond Cliff Bars
    - #2: Amy’s Black Bean Soup
    - #3: Coke
    - #4: August tomatoes
    - #5: Thanksgiving turkeys
  - Have students share their drawings and draw a final on flip chart paper to present.
  - Have each group present their drawings.
  - Ask:
    - Do you need a logistics person at a grocery store?
    - What kinds of work do you think this person would have to do?
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## ACTIVITY #2: Review Some Supply Chain Graphics – 90 minutes

- Project the first graphic supply chain for the class to look at.
    - Have a student describe the general process based on the graphic.
    - Have another student apply the process to a grocery item.
    - Have another student apply it to shoes.
  - Project the second graphic supply chain and ask:
    - What is the 10-step process for getting coffee to you?
    - How is it similar to the general process?
    - How is it different?
  - Put students in pairs and pass out the packet of graphic supply chains.
    - Assign each pair with a different graphic.
    - Tell them they will have to follow these directions:
      - Describe their supply chain.
      - Identify how it is similar to the general process.
      - Identify how it is different.
  - Project each pair’s supply chain and have them give the class their analysis of their graphic.
  - After the presentations, ask:
    - How are these graphics the same or different than the drawing you made on the first day of class?
      - Note student answers on the board.
    - Are these supply chains more alike each other or have real differences?
    - What would a logistics manager have to be good at to direct all these supply chains?
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## HOMEWORK

**TEMPT YOURSELF:** Tell students to buy a small chocolate candy bar and then NOT eat it. Tell them to think about how this product might have been made and see if they can bring their small candy bar into the next class.

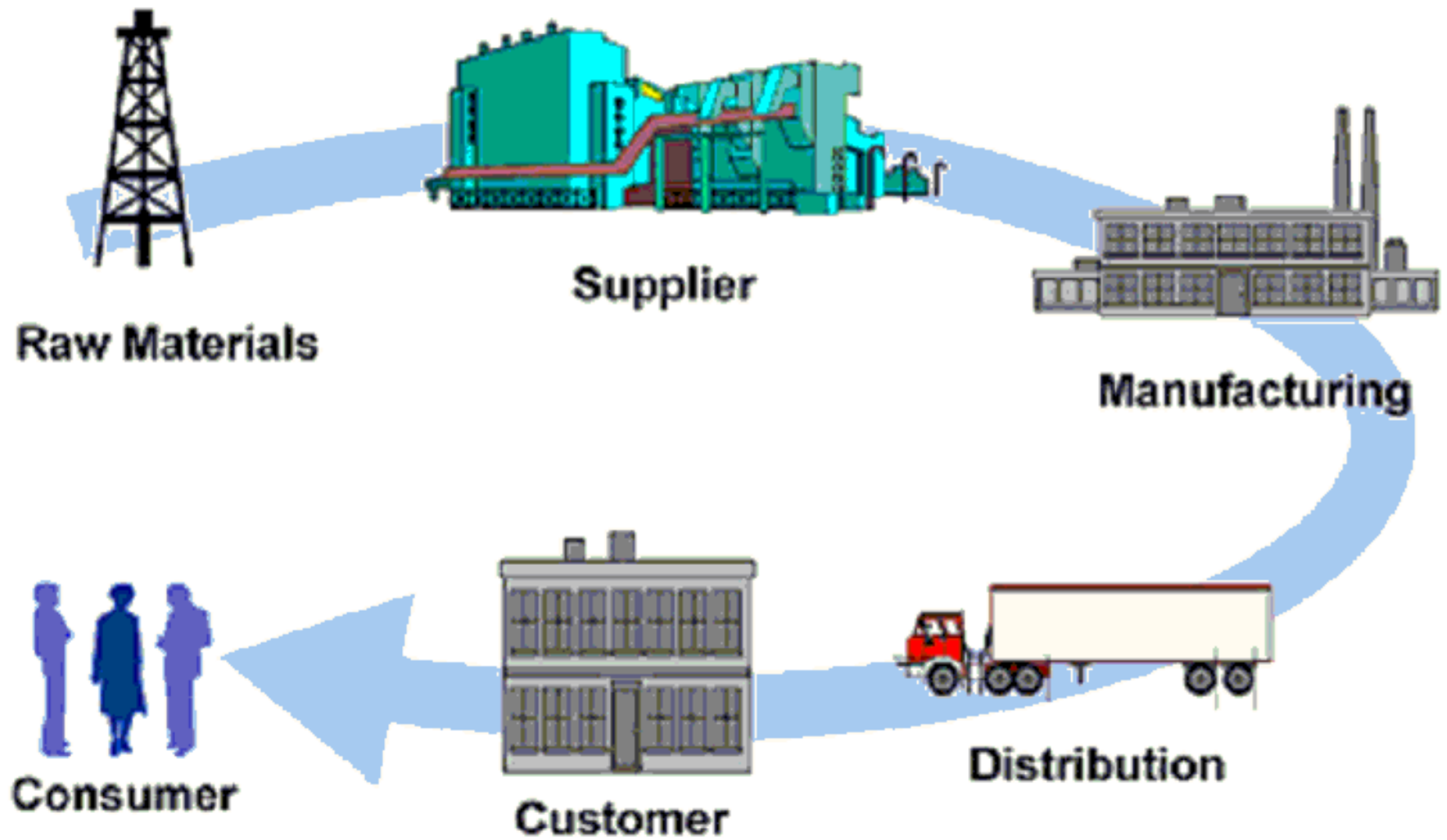
**WRITE:** Have students answer the following questions in their journals:

- How do you think this candy bar was made?

- What are the different primary parts that have to come together?
- How many people do you estimate were involved in making your candy bar?
- How do you make this estimate?

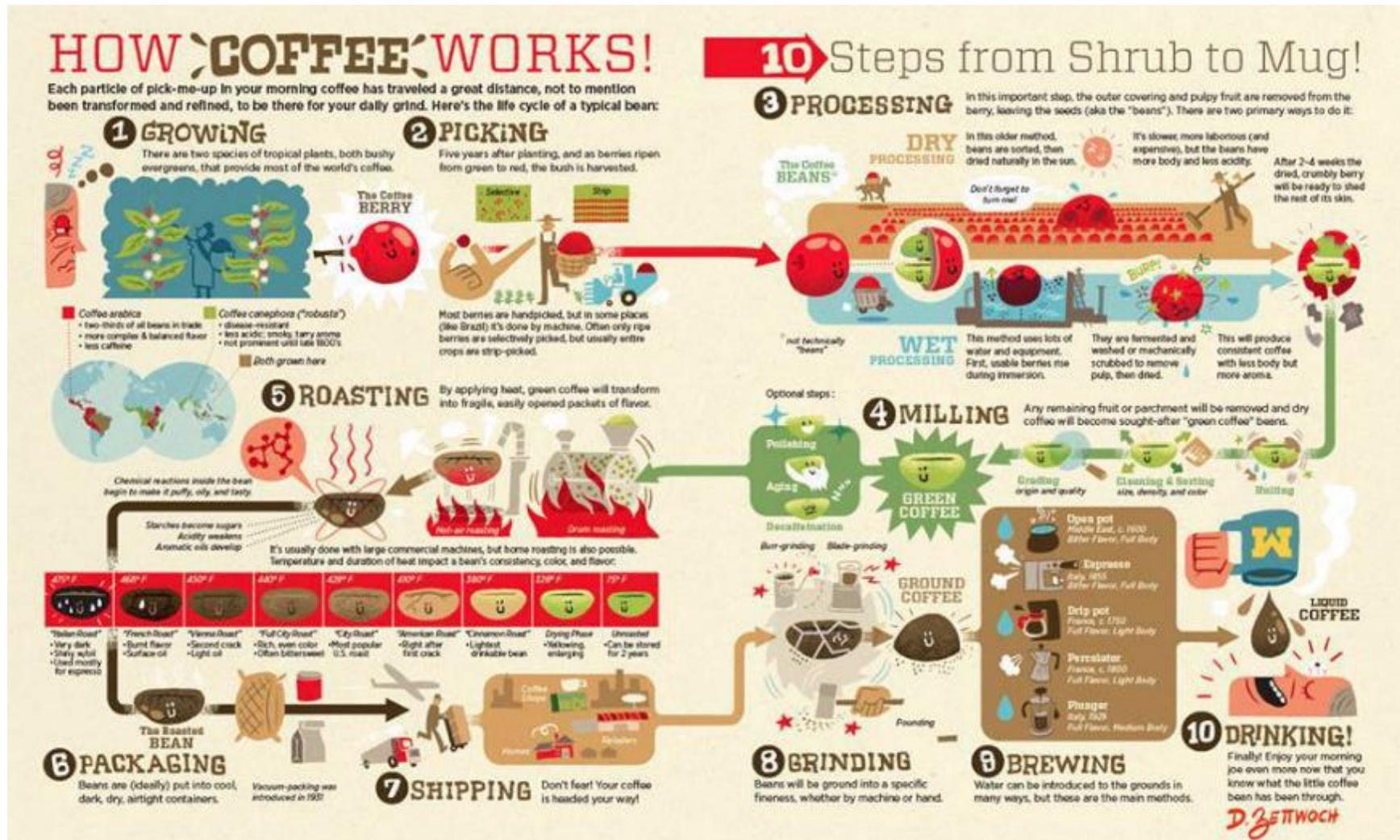
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## General Supply Chain



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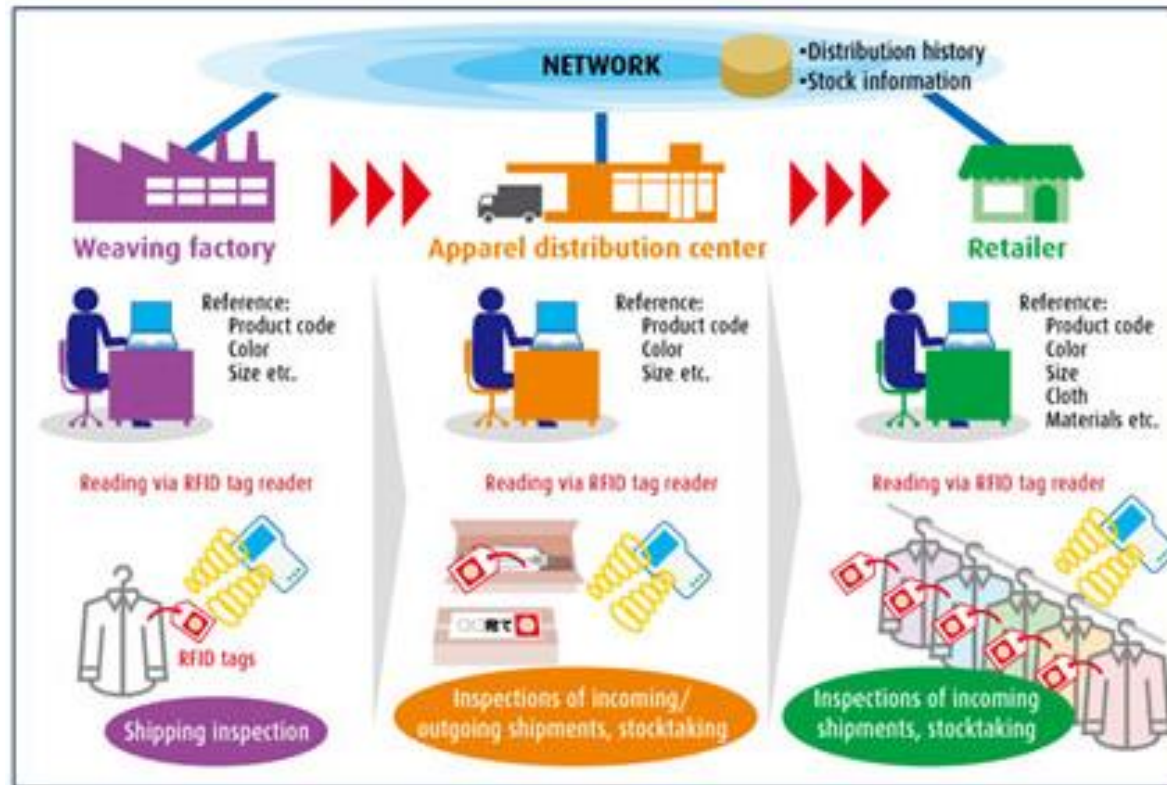
# Coffee Supply Chain



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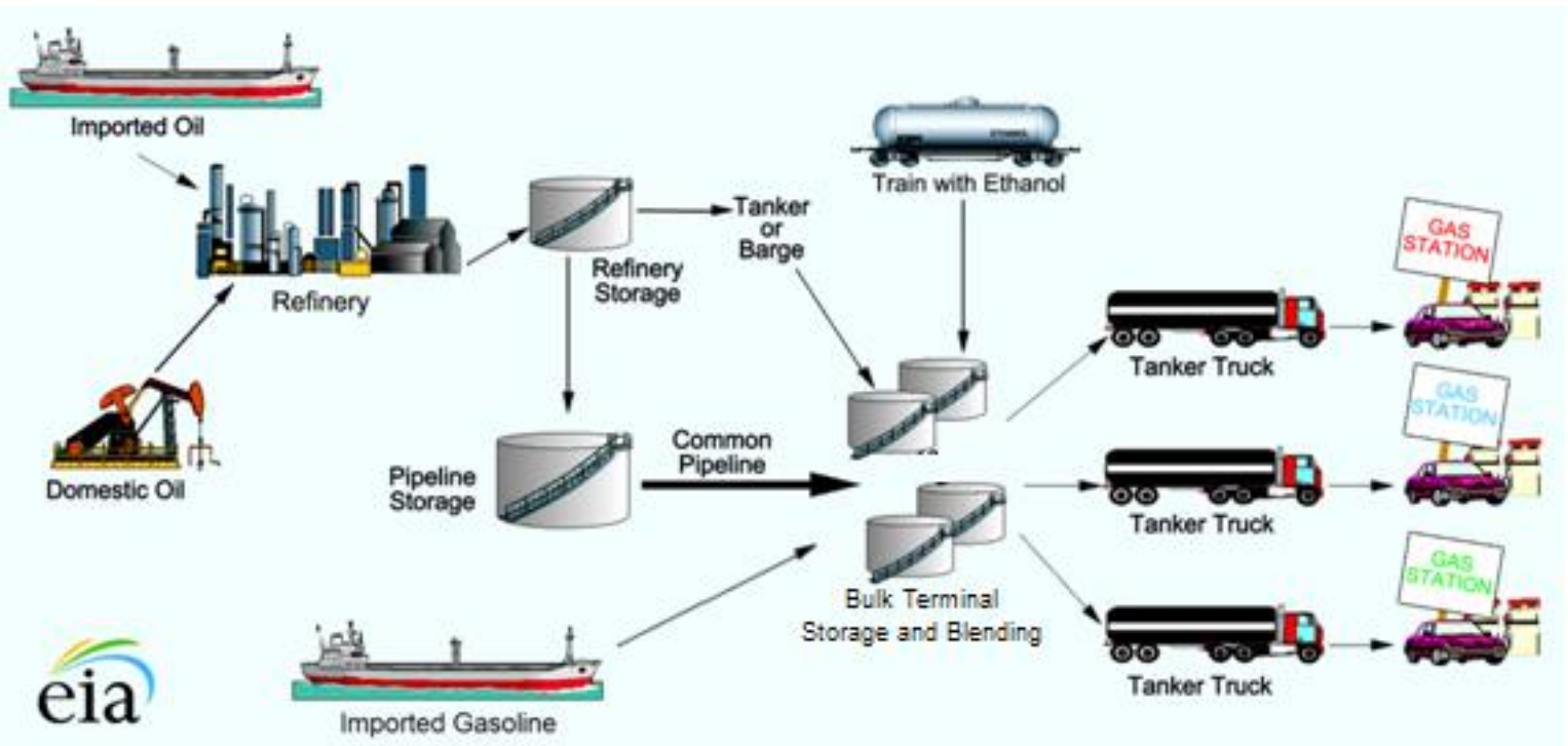


## Clothing Supply Chain



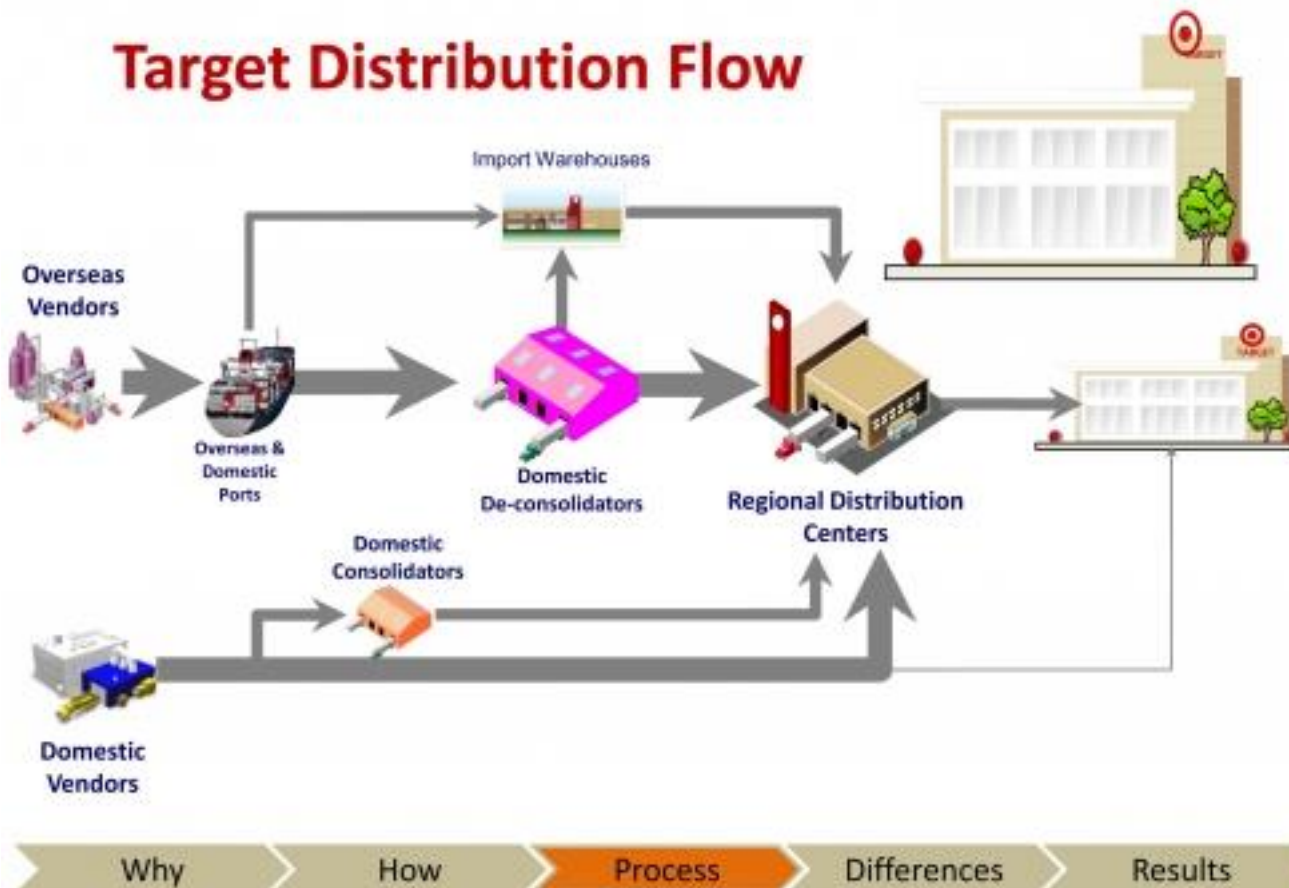
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## Gas Supply Chain



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## Target Distribution Flow

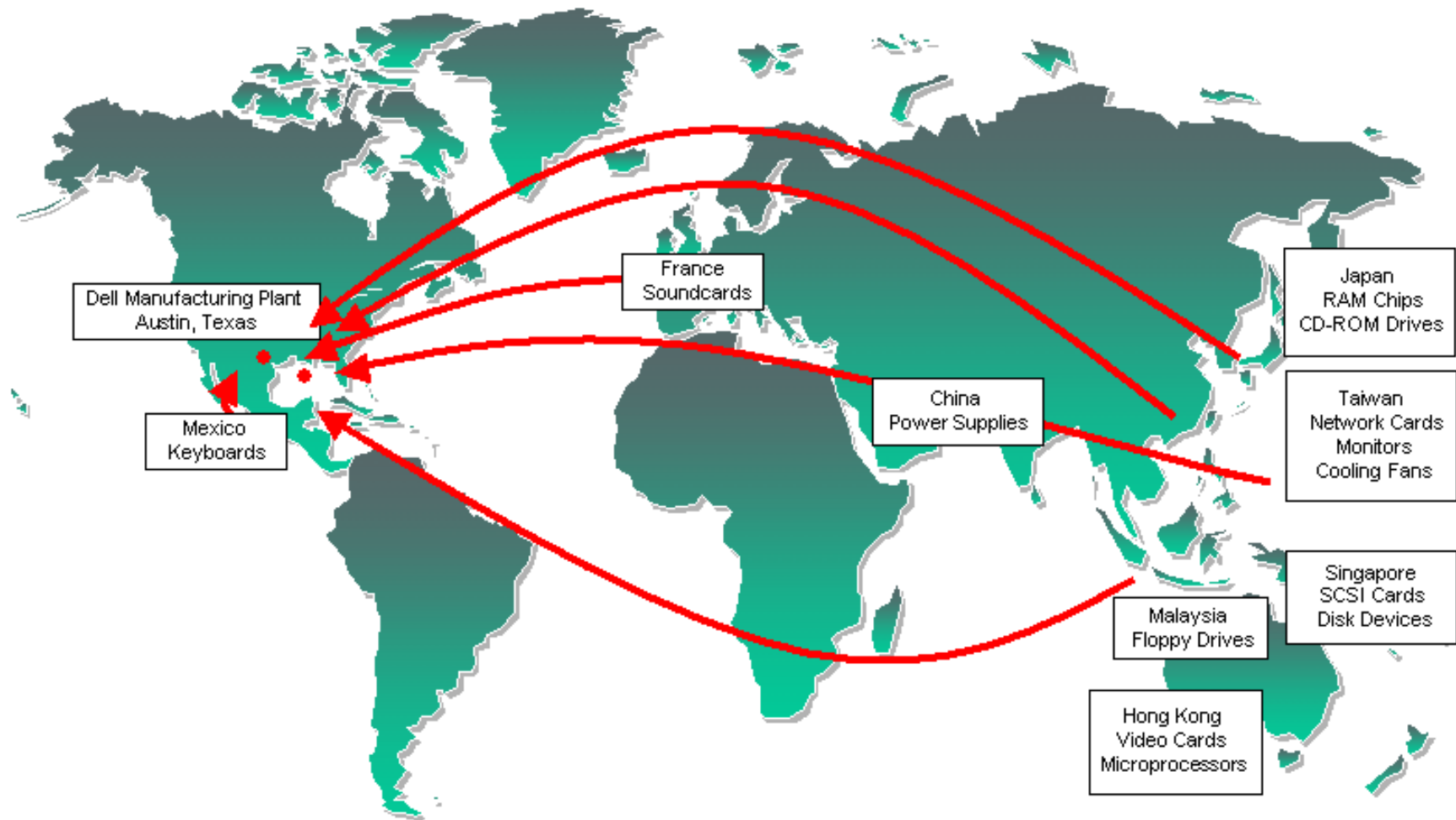


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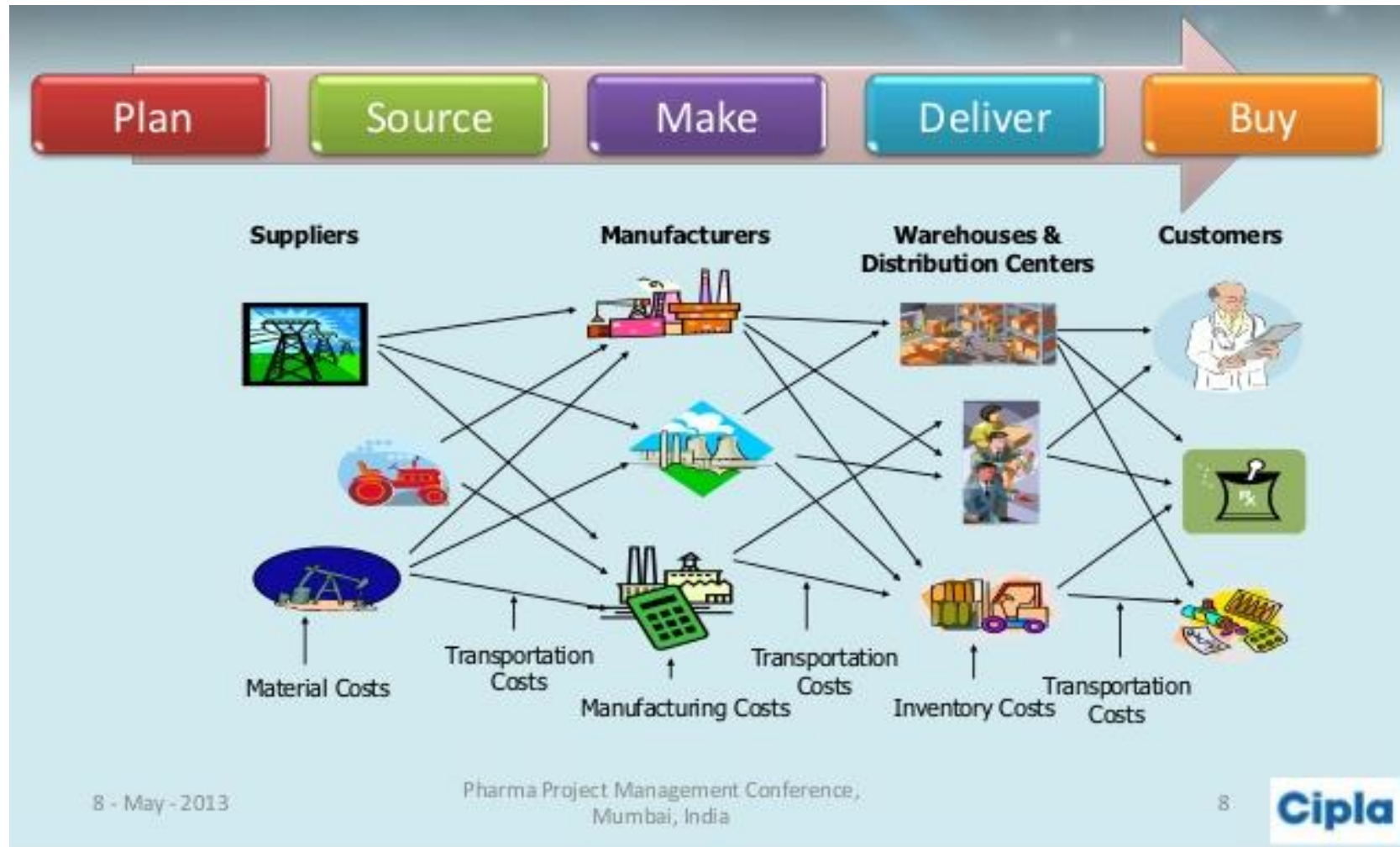
## Dell Supply Chain



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## Pharmaceutical Supply Chain



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# Reading Week 2, Lesson 2

## TDL Bridge Semester 1: High Intermediate Adult Basic Education (ABE)

### THEME: Global Supply Chains

#### OBJECTIVES

- Define a supply chain
- Prepare for a presentation
- Give a presentation and fit the whole supply chain together

#### MATERIALS

##### For Activity #1:

- Handout (attached): Make one copy for each student.  
*Definition: Supply Chain*
- Handout (attached): Make one copy for each student.  
*Elements in the Supply Chain of a Chocolate Bar*

##### For Activity #2:

- Handout (attached): Make one copy for a quarter of the students in class.  
*Group #1: Supply Chain – Milk*
- Handout (attached): Make one copy for a quarter of the students in class.  
*Group #2: Supply Chain – Sugar*
- Handout (attached): Make one copy for a quarter of the students in class.  
*Group #3: Supply Chain – Cocoa*
- Handout (attached): Make one copy for a quarter of the students in class.  
*Group #4: Supply Chain – Product Distribution*

##### Activity #3:

- Classroom Resource: Four pairs of scissors.
- Online Resource (attached): Print out the appropriate graphics for the activities. What you are looking for is in the materials attached to this lesson, but the full graphics do not fit on the paper—you must get them from the website.  
*Activity 5: The Exporting Process – Icon Sheet 1 – 3 (scroll to bottom)*  
<http://rightmoves.tdtvictoria.org.au/activity5.htm>
- Online Resource (attached): Print out the appropriate graphics for the activities. What you are looking for is in the materials attached to this lesson, but the full graphics do not fit on the paper—you must get them from the website.  
*Activity 5: The Exporting Process – Supply Chain - The Chocolate Bar Supply Chain – Solution*  
<http://rightmoves.tdtvictoria.org.au/activity5.htm>

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#### ACTIVITY #1: Define: What is a Supply Chain? – 60 minutes

- Tell students that today they will consider the global, national and local supply chains which exist to create a bar of chocolate. And strange as it may be, they are going to hone in on a chocolate bar made in Australia!
- But first, put students in pairs to tell each other the “story” of their chocolate bar.
- Ask: How do they think the chocolate bar got made?

- Call on different pairs to tell their chocolate bar “story.”
  - Write on the board:
    - What is a good definition of a supply chain?
    - Allow students to give definitions and put their ideas on the board.
  - Pass out *Definition: Supply Chain* for students to read.
    - What are producers? Manufacturers? Distributors? Retailers?
    - What would be some examples of those needed to make a chocolate bar?
      - Take notes under each category of student responses.
  - Pass out *Elements in the Supply Chain of a Chocolate Bar*.
  - Put students in pairs and ask them to think of examples for each category on the sheet.
  - Ask for student examples and record them on the board.
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## ACTIVITY #2: Prepare for a Presentation – 60 minutes

- Divide the class into four research groups:
    - #1 = Sugar
    - #2 = Milk
    - #3 = Cocoa
    - #4 = Product Distribution
  - Pass out information sheets on the supply chains for milk, sugar, cocoa, and product distribution, which detail the supply chains for each ingredient or stage in the process.
  - Tell each research group to work together to extract the key information from the text and prepare to present to the rest of the class. Their presentation should include:
    - The major players (who does it involve?), i.e., not just the farmer but the transport company transporting the milk.
    - Key considerations about the actions of the major players, e.g., harvesting times, perishable nature of the product, type of transport used (refrigerated tankers).
- 

## ACTIVITY #3: Give a Presentation and Fit the Whole Supply Chain Together – 60 minutes

- Have each research group give a short presentation detailing the key stages of their supply chain, including:
  - The major players (who does it involve?), i.e., not just the farmer but the transport company transporting the milk.
  - Key considerations about the actions of the major players, e.g., harvesting times, perishable nature of the product, type of transport used (refrigerated tankers).
- When the presentations are complete, form four new groups, which contain a member from each of the four research groups.
- Give each group one set of icon sheets to be cut out. Pass out scissors to each group as well. Direct the groups to combine their knowledge in order to create a diagram representing the full supply chain for a chocolate bar (without wrapper).
- When groups have fit their supply chains together, hand out the Supply Chain Solution so groups can check their work.
- Come together as a class and ask:
  - How well did your group fit together the whole supply chain?
    - What were the issues?
  - Are you surprised that making a chocolate bar has so many steps?
  - What are other products that probably have many more steps involved than you would originally think? (Possible examples: Pens, cars, soda pop.)

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## **HOMEWORK**

**WRITE:** Introduce this writing assignment. Tell students to only write drafts of their answers to the first question for the next class:

1. **How do the products you buy connect you to people around the world?**
2. Choose one product as an example: what is the process that got that product made and into your life?
3. How does thinking about supply chains change the way you think about everyday objects?
4. How would you like to be part of a global supply chain?

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## **Definition: Supply Chain**

A supply chain is the network of producers, manufacturers, distributors and retailers who turn raw materials into finished goods and services delivered to consumers. The supply chain includes the planning, recording and communication needed to make the movement of goods between chain members efficient.

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## Elements in the Supply Chain of a Chocolate Bar

Elements might include:

- **Producers:** e.g. farmers and miners;
- **Raw materials:** e.g. cocoa beans, sugar, milk, wood for paper wrappers, aluminum for foil wrappers etc.;
- **Manufacturers:** e.g. chocolate factories, sugar mills and refineries and milk processors;
- **Distributors:** e.g. warehouses, transport companies (delivery trucks);
- **Retailers:** e.g. supermarkets, service stations and vending machines, etc.;
- **Service providers:** e.g. designers, advertisers, market researchers, transport providers etc.;
- **Consumers:** e.g. everyone! manufacturers of other chocolate products, the export market.

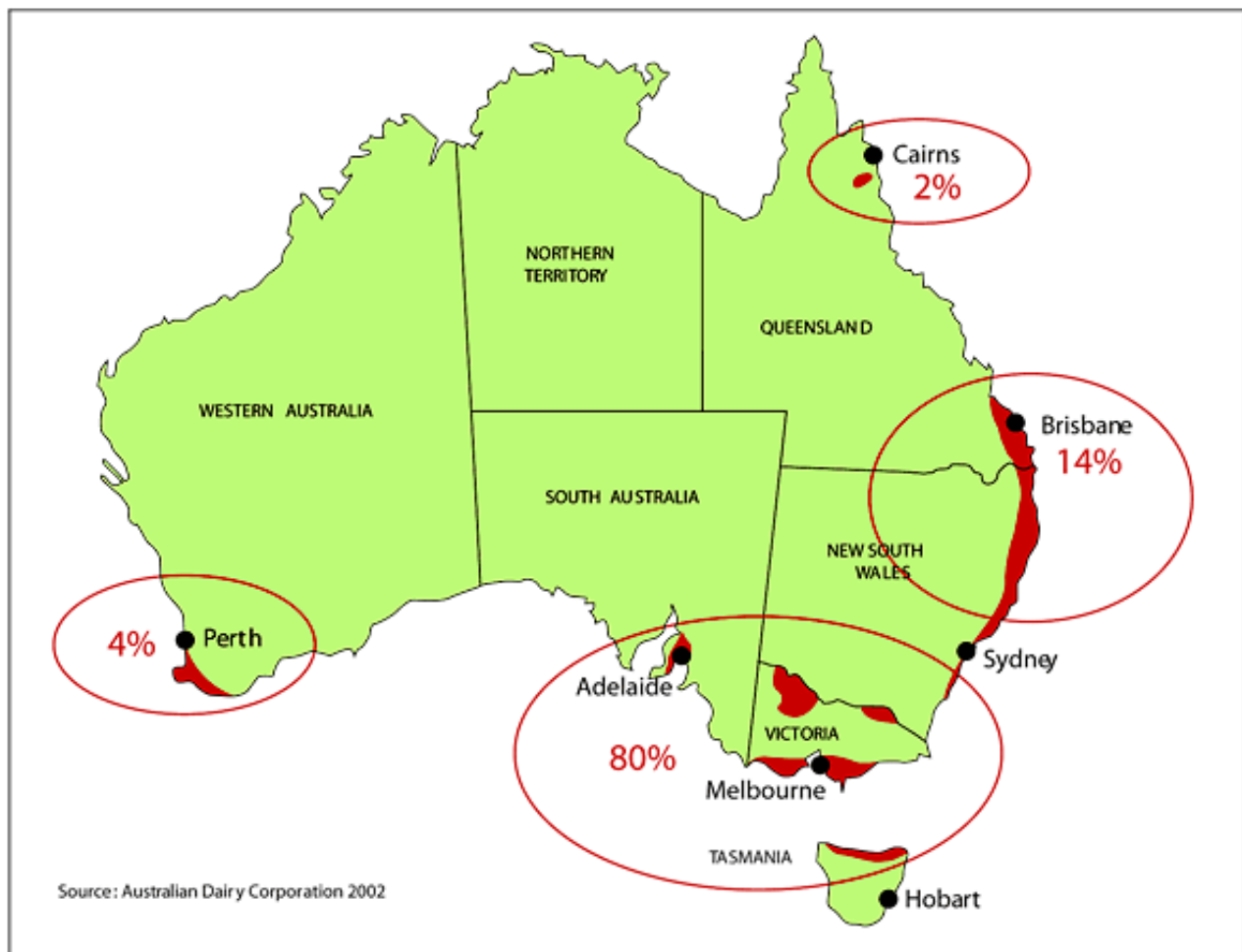
**Elements in the Supply Chain of a Chocolate Bar**

Producers	Raw Materials	Manufacturers	Distributors	Retailers	Service Providers	Consumers

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## Group #1: Supply Chain – Milk

The dairy industry is one of Australia's major rural industries, third behind the beef and wheat. Milk is produced and sold as drinking milk but also manufactured to make many dairy products which are consumed within Australia and exported to many world regions. All Australian states have dairy industries to supply local areas with fresh drinking milk. However, low cost dairy farming, which relies on good pastures and natural water sources, is primarily based in south east Australia where the climate is temperate. The diagram below shows the proportion of milk production within Australia.



Victorian's temperate climate and soil variety are good for dairy farming. The rich pastures allow herds to be fed naturally, keeping Victorian milk production costs relatively low compared with other states. Sometimes though, in times of drought, the supply of grass for grazing may become short and farmers may need to supply alternative food such as grains and hay to supplement the diet.

Seasons affect the production of milk. Milk production is highest in spring when the pastures are at their most lush and reduces in late autumn and winter. However, farmers

are able to manage calving and feed supplement so that milk is produced evenly throughout the year.

#### **FROM THE FARM:**

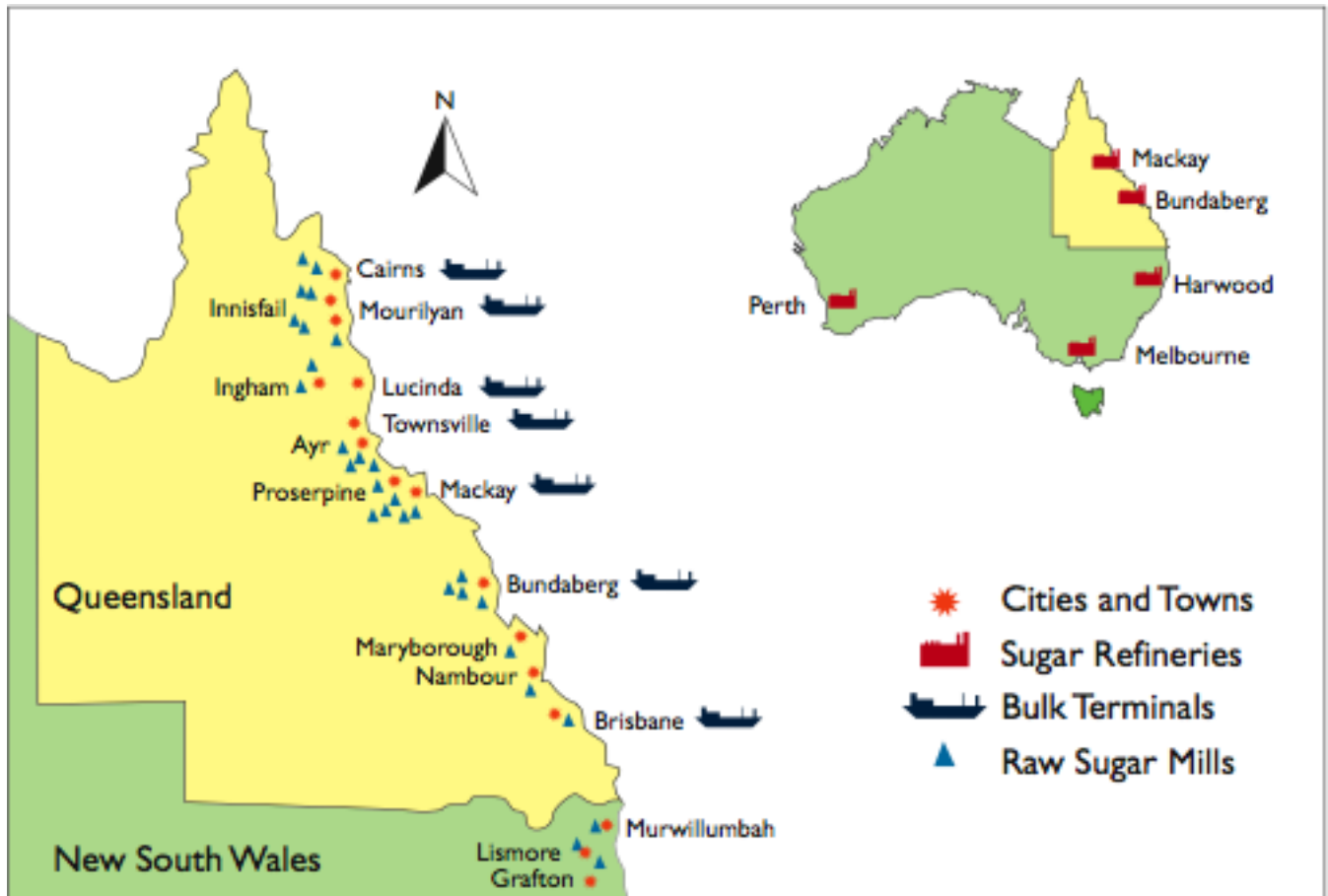
Cows are milked twice a day. Modern farms have large milking sheds containing milking machines to collect the cows' milk through suction cups which the farmer places on each of the cow's four teats. The machine transports the milk through stainless steel pipes to refrigerated vats or silos that cool and store the milk ready for collection. Milk can be stored in the refrigerated vats for no longer than 48 hours. The milk is collected from the vats every 24 or 48 hours by refrigerated tankers. The milk is stored in refrigerated silos at the factory before being processed.

Samples of milk are taken and analysed before processing begins. Most farmers are paid according to the quality and composition of the milk they produce so it is extremely important that these samples are collected and stored correctly.

At the factory the milk is pasteurised to kill any harmful bacteria. Cream can become separated from the milk whilst being stored and pasteurised so the milk also goes through a process called homogenisation. The milk and cream are blended together again giving the milk its smooth and creamy texture.

The processed milk is once again stored in vats ready to be packaged and transported to shops or collected by refrigerated tankers and taken to manufacturers. Dairy manufacturers make dairy products such as cheese, cream, butter and yoghurt. Other manufacturers use the milk as an ingredient in products such as chocolate. The final dairy products are either made ready for export or assembled into orders and distributed by road or rail to the manufacturers' customers in Australia.

## Group #2: Supply Chain – Sugar



Map of sugar growing regions of Australia Source: CSIRO [www.csiro.au](http://www.csiro.au)

### THE SUGAR PRODUCTION PROCESS:

Sugar is grown in many countries around the world. It is produced from sugar cane in countries with warm climates and from sugar beet in cooler climates. Sugar cane grows best in tropical or subtropical areas due to the high temperatures and regular rain supply these climates provide. Australia produces raw sugar from sugar cane grown primarily in Queensland's subtropical and tropical coastal regions. Sugar cane is also grown in the subtropical north of New South Wales.

### HARVESTING THE CROP:

Sugar cane can take between 10 and 16 months to grow before it is ready for harvest between June and December. Harvesting begins by burning the crop to reduce the amount of leaves, weeds and other matter which can make harvesting and milling operations difficult. Farmers use a machine called a harvester to gather the crop. It moves along the rows of sugar cane. As it does so it removes the remaining leafy tops of the cane stalks, cuts the stalks off at ground level and chops the cane into small lengths called billets. The billets are loaded into wire bins towed alongside by a tractor. These field transporters take the harvested sugar cane to collection areas known as cane pads. At the cane pads, the billets

are transferred into very large bins ready to be collected and taken to the mill. The sugar mills have to organize collections from each of the cane pads in their catchment area. The mill companies use road transport service providers to co-ordinate this task. This is an important job. Sugar quality and its value reduce over time. Sugar cane should be harvested and delivered to the mill within 16 hours. If the farms are a long way from the mill, rail transport might also be used.

Transport providers often use technology to help them deliver an efficient and effective service. They can use GPS systems to locate the relevant cane pads and have electronic tracking devices on the billet bins to help them track and record the movement of each farmer's produce.

Farmers often belong to a co-operative which owns or works with the sugar mills. Mills need to process the sugar cane straight away to ensure quality. If too much sugar cane is delivered at one time and cannot be processed, the sugar will decrease in quality and the farmer will lose money. The mill also needs to make sure that it has enough sugar cane to process to stay open. The mills and the farmers work together to plan their crop and harvest to ensure no sugar cane is wasted and the mill has a sufficient supply. Each farmer within the co-operative is allocated a time within the season to harvest the different sections of their farm to ensure the optimum supply of sugar to the mills.

#### **THE MILLING AND REFINING PROCESS:**

On arrival at the mill, the billets are weighed and washed. This weight is recorded so the mill knows how much to pay the farmer. The cane is then fed through a series of mill rollers to extract the sugar juice which is treated to have impurities removed. The sugar juice is heated to evaporate any water leaving a thick syrup called molasses in which raw sugar crystals will form. A machine called a centrifuge separates the raw sugar crystals from the syrup. The raw sugar is tumble-dried and placed in large storage bins and sorted for transport. This bulk sugar is transported to the refineries directly or to bulk terminals by road or rail.

If the sugar is being exported, it is stored in the bulk terminals until it is needed for shipment. Then it is transported via conveyors straight to the wharf and loaded into the ship's hold.

Although sugarcane is only harvested between June and December the refineries operate all-year-round. They need a constant supply of raw sugar so access supplies from the bulk terminals where it is stockpiled.

When the raw sugar arrives at the refinery the final impurities in the sugar are removed. The sugar is then graded into required sizes and packaged. Orders are assembled and dispatched to the refinery's customers, including food manufacturers, by road or rail.

### **Group #3: Supply Chain – Cocoa**

**Adapted and paraphrased from original source: [www.cadbury.com.au](http://www.cadbury.com.au)**

Cocoa beans are the key ingredient of chocolate. They are harvested from cocoa trees which grow in humid tropical climates where it rains regularly and temperatures remain even. The cocoa tree naturally grows in South and Central America but has been cultivated to grow in many other countries with appropriate climates. Plantations have been established in areas such as West Africa, the Caribbean and Asia. Cocoa was first planted in Ghana in 1879 and the country is now a major producer of cocoa. Cocoa is grown on small farms where the planting patterns of cocoa trees make mechanization impractical.

#### **HARVESTING AND SPLITTING COCOA PODS:**

Cadbury Schweppes is a major chocolate manufacturer in Australia. According to its website, it uses cocoa beans sourced from Ghana in West Africa as well as Malaysia and Indonesia in Asia.

Cocoa pods are harvested from the cocoa tree twice a year, mainly during October to December. Harvesting cocoa beans is a very labor-intensive process. Every few weeks the ripe pods are cut from the trees. They are collected in large baskets, which workers carry on their heads to the curing area. Here they are piled up ready for splitting and curing. Farmers split open the pods by hand and remove the beans. The beans are then spread out under banana leaves and left to ferment for 5-6 days, being turned regularly.

After fermentation, the beans are dried in the sun. The dried, cured beans are quality inspected and packed into sacks ready for transportation. The beans are bought and transported by a Ghanaian licensed buying company that works with the Ghanaian Cocoa Board to sell cocoa to manufacturers. The beans are transported by road to the sea port where they are packed in containers and prepared for export. Cadbury, for example, has processing factories in Singapore.

From the port in Singapore, the cocoa beans are transported by road to the processing factory. Here, the beans are sorted and cleaned ready to be winnowed. The part used to make chocolate called the nib, is roasted and ground in stone mills until a 'cocoa mass' is produced. Cocoa mass is used to make cocoa butter and cocoa powder.

The cocoa mass, cocoa butter and cocoa powder products are quality inspected before being transported back to the port for export by ship to manufacturers. Cadbury has factories in Tasmania and New Zealand. The cocoa products are then used to make chocolate.

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## **Group #4: Supply Chain – Product Distribution**

To make chocolate all the key ingredients are brought together at the manufacturer's chocolate factory. Cadbury, for example, has a chocolate factory in Tasmania where they make Dairy Milk chocolate bars. The key ingredients for chocolate are fresh milk, sugar, and cocoa. Milk would likely be sourced locally to maintain freshness. Most international sea freight enters Australia through the Port of Melbourne where it is processed through Customs and Quarantine before being forwarded on to its final destination. Cocoa, imported by sea from Singapore, and sugar sourced from suppliers within Australia, would be shipped to a Tasmanian port in containers from the Port of Melbourne and then transported by road to the chocolate factory.

The chocolate factory makes chocolate 'crumb', a key ingredient of chocolate. The crumb is passed through a pin mill and mixed with cocoa liquor, cocoa butter, emulsifiers and other flavorings. The chocolate is then refined, mixed and beaten to develop flavor, and tempered (mixing and cooling the liquid chocolate). Tempered chocolate is poured into bar-shaped molds, shaken and cooled. The molded blocks then continue to high speed wrapping plants within the factory. The wrapped chocolate bars are packed and transported in refrigerated containers from the factory to the manufacturer's distribution center or made ready for export.

Cadbury's Central Distribution Centre is located in Melbourne where it has easy links to the port, road and rail networks. The chocolate made in the Tasmanian factory is transported to the sea ports and shipped to the Port of Melbourne before being forwarded on by road to the National Distribution Centre. The National Distribution Centre is where orders are assembled for customers (retailers) throughout Australia and forwarded to destinations by road or rail.

Chocolate products may be delivered directly to retail outlets. Alternatively, for large retail chains in particular, the product may be delivered to large distribution centers where products of different descriptions are stored, sorted and combined into groups to be delivered to individual stores belonging to the chain.

Cadbury Australia exports confectionery products to a number of countries in the Asia-Pacific region. These countries include New Zealand, Fiji, Papua New Guinea, Indonesia, Malaysia, Singapore, the Philippines, Thailand, Taiwan, Japan and Brunei. Shipments to these countries would depart from the Port of Melbourne.

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## Icon Sheet 1 of 3

For a detailed version of the graphic below, please refer to [Activity 5 high resolution PDF](#).



A container ship transports the chocolate products to the Port of Melbourne.



The dried, cured cocoa beans are then packed into sacks for transport.



A refrigerated tanker transports the ingredients from the Port to the chocolate factory.



A refrigerated truck transports the chocolate bars from the factory to the Port of Tasmania.



The ingredients are used at the chocolate factory to produce chocolate bars.



Cows at a dairy farm are milked twice a day and the milk is stored in a refrigerated silo for up to 48 hours.



Cocoa pods are harvested from cocoa trees (Oct - Dec).



The orders are loaded onto pallets and into trucks, then transported, by road, to the Port of Melbourne.



A container ship transports cocoa products by sea to the Port of Melbourne.



A container ship transports the cocoa beans by sea to the Port of Singapore.



These billets are loaded into bins and towed by a tractor to an area known as cane pads and made ready for collection.



Cocoa mass + cocoa butter + cocoa powder are produced at the processing factory.

## Icon Sheet 2 of 3

For a detailed version of the graphic below, please refer to [Activity 5 high resolution PDF](#).



The cocoa products are transported in trucks by road back to the Port of Singapore.



Sugar is stored in bulk terminals until it is needed for shipment or by sugar refineries.



The cocoa beans are transported in trucks by road to the Ghanaian Port, where they are packed into containers.



Farmers harvest the sugar cane crop, cutting the stalks into small lengths called billets.



A container ship transports ingredients from the Port of Melbourne to the Port of Tasmania.



The cocoa pods are collected in large baskets, which workers carry on their head to a curing area.



The products are transported by ship for world export.



Trucks transport the cocoa beans from the Port of Singapore to a processing factory.



Trucks transport the billets by road to the sugar mill within 16 hours of harvesting.



A refrigerated tanker collects milk from the dairy farm every 24 - 48 hours and transports it to a processing factory.



Orders are transported by road and rail to supermarkets and retail outlets throughout the country.





## Icon Sheet 3 of 3

For a detailed version of the graphic below, please refer to [Activity 5 high resolution PDF](#).



A refrigerated tanker transports the milk from the processing factory to the chocolate factory.



Bulk raw sugar is made at the sugar mill and placed in large storage bins for transport.



Raw sugar is transported from the bulk terminal in a bulk tank to the refinery. (Jan - May) where it is refined, packaged and assembled into orders.



Milk is pasteurised and homogenised at the processing factory and is stored in refrigerated silo's before and after processing.



Orders are assembled at the distribution centre for customers.



The raw sugar is loaded into a bulk tank for transportation.



At the curing area farmers remove the cocoa beans from their pods and they are fermented and dried.

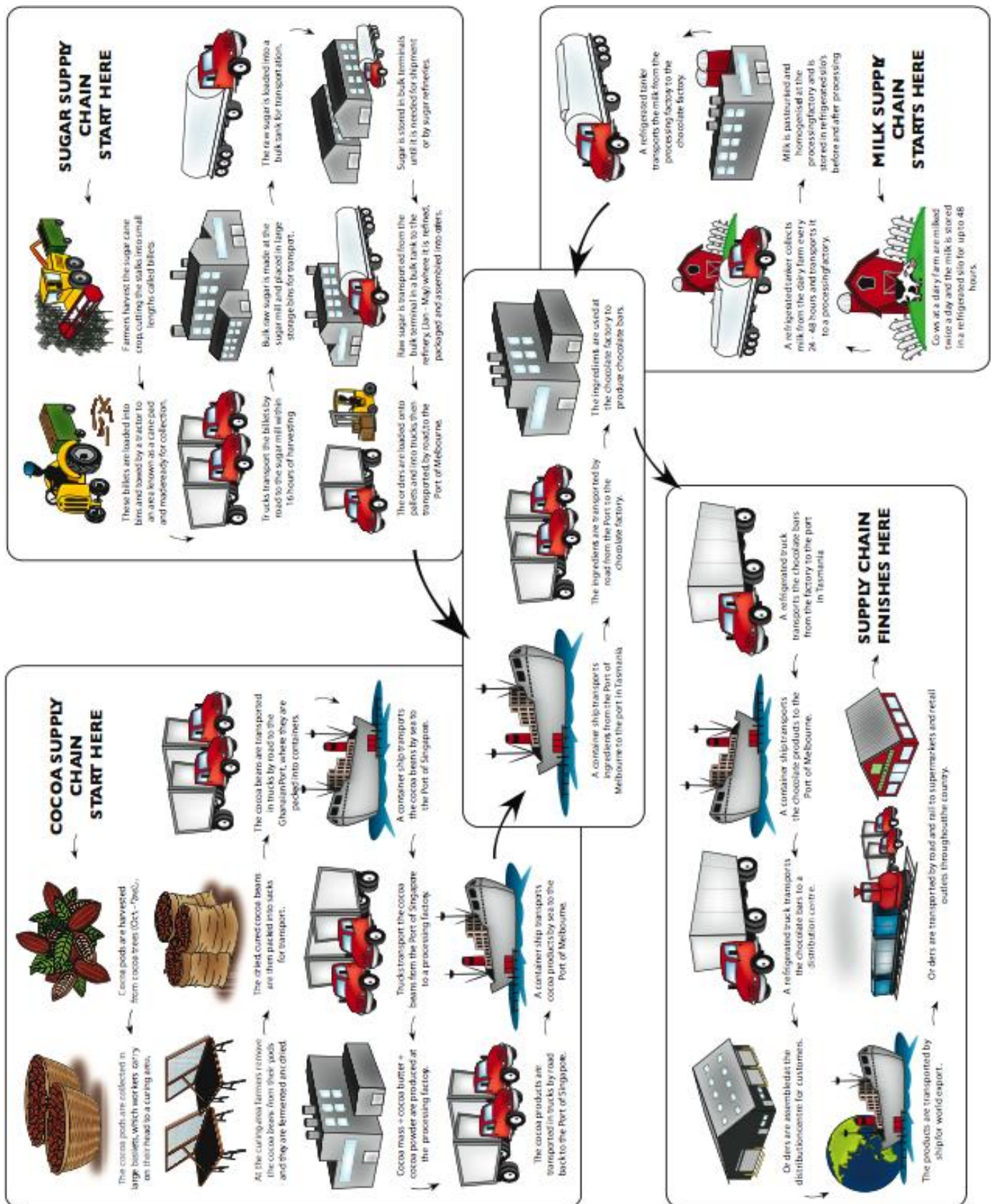


A refrigerated truck transports the chocolate bars to a distribution centre.

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# Supply Chain - The Chocolate Bar Supply Chain – Solution

For a detailed version of the graphic below, please refer to [Activity 5 high resolution PDF](#).



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# Reading Week 3, Lesson 1

## TDL Bridge Semester 1: High Intermediate Adult Basic Education (ABE)

### THEME: Written Work on Global Supply Chains

Class to be held in the Technology Lab



### OBJECTIVES

- Set criteria and practice for introductory paragraphs
- Provide feedback on others' introduction according to the criteria
- Rewrite introductory paragraphs

### MATERIALS

#### For Activity #1:

- Handout (attached): Make one copy for each student.  
*The Writer/Audience Situation*
- Classroom Resource: Six index cards with the following on them: Newspaper Editor, Best Friend, Fellow Student, The Teacher, HSE Test Audience, Family Member.
- Classroom Resource: Choose a method for presenting the three role play introduction examples written in bold in Activity #1. You may want to:
  - Prepare flip chart pages with a different introduction example written on each one; or
  - Type them up on separate pieces of paper for a document audience.
- Student Work: Students should bring hard copies of their homework writing assignments.

#### For Activity #2:

- Handout (attached): Make two copies per student.  
*Audience Comment Page*

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### ACTIVITY #1: Set Criteria and Practice for Introductory Paragraphs – 80 minutes

- Tell students that today the class will focus on giving students audience feedback on paragraphs they brought in today. Audience feedback will be focused on giving them good ideas for improving their written work. Students will get some student feedback, your feedback, and THEN the opportunity to edit their work for grammar and spelling issues. All of this peer-review and editing work will help them get the information they need to improve their written work for a final version they will hand in next week.
- But first, ask:
  - Who is your audience when you write? Write student answers on the board.
  - Can different audiences affect the way you write?
- Pass out *The Writer/Audience Situation*.
- Ask:
  - What is going on in this silly picture?
  - What is the writer trying to do? (Answer: The writer is trying to communicate something of interest to an audience.)
  - What is the audience trying to do?
  - What kinds of writing situations would make the writer happy and comfortable?
  - What kinds of reading situations make the audience happy and comfortable?

- What does the reader need from the writer? (Answer: Enough information to be interested and to understand the writer's topic well.)
- Put students in pairs and have them pick one of the prepared index cards.
- Go round robin and have each pair read their cards and write the names of the different audiences on the board.
- Write the following on the board:
  1. Describe the audience in detail.
  2. Describe how writing to this audience would affect your writing.
    - Would this audience be easy or hard to write for?
    - Why or why not?
- Have each pair come up with at least two reasons for their answers and make sure that each member of the pair has at least one reason to report back to the class.
- After each presentation, ask:
  - Is this an audience that would be easy or hard to write for? Why?
    - Note whether presenters say "easy" or "hard" next to the name of the audience type.
- Write the following questions on the board to solicit the beginnings of a criteria for introductory paragraphs:
  - What would make an audience interested in reading your written work?
  - What would make an audience really not interested in reading your written work?
  - What does an audience need at the beginning of the essay to get involved in reading?
  - How much detail should you put in your first paragraph? How much do you save for other paragraphs?
- Ask each question and put student answers on the board.
- Tell students to write this criteria in their notebooks. Stress to them that they will be responsible for keeping the criteria in their notebooks, using it, and adding to it in later classes.
- Tell students they will now practice introductory paragraphs.
- Write the assignment questions on the board and explain that the class will be focusing on the first question primarily:
  1. How do the products you buy connect you to people around the world?
  2. Choose one product as an example: what is the process that got that product made and into your life?
  3. How does thinking about supply chains change the way you think about everyday objects?
  4. How would you like to be part of a global supply chain?
- Tell students:
  - We are going to keep the writing assignment questions in front of us while we do an activity that will help us answer the first question in different ways.
- Next, put students into pairs and display the first role play dialogue for the introduction of the written work.

**Role Play Dialogue #1:**

**Writer:** I have to do some written work for my Bridge class on the global supply chain and how it connects me to people around the world.

**Audience:** Cool. This is a topic that is interesting to me. What do you plan to say?

**Writer:** Global supply chains connect all of us into one global family.

- Ask pairs to:
  - Imagine they are the audience.
  - Make a list of questions they would ask this writer to get more information.

- Next have two people come up in front of the class. Ask that:
  - Both people shake hands like they are old friends.
  - One person is to play the role of the writer and one person is to play the audience. Both of them should read their role play lines loudly, clearly, and with expression.
  - Then, the student playing the role of the audience can ask additional questions to get more information from the writer.
  - The writer is to answer these questions with a real interest in satisfying his audience.
    - Coach students to keep acting like old friends through this process.
- After the students finish this role play, open this up to the rest of the class allowing other students to ask questions of the writer.
- Repeat this process with the other two role play dialogues.

#### **Role Play Dialogue #2:**

**Writer: I have to do some written work for my Bridge class on the global supply chain and how it connects me to people around the world.**

**Audience: Cool. This is a topic that is interesting to me. What do you plan to say?**

**Writer: Well, every time I buy something, I don't know it but there are people from all over the world involved in bringing me each product.**

#### **Role Play Dialogue #3:**

**Writer: I have to do some written work for my Bridge class on the global supply chain and how it connects me to people around the world.**

**Audience: Cool. This is a topic that is interesting to me. What do you plan to say?**

**Writer: The network created by Transportation, Distribution, and Logistics is what brings me everything I own.**

- When all of the role play dialogues have been talked through, ask:
  - What do we know now about introductions that we didn't know before?
    - Add new ideas to the listing from the beginning of the activity.
- Explain that not all the information that the audience asked for needs to be in the first paragraph. Look at the list of questions for the whole written work. Ask:
  - What kinds of information will come in other paragraphs?
  - What kinds of information will the audience need to have in the introductory paragraph?

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### **ACTIVITY #2: Provide Feedback on Others' Introductions According to the Criteria – 60 minutes**

- Tell students they will now provide constructive feedback on each other's introductory paragraphs. They are to remember they must remain the audience that the writer is happy and comfortable with, meaning that the audience simply wants to understand what the paragraph is trying to say and to offer good suggestions for making the written work more interesting.
- Put students into groups of three.
- Have students take out their first paragraph.

- Pass out two copies of the *Audience Comment Page* to each student. Explain that they are going to:
    - Read the paragraph written by the other two people in their group.
    - Fill out one *Audience Comment Page* for each of the essays they read.
    - They are NOT to comment on grammar or spelling yet. However, if they are not sure what something says, they can ask the writer for clarification.
    - They are to be friendly, encouraging, and genuinely helpful. Good comments on their partner's work will help them when they have to re-write their paragraphs.
  - Have students pass their paragraph to the left.
  - After students have evaluated the first paragraph, they should pass the essay they have worked on to their left and evaluate a new essay.
  - After students have evaluated two paragraphs from two partners, they should give their evaluations to the writers, and the writers should read the comments.
  - Ask the class as a whole:
    - Did your evaluators say the same or different things?
    - Did your evaluators say things that gave you ideas for how to make your paragraph better?
    - What are they?
    - Did your evaluators confuse you? Ask for clarification when back in your group.
  - Put students back in their groups to talk through differences and to get clarification.
- 

### ACTIVITY #3: Rewrite Introductory Paragraphs – 40 minutes

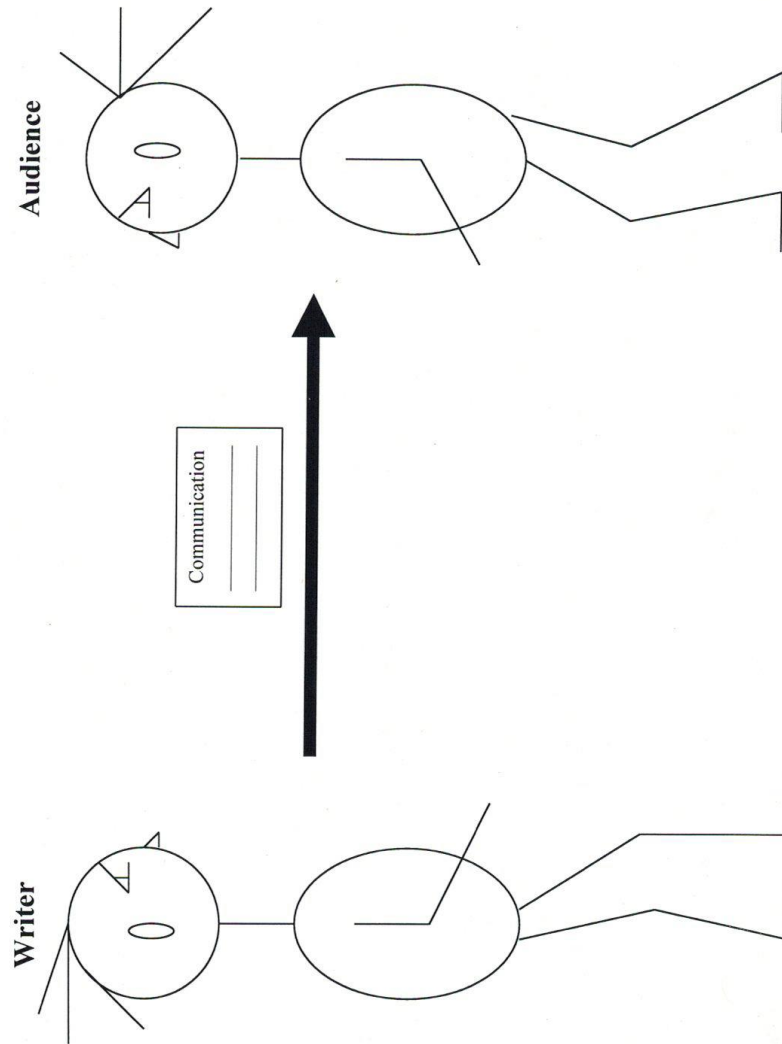
- Tell students that they are now going to have the opportunity to rewrite their introductory paragraph. Whatever they don't complete today they can work on as homework.
- 

### HOMEWORK

**WRITE:** Students should draft three paragraphs that answer questions #2 and #3 from the list below. They should also finish rewriting their introductory paragraphs and bring in all four paragraphs in a form that is easy for others to read. The questions are:

1. How do the products you buy connect you to people around the world?
2. **Choose one product as an example: what is the process that got that product made and into your life?**
3. **How does thinking about supply chains change the way you think about everyday objects?**
4. How would you like to be part of a global supply chain?

## The Writer/ Audience Situation



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## AUDIENCE COMMENT PAGE

**WRITER:** \_\_\_\_\_

**AUDIENCE:** \_\_\_\_\_

1. What is working for you as the audience for this piece of writing?
2. As the audience, what do you need clarified or want to hear more about to make you more interested what the writer has to say?
3. Do you have any questions for the writer?

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# Reading Week 3, Lesson 2

## TDL Bridge Semester 1: High Intermediate Adult Basic Education (ABE)

### THEME: Written Work on Global Supply Chains

Class to be held in the Technology Lab



### OBJECTIVES

- Set criteria and practice for explanatory paragraphs
- Provide feedback on others' explanatory paragraphs according to the criteria
- Rewrite explanatory paragraphs

### MATERIALS

#### For Activity #2:

- Handout (attached to Week 2, Lesson 1): Make two copies per student.  
*Audience Comment Page*
- Student Work: Students should bring hard copies of their homework writing assignments.

#### Teacher Preparation:

- Teacher Resource (attached): One copy for the teacher.  
*Chosen grammar lesson from Activities for Teaching Writing Skills*
- Teacher Resource: One copy for the teacher.  
A selected grammar text for the course

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### ACTIVITY #1: Set Criteria and Practice for Explanatory Paragraphs – 60 minutes

- Tell students they are going to get an opportunity to talk about explanatory paragraphs and tell the audience more about what they introduced in their introductory paragraph.
- Write the following questions on the board to solicit the beginnings of a criteria for explanatory paragraphs:
  - What would make an audience interested in reading your written work?
  - What did the audience learn in the introductory paragraph?
  - Why are examples so important for the audience to understand what you are trying to say?
  - What makes a really good example?
- Ask the class each of the questions and take notes on their answers on the board.
- Tell students to write this criteria in their notebooks. Stress to them that they will be responsible for keeping the criteria in their notebooks, using it, and adding to it in later classes.
- Write the assignment questions on the board and explain that the class will be focusing on the second and third questions:
  1. How do the products you buy connect you to people around the world?
  2. **Choose one product as an example: what is the process that got that product made and into your life?**
  3. **How does thinking about supply chains change the way you think about everyday objects?**
  4. How would you like to be part of a global supply chain?
- Put students into pairs and display the first role play dialogue:

### **Role Play Dialogue #1:**

**Writer:** Remember we talked about my writing assignment for the Bridge the other day? The one about global supply chains? Well I am going to give more explanation and examples to my basic ideas.

**Audience:** Cool. I wanted to know more about the way you are thinking about this topic. What is a good example of the way the global supply chains connect you and me to the world?

**Writer:** Well, I think my groceries make me an international citizen.

- Ask pairs to:
  - Imagine they are the audience.
  - Make a list of questions they would ask this writer to get more needed information.
- Next ask two people to come up in front of the class. Ask that:
  - Both people shake hands like they are old friends.
  - One person take the role of the writer and the other person take the role of the audience.
  - The pair read the script loudly, clearly and with expression.
  - The student playing the role of the audience should then ask additional questions to get more information from the writer.
  - The writer is to answer these questions with a real interest in satisfying his or her audience.
    - Coach students to keep acting like old friends through this process.
- After the students finish this role play, open this up to the rest of the class allowing other students to ask questions of the writer.
- After the writer has answered questions from the audience, ask the writer:
  - Which question from the board did you start to answer to satisfy your audience's question?
  - Encourage students to understand that their writing assignment has made room for them to give plenty of detail about the topic they introduce in their second paragraph.
- Repeat this process with the other two role play dialogues.

### **Role Play Dialogue #2:**

**Writer:** Remember we talked about my writing assignment for the Bridge the other day? The one about global supply chains? Well I am going to give more explanation and examples to my basic ideas.

**Audience:** Cool. I wanted to know more about the way you are thinking about this topic. What is a good example of the way the global supply chains connect you and me to the world?

**Writer:** Well, I think I am connected to people around the world through my shoes.

### **Role Play Dialogue #3:**

**Writer:** Remember we talked about my writing assignment for the Bridge the other day? The one about global supply chains? Well I am going to give more explanation and examples to my basic ideas.

**Audience:** Cool. I wanted to know more about the way you are thinking about this topic. What is a good example of the way the global supply chains connect you and me to the world?

**Writer:** Well, I am connected to people all over world just by having a cup of coffee in the morning.

- When all of the explanatory examples have been talked through, ask:

- What do we know now about explanatory paragraphs that we didn't know before?
  - Have students add new ideas to the criteria from the beginning of the activity into their notebooks. Again remind them that they will be responsible for keeping the criteria in their notebooks, using it, and adding to it in later classes.
  - Explain that not all the information that the audience asked for needs to be in the second paragraph. Look at the list of questions for the whole written work. Ask:
    - What kinds of information will come in other paragraphs?
    - How are the paragraphs related together?
    - What kinds of information will the audience need to have in the explanatory paragraphs?
- 

## ACTIVITY #2: Provide Feedback on Others' Explanatory Paragraphs – 60 minutes

- Tell students they will now provide constructive feedback on each other's explanatory paragraphs. They are to remember they must remain the audience that the writer is happy and comfortable with, meaning that the audience simply wants to understand what the paragraph is trying to say and to offer good suggestions for making the written work more interesting.
  - Put students into groups of three.
  - Have students take out their three new paragraphs with their introduction.
  - Pass out two copies of the *Audience Comment Page* to each student. Explain that they are going to:
    - Read the paragraphs written by the other two people in their group.
    - Fill out one *Audience Comment Page* for each of the set of written work they read.
    - They are NOT to comment on grammar or spelling yet. However, if they are not sure what something says, they can ask the writer for clarification.
    - They are to be friendly, encouraging, and genuinely helpful. Good comments on their partner's work will help them when they have to re-write their paragraphs.
  - Have students pass their paragraph to the left.
  - After students have evaluated the first student's paragraphs, they should pass them to their left and evaluate a new set of paragraphs.
  - After students have evaluated two paragraph sets from two partners, they should give their evaluations to the writers, and the writers should read the comments.
  - Ask the class as a whole:
    - Did your evaluators say the same or different things?
    - Did your evaluators say things that gave you ideas for how to make your paragraphs better?
      - What are they?
    - Did your evaluators confuse you? Ask for clarification when you are back in your group.
  - Put students back in their groups to talk through differences and to get clarification.
  - Have groups select one paragraph to be read aloud as a good example for the explanatory paragraphs.
    - Have the writers read the selected paragraphs from each group loud and clear and with expression.
    - After each paragraph is read, ask:
      - What worked about the paragraph you just heard?
      - Are you satisfied or do you want to know more? Why?
- 

## ACTIVITY #3: Rewrite Explanatory Paragraphs – 60 minutes

- Tell students that they are now going to have the opportunity to rewrite their explanatory paragraphs. Whatever they don't complete today they can work on as homework.

- Have students hand in their first drafts of their explanatory paragraphs that they have rewritten in course of this activity.
- 

## **HOMEWORK**

**WRITE:** Have students rewrite their explanatory paragraphs that they have not finished yet. Students should also draft a paragraph that answers the last question for the written work, which will be due in Lesson 4:

1. How do the products you buy connect you to people around the world?
2. Choose one product as an example: what is the process that got that product made and into your life?
3. How does thinking about supply chains change the way you think about everyday objects?
4. **How would you like to be part of a global supply chain?**

**TEACHER PREPARATION #1:** Choose two paragraphs from the students' writings that demonstrate the kinds of grammar and spelling challenges most students are exhibiting. Type up these paragraphs with the mistakes intact, and put them on separate pieces of paper to be printed as two-sided handouts. You will need one copy per student for the Editing Games in the next lesson.

**TEACHER PREPARATION #2:** Choose a grammar lesson that you think will be especially helpful for the student writing you have collected. Review the *Activities for Teaching Writing Skills* (attached to Week 2, Lesson 2) set of grammar exercises attached and choose a lesson that can help you prepare for next class.

## Activities for Teaching Writing Skills

**Adapted and paraphrased from original source:** *The Intensive GED Curriculum*

Written by Stephanie Sommers

Published by Women Employed

The purpose of these activities is to help students learn to:

- Clearly define a sentence.
- Learn the rules of punctuation.
- Recognize noun/verb agreement.
- Be able to edit paragraphs with multiple problems.
- Be able to analyze questions and answers on a GED Writing Skills Practice Test.

This excerpt is organized so that teachers can use any individual exercise to teach or reinforce students understanding and application of the rules of grammar, punctuation, and the conventions of Standard English.

Teachers should use supplementary texts to back these lessons with materials that support student weaknesses. Contemporary's GED Test 1: Writing Skills is recommended, but there are a variety of other GED grammar texts that can be useful. Supplement class work and GED preparation with homework that targets specific student needs.

### **Competencies**

Through the use of these activities, students should learn to:

1. Identify nouns, verbs, and adjectives.
2. Recognize and capitalize proper nouns.
3. Identify subjects and predicates, and differentiate between whole sentences and sentence fragments.
4. Use the six comma rules correctly.
5. Use semicolons and colons correctly.
6. Correlate nouns and verbs for agreement.
7. Use both the active and passive voice.
8. Use possessive nouns and pronouns correctly.
9. Improve spelling.
10. Take GED Writing Skills Practice Tests.

## 1. Identify nouns, verbs, and adjectives.

**Materials.** Find or create:

- A list of increasingly complex sentences with multiple nouns, verbs, and adjectives.
- Two short readings.

### Activity Description.

- To get students limbered up, use the following surprise exercise:
  - Ask: What is a noun?
  - Have students call them out all at once or go around and have each student say one at a time – but fast. Challenge students by saying, “Name 5,000 nouns. Go!”
  - Repeat procedures as above.
    - Ask: What is a verb? “Name 5,000 verbs. Go!”
    - Ask: What is an adjective? “Name 5,000 adjectives. Go!”
- Pass out a short reading.
- Have students quickly underline all the nouns. Give them only a few minutes and make them stop when the time is up. Again, challenge them by saying, “On your mark, get set, go!”
- Go around the room and have each student tell you the number of nouns in the reading; mark these numbers on the board.
- Repeat the procedure for verbs and adjectives; mark down the numbers.
- Go through the reading and identify first the nouns, then the verbs, and then the adjectives to verify the counts.
- Write one of the prepared sentences from the materials list on the board.
- Write one of the multi-noun/verb/adjective sentences on the board.
- Write each student’s name on the board in a place where you can keep score.
- Ask: How many nouns are in this sentence?
- Go around the room for each student’s number; write number next to student name.
- Ask: How many verbs are in this sentence?
- Mark students’ numbers down again.
- Repeat for adjectives.
- Go back to nouns; say, “The correct number is \_\_\_\_\_.”
- Go around the room to have the students pick out one noun at a time; underline them as you go.
- Repeat the same procedures for verbs and adjectives, but circle verbs and put a box around adjectives.
- Repeat these procedures for all the sentences.
- Give a short reading for homework; have students underline nouns, circle verbs, put quotes around adjectives. Students should also count the number of nouns, verbs, and adjectives.

## **2. Recognize and capitalize proper nouns.**

**Materials.** Find or create a reading with proper nouns that are not capitalized.

### **Activity Description.**

- Have students line up at the board; have them each write a proper noun and pass the chalk.
- Ask:
  - What is the rule for proper nouns?
  - Were all of these proper nouns written correctly?
- Give out a reading which has proper nouns that are not capitalized; have students correct the reading; and have them go fast.
- Ask:
  - How many errors are in the first sentence?
  - Ask one or more students to answer. Then ask others: Is that correct?
  - What are the errors?
- Put students into pairs to write a short paragraph with at least 10 un-capitalized proper nouns; have them each give their paragraph to another pair to correct; then have the authors correct their corrected paragraphs.

## **3. Identify subjects and predicates; differentiate between whole sentences and sentence fragments.**

**Materials.** Find or create:

- A list of mixed full sentences and sentence fragments.
- Blank index cards.

### **Activity Description.**

- Pass out the list of mixed full sentences and sentence fragments; have students check off the full sentences.
- Ask:
  - What is a sentence?
  - What is a subject? (The noun the sentence is about the subject.)
  - What is a predicate? (The rest of a simple sentence; it comes after the subject.)
  - What is always in the predicate? (A verb.)
  - What are the two requirements to be a sentence? (A noun and a verb.)
- Go over these questions again and have students repeat the answers loudly together.
- Ask a student for a full sentence from the list; write the sentence on the board; have students identify the subject, predicate, and verb in the sentence; write the skeleton sentence.

- Continue with these procedures to identify all the full sentences in the list.
- Have students find a partner and give each pair a set of six blank index cards; have them write three full sentences and three fragments on the cards.
- Have a representative from a pair choose a card from those written by the pair on their left; write the contents of the card on the board.
- Ask the student: Is this a sentence? How do you know?
- Give a point for each correct answer.
- Ask the class to reply in unison:
  - What are the two requirements to be a sentence?
  - Does it have a noun for a subject?
  - Does it have a verb in the predicate?
- Repeat these procedures until it is clear that students grasp the concept.

#### **4. Follow the six comma rules.**

- Explain that commas separate phrases that add information from the main sentence. If students can distinguish main sentences from additional information, they will be good at commas.
- Write “she fell asleep” on the board.
- Ask for phrases that add information to the front of the sentence; list them on the board; show where the commas go for each one.
- Put another simple sentence on the board.
- Ask for phrases that add information to the end of the sentence; list them on the board; show where the commas go for each one.
- Repeat this procedure and have students put phrases that add information in the middle of the sentence; show where the comma goes for each one.
- Put a different sentence on the board; put students into pairs.
- Have pairs write phrases that could add information in the front, middle, or end of the sentence.
- Have a representative from each group come to the board and add a phrase; give a point to each group that punctuates the sentence correctly with a new phrase.
- Continue until it is clear that all students understand how to use commas in this context.
- Introduce the first 3 comma rules:
  1. A comma goes after a prepositional or verb phrase that is at the beginning of a sentence.
  2. Commas go around a prepositional or verb phrase that is in the middle of sentence.
  3. Commas go before a prepositional phrase that is at the end of a sentence.



**Comma Rule #1. A comma goes after a prepositional or verb phrase that is at the beginning of a sentence.**

**Materials.** Find or create a list of sentences with introductory phrases, but no commas.

**Activity Description.**

- Pass out list of sentences; do one as a class to model the exercise; have students insert the commas after the introductory phrase.
- Go around the room and ask each student the following list of questions:
  - What is the main sentence?
  - What is the introductory phrase?
  - Where does the comma go?

**Comma Rule #2. Commas go around a prepositional or verb phrase that is in the middle of sentence.**

**Materials.** Find or create:

- A list of sentences with phrases in the middle, but no commas.
- A list of sentences with phrases at the end, but no commas.

**Activity Description.**

- Pass out the list of sentences; punctuate one as a class to model the exercise.
- For each student, ask:
  - What part of the sentence is added?
  - Where do the commas go?
- Divide students into two teams.
- Have one student from the first team come up and write a sentence on the board.
- Have a student from the second team add a prepositional phrase in the middle of the sentence.
- Reverse team tasks until everyone has been to the board to either put up a sentence or add a prepositional phrase.
- Review what is on the board and ask students for corrections; note any additional corrections.
- **Repeat these procedures for Comma Rule #3: Commas go before a prepositional phrase that is at the end of a sentence.**

**Comma Rule #4. Place commas between all items in a list of 3 or more.**

**Materials.** Find or create:

- Index cards with questions whose answers will elicit sentences with lists in them.
- A list of sentences with lists in them, but no commas.

**Activity Description.**

- Present Comma Rule #4:
  - Lists must be of like objects or actions.
  - The last item in a list has the word “and” or “or” before it.
  - Example: She liked apples, bananas, and cherries.
- Ask students to make a clicking noise with their tongues.
- Ask students to make “pppputttt” sound with their lips.
- Explain that the clicking noise is a comma and a “pppputttt” sound is a period.
- Deal out one index cards to each student that will elicit a list as an answer.
- Have each student read their card and give an answer, putting the appropriate sounds in the appropriate places.
- Pass out the list of sentences; have students correct the sentences and then read them aloud, one at a time, using their punctuation sounds.
- For each question, ask:
  - How many items are in the list?
  - Do you need to use a comma?
  - Read me the sentence with the correct punctuation.
- Inform students that Oxford commas won’t appear in some of the sources they read (newspaper articles), but the students should still use them.

**Comma Rule #5. Put a comma before the words “and,” “but,” “yet,” “or,” “nor,” “for,” and “so” when combining two full sentences into a single compound sentence.**

**Materials.** Find or create:

- A list of paired sentences that could be joined with a comma and one of the words highlighted in comma rule #5. Mix into this list other pairs where one is a fragment and one is a sentence.
- Index cards with the linking words (and, but, yet, or, nor, for, so) written on separate cards.
- Blank index cards.

**Activity Description.**

- Present Comma Rule #5.
- Pass out the list of sentences; have students put checks by the pairs of sentences and Xs by the fragment and sentence pairs.
- Identify these differences as a class.
- Have students find a partner and pass out the blank index cards; assign sets of paired sentences; have the partners write each individual sentence on a separate card.
- Write the linking words on separate cards as well.
- Take all the sentences, mix them up, and lay them face-up on the table; lay out the linking words at the top.
- Put students on two teams.
- Ask first one student from one team then another student from another team to combine two sentences and a linking word into a single sentence; have blank cards

available if students want to write their own sentences to link up with the prewritten ones.

- Ask each student:
  - Where does the comma go?
  - Why?
- Ask the class:
  - Is that correct?
- Give one point to the team for each correct answer.

**Comma Rule #6 and Semicolon Rule #1. Place a semicolon before and a comma after the following words when used to connect two sentences: “moreover,” “furthermore,” “in addition,” “however,” “nevertheless,” “therefore,” “consequently,” “otherwise,” “for instance,” “for example,” and “then.”**

**Materials.** Find or create:

- Index cards with the linking words for Comma Rule #6 written on them. Each word(s) should be written on a separate card.
- Blank index cards.

**Activity Description.**

- Present Comma Rule #6. Tell students that while practicing comma rule #6, they will also be learning semicolon rule #1.
- Put students into pairs and deal out the cards; have each pair write three compound sentences using their given word.
- Have each group write a compound sentence on the board.
- Ask the class what the linking word means and check with them to see if the punctuation is indeed correct.
- Give each team two blank index cards; have them write pairs of sentences on each card WITHOUT linking words.
- Make sure the linking words are on the board.
- Put the cards in a deck; have pairs pick cards; have them come to the board and link the sentences with correct linking words and punctuation.
- Ask:
  - Is the first part a sentence?
  - Is the second part a sentence?
  - Is this a good linking word for these two sentences?
  - Is it punctuated correctly?

**Comma Rule Practice:**

**Materials.** Find text from a book with lots of commas.

**Activity Description.**

- Pass out a copy of some text from a book (your choice) with lots of commas in it.

- Ask students to circle all the commas in the text.
- Have them write the number of the relevant comma rule next to each.
- Divide students into pairs to review and correct each other's work.
- Read each sentence aloud and go around the room to have different students tell you the comma rules applied in each.
- For each comma, ask:
  - What comma rule does this use?
  - Is that answer correct?
  - Does anyone have a different answer?
  - Which is the correct answer?
  - Why?
- Repeat this exercise as necessary.

## 5. Use semicolons and colons correctly.

### Activity Description.

#### Semicolon Rule #2.

- Remember that semicolon rule #1 is combined with comma rule #6.
- For semicolon rule #2, ask:
  - What is a semicolon?
  - When do you use semicolons?
- Tell students that semicolons mean: I know a period goes here (point to the "period" in the semicolon), but these two sentences are so related that I want you to read it as if it were only a comma (point to the "comma" in the semicolon).
- Repeat this definition with the pointing many times.
- Give some examples on the board.
- Show how this logic was already used in Semicolon Rule #1.
- Have students all make a clicking noise together. This noise will represent a semicolon.
- Tell students to choose a partner, and have partners write five pairs of closely related sentences.
- Have them switch sentences with another group and correctly punctuate the new set of sentences.
- Have them read their sentences aloud using the correct noise for semicolons.

#### Colon Rule: Use colons after a complete sentence that presents a list.

- Present the Colon Rule.
- Tell students that colons mean, "I know a period goes here (point to one of the periods), but here comes a list. Emphasize that colons can only be used after a sentence."
- Put a variety of examples on the board.
- Put students in pairs to make up six full sentences that prepare for a list.

- Have a student put a sentence on the board and a student from another pair QUICKLY come to the board to write a list with the correct punctuation.
- Ask for each:
  - Is the first part a sentence?
  - Is the colon in the right place?
  - Are the commas in the right places? Are any commas missing?

## 6. Correlate nouns and verbs for agreement.

**Materials.** Find or create:

- Index cards with singular and plural verbs from the following tenses. Each card should contain a single verb conjugated in all these tenses:
  - Present (play, plays).
  - Present continuous (is/are playing).
  - Past continuous (was/were playing).
  - Present perfect (has/have played).
  - Past perfect (had played).
  - Future (will play).
  - Future perfect (will have played).
  - List of time-specific sentences.

### Activity Description.

- Put students in pairs; deal out cards.
- Put the names of the tenses on the board.
- Have students give examples of sentences in each tense.
- Have each pair “play” a card by: 1) putting the verb on the card in a sentence, 2) identifying the verb tense, and 3) identifying other words in the sentence that identify the tense, if there are any.
- Give a point for each “right” answer after asking:
  - What is the sentence?
  - What tense is the sentence in? How do you know?
  - What words in your sentence tell you that this is the correct tense?
- Record words that identify each tense on the board as they come up.
- Put a sentence on the board; put students into pairs; assign each pair a tense; go around the room and have the different pairs say the sentence in their tense.
- Rotate tenses among the pairs; put another sentence on the board.
- Rotate until all groups have worked with all the tenses.
- Put a time-specific sentence on the board; have the student pair assigned to that tense say the correct sentence.
- Do a series of sentences in this way.
- Put students on teams to create 10 time-specific sentences; have a representative from a team put the sentence on the board leaving out the verb; have a

representative from the other team fill in the sentence; give points for correct answers.

## **7. Practice Using an Active Voice.**

**Materials.** Find or create:

- A list of sentences in the passive voice.
- A hat and scissors.
- A paragraph with a variety of voice problems.

### **Activity Description.**

- Write a sentence in the passive voice on the board.
- Ask:
  - Which noun is the doer in this sentence?
  - Which noun is just letting things happen to it?
  - How would you rewrite this sentence to make sure the noun that is the doer takes responsibility for its actions?
- Write an active voice sentence on the board; ask students to rewrite it in the passive voice.
- Divide students into teams and have each team write five active voice sentences and five passive; encourage the sentences to be wild.
- Have students cut the sentences into separate strips and put them in a hat.
- Have each student choose a sentence from the hat.
- Have each student read the sentence and then “translate” it into the opposite voice.
- Give a point to each team that does it correctly.
- Pass out the paragraph.
- Have students underline and correct words in the wrong voice.
- Put students in pairs to check each other’s answers.
- Go over the answers as a class.

## **8. Use possessive nouns and pronouns correctly.**

**Materials.** Find or create:

- A list of mixed sentences using its/it’s, whose/who’s, your/you’re, their/there/they’re.
- A set of index cards with each of the words above written on them.
- Blank index cards.

### **Activity Description.**

- Write on the board: its/it’s, whose/who’s, your/you’re, their/there/they’re.

- Read sentences from the list aloud; have different students pick the right word and explain their answers.

## **9. Improve spelling.**

**Materials.** Find or create:

- A list of spelling words on p. 285-289 in Contemporary's Test 1.
- Blank index cards.

### **Activity Description.**

- Pass out the list of spelling words.
- Put students into two teams; give them each 15 cards; have each team pick 15 words they think are the hardest for the other team to spell and put them on the cards. Also have students study the words to prepare for the spelling bee.
- Have each team gather their cards together; have a representative of one team pick THEIR OWN card; have them read it aloud; have a representative of the other team spell the word; if it is incorrect, go back and forth between the teams until someone gets it correct.
- Give five points if the first student asked gets it right, four if the second, etc.
- Have a representative from the second team pick a card from THEIR OWN deck and continue as above.

## **10. Take GED Writing Skills Practice Tests.**

**Materials.** Find a series of single readings with questions from GED Writing Skills Practice Tests.

### **Activity Description.**

- Pass out a reading and questions from a GED Writing Skills Practice Test.
- Write "Punctuation, Noun/Verb Agreement, Spelling" on the board.
- Use the following procedure to "take" this portion of the test:
  - Have students:
    - Read the passage carefully and underline those words or phrases where they think something is wrong.
    - Read the question and make the correction if they can BEFORE they read the possible answers.
    - If they know they are right, circle the answer.
    - If they aren't sure, cross out answers they know are wrong and circle their answer.

- Write “Punctuation,” “Noun/Verb Agreement,” OR “Spelling” next to each question to designate the kind of problem being tested.
- Go over the tests.
- Ask: How many underlines did you make in the reading?
  - Go around the room and have each student give their numbers.
- Ask:
  - Who could correct the problem before reading the answers?
  - Who used the process of elimination?
  - What is the answer?
  - Is that the correct answer?
  - How do you know?
  - What was the problem: punctuation, noun/verb agreement, or spelling?
- After going over all the questions, ask:
  - How many of the places you underlined in the reading turned out to be questions asked in the test?
  - What area (punctuation, noun/verb agreement, or spelling) are you strongest in?
  - What area are you weakest in?
- Give homework assignments based on expressed weaknesses.
- Repeat these procedures for subsequent readings and questions from GED Writing Skills Practices Tests.



# Reading Week 4, Lesson 1

## TDL Bridge Semester 1: High Intermediate Adult Basic Education (ABE)

### THEME: Written Work on Global Supply Chains

#### OBJECTIVES

- Learn a critical grammar lesson chosen by the teacher
- Edit student writing

#### MATERIALS

##### For Activity #1:

- Teacher Resource (attached to Week 2, Lesson 2): One copy for the teacher.  
Chosen grammar lesson from *Activities for Teaching Writing Skills*

##### For Activity #2:

- Handout: Make one copy for each student.  
A student paragraph typed up with all the grammatical and spelling mistakes intact.

##### For Activity #3:

- Handout: Make one copy for each student.  
A student paragraph typed up with all the grammatical and spelling mistakes intact.
- Teacher Resource: Make one copy for each student.  
*Table of Contents* from the grammar text chosen for this course

---

#### ACTIVITY #1: Teacher Chosen Grammar Lesson – 60 minutes

- Choose and have students complete an activity from the *Activities for Teaching Writing Skills* (attached) or other resource that clearly addresses a significant class grammar challenge.

---

#### ACTIVITY #2: Editing Game #1 – 60 minutes

- Pass out typewritten copies of two paragraphs of student writing that you have chosen before the class with all the grammar and spelling mistakes intact.
  - Have students read the paragraph and underline the grammar and spelling issues they find. While students are doing that, copy the paragraph on the board with all the mistakes intact.
  - Put students into three or four teams and have them compare the issues they have identified and talk about what the problems are for each of the underlined items.
  - Choose a member from one team to come up to the board, underline a problem, and correct it.
  - Ask the student who made the correction: What is the grammar or spelling rule that you are applying?
  - Ask the class: Is the underline in the right place? Is this the right correction? If yes, give one point to the team that made the correction; give the team a second point if they correctly identified the grammar or spelling rule that they applied.
  - Go around to all the teams and have a different student come to the board and repeat the process.
  - Keep team scores on the board until all the issues in the paragraph have been corrected.
-

### ACTIVITY #3: Editing Game #2 – 60 minutes

- Have students form new teams.
  - Repeat the Editing Game described in Activity #2 with a different paragraph of student writing.
  - Tell students they will now get a chance to think about their grammar and spelling concerns.
  - Ask: What are some of the major grammar issues you have or that you saw in other students' writing? Write their answers on the board.
  - Ask: Which area is the class having the most difficulty with:
    - Punctuation?
    - Sentence Structure?
    - Spelling?
  - Pass out a copy of the *Table of Contents* of the grammar text you have selected for this course and check off those grammar issues in the *Table of Contents* that the class has identified as needing work.
  - Ask:
    - What do you think is the best strategy for improving this class's grammar?
    - What would you recommend?
  - Go around the room to get ideas from all students.
  - Based on student answers, assign three grammar exercises for homework.
- 

### HOMEWORK

**COMPLETE:** Have students complete assigned grammar homework that will address the significant grammar issues identified by the class.

**BRING:** Remind students to bring a final copy of all their paragraphs to the next class. This should include their introductory paragraph, their explanatory paragraphs, and their conclusions.

## Reading Week 4, Lesson 2

### TDL Bridge Semester 1: High Intermediate Adult Basic Education (ABE)

#### THEME: Written Work on Global Supply Chains

Class to be held in the Technology Lab



#### OBJECTIVES

- Set criteria and practice for concluding paragraphs
- Provide feedback on others' concluding paragraphs according to the criteria
- Rewrite your concluding paragraph

#### MATERIALS

##### For Activity #2:

- Student work: Students bring hard copies of their homework assignment to class.
- Classroom Resource: Flip chart paper and markers.

##### For Homework:

- Handout (attached): Make one copy for each student.  
*Saint Lawrence Seaway*  
<http://www.u-s-history.com/pages/h1788.html>
- Handout (attached): Make one copy for each student.  
*Railroads*  
<http://www.encyclopedia.chicagohistory.org/pages/1039.html>

---

#### ACTIVITY #1: Set Criteria and Practice for Concluding Paragraph – 60 minutes

- Tell students they are going to get an opportunity to talk about concluding paragraphs that tell the audience what they can take away from the experience of reading your written work.
- Write the following questions on the board to solicit the beginnings of criteria for a concluding paragraph:
  - What was the main point of your written work?
  - What was the strongest example you used that demonstrates your main point?
  - What kinds of conclusions can you make given the examples you have given?
  - What do you want your audience to take away from the experience of having read your written work?
    - Do you have a recommendation you want to make?
    - A prediction?
    - A new idea for both the writer and the audience might need to think about?
- Ask the class each of the questions and take notes on their answers on the board.
- Tell students to write this criteria in their notebooks. Stress to them that they will be responsible for keeping the criteria in their notebooks, using it, and adding to it in later classes.
- Put the writing assignment questions on the board and explain that the class will be focusing on the last question primarily:
  1. How do the products you buy connect you to people around the world?
  2. Choose one product as an example: what is the process that got that product made and into your life?
  3. How does thinking about supply chains change the way you think about everyday objects?

#### 4. How would you like to be part of a global supply chain?

- Tell students you will want them to prepare some talking points that summarize their written work, but first you will demonstrate the process you want them to use:
    - Ask for a volunteer.
    - Have that volunteer look at their written work and:
      - Give you one sentence that answers the first question (on the board): What was the main point of your written work?
        - Write that sentence on the board.
      - Repeat for questions 2-4.
  - Read the four sentences on the board aloud and ask the volunteer:
    - So, what was your conclusion?
      - Write that sentence on the board.
  - Ask the class: Are there other possible conclusions for this written work?
    - List these other options on the board as well.
    - Ask for a recommendation, prediction, and a new idea.
  - Review the list and ask the writer:
    - Which one of these conclusion ideas makes the most sense to you?
    - Why? (Take notes on the volunteer's answers.)
      - Encourage students to really say what makes the most sense to them. Strong feelings about an idea make the audience more interested in what they have to say.
  - Repeat this process with another volunteer, if necessary, for students to understand the process.
  - Tell each student to write down the five sentences that summarize their written work, one sentence for each paragraph.
  - Put students into pairs and ask them to:
    - Present the summary of what they wrote, including the conclusion.
    - Come up with a list of other possible conclusions.
    - Have the writer decide the one they feel the strongest about and be able to explain why.
  - Give each student a piece of flip chart paper and a marker to write up their summaries.
  - Have students present their five written sentences and explain why they chose this conclusion.
- 

#### ACTIVITY #2: Provide Feedback on Others' Concluding Paragraphs – 60 minutes

- Tell students they will now provide some constructive feedback on each other's concluding paragraphs. They are to remember they must remain the audience that the writer is happy and comfortable with, meaning that the audience simply wants to understand what the paragraph is trying to say and to offer good suggestions for making the written work more interesting.
- Put students into groups of three.
- Have students take out their full written work, including the draft of their conclusion.
- Pass out two copies of the *Audience Comment Page* to each student. Explain that they are going to:
  - Read the paragraphs written by the other two people in their group.
  - Fill out one *Audience Comment Page* for each of the set of written work they read. They should focus their comments on the concluding paragraph, primarily.
  - They are NOT to comment on grammar or spelling yet. However, if they are not sure what something says, they can ask the writer for clarification.
  - They are to be friendly, encouraging, and genuinely helpful. Good comments on their partner's work will help them when they have to rewrite their concluding paragraph.
- Have students pass their paragraph to the left.
- After students have evaluated the first student's concluding paragraphs, they should pass them to their left and evaluate a new paragraph.

- After students have completed two *Audience Comment Pages*, they should give their evaluations to the writers, and the writers should read the comments.
  - Ask the class as a whole:
    - Did your evaluators say the same or different things?
    - Did your evaluators say things that gave you ideas for how to make your paragraphs better?
      - What are they?
    - Did your evaluators confuse you? Ask for clarification when you are back in your group.
  - Put students back in their groups to talk through differences and to get clarification.
- 

### ACTIVITY #3: Rewrite Your Concluding Paragraph – 60 minutes

- Tell students that they are now going to have the opportunity to rewrite their concluding paragraph. Whatever they don't complete today they can work on as homework.
  - Tell students to hand in their first drafts of their explanatory paragraphs that they have rewritten in course of this activity.
- 

### HOMEWORK

**WRITE:** Have students finalize their written work.

**READ:** Have students read the following articles and underline the facts that help them answer the following question:

- Why is Chicago such a good TDL hub?

Saint Lawrence Seaway: <http://www.u-s-history.com/pages/h1788.html>

Railroads: <http://www.encyclopedia.chicagohistory.org/pages/1039.html>

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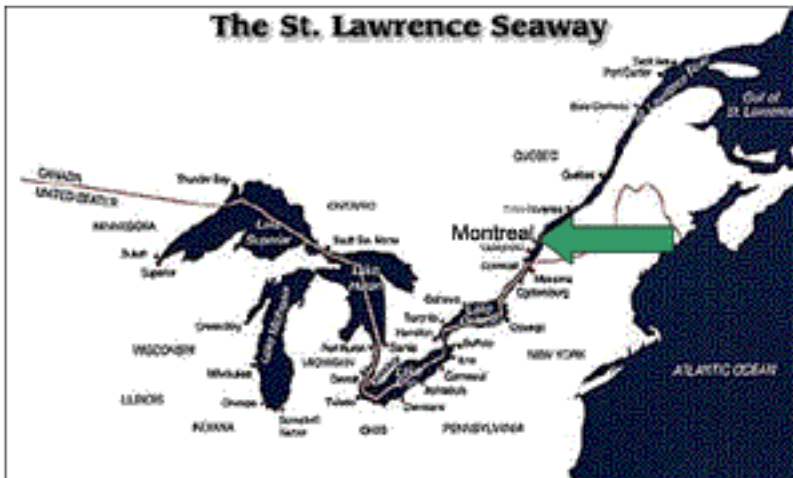
## St. Lawrence Seaway

Adapted and paraphrased from original source: <http://www.u-s-history.com/pages/h1788.html>

Original Author: Unknown

The St. Lawrence Seaway is an engineering marvel that also represents close political cooperation between the United States and Canada. A complex series of locks, canals, and waterways, it provides a link between the Great Lakes and the Atlantic Ocean.

While the ultimate version of the seaway was constructed in the mid-20th century, its origins can be traced back to the 17th century, when the French attempted to build a canal to bypass the rapids at Lachine near Montreal, Quebec. While the effort failed for technical and economic reasons, the effort was based on the same objectives that would motivate future projects — producing power and improving navigation. A canal at Lachine was finally completed in 1825 and remained in operation until 1970, when it closed due to the success of the St. Lawrence Seaway.



While many individual locks and canals permitted waterborne traffic to transit between the Great Lakes and the Atlantic, the St. Lawrence Seaway was envisioned as a means to ensure uniformity so that very large ships could make the journey without undue delays. The need for such a seaway was acknowledged by both countries in the St. Lawrence



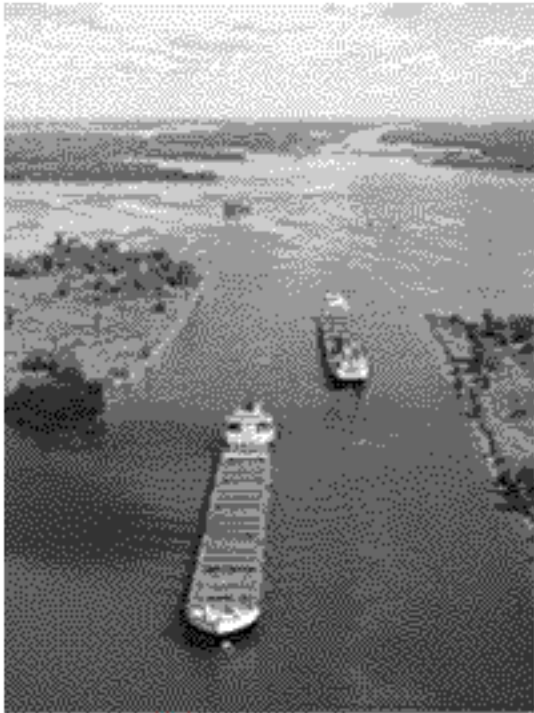
Aerial view of the U.S. Eisenhower Lock, Massena, N.Y.

Deep Waterway Treaty, or what also is called the Hoover-Bennett Treaty, in 1932. No action, however, was taken until well past the end of [World War II](#) because of opposition from groups in the United States and the attack on [Pearl Harbor](#). Because of fears of invasion from the Germans and Japanese, the St. Lawrence River was closed to traffic during the war.

After the war, more challenges forced the delay of construction until 1954. It was a formidable task that included moving more than two

hundred million cubic yards of earth. It replaced a waterway with a depth of 14 feet with one that ran 27 feet deep and reduced the number of locks from 30 to 15. A lock is a section of waterway that the level can be adjusted either higher or lower, depending on the section after it. Construction required a considerable amount of flooding of populated areas, and around 6,500 people, mostly Canadians, were relocated to new towns.

In addition to improved navigation, the seaway enabled both Ontario Hydro and the New York State Power Authority to develop hydroelectric facilities.



Two vessels on the St. Lawrence Seaway.

The seaway was officially opened in 1959. The cost of US\$470 million was shared between the two national governments, with Canada paying \$336 million and the United States \$134 million. To recognize that disparity, revenues from operations are shared in that proportion.

The seaway's opening was officiated by Queen Elizabeth II and President [Dwight D. Eisenhower](#). As of 2005, it handled around 200 million tons annually. Most of the tonnage is such bulk commodities as grain, iron ore, coal, and steel. Finished goods are now primarily shipped in containers, and shipments inland from Montreal are handled more economically by rail.

--- **Books You May Like Include:** ---

[\*Crucible of War: The Seven Years' War and the Fate of Empire in British North America, 1754-1766\*](#) by Fred Anderson.

Histories of the American Revolution tend to start in 1763, the end of the Seven Year's War, a worldwide struggle for empire that pitted France against...



## Railroads

**Adapted and paraphrased from original source:**

<http://www.encyclopedia.chicagohistory.org/pages/1039.html>

Original Author: John C. Hudson

Chicago is the most important railroad center in North America. More lines of track radiate in more directions from Chicago than from any other city. Chicago has long been the most important interchange point for freight traffic between the nation's major railroads and it is the hub of Amtrak, the intercity rail passenger system. Chicago ranks second (behind New York City) in terms of the volume of [commuter](#) rail passengers carried each day.

The first railroad in Chicago was the Galena & Chicago Union, which was chartered in 1836 to build tracks to the lead mines at Galena in northwestern Illinois. The first tracks were laid in 1848, and then not to Galena but to a point known as Oak Ridge (now [Oak Park](#)). The Galena & Chicago Union's terminal stood near the corner of Canal and Kinzie Streets. Other railroads soon completed lines of track linking Chicago with the wheat fields of northern Illinois and southern Wisconsin. Later lines connected the city with Detroit, Cleveland, Cincinnati, New Orleans, St. Louis, Kansas City, Omaha, and St. Paul. Railroads were especially important as haulers of grain and livestock, which helped Chicago gain a primary role in the grain marketing and [meatpacking](#) industries.

Many of the railroads built west of Chicago had their corporate headquarters in the city, as well as yards and shops. Chicago became a center for the manufacture of freight cars, passenger cars (Pullman Company), and, later diesel locomotives (Electro-Motive Division of General Motors, in [La Grange](#)).

Freight moving across the country is funneled through the railroad yards of Chicago, where it is classified and then transferred to the yards of other railroads within the metropolitan area. The largest of these yards include Proviso and [Bensenville](#) on the western edge of the city, Clearing Yard in [Bedford Park](#), Barr and [Blue Island](#) Yards on the far [South Side](#), and Corwith Yard near the Stevenson [Expressway](#). Although the nation's railroads now have been merged into just a few large systems, Chicago remains the hub where the tracks of one company end and those of another begin.

Until the 1960s the Chicago [Loop](#) contained six major railroad terminals for intercity rail passenger traffic. Passengers traveling between the East and West Coasts often had half a day to spend in Chicago between trains and took advantage of the time by sightseeing. Journalists sometimes met trains arriving from New York or Los Angeles to spot the celebrities. The decline of intercity rail passenger travel brought about by the advent of jet [airlines](#) led to the decline of the passenger train and the eventual consolidation of remaining services under Amtrak in 1971.

Hundreds of thousands of Chicago-area residents still commute to the Loop by train each day, now under the auspices of [Metra](#), the publicly owned regional rail [transportation](#) authority. Twelve such commuter-train services extend outward along the radiating routes of Chicago's rail network. The Burlington Northern Santa Fe line to [Naperville](#) and [Aurora](#) carries the heaviest volume of passengers.

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Mayer, Harold M. "Location of Railway Facilities in Metropolitan Centers as Typified by Chicago." *Journal of Land and Public Utility Economics* 20 (1944): 299–315.

*Trains* 53.7 ( July 1993). Article on the modern geography of railroads in Chicago.

# Reading Week 5, Lesson 1

## TDL Bridge Semester 1: High Intermediate Adult Basic Education (ABE)

### THEME: Chicago as TDL Hub

#### OBJECTIVES

- Explain why Chicago is such a good transit hub
- Research chocolate bar ingredient route
- Present the routes to Chicago of a chocolate bar component

#### MATERIALS

##### Activity #1:

- Handout (attached): Make one copy for each student.  
*Chicago's O'Hare Airport Ranked Second Busiest in the World*  
<http://www.bizjournals.com/chicago/news/2014/01/21/chicagosohare-airport-ranked-second-busiest-in-the.html>
- Projection: Project the following graphic. You may also want to make one copy for each student.  
*US Imports and Exports*  
<https://www.chicagobusiness.com/Assets/legacy/downloads/2011InternationalTrade.pdf>

##### Activity #2:

- Handout: Make one copy for each student and project the graphic.  
*Blank World Map* (choose one)  
<http://www.google.com/search?q=blank+world+maps&hl=en&client=safari&rls=en&tbm=isch&tbo=u&source=univ&sa=X&ei=iOBhUaXPLM3cqWG1xYHIDg&ved=0CDAQsAQ&biw=1129&bih=638>
- Handout (attached): Make one copy for each student.  
*Top 10 Busiest Ports in the United States*  
<http://listosaur.com/miscellaneous/top-10-busiest-ports-in-the-united-states/>

##### Homework:

- Handout (attached): Make one copy for each student.  
*Ten Reasons You Should Consider a Career in Logistics*  
<http://www.supplychaindigital.com/top10/2512/Ten-Reasons-You-Should-Consider-a-Career-in-Logistics>

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### ACTIVITY #1: Explain Why Chicago is Such a Good Transit Hub – 60 minutes

- Put students in new pairs and assign half the pairs to the first homework article and the other half the pairs to the second homework article.
- Tell the pairs to make a list of all the facts in their assigned article that explain why Chicago is such a good transit hub.
- For the first article, go round robin to the appropriate pairs to have them each give a fact from their article.
  - Write these facts on the board.
- Repeat for the second article.
- Pass out *Chicago's O'Hare Airport Ranked Second Busiest in the World*.
  - Tell students to read it to find the facts that show that Chicago is a good transit hub.

- Ask students for those facts and list them on the board.
  - Project the import and export graphic. Ask:
    - For the top graph:
      - What are the biggest imports to Chicago? How much was imported?
      - What are the smallest imports to Chicago?
      - What other goods were imported? How much was imported?
      - What do these imports tell you about what Chicago needs?
    - For the line graphs on imports and exports:
      - Which imports are going from past years? By how much?
      - What is the picture for exports?
      - What do you think this might mean for Chicago?
    - For the bar graph on Trade Partners, ask:
      - Who is our biggest trade partner? Smallest?
      - What does this graph tell us about the importance of our international partners?
      - How do our international partners impact the TDL industry?
  - Ask: What are the important facts from this graphic that help us understand how Chicago is a major transit hub?
- 

## ACTIVITY #2: Research Chocolate Bar Ingredient Route – 60 minutes

- Give students each a blank map and a copy of *Top 10 Busiest Ports in the United States*.
  - Have them read the article and place the ten major US ports on the map.
  - Project a blank map and ask students to tell you where each of the ports are.
- 

## ACTIVITY #3: Present the Routes to Chicago of a Chocolate Bar Component – 60 minutes

- Put students back in the “chocolate bar” groups they were in for those exercises.
    - Milk
    - Sugar
    - Cocoa
    - Product Distribution
  - Tell students that the chocolate bar is being made in Chicago and has to get to the store nearest the students’ classroom.
  - Tell groups to:
    - Decide where their product is made.
    - Decide how it will get to Chicago.
    - Draw the process on one of their maps.
  - Have groups present their routes.
- 

## HOMEWORK

**READ:** Have students read the following article:

- *10 Reasons You Should Consider a Career in Logistics*  
<http://www.supplychaindigital.com/top10/2512/Ten-Reasons-You-Should-Consider-a-Career-in-Logistics>
  - Underline the facts about the logistics industry.
  - Check the reasons for going into this industry that mean most to them (at least three).

- Prioritize at least three reasons.

**JOURNAL WRITING:** Have students respond to the following in their journals:

- What do you think the job prospects in TDL might be like in Chicago?
- Are there areas in TDL that are starting to sound interesting to you?
- What are your strongest skills and where do you think you might be a good fit?

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## Chicago's O'Hare Airport Ranked Second Busiest in the World

Adapted and paraphrased from original source:

<http://www.bizjournals.com/chicago/news/2014/01/21/chicagosohare-airport-ranked-second-busiest-in-the.html>

Original Author: Lewis Lazare

Once again, Chicago's [O'Hare International Airport](#) will have to settle for being the world's second busiest airport after Atlanta, GA.'s Atlanta Hartsfield International Airport in terms of flight operations.

The Atlanta airfield continued to hold the title of world's busiest in 2013, even though the number of flight operations at that airport declined for the year, according to [Federal Aviation Administration](#) data. A "flight operation" refers to one plane arrival or departure.

In 2013, flight operations at O'Hare totaled 883,287, up 0.6 percent over 2012 and the highest total since 2007. The busier Atlanta Hartsfield, however, had 911,074 flight operations in 2013.

Midway Airport, Chicago's second airfield, had 252,126 flight operations in 2013, a 0.9 increase year over year. Midway now ranks as the 26th busiest airport in the United States.

Despite the second-place ranking for O'Hare, Chicago Mayor [Rahm Emanuel](#) still found something to crow about, of course.



According to a new Airport Connectivity Index developed at the [Massachusetts Institute of Technology](#) in 2013, O'Hare can boast of being the "best-connected" airport in the world. More than 50 airlines operate at O'Hare and Midway combined, providing nonstop service to more than 200 cities around the globe.

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## Top 10 Busiest Ports in the United States

Adapted and paraphrased from original source:

<http://listosaur.com/miscellaneous/top-10-busiest-ports-in-the-united-states/>

Original Author: Arthur Weinstein

Almost every time we get on an interstate highway or major road, we see the most visible cogs in the U.S. distribution system — tractor-trailer trucks. And anyone who's ever been stuck for several minutes waiting for a long freight train to pass can appreciate how much freight moves on U.S. railroads. But most Americans would be astounded at the amount of freight that moves through a few dozen ports along the East and West coasts and some of the country's major waterways. The numbers are staggering: the equivalent of 28.74 million containers measuring 20 feet long by 8 feet wide by 8.5 feet high passed through the 30 busiest U.S. ports in 2009 (the latest year for which statistics are available). If those containers were stacked end to end, they'd stretch some 111,000 miles, nearly half the distance to the moon. Here's a look at the 10 busiest U.S. ports based on container traffic, according to the *2012 Statistical Abstract of the United States*.

### 10. Charleston, South Carolina



*Photo credit: South Carolina Ports Authority.*

The Port of Charleston handles roughly \$72 million in cargo every day — that's more than \$26 billion each year — with service to more than 140 countries. The city's port facilities have been an economic force in the region since colonial America. In fact, Charleston's success as a port made it the largest city south of Philadelphia in the late 18th century.

## 9. Tacoma, Washington



*MV Tønsberg arrives at Port of Tacoma: Port of Tacoma*

Unlike the other ports on this list that were developed by cities, this port in effect spawned the city around it. In 1873, the Northern Pacific Railroad selected the area as its western terminus, noting the deep waters of Commencement Bay in South Puget Sound made it a perfect port. A few years later, the town of Tacoma incorporated. A decision in the early 20th century to invest \$2.5 million to make the port a public entity has paid off; according to the Port of Tacoma, it accounts for some 43,000 local jobs and 113,000 jobs in Washington state.



*Photo credit: © Mark Payne/Dreamstime.com*

## 8. Seattle, Washington

Like the neighboring city of Tacoma, Seattle took a gamble in the early 20th century, investing millions to create a public port corporation. The seaport, which celebrated its centennial in 2011, now directly accounts for more than 21,000 jobs; an estimated 135,000 jobs in Washington state result from the handling of containerized cargo at the port terminals.



*Aerial view of the Houston Ship Channel; U.S. Army Corps of Engineers*

## **7. Houston, Texas**

This port, which began operation in 1914, is absolutely vital to the U.S. economy. Packed into a 25-mile stretch of the Houston Ship Channel is the second largest concentration of petrochemical complexes in the world. The port is actually the busiest in the United States based on foreign tonnage, and second busiest based on total tonnage handled, and is the main entry point for many consumer products from Europe, such as Volkswagens. Look for the Port of Houston to assume an even bigger role in shipping in 2014, when a \$5 billion project to widen the Panama Canal is completed.



*Photo credit: Missy Schmidt*

## **6. Norfolk, Virginia**

The Norfolk waterfront is best known as home to the largest naval complex in the world, but port terminals in Norfolk and neighboring Newport News and Portsmouth handle a large amount of cargo, including more than 1.4 million containers in 2009. A Virginia Port

Authority study from 2008 estimated the Port of Virginia supported more than 35,000 jobs.



*Photo credit: U.S. Army Corps of Engineers*

## **5. Oakland, California**

The Port of Oakland opened to container traffic in 1962, and at one time in the late 1960s was the second-busiest port in the world based on container tonnage. Oakland lost much of that business in subsequent years to better facilities further south in Long Beach and Los Angeles, but city leaders fought back, securing almost \$250 million in federal funding to dredge Oakland's harbor and make it more attractive for shippers, in a 12-year project finished in 2009.



*Photo credit: © Oseland/Dreamstime.com*

## **4. Savannah, Georgia**

This seaport, stretching 18 miles along the Savannah River from the Atlantic Ocean, has been one of the fastest growing ports in the world over the past decade. The port is gearing up for expansion, as the state of Georgia has set aside almost \$200 million in funding to deepen Savannah Harbor. Savannah's proximity to Atlanta and other major cities across the mid-South has earned its port the nickname "America's Retail Port," as major corporations such as WalMart, Lowe's, IKEA and The Home Depot have built major import distribution centers there.



*Port Elizabeth, New Jersey.*

### **3. New York City**

The busiest seaport on the Eastern Seaboard welcomed almost 5,000 cargo vessels in 2010, with an estimated cargo value of some \$175 billion. That figure includes almost 5.3 million containers, roughly 50 percent more than the previous year. As with most other ports on this list, the Port of New York/New Jersey faces challenges in dealing with the larger cargo vessels that are now in use. The civil engineers who designed these ports never envisioned a day when some cargo ships could carry more than 12,000 cargo containers. The Port Authority of New York/New Jersey has earmarked several billion dollars to dredge deeper shipping channels, and to rebuild the 80-year old Bayonne Bridge; several ships in recent years have struck the bridge because of its low clearance, and some captains often wait for low tide in order to take their ship under the structure.



*Port of Long Beach security center.*

### **2. Long Beach, California**

This port actually outranks the adjacent Port of Los Angeles in terms of total tonnage (72.5 million annual tons of freight versus 58.4 million tons), but L.A. gets the nod on this list based on container traffic. The port has enjoyed plenty of favorable publicity in recent years. *Cargo News Asia* named the Port of Long Beach the Best Seaport in North America for 2012, the 15th time in 17 years it has won that honor. Also, the facility's Green Port initiative, adopted in 2005, has earned kudos from environmentalists.





*Photo credit: Port of Los Angeles*

## **1. Los Angeles, California**

The opening of the Panama Canal in 1914 helped transform this once sleepy port into one of the world's busiest ports. In World War II, Los Angeles Harbor played a critical role in American shipbuilding. Container traffic made an inauspicious debut at the Port of Los Angeles in 1958, with the shipment of 20 containers; in 2006, the port set a U.S. container volume record, handling the equivalent of 8.5 million containers.

## Ten Reasons You Should Consider a Career in Logistics

Adapted and paraphrased from original source:

<http://www.supplychaindigital.com/top10/2512/Ten-Reasons-You-Should-Consider-a-Career-in-Logistics>

Original Author: Freddie Pierce



*Philip Rudy, from [DiakonLogistics.com](http://DiakonLogistics.com), explains why he loves his career in logistics and why other people should think about becoming a 'logistician'*

Logistics is one of the most important career fields in the world. Without the planning and execution of the distribution of resources, society as we know it would cease to function and food shortages would cause chaos around the world.

Every company uses logistics even though full-time logistics managers may not be employed. The work of a logistician begins with bringing in the supplies and raw materials necessary for a business or organization to operate. Inbound logistics are then used in conjunction with outbound logistics to distribute products or services where they are in demand.

If you are thinking about a career change, the field of logistics has much to offer. Following are the top 10 reasons to consider a career in logistics:

### **1. New opportunities are opening in logistics.**

As the global economy has expanded, logistics has become increasingly important.

Outsourcing has provided new challenges and new opportunities in logistics. Estimates provided by the [U.S. Department of Labor](#) show that logistics jobs will increase in number by 25.5 percent from 2010 to 2020. This estimate means that an additional 27,800 jobs will have been created in this timespan.

## **2. Careers in logistics are paying more than ever.**

In 2002, the average salary of logisticians was \$53,000. Today, the median annual earnings of logisticians is nearly \$74,000. Although the salary distribution for the lowest 10 percent was \$43,500 in 2010, the top 10 percent were earning over \$108,000 per year. The top market for logisticians in the U.S. is [Bellingham, WA](#), where the average annual salary is \$96,740.

## **3. Jobs are available in logistics for people of all education levels.**

Logistics may seem like a complicated job that requires an advanced degree, but this depends on which facet of logistics you enter. Truck drivers, warehouse workers and forklift operators are all part of the logistics team, but they are organized and directed by mid-level managers and experienced logistics executives.

## **4. Advancement opportunities in logistics are plentiful.**

Because logistics has so many facets and levels, opportunities for advancement are always available. In addition, the logistics industry tends to promote and train low-level employees to high-level positions rather than hire from the outside. Promotions are commonplace, and the hardest working and most innovative individuals can advance quickly.

## **5. Logistics training can be provided by the U.S. government.**

Many people who enter the field of logistics do so after serving in the U.S. military. Logistics operations are extremely important in the armed forces, and getting positions in supply chain management is rarely a problem. The practical experience provided by four years of military service is often enough for a mid-level logistics position in a civilian organization.

## **6. Logistics careers can be started anywhere.**

Unlike some careers that require you to relocate to a specific area or region, careers in logistics can begin anywhere. Nearly every company and organization has a need for logistics workers and managers. However, a few locations are known as hotspots of logistics activity, including Los Angeles and Chicago.

## **7. Logistics careers are rarely boring.**

The word boredom is not in the vocabularies of most people with careers in logistics. The sheer variety of work always keeps the job interesting, and crossover may occur when one facet is slow but another is bustling. In addition, many companies specializing in logistics



deal with a wide variety of materials and goods.

#### **8. Opportunities for women are expanding in logistics.**

Logistics careers have traditionally been held by men, but women are becoming increasingly involved at all levels. Many women hold top positions in logistics companies and logistics departments.

#### **9. Logistics is a stepping stone into the field of international business.**

Many people who begin a career in logistics find that they quickly gain enough experience with international business to develop new skills or open new opportunities. Learning a second language is much easier when you are working with people who speak that language. In addition, it may be possible to relocate to other countries temporarily or permanently.

#### **10. People working in logistics develop fraternal relationships.**

People who have a career in logistics cite their coworkers as one of its great advantages. Logistics can be a demanding field, and those working in it develop a high level of pride in their jobs

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## Reading Week 5, Lesson 2

### TDL Bridge Semester 1: High Intermediate Adult Basic Education (ABE)

#### THEME: Chicago as TDL Hub

#### OBJECTIVES

- Review homework article
- Watch and analyze video on supply chain management
- Write a summary on supply chain management

#### MATERIALS

##### Activity #2:

- Video: Module 1: What is Supply Chain Management?  
<https://www.youtube.com/watch?v=M1QBxViZAw&feature=endscreen&NR=1> (running time: 08:04)

##### Homework:

- Handout (attached): Make on copy for each student.  
*What is Transportation and Logistics Management and Are They the Same Thing?*  
<http://cerasis.com/2013/08/13/transportation-and-logistics-management/>
- 

#### ACTIVITY #1: Review Homework Article – 60 minutes

- Write the following questions on the board:
    - What are your top three reasons you chose for going into TDL? Why did you choose these?
    - What is your top reason? Why?
    - Why do they think TDL is so strong in Chicago?
    - Why do they think TDL is a good fit for you?
  - Put students in pairs to interview each other.
  - Bring the class back together and ask them the questions on the board:
    - Write people's different reasons for choosing TDL on the board.
- 

#### ACTIVITY #2: Watch and Analyze Video on Supply Chain Management – 60 minutes

- Have students summarize what they think supply chain management is based on their work getting chocolate bar to a nearby store.
- Take notes on their answers on the board.
- Tell students they are going to watch a full explanation of supply chain management in a video.
- Write the following questions on the board:
  - Why can you NOT make \$1.00 profit per bottle sold?
  - How are delivering services like producing products?
- Watch the video once and ask students for their answers.
  - Take notes on the board.
- Put students in pairs and watch the video again.
- Have pairs meet to see if they saw anything they could add to the answers already on the board.
- Ask students for their additions.

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### ACTIVITY #3: Summarize Supply Chain Management – 60 minutes

- Write the following questions on the board:
    - What are all the things involved the cost of anything you buy?
    - Why is supply chain management so important?
  - Have students try to tell someone who has never heard about supply chain management what it is. Tell them to keep their tone very conversational and simple and direct so that anyone could understand what they are saying.
- 

### HOMEWORK

**READ:** Have students read the following article:

- *What is Transportation and Logistics Management and Are They the Same Thing?*  
<http://cerasis.com/2013/08/13/transportation-and-logistics-management/>
  - Circle the words they don't know.
  - Underline the sentences that clearly answer the question in the title.
  - Answer the following
    - What is the author's opinion?
    - What is the evidence the author gives for his/her opinion?

**JOURNAL WRITING:** Have students respond to the following in their journals:

- We learned today that there are all kinds of industries that require logistics assistance that have to do with products or services.
  - Would you prefer being involved in companies that make and deliver products or make and deliver services?
  - Why?

## **What is Transportation and Logistics Management and Are They the Same Thing?**

**Adapted and paraphrased from original source:**

<http://cerasis.com/2013/08/13/transportation-and-logistics-management/>

Original Author: Adam Robinson

About a week and a half ago we wrote a blog about the History of and Academic definitions of Supply Chain and Logistics Management. While researching our next blog post about the academic thoughts on what is transportation and logistics management, I came across a fantastic video series on YouTube covering 12 Supply Chain Management, from The W. P. Carey Department of Supply Chain Management, who provide academic instruction and research that advances knowledge in global supply chain management while focusing on issues of practical importance.

One of the videos did a fantastic job at explaining what is transportation and logistics (see video embedded below), as it compares the details of personal travel, and the complex logistics behind getting from point A to point B. The video explains how getting on the plane and getting off the plane are not the only parts of personal travel. The video talks about the primary level of transport vs. all of the modes involved to get to the airport, such as a personal car. Additionally, you may have layovers, meaning you will have to sit in "People warehousing". Finally, think of all the work that went into getting your tickets, what it takes for the staff to make your flight happen, etc. So, it begs the question, "What is Transportation and Logistics Management and are they the same thing?"

### **What is Transportation and Logistics Management?**



According to Wikipedia, transportation is defined as the movement of people, animals and goods from one location to another. Modes of transport include air, rail, road, water, cable, pipeline and space. The field can be divided into infrastructure, vehicles and operations. Transport is important since it enables trade between people, which in turn establishes civilizations.

I find it an interesting point that transportation is an enabler of civilization, but this makes sense, as it enable the ability to trade and communicate.

According to the APICS dictionary, logistics is defined as 1) In an industrial context, the art and science of obtaining, producing, and distributing material and product in the proper place and in proper quantities. 2) In a military sense (where it has greater usage), its meaning can also include the movement of personnel.

The Council of Supply Chain Management Professionals (CSCMP) defines logistics as the process of planning, implementing, and controlling procedures for the efficient and effective transportation and storage of goods including services, and related information from the point of origin to the point of consumption for the purpose of conforming to customer requirements. This definition includes inbound, outbound, internal, and external movements.

**After Asking "What is Transportation and Logistics Management?" Do you Think They are the Same Thing?**

If you have read the above academic definitions, you will see that that after Asking "What is Transportation and Logistics Management" it seems rather easy to see the difference between the two. Transportation is the driver of logistics, but logistics is the race car driver in the seat of transportation. In fact, it's easy to see from that sentence alone, the pure difference. Logistics requires planning, transportation is just the mode to execute the planning, when getting freight from point A to point B. Clearly, they are not the same thing, but transportation is just simply a part of logistics. When it comes to logistics, logistics executives must make further decisions beyond the mode of transportation to include:

- Packaging
- Containerization
- Documentation
- Insurance
- Storage
- Importing and Exporting Regulations
- Freight Damage Claims
- Working & collaborating with other executives within the supply chain
- Managing vendors and partners
- Responsible for mitigating risk and mitigating expenditures



This is another reason it is vital within the logistics departments of both small and large businesses, that executives don't see software, such as transportation management system software, as the end all be all of logistics management. TMS software is helpful, but as you can see, beyond transportation procurement (buying) and management via software, there are many things a logistics executive faces.

What are your thoughts on the importance of transportation and logistics management?

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# Reading Week 6, Lesson 1

## TDL Bridge Semester 1: High Intermediate Adult Basic Education (ABE)

### THEME: Jobs in the Supply Chain

#### OBJECTIVES

- Watch a video about the logistics of transportation
- Analyze a homework reading
- Watch videos about supply chain managers

#### MATERIALS

##### Activity #1:

- Video: *Module 4: Move It: Transportation and Logistics*  
<https://www.youtube.com/watch?v=-ZpHiMTwOdM> (running time: 03:44)

##### Activity #2:

- Handout (attached): Students should have brought their copy to class. However, teachers may wish to have extra copies on hand.  
*What is Transportation and Logistics Management and Are They the Same Thing?* (attached to Week 3, Lesson 2)

##### Activity #3:

- Video: *A Day in the Life of a Grainger Employee – Supply Chain*  
<https://www.youtube.com/watch?v=JOnLX7XmyzA> (running time: 03:17)
- Video: *Working in Supply Chain Management at Beiersdorf*  
<https://www.youtube.com/watch?v=XEWsglUiHyo> (running time: 02:31)
- Video: *International Logistics Specialist*  
<https://www.youtube.com/watch?v=authjXeOqoo> (running time: 07:25)
- Video: *Day in the Life of a Logistics Specialist at ON Semiconductor*  
<https://www.youtube.com/watch?v=K3rul1ITmLY> (running time: 01:52)
- Video: *Supply Chain Analyst | CAREERwise Education*  
<https://www.youtube.com/watch?v=zZS-zco2pu0> (running time: 05:04)

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### ACTIVITY #1: Watch Video About the Logistics of Transportation – 60 minutes

- Tell students they are going to watch a video that looks at the logistics of transportation. But first, they are going to take a look at how they are already transportation logistics managers in their own lives.
- Write the following questions on the board:
  - What was the last trip you went on?
  - What were all the things you had to do to plan your trip?
- Put students in pairs to:
  - Talk about their recent trips.
  - Choose one to analyze.
  - List the steps they had to go through to get ready for the trip.
- Ask each pair to talk about the steps of their trip.
- Write the following questions on the board:
  - What are all the steps in a flight from one city to the other?

- What are the steps in getting a product from one place to another?
  - Tell students they are to watch the video and take notes that will help them answer the two questions on the board.
  - Watch the video once and ask students for their answers.
    - Take notes on the board.
  - Put students in pairs and watch the video again.
  - Have pairs meet to see if they saw anything they could add to the answers already on the board.
  - Ask students for their additions.
- 

## **ACTIVITY #2: Analyze Reading Homework – 60 minutes**

- Tell students they are going to get a sense of the relationship between transportation and logistics from the homework article.
  - Write the following questions on the board:
    - What video is the author referencing in the introduction of the article?
    - Why does he think this video is so good?
    - What is the author's opinion about the relationship between logistics and transportation?
  - Put students in pairs to answer these questions. Make sure they can reference specific parts of the article to show how they got their answer.
  - Ask the questions on the board and conduct a class discussion that addresses the following questions:
    - What is your answer to the question?
    - What is your evidence?
    - Did anyone else get a different answer or have something you want to add?
      - What is your evidence for this difference or addition?
- 

## **ACTIVITY #3: Watch Videos about Supply Chain Managers – 60 minutes**

- Tell students they are now going to look at videos that feature people who are supply chain managers to see if they are interested in this kind of work.
  - Put 5 columns on the board with the following headings: Video 1, Video 2, Video 3, Video 4, Video 5.
  - Tell students they are to take notes that would help answer the following questions:
    - What does this supply chain manager do?
    - What does this person like about their job?
    - How would you rate your interest in this job (write this scale on the board):
      - 1 = sounds very interesting
      - 2 = sounds OK and I would need to know more
      - 3 = doesn't sound interesting at all
  - Play each video and review the questions.
    - Write student answers to the first two questions in the column corresponding to that video.
  - After all the videos:
    - Put students in pairs.
    - Talk through their ratings of the different jobs.
    - Prepare to report back to the class on their interest level in these jobs and why?
-

## **HOMEWORK**

**WRITE:** Students should draft a description of the job that most interests them and things about the job that are attractive to them. (This will help them with their final writing assignment.)

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## Reading Week 6, Lesson 2

### TDL Bridge Semester 1: High Intermediate Adult Basic Education (ABE)

#### THEME: Jobs in the Supply Chain

Class to be held in the Technology Lab



#### OBJECTIVES

- Set criteria and practice for introductory paragraphs
- Provide feedback on others' introduction according to the criteria
- Rewrite introductory paragraphs

#### MATERIALS

##### For Activity #1:

- Classroom Resource: Flip chart paper and markers.
- Classroom Resource: Choose a method for presenting the three role play introduction examples written in bold in Activity #1. You may want to:
  - Prepare flip chart pages with a different introduction example written on each one; or
  - Type them up on separate pieces of paper for a document audience.
- Student Work: Students should bring hard copies of their homework writing assignments.

##### For Activity #2:

- Handout (attached to Week 2 Lesson 1): Make two copies per student.  
*Audience Comment Page*

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#### ACTIVITY #1: Set Criteria and Practice for Introductory Paragraphs – 60 minutes

- Tell students that today the class will focus on giving students audience feedback on paragraphs they brought in today. Audience feedback will be focused on giving them good ideas for improving their written work. Students will get some student feedback, teacher feedback, and THEN the opportunity to edit their work for grammar and spelling issues. All of this peer-review and editing work will help them get the information they need to improve their written work for a final version they will hand in next week.
- Write the following questions on the board to guide group work:
  - What would make an audience interested in reading your written work?
  - What would make an audience not interested in reading your written work?
  - What does an audience need at the beginning of the writing to get involved in reading?
  - How much detail should you put in your first paragraph? How much do you save for other paragraphs?
- Put students into four groups. Assign each group one of the questions above and have them:
  - Refer to their notebooks and make a list of the criteria for the question that the class came up with last time.
  - Add new criteria based on their recent writing experience for this class.
  - Put together a list that makes the old and new criteria easy to differentiate. Use different colors or some other technique to make the two lists look different.
  - Assign a different group member to present each of the two lists.
- Hang the flip chart paper around the room.

- Have two members from the first group each read their lists: loud, clear, and with expression. After the lists have been read, ask:
  - Does anyone want to add other new criteria to the list?
  - Add student suggestions to the flip chart.
- Repeat this process for each group.
- Tell students to add all new criteria items in their notes in their notebooks.
- Tell students they are going to do the same role-play dialogue game as last time they wrote an introductory paragraph, but this time for the new topic.
- Put the writing assignment questions on the board and explain that the class will be focusing on the first question primarily:
  1. **What is supply chain management?**
  2. What is a good example of what a supply chain manager does?
  3. Why do you think Chicago would be a good place to be a supply chain manager?
  4. What about this kind of work might be interesting to you? Why?
- Put students into pairs and display the first introduction example:

### **Role Play Dialogue #1:**

**Writer: I have to do some written work for my Bridge class on what is supply chain management.**

**Audience: Cool. I have always wanted to know. What is supply chain management?**

**Writer: Well, supply chain management is big field because there is so much that has to happen to get a product to the retail store.**

- Tell pairs to:
  - Imagine they are the audience.
  - Make a list of questions they would ask this writer to get more needed information.
  - Encourage students to really get as much information out of the writer as possible.
- Next, ask two people to come up in front of the class. Choose a pair where one of the members feels the way the writer does in this role play example. Ask that:
  - Both people shake hands like they are old friends.
  - One person is to be the writer. This person is to read the first and last statements, loud and clearly and with expression.
  - One person is to be the audience. This person is to read the question in the middle loud and clear and with expression. Then, they are to ask additional questions to get more information from the writer.
  - The writer is to answer these questions with a real interest in satisfying his audience.
    - Coach students to keep acting like old friends through this process.
- After the writer has answered a question from the audience, ask the writer:
  - Which question from the board did you start to answer to satisfy your audience's question?
  - Encourage students to understand that their writing assignment has made room for them to give plenty of detail about the topic they introduce in their first paragraph.
- After the audience in the pair has asked their questions, ask other pairs to ask further.

**Note:** You can turn this questioning practice into a game. Put a place to keep score on the board, one for each pair.

- Pairs will get a point if they ask a question that helps students go deeper into the topic and give more meaningful detail about their topic.
- Pairs can get another point if they say what paragraph the writer's answer should go in.

- Repeat this process with the other two introductory examples.

### **Role Play Dialogue #2:**

**Writer:** I have to do some written work for my Bridge class on what is supply chain management.

**Audience:** Cool. I have always wanted to know. What is supply chain management?

**Writer:** Well, supply chain management can be different things in different companies.

### **Role Play Dialogue #3:**

**Writer:** I have to do some written work for my Bridge class on what is supply chain management.

**Audience:** Cool. I have always wanted to know. What is supply chain management?

**Writer:** Well, supply chain management is a field that requires a lot of education because there are so many things that need to be coordinated.

- When all of the introductory examples have been talked through, ask:
  - What do we know now about introductions that we didn't know before?
  - Add new ideas to the listing from the beginning of the activity.

---

## **ACTIVITY #2: Provide Feedback on Others' Introductions According to the Criteria – 60 minutes**

- Tell students they will now provide some constructive feedback on each other's introductory paragraphs. They are to remember they must remain the audience that the writer is happy and comfortable with, meaning that the audience simply wants to understand what the paragraph is trying to say and to offer good suggestions for making the written work more interesting.
- Put students into groups of three.
- Have students take out their first paragraph.
- Pass out two copies of the *Audience Comment Page* to each student. Explain that they are going to:
  - Read the paragraph written by the other two people in their group.
  - Fill out one *Audience Comment Page* for each of the essays they read.
  - They are NOT to comment on grammar or spelling yet. However, if they are not sure what something says, they can ask the writer for clarification.
  - They are to be friendly, encouraging, and genuinely helpful. Good comments on their partner's work will help them when they have to rewrite their paragraphs.
- Have students pass their paragraph to the left.
- After students have evaluated the first paragraph, they should pass it to their left and evaluate a new paragraph from another student.
- After students have evaluated a paragraph from each of their two partners, they should give their evaluations to the writers, and the writers should read the comments.
- Ask the class as a whole:
  - Did your evaluators say the same or different things?
  - Did your evaluators say things that gave you ideas for how to make your paragraph better?
    - What are they?

- Did your evaluators confuse you? Ask for clarification when back in your group.
  - Put students back in their groups to talk through differences and to get clarification.
- 

### ACTIVITY #3: Rewrite Introductory Paragraphs – 60 minutes

- Tell students that they are now going to have the opportunity to rewrite their introductory paragraph. Whatever they don't complete today they can work on as homework.
- 

### HOMEWORK

**WRITE:** Students should draft three paragraphs that answer questions #2 and #3 from the list below. They should also finish rewriting their introductory paragraphs and bring in all four paragraphs in a form that is easy for others to read. The questions are:

1. What is supply chain management?
2. **What is a good example of what a supply chain manager does?**
3. **Why do you think Chicago would be a good place to be a supply chain manager?**
4. What about this kind of work might be interesting to you? Why?



# Reading Week 7, Lesson 1

## TDL Bridge Semester 1: High Intermediate Adult Basic Education (ABE)

### THEME: Written Work on Supply Chain Management

Class to be held in the Technology Lab



### OBJECTIVES

- Set criteria and practice for explanatory paragraphs
- Provide feedback on others' explanatory paragraphs according to the criteria
- Rewrite explanatory paragraphs

### MATERIALS

#### For Activity #1:

- Classroom Resource: Choose a method for presenting the three role play introduction examples written in bold in Activity #1. You may want to:
  - Prepare flip chart pages with a different introduction example written on each one; or
  - Type them up on separate pieces of paper for a document audience.

#### For Activity #2:

- Student Work: Students should bring hard copies of their homework writing assignments.
- Handout (attached to Week 2, Lesson 1): Make two copies per student.  
*Audience Comment Page*

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### ACTIVITY #1: Set Criteria and Practice for Explanatory Paragraphs – 60 minutes

- Tell students they are going to get an opportunity to talk about their explanatory paragraphs and tell the audience more about what they introduced in their introductory paragraph.
- Write the assignment questions on the board and explain that the class will be focusing on the second and third questions primarily:
  1. What is supply chain management?
  2. **What is a good example of what a supply chain manager does?**
  3. **Why do you think Chicago would be a good place to be a supply chain manager?**
  4. What about this kind of work might be interesting to you? Why?
- Put students into pairs to prepare answers to the two highlighted questions.
- Go from pair to pair to get their answers to the questions.
  - Write these on the board.
- Keep students in their pairs and display the first role play dialogue for an explanatory paragraph:

**Role Play Dialogue #1:**

**Writer:** I have to do some written work for my Bridge class and this time I have to give a good example of supply chain management.

**Audience:** Cool. I would love to hear more. What is your good example?

**Writer:** Well, at some companies, supply chain managers work on what comes in and goes out of that company.

- Tell pairs to:
  - Imagine they are the audience.
  - Make a list of questions they would ask this writer to get more needed information.
  - Encourage students to really get as much information out of the writer as possible.
- Next, have two students come up in front of the class. See if you can find a writer who wants to be a supply chain manager. Ask that:
  - Both people shake hands like they are old friends.
  - One person to be the writer. This person is to read the first and last statements, loud and clearly and with expression.
  - One person to be the audience. This person is to read the question in the middle loud and clear and with expression. Then, they are to ask additional questions to get more information from the writer.
  - The writer is to answer these questions with a real interest in satisfying his audience.
    - Coach students to keep acting like old friends through this process.
    - Couch the “audience” to ask writers for lots of good examples.
- After the audience in the pair has asked his/her questions, ask other pairs to ask further questions.

**Note:** You can turn this questioning practice into a game. Put a place to keep score on the board, one column for each pair.

- Pairs will get a point if they ask a question that helps students go deeper into the topic and give more meaningful detail about their topic.
  - Pairs can get another point if they say what paragraph the writer’s answer should go in.
- Repeat this process with the other role play dialogue.

**Role Play Dialogue #2:**

**Writer:** I have to do some written work for my Bridge class and this time I have to give a good example of supply chain management.

**Audience:** Cool. I would love to hear more. What is your good example?

**Writer:** Well, at some companies, logistics managers try to save their companies money.

- When all of the role play dialogues have been talked through, ask:
  - What do we know now about explanatory paragraphs that we didn’t know before?
  - Add new ideas to the listing from the beginning of the activity.
- Ask students to record the new criteria in their notebooks.

## ACTIVITY #2: Provide Feedback on Others' Explanatory Paragraphs – 60 minutes

- Tell students they will now provide constructive feedback on each other's explanatory paragraphs. They are to remember that they must remain the audience that the writer is happy and comfortable with, meaning that the audience simply wants to understand what the paragraph is trying to say, and to offer good suggestions for making the written work more interesting.
  - Put students into groups of three.
  - Have students take out their three paragraphs as well as their introduction.
  - Pass out two copies of the *Audience Comment Page* to each student. Explain that they are going to:
    - Read the paragraphs written by the other two people in their group.
    - Fill out one *Audience Comment Page* for each set of paragraphs they read.
    - They are NOT to comment on grammar or spelling yet. However, if they are not sure what something says, they can ask the writer for clarification.
    - They are to be friendly, encouraging, and genuinely helpful. Good comments on their partner's work will help them when they have to rewrite their paragraphs.
  - Have students pass their paragraphs to the left.
  - After students have evaluated the first student's paragraphs, they should pass them to their left and evaluate a new set of paragraphs.
  - After students have evaluated two paragraphs from each of two partners, they should give their evaluations to the writers, and the writers should read the comments.
  - Ask the class as a whole:
    - Did your evaluators say the same or different things?
    - Did your evaluators say things that gave you ideas for how to make your paragraphs better?
      - What are they?
    - Did your evaluators confuse you? Ask for clarification when you are back in your group.
  - Put students back in their groups to talk through differences and to get clarification.
  - Have groups select one paragraph to be read aloud as a good example of an answer to question #2 and #3.
    - Tell the writers to read the selected paragraphs from each group loud and clear and with expression.
    - After each paragraph is read, ask:
      - What worked about the paragraph you just heard?
      - Are you satisfied or do you want to know more? Why?
- 

## ACTIVITY #3: Rewrite Explanatory Paragraphs – 60 minutes

- Tell students that they are now going to have the opportunity to rewrite their explanatory paragraphs. Whatever they don't complete today they can work on as homework.
  - Ask that students hand in their first drafts of their explanatory paragraphs that they have rewritten in course of this activity.
- 

## HOMEWORK

**WRITE:** Have students rewrite their explanatory paragraphs that they have not finished yet. Students should also draft a paragraph that answers the last question for the written work, which will be due in Lesson 4:

1. What is supply chain management?
2. What is a good example of what a supply chain manager does?
3. Why do you think Chicago would be a good place to be a supply chain manager?

#### **4. What about this kind of work might be interesting to you? Why?**

**TEACHER PREPARATION #1:** Choose two paragraphs from the students' writings that demonstrate the kinds of grammar and spelling challenges most students are exhibiting. Type up these paragraphs with the mistakes intact, and put them on separate pieces of paper to be printed as two-sided handouts. You will need one copy per student for the Editing Games in the next lesson.

**TEACHER PREPARATION #2:** Choose a grammar lesson that you think will be especially helpful for the student writing you have collected. Review the *Activities for Teaching Writing Skills* (attached to Week 2, Lesson 2) set of grammar exercises attached and choose a lesson that can help you prepare for next class.

# Reading Week 7, Lesson 2

## TDL Bridge Semester 1: High Intermediate Adult Basic Education (ABE)

### THEME: Written Work on Supply Chain Management

#### OBJECTIVES

- Learn a critical grammar lesson chosen by the teacher
- Edit student writing

#### MATERIALS

##### For Activity #1:

- Teacher Resource (attached to Week 2, Lesson 2): One copy for the teacher.  
Chosen grammar lesson from *Activities for Teaching Writing Skills*

##### For Activity #2:

- Handout: One copy of one paragraph for each student.  
A student paragraph typed up with all the grammatical and spelling mistakes intact.

##### For Activity #3:

- Handout: One copy of one paragraph for each student.  
A student paragraph typed up with all the grammatical and spelling mistakes intact.
- Teacher Resource: Make one copy for each student.  
*Table of Contents* from the grammar text chosen for this course

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#### ACTIVITY #1: Teacher Chosen Grammar Lesson – 60 minutes

- Choose and have students complete an activity from the *Activities for Teaching Writing Skills* (attached to Week 2, Lesson 2) or other resource that clearly addresses a significant class grammar challenge.

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#### ACTIVITY #2: Editing Game #1 – 60 minutes

- Pass out typed copies of two paragraphs of student writing that you have chosen before the class with all the grammar and spelling mistakes intact.
  - Have students read one paragraph and underline the grammar and spelling issues they find. While students are doing that, copy the paragraph on the board with all the mistakes intact.
  - Put students into three or four teams and have them compare the issues they have identified, and talk about what the problems are for each of the underlined items.
  - Choose a member from one team to come up to the board, underline a problem, and correct it.
  - Ask the student who made the correction: What is the grammar or spelling rule that you are applying?
  - Ask the class: Is the underline in the right place? Is this the right correction? If yes, give one point to the team that made the correction; give the team a second point if they correctly identified the grammar or spelling rule that they applied.
  - Go around to all the teams and have a different student come to the board and repeat the process.
  - Keep team scores on the board until all the issues in the paragraph have been corrected.
-

### ACTIVITY #3: Editing Game #2 – 60 minutes

- Have students form new teams.
  - Repeat the Editing Game described in Activity #2 with a different paragraph of student writing.
  - Tell students they will now get a chance to think about their grammar and spelling concerns.
  - Ask: What are some of the major grammar issues you have or that you saw in other students' writing?
    - Write their answers on the board.
  - Ask: Which area is the class having the most difficulty with:
    - Punctuation?
    - Sentence Structure?
    - Spelling?
  - Pass out a copy of the *Table of Contents* of the grammar text you have selected for this course and check off those grammar issues in the *Table of Contents* that the class has identified as needing work.
  - Ask:
    - What do you think is the best strategy for improving grammar of students in this class?
    - What would you recommend?
  - Go around the room to get ideas from all students.
  - Based on student answers, assign three grammar exercises for homework.
- 

### HOMEWORK

**COMPLETE:** Have students complete the assigned grammar homework that will address the significant grammar issues identified by the class.

**BRING:** Remind students to bring a final copy of the paragraphs assigned in Week 4, Lesson 2 for their audience to read in the next class.

# Reading Week 8, Lesson 1

## TDL Bridge Semester 1: High Intermediate Adult Basic Education (ABE)

### THEME: Written Work on Supply Chain Management

#### OBJECTIVES

- Set criteria for concluding paragraphs
- Provide feedback on other students' concluding paragraphs
- Rewrite concluding paragraphs.

#### MATERIALS

##### For Activity #2:

- Student Work: Students should bring hard copies of their homework writing assignments from Week 4, Lesson 2.
  - Classroom Resource: Flip chart paper and markers.
  - Handout (attached to Week 2, Lesson 1): Make two copies for each student.  
*Audience Comment Page*
- 

#### ACTIVITY #1: Set Criteria for A Concluding Paragraph – 60 minutes

- Write the following questions on the board to solicit the beginnings of a criteria for a concluding paragraph:
    - What were the main ideas in each paragraph?
    - What did you conclude were the extra supports you would need to reach your college goals?
  - Tell the students to write down one summary sentence for each of their first four paragraphs as well as a concluding sentence for their last paragraph. Students will end with five sentences total.
  - Ask a volunteer student to go through the five sentences:
    - For each sentence, point to the question on the board the sentence is responding to.
    - Point out that these ideas are what they audience is learning from your written work.
  - Have pairs give their five summary sentences to each other to practice.
  - Ask a range of students to read their five sentences to the class, pointing to the questions they are responding to for each sentence.
  - Lastly, ask:
    - How is a concluding paragraph different from the others?. List student answers on the board.
  - Tell students that conclusions often solve the problem that the written work is addressing. The solutions can be in the form of (write these on the board):
    - Recommendations (like in this written work)
    - A proposal
    - A new idea
  - Ask students to take notes on the kinds of things that can be in a conclusion.
- 

#### ACTIVITY #2: Provide Feedback on Others' Concluding Paragraphs – 60 minutes

- Tell students they will now provide some constructive feedback on each other's concluding paragraphs. They are to remember that they must remain the audience that the writer is happy and comfortable

with, meaning that the audience simply wants to understand what the paragraph is trying to say, and to offer good suggestions for making the written work more interesting.

- Put students into groups of three.
  - Have students take out their full written work, including the draft of their conclusion.
  - Pass out two copies of the *Audience Comment Page* to each student. Explain that they are going to:
    - Read the paragraphs written by the other two people in their group.
    - Fill out one *Audience Comment Page* for each student in their group, but they should focus their comments on the concluding paragraph, primarily.
    - They are NOT to comment on grammar or spelling yet. However, if they are not sure what something says, they can ask the writer for clarification.
    - They are to be friendly, encouraging, and genuinely helpful. Good comments on their partner's work will help them when they have to re-write their concluding paragraph.
  - Have students pass their paragraph to the left.
  - After students have evaluated the first student's concluding paragraph, they should pass them to their left and evaluate a new paragraph.
  - After students have completed two *Audience Comment Pages*, they should give their evaluations to the writers, and the writers should read the comments.
  - Ask the class as a whole:
    - Did your evaluators say the same or different things?
    - Did your evaluators say things that gave you ideas for how to make your paragraphs better?
      - What are they?
    - Did your evaluators confuse you? Ask for clarification when you are back in your group.
  - Put students back in their groups to talk through differences and to get clarification.
- 

### ACTIVITY #3: Rewrite Explanatory Paragraphs – 60 minutes

- Tell students that they are now going to have the opportunity to rewrite their concluding paragraphs. Whatever they don't complete today they can work on as homework.
  - Have students hand in their first drafts of their concluding paragraphs that they have rewritten in course of this activity.
- 

### HOMEWORK

**WRITE:** Have students finalize their written work.



# Reading Week 8, Lesson 2

## TDL Bridge Semester 1: High Intermediate Adult Basic Education (ABE)

### THEME: CCC Career Paths in TDL

#### OBJECTIVES

- Analyze homework
- Read graphs on relationship between increased education and wages
- Introduce career opportunities at CCC

#### MATERIALS

##### For Activity #2:

- Handout (attached): Make one copy for each student.  
*Strategies for Success in Career Development: The Career Coach Curriculum Guide - Learning is Earning* (page 23)  
<http://womenemployed.org/sites/default/files/resources/StratForSuccessFullCurriculum2008.pdf>
- Handout (attached): Make one copy for each student.  
*JVS: The Career Gateway Job Seekers Guide - Education Pays Off* (page 46)  
<http://il.jobseekersguide.org/sites/default/files/Job%20Seekers%20Guide%20JVS%20June%2015%20FINAL.pdf>

##### For Activity #3:

- Handout (attached): Make one copy for each student.  
*GPS: 10 Focus Areas*  
<https://www.dropbox.com/l/PzZa4fhcnjIFSS5JOWMbfr?>
- Handout (attached): Make one copy for each student.  
*CCC's Career Pathway Strategy*
- Handout (attached): Make one copy for each student.  
*Knowing the Difference Between Occupational and Transfer Degrees*
- Handout (attached): Make one copy for each student.  
*Ground Transportation/Logistics Pathway*

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#### ACTIVITY #1: Read Graphs on Relationship Between Increased Education and Wages – 60 minutes

- Project the first graph, *Learning is Earning*.
  - Ask a series of question about each aspect of the graph to make sure students can get accurate process facts from it.
  - Ask questions that will help them draw clear conclusions about the process.
  - Repeat for the second graph, *Education Pays*.
-

## ACTIVITY #2: Introduce Career Opportunities at CCC – 90 minutes

- Introduce the *GPS: 10 Focus Areas* two-pager.
  - For page 1, ask:
    - What are the 10 Focus Areas at City Colleges of Chicago (CCC)?
    - How many of these Focus Areas are of interest to you?
    - Which ones?
  - For page 2, tell students to:
    - Look through TDL and circle those programs that sound of interest.
    - Look through any other category of interest and circle other programs of interest.
  - Then ask:
    - Which programs did you circle? Why?
    - What does a BC stand for? (answers are at the bottom of the page).
    - An AC?
    - An AA? AS? AAS?
- Introduce CCC's *Career Pathway Strategy*.
  - Ask:
    - What does this picture show?
    - What is a Bridge program?
    - What is a stackable credential?
    - What do you think might be the advantage of stackable credentials?  
(You can qualify for good paying jobs with credentials without having to get a degree. You can leave school and work and come back to school to improve your career when you are ready).
  - Tell students that, in general:
    - BC = 1-2 semesters
    - AC = 2-3 semesters
    - AA = 4 semesters
    - BA = 4 years total
- Introduce *Knowing the Difference Between Occupational and Transfer Degrees*.
  - Ask:
    - What do you think a transfer degree is?
    - What do you think an occupational degree is?
    - What are the differences in the types of credits you take for each type?
    - What kind of student would be a good candidate for an occupational degree?  
(Someone who wants a good paying job soon)
    - Who would be a good candidate for a transfer degree? (Someone who has the time and support to go for 4 years.)
    - What type of degree would you choose?
- Introduce *Logistics Career Paths* at CCC.
  - Ask for Bridge:
    - What are you going to get in a Bridge program?
    - What training and job will you qualify for?
    - How much will the job make?
  - Ask for each: BC, AC, AA in Logistics:
    - What's the name of the certification/degree?
    - What job(s) will can you get with this certification/degree?
    - How much do they pay?
- When students understand how to read all the parts of the chart, ask:
  - Is there something on this chart that is interesting to you?
  - If you had to choose a certificate or degree, how far on this chart would you like to go?
  - What kinds of supports would you need to get there?

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### ACTIVITY #3: Write A Summary of What CCC Offers – 60 minutes

- Write the following on the board: Describe the TDL career paths at CCC to someone who has never seen them or heard about them before.
  - Tell students to work to keep the tone comfortable and interesting to a reader.
- When students are finished writing, have volunteer students share their summary which they think is clear and interesting.

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### **HOMework**

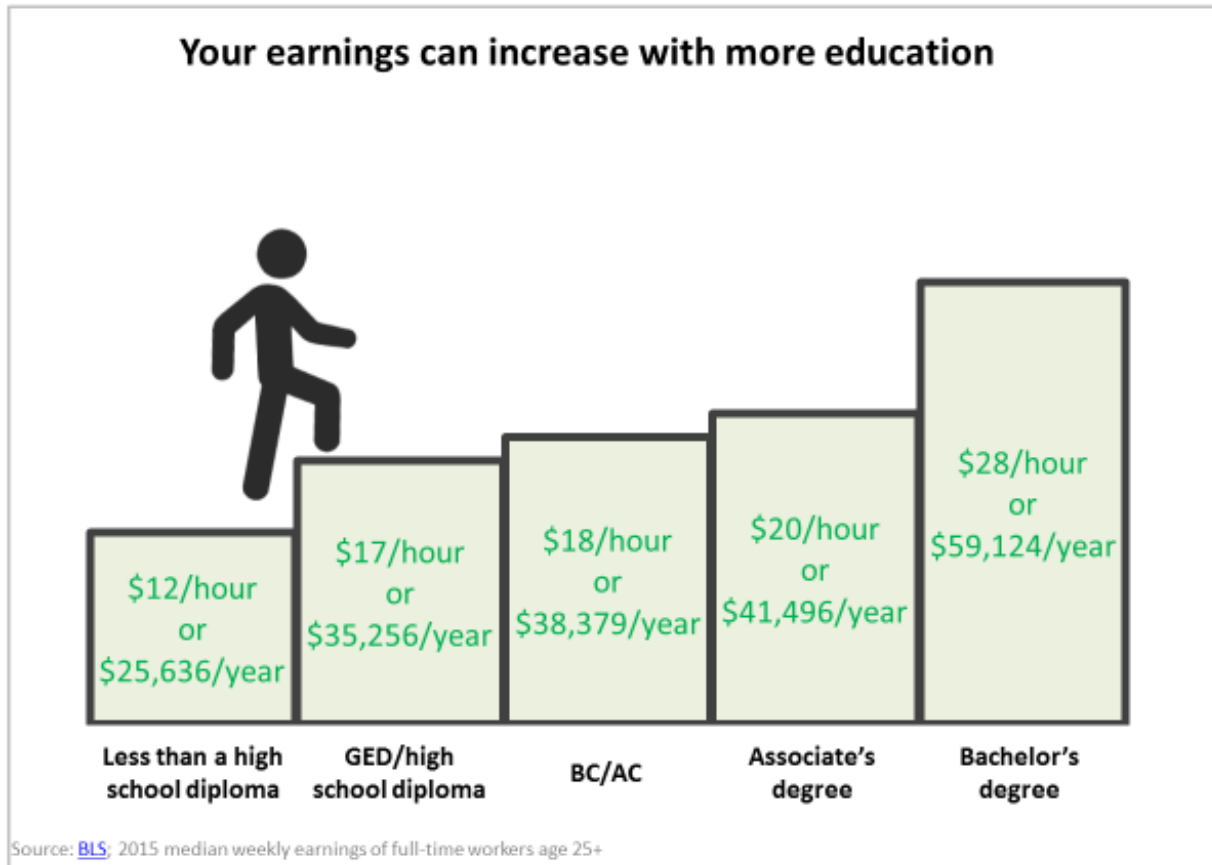
**JOURNAL WRITING:** Have students respond to the following in their journals:

- Based on our review of the career options of CCC, what level of certification or degree are you interested in?
- Why have you made this selection?

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# Learning is Earning

Figure out the details of what the graph says. Come up with at least six questions that you know the answers to so that you can use this to quiz your fellow classmates.



Adult Education, Office of Strategy & Academic Governance

Note: Data are for persons age 25 and over. Earnings are for full-time wage and salary workers.

Source: Current Population Survey, U.S. Department of Labor, U.S. Bureau of Labor Statistics

[http://www.bls.gov/emp/ep\\_chart\\_001.htm](http://www.bls.gov/emp/ep_chart_001.htm)

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## Formal Education Pays Off

Want to earn a living wage? You'll likely need more than a high school education or GED. You may be looking at occupations that require a certification, degree, or specialized training.

As you weigh the pros and cons of going to school, think about how education pays. People with degrees tend to make more money and stay in their jobs.

Unemployment Rate	Education Level	Typical Weekly Earnings
8.0%	Less than High School	\$493
5.4%	High School Graduate	\$678
5.0%	Some College, No Degree	\$738
3.8%	Associate Degree	\$798
2.8%	Bachelor's Degree	\$1,137
2.4%	Master's Degree	\$1,341
1.5%	Professional Degree	\$1,730
1.7%	Doctorate	\$1,623

Source: U.S. Bureau of Labor Statistics, 2015 unemployment and wage data.

Note: Data are for persons age 25 and over. Earnings are for full-time wage and salary workers.

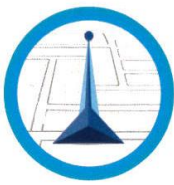
These education categories reflect only the highest level of education attained. They do not take into account completion of training programs in the form of apprenticeships and other on-the-job training, which may also influence earnings and unemployment rates. For more information on training, see: [http://www.bls.gov/emp/ep\\_education\\_training\\_system.htm](http://www.bls.gov/emp/ep_education_training_system.htm)

## Education and Training Resources

Short-term training .....	CareerInfoNet.org/ShortTermTraining/Default.aspx
Training that is more than 2 years .....	CareerInfoNet.org/EduTraining
Why go to college? .....	College.gov
Credentials, options & apprenticeships ...	CareerOneStop.org/EducationTraining
Avoid scams .....	CollegeResults.org
Accreditation .....	Ope.ed.gov/Accreditation
Transfer Students .....	iTransfer.org
Learn More Earn More .....	LMI.ides.state.il.us/lmem/lmem.htm

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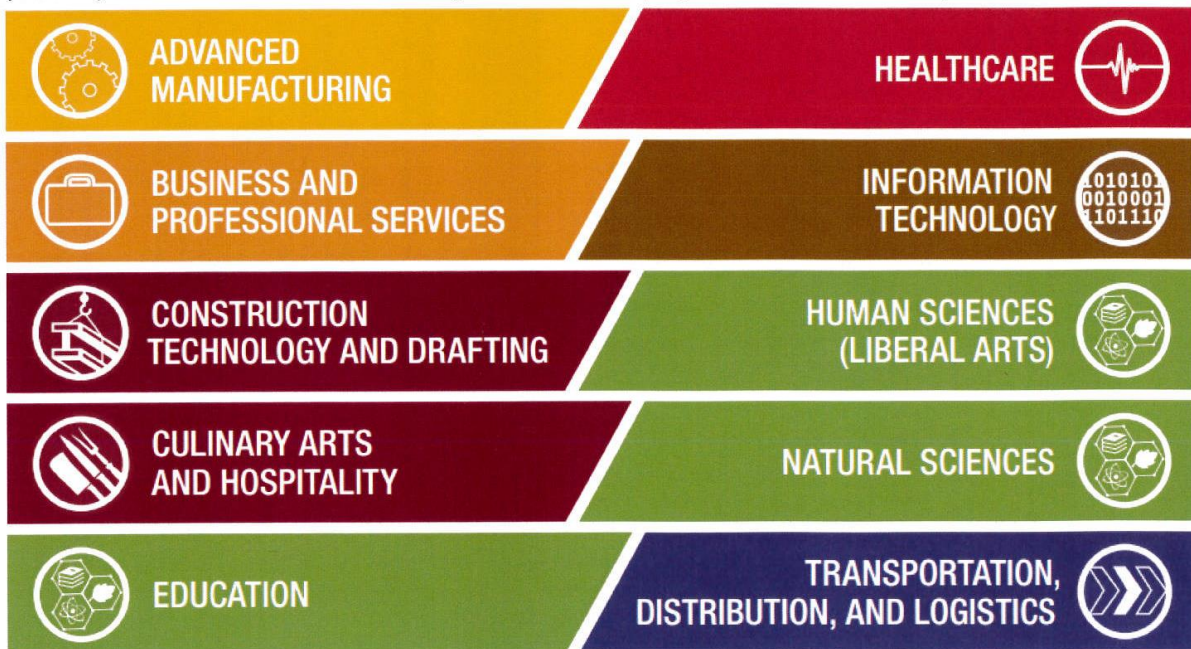


## What are your career and life goals?

A degree or certificate from CCC is your ticket to a rewarding career – either right after graduation, or after a successful transfer to a four-year university. We have the resources to get you there, but you have to make some choices about your path.

### Know What You Want

The City Colleges of Chicago offers well over 100 degree and certificate programs. That's a lot of choices! To narrow down your options, **1) choose one of our Ten Focus Areas**. Your College Advisor can give you tools and ask you the right questions to help you make your decision. Once you have chosen a focus area, you should consult with your College Advisor to **2) decide if you plan to transfer** to a four year school. With this information, you and your advisor can determine the degree or certificate program that works best for you!



Consider that in 2018, 80% of jobs in Illinois will fall under College to Careers focus areas. The College to Careers (C2C) initiative makes sure that we are training people to fill these positions. C2C also partners with potential employers and transfer institutions to ensure students make smooth transitions to meet their goals.

### Set An Appointment With Your Advisor

- Your College Advisor is your biggest ally in choosing your path at City Colleges. It is important that you meet with them frequently. Use the program GradesFirst to set an appointment.



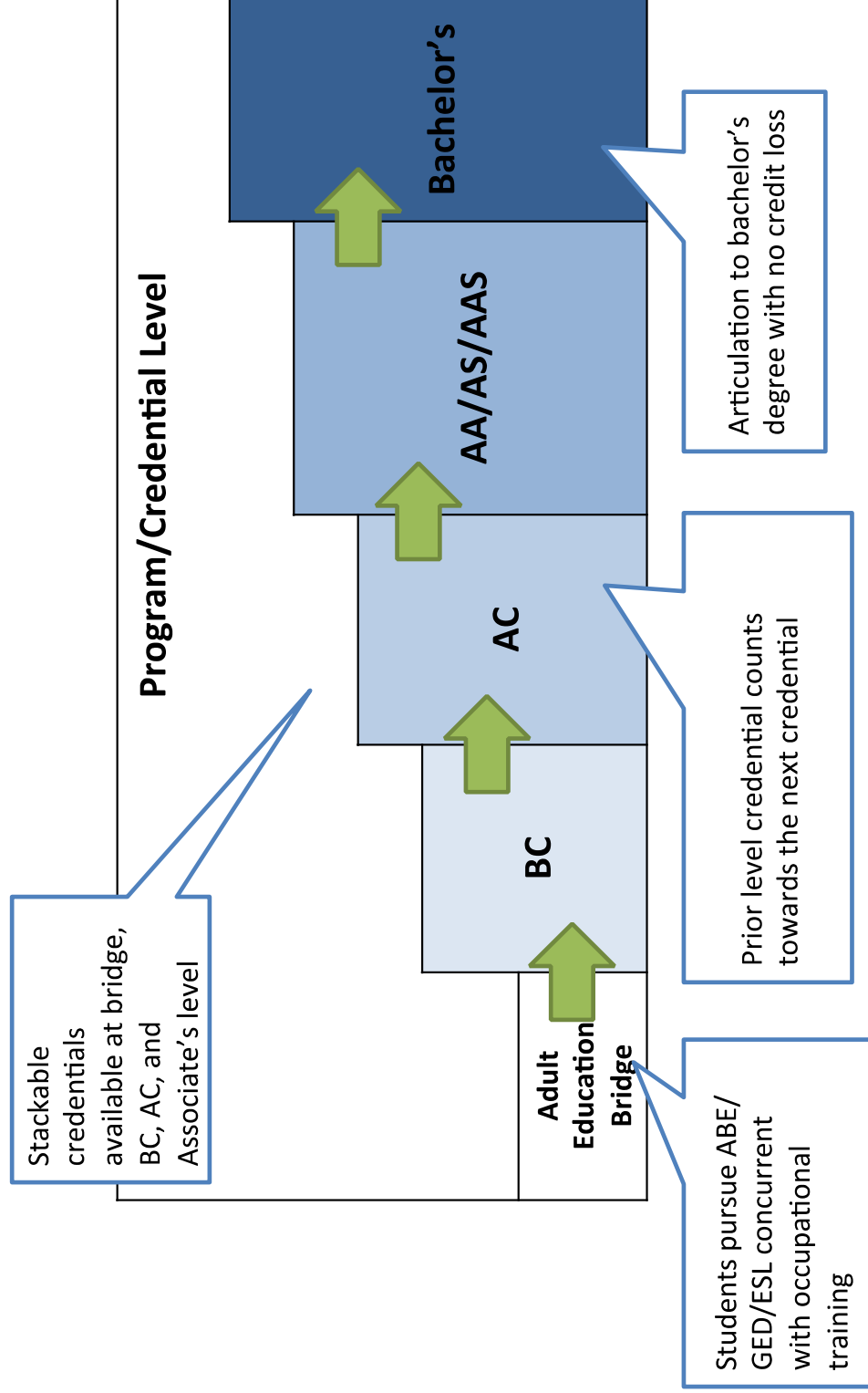
#### To Set An Appointment With Your Advisor:

- Go to [ccc.gradesfirst.com](http://ccc.gradesfirst.com) and log-in with your CCC username and password
- Click on the Calendar tab, and then on "Get Advising" on the right-side of the page
- Your advisor's calendar will pop up; choose an appointment date and time

# Your CCC Program Options

Advanced Manufacturing			Business and Professional Services		Culinary Arts and Hospitality		Healthcare		Information Technology		Human Sciences	
<ul style="list-style-type: none"><li>Manufacturing Technology: CNC Emphasis (2 BC's, AC, AAS) (DA)</li><li>Manufacturing Technology: Factory Automation Emphasis (2 BC's, AC, AAS) (DA)</li><li>Manufacturing Technology: Welding Emphasis (2 BC's, AAS) (DA)</li></ul>	<ul style="list-style-type: none"><li>Accounting (BC, 2 AC's, AAS) (DA, HW, KK, OH, TR, WR)</li><li>Business (AA) (CCC)</li><li>Insurance (AA) (CCC)</li><li>Library Technical Assistant (BC, AAS) (WR)</li><li>Management/Marketing (BC, AC, AAS) (DA, HW, KK, OH, TR, WR)</li><li>Paralegal (AAS) (WR)</li><li>Paralegal (BC) (TR)</li></ul>	<ul style="list-style-type: none"><li>Baking and Pastry Arts: (BC, AC, AAS) (KK)</li><li>Cake Decorating &amp; Baking (L'Art de la Patisserie) (BC) (KK)</li><li>Cake Decorating &amp; Baking (L'Art Du Gateau) (BC)(KK)</li><li>Culinary Arts (BC, AC, AAS) (KK)</li><li>Food Sanitation – recertification (BC) (MX)</li><li>Food Sanitation (BC) (HW, KK, MX)</li><li>Hospitality Management (BC, AC, AAS) (KK)</li></ul>	<ul style="list-style-type: none"><li>Addictions Studies (BC, AC, AAS) (HW, KK)</li><li>Community Healthcare Worker (BC, AC, AAS) (MX)</li><li>Dental Assisting (AC) (MX)</li><li>Dental Hygiene (AAS) (KK)</li><li>Emergency 911 Dispatch (BC) (KK, MX)</li><li>Health Info. Mgmt. (BC, AC, AAS) (MX)</li><li>Health Professions (BC) (MX)</li><li>Health/Physical Ed. (AA) (All CCC)</li><li>Homemaker/Home Health Aide (BC) (MX)</li><li>Massage Therapy (AC) (MX)</li><li>Medical Assisting (BC, AC) (TR)</li><li>Mortuary Science: (AAS) (MX)</li><li>Nursing (BC, AAS) (MX)</li><li>RN and LPN (AC, AAS) (WR)</li><li>Nursing Assistant (Basic) (BC) (MX)</li><li>Nursing Home Administration (BC) (WR)</li><li>Occ. Therapy Assistant (CER) (AAS) (WR)</li><li>Personal Fitness Trainer (BC) (MX)</li><li>Pharmacy Tech. (AC) (MX)</li><li>Phlebotomy (BC) (MX)</li><li>Phlebotomy Technology (BC) (DA, KK, OH, TR)</li><li>Phlebotomy (Accelerated) (WR) (BC)</li><li>Radiography (AAS) (MX, WR)</li><li>Renal Dialysis Technology (AC)(MX)</li><li>Respiratory Care (AAS) (MX)</li><li>Sterile Processing Clinical (BC) (MX)</li><li>Surgical Technology (AAS) (MX)</li></ul>	<ul style="list-style-type: none"><li>Computer Science (AS) (All CCC)</li><li>Computer Security and Forensic Investigation (BC) (WR)</li><li>Environmental Geographic Information Systems (BC) (HR)</li><li>Networking Systems and Technologies (BC, AC, AAS) (DA, MX, TR, WR)</li><li>Web Development (BC, AC, AAS) (DA, MX, OH, WR)</li><li>Web Development (AS) (All CCC)</li></ul>	<ul style="list-style-type: none"><li>Cosmetology (AC) (TR)</li><li>English (AA) (All CCC)</li><li>Human Geography (AA) (All CCC)</li><li>International Studies (AA) (All CCC)</li><li>Journalism (AA) (All CCC)</li><li>Media Communications: AVIP, or Interactive Media Design, or Media Sales and Marketing, or Radio Production and Broadcasting (KK)</li><li>Music Business (BC) (HW)</li><li>Music Education (AFA) (HW)</li><li>Music Performance (AFA) (HW, WR)</li><li>Music Technology (BC) (HW)</li><li>Philosophy (AA) (All CCC)</li><li>Political Science (AA) (All CCC)</li><li>Psychology (AA) (All CCC)</li><li>Religious Studies (AA) (All CCC)</li><li>Theatre Arts (AA) (All CCC)</li><li>World Languages (AA) (All CCC)</li></ul>							
Construction Technology and Drafting			Transportation, Distribution and Logistics		Education		Natural Sciences					
<ul style="list-style-type: none"><li>Air Conditioning and Refrigeration (3 BC's, AC, AAS) (KK)</li><li>Architectural CAD (BC) (HW, WR)</li><li>Bricklayer (BC) (KK)</li><li>Building Energy Technologies (BC) (WR)</li><li>CAD Technology (BC, AC, AAS) (TR)</li><li>Concrete Masonry (BC) (KK)</li><li>Construction Carpentry (BC) (KK)</li><li>Construction Management (AAS) (KK)</li><li>Electrical Line Worker (overhead) (AC) (KK)</li><li>Gas Utility Worker (AC) (KK)</li><li>Plumbing &amp; Fire Protection (BC) (KK)</li><li>Welder (Combination) (BC) (KK)</li></ul>	<ul style="list-style-type: none"><li>Automotive Technology (4 BC's, AC, AAS) (KK, TR)</li><li>Auto Body Reconstruction (BC) (KK)</li><li>Auto Body Repainting (BC) (KK)</li><li>Class C Driver Training (BC) (OH)</li><li>Comm. Passenger Driver-B (BC) (OH)</li><li>Commercial Driver Training (BC) (OH)</li><li>Defensive Driving / Attitudinal (BC) (OH)</li><li>Diesel Technology (BC, AC, AAS)</li><li>Forklift Op. / Safety (BC) (OH)</li><li>Limo-Res. Chauffeur Training (BC) (OH)</li><li>Pre-Aviation (AS) (All CCC)</li><li>Public Passenger (BC) (OH)</li><li>Transportation, Distribution, and Logistics (BC, AC, AAS) (OH)</li></ul>	<ul style="list-style-type: none"><li>Child Development - Pre-School Education (BC, AC, AAS) (DA, HW, KK, MX, OH, TR)</li><li>Child Development - School Age Child Care (AAS) (HW)</li><li>Child Development: Early Childhood Education (BC, AA) (All CCC)</li><li>Family Child Care Business (BC) (TR)</li><li>Middle/High School English Teacher (All CCC)</li><li>Middle/High School Social Science Teacher (All CCC)</li><li>Middle/High School Science Teacher (All CCC)</li><li>High School Biology Teacher (All CCC)</li><li>High School Chemistry Teacher (All CCC)</li><li>High School Physics Teacher (All CCC)</li><li>French Teacher (All CCC)</li><li>Spanish Teacher (All CCC)</li><li>K-12 Special Education Teacher (All CCC)</li><li>K-12 Physical Education Teacher (All CCC)</li></ul>	<ul style="list-style-type: none"><li>Biological Sciences (AS) (All CCC)</li><li>Chemistry (AGS) (All CCC)</li><li>Environmental Biology (AS) (All CCC)</li><li>Environmental Technology (BC, AAS) (WR)</li><li>GeoSciences (AS) (All CCC)</li><li>Horticulture (Sustainable Urban) (AC) (DA)</li><li>Mathematics (AS) (All CCC)</li><li>Physics and Engineering (AES) (All CCC)</li></ul>									
Program Types	AA Associate in Arts AS Associate in Science	AAS Associate in Applied Science AES Associate in Engineering Science	AFA Associate in Fine Arts AGS Associate in General Studies	BC Basic Certificate AC Advanced Certificate	Last Updated: 06-10-2014							

## CCC's pathways strategy is driven by a vision of stackable credentials



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Knowing the difference between the types of Associate degrees and identifying career goals early on is critical for your students!

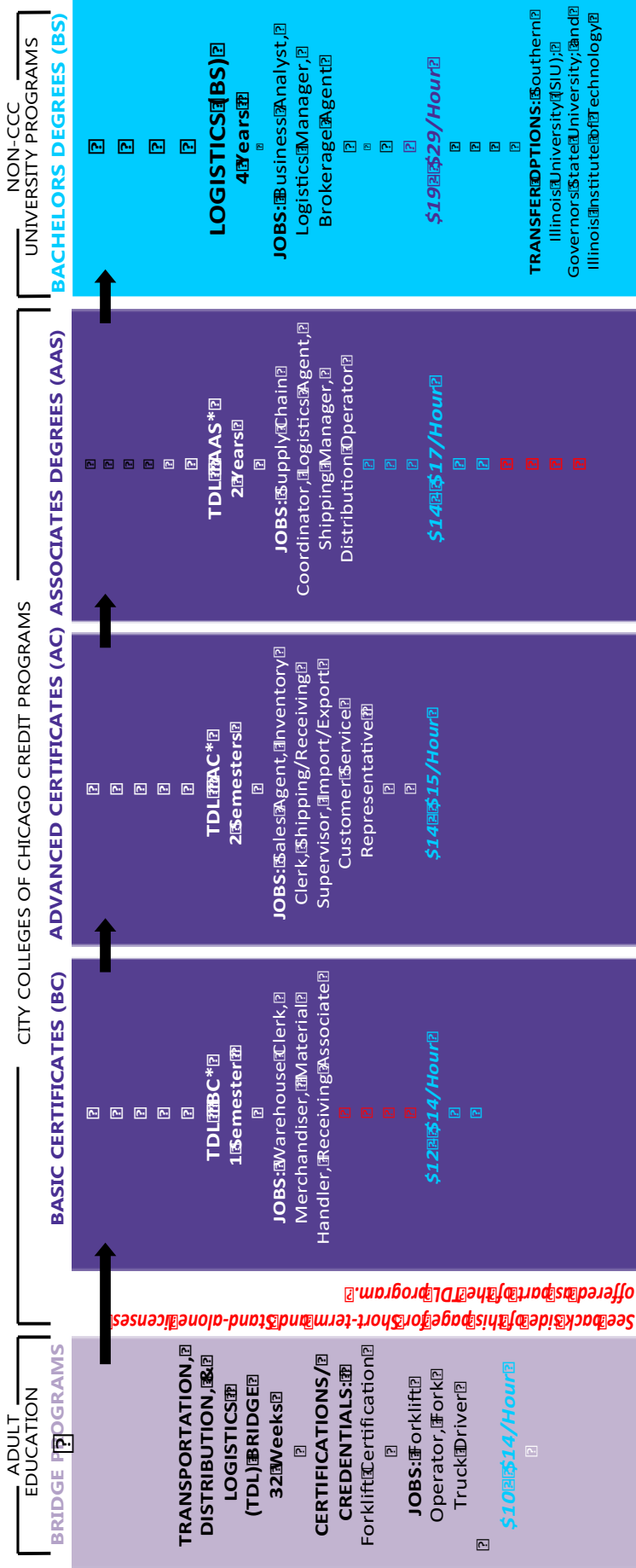
TRANSFER	
Associate in Arts (AA)	<p>62 credit hours (CH) total:</p> <ul style="list-style-type: none"> <li>• 37 CH General Educational Requirements</li> <li>• 25 CH Minimum Program Core and Electives</li> </ul>
Associate in Science (AS)	<p>64 credit hours (CH) total:</p> <ul style="list-style-type: none"> <li>• 37 CH General Educational Requirements</li> <li>• 27 CH Minimum Program Core and Electives</li> </ul>
OCCUPATIONAL	
Associate in Applied Science (AAS)	<p>60-78 credit hours (CH) total:</p> <ul style="list-style-type: none"> <li>• 15 CH Gen. Ed. Requirements</li> <li>• 50 to 75% of CH is required technical core and specialty course work</li> <li>• BC and AC may be stackable with AAS</li> </ul>

Source: City Colleges of Chicago



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# City Colleges of Chicago: Ground Transportation/Logistics Pathway, Fall 2016



**\*TDL BC, AC, and AAS programs are eligible for financial aid with high school diploma or high school equivalency.**

**JOB:** Listed are sampling of the types of jobs students can get in the salary range after completing certificate or degree. Data source for SALARY ranges: Economic Modeling Specialists International Quarterly Data Set: February 2016.

**SEMESTERS:** For each program assumes students take 2 or more credit hours per semester. Additional entrance and completion requirements for individual programs are listed in the City Colleges of Chicago Academic Catalog.

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# Reading Week 9, Lesson 1

## TDL Bridge Semester 1: High Intermediate Adult Basic Education (ABE)

### THEME: Careers in Distribution Centers

#### OBJECTIVES

- Review warehousing/distribution center flowcharts
- Watch ten short videos on distribution center processes
- Write a journal response to distribution centers and jobs

#### MATERIALS

##### For Activity #1:

- Handout (attached): Make one copy for each student.  
*Basic Computer Flowchart*  
[https://www.researchgate.net/profile/Paulina\\_Jaramillo/publication/224559288/figure/fig2/AS:302736190001153@1449189340579/Figure-2-E-commerce-Product-Flow-Diagram.png](https://www.researchgate.net/profile/Paulina_Jaramillo/publication/224559288/figure/fig2/AS:302736190001153@1449189340579/Figure-2-E-commerce-Product-Flow-Diagram.png)
- Handout (attached): Make one copy for each student.  
*Parts Management Warehousing Process*  
<http://www.managementstudyguide.com/business-process-improvement-preparation-stage.htm> (Scroll down to Fig. 1)

##### For Activity #2:

- Handout (attached): Make one copy for each student.  
*Understanding Distribution Centers: Study Questions*
- Video: *Understanding Distribution Centers Part 1 – Introduction*  
<https://www.youtube.com/watch?v=v04bYC2X3Xo> (running time: 01:59)
- Video: *Understanding Distribution Centers Part 2 – Types*  
<https://www.youtube.com/watch?v=Ocajsbbv7cA> (running time: 02:48)
- Video: *Understanding Distribution Centers Part 3 – Performance Measures*  
<https://www.youtube.com/watch?v=oObML5fmY0> (running time: 01:42)
- Video: *Understanding Distribution Centers Part 4 – Ownership*  
<https://www.youtube.com/watch?v=RoIBuLYEoX8> (running time: 00:43)
- Video: *Understanding Distribution Centers Part 5 – Functions*  
<https://www.youtube.com/watch?v=Rea-60e4Ew> (running time: 02:15)
- Video: *Understanding Distribution Centers Part 6 – Information Systems*  
<https://www.youtube.com/watch?v=T0o68UUfqKw> (running time: 00:58)
- Video: *Understanding Distribution Centers Part 7 – Operations*  
<https://www.youtube.com/watch?v=e9RR17JDdSI> (running time: 04:15)
- Video: *Understanding Distribution Centers Part 8 – Cross Docking*  
<https://www.youtube.com/watch?v=Xr9z1NoXr8M> (running time: 00:54)
- Video: *Understanding Distribution Centers Part 9 – Order Processing*  
<https://www.youtube.com/watch?v=Ee5XcL8ITY0> (running time: 01:02)
- Video: *Understanding Distribution Centers Part 10 – Value Added Services*  
<https://www.youtube.com/watch?v=-Ds9H6y0qig> (running time: 04:35)

##### For Homework:

- Handout (attached): Make one copy for each student.  
*Berlin Packing Expands Chicago Distribution Center with Move to Bolingbrook*

<http://www.berlinpackaging.com/en/news/berlin-packaging-expands-chicago-distribution-center-with-move-to-bolingbrook>

- Handout (attached): Make one copy for each student.  
*Amazon announces it will open distribution center in Joliet that will provide 1,000 full-time jobs*  
<http://www.chicagotribune.com/suburbs/daily-southtown/news/ct-sta-amazon-joliet-jobs-st-0811-20150810-story.html>
  - Handout (attached): Make one copy for each student.  
*Supply Chain News: Interesting Trends in Distribution Center Demand and Development*  
<http://www.scdigest.com/ontarget/15-09-01-3.php?cid=9687>
- 

### ACTIVITY #1: Review Warehousing/Distribution Center Flowcharts – 60 minutes

- Tell students that a lot of jobs in Logistics are in warehouses and distribution centers. They are going to learn about the jobs, but first they are going to look at the processes.
  - Pass out and project the first graphic.
  - Put students into pairs.
  - Tell pairs to look it over and see if they can explain the basic process for this company.
  - Have students walk you through each process while you draw it on the board.
  - Pass out and project the second graphic.
  - Tell pairs to look it over and see if they can figure out what is happening in each one of the boxes.
  - Go through each of the boxes and ask students what they think each means each means.
- 

### ACTIVITY #2: Watch 10 Short Videos on Distribution Center Processes – 80 minutes

- Tell students they are going to watch 10 short videos that will familiarize them with distribution center processes.
  - Pass out *Understanding Distribution Centers: Study Questions*.
  - Go round robin and have a different student read out a different study question.
  - Watch one video at a time.
  - After each video, ask: What questions were you able to answer with this video?
  - After all ten videos, put students in pairs to go over their answers to the questions.
  - Discuss the questions as a class.
- 

### ACTIVITY #3: Journal Response to Distribution Centers and Jobs – 40 minutes

- Write the following questions on the board:
    - What did you learn about distribution centers that you didn't know before?
    - Do you think you would like to work in a distribution center? Why or why not?
  - When students are finished writing, ask volunteer students to share their summary which they think is clear and interesting.
- 

### HOMEWORK

**READ:** Have students read the following articles and underline the facts that clearly indicate that Chicago is a good place for distribution centers.

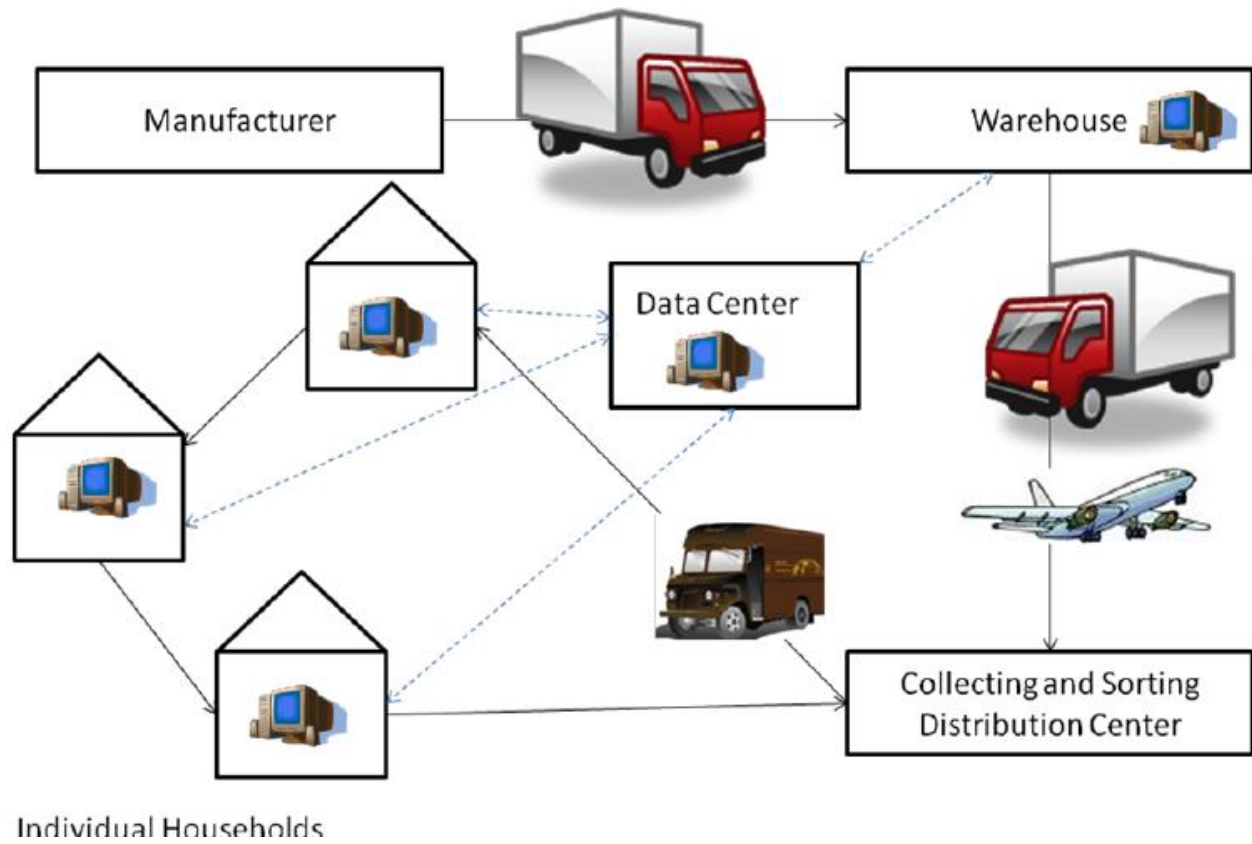
- *Berlin Packing Expands Chicago Distribution Center*  
<http://www.berlinpackaging.com/en/news/berlin-packaging-expands-chicago-distribution-center-with-move-to-bolingbrook>
- *Amazon announces it will open distribution center in Joliet that will provide 1,000 full-time jobs*  
<http://www.chicagotribune.com/suburbs/daily-southtown/news/ct-sta-amazon-joliet-jobs-st-0811-20150810-story.html>
- *Supply Chain News: Interesting Trends in Distribution Center Demand and Development*  
<http://www.scdigest.com/ontarget/15-09-01-3.php?cid=9687>

**JOURNAL WRITING:** Have students respond to the following in their journals:

- Why do you think Chicago is a good place for a distribution centers to settle?
- What do you think are the reasons companies would make this choice?

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## Basic Computer Flowchart



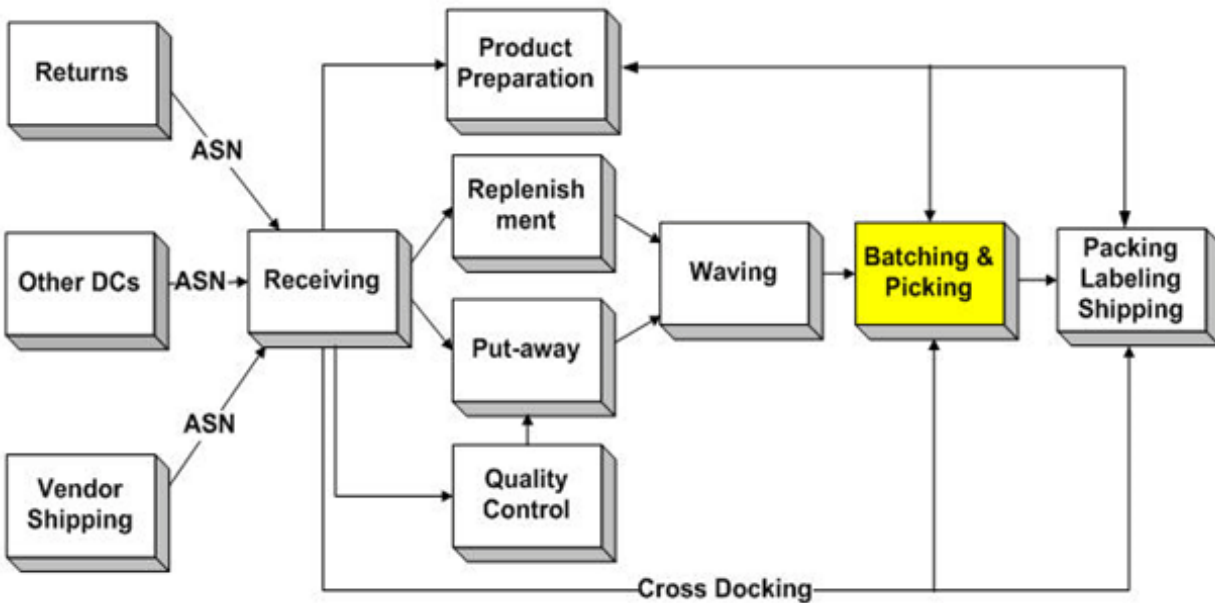
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## Parts Management Warehousing Process

Adapted and paraphrased from original source:

<http://www.managementstudyguide.com/business-process-improvement-preparation-stage.htm>

Original Author: Unknown



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## **Understanding Distribution Centers: Study Questions**

**NAME:** \_\_\_\_\_

1. What are customers' expectations?
2. What is the difference between a distribution center and warehouse?
3. What are the 3 types of distribution?
4. How are the processes different for each type of distribution?
5. What makes a good distribution center?
6. How does product get to the distribution center?
7. What role does the computer play in the distribution center?

8. What is order picking and what do pickers do? What are some of the variables?

9. What happens in the staging process?

10. What do packers do?

11. How are small, medium, and large shipments shipped?

12. What is cross docking and how does it work?

13. What are some of the ordering processes?

14. What does “just in time” production mean?

## Berlin Packaging Expands Chicago Distribution Center with Move to Bolingbrook

Adapted and paraphrased from original source:

<http://www.berlinpackaging.com/en/news/berlin-packaging-expands-chicago-distribution-center-with-move-to-bolingbrook>

Original Author: Berlin Packaging

### *Can Hold 50% More Packaging Inventory for Just-in-Time Delivery to Customers' Fillers*

CHICAGO (November 7, 2014) - [Berlin Packaging](#), a leading full-service supplier of plastic, glass, and metal containers and closures, has dramatically expanded its Chicago-area warehousing and inventory management capacity with its move to a new 125,000-square-foot warehouse in Bolingbrook, Illinois. Joining more than 90 other Berlin Packaging locations throughout the country, the new facility is 25% larger than Berlin's prior Arlington Heights location and can hold 50% more packaging inventory for just-in-time delivery to customers' fillers.

The increased storage capacity at the just-built facility stems from both the larger footprint and a taller ceiling height. The site, which has additional dock doors to accommodate deliveries and shipments, offers easy highway access near the I-55/355 interchange to serve the branch's customers in Illinois and throughout the Midwest.

"Our Arlington Heights location was 10 years old and saw a 45% jump in inventory volume in the last three years. We outgrew it and have been planning our move to Bolingbrook since May," said Larry Rydzewski, Chief Operating Officer of Berlin Packaging. "With the larger space and newer amenities, the new location enables us to keep pace with our growth and bring beneficial inventory management services to more customers."

Now with more than 120 consecutive months of 99%-plus on-time product delivery, the company's inventory management program warehouses containers and closures for customers and releases them on an as-needed basis. This helps customers by avoiding the costs of packaging stockouts, ensuring their ability to fill orders, reducing in-house storage requirements, improving cash flow, and keeping customers' supply chains running smoothly. Customers also have the option to have packaging drop-shipped directly from the factory to their preferred destinations.

The new distribution center is located at 900 Windham Parkway, Bolingbrook. The move was completed earlier this month.

More information is available by calling Adam Brown, Operations Manager, at 816.303.6077 or by emailing [Adam.Brown@BerlinPackaging.com](mailto:Adam.Brown@BerlinPackaging.com).

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## **Amazon announces it will open distribution center in Joliet that will provide 1,000 full-time jobs**

**Adapted and paraphrased from original source:**

<http://www.chicagotribune.com/suburbs/daily-southtown/news/ct-sta-amazon-joliet-jobs-st-0811-20150810-story.html>

Original Author: Kim Janssen

Amazon delivered a special package to the Illinois economy on Monday — 1,000 full-time jobs at what will be its first warehouse in the state.

But it got something in return as well — a tax break of up to 10 years from the state in exchange for its promise to invest \$40 million in a retrofitted 500,000-square-foot Joliet "fulfillment center" in the Laraway Crossings Business Park at the northeast corner of Laraway Road and Illinois 53. It's next to a site where IKEA is building a 1.4 million-square-foot distribution center.

Amazon had long avoided having a physical presence in Illinois so that it could sidestep the sales tax, relying instead on massive warehouses in Indiana and, more recently, Wisconsin to service the Chicago area. But it softened its approach in October when it revealed plans to open an Illinois warehouse, and then again in February when it began collecting sales tax from Illinois consumers following a law change.

Announcing the Joliet location Monday, Mike Roth, Amazon's vice president of North America operations, said in a news release that he was "grateful for the support of local and state leadership in helping to bring Amazon to Illinois."

While Amazon has been criticized for its treatment of warehouse workers in recent years — with complaints of workers being forced to do physically demanding and mind-numbingly repetitive work at a relentless pace under overbearing supervision — it has always disputed that. It says the Joliet positions will be "great jobs" that come with benefits that include 401(k) plans, health insurance and help with college tuition.



**Amazon's Joliet warehouse: 1,000 jobs, up to 10 years of state tax breaks.**

The Joliet warehouse will operate 24 hours to fill orders of smaller items like books and electronics. Amazon is advertising for \$13-an-hour and \$14.95-an-hour jobs at the facility. The firm said it was attracted by Joliet's proximity to the Chicago market and the availability of labor in an area that has become a major distribution hub for many national retailers.

Amazon will be able to credit employee withholding taxes against its corporate income tax bill for up to a decade. But the company is missing out on other tax incentives, thanks to the state's budget impasse, Department of Commerce and Economic Opportunity spokeswoman Lyndsey Walter said.

Joliet did not offer any local incentives, but the city did offer to expedite its permitting process to allow an existing warehouse at Illinois 53 and Laraway Road to be quickly retrofitted, according to John Greuling, president and chief executive of the Will County Center for Economic Development.

Beyond that offer of speedy help — which should allow Amazon to open the warehouse in time for the holiday season, Greuling said — the Seattle-based firm was attracted by the large intermodal centers in Joliet and nearby Elwood, he said.

"As they looked for land in northeastern Illinois, it had to be in a great logistics location. We were the logical place," he said, adding that it's a "significant win for Will County."

Amazon has earned a reputation as a tough employer to work for after a series of news reports about conditions inside its warehouses. It paid \$52 million to install air conditioning at its fulfillment centers in 2012 after Amazon workers in Pennsylvania and Kentucky complained that they were forced to keep up a punishing work rate in stifling summer heat, and, in some cases, were fired when they fell ill.

Other Amazon workers have said that they felt like human robots as they followed a path around an Amazon warehouse dictated by a hand-held satellite navigation device that tracked their progress minute by minute.

But in Will County, Greuling said wages of \$13 to \$15 an hour plus benefits, put it in the top quarter of warehouse jobs, and that there will likely be better-paid jobs at the warehouse for workers with technical skills.

"A year and a half ago, Illinois was poison to Amazon because of the requirement that it pay an e-commerce tax and a sales tax, but that has obviously changed," he said. "This is great news."

Joliet Mayor Bob O'Dekirk also welcomed Amazon's decision.

"The company is not only the leader in the e-commerce sector, but it also will create quality jobs for a diverse community throughout Joliet and Will County," he said in a news release. Amazon has in the last three years invested heavily in warehouses nationwide as it faces increasing competition from Walmart.com, eBay, Google and other online retailers. It now has fulfillment centers in 26 states, including new ones in New Jersey, Florida and Kenosha, Wis.

The firm has not said whether the Joliet center will improve its ability to make regular

same-day deliveries in the Chicago area.

While customers who opt for Amazon's premium "Prime Now" service in Chicago can get delivery within two hours, Chicago is the only one of 15 markets where Amazon offers regular same-day delivery to non-Prime customers for orders placed by 7:45 a.m. In the other 14 cities where it offers such delivery, customers have until noon to place an order, according to its website.

*Daily Southtown reporter Susan DeMar Lafferty contributed.*

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## **Supply Chain News: Interesting Trends in Distribution Center Demand and Development**

**Adapted and paraphrased from original source:**

<http://www.scdigest.com/ontarget/15-09-01-3.php?cid=9687>

Original Author: SCDigest Editorial Staff

All told, there are relatively good times for real estate developers in the logistics space, with demand rising along with a modestly recovering economy, new requirements driven by ecommerce, and in the US at least continued growth in imports.

For example, a recent report from real estate firm CRBE said - not surprisingly - that demand is really picking for smaller facilities in metro areas to support rapid order fulfillment for ecommerce, such as same day or even faster delivery.

Though the report was later pulled for some client reason, a CRBE executive tells SCDigest that the findings in the report, as summarized in a recent Wall Street Journal article, are still sound.

The CRBE research found that demand is rising for existing industrial structures under 200,000 square feet and located in the midst of high-population urban zones. That doesn't mean retailers and distributors are moving away from sprawling distribution centers far from urban centers, but are seeking to supplement those major DCs with smaller urban ones for local efulfillment. In fact, in many cases the flow of product is from the traditional large DCs to the urban ones.

Naturally enough, Amazon.com is leading the trend. After rolling out dozens of large fulfillment centers usually far from urban centers where costs for land and labor are low, Amazon began building a network of small service centers in and around London in 2013, and then took the strategy to the US thereafter. As of June, Amazon had 19 small spaces active in the country with several more due to open soon, CBRE said.

Amazon and others often find space in old industrial and warehouse areas within a city, and generally need few of the amenities companies look for today in traditional DCs, such as high ceilings and modern layouts. Location is the chief attribute these distributors are seeking to support so-called "last mile" delivery.

The good news: for now such space is still relatively cheap, lower than per square foot costs for large DCs on the periphery, though CRBE says that may change as more spaces are filled by the pioneers in urban deliveries. CRBE's analysis found that right now rates for "light industrial space" across the 44 US markets it looked at were most favorable in parts of Atlanta, Boston, Chicago and Philadelphia.

## Growing Logistics Clusters

Meanwhile, new research from Prologis recently took a look at "logistics clusters" on a global basis.

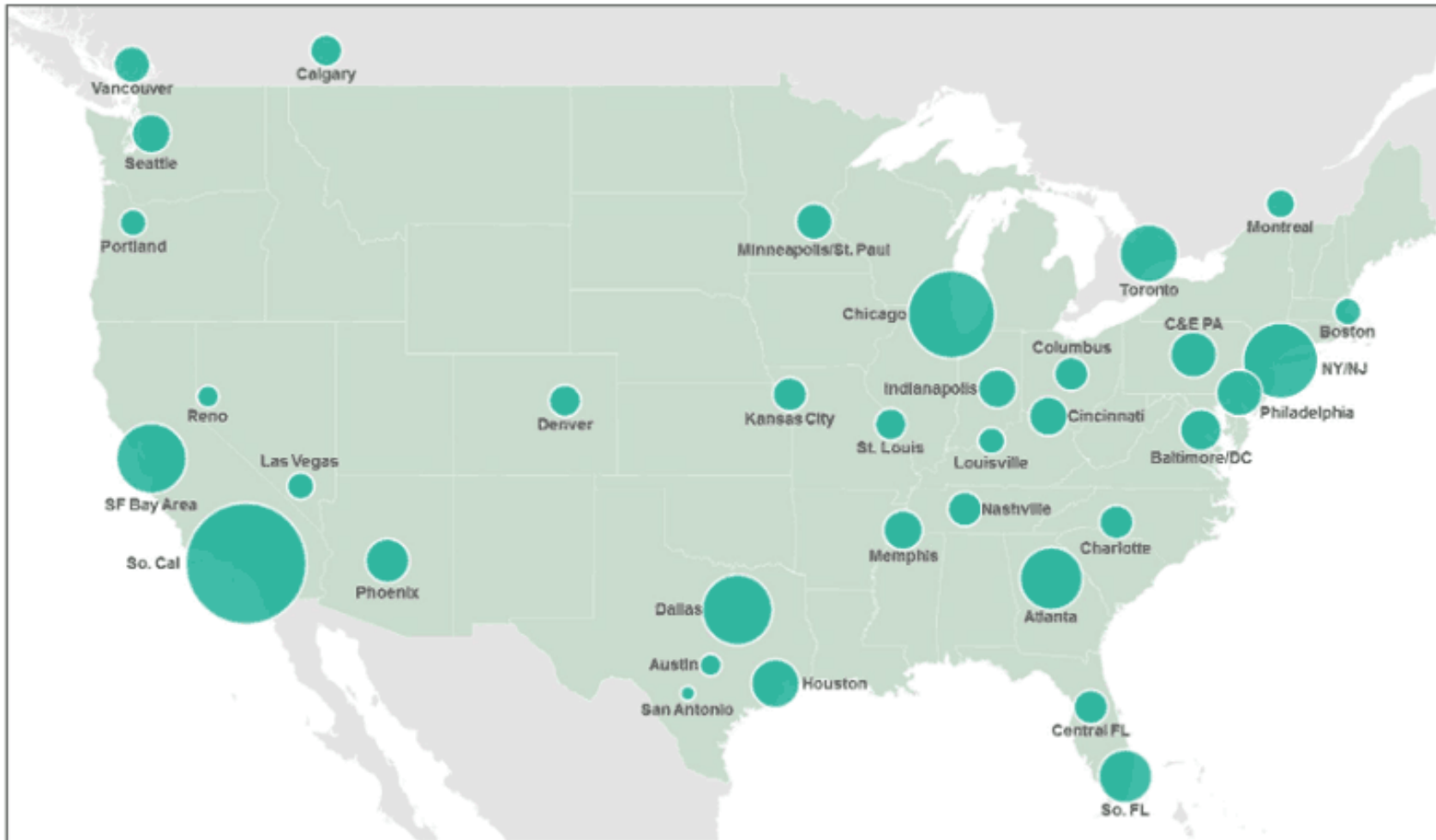
Most logistics professionals are familiar with this concept in practice if not in name, in which a given metro area has pockets of substantial distribution facilities, whether around the Inland Empire area near Los Angeles, Midwest metro areas such as Chicago, Columbus, Indianapolis and Cincinnati, or the Atlanta area, among many others.

The clusters develop for one of two reasons, Prologis says: either to support the current consumer population (as is or as is expected to grow), or because of their location relative to existing global trade flows. Prologis cites the Southern Netherlands and the Northern Mexico regions as examples of large logistics clusters that have developed primarily on the basis of trade flows, not local populations, whereas the huge cluster around Los Angeles has developed due to both local and global trade factors.

While there are a couple of dozen or so such important logistics clusters across the US and Canada, a big difference between them is how much "modern logistics stock" is in place at any one time, that term referring to distribution facilities that have high ceilings, modern layouts and other building amenities sought today by distributors.

The graphic below from the Prologis report shows the relative size of modern logistics stock across the North American hubs it analyzed:

### EXHIBIT 3 Modern Logistics Stock, United States



Note: size of the bubble reflects total modern logistics stock in the market  
Source: CBRE, JLL, DTZ, Cushman & Wakefield, Colliers, Prologis Research

*Source: Prologis*

Prologis did a similar analysis for Europe:

**EXHIBIT 4** Modern Logistics Stock, Europe



Note: size of the bubble reflects total modern logistics stock in the market

Source: CBRE, JLL, Gerald Eve, DTZ, Cushman & Wakefield, Colliers, Prologis Research

**Source: Prologis**

Interestingly, the report says that since 2000, just five broad clusters in the U.S. have accounted for nearly 60% of the largest logistics real estate facilities (greater than 500K square feet) delivered to market. Those are: Central and Eastern Pennsylvania, , Southern California , Chicago, Dallas and Atlanta As a result of this development, those areas appear to also have the top 5 levels of modern logistics stock in the US, as shown in the bubble graphic above.

### **Huge Growth Expected in Developing Markets**

Prologis says there are a number of global markets with huge populations that are also seeing millions of citizens move into the middle class, but that also have modest availability of modern logistics stock. Those areas include East China, Mexico City and Sao Paulo, among many others.

The message for both real estate investors and companies in developed countries: this may be the time to secure space in these areas before demand for space increases substantially.

SCDigest would also mention that as the largest logistics clusters in the US continue to grow, the impact on workforce availability to take all these distribution jobs will likely be significant - and likely lead to higher levels of automation to close the gap between demand and supply.

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## Reading Week 9, Lesson 2

### TDL Bridge Semester 1: High Intermediate Adult Basic Education (ABE)

#### THEME: Careers in Distribution Centers

Class to be held in the Technology Lab



#### OBJECTIVES

- Analyze homework readings
- Research jobs in TDL
- Report research findings

#### MATERIALS

##### For Activity #1:

- Handout (attached): Students should have brought their copy to class. However, teachers may wish to have extra copies on hand.  
*Berlin Packing Expands Chicago Distribution Center with Move to Bolingbrook*  
<http://www.berlinpackaging.com/en/news/berlin-packaging-expands-chicago-distribution-center-with-move-to-bolingbrook>
- Handout (attached): Students should have brought their copy to class. However, teachers may wish to have extra copies on hand.  
*Amazon announces it will open distribution center in Joliet that will provide 1,000 full-time jobs*  
<http://www.chicagotribune.com/suburbs/daily-southtown/news/ct-sta-amazon-joliet-jobs-st-0811-20150810-story.html>
- Handout (attached): Students should have brought their copy to class. However, teachers may wish to have extra copies on hand.  
*Supply Chain News: Interesting Trends in Distribution Center Demand and Development*  
<http://www.scdigest.com/ontarget/15-09-01-3.php?cid=9687>
- Handout (attached): Make one copy for each student.  
*Transportation and Logistics Activity Remains Steady While Distribution Centers Get Makeovers*  
<http://www.rejournals.com/2015/11/03/transportation-and-logistics-activity-remains-steady-while-distribution-centers-get-makeovers/>

##### For Activity #2:

- Handout: Students should have brought their copy to class. However, teachers may wish to have extra copies on hand.  
*Ground Transportation/Logistics Pathway* (attached to Week 8, Lesson 2)
- Online Resource: O\*NET for TDL.  
<http://www.onetonline.org/find/quick?s=Transportation%2C+Distribution%2C+and+Logistics>
- Online Resource: *Job Descriptions from Jobs in Logistics*.  
<http://www.jobsinlogistics.com/cgi-local/search.cgi?term=www.google.com&from=link&SessID=1172-9487132-66017&action=fpCatSearch&Cat=Dist&TypeOfUser=browse>

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#### ACTIVITY #1: Analyze Homework Readings – 60 minutes

- Tell students they are going to collect facts from a number of sources that explain why there are so many distribution centers in Chicago.

- Give students time to list out their reasons from their three homework articles.
  - Go round robin to have each student read a fact from one of the articles.
    - List these on the board.
    - Keep going around until students have no more facts in their lists.
  - Project the Distribution Center maps for the US and Europe:
    - Ask questions about which areas are biggest, smallest, and how Chicago compares.
  - Pass out *Transportation and Logistics Activity Remains Steady While Distribution Centers Get Makeovers*.
  - Assign student to one of three groups:
    - #1 = Fox River Business Center
    - #2 = Turnberry Business Center
    - #3 = Cherry Hill Business Park
  - Tell students this article is written by real estate agents. Students are to:
    - Read the full introduction.
    - Read about how the agents are trying to sell their groups' property.
    - Underline their selling strategies.
    - Look up words they do not understand.
    - Answer the question: Why is Chicago area such a good place for transportation and logistics?
  - Have students give the selling strategies they found in the introduction.
    - List these on the board.
  - Have each group report the selling strategies for their property.
    - List these on the board as well.
  - At the end, ask:
    - How do local real estate agents view the transportation and logistics opportunities in this area?
    - Why is Chicago such a great TDL hub?
- 

## ACTIVITY #2: Research Jobs in TDL – 60 minutes

- Tell students they are going to do some of their own research on TDL jobs in the field.
  - Pass out and project *TDL Career Paths*.
  - Tell student to read over the jobs and circle those they would like to research.
  - Go round robin and have students read out what they circled.
  - Show students the TDL page on O\*NET.
  - Click on a job they are interested in knowing more about.
  - Show them the information they can find.
  - Explain that for each of the jobs they review they must write down the following information:
    - The job title.
    - The primary responsibilities.
    - The education required.
    - How much it pays.
    - Their level of interest: High, Medium, Low.
  - Have them review at least six jobs, writing down the required information on each.
  - They should also select three additional jobs they want to read about and print out the full job descriptions for homework.
  - Students that are finished early with this can look for TDL jobs from Jobs in Logistics.
  - Students are required to gather the same list of information for each job that they review.
-



### ACTIVITY #3: Report Research Findings – 60 minutes

- Put four columns on the board with the following headings:
    - BC, AC, AA, BS
  - Tell students to get their CCC career pathways sheet out.
  - Ask: How much do the jobs make in each of these categories?
    - Write down the pay ranges for each certificate or degree level, as available.
  - Go round robin and have students read out a job title from their research and tell you what category to put the job in.
  - Ask:
    - Why?
    - What education is required?
    - How much does it pay?
    - What is your level of interest? Why?
  - Write the job titles in the appropriate categories.
  - Put students in pairs to talk about the kinds of jobs they are interested in and the level of certificate/degree they may be interested in pursuing.
  - Allow students to report out.
- 

### HOMEWORK

**READ:** Have students read the three job descriptions they printed out in class and:

- Underline the specifics in the job descriptions that are of interest.
- Take notes on the required items:
  - The job title.
  - The primary responsibilities.
  - The education required.
  - How much it pays.
  - Their level of interest: High, Medium, Low.

**JOURNAL WRITING:** Have students respond to the following in their journals:

- Of all the job descriptions you looked at today, which ones were most attractive to you?
- Why do they seem like a good fit for you?

**TEACHER NOTE:** Type up the lists on the board for BC, AC, AA, and BS jobs. This will be a handout for the next class.

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## Transportation and Logistics Activity Remains Steady While Distribution Centers Get Makeovers

Adapted and paraphrased from original source:

<http://www.rejournals.com/2015/11/03/transportation-and-logistics-activity-remains-steady-while-distribution-centers-get-makeovers/>

Original Author: Stephanie Aguilar

### The robust demand of new product in Chicago has been keeping industrial developers at work.

And while the city has been seeing a fair amount of new construction, it's also not in any rush to deliver new product.

So what is it about Chicago that makes it an attractive location to serve as a transportation and logistics ground? **Brendan Kelly**, principal of industrial at **Avison Young**, explained it's unique in that it is the only city in the country where all six Class I railroads intersect, it has nine interstate highways, the Illinois-Michigan canal and access to the Great Lakes through the Port of Chicago—all of which are key factors in transportation and logistics. In addition to that, Chicago stands as the largest intermodal market in the country-, and third in the world behind Hong Kong and Singapore.

"Our location is the center of the United States, along with our great access to major transportation arteries, including the river and rail networks, which are key factors," Kelly said.

**Don Schoenheider**, senior vice president and market officer of industrial at **Hillwood Investment Properties**, agrees, saying that "Chicago's location will always place the city as a strategic center for distribution and logistics."

Since 2011, absorption of space has outpaced new deliveries each of the last five years, driving vacancy rates down to historical lows, according to **Brian Quigley**, partner at **Dermody Properties**. He said it stood at seven percent at the end of the second quarter in 2015.

Meanwhile, the vacancy rate for Chicago industrial product today is less than half of what it was at year end of 2009. The vacant square footage for existing supply is estimated at 96 million feet, less than it's been at any point in the previous two full Chicago market cycles. Quigley said the last time the city had seen it below 100 million feet was in 2002. In the Chicago-area alone, there is currently 9.5 million square feet of industrial space under construction. About 64.5 percent of it is being built on spec. Kelly said that industrial developments we're seeing in Chicago today are between 300,000 and 700,000 square feet. We're also seeing new buildings going up along key transportation and logistics

corridors—those including I-90, I-80, I-355 and I-55 corridors, along with the I-294 corridor leading into Southeast Wisconsin.

## **Speculative Construction**

The city's steady flow of new industrial construction in the past 18 months has been due to pent-up demand and new business growth coming out of the recession. Schoenheider said that while speculative construction remains solid, it also isn't at a point where it's overheated. And it's because developers are being cautious to prevent themselves from overbuilding and damaging the market.

Quigley believes this is something unique about the current market—the fact that developers have not flooded the market with new product in spite of the strong demand for new product. One of the major factors tempering the supply of new speculative space coming on the market, he noted, is due to the high equity requirements relative to historical standards by the lending community.

“Well-capitalized developers are the only ones that have the capital to begin construction on a speculative basis,” he said.

Large drivers in the growth of spec development in the city are due to the rise in absorption, the dropping vacancy, and most importantly, the corresponding rise in rents across the market.

Additional factors keeping new speculative construction starts include the rapidly increasing prices for vacant land, and a scarcity of quality sites of scales zoned for industrial in a desirable location.

In the instance when those sites are brought to the market, Quigley explained, developers will bid amongst each other to drive prices up, and this is music to the ears of landowners but puts downward pressure on economics, limiting the velocity of speculative development starts.

But the market is seeing more speculative construction because investors are seeing industrial developments as more secure and a necessary component of a diverse real estate portfolio. Kelly said this is being spurred as the economy becomes more dependent on the localized supply chain and the specialized distribution centers.

## **Modern Features**

On the forefront of the development process is also the current and future needs of logistics customers, which is critical when designing a speculative warehouse, according to Quigley, and here's why. This year, approximately 75 percent of leases signed across the country by Dermody Properties were with e-commerce or e-commerce fulfillment companies.

While a typical warehouse user would be able to operate efficiently in an e-commerce

building, the same can't be said about the other way around. This is why Quigley believes it's important to plan for the needs of e-commerce customers in speculative building design.

As distribution requirements become more specialized, the technology component plays a big part. Just like e-commerce, the distribution centers provide one-day delivery, real-time package tracking, and other unique services designed to meet consumers' needs.

Kelly said that today's tenants are competing in a global environment and want the modern facilities. One key difference today, he said, is the shift toward 36 foot ceiling heights, instead of the 32 foot heights seen during the last construction cycle. That extra space allows companies to expand vertically and stack an extra pallet of goods.

"This is a 20 percent increase in the volume they can store and distribute, with just a 2 percent increase in the cost of construction," Kelly said. "That's a significant increase in potential sales."

Along with higher ceiling heights, the other modern features are getting added include trailer parking, additional docks, and room for expansion. These days, it's all about flexibility and operational efficiencies for the tenant. Schoenheider said larger tenants in particular are often demanding those features, as well as deeper truck courts, advanced building materials, and the newest technologies.

Location and modern features are key. Dermody Properties completed construction on two industrial buildings in McCook, Illinois in December 2014, totaling 665,000 square feet. This is an example of how a tenant may benefit from the modern features. From a transportation and logistics perspective, its close proximity to Chicago makes this project stand out with its immediate four-way highway access onto I-55 that provides quick connection to I-294, and it just sits 10 miles away from downtown.

When designing the McCook project, Quigley explained that the firm made a list of "wants" versus "needs." At the top of the list under "needs" for the final design of the project, it was marked that it should provide efficient flow of traffic for cars and trucks to be able to get in and out.

"Our number one goal in the overall site design was to maximize the efficiency and safety of truck movement in and out of the project," he added.

The downside? A reduction in FAR or total rentable square footage of the project, which put pressure on the project's economics.

Quigley shared that when developing a plan, the team kept in mind that sophisticated logistics providers have transportation models that prove how an efficient truck court will keep route trucks on the highway a great percentage of the time, and that additional time on the highway will cut down the number of trucks and drivers needed.

But as for the result? Savings in transportation costs—the largest single expense for logistics providers—generally accounting for 50 percent of the total cost of logistics.

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# Reading Week 10, Lesson 1

## TDL Bridge Semester 1: High Intermediate Adult Basic Education (ABE)

### THEME: Careers in Distribution Centers

#### OBJECTIVES

- Present jobs of interest
- Compile career pathways
- Present results as a group

#### MATERIALS

##### For Activity #1:

- Handout (attached): Make one copy for each student.  
*CCC Pathways with Stackable Credentials*
- Handout: Students should have brought their copy to class. However, teachers may wish to have extra copies on hand.  
*Ground Transportation/Logistics Pathway* (attached to Week 8, Lesson 2)
- Handout: Make one copy for each student.  
Teacher's typed up lists of BC, AC, AA, and BS jobs taken from the board that summarized student research from the last class.

##### For Activity #2:

- Classroom Resource: Flip chart paper and markers.
- 

#### ACTIVITY #1: Students Present their Jobs of Interest – 60 minutes

- Pass out the typed-up lists from the board in the last class.
  - Set up the same matrix on the board as in the last class: BC, AC, AA, BS.
    - Also include the pay ranges for each level.
  - Have students report on the jobs they researched for homework. Ask:
    - What is the title of the job?
    - What column does it go in?
    - Why?
    - What is your level of interest? Why?
  - Continue this process until you have recorded all the homework research they did.
- 

#### ACTIVITY #2: Groups Compile their Career Pathways – 60 minutes

- Tell students to get out their Ground Transportation/Logistics Pathway sheet and a copy of the CCC Pathways with Stackable Credentials.
- Show how they are designed differently to show how students can go from certifications to degrees to reach better paying jobs.
- Tell students that they are to:
  - Select a job they are interested in or may be interested in for each certification and degree level.

- Talk to a partner about what they have selected for each category, why, and how they will draw their chart.
  - The chart must include the following for each level:
    - The job title.
    - Wages
    - Level of interest: High, Medium, Low
  - Distribute flip chart paper and markers so students can draw their chosen pathway.
- 

### ACTIVITY #3: Groups Present their Results – 60 minutes

- Have students post their flip chart pathways on the walls.
  - Have students walk around the room to look at others' charts.
  - Have each student present their pathway to the class.
  - After the presentations, ask:
    - Are their similar or different kinds of choices being made?
    - Which drawings do you think are especially clear?
    - Have you gotten new ideas about your future by doing these exercises?
- 

### HOMEWORK

**WRITE:** Introduce this writing assignment. Tell students to only write drafts of their answers to the first question for the next class:

1. **What credentials and degrees do City Colleges of Chicago offer in TDL?**
2. What career path jobs and stackable credentials would you be interested in pursuing in TDL at City Colleges?
3. What are the reasons for this choice?
4. How will achieving this goal impact your life?



## CCC Pathways with Stackable Credentials

### WITH THIS CREDENTIAL/DEGREE:

High School/GED or Less

Basic Certificate

Advanced Certificate

Associate Degree

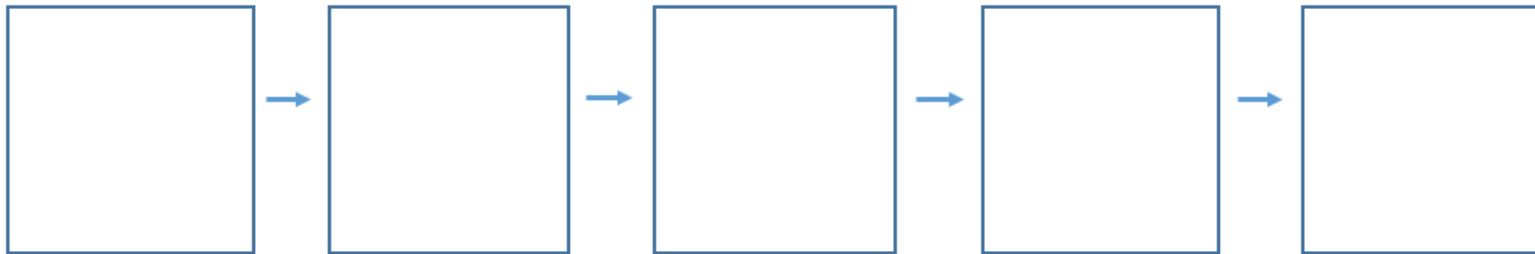
Bachelor's Degree

Certificate Name:

Certificate Name:

Degree Name:

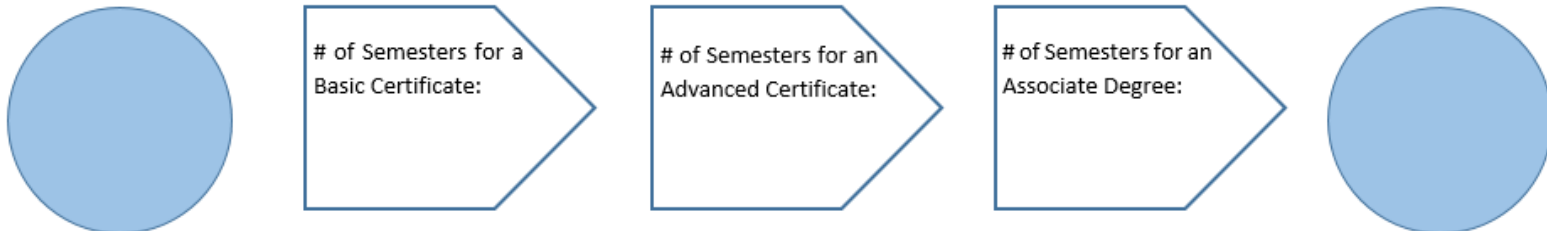
### I CAN GET THESE JOBS:



### THAT PAY:



### IN THIS # OF SEMESTERS:



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# Reading Week 10, Lesson 2

## TDL Bridge Semester 1: High Intermediate Adult Basic Education (ABE)

### THEME: Written Work on the TDL Career Pathway that Interests You

Class to be held in the Technology Lab



### OBJECTIVES

- Set criteria for and practice introductory paragraphs
- Provide feedback on others' introductions according to the criteria
- Rewrite introductory paragraphs

### MATERIALS

#### For Activity #1:

- Classroom Resource: Flip chart paper and markers.
- Choose a method for presenting the role play dialogues written in bold in Activity #1:
  - Prepare flip chart pages with a different introduction example written on each one.
  - Type them up on separate pieces of paper for a document audience.
- Student Work: Introductory paragraphs.

#### For Activity #2:

- Handout (attached to Week 2 Lesson 1): Make two copies per student.  
*Audience Comment Page*

---

### ACTIVITY #1: Set Criteria for Evaluating and Practicing Introductory Paragraphs – 60 minutes

- Tell students that today the class will focus on giving students audience feedback on paragraphs they brought in today. Audience feedback will be focused on giving them good ideas for improving their written work. Students will get some student feedback, teacher feedback, and THEN the opportunity to edit their work for grammar and spelling issues. All of this peer-review and editing work will help them get the information they need to improve their written work for a final version they will hand in next week.
- Write the following questions on the board to guide group work:
  - What would make an audience interested in reading your written work?
  - What would make an audience not interested in reading your written work?
  - What does an audience need at the beginning of the writing to get involved in reading?
  - How much detail should you put in your first paragraph? How much do you save for other paragraphs?
- Put students into four groups. Assign each group one of the questions above and have them:
  - Refer to their notebooks and make a list of the criteria for the question that the class came up with last time.
  - Add new criteria based on your recent writing experience for this class.
  - Put together a list that makes the old and new criteria easy to differentiate. Use different colors or some other technique to make the two lists look different.
  - Assign a different group member to present each of the two lists.
- Hang the flip chart paper around the room.
- Have two members from the first group each read their lists: loud, clear, and with expression. After the lists have been read, ask:

- Does anyone want to add other new criteria to the list?
  - Add student suggestions to the flip chart.
- Repeat this process for each group.
- Tell students to add all new criteria items in their notes in their notebooks.
- Tell students they are going to do the same role-play dialogue as last time they wrote an introductory paragraph, but this time for the new topic.
- Put the writing assignment questions on the board and explain that the class will be focusing on the first question primarily:
  1. **What credentials and degrees do City Colleges of Chicago offer in TDL?**
  2. What career path jobs and stackable credentials would you be interested in pursuing in TDL at City Colleges?
  3. What are the reasons for this choice?
  4. How will achieving this goal impact your life?
- Put students into pairs and display the first introduction example:

**Role Play Dialogue #1:**

**Writer:** I have to do some written work for my Bridge class on the credentials and degrees offered at CCC, my goal, and how I am going to reach my goal.

**Audience:** Cool. I have always wanted to know your choices. What does CCC offer in TDL?

**Writer:** Well, the whole program includes this Bridge program, a Basic Certificate, an Advanced Certificate, and an AAS degree.

- Tell pairs to:
  - Imagine they are the audience.
  - Make a list of questions they would ask this writer to get more needed information.
  - Encourage students to really get as much information out of the writer as possible.
- Next, have two people come up in front of the class. Choose a pair where one of the members feels the way the writer does in this role play example. Ask that:
  - Both people shake hands like they are old friends.
  - One person is to be the writer. This person is to read the first and last statements, loudly and clearly and with expression.
  - One person is to be the audience. This person is to read the question in the middle loudly and clearly and with expression. Then, they are to ask additional questions to get more information from the writer.
  - The writer is to answer these questions with a real interest in satisfying his audience.
    - Coach students to keep acting like old friends through this process.
- After the writer has answered a question from the audience, ask the writer:
  - Which question from the board did you start to answer to satisfy your audience's question?
  - Encourage students to understand that their writing assignment has made room for them to give plenty of detail about the topic they introduce in their first paragraph.
- After the audience in the pair has asked his/her questions, ask other pairs to ask further.

**Note:** You can turn this questioning practice into a game. Put a place to keep score on the board, one for each pair.

- Pairs will get a point if they ask a question that helps students go deeper into the topic and give more meaningful detail about their topic.
- Pairs can get another point if they say what paragraph the writer's answer should go in.

- Repeat this process with the other role play dialogue.

### **Role Play Dialogue #2:**

**Writer:** I have to do some written work for my Bridge class on the credentials and degrees offered at CCC, my goal, and how I am going to reach my goal.

**Audience:** Cool. I have always wanted to know your choices. What does CCC offer in TDL?

**Writer:** Well, CCC offers certificates that prepare you for distribution center jobs and an AS in logistics that will allow you to transfer to get a Bachelor's Degree.

- When all of the introductory examples have been talked through, ask:
  - What do we know now about introductions that we didn't know before?
  - Add new ideas to the listing from the beginning of the activity.

### **ACTIVITY #2: Provide Feedback on Others' Introductions According to the Criteria – 60 minutes**

- Tell students they will now provide some constructive feedback on each other's introductory paragraphs. They are to remember they must remain the audience that the writer is happy and comfortable with, meaning that the audience simply wants to understand what the paragraph is trying to say and to offer good suggestions for making the written work more interesting.
- Put students into groups of three.
- Have students take out their first paragraph.
- Pass out two copies of the *Audience Comment Page* to each student. Explain that they are going to:
  - Read the paragraph written by the other two people in their group.
  - Fill out one *Audience Comment Page* for each of the essays they read.
  - They are NOT to comment on grammar or spelling yet. However, if they are not sure what something says, they can ask the writer for clarification.
  - They are to be friendly, encouraging, and genuinely helpful. Good comments on their partner's work will help them when they have to rewrite their paragraphs.
- Have students pass their paragraph to the left.
- After students have evaluated the first paragraph, they should pass it to their left and evaluate a new paragraph from another student.
- After students have evaluated a paragraph from each of their two partners, they should give their evaluations to the writers, and the writers should read the comments.
- Ask the class as a whole:
  - Did your evaluators say the same or different things?
  - Did your evaluators say things that gave you ideas for how to make your paragraph better?
    - What are they?
  - Did your evaluators confuse you? Ask for clarification when back in your group.
- Put students back in their groups to talk through differences and to get clarification.

### **ACTIVITY #3: Rewrite Introductory Paragraphs – 60 minutes**

- Tell students that they are now going to have the opportunity to rewrite their introductory paragraph. Whatever they don't complete today they can work on as homework.

---

## **HOMEWORK**

**WRITE:** Students should draft three paragraphs that answer questions #2 and #3 from the list below. They should also finish rewriting their introductory paragraphs and bring in all four paragraphs in a form that is easy for others to read. The questions are:

1. What credentials and degrees do City Colleges of Chicago offer in TDL?
2. **What career path jobs and stackable credentials would you be interested in pursuing in TDL at City Colleges?**
3. **What are the reasons for this choice?**
4. How will achieving this goal impact your life?

# Reading Week 11, Lesson 1

## TDL Bridge Semester 1: High Intermediate Adult Basic Education (ABE)

### THEME: Written Work on the TDL Career Pathway that Interests You

Class to be held in the Technology Lab



### OBJECTIVES

- Set criteria and practice for explanatory paragraphs
- Provide feedback on others' explanatory paragraphs according to the criteria
- Rewrite explanatory paragraphs

### MATERIALS

For Activity #2:

- Handout (attached to Week 2, Lesson 1): Make two copies per student.  
*Audience Comment Page*

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### ACTIVITY #1: Set Criteria for Evaluating and Practicing Explanatory Paragraphs – 60 minutes

- Tell students they are going to get an opportunity to talk about their explanatory paragraphs and tell the audience more about what they introduced in their introductory paragraph.
- Write the following questions on the board to solicit criteria for explanatory paragraphs:
  - Why is it so important for you to assume that the audience doesn't know anything about the topic you are writing about? In this case, City College TDL options.
  - Why are details so important to helping your audience understand your topic?
- Put students into pairs to prepare answers to these questions.
- Go from pair to pair to get their answers to the questions.
  - Write these on the board.
- Write the assignment questions on the board and explain that the class will be focusing on the 2<sup>nd</sup> and 3<sup>rd</sup> question primarily:
  1. What credentials and degrees do City Colleges of Chicago offer in TDL?
  2. **What career path jobs and stackable credentials would you be interested in pursuing in TDL at City Colleges?**
  3. **What are the reasons for this choice?**
  4. How will achieving this goal impact your life?
- Keep students in their pairs and display the first role play dialogue for an explanatory paragraph:

#### Role Play Dialogue #1:

**Writer:** This week I learned all about City Colleges' TDL certificate and degree options and the jobs they prepare you for. I think I think I know what I want to do.

**Audience:** Cool! Can explain what you chose and why?

**Writer:** Well, I decided to go into the distribution field.

- Tell pairs to:

- Imagine they are the audience.
  - Make a list of questions they would ask this writer to get more needed information.
  - Encourage students to really get as much information out of the writer as possible.
  - Next, have two students come up in front of the class. See if you can find a writer who wants to go into the distribution field. Ask that:
    - Both people shake hands like they are old friends.
    - One person to be the writer. This person is to read the first and last statements, loud and clearly and with expression.
    - One person to be the audience. This person is to read the question in the middle loud and clear and with expression. Then, they are to ask additional questions to get more information from the writer.
    - The writer is to answer these questions with a real interest in satisfying his audience.
      - Coach students to keep acting like old friends through this process.
      - Couch the “audience” to ask writers for lots of good examples.
  - After the audience in the pair has asked his/her questions, ask other pairs to ask further.
- Note:** You can turn this questioning practice into a game. Put a place to keep score on the board, one column for each pair.
- Pairs will get a point if they ask a question that helps students go deeper into the topic and give more meaningful detail about their topic.
  - Pairs can get another point if they say what paragraph the writer’s answer should go in.
- Repeat this process with the other two introductory examples.

#### **Role Play Dialogue #2:**

**Writer:** This week I learned all about City Colleges’ TDL certificate and degree options and the jobs they prepare you for. I think I know what I want to do.

**Audience:** Cool! Can explain what you chose and why?

**Writer:** Well, I want to get a job in the distribution field, work, and then come back for a logistics degree.

#### **Role Play Dialogue #3:**

**Writer:** This week I learned all about City Colleges’ TDL certificate and degree options and the jobs they prepare you for. I think I know what I want to do.

**Audience:** Cool! Can explain what you chose and why?

**Writer:** Well, I decided I wanted to get a Bachelor’s degree in logistics.

- When all of the role play dialogues have been talked through, ask:
  - What do we know now about explanatory paragraphs that we didn’t know before?
  - Add new ideas to the listing from the beginning of the activity.
- Tell students to record the new criteria in their notebooks.

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## **ACTIVITY #2: Provide Feedback on Others’ Explanatory Paragraphs – 60 minutes**



- Tell students they will now provide constructive feedback on each other's explanation paragraph. They are to remember that they must remain the audience that the writer is happy and comfortable with, meaning that the audience simply wants to understand what the paragraph is trying to say, and to offer good suggestions for making the written work more interesting.
- Put students into groups of three.
- Have students take out their second and third paragraph with their introduction.
- Pass out two copies of the *Audience Comment Page* to each student. Explain that they are going to:
  - Read the paragraphs written by the other two people in their group.
  - Fill out one *Audience Comment Page* for each set of paragraphs they read.
  - They are NOT to comment on grammar or spelling yet. However, if they are not sure what something says, they can ask the writer for clarification.
  - They are to be friendly, encouraging, and genuinely helpful. Good comments on their partner's work will help them when they have to rewrite their paragraphs.
- Have students pass their paragraphs to the left.
- After students have evaluated the first student's paragraphs, they should pass them to their left and evaluate a new set of paragraphs.
- After students have evaluated two paragraphs from each of two partners, they should give their evaluations to the writers, and the writers should read the comments.
- Ask the class as a whole:
  - Did your evaluators say the same or different things?
  - Did your evaluators say things that gave you ideas for how to make your paragraphs better?
    - What are they?
  - Did your evaluators confuse you? Ask for clarification when you are back in your group.
- Put students back in their groups to talk through differences and to get clarification.
- Have groups decide which paragraph should be read aloud as a good example of an answer to questions #2 and #3.
  - Ask the writers to read the selected paragraphs from each group loud and clear and with expression.
  - After each paragraph is read, ask:
    - What worked about the paragraph you just heard?
    - Are you satisfied or do you want to know more? Why?

### ACTIVITY #3: Rewrite Explanatory Paragraphs – 60 minutes

- Tell students that they are now going to have the opportunity to rewrite their explanatory paragraphs. Whatever they don't complete today they can work on as homework.
- Have students hand in their first drafts of their explanatory paragraphs that they have rewritten in course of this activity.
- Tell students they are going to need to put their essay together and include a concluding paragraph for their final essay submission for next class.

### HOMEWORK

**WRITE:** Have students rewrite their explanatory paragraphs that they have not finished yet. Students should also draft a paragraph that answers the last question for the written work and revise the whole to complete a final draft:

1. What credentials and degrees do City Colleges of Chicago offer in TDL?

2. What career path jobs and stackable credential would you be interested in pursuing in TDL at City Colleges?
3. What are the reasons for this choice?
4. **How will achieving this goal impact your life?**

**FIND:** Tell students to find a reading to share that summarizes motivation strategies they use in their lives and prepare to read key aspects of the reading aloud in class and with feeling.

# Reading Week 11, Lesson 2

## TDL Bridge Semester 1: High Intermediate Adult Basic Education (ABE)

### THEME: Reaching Your College Goal Using Effective Motivational Strategies

#### OBJECTIVES

- Share motivational readings and writings
- Watch and analyze a video on motivation
- Apply and evaluate the video

#### MATERIALS

##### For Activity #1:

- Student work: Students should have brought copies of their homework assignment to class.

##### For Activity #2:

- Handout (attached): Make one copy for each student.  
*The Science of Motivation Video: Questions*
- Video: *The Science of Motivation*  
<https://www.youtube.com/watch?v=pZT-FZqfxZA> (running time 03:58)

##### For Homework:

- Handout (attached): Make one copy for each student.  
*Four Strategies that Build Lasting Motivation (and How to Use Them to Achieve Your Goals)*  
<http://lifehacker.com/5958782/four-strategies-that-build-lasting-motivation-and-how-to-use-them-to-achieve-your-goals>

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### ACTIVITY #1: Share Motivational Readings and Writings – 60 minutes

- Tell students that this week they are going to expand on the theme of the last paragraph of the written work that they prepared for today. This last paragraph answered the question:
  - What additional supports will you need to maintain your balance and be successful in college?
- Tell students that this week, the class is going to look at more than supports. They are going to come up with new ways to think about motivation and plan to choose and apply those strategies they think will be most effective.
- To start, ask: Who brought in a quote or reading that states some of the most important motivational strategies they have used in their lives? Raise your hand.
- Go round robin to have students read their quote or short passage aloud, with feeling.
- After each reading, ask: Can you state the motivational strategy (what really motivates them) in a few simple words?
  - Make a list of students' motivational strategies on the board.
- Next, have students get out their journals.
- Write the following question on the board and tell students to take ten minutes to write their answer. They are to not worry about structure, punctuation, or spelling, they are just to write down what comes to their minds:
  - Think about the motivational quote or reading you brought in, or motivational strategies other students have used. Then answer this question:

- What motivational strategies have you used in your life to meet important goals? Give the details of a key example that show how your motivational strategies worked.
  - Put students in pairs to talk about the quote or reading they brought in and how they answered their questions.
    - Have students write down some notes that will help them remember all the parts of the example they want to share with the class.
  - Go round robin to have each student state the motivational strategy they have used, that has helped them meet an important goal and an example that shows how this strategy worked.
    - Have each student stand and state their strategy and their example.
    - After each student finishes, tell the audience to ask more questions to understand the example better.
    - Add new motivational strategies to the list of strategies on the board, as appropriate.
- 

## ACTIVITY #2: Watch and Analyze a Video on Motivation – 60 minutes

- Tell students that they are going to watch a short video on the science of motivation to get ideas for additional effective strategies. Then, they are also going to play a note-taking game.
- Put students into new pairs and tell these pairs they will, ultimately, be able to win points for good notetaking.
- Ask:
  - What is good notetaking?
  - What does a good note look like?
    - Ask students to think of all the notes you take on the board.
  - What are some examples?
  - Why do people take notes?
  - Who are these notes for?
    - Write students' responses on the board in note form.
    - Point out what a good note looks like from the notes you take on the board.
  - How do you listen and watch something and take notes at the same time?
- Tell students they are going to listen and watch a video on the science of motivation twice. The first time they do not have to take notes. The second time, they can ask to stop the video in order to have more time to take good notes.
- Before watching the video write these questions on the board and then ask the class each one:
  - What is science?
  - How does it work?
  - What do you think *The Science of Motivation* video will include?
    - Take notes on students' answers.
- Tell students we will revisit these questions after we watch the video for the first time.
- Watch the video.
- Have pairs discuss the questions on the board, then ask each question to the full class again, and take notes on new information.
- Next, pass out the *The Science of Motivation Video: Questions*.
- Tell pairs they are going to watch the video and take notes on these questions.
- Go round robin to have students read the questions loud, clear, and with feeling.
- Watch the video again. Allow students to yell "Stop" if they need more time to take down their notes.
  - Ask students if they want to watch the video again to get more detailed notes.
- After watching the video, put pairs together to go over their notes and answers to the questions. They can take notes on their discussion to further answer their questions.
- Divide the class into two teams and create place on the board to keep score for the two larger teams.

- Use the following process for this game:
    - Read a question from the handout.
    - Ask a pair from one team to answer the question.
    - Ask a pair from the other team to add more information.
    - Go back and forth calling on new pairs from the two teams for more information.
    - Give a point for each valid answer.
  - Continue this process for each of the questions.
- 

### ACTIVITY #3: Apply and Evaluate the Video – 60 minutes

- Put students into new pairs.
  - Write the following questions on the board:
    - What are the findings in the video that most surprised you? Why?
    - What are the findings that you think would be the most useful to you? Why?
  - Have students look through their notes and make their choices.
  - Tell student to talk to three other students. They should:
    - Have one person answer the two questions on the board while the other listens.
    - Listeners should ask clarifying questions.
    - Switch roles and repeat.
  - Come back as a class and ask:
    - What surprised you?
    - Was that the same or different than the people you talked to? Why?
    - What findings would be the most useful to you? Why?
    - Was that the same or different than the people you talked to? Why?
  - Ask:
    - What can you conclude about what this class got out of the video?
    - How has the video changed the classes' thinking about goals?
- 

### HOMEWORK

**READ:** Have students read, *Four Strategies that Build Lasting Motivation (and How to Use Them to Achieve Your Goals)*. After reading the article, they should:

- Figure out the meaning of the underlined words using the sentence the word is in.
- Write down these definitions.
- List the things the article says can help anyone reach their goal.
- List the obstacles the article says may stand in the way of reaching a goal.

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**“THE SCIENCE OF MOTIVATION” VIDEO:  
QUESTIONS**

1. Why isn't it an easy task to reach your goals?
2. Is money a good motivator?
3. What is the “Distraction Effect”?
4. How do rewards impact goals?
5. Why is play such a good motivator?
6. Why do the goals you set matter?
7. Why is optimism not always the best strategy?
8. Why is it important to identify obstacles to meet goals?
9. What is “mental contrasting”?
10. What is the “what the hell” effect?

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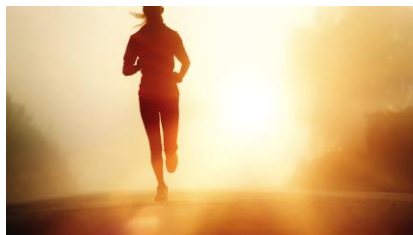


## Four Strategies that Build Lasting Motivation (and How to Use Them to Achieve Your Goals)

Adapted and paraphrased from original source:

<http://lifehacker.com/5958782/four-strategies-that-build-lasting-motivation-and-how-to-use-them-to-achieve-your-goals>

Original Author: Michael Mantell



1 When it comes to motivation—especially for health and fitness goals—being an "inny" or an "outy" can make all the difference. The "inny" I'm talking about is "intrinsic motivation," or a drive to achieve that comes from inside a person and isn't motivated by external rewards. This is the kind of motivation that can lead to life-changing improvements and well-being.

2 External rewards (like compliments, fitting into a smaller size, or winning a race) might get a person started but long-term motivation depends on a person's values and processes for achieving goals.

3 In order for a new habit to be sustained, exercise and healthy habits need to be relevant to a person's life today, not "off in the distance" goals. Vague warnings about future health are less motivating than the tangible, post-workout feeling of "Ahhh, I'm so relaxed right now. I need to do this again!"

4 This kind of current, internal drive might not come naturally to all of us, but the good news is it can be learned.

### **5 Self-Sabotaging Beliefs—The Challenge**

Many people who don't work out regularly can rattle off a list of reasons why they're not motivated to exercise, from not understanding the benefits of activity to thoughts like "I'm too busy," "I'm embarrassed by how I look," "exercise is boring," and so on.

The folks who hold these (false) self-sabotaging beliefs often believe exercise doesn't matter; they don't enjoy it, or they simply have no interest in doing it. And, really, who could blame them? Who would be inspired to start a physical activity with negative thoughts running through their head? A person has to believe exercise is of value in order to build motivation to do it.

## **6 Building Sustainable Motivation—Two Key Strategies**

In my experience working with families, athletes, fitness professionals and enthusiasts, and corporate executives and teams, I've learned there are three strategies people can use to create sustainable motivation: Self-Efficacy and Independent Thinking. Let's walk through each one.

### **7 Self-Efficacy**

A person with high self-efficacy believes in their ability to perform a task and achieve goals. Such a person might have thought patterns that look like this: "I'm sure of my ability to achieve the goals I set for myself;" "I believe that if I work hard, I'll be successful;" and "I can move in another direction to achieve my goal, if an obstacle blocks my path." These beliefs are the strongest and most consistent predictors of exercise behavior. A person won't pick up a 35-pound dumbbell—or even a five-pound one—as long as they believe they can't. In contrast, the greater a person's self-efficacy, the more likely they are to stick with an exercise program and make it a habit for life. There are three ways to build self-efficacy:

**8 Ensure early success.** When first starting out, choose activities you're certain you can do successfully. If new to exercise, start with a fifteen-minute walk, one set of strength training exercises with a weight you can lift comfortably eight to ten times, or some gentle stretching. Similarly, if you're looking to take an exercise routine to the next level, start small—say, by adding three more reps to a lifting routine or a few minutes of high intensity interval training to a cardio session. Gradually up the intensity level as you're able, achieving more and more.

**9 Watch others succeed in the activity you want to try.** This is particularly effective if the person you're observing is similar to you—neighbors, friends, co-workers, and gym mates are all good options. Witnessing their successes can boost your own self-efficacy level.

**10 Find a supportive voice.** Personal trainers and coaches are skilled in giving appropriate encouragement, as are good friends (usually). Just be sure the feedback is realistic and focused on the progress you're making instead of comparing you to others.

### **11 Independent Thinking /Rational Thinking**

A independent thinker understands that nothing makes a person upset, angry, or depressed; rather, what a person thinks about things determines how they feel. As Henry Ford once said, "If you think you can or you think you can't, you're right." There is no motivation without this important "inner game."

12 But people aren't necessarily born independent thinkers. Instead, we have to learn to be rational even in the face of negative beliefs. Internal negative messages we give ourselves can act as obstacles to motivation and goal setting. Examples of destructive thinking include:

**Feelings of inadequacy.** "Emotional reasoning" means if a person feels something, they automatically assume it must be fact ("I feel like a loser, so I must be one").

**Predictions of failure.** "Fortune telling" means a person makes predictions using FEAR, or False Evidence Accepted as Real ("I know I'll make a fool of myself in front of everyone in the gym when I try to lift weights, and I'll fail").

**Mind-reading.** A person assumes people are reacting negatively to them when there's no evidence for this assumption.

13 To oust these negative thoughts, ask the following types of questions:

- What's the evidence for and against what I'm thinking?
- What would I tell a friend in the same situation? If I wouldn't tell them what I've been telling myself, then why am I saying it to myself?
- If a thought makes me feel bad or abandon a healthy lifestyle, then why don't I stop thinking it?

#### 14 The Final Takeaway

Without an "inny," it's difficult—if not impossible—to develop lasting motivation. By believing in yourself, thinking rationally, setting SMARTER goals, and using commitment contracts, you're sure to cross into 2013 with enough motivation to tackle your New Year's resolutions with long-term success.

[Why the Answer to Motivation is You](#) | Greatist

*This post was written by [Michael R. Mantell](#), Ph.D., the Senior Fitness Consultant for Behavioral Sciences for the American Council on Exercise, Chief Behavioral Scientist for Anytime Fitness, faculty member at Equinox Fitness Training Institute, and Psych Coach. The views expressed herein are his and his alone.*

*Image by [Warren Goldswain](#) (Shutterstock)*

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# Reading Week 12, Lesson 1

## TDL Bridge Semester 1: High Intermediate Adult Basic Education (ABE)

### THEME: Reaching Your College Goal Using Effective Motivational Strategies

#### OBJECTIVES

- Analyze a journal entry
- Analyze the homework reading

#### MATERIALS

##### Activity #2:

- Handout: Students should have brought their copy to class. However, teachers may wish to have extra copies on hand.  
*Four Strategies that Build Lasting Motivation (and How to Use Them to Achieve Your Goals)*  
<http://lifehacker.com/5958782/four-strategies-that-build-lasting-motivation-and-how-to-use-them-to-achieve-your-goals>
- Handout (attached): Make one copy for each student.  
*Four Strategies that Build Lasting Motivation Study Questions*
- Classroom Resource: Flip chart paper and markers.

##### For Homework:

- Handout (attached): Make one copy for each student.  
*Calm Your Inner Critic*  
<http://traumahealed.com/articles/calm-your-inner-critic/>

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### ACTIVITY #1: Analyze a Journal Entry – 90 minutes

- Tell students they are going to look at the obstacles that could get in the way of reaching their college goal and then look at recommendations from the homework reading to see if they offer any new and useful solutions.
- Ask memory questions:
  - What did the video we watched last class say about the importance of thinking about obstacles when trying to reach a goal?
  - Why does taking obstacles into consideration make you more successful?
- Write the following questions on the board:
  - What are the specific barriers you think you will have to overcome to reach your college goals?
  - What kinds of strategies do you think will work to overcome these obstacles?
- Tell students that it is time for them to apply these ideas to themselves. Ask:
  - What is your college goal?
  - Go round robin to have each student state their college goal.
- Have students get out their journals and spend ten minutes answering the two questions on the board.
- Tell students to get out a clean piece of notebook paper.
  - Make two columns on the board and write “Obstacles” as the heading of one column and “Strategies” as the heading of the other.
  - Have student copy these columns and headings onto their notebook paper.
- Have students use the following process to fill out their columns:

- Re-read their journal entry and write down the obstacles they identified in the “Obstacle” column. Repeat for the strategies they wrote about.
  - Tell students they will grow their lists by:
    - Talking to at least three other people to find out their obstacles and strategies.
    - Coming up with new obstacles and strategies they discover by talking with other people.
    - They should write all new obstacles and strategies down on their lists.
  - Go round robin and have each student tell you a possible obstacle to meeting college goals.
    - Keep going round until there are no more.
    - Write each one on the board.
  - Repeat for “Strategies.”
  - Lastly, tell students to look at the board or on their papers to select three obstacles they need to focus on and the three strategies they think will be the most effective.
- 

## ACTIVITY #2: Analyze the Homework Reading – 90 minutes

- Have students get out their homework reading. Tell them that this reading is really an extension of the activity that they just did on obstacles and strategies, and that they will use this reading to identify further obstacles and strategies for reaching important goals. In this case, college goals.
- Keep the “Obstacle” and “Strategies” columns, and all their contents from the last activity on the board.
- Write the following homework assignment on the board:
  - List the things the article says can help anyone reach their goal.
  - List the obstacles the article says may stand in the way of reaching a goal.
- Put students in pairs to decide which obstacles and strategies they identified in the article that can be added to the columns on the board.
- Go round robin from pair to pair to add more obstacles and strategies to the columns on the board.
- Pass out the *Four Strategies that Build Lasting Motivation Study Questions*.
- Put students in four groups; give them flip chart paper and markers; and make the following assignments:
  - Group #1: Questions 1-3
    - Re-read paragraphs 1-4 for answers.
  - Group #2: Questions 4-5
    - Re-read paragraphs 5-6.
  - Group #3: Questions 6-8
    - Re-read paragraphs 7-10.
  - Group #4: Questions 9-10
    - Re-read paragraphs 11-14.
- Each group is responsible for:
  - Defining the underlined words in the paragraphs they need to read to answer their questions
  - Putting the words and definitions on flip chart paper.
  - Reading the assigned paragraphs aloud to each other, loudly, clearly, and with feeling.
  - Preparing a loud, clear reading to the class of their sections. With feeling!
  - Answering their assigned questions and putting the answers on flip chart paper.
  - Making clear assignments to the different group members so that everyone has a role in their presentation.
- Assist students with the preparation of their presentations.
- Have students prepare and give their presentations. After each presentation, ask:
  - Do the other groups have any clarifying questions?
  - Are there additions the presenters would like to make?
- After all the presentations, ask:

- Are the obstacles identified in the reading obstacles you have experienced in your life?
  - How useful are the strategies offered in this article to you?
  - How could they help you reach your college goal?
- 

## **HOMEWORK**

**READ:** Have students read *Calm Your Inner Critic*. After reading the article, students should list obstacles and strategies that will be helpful to overcoming the inner critic.

**JOURNAL WRITING:** Have students choose an incident in which their inner critic was very active. Then have students respond to the following in their journals:

- What happened to get the inner critic started?
- What did the inner critic say?
- How does an inner critic stop you from reaching your goals?

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### **“Four Strategies that Build Lasting Motivation” Study Questions**

1. What is an “inny”?
2. What is an “outy”?
3. What is the main idea in the opening paragraphs?
4. What is the big challenge to motivation?
5. What are the two main strategies for building long-term motivation?
6. What is “self-efficacy”?
7. Why is it important?
8. What are three ways to build self-efficacy?
9. What are three examples of destructive thinking?
10. Why is independent thinking so important?

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## Calm Your Inner Critic

Adapted and paraphrased from original source: <http://traumahealed.com/articles/calm-your-inner-critic/>

Original Author: Sonia Connolly

Have you noticed an ongoing commentary in the back of your mind that points out every mistake, omission, and fault you've made or might make? Most of us have it, commonly labeled the Inner Critic. You may have already noticed that arguing with your Inner Critic only leads to louder criticism, possibly about how self-critical you are. This article covers some of the reasons for that voice to exist, and some ways of moderating its harshness so that its positive effects can come through.

### Rules to keep us safe

As we grow up, we internalize rules for our own behavior to keep us safe and save us from embarrassment. From "wear matching socks" to "stop at red lights" to "avoid him when he's drunk," our rules help us navigate a complex interpersonal world. The Inner Critic initially plays a helpful role in reminding us of the rules and making sure we follow them.

### Frozen in time

Problems can arise when our rules become frozen in time, as can happen with unresolved trauma. If "avoid him when he's drunk" comes from growing up with an abusive alcoholic, it may not apply to the company holiday party. The party stops being fun if the Inner Critic starts wildly criticizing clothing, behavior, and everything else in an attempt to get out of there.

### Agitated nervous system

Unresolved trauma also **raises the activity level** of the nervous system, so that the body is continually prepared to take emergency action. This leads to a feeling of, "Something is wrong!" and the Inner Critic steps in with an urgent rundown of mistakes and failings in an attempt to explain the feeling and fix the problem.

### Proceed gently, with support

Resolving trauma that is held in the body is an ongoing process. As you tune in to your body and your inner self with the suggestions below, you may connect with upsetting information about past trauma. Especially at the beginning, it is important to proceed gently and with support, preferably from someone trained in body-centered trauma therapy.

### Starting the conversation

Much of the Inner Critic's harshness comes from concerns about safety, as well as the urgent need to be heard. It can help to notice the Inner Critic's voice, and gently inquire into the underlying reason for panic. Awareness grows gradually over time, working backwards from the effect to the trigger.

- Start by **noticing your body sensations** when the Inner Critic is active. Does your stomach hurt? Do your shoulders hunch? Do you feel ashamed or defensive?
- As these sensations become familiar over time, start noticing the **messages behind the sensations**. Sometimes these messages are shockingly abusive, using insults we would never allow from the outside. Rephrasing the messages in respectful language can offer the Inner Critic a broader range of tools for communication, as well as affirming your right to respectful treatment.
- Once you're hearing the Inner Critic's messages clearly, you can **pay attention to the situation** that triggers them. You can ask inside about what's frightening, and what needs to happen to make the situation less frightening. It is important to **take thoughtful action** on the information you receive, even if it appears to be all about the past, since it's impossible to tell in the moment. Maybe that co-worker does behave badly when he's drunk, and it really is time to leave the party.

As the Inner Critic gains confidence that you're paying attention and keeping yourself safe, it won't need to yell so loudly or abusively. As communication improves, the Inner Critic will also "thaw out" some of those frozen rules, and respond more to the present than to the past.

### Quieting the nervous system

At the same time that you're noticing and establishing communication with your Inner Critic, it is helpful to do a regular activity to calm the body and lessen that overall feeling of threat and agitation. As the nervous system quiets down with yoga, **meditation**, **bodywork**, or trauma therapy, the feeling of impending doom is reduced, and the Inner Critic, with less to explain, also quiets down.

### What to do Right Now

Both of the previous suggestions can take months to bear fruit. When interactions with the Inner Critic are causing anxiety, an immediate intervention is needed. For me, the magic words are "*I am already doing the right thing.*" This simple sentence creates quiet out of chaos, and lets me notice what I want to do next. It also opens the door to viewing situations in new ways. As I explore the possibility that I really am already doing the right thing, I notice ways in which that's true, and my Inner Critic calms down. After all, her goal is to make me do the right thing. If I'm already doing that, she can relax and doesn't need to yell at me about it. It's a relief all around.

### Try it now

Try it for yourself and see what happens. "*I am already doing the right thing.*" Breathe it in. Believe it for a moment, and allow yourself to explore the ways in which it might be true. Notice how your body responds.

### Gaining an ally

Changing the Inner Critic from enemy to friend can lead to huge improvements in your quality of life. As you tune in to internal signals, you'll turn old rules into a flexible set of

guidelines for making choices that work best for you. You will be well rewarded for the patience and work required to make the shift, as brief moments of calm turn into long stretches of peace.

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## Reading Week 12, Lesson 2

### TDL Bridge Semester 1: High Intermediate Adult Basic Education (ABE)

#### THEME: Reaching Your College Goal Using Effective Motivational Strategies

#### OBJECTIVES

- Analyze a journal entry
- Analyze the homework reading

#### MATERIALS

##### For Activity #2:

- Handout: Students should have brought their copy to class. However, teachers may wish to have extra copies on hand.  
*Calm Your Inner Critic*  
<http://traumahealed.com/articles/calm-your-inner-critic/>
- Classroom Resource: Flip chart paper and markers.

##### For Homework:

- Handout (attached): Make one copy for each student.  
*7 Steps to Success at Community College*  
<http://www.usnews.com/education/best-colleges/articles/2012/02/03/7-steps-to-success-at-community-college>

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#### ACTIVITY #1: Analyze a Journal Entry – 60 minutes

- Tell students that they are going to look at managing their inner voices in order to overcome obstacles and reach our goals.
- Put the journal writing assignment on the board:
  1. Choose an incident in which your inner critic was very active. What happened to get your inner critic started?
  2. What did the inner critic say?
  3. How does an inner critic stop you from reaching your goals?

<p><b>TEACHER NOTE:</b> It is important that everyone has done this journal writing. If there is anyone that has not, make sure they complete their journal while others do this activity.</p>
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- Put students in pairs to:
  - Decide who is the talker and who is the listener.
  - The listener will ask the questions and the talker will talk about what she or he wrote.
  - The listener will make sure the talker really gets an attitude when the inner critic talks for question #2.
  - The listener will ask additional questions to clarify what the talker is saying.
- Model this interaction, by sitting in a chair and having students ask the questions and any additional questions they need for clarification.
  - Be sure to be as dramatic as possible to model the attitude when your inner critic speaks.
  - Let students know that the inner critic often is like a separate character, and they are to exaggerate these characteristics.

- Put two chairs in front of the class and ask a pair to sit in them.
  - Tell the pair that they are to choose who is the listener and who is the talker.
  - Have the pair conduct their interview using the questions on the board and have the listener ask additional questions for clarification as needed.
    - Require that the talker really dramatize the voice and different way of speaking of the inner critic.
  - After the pair is finished, ask the class:
    - Do they have any questions for the talker?
    - For the talker's inner critic?
  - Repeat this process for a number of pairs.
  - After these role plays are completed, ask:
    - What are some of the similarities of the inner critics we have witnessed today?
    - What are some of the differences?
    - How significant an obstacle is the inner critic for you?
    - Does anyone have any recommendations for managing the inner critic so he/she does not get the upper hand?
- 

## ACTIVITY #2: Analyze a Homework Reading – 60 minutes

- Tell students they are going to analyze a reading that has specific strategies for dealing with one's inner critic.
  - Have students get out their homework reading: *Calm Your Inner Critic*.
  - Tell student to number the paragraphs in the reading from 1-10.
  - Put students in four groups, give them flip chart paper and markers, and make the following assignments:
    - Group #1: Paragraphs 1-2
    - Group #2: Paragraphs 3-5
    - Group #3: Paragraphs 6-7
    - Group #4: Paragraphs 8-10
  - Each group is responsible for:
    - Practicing reading the sections they are reviewing aloud to each other, loudly, clearly, and with feeling!
    - Preparing a loud, clear reading to the class of their sections. With feeling!
    - Summarize each of the paragraphs using simple direct language and write these summaries clearly on flip chart paper for presentation.
    - Making clear assignments to different group members so that everyone has a role in their presentation.
  - Assist students with the preparation of their presentations.
  - Have students give their presentations. After each presentation, ask:
    - Do the other groups have any clarifying questions?
    - What additions would they like to make?
  - After all the presentations, ask:
    - What are the obstacles and strategies identified in this article?
    - Which ones strike you as particularly useful? Why?
- 

## ACTIVITY #3: Write a Journal Entry – 60 minutes

- Write the following questions on the board:



- What are some strategies mentioned in the article that you think could be useful to you in meeting your college goals?
    - How would you use these strategies in your everyday life?
  - When students are finished writing, ask volunteer students to share portions of what they wrote about.
  - Discuss the overall usefulness of the strategies in this article.
- 

## **HOMEWORK**

**READ:** Have students read *7 Steps to Success at Community College*. After reading the article, they should:

- Underline the potential obstacles to succeeding at community college.
- Underline the kinds of solutions colleges have come up with.
- Identify the three steps to success they are confident about taking.
- Identify the three steps to success they know might need help with.

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## 7 Steps to Success at Community College

Adapted and paraphrased from original source:

<http://www.usnews.com/education/best-colleges/articles/2012/02/03/7-steps-to-success-at-community-college>

Original Author: Joanne Jacobs

Many start community college. Few are graduated two, three, or even six years later. Community colleges are [raising success rates](#) by helping first year students connect with professors and classmates, concludes "A Matter of Degrees," which is based on surveys by the [Center for Community College Student Engagement](#) at the [University of Texas—Austin](#).

While there are "no silver bullets," first year students do better when they're in small, structured groups, says Kay McClenney, director of the center. "Promising practices" include grouping students in a "learning community" that takes several courses together or a "first year experience" program that creates a small community including faculty and staff. Student success courses that teach time management and study skills also help students make the transition to college life.

Students start with high goals, the new student survey found: 73 percent of entering students aim to complete an associate degree. Yet only 45 percent of those seeking a degree or certificate reach their goal within six years.

The first year is critical. At [Zane State College](#) in Ohio, 90 percent of students who complete the first year—including students in [remedial](#) classes—go on to earn a degree or certificate. Success rates would go up if more students studied for placement tests and avoided remedial classes, but few take advantage of study materials, "A Matter of Degrees" finds. As a result, 72 percent of those who take a placement test are told they need remedial reading, writing, or math. Once in remedial classes, most students don't use tutors or labs. Failure rates are high.

In addition, nearly half of new students don't seek help in choosing classes and even fewer talk to a counselor about balancing academics with work and family commitments. Nearly all community colleges offer orientation and 83 percent provide student success courses. Fifty-eight percent design a first year experience and 56 percent set up learning communities.

Yet most students don't take advantage of the help that's offered. "Students don't do optional" is one of McClenney's "rules of the universe." In some cases, colleges should make participation mandatory, she argues. In others, colleges can integrate "student and academic supports into classroom experiences," such as teaching study skills or use of the library as part of academic courses. "Colleges should provide more structure, fewer options and clearer pathways for students," she concludes.

[Brazosport College](#) in Texas requires all first time, in-college students to take Learning Frameworks, a student success course that teaches study skills, goal setting, college writing, conducting research, time management, handling stress, and other skills. Associate Dean of Instruction Lynda Villanueva, who directs transitional education, lists seven steps to success for students:

- 1. Identify sources:** Know the campus resources that are available to you before you need them.
- 2. Start early:** Whether it is assignments, registering, visiting with an adviser, or visiting the tutor center, go early. Research shows that students who start early are more successful than students who don't.
- 3. Take the course:** If given the option of taking a student success course, take it. Not all colleges require them, but they are one of the strongest support services a student can have.
- 4. Form contacts with peers:** Again, research demonstrates that being engaged with others is a strong predictor of success.
- 5. Visit your professors:** Instructors aren't scary and they enjoy visiting with students. Faculty are more likely to help students who are struggling when they have formed a relationship with them.
- 6. Appreciate feedback:** Remember that feedback, even negative feedback, is an opportunity.
- 7. Never quit.**

*Joanne Jacobs writes [Community College Spotlight](#) for [The Hechinger Report](#), an independent nonprofit education news site. Jacobs also [blogs about K-12 education](#) and is the author of *Our School: The Inspiring Story of Two Teachers, One Big Idea and the Charter School That Beat the Odds*.*

# Reading Week 13, Lesson 1

## TDL Bridge Semester 1: High Intermediate Adult Basic Education (ABE)

### THEME: Reaching Your College Goal Using Effective Motivational Strategies

#### OBJECTIVES

- Analyze the homework reading
- Watch and analyze a video

#### MATERIALS

##### For Activity #1:

- Handout: Students should have brought their copy to class. However, teachers may wish to have extra copies on hand.  
*7 Steps to Success at Community College*  
<http://www.usnews.com/education/best-colleges/articles/2012/02/03/7-steps-to-success-at-community-college>
- Handout (attached): Make one copy for each student.  
*7 Steps to Success at Community College Study Questions*
- Classroom Resource: Flip chart paper and markers.

##### For Activity #2:

- Handout (attached): Make one copy for each student.  
*The Scientific Power of Meditation Video Study Questions*
- Video: *The Scientific Power of Meditation*  
<https://www.youtube.com/watch?v=Aw71zanwMnY> (running time: 02:59)

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#### ACTIVITY #1: Analyze Homework Reading – 60 minutes

- Tell students that they are going to identify obstacles and strategies for being successful at community college by analyzing the homework article.
- Have students get out their homework reading: *7 Steps to Success at Community College*.
- Next, ask students to come up with seven questions about the article that they are sure they know the answers to.
  - They should write down the questions and the answers.
- Ask: Who wants to be the first lead? Then ask students to follow this pattern:
  - The lead asks a question he/she knows the answer to.
  - Those who know the answer raise their hands.
  - The lead chooses someone to answer the question.
    - If the answer is correct, that person becomes the new lead and starts this process over again.
    - If the answer is incorrect, the lead chooses a new student to answer the question until someone gets the answer.
- Repeat this pattern until students are out of questions.
- Next, tell student to number the paragraphs in the reading from 1-7.
- Put students in 4 groups, give them flip chart paper and markers, and make the following assignments:
  - Group #1: Questions 1-2/ Paragraphs 1-2.
  - Group #2: Questions 3-4/ Paragraphs 3-4

- Group #3: Questions 3-4/ Paragraphs 5-6
    - Group #4: Questions 5/ Paragraph 7 and list.
  - Each group is responsible for:
    - Answering their assigned questions.
      - Putting the answers on flip chart paper.
    - Making clear assignments to the different group members so that everyone has a role in their presentation.
  - Have students give their presentations. After each presentation, ask:
    - Do the other groups have any clarifying questions?
    - Additions they would like to make?
  - After all the presentations, ask:
    - What are the three steps to success you are confident about taking?
    - What are the three steps to success you know might need help with?
- 

## ACTIVITY #2: Watch and Analyze a Video – 60 minutes

- Tell students they are going to watch a video to find out about one more strategy for being successful.
- Pass out the *The Scientific Power of Meditation Video: Questions*.
- Put students into pairs to watch the video and take notes on these questions. Tell students they will get to watch the video twice to get as many notes as possible.
- Go round robin to have students read the questions out loud one at a time- loud, clear, and with feeling.
- Watch the video the first time.
- Watch the video again. Allow students to yell “Stop” if they need more time to take down their notes.
- After watching the video, put pairs together to go over their notes and answers to the questions. They can take notes on their discussion to further answer their questions.
- Put half the number of pairs on one team and half on the other. Put a place to keep score for the two larger teams on the board.
- Use the following process for this game:
  - Read out a question.
  - Ask a pair from one team to answer the question.
  - Ask a pair from the other team to add more information.
  - Go back and forth calling on to new pairs on the two teams for more information.
  - Give a point for each valid answer.
  - Tell pairs they will need to summarize the full answer.
    - Have a pair from one team to give a full summary.
    - Have a pair from the other team to give a full summary.
    - Give the point to the team that had the fullest answer.
- Continue this process for each of the questions.
- Lastly, ask:
  - Does anyone think meditation is a good strategy for being successful in college?
  - Why or why not?
- Introduce students to the next set of questions that will structure their written work.
  - What are the obstacles that most people face when going to community college?
  - What is your community college goal and what are some of the barriers you expect to face when working toward that goal?
  - What are some of the strategies you will use to keep yourself focused and motivated?
  - Why do you think these strategies will be effective?
- Let them know that they should:
  - Go over their notes. They have a lot of information that can help them answer these questions.

- Review their journal entries for good material they want to use in their written work.
  - Take notes on what can help them answer the first question.
  - Identify notes or other written material that can help them answer the other questions.
- 

### ACTIVITY #3: Write a Journal Entry – 60 minutes

- Write the following questions on the board:
    - What are the barriers to success you see for yourself when going to college?
    - Do you see mediation as a part of being successful at college? Why or why not?
  - When students are finished writing, ask volunteer students to share portions of what they wrote about.
  - Discuss the overall usefulness of mediation in their lives.
- 

### HOMEWORK

**WRITE:** Introduce this writing assignment. Tell students to only write drafts of their answers to the first question for the next class:

1. **What are the obstacles that most people face when going to a community college?**
2. What is your community college goal and what are some of the barriers you expect to face when working toward that goal?
3. What are some of the strategies you will use to keep yourself focused and motivated?
4. Why do you think these strategies will be effective?

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### **7 Steps to Success at Community College Study Questions**

1. What is the big problem this article is trying to address? (Paragraphs 1 & 2)
  
2. What are some promising practices community colleges are using with their students? (Paragraphs 1 & 2)
  
3. What numbers show that community college students are struggling? (Paragraphs 3 & 4, 5&6)
  
4. What are the recommended steps for success and which ones do you think are the most challenging for students? Explain why. (Paragraph 7 & list)

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## **The Scientific Power of Meditation Video Study Questions**

1. How does meditation change your brain?
2. How does meditation change your body?
3. What diseases can meditation protect you from?

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# Reading Week 13, Lesson 2

## TDL Bridge Semester 1: High Intermediate Adult Basic Education (ABE)

### THEME: Written Work on Motivational Strategies

Class to be held in the Technology Lab



### OBJECTIVES

- Set criteria and practice for introductory paragraphs
- Provide feedback on others' introduction according to the criteria
- Rewrite introductory paragraphs

### MATERIALS

#### For Activity #1:

- Classroom Resource: Flip chart paper and markers.
- Choose a method for presenting the role play dialogues written in bold in Activity #1:
  - Prepare flip chart pages with a different introduction example written on each one.
  - Type them up on separate pieces of paper for a document audience.
- Student Work: Introductory paragraphs.
- Handout: Students should have brought their copy to class. However, teachers may wish to have extra copies on hand.

*7 Steps to Success at Community College*

<http://www.usnews.com/education/best-colleges/articles/2012/02/03/7-steps-to-success-at-community-college>

#### For Activity #2:

- Handout (attached to Week 2, Lesson 1): Make two copies per student.  
*Audience Comment Page*

---

### ACTIVITY #1: Setting Criteria for Evaluating and Practicing Introductory Paragraphs – 60 minutes

- Tell students that today the class will focus on giving students audience feedback on paragraphs they brought in today. Audience feedback will be focused on giving them good ideas for improving their written work. Students will get some student feedback, your feedback, and THEN the opportunity to edit their work for grammar and spelling issues. All of this peer-review and editing work will help them get the information they need to improve their written work for a final version they will hand in next week.
- Write the writing assignment questions on the board and explain that the class will be focusing on the first question primarily:
  1. **What are the obstacles that most people face when going to a community college?**
  2. What is your community college goal and what are some of the barriers you expect to face when working toward that goal?
  3. What are some of the strategies you will use to keep yourself focused and motivated?
  4. Why do you think these strategies will be effective?
- Write the following questions on the board to guide group work:
  - What would make an audience interested in reading your written work?
  - What would make an audience really not interested in reading your written work?

- What does an audience need at the beginning of the essay to get involved in reading?
- How much detail should you put in your first paragraph? How much do you save for other paragraphs?
- Put students into four groups, assign them each a question from the second set of questions, and tell them to:
  - Make a list of the criteria for the question that the class came up with last time.
  - Add new criteria based on your recent writing experience for this class.
- Hang the flip chart paper around the room.
- Have two group members from the first group to each read out their list: loud, clear, and with expression!
  - After the lists have been read, ask:
    - Does anyone want to add other new criteria to the list.
    - Add student suggestions.
- Repeat this process for each group.
- Tell students they are going to do the same role-play game as last time they wrote an introductory paragraph, but this time for the new topic.
- Put students into pairs and display the first role play dialogue:

### **Role Playing Dialogue #1:**

**Writer: I have to do some written work for my Bridge class on the obstacles most students face in community college and my plan to overcome them.**

**Audience: Cool. But what are the obstacles most students face in community college?**

**Writer: Well, one of the main obstacles is that most students don't finish their first year.**

- Tell pairs to:
  - Imagine they have to be the writer for this role play, so prepare an answer. Look at the article *7 Steps to Success at Community College* to get the facts.
  - Imagine they are the audience.
  - Make a list of questions they would ask this writer to get more needed information.
  - Encourage students to really get as much information out of the writer as possible.
- Next have two people come up in front of the class. Choose a pair in which one of the members feels the way the writer does in this role play example. Ask that:
  - Both people shake hands like they are old friends.
  - One person is to be the writer. This person is to read the first and last statements, loud and clearly and with expression.
  - One person is to be the audience. This person is to read the question in the middle loud and clear and with expression. Then, they are to ask additional questions to get more information from the writer.
  - The writer is to answer these questions with a real interest in satisfying his audience.
    - Coach students to keep acting like old friends through this process.
- After the audience in the pair has asked his/her questions, ask other pairs to ask further.

**Note:** You can turn this questioning practice into a game. Put a place to keep score on the board, one for each pair.

- Pairs will get a point if they ask a question that helps students go deeper into the topic and give more meaningful detail about their topic.
- Pairs can get another point if they say what paragraph the writer's answer should go in.

- Repeat this process with the other role play dialogues.

### **Role Playing Dialogue #2:**

**Writer:** I have to do some written work for my Bridge class on the obstacles most students face in community college and my plan to overcome them.

**Audience:** Cool. But what are the obstacles most students face in community college?

**Writer:** Well, one of the main obstacles is that students don't take advantage of the help that is offered to them.

### **Role Playing Dialogue #3:**

**Writer:** I have to do some written work for my Bridge class on the obstacles most students face in community college and my plan to overcome them.

**Audience:** Cool. But what are the obstacles most students face in community college?

**Writer:** Well, one of the main obstacles is that most students aren't prepared for their placement tests and are placed in remedial classes.

- When all of the role play dialogues have been talked through, ask:
  - What do we know now about introductions that we didn't know before?
  - Add new ideas to the listing from the beginning of the activity.
  - What are some good strategies for writing the introductory paragraph for this written work?
    - How much information should you include?
    - What will the audience want to know?

---

## **ACTIVITY #2: Provide Feedback on Others' Introductions According to the Criteria – 60 minutes**

- Tell students they will now provide some constructive feedback on each other's introductory paragraphs. They are to remember they must remain the audience that the writer is happy and comfortable with, meaning that the audience simply wants to understand what the paragraph is trying to say and to offer good suggestions for making the written work more interesting.
- Put students into groups of three.
- Have students take out their first paragraph.
- Pass out two copies of the *Audience Comment Page* to each student. Explain that they are going to:
  - Read the paragraph written by the other two people in their group.
  - Fill out one *Audience Comment Page* for each of the essays they read.
  - They are NOT to comment on grammar or spelling yet. However, if they are not sure what something says, they can ask the writer for clarification.
  - They are to be friendly, encouraging, and genuinely helpful. Good comments on their partner's work will help them when they have to re-write their paragraphs.
- Have students pass their paragraph to the left.
- After students have evaluated the first paragraph, they should pass the essay they have worked on to their left and evaluate a new essay.

- After students have evaluated two paragraphs from two partners, they should give their evaluations to the writers, and the writers should read the comments.
  - Ask the class as a whole:
    - Did your evaluators say the same or different things?
    - Did your evaluators say things that gave you ideas for how to make your paragraph better?
    - Did your evaluators confuse you? Ask for clarification when back in your group.
  - Put students back in their groups to talk through differences and to get clarification.
- 

### ACTIVITY #3: Rewrite Introductory Paragraphs – 60 minutes

- Tell students that they are now going to have the opportunity to rewrite their introductory paragraph. Whatever they don't complete today they can work on as homework.
- 

### HOMEWORK

**WRITE:** Students should draft three paragraphs that answer questions #2 and #3 from the list below. They should also finish rewriting their introductory paragraphs and bring in all four paragraphs in a form that is easy for others to read. The questions are:

1. What are the obstacles that most people face when going to a community college?
2. **What is your community college goal and what are some of the barriers you expect to face when working toward that goal?**
3. **What are some of the strategies you will use to keep yourself focused and motivated?**
4. Why do you think these strategies will be effective?



# Reading Week 14, Lesson 1

## TDL Bridge Semester 1: High Intermediate Adult Basic Education (ABE)

### THEME: Written Work on Motivational Strategies

Class to be held in the Technology Lab



### OBJECTIVES

- Set criteria for evaluating explanatory paragraphs
- Provide feedback on others' explanatory paragraphs according to the criteria
- Rewrite your explanatory paragraphs

### MATERIALS

#### For Activity #2:

- Handout (attached to Week 2, Lesson 1): Make two copies per student.  
*Audience Comment Page*

---

### ACTIVITY #1: Set Criteria for Evaluating Explanatory Paragraphs – 60 minutes

- Tell students they are going to get an opportunity to talk about their explanatory paragraphs and tell the audience more about what they introduced in their introductory paragraph.
- Write the writing assignment questions on the board and explain that the class will be focusing on the second and third questions primarily:
  1. What are the obstacles that most people face when going to a community college?
  2. **What is your community college goal and what are some of the barriers you expect to face when working toward that goal?**
  3. **What are some of the strategies you will use to keep yourself focused and motivated?**
  4. Why do you think these strategies will be effective?
- Write the following questions on the board to solicit the beginnings of a criteria for explanatory paragraphs:
  - Why is it so important for you to assume that the audience doesn't know anything about the topic you are writing about? In this case, the obstacles people face when they go to a community college.
  - Why are details so important to helping your audience understand your topic?
- Put students into pairs to prepare answers to these questions.
- Go from pair to pair to get their answers to the questions.
  - Write these on the board.
- Keep students in their pairs and display the first introduction example:

### **Role Playing Dialogue #1:**

**Writer:** I have chosen a college goal that I think is a good fit for me, but, in order to reach that goal, I know I will need to anticipate obstacles and plan to overcome them.

**Audience:** Cool! What is your college goal and what are the obstacles you think you will need to deal with?

**Writer:** Well, my college goal is \_\_\_\_\_, and I am concerned with making sure I can give my kids what they need while I am working and at school.

- Tell pairs to:
    - Imagine they are the audience.
    - Make a list of questions they would ask this writer to get more needed information.
    - Encourage students to really get as much information out of the writer as possible.
  - Next have two students come up in front of the class. See if you can find a writer who has this obstacle. Ask that:
    - Both people shake hands like they are old friends.
    - One person to be the writer. This person is to read the first and last statements, loud and clearly and with expression.
    - One person to be the audience. This person is to read the question in the middle loud and clear and with expression. Then, they are to ask additional questions to get more information from the writer.
    - The writer is to answer these questions with a real interest in satisfying his audience.
      - Coach students to keep acting like old friends through this process.
      - Couch the “audience” to ask writers for lots of good examples.
  - After the audience in the pair has asked his/her questions, ask other pairs to ask further.
- Note:** You can turn this questioning practice into a game. Put a place to keep score on the board, one column for each pair.
- Pairs will get a point if they ask a question that helps students go deeper into the topic and give more meaningful detail about their topic.
  - Pairs can get another point if they say what paragraph the writer’s answer should go in.
- Repeat this process with the other two introductory examples.

### **Role Playing Dialogue #2:**

**Writer:** I have chosen a college goal that I think is a good fit for me, but, in order to reach that goal, I know I will need to anticipate obstacles and plan to overcome them.

**Audience:** Cool! What is your college goal and what are the obstacles you think you will need to deal with?

**Writer:** Well, my college goal is \_\_\_\_\_, and I am concerned that I won’t have time to get the help I will need at school to get good grades.

### Role Playing Dialogue #3:

**Writer:** I have chosen a college goal that I think is a good fit for me, but, in order to reach that goal, I know I will need to anticipate obstacles and plan to overcome them.

**Audience:** Cool! What is your college goal and what are the obstacles you think you will need to deal with?

**Writer:** Well, my college goal is \_\_\_\_\_, and I am concerned that my inner critic will stop me from feeling good enough about myself to stay in school.

- When all of the examples have been talked through, ask:
  - What do we know now about explanatory paragraphs that we didn't know before?
  - Add new ideas to the listing from the beginning of the activity.

---

### ACTIVITY #2: Provide Feedback on Others' Explanatory Paragraphs – 60 minutes

- Tell students they will now provide some constructive feedback on each other's explanation paragraphs. They are to remember they must remain the audience that the writer is happy and comfortable with, meaning that the audience simply wants to understand what the paragraph is trying to say, and to offer good suggestions for making the written work more interesting.
- Put students into groups of three.
- Have students take out the paragraphs they wrote for homework and their introduction.
- Pass out two copies of the *Audience Comment Page* to each student. Explain that they are going to:
  - Read the paragraphs written by the other two people in their group.
  - Fill out one *Audience Comment Page* for each of the set of written work they read.
  - They are NOT to comment on grammar or spelling yet. However, if they are not sure what something says, they can ask the writer for clarification.
  - They are to be friendly, encouraging, and genuinely helpful. Good comments on their partner's work will help them when they have to rewrite their paragraphs.
- Have students pass their paragraph to the left.
- After students have evaluated the first student's paragraphs, they should pass them to their left and evaluate a new set of paragraphs.
- After students have evaluated two paragraph sets from two partners, they should give their evaluations to the writers, and the writers should read the comments.
- Ask the class as a whole:
  - Did your evaluators say the same or different things?
  - Did your evaluators say things that gave you ideas for how to make your paragraphs better?
    - What are they?
  - Did your evaluators confuse you? Ask for clarification when you are back in your group.
- Put students back in their groups to talk through differences and to get clarification.
- Have groups decide which paragraph should be read aloud as a good example for questions #2 and #3.
  - Have the writers read the selected paragraphs from each group loud and clear and with expression.
  - After each paragraph is read, ask:
    - What worked about the paragraph you just heard?
    - Are you satisfied or do you want to know more? Why?

### ACTIVITY #3: Rewrite Explanatory Paragraphs – 60 minutes

- Tell students that they are now going to have the opportunity to rewrite their explanatory paragraph. Whatever they don't complete today they can work on as homework.
  - Have that students hand in their first drafts of their explanatory paragraphs that they have rewritten in the course of this activity.
- 

### HOMEWORK

**WRITE:** Have students rewrite their explanatory paragraphs that they have not finished yet. Students should also draft a paragraph that answers the last question for the written work and revise the whole to complete a final draft:

1. What are the obstacles that most people face when going to a community college?
2. What is your community college goal and what are some of the barriers you expect to face when working toward that goal?
3. What are some of the strategies you will you use to keep yourself focused and motivated?
4. **Why do you think these strategies will be effective?**

# Reading Week 14, Lesson 2

## TDL Bridge Semester 1: High Intermediate Adult Basic Education (ABE)

### THEME: Prepare Power Point Presentations

Class to be held in the Technology Lab



### OBJECTIVES

- Watch video on bad presentations
- Introduce the PowerPoint assignment
- Demonstrate the use of PowerPoint

### MATERIALS

#### Activity #1:

- Video: *Bad Presentation*.  
<https://www.youtube.com/watch?v=W0dT49IG4t4> (running time: 04:03)

#### Activity #3:

- Handout (attached): Make one copy for each student.  
*The Power Point Assignment: Your TDL Education Career Plan*

#### Teacher Preparation:

- Handout (attached): Select the top four criteria for a good presentation and add to the attached sheet.  
*Class Criteria for Effective Presentations*

---

### ACTIVITY #1: Watch Video on Bad Presentations – 60 minutes

- Tell students that in addition to creating and presenting their own PowerPoint, they are going to provide feedback on students' presentations. It is very important that this feedback really be useful to student-presenters.
- Tell students to think of a presentation they have seen they thought was awesome. Ask: What made the presentation so good?
  - Write students answers on the board.
- To get new ideas for what makes a good presentation, tell student they will watch a video of a bad presentation. They are to take notes on why the presentation is so bad.
- After the video, ask:
  - Why was this presentation so bad? Write the reasons on the board.
  - How would you state these bad presentation techniques in the positive: A good presentation would be sure to \_\_\_\_\_?
  - Create a listing of criteria for what makes a presentation good on the board.
- Review the list and ask students to add anything else that would help the class understand how to prepare for giving their presentation.

**NOTE:** Copy down the listing of criteria for good presentations on the board so you can type them up and have them available for Week 10, Lessons 1 & 2.

---

## ACTIVITY #2: Introduce the Power Point Assignment – 60 minutes

- Tell the students they are going to do a PowerPoint presentation on their career path for their final project and will use all their writings from the course to put this together. Explain that the presentation should answer the following questions, with at least one slide per question. However, the questions themselves should not be included on the slides.
  - Pass out *The Power Point Assignment: Your TDL Education Career Plan*.
  - Read the introduction on the handout.
  - Go round robin with each student reading a single question aloud until it has been read through.
  - Answer any of students' questions about the project.
  - Tell students to consider:
    - Who are all the potential audiences for this PowerPoint? Other students? Family? Employers? Others?
    - Why would these audiences be interested in your career path presentation?
  - After students understand the assignment, discuss who they want to invite to these presentations, if appropriate.
  - Lastly, go round robin to have students declare what part of the presentation they will work for homework.
- 

## ACTIVITY #3: Demonstrate the Use of PowerPoint – 60 minutes

- Demonstrate how to create a PowerPoint slideshow. Show students how to choose slide types, fill them in, add a slide, subtract a slide, insert a picture from a website into a slide(s).
  - Create a slide for question one: What is your presentation going to be about?
  - Ask: What are suggestions for a title of this slide (other than using the question)?
    - Type in a suggestion for a title slide.
    - Show students how to use bullets.
  - Ask: What is the presentation going to be about?
    - Fill in some of the class's suggestions.
  - Make sure students understand that a PowerPoint contains clear notes that they can talk about, but not all the text they would put in a written paper. Suggestions for students might be:
    - Include at least three visuals as part of the presentation.
    - Include at least one chart or graph.
    - Limit the number of words per slide to 50.
- 

## HOMework

**COMPLETE:** Students' self-assigned PowerPoint homework.

**TEACHER PREPARATION:** Type up the list of criteria for good presentations and select the top four items to put on the attached *Class Criteria for Effective Presentations*. This sheet will be given to students so they can provide feedback on each other's' presentations during the final week of this course.

## **THE POWERPOINT ASSIGNMENT: YOUR TDL EDUCATION CAREER PLAN**

The PowerPoint presentation on your career path for the final project will utilize your writings from the course. The presentation should answer these questions. Each answer should be on a separate slide, but these questions should not be included in the presentation.

1. What are global supply chains? Give an example.
2. How do global supply chains impact all our lives?
3. What kinds of jobs do you want to pursue in the TDL field?
4. What is the Career Pathways available in TDL at CCC?
5. How many stackable credentials would you want to complete? Why?
6. List your strategies for balancing school, family, and work that will result in your being successful in college.
7. How will you keep yourself motivated?

Additional Presentation Requirements:

- Include at least three visuals as part of the presentation.

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### CLASS CRITERIA FOR EFFECTIVE PRESENTATIONS

Check off the criteria that you think the presenter met while giving their presentation, then answer the question below.

Class Criteria for Effective Presentations	Check if you think the presenter did well in this area.
1.	
2.	
3.	
4.	

**Take notes on your answers to these questions in your notebooks.**

What was strong about this presentation?

What did the presenter do that worked well?

What was most engaging?

What part of the presentation needs more clarification or more information?

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# Reading Week 15, Lessons 1 & 2

## TDL Bridge Semester 1: High Intermediate Adult Basic Education (ABE)

### THEME: Prepare Power Point Presentations

Class to be held in the Technology Lab



### OBJECTIVES

- Work on PowerPoint assignments

### MATERIALS

#### For Activity #1:

- Student Work: Students should bring their notebooks, readings, and writings as source material.

---

### ACTIVITY #1: Students Work On Their Own Final Project Assignments – 180 minutes

- Before students start their work each day of this week, ask them:
  - What homework were they able to complete for today?
    - Go round robin to have students state the work they completed at home.
  - What would they like to complete today?
    - Go round robin to have students make their declarations.
- Have students work on their presentation while you, the teacher, circle around to troubleshoot issues students might be having.
- Before students leave each day, ask:
  - What were you able to complete today?
  - Do you need to make any adjustments to your planning sheet?
  - What is your goal for homework tonight?

---

### HOMEWORK

**COMPLETE:** Have students complete what they have assigned themselves.

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# Reading Week 16, Lesson 1

## TDL Bridge Semester 1: High Intermediate Adult Basic Education (ABE)

### THEME: Give PowerPoint Presentations

#### OBJECTIVES

- Formally present PowerPoint presentations
- Evaluate presentations according to the criteria for a good presentation

#### MATERIALS

##### For Activity #1:

- Handout (attached to Week 14, Lesson 2): Make at least one copy of the filled in sheet for each student.  
*Class Criteria for Effective Presentations*
- 

#### ACTIVITY #1: Students Give Their PowerPoint Presentations – 180 minutes

- Distribute the *Class Criteria for Effective Presentations* from Week 14, Lesson 2- one to each student.
  - Review the instructions on the sheet.
  - Tell students you will assign 2-3 students to do written reviews of each presentation.
  - After each presentation, conduct a discussion by asking:
    - What questions do you have for the presenter about his/her career?
    - What really worked in the presentation?
    - What needs further clarification or more information?
    - Any additional questions for the presenter?
  - Collect the written reviews and give them to each presenter after he/she is finishes.
  - Assign the next set of 2-3 students to do written reviews of the next presenter and handout additional *Class Criteria* as needed.
  - Repeat this process for each presenter.
- 

**TEACHER NOTE:** Prepare student certificates to give out during the celebration. See that everyone gets a certificate for things like effort, participation, improvement, consistency as needed.

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# Reading Week 16, Lesson 2

## TDL Bridge Semester 1: High Intermediate Adult Basic Education (ABE)

### THEME: Celebration

### OBJECTIVES

- Evaluate the course
- Celebrate student achievements

### MATERIALS

#### For Activity #1:

- Handout (attached): Make one copy for each student.  
*Course Evaluation*
- Classroom resource: One manila envelope.

#### For Activity #2:

- Classroom resource: Party supplies.
- Classroom resource: Teacher-created certificates for students.

---

### ACTIVITY #1: Evaluation of The Course – 60 minutes

- Pass out the *Course Evaluation*.
- Read each of the questions out loud to see if students want to share some of their responses.
- Tell students they do not have to write their name on the page and that they can say what they feel is true. Show students the manila envelope and tell students they can put their evaluations in the envelope so they can stay anonymous.
- Allow students to fill it out and pass the envelope around as needed.

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### ACTIVITY #2: Celebration Prompts – 120 minutes

- Go around the room to ask students what they have learned. Cheer for students after they speak.
- Give certificates to students for what you think they have accomplished. Make sure each student gets one.

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## COURSE EVALUATION

Please use the questions in the left-hand box to stimulate your comments in the right-hand box.

QUESTIONS	YOUR COMMENTS
What was the most interesting part of this course for you? Explain what you mean.	
What activities from this course were most useful to you? Why?	
What skills did you improve as a result of this course? Explain.	
In what way(s) did your writing change during the semester? Explain.	
In what way(s) did your reading change during the semester? Explain.	
In what way(s) did your grammar change and punctuation change during the semester? Explain.	
What suggestions do you have for improvement in this course? Explain.	

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# ***Condensed High Intermediate ABE Content Standards for Reading, Writing, Language, Vocabulary and Usage, and Speaking and Listening***

## **CONDENSED READING STANDARDS FOR NRS LEVEL 4**

### **TEXT IDEAS AND DETAILS**

#### **1. Demonstrate and use a variety of comprehension strategies to obtain key ideas and details from text.**

- a. Summarize what has been read.
- b. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- c. Identify the implied main idea and supporting details from an instructional level passage.
- d. Identify cause and effect implied in a paragraph.
- e. Distinguish among fact, opinion, and reasoned judgment in a text.
- f. Cite several pieces of textual evidence that most strongly support analysis of what the text says explicitly as well as inferences drawn from the text; predict probable outcomes from knowledge of events obtained from a reading selection.
- g. Determine the appropriate reading strategy to acquire specific information and to match the purpose of reading (e.g., rereading, skimming, scanning, reading for detail, meaning, or critical analysis).

### **CRAFT AND STRUCTURE**

#### **2. Analyze a portion of a text, ranging from sentence, paragraph, chapter, or section, while considering how it fits into the structure of the text, including how the major sections contribute to the whole and to the development of the ideas.**

#### **3. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.**

- a. Identify the implied main idea and supporting details from an instructional level passage.
- b. Use Internet resources to assist in separating fact from opinion and to draw conclusions.

#### **4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone/mood, including analogies or allusions to other texts.**

#### **5. Determine an author's point of view or purpose in a text; explain how it is conveyed in the text; analyze how the author distinguishes his or her position from that of the others; and how the author acknowledges and responds to conflicting evidence or viewpoints.**

## **INTEGRATION OF KNOWLEDGE AND IDEAS**

**6. Select and use appropriate computer research tools and resources to obtain information (e.g., search engines).**

**7. Integrate information from texts, charts, and graphs/different media or formats to:**

- a. Draw a conclusion
- b. Develop a coherent understanding of a topic or issue.
- c. Apply information sources to solve occupational and educational tasks.
- d. Compare and contrast different portrayals of the subject.
- e. Evaluate the advantages and disadvantages of using different mediums.

## CONDENSED WRITING STANDARDS FOR NRS LEVEL 4

### TYPES AND PURPOSES

#### **1. Write arguments to support claims with clear reasons and relevant evidence.**

- a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- b. Support claim(s) with clear and logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

#### **2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., heading), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Include tables, graphs, and other visuals as effective.
- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from and supports the information or explanation presented.

#### **3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**

- a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
- c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
- d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

## **CONDENSED WRITING STANDARDS FOR NRS LEVEL 4 (cont'd.)**

### **PRODUCTION AND DISTRIBUTION OF WRITING**

- 4. Develop and organize clear and coherent writing in a style that is appropriate to task, purpose, and audience. Include tables, graphs, and other visuals as effective.**
- 5. Develop and strengthen writing as needed by planning, brainstorming, and organizing key ideas and supporting them through revising, rewriting, or trying a new approach to strengthen support by editing to improve word choices. Efficiently present the relationships between information and ideas. Know when to seek guidance and support from peers and instructors.**
- 6. Write internal and external business correspondence that conveys and/or obtains information effectively in order to communicate with other employees to clarify objectives and to communicate with customers and employees to foster positive relationships.**
- 7. Use technology, including the Internet, to produce and publish writing, as well as to interact and collaborate with others.**
- 8. Demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.**
  - a. Appropriately link to and cite sources in published written work.
  - b. Write and edit paragraph(s) using a word processing program.
  - c. Create grammatically correct documents with clear, concise meaning that vary from handwritten to word processing.
  - d. Summarize an article obtained from the Internet or a hard copy from a variety of subject matters (e.g., science, geography, economics, and history).

### **RESEARCH TO BUILD AND PRESENT KNOWLEDGE**

- 9. Conduct research projects to answer a question (including a self-generated question), drawing on several sources (including electronic sources) and generating additional related and focused questions that allow for multiple avenues of exploration.**
- 10. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation using word processing to produce a completed professional document.**
  - a. Draw evidence from informational texts to support analysis reflection and research.

## **RANGE OF WRITING**

**11. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences to include descriptive, narrative, and expository writing while demonstrating the command/mastery of simple, compound, and complex sentences; utilizing all eight parts of speech and correct usage of conventions.**

## **CONDENSED LANGUAGE, VOCABULARY, AND USAGE STANDARDS FOR NRS LEVEL 4**

### **CONVENTIONS OF STANDARD ENGLISH**

#### **1. Demonstrate command of the conventions of English grammar and usage when writing.**

- a. Ensure that pronouns are in the proper case (subjective, objective, and possessive).
- b. Use intensive pronouns (e.g., myself, ourselves).
- c. Explain the function of phrases and clauses in general and in specific sentences.
- d. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- e. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
- f. Recognize and correct inappropriate shifts in pronoun number and person.
- g. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
- h. Recognize variations from Standard English in their own and other's writing and speaking, and identify and use strategies to improve expression in conventional language.
  - Form and use verbs in the active and passive voice.
  - Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
  - Recognize and correct inappropriate shifts in verb voice and mood.
  - Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.

#### **2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.**

- a. Use punctuation (commas, parentheses, dashes) to set off non-restrictive/parenthetical elements.
- b. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).
- c. Use punctuation (comma, ellipsis, dash) to indicate pause or break.
- d. Use an ellipsis to indicate an omission.
- e. Spell correctly.

### **KNOWLEDGE OF LANGUAGE**

#### **3. Use knowledge of language and its conventions when writing.**

- a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).
- b. Maintain consistency in style and tone.
- c. Vary sentence patterns for meaning, reader/listener interest, and style.
- d. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.



## **CONDENSED LANGUAGE, VOCABULARY, AND USAGE STANDARDS FOR NRS LEVEL 4 (cont'd.)**

### **VOCABULARY USAGE**

**4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on level appropriate reading content, choosing flexibly from a range of strategies.**

- a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Use common, level-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
- c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- e. Recognize and understand clipped and shortened words (e.g., exam-examination).

**5. Demonstrate the understanding of figurative language, word relationships, and nuances in word meanings.**

- a. Interpret figures of speech (e.g., verbal irony, puns) in context.
- b. Use the relationship between particular words to better understand each of the words.
- c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

**6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.**

## **CONDENSED SPEAKING AND LISTENING STANDARDS FOR NRS LEVEL 4**

### **COMPREHENSION AND COLLABORATION**

**1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues appropriate to skill level, building on others' ideas and expressing their own clearly.**

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- d. Pose questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- e. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- f. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- g. Acknowledge new information expressed by others and, when warranted, modify their own views.

**2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.**

- a. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
- b. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

**3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.**

**4. Demonstrate active listening skills.**

- a. Interpret verbal and non-verbal cues and behaviors to enhance communication.

## **CONDENSED SPEAKING AND LISTENING STANDARDS FOR NRS LEVEL 4 (cont'd.)**

### **5. Comprehend key elements of oral information for:**

- a. Cause and effect.
- b. Compare and contrast.
- c. Conclusions.
- d. Context.
- e. Purpose.
- f. Charts, tables, graphs.
- g. Evaluation/critiques.
- h. Mood.
- i. Persuasive text.
- j. Sequence.
- k. Summaries.
- l. Technical subject matter.

### **6. Identify and evaluate oral information for:**

- a. Accuracy.
- b. Adequacy/sufficiency.
- c. Appropriateness/clarity.
- d. Identify and evaluate oral information for conclusions/solutions.
- e. Fact/opinion.
- f. Assumptions.
- g. Propaganda.
- h. Relevancy.
- i. Validity.
- j. Relationship of ideas.

### **7. Predict potential outcomes and/or solutions based on oral information regarding trends.**

## **PRESENTATION OF KNOWLEDGE AND IDEAS**

**8. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; emphasizing salient points in a focused, coherent manner with pertinent evidence, descriptions, facts, details, and examples, using sound, valid reasoning; use appropriate eye contact, adequate volume, and clear pronunciation.**

- 9. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.**
- 10. Present formal and informal speeches including discussion, information requests, interpretation, and persuasion.**
- 11. Adapt speech to a variety of contexts, tasks, audiences, and purposes using formal English when appropriate to task and situation.**