

# **Activities/ Resources for Outcomes**

# **Activities/ Resources for Outcome #1**

## Contextualized Writing Module Outcome #1 Activity 1

To provide students an overview, students examine several workplace documents such as listed in Outcome #1 in the Contextualized Writing Module for purpose and audience.

Students complete the chart the teacher puts on the board. Students orally share completed chart.

### Chart

Document	Purpose	Audience
1.		
2.		
3.		
4.		

Student Name: \_\_\_\_\_

### Chart

<b>Document</b>	<b>Purpose</b>	<b>Audience</b>
<b>1.</b>		
<b>2.</b>		
<b>3.</b>		
<b>4.</b>		

## **Contextualized Writing Module Outcome #1 Activity 2**

Students use website: <http://writesite.cuny.edu/work/index.html> to review principles of writing for work and formats such as e-mails and memos. Students practice writing business communications.

### **Contextualized Writing Module Outcome #1 Activity 3**

Each student maintains a log of class-related activities during the week. A teacher-created log form can be used, such as the one shown on the following page.



## **Contextualized Writing Module Outcome #1 Activity 4**

Students read and discuss the following workplace scenarios from *Michigan Adult Education Preparing Workers for 21<sup>st</sup> Century Employment* from the website:  
<http://www.maepd.org/lib-preparingworkers.html#>

Scroll down to Preparing Workers Writing. Go to Teacher Guide. Click on Workbook PDF.

- 1.1 Writing in the Workplace
- 1.4 It's Not Quite Complete
- 2.2 Writing with a Purpose in Mind
- 2.3 What Form Do I Use?
- 2.6 Where Did It Go?
- 2.7 Where Did It Go? Not to the Boss
- 4.5 Keeping a Written Log

**Use Resource file: 21 Century Writing Workbook.pdf**

# **Activities/ Resources for Outcome #2**

## Contextualized Writing Module Outcome #2 Activity 5

Students complete a survey about writing.

### Writing in the Workplace

How much do you know? Is the statement True or False?

- \_\_\_ 1. Good writing usually has big words and long sentences.
- \_\_\_ 2. Experienced writers always make an outline before they begin to write.
- \_\_\_ 3. Revising a document primarily means checking for spelling and punctuation errors.
- \_\_\_ 4. Experienced writers rarely revise. Inexperienced writers revise a lot.
- \_\_\_ 5. Writing is usually easy for experienced writers.
- \_\_\_ 6. Learning the rules of grammar is the best way to improve your writing.
- \_\_\_ 7. It is important to get most of your thoughts down on paper before you start rereading and revising.
- \_\_\_ 8. Unclear wording and poor organization are two common problems in workplace writing.
- \_\_\_ 9. Errors in spelling, punctuation, and grammatical usage can change the meaning of the writing.
- \_\_\_ 10. Good writing style includes clear and concise sentences and a readable format.

**To check class answers, each student holds up either a TRUE or FALSE card.**

Student Name: \_\_\_\_\_

## Writing in the Workplace

How much do you know? Is the statement True or False?

- \_\_\_\_ 1. Good writing usually has big words and long sentences.
- \_\_\_\_ 2. Experienced writers always make an outline before they begin to write.
- \_\_\_\_ 3. Revising a document primarily means checking for spelling and punctuation errors.
- \_\_\_\_ 4. Experienced writers rarely revise. Inexperienced writers revise a lot.
- \_\_\_\_ 5. Writing is usually easy for experienced writers.
- \_\_\_\_ 6. Learning the rules of grammar is the best way to improve your writing.
- \_\_\_\_ 7. It is important to get most of your thoughts down on paper before you start rereading and revising.
- \_\_\_\_ 8. Unclear wording and poor organization are two common problems in workplace writing.
- \_\_\_\_ 9. Errors in spelling, punctuation, and grammatical usage can change the meaning of the writing.
- \_\_\_\_ 10. Good writing style includes clear and concise sentences and a readable format.

**TRUE**



**FALSE**

## Contextualized Writing Module Outcome #2 Activity 6



Students engage in a paired writing activity.

1. Pair up with a classmate.
2. Your teacher will write three topics related to TDL on the board. Choose one.
3. Brainstorm ideas for writing on this topic with your partner.
4. Individually write three sentences about the topic.
5. Peer edit each other's writing using the Writing Mechanics Checklist handout (on the following page).
6. Working together, combine your sentences to write a paragraph about your topic.
7. Share your paragraph with another pair of classmates.

## **Writing Mechanics Checklist**

Check your own or your classmate's writing to see if it demonstrates the following.

1. Correct word forms
2. Correct word order
3. Correct verb tense usage
4. Complete sentences
5. Correct spelling
6. Correct punctuation
7. Correct capitalization
8. Correct vocabulary

# **Activities/ Resources for Outcome #3**

## **Contextualized Writing Module Outcome #3 Activity 7**

Students engage in a writing activity related to the Free On Board (FOB) Agreement.

**Use PDF file:** [http://dsi-tms.com/Portals/1987/docs/fob\\_definition.pdf](http://dsi-tms.com/Portals/1987/docs/fob_definition.pdf)

Students peer edit using the Writing Mechanics Checklist.



## **Contextualized Writing Module Outcome #3 Activity 8**

Students use various sections of J. J. Keller's *OSHA Safety Training Handbook* to read about these topics. The following serve as writing prompts for student writing practice.

1. Describe how to prevent a forklift injury at work.
2. How can you avoid incurring a lifting injury when performing a work task?
3. What are some protective methods to prevent load lift accidents?
4. List contributing factors related to electrical hazards.

Students use Editing Checklist.

# Editing Checklist

## **Meaning and Sentence Structure**

I read the document for meaning and correct vocabulary usage.

I checked the document for clear and complete sentences.

## **Verb Tense Usage**

I checked the document for correct verb tenses.

## **Word Forms and Word Order**

I read the document for correct word forms and word order.

## **Spelling**

I checked the spelling.

## **Capitalization**

All sentences start with a capital letter.

Proper nouns that name a specific person, place or thing are capitalized.

The title has capital letters where needed.

## **Punctuation**

Each sentence ends with a punctuation mark.

Commas are used correctly.

Adapted from Louisiana INTECH, a Project of the Louisiana Center for Educational Technology  
<http://www.lcet.doe.state.la.us/laintech>

## Contextualized Writing Module Outcome #3 Activity 9

Students read and discuss the following workplace scenarios from *Michigan Adult Education Preparing Workers for 21<sup>st</sup> Century Employment* from the website:  
<http://www.maepd.org/lib-preparingworkers.html#>

Scroll down to Preparing Workers Writing. Go to Teacher Guide. Click on Workbook PDF.

1.6 Informal Writing Doesn't Belong in the Workplace

2.10 Email Etiquette

2.11 Email Etiquette

3.2 Don't Forget the Five W's

4.4 Writing Clearly

**Use Resource file: 21 Century Writing Workbook.pdf**

# **Activities/ Resources for Outcome #4**

## **Contextualized Writing Module Outcome #4 Activity 10**

Students complete an authentic work form such as a Bill of Lading. This form is found on the following page.

Students complete an authentic work form such as a Traffic Accident Report.  
Use: **PDF file** [http://www.actar.org/pdf/il\\_rep2.pdf](http://www.actar.org/pdf/il_rep2.pdf)

**Automotive Transport, Inc.**

**Bill of Lading**

MC # 123456

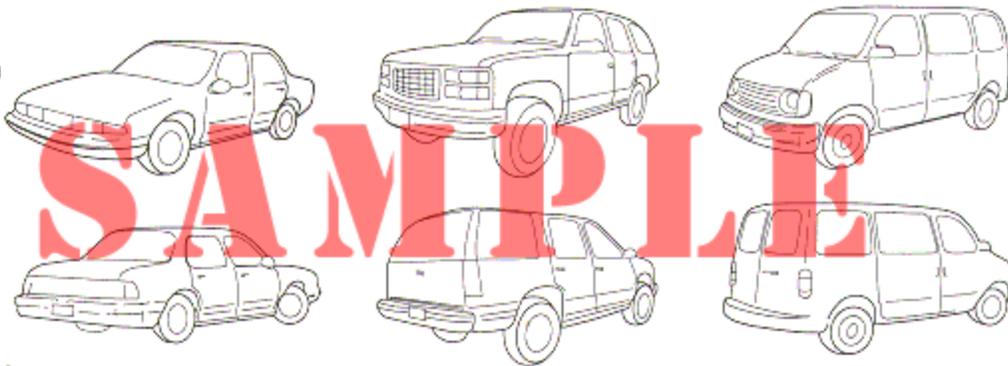
ORIGIN	DESTINATION
CUSTOMER NAME _____	CUSTOMER NAME _____
ADDRESS _____	ADDRESS _____
CITY _____ STATE _____	CITY _____ STATE _____

MAKE: \_\_\_\_\_ MODEL: \_\_\_\_\_ YEAR: \_\_\_\_\_ MILEAGE: \_\_\_\_\_

CONDITION OF INTERIOR: \_\_\_\_\_

**CHART OF IDENTIFICATION CODES**

- B - Bent
- BB - Buffer Burned
- BR - Broken
- C - Cut
- CR - Cracked
- D - Dented
- F - Faded
- FF - Foreign Fluid
- G - Gouged
- L - Loose
- M - Missing
- P - Pitted
- PC - Paint Chip
- R - Rubbed
- RU - Rust
- S - Scratched
- SL - Soiled
- SS - Surface Scratch
- ST - Stained
- T - Torn



Vehicle Condition at Origin \_\_\_\_\_ DRIVER \_\_\_\_\_ \$ \_\_\_\_\_ C.O.D. \_\_\_\_\_

During Transport Vehicles and Vehicle Equipment May Cease to Operate Properly Through No Fault of the Transporter. The Transporter will be Responsible for Damage Directly Caused by the Driver. The Transporter **WILL NOT** be Responsible for Damage **NOT** Caused by the Driver.

<p style="text-align: center;"><b>ORIGIN</b></p> <p>I Agree with the Driver's Assessment of the Condition of This Vehicle.</p> <p>_____</p> <p style="text-align: center;">CUSTOMER'S SIGNATURE</p> <p>I have Read and Understand the Terms and Conditions on the Reverse Side of This Form. I Agree to be Bound by these Terms and Conditions.</p> <p>_____</p> <p style="text-align: center;">CUSTOMER'S SIGNATURE</p> <p>This Vehicle is Free of Contents.</p> <p>_____</p> <p style="text-align: center;">CUSTOMER'S SIGNATURE</p>	<p>This space is for Destination Exceptions by Customer</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>This Vehicle is Received in Good Condition, Except as Noted Above, thereby Releasing the Transporter from Any Further Claims.</p> <p>_____</p> <p style="text-align: center;">CUSTOMER'S SIGNATURE</p> <p>_____</p> <p style="text-align: center;">Driver's Signature</p>
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Transporter Office - White    Transporter Broker - Yellow    Customer (Destination) - Pink    Customer (Origin) - Gold

## **Contextualized Writing Module Outcome #4 Activity 11**

Students pair up.

One student receives Form A of the Vacation Request form, and the other receives Form B of the Vacation Request form, for this information gap activity.

Each student asks his/her partner questions to fill in the missing information.

To check information, student pairs compare their forms.

# Vacation Request Form

## Form A

**Company Code:** ST  
**Company Name:** ScheduleTech  
**Employee Number:** \_\_\_\_\_  
**Name:** Accosta, Jose  
**Department:** \_\_\_\_\_  
**Work Center:** Flexo

**First Possible Vacation Date:** \_\_\_\_\_  
**Last Possible Vacation Date:** 12/31/14  
**Maximum Vacation Days:** 15.00  
**Days Scheduled:** 15.00  
**Days Left to Schedule:** 0.00  
**Seniority Date:** \_\_\_\_\_

**The Begin Date is the first day of your vacation. The End Date is the last day of your vacation. Begin and End Dates must fall on or between 1/1/2011 and \_\_\_\_\_.**

Vacation Period: 1

Choice 1    Begin Date: \_\_\_\_/\_\_\_\_/\_\_\_\_    End Date: \_\_\_\_/\_\_\_\_/\_\_\_\_  
 Choice 2    Begin Date: \_\_\_\_/\_\_\_\_/\_\_\_\_    End Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Vacation Period: 2

Choice 1    Begin Date: \_\_\_\_/\_\_\_\_/\_\_\_\_    End Date: \_\_\_\_/\_\_\_\_/\_\_\_\_  
 Choice 2    Begin Date: \_\_\_\_/\_\_\_\_/\_\_\_\_    End Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Vacation Period: 3

Choice 1    Begin Date:   8  /  8  / 14     End Date:   8  / 12 / 14   
 Choice 2    Begin Date:   9  / 12 / 14     End Date:   9  / 16 / 14 

Vacation Period: 4

Choice 1    Begin Date:  12 / 19 / 14     End Date:  12 / 23 / 14   
 Choice 2    Begin Date:  12 / 26 / 14     End Date:  12 / 30 / 14 

\_\_\_\_\_

Employee Signature

\_\_\_\_\_

Date

Note: Be sure your vacation request dates are correct. The data on this page will be used to create a vacation schedule. Please be sure your information such as Seniority Date, Maximum Vacation Days, Employee Number, Employee Name, Company, and Department are correct. Let your Human Resource Department know if there is an error.

# Vacation Request Form

## Form B

**Company Code:** ST  
**Company Name:** \_\_\_\_\_  
**Employee Number:** 7532  
**Name:** \_\_\_\_\_  
**Department:** Production  
**Work Center:** Flexo

**First Possible Vacation Date:** 1/1/14  
**Last Possible Vacation Date:** \_\_\_\_\_  
**Maximum Vacation Days:** \_\_\_\_\_  
**Days Scheduled:** 15.00  
**Days Left to Schedule:** 0.00  
**Seniority Date:** 9/11/98

**The Begin Date is the first day of your vacation. The End Date is the last day of your vacation.  
Begin and End Dates must fall on or between \_\_\_\_\_ and 12/31/2011.**

Vacation Period: 1

Choice 1    Begin Date: \_\_\_\_/\_\_\_\_/\_\_\_\_    End Date: \_\_\_\_/\_\_\_\_/\_\_\_\_  
Choice 2    Begin Date: \_\_\_\_/\_\_\_\_/\_\_\_\_    End Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Vacation Period: 2

Choice 1    Begin Date:   6  /  6  / 14     End Date:   6  / 10 / 14   
Choice 2    Begin Date:   6  / 13 / 14     End Date:   6  / 17 / 14 

Vacation Period: 3

Choice 1    Begin Date:   8  /  8  / 14     End Date:   8  / 12 / 14   
Choice 2    Begin Date:   9  / 12 / 14     End Date:   9  / 16 / 14 

Vacation Period: 4

Choice 1    Begin Date: \_\_\_\_/\_\_\_\_/\_\_\_\_    End Date: \_\_\_\_/\_\_\_\_/\_\_\_\_  
Choice 2    Begin Date: \_\_\_\_/\_\_\_\_/\_\_\_\_    End Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

\_\_\_\_\_  
Employee Signature

\_\_\_\_\_  
Date

Note: Be sure your vacation request dates are correct. The data on this page will be used to create a vacation schedule. Please be sure your information such as Seniority Date, Maximum Vacation Days, Employee Number, Employee Name, Company, and Department are correct. Let your Human Resource Department know if there is an error.

## **Contextualized Writing Module Outcome #4 Activity 12**

Students engage in a sequencing activity on delivering a product from Lanter Delivery Systems, Inc.'s "John Deere Delivery Guide." Students form groups of three. They work together to order the sentence strips (handout page 34 of Resources), then check their accuracy.

Students read through the SOP – Ford Dock Twin Cities. They write multi-step directions on loading freight by completing the Sequence graphic organizer.

**Use: Resource file: John Deere Delivery Guide (non-scanning) and Ford Twin Cities HVC Inbound SOP**

## **Sentence Strips**

**Pick up empties**

**Load freight, beginning with last delivery first and first delivery last**

**Sort freight by dealer name and address as listed on the shipping label**

**Place freight neatly and with care in designated area**

**Receive freight for designated route**

**Record return data on route sheet**

**Verify freight with corresponding manifest**

**Leave appropriate paperwork recording any delivery issues**

## Sequence:

First...

Next...

Third...

Then...

## **Contextualized Writing Module Outcome #4 Activity 13**

Students read and discuss the following workplace scenarios from *Michigan Adult Education Preparing Workers for 21<sup>st</sup> Century Employment* from the website:  
<http://www.maepd.org/lib-preparingworkers.html#>

Scroll down to Preparing Workers Writing. Go to Teacher Guide. Click on Workbook PDF.

- 1.5 Writing Directions
- 4.3 Filling Out Forms

Students complete Classroom Worksheets for these scenarios.

**Use Resource file: 21 Century Writing Workbook.pdf**

**Activities/  
Resources  
for  
Outcome #5**

## Contextualized Writing Module Outcome #5 Activity 14

Students use this website: <http://owl.english.purdue.edu/> to practice writing mechanics such as:

- Grammar exercises
- Punctuation exercises
- Spelling exercises
- Sentence structure
- Sentence style
- Paraphrasing
- Writing numbers

Students print out scores.

## **Contextualized Writing Module Outcome #5 Activity 15**

Students engage in a paired dictation activity adapted from the “Warehouse Assistant.” They use Partner A and Partner B handouts (as shown on the following pages). The teacher models fluency to direct students in their dictation.

“Warehouse Assistant” is found on the following page.

## Warehouse Assistant

Warehouse assistants control the flow of stock through a warehouse, monitoring goods in and out, safely and efficiently moving and handling items and keeping stock records. Warehouse assistants are employed to make sure the process runs smoothly.

Warehouse assistants are employed in many different industries and the particular role of warehouse assistants will vary according to the sector and the type of facility in which they work—distribution center, manufacturing plant, etc. The larger the operation, the more specific the role is likely to be, with specialist pickers, packers, stock controllers.

Warehouse staff usually work as part of a team, headed up by a team leader or supervisor. A successful warehouse assistant needs to be a good team player. Again, the size and number of teams will be dependent on the particular business and the industry.

A warehouse assistant must keep track of goods in and out, storing them in the most efficient and appropriate way; therefore, good mental arithmetic, spatial awareness, and judgment are essential.

Attention to detail is important when checking for faulty or damaged goods, as is the ability to keep accurate and up-to-date records. For example, warehouse assistants must ensure stock levels do not fall too low. Administration and paperwork are an integral part of the job, so an organized and conscientious approach is needed.

For warehouse staff whose role involves contact with suppliers and customers, excellent people skills and verbal communication skills—as well as patience—will be needed.

Finally, warehouse assistants work in a potentially hazardous environment so they must be responsible and reliable, with a commitment to safe working, especially with regard to the correct operation of mechanical handling equipment.

<http://www.myjobsearch.com/careers/warehouse-assistant.html>

## Paired Dictation

### Partner A

***Read these sentences to your partner. Your partner will write them. You can repeat each sentence a few times. Be sure to read slowly, clearly, and with fluency.***

1. What do warehouse assistants do? They control the flow of stock through a warehouse.
2. What kind of roles can an assistant have? They can be pickers, packers, and stock controllers.
3. Warehouse assistants usually work as part of a team. A successful assistant needs to be a good team player.

***When your partner has written all of the sentences, you can look at this paper together and make the corrections. Be sure that capitalization and punctuation are correct.***

## Paired Dictation

### Partner B

***Read these sentences to your partner. Your partner will write them. You can repeat each sentence a few times. Be sure to read slowly, clearly, and with fluency.***

1. Assistants should keep accurate and up-to-date records
2. What type of people skills are needed? It's important to have good communication skills and patience.
3. Who's the head of a warehouse team? A team leader or supervisor heads a warehouse team.

***When your partner has written all of the sentences, you can look at this paper together and make the corrections. Be sure that capitalization and punctuation are correct.***

## **Contextualized Writing Module Outcome #5 Activity 16**

Students read and discuss the following workplace scenarios from *Michigan Adult Education Preparing Workers for 21<sup>st</sup> Century Employment* from the website:

<http://www.maepd.org/lib-preparingworkers.html#>

Scroll down to Preparing Workers Writing. Go to Teacher Guide. Click on Workbook PDF.

- 1.2 Writing Workplace Notes: The Beginning and the End
- 1.3 Is That What They Really Wanted?
- 3.1 Writing Complete Ideas That Don't Go On Forever!

**Use Resource file: 21 Century Writing Workbook.pdf**