



LAES has developed a series of immigrant issue instructional modules entitled "Tierra de Oportunidad" for orientation to our complex society.

Sample Lesson Plan

Lesson Plan: 01.

Author: Holda Dorsey

Objectives

Learners & Context

Room Setup

To Bring

To Do Ahead

Media Used

Events

- Introduction
- Motivation
- Reading
- Feedback
- Presentation
- Pair Activity
- Break
- Report Back
- Small Group Activity
- Planning
- Evaluation
- Homework
- Closure

Objectives

- to identify deductions listed on a paycheck stub
- to estimate net earnings based on hours worked, wage rate, and deductions
- to analyze individual interests, aspirations and concerns
- to plan for future job changes

Learners & Context

ESL 5th to 7th level, adult students from Spanish linguistic background. Average ability of the group is medium. The range of ability is wide. Motivation is high. The size of the group is between 11 and 30. There are many learners whose English is limited.

Room Setup

- Chairs and small tables to facilitate pair or small group activities.
-

To Bring

- Sample check with check stub information
 - Calculating Gross Salary - Work sheet
 - Calculating Net Salary - Work sheet
 - Calculating Monthly and Yearly Income - Work sheet
 - Work Related Benefits and Deductions - Handouts
-

To Do Ahead

- Check actual minimum wage rate.
 - Call CHIRLA (213) 736-1324 - for copies of Wallet Card, "Trabajador-conozca sus derechos"
-

Media Used

- Overhead
 - Reading A - D
 - Work sheets
-

Events

Introduction (*approx. 10 min*)

Teacher asks: "What kind of information can you find on a paycheck stub?"

T. writes on the overhead the list generated by the responses.

Examples: Number of hours worked, rate of pay, overtime, pay period

T. asks specific content questions to stimulate thinking.

"What deductions are listed?" income tax, social security, unemployment insurance (UI), state disability insurance (SDI), etc.

"What deductions are paid by the employee?" FWT, SWT, Soc. Sec.

Motivation (*approx. 8 min*)

Teacher states the objectives of the lesson.

You will be able:

- to identify deductions listed on a paycheck stub
- to estimate net earnings based on hours worked, wage rate, and deductions
- to analyze individual interests, aspirations and concerns
- to plan for future job changes

You will also practice:

- interpreting and communicating information
- conveying quantitative information with graphs
- participating as a member of a team
- analyzing a situation, considering risks, devising and implementing a plan of action
- setting a well-defined personal goal

Reading (*approx. 20 min*)

Teacher tells the students that they are going to read about "Work Related

Benefits and Salary Deductions". Not everyone will have the complete information. Each student will become an "expert informant" and will be able to explain some of the information to the rest of the class.

T. distributes Readings A, B, C, D to alternate students.

Students will read silently.

When reading is completed teacher asks a student to explain "Income Tax Withholding". Students may ask questions of the "expert".

Continue until all the terms have been explained.

Feedback (approx. 5 min)

Students restate what they learned from the activity.

Presentation (approx. 15 min)

Teacher shows a paycheck stub on the overhead and guides the students in identifying each item listed.

Teacher highlights the number of hours worked and the rate of pay.

Teacher asks the students to do the basic multiplication, point out that is the gross pay.

Teacher asks the students to start subtracting the listed deductions until the net pay is reached.

Pair Activity (approx. 25 min)

Teacher asks students to work with a partner.

T. gives each pair the work sheet: "Calculating Gross Salary", explains the instructions, asks students to check their work with other partners.

When completed, teacher asks the students to work on the next work sheet: "Calculating Net Salary", explains the directions and again lets the students complete their work and check with other students.

When they are ready, teacher hands out the next work sheet "Calculate Monthly and Yearly Income" and follows the process.

During these activities the teacher circulates among the students to check understanding and assist as necessary.

Break (approx. 10 min)

Students may take a few minutes stretch, visit the facilities, get something to drink. Teacher completes attendance records and other paperwork.

Report Back (approx. 15 min)

Teacher directs the students to prepare a graph showing the yearly incomes of Marta, Sam and Ana.

Students prepare the graph with the answers to the handout problems.

Students comment on what they learned and how they will use the skill learned.

Small Group Activity (approx. 15 min)

Students read general descriptions on "Long Term Worklife Planning". Students in groups of four discuss the concepts read. Teacher walks around explaining terms as necessary.

Planning (approx. 10 min)

Students state their own situations and with their group analyze, consider risks and plan solutions or future actions.

Evaluation (approx. 15 min)

Students take a few minutes to reflect on what they have learned. They might want to write a thought to complete this sentence:

"The first step of my plan is that today (tomorrow) I"

Homework (approx. 10 min)

Students will take the first step on their personal worklife plan and report to the class within a week.

For example: Will visit two potential employers; will call a school to inquire about a training program; etc.

Closure (approx. 10 min)

Teacher reviews objectives achieved:

- we identified deductions listed on a paycheck stub
- we estimated net earnings based on hours worked, wage rate, and deductions
- we analyzed our individual interests, aspirations and concerns
- we planned the first steps for our future

You will also practice:

- interpreting and communicating information
- conveying quantitative information with graphs
- participating as a member of a team
- analyzing a situation, considering risks, devising and implementing a plan of action
- setting a well-defined personal goal

Authors: Ed Kissam and Holda Dorsey

A project of the California Department of Education, Youth, Adult and Alternative Educational Services Division, funded by contract #4213 of the Federal P.L. 100-297, Section 353 with California State University Institute and Hacienda LaPuente USD. However, the content does not necessarily reflect the position of that unit or of the U.S. Office of Education. 1997