

GOAL: Read Work-Related Material

Contributed by Carrie Scott, Carlsbad City Library and
Cherall Weiss, Newport Beach Public Library

GUIDEPOST I: Where to Start

“Since you already know quite a bit about your work, let’s decide where to start to help you learn the new skills you need.”

- In a conversation with your learner, discuss what types of materials they need to read for work. How often do they need to read each type of material—daily, weekly, sometimes? What would they like help with first?
- Use the blank optional table below to write down what your learner responds. You do not need to have a comprehensive list. Try to get at the materials that are most important to your learner and why they are important.
- Each type of material will take time to complete. Try to focus on one or two at a time to not overwhelm your learner.

Read work-related material (SAMPLE)

In the sample below, an employed food-service worker is looking for a different job in the food-service industry.

Reading material	How often do you need to read this? (Daily, weekly, sometimes)	I would like to work on:
Application	Sometimes	
Job description	Daily (looking for job)	XX
Human Resources forms	Sometimes	
Fliers/Marketing materials	Sometimes	
Phone messages	Daily	
Work email or text	Daily	XX
Memos	Weekly	
Letters	Sometimes	
Websites	Sometimes	
To-do lists	Daily	
Menus	Daily	XX
Safety instructions	Daily (also shows up in job descriptions)	XX
Procedure manuals	Sometimes	
Trade publications	Sometimes	

GUIDEPOST II: What You Will Learn

- “Now, we’ll figure out exactly what we want to accomplish today to help you get closer to your goal.”

For purposes of this example, we will focus on Read Safety Materials. (A second example focuses on Reading Job Descriptions.) The learner is looking for a job in food service, so for her, these are some of the most important materials she wants to be able to read.

1. Encourage your learner to bring in materials from her work, if allowed by the employer. If not, go online to get resources like these.

<https://www.fda.gov/food/buy-store-serve-safe-food/safe-food-handling>

Food safety poster (also attached)




Hygiene poster (attached)





KEEP FOOD SAFE

HYGIENE

STAY HOME


Do not handle food if you are experiencing:






-  VOMITING
-  SORE THROAT WITH A FEVER
-  DIARRHEA
-  YELLOWING OF SKIN OR EYES

GLOVES






Wear gloves to avoid bare hand contact



-  Wash hands before putting on gloves
-  Single-use gloves can be worn up to 4 hours on a single task
-  Gloves must be changed between tasks


HANDWASHING

Follow these steps to wash hands correctly:



- Wet hands with warm running water
- Apply soap
- Scrub hands & lower arms for 15 seconds
- Rinse
- Dry with disposable paper towel

TIME/TEMPERATURE CONTROL




Hot foods must be held at or above 135°F




Food cannot stay in the Temperature Danger Zone for more than 4 hours

Cold foods must be held at or below 41°F

REHEATING FOR HOT HOLDING



WHEN REHEATING FOOD ONLY USE



OVEN MICROWAVE STOVE


TWO-STAGE COOLING


135°-70°
In 2 hours or less

70°-41°
In 4 hours or less
Maximum cooling time 6 hours

All food must be labeled to prevent foodborne illness:

- Label food with the earliest use-by date of any of its ingredients.
- Food must be sold, eaten, or discarded within 7 days from when it was first prepared.
- Follow FIFO (First In, First Out) when using food that has been thawed, opened, or prepared.





2. Discuss what your learner would like to learn more about food safety. What does she already know? Are there new procedures or vocabulary?

3. Make note of what the learner already knows and build on it as you move to Guidepost III.

GUIDEPOST III: How You Will Learn – Multisensory Strategies

- “Let’s talk about how we are going to learn about food safety and decide on the strategies, or the steps we need to take, to help us do that.”
1. With your learner, generate a list of key words and concepts related to the materials you’ve selected. Some examples are:

Food safety vocabulary:

Hygiene

Single-use

Disposable

Symptoms

Hot holding

Reheating

Two-stage cooling

Foodborne illness

Use-by date

FIFO

Thawed

Maximum/minimum

Scrub

Trash

2. Vocabulary Practice
 - a. Use index cards to group vocabulary words into opposites (e.g. minimum/maximum, single-use/reusable, frozen/thawed, hot/cold, etc.) and synonyms (trash/garbage, handle/touch, discard/throw away, chill/refrigerate).
 - b. Mime words that have subtle differences in meaning (e.g., scrub/wash).
3. Writing practice
 - a. Ask your learner if there is anything related to food safety that she needs to write, perhaps for her resume, or for a report or an injury on the job. (Some words need to be only read; and others need to be read and written.)
 - i. If there is, use the multisensory sight word study method (located at the end of this document) to learn to spell frequently used words in the report/writing (e.g., accident, burn).

- ii. Use the language experience method to practice writing a sample injury report, email, or other applicable paragraph.

4. Real Life Practice

- a. Bring in food labels to show safe food handling.

5. Check for Understanding

- a. Ask open-ended questions (questions that can't be answered yes or no) to check for understanding.
- b. Take notes and review things that were difficult at a future tutoring session.

GUIDEPOST IV: What Worked, What Didn't, What Can You Use?

➤ “Let’s think about what we learned today and how you can use it on your own as you work toward your goal. Which tutoring activities worked well today, and which did not work so well? We can then plan what we’d like to work on in our next session.”

1. Did we work on what was most important to you today?
2. Do you feel more confident with what some of vocabulary words mean?
3. Are you able to practice any spelling words (if applicable) on your own with the Sight Word Study Method? (Tutor, be sure to write any words your learner wants to practice correctly on paper for them.)
4. What would you like to work on next time?

Initial Effort – The ultimate goal of reading work-related materials has been broken down into smaller chunks focusing on what the learner is most interested in. Be aware that there are many possible work-related items to read, and that priorities may change.

Making Progress –You and your learner can monitor progress in reading ease, confidence and understanding. Celebrate improvements.

Goal Accomplished –The goal of Reading Work-Related Materials is quite broad. Consider the goal accomplished when your learner can independently read, understand and apply the knowledge from the materials that she identified in the selected material. Reset the goal for the learner for other materials that she selects in future lessons.

Sight Word Study Method

To study these words:

1. Tutor, on own paper, writes a sight word to be studied. (Use cursive if the learner uses cursive, print if the learner prints.)
2. Learner copies word onto own paper. (Cursive writing is best with this method; printing also works.)
3. Learner traces word 3 times with pencil (actually pressing down), saying each letter aloud as traces it. Learner says whole word aloud at end of each tracing.
4. Learner turns paper face down and top to bottom, puts pencil down.
5. Learner closes eyes and writes word on table, using first 2 fingers, whole arm, straight wrist. Letters should be large. Learner names each letter as writes it. When finished writing, learner says word aloud. Learner does this process 3 times.
6. Learner writes word on back of paper (side now facing up).
7. Learner folds paper up and compares written word to original (traced) word. Learner self-corrects.