



LEARN ABOUT WEB DEVELOPERS

- Web developers work on websites.

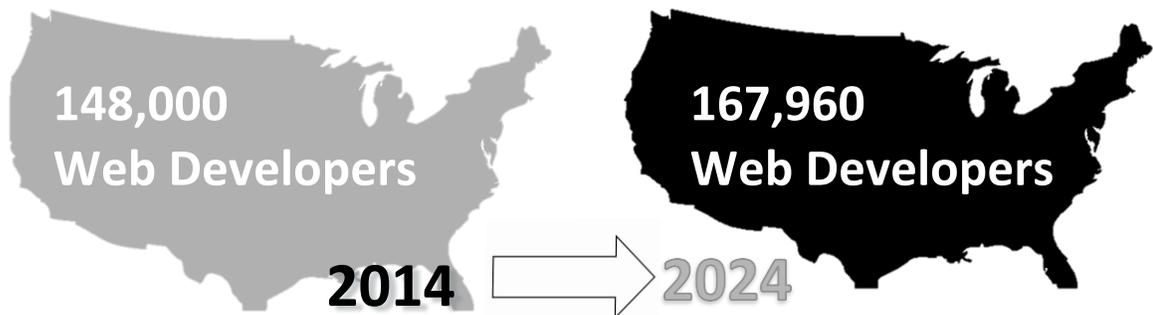


- The pay is good.

\$32.00/hr



- The job outlook is great!



Source: *Occupational Outlook Handbook, 2016-17 Edition*

Script for Questions (Students not expected to read questions, but answer orally.)

1. Circle the name of the job on this page.
2. Looks at the first sentence and the photos. What do web developers do?
3. Find the sentence, "The pay is good." How much is good, according to this reading?
4. Look at the maps. Find the difference between the number of web developer jobs in 2014 and the number of jobs in 2024. Do you agree when the text says, "The job outlook is great!"
5. Do you think this is a good job? What makes you say that? Use the text to explain.

LEVEL: Low Beginning		TOPIC: Exploring High-Growth Careers		
OBJECTIVE: <i>By the end of the lesson, learners, with support, will be able to read a simple text and identify key details about a high-growth career, and express their interest in career.</i>				
Which ELPS anchor standards and level descriptors are addressed in the lesson?				
ELP Anchor Standard #				8
What elements of the level descriptor(s) are addressed for each anchor standard?				<ul style="list-style-type: none"> • recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions in written texts about familiar topics.
What CCR standards are the ELP standards supporting? <i>Reading 1 & 2, Speaking/listening 1, Language 4</i>				
What vocabulary will you teach?	<p>High frequency: <i>web developer, pay, outlook, great</i></p> <p>Academic vocabulary: <i>create, design ,job, job, maintain</i></p>			
What language strategies will you emphasize?	<i>Background knowledge, personalization, pictures and labels to help identify key details, employ turn taking, clarify by restating or rephrasing</i>			
How will you prompt critical thinking?	<input checked="" type="checkbox"/> Higher-level thinking questions <input type="checkbox"/> Graphic organizers <input type="checkbox"/> Pose problems		<input checked="" type="checkbox"/> Categorizing, ranking, or rating <input checked="" type="checkbox"/> Strategic thinking in tasks Other:	
How will you promote academic discourse?	<input checked="" type="checkbox"/> Language prompts for team and pair discussions <input checked="" type="checkbox"/> Sentence frames and starters for oral and written report-back		<input checked="" type="checkbox"/> Paragraph frames for summarizing <input type="checkbox"/> Checklists and rubrics <input type="checkbox"/> Other:	
<p>Lesson Outline</p> <ul style="list-style-type: none"> • Warm Up/Introduction: <i>Pictures of different occupations in different settings – outside, in office, at home Ask, “What do you see? (objects, actions, locations) “Where are they working?” “How do you know?” State objective in learner friendly language and present key pictures and labels from Web Developer text to provide background information for reading.</i> • Presentation: <i>Write high frequency vocabulary and academic vocabulary on board and have learners find the words and circle them. Read the text and stop and point to each word written on the board. Say key words and have volunteers point to the pictures or words.</i> • Guided Practice: <i>Teacher reads the comprehension questions and checks for understanding. Learners work in pairs or small groups to answer the questions. Teacher reviews answers with whole group. Learners practice asking and answering questions in pairs.</i> • Free Practice/Application: <i>Using language prompts and sentence frames, learners use a graphic organizer to interview 2 other learners about whether this is a good job for them and at least one reason based on information in the text.</i> • Evaluation: <i>Individual learners report # of learners who said it was a good job and reason(s), and # who said it wasn't a good job and reason (s.) Finally, learners state whether they think it is a good job and reason(s).</i> 				