

Si se puede
WOMEN'S COOPERATIVE
WE CAN DO IT!

A Cleaning-based
Curriculum



Produced by the Center for Family Life in Sunset Park

I. Introduction: Curriculum Components and Approaches

This Curriculum is divided into five units consisting of a total of nineteen lessons. The time span for each lesson will vary depending on the students' needs. The lessons in this curriculum each consist of six components:

1. **Learning Objective:** Indicates what the student will be able to do with the language in the particular lesson.
2. **Language Focus:** Introduces language structures that the students need to learn in conjunction with the lesson topic.
3. **Word Bank:** Lists vocabulary to be presented with the lesson.
4. **Sample Phrases:** Indicates some of the common expressions that may be taught within the context of the lesson.
5. **Materials:** Lists what the teacher needs to prepare or obtain for the lesson.
6. **Activities:** Follows an organizational plan. The activities include the teacher modeling new material, students working in pairs, students working in small groups, whole class discussions, listening activities using cloze exercises, and graphic organizers.

This curriculum is focused primarily on listening and speaking skills. Therefore, this curriculum is accompanied by ten recorded dialogues to be used as part of the lessons. Some activities to develop writing skills are also included, but are not the focus of the curriculum. Various language learning approaches have been incorporated into the curriculum. In particular, the curriculum draws upon cloze exercises to develop listening skills, graphic organizers to organize ideas, the language experience approach to connect the written word with the spoken word, and total physical response to connect physical actions to the spoken word. Following is a description of these approaches.

Cloze exercises are fill in the blank exercises that target specific words for listening comprehension. Students are instructed first to listen to a dialogue without writing anything down, and then to listen a second time to the same dialogue for specific words that have been deleted. Depending on the students' needs, the dialogue can be played a third time.

Graphic organizers are used to help students with listening, speaking, reading and writing comprehension. They are used to brainstorm ideas, to help in problem-solving and decision making, to classify ideas, and to structure writing exercises.

Language experience approach is used to connect the written word with the spoken word. It is used to create written language in the students' own words. The students express their thoughts and the teacher writes them down. The teacher, together with the student, reads aloud the students' words.

Total physical response is a language learning approach that coordinates speech with action. The idea is that second language learning parallels first language learning. In first language learning, children respond to physical actions, and, therefore, the same holds true for adults in second language learning.

II. Supporting Materials

As noted in the introduction, each lesson requires certain materials. Most of these are included in the Handouts section of this curriculum, numbered 1–46 for you to photocopy. In addition, several lessons call for playing recordings (listed at right and included on the CD provided with this curriculum), so you will need computer access with audio capability. Finally, two lessons require students to use computers with internet access.

There are also some items which you will need that are not included in this curriculum. If you need assistance getting any of these items, contact Center for Family Life at 718-633-4823.

Additional materials needed for lessons:

1. Most of the lessons call for chart paper and markers so you can write at the front of the class for all to see. If your space includes a blackboard or white board, you may substitute these for chart paper and markers.
2. Several copies of the *The Oxford Picture Dictionary: English-Spanish*, 2nd Edition (multiple lessons)
3. Blank paper (Lesson 4.4)
4. Index Cards, Scissors, Fine Point Markers and Glue Sticks (Lesson 4.8)
5. Assorted cleaning supplies and tools (Lesson 4.8)

Recordings

Recording 1:
Mock Interview with a Client

Recording 2:
Luz Maria's Interview

Recordings 3, 4, and 5:
Phone Conversations Part One

Recording 6:
Phone Conversations Part Two

Recording 7:
Taking a Tour of an Apartment

Recording 8:
Cleaning the Living Room

Recording 9:
Cleaning the Kitchen

Recording 10:
Cleaning the Bedroom

III. Credits

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This Curriculum was produced by the Center for Family Life in Sunset Park, a neighborhood-based family and social services organization in Sunset Park Brooklyn. For more information, visit www.cflsp.org

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LESSON PLANS



LESSON PLANS

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- Lesson 1.2: Describing the We Can Do It! Cooperative
- Lesson 1.3: Telling our stories

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- Lesson 3.1: Phone conversations, part 1: Setting up appointments, asking for directions and returning keys
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Unit 5: Using Technology

- Lesson 5.1: Setting up an email account
- Lesson 5.2: Composing, sending and opening email messages
- Lesson 5.3: Using Hopstop to get directions

Word Bank:

Address
Children
Favorite
Free time
Married
Single

Sample Phrases:

Are you...?
How many...?
Nice to meet you.
What is...?

Lesson 1.1:**Greeting and getting to know each other****Learning Objective:**

Students will be able to meet and greet classmates and give personal information.

Language Focus:

Comparisons, likes and dislikes

Materials:

Interview Form (Handout 1)
Find Someone Who... Survey (Handout 2)
Student Information Grid (Handout 3)

Activities:

- Model the dialogue below and ask students to circulate around the room introducing themselves and greeting each other.
 - Hi, I'm Melissa
 - Hi, I'm Ana
 - Nice to meet you.
 - Nice to meet you, too.
- Hand out the Interview Form (H1) and divide students into pairs. Ask them to interview each other using the handout. Then have students introduce the person she interviewed to the whole class (This is Ana. She is from Mexico. She has two daughters etc.).
- Divide students into two teams and have them line up facing the front of the class. Give students directions to line up according to various criteria, such as alphabetical order by first name, alphabetical order by last name, birth date, month of birth, street address, how long in the United States, how long in the Cooperative, and how many people live in their home. The first team to line up according to each criteria gets a point.
- Hand out the Find Someone Who... Survey (H2). Instruct students to circulate around the room asking others the questions on the survey and writing down the names of those who respond yes.
- Hand out the Student Information Grid (H3). Each student must pick one other student and fill in the grid with that person's information. After filling in one other student's information, they should repeat the process with two more students.

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HANDOUTS

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1. Interview Form
2. Find Someone Who... Survey
3. Student Information Grid
4. Web Organizer
5. Cloze Exercise: Mock Interview with a Client
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7. Web Organizer
8. Listening Activity Sheet: Luz Maria's Interview
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27. Client Satisfaction Survey
28. Client Satisfaction Scenarios
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41. Transcript: Cleaning the Bedroom
42. Opening a Gmail Account (2 pages)
43. Sending Email
44. Opening and Replying to Email
45. Addresses
46. Using Hopstop (3 pages)

Interview Form

1. What's your name? _____

2. Where are you from? _____

3. Do you have children? If yes, how many? _____

4. Are you married? _____

5. How did you learn about the Cooperative? _____

6. How many years experience do you have working? _____

7. What do you like about your job? _____

8. What do you do in your free time? _____

9. Do you have a favorite book, movie or T.V. show? If yes, what is it? _____

10. If you could be anywhere in the world right now, where would it be? _____

Find Someone Who...

Survey

Directions: Write down the names of the people who fit the descriptions.

Find Someone Who...	Name:
Is born the same month that you were born in:	
Likes the same food that you like:	
Likes the same music as you do:	
Doesn't like the same music as you do:	
Has lived in New York for less than three years:	
Has lived in New York for more than three years:	
Likes to dance:	
Doesn't like to dance:	
Likes to read:	
Has one child.:	
Has two children:	
Has three children:	
Doesn't have children:	

WE CAN DO IT! WOMEN'S COOPERATIVE Client Satisfaction Survey

Thank you for taking a few minutes to give us feedback on your recent cleaning. We want you to feel good about the work we did in your home and we are always looking for ways to improve our services.

Client Name: _____ Date: _____

Coop Member's Name (Who cleaned your home): _____

Client's Phone Number/Email: _____

Date & Time of last Cleaning Service: _____

Please check the box that applies:

Cleaning Task	Great job! Exceeded my expectations	I was satisfied.	Could use more training in this area	Comments
Kitchen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Bathroom(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Living Room	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Bedroom(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Dusting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Mopping	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Overall Cleaning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____

What did you like about the cleaning? _____

What could have been better? _____

Please rate your experience on a scale of 1 to 5, where 1 is Excellent and 5 is Poor. If rating is below 2, please explain experience.

	1	2	3	4	5	Comments
Scheduling appointment	<input type="checkbox"/>	_____				
Coop Member arrived on time	<input type="checkbox"/>	_____				
Communication with Coop Member	<input type="checkbox"/>	_____				
Price of cleaning	<input type="checkbox"/>	_____				
Would you recommend us to a friend?	<input type="checkbox"/>	_____				

Thank you! Gracias!