CONTEXTUAL LANGUAGE ARTS FOR PaCT

The contextualized Language Arts (L.A.) portion of this Pathways to Construction Trades (PaCT) course was assigned 64hrs. This time was distributed between the carpentry and building construction textbook, the Skills Tutor software program and the OSHA pamphlets. In order to best deliver contextualized instruction all faculty need to communicate class activities and timelines. For example, during the first week of class the shop instructor spends time helping students learn to read the tape measure. Meanwhile in the language arts class, time is spent on reading chapters 1, 2, and 12. We wait to cover chapter 4 (Hand Tools) until the class is ready to build the sawhorse. It is important to note that some classes progress faster than others. This is why it is important for instructors to communicate on a regular basis.

OSHA

In order to support students with the OSHA course, a portion of the L.A. class is dedicated to reading, reviewing and comprehending the pamphlets. This is done in order to prepare students for the next OSHA quiz and also to prepare them for the next pamphlet /topic to be taught in the following OSHA class.

Each OSHA pamphlet is read out loud by students in the classroom and then discussed. At the end of each of the OSHA pamphlets there is a question section that was also done in class. The main purpose behind the reading out loud, and the questions asked during reading is for students to improve their reading- comprehension skills.

The OSHA schedule is attached.
SCHEDULE FOR

OSHA 10/FIRST AID/CPR/AED COURSE

Week 1 – Introduction to OSHA and Hazard Communication

Week 2- Stairways and Ladders and start Fall Protection

Week 3- Continue with Fall Protection and start Scaffold Safety

Week 4- Continue with Scaffold Safety and start Confined Spaces

Week 5-Continue with Confined Spaces and start Electrical Safety

Week 6- Continue Electrical Safety and start PPE and Tool Safety

Week 7- Material Handling and Ergonomics

Week 8- Fire Safety and Excavations and Trenching

Week 9- Scissors Lifts

Week 10- Aerial lifts

Week 11- Review

Week 12- Final Exam

Week 13- Start CPR, choking victim, abdominal thrust and heart attack

Week 14-Continue CPR and AED defibrillator

Week 15- Start First Aid

Week 16- Continue with First Aid and Final Exam
SkillsTutor software program

At the beginning of the project the SkillsTutor software was not part of the curriculum, therefore, our effort to improve students’ reading comprehension skills used two books for homework assignments. Based on their TABE test scores, the students were assigned homework from two reading books as follows: Contemporary’s Reading Basics-Intermediate 2 focuses on skills appropriate for sixth through eighth grade reading levels. Contemporary’s Reading Basics-Advanced focuses on skills appropriate for eighth through twelfth grade reading levels. Once the student receives a score on the TABE test, work is assigned from the above-mentioned books. Start by administering the pretest from the corresponding book (Intermediate 2 or Advanced). Then check for the answer key and the evaluation chart to find which skills the student needs to work on. The chart shows which skill is being covered for each question and the pages in the book. Once the student has worked through all the necessary skills, the student is ready to take the post-test found at the end of the corresponding reading book.

Once the SkillsTutor software was implemented, a new class was created. The students were given a user name and a password. Then assignments were given based on students’ TABE test scores. The SkillsTutor software has a reading comprehension unit that contains four reading levels. This starts with level LL (grades 2-4), level A (grades 3-4), level B (grades 5-6) and level C (grades 7-8). This continues with the unit called Reading (grades 6-12) used for students with a reading comprehension score higher than 8th grade. The Reading Vocabulary Unit of the SkillsTutor software was used to improve the student’s vocabulary. The Reading Vocabulary Unit has three levels as follow: level A (grades 3-4), level B (grades 5-6) and level C (grades 7-8). Students with a vocabulary score higher than 8th grade are assigned to level C. The SkillsTutor software has multiple data views allowing teachers to get class report, base on the class usage, activity, profile, roster and much more.
Carpentry and Building Construction textbook by Mark D. Feirer and John L. Feirer.

Prior to any new reading assignment, the class examines the entire chapter with time dedicated to define the terminology of each chapter found at the beginning under “Reading Guide”. The terminology is listed under content vocabulary.

At the end of each chapter there is a “Review and Assessment” page that includes:
- Chapter summary
- Review content vocabulary
- Review key concepts
- Standardized TEST practice True/False

The answer keys in the Carpentry & Building Construction Instructor Resource Guide book by Glencoe are listed under “Instructor Plans” starting on pages 95 to 188. The answer keys for the Assessment self-check at the end of each section are also from the above-mentioned instructor resource guide.

It is possible to administer a test/quiz from the Carpentry & Building Construction Instructor Resource Guide book by Glencoe under “Chapter Tests and Answer Key” starting on pages 189 to 327.

Attached are the chapters to be read and studied from the Carpentry & Building Construction textbook. Also, the attached chart contains the corresponding pages of the quizzes for each chapter.

It is important to follow this recommended process with each chapter. Student adapt to knowing clearly and consistently how to prepare for class, how to read and review.
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The order in which chapters are covered should be coordinated with the shop instructor. Reading of the chapter prior to shop activities helps clarify shop competencies and results in better understanding and increased performance by the students.

**Chapter 1 – The Construction Industry**
Have students take turns reading this chapter out loud in class. As they go through it, ask questions to see if they comprehend what is being read.

1.1 Careers in Construction, pp. 4-12.

1.2 Finding a job, pp. 13-29.
Do section 1.2-assessment -self check, p. 29.

Chapter 1  Do the Review and Assessment on pp. 30-31. Also give the students a quiz on this chapter from pp. 191-192 in the instructor resource guidebook.

**Chapter 2 - Building Codes & Planning**
Have students take turn reading this chapter out loud in class. As they go through it, ask questions to see if they comprehend what is being read.

2.2 Architectural Drawing, pp. 41-49.
Do section 2.2-assessment -self check, p. 49.

2.3 Reading Architectural Plans, pp. 49-58
Do section 2.3-assessment -self check, p. 58.

2.4 Estimating & Scheduling, pp. 59-73
Do section 2.4-assessment -self check, p. 73.

Chapter 2  Do the Review and Assessment on pp. 74-75. Also give the students a quiz on this chapter from pp. 195-200 in the instructor resource guidebook.
Chapter 12 - Wood as a Building Material
Have students take turns reading this chapter out loud in class. As they go through it, ask questions to see if they comprehend what is being read.

12.1 Wood Basics, pp. 318-327.

Do section 12.2-assessment -self check, p. 333.

Chapter 12 Do the Review and Assessment on pp. 334-335. Also give the students a quiz on this chapter from pp. 233-234 in the instructor resource guidebook.

Chapter 4 - Hand Tools
Have students take turns reading this chapter out loud in class. As they go through it, ask questions to see if they comprehend what is being read.

4.1 Measuring and layout tools, pp. 108-112.
Do section 4.1-assessment -self check, p. 112.

4.2 Cutting and shaping tools, pp. 113-116.

4.3 Tools for assembling and disassembling, pp. 117-123.
Do section 4.3-assessment- self check, p. 123.

Chapter 4 Do the Review and Assessment on pp. 124-125. Also give the students a quiz on this chapter from pp. 205-208 in the instructor resource guidebook.

Chapter 14 - Structural Systems
Have students take turns reading this chapter out loud in class. As they go through it, ask questions to see if they comprehend what is being read.

Chapter 14  Do the Review and Assessment on pp. 392-393. Also give the students a quiz on this chapter from pp. 219-220 in the instructor resource guidebook.

Chapter 13- Engineered Wood
Have students take turns reading this chapter out loud in class. As they go through it, ask questions to see if they comprehend what is being read.


Do section 13.2-assessment -self check, p. 359.

13.3 Other Types of Engineered Lumber, pp. 360-365.
Do section 13.3-assessment -self check, p. 365.

Chapter 13  Do the Review and Assessment on pp. 336-367. Also give the students a quiz on this chapter from pp. 236-238 in the instructor resource guidebook.

Chapter 5 - Power Saws
Have students take turns reading this chapter out loud in class. As they go through it, ask questions to see if they comprehend what is being read.

Do section 5.4-assessment -self check, p. 157.

5.3 Miter Saw, pp. 146-149
Do section 5.3-assessment -self check, p. 152.

5.2 Table Saws. pp. 137-145
Do section 5.2-assessment -self check. p. 145.
Chapter 5  Do the Review and Assessment on pp. 158-159 also give the students a quiz on this chapter from pp. 209-210 in the instructor resource guidebook.

Chapter 6- Other Power & Pneumatic Tools
Have students take turns reading this chapter out loud in class. As they go through it, ask questions to see if they comprehend what is being read.

6.1 Drills & Drivers, pp. 162-170.

Chapter 5 - Power Saws
Have students take turns reading this chapter out loud in class. As they go through it, ask questions to see if they comprehend what is being read.

5.1 Circular Saws, pp. 128-136.
Do section 5.1-assessment -self check, p. 137.

Chapter 15- Floor Framing
Have students take turns reading this chapter out loud in class. As they go through it, ask questions to see if they comprehend what is being read.

15.1 Floor Framing Basics, pp. 396-401.

15.2 Framing with Joists & Girders, pp. 402-419.
Do section 15.2-assessment -self check, p. 420.

15.3 Subfloors, pp. 421-424.
Do section 15.3-assessment -self check, p. 425.

Chapter 15  Do the Review and Assessment on pp. 426-427. Also give the students a quiz on this chapter from pp. 241-244 in the instructor resource guidebook.
Chapter 16- Wall Framing & Sheathing
Have students take turns reading this chapter out loud in class. As they go through it, ask questions to see if they comprehend what is being read.


16.2 Wall Layout, pp. 438-444.
Do section 16.2-assessment -self check, p. 444.

Do section 16.3-assessment -self check, p. 455.

16.4 Special Framing Details, pp. 455- 461.
Do section 15.3-assessment -self check, p. 425.

Chapter 16 Do the Review and Assessment on pp. 462-463. Also give the students a quiz on this chapter from pp. 245-248 in the instructor resource guidebook.

Chapter 6- Other Power & Pneumatic Tools
Have students take turns reading this chapter out loud in class. As they go through it, ask questions to see if they comprehend what is being read.

Do section 6.5-assessment -self check, p. 193.

Chapter 31- Thermal & Acoustical Insulation
Have students take turns reading this chapter out loud in class. As they go through it, ask questions to see if they comprehend what is being read.

31.1 Thermal Insulation, pp. 894-906.
Chapter 32- Wall & Ceiling Surfaces
Have students take turns reading this chapter out loud in class. As they go through it, ask questions to see if they comprehend what is being read.

32.1 Drywall, pp. 916-932.
Do section 32.1-assessment -self check, p. 932.

Chapter 20- Windows & Skylights
Have students take turns reading this chapter out loud in class. As they go through it, ask questions to see if they comprehend what is being read.

20.1 Types of Windows & Skylights, pp. 576-584.

20.2 Installing Windows & Skylights, pp. 585-591.
Do section 20.2-assessment -self check, p. 591.

Chapter 20 Do the Review and Assessment on pp. 592-593. Also give the students a quiz on this chapter from pp. 271-274 in the instructor resource guidebook.

Chapter 21- Residential Doors
Have students take turns reading this chapter out loud in class. As they go through it, ask questions to see if they comprehend what is being read.


21.3 Interior Doors & Frames, pp. 615-621.
Do section 21.3-assessment -self check, p. 621.
Chapter 21  Do the Review and Assessment on pp. 622-623. Also give the students a quiz on this chapter from pp.275-278 in the instructor resource guidebook.

**Chapter 30- Mechanicals**
Have students take turns reading this chapter out loud in class. As they go through it, ask questions to see if they comprehend what is being read.

30.2 The Electrical System, pp. 876-881.
Do section 30.2-assessment -self check, p. 882.

30.3 HVAC Systems, pp. 882-889.
Do section 30.3-assessment -self check, p. 889.

Chapter 30 Do the Review and Assessment on pp. 890-891.

**Chapter 26- Molding & Trim**
Have students take turns reading this chapter out loud in class. As they go through it, ask questions to see if they comprehend what is being read.

26.1 Molding & Trim Basics, pp. 750-757.

26.2 Interior Door & Window Details, pp. 758-763.
Do section 26.2-assessment -self check, p. 763.

26.3 Baseboard, Ceiling, & Other Molding, pp. 764.
Do section 26.3-assessment -self check, p. 775.

Chapter 26 Do the Review and Assessment on pp. 776-777. Also give the students a quiz on this chapter from pp. 295-298 in the instructor resource guidebook.