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 Teamwork; Vocabulary Development
 IDENTIFIERS 353 Project; Alabama; *Workplace Literacy

ABSTRACT

A demonstration project was conducted in Alabama to create a basic skills workplace curriculum that would assist a local corporation in improving work force productivity. During the 3-year project, a job-specific curriculum was written for Russell Corporation's Skills Training at Russell (STAR) program. The curriculum covered four topics: safety, vocabulary and forms, statistical process control, and teamwork. An adult education supervisor's handbook was also developed during the project. Results of a summative evaluation on the safety section of the curriculum showed the following: 83 percent of the participants achieved at least 80 percent mastery of the developed materials; approximately 70 percent stated that their attitude toward safety changed as a result of the program, and 85 percent agreed that they were more aware of safety signs, rules, and procedures. Recommendations were made to train a Russell Corporation employee to write and upgrade the curriculum and to train other workplace education specialists. (This document includes the adult education supervisor's handbook, curriculum samples from the safety and vocabulary and forms sections, and workplace education practicum samples.) (KC)

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A WORK SPECIFIC CURRICULUM PROJECT SPECIAL 353 DEMONSTRATION PROJECT IN ADULT EDUCATION

Submitted by Paula S. Smith

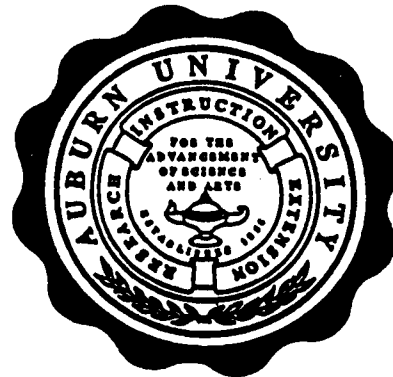
**Alabama State Department of Education
Division of Student Instructional Services
Adult Education Program**



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Auburn University - Department of Vocational and Adult Education
Russell Corporation - Alexander City, Alabama*

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CF 069401

Table of Contents

- A.** Progress by Objectives and Russell Summary Letter
- B.** Section Posttests
- C.** Participant Job Specific Curriculum Survey, Formative Evaluation and Summative Evaluation
- D.** Technical Assistance and Staff Development
- E.** Adult Education Supervisor's Handbook
- F.** Approved Curriculum Sample (Safety Section)
- G.** Approved Curriculum Sample (Vocabulary and Forms Section - developed during year 2)
- H.** Approved Curriculum Samples (Vocabulary and Forms Section - developed during year 3)
- I.** Workplace Education Practicum Sample
(developed during year 2)
- J.** Workplace Education Practicum Samples
(developed during year 3)

Final Report

Work Specific Curriculum Project

July 1, 1992 through June 30, 1995

Title of Project: A Work Specific Curriculum Project

Grant Period: 07/01/92 - 06/30/95
07/01/92 - 06/30/93 (year 1)
07/01/94 - 03/30/94 (year 2)
10/01/94 - 06/30/95 (year 3)

Grant Amount: \$52,235
\$14,705 (year 1)
\$18,000 (year 2)
\$19,530 (year 3)

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Project Director

Project Description

The 353 project was funded by the Alabama State Department of Education, Adult Education Program to the Auburn University, Vocational and Adult Education department. The goal of the project was to create a basic skills workplace curriculum that would assist Russell Corporation in improving workforce productivity.

Project Outcomes

A job specific curriculum was written for Russell Corporation's Skills Training at Russell (STAR) program. The structure of the curriculum was modified during the third year of the grant. Originally, the curriculum was to be divided into five sections: safety, vocabulary, forms, statistical process control, and teamwork. To facilitate a logical work-related break in the curriculum, the decision was made to combine the vocabulary and forms sections. Five lessons in the vocabulary and forms section were written during the last year of the grant. Additionally, a vocabulary and forms section posttest was developed; however, the posttest was not administered because the vocabulary and forms section was not completed by the end of the grant period.

The Adult Education Supervisor's Handbook was developed during this grant. The handbook was designed as a practical guide to the development of workplace literacy programs.

Section D of this report details the technical assistance and staff development activities that were provided during the grant. Sections I and J contain sample job specific curriculum written by practicum participants.

Conclusions

The results of a summative evaluation (on the safety section) were:

- ★ 83.01% of the participants achieved at least an 80% mastery of the developed materials
- ★ 69.81% stated their attitude toward safety changed as a result of the program
- ★ 84.91% agreed that they were more aware of safety signs, rules, and procedures

Throughout the grant, technical assistance was provided to Russell Corporation and seven other organizations (*See Section D of this report*).

Two workplace literacy practicums were offered through Auburn University. The first practicum was offered during Winter Quarter 1994, the second was offered during Summer Quarter 1994. Participants were instructed in curriculum development (*See Sections I and J of this report*).

Recommendations

- ★ Train a Russell Corporation employee to write and update the curriculum.
- ★ Train workplace education teachers to use the job specific curriculum most effectively.
- ★ Develop a credit course, or courses, on workplace education at Auburn University, Department of Vocational and Adult Education.
- ★ Train and utilize other workplace education specialists.

Description of Products

- ★ Formative Evaluation Report
- ★ Adult Education Supervisor's Handbook
- ★ Work Specific Curriculum (student books)
- ★ Work Specific Curriculum (instructor's manuals)

Products Available from

- ★ Alabama State Department of Education
- ★ Alabama Adult Literacy Resource Center
- ★ ERIC

Progress by Objectives and Russell Summary Letter



July 17, 1995

James Bob Drake, Ed.D.
Professor and Department Head
Vocational and Adult Education
Donahue and Thach
Auburn University, Alabama 36849-5529

Dear Dr. Drake:

Through the past 353 Grants, we have made tremendous strides in our efforts to place job specific adult education materials in our classes. The last report we received on June 30, continues to show the impact the project has on our employees. The value and importance of the materials is apparent not only to management, but also to the employees. As the lessons continue to be written, the skills of Paula Smith and the direction of Dr. Jo Smith are reflected in their work. Plant management has been cooperative in this project in assisting them and they realize the value to the Company of this project.

This project has also reinforced our philosophy that education and business must continue to work together to benefit each other. We certainly must have one of the best partnerships in Alabama. We hope to continue our partnership in other grants with Auburn University. We appreciate your support in the education process of Russell Corporation employees.

Sincerely,

A handwritten signature in cursive script that reads "Dick Dickson".

Dick Dickson
Vice-President Human Resources

c: Becky Dunn

Progress by Objectives

Objective 1

Create a workplace education model specifically designed to serve Russell Corporation employees.

The workplace literacy model was designed in the first year of the grant to include five sections: safety, vocabulary, forms, statistical process control, and teamwork. During the third year of the grant the model was modified to incorporate the vocabulary and forms sections. The final model consists of four sections. The sections are:

Workplace Education Curriculum Model

Developed for Russell Corporation

- ★ **Safety** *(section completed during years 1 and 2)*

- ★ **Vocabulary and Forms** *(7 of 10 lessons completed)*

- ★ **Statistical Process Control**

- ★ **Teamwork**

Seven of the ten lessons in the vocabulary and forms section are complete. Russell Corporation has approved four of the lessons and is in the process of reviewing the other three. The ten lessons in the vocabulary and forms section are listed below:

☆ **General Vocabulary**

(student book and instructor manual - approved & completed during year 2)

☆ **Carding General Vocabulary**

(student book and instructor manual -approved & completed during year 2)

☆ **Carding Common Vocabulary**

(student book and instructor manual - approved & completed during year 3)

☆ **Carding Technical Vocabulary**

(student book and instructor manual - approved & completed during year 3)

☆ **Carding Forms**

*(student book and instructor manual -completed during year 3
submitted to Russell Corporation for approval)*

☆ **Combing Vocabulary and Forms**

*(student book and instructor manual - completed during year 3
submitted to Russell Corporation for approval)*

☆ **Drawing Vocabulary and Forms**

*(student book and instructor manual - completed during year 3
submitted to Russell Corporation for approval)*

☆ **Roving Vocabulary and Forms**

☆ **Spinning Vocabulary and Forms**

☆ **Winding Vocabulary and Forms**

Objective 2

Use the developed education model as part of the Alabama Adult Education Curriculum to be disseminated for use in promoting workplace education.

Disseminated in the following ways during year two:

- ★ Presentation at the Regional Adult Education/Literacy Conference, Birmingham, Alabama (July 1993)

- ★ Distribution of approved safety curriculum

Name of Entity

Alabama State Department of Education
Enterprise State Junior College
Workplace Resource Center
O'Neal Steel
ERIC (Educational Resource Information Center)

Location

Montgomery, AL
Enterprise, AL
Greenville, SC
Birmingham, AL

- ★ Technical assistance in workplace education
(See Section D of this report)

- ★ The Adult Education Supervisor's Handbook was designed. This handbook was developed as a training package for adult educators. (See Section E of this report)

- ★ A workplace education practicum was offered at Auburn University during Winter Quarter 1994.
(See Sections D, I and J of this report)

Objective 2 (continued)

Use the developed education model as part of the Alabama Adult Education Curriculum to be disseminated for use in promoting workplace education.

Disseminated in the following ways during year three:

- ★ Presentation at Auburn University's Workplace Literacy teleconference, Auburn University, Alabama (April 1995)
- ★ Presentation at the State Adult Education Conference, Birmingham, Alabama (June 1995)
- ★ Approved curriculum submitted to ERIC
- ★ Curriculum and final report submitted to Alabama State Department of Education
- ★ Curriculum and final report submitted to Alabama Adult Literacy Resource Center

Objective 3

Design posttest to measure job specific curriculum effectiveness.

Year Two

- ★ A safety section evaluation was designed and administered. *(See Section B of this report).*
- ★ A formative evaluation report was compiled and submitted to the Alabama State Department of Education.
(See Section C of this report)

Year Three

- ★ A formative evaluation and a summative evaluation were compiled and included in the project's final report.
(See Section C of this report)
- ★ A vocabulary and forms section evaluation was designed *(See Section B of this report).* The posttest was not administered because the vocabulary and forms section was not completed by the end of the grant period.

Objective 4 (for years 1 and 2)

Increase employee workplace posttest scores.

- ★ 71.9% of the participants achieved at least an 80% mastery on the Safety Section *(See Section C of this report)*.

- ★ A formative evaluation report was compiled and submitted to the Alabama State Department of Education.
(See Section C of this report)

Objective 4 (for year 3)

Verify the impact of the job specific curriculum through supervisor and employee surveys.

- ★ Supervisor and employee surveys for the vocabulary and forms sections were not administered because the vocabulary and forms section was not completed by the end of the grant period.

- ★ Employees are continued to be surveyed upon completion of the safety section.

Objective 5 (for years 1 and 2)

Verify impact of job specific curriculum

Year Two

- ★ A safety section evaluation was designed and administered. *(See Section B of this report)*
- ★ A formative evaluation report was compiled and submitted to the Alabama State Department of Education.
(See Section C of this report)

Objective 5 (for year 3)

Provide staff development upon request

Year Three

- ★ Visited Russell Corporation's Habbersham Plant (Habersham, Georgia) to assist the teacher in implementing the STAR program *(See Section D of this report)*.
- ★ Presentation at the State Adult Education Conference, Birmingham, Alabama (June 1995)
- ★ A workplace education practicum was offered at Auburn University during Summer Quarter 1994.
(See Sections D, I, and J of this report)

Section Posttests

JOB TASKS INSTRUCTIONAL MATERIALS
RUSSELL CORPORATION
COOSA RING PLANT - CARDING DEPARTMENT

 **Directions:**
Circle the letter of the best answer.

1. Your body's defense against loud noise is:
 - A. a limited hearing loss.
 - B. deafness.
 - C. a decreased attention span.
 - D. a headache.

2. Safety rules at work include all the following except:
 - A. Do not wear loose clothing.
 - B. Long hair must be protected.
 - C. Tools must be carried in shirt pockets.
 - D. Ties should not be worn.

3. To practice good housekeeping at work you need to:
 - A. stack cartons, furniture, or equipment in aisles away from the machine.
 - B. report electrical equipment that has damaged wiring.
 - C. leave file drawers open where others might use the contents.
 - D. tell someone to wipe up spills or pick up trash.

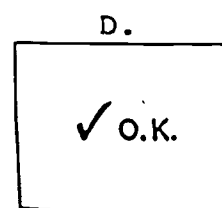
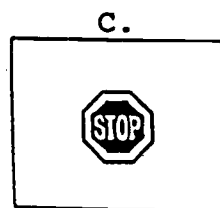
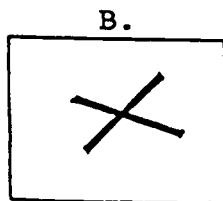
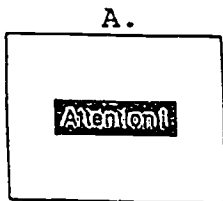
JOB TASKS INSTRUCTIONAL MATERIALS
RUSSELL CORPORATION
COOSA RING PLANT - CARDING DEPARTMENT

Directions:
Circle the letter of the best answer.

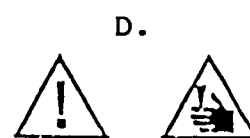
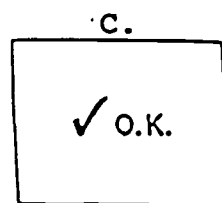
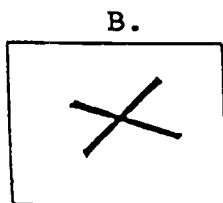
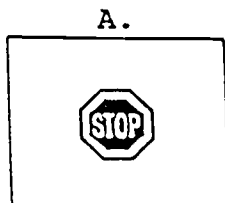
4. Circle the symbol that means a visual inspection is needed.



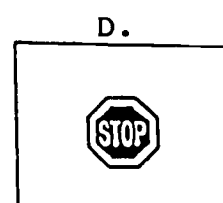
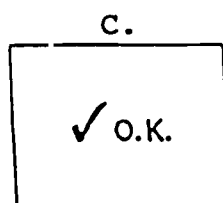
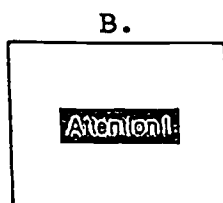
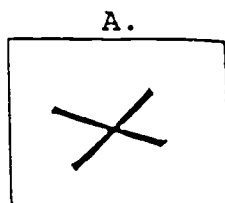
5. Circle the symbol that means there could be machine damage if operating rules are not followed.



6. Circle the symbol that means an incorrect usage or setting.



7. Circle the symbol that means the machine, assembly, or part must be idle.



JOB TASKS INSTRUCTIONAL MATERIALS
RUSSELL CORPORATION
COOSA RING PLANT - CARDING DEPARTMENT

 **Directions:**
Circle the letter of the best answer.

8. The main switch on your machine must be:
- A. turned on before making adjustments.
 - B. turned off before making adjustments.
 - C. turned to the idle position before adjustments are made.
 - D. turned off and secured before adjustments are made.
9. The emergency shutdown switch is pressed when:
- A. employees are making adjustments.
 - B. the first shift ends.
 - C. there is a serious situation requiring prompt action.
 - D. the second shift ends.
10. Machine covers that are screwed on may be removed when:
- A. the machine is running.
 - B. the machine is not running.
 - C. no one else is around the machine.
 - D. the main switch is off and secured.

JOB TASKS INSTRUCTIONAL MATERIALS
RUSSELL CORPORATION
COOSA RING PLANT - CARDING DEPARTMENT

 **Directions:**
Circle the letter of the best answer.

11. Which one of the following safety rules is not true when working with or around compressed air?
- A. Roll up and secure air hoses after use.
 - B. Do not turn off the air control valve after you use compressed air.
 - C. Do not clean your clothes or your body with compressed air.
 - D. Report damaged or leaking air hoses, valves, guns, or nozzles to your supervisor.
12. Compressed air is:
- A. stored energy.
 - B. not used in cleaning and "blow-down" of equipment.
 - C. safe and should not be taken seriously.
 - D. used to clean clothing.

**The posttest for the
Vocabulary and Forms
section is still in progress.
It will be
lengthened/revised as
additional lessons are
written.**

JOB TASK INSTRUCTIONAL MATERIALS
RUSSELL CORPORATION
COOSA RING PLANT

Directions Circle the letter of the best answer.

1. The word **align** means:
 - a. to be similar
 - b. to line up
 - c. to be at the back of a line
 - d. to pull

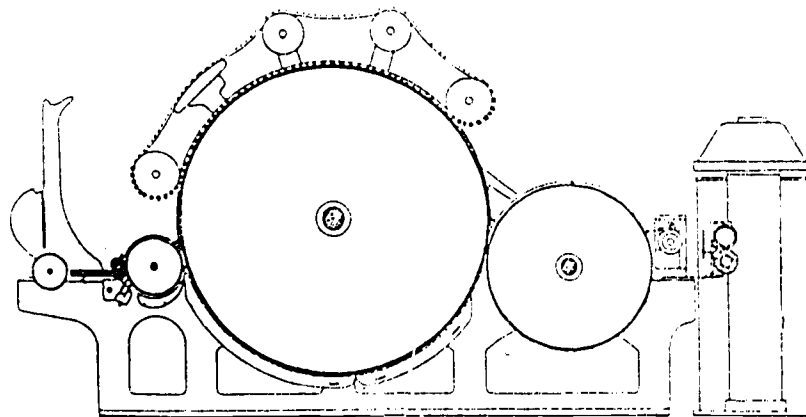
2. The word **prevent** means:
 - a. to keep something from happening
 - b. to do things at the same time
 - c. to clean
 - d. to repair

3. On a flow chart:
 - a. the beginning and ending steps are inside circles and the middle steps are inside diamonds.
 - b. the beginning and ending steps are inside rectangles and the middle steps are inside circles.
 - c. the beginning and ending steps are inside circles and the middle steps are inside rectangles.
 - d. the beginning and ending steps are inside diamonds and the middle steps are inside circles.

JOB TASK INSTRUCTIONAL MATERIALS
RUSSELL CORPORATION
COOSA RING PLANT

Use the information below to label the parts of the carding machine.
Label these parts: **cylinder, flats, chute, doffer, coiler head**

- ① The **chute** forms even fibers into an even mat. The mat is fed into the carding machine.
- ② The feed roll is the first roll to meet the cotton.
- ③ The licker-in takes small pieces of fiber from the feed roll. It puts the fiber on the cylinder.
- ④ Flats are located over the cylinder. Flats help to align and clean the fibers.
- ⑤ The cylinder is a large cast iron shell that rotates very fast.
- ⑥ The doffer is next to the cylinder. Its main job is to pull cotton off the cylinder.
- ⑦ The coiler head puts sliver into a can.



JOB TASK INSTRUCTIONAL MATERIALS
RUSSELL CORPORATION
COOSA RING PLANT

9. The words below share a common trait. Circle the letter of the word that does not belong.

- a. doffer
- b. licker-in
- c. cylinder
- d. micronaire

10. When two words are joined to form a compound word, the spelling of each separate word is kept the same. The two words are joined. Circle the compound word below.

- a. bobbin lay
- b. doubling
- c. pneumafil
- d. laydown

Write the abbreviation for each word in the blank.

- 11. pound _____
- 12. feet _____
- 13. yard _____
- 14. gram _____

**Participant Job Specific
Curriculum Survey,
Formative Evaluation, and
Summative Evaluation**

**PARTICIPANT JOB SPECIFIC CURRICULUM SURVEY
COOSA RING SPINNING -- SAFETY SECTION
TEACHER - VICKI SPRAGGINS
AUGUST, 1993**

Please rate each statement below.
Circle the number that best describes your opinion of the safety materials used in this class.

1 2 3
Disagree No Opinion Agree

	<u>Disagree</u>	<u>No Opinion</u>	<u>Agree</u>
1. The safety section materials were interesting.	1	2	3
2. The safety materials were too easy.	1	2	3
3. The safety materials were too difficult.	1	2	3
4. The safety materials were easy to understand.	1	2	3
5. The safety materials gave me new safety information.	1	2	3
6. The materials served as a good review of safety information at Russell Corporation.	1	2	3
7. The safety section will be a good program for new employees.	1	2	3
8. My teacher was interested in helping me learn more.	1	2	3
9. My teacher encouraged me to participate in class.	1	2	3
10. Planned class instruction prevented time from being wasted.	1	2	3
11. The safety information was useful to me on my job.	1	2	3
12. I feel I have improved my reading skills since starting this section.	1	2	3
13. I feel I have improved my writing skills since starting this section.	1	2	3

Has your attitude toward safety changed since being in this program? ____

Are you more aware of safety signs, rules, and procedures since being in this program? ____

What would you change about this program if you could? _____

**WORK SPECIFIC CURRICULUM PROJECT
SPECIAL 353 DEMONSTRATION PROJECT IN ADULT EDUCATION
FORMATIVE EVALUATION ON SAFETY SECTION
RUSSELL CORPORATION, ALEXANDER CITY, ALABAMA**

**REPORT SUBMITTED BY SALLIE DOWLING AVERITT, Ed.D.
DEPARTMENT OF VOCATIONAL AND ADULT EDUCATION
AUBURN UNIVERSITY, AUBURN ALABAMA
REPORTING DATE FEBRUARY 23, 1994**

**FORMATIVE EVALUATION
SPECIAL 353 DEMONSTRATION PROJECT IN ADULT EDUCATION
WORK SPECIFIC CURRICULUM PROJECT – RUSSELL CORPORATION**

Introduction

Russell Corporation completed the first phase of instruction using the safety section of the work specific curriculum. A formative evaluation was conducted using a *section evaluation* (posttest) and a *participant job specific curriculum survey*.

Sample Selection

Data were collected from 32 participants at Russell Corporation, Alexander City, Alabama.

Data Collection

The data were collected from August 1993 through November 1993.

Descriptive Statistics

Data in Table 1 (*section evaluation – posttest*) indicated that 71.9% of the participants achieved at least an 80% mastery of the materials. Mastery was determined by the number correct. Since there were 12 possible points, the participants achieved mastery by answering 10 or more questions correctly.

Table 1
A Summary of Participants Achieving Eighty Percent Mastery
Safety Section Evaluation (Posttest)

Number Correct Possible Points = 12	Frequency Participants = 32	Percent %	Cumulative Percentage
6	1	3.1	3.1
7	1	3.1	6.3
8	2	6.3	12.5
9	5	15.6	28.1
10	10	31.3	59.4
11	5	15.6	75.0
12	<u>8</u>	<u>25.0</u>	100.0
Total	32	100.0	

FORMATIVE EVALUATION
SPECIAL 353 DEMONSTRATION PROJECT IN ADULT EDUCATION
WORK SPECIFIC CURRICULUM PROJECT – RUSSELL CORPORATION

Descriptive Statistics (continued)

Data in Table 2 (*participant job specific curriculum surveys*) indicated that 84.4% of the participants increased their awareness of safety signs, rules, and procedures. In addition, 68.8% of the participants experienced a change in attitude about workplace safety.

Table 2
A Summary of Participant Responses
Participant Job Specific Curriculum Surveys (Safety Section)

Survey Questions Participants = 32	Yes (percentage)	No (percentage)	No Opinion (percentage)
1. Are you more aware of safety signs, rules, and procedures since being in this program?	84.4	6.3	9.3
2. Has your attitude toward safety changed since being in this program?	68.8	15.6	15.6

*FORMATIVE EVALUATION
SPECIAL 353 DEMONSTRATION PROJECT IN ADULT EDUCATION
WORK SPECIFIC CURRICULUM PROJECT -- RUSSELL CORPORATION*

Descriptive Statistics (continued)

Data in Table 3 (question 8) indicated that 84.4 percent of the participants agreed the safety information was useful to them on their jobs. Other significant findings were:

- Question 6
81.3% of the participants agreed the materials provided a good review of safety information
- Question 7
87.5% agreed that the safety section would benefit new employees
- Questions 9 & 10
> 50% of the participants reported they improved their reading and writing skills

Table 3
A Summary of Participant Responses
Participant Job Specific Curriculum Survey (Safety Section)

Survey Questions Participants = 32	Agree (percentage)	No Opinion (percentage)	Disagree (percentage)
1. The safety section materials were interesting.	78.1	21.9	.0
2. The safety materials were too easy.	25.0	37.5	37.5
3. The safety materials were too difficult.	6.3	28.1	65.6
4. The materials were easy to understand.	65.6	18.8	15.6
5. The materials gave me new safety information.	71.9	12.5	15.6
6. The materials served as a good review of safety information.	81.3	15.6	3.1
7. The safety section will be a good program for new employees.	87.5	9.4	3.1
8. The safety information was useful to me on my job.	84.4	15.6	.0
9. I feel I have improved my reading skills since starting this section.	59.4	31.3	9.4
10. I feel I have improved my writing skills since starting this section.	53.1	31.3	15.6

FORMATIVE EVALUATION
SPECIAL 353 DEMONSTRATION PROJECT IN ADULT EDUCATION
WORK SPECIFIC CURRICULUM PROJECT -- RUSSELL CORPORATION

Formative Evaluation -- Comments on Safety Section

Comment #1

The statistical results of the *section evaluation (posttest)* were encouraging. The majority (71.9 percent) of participants achieved an 80 percent mastery of the safety section materials.

Comment #2

The results of the *participant job specific curriculum surveys* were significant in the evaluation of the safety section. It appears that the safety curriculum made a difference in the knowledge base and awareness of Russell Corporation employees. (See Tables 3 and 4)

Comment #3

Participants who did not accomplish an 80 percent mastery may need to review the safety section. (See Recommendation #2)

Formative Evaluation -- Recommendations on Safety Section

Recommendation #1

New employees should participate in the safety section -- 87.5 percent of the participants agreed with this recommendation.

Recommendation #2

The safety section should be used periodically as a review of safety information at Russell Corporation -- 81.3 percent of the participants agreed the materials provided a good review of workplace safety.

Recommendation #3

The safety curriculum should be kept current. An employee at Russell Corporation should be trained and responsible for this task.

Work Specific Curriculum Project

Formative Evaluation on Safety Section

Report Submitted by Paula S. Smith, M.Ed.
Department of Vocational and Adult Education
Auburn University, Alabama
June 30, 1995

Formative Evaluation
Special 353 Demonstration Project in Adult Education
Work Specific Curriculum Project - Russell Corporation

Introduction

This evaluation reports statistics on the second group of participants to complete the safety section in the Skills Training at Russell (STAR) program.

Sample Selection

Data were collected from 21 participants at Russell Corporation, Alexander City, Alabama.

Data Collection

Data were collected during March 1995.

Descriptive Statistics

Data in Table 1 (section evaluation - posttest) indicates that 100% of the participants achieved at least an 80% mastery of the safety section materials. Mastery was determined by the number of questions answered correctly. There were a total of 12 questions, therefore mastery was achieved by answering 10 or more questions correctly.

Table 1
A Summary of Participants Achieving Eighty Percent Mastery
Safety Section Evaluation (Posttest)

Number Correct Possible Points = 12	Frequency Participants = 21	Percent %	Cumulative Percentage
10	6	28.57	28.57
11	5	23.81	52.38
12	<u>10</u>	<u>47.62</u>	100.00
Total	21	100.0	

Formative Evaluation
Special 353 Demonstration Project in Adult Education
Work Specific Curriculum Project - Russell Corporation

Descriptive Statistics

Data in Table 2 (participant job specific curriculum surveys) indicated that 71.43 percent of the participants experienced a change in their attitude toward workplace safety. Additionally, 85.72 percent of the participants felt an increased awareness of safety signs, rules, and procedures.

Table 2
A Summary of Participant Responses
Participant Job Specific Curriculum Surveys (Safety Section)

Survey Questions Participants = 21	Yes (percentage)	No (percentage)	No Opinion (percentage)
1. Has your attitude toward safety changed since being in the program.	71.43	14.285	14.285
2. Are you more aware of safety signs, rules, and procedures since being in this program?	85.72	4.76	9.52

Formative Evaluation
 Special 353 Demonstration Project in Adult Education
 Work Specific Curriculum Project - Russell Corporation

Descriptive Statistics

Data in Table 3 (question 11) indicated that 95.24 percent of the participants agreed the safety information was useful to them on their jobs. Other findings are summarized below.

Table 3
 A Summary of Participant Responses
 Participant Job Specific Curriculum Surveys (Safety Section)

Survey Questions Participants = 21	Disagree (percentage)	No Opinion (percentage)	Agree (percentage)
1. The safety section materials were interesting.	4.76	19.05	76.19
2. The safety materials were too easy.	47.62	47.62	4.76
3. The safety materials were too difficult.	47.62	42.86	9.52
4. The safety materials were easy to understand.	4.76	4.76	90.48
5. The safety materials gave me new safety information.	14.29	9.52	76.19
6. The materials served as a good review of safety information at Russell Corporation.	4.76	4.76	90.48
7. The safety section will be a good program for new employees.	0	0	100
8. My teacher was interested in helping me learn more.	0	4.76	95.24
9. My teacher encouraged me to participate in class.	0	9.52	90.48
10. Planned class instruction prevented time from being wasted.	0	14.29	85.71
11. The safety information was useful to me on my job.	0	4.76	95.24
12. I feel I have improved my reading skills since starting this section.	14.29	57.14	28.57
13. I feel I have improved my writing skills since starting this section.	19.05	61.9	19.05

Formative Evaluation
Special 353 Demonstration Project in Adult Education
Work Specific Curriculum Project - Russell Corporation

Formative Evaluation -- Comments on Safety Section

Comment #1

The statistical results of the section evaluation (posttest) were remarkable. One hundred percent of participants achieved an 80 percent mastery of the safety section materials.

Comment #2

The statistical results of the participant job specific curriculum survey indicate the safety curriculum made a difference in the knowledge base and awareness of Russell Corporation employees. (See Tables 3 and 4)

Formative Evaluation -- Recommendations on Safety Section

Recommendation #1

New employees should participate in the safety section -- 100 percent of the participants agreed with this recommendation.

Recommendation #2

The safety section should be used periodically as a review of safety information at Russell Corporation -- 90.48 percent of the participants agreed with this recommendation.

Recommendation #3

The safety section should be updated regularly. An employee at Russell Corporation should be trained and held responsible for this task.

Work Specific Curriculum Project

Summative Evaluation on Safety Section

Report Submitted by Paula S. Smith, M.Ed.
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June 30, 1995

Summative Evaluation
Special 353 Demonstration Project in Adult Education
Work Specific Curriculum Project - Russell Corporation

Introduction

This evaluation reports statistics on all participants who have completed the safety section in the Skills Training at Russell (STAR) program.

Sample Selection

Data were collected from 53 participants at Russell Corporation, Alexander City, Alabama.

Data Collection

Data were collected from August 1993 through March 1995.

Descriptive Statistics

Data in Table 1 (section evaluation - posttest) indicates that 83.01 % of the participants achieved at least an 80% mastery of the safety section materials. Mastery was determined by the number of questions answered correctly. There were a total of 12 questions, therefore mastery was achieved by answering 10 or more questions correctly.

Table 1
A Summary of Participants Achieving Eighty Percent Mastery
Safety Section Evaluation (Posttest)

Number Correct Possible Points = 12	Frequency Participants = 53	Percent %	Cumulative Percentage
6	1	1.89	1.89
7	1	1.89	3.78
8	2	3.78	7.56
9	5	9.43	16.99
10	16	30.19	47.18
11	10	18.86	66.04
12	<u>18</u>	33.96	100
Total	53	100.0	

Summative Evaluation
 Special 353 Demonstration Project in Adult Education
 Work Specific Curriculum Project - Russell Corporation

Descriptive Statistics

Data in Table 2 (participant job specific curriculum surveys) indicated that 69.81 percent of the participants experienced a change in their attitude toward workplace safety. Additionally, 84.91 percent of the participants felt an increased awareness of safety signs, rules, and procedures.

Table 2
 A Summary of Participant Responses
 Participant Job Specific Curriculum Surveys (Safety Section)

Survey Questions Participants = 53	Yes (percentage)	No (percentage)	No Opinion (percentage)
1. Has your attitude toward safety charged since being in the program.	69.81	15.095	15.095
2. Are you more aware of safety signs, rules, and procedures since being in this program?	84.91	5.66	9.43

Summative Evaluation
 Special 353 Demonstration Project in Adult Education
 Work Specific Curriculum Project - Russell Corporation

Descriptive Statistics

Data in Table 3 (question 11) indicated that 88.68 percent of the participants agreed the safety information was useful to them on their jobs. Other findings are summarized below.

Table 3
 A Summary of Participant Responses
 Participant Job Specific Curriculum Surveys (Safety Section)

Survey Questions Participants = 53*	Disagree (percentage)	No Opinion (percentage)	Agree (percentage)
1. The safety section materials were interesting.	1.89	20.75	77.36
2. The safety materials were too easy.	41.51	41.51	16.98
3. The safety materials were too difficult.	58.49	33.96	7.55
4. The safety materials were easy to understand.	11.32	13.21	75.47
5. The safety materials gave me new safety information.	15.09	11.32	73.59
6. The materials served as a good review of safety information at Russell Corporation.	3.77	11.32	84.91
7. The safety section will be a good program for new employees.	1.89	5.66	92.45
*8. My teacher was interested in helping me learn more.	0	4.76	95.24
*9. My teacher encouraged me to participate in class.	0	9.52	90.48
*10. Planned class instruction prevented time from being wasted.	0	14.29	85.71
11. The safety information was useful to me on my job.	0	11.32	88.68
12. I feel I have improved my reading skills since starting this section.	11.32	41.51	47.17
13. I feel I have improved my writing skills since starting this section.	16.98	43.40	39.62

* Questions 8, 9, and 10 were not asked of the first 32 participants. For these questions N=21.

Summative Evaluation
Special 353 Demonstration Project in Adult Education
Work Specific Curriculum Project - Russell Corporation

Summative Evaluation -- Comments on Safety Section

Comment #1

The statistical results of the section evaluation (posttest) were encouraging. The majority (83.01 percent) of participants achieved an 80 percent mastery of the safety section materials.

Comment #2

The statistical results of the participant job specific curriculum survey indicate the safety curriculum made a difference in the knowledge base and awareness of Russell Corporation employees. (See Tables 3 and 4)

Comment #3

Participants not accomplishing 80% mastery may need to review the safety section.

Summative Evaluation -- Recommendations on Safety Section

Recommendation #1

New employees should participate in the safety section -- 92.45 percent of the participants agreed with this recommendation.

Recommendation #2

The safety section should be used periodically as a review of safety information at Russell Corporation -- 84.91 percent of the participants agreed with this recommendation.

Recommendation #3

The safety section should be updated regularly. An employee at Russell Corporation should be trained and held responsible for this task.

Technical Assistance and Staff Development

TECHNICAL ASSISTANCE

<i>Entity Name</i>	<i>Location</i>	<i>Contact Person</i>	<i>Date</i>	<i>Method of Communication</i>
Chrysler Corporation	Huntsville, Alabama	Carolyn Peckham	12/1993	Fax, Mail, Telephone
Dothan Vocational Center	Dothan, Alabama	Susan Thompson Adult Education Instructor	8/2/93	Mail, Telephone
Douglas MacArthur State Technical College	Opp, Alabama	Phillip Johnson Workforce 2000 Instructor	10/1993	Mail, Telephone
O'Neil Steel, Inc.	Birmingham, Alabama	Leenie Hicks	1993 1994	On Site Visits, Fax, Mail, Telephone
Southern Ductile Cast Corporation	Bessemer, Alabama	Dave Ford Human Resource Manager	11/1993	On Site Visit, Fax, Mail, Telephone
Virginia Tech (Division of Vocational and Tech. Center)	Blacksburg, Virginia	Nevin Frantz, Jr., Professor	1993 1994	Mail
Workplace Resource Center	South Carolina	Ann Nickles	1,993	Mail, Telephone

Staff Development

Year 2

- ★ The Adult Education Supervisor's Handbook was designed. This handbook was developed as a training package for adult educators. *(See Section E of this report)*
- ★ A workplace education practicum was offered at Auburn University during Winter Quarter 1994.
(See Section I of this report)
- ★ Presentation at Workforce Education Conference (April 1994).

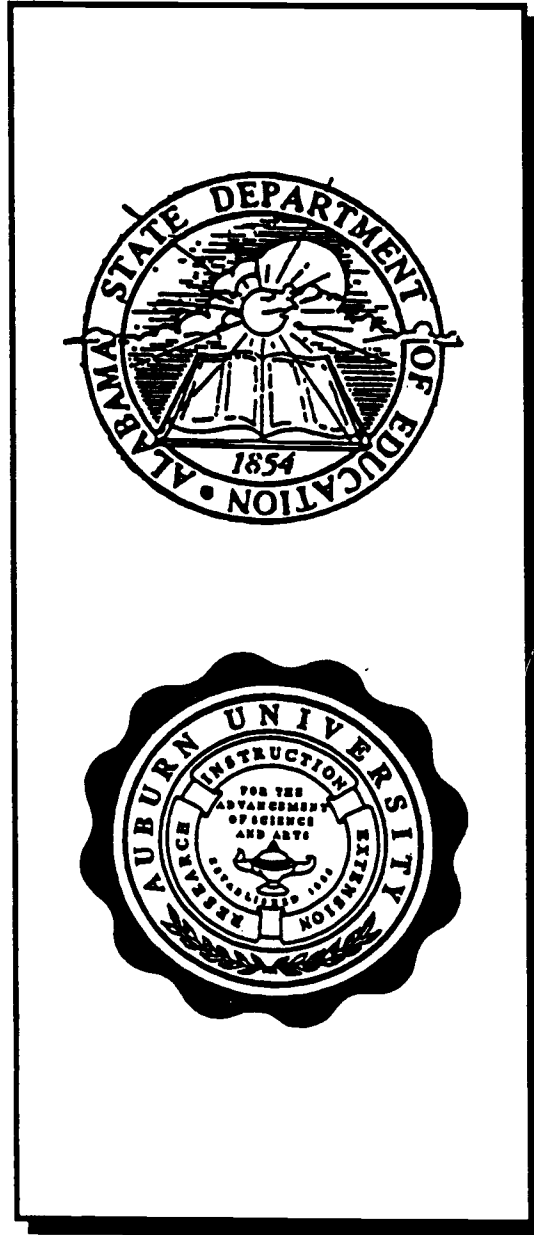
Year 3

- ★ Visited Russell Corporation's Habbersham Plant (Habbersham, Georgia) to assist the teacher in implementing the STAR program.
- ★ Presentation at the Regional Adult Education/Literacy Conference, Birmingham, Alabama (June 1995)
- ★ A workplace education practicum was offered at Auburn University during Summer Quarter 1994.
(See Section J of this report)

Adult Education Supervisor's Handbook

WORKPLACE EDUCATION PROGRAMS

ADULT EDUCATION SUPERVISOR'S HANDBOOK



Alabama State Department of Education
Auburn University - Department of Vocational & Adult Education

ACKNOWLEDGMENTS

We wish to express appreciation to Ms. Becky Dunn (Russell Corporation), Chairperson, and other members of the Alabama Textile Manufacturers Association (ATMA) Education Committee for giving us permission to use a research paper they produced. The ATMA research allowed us to view workplace education from a business perspective.

In addition, we would like to thank Russell Corporation for allowing us to use samples of their work specific curriculum developed as a part of this overall 353 project.

Supervisor's Handbook

This handbook was designed as part of a Special 353 Demonstration Project. The project was funded by the State Department of Education, Adult Education Section to Auburn University, Vocational and Adult Education Department.

This handbook is to be used by adult education supervisors when working with business and industry. The information may be used as a guide for the development of a workplace education program, in a local business/industry.

Written by:

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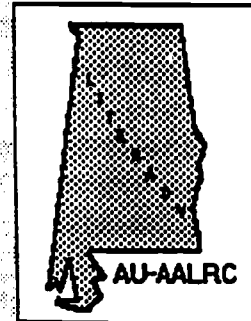
**Herbert D. Sims, Adult Education Supervisor
Central Alabama Community College
Childersburg, AL**

**Randall White, Adult Education Supervisor
DeKalb County Board of Education
Fort Payne, AL**

ALABAMA ADULT LITERACY RESOURCE CENTER

For more information about the new resource center, you may contact the following:

State of Alabama Department of Education
Adult Education Offices
Gordon Persons Building
50 N Ripley Street
Montgomery, Alabama 36104-3833
800-392-8086



Auburn University
Department of Vocational and Adult Education
209A George Wallace Building
Auburn University, Alabama 36849-5529

WORKPLACE EDUCATION TAX CREDIT

For more information about a workplace education tax credit, you may contact the following:

Dr. Bobby B. Dees, Adult Education Director
State of Alabama Department of Education
Gordon Persons Building
50 N Ripley Street
Montgomery, AL 36104-3833
800-392-8086

Alabama Foundation for Workplace Education
P.O. Box 3534
Montgomery, AL 36109
205-271-5299





**WORKPLACE EDUCATION PROGRAMS
ADULT EDUCATION SUPERVISOR'S HANDBOOK**

WORKPLACE EDUCATION

- ♦ The ultimate goal of a workplace education program is to improve the productivity of the workforce -- through the improvement of the employees' literacy abilities.
- ♦ Eighty-five percent of the expected workforce 2000 is already in the workplace.
- ♦ Ninety-eight percent of all jobs require some reading.
- ♦ Seventy percent of the reading material on the job is from 9th grade to college graduate level.
- ♦ The Department of Education recently reported that 47 percent of the nation's 191 million adults lack basic reading skills. (90 million Americans)
- ♦ The majority of the new jobs in the year 2000 will require some postsecondary education.



Alabama State Department of Education

AE ADULT EDUCATION

TABLE OF CONTENTS WORKPLACE EDUCATION SUPERVISOR'S HANDBOOK

SECTION I BACKGROUND INFORMATION

Details and supporting information about workplace education are in this section. The background information text should be read before the supervisor visits the employer.

SECTION II WORKPLACE EDUCATION WORKSHEETS

These worksheets are to be taken by adult education supervisors to the work site. They will be used as a guide when talking with business and industry representatives about workplace education programs.

SECTION III ATTACHMENTS

Attachment A	Needs assessment
Attachment B	Sample job tasks analysis format
Attachment C	Sample job tasks analysis form
Attachment D	Initial meeting plan
Attachment E	Work specific curriculum developmental schematic
Attachment F	Pre-program employee survey
Attachment G	Post-program employee survey
Attachment H	Selecting an adult education instructor
Attachment I	Sample of workplace education content vocabulary section (textile industry)
Attachment J	Sample <i>individual education plan</i> vocabulary section (textile industry)
Attachment K	Sample lesson vocabulary section (textile industry)
Attachment L	Sample instruction plan vocabulary section (textile industry)
Attachment M	A workplace education resource list

SECTION I

BACKGROUND INFORMATION

The supervisors should read the following pages before visiting the employer. Section I objectives are to:

- ♦ Inform the supervisors of reasons why business and industry desire a literate workforce
- ♦ Assist the supervisors in distinguishing among workplace education program types
- ♦ Provide the supervisors with a framework for developing work specific workplace education programs

WORKPLACE EDUCATION PROGRAMS
BACKGROUND INFORMATION

LITERACY -- THE COMPANY AND THE EMPLOYEE

A LITERATE WORKFORCE

Management commitment to an education program will provide an opportunity for employees to improve their skills, which will benefit the business. Some employees will be given the personal opportunity to fulfill their lifelong dream of getting a GED. The rewards will be significant for both business and the employee!

Business and Industry desire a literate workforce because literacy promotes the following:

- ♦ Improved self-esteem
- ♦ Increased confidence
- ♦ Better communication
- ♦ Skills in problem analysis
- ♦ Improved listening skills
- ♦ Improved efficiency
- ♦ Reduced operating costs*
- ♦ Improved morale
- ♦ Enhanced employer and employee relations

*Workers' compensation and industrial accidents, due to lack of training, are costly. Workplace basic skills programs may reduce these costs.

WORKPLACE EDUCATION PROGRAMS
BACKGROUND INFORMATION

TYPES OF WORKPLACE EDUCATION PROGRAMS

1. Literacy programs are designed for employees with low reading levels. The focus is on skills such as recognizing and combining letters in print to form words. These programs are usually conducted by literacy tutors (one-on-one instruction). The transfer of skills to job performance is generally not addressed. Instructional materials may include Laubach Way To Reading, published by New Readers Press.

2. Basic skills programs focus on academic applications of basic skills -- solving mathematical problems, writing essays, reading exercises. These programs generally will not teach employees how to transfer basic skills to the performance of job tasks. Instructional materials may include textbooks and commercial materials such as Steck-Vaughn and Contemporary. The Alabama Adult Education Curriculum will serve as a guideline.

3. Work specific education programs are a hybrid of education and training -- they offer instruction in basic skills applications as they relate to the employees' jobs; thus, it teaches employees how to transfer such skills to the performance of job tasks.

Work specific education is the most time consuming of the types outlined; however, its benefits are generally greater -- productivity, product quality, reduced absenteeism, decreased accident rates, increased retention of employees, etc. Details follow on the development of work specific education programs.

4. Technical training programs are designed to teach specific organizational procedures or information related to performing a job, such as operating a new computer system in a warehouse setting, operating a piece of equipment, or complying with safety rules. Instructional materials are usually work specific and company generated.

WORKPLACE EDUCATION PROGRAMS
BACKGROUND INFORMATION

DEVELOPMENT OF WORK SPECIFIC WORKPLACE EDUCATION PROGRAMS

1. Identify program goals and objectives
Not only are company goals considered, but also the employees' goals.
2. Identify critical job tasks
3. Conduct an employee assessment
Will a standard assessment procedure be used for the industry, company, plant, department, etc.? Will the assessment be criterion referenced (CASAS) or norm referenced (TABE)?
4. Make decisions regarding voluntary versus mandatory participation
5. Make decisions on employee release time versus personal time
6. Create program awareness
Examples of creating program awareness may include:
 - . Bulletin board notices offering the opportunity to enroll
 - . Employee meetings
 - . Invitations to talk with an adult education instructor at an informal gathering
 - . An announcement of the partnership with adult education in community
 - . A company newsletter explaining the program, etc.

WORKPLACE EDUCATION PROGRAMS
BACKGROUND INFORMATION

DEVELOPMENT OF WORK SPECIFIC WORKPLACE EDUCATION PROGRAMS

7. Conduct a job task analysis

Job tasks analyses (JTA) provide information about how workers apply basic skills and thinking strategies to perform a task. Information about the work environment is also collected. During the JTA, copies of work related materials are collected. These materials include forms, sample pages of equipment manuals, and other materials the employees must read or enter data on. See attachment B for JTA format.

8. Develop a work specific education curriculum

1. The writer may be an educator outside the company, or the company may designate an employee to write the curriculum with the assistance of a local provider.

2. The content for the curriculum is determined by the company.

3. Lesson scripts and activities should follow a structured format.

4. The Alabama Adult Education Curriculum Basic Skills - Scope and Sequence serves as an excellent guide for curriculum development.

9. Recruit program participants

Who will participate in the program? How will they be identified?

1. Suggestion - Review employee records for education background. The employment application may have information on school achievement.

2. Some employees may have expressed an interest in getting their GED. Furthermore, they usually know of others who don't have high school diplomas.

3. Employee assessment

WORKPLACE EDUCATION PROGRAMS
BACKGROUND INFORMATION

DEVELOPMENT OF WORK SPECIFIC WORKPLACE EDUCATION PROGRAMS

10. Select an instructor

A critical part of workplace education programs is the instructor's ability to transfer theory and knowledge to specific applications. Important questions to be answered include the following:

- . Who will teach and facilitate the classes?
- . What educational background does the instructor have?
- . What are the instructor's philosophies regarding adult learning? See examples 1-4 below.

EXAMPLES OF INSTRUCTOR'S PHILOSOPHIES ON ADULT EDUCATION

1. Adults have a deep psychological need to be generally self-directing.
2. They want to apply whatever knowledge and skill they gain today to functioning more effectively tomorrow.
3. Adult learners usually must experience a need to learn. The educator is responsible for creating conditions and providing tools and procedures for helping learners recognize their "needs to know."
4. Adults bring into the classroom a large reservoir of experience that is a rich resource for learning -- for themselves and others.

(Reference The Modern Practice of Adult Education, Malcolm S. Knowles)

11. Evaluate program

Program evaluations are essential. The evaluations should be a joint project among Adult Educators and Business and Industry, including participating employees. Everyone will benefit!

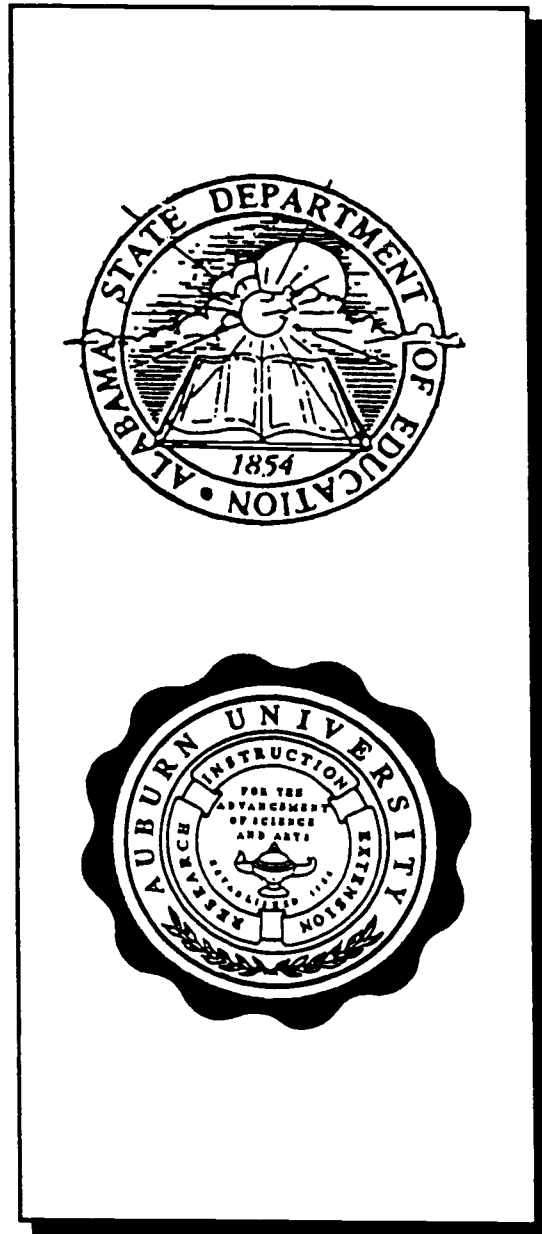
SECTION II

WORKPLACE EDUCATION WORKSHEETS

The supervisors should take this section to the work site. The worksheets will be used as a guide when talking with business and industry representatives about workplace education programs. Section II objectives are to provide:

- ♦ Supervisors with workplace education statistics
- ♦ A worksheet for determining the need for adult education classes (workplace education classes)
- ♦ A brief program participant worksheet
- ♦ A worksheet on contributors to retention in program
- ♦ Information on workplace program evaluations

WORKPLACE EDUCATION PROGRAMS



Alabama State Department of Education
Auburn University - Department of Vocational & Adult Education

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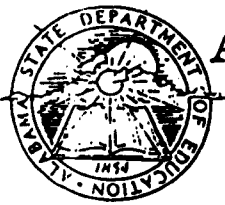
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WORKPLACE EDUCATION PROGRAMS

- ♦ The ultimate goal of a workplace education program is to improve the productivity of the workforce -- through the improvement of the employees' literacy abilities.
- ♦ Eighty-five percent of the expected workforce 2000 is already in the workplace.
- ♦ Ninety-eight percent of all jobs require some reading.
- ♦ Seventy percent of the reading material on the job is from 9th grade to college graduate level.
- ♦ The Department of Education recently reported that 47 percent of the nation's 191 million adults lack basic reading skills. (90 million Americans)
- ♦ The majority of the new jobs in the year 2000 will require some postsecondary education.

For more information about your own workplace education program, call: _____

Your local adult education contact is: _____

WORKPLACE EDUCATION PROGRAMS

STEP I DETERMINING THE NEED FOR ADULT EDUCATION CLASSES

1. What are the company's goals and objectives for this program?
2. Is a class needed for basic skills to improve reading, writing, and math skills?
3. Is a class needed for GED test preparation?
4. Is a class needed to teach job specific terminology and/or materials that are used on the job?
5. How will the program be announced?

Bulletin board notices _____
Employee meetings _____
Brochures _____
Other _____

6. What is the projected time for the program, if any?
7. When will the classes be scheduled?
8. Where will the classes be located?
On-site _____
Off-site _____
9. What will be the recognition for completion of the program?

WORKPLACE EDUCATION PROGRAMS

STEP II

PROGRAM PARTICIPANTS

1. How many employees will participate in the program?
2. How will participants be identified? Voluntary?

Resources for participant identification might include level of education, job performance evaluation, pre-employment screening, interview with supervisor, TABE scores, etc.

WORKPLACE EDUCATION PROGRAMS

STEP III CONTRIBUTORS TO RETENTION IN PROGRAM

Conduct classes on-site at the plant location. Workplace education at the workplace facilitates attendance and interest. If there is not a training room or area suitable for a classroom, schedule the class close to the worksite.

The following is a checklist of factors that contribute to program retention:

1. Classes meet on-site _____
2. Classes meet in surroundings familiar to most employees _____
3. Employees attend class with people they already know _____
4. Transportation problems are minimal _____
5. Child care problems are minimal _____
6. Location is conducive to management involvement _____
7. Participation can be observed by management _____
8. First day of class is made special _____
9. Refreshments are provided periodically for class by management _____
10. Quality instruction is offered to participants _____
11. Teachers are well trained _____
12. Individualized instruction is built into the work specific curriculum via supplementary materials and suggested instruction guidelines _____
13. Assurance of participant success _____
14. Participant goal and objective surveys are given at regular intervals and may be reviewed by management _____

WORKPLACE EDUCATION PROGRAMS

STEP IV

RECOGNITION OF ACHIEVEMENT

The following checklist includes suggestions for employee recognition:

1. Luncheon or dinner for GED recipients _____
 2. Screen printed T-shirts with appropriate logo or message _____
 3. Announcements in company newsletter/newspaper of GED recipients _____
 4. Certificates of achievement from company _____
 5. Employee meetings
Recognition of program attendance or GED _____
 6. Chamber of Commerce newsletters regarding company on-site classes and/or GED recipients _____
 7. GED graduation ceremonies _____
 8. Other _____
-
-
-
-
-
-

WORKPLACE EDUCATION PROGRAMS

STEP V

EVALUATIONS

Evaluations are necessary for feedback. Listed below are several reasons.

- Evaluations provide information about the quality of the program.
- Participants are given feedback to determine if their goals are being met.
- Participants give feedback on program.
- Due to evaluation results, the instructor(s) may decide that modifications are needed for current and/or future programs.
- Evaluations often clarify program goals and objectives.
- Evaluations determine if company and individual goals are being met, or if improvements in the program are needed.

Some outcomes are extremely difficult to measure; therefore, soft effects (e.g., employee attitude, retention, productivity, and morale) are assessed.

Statistics and Evaluation

Before and during the program, various statistics can be accumulated. These include the following:

1. Number of employees at the beginning of the program
2. Number of employees at the end of program
3. Academic gains during program
4. Achieved goals of participants
5. Number of GEDs received
6. Monthly turnover
7. Number of employees terminated
8. Number of new hires
9. Percentage of absenteeism
10. Work related accidents
11. Insurance claims
12. Reduction in health care costs
13. Lost time
14. Production output
15. Production errors
16. Number of reprimands for absenteeism
17. Number of reprimands for discipline

SECTION III **ATTACHMENTS A-M**

The objectives of Section III are to provide supervisors with a resource of practical information -- on workplace education programs. The following pages may be used by supervisors interested in specific areas; e.g., an initial meeting plan, work specific curriculum developmental schematic, pre-program employee survey, etc.

Section III includes the following attachments:

Attachment A	Needs assessment
Attachment B	Sample job tasks analysis format
Attachment C*	Sample job tasks analysis form
Attachment D	Initial meeting plan
Attachment E	Work specific curriculum developmental schematic
Attachment F	Pre-program employee survey
Attachment G	Post-program employee survey
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Attachment K	Sample lesson vocabulary section (textile industry)
Attachment L	Sample instruction plan vocabulary section (textile industry)
Attachment M	A workplace education resource list

Adult education supervisors are encouraged to use these attachments in workplace education programs. **The attachments may be duplicated as needed!**

*Includes the Alabama Adult Education Curriculum Basic Skills - Scope and Sequence

Needs Assessment (Business and Industry)

The following is a *literacy problem checklist* for business and industry:

- Production errors
- Absenteeism
- Poor quality
- Waste
- Accidents
- Misuse of equipment
- High turnover
- Poor employee morale
- Profit loss
-
-
-

Organize an advisory committee

Among their many responsibilities, the committee will identify critical jobs and job tasks.

Review job descriptions

Observation

Observe employees to determine the basic skills they use to perform their jobs effectively.

Watch the employees throughout a workday. Be sure you have observed all job tasks that were identified as being critical.

Record when the employee reads, writes, or does a mathematical calculation.

Document the setting in which basic skills activities take place.

Document whether the tasks are performed individually or in groups.

Collection of work materials

Collect and review all materials that are written and read on the job. Collection includes memoranda, sample pages of equipment manuals, telephone messages, bills of sale, order forms, etc.

Ask for a copy of all forms the employees work with. Make certain to obtain a clean copy as well as a completed copy.

Analyze the materials to determine reading levels.

Examine the content of these materials to determine their purpose.

Interviews

Interview employees. Ask them what they think the basic skills needed to perform their jobs are.

Document skills that the top-performing employees say are most important. Ask them what are the skills they use most and how they use them.

Interview supervisors. Ask them what skills are critical for effective job performance.

Investigate discrepancies between the employees' and the supervisors' perceptions of skills needed.

Ask both employees and supervisors how they would train a new employee, step by step. For example, "What activity do you do first? How did you know? What is the next activity?" Try to capture the mental process of effective job performance.

Job assessment

Combine the information gathered from observing the employees, collecting the materials they use, and the interviews.

Determine the approximate level that job materials are written on.

Write a description of the jobs with the basic skills (reading, writing, and computation) needed to perform them effectively. Use the JTA form, Attachment C1.

JOB TASKS ANALYSIS
SAMPLE

GENERAL DESCRIPTION: _____

DATE: _____

JOB TITLE: _____

DEPARTMENT: _____

JOB NUMBER: _____

JOB PROCEDURES

LITERACY SKILLS NEEDED

**A. Literacy skills that apply
to all job steps**

B. Sequence of basic job steps

1.

2.

3.

4.

JOB TASKS ANALYSIS
SAMPLE

GENERAL DESCRIPTION: Oversee and adjust machinery to run within acceptable limits

DATE: 00/00/00
JOB TITLE: Machine Operator
DEPARTMENT: XYZ
JOB NUMBER: 000

JOB PROCEDURES	LITERACY SKILLS NEEDED
A. Literacy skills that apply to all job steps	<i>.Uses common knowledge of safety .Selects appropriate course of action in emergency ...</i>
B. Sequence of basic job steps	
1. Remove scrap from machinery and maintains clean work area	<i>.Follows procedural directions .Applies safety knowledge ...</i>
2. Checks machinery at regular intervals to determine if running within specified range; uses stopwatch to time inspection intervals	<i>.Tells time .Reads decimals .Follows procedural directions .Applies concept of greater than/less than ...</i>
3.	
4.	

FOR LITERACY SKILLS NEEDED SEE REFERENCE -- JORIE W. PHILIPPI, LITERACY AT WORK: THE WORKBOOK FOR PROGRAM DIRECTORS.

ALABAMA ADULT EDUCATION CURRICULUM
BASIC SKILLS - SCOPE AND SEQUENCE

R. READING - The student will:

- R.1.0 Demonstrate reading readiness**
- R.1.1 Recognize alphabet**
- R.1.2 Recognize numerals**
- R.1.3 Demonstrate left to right progression**
- R.1.4 Identify basic sight vocabulary**
- R.1.5 Discriminate visual clues**
- R.1.6 Discriminate auditory clues (rhythm, pattern)**
- R.1.7 Demonstrate directional vocabulary (oral) -
(i.e., under, through, first, last)**
- R.1.8 Sequence pictures**
- R.1.9 Categorize pictures**
- R.1.10 Establish sound symbol relationship**
- R.1.11 Follow oral directions**
- R.1.12 Recognize objects, pictures, and symbols**

- R.2.0 Read using word recognition skills**
 - R.2.1.0 Analyze phonetically**
 - R.2.1.1 Consonant silent letters**
 - R.2.1.2 Identify initial consonants**
 - R.2.1.3 Identify final consonants**
 - R.2.1.4 Identify long and short vowels**
 - R.2.1.5 Identify letter combinations**
 - R.2.1.6 Long y with e or i sound**
 - R.2.1.7 Schwa**
 - R.2.1.8 R - controlled**
 - R.2.1.9 Identify word patterns**

 - R.2.2.0 Analyze structurally**
 - R.2.2.1 Recognize root words**
 - R.2.2.2 Recognize prefixes**
 - R.2.2.3 Recognize suffixes**
 - R.2.2.4 Separate syllables**
 - R.2.2.5 Identify compound words**
 - R.2.2.6 Recognize possessives**
 - R.2.2.7 Recognize contractions**
 - R.2.2.8 Differentiate singular and plural words**
 - R.2.2.9 Recognize abbreviations**

 - R.2.3.0 Develop vocabulary**
 - R.2.3.1 Distinguish positional words (i.e. over,
under)**
 - R.2.3.2 Use synonyms, antonyms, and homonyms**
 - R.2.3.3 Solve word analogies**
 - R.2.3.4 Utilize context clues**
 - R.2.3.5 Identify content related sight vocabulary**

- R.3.0 Read using comprehension skills
- R.3.1 Recognize punctuation signals (. , ! ?)
- R.3.2 Classify information
- R.3.3 Define main idea
- R.3.4 Author purpose
- R.3.5 Author viewpoint
- R.3.6 Identify supporting details
- R.3.7 Recall details
- R.3.8 Develop sequences
- R.3.9 Compare/contrast information
- R.3.10 Distinguish fact from opinion
- R.3.11 Distinguish cause from effect
- R.3.12 Draw conclusions
- R.3.13 Summarize information
- R.3.14 Identify figurative language (idioms, similes, metaphors)
- R.3.15 Make predictions
- R.3.16 Evaluate information
- R.3.17 Character analysis (feeling, motive, trait)
- R.3.18 Utilize context clues

- R.4.0 Apply study skills
- R.4.1 Alphabetize words
- R.4.2 Follow directions
- R.4.3 Skim and scan information
- R.4.4 Locate information (dictionary, reference booksets, table of contents, index)
- R.4.5 Organize information (notetaking - directed reading activity)

- R.5.0 Expand reading
- R.5.1 Identify a variety of reading materials such as - novels, short stories, mysteries, plays, poetry, etc.
- R.5.2 Use reference, factual, and specialized materials

W. WRITING - The student will:

- W.1.0 Demonstrate legible handwriting
- W.1.1 Form upper case letters
- W.1.2 Form lower case letters
- W.1.3 Write a signature
- W.1.4 Form numerals
- W.1.5 Form symbols

- W.2.0 Demonstrate use of correct spelling
- W.2.1 Spell a list of sight words
- W.2.2 Write plural of words
- W.2.3 Use prefixes and suffixes
- W.2.4 Spell homonyms
- W.2.5 Spell contractions
- W.2.6 Spell abbreviations

- W.2.7 Spell possessives
- W.2.8 Spell commonly confused or misspelled words
- W.2.9 Apply common spelling rules

- W.3.0 Demonstrate use of punctuation marks
- W.3.1 Use sentence ending punctuation
- W.3.2 Use commas
- W.3.3 Punctuate abbreviations
- W.3.4 Use quotation marks
- W.3.5 Use apostrophes
- W.3.6 Use colons
- W.3.7 Use semi-colons
- W.3.8 Use hyphens

- W.4.0 Demonstrate the use of capitalization
- W.4.1 Capitalize the first word of sentences
- W.4.2 Capitalize proper nouns and proper adjectives
- W.4.3 Capitalize titles
- W.4.4 Capitalize the word "I"
- W.4.5 Capitalize salutations and closing in letters
- W.4.6 Capitalize the first spoken word of a quotation

- W.5.0 Demonstrate the use of correct grammar
- W.5.1 Identify parts of speech
- W.5.2 Use subject/verb agreement
- W.5.3 Use correct pronoun agreement and form
- W.5.4 Use appropriate verb tenses
- W.5.5 Use irregular verb forms
- W.5.6 Use contractions
- W.5.7 Use possessives

- W.6.0 Demonstrate the use of correct sentence structure
- W.6.1 Distinguish between a sentence and a phrase
- W.6.2 Identify subject and predicate
- W.6.3 Recognize four kinds of sentences (Dec., Inter., Imp. Excl.)
- W.6.4 Identify types of sentences (simple, compound, complex)
- W.6.5 Use modifiers

- W.7.0 Demonstrate a composition skills
- W.7.1 Write a sentence
- W.7.2 Write a paragraph
- W.7.3 Topic sentence - identify and develop
- W.7.4 Sentence sequencing
- W.7.5 Develop a simple outline (topical, phrase, sentence)
- W.7.6 Construct a personal letter
- W.7.7 Construct a business letter
- W.7.8 Use basic proofreading skills

M. MATHEMATICS

- M.0.0** Demonstrate precomputational skill
- M.0.1** Recognize and count numerals
- M.0.2** Establish one-to-one correspondence
- M.0.3** Demonstrate place value
- M.0.4** Convert and use coins and currency
- M.0.5** Read numerals
- M.0.6** Write and identify numerals
- M.0.7** Explain math vocabulary
- M.0.8** Odd and even numbers
- M.0.9** Compare number values
- M.0.10** Counting by 5's, 10's & 20's

- M.1.0** Compute using whole numbers
- M.1.1** Add whole numbers
- M.1.2** Subtract whole numbers
- M.1.3** Multiply whole numbers
- M.1.4** Divide whole numbers
- M.1.5** Perform multiple operations using whole numbers
(number sentences)
- M.1.6** Estimate and round whole numbers
- M.1.7** Solve whole number word problems

- M.2.0** Compute using decimal fractions
- M.2.1** Add decimal fractions
- M.2.2** Subtract decimal fractions
- M.2.3** Multiply decimal fractions
- M.2.4** Divide decimal fractions
- M.2.5** Perform multiple operations using decimal
fractions
- M.2.6** Convert decimal fractions to common fractions
or percents
- M.2.7** Estimate and round decimal fractions
- M.2.8** Solve decimal fraction word problems

- M.3.0** Compute using fractions
- M.3.1** Recognize fractional amounts
- M.3.2** Understand fraction vocabulary
- M.3.3** Add common or mixed fractions
- M.3.4** Subtract common or mixed fractions
- M.3.5** Multiply common or mixed fractions
- M.3.6** Divide common or mixed fractions
- M.3.7** Perform multiple operations using fractions
- M.3.8** Convert common or mixed fractions to decimal
fractions or percents
- M.3.9** Solve fractions word problems

- M.4.0** **Compute using percents**
- M.4.1** **Apply a percent to determine amount of discount**
- M.4.2** **Apply a percent in a context not involving money**
- M.4.3** **Calculate percents**
- M.4.4** **Convert percents to common, mixed, or decimal fractions**
- M.4.5** **Calculate interest**
- M.4.6** **Solve percent word problems**

- M.5.0** **Use expressions, equations, or formulas**
- M.5.1** **Recognize or evaluate simple consumer formulas**
- M.5.2** **Recognize or evaluate simple geometric formulas (perimeter)**
- M.5.3** **Recognize or evaluate simple algebraic formulas**

- M.6.0** **Use measurement**
- M.6.1** **Convert U.S. Customary and standard International Metric System of measurement**
- M.6.2** **Identify points, lines, segments, rays**
- M.6.3** **Measure linear dimensions, geometric shapes, or angles**
- M.6.4** **Recognize geometric symmetry and congruency**
- M.6.5** **Measure area and volume of geometric shapes**
- M.6.6** **Use measurement instruments ie thermometer**
- M.6.7** **Interpret scale drawings**
- M.6.8** **Calculate with units of time**
- M.6.9** **Solve measurement problems**

- M.7.0** **Interpret maps, graphs, tables and charts**
- M.7.1** **Interpret a bar graph**
- M.7.2** **Interpret a picture graph**
- M.7.3** **Interpret a circle graph**
- M.7.4** **Interpret maps**
- M.7.5** **Interpret tables and charts**

Revised 3/92

INITIAL MEETING PLAN

ORGANIZE AND MEET WITH EDUCATION COMMITTEE
PROJECT MEETING DATE _____



PROPOSED MEETING AGENDA

- ◆ **Make a specific list of problems on the job which may be attributed to deficient basic skills. (Use the list of problem areas from the needs assessment - Attachment A)**
- ◆ **Access existing personnel data, e.g., last grade completed, pre-employment screening, job performance evaluation, etc.**
- ◆ **Discuss an assessment instrument**
- ◆ **Discuss the issue of *release time***



DECISION - EMPLOYEE ASSESSMENT



DECISION - PROGRAM TYPES



**WORKPLACE
LITERACY
PROGRAM**

**ADULT
EDUCATION
PROGRAM
(ABE & GED)**

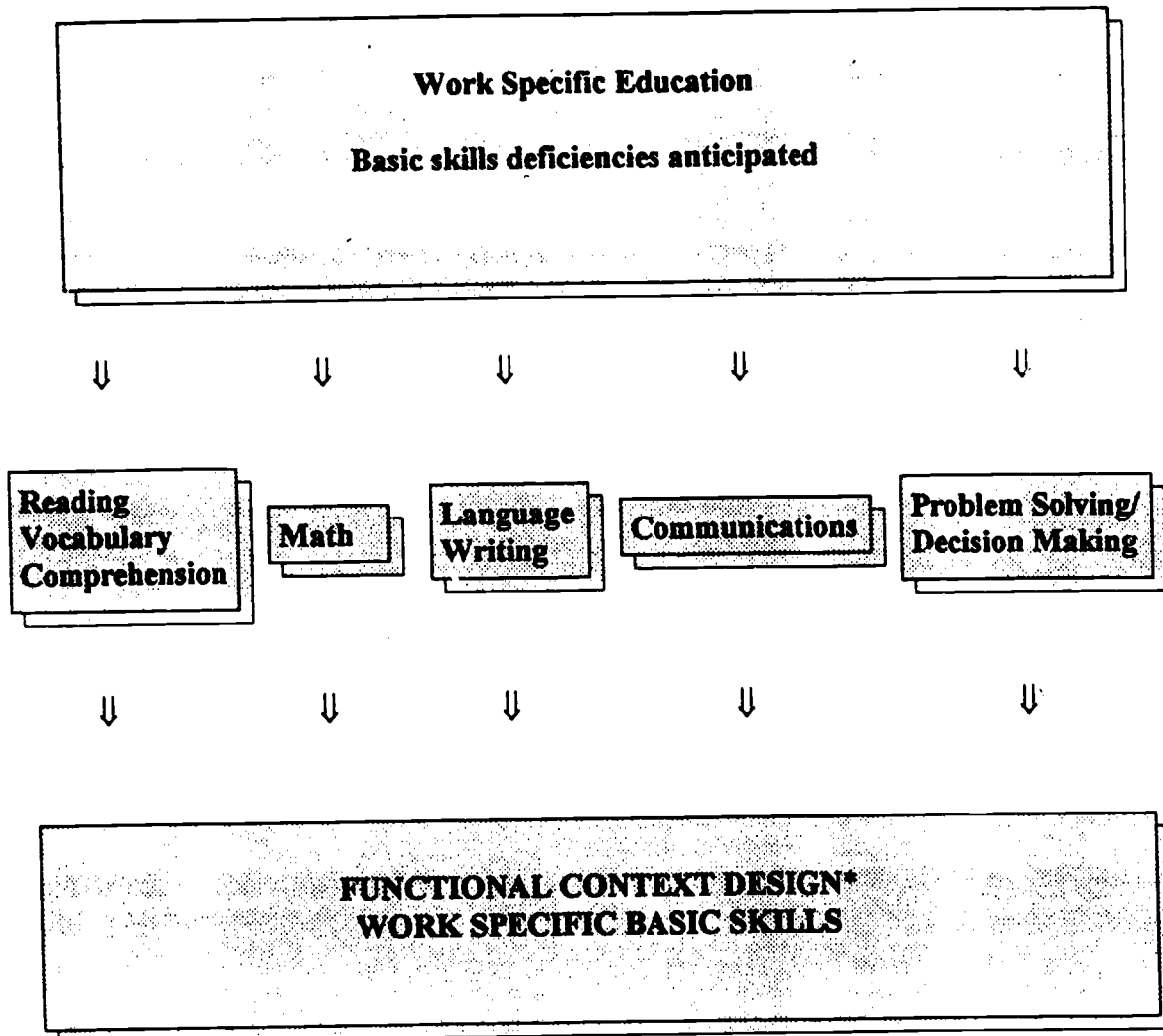
**TECHNICAL
TRAINING
PROGRAM**

**WORK SPECIFIC
EDUCATION
PROGRAM
(Functional context
instruction)**



**See Section I, Types of
Workplace Education
Programs, Item #3**

WORK SPECIFIC CURRICULUM DEVELOPMENTAL SCHEMATIC



*A *functional context approach* to education links instruction with specific job materials and situations; i.e., it teaches skill applications as they are used on the job. This approach can provide a direct transfer of learning to job performance. It enhances retention of new skills by building awareness for their immediate use on the job.

Pre-program Employee Survey
(To determine employee goals/objectives)

Name _____

Location _____ Job _____

Program goals

Check any of the following reasons to participate in the program.

I will participate in the program to:

- _____ Improve job performance
- _____ Prepare for jobs in the future
- _____ Gain experience in taking tests
- _____ Meet personal goals
- _____ Further my education
- _____ Get a GED
- _____ Improve my reading skills
- _____ Improve my math skills
- _____ Improve my writing skills

Other _____

Post-program Employee Survey
(To assess employee goals/objectives)

Name _____

Location _____ Job _____

Program goals

Has this program helped you meet or work toward any of the goals listed below? This program has helped me to: (Please check (√) the items you select)

- _____ Improve job performance
- _____ Prepare for jobs in the future
- _____ Gain experience in taking tests
- _____ Meet personal goals
- _____ Further my education
- _____ Get a GED
- _____ Improve my reading skills
- _____ Improve my math skills
- _____ Improve my writing skills

Other _____

Post-program Employee Survey
(To assess employee goals/objectives)

Name _____

Location _____ Job _____

Circle the number that best describes the program content -- lesson topics and actual lessons

- | | | | |
|-----------------------|---|---|----------------------|
| 1 | 2 | 3 | 4 |
| interesting | | | boring |
| 1 | 2 | 3 | 4 |
| useful on my job | | | useless on my job |
| 1 | 2 | 3 | 4 |
| content too difficult | | | content too easy |
| 1 | 2 | 3 | 4 |
| useful outside work | | | useless outside work |

Circle the number that best describes the instructional materials -- lesson worksheets

- | | | | |
|---------------|---|---|---------------|
| 1 | 2 | 3 | 4 |
| hard to learn | | | easy to learn |

Program information

_____ Achieved my goals (write *yes* or *no* on the blank line)

_____ Would recommend program to friends (write *yes* or *no* on the blank line)

What changes would you make in the program, if any? _____

Selecting An Adult Education Instructor

The following questions were developed by AFL-CIO Human Resources Development Institute (1990). These questions were designed to identify instructors whose teaching approach may support the goals and aims of a workplace education program.

- ◆ Are the instructors experienced in teaching basic skills to adults?
- ◆ Do they have experience with the non-traditional approach to adult education -- using teaching materials and curricula that are not school based?
- ◆ Have they taught in a non-school environment?
- ◆ Are they sensitive to employees needs and concerns as learners, including an understanding of skills employees use in their jobs and in their personal lives?
- ◆ How well do they know the industry and jobs in which the employees work?
- ◆ Are they comfortable using a variety of teaching approaches to meet the learning styles of different individuals?
- ◆ Are they aware of and sensitive to cultural differences that may exist among employees?
- ◆ Are they flexible and willing to cooperate with the union and/or management in shaping the curriculum?
- ◆ Will they approach learners as equals in a collaborative process?

Attachments I through L have been deleted from the final report. Examples of all items deleted can be found in the sample curriculum sections (F, G, and H).

The sample items deleted include:

- ☆ *workplace education content*
- ☆ *individual education plan*
- ☆ *lesson*
- ☆ *instruction plan*

WORKPLACE EDUCATION RESOURCE LIST

- Brasell, Joyce, McCoy, Janis, & Howell, Walter. (1992). Skills enhancement for statistical process control. Mississippi State, MS: Mississippi State Department of Education. (601-359-2566)
- Carnevale, Anthony P., Gainer, Leila J., & Meltzer, Ann S. (1990). Workplace basics - The essential skills employers want. San Francisco, CA: Jossey-Bass Inc., Publishers.
- Carnevale, Anthony P., Gainer, Leila J., & Meltzer, Ann S. (1990). Workplace basics training manual. San Francisco, CA: Jossey-Bass Inc., Publishers.
- Hoechst Celanese Corporation. (1990). Dictionary of fiber & textile technology. Charlotte, NC: Author. (704-554-3801 or FAX 704-554-3800)
- Meenan, Avis L., Glennon, Colleen, Kisner, Mary, & Holland, Michael J. (Eds.). (1989). Upgrading - Basic skills for the workplace. University Park, PA: Pennsylvania State University. (814-863-3777)
- Mero, J. Timothy, Green, James P., & Nelson, Orville (Eds.). (1990). Strategic curriculum updating process. Menomonee, WI: University of Wisconsin-Stout. (715-232-1382)
- Pfeiffer, J. William (Ed.). (1991). The encyclopedia of team-building activities. San Diego, CA: Pfeiffer & Company. (619-578-5900)
- Pfeiffer, J. William (Ed.). (1991). The encyclopedia of team-development activities. San Diego, CA: Pfeiffer & Company. (619-578-5900)
- Philippi, Jorie W. (1991). Literacy at work: The workbook for program directors. New York, NY: Simon & Schuster Workplace Resources.

A WORKPLACE EDUCATION RESOURCE LIST

Philippi, Jorie W. (1993). Retraining the workforce (Meeting the global challenge). Dallas, TX: R. Jan LeCroy Center for Educational Telecommunications, Dallas County Community College District. (Text and Videotapes are available from Auburn University Literacy Resource Center)

U.S. Department of Labor & U.S. Department of Education. (1989). The bottom line: Basic skills in the workplace. Washington, DC: U.S. Government Printing Office.

U.S. Department of Education. (1992). Workplace education: Voices from the field. Washington, DC: Office of Vocational and Adult Education.

**DISPELLING COMMON EMPLOYER ARGUMENTS AGAINST
ESTABLISHING A WORKPLACE LITERACY TRAINING PROGRAM**

1. "I hire only qualified applicants to begin with so why should I have any concerns?"

Your personnel department may do all it can to hire the best qualified applicants, however, today's workers may not come equipped with all the basic skills necessary to be the most productive worker. The baby boom of but a few short years ago that produced a more than ample supply of new workers for America's industries has gone bust and the available labor pool is simply much smaller. More and more businesses will need to search out workers with highly varied skill and ability levels. We speak a lot today about diversity in the workplace. Part of this diversity will include individuals with low skills who will need training in order to become productive employees.

2. "Well, if we have problems we'll simply dismiss any employee who doesn't have the necessary skills to be productive."

If you fire the employee who isn't productive due to a lack of basic skills, you may only end up replacing the individual with someone with even lower skills. However, if you train the employee who has low basic skills, you will develop a worker who will not only be more productive but probably better motivated. You will also avoid needless legal battles when employees feel they have been discriminated under Title VII of the Civil Rights Act of 1964.

3. "Schools should have responsibility for teaching basic skills, not businesses."

Granted, schools must do a better job in preparing young people before they complete their formal education. Today there are a number of reforms intending to improve public education's capacity to develop adequate basic skill levels among all young people leaving school. This will take considerable time, however. The immediate question is what are we going to do in the meantime? Currently, three-quarters of the young people who will be working in the year 2000 are already out of school. Most of them are in the workforce and it is there that they and employers will be confronted with low basic skills. The existing adult education system is small by comparison and simply cannot respond to all the changing skill needs of workers in the workplace. Employers, in cooperation with unions, workers, and adult education programs must form partnerships to respond to the basic skills needs of present workers.

4. "Our businesses only require people with low skills, it's just not necessary for new workers to know how to read and write well."

Jobs today are becoming more complex rather than less complex. Increasing complexity means that workers will need higher and higher basic skill levels to perform their jobs. Even entry level positions are requiring that new workers come equipped with higher reading, writing, computational, communications, problem solving and reasoning abilities.

5. "If I give them training, they'll only leave me and go to another company."

This may happen, but what's keeping them there now? If you give them the training and improve the chances of being promoted in your business, don't you think that they may feel more loyalty and be better motivated than they are now? Also think about the productivity lost when workers can't adequately perform their jobs. Basic skills training is increasingly becoming a bottom line issue.

6. "I don't want to embarrass my employee by telling them that they need to improve the basic skills."

Then don't! Just get them involved in discussions about your concerns and begin the process of planning a program. After all, most workers know how weak their skills are and one of their fears is that you will find out and fire them. Show them that you want to see them improve their basic skills because they are valued employees in the company. Assure them that the workplace literacy program is not in any way intended to dismiss workers from their current positions. Make sure you present to them opportunities to become involved in all levels of program planning and implementation.

7. "Training costs a lot of money and time."

Yes, training costs some money and it costs you some time. But what does it cost to replace a worker every time they voluntarily leave or you dismiss them? If you had a chance to buy a new machine that would make your company more productive, would you buy it? Training is an investment in the future. By getting union representatives, workers, and adult education professionals involved, opportunities to have each partner share in the total cost of workplace literacy training can be created. There are good reasons why unions, workers, and adult education professionals want to get involved with you. Each has a stake in ensuring that your company has a productive workforce.

BEST COPY AVAILABLE

Approved Curriculum Sample

(Safety Section)

**COMPANY NAME
SAFETY SECTION FOR LEVEL I (BASIC)
INSTRUCTOR MANUAL**

COMPANY NAME
INSTRUCTOR MANUAL CONTENTS

1. Readability Tests
2. Safety Section Introduction
3. Lessons Matched With Basic Skills Competency
4. Actual Copies of Work Specific Literature
5. Individualized Education Plan (IEP)
6. Additional Teaching Methodology
7. Section Evaluation & Answers

Distribute a copy of the evaluation to each student after they have completed the 8 safety lessons. Although this evaluation is not a timed instrument it should be completed during normal class hours.

The Section Evaluation results should be sent to the following address:

Auburn University
Sallie D. Averitt, Ed.D.
Department of Vocational and Adult Education
Donahue and Thach
Auburn University, Alabama 36849-5529

8. A Listing of Supplementary Materials for Remedial Work

COMPANY NAME
READABILITY TESTS FOR SAFETY SECTION

METHOD

GUNNING'S FOG INDEX, FLESCH-KINCAID SCORE, FLESCH READING EASE SCORE, AND FLESCH READING EASE GRADE LEVEL

1. Gunning's Fog Index indicates how difficult the document is to read, based on the averages for sentence lengths and the number of multi-syllable words in sentences. The higher the index, the more difficult the document is to read.
2. Flesch-Kincaid Score indicates the Fog Index as a grade level. The higher the score, the more difficult the document is to read.
3. Flesch Reading Ease Score indicates how easy it is to read and understand the document, based on the average number of words per sentence and the average number of syllables per 100 words. The higher the score, the easier the document is to read and understand.

The highest score is 100, which indicates the document is very easy to read and understand. An average score is between 60 and 70. A low score is between 0 and 30, which indicates the document is very difficult to read and understand.

4. Flesch Reading Ease Grade Level indicates the Flesch Reading Ease Score as a grade level. A fourth grade level corresponds to a score between 90 and 100. An eighth grade level corresponds to a score between 60 and 70. A college education corresponds to a score between 0 and 30.

COMPANY NAME
READABILITY TESTS FOR SAFETY SECTION
LEVEL I

METHOD
GUNNING'S FOG INDEX, FLESCH-KINCAID SCORE, FLESCH READING
EASE SCORE, AND FLESCH READING EASE GRADE LEVEL

Lesson 1

Document Statistics:

Words 184 (Frames and graphics were omitted)

Syllables 113

3-Syllable words 6

Readability Statistics:

Gunning's Fog Index 5.7

Flesch-Kincaid Score 3.5

Flesch Reading Ease Score 82.0

Flesch Reading Ease Grade Level 6.8

COMPANY NAME
READABILITY TESTS FOR SAFETY SECTION
LEVEL I

METHOD
GUNNING'S FOG INDEX, FLESCH-KINCAID SCORE, FLESCH READING
EASE SCORE, AND FLESCH READING EASE GRADE LEVEL

Lesson 7

Document Statistics:

Words 176 (Frames and graphics were omitted)

Syllables 135

3-Syllable words 8

Readability Statistics:

Gunning's Fog Index 6.3

Flesch-Kincaid Score 4.2

Flesch Reading Ease Score 78.0

Flesch Reading Ease Grade Level 7.2

COMPANY NAME
INTRODUCTION ON SAFETY LESSONS

The Safety Section contains adult-oriented instruction materials for Russell Corporation employees. It was designed to teach accident prevention and work safety.

The academic skill content of this book was determined by topics provided by Russell Corporation. These topics were thought to be essential teaching materials. Topics included (a) application of safety measures, (b) recognition of safety symbols, (c) identification of safety symbols with meanings, (d) safety and proper clothing, (e) safe machine operation, and (f) machine transportation and installation safety.

Samples of workplace materials used in the development of the curriculum were included in this manual. These samples were referenced to the applicable lesson.

COMPANY NAME
LESSONS AND BASIC COMPETENCY SKILLS

Lesson 3

The following competencies were included:

R1.1 Recognizing common words and meanings.

R2.1 Identifying factual details and specifications within text.

R5.1 Using common knowledge for safety.

R5.2 Applying preventative measures prior to task to minimize problems.

R7.2 Making inferences from text.

RS.3 Applies commonsense understanding to carry out instructions furnished in written, oral, or diagrammatic form; deals with problems involving several concrete variables in or from standard situations.

W4.1 Writing brief, descriptive accounts of activities or transactions performed.

COMPANY NAME
LESSONS AND BASIC COMPETENCY SKILLS

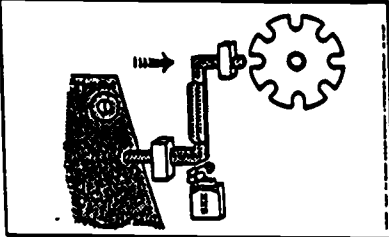
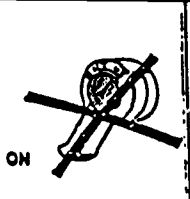
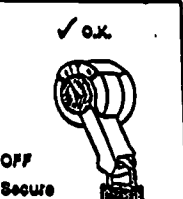
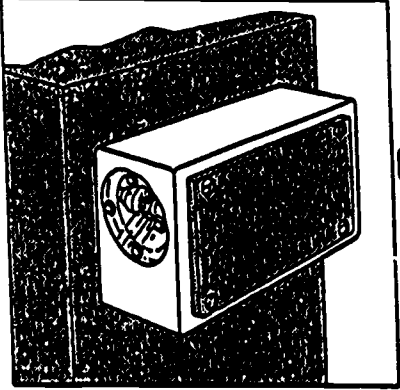
Lesson 5

The following competencies were included:

- R1.1 Recognizing common words and meanings.
- R3.2 Locating pages, titles, paragraphs, figures, or charts needed to answer questions or solve problems.
- R4.3 Identifying similarities and differences in objects.
- R5.1 Using common knowledge for safety.
- R5.2 Applying preventative measures prior to task to minimize problems.
- R7.2 Interpreting codes and symbols.
- RS.3 Applies commonsense understanding to carry out instructions furnished in written, oral, or diagrammatic form; deals with problems involving several concrete variables in or from standard situations.

COMPANY NAME
 SAMPLES OF WORK SPECIFIC LITERATURE

Copies of work related materials used to develop the content for lesson 5:

RIETER	Safety at work and accident prevention	D - 56 / 7
<p>4.5. Mechanical locking</p> <div style="display: flex; justify-content: space-between; align-items: flex-start;"> <div style="width: 45%;">  </div> <div style="width: 50%; padding-left: 20px;"> <p>Devices of this type must not be removed or altered.</p> </div> </div> <p>4.6. Securely attached covers, windows etc.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>ON</p>  </div> <div style="text-align: center;"> <p>✓ O.K.</p> <p>OFF Secure</p>  </div> </div> <div style="display: flex; justify-content: space-between; align-items: flex-start; margin-top: 20px;"> <div style="width: 45%;">  </div> <div style="width: 50%; padding-left: 20px;"> <p>Covers which are screwed on may only be removed when:</p> <ul style="list-style-type: none"> ✓ The main switch is switched off and secured. ✓ The machine is completely idle. <p>The covers must be replaced before the machine is started.</p> </div> </div>		

0891

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COMPANY NAME
INDIVIDUALIZED EDUCATION PLAN INSTRUCTIONS

1. The employee level is identified as either I or II. This section is classified as Level I.
2. Each time an employee completes a lesson, the instructor should make certain the Individualized Education Plan (IEP) is properly filled in. This form is located at the beginning of each student book.
3. After the completion of Lesson 8, the employee is to be given a Section Evaluation. If the employee does not achieve an 80% mastery level remedial education is recommended. Sources, although not all inclusive, are listed at the end of the instructor manual.

COMPANY NAME
INDIVIDUALIZED EDUCATION PLAN

NAME _____

SOCIAL SECURITY NUMBER _____

SECTION SAFETY LEVEL _____

LESSONS ON SAFETY SECTION	DATE STARTED	DATE COMPLETED	# CORRECT/TOTAL	INSTRUCTOR COMMENTS	INITIAL
LESSON 1 Safety and Hearing					
LESSON 2 Safety and Work Clothes					
LESSON 3 Safety and Housekeeping					
LESSON 4 Safety Symbols					
LESSON 5 Machine Adjustments					
LESSON 6 Emergency Shutdown Switch					
LESSON 7 Safety and Machine Manuals					
LESSON 8 Machine Safety					
EVALUATION LESSONS 1-8	DATE OF EVALUATION	Mastery Level: #0% Standard #correct/total	Instructor Recommendation:		
SECTION EVALUATION					

COMPANY NAME
ADDITIONAL LEARNING METHODOLOGY

Lesson 3

1. Words to know

Example: Instruct the students on how to work with a dictionary. Then, allow time for them to practice looking up the lesson words.

Example: Ask the students to observe how the words are syllabified. Explain to them that careful observation of the syllables will help them spell and pronounce the words correctly.

Example: Introduce the topic of "understanding root words." Illustrate this concept by using the words from lessons 1 and 2 -- protection, infection, clothing.

Example: Discuss prefixes. The word prefix means "put before." It is a syllable placed in front of a word to change its meaning. For example, common prefixes and meanings include *de-*, *dis-*: from, down, away, or opposite. Instruct the students to underline the prefixes of lesson words.

Example: Introduce suffixes. Illustrate this concept by using one of the lesson words, e.g., infection. This is a common suffix that means: *tion* = act of or state of (noun). Instruct the students to circle the suffixes of lesson words.

Example: Try to bring together the discussions on prefixes, roots, and suffixes. Explain to the students that words are made up of these parts, and that different combinations of these parts make different words. The root is the main part that gives the word its basic meaning, but this meaning is changed by adding another part to the beginning or to the end of the root -- prefix or suffix.

Example: Students might write sentences using all the words. After writing the sentences, ask them to underline the subjects and predicates.

COMPANY NAME
ADDITIONAL LEARNING METHODOLOGY

Lesson 3 (continued)

- Resource - Gateways to Correct Spelling. Steck-Vaughn.
- Resource - Reading Skills For Adults (Red). 1986. Steck-Vaughn.
- Resource - Vocabulary Connections. Steck-Vaughn.
- Resource - Developing Reading Skills. (1990). Steck-Vaughn

Example: Instruct the students to alphabetize the "Words to know" in Lessons 1, 2, and 3.

Example: Introduce the topic of compound words. Use words from the lessons, for example, housekeeping, workplace, ashtrays, bathrooms, etc.

2. Safety and Housekeeping

Example: Ask the students to write an essay on safety and housekeeping. Instruct them to use the vocabulary words in Lesson 3. Provide the topic sentence for them. Resource: Teaching Adults to Write. Author: Foresman Scott. 1986. Glenview, IL: Scott, Foresman and Company, Lifelong Learning Division. (800-323-5482).

Example: This would be a good time to talk about sentence structure (e.g., parts of speech, compound sentences, sentence fragment, etc.), grammar usage (e.g., subject and verb agreement, use of pronouns, etc.), punctuation (e.g., commas, semicolons, apostrophes, etc.), and capitalization. Resource: Developing Writing Skills. Steck-Vaughn.

Example: Copy the Housekeeping Inspection Form at the end of this section and distribute a copy to each student. Instruct the students to fill out the form and mark the items while walking through the plant. Discuss the areas on the form that were marked not ok.

Example: Assist each student in figuring the percentage of items he marked not ok on the Housekeeping Inspection Form. Compare percentages.

COMPANY NAME
ADDITIONAL LEARNING METHODOLOGY

Lesson 5

1. Words to know

Example: Refer to Lesson 3

Example: See how many words the students can derive from the two words, adjustment and secure.

2. Machine adjustment and the main switch

Example: Tour the plant and give a demonstration of proper machine adjustment as it relates to the main switch function.

3. A \checkmark or an X

Example: Discuss the significance of the markings \checkmark versus X. List things students might see with an X, such as a marking on poison, a wrong answer, a railway crossing, etc. Next, list things students might see with a \checkmark , such as a check mark on an attendance book for being present, a to-do-list checked off as the chores are completed, a correct answer, etc.

COMPANY NAME
SECTION EVALUATION
SAMPLE

 **Directions:**
Circle the letter of the best answer.

1. Your body's defense against loud noise is:
 - A. a limited hearing loss.
 - B. deafness.
 - C. a decreased attention span.
 - D. a headache.

2. Safety rules at work include all the following except:
 - A. Do not wear loose clothing.
 - B. Long hair must be protected.
 - C. Tools must be carried in shirt pockets.
 - D. Ties should not be worn.

3. To practice good housekeeping at work you need to:
 - A. stack cartons, furniture, or equipment in aisles away from the machine.
 - B. report electrical equipment that has damaged wiring.
 - C. leave file drawers open where others might use the contents.
 - D. tell someone to wipe up spills or pick up trash.

COMPANY NAME
SAFETY SECTION EVALUATION

ANSWER KEY

1. B
2. C
3. B
4. C
5. A
6. B
7. D
8. D
9. C
10. D

Please return this evaluation to:

Auburn University
Sallie D. Averitt, Ed.D.
Department of Vocational & Adult Education
Donahue & Thach
Auburn University, AL 36849-5529

COMPANY NAME
SUPPLEMENTARY MATERIALS PROVIDED FOR REMEDIAL WORK

Lesson 3

Work specific curriculum correlated to Russell Corporation software:

- (a) Reading for Meaning**
Content: Reading More than the Words
Core I (Russell Corporation)
Level II (IBM Reference Guide)
- (b) Make a Word**
Content: Roots, Prefixes, and Suffixes
Core I (Russell Corporation)
Level II (IBM Reference Guide)
- (c) Punctuation**
Content: First Words, End Marks
Core I (Russell Corporation)
Level II (IBM Reference Guide)

COMPANY NAME
SUPPLEMENTARY MATERIALS PROVIDED FOR REMEDIAL WORK

Lesson 3 (continued)

Work specific curriculum correlated to CASAS (Comprehensive Adult Student Assessment System) curriculum materials - 1992 Edition:

- (a) **Ready to Work: Winning at the Job Game**
Wiser. 1991. Teacher's Guide available.

Competency number 4.1.6 - Interpret general work-related vocabulary (e.g., experience, swing shift)

Level I (AU Work Specific Curriculum / Basic Level)

Level A & B (CASAS - Basic)

**Contemporary Books Inc.
180 North Michigan Avenue
Chicago, IL 60601
(800) 621-1918**

- (b) **Practical English**
Owen. 1990.
Chapter 12

Competency number 4.4.3 - Recognize and use occupational signs, charts, forms, and written directions

Level I (AU Work Specific Curriculum / Basic Level)

Level A & B (CASAS - Basic)

**Fearon/Janus/Quercus
500 Harbor Boulevard
Belmont, CA 94002
(800) 877-4283**

COMPANY NAME
SUPPLEMENTARY MATERIALS PROVIDED FOR REMEDIAL WORK

Lesson 3 (continued)

Work specific curriculum correlated to CASAS (Comprehensive Adult Student Assessment System) curriculum materials - 1992 Edition:

- (c) Workwise: Tactics for Success
Wiser. 1991. Teacher's Guide available.
Section 9,11

Competency number 4.4.4 - Interpret job responsibilities and performance reviews

Level I (AU Work Specific Curriculum / Basic Level)

Level A & B (CASAS - Basic)

**Contemporary Books Inc.
180 North Michigan Avenue
Chicago, IL 60601
(800) 621-1918**

COMPANY NAME
SUPPLEMENTARY MATERIALS PROVIDED FOR REMEDIAL WORK

Lesson 5

Work specific curriculum correlated to Russell Corporation software:

(a) Reading for Meaning

Content: Reading More than the Words
Core I (Russell Corporation)
Level II (IBM Reference Guide)

(b) Make a Word

Content: Roots, Prefixes, and Suffixes
Core I (Russell Corporation)
Level II (IBM Reference Guide)

COMPANY NAME
SUPPLEMENTARY MATERIALS PROVIDED FOR REMEDIAL WORK

Lesson 5 (continued)

Work specific curriculum correlated to CASAS (Comprehensive Adult Student Assessment System) curriculum materials - 1992 Edition:

(a) Practical English

Owen. 1990.

Chapter 12

Competency number 4.4.3 - Recognize and use occupational signs, charts, forms, and written directions

Level I (AU Work Specific Curriculum / Basic Level)

Level A & B (CASAS - Basic)

Fearon/Janus/Quercus

500 Harbor Boulevard

Belmont, CA 94002

(800) 877-4283

(b) Ready to Work: Winning at the Job Game

Wiser. 1991. Teacher's Guide available.

Competency number 4.1.6 - Interpret general work-related vocabulary (e.g., experience, swing shift)

Level I (AU Work Specific Curriculum / Basic Level)

Level A & B (CASAS - Basic)

Contemporary Books Inc.

180 North Michigan Avenue

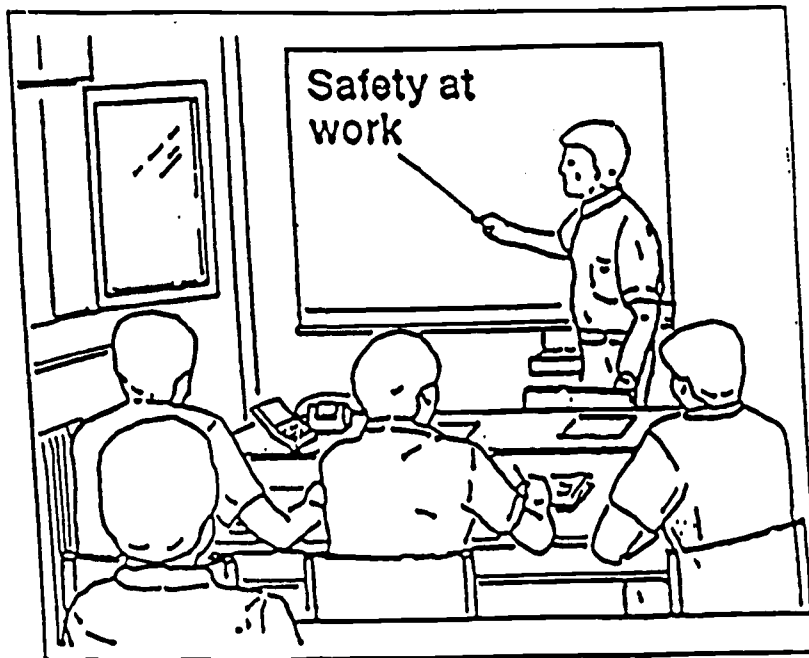
Chicago, IL 60601

(800) 621-1918

COMPANY NAME
SAFETY SECTION FOR LEVEL I (BASIC)
STUDENT BOOK

COMPANY NAME
SAFETY SECTION CONTENTS

Lesson 1	Safety and Hearing	1
Lesson 2	Safety and Work Clothes	4
Lesson 3	Safety and Housekeeping	7
Lesson 4	Safety Symbols	11
Lesson 5	Machine Adjustments	17
Lesson 6	Emergency Shutdown Switch	21
Lesson 7	Safety and Machine Manuals	25
Lesson 8	Machine Safety	28



COMPANY NAME
INDIVIDUALIZED EDUCATION PLAN

NAME _____

SOCIAL SECURITY NUMBER - - - - -

SECTION SAFETY LEVEL _____

LESSONS ON SAFETY SECTION	DATE STARTED	DATE COMPLETED	# CORRECT/TOTAL	INSTRUCTOR COMMENTS	INITIAL
LESSON 1 Safety and Hearing					
LESSON 2 Safety and Work Clothes					
LESSON 3 Safety and Housekeeping					
LESSON 4 Safety Symbols					
LESSON 5 Machine Adjustments					
LESSON 6 Emergency Shutdown Switch					
LESSON 7 Safety and Machine Manuals					
LESSON 8 Machine Safety					
EVALUATION LESSONS 1-8	DATE OF EVALUATION	Mastery Level: 30% Standard #correct/total	Instructor Recommendation:		
SECTION EVALUATION					

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JOB TASKS INSTRUCTIONAL MATERIALS
COMPANY NAME

Lesson 3

Recognizing cause and effect

- ♦ Using common knowledge for safety
- ♦ Applying preventative measures prior to task to minimize problems

Safety and Housekeeping

In a safe workplace, housekeeping is everyone's job. Every employee looks out for unsafe conditions that could cause injury.

Words to know:

- ♦ aisle a passage for inside traffic
- ♦ dispose to get rid of
- ♦ report statement of conditions, occurrences, events
- ♦ close to shut
- ♦ sanitary free from filth or infective matter (clean)

**JOB TASKS INSTRUCTIONAL MATERIALS
COMPANY NAME**

Lesson 3

YOUR SAFETY NEWS - COMPANY NAME

HOUSEKEEPING ... IT'S EVERYONE'S JOB!

Good housekeeping at work includes the following items:

1. Pick up any trash you see and clean up spills.
2. Do not stack cartons, furniture, or equipment in aisles.
3. Close file drawers when you are finished with them.
4. Report electrical equipment that has bad wiring.
5. Report torn or ripped floor coverings.
6. Use ashtrays to dispose of smoking materials.
7. Keep kitchens and bathrooms neat and sanitary.

JOB TASKS INSTRUCTIONAL MATERIALS
COMPANY NAME

Lesson 3

List ways you can help in keeping your work area safe. Try to write these without looking at the preceding pages.

1.

2.

3.

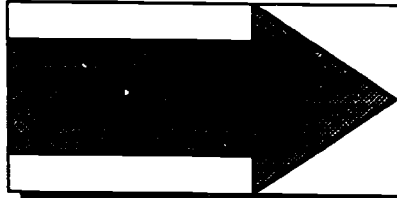
4.

5.

6.

7.

Lesson 3



**HOUSEKEEPING IS
EVERYONE'S JOB!**

Directions: Circle the letter(s) of the correct answer.

Hint: There may be more than one answer.

1. The machine surfaces, floor, creel, drafting area, and can doffing areas should be kept clean or free of:
 - A. cotto. dust
 - B. lint
 - C. tags
 - D. noise

JOB TASKS INSTRUCTIONAL MATERIALS
COMPANY NAME

Lesson 5

Recognizing cause and effect

- ♦ Using common knowledge for safety
- ♦ Applying preventative measures prior to task to minimize problems
- ♦ Selecting appropriate course of action in emergency

Machine Adjustments

The main switch on the machine must be turned off and secured before any adjustments are made.

Words to know:

- ♦ **adjustment** to fix, adapt, or set right (to alter so as to make efficient or more effective)

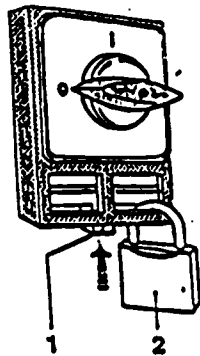
- ♦ **secure** free from danger or loss

JOB TASKS INSTRUCTIONAL MATERIALS
COMPANY NAME

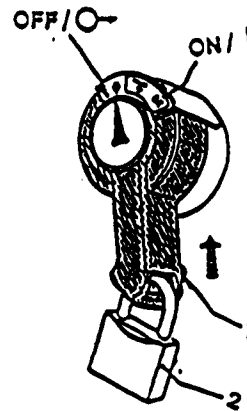
Lesson 5

Review the following pictures & steps.

- ◆ Set main switch to "0" (off position)
- ◆ Press slide switch (1)
- ◆ Secure with padlock (2)



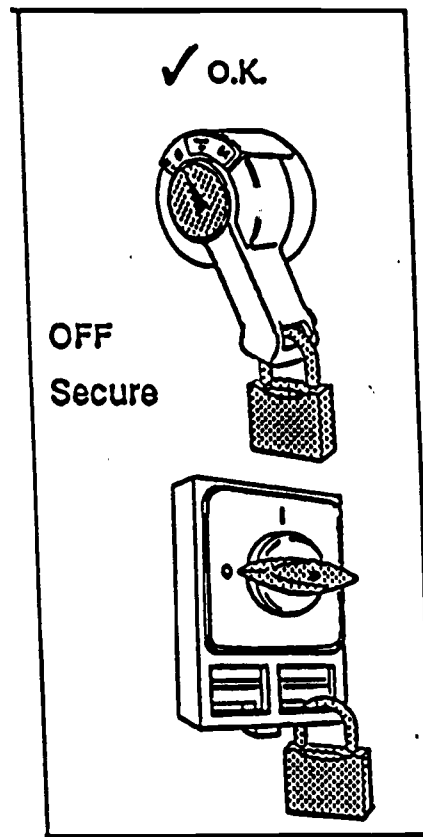
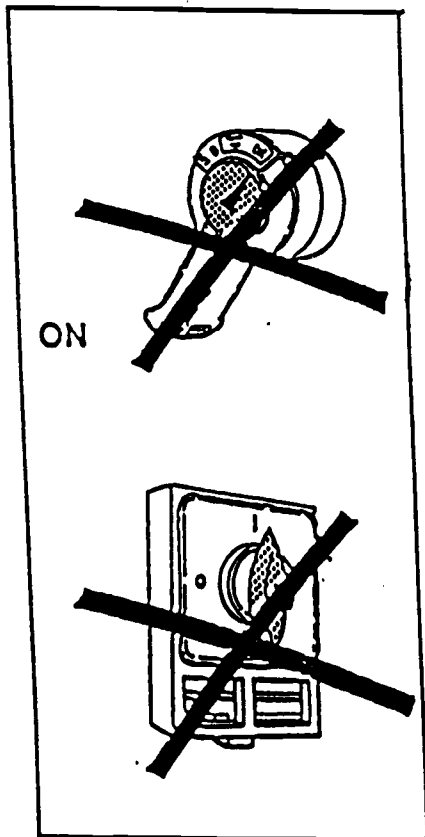
- ◆ Set main switch to "off" position
- ◆ Push slide switch (1) in the direction of arrow
- ◆ Secure with padlock (2)



JOB TASKS INSTRUCTIONAL MATERIALS
COMPANY NAME

Lesson 5

Circle the picture that shows the correct machine setting when machine adjustments are being made.



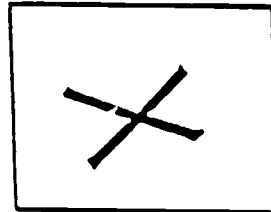
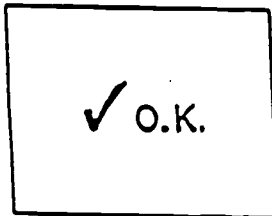
JOB TASKS INSTRUCTIONAL MATERIALS
COMPANY NAME

Lesson 5

1. When machine adjustments are being made the main switch should be: (Circle the correct letter)

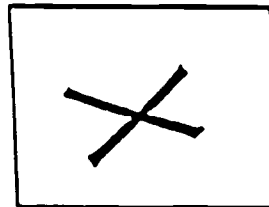
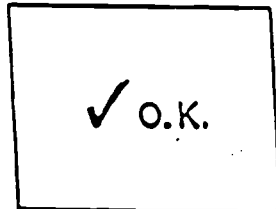
- a. turned to the on position.
- b. set in between the on and off position.
- c. turned to the off position.
- d. ignored (passed over without giving due attention).

2. Circle the symbol used in making machine adjustments when the main switch is turned to the off position.



3. Circle the symbol used when making machine adjustments.

The main switch is turned to the on position.



ANSWER KEY
SAFETY SECTION

Lesson 1:

1. Deafness
2. I can protect my hearing by wearing ear plugs.
3. I should make certain my hands are clean.

Lesson 2:

1. X
2. T
3. T
4. X

Lesson 3 P. 9:

Answers will vary

Lesson 3 p. 10:

1. A, B, & C

Lesson 4 p. 15:

1. D
2. B
3. A

COMPANY NAME
SAFETY SECTION FOR LEVEL II (ADVANCED)
INSTRUCTOR MANUAL

COMPANY NAME
INSTRUCTOR MANUAL CONTENTS

1. Readability Tests
2. Safety Section Introduction
3. Lessons Matched With Basic Skills Competency
4. Actual Copies of Work Specific Literature
5. Individualized Education Plan (IEP)
6. Additional Teaching Methodology
7. Section Evaluation & Answers

Distribute a copy of the evaluation to each student after they have completed the 8 safety lessons. Although this evaluation is not a timed instrument it should be completed during normal class hours.

The Section Evaluation results should be sent to the following address:

Auburn University
Sallie Averitt, Ed.D.
Department of Vocational and Adult Education
Donahue and Thach
Auburn University, Alabama 36849-5529

8. A Listing of Supplementary Materials for Remedial Work

COMPANY NAME
READABILITY TESTS FOR SAFETY SECTION

METHOD

GUNNING'S FOG INDEX, FLESCH-KINCAID SCORE, FLESCH READING EASE SCORE, AND FLESCH READING EASE GRADE LEVEL

1. Gunning's Fog Index indicates how difficult the document is to read, based on the averages for sentence lengths and the number of multi-syllable words in sentences. The higher the index, the more difficult the document is to read.
2. Flesch-Kincaid Score indicates the Fog Index as a grade level. The higher the score, the more difficult the document is to read.
3. Flesch Reading Ease Score indicates how easy it is to read and understand the document, based on the average number of words per sentence and the average number of syllables per 100 words. The higher the score, the easier the document is to read and understand.

The highest score is 100, which indicates the document is very easy to read and understand. An average score is between 60 and 70. A low score is between 0 and 30, which indicates the document is very difficult to read and understand.

4. Flesch Reading Ease Grade Level indicates the Flesch Reading Ease Score as a grade level. A fourth grade level corresponds to a score between 90 and 100. An eighth grade level corresponds to a score between 60 and 70. A college education corresponds to a score between 0 and 30.

COMPANY NAME
READABILITY TESTS FOR SAFETY SECTION
LEVEL II

METHOD
GUNNING'S FOG INDEX, FLESCH-KINCAID SCORE, FLESCH READING
EASE SCORE, AND FLESCH READING EASE GRADE LEVEL

Lesson 1

Document Statistics:

Words 144 (Frames and graphics were omitted)

Syllables 136

3-Syllable words 13

Readability Statistics:

Gunning's Fog Index 10.3

Flesch-Kincaid Score 6.6

Flesch Reading Ease Score 67.6

Flesch Reading Ease Grade Level 8.2

COMPANY NAME
READABILITY TESTS FOR SAFETY SECTION
LEVEL II

METHOD
GUNNING'S FOG INDEX, FLESCH-KINCAID SCORE, FLESCH READING
EASE SCORE, AND FLESCH READING EASE GRADE LEVEL

Lesson 8

Document Statistics:

Words 1041 (Frames and graphics were omitted)

Syllables 886

3-Syllable words 81

Readability Statistics:

Gunning's Fog Index 10.2

Flesch-Kincaid Score 7.3

Flesch Reading Ease Score 62.5

Flesch Reading Ease Grade Level 8.8

COMPANY NAME
INTRODUCTION ON SAFETY LESSONS

The Safety Section contains adult-oriented instruction materials for Russell Corporation employees. It was designed to teach accident prevention and work safety.

The academic skill content of this book was determined by topics provided by Russell Corporation. These topics were thought to be essential teaching materials. Topics included (a) application of safety measures, (b) recognition of safety symbols, (c) identification of safety symbols with meanings, (d) safety and proper clothing, (e) safe machine operation, and (f) machine transportation and installation safety.

Samples of workplace materials used in the development of the curriculum were included in this manual. These samples were referenced to the applicable lesson.

COMPANY NAME
LESSONS AND BASIC COMPETENCY SKILLS

Lesson 3

The following competencies were included:

- R1.1 Recognizing common words and meanings.
- R4.2 Selecting parts of text or visual materials to complete a task.
- R5.1 Using common knowledge for safety.
- R5.2 Applying preventative measures prior to task to minimize problems.
- R7.2 Making inferences from text.
- RS.3 Applies commonsense understanding to carry out instructions furnished in written, oral, or diagrammatic form; deals with problems involving several concrete variables in or from standard situations.

COMPANY NAME
LESSONS AND BASIC COMPETENCY SKILLS

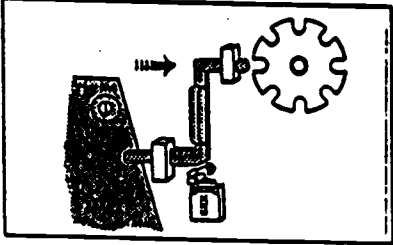
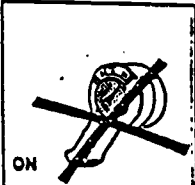
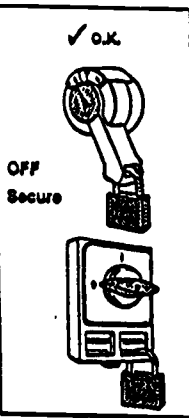
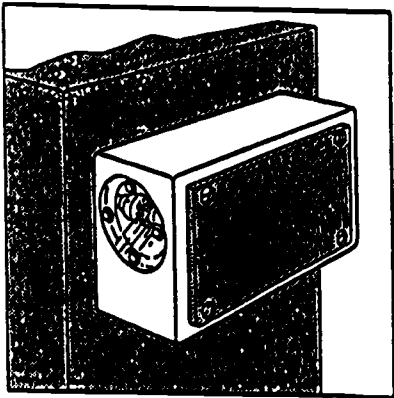
Lesson 5

The following competencies were included:

- R1.1 Recognizing common words and meanings.
- R4.3 Identifying similarities and differences in objects.
- R5.1 Using common knowledge for safety.
- R5.2 Applying preventative measures prior to task to minimize problems.
- R5.3 Selecting appropriate course of action in emergency.
- R6.8 Identifying details, labels, numbers, parts of an illustration, parts from a key or legend.
- R7.2 Making inferences from text; interpreting codes and symbols.
- RS.3 Applies commonsense understanding to carry out instructions furnished in written, oral, or diagrammatic form; deals with problems involving several concrete variables in or from standard situations.

COMPANY NAME
 SAMPLES OF WORK SPECIFIC LITERATURE

Copies of work related materials used to develop the content for Lesson 5:

RIETER	Safety at work and accident prevention	D-55/7
<p>4.5. Mechanical locking</p> <div style="display: flex; justify-content: space-between; align-items: flex-start;"> <div style="width: 45%;">  </div> <div style="width: 50%;"> <p>Devices of this type must not be removed or altered.</p> </div> </div> <p>4.6. Securely attached covers, windows etc.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>ON</p>  </div> <div style="text-align: center;"> <p>✓ O.K.</p> <p>OFF Secure</p>  </div> </div> <div style="display: flex; justify-content: space-between; align-items: flex-start; margin-top: 20px;"> <div style="width: 45%;">  </div> <div style="width: 50%;"> <p>Covers which are screwed on may only be removed when:</p> <ul style="list-style-type: none"> ✓ The main switch is switched off and secured. ✓ The machine is completely idle. <p>The covers must be replaced before the machine is started.</p> </div> </div>		
0891		

COMPANY NAME
INDIVIDUALIZED EDUCATION PLAN INSTRUCTIONS

1. The employee level is identified as either I or II. This section is classified as Level II.
2. Each time an employee completes a lesson, the instructor should make certain the Individualized Education Plan (IEP) is properly filled in. This form is located at the beginning of each student book.
3. After the completion of Lesson 8, the employee is to be given a Section Evaluation. If the employee does not achieve an 80% mastery level remedial education is recommended. Sources, although not all inclusive, are listed at the end of the instructor's manual.

COMPANY NAME
INDIVIDUALIZED EDUCATION PLAN

NAME _____

SOCIAL SECURITY NUMBER _____

SECTION SAFETY LEVEL _____

LESSONS ON SAFETY SECTION	DATE STARTED	DATE COMPLETED	# CORRECT/TOTAL	INSTRUCTOR COMMENTS	INITIAL
LESSON 1 Safety and Hearing					
LESSON 2 Safety and Clothing					
LESSON 3 Housekeeping					
LESSON 4 Safety Symbols and Meanings					
LESSON 5 Machine Adjustments					
LESSON 6 Emergency Shutdown					
LESSON 7 The Main Switch					
LESSON 8 Machine Transportation and Installation					
EVALUATION LESSONS 1-8	DATE OF EVALUATION	Mastery Level: 80% Standard #correct/total	Instructor Recommendation:		
SECTION EVALUATION					

COMPANY NAME
ADDITIONAL LEARNING METHODOLOGY

Lesson 3

1. Housekeeping and safety

Example: Copy the Housekeeping Inspection Form at the end of this section and distribute a copy to each student. Instruct the students to fill out the form and mark the items while walking through the plant. Discuss the areas on the form that were marked *not ok*.

Example: Ask each student to figure the percentage of items he marked *not ok* on the Housekeeping Inspection Form. Compare percentages.

2. Writing exercise

Example: Write an essay on housekeeping and whose responsibility it is at work, as well as at home. Evaluate the students' writing skills and, if necessary, discuss various facets of language, e.g., sentence construction, punctuation, parts of speech - nouns, verbs, adjectives, adverbs, pronouns, conjunctions etc. Resource: Teaching Adults to Write. Author: Foresman Scott. 1986. Glenview, IL: Scott, Foresman & Company, Lifelong learning Division. (800-323-5482)

COMPANY NAME
ADDITIONAL LEARNING METHODOLOGY

Lesson 5

1. Machine adjustment and the main switch

Example: Tour the plant and give a demonstration of proper machine adjustment as it relates to the main switch function.

2. A \checkmark or X

Example: Discuss the significance of the markings \checkmark versus X. List things students might see with an X, such as a marking on poison, a wrong answer, etc. Next, list things students might see with a \checkmark , such as a check mark on an attendance book for being present, a to-do-list checked off as the chores are completed, a correct answer, etc.

COMPANY NAME
SAFETY SECTION EVALUATION

↳ Directions: Circle the letter of the best answer.

1. The body's natural defense against loud noise is:
 - A. indifference.
 - B. a decreased attention span.
 - C. deafness.
 - D. a limited hearing loss.

2. To practice good housekeeping at work you need to:
 - A. stack cartons, furniture, or equipment in aisles away from the machine.
 - B. report electrical equipment that has damaged wiring.
 - C. leave file drawers open where others might use the contents.
 - D. tell someone else to wipe up spills or pick up trash.

3. Which safety symbol means there is a possibility of machine damage or technical fault if rules are broken?
 - A.
 - B.
 - C.
 - D.

COMPANY NAME
SAFETY SECTION EVALUATION

ANSWER KEY

1. C
2. B
3. A
4. D
5. D
6. A
7. D
8. D
9. A
10. C

Please return this evaluation to:

Auburn University
Sallie Averitt, Ed.D.
Department of Vocational & Adult Education
Donahue & Thach
Auburn University, AL 36849-5529

COMPANY NAME
SUPPLEMENTARY MATERIALS PROVIDED FOR REMEDIAL WORK

Lesson 3

Work specific curriculum correlated to Russell Corporation software:

(a) Punctuation

Content: First words, end marks, and commas
Core II & III (Russell Corporation)
Levels III & IV (IBM Reference Guide)

(b) Reading for Meaning

Content: Reading More than the Words
Core II & III (Russell Corporation)
Levels III & IV (IBM Reference Guide)

(c) Reading for Information

Content: Reading Arguments
Core II & III (Russell Corporation)
Levels III & IV (IBM Reference Guide)

COMPANY NAME
SUPPLEMENTARY MATERIALS PROVIDED FOR REMEDIAL WORK

Lesson 3 (continued)

Work specific curriculum correlated to CASAS (Comprehensive Adult Student Assessment System) curriculum materials - 1992 Edition:

- (a) Survival Sourcebook - A Living Skills Guide
Hunzeker & others. 1982. pp. 103-105

Competency number 3.4.2 -- Identify safety measures that can prevent accidents or injuries

Level II (AU Work Specific Curriculum / Advanced Level)

Level C & D (CASAS - Advanced)

Contact, Inc.
P.O. Box 81826
Lincoln, NE 68501-1826
(402) 464-0602

- (b) Workforce Literacy for JOBS 2000
Book 1 - Margulies. 1991.

Competency number 4.1.6 - Interpret general work-related vocabulary, e.g., experience, swing shift, etc.

Level II (Au Work Specific Curriculum / Advanced Level)

Level C & D (CASAS - Advanced)

Education Design Inc.
1937 Grand Avenue
Baldwin, NY 11510
(800) 645-3739

COMPANY NAME
SUPPLEMENTARY MATERIALS PROVIDED FOR REMEDIAL WORK

Lesson 3 (continued)

Work specific curriculum correlated to CASAS (Comprehensive Adult Student Assessment System) curriculum materials - 1992 Edition:

- (c) Workforce Literacy for JOBS 2000
Book 2 - Margulies. 1991.

Competency number 4.4.3 - Recognize and use occupational signs, charts, forms, and written directions

Level II (Au Work Specific Curriculum / Advanced Level)

Level C & D (CASAS - Advanced)
Education Design Inc.
1937 Grand Avenue
Baldwin, NY 11510
(800) 645-3739

- (d) Reading for Workplace Success
Park, Olson, Oldham. 1991.

Competency number 4.4.3 - Recognize and use occupational signs, charts, forms, and written directions

Level II (Au Work Specific Curriculum / Advanced Level)

Level C & D (CASAS - Advanced)

Paradigm Publishing International
7500 Flying Cloud Drive
Eden Prairie, MN 55344

COMPANY NAME
SUPPLEMENTARY MATERIALS PROVIDED FOR REMEDIAL WORK

Lesson 5

Work specific curriculum correlated to Russell Corporation software:

(a) Punctuation

Content: First words, end marks, and commas
Core II & III (Russell Corporation)
Levels III & IV (IBM Reference Guide)

(b) Nouns, Verbs, Adjectives, etc.

Content: Parts of Speech
Core III (Russell Corporation)
Levels III & IV (IBM Reference Guide)

(c) Combining Sentences

Core II
Levels III & IV (IBM Reference Guide)

COMPANY NAME
SUPPLEMENTARY MATERIALS PROVIDED FOR REMEDIAL WORK

Lesson 5 (continued)

Work specific curriculum correlated to CASAS (Comprehensive Adult Student Assessment System) curriculum materials - 1992 Edition:

(a) On-The-Job

(Series of 5 texts) Schultheis. Book 1. Getting Along At Work. 1988.

Competency number 4.3.1 - Interpret safety signs found in places of training, in employment, and in public buildings

Level II (AU Work Specific Curriculum / Advanced Level)

Level C & D (CASAS - Advanced)

Media Materials, Inc.
1821 Portal Street
Baltimore, MD 21224
(800) 638-1010

(b) Workforce Literacy for JOBS 2000

Book 1 - Margulies. 1991.

Competency number 4.1.6 - Interpret general work-related vocabulary, e.g., experience, swing shift, etc.

Level II (Au Work Specific Curriculum / Advanced Level)

Level C & D (CASAS - Advanced)

Education Design Inc.
1937 Grand Avenue
Baldwin, NY 11510
(800) 645-3739

COMPANY NAME
SUPPLEMENTARY MATERIALS PROVIDED FOR REMEDIAL WORK

Lesson 5 (continued)

Work specific curriculum correlated to CASAS (Comprehensive Adult Student Assessment System) curriculum materials - 1992 Edition:

- (c) Workforce Literacy for JOBS 2000
Book 2 - Margulies. 1991.

Competency number 4.4.3 - Recognize and use occupational signs, charts, forms, and written directions

Level II (Au Work Specific Curriculum / Advanced Level)

Level C & D (CASAS - Advanced)

Education Design Inc.
1937 Grand Avenue
Baldwin, NY 11510
(800) 645-3739

- (d) Reading for Workplace Success
Park, Olson, Oldham. 1991.

Competency number 4.4.3 - Recognize and use occupational signs, charts, forms, and written directions

Level II (Au Work Specific Curriculum / Advanced Level)

Level C & D (CASAS - Advanced)

Paradigm Publishing International
7500 Flying Cloud Drive
Eden Prairie, MN 55344

COMPANY NAME
SAFETY SECTION FOR LEVEL II (ADVANCED)
STUDENT BOOK

COMPANY NAME
SAFETY SECTION CONTENTS

Lesson 1	Safety and Hearing	1
Lesson 2	Safety and Clothing	4
Lesson 3	Housekeeping, A Safe Work Environment	6
Lesson 4	Safety Symbols and Meanings	8
Lesson 5	Machine Adjustments	11
Lesson 6	Emergency Shutdown	14
Lesson 7	The Main Switch	16
Lesson 8	Machine Transportation and Installation	18

COMPANY NAME
INDIVIDUALIZED EDUCATION PLAN

NAME _____

SOCIAL SECURITY NUMBER - - - - -

SECTION SAFETY LEVEL _____

LESSONS ON SAFETY SECTION	DATE STARTED	DATE COMPLETED	# CORRECT/TOTAL	INSTRUCTOR COMMENTS	INITIAL
LESSON 1 Safety and Hearing					
LESSON 2 Safety and Clothing					
LESSON 3 Housekeeping					
LESSON 4 Safety Symbols and Meanings					
LESSON 5 Machine Adjustments					
LESSON 6 Emergency Shutdown					
LESSON 7 The Main Switch					
LESSON 8 Machine Transportation and Installation					
EVALUATION LESSONS 1-8	DATE OF EVALUATION	Mastery Level; 80% Standard #correct/total	Instructor Recommendation:		
SECTION EVALUATION					

Lesson 3

Recognizing cause and effect

- ♦ Using common knowledge for safety
- ♦ Applying preventative measures prior to task to minimize problems

Your _____
Safety _____
News _____

Housekeeping ... It's Everyone's Job!

How many times have you walked down an aisle at work, noticed a piece of garbage or a spill on the floor, and walked right by it without doing anything? You easily could have picked up that piece of trash or wiped up that spill, but you thought it "wasn't your job."

Now, how many times have you tripped on a piece of trash or slipped on a puddle? At least once, right?

There's a connection here: that puddle you slipped on is the same one someone (maybe even you, yourself) failed to wipe up because it "wasn't his or her (or your) job."

In a safe workplace, housekeeping is everyone's job. In a safe workplace, every employee looks

out for unsafe conditions that could cause injury; and every employee takes those few extra minutes to correct the problem.

To practice good housekeeping at work, you need to do the following:

- PICK UP any trash you see lying around and wipe up spills.
- DON'T stack cartons, furniture, or equipment in aisles.
- CLOSE file drawers when you are done with them.
- REPORT any electrical equipment that has damaged wiring.
- REPORT any torn or ripped carpeting or floor coverings.
- USE ashtrays to dispose of smoking materials.
- KEEP kitchens and bathrooms neat and sanitary.

JOB TASKS INSTRUCTIONAL MATERIALS
COMPANY NAME

Lesson 3

Directions:

Read the preceding page and answer the following questions in the space provided. Write your answers in complete sentences.

1. In your own words, what is the *connection* referred to in the third paragraph?

2. Whose job is it to pick up trash or wipe up a spill?

3. List ways that you can practice good housekeeping at work. Try to write the list without referring to the previous page.

JOB TASKS INSTRUCTIONAL MATERIALS
COMPANY NAME

Lesson 5

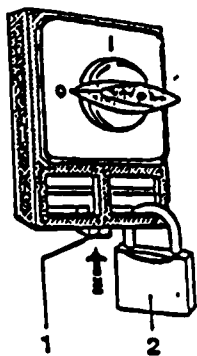
Recognizing cause and effect

- ♦ Using common knowledge for safety
- ♦ Applying preventative measures prior to task to minimize problems
- ♦ Selecting appropriate course of action in emergency

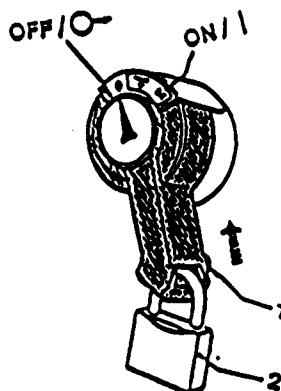
Machine Adjustments

The main switch must be switched off and secured before any adjustments are carried out. Review the following charts and procedures.

- ♦ Set main switch to "0" (off position)
- ♦ Press slide switch (1)
- ♦ Secure with padlock (2)



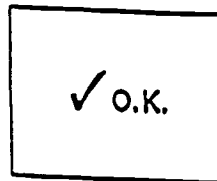
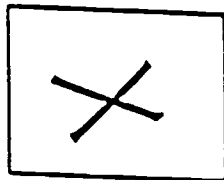
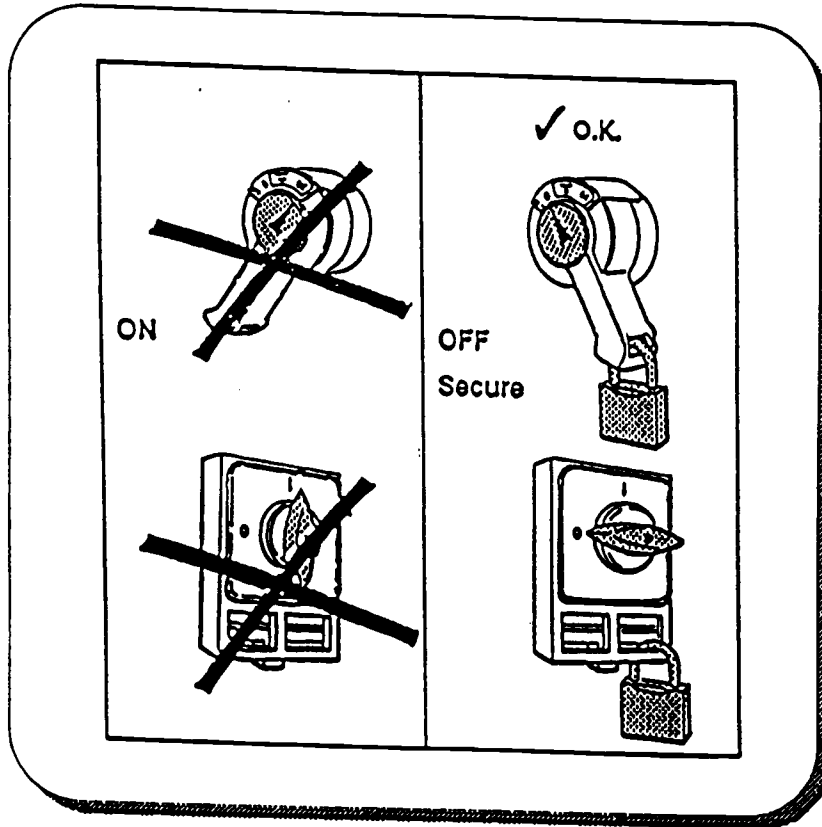
- ♦ Set main switch to "off" position
- ♦ Push slide switch (1) in the direction of arrow
- ♦ Secure with padlock (2)



JOB TASKS INSTRUCTIONAL MATERIALS
COMPANY NAME

Lesson 5

Assume machine adjustments are being made. Explain in your own words what each of the illustrations below mean. Include in your answer the significance of the symbols displayed on the charts? Write your answer on the following page.



ANSWER KEY
SAFETY SECTION

Lesson 1:

1. The body's natural defense against loud noise is deafness.
2. Hearing loss can be avoided by wearing hearing protection, such as ear plugs.
3. I should make certain my hands are clean because dirt in the ear canal can cause infection.
4. Some of the signs of hearing loss include not being able to hear normal conversation, either in person or on the telephone, or having a ringing sound in your ear.

(Use discretion in grading these questions -- answers may vary)

Lesson 2:

1. Answers will vary
2. Items (b) (d) and (e) should be marked with an "X"

Lesson 3:

Answers to 1,2, and 3 will vary. Use discretion in grading these items.

Lesson 4:

1. F
2. A
3. E
4. G
5. D
6. B
7. C

Approved Curriculum Sample

**(Vocabulary and Forms Section -
developed during year 2)**

**WORK SPECIFIC CURRICULUM PROJECT
SPECIAL 353 DEMONSTRATION PROJECT
LESSON APPROVAL FORM**

COMPLETE AND RETURN TO:

Sallie D. Averitt, Ed.D.
Auburn University
Center for Vocational & Adult Education
Donahue and Thach
Auburn University, Alabama 36849-5526

LEVEL _____

LESSON TOPIC General VocabularyLESSON NUMBER 1

DATE RECEIVED FROM AUBURN UNIVERSITY _____

1. The lesson is technically correct. YES NO *MS*

If no, list corrections that need to be made.

A.

B.

C.

2. The lesson teaches to the topic addressed. YES NO *MS*

If no, list corrections that need to be made.

A.

B.

C.

3. The answers to the lesson are correct. YES NO *MS*

If no, indicate the corrections.

A.

B.

C.

WORK SPECIFIC CURRICULUM PROJECT
LESSON APPROVAL FORM (PAGE 2)

4. The supplementary materials are adequate.

YES NO

If no, indicate areas of deficiency.

A.

B.

C.

5. This lesson is appropriate for public dissemination.

YES NO

6. The lesson may be disseminated with Russell Corporation's name in the heading.

YES NO

7. Other comments:

Reviewed by: Becky Auman (Russell Corporation)

Date: 12-13-93
(This date should not be more than 30 days after date received.)

Approved: Rich Dickson (Russell Corporation)

Date: 12-13-93
(This date should not be more than 30 days after date received.)

**RUSSELL CORPORATION
VOCABULARY SECTION
INSTRUCTOR MANUAL**

RUSSELL CORPORATION
WORK SPECIFIC VOCABULARY SECTION

VOCABULARY FACT SHEET

The most basic reading comprehension skill is abstracting meaning from words.

Words are written symbols that represent concepts.

Words are written symbols that trigger mental associations.

As a person increases his vocabulary, he also increases his ability to learn many new facts and ideas. This is true because he is able to make a greater number of associations.

Developing Reading Skills, Steck-Vaughn Company, 1990, p. 47.

**RUSSELL CORPORATION
VOCABULARY SECTION INTRODUCTION**

RUSSELL CORPORATION
INSTRUCTOR MANUAL CONTENT

1. Vocabulary Section Introduction
2. Primary Vocabulary Objective
3. Author's Note to Instructor
4. Individualized Education Plan (IEP)
5. Lesson I (General Vocabulary)
 - a. Basic competency skills
 - b. Suggested instruction guideline
 - c. Student lessons and worksheets
 - d. Work specific dictionary
 - e. Readability test (words and definitions)
 - f. Lesson answer key
 - g. Supplementary Materials
6. Lesson II (Carding General)
 - a. Basic competency skills
 - b. Suggested instruction guideline
 - c. Student lessons and worksheets
 - d. Work specific dictionary
 - e. Readability test (words and definitions)
 - f. Lesson answer key
 - g. Copies of actual work specific materials
 - h. Supplementary Materials
7. Lesson III (Carding Common)
 - a. Basic competency skills
 - b. Suggested instruction guideline
 - c. Student lessons and worksheets
 - d. Work specific dictionary
 - e. Readability test (words and definitions)
 - f. Lesson answer key
 - g. Copies of actual work specific materials
 - h. Supplementary Materials

RUSSELL CORPORATION
INSTRUCTOR MANUAL CONTENT

8. Lesson IV (Carding Technical)

- a. Basic competency skills
- b. Suggested instruction guideline
- c. Student lessons and worksheets
- d. Work specific dictionary
- e. Readability test (words and definitions)
- f. Lesson answer key
- g. Copies of actual work specific materials
- h. Supplementary Materials

9. Lesson V (Combing)

- a. Basic competency skills
- b. Suggested instruction guideline
- c. Student lessons and worksheets
- d. Work specific dictionary
- e. Readability test (words and definitions)
- f. Lesson answer key
- g. Copies of actual work specific materials
- h. Supplementary Materials

10. Lesson VI (Drawing)

- a. Basic competency skills
- b. Suggested instruction guideline
- c. Student lessons and worksheets
- d. Work specific dictionary
- e. Readability test (words and definitions)
- f. Lesson answer key
- g. Copies of actual work specific materials
- h. Supplementary Materials

11. Lesson VII (Roving)

- a. Basic competency skills
- b. Suggested instruction guideline
- c. Student lessons and worksheets
- d. Work specific dictionary
- e. Readability test (words and definitions)
- f. Lesson answer key
- g. Copies of actual work specific materials
- h. Supplementary Materials

RUSSELL CORPORATION
INSTRUCTOR MANUAL CONTENT

12. Lesson VIII (Spinning Common)

- a. Basic competency skills
- b. Suggested instruction guideline
- c. Student lessons and worksheets
- d. Work specific dictionary
- e. Readability test (words and definitions)
- f. Lesson answer key
- g. Copies of actual work specific materials
- h. Supplementary Materials

13. Lesson IX (Winding)

- a. Basic competency skills
- b. Suggested instruction guideline
- c. Student lessons and worksheets
- d. Work specific dictionary
- e. Readability test (words and definitions)
- f. Lesson answer key
- g. Copies of actual work specific materials
- h. Supplementary Materials

14. Section Evaluation and Answers

Distribute a copy of the evaluation to each student after they have completed the 9 vocabulary lessons. Although this evaluation is not a timed instrument it should be completed during normal class hours.

The section evaluation results should be sent to the following address:

Sallie D. Averitt, Ed.D.
Auburn University
Department of Vocational and Adult Education
Donahue and Thach
Auburn University, AL 36849-5529

RUSSELL CORPORATION
VOCABULARY SECTION INTRODUCTION

The Work Specific Vocabulary Section contains adult-oriented instruction materials for Russell Corporation employees. The teaching methodology, i.e., lessons, worksheets, and suggested instruction guideline, were designed to teach work specific vocabulary.

This phase of the curriculum was based primarily on the Alabama Adult Education Curriculum, Basic Skills - Scope and Sequence. A specific listing of the competencies was included with each lesson.

The academic skills content of this book were determined by Russell Corporation. The vocabulary areas identified were thought to be essential to the employees' ability to communicate and perform job tasks. These areas included (a) general work specific vocabulary, (b) carding general, (c) carding common, (d) carding technical, (e) combing, (f) drawing, (g) roving, (h) spinning, and (i) winding.

Readability tests were performed on each area of the vocabulary. The results of these tests were included in the instructor manual.

The work specific curriculum materials were correlated with the Tests of Adult Basic Education (TABE), Russell Corporation's IBM software, and Comprehensive Adult Student Assessment System (CASAS). These correlations can be found under the section entitled supplementary materials.

Samples of workplace materials used in the development of the curriculum were included in this manual. These samples can be found as a part of each lesson in the instructor manual.

An Individualized Education Plan (IEP) was included in each student book. After the employee has completed the last lesson, he/she will be given a section evaluation (posttest). If the employee does not achieve an 80% mastery level, remedial education is recommended. Sources, although not all inclusive, are listed in the supplementary materials section.

A copy of the section evaluation (posttest) is located in the instructor manual. This evaluation will be administered after the employee has completed all lessons in the vocabulary section.

**RUSSELL CORPORATION
PRIMARY VOCABULARY OBJECTIVE**

JOB TASKS INSTRUCTIONAL MATERIALS
RUSSELL CORPORATION
LESSON 1 - GENERAL VOCABULARY

Primary Vocabulary Objective: Russell employees will demonstrate the ability to recognize common words and meanings. In addition, they will be able to identify task related words with technical meanings, and meanings for common abbreviations and acronyms.

**RUSSELL CORPORATION
AUTHOR'S NOTE TO INSTRUCTOR**

RUSSELL CORPORATION
AUTHOR'S NOTE TO INSTRUCTOR

Instructor's Note

Read aloud all lesson instructions. If possible, instruct one of the participants to read -- be careful not to embarrass a poor reader.

Assist participants in understanding the lesson directions.

Always encourage the use of a standard dictionary.

Remind participants of the Work Specific Dictionary located at the end of each lesson.

**RUSSELL CORPORATION
INDIVIDUALIZED EDUCATION PLAN**

RUSSELL CORPORATION
INDIVIDUALIZED EDUCATION PLAN INSTRUCTIONS

1. Each time an employee completes a lesson, the instructor should make certain the Individualized Education Plan (IEP) is properly filled in. This form is located at the beginning of each student book.
2. A section evaluation (posttest) is administered after the employee completes the last lesson. If the employee does not achieve an 80% mastery level, remedial education is recommended. Sources, although not all inclusive, were listed at the end of the instructor manual.

IEP

INDIVIDUALIZED EDUCATION PLAN

**RUSSELL CORPORATION
INDIVIDUALIZED EDUCATION PLAN**

NAME _____

SOCIAL SECURITY NUMBER _____

SECTION Vocabulary LEVEL _____

PLANT AND LOCATION _____

LESSONS ON VOCABULARY SECTION	DATE STARTED	DATE COMPLETED	# CORRECT/TOTAL	INSTRUCTOR COMMENTS	INITIAL
LESSON 1 General Vocabulary					
LESSON 2 Carding General Vocabulary					
LESSON 3 Carding Common Vocabulary					
LESSON 4 Carding Technical Vocabulary					
LESSON 5 Combing Vocabulary					
LESSON 6 Drawing Vocabulary					
LESSON 7 Roving Vocabulary					
LESSON 8 Spinning Common Vocabulary					
LESSON 9 Winding Vocabulary					
EVALUATION LESSONS 1-9	DATE OF EVALUATION	Mastery Level: 80% Standard #correct/total	Instructor Recommendation:		
SECTION EVALUATION					

**RUSSELL CORPORATION
LESSON 1
GENERAL VOCABULARY**

**RUSSELL CORPORATION
BASIC COMPETENCY SKILLS**

RUSSELL CORPORATION
BASIC COMPETENCY SKILLS

Lesson 1

The lesson was designed to help Russell Corporation employees acquire the ability to:

1. Recognize common words and meanings.
2. Recognize job related vocabulary words.
3. Define job related vocabulary words as they relate to the employees' job.
4. Use basic capitalization rules -- review (instructor manual exercise #8).
5. Use basic rules for punctuation -- review (instructor manual exercise #8).
6. Identify the four kinds of sentences -- review (instructor manual exercise #8).
7. Recognize verbs -- review (instructor manual exercise #6).
8. Identify similarities and differences in objects -- (instructor manual exercise #7).
9. Demonstrate word alphabetization.
10. Recognize root words.
11. Recognize suffixes.
12. Use synonyms, antonyms, and homonyms.
13. Separate syllables (syllabication).
14. Utilize context clues.
15. Locate information (dictionary, reference manuals, etc.).
16. Write sentences using vocabulary words.

RUSSELL CORPORATION
BASIC COMPETENCY SKILLS

Lesson I (continued)

The lesson was designed to help Russell Corporation employees acquire the ability to:

17. Apply commonsense understanding to carry out instructions furnished in written, oral, or diagrammatic form; deals with problems involving several concrete variables in or from standard situations.
18. Follow directions.
19. Skim and scan information.
20. Select parts of a visual to complete a task.
21. Read two or more column charts to obtain information.
22. Multiply whole numbers.
23. Divide whole numbers.
24. Multiply decimal fractions.
25. Divide decimal fractions.
26. Perform basic metric conversions involving weight, distance, and volume.
27. Convert U.S. Customary to the International Metric System of measurement.
28. Use a calculator to perform basic arithmetic operations to solve problems (instructor manual exercise #5).
29. Interpret symbols.

**RUSSELL CORPORATION
SUGGESTED INSTRUCTION GUIDELINE**

RUSSELL CORPORATION
SUGGESTED INSTRUCTION GUIDELINE

Lesson 1

Introduction of Concepts

Build on the learners' background experience of workplace vocabulary. Discuss work specific words that the employee is familiar with. Write these words on a board or flipchart. Instruct each student to keep a vocabulary notebook of the words and meanings discussed.

Instruct the students to write a paragraph on *why it is important to know work specific words*. Review how to write a paragraph; for example, state the topic of the paragraph in one sentence. This is called the topic sentence. This sentence may be written at the beginning, middle, or end of the paragraph. The other sentences of the paragraph are called supporting details. (Reference: Writing Skills, Part Two - The Essay, Steck-Vaughn)

Direct Instruction

Instruct students on how to use a dictionary. Use the work specific words; e.g., count, grains, strength, twisting, etc. Reference review: Steck-Vaughn, Writing For Success (Pre-GED), pp. 115-117.

Briefly review the words included in the Work Specific Dictionary located at the end of Lesson I. Instruct the students to circle the words they are not familiar with -- or cannot pronounce. This exercise may be referenced as the students continue through the lessons. The circled words should be a *teaching focal point* for the instructor.

Practice Exercises

Exercise #1 (Group)

Divide the students into small groups. Instruct each group to select a group leader. The group leader will write a list of the words (page 2 - student book) that the group can pronounce. Each leader will read the words aloud.

Exercise #2 (Group)

Instruct each group leader to write on the board the words the group could not pronounce. The instructor will read these words aloud. Ask the students to say the words as a group -- in unison. Next, ask each student to pronounce the words; help them if necessary.

RUSSELL CORPORATION
SUGGESTED INSTRUCTION GUIDELINE

Lesson 1

Practice Exercises

Exercise #3 (Group)

Instruct each group to select another group leader. The group leader will write the first five words on a sheet of paper. Then, the group will discuss what the words mean. The group leader will write the definitions, agreed on by the group, next to the words.

Select one group leader to read the words and definitions aloud while the instructor writes them on the board. These definitions will be revised until a consensus is reached by all groups.

*Repeat this exercise for the remaining words.

Exercise #4 (Group)

Discuss the vocabulary words as they relate to the employees' jobs. Instruct each student to choose a word from the list that they are least familiar with. The student will be instructed to research the word meaning. The following items might be included in the word research:

1. Why is it important for me to know this word?
2. Is this a common word or a technical word? Explain the difference.
3. Use the word in a work related sentence.
4. When would I use this word? Under what circumstances would I use this word?
5. If the term is an object, ask the student to explain and show the actual object -- if possible.
6. Include a sketch or picture in the research.

Exercise #5 (Individual and Group)

Ask each student to select and write down on a piece of paper the most difficult word. The teacher will make a plan to teach this word to the student on an individual basis and as a group. For example, the teacher will use the word during instruction, write a sentence using the word and ask the student to fill in the blank, play scrabble using the vocabulary words, word puzzles (try and find), etc.

RUSSELL CORPORATION
SUGGESTED INSTRUCTION GUIDELINE

Lesson 1

Practice Exercises

Exercise #6 (Group)

Explain the relationships between the problems on page 19 -- student book. The following box shows one such relationship.

$$1 \text{ lb.} = 453.6 \text{ g}$$

$$16 \text{ oz.} = 1 \text{ lb.}$$

$$16 \text{ oz.} = (16 \times 28.35) 453.6 \text{ g}$$

Discuss, as a group, other measurement relationships. Encourage students to work together when solving problem #4 on page 19 -- student book.

Exercise #7 (Individual)

Ask the students to turn to page 32 of the student book. Instruct them to circle the bobbin lay or build that they work with.

Answer: Coosa Ring Plant (Hosiery Cone)

Exercise #8 (Group)

The students have been instructed to write in complete sentences on page 20-21, student book. Review the following areas:

1. capitalization rules
2. punctuation marks
3. sentence structure

Ask the group to name the capitalization rules. Write these rules on the board.

Ask the group to name the four punctuation marks that are used more often than some of the others.

Ask the group to write a definition of a sentence, a sentence fragment, and a run-on sentence.

RUSSELL CORPORATION
SUGGESTED INSTRUCTION GUIDELINE

Lesson 1

Practice Exercises

Exercise #9 (Group)

Review the four kinds of sentences and sentence parts. Include the following information in the review.

The four kinds of sentences are:

1. A sentence that makes a statement is a declarative sentence.
2. A sentence that gives a command or makes a request is an imperative sentence.
3. A sentence that asks a question is an interrogative sentence.
4. A sentence that expresses strong feeling is an exclamatory sentence.

Sentence parts include a (a) subject (names the person or thing about which you are speaking or writing), (b) predicate (the part that says something about the subject), and (c) verb (a word that expresses action or otherwise helps to make a statement).

Ask the students to give an example of each kind of sentence.

Instruct the students to write an example of each kind and label the sentence parts.

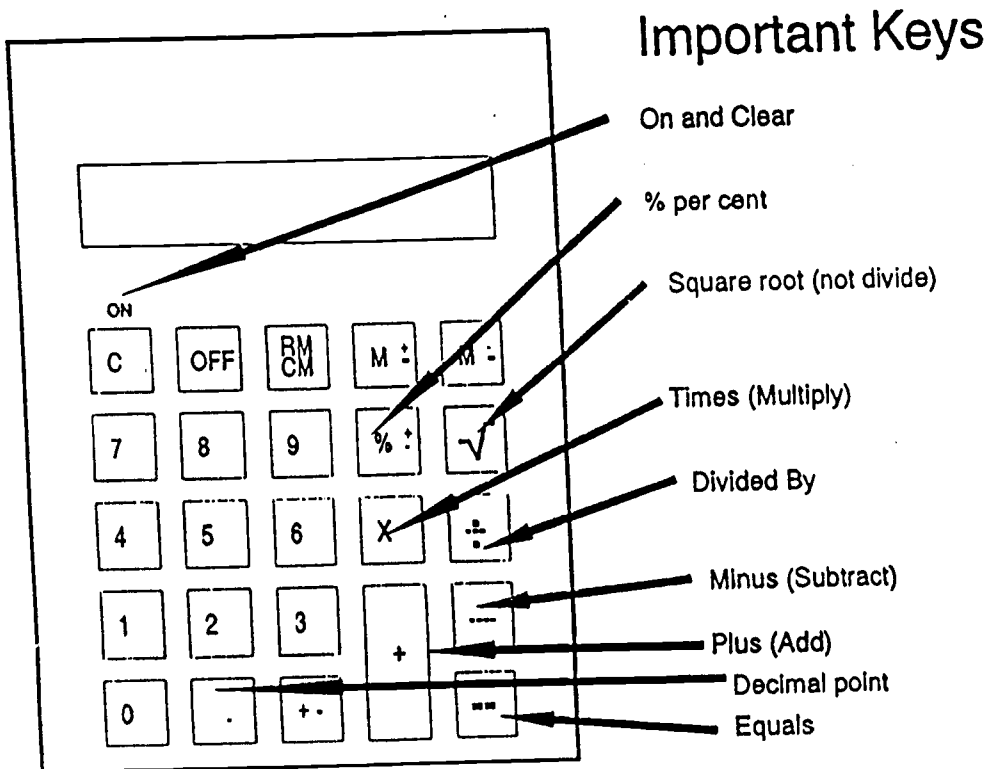
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SUGGESTED INSTRUCTION GUIDELINE

Lesson 1

Practice Exercises

Exercise #10

Discuss how to use a calculator. The following information will guide the students through a brief review.



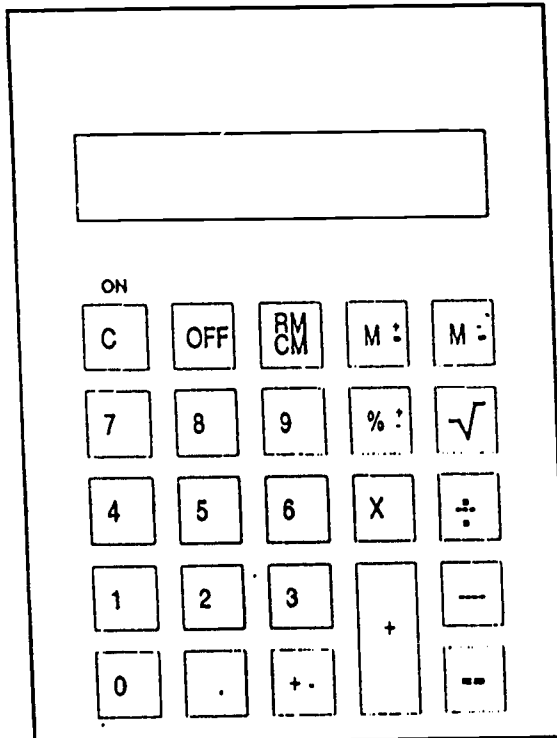
RUSSELL CORPORATION
SUGGESTED INSTRUCTION GUIDELINE

Lesson 1

Practice Exercises (continued)

Exercise #10

Discuss how to use a calculator. The following information will guide the students through a brief review.



Using your Calculator

Some things to remember:

1. Always touch the C (for clear) key before beginning each new operation.
2. Always check the print out window after each entry to see that you have entered the correct numbers.
3. Just touch each entry and release. Do not hold a key down.
4. Concentrate on keying in the correct operation for the problem you are solving.
5. If you are adding a column of figures, double check by adding from the bottom up after getting the sum from the top down.
6. Work each calculation a second time to check your answer.
7. Round accurately.
8. Be careful that decimal points are keyed into your calculator when indicated.

Remember: The calculator can only give correct answers if the correct information is keyed into it.

RUSSELL CORPORATION
SUGGESTED INSTRUCTION GUIDELINE

Lesson 1

Practice Exercises

Exercise #10 (continued)

Ask a student to demonstrate how to solve the following problems on a calculator:

$$.34 + .57 = \underline{\hspace{2cm}}$$

$$45.3 - .19 = \underline{\hspace{2cm}}$$

Ask another student to demonstrate how to solve the following problems on a calculator:

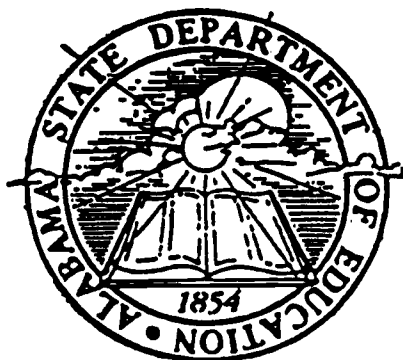
$$.23 \times 1.5 = \underline{\hspace{2cm}}$$

$$4.4 \div .2 = \underline{\hspace{2cm}}$$

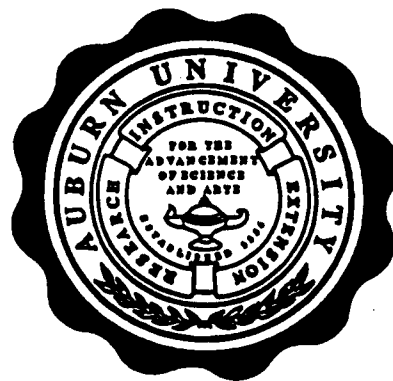
*Continue to practice using the calculator until the students feel competent.

**A WORK SPECIFIC CURRICULUM PROJECT
SPECIAL 353 DEMONSTRATION PROJECT IN ADULT EDUCATION**

Alabama State Department of Education
Division of Federal Administrative Services Adult Education Program



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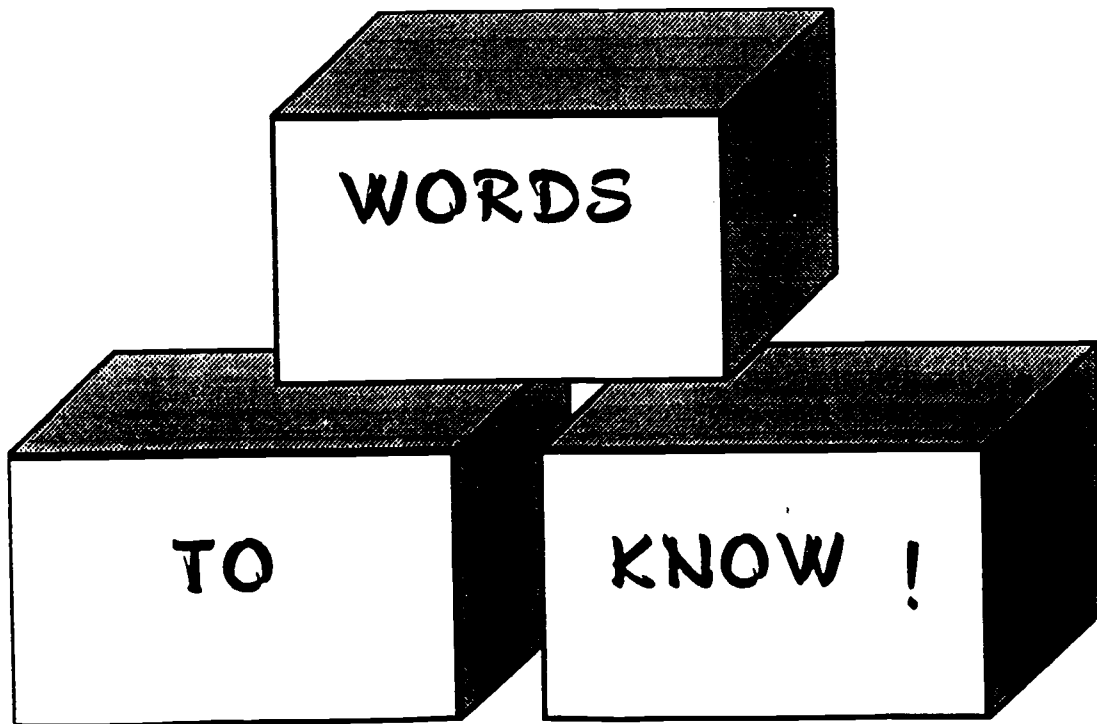
*Alabama State Department of Education
Auburn University - Department of Vocational & Adult Education
Russell Corporation - Alexander City, Alabama*

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STUDENT LESSONS AND WORKSHEETS

RUSSELL CORPORATION
VOCABULARY SECTION CONTENTS

Lesson 1	General Vocabulary	1
	Figure 1	31
	Table 1	32
	Table 2	33
Lesson 2	Carding General Vocabulary	34
Lesson 3	Carding Common Vocabulary	
Lesson 4	Carding Technical Vocabulary	
Lesson 5	Combing Vocabulary	
Lesson 6	Drawing Vocabulary	
Lesson 7	Roving Vocabulary	
Lesson 8	Spinning Common Vocabulary	
Lesson 9	Winding Vocabulary	



RUSSELL CORPORATION
INDIVIDUALIZED EDUCATION PLAN

NAME _____

SOCIAL SECURITY NUMBER _____

SECTION Vocabulary LEVEL _____

PLANT AND LOCATION _____

LESSONS ON VOCABULARY SECTION	DATE STARTED	DATE COMPLETED	# CORRECT/TOTAL	INSTRUCTOR COMMENTS	INITIAL
LESSON 1 General Vocabulary					
LESSON 2 Carding General Vocabulary					
LESSON 3 Carding Common Vocabulary					
LESSON 4 Carding Technical Vocabulary					
LESSON 5 Combing Vocabulary					
LESSON 6 Drawing Vocabulary					
LESSON 7 Roving Vocabulary					
LESSON 8 Spinning Common Vocabulary					
LESSON 9 Winding Vocabulary					
EVALUATION LESSONS 1-9	DATE OF EVALUATION	Mastery Level: 80% Standard #correct/total	Instructor Recommendation:		
SECTION EVALUATION					

RUSSELL CORPORATION
LESSON 1
GENERAL VOCABULARY

RUSSELL CORPORATION
NOTE TO WORKPLACE EDUCATION PARTICIPANT

PARTICIPANT INFORMATION

- > A work specific dictionary is located at the end of each lesson. It may be used as a reference.

JOB TASKS INSTRUCTIONAL MATERIALS
RUSSELL CORPORATION
LESSON 1 - GENERAL VOCABULARY

Circle the words on this page that you do not know how to pronounce. Ask your instructor to help you say the circled words. You may use a dictionary.

1. bobbin lay
2. bobbin stripper
3. break back
4. count
5. doubling
6. grains
7. hank
8. humidity
9. laydown
10. micronaire
11. pneumafil
12. skein
13. strength
14. twisting

JOB TASKS INSTRUCTIONAL MATERIALS
RUSSELL CORPORATION
LESSON 1 - GENERAL VOCABULARY

A syllable is a word part that is pronounced as a separate sound. There is usually only one vowel sound in each syllable.

Directions:

Write the number of syllables beside each word below.

<u>Words</u>	<u># of Syllables</u>
1. bobbin (bob/bin)	<u>2</u>
2. stripper	_____
3. back	_____
4. count	_____
5. doubling	_____
6. grains	_____
7. hank	_____
8. humidity	_____
9. laydown	_____
10. micronaire	_____
11. pneumafil	_____
12. strength	_____
13. twisting	_____

JOB TASKS INSTRUCTIONAL MATERIALS
RUSSELL CORPORATION
LESSON 1 - GENERAL VOCABULARY

1. A *suffix* is a word part that is added to the end of a word.

Circle the suffix of the following words.

stripper

grains

twisting

doubling

humidity

2. The *root word* is the simplest form of related words. For example, teach is the root word of teacher, reteach, teaches, and teaching.

Write the root word of the words listed in number 1.

JOB TASKS INSTRUCTIONAL MATERIALS
RUSSELL CORPORATION
LESSON 1 - GENERAL VOCABULARY

3. When two words are joined to form a *compound word*, the spelling of each separate word is kept the same. The two words are joined.

Circle the compound word in the word box.

Word Box

bobbin lay doubling laydown pneumafil

4. Complete the following sentence. You may choose a word from the word box in number 3.

_____ is the first process of a yarn plant.

This term means a specified amount of baled cotton was uniformly aligned. (Hint: The missing word is a compound word.)

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RUSSELL CORPORATION
LESSON 1 - GENERAL VOCABULARY

5. Arrange the following words and word phrases in alphabetical order.

laydown humidity twisting skein
pneumafil grains strength count
break back doubling micronaire hank
bobbin lay bobbin stripper

1. _____

8. _____

2. _____

9. _____

3. _____

10. _____

4. _____

11. _____

5. _____

12. _____

6. _____

13. _____

7. _____

14. _____

JOB TASKS INSTRUCTIONAL MATERIALS
RUSSELL CORPORATION
LESSON 1 - GENERAL VOCABULARY

6. *Synonyms* are words that have similar meanings. Examples of synonyms are shown below.

fair, just

answer, respond

unhappy, sad

work, job

Circle the two words that are synonyms in the following word box.

Word Box

strength count break weakness humid collapse

7. *Antonyms* are words with opposite meanings. Examples of antonyms are shown below.

night, day

open, close

happy, unhappy

full, empty

Circle the two words that are antonyms in the following word box.

Word Box

humid strength brake moisture break weakness

JOB TASKS INSTRUCTIONAL MATERIALS
RUSSELL CORPORATION
LESSON 1 - GENERAL VOCABULARY

8. *Homophones* are words that are pronounced the same but have different spellings and meanings. Examples of homophones are shown below.

roll, role in, inn
see, sea be, bee

Circle the two words that are homophones in the following word box.

Word Box

brake dry strength weakness break humid

9. Write the missing words. You may choose words from the word box in number 8. (Hint: The missing words are homophones.)

The machine _____ is a device for slowing down or stopping the machine. This device is often built into the machine. The emergency shutdown switch controls this device.

Employees are allowed a _____ during the work day. Some employees use this time to drink coffee and eat a snack.

JOB TASKS INSTRUCTIONAL MATERIALS
RUSSELL CORPORATION
LESSON 1 - GENERAL VOCABULARY

Read each sentence carefully. Then choose the best answer to complete each sentence. Circle the letter of the answer you have chosen.

1. A bobbin stripper is a machine used to _____ waste or empty bobbins.
 - A. eliminate
 - B. remove
 - C. clean
 - D. throw away

2. Doubling is the process of combining _____ strands of sliver, roving, or yarn at once to produce one.
 - A. thick
 - B. five or more
 - C. fifty (50)
 - D. two or more

JOB TASKS INSTRUCTIONAL MATERIALS
RUSSELL CORPORATION
LESSON 1 - GENERAL VOCABULARY

Read each sentence carefully. Then choose the best answer to complete each sentence. Circle the letter of the answer you have chosen.

3. Bobbin lay or bobbin build is the pattern lined on a _____.
- A. bobbin
 - B. cone
 - C. bobbin, cone, or tube
 - D. tube
4. Seven thousand (7,000) grains equal one _____.
- A. gram
 - B. count
 - C. pound
 - D. yard

JOB TASKS INSTRUCTIONAL MATERIALS
RUSSELL CORPORATION
LESSON 1 - GENERAL VOCABULARY

Read each sentence carefully. Then choose the best answer to complete each sentence. Circle the letter of the answer you have chosen.

5. One hank equals _____ .
- A. 480 yards
 - B. 840 feet
 - C. 480 feet
 - D. 840 yards
6. Micronaire is a relative measurement of _____ .
- A. fineness
 - B. thickness
 - C. length
 - D. weight

JOB TASKS INSTRUCTIONAL MATERIALS
RUSSELL CORPORATION
LESSON 1 - GENERAL VOCABULARY

Read each sentence carefully. Then choose the best answer to complete each sentence. Circle the letter of the answer you have chosen.

7. Pneumafil is a term used to identify _____.
- A. sliver, roving, or yarn
 - B. quality fibers
 - C. defective fibers
 - D. short fibers, trash, and excess fibers
8. Break back is a roving package that consists of _____
sliver.
- A. standard
 - B. defective
 - C. quality
 - D. good

JOB TASKS INSTRUCTIONAL MATERIALS
RUSSELL CORPORATION
LESSON 1 - GENERAL VOCABULARY

VOCABULARY, SYMBOLS, ABBREVIATIONS, MEANINGS AND
PROBLEM SOLVING AT RUSSELL CORPORATION

09/07/93

JOB TASKS INSTRUCTIONAL MATERIALS
RUSSELL CORPORATION
LESSON 1 - GENERAL VOCABULARY

SCANNING TO GET INFORMATION FAST

Scanning is a useful skill to have. On the job, Russell Corporation employees will often have to scan something to get information quickly.

For example, you may need to get information from a machine manual on a machine part. To find the needed information, would you (a) read the whole manual, (b) read a whole section in the manual or, (c) simply scan to find the information you need?

You don't need to read the whole manual. You can scan it to find the information you need.

Turn to the Work Specific Dictionary at the end of this lesson. Scan the first page and find the abbreviation for grams. Write the abbreviation on the line below.

(Answer) _____

JOB TASKS INSTRUCTIONAL MATERIALS
RUSSELL CORPORATION
LESSON 1 - GENERAL VOCABULARY

ABBREVIATIONS

An abbreviation is a shortened form of a word or phrase.

Write the abbreviations for the words below. You may use a standard dictionary, or you may scan the Work Specific Dictionary included at the end of this lesson.

1. pound _____
2. gram _____
3. yard _____
4. ounce _____
5. inch _____
6. feet _____

You may choose your answer from the following abbreviations.

in. ft. rd. mi. lb. oz. m km
g kg mg ml mm yd.

JOB TASKS INSTRUCTIONAL MATERIALS
RUSSELL CORPORATION
LESSON 1 - GENERAL VOCABULARY

Review the following symbols and meanings. Solve the problems.

1. This symbol (+) means to find the sum of two or more numbers; to add. Find the sum of the following numbers.

108	33	432	4	5,329
<u>+101</u>	<u>+64</u>	<u>+345</u>	<u>+5</u>	<u>+4,999</u>

2. This symbol (-) means to find the difference between two numbers. Subtraction is the opposite of addition. Find the difference between the following numbers.

15	7	59	23	769
<u>- 9</u>	<u>-5</u>	<u>-30</u>	<u>- 9</u>	<u>-685</u>

JOB TASKS INSTRUCTIONAL MATERIALS
RUSSELL CORPORATION
LESSON 1 - GENERAL VOCABULARY

Review the following symbols and meanings. Solve the problems.

3. This symbol (\times) means to multiply by. The answer is called the product. Multiplication is a short way to do addition. For example, 4×5 means 4 times 5 or $5 + 5 + 5 + 5 = 20$. Find the product of the following numbers.

$$\begin{array}{r} 0 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 71 \\ \times 12 \\ \hline \end{array}$$

$$\begin{array}{r} 173 \\ \times 5 \\ \hline \end{array}$$

4. This symbol (\div) means divided by. The answer is called the quotient. Division is the reverse, or opposite, of multiplication. For example, since $2 \times 8 = 16$, you will find by reversing the process that $16 \div 8 = 2$ and $16 \div 2 = 8$. Divide the following numbers.

$$20 \div 5 = \underline{\hspace{2cm}}$$

$$36 \div 6 = \underline{\hspace{2cm}}$$

$$0 \div 5 = \underline{\hspace{2cm}}$$

$$32 \div 8 = \underline{\hspace{2cm}}$$

$$210 \div 10 = \underline{\hspace{2cm}}$$

JOB TASKS INSTRUCTIONAL MATERIALS
RUSSELL CORPORATION
LESSON 1 - GENERAL VOCABULARY

Review the following symbol and meaning. Solve the word problem below. Remember, you may use a calculator.

5. This symbol (\approx) means approximately equal to.

For example, one ounce (oz.) is approximately equal to (\approx) 28.35 grams (g).

$$1 \text{ (oz.)} \times 28.35 \approx 28.35 \text{ (g)}$$

Problem: If one ounce (oz.) \approx 28.35 grams (g), how many grams would 16 ounces (oz.) equal?

Write your answer below.

(Answer) _____

JOB TASKS INSTRUCTIONAL MATERIALS
RUSSELL CORPORATION
LESSON 1 - GENERAL VOCABULARY

Solve the following problems. Use the chart in the box when solving the problems. You may use a calculator. Write your answer on the line provided.

<u>WHEN YOU KNOW</u>	<u>MULTIPLY BY</u>	<u>TO FIND</u>	<u>EXAMPLE</u>
feet (ft.)	12	inches (in.)	1 ft. \times 12 = 12 in.
yards (yd.)	3	feet (ft.)	1 yd. \times 3 = 3 ft.
pounds (lb.)	16	ounces (oz.)	1 lb. \times 16 = 16 oz.

1. Change 5 pounds to ounces. Your answer is _____.

$$5(\text{lb.}) \times 16 = \text{_____ OZ.}$$

2. Change 3 feet to inches. Your answer is _____.

3. Change 6 feet to yards. Your answer is _____.

(Hint: To express an amount in larger units, divide the amount by the number of smaller units; for example,

$$6 \div 3 \text{ ft.})$$

JOB TASKS INSTRUCTIONAL MATERIALS
RUSSELL CORPORATION
LESSON 1 - GENERAL VOCABULARY

Measurements
Using Metric Units of Mass (Weight)

The basic unit in the metric system is gram. The gram and kilo-gram are units of mass in the metric system, just as the ounce and pound are in the English system.

When you know	Multiply by	To find	Example
pounds (lb.)	453.6	grams (g)	1 lb. X 453.6 \approx 453.6 g
grams (g)	15.43	grains	1 g X 15.43 \approx 15.43 grains
ounces (oz.)	28.35	grams (g)	1 oz. X 28.35 \approx 28.35 g

See Table 2 - Work Specific Dictionary

Solve the following problems. Write your answer on the line provided.

1. 1 pound \approx _____ grams

Note: This symbol (\approx) means approximately equal to.

2. 16 ounces \approx _____ grams

3. 453.6 grams \approx _____ grains

4. 2835 grams \approx _____ ounces

(Hint: To express an amount in larger units, divide the amount by the number of smaller units; for example, $2835 \div 28.35$.)

JOB TASKS INSTRUCTIONAL MATERIALS
RUSSELL CORPORATION
LESSON 1 - GENERAL VOCABULARY

Mathematics (Symbols and Meanings)

Write what the following symbols mean. Please write your answer in complete sentences.

1. $(+)$ _____

2. (\approx) _____

3. (\div) _____

JOB TASKS INSTRUCTIONAL MATERIALS
RUSSELL CORPORATION
LESSON 1 - GENERAL VOCABULARY

Mathematics (Symbols and Meanings)

Write what the following symbols mean. Please write your answer in complete sentences.

4. (\times) _____

5. $(-)$ _____

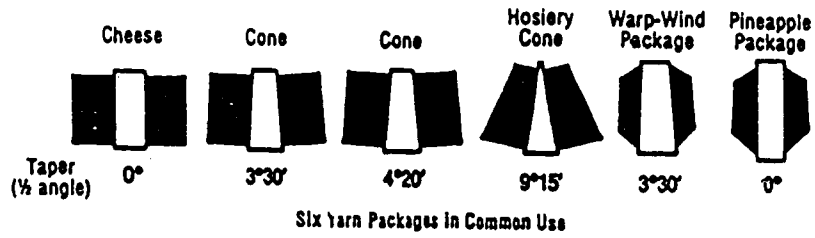
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RUSSELL CORPORATION
LESSON 1 - GENERAL VOCABULARY

GENERAL VOCABULARY REVIEW

09/07/93

JOB TASKS INSTRUCTIONAL MATERIALS
RUSSELL CORPORATION
LESSON 1 - GENERAL VOCABULARY

Circle the bobbin lay or bobbin build that is used in your department.



(Graphics: Dictionary of Fiber & Textile Technology. Hoechst Celanese Corporation. 1990.)

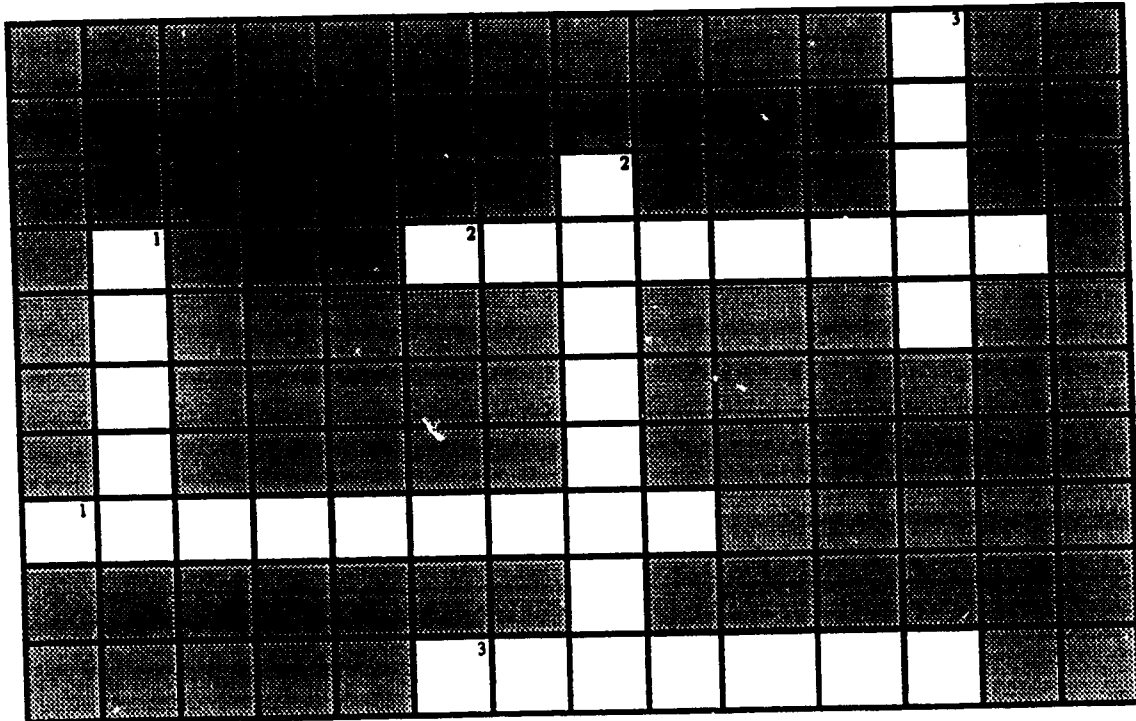
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LESSON 1 - GENERAL VOCABULARY

WORD SCRAMBLE
UNSCRAMBLE THE FOLLOWING GENERAL
VOCABULARY WORDS. YOU MAY LOOK BACK
AT THE PRECEDING PAGES.

1. NYALWDO _____
2. KAHN _____
3. LIMFUNPEA _____
4. SRGNAI _____
5. THEGSRNT _____

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RUSSELL CORPORATION
LESSON 1 - GENERAL VOCABULARY

Complete the crossword puzzle below. You may use the work specific dictionary located at the end of this lesson.



ACROSS

1. Short fibers, trash, and excess fibers
2. The process of combining two or more strands of sliver, roving, or yarn at once to produce one
3. The first process in a yarn plant

DOWN

1. A continuous strand of yarn or cord in the form of a collapsed coil
2. Amount of moisture in the air
3. Denotes the yarn number systems

JOB TASKS INSTRUCTIONAL MATERIALS
 RUSSELL CORPORATION
 LESSON 1 - GENERAL VOCABULARY

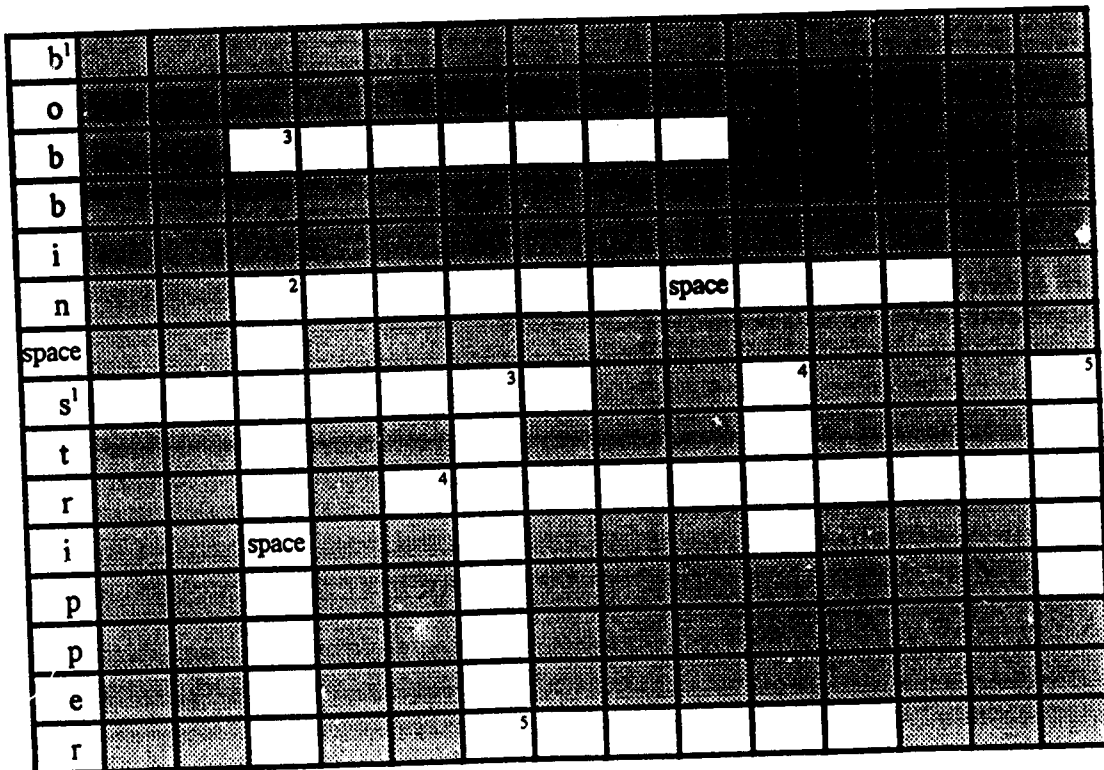
Several of Russell Corporation's general vocabulary words are hidden in the block below. Some of these words are hidden backward or diagonally. See if you can find:

pneumafil humidity count twisting
 hank skein grains

d	s	r	y	t	h	a	e	m	b	p
o	m	p	n	e	u	m	a	f	i	l
u	m	m	k	p	m	o	w	q	c	s
b	n	s	k	e	i	n	t	o	r	n
l	h	o	q	u	d	a	u	k	r	i
i	b	a	p	a	i	n	t	o	y	a
n	s	g	n	i	t	s	i	w	t	r
g	a	p	r	k	y	y	s	p	k	g

JOB TASKS INSTRUCTIONAL MATERIALS
 RUSSELL CORPORATION
 LESSON 1 - GENERAL VOCABULARY

Complete the crossword puzzle below. You may use the work specific dictionary located at the end of this lesson. The word space was included as a separation between two words -- a phrase. The first phrase has been completed for you as an example.



ACROSS

1. The breaking tenacity of fiber, yarn, or similar structure
2. The pattern lined on a bobbin or cone or tube (two words)
3. The first process of a yarn plant (an adequate amount of baled cotton has been uniformly aligned)
4. A relative measurement of fineness
5. Seven thousand _____ equal one pound (lb.)

DOWN

1. A machine used to clean waste bobbins (two words)
2. A roving package that consists of defective sliver (two words)
3. A process that takes the double strands of fiber and makes them uniform
4. One _____ equals 840 yards (yd.)
5. A continuous strand of yarn or cord in the form of a collapsed coil

**WORK SPECIFIC DICTIONARY
RUSSELL CORPORATION
GENERAL VOCABULARY**

09/07/93
Page 27

JOB TASKS INSTRUCTIONAL MATERIALS
RUSSELL CORPORATION
LESSON 1 - GENERAL VOCABULARY

1. bobbin lay
2. bobbin stripper
3. break back
4. count
5. doubling
6. grains
7. hank
8. humidity
9. laydown
10. micronaire
11. pneumafil
12. skein
13. strength
14. twisting

JOB TASKS INSTRUCTIONAL MATERIALS
RUSSELL CORPORATION
LESSON 1 - GENERAL VOCABULARY

1. Bobbin lay or bobbin build is the pattern lined on a bobbin or cone (see Figure 1) or tube.
2. A bobbin stripper is a machine used to clean waste bobbins. Waste bobbins are bobbins that have been run to their maximum in the spinning process -- empty bobbins.
3. Break back is a roving package that consists of defective sliver. The package cannot be processed until the defective sliver is removed.
4. Count denotes yarn number systems. The yarn numbering system is based on length and weight. It is based on a unit length of 840 yards (yd.), and the count of the yarn is equal to the number of 840-yard skeins required to equal one pound (lb.) -- under this system, the higher the number, the finer the yarn. See Table 1.

For example: Length = 840 (yd.)
Weight = 22 (840-yard skeins)=1 (lb.)

5. In yarn manufacturing, doubling is the process of combining two or more strands of sliver, roving, or yarn at once to produce one.
6. Seven thousand (7000) grains equal one pound (lb.).
Example: 1 (lb.) \approx 453.6 grams (g)
grams \times 15.43 \approx grains

How many grains are there in one pound (lb.)?

Problem Solution

$$453.6 \times 15.43 \approx 6999.048 \text{ grains}$$

$$1 \text{ pound (lb.)} \approx 7000 \text{ grains*}$$

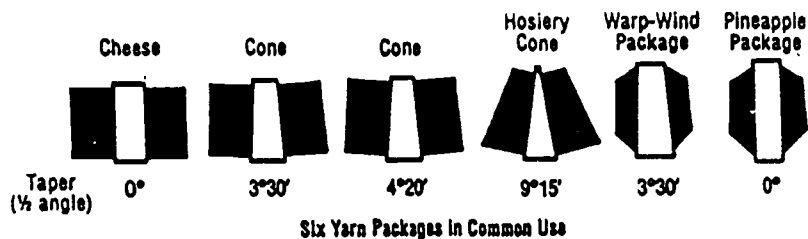
*You will notice that we use the sign (\approx) which means "approximately equal to" -- when English units are compared to the metric system the two measures are not equal. The measures are approximately equal. (See Table 2)

JOB TASKS INSTRUCTIONAL MATERIALS
RUSSELL CORPORATION
LESSON 1 - GENERAL VOCABULARY

7. One hank equals 840 yards (yd.) -- a standard length of slubbing, roving, or yarn). A hank is a skein of yarn. The length is specified by the yarn numbering system in use; e.g., cotton hanks have a length of 840 (yd.).
8. Humidity is the amount of moisture in the air.
9. Laydown is the first process of a yarn plant. This phrase means that an adequate amount of baled cotton has been uniformly aligned.
(Uniformly: Not changing or showing any variation)
(Aligned: to bring into line -- to line up)
10. Micronaire is a relative measurement of fineness. It is the diameter of cotton fibers.
(Diameter: straight line through the center of a circle -- thickness)
11. Pneumafil is a term used to identify short fibers, trash, and excess fibers.
12. Skein is a continuous strand of yarn or cord in the form of a collapsed coil. It may be of any specified length and is usually obtained by winding a definite number of turns on a reel.
13. Strength is the breaking tenacity of fiber, yarn, or similar structure.
(Tenacity: holding fast)
14. Twisting takes the double strands of fiber and makes them uniform -- keeps the strands together. Twisting is used to increase strength, smoothness, and uniformity, or to obtain novelty effects in yarn.
(Novelty: something new or unusual)

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RUSSELL CORPORATION
LESSON 1 - GENERAL VOCABULARY

Figure 1



(Graphics: Dictionary of Fiber & Textile Technology. Hoechst Celanese Corporation. 1990.)

JOB TASKS INSTRUCTIONAL MATERIALS
 RUSSELL CORPORATION
 LESSON 1 - GENERAL VOCABULARY

Table 1

Yarn Number Conversion Table

Yards per Pound	Wool Runs (1600 yd per lb)	Cotton Count (840 yd per lb)	Worsted Count (560 yd per lb)	Metric Count (1000 m per kg)	Linen Count (300 yd per lb)	Grains per 100 Yards
300	0.188	0.357	0.536	0.605	1.000	2,333
372	0.233	0.443	0.664	0.750	1.240	1,882
447	0.279	0.532	0.798	0.901	1.390	1,566
560	0.350	0.667	1.000	1.129	1.867	1,250
600	0.375	0.714	1.071	1.210	2.000	1,167
840	0.525	1.000	1.500	1.694	2.800	833.3
1,120	0.700	1.333	2.000	2.258	3.733	625.0
1,600	1.000	1.905	2.857	3.226	5.333	437.5

Dictionary of Fiber & Textile Technology. Hoechst Celanese Corporation. 1990.

JOB TASKS INSTRUCTIONAL MATERIALS
 RUSSELL CORPORATION
 LESSON 1 - GENERAL VOCABULARY

Table 2

Measures, Weights, Equivalents

Units	Multiply By:	To Get:	Multiply By:	To Get:
Mass				
grains	x 0.0648	= grams	x 15.43	= grains
grains	x 0.00229	= ounces	x 436.7	= grains
ounces	x 28.35	= grams	x 0.0353	= ounces
pounds	x 0.4536	= kilograms	x 2.2046	= pounds
pounds	x 453.6	= grams	x 0.0022	= pounds

Dictionary of Fiber & Textile Technology. Hoechst Celanese Corporation. 1990.

1 pound (lb.) \approx 453.6 grams X 15.43 \approx 7,000 grains

RUSSELL CORPORATION - LESSON 1
READABILITY TEST FOR VOCABULARY WORDS AND DEFINITIONS

RUSSELL CORPORATION
READABILITY TEST FOR VOCABULARY SECTION
LESSON 1 - GENERAL VOCABULARY

METHOD

GUNNING'S FOG INDEX, FLESCH-KINCAID SCORE, FLESCH READING EASE SCORE, AND FLESCH READING EASE GRADE LEVEL

1. Gunning's Fog Index indicates how difficult the document is to read, based on the averages for sentence lengths and the number of multi-syllable words in sentences. The higher the index, the more difficult the document is to read.
2. Flesch-Kincaid Score indicates the Fog Index as a grade level. The higher the score, the more difficult the document is to read.
3. Flesch Reading Ease Score indicates how easy it is to read and understand the document, based on the average number of words per sentence and the average number of syllables per 100 words. The higher the score, the easier the document is to read and understand.

The highest score is 100, which indicates the document is very easy to read and understand. An average score is between 60 and 70. A low score is between 0 and 30, which indicates the document is very difficult to read and understand.

4. Flesch Reading Ease Grade Level indicates the Flesch Reading Ease Score as a grade level. A fourth grade level corresponds to a score between 90 and 100. An eighth grade level corresponds to a score between 60 and 70. A college education corresponds to a score between 0 and 30.

JOB TASKS INSTRUCTIONAL MATERIALS
RUSSELL CORPORATION
LESSON 1 - GENERAL VOCABULARY



Document Statistics

Totals:		Averages:	
Words	431	Words per sentence	13.1
Sentences	33	Sentences per Paragraph	1.0
Paragraphs	33		
Syllables	566	Percentages:	
3-syllable words	28	Passive sentences	27%

Readability Statistics

Gunning's Fog Index:	6.9	Flesch Reading Ease Score:	73.3
Flesch-Kincaid Score:	5.5	Flesch Reading Ease Grade Level:	7.7

GENERAL VOCABULARY
LESSON 1 - ANSWER KEY

JOB TASKS INSTRUCTIONAL MATERIALS
RUSSELL CORPORATION

ANSWER KEY
VOCABULARY SECTION
LESSON 1 - GENERAL VOCABULARY

Page 2

Not graded

Page 3

1. 2
2. 2
3. 1
4. 1
5. 2
6. 1
7. 1
8. 4
9. 2
10. 3
11. 3
12. 1
13. 2

Page 4

1.

stripper

The suffix *er* should be circled.

In one-syllable words ending in one vowel and one consonant, double the consonant before adding a suffix that begins with *a*, *e*, or *o*.

doubling

The suffix *ing* should be circled.

Before adding a suffix beginning with *i*, drop the silent *e*; for example, double \Rightarrow doubling.

JOB TASKS INSTRUCTIONAL MATERIALS
RUSSELL CORPORATION

ANSWER KEY
VOCABULARY SECTION
LESSON 1 - GENERAL VOCABULARY

Page 4 - Continued

grains

The suffix *s* should be circled.

humidity

The suffix *ity* should be circled.

twisting

The suffix *ing* should be circled.

2. strip
double
grain
humid
twist

Page 5

3. The word *laydown* should be circled.
4. Laydown

Page 6

5. 1. bobbin lay
2. bobbin stripper
3. break back
4. count
5. doubling
6. grains
7. hank
8. humidity
9. laydown
10. micronaire
11. pneumafil
12. skein
13. strength
14. twisting

JOB TASKS INSTRUCTIONAL MATERIALS
RUSSELL CORPORATION

ANSWER KEY
VOCABULARY SECTION
LESSON 1 - GENERAL VOCABULARY

Page 7

6. The words *break* and *collapse* should be circled.
7. The words *strength* and *weakness* should be circled.

Page 8

8. The words *brake* and *break* should be circled.
9. Sentence 1: *brake*
Sentence 2: *break*

Page 9

1. (C) clean
2. (D) two or more

Page 10

3. (C) bobbin, cone, or tube
4. (C) pound

Page 11

5. (D) 840 yards
6. (A) fineness

Page 12

7. (D) short fibers, trash, and excess fibers
8. (B) defective

Page 13

Answer: g

Page 14

1. lb.
2. g
3. yd.
4. oz.
5. in.
6. ft.

JOB TASKS INSTRUCTIONAL MATERIALS
RUSSELL CORPORATION

ANSWER KEY
VOCABULARY SECTION
LESSON 1 - GENERAL VOCABULARY

Page 15

1. 209 97 777 13 10,328
2. 6 2 29 14 84

Page 16

3. 0 30 77 852 865
4. $20 \div 5 = \underline{4}$ $36 \div 6 = \underline{6}$ $0 \div 5 = \underline{0}$
 $32 \div 8 = \underline{4}$ $210 \div 10 = \underline{21}$

Page 17

5. $16 \times 28.35 = 453.6$ grams

Page 18

1. 80 oz.
2. 36 in.
3. 2 yd.

Page 19

1. 453.6 g
2. 453.6 g
3. 6999.048 (ONE POUND EQUALS APPROXIMATELY 7,000 GRAINS)
4. 100 oz.

Page 20

Sample Answers

1. This symbol means to find the sum of two or more numbers; to add.
2. This symbol means approximately equal to.
3. This symbol means to find the quotient. It is the process of finding out how many times one number is contained in another. Division (\div) is the reverse, or opposite, of multiplication. For example, since $2 \times 8 = 16$, you will find by reversing the process that $16 \div 8 = 2$ and $16 \div 2 = 8$.

JOB TASKS INSTRUCTIONAL MATERIALS
RUSSELL CORPORATION

ANSWER KEY
VOCABULARY SECTION
LESSON 1 - GENERAL VOCABULARY

Page 21

4. This symbol means to find the product; to multiply. Multiplication is a short way to do addition. For example, 4×5 means $5 + 5 + 5 + 5 = 20$.
5. This symbol means to find the difference between two numbers; to subtract. Subtraction is the opposite of addition.

Page 22

Answer: Hosiery Cone (Coosa Ring Plant)

Page 23

1. laydown
2. hank
3. pneumafil
4. grains
5. strength

Page 24

- | Across | Down |
|--------------|-------------|
| 1. pneumafil | 1. skein |
| 2. doubling | 2. humidity |
| 3. laydown | 3. count |

Page 25

d s r y t h a e m b p
o m p n e u m a f i l
u m m k p m o w g e s
b n s k e i n t o r n
l h o q u d a u k r i
i b a p a i n t o y a
n s g n i t s i w t r
g a p r ~~h~~ y y s p k g

JOB TASKS INSTRUCTIONAL MATERIALS
RUSSELL CORPORATION

ANSWER KEY
VOCABULARY SECTION
LESSON 1 - GENERAL VOCABULARY

Page 26

Across

1. strength
2. bobbin lay
3. laydown
4. micronaire
5. grains

Down

1. bobbin stripper
2. break back
3. twisting
4. hank
5. skein

- * Highest score possible -- 122
- * 124 questions / each answer = 1 point

**RUSSELL CORPORATION
SUPPLEMENTARY MATERIALS**

RUSSELL CORPORATION
 LESSON 1 - GENERAL VOCABULARY SECTION
 SUPPLEMENTARY MATERIALS

COMPETENCY	IBM SOFTWARE CORRELATION	TABE CORRELATION CONTEMPORARY	TABE CORRELATION STECK-VAUGHN	CASAS CORRELATION
VOCABULARY	CORE I RUSSELL	LEVELS E,M,D,A	LEVELS E,M,D,A	LEVELS A,B
SYNONYMS ANTONYMS HOMOPHONES	<u>MAKE A WORD</u> LEVEL II	READER'S CHOICE <u>INSIGHTS</u> (E,M) <u>CONNECTIONS</u> (E,M) <u>DISCOVERIES</u> (M)	<u>VOCABULARY CONNECTIONS</u> LEVELS C,D (E) <u>READING SKILLS FOR ADULTS</u> BKS BROWN/GREEN (M)	
AFFIXES		READER'S CHOICE <u>INSIGHTS</u> (E,M) <u>CONNECTIONS</u> (E,M) <u>DISCOVERIES</u> (M)	<u>READING FOR TODAY</u> BKS 4,5 (E)	
ROOT WORDS	<u>MAKE A WORD</u> LEVEL II			
COMPOUND WORDS			<u>SPELLING STEPS</u> BKS 2,3 (M)	
WORDS IN CONTEXT		READER'S CHOICE <u>INSIGHTS</u> (E,M) <u>CONNECTIONS</u> (E,M) <u>DISCOVERIES</u> (M)	<u>VOCABULARY CONNECTING</u> LEVELS E,F (M) <u>READING FOR TODAY</u> BKS 1-5	
LANGUAGE MECHANICS				
CAPITALIZATION RULES	LEVEL II: EDITOR'S HANDBOOK	<u>BUILDING BASIC SKILLS IN WRITING</u> BKS 1,2 (E) <u>GRAMMAR WRITE AWAY</u> BKS 1 (M)	<u>LANGUAGE EXERCISES</u> LEVELS A,B,C (E)	
PUNCTUATION RULES	LEVEL II: EDITOR'S HANDBOOK	<u>BUILDING BASIC SKILLS IN WRITING</u> BKS 1,2 (E) <u>GRAMMAR WRITE AWAY</u> BK 1 (M)	<u>LANGUAGE EXERCISES</u> LEVELS A,B,C (E)	
LANGUAGE EXPRESSION				
VERBS AGREEMENT TENSE		<u>BUILDING BASIC SKILLS IN WRITING</u> BKS 1,2 (E) <u>GRAMMAR WRITE AWAY</u> BK 1 (M)	<u>LANGUAGE EXERCISES</u> LEVELS A,B,C (E)	
SENTENCE STRUCTURE		<u>BUILDING BASIC SKILLS IN WRITING</u> BKS 1,2 (E) <u>GRAMMAR WRITE AWAY</u> BK 1 (M)	<u>LANGUAGE EXERCISES</u> LEVELS A,B,C (E) <u>STRATEGIES FOR SUCCESS - WRITING</u> (M)	
PRACTICAL ENGLISH				
USE REFERENCE MATERIALS (DICTIONARY)				<u>PRACTICAL ENGLISH</u> OWEN, 1990 CH. 2,3 LEVEL B (PUB-F)

(PUB-F) Publisher: Pearson / Janus / Quercus, 500 Harbor Boulevard, Belmont, CA 94002
 (BK) Book

RUSSELL CORPORATION
 LESSON 1 - GENERAL VOCABULARY SECTION
 SUPPLEMENTARY MATERIALS

COMPETENCY	IBM SOFTWARE CORRELATION	TABE CORRELATION CONTEMPORARY	TABE CORRELATION STECK-VAUGHN	CASAS CORRELATION
MATHEMATICS COMPUTATION	CORE 1 RUSSELL	LEVELS E,M,D,A	LEVELS E,M,D,A	LEVELS A & B
ADDITION OF WHOLE NUMBERS	MATH CONCEPTS LESSON 1 (PB)	NUMBER SENSE (E & M)	WORKING WITH NUMBERS - LEVEL D (E & M)	
ADDITION OF DECIMALS		NUMBER SENSE (E & M)	WORKING WITH NUMBERS - LEVEL D (E & M)	
SUBTRACTION OF WHOLE NUMBERS	MATH CONCEPTS LESSON 1 (PB)	NUMBER SENSE (E & M)	WORKING WITH NUMBERS - LEVEL D (E & M)	
SUBTRACTION OF DECIMALS		NUMBER SENSE (E & M)	WORKING WITH NUMBERS - LEVEL D (E & M)	
MULTIPLICATION OF WHOLE NUMBERS	MATH CONCEPTS LESSON 6 (MO)	NUMBER SENSE (E & M)	WORKING WITH NUMBERS - LEVEL D (E & M)	
MULTIPLICATION OF DECIMALS		NUMBER SENSE (E &)	WORKING WITH NUMBERS - LEVEL D (E & M)	
DIVISION OF WHOLE NUMBERS	MATH CONCEPTS LESSON 7 (MO)	NUMBER SENSE (E & M)	WORKING WITH NUMBERS - LEVEL D (E & M)	
DIVISION OF DECIMALS		NUMBER SENSE (E & M)	WORKING WITH NUMBERS - LEVEL D (E & M)	
MATHEMATICS CONCEPTS AND APPLICATION				
DECIMAL SEQUENCE AND ORDER (PLACE VALUE)	MATH CONCEPTS LESSON 25 (PB) LESSON 26 (UO)			
MEASUREMENT: THE METRIC SYSTEM				NUMBER POWER SERIES (A) BK 1, HOWETT, 1988, PP. 106-111 NUMBER POWER SERIES (F) BK 6, TAMARKIN, 1991, CH 7 (CONTEMPORARY)
MEASUREMENT: STANDARD (US)				NUMBER POWER SERIES (B) BK 2, HOWETT, 1988, PP. 104-13 (CONTEMPORARY)

(PB) Pan Balance
 (MO) Meaning of Operations
 (UO) Understanding Operations

RUSSELL CORPORATION
LESSON 1 - GENERAL VOCABULARY SECTION
SUPPLEMENTARY MATERIALS

The following publishers were referenced in the preceding tables:

Contemporary Books, Inc.
180 North Michigan Avenue
Chicago, IL 60601
(800) 621-1918

Fearon, Janus and Quercus
500 Harbor Boulevard
Belmont, CA 94402

Steck-Vaughn Company
P. O. Box 26015
Austin, Texas 78755

Approved Curriculum Sample

**(Vocabulary and Forms Section -
developed during year 3)**

WORK SPECIFIC CURRICULUM PROJECT
SPECIAL 353 DEMONSTRATION PROJECT
LESSON APPROVAL FORM

PLEASE COMPLETE AND RETURN TO:

Paula S. Smith, M.Ed.
Center for Vocational & Adult Education
243 Wallace Building
Auburn University, AL 36849-5526

LEVEL _____

LESSON TOPIC Carding Common Vocabulary

LESSON NUMBER 3

DATE RECEIVED FROM AUBURN 4/10/95

1. The lesson is technically correct. YES NO

If no, list your suggestions and corrections below.

A.
B.
C.

2. The lesson teaches the topic addressed. YES NO

If no, please write your comments and suggestions below.

A.
B.
C.

3. The answers to the lesson are correct. YES NO

If no, corrections should be noted below.

A.
B.
C.

WORK SPECIFIC CURRICULUM PROJECT
SPECIAL 353 DEMONSTRATION PROJECT
LESSON APPROVAL FORM (Page 2)

4. The supplementary materials are adequate. YES NO

If no, list other materials.

- A.
- B.
- C.

5. This lesson is appropriate for public dissemination. YES NO

6. This lesson may be disseminated with Russell Corporation's name in the lesson heading. YES NO

7. Other Comments:

Reviewed and edited by Russell Corporation

Reviewed by: Jeff Alverno (Russell Corporation)

Date: 4/14/95
(This date should be within 30 days -- after date received.)

Approved by: Paul Quebrun (Russell Corporation)

Date: 4/25/95
(This date should be within 30 days -- after date received.)

**Russell Corporation
Basic Competency Skills**

RUSSELL CORPORATION
BASIC COMPETENCY SKILLS

Lesson 3

This lesson was designed to help Russell Corporation employees acquire the ability to:

1. Structure sentences (pp. 67, 70, 71)
2. Use context clues (p. 67)
3. Demonstrate word alphabetization (p. 90)
4. Distinguish between a sentence and a fragment (p. 80)
5. Solve analogies (pp. 97, 98)
Instructor Manual - exercise #4
6. Word map (pp. 100, 101)
7. Identify parts of speech -- nouns (p. 95)
8. Follow directions (throughout lesson)
9. Develop vocabulary (throughout lesson)
10. Read using comprehension skills (pp. 69, 78, 79, 80, 86, 93,
100)
11. Classify information (p. 90)
12. Distinguish cause from effect (p. 77)

RUSSELL CORPORATION
BASIC COMPETENCY SKILLS

Lesson 3 (continued)

13. Summarize information (p. 84)
14. Write a paragraph (pp. 75, 84, 101)
15. Interpret a diagram (p. 84)
16. Compare and contrast information (p. 88)
17. Identify safe work procedures (pp. 74, 86)
Instructor manual - exercise #3

**RUSSELL CORPORATION
SUGGESTED INSTRUCTION
GUIDELINES**

RUSSELL CORPORATION
SUGGESTED INSTRUCTION GUIDELINE

Lesson 3

Introduction of concepts

Expand the participants' background experience with workplace vocabulary. Ask the participants to turn to page 66. Instruct them to read the vocabulary list and circle the words or phrases that they are not familiar with. Write these words on a board or flipchart. Look them up in the work specific dictionary at the end of lesson 3, (p. 102). Discuss the meaning and purpose of each word or phrase. If possible, have a visual of the word or phrase. It may be necessary to tour the plant and/or locate a picture in a machine operator's manual.

Direct Instruction (prior to beginning pp. 73-76)

Discuss the importance of preventive measures. Prevention means trying to keep something from happening. We use prevention in all aspects of our lives.

Examples:

- ◆ *Car problems are prevented by changing the oil, checking the tire pressure, etc.*
- ◆ *Annual check-ups are to help detect physical problems in their infancy.*
- ◆ *We brush our teeth to help prevent decay.*

Exercise #1 (group)

Ask participants to discuss:

- ☆ preventive measures they take every day (at home)
- ☆ preventive measures they take every day (at work)
- ☆ what would happen if the preventive measures were not taken

(continued on next page)

RUSSELL CORPORATION
SUGGESTED INSTRUCTION GUIDELINE

Lesson 3

Exercise #1 (continued)

The instructor should help the discussion evolve to one of cause-and-effect relationships. One possible transition might be: "If a preventive measure is not taken (cause) the result may be a problem (effect)."

After all participants are comfortable with preventive measures and cause-and-effect relationships instruct the participants to complete pages 73-77.

Exercise #2 (group)

After participants complete pages 78 and 79 write the following on the board or flipchart:

sender message receiver feedback

Circle the word message. Explain to the participants that a message can be oral, written, or non-verbal (discuss each type).

An oral message involves spoken words (including voice inflections).

A written message involves written words.

A non-verbal message involves body language.

Reference Communication Skills that Work : A Functional Approach to Life and Work Book Two, Contemporary Books, pp. 1-5, 27-30.

RUSSELL CORPORATION
SUGGESTED INSTRUCTION GUIDELINE

Lesson 3

Exercise #3 (group)

Prior to working on pages 82-94:

- Lead participants in a discussion about carding machine safety. Ask participants to share carding machine safety tips. Ask participants to discuss the dangers associated with operating a carding machine.
- Arrange for a demonstration of the safety procedures to follow while operating a carding machine. Encourage participants to ask questions during the demonstration.
- Ask the demonstrator to point out the “stop” or “off” switch.

Exercise #4 (individual and group)

After completing pages 97 and 98 ask participants to write 4 analogies on a piece of paper. Instruct them not to complete the analogies (leave the last one blank). They should be written in the following format:

boy : girl :: man : _____

After writing the analogies, they should trade papers with another participant and try to complete the analogies that person has written. Ask the participants to write some of the analogies on the board or flipchart.

Reference Pre-GED Critical Reading Skills, Contemporary Books, pp. 91-94

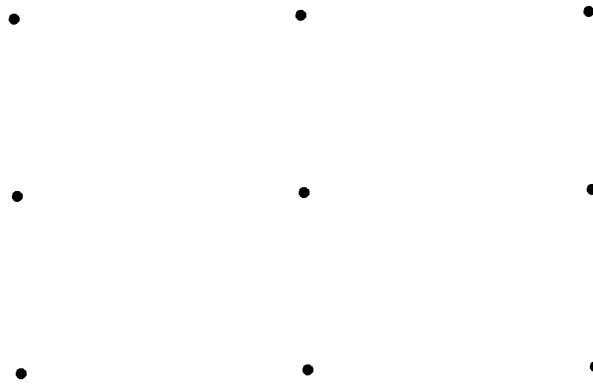
RUSSELL CORPORATION
SUGGESTED INSTRUCTION GUIDELINE

Lesson 3

Exercise #5 (Individual and group)

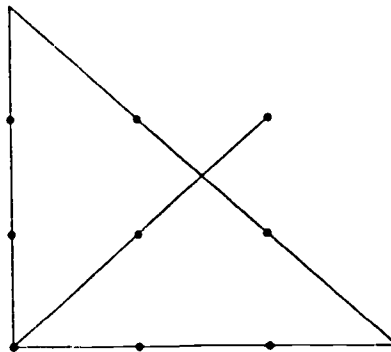
Critical Thinking Exercise

Connect the dots using only 4 lines (do not lift your pencil). Make copies of the following pattern. Give each participant a copy.



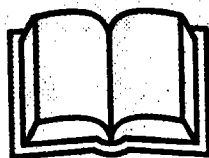
Reference Games Trainers Play, Edward Scannell, McGraw Hill, 1980

KEY: THE NINE DOTS



**RUSSELL CORPORATION
LESSON 3
CARDING COMMON VOCABULARY**

Russell Corporation
Note to Workplace Education Participant



**A work specific dictionary is located
at the end of this lesson. It may be
used as a reference.**

10/1994
page 65

JOB TASK INSTRUCTIONAL MATERIALS
RUSSELL CORPORATION
LESSON 3 - CARDING COMMON VOCABULARY

Carding Common Vocabulary Words

- | | |
|-------------------|-------------------|
| 1. calender rolls | 11. mat |
| 2. chute | 12. opening line |
| 3. coiler head | 13. screens |
| 4. condenser | 14. sliver |
| 5. crush rolls | 15. take-off roll |
| 6. doffer | 16. trash |
| 7. feed roll | 17. trash removal |
| 8. flats | 18. trumpet |
| 9. laydown or mix | 19. web |
| 10. licker-in | |

JOB TASK INSTRUCTIONAL MATERIALS
RUSSELL CORPORATION
LESSON 3 - CARDING COMMON VOCABULARY

Information Box

Carding is a process in the manufacturing of spun yarns. During carding the fiber is opened, cleaned, and aligned. It is also formed into a continuous untwisted strand called a sliver.

1. Read the information box above. What does the word **fiber** refer to? Write your answer in a complete sentence.

JOB TASK INSTRUCTIONAL MATERIALS
RUSSELL CORPORATION
LESSON 3 - CARDING COMMON VOCABULARY

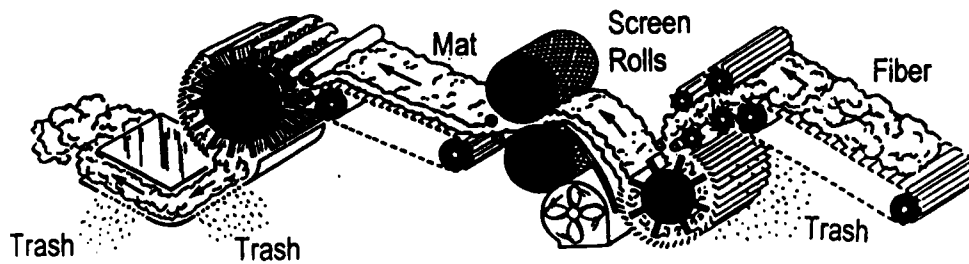
The Opening Line

The opening line is a set of machines used to open and clean the cotton before it is processed.

10/1994
page 68

JOB TASK INSTRUCTIONAL MATERIALS
RUSSELL CORPORATION
LESSON 3 - CARDING COMMON VOCABULARY

Opening the Fiber



Step _____

Step _____

Directions:

- ◆ Read the steps below.
- ◆ Fill in the blanks (above) with the correct step number.

Step 1. The fiber passes through the screen rolls. The screen rolls are made of coarse wire. They help form the loose fiber into a mat. Here trash is removed. Trash may be pieces of the cotton plant that can not be used.

Step 2. The mat goes through another set of rollers. The second set of rollers removes more trash.

Which way does the machine pictured above move? (circle the answer)

- (a) from right to left (b) from left to right

10/1994
page 69

picture courtesy of Bibb Manufacturing Company

JOB TASK INSTRUCTIONAL MATERIALS
RUSSELL CORPORATION
LESSON 3 - CARDING COMMON VOCABULARY

Trash

Trash may be pieces of the cotton plant that can not be used by Russell Corporation. For example, the *leaf* of the cotton plant can not be used.

Write another part of the cotton plant that can't be used.

Write a complete sentence about the part you listed above.

Trash Removal System

The trash removal system is made up of large fans and filters. The fans and filters help vacuum the trash from the cards. The vacuumed trash goes to a baler.

In lesson 2, we learned the word waste. Are waste and trash the same thing?

_____ (write yes or no)

When is waste not trash? (Write your answer in a complete sentence.)

JOB TASK INSTRUCTIONAL MATERIALS
RUSSELL CORPORATION
LESSON 3 - CARDING COMMON VOCABULARY

Matching

Match each word in *Column A* with its definition in *Column B*.
Draw a line from the word to its definition.

Column A

1. cotton
2. align
3. screen rolls
4. trash
5. sliver

Column B

- a. to line up
- b. pieces of the cotton plant that can not be used
- c. a natural fiber
- d. a continuous strand of loosely assembled fibers without twist
- e. coarse wire rolls that form staple into a lap and remove trash

Preventive Maintenance

Preventive maintenance means taking care of a thing to keep it from breaking.

It's just like getting the oil changed in your car. Your car's engine may be running fine. You get the oil changed to make sure it keeps running.

Russell Corporation uses preventive maintenance to help keep their machines running.

List some things you do on the job for preventive maintenance reasons.

JOB TASK INSTRUCTIONAL MATERIALS
RUSSELL CORPORATION
LESSON 3 - CARDING COMMON VOCABULARY

Preventing Injuries

Safety rules are made to prevent people from getting hurt.

At Russell Corporation wearing earplugs is a safety rule.

They help *prevent* a person's ears from being hurt.

List 3 other ways people are prevented from being hurt at Russell Corporation?

10/1994
page 74

JOB TASK INSTRUCTIONAL MATERIALS
RUSSELL CORPORATION
LESSON 3 - CARDING COMMON VOCABULARY

Preventing Mistakes

One way we try to prevent mistakes is by communicating with others on the job. During shift changes, the people coming and going communicate with each other. If the two people do not communicate mistakes may happen.

Pretend you are ending your shift at Russell Corporation. Jim is coming on to replace you. Write a paragraph explaining the things you must tell him before he begins his shift.

10/1994
page 75

JOB TASK INSTRUCTIONAL MATERIALS
RUSSELL CORPORATION
LESSON 3 - CARDING COMMON VOCABULARY

On the preceding page you wrote a paragraph explaining what Jim should know. Jim did not listen well.

List at least three things that might go wrong because Jim didn't listen.

1. _____

2. _____

3. _____

Cause-and-Effect

In a cause-and-effect relationship the cause is what makes the effect happen.

Example: Flipping the off switch will make the machine stop.

The **cause** is flipping the off switch.

The **effect** is the machine stops.

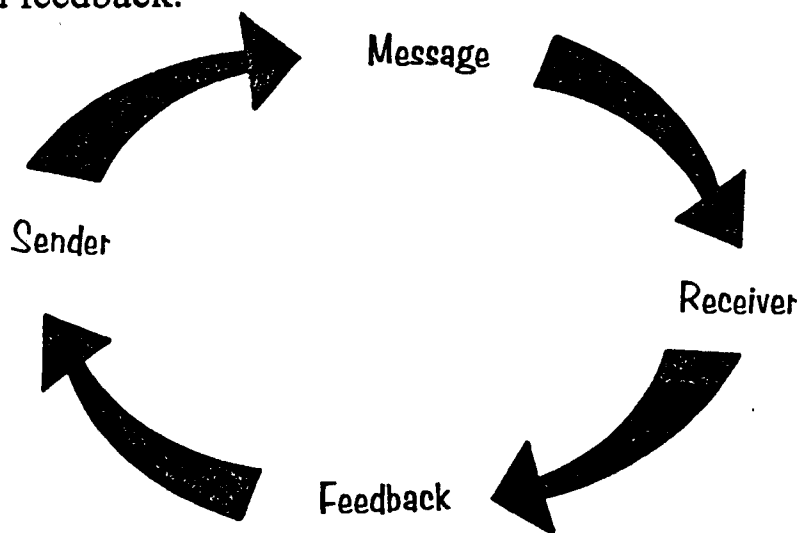
Directions:

Draw a line from each cause to its effect.

<u>Cause</u>	<u>Effect</u>
1. not wearing earplugs	remembering important information
2. taking notes	fewer machine break downs
3. preventive maintenance	damaged ears


Communication


The four main parts of communication are: sender, message, receiver, and feedback.





- ✎ The ***sender*** is the person who says or writes something.
- ✎ The ***message*** is what was said or written.
- ✎ The ***receiver*** is the person to whom the message is sent.
- ✎ ***Feedback*** is how the receiver and the sender know the message was understood.

JOB TASK INSTRUCTIONAL MATERIALS
RUSSELL CORPORATION
LESSON 3 - CARDING COMMON VOCABULARY

 The ***sender*** is the person who says or writes something.

 The ***message*** is what was said or written.

 The ***receiver*** is the person to whom the message is sent.

 ***Feedback*** is how the receiver and the sender know the message was understood

Directions:

Answer the questions based on the statements in the boxes below.

You got a memo from your supervisor about vacation time.

1. Who is the sender? _____
2. Who is the receiver? _____
3. What is the message? _____

Bob told Sue the machine was not working properly.

4. Who is the sender? _____
5. Who is the receiver? _____
6. What is the message? _____

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LESSON 3 - CARDING COMMON VOCABULARY

Writing Notes and Letters

- ✍ Note-taking is writing down word phrases to help jog your memory. You do not have to write notes in complete sentences. Notes are mainly to help **you** remember things.

- ✍ If you are writing official letters or memos you should use complete sentences. Sometimes it is difficult for other people to read and understand notes.

Directions: Read each situation below.

Write **N** in the blank if it is from a note (with word phrases).

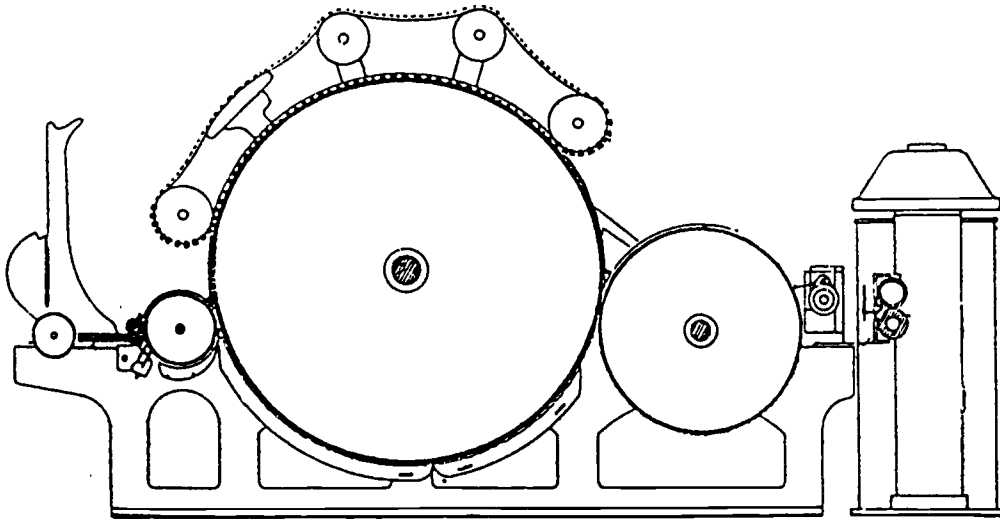
Write **L** in the blank if it is from a letter (with complete sentences).

- ____ 1. Safety meeting Friday. 10:00 am - Break room

- ____ 2. The carding machine is not operating correctly. A technician needs to check it.

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RUSSELL CORPORATION
LESSON 3 - CARDING COMMON VOCABULARY

A Basic Carding Machine



High Speed Carding and Continuous Card Feeding
Zoltan S. Szaloki 1977

10/1994
page 81

JOB TASK INSTRUCTIONAL MATERIALS
RUSSELL CORPORATION
LESSON 3 - CARDING COMMON VOCABULARY

Carding Machine Parts

There are many parts on the carding machine. Some of the parts are:

Chute

Feed Roll

Licker-in

Flats

Cylinder

Doffer

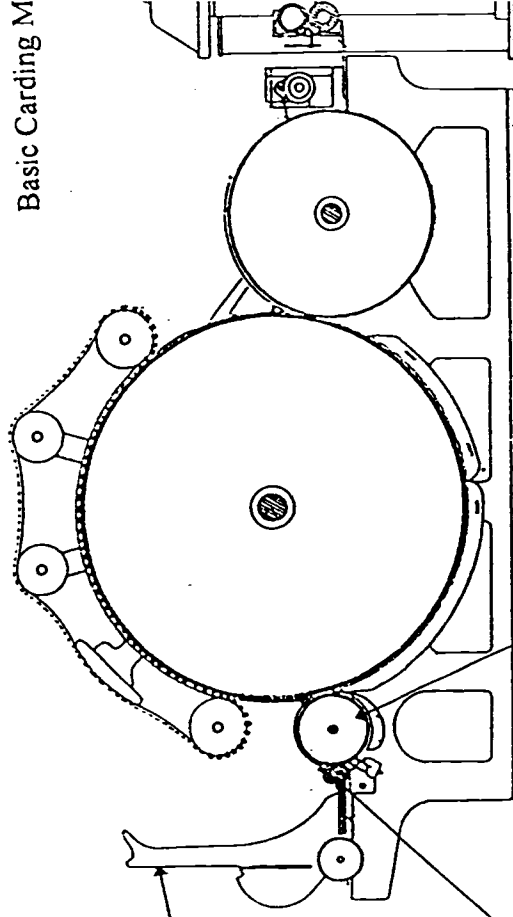
Calender Rolls

Coiler Head

Now, we will find each part on the machine. We will also find out how each part functions.

10/1994
page 82

JOB TASK INSTRUCTIONAL MATERIALS
RUSSELL CORPORATION
LESSON 3 - CARDING COMMON VOCABULARY



Basic Carding M

Chute: The chute forms opened fibers into an even mat. The mat is fed into the card machine.

High Speed Carding and Continuous Carding
Zoltan S. Szaloki 1977

Feed roll: The feed roll is the first roll to meet the cotton.

Licker-in: The licker-in takes small pieces of fiber from the feed roll. It puts the fiber on the cylinder.

10/1994
page 83

JOB TASK INSTRUCTIONAL MATERIALS
RUSSELL CORPORATION
LESSON 3 - CARDING COMMON VOCABULARY

Reading a Diagram

A diagram is a picture with labels. It shows how parts work together. The diagram on page 83 shows how a carding machine works.

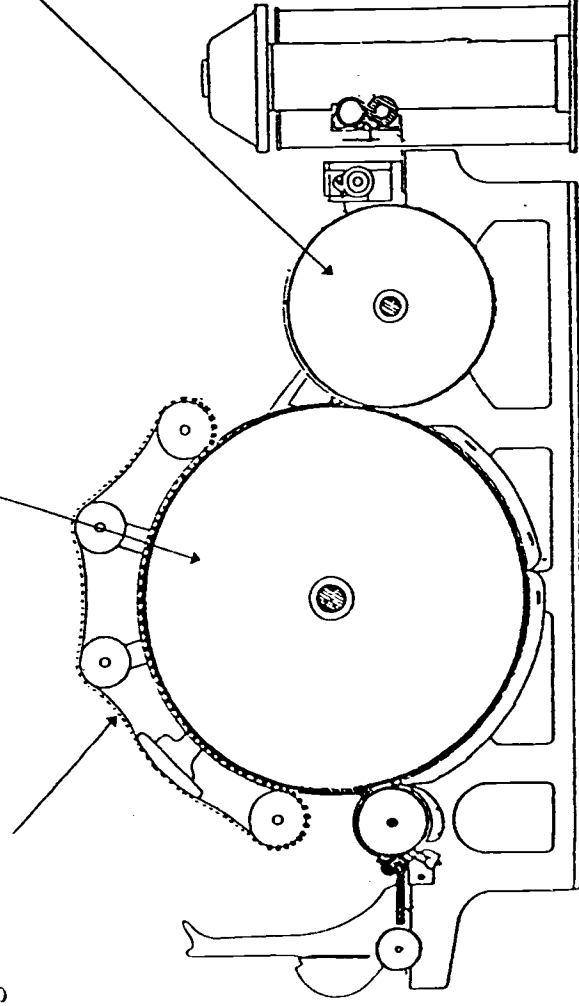
Directions: Write a paragraph explaining how the chute, feed roll, and licker-in work together. Use complete sentences and correct punctuation.

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RUSSELL CORPORATION
LESSON 3 - CARDING COMMON VOCABULARY

Flats: Flats are located over the cylinder. They revolve on a chain opposite of the way the cylinder is turning. Flats help align and clean the fibers.

Cylinder: The cylinder is a large cast iron shell covered with wire teeth. The cylinder rotates very fast.

Doffer: The doffer is next to the cylinder. It turns opposite the cylinder. Its main job is to pull cotton off the cylinder.



10/1994
page 85

A Basic Carding Machine

High Speed Carding and Continuous Card Feeding
Zoltan S. Szaloki 1977

Important Safety Information

The carding machine has been involved in many serious accidents. Only trained employees should run a carding machine. The carding machine operator must be familiar with the controls and safety rules.

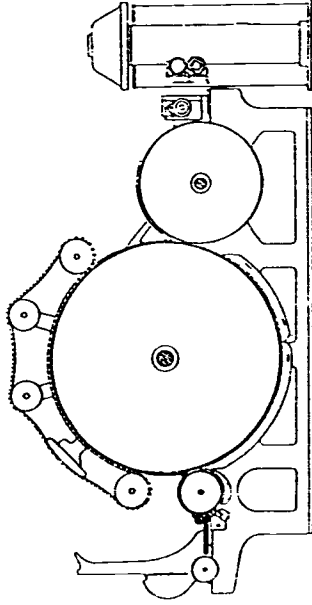
The *cylinder, doffer* and *licker-in* turn at very high speeds. Even after the power is turned off it takes a while for the parts to stop. It is important to make sure all of the parts are stopped before the machine is cleaned or repaired.

Directions:

- ① Circle other dangerous parts on the carding machine on page 85.
- ② Draw the approximate location of the stop or off switch on the carding machine on page 85.

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RUSSELL CORPORATION
LESSON 3 - CARDING COMMON VOCABULARY

Directions: Look at the pictures below. Label the cylinder and the flats on both pi



High Speed Carding and Continuous Card Feeding
Zoltan S. Szaloki 1977

10/1994
page 87



Practical Cotton C
J.K. Clegg 1958

JOB TASK INSTRUCTIONAL MATERIALS
RUSSELL CORPORATION
LESSON 3 - CARDING COMMON VOCABULARY

Look at the pictures on page 87.



Notice the shape of the flats  and the cylinder.

List 3 other things you
use at work that are flat.

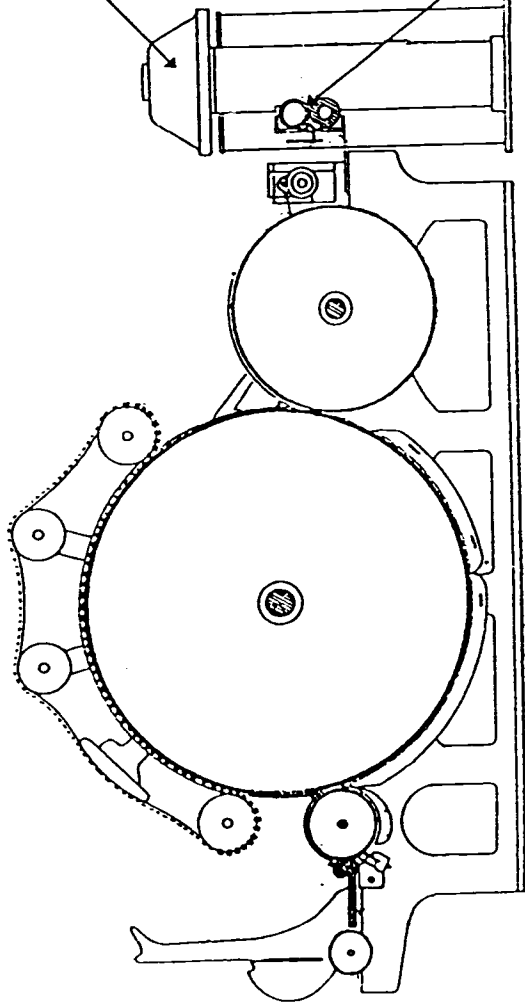


List 3 other things you use a
work that are cylinder-shap



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RUSSELL CORPORATION
LESSON 3 - CARDING COMMON VOCABULARY

A Basic Carding Machine



Coiler Head:

The coiler head puts sliver into

High Speed Carding and Continuous Card Feeding
Zoltan S. Szaloki 1977

Calender Rolls:

The calender rolls are two smooth, steel roll
pull sliver into the trumpet.

10/1994
page 89

JOB TASK INSTRUCTIONAL MATERIALS
RUSSELL CORPORATION
LESSON 3 - CARDING COMMON VOCABULARY

There are many work-related words in this box. Circle **only** the words related to carding.

- | | | | | |
|-----------|----------------|----------|-------------|------------|
| Chute | Earplugs | Draw Box | Break Back | Feed Roll |
| Pneumafil | Licker-in | Grains | Flats | Nipper |
| Cylinder | Comber Noils | Skein | Doffer | Humidifier |
| Delivery | Calender Rolls | Hank | Coiler Head | |

Directions: Put the carding words you circled in alphabetical order.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____



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RUSSELL CORPORATION
LESSON 3 - CARDING COMMON VOCABULARY

Label the parts of the carding machine on page 92.

Licker-in

Cylinder

Calender Rolls

Flats

Chute

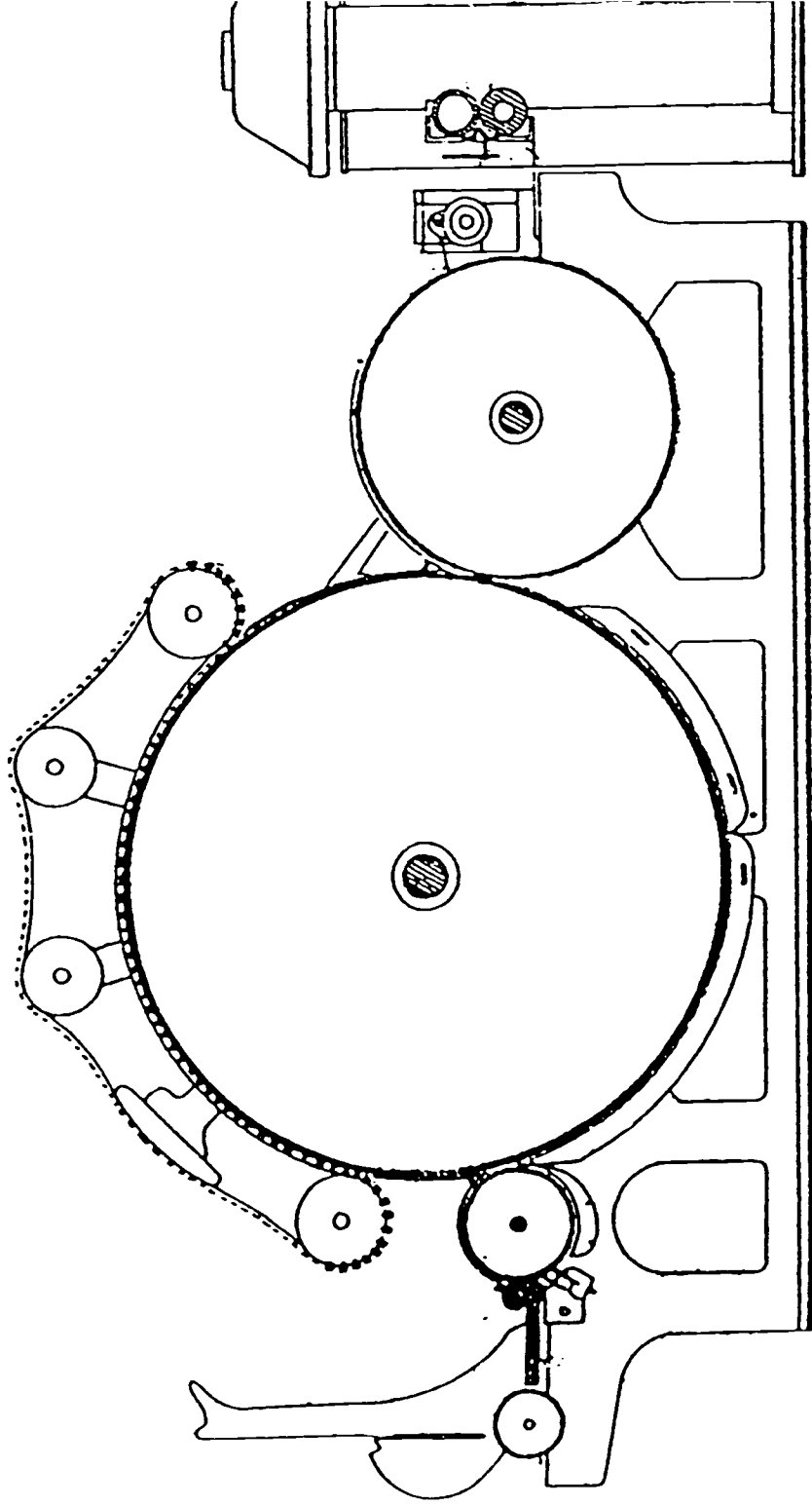
Coiler Head

Doffer

Feed Roll

10/1994
page 91

JOB TASK INSTRUCTIONAL MATERIALS
RUSSELL CORPORATION
LESSON 3 - CARDING COMMON VOCABULARY



A Basic Carding Machine

10/1994
page 92

High Speed Carding and Continuous Card Feed
Zoltan S. Szaloki 1977

JOB TASK INSTRUCTIONAL MATERIALS
RUSSELL CORPORATION
LESSON 3 - CARDING COMMON VOCABULARY

We have five more parts to define. These parts are **not** shown in detail on the picture. We will try to find where each part goes. Read the definition for each part. Look for clues in the definition that will help you decide where each part goes. Label each part in the picture on page 94.

Take-Off Roll: The take-off roll takes cotton off the doffer. It helps form the cotton into a web.

Web: A web is a thin mat of fibers. The take-off roll forms the web.

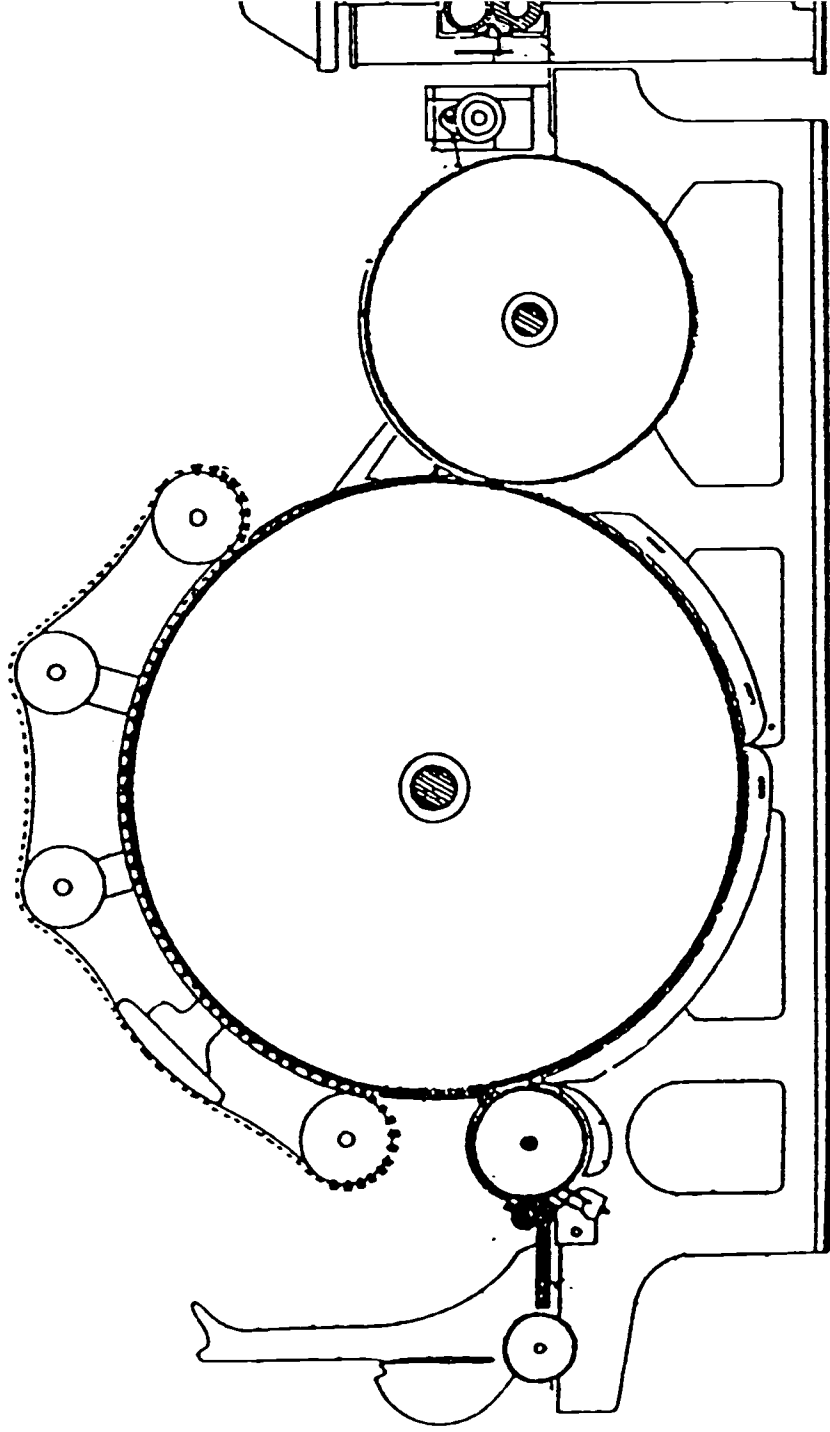
Crush Rolls: Crush rolls are two smooth, steel rolls that remove the web from the take-off roll. crush rolls crush large pieces of trash into smaller pieces. The small pieces of trash are called pepper trash.

Trumpet: A trumpet is a cone-shaped part. The web goes from the crush rolls into the trumpet. comes out as sliver.

Sliver: Sliver is a rope-like form of cotton fibers. It goes from the trumpet into the coiler head

10/1994
page 93

JOB TASK INSTRUCTIONAL MATERIALS
RUSSELL CORPORATION
LESSON 3 - CARDING COMMON VOCABULARY



A Basic Carding Machine

High Speed Carding and Continuous Card Feeding
Zoltan S. Szaloki 1977

10/1994
page 94

JOB TASK INSTRUCTIONAL MATERIALS
RUSSELL CORPORATION
LESSON 3 - CARDING COMMON VOCABULARY

NOUNS

A noun is a person, place, thing, or idea.

Since the parts of the carding machine are things, they are nouns.

Directions:

- ☆ Complete the sentences below.
- ☆ You may use the work-specific dictionary or the preceding pages.
- ☆ Hint: The missing words are nouns.

1. The first roll to meet the cotton as it enters the carding machine is the _____.
2. The _____ removes small pieces of fiber from the feed roll. It puts the fibers on the _____.
3. The main job of the doffer is to pull _____ off the cylinder.

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 RUSSELL CORPORATION
 LESSON 3 - CARDING COMMON VOCABULARY

Several carding words are hidden below. The words may be hidden in all directions (even backwards or diagonally).
 Circle the following words:

- | | | | |
|---------|--------------|----------------|----------------|
| Doffer | Mix | Coiler head | Condenser |
| Waste | Opening line | Flats | Take-off Rolls |
| Web | Sliver | Mat | Trash Removal |
| Trumpet | Licker-in | Calender Rolls | |
| Screens | Chute | Feed roll | |

C O N D E N S E R G H L A T G
 A H A D F G J K O V G D X R F
 L F U F H S L I V E R F G A D
 E F D T S L K S N E E R C S G
 N W G D E L I W H D H K J H S
 D E Y J O L W A S T E H D R F
 E B E D G F E E D R O L L E H
 R G L D R K F L A T S F K M H
 R H K D J D A E H R E L I O C
 O W M A T O P E R Y U S J V H
 L R J K L W M L F K F L S A G
 L I C K E R I N U G J E F L G
 S S G G H R X U J D E H K L F
 A D S K D F G T R U M P E T P
 O P E N I N G L I N E F H L W

Analogies

The comparisons of relationships between words are called analogies. An analogy looks like this:

Russell : textiles :: Michelin : tires

One set of dots (:) means is to. Two sets of dots (::) means as. Therefore, when we substitute words for dots it looks like this:

Russell is to textiles as Michelin is to tires

This means that Russell is related to textiles in the same way that Michelin is related to tires. Russell is in the textile business and Michelin is in the tire business.

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RUSSELL CORPORATION
LESSON 3 - CARDING COMMON VOCABULARY

Analogies

Directions: Read each analogy below. Circle the letter of the word that best completes the analogy. Write the word on the blank line. You may use a dictionary.

1. web : trumpet :: staple : _____
(hint: Web goes into the trumpet.)
 - a. cylinder
 - b. chute
 - c. licker-in

2. word phrases : note taking :: sentences : _____
 - a. reminder notes
 - b. lists of things to do
 - c. official letters

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RUSSELL CORPORATION
LESSON 3 - CARDING COMMON VOCABULARY



For Your Information

ADT - Security or fire system

The letters ADT stand for American District Telegraph, which is the name of the company that supplies the systems.

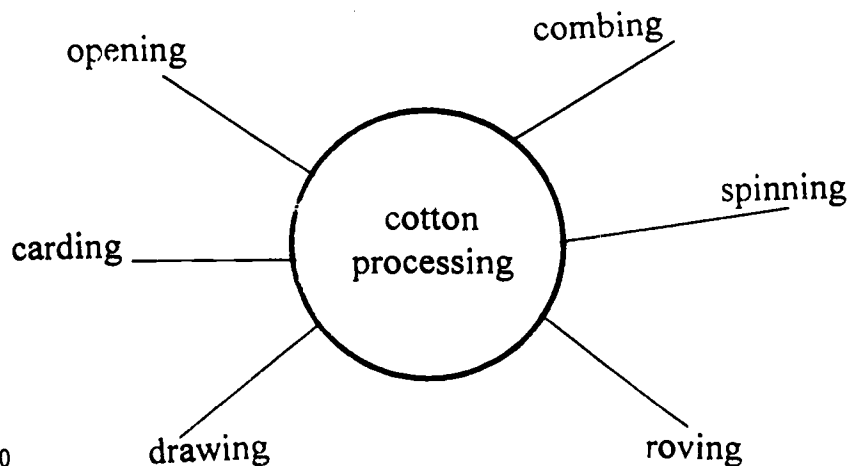
10/1994
page 99

Word Mapping

A word map is a chart to help you list your thoughts about a word or topic. A word map can help you organize your thoughts.

1. Write the word or topic in the center of a sheet of paper.
2. Draw a circle around the word or phrase.
3. As you think about the word or topic, other words or phrases will come to mind.
4. Write all of these words or phrases on the paper.
5. Draw a connecting line from each word or phrase to the circled word. This completes your word map.
6. You are now ready to write a paragraph about the word or topic.

Example: The phrase cotton processing may bring to mind other words and phrases like: "opening", "carding", "drawing", "combing", "roving", "spinning", etc.



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RUSSELL CORPORATION
LESSON 3 - CARDING COMMON VOCABULARY

Directions:

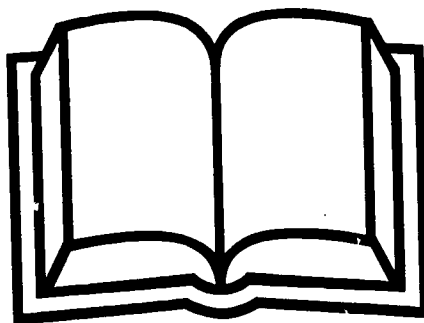
In the space below, make a word map for "carding machine".

Use the word map you created to help write a paragraph about the carding machine.

10/1994
page 101

JOB TASK INSTRUCTIONAL MATERIALS
RUSSELL CORPORATION
LESSON 3 - CARDING COMMON VOCABULARY

Work Specific Dictionary
Russell Corporation
Carding Common Vocabulary



10/1994
page 102

JOB TASK INSTRUCTIONAL MATERIALS
RUSSELL CORPORATION
LESSON 3 - CARDING COMMON VOCABULARY

Carding Common Vocabulary Words

- | | |
|-------------------|-------------------|
| 1. calender rolls | 11. mat |
| 2. chute | 12. opening line |
| 3. coiler head | 13. screens |
| 4. condenser | 14. sliver |
| 5. crush rolls | 15. take-off roll |
| 6. doffer | 16. trash |
| 7. feed roll | 17. trash removal |
| 8. flats | 18. trumpet |
| 9. laydown or mix | 19. web |
| 10. licker-in | |

10/1994
page 103

JOB TASK INSTRUCTIONAL MATERIALS
RUSSELL CORPORATION
LESSON 3 - CARDING COMMON VOCABULARY

1. Calender rolls are two smooth, steel rolls that pull sliver through the trumpet.
2. A chute takes opened fibers and forms them into an even mat. These fibers are fed into the card machine.
3. A coiler head is a mechanical device. It puts the sliver into a container.
4. The condenser is a fan type device. It blows the opened fibers from one machine to the next. It uses air currents to move the fibers.
5. Crush rolls are two smooth, steel rolls that remove the web of fibers from the take-off rolls. These rolls crush large pieces of trash into very small pieces of trash. The small pieces are called pepper trash.
6. The cylinder is a large cast iron shell covered with wire teeth. The cylinder rotates very fast.

JOB TASK INSTRUCTIONAL MATERIALS
RUSSELL CORPORATION
LESSON 3 - CARDING COMMON VOCABULARY

7. The doffer turns opposite the cylinder. Its main function is to pull cotton off the cylinder.
8. The feed roll is the first roll to meet the cotton as it enters the carding machine.
9. Flats are located over the cylinder. They revolve on a chain opposite of the way the cylinder is turning. Flats help in aligning and cleaning the fibers.
10. Laydown or mix refers to bales of fiber of a particular kind, size, micronaire, etc.
11. The licker-in is a roll located between the feed roll and the cylinder. The licker-in removes small pieces of fiber from the feed roll. It puts the pieces on the cylinder.
12. Mat is the end product of the chute and the beginning product for the card. Mat is the uniform grouping of cotton.

10/1994
page 105

JOB TASK INSTRUCTIONAL MATERIALS
RUSSELL CORPORATION
LESSON 3 - CARDING COMMON VOCABULARY

13. The opening line is a set of machines used to open and clean the cotton before it is processed.
14. Screens are under the cylinder and doffer. They allow trash to be pulled away by air currents.
15. Sliver is a rope-like form of cotton fibers.
16. The take-off roll takes cotton fibers off the doffer. It transforms the fibers into web.
17. Trash is the part of the cotton plant that can not be used.
18. The trash removal system is made up of large fans and filters. The fans and filters help vacuum the trash from the cards. The vacuumed trash goes to a baler.
19. A trumpet is a cone shaped part on many machines. It condenses a web of fibers into sliver.

10/1994
page 106

JOB TASK INSTRUCTIONAL MATERIALS
RUSSELL CORPORATION
LESSON 3 - CARDING COMMON VOCABULARY

20. Web is a thin mat of aligned fibers when it leaves the doffer.

10/1994
page 107

**CARDING COMMON VOCABULARY
LESSON 3 - ANSWER KEY**

RUSSELL CORPORATION
LESSON 3 - ANSWER KEY

Page 67

Answers will vary.

Page 73

Answers will vary.

Page 69

Step 2 then Step 1
(a) right to left

Page 74

Answers will vary.

Page 70

possible answers include
stem, stalk, seed, etc.

Page 75

Answers will vary.

Page 71

No
Waste can be reworked, but
trash is completely
unusable.

Page 76

Answers will vary.

Page 77

1. damaged ears
2. remembering important information
3. few machine break downs

Page 72

1. c
2. a
3. e
4. b
5. d

RUSSELL CORPORATION
LESSON 3 - ANSWER KEY

Page 79

1. supervisor
2. you
3. memo about vacation
time
4. Bob
5. Sue
6. machine was not
working properly

Page 80

1. N
2. L

Page 84

Answers will vary.

Page 88

Answers will vary.

Page 90

Calender rolls

Chute

Coiler head

Cylinder

Doffer

Feed roll

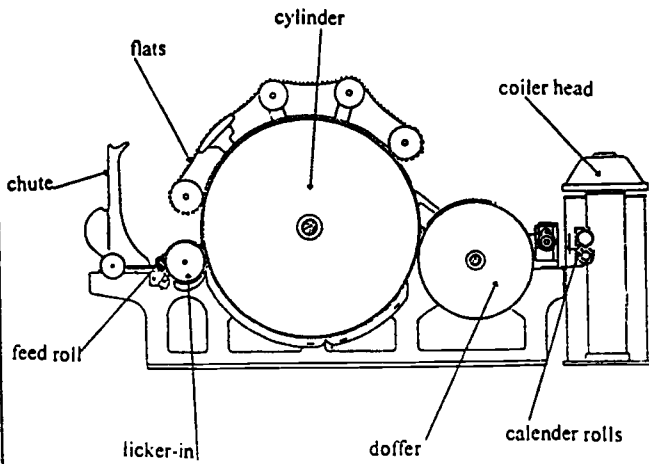
Flats

Licker-in

(Participants may include additional words such as earplug, etc. As long as the rationale is logical accept the answers.)

RUSSELL CORPORATION
LESSON 3 - ANSWER KEY

Page 92

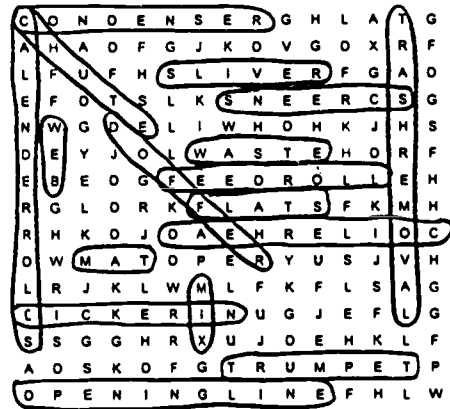


Page 95

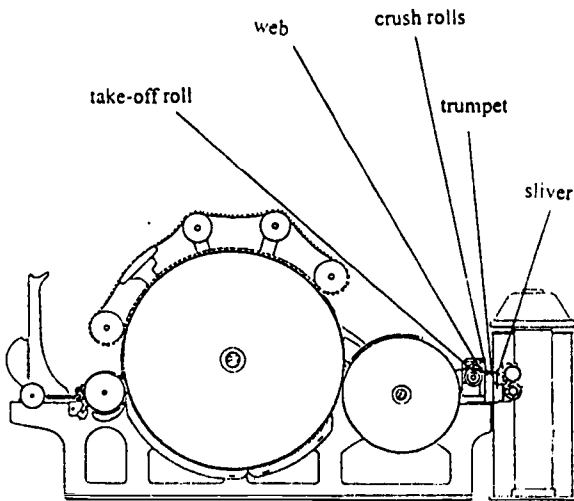
1. feed roll
2. licker-in, cylinder
3. cotton

Page 96

Doffer	Mix	Coiler head	Condenser
Waste	Opening line	Flats	Trash Removal
Web	Sliver	Mat	
Trumpet	Licker-in	Calender Rolls	
Screens	Chute	Feed roll	



Page 94



Page 98

Answers will vary.

Page 101

Answers will vary.

RUSSELL CORPORATION - LESSON 3

**READABILITY TEST FOR VOCABULARY WORDS
AND DEFINITIONS**

JOB TASK INSTRUCTIONAL MATERIALS
RUSSELL CORPORATION
LESSON 3 - CARDING COMMON VOCABULARY

Method

Gunning's Fog Index, Flesch-Kincaid Score, Flesch Reading Ease Score, and Flesch Reading Ease Grade Level

1. **Gunning's Fog Index** indicates how difficult the document is to read, based on the averages for sentence lengths and the number of multi-syllable words in sentences. The higher the index, the more difficult the document is to read.
2. **Flesch-Kincaid Score** indicates the Fog Index as a grade level. The higher the score, the more difficult the document is to read.
3. **Flesch Reading Ease Score** indicates how easy it is to read and understand the document, based on the average number of words per sentence and the average number of syllables per 100 words. The higher the score, the easier the document is to read and understand.

The highest score is 100, which indicates the document is very easy to read and understand. An average score is between 60 and 70. A low score is between 0 and 30, which indicates the document is very difficult to read and understand.

4. **Flesch Reading Ease Grade Level** indicates the Flesch Reading Ease Score as a grade level. A fourth grade level corresponds to a score between 90 and 100. An eighth grade level corresponds to a score between 60 and 70. A college education corresponds to a score between 0 and 30.

JOB TASK INSTRUCTIONAL MATERIALS
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LESSON 3 - CARDING COMMON VOCABULARY

Readability Statistics

Totals

Words	1106
Sentences	114
Paragraphs	0
Syllables	1635
3-syllable words	21

Averages

Words per sentence	9.7
Sentences per paragraph	0

Readability

Gunning's Fog Index	8
Flesch-Kincaid Score:	5.53
Flesch Reading Ease Score:	77
Flesch Reading Ease Grade Level:	5

Interpreting the Flesch Reading Ease Score

A Reading Ease Score of 77 means the reading difficulty is fairly easy for most readers. This score is associated with a 6th grade reading level.

RUSSELL CORPORATION - LESSON 3

SUPPLEMENTARY MATERIALS

RUSSELL CORPORATION
 LESSON 3 - CARDING COMMON VOCABULARY
 SUPPLEMENTARY MATERIALS

COMPLETION	TIME OF WORK	TABLE CORRELATION	TABLE CORRELATION	CASAS
WOCABULARY	COLLECTION	CONVANTOZ	STOKVAUGHN	CORRELATION
WOCABULARY	COLLECTION	CONVANTOZ	STOKVAUGHN	LEVELS & E.C.
Words in Context	Reading for Meaning Level II	Reader's Choice <u>Insights</u> 4, 8, 12, 14, 20, 22, 28, 30, 36, 38, 44, 46, 52, 54, 60, 62, 68, 70, 76, 78, 84, 86, 92, 94 (E, M) <u>Connections</u> 4, 8, 12, 14, 16, 20, 22, 28, 30, 36, 38, 44, 46 (E, M) Building Basic Skills <u>Reading Book 1</u> 123-134 (M)	Great Series <u>Great Disasters</u> 7, 15, 21, 29, 37, 45, 51, 59, 65, 73, 75, 85 (E) <u>Great Rescues</u> 7, 15, 21, 27, 35, 41, 47, 55, 63, 71, 79, 85 (E) <u>Great Escapes</u> 7, 15, 23, 29, 35, 41, 49, 57, 65, 71, 79, 85 (E) <u>Great Mysteries</u> 9, 15, 21, 27, 35, 41, 47, 55, 63, 71, 79, 85 (E) <u>Great Adventures</u> 9, 17, 25, 37, 43, 57, 63, 79, 85 (E) <u>Great Firsts</u> 17, 23, 31, 37, 49, 57, 63, 77, 85 (E) <u>Great Heroes</u> 9, 15, 29, 37, 45, 57, 65, 73, 79 (E) <u>Great Challenges</u> 15, 23, 31, 39, 53, 59, 73, 79 (E) Reading for Today <u>Book 1</u> 29, 35, 43, 50, 51, 57, 58, 64, 65, 71, 72, 76 (E) <u>Book 2</u> 17, 20, 27, 29, 39, 41, 44, 51, 53, 63, 65, 75, 77, 84-90 (E) <u>Book 3</u> 3-5, 8, 15-17, 27-29, 39-41, 51, 53, 56, 63-65, 75-77, 84-90 (E) <u>Book 4</u> 3-5, 17-19, 22, 31-33, 36, 45-47, 50, 59, 60, 61, 73-75, 87, 89 (E) <u>Book 5</u> 2-5, 17-19, 31-33, 44-47, 59-61, 73-75, 82, 96 (E) Winners <u>Halls of Fame</u> 8, 14, 20, 28, 36, 44, 50, 56, 64, 72, 78, 84 (E, M) <u>Olympic Games</u> 8, 14, 20, 26, 32, 40, 48, 56, 64, 70, 78, 84 (E, M) <u>Nobel Prize</u> 8, 16, 22, 28, 36, 42, 50, 58, 64, 70, 78, 84 (E, M) Reading Skills for Adults <u>Blue Book</u> 14, 35, 44, 45, 50, 51, 82, 87, 88, 90 (E) <u>Red Book</u> 10, 17, 22, 28, 32, 34, 51, 56, 62, 66, 72, 81, 88, 89, 90 (E) <u>Brown Book</u> 5, 12, 13, 18, 24, 57, 58, 64, 70, 74, 75, 82, 88, 90 (M) <u>Green Book</u> 4, 34, 45, 52, 58, 62, 63, 67, 86 (M)	



RUSSELL CORPORATION
 LESSON 3 - CARDING COMMON VOCABULARY
 SUPPLEMENTARY MATERIALS

COMPETENCY	IBM SOFTWARE CORRELATION	TABE CORRELATION CONTEMPORARY	TABE CORRELATION STECK-VAUGHN	CASAS CORRELATION
COMPREHENSION	CORE I RUSSELL	LEVELS E & M	LEVELS E & M	LEVELS A, B & C
Cause/Effect		Reader's Choice -Insights 82-83 (E, M) -Connections 58-59 (E,M) -Discoveries 26-27 (M)	Great Series -Great Disasters 64 (E) -Great Rescues 14 (E) -Great Escapes 70 (E) -Great Firsts 22 (E) -Great Heroes 72 (E) -Great Challenges 72 (E) Reading Skills for Adults -Brown Book 13, 69 (M) -Green Book 5, 74 (M) Winners -Halls of Fame 15,73 (M) -Olympic Games 49,71,85 (M) -Nobel Prize 17,29,434 (M)	
LANGUAGE EXPRESSION	CORE I RUSSELL	LEVELS E & M	LEVELS E & M	LEVELS A, B & C
Sentence Structure	Level I: Combining Sentences II	Building Basic Skills in Writing -Book 1 34-38 (E) -Book 2 25-28 (E) -Book 3 9-14 (M) The Write Stuff -Shaping Sentences 10-13, 128-132 (E) Edge on English Grammar Write Away -Book 1 115, 119, 127-131 (E,M) -Book 2 49-55 (E)	Language Exercises -Level A 29-31, 38-40 (E) -Level B 25,26,28,29,36,75,89 (E) -Level C 13,14,21,22,63,74,91 (E) -Level D 12,21-24,88 (M) -Level E 11,21-24,88 (M) -Level F 13,22,24,120 (M) Writing Strategies for Success 54-58 (E,M)	

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RUSSELL CORPORATION
 LESSON 3 - CARDING COMMON VOCABULARY
 SUPPLEMENTARY MATERIALS

LANGUAGE EXPRESSION	LEVEL I: PUNCTUATION II	LEVEL II: COMBINING SENTENCES III	LEVEL III: PARAGRAPH DEVELOPMENT	LEVEL IV: COMBINING SENTENCES III
Nouns	<u>Level I:</u> <u>Punctuation II</u>	GED Writing Skills Workbook - <u>Book 1</u> 18-21 (E) Edge on English Grammar Write Away - <u>Book 1</u> 25-27 (E) - <u>Book 2</u> 61-62 (E)	Language Exercises - <u>Level A</u> 41-43,60,77,80,90 (E) - <u>Level B</u> 37,40,41,54,90 (E) - <u>Level C</u> 25,26,46,48,89 - <u>Level D</u> 27,28,29,50,63 (E,M) - <u>Level E</u> 27,28,29,50-52,59,89 (E,M) - <u>Level F</u> 30,32,33,78,99,121 (E,M) - <u>Level G</u> 38-39 (E)	
Sentence Combining Paragraph Development	<u>Level II: Combining Sentences III</u> Lessons 1-3	Building Basic Skills - <u>Writing Book 2</u> 28-31 (E,M) The Write Stuff - <u>Shaping Sentences</u> 24-27,60-81 (E,M)	Language Exercises - <u>Level C</u> 20,22,23,88 (E) - <u>Level D</u> 20,22,24 (M) - <u>Level E</u> 20,24,65,68,74 (M) - <u>Level F</u> 21,26,34,37,38,91,102,120 (M)	

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 SUPPLEMENTARY MATERIALS

COMPETENCY	IBM SOFTWARE CORRELATION	TABE CORRELATION (CONTEMPORARY)	TABE CORRELATION (STICK VAUGHN)	CASAS CORRELATION
SKILLS, CONCEPTS AND APPLICATIONS	CORE I RUSSELL	LEVELS D & M	LEVELS D & M	LEVELS A, B & C
Comparisons		Building Basic Skills -Math 21-23, 134-135 (M)	Working With Numbers -Level D 6 (M) -Level E 6, 57, 102, 103 (M) -Level F 5, 83 (M)	
OTHER	CORE I RUSSELL	LEVELS E & M	LEVELS E & M	LEVELS A, B & C
Analogies		Pre-GED Critical Reading Skills 91-94	Pre-GED Strategies for Success - Reading '77-78 (E)	
Identify Safe Work Procedures				Life School: A Pacemaker Program -Binder 2 Health Unit 5 (A,B,C) (Globe Fearon Publishing Company) Multi-Media Kit of Essential Knowledge -Basic First Aid and Illness Unit (C) (Phillip Roy)
Alphabetize Words	Level I: Spelling			

RUSSELL CORPORATION
LESSON 3 - CARDING COMMON VOCABULARY
SUPPLEMENTARY MATERIALS

The following publishers were referenced in the preceding tables:

Contemporary Books, Inc.

180 North Michigan Avenue
Chicago, IL 60601
(800) 621-1918

Globe Fearon Publishing Company

241 Frisch Court 3rd Floor,
Paramus, NJ 07652
(800) 848-9500

Phillip Roy

P.O. Box 130
Indian Rocks Beach, FL 34635
(800) 255-9085

Steck-Vaughn Company

8701 North Mopac Expressway
Austin, TX 78759
(512) 343-8227

WORK SPECIFIC CURRICULUM PROJECT
SPECIAL 353 DEMONSTRATION PROJECT
LESSON APPROVAL FORM

PLEASE COMPLETE AND RETURN TO:

Paula S. Smith, M.Ed.
Vocational & Adult Education
243 Wallace Building
Auburn University, AL 36849-5526

LEVEL _____

LESSON TOPIC Carding Technical Vocabulary

LESSON NUMBER 40

DATE RECEIVED FROM AUBURN _____

1. The lesson is technically correct. YES NO

If no, list your suggestions and corrections below.

- A.
B.
C.

2. The lesson teaches the topic addressed. YES NO

If no, please write your comments and suggestions below.

- A.
B.
C.

3. The answers to the lesson are correct. YES NO

If no, corrections should be noted below.

- A.
B.
C.

WORK SPECIFIC CURRICULUM PROJECT
SPECIAL 353 DEMONSTRATION PROJECT
LESSON APPROVAL FORM (Page 2)

4. The supplementary materials are adequate. YES NO

If no, list other materials.

A.

B.

C.

5. This lesson is appropriate for public dissemination. YES NO

6. This lesson may be disseminated with Russell Corporation's name in the lesson heading. YES NO

7. Other Comments:

Reviewed and edited by Russell Corporation

Reviewed by: David Major (Russell Corporation)

Date: 2/21/95
(This date should be within 30 days -- after date received.)

Approved by: David Quirkson (Russell Corporation)

Date: 3-1-95
(This date should be within 30 days -- after date received.)

**Russell Corporation
Basic Competency Skills**

RUSSELL CORPORATION
BASIC COMPETENCY SKILLS

Lesson 4

This lesson was designed to help Russell Corporation employees acquire the ability to:

1. Structure sentences (pp. 120, 129, 138, 141)
2. Identify parts of speech -- nouns and verbs (pp. 127, 140)
3. Recognize abbreviations and symbols (p. 139)
4. Follow directions (throughout lesson)
5. Develop vocabulary (throughout lesson)
6. Read using comprehension skills (p. 138)
7. Classify information (pp. 114-121)
8. Read and understand flowcharts (pp. 130-136)
9. Construct flow charts (p. 130)
10. Compare and contrast information (pp. 23, 124)
11. Recognize suffixes (pp. 125, 126)
12. Recognize prefixes (pp. 109-113, 126)
13. Use homophones (p. 137)

RUSSELL CORPORATION
BASIC COMPETENCY SKILLS

Lesson 4 (continued)

14. Locate information using a dictionary (pp. 121, 128, 129, 141,
142)
15. Scan information (p. 142)
16. Understand diameter (pp. 112, 119)
17. Recognize common words and meanings (pp. 110)

RUSSELL CORPORATION
SUGGESTED INSTRUCTION GUIDELINES

RUSSELL CORPORATION
SUGGESTED INSTRUCTION GUIDELINES

Lesson 4

Introduction of concepts

Expand the participants' background experience with workplace vocabulary. Ask the participants to turn to page 108. Instruct them to read the vocabulary list and circle the words or phrases that they are not familiar with. Write these words on a board or flipchart. Look them up in the work specific dictionary at the end of lesson 4 (p. 145). Discuss the meaning and purpose of each word or phrase. If possible, have a visual of the word or phrase. It may be necessary to tour the plant and/or locate a picture in a machine operator's manual.

Direct Instruction (prior to beginning page 114)

Demonstrate how to read a ruler. Discuss the difference between the length of an object and the diameter of an object (*diameter=straight line through the center of a circle*).

Exercise #1 (individual and group)

You will need several rulers for this exercise. Give each participant or group of participants (max. of 2 per group) a ruler and a list of items to measure. The items should be located in the classroom.

Include on the list measuring the diameter of at least 3 items.

Possible items to measure may include:

- ☆ diameter of the top of a cup or cola can and length of the cup or can
- ☆ diameter and length of a round pencil or pen
- ☆ diameter of one of the circles on a phone receiver
- ☆ length of a piece of paper
- ☆ length of a paper clip
- ☆ length of a desk

RUSSELL CORPORATION
SUGGESTED INSTRUCTION GUIDELINES

Lesson 4

Exercise #1 (continued)

After everyone or every group has measured the items discuss:

- ◆ the measures the groups got for the same objects
- ◆ why groups got different measures
- ◆ other items that can be measured lengthwise or diametrically (make a list on the board or flipchart)

After all participants are comfortable with measuring length and diameter instruct the participants to complete pages 114-120.

Exercise #2 (individual and group)

Ask participants to write three sentences using vocabulary words on a piece of notebook paper. Instruct the participants to erase the vocabulary word and exchange papers with another learner. Each will read the sentences they received and write in the appropriate vocabulary words. They should then return the papers and work together to clarify the sentences as needed.

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SUGGESTED INSTRUCTION GUIDELINES

Lesson 4

Exercise #3 (individual and group)

Students have been asked to write in complete sentences on pages 120, 129, 138, and 141. Prior to beginning page 120, review the following areas:

1. capitalization rules
2. punctuation marks
3. sentence structure

Discuss the items above as a group. List the rules/guidelines that the group generates on the board or flipchart.

Exercise #4 (group)

Password is an excellent game for vocabulary development. It can be played with teams of two or more players.

Give one player on each team a card with a "secret word" on it that is not seen by the other partners. (Select vocabulary words from this lesson and previous lessons.) Players with the secret words take turns calling out to their partners one-word clues to help them guess the word. Teams should alternate in starting, and players should alternate in giving clues. The winning teams can be the one that guesses the most secret words or accumulates the most points (five points for getting a word on the first clue, four points on the second, etc.).

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SUGGESTED INSTRUCTION GUIDELINES

Lesson 4

Exercise #5 (group)

A brainstorming session will give participants the opportunity to engage in a creative problem-solving exercise. As a class do a sample brainstorm session lasting from one to two minutes. To help get the creative juices flowing the sample brainstorming topic should be simple such as:

- listing all the possible uses for a paper clip
- listing ways to improve the standard pencil
- listing the possible uses for a piece of paper

Before beginning the sample session, the four basic rules of brainstorming should be written on the board or flipchart. They include:

1. No critical judgment is permitted
2. Free-wheeling is welcomed (i.e., the *wilder* the idea, the better)
3. *Quantity*, not quality, is desired
4. Combination and improvement of ideas are sought

(Continued)

RUSSELL CORPORATION
SUGGESTED INSTRUCTION GUIDELINES

Exercise #5 (continued)

After the group sample session, divide the participants into groups of four to six people. Give each group sixty seconds to brainstorm about one of the following job related topics:

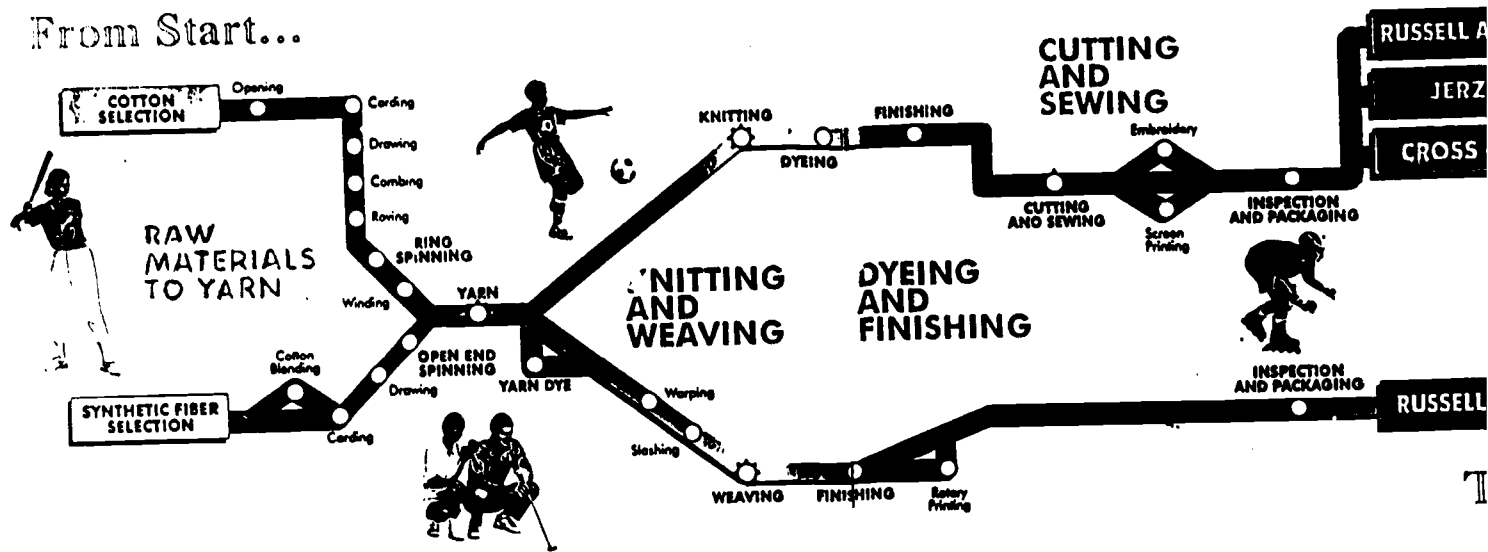
- ☆ Safety on the job
- ☆ Uses for cotton
- ☆ Motivation techniques (how to get excited about work)
- ☆ Getting along with other people at work

One person in each group should tally the number of ideas, not necessarily the ideas themselves. At the end of one minute ask the groups to report the number of ideas they generated and some examples of the seemingly “crazy” or “wild” ideas. Suggest that sometimes seemingly crazy ideas might turn out to be very workable.

Exercise #6 (individual and group)

For this exercise obtain a copy of the Russell publication, “We start it ... We finish it” for each person in the class. In this publication there is a modified flow chart that explains the process of cotton manufacturing from selecting the cotton to finished products (a copy of the chart is on the following page). The flow chart does not follow the exact rules listed on page 131 of the participants’ workbooks. Point out that even though the guidelines on page 131 are technically correct, all charts do not strictly follow them. Discuss the points on the charts where decisions need to be made. If possible obtain examples of other types of flow charts and discuss the similarities and differences as a class. There is a section on flow charts in the Glencoe book Pre-GED Reading Skills for Social Studies and Science on pages 63-64.

From Start...



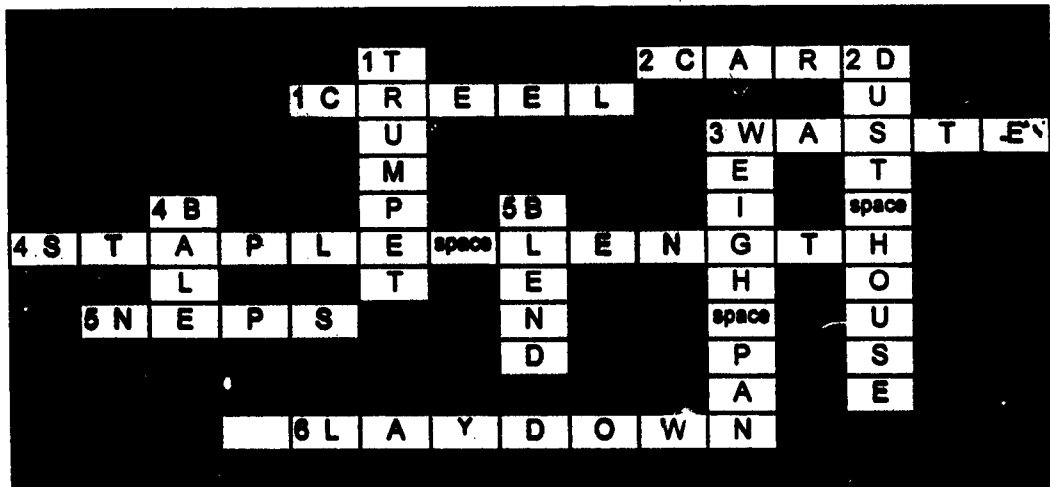
327

RUSSELL CORPORATION
SUGGESTED INSTRUCTION GUIDELINES

Lesson 4

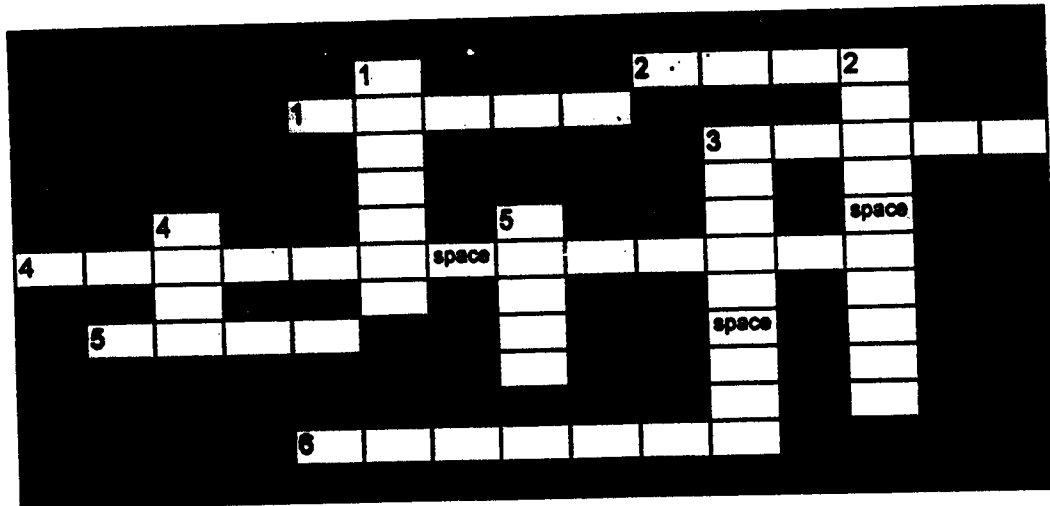
Exercise #7 (individual)

Give each participant a copy of the crossword puzzle on the following page. The answers are given below.



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 RUSSELL CORPORATION
 LESSON 4 - CARDING TECHNICAL VOCABULARY

Complete the crossword puzzle below. You may use the work specific dictionary at the end of this lesson.



ACROSS

1. To refill stock; or a frame for holding sliver.
2. A machine for separating, aligning, and delivering fibers in a sliver form.
3. Left over fibers from different processes.
4. A measure of the length of cotton fibers.
5. Small knots of fiber that will not straighten to a parallel position.
6. Refers to bales arranged in a particular order.

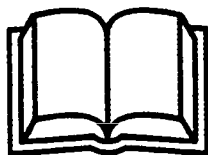
DOWN

1. A cone shaped part on many machines.
2. A part of the air cleaning system.
3. A pan located under the carding machine. It is used to weigh fibers in the blending process.
4. A storage package for cotton.
5. Bales of a particular kind, size, color, micronaire, etc.

11/1994

RUSSELL CORPORATION
CARDING TECHNICAL VOCABULARY

Russell Corporation
Note to Workplace Education Participant



**A work specific dictionary is located
at the end of this lesson. It may be
used as a reference.**

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LESSON 4 - CARDING TECHNICAL VOCABULARY

Carding Technical Vocabulary Words

- | | |
|----------------|-------------------|
| 1. air | 13. dust mask |
| 2. bale | 14. ear plug |
| 3. blend | 15. hopper |
| 4. blend-o-mat | 16. laydown |
| 5. blow down | 17. micronaire |
| 6. card | 18. multimixer |
| 7. choke | 19. neps |
| 8. cotton | 20. staple length |
| 9. creel | 21. trumpet |
| 10. doff | 22. waste |
| 11. drawing | 23. weigh pan |
| 12. dust house | 24. weight |

Prefixes

- ★ A prefix is a syllable added to the beginning of a word.
- ★ Adding a prefix to a word changes its meaning.

For example, the word even means balanced. When the prefix “**un**” is added the word changes to uneven. Uneven means not balanced.

The prefix “un” means not.

JOB TASK INSTRUCTIONAL MATERIALS
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LESSON 4 - CARDING TECHNICAL VOCABULARY

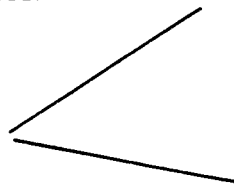
Prefixes

Parallel means being equal distance apart and laying side by side.

These fibers are parallel.



These fibers are not parallel.



What would we call the fibers that are not parallel?

Circle the answer.

Hint look for the prefix that means **not**.

reparallel

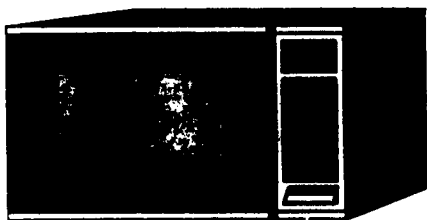
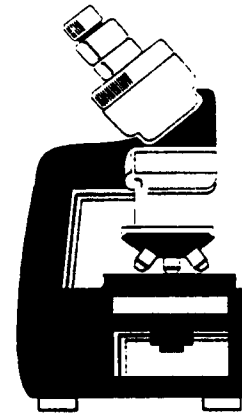
unparallel

preparallel

The Prefix "Micro"

Micro means very small.

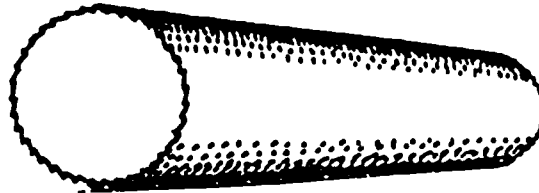
A **microscope** is a device used to look at very small objects. Microscopes are like magnifying glasses. They make very small things look larger.



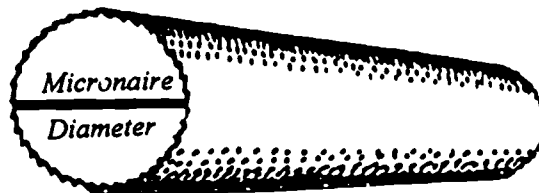
A **microwave** is a very short electronic wave of energy. A **microwave** oven uses short electronic waves of energy to cook food.

Micronaire

A single cotton fiber is very small. A cotton fiber is shown in the picture. Remember in real life the fiber is much smaller. It is about the size of a hair.



Micronaire refers to the fineness of the cotton fiber. It is a measurement of the diameter of the cotton fiber. *Diameter is a straight line drawn through the center of a circle.*



Micronaire is very small. It is the thickness of a single cotton fiber. It is like the thickness of a hair.

Prefixes

The prefix “**multi**” means many.

A **multimixer** is a machine that mixes many fibers.

Fill in the missing prefixes below.

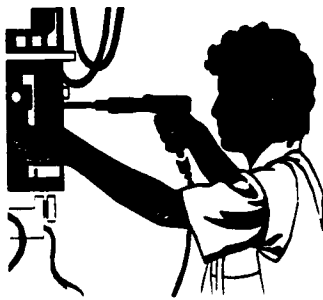
You may look at the preceding pages.

1. If a worker is **not** productive, we would say he is ___ __productive.
2. Cotton fabric can be used for **many** purposes. It is a ___ ___ ___ ___purpose good.
3. To weigh very **small** items we use a ___ ___ ___ ___scale.

Classifying

Classifying means putting things in groups or categories. Items put in the same group usually share a common trait.

Some things that can be classified include:

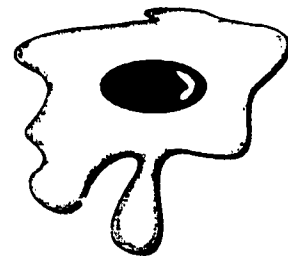


Jobs

The department you work in can be classified (carding, drawing, spinning). Another classification is your job title (machine operator, technician, supervisor).

Food

The FDA (Food and Drug Administration) classifies meat, eggs, cheese and other foods. It is important to know how the foods we eat are classified. We only want to eat safe foods.



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RUSSELL CORPORATION
LESSON 4 - CARDING TECHNICAL VOCABULARY

Classifying

Classifying means putting things in groups or categories.

Let's practice classifying.

1. Most of the words below share a common trait. Draw an X through the word that does not belong.

shirts socks books pants

2. Write a category name for each group of words below. The first one has been done as an example.

a. Carding machine parts doffer cylinder flats chute

b. _____ Russell Athletic Jerzees Cross Creek

c. _____ opening carding drawing combing

JOB TASK INSTRUCTIONAL MATERIALS
RUSSELL CORPORATION
LESSON 4 - CARDING TECHNICAL VOCABULARY

Classifying Cotton



11/1994
page 116

Classifying Cotton

Cotton is classified based on important qualities. The three most common classes in the American system are: grade, staple length, and character.

GRADE

The grade includes the color, leaf, and preparation.
(preparation means how the cotton was ginned)

STAPLE LENGTH

The **staple length** is the length of the cotton fibers.

CHARACTER

The character refers to the fineness (**micronaire**) and strength of the cotton fibers.

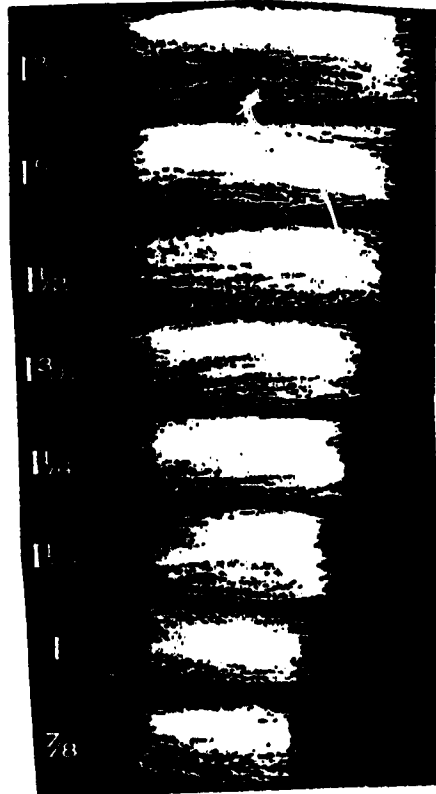
Our vocabulary words for this section include **staple length** and **micronaire**. Let's look at these two areas more closely.

Classifying Cotton

Cotton is classified in
different ways.

Staple length is a
measure of how long
the cotton fibers are.

The picture shows
different staple lengths.



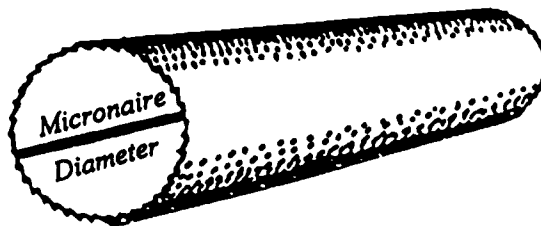
The fibers above are measured in inches.
Note the pictured fibers are smaller than their actual size.

List two other things (at work or home) that can be measured
lengthwise. *For example lumber can be measured lengthwise.*

1. _____
2. _____

Classifying Cotton

Micronaire refers to the fineness of the cotton fibers. It is a measurement of the diameter of the cotton fibers. *Diameter - a straight line drawn through the center of a circle.*



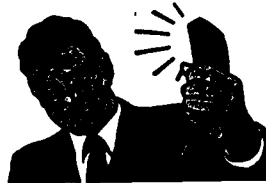
Directions

Read the statements below. Write the missing words in the blanks.

1. _____ is a measure of the diameter of cotton fibers.
2. _____ is a measure of the length of cotton fibers.

Classifying

We have learned to classify cotton by staple length and micronaire. Let's classify some other things. Look at the pictures below. Draw an X through the picture that does not belong.



Write a sentence telling why the picture does not belong.

Anything can be classified: jobs, food, cotton, pictures and even vocabulary words. Turn the page to practice classifying some of our carding vocabulary words.

Classifying Vocabulary Words

Directions

- ① Use the work-specific dictionary on pages 145-150 to look up the meaning of each word listed below.
- ② Circle the words that are machines. You are classifying words into the category of machines.

1. blend-o-mat

5. hopper

2. card

6. micronaire

3. doff

7. multimixer

4. dust mask

8. ear plug

JOB TASK INSTRUCTIONAL MATERIALS
RUSSELL CORPORATION
LESSON 4 - CARDING TECHNICAL VOCABULARY

Machine Functions

Directions

Draw a line from each machine to its function.

Machines

- 1.) card
- 2.) hopper
- 3.) blend-o-mat
- 4.) multimixer

Functions

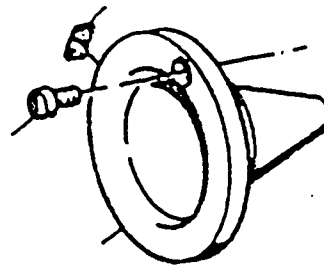
- a.) removes fibers from the bale
- b.) mixes fibers
- c.) separates, aligns, and delivers fibers in a sliver form
- d.) opens bale stock

Comparing and Contrasting

Comparing means showing how things are alike.

Contrasting means showing how things are different.

For example, you can **compare** the chute and the coiler head by saying both are parts on the carding machine. You can **contrast** them by saying they have different functions.



1. Compare the trumpets. List two ways they are alike.

2. Contrast the trumpets. List two ways they are different.

JOB TASK INSTRUCTIONAL MATERIALS
RUSSELL CORPORATION
LESSON 4 - CARDING TECHNICAL VOCABULARY

Comparing and Contrasting

Comparing - how things are alike.

Contrasting - how things are different

1. Compare a **dust mask** and an **ear plug**. List two ways they are alike.

2. Contrast a **dust mask** and an **ear plug**. List two ways they are different.

3. Compare a **multimixer** and a **blend-o-mat**. List two ways they are alike.

4. Contrast a **multimixer** and a **blend-o-mat**. List two ways they are different.

JOB TASK INSTRUCTIONAL MATERIALS
RUSSELL CORPORATION
LESSON 4 - CARDING TECHNICAL VOCABULARY

Suffixes

A suffix is a syllable added to the end of a word.
Adding a suffix to a word changes its meaning.

For example the word **doff** means to take off. When the suffix "er" is added the word changes to **doffer**. A doffer is a part on the carding machine.

Directions

Circle the suffix on the following word:

carder

1. What does the word **card** mean? (you may use a dictionary)

2. What does the word **carder** mean? (you may use a dictionary)

3. Write another word that changes when you add the suffix "er".

11/1994
page 125

Prefixes and Suffixes

A **prefix** is a syllable added to the **beginning** of a word.

A **suffix** is a syllable added to the **end** of a word.

Adding a prefix or a suffix to a word changes its meaning.

Some words have both a prefix and a suffix. Circle the prefix on the word below. Draw a box around the suffix on the word below.

Multimixer

Practice locating suffixes and prefixes

Circle the prefixes on the words below.

Draw a box around the suffixes on the words below.

1. drawing

2. hopper

3. unparallel

JOB TASK INSTRUCTIONAL MATERIALS
RUSSELL CORPORATION
LESSON 4 - CARDING TECHNICAL VOCABULARY

Nouns and Verbs

Sometimes a word is used as a noun in one sentence and a verb in another sentence.

A **noun** is a person, place, thing, or idea.

A **verb** is the action word in a sentence.

A verb tells what something does.

Directions

Read the sentence below.




Write **noun** in the blank if the word choke is used as a noun.

Write **verb** in the blank if the word choke is used as a verb.

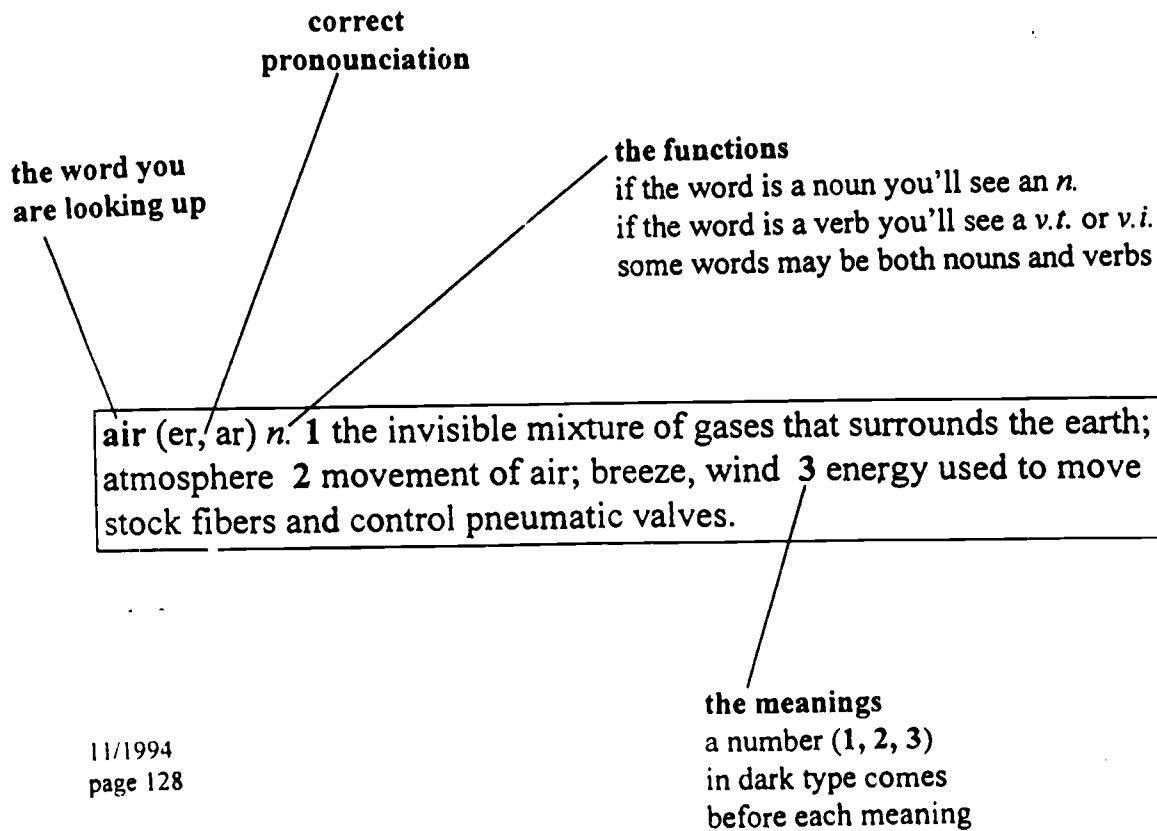
- _____ 1. A **choke** in your carding machine could slow down production.
- _____ 2. You may **choke** if your necktie gets caught in the machine.

Using Dictionary Entries

When you look in a dictionary you learn many things about a word.
You learn the following things:

-  how to pronounce the word correctly
-  how the word functions in a sentence (if it is a noun or verb)
-  the meanings of the word (some words have more than one meaning)

Example



correct pronunciation

the word you are looking up

the functions
if the word is a noun you'll see an *n.*
if the word is a verb you'll see a *v.t.* or *v.i.*
some words may be both nouns and verbs

air (er, ar) *n.* **1** the invisible mixture of gases that surrounds the earth; atmosphere **2** movement of air; breeze, wind **3** energy used to move stock fibers and control pneumatic valves.

the meanings
a number (1, 2, 3)
in dark type comes before each meaning

Using Dictionary Entries

These are the dictionary entries for **dust house** and **blow down**:

dust house (dust hous) *n.* part of
the air cleaning system

blow down (blo doun) *v.i.* using
compressed air to clean machines

1. Is the word **dust house** a noun or a verb? _____
(Hint use the dictionary entry) (write noun or verb)

2. Is the word **blow down** a noun or a verb? _____
(Hint use the dictionary entry) (write noun or verb)

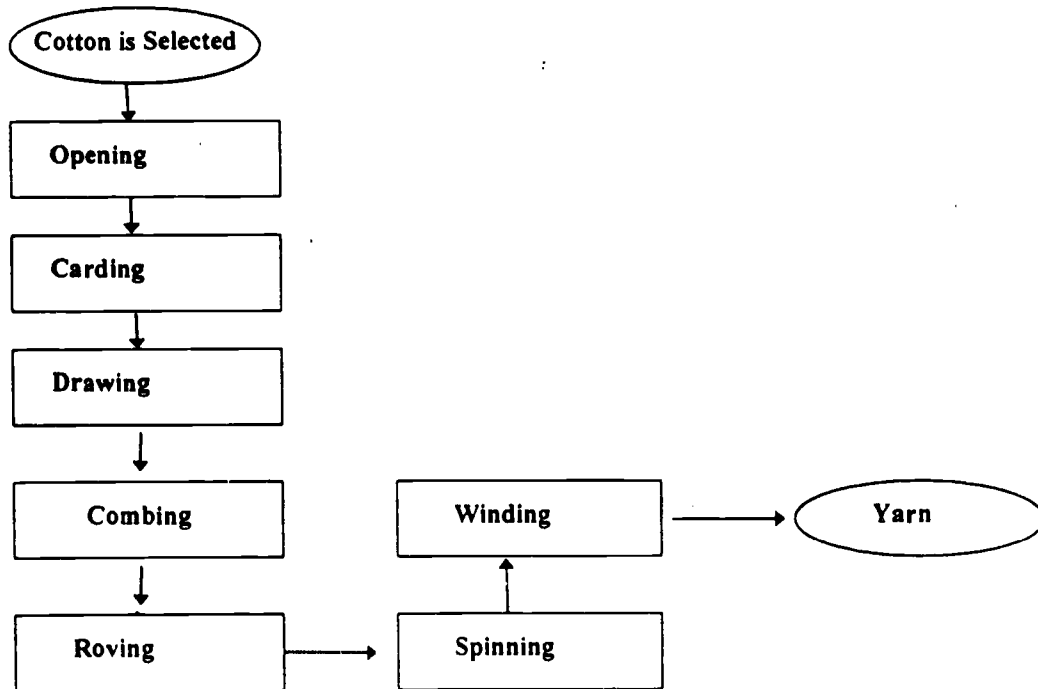
3. Write a sentence using the word **dust house**.

4. Write a sentence using the word **blow down**.

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LESSON 4 - CARDING TECHNICAL VOCABULARY

Reading Flow Charts

A flow chart is a diagram that shows each step in a process or system. The flow chart below is simple. It shows the steps needed to turn cotton into yarn.



11/1994
page 130

Flow Charts

Things to notice on flow charts:

- ☞ the beginning and ending steps are inside circles
- ☞ the middle steps are inside rectangles
- ☞ the direction the steps go in is shown by arrows

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LESSON 4 - CARDING TECHNICAL VOCABULARY

Directions

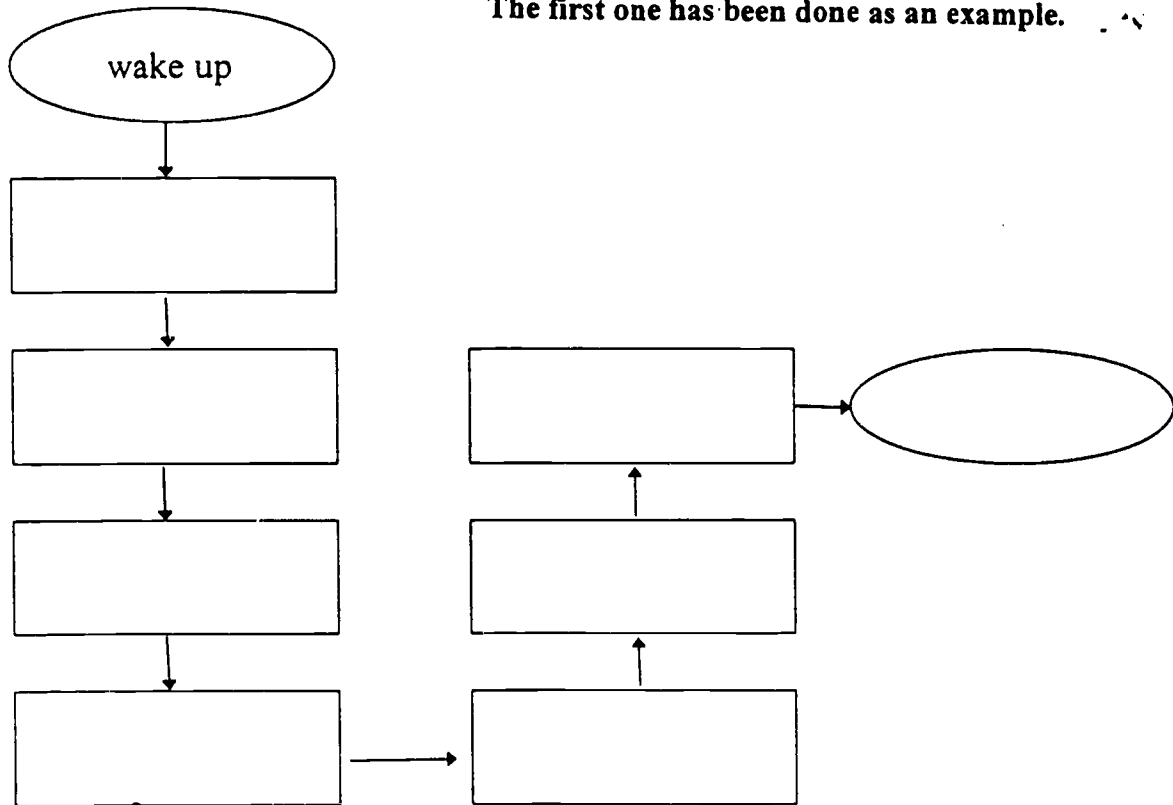
Make a simple flow chart of a work day. The steps listed below are not in the correct order. Write each step in the correct place on the flow chart.

work
wake up
go to bed

drive to work
clock in
eat breakfast

eat dinner
clock out
drive home

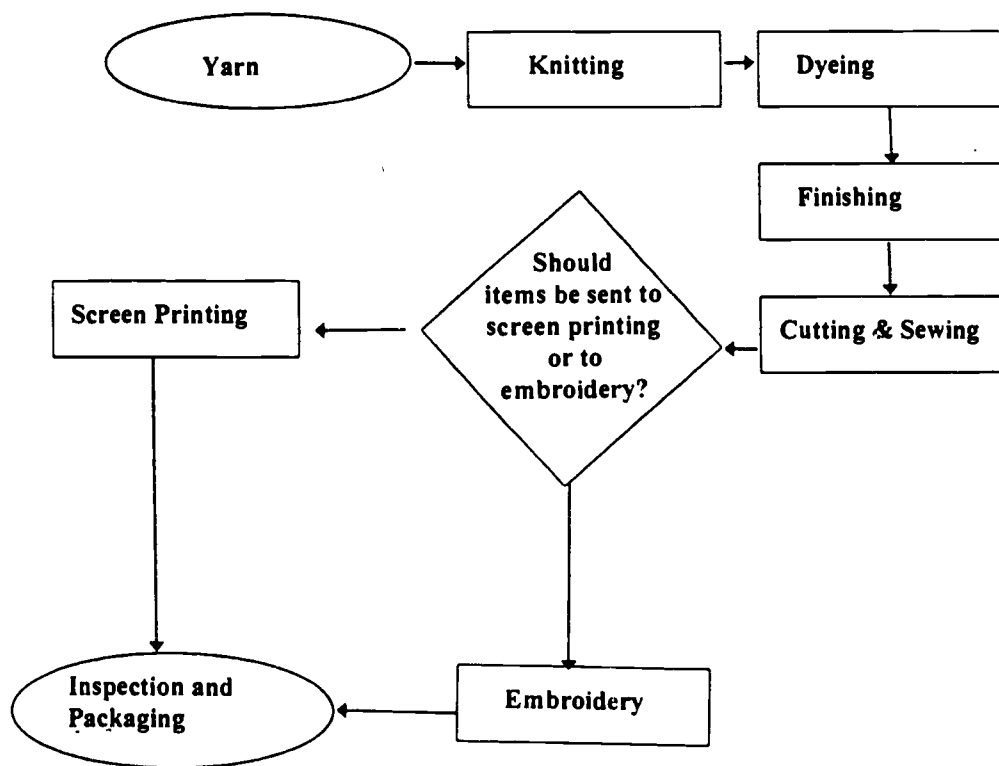
The first one has been done as an example.



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LESSON 4 - CARDING TECHNICAL VOCABULARY

Flow Charts

Some flow charts are more complex. They show places where decisions must be made. In the flow chart below we begin with yarn and end with inspection and packaging. After the cutting and sewing stage we must decide whether to send the products to embroidery or screen printing. In the flow chart below the question has a diamond shape around it. A diamond shape means that a decision must be made.



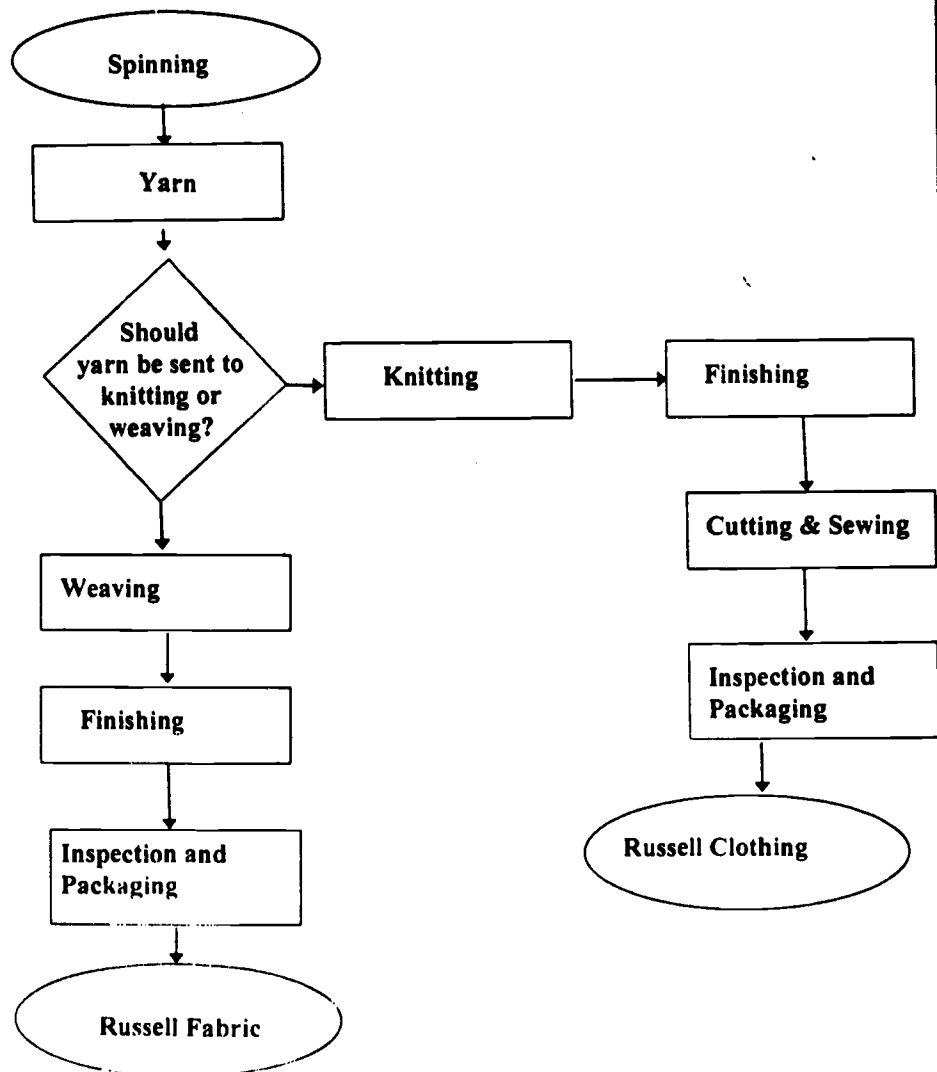
11/1994
page 133

JOB TASK INSTRUCTIONAL MATERIALS
RUSSELL CORPORATION
LESSON 4 - CARDING TECHNICAL VOCABULARY

Flow Charts

Answer the questions based on the flow chart below.

1. Write the beginning step in the blank. _____
2. Write the ending steps in the blanks. _____
3. What decision needs to be made after the yarn step?



11/1994
page 134

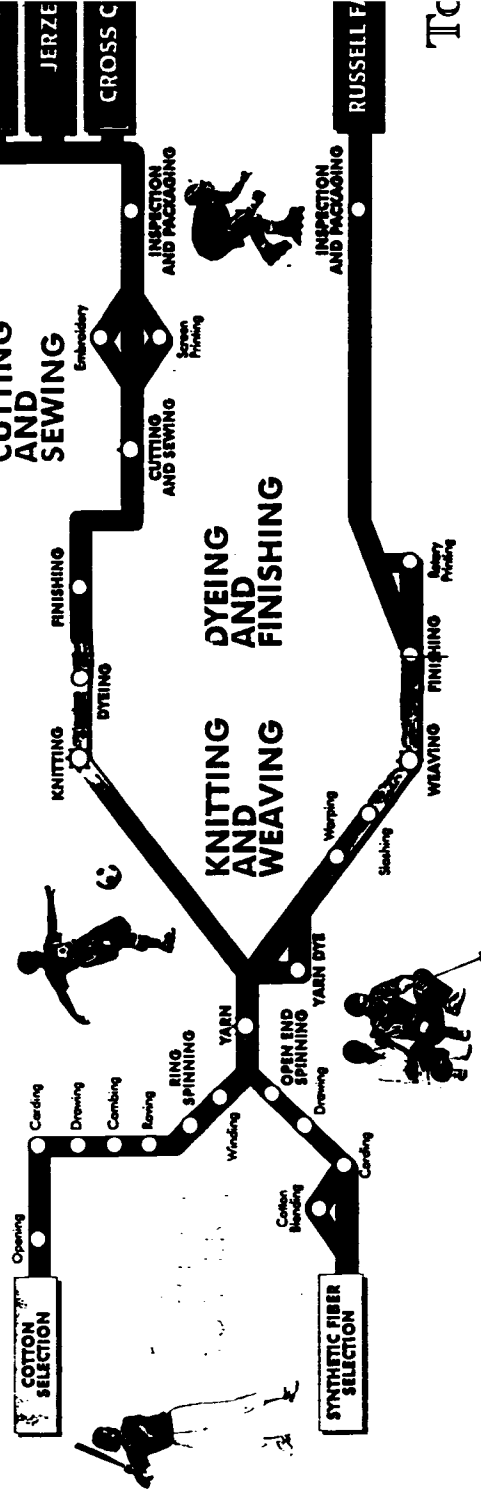
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RUSSELL CORPORATION
LESSON 4 - CARDING TECHNICAL VOCABULARY

Reading Flow Charts

All flow charts do not follow the guidelines listed on page 131, but the process of reading the charts is still the same. All charts have:

- ① starting points
- ② processes in the middle
- ③ ending points

From Start...



The chart below was taken from a Russell booklet.

JOB TASK INSTRUCTIONAL MATERIALS
RUSSELL CORPORATION
LESSON 4 - CARDING TECHNICAL VOCABULARY

Answers the questions based on the flow chart on page 135.

1. Write the number of steps it takes to turn raw cotton into a Cross Creek shirt?

2. Circle the cutting and sewing process on the flow chart. After cutting and sewing, to one of two places. Write the places they go in the blanks.

3. We have already learned about opening and we are learning about carding now. I check mark on the flow chart next to these processes. If we follow the flow chart area do you think we will learn about next?

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LESSON 4 - CARDING TECHNICAL VOCABULARY

Homophones

Words that sound alike but have different meanings are called homophones.

Directions:

1. Read the definition in the box below.

A nep is a small **knot** of fibers that will **not** straighten to a parallel position.

When saying the word **knot** the **k** is silent.

2. The words **knot** and **not** are homophones.
3. What does the word **knot** mean?

4. What does the word **not** mean?

Reading Exercise

**Read the paragraph then answer the questions below.
Use complete sentences.**

Neps are small tangled knots of fibers. They may be formed by: (a) ginning wet cotton, (b) badly worn saw blades, or (c) feeding too much seed cotton into the gin at one time. Neps are difficult to remove. Long and fine cotton fibers tend to have more neps than short and coarse fibers. If neps are not removed they will show up in the finished fabric as spots. Neps dye to a different shade from the rest of the fabric which makes the fabric look speckled.

1. Why is it important to remove neps? _____

2. How is the micronaire of the cotton fibers related to neps?
(Hint remember micronaire means the fineness of cotton fibers)

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RUSSELL CORPORATION
LESSON 4 - CARDING TECHNICAL VOCABULARY

Abbreviations and Symbols

An abbreviation is a shortened form of a word. Instead of writing out the whole word we can use its abbreviation. For example the abbreviation **Jan.** is a shortened form of the word **January**.

A symbol is a sign that stands for a word. For example the symbol **&** stands for the word **and**.

- A. **Weight refers to the number of grains per yard of sliver.**
- B. **Wt. refers to the no. (or #) of gr./ yd. of sliver.**

Directions

☆ **Read sentences A and B.**

Sentence A is written using whole words.

Sentence B is written using abbreviations and symbols.

☆ **Do the exercises below.**

1. Write the abbreviation for the word weight. _____
2. Write the abbreviation and the symbol for the word number. _____
3. Write the abbreviation for the word grains. _____
4. Write the symbol for the word per. _____
5. Write the abbreviation for the word yard. _____

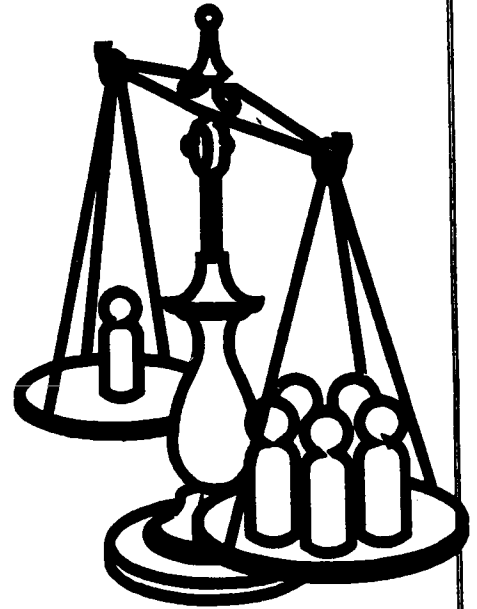
Weight and Weigh

We learned that **weight** is the number of grains per yard of sliver (see page 139 for a reminder). Weight is a measurement.

Weigh means the act of measuring the heaviness of something. Weigh is an action word.

Write **weigh** or **weight** in the blanks.

1. The _____ of a grain is one seven thousandth of a pound.
2. We would use a scale to _____ a bale of cotton.
3. The word _____ is a noun and the word _____ is a verb. (A noun is a person, place, or thing. A verb is an action word.)



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RUSSELL CORPORATION
LESSON 4 - CARDING TECHNICAL VOCABULARY

What do you think?

Answer the questions below using complete sentences.

1. What does the word weigh mean?

2. What does the word pan mean?

3. Using what you know about the words weigh and pan write a definition for the word **weigh pan**. (Hint a weigh pan is used in the blending process.)

4. Look up the word **weigh pan** in the work specific dictionary. Compare your answer for #3 to the definition in the dictionary.

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LESSON 4 - CARDING TECHNICAL VOCABULARY

Scanning to get information fast

Scanning is looking for certain words to find facts or answers to questions. Scanning is a useful skill to have. It will help you find things quickly. If you have a question about the carding machine you would not want to read the whole carding machine manual. You would want to scan it to find the answer to your question.

There are 4 vocabulary words that have the word **stock** in their definition. Scan the work specific dictionary on pages 145-150 for the word **stock**. Write the vocabulary words that have the word **stock** in their definition in the blanks below.

1. _____
2. _____
3. _____
4. _____

JOB TASK INSTRUCTIONAL MATERIALS
 RUSSELL CORPORATION
 LESSON 4 - CARDING TECHNICAL VOCABULARY

Breaking the Code

Carding vocabulary words are defined below. Write the vocabulary word in the blanks next to the definition. Each letter in the vocabulary word matches a symbol (below the blank). Find the symbol in the box at the bottom of the page and write the correct letter in the blank. The first one has been done as an example. The words can be found in the work specific dictionary (page 145).

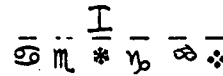
1. The energy used to move stock fibers and control pneumatic valves.

A I R


2. Using compressed air to clean machines.



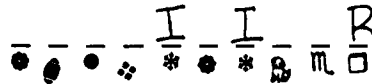
3. The number of grains per yard of sliver.

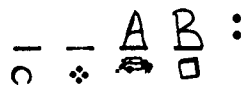
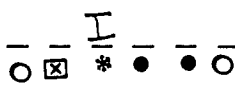
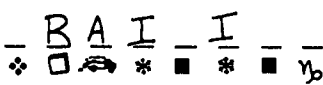








4. A face covering that helps prevent a person from inhaling cotton dust.



5. A machine for mixing fibers.

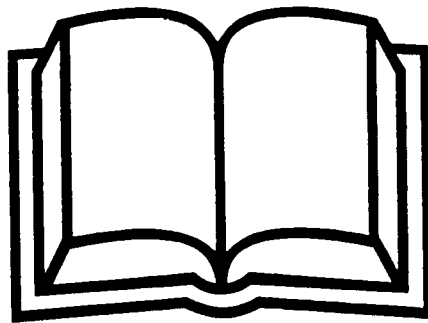


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RUSSELL CORPORATION
LESSON 4 - CARDING TECHNICAL VOCABULARY

Work Specific Dictionary
Russell Corporation
Carding Common Vocabulary



1/1994
page 145

JOB TASK INSTRUCTIONAL MATERIALS
RUSSELL CORPORATION
LESSON 4 - CARDING TECHNICAL VOCABULARY

Carding Common Vocabulary Words

- | | |
|----------------|-------------------|
| 1. air | 13. dustmask |
| 2. bale | 14. ear plug |
| 3. blend | 15. hopper |
| 4. blend-o-mat | 16. laydown |
| 5. blow down | 17. micronaire |
| 6. card | 18. multimixer |
| 7. choke | 19. neps |
| 8. cotton | 20. staple length |
| 9. creel | 21. trumpet |
| 10. doff | 22. waste |
| 11. drawing | 23. weigh pan |
| 12. dust house | 24. weight |

JOB TASK INSTRUCTIONAL MATERIALS
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LESSON 4 - CARDING TECHNICAL VOCABULARY

1. Air is energy used to move stock fibers and control pneumatic valves.
2. A bale consists of compressed fibers. It is commonly used to package or store staple.
3. A blend is a yarn formed by combining two or more staple fibers.
4. A blend-o-mat is a machine that removes fibers from the bale.
5. Blow down means using compressed air to clean machines.
6. The card is a machine that separates, aligns and delivers fibers in a sliver form.
7. A choke is a "bottle-neck" of fibers. It interferes with the normal stock flow.

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LESSON 4 - CARDING TECHNICAL VOCABULARY

8. Cotton is a natural fiber.
9. Creel means to refill stock. A creel is also a frame for holding sliver.
10. Doff means to take off.
11. Drawing is a rope-like form of fibers.
12. A dust house is part of the air cleaning system.
13. A dustmask is a face covering. It is worn to help prevent inhaling cotton dust.
14. Ear plugs are used to protect from hearing loss.
15. A hopper is a machine that opens bale stock.

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LESSON 4 - CARDING TECHNICAL VOCABULARY

16. Laydown refers to bales of fiber arranged in a particular order.

17. Micronaire refers to the fineness of cotton fibers. It is the diameter of the cotton fibers. (*Diameter: straight line through the center of a circle -- thickness.*)

18. The multimixer is a machine for mixing fibers.

19. Neps are small knots of fibers that will not straighten to a parallel position.

20. Staple length is a measure of the length of the cotton fibers.

21. A trumpet is a cone shaped part on many machines. It condenses a web into sliver.

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LESSON 4 - CARDING TECHNICAL VOCABULARY

22. Waste is left over fibers from different processes.

23. A weigh pan is a pan used to weigh fibers in the blending process. It is located under the carding machine.

24. Weight is the number of grains per yard of sliver.

11/1994
page 150

**CARDING TECHNICAL VOCABULARY
LESSON 4 - ANSWER KEY**

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Answer Key
Vocabulary Section
Lesson 4 - Carding Technical Vocabulary

Page 110
unparallel should be circled

- Page 113
1. unproductive
 2. mutlipurpose
 3. microscale

- Page 115
1. books
 - 2b. Russell products
 - 2c. processes in the preparation of cotton.

Page 118
answers will vary

- Page 119
1. Micronaire
 2. Staple length

Page 120
Thère should be an X through the picture in the center. The sentences will vary. One reason for crossing out the center picture is that in the

other two pictures people are working together, whereas in the center photo the man is alone. Another possibility is that the people in the other pictures are communicating face-to-face, whereas the communication in the center picture is via telephone.

Page 121
the following words should be circled:

1. blend-o-mat
2. card
5. hopper
7. multimixer

- Page 122
1. c
 2. d
 3. a
 4. b

Page 123
answers will vary

JOB TASK INSTRUCTIONAL MATERIALS
RUSSELL CORPORATION

Answer Key
Vocabulary Section
Lesson 4 - Carding Technical Vocabulary

Page 124

answers will vary

Page 125

carder

1. answers will vary. A card is a machine used in the processing of cotton.
2. answers will vary. A carder is a person who runs the carding machine.
3. answers will vary

Page 126

Multimixer

1. drawing
2. hopper
3. unparallel

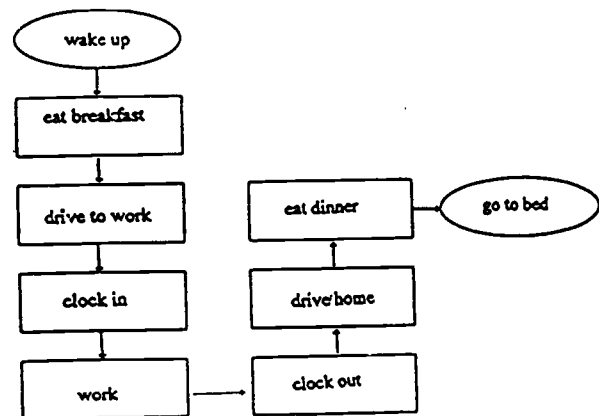
Page 127

1. Noun
2. Verb

Page 129

1. noun
2. verb
3. answers will vary
4. answers will vary

Page 132



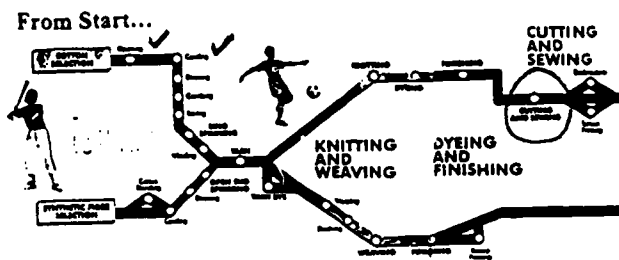
Page 134

1. Spinning
2. Russell Fabric and Russell Clothing
3. Whether the yarn should be sent to knitting or weaving

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RUSSELL CORPORATION

Answer Key
Vocabulary Section
Lesson 4 - Carding Technical Vocabulary

Page 135



Page 136

- 14 the steps are listed below
 - 1 opening
 - 2 carding
 - 3 drawing
 - 4 combing
 - 5 roving
 - 6 ring spinning
 - 7 winding
 - 8 yarn
 - 9 knitting
 - 10 dyeing
 - 11 finishing
 - 12 cutting & sewing

- 13 embroidery or screen printing
- 14 inspection & packaging

2. Embroidery
Screen Printing
3. Drawing

Page 137

answers will vary

A **knot** is a group of entangled fibers.

Not is a functional word used to make a statement negative.

Page 138

1. Sentences should indicate that it is important to remove neps because they will cause defects in the end products.
2. Sentences should indicate that fibers with a small micronaire will have more neps than fibers with a larger micronaire. The paragraph states that fine cotton tends to have more neps

JOB TASK INSTRUCTIONAL MATERIALS
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Answer Key
Vocabulary Section
Lesson 4 - Carding Technical Vocabulary

Page 139

1. Wt.
2. no. #
3. gr.
4. /
5. yd.

- air
choke
creel
hopper

Page 140

1. Weight
2. weigh
3. weight is a noun
weigh is a verb

Page 141

1. answers will vary
2. answers will vary
3. A weigh pan is a pan used to weigh fibers in the blending process.

Page 142

the following words can be written in any order:

Page 143

JOB TASK INSTRUCTIONAL MATERIALS
RUSSELL CORPORATION
LESSON 4 - CARDING TECHNICAL VOCABULARY

Draw a line from each vocabulary words to its definition.
The first one has been done as an example.

<u>Vocabulary Words</u>	<u>Definitions</u>
Weight	bales arranged in a particular order
Creel	bales of fiber of a particular kind, size, color, or micronaire
Choke	number of grains per yard of sliver
Laydown	left-over fibers
Waste	to refill stock
	a bottle-neck of fibers

JOB TASK INSTRUCTIONAL MATERIALS
RUSSELL CORPORATION

Answer Key
Vocabulary Section
Lesson 4 - Carding Technical Vocabulary

Page 144

JOB TASK INSTRUCTIONAL MATERIALS
RUSSELL CORPORATION
LESSON 4 - CARDING TECHNICAL VOCABULARY

Breaking the Code

Carding vocabulary words are defined below. Write the vocabulary word in the blank space to the definition. Each letter in the vocabulary word matches a symbol (below the blank). Find the symbol in the list at the bottom of the page and write the correct letter in the blank. The first one has been done as an example.

1. The energy used to move stock fibers and control pneumatic valves. **A I I**
2. Using compressed air to clean machines. **B I Q W D W N**
3. The number of grains per yard of sliver. **W E I G H T**
4. A face covering that helps prevent a person from inhaling cotton dust. **D U S T M A S K**
5. A machine for mixing fibers. **M U L T I F I F I C E R**

S I A R : **S K I L L S T R A I N I N G**
A I B U S S E T

RUSSELL CORPORATION - LESSON 4

READABILITY TEST FOR VOCABULARY WORDS
AND DEFINITIONS

JOB TASK INSTRUCTIONAL MATERIALS
RUSSELL CORPORATION
LESSON 4 - CARDING TECHNICAL VOCABULARY

Method

Gunning's Fog Index, Flesch-Kincaid Score, Flesch Reading Ease Score, and Flesch Reading Ease Grade Level

1. **Gunning's Fog Index** indicates how difficult the document is to read, based on the averages for sentence lengths and the number of multi-syllable words in sentences. The higher the index, the more difficult the document is to read.
2. **Flesch-Kincaid Score** indicates the Fog Index as a grade level. The higher the score, the more difficult the document is to read.
3. **Flesch Reading Ease Score** indicates how easy it is to read and understand the document, based on the average number of words per sentence and the average number of syllables per 100 words. The higher the score, the easier the document is to read and understand.

The highest score is 100, which indicates the document is very easy to read and understand. An average score is between 60 and 70. A low score is between 0 and 30, which indicates the document is very difficult to read and understand.

4. **Flesch Reading Ease Grade Level** indicates the Flesch Reading Ease Score as a grade level. A fourth grade level corresponds to a score between 90 and 100. An eighth grade level corresponds to a score between 60 and 70. A college education corresponds to a score between 0 and 30.

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LESSON 4 - CARDING TECHNICAL VOCABULARY

Readability Statistics

Totals

Words	1286
Sentences	154
Paragraphs	0
Syllables	1955
3-syllable words	

Averages

Words per sentence	8.35
Sentences per paragraph	0

Readability

Gunning's Fog Index	7
Flesch-Kincaid Score:	5.69
Flesch Reading Ease Score:	75
Flesch Reading Ease Grade Level:	5

Interpreting the Flesch Reading Ease Score

A Reading Ease Score of 75 means the reading difficulty is fairly easy for most readers. This score is associated with a 6th grade reading level.

RUSSELL CORPORATION - LESSON 4

SUPPLEMENTARY MATERIALS

RUSSELL CORPORATION
 LESSON 4 - CARDING TECHNICAL VOCABULARY
 SUPPLEMENTARY MATERIALS

COMPETENCY	SOFTWARE CORRELATION	TAKE CORRELATION CONTEMPORARY	TAKE CORRELATION STACK-VAUGHN	CASAS CORRELATION
COMPREHENSION	CORPUS RUSSELL	LEVELS E & M	LEVELS E & M	LEVELS A, B & C
Reading Comprehension	Reading for Meaning Level I Reading for Information- Level I	Reader's Choice <u>Insights</u> 1-3,9-11,28-29,44-45 (E,M) <u>Connections</u> 1-5 (E,M) New Beginnings in Reading <u>Book 2</u> 1-3,16-18,30-32,44-46 (E) <u>Book 4</u> 1-3,6,15-17,28-30,41-43 (E) <u>Book 6</u> 1-3,6,15-17,20,29-31,43-45,48 (E) <u>Book 7</u> 28,54,56,66 (E) <u>Book 8</u> 14-16,19,42-44 (E) New Pre-GED Series <u>Critical Reading Skills</u> 15-24 (M) <u>Social Studies Skills</u> 17-22 (M) Building Basic Skills <u>Reading Book 1</u> 34-44 (M) LifeScenes 1-7,15-19,21,41-47,17-19 (M)	Reading for Today <u>Book 2</u> 11,23,35,47,59,71,83 (E) <u>Book 3</u> 23,35,63 (E) <u>Book 4</u> 12,27,41,55,68,83 (E) <u>Book 5</u> 12,13,22,41,55,83 (E) Spotlight Series <u>All Books (E)</u> Great Series <u>All Books (E)</u> Comprehension Skills <u>Facts Prep 1-58 (E)</u> <u>Facts 1 1-57 (E)</u> <u>Levels D, E, F 1-25 (E)</u> Reading Skills for Adults <u>Red Book</u> 5,27,34,38,44,80 (E) <u>Blue Book</u> 6,7,19,24,29,34,35,39,57,64,65,69,81,87 (E) <u>Brown Book</u> 24,38,50,51,63,67,89 (M) <u>Green Book</u> 28,41,46,57,58,68,73,79,80,89 (M) Superstars in Action <u>All books (M)</u> Reading for Tomorrow <u>Book 1</u> 13,29,45,61,77 (M) <u>Books 2&3</u> 13,29,61,77,93 (M)	
		LEVELS E & M	LEVELS E & M	LEVELS A, B & C
VOCABULARY	CORPUS RUSSELL	LEVELS E & M	LEVELS E & M	LEVELS A, B & C
Homophones		Reader's Choice <u>Insights</u> 6,14,22,30,38,46,62,70,78,86,94 (E,M) <u>Connections</u> 14,22,30,46 (E,M) <u>Discoveries</u> 30,38,54 (M)	Language Exercises <u>Level A</u> 25,26,27 (E) <u>Level B</u> 18-20,22,24,88 (E) <u>Level C</u> 1-4,10-12,87 (E) <u>Level D</u> 1-4,10,11,87 (M) <u>Level E</u> 1-3,8,9,87 (M) <u>Level F</u> 1,2,10,11,119 (M) Stack-Vaughn Pre-GED <u>Writing</u> 4,115,139,168,210 (M)	

RUSSELL CORPORATION
 LESSON 4 - CARDING TECHNICAL VOCABULARY
 SUPPLEMENTARY MATERIALS

COMPETENCY	IBM SOFTWARE CORPORATION	TABE CORRELATION CONTEMPORARY	TABE CORRELATION STECK VAUGHN	CASAS CORRELATION
VOCABULARY	CORE I RUSSELL	LEVELS E & M	LEVELS E & M	LEVELS A, B & C
Affixes	Vocabulary: Level II	Reader's Choice -Insights 23,31,39,47 (E,M) -Connections 7,15,23,31,39,47,55,63 95 (E,M) New Beginnings in Reading -Book 2 5,20,34,48,61 (E) -Book 4 5,19,32,45,58 (E) -Book 6 5,19,33,47,60 (E) -Book 7 4,32,46,60 (E) -Book 8 5,18,24,32,46,59 (E)	Reading for Today -Book 4 22,50,64,99,101,102 (E) -Book 5 92,98,104 (E) Language Exercises -Level C 6,7,10,12,87 (E) -Level D 6,7,10,12,87 (M) -Level E 5,8,10,87 (M) -Level F 4,5,10-12,119 (M) Reading Skills for Adults -Blue Book 40 (E) -Red Book 10, 87 (E) Reading for Tomorrow -Book 1 6, 70 (M) -Book 2 7,32,39,87 (M) -Book 3 39,55 (M)	
LANGUAGE EXPRESSION	CORE I RUSSELL	LEVELS E & M	LEVELS E & M	LEVELS A, B & C
Sentence Structure	Level I: Combining Sentences II Combining Sentences: Level II Lessons 1-3	Building Basic Skills in Writing -Book 1 34-38 (E) -Book 2 25-28 (E) -Book 3 9-14 (M) The Write Stuff -Shaping Sentences 10-13, 128-132 (E) Edge on English Grammar Write Away -Book 1 115-119, 127-131 (E,M) -Book 2 49-55 (E)	Language Exercises -Level A 29-31, 38-40 (E) -Level B 25,26,28,29,36,75,89 (E) -Level C 13,14,21,22,63,74,91 (E) -Level D 12,21-24,88 (M) -Level E 11,21-24,88 (M) -Level F 13,22,24,120 (M) Writing Strategies for Success 54-58 (E,M)	

RUSSELL CORPORATION
 LESSON 4 - CARDING TECHNICAL VOCABULARY
 SUPPLEMENTARY MATERIALS

COMPETENCY	TEKS SOFTWARE CORRELATION	TABE CORRELATION CONTEMPORARY	TABE CORRELATION STECK-VAUGHN	CASAS CORRELATION
LANGUAGE EXPRESSION	CORRELATION	LEVELS E & M	LEVELS E & M	LEVELS A, B & C
Nouns	Parts of Speech Level II Whatzit, Nouns Parts of Speech Level III - <u>Editor's Handbook</u> Lesson 1 - <u>Punctuation Press</u> Lesson 4	GED Writing Skills Workbook - <u>Book 1</u> 18-21 (E) Edge on English Grammar Write Away - <u>Book 1</u> 25-27 (E) - <u>Book 2</u> 61-62 (E)	Language Exercises - <u>Level A</u> 41-43,60,77,80,90 (E) - <u>Level B</u> 37,40,41,54,90 (E) - <u>Level C</u> 25,26,46,48,89 - <u>Level D</u> 27,28,29,50,63 (E,M) - <u>Level E</u> 27,28,29,50-52,59,89 (E,M) - <u>Level F</u> 30,32,33,78,99,121 (E,M) - <u>Level G</u> 38-39 (E)	
Verbs	Parts of Speech Level II - <u>Editor's Handbook</u> Lesson 3 Parts of Speech Level II Whatzit Parts of Speech Level III - <u>Editor's Handbook</u> Lesson 3	Building Basic Skills in Writing - <u>Book 1</u> 76-95,101-118 (E,M) The Write Stuff - <u>Shaping Sentences</u> 32-35,142-143 (E,M) New GED Test 1 - <u>Writing Skills</u> 71-112 (E) GED Writing Skills Workbook Series - <u>Book 1</u> 29-42 (E) Edge on English Grammar Write Away - <u>Book 1</u> 32-50,149-152 (M) New Pre-GED Series - <u>Writing & Language Skills</u> 71-88,98-110 (M)	Language Exercises - <u>Level A</u> 37,39,40,46,47-52,60-62,78,80,90 (E) - <u>Level B</u> 40-49,54-56,90 (E) - <u>Level C</u> 28-36,46-49,89 (E) - <u>Level D</u> 30-37,47-50 (E,M) - <u>Level E</u> 30-39,48-51,75 (M) - <u>Level F</u> 35-49,68,76,78,99,102, 121 (M) Reading for Today - <u>Book 4</u> 8,98 (E) - <u>Book 5</u> 36,64,92,100,102,104 (E) Writing Strategies for Success 51-53,94-97 (E,M) Developing Writing Skills 89-99 (E) Language in Daily Living - <u>Verbs & Subjects</u> 14-24, 55-69 (M) Strategies for Success - <u>Writing</u> 51-53,86-89,91,92,94,97,102, 104 (M)	

RUSSELL CORPORATION
 LESSON 4 - CARDING TECHNICAL VOCABULARY
 SUPPLEMENTARY MATERIALS

COMPETENCY	IBM SOFTWARE CORRELATION	TABE CORRELATION CONTEMPORARY	TABE CORRELATION STECK-VAUGHN	CASAS CORRELATION
MATHEMATICS CONCEPTS AND APPLICATIONS	CORE I RUSSELL	LEVELS E & M	LEVELS E & M	LEVELS A, B & C
Comparisons		Building Basic Skills -Math 21-23,134-135 (M)	Working With Numbers -Level D 6 (M) -Level E 6.57,102,103 (M) -Level F 5.83 (M)	
Parts of a Circle			Working With Numbers -Refresher 131, 132 (M) Basic Essentials of Mathematics -Book 2 53-55 (M) Steck-Vaughn Pre-GED -Mathematics 229,238-241,244 (M)	
OTHER	CORE I RUSSELL	LEVELS E & M	LEVELS E & M	LEVELS A, B & C
Locate information using a Dictionary				Life Skills Reading -Section 3 (B) (Educational Design, Inc.) Life Skills Writing -Unit 1 (C) (Educational Design, Inc.) Workforce Literacy for JOBS 2000 -Book 2 Chapter 4 (C) (Educational Design, Inc.) Practical English Chap. 2 & 3 (B) (Globe Fearon Pub. Co.) Glencoe Occupational Adult Learning Series GOALS -Office Technology: Information Processing Part 3 (C) -Life Skills Reading Chapter 8 (C) (MacMillan-McGraw Hill Publishing Co., Glencoe Division)
Flowcharts	Reading for Information - Level III - Reading Graphs and Charts			Pre-GED Reading Skills for Social Studies and Science 63-64 (B, C) (Glencoe Publishing Co.)

RUSSELL CORPORATION
LESSON 4 - CARDING TECHNICAL VOCABULARY
SUPPLEMENTARY MATERIALS

The following publishers were referenced in the preceding tables:

Contemporary Books, Inc.

180 North Michigan Avenue
Chicago, IL 60601
(800) 621-1918

Educational Design Inc.

47 West 13th Street
New York, NY 10011
(800) 221-9372

Globe Fearon Publishing Company

241 Frisch Court 3rd Floor
Paramus, NJ 07652
(800) 848-9500

MacMillan-McGraw Hill Company,

Glencoe McGraw Hill Division

15319 Chatsworth Street
Mission Hills, CA 91346
(818) 898-1391

Steck-Vaughn Company

8701 North Mopac Expressway
Austin, TX 78759
(512) 343-8227

Workplace Education Practicum Sample

(developed during year 2)

*Sample Lesson
on
Form Completion*

*Completing the Daily
Pallet Inventory Form*

Use the directions below and complete the form on page 9*.

1. Write today's date in the space following the word "Date."
2. Write your name in the space following the words "Material Handlers."
3. Write your supervisor's name in the space following the word "Supervisor."
4. Write your shift in the space following the word "Shift."

(Directions continue on the following page)

* There are extra copies of all forms on page __. You may use them at any time.

*Completing the Daily
Pallet Inventory Form*

Use the directions below and complete the form on page 9*.

5. Fill in the ticket numbers and the weights for each of the following:

ticket number 014050 weighs 556.5 pounds

ticket number 014051 weighs 550.0 pounds

ticket number 014052 weighs 551.0 pounds

ticket number 014053 weighs 550.0 pounds

ticket number 014054 weighs 510.0 pounds

ticket number 014055 weighs 550.0 pounds

ticket number 014056 weighs 556.5 pounds

6. Check to make sure the information on the form is correct. It is important to double check or proofread your work.

* There are extra copies of all forms on page __. You may use them at any time.

Proofreading

Directions

Proofread the Daily Pallet Inventory Form on the following page. It should include the information below. Circle any errors that you find.

- ♦ The date is February 12, 1994.
- ♦ The material handler is John Smith.
- ♦ The supervisor is Jane Doe.
- ♦ The shift is D-1.
- ♦ The ticket numbers and weights are:
 - ticket number 015046 weighs 546.5 pounds
 - ticket number 015047 weighs 554.0 pounds
 - ticket number 015048 weighs 561.0 pounds
 - ticket number 015049 weighs 549.0 pounds

JOB TASKS INSTRUCTIONAL MATERIALS
 RUSSELL CORPORATION
 LESSON 1 - FORM COMPLETION

Several of the words from the Daily Pallet Inventory form are hidden in the block below. Some of the words are hidden backwards. See if you can find:

Ticket Number	Shift	Proofread
Material Handlers	Date	Yarn Count
Supervisor	Weight	Cone Color

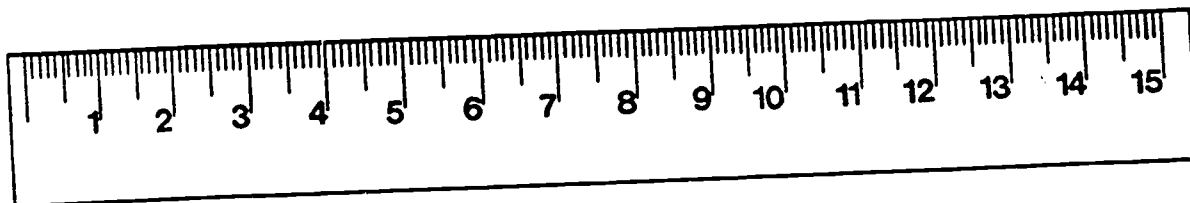
C	O	E	M	S	A	F	E	H	F	E
R	F	Y	A	R	N	C	O	U	N	T
W	E	G	T	U	L	G	E	G	D	R
S	E	T	E	D	D	A	T	E	H	E
R	B	M	R	P	H	R	F	U	O	B
R	O	S	I	V	R	E	P	U	S	M
E	R	T	A	F	D	E	R	T	H	U
A	G	U	L	R	S	K	O	Y	O	N
W	F	E	H	O	R	M	O	A	T	T
E	I	D	A	L	N	I	F	E	R	E
I	N	Y	N	O	D	A	R	L	S	K
G	A	I	D	C	A	N	E	A	H	C
H	L	E	L	E	Y	A	A	T	D	I
T	I	T	E	N	F	R	D	A	L	T
L	K	K	R	O	E	N	G	I	E	R
R	I	H	S	C	I	S	H	I	F	T

Participant Information

- ☆ The Daily Pallet Inventory form uses weights.
- ☆ The weights are written with whole numbers and decimals.
- ☆ Since decimals are types of fractions, we need to understand fractions first.
- ☆ Once fractions are understood we can begin studying decimals.

*Working with fractions
at Russell Corporation*

A fraction is a part of something. Fractions are whole numbers separated into equal parts. An inch is a fraction of a foot. It is one of the twelve parts of a foot or $\frac{1}{12}$ (one twelfth) of a foot.



Answer the following questions

1. Five inches is what fraction of a foot?

2. Seven inches is what fraction of a foot?

JOB TASKS INSTRUCTIONAL MATERIALS
RUSSELL CORPORATION
LESSON 1 - FORM COMPLETION

Directions

Answer the following questions. Please write in complete sentences.

1. What are 2 things that you work with at Russell Corporation that should be measured in pounds?

2. What are 2 things that you work with at Russell Corporation that should be measured in tons?

3. What are 2 things that you work with at Russell Corporation that should be measured in ounces?

Author's note

2/11/94

Insert a brief exercise on reading scales or other measurement devices used at Russell Corporation.

Russell clip art needed to complete section.

*Adding and
subtracting units of
weight measurement*

Units of measure can be added, subtracted, multiplied, and divided. We will focus on addition and subtraction in this section.

Units of measure can be added just like whole numbers.

Example 1

Step 1 Add the ounces

$$\begin{array}{r} 5 \text{ lb } 6 \text{ oz} \\ + 2 \text{ lb } 4 \text{ oz} \\ \hline 10 \text{ oz} \end{array}$$

Step 2 Add the pounds

$$\begin{array}{r} 5 \text{ lb } 6 \text{ oz} \\ + 2 \text{ lb } 4 \text{ oz} \\ \hline 7 \text{ lb } 10 \text{ oz} \end{array}$$

Author's note

2/11/94

Return to Daily Pallet Inventory form.

- * Ask participants to identify and explain all portions of the form.
- * Emphasis will be placed on pallet weights (especially when weights are in decimal format).

Russell clip art needed to complete section.

Workplace Education Practicum Sample

(developed during year 3)

**VED 695 F
PRACTICUM IN ADULT EDUCATION**

**SUBMITTED TO
DR. JO SMITH
AUBURN UNIVERSITY
WALLACE BUILDING
AUBURN, AL 36849**

August 8, 1994

405

RUSSELL CORPORATION SUGGESTED INSTRUCTION GUIDELINE

Lesson 3

Introduction of Concepts

Open the discussion giving students an ample amount of time to tell something about where they work and their job duties. Build on the learners' background experience of workplace vocabulary. Have students brainstorm about words used in the carding process. Discuss familiar carding vocabulary with students. The instructor will need to introduce the glossary at this point. Allow students an opportunity to define each word before the definition is given.

Instruct the students to write a paragraph about the carding process. Review how to write a paragraph; for example, a good paragraph begins with a topic sentence that will tell what the paragraph will be about. A topic sentence is stated in one sentence. This sentence may be written at the beginning, middle, or end of the paragraph. All the other sentences provide details to support the topic sentence.

Direct Instruction

Briefly review the words included in the glossary located at the end of Lesson 3. Have each student define that word, tell how it is used in the carding process and state if the word is related to his/her job. If yes, how? This process continues until each vocabulary word has been covered.

Practice Exercises

Exercise #1 (Group)

Playing Cards

Divide the students into small groups. Give each student an index card with a vocabulary word and definition on it. Have each student pronounce that word and read the definition aloud. Ask each student to say the words as a group in unison. Next ask each student to pronounce the words! Help them if necessary.

**RUSSELL CORPORATION
SUGGESTED INSTRUCTION GUIDELINE**

Exercise #2 (Group)

Playing Cards

Choose a group leader for this exercise. The group leader will instruct the students to come to the front of the class. Pick up one of the playing cards from off the desk. The card will have only the carding vocabulary word on it. The group leader will instruct the student to (a) pronounce the word, (b) use it in a sentence as it relates to the carding process and (c) give the definition for that word. This process continues until each vocabulary word has been covered.

Practice Exercises

Exercise #3 (Individual and Group)

Have students do exercises 1-5 . This will increase students familiarity with the carding vocabulary words. Review prefixes, suffixes, roots and compound words with students before beginning these exercises. After students have completed each exercise allow the group leader to review these exercises with students. Allow students to discuss the words or definitions they are not familiar with or cannot pronounce. Ask students to research this word and its meaning and to tell why it is important to know this word.

Exercise #4 (Individual and Group)

Ask each student to select and write down on a piece of paper the most difficult word. The teacher will make a plan to teach this word to the student on an individual basis and as a group. For example, the teacher will use the word during instruction, write a sentence using the word and ask the student to play word scramble using the vocabulary, syllables, cards, picture clues and word puzzles (try and find).

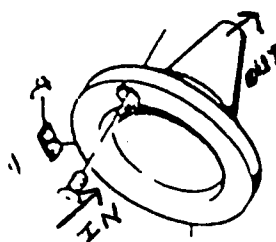
JOB TASKS INSTRUCTIONAL MATERIAL
RUSSELL CORPORATION
CARDING VOCABULARY

CARDING VOCABULARY

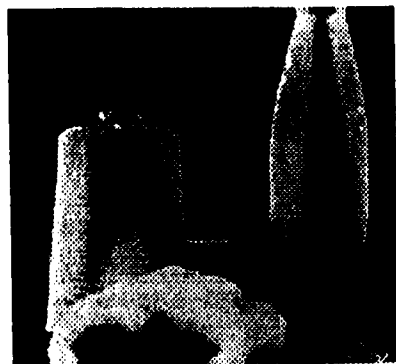
Carding words are defined below and some have pictures.



WEIGH PAN - (fig. 17.8) Located under the carding frame. It is used to weigh the fibers in the blending process.



TRUMPET - A tube that the cotton fibers are pulled through to form a mass of fibers into a strand.



STAPLE - (fiber)(fig. 17.1) A term used in the plant to classify natural or cut length fibers from filament.

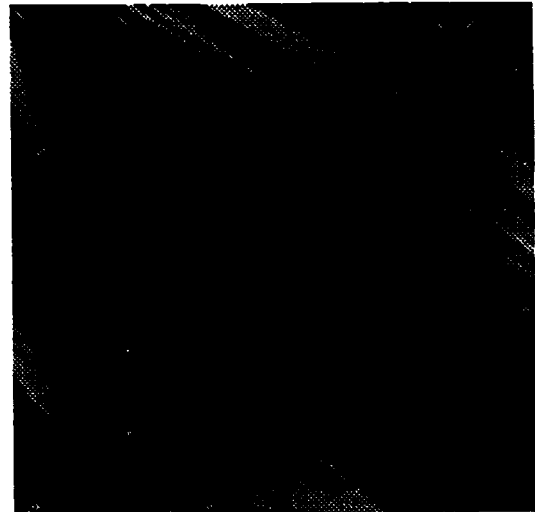


BLEND-O-MAT - (fig. 17.6) A machine that removes fibers from the bale.



MICRONAIRE - (fig. 7.2-3) is the fiber age; the size of cotton fibers.

NEPS - unmatched fibers. A small knot of knotted fibers that usually will not straighten to a straight position during carding or drafting.



CARDING - Fig 17.5- 17.10) a procedure in the producing of spun yarns where the staple is opened, cleaned, aligned, and formed into a silver (the cleaning of fibers; it removes fibers too short for yarn).

**JOB TASKS INSTRUCTIONAL MATERIALS
RUSSELL CORPORATION
LESSON 3 - CARDING VOCABULARY**

Write a paragraph about the carding process. Refer to the glossary, group discussion notes and picture clues to help complete this exercise.

A paragraph is a set of related sentences that develop a central point or a main idea. A good paragraph begins with a topic sentence that will tell what the paragraph will be about. A topic sentence is stated in one sentence. This sentence may be written at the beginning, middle, or end of the paragraph. All the other sentences provide details to support the topic sentence. A paragraph is made up of two to four sentences.

**JOB TASKS INSTRUCTIONAL MATERIALS
RUSSELL CORPORATION
CARDING VOCABULARY**

1. A *suffix* is a word that is added to the end of a word. Circle the suffix of the following words.

weigh pan

trumpet

micronaire neps

blend-o-mat

staple

carding

2. The root word is the simplest form of related words. For example, learn is the root word of learner, learned and learning.

Write the root words of the words listed in number 1.

CARD _____ _____ _____

_____ _____ _____

**JOB TASKS INSTRUCTIONAL MATERIALS
RUSSELL CORPORATION
LESSON 3 - CARDING VOCABULARY**

3. When two words are joined to form a compound word, the spelling of each separate word is kept the same. The two words are joined to form a compound word.

Circle the compound word in the word box.

Word Box			
staple	micronaire	trumpet	
weigh pan	nep	carding	blend-o-mat

4. Complete the following sentence. You may choose a word from the word box in number 3.

The _____ is located under the carding frame. It is used to weigh fibers in the blending process. (Hint: The missing word is a compound word.)

**JOB TASKS INSTRUCTIONAL MATERIALS
RUSSELL CORPORATION
LESSON 3 - CARDING VOCABULARY**

5. Arrange the following words and word phases in alphabetical order.

weigh pan

trumpet

nep

staple

micronaire

carding

blend-o-mat

1. blend-o-mat

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

JOB TASKS INSTRUCTIONAL MATERIALS
RUSSELL CORPORATION
LESSON 3 - CARDING VOCABULARY

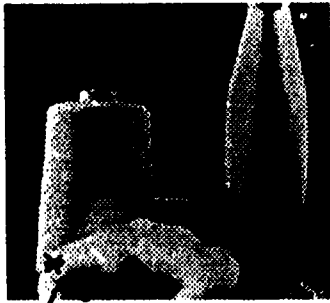
Match the carding vocabulary with the picture clues below.

Micronaire

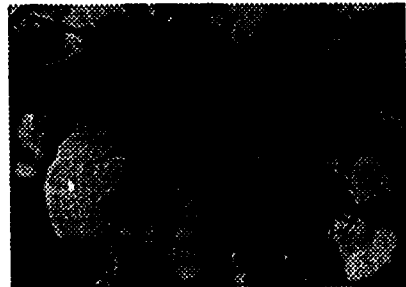
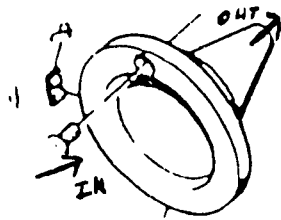
Staple

Trumpet

Blend-o-mat



Staple



JOB TASKS INSTRUCTIONAL MATERIALS
RUSSELL CORPORATION
CARDING VOCABULARY

WORD SCRAMBLE
UNSCRAMBLE THE FOLLOWING CARDING
VOCABULARY WORDS. YOU MAY LOOK BACK
AT THE PRECEDING PAGES.

NEPS

WEIGH PAN

STAPLE

TRUMPET

BLEND-O-MAT

MICRONAIRE

CARDING

1. EPNS NEPS
2. TLNA-D-EBOM _____
3. EMICIAERION _____
4. TPESAL _____
5. GCADRNI _____
6. PTRMTUE _____
7. NPS EWHGI _____

**JOB TASKS INSTRUCTIONAL MATERIAL
RUSSELL CORPORATION
CARDING VOCABULARY**

A syllable is a word part that is pronounced as a separate sound. There is usually only one vowel sound in each syllable. A vowel sound is made by a e i o u and sometimes w and y.

Directions

Write the number of syllables beside each word below.

	<u>Words</u>	<u># of syllables</u>
1.	carding (card/ing)	_____2
2.	weigh pan	_____
3.	neps	_____
4.	staple	_____
5.	trumpet	_____
6.	blend-o-mat	_____
7.	micronaire	_____

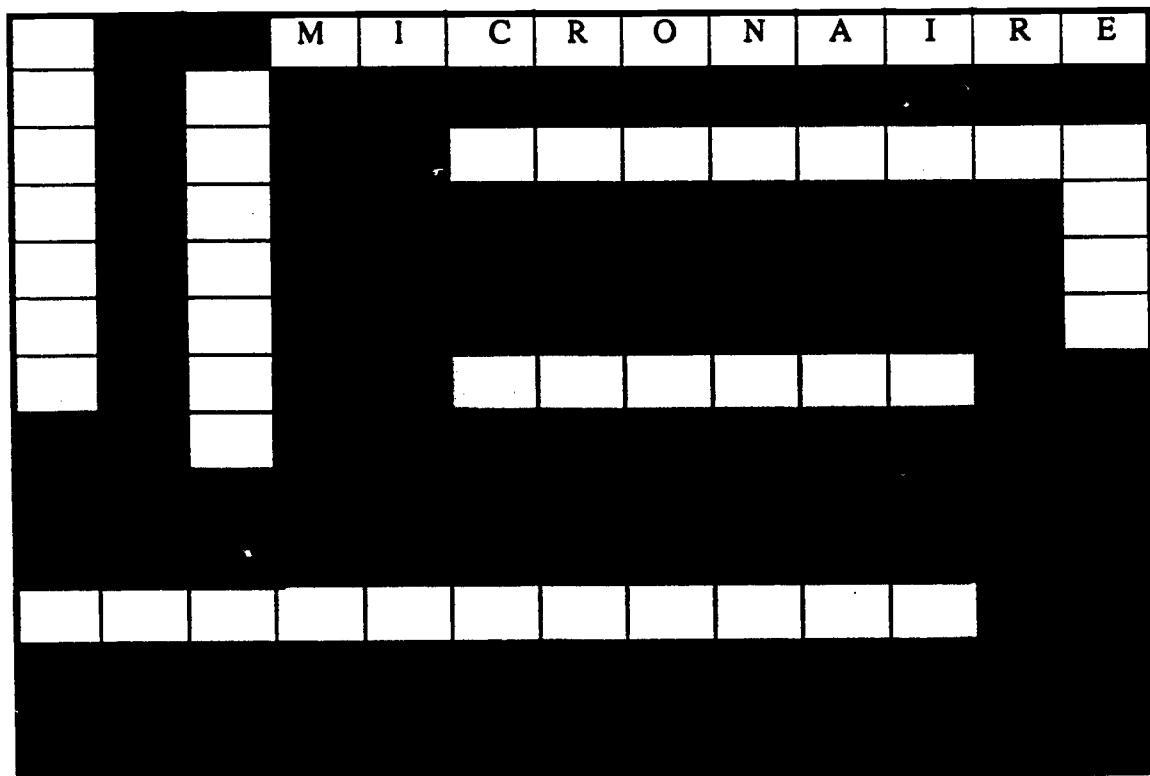
**JOBS TASKS INSTRUCTIONAL MATERIAL
RUSSELL CORPORATION
CARDING VOCABULARY**

Complete the crossword puzzle below. Use the carding vocabulary words, definitions and picture clues for this exercise.

weigh pan
nep(s)
staple

trumpet
micronaire
blend-o-mat

carding



ACROSS

1. The fiber maturity
2. Length of fibers
3. A machine that removes fibers from the bale
4. A pan that weighs fibers in the blend process

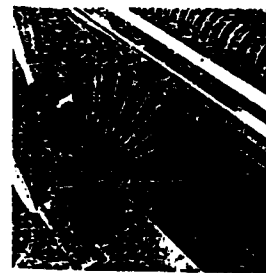
DOWN

1. Unparallel fibers
2. A tube that the cotton fibers are pulled through
3. The cleaning of fibers

**JOB TASKS INSTRUCTIONAL MATERIALS
RUSSELL CORPORATION
LESSON 3 - CARDING VOCABULARY**



17.9 Card clothing and brushes on a card.



17.10 Layer of fibers from carding being gathered into card silver. (National Cotton Council of America)

The carding process has been included as part of the glossary to familiarize you with how fibers become silver in the carding process.

The manufacturing process starts with the spinning of the yarns. The fibers go through a series of processes. One of these processes is carding. Carding continues the cleaning of the fibers; it removes fibers too short for use in yarns. The process partially arrange the fibers so that their longitudinal axes are slightly equal. Carding is achieved by wire cards or granular cards. Wire cards contain two layers of card clothing consisting of wire flats (rectangular shapes) in which fine wire pins are fasten. The flats are joined to a steel cylinder and to an endless belt that rotates over the top portion of the cylinder. (Fig 17.9) The two sets of pins move in the same direction, but at different speeds, to tease the fibers into a filmy layer, so that a thin web of fibers is formed on the cylinder. (Fig. 17.10). The thin web is gather into a soft mass and pull into a ropelike strand of fibers about 3/4 to 1 inch in diameter (1.9-2.5cm), called a silver. The silver is pulled through a coneshaped outlet and doffed or delivered to cans or to a conveyor belt. Granular cards are similar to wire cards except the the "card clothing" is made of a rough glandular surface slightly similar to rough paper.

GLOSSARY

WEIGH PAN - located under the carding frame. It is used to weigh the fibers in the blending process.

TRUMPET - A tube that the cotton fibers are pulled through to form a mass of fibers into a strand.

STAPLE - (fiber) (fig 17.1) a term used in the plant to classify natural or cut length fibers from filament.

BLEND-O-MAT - (fig. 17.6) is a machine that removes fibers from the bale.

MICRONAIRE - (fig. 7.2) is the age; the size of cotton fibers.

NEPS - unmatched fibers. A small knot of knotted fibers that usually will not straighten to a straight position during the carding or drafting.

CARDING - a procedure in the producing of spun yarns where the staple is opened, cleaned, aligned, and formed into a silver (the cleaning of fibers; it removes fibers too short for yarn).

**JOB TASKS INSTRUCTIONAL MATERIAL
RUSSELL CORPORATION
LESSON 3 - GENERAL VOCABULARY**

SUPPLEMENTAL MATERIAL

BASIC SKILLS

Sentence Combining/Paragraph Development

Publisher: Steck Vaughn, Inc.
Topic Sentence Identify Steck Vaughn Pre GED Writing
pp 20

Sentence Sequence

Steck Vaughn Pre GED Writing
pp 22,52

**Identify and Develop Paragraph
Topic Sentence**

Publisher: Contemporary Books, Inc.

Publication(s): New Pre - GED Series - Writing/Language Skills
pp 176-179

Building Basic Skills in Writing
Book 2 - Writing
pp 109-114

Publisher: Steck Vaughn Company

Publication(s) Language Exercises - Level D
pp 69, 76

Language Exercises - Level E

pp 67, 69-71, 75, 76

Language Exercises - Level F

pp 93, 97, 102, 103

Sentences Sequences

Published: Contemporary Book, INC

Publication(s): New Pre-GED Series - Critical Reading Skills
Pages 71-78

Publisher: Steck Vaughn Company

Publication(s) Publications are listed below.

Structural Units

Vowel Sound

Reading for Today

Book 3

pp 42, 43, 79

Book 4

Reading for Today

pp 21, 91, 99

pp 21, 35, 48

pp 91, 98, 104

Book 5

pp 6, 20, 21, 76

pp 6, 7, 34, 35

pp 48, 49, 76

pp 77

pp 34, 35, 48
pp 49, 100, 101

pp 90, 91, 104

Affixes

Reading Skills for Adults
pp 40, 50 (Blue Book)

Reading Skills for Adults
pp 40, 50 (Red Book)

Reading for Today
Book Two
pp 8, 20, 32, 44, 68, 80

Reading for Today
Book Three
pp 32, 68

Reading for Today
Book Four
pp 22, 50, 64, 99, 101, 102

Reading for Today
Book Five
pp 92, 98, 104

Compounds

Reading for Today
Book Three
pp 8

Reading and Following Directions
CASAS

Publisher: Prentice Hall Regent
Publication(s): Cambridge Adult Education

**Communication Competencies for Adults:
The Dictionary and other References.**

Publisher: Janus Book Publishers
Publication(s): Survival Guides:
Reading and Following
Directions, E2

UTILIZE CONTEXT CLUES

PUBLISHER: CONTEMPORARY BOOKS, INC

Publication (s) Readers Choice - Insights
pp 4, 6, 12, 14, 20, 22, 28, 30, 36, 38, 44,
46, 52-54, 60, 62, 68, 70, 76, 78, 84, 86,
92, 94

Reader Choice - Connections
pp 4, 6, 12, 14, 16, 20, 22, 28, 30, 35, 38,
44, 46, 52, 54, 60, 62, 70, 76, 78, 84-86,
92, 94

Building Basic Skills - Book 1 - Reading
pp 123-134

Publisher: Steck - Vaughn Company
Vocabulary Connections - Level E
pp 7-9, 10, 14-16, 19, 21, 24, 25, 27, 31-34,
38, 40, 43, 45, 48, 49, 51, 55, 57, 58, 62-
64, 67-69, 72, 75, 79, 80, 82, 87,
88, 91, 93, 96, 99, 103, 105, 106, 110, 112,
115-117, 120, 121, 123

JOB TASKS INSTRUCTIONAL MATERIAL
RUSSELL CORPORATION
CARDING VOCABULARY

ANSWER KEY

CROSSWORD PUZZLE

ACROSS

1. MICRONAIRE
2. STAPLE
3. BLEND-O-MAT
4. WEIGH PAN

DOWN

1. NEP(s)
2. TRUMPET
3. CARDING

WORD SCRAMBLE

1. NEP
2. BLEND-O-MAT
3. MICRONAIRE
4. STAPLE
5. CARDING
6. TRUMPET
7. WEIGH PAN

SYLLABLES

1. 2
2. 2
3. 1
4. 2
5. 2
6. 3

ALPHABETIZED

1. BLEND-O-MAT
2. CARDING
3. MICRONAIRE
4. NEPS
5. STAPLE
6. TRUMPET
7. WEIGH PAN

PICTURE CLUES

1. STAPLE
2. BLEND-O-MAT
3. TRUMPET
4. STAPLE

COMPOUND WORDS

4. WEIGHT PAN

SUFFIXES

1. CARDING
2. TRUMPET
3. MICRONAIRE

ROOT WORDS

1. CARD
2. MICRON, MICRO
3. TRUMP

**WORKPLACE CURRICULUM
RUSSELL CORPORATION
CARDING TECHNICAL VOCABULARY
LESSON 4**

**VED 695F
PRACTICUM IN ADULT EDUCATION
AUBURN UNIVERSITY
SUMMER QUARTER, 1994**

425

**RUSSELL CORPORATION
LESSON 4
CARDING TECHNICAL VOCABULARY**

**RUSSELL CORPORATION
BASIC COMPETENCY SKILLS**

**RUSSELL CORPORATION
BASIC COMPETENCY SKILLS**

1. Recognize job related vocabulary words.
2. Recognize common words and meanings.
3. Separate syllables.
4. Writing job related words.
5. Demonstrate word alphabetization.
6. Utilize context clues.

**RUSSELL CORPORATION
SUGGESTED INSTRUCTION GUIDELINE**

**RUSSELL CORPORATION
SUGGESTED INSTRUCTION GUIDELINE**

Practice exercises

Exercise #1 (Individual)

Instruct students to read the words in the word box. Ask students if there are words they cannot pronounce. Ask students to write the words they did not know.

Exercise #2 (Group)

Ask students the name of their plant manager and employee relations manager. Instruct students to print their name, plant manager's name, and the employee relations manager's name in the appropriate place. Ask students to say these names and listen to the number of syllables they hear.

(Individual)

Proceed with the job specific words.

Exercise #3 (Group)

Ask students to arrange themselves in alphabetical order by their last names; repeat using their first names. Discuss which is the more appropriate arrangement and why.

(Individual)

Instruct students to arrange the job specific words in alphabetical order.

(Group)

Discuss the three questions. Provide examples for each if appropriate.

Exercise #4 (Individual)

Instruct students to complete the exercise on where to find words based on the alphabet range.

Exercise #5 (Group)

Divide students into two teams. Ask each team to unscramble the job specific words.

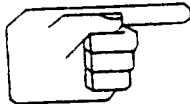
Exercise #6 (Individual)

Ask students to read the passage. Ask students if they identified their plant location in the passage. (Group) Ask for other information learned about their plant.

**RUSSELL CORPORATION
LESSON 4
CARDING TECHNICAL VOCABULARY**

JOB TASKS INSTRUCTIONAL MATERIALS
RUSSELL CORPORATION
LESSON 4 – CARDING TECHNICAL VOCABULARY

1. Weigh pan
2. Trumpet
3. Neps
4. Micronaire
5. Staple
6. Blend-o-mat



A work specific dictionary is located at the end of this lesson.
It may be used as a reference.

WORD BOX

Weigh pan

Neps

Staple

Trumpet

Micronaire

Blend-o-mat



Directions:

Circle the words in the WORD BOX that you do not know how to pronounce.
Ask your instructor to pronounce the circled words.
You may use a dictionary.



Write the words you did not know.

A syllable is a word part that is pronounced as a separate sound. There is usually only one vowel sound in each syllable.



Write these names and the number of syllables you hear.

_____ # of syllables
your name

_____ # of syllables
your Plant Manager's name

_____ # of syllables
your Employee Relations Manager's name



Directions: Write the number of syllables beside each word below.



Words

of Syllables

1. weigh pan _____

2. trumpet _____

3. neps _____

4. micronaire _____

5. staple _____

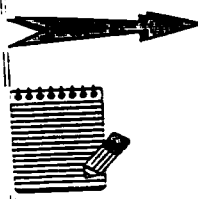
6. blend-o-mat _____

7. Russell _____

8. corporation _____

9. textile _____

Having words in alphabetical order is very helpful when you need to locate a word quickly.



Directions: Arrange the following words and word phrases in alphabetical order.

- weigh pan _____
- trumpet _____
- neps _____
- micronaire _____
- staple _____
- blend-o-mat _____
- Russell _____
- corporation _____
- textile _____

Where can you find words arranged in alphabetical order?

Why is alphabetical order of words helpful?

Give two examples of how alphabetical order is used at your plant location.

WORD BOX

Trumpet

Neps

Staple

Russell

Micronaire

Blend-o-mat

Weigh pan

Corporation

Textile



Write the words you would find between the letters A to L.

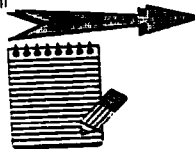




Write the words you would find between the letters M to Z.



Word Scramble



Directions: Unscramble the carding vocabulary words.
Write the unscrambled word in the space to the right.

1. geihw npa

2. mtrpeut

3. pnse

4. emricarnoi

5. telpsa

6. dlben-o-tma

7. lrsuels

8. ncooriptrao

9. teelxit

SPINNING OPERATIONS

During the first six years of operation, Ben Russell bought yarn for his knitting mill from various plants around the country. In 1908, the first spinning operations were started at Russell with 24 spinning frames. In 1914, a second yarn mill, Number Two, was put into operation. In the next few years two other plants were built – Mill Number Three in 1918 and Mill Number Four in 1921. In 1973, the Coosa Open-End Spining Plant opened. In late 1977, Habersham Mills, a yarn manufacturing plant in northeast Georgia was acquired. Other plants opened were another Coosa yarn plant in 1988, LaFayette Industrial Park plant in 1990, and the Wetumpka Yarn Plant in 1991. The Wetumpka Yarn Plant was renamed to the E.C. Gwaltney Spinning plant. A new Cotton Receiving plant was built in 1991 in Alexander City and began operation in 1992.

from
"A Brief History of Russell Corporation"
by
Thomas Byron Saunders



Copy a sentence from the paragraph above that tells about your plant location.





Write the answer to these questions about Russell Corporation. You may look back at the above paragraph.



1. When did Ben Russell first begin operation?

2. When was your plant built? When did it begin operation?

08/01/94

Page 6

**WORK SPECIFIC DICTIONARY
RUSSELL CORPORATION
CARDING TECHNICAL VOCABULARY**

08/01/94
Page 7

JOB TASKS INSTRUCTIONAL MATERIALS
RUSSELL CORPORATION
LESSON 4 – CARDING TECHNICAL VOCABULARY

1. Weigh pan – a pan that weighs fibers in the blending process
2. Trumpet – a conical shaped part of a draw frame.
3. Neps – unparallel fibers.
4. Micronaire – diameter of cotton fibers.
5. Staple – length of fibers.
6. Blend-o-mat – a machine that removes fibers from the bale.

JOB TASKS INSTRUCTIONAL MATERIALS
RUSSELL CORPORATION
LESSON 4 – CARDING TECHNICAL VOCABULARY

OTHER WORDS YOU NEED TO KNOW:

Fibers – Something that can be spun into yarn.
Cotton is a natural fiber from a vegetable.

Conical – shaped like a cone. Example: ice cream cone

Unparallel – lines or in textiles, fibers, that do not lay side by side.

Example: _____
parallel lines _____

Example: \ /
unparallel lines

Diameter – length of a straight line through the center

Bale – shipping and storage package for cotton.

Weigh – measure the heaviness of something using a scale.

**RUSSELL CORPORATION
SUPPLEMENTARY MATERIALS**

RUSSELL CORPORATION
Lesson IV – Carding Technical Section
Supplementary Materials

ALABAMA ADULT EDUCATION CURRICULUM: BASIC SKILLS COMPETENCIES	TABE CORRELATION CONTEMPORARY LEVELS E,M,D,A	TABE CORRELATION STECK-VAUGHN LEVELS E,M,D,A	CASAS CORRELATION LEVELS A,B
VOCABULARY (R.2.3.0)			
Syllables (R.2.2.4)			
Words in Context (R.2.3.4)	<p>Reader's Choice, Book 1: Insights (E)</p> <p>Reader's Choice, Book 2: Connections (E)</p> <p>Bridges to Critical Thinking: Reading Nonfiction (E)</p> <p>Reading Skills That Work, Book One (M)</p> <p>Reading Skills That Work, Book Two (D)</p> <p>Reader's Choice, Book 3: Discoveries (M,D)</p> <p>Reading and Thinking in the Content Areas (A)</p>	<p>Great Series (E)</p> <p>Vocabulary Connections Level C and D (E)</p> <p>Vocabulary Connections Level E and F (M)</p> <p>Strategies for Success: Reading (D)</p> <p>GED Series: GED Prep</p>	
COMPREHENSION R.3.0			
Passage Details (R.2.3.4)	<p>Reader's Choice, Book 1: Insights (E)</p> <p>Reader's Choice, Book 2: Connections (E)</p> <p>Bridges to Critical Thinking: Reading Nonfiction (E)</p> <p>Reading Skills That Work, Book One (M)</p> <p>Reading and Thinking in the Content Areas (D)</p>	<p>Reading for Today: Bks. 2,3,4,5 (E)</p> <p>Winners: Halls of Fame (E) Olympic Games (E) Nobel Prize (E)</p> <p>Comprehension Skills Series: Facts Levels D,E,F</p> <p>Reading Skills for Adults: (M) Blue Book Red Book Brown Book Green Book</p> <p>Developing Reading Strategies: (M) Quests Horizons Summits Ventures Challenges Insights</p> <p>Strategies for Success: Reading (M)</p> <p>Reading for Tomorrow: (M) Books 1,2,3</p>	

RUSSELL CORPORATION
Lesson IV – Carding Technical Section
Supplementary Materials

ALABAMA ADULT EDUCATION CURRICULUM: BASIC SKILLS COMPETENCIES	TABE CORRELATION CONTEMPORARY LEVELS E,M,D,A	TABE CORRELATION STECK-VAUGHN LEVELS E,M,D,A	CASAS CORRELATION LEVELS A,B
Passage Details (R.2.3.4) continued		Strategies for Success: Reading (D) Pre-GED Writing: (D) Pre-GED 2000: (D) GED Series	
LANGUAGE MECHANICS			
WRITING JOB RELATED WORDS W1.0, W.1.1, W.1.3.			Reading Skills That Work, Bk. Reading Skills That Work, Bk.
ALPHABETIZATION R.4.1			
SYLLABLES R.2.2.4			
PRACTICAL ENGLISH			
USE REFERENCE MATERIALS (DICTIONARY) R.4.4	Reader's Choice, Book 1: Insights (E) Reader's Choice, Book 2: Connections (E)	Vocabulary Connections Level C and D (E) Vocabulary Connections Level E and F (M)	
JOB RELATED WORDS			4.1.6 Ready to Work: Winning at the Job Game Work-Wise: Tactics for Job Success Reading Skills That Work, B Reading Skills That Work, B

RUSSELL CORPORATION – LESSON 4
READABILITY TEST FOR VOCABULARY WORDS AND DEFINITIONS

Readability Statistics

Interpretation

Grade level:
6 (Flesch-Kincaid)
Reading ease score:
71 (Flesch)
Passive voice:
0%

Preferred level for most readers.
This represents 6 to 10 years of school.
The amount of passive voice is within a reasonable range for this writing style.

Avg. sentence length:
9.0 words

May indicate choppiness or lack of sentence variation. Try varying sentence length.

Avg. word length:
1.50 syllables

Most readers could understand the vocabulary used in this document, based on syllables per word.

Avg. paragraph length:
1.0 sentences

Avoid 1-sentence paragraphs in business or technical writing.

C - Check another file

Q - Quit

Statistics for A:\writesam

Problems marked/detected: 0/12

Readability Statistics

Flesch Reading Ease: 71
Gunning's Fog Index: 9

Flesch-Kincaid Grade Level: 6

Paragraph Statistics

Number of paragraphs: 12

Average length: 1.0 sentences

Sentence Statistics

Number of sentences: 13
Average length: 9.0 words
End with '?': 0
End with '!': 0

Passive voice: 0
Short (< 14 words): 13
Long (> 30 words): 0

Word Statistics

Number of words: 117
Prepositions: 14

Average length: 4.53 letters
Syllables per word: 1.50

Press any key to continue...

**CARDING TECHNICAL VOCABULARY
LESSON 4 – ANSWER KEY**

JOB TASKS INSTRUCTIONAL MATERIALS
RUSSELL CORPORATION
LESSON 4 – CARDING TECHNICAL VOCABULARY

ANSWER KEY

Page 1
Not graded

Page 2

1. 2
2. 2
3. 1
4. 3
5. 2
6. 3
7. 2
8. 4
9. 2

Page 3
blend-o-mat
corporation
micronaire
neps
Russell
staple
textile
trumpet
weigh pan

**JOB TASKS INSTRUCTIONAL MATERIALS
RUSSELL CORPORATION
LESSON 4 – CARDING TECHNICAL VOCABULARY**

ANSWER KEY

Page 4

**blend-o-mat
corporation**

**micronaire
neps
Russell
staple
textile
trumpet
weigh pan**

Page 5

- 1. weigh pan**
- 2. trumpet**
- 3. neps**
- 4. micronaire**
- 5. staple**
- 6. blend-o-mat**
- 7. Russell**
- 8. corporation**
- 9. textile**

Page 6

- 1. 1902**

**Lesson One:
Understanding Context**

"Context" means setting, or environment. **Context** often affects meaning. Notice how the **context** affects the word "choke" in the following sentences:

- A choke in your carding machine could slow down production.
- Michael Jordan would never choke in the final seconds of a close game.

In the first sentence, "choke" means "a bottle-neck of fibers that interferes with normal stock flow". In the second sentence, the same word appears in a different setting -- and has a different meaning ("to fail or to perform badly under pressure").

Exercise 1.a

Everything -- not just words -- has a context. People have contexts, too. Write three sentences that each describe a different context in which you live, work, play, etc.

1. _____
2. _____
3. _____

Exercise 1.b

Which context in your life is the most important to you? Why? Explain in a paragraph.

4. _____

Lesson Two:
Using Context Clues to Understand the Meanings of Words

The "context" of a word is its surroundings. Often, you may figure out the meaning of an unfamiliar word by examining the words around it. For example, someone unfamiliar with the textile industry may not know the word "bale", as in "bale of cotton". This person may read the following sentence, though, and get a clue to what "bale" means:

- **Machines are linked by computer so that the process is in complete harmony, from the moment a bale is opened until the time the product is shipped.**

Clearly, a "bale" has to do with the beginning of textile processing. In the sentence, we can see the relationship between a "bale" and the finished product -- the bale is one of the things we use to manufacture a finished textile product.

Often, a difficult word's meaning is revealed by another, more familiar word:

- **A blending duct is located below the spiked rollers from where the material is pneumatically withdrawn, being assisted in this by the return air that is directed to the front of the mixer.**

In this sentence from a multimixer service manual, the phrase "assisted in this by the return air" may suggest to you that "pneumatically" means "done with air".

Exercise 2.a

Look carefully at the following sentences. Use the context to choose the best word from your vocabulary list to fill in the blank. After you choose a word, write one or more words from the context which serve as clues.

Vocabulary List

cotton pneumatic choke strength residual laydown air waste creel

1. Can you hear the air rushing through the _____ valves?

word clue(s): _____

2. Man-made fibers are sometimes much stronger than _____.

word clue(s): _____

3. The supervisor was suprised at the number of bales in the _____.

word clue(s): _____

4. We had some _____ fiber left over; the rest was collected in the air filtering system.

word clue(s): _____

5. If you _____ the sliver carefully, it won't tangle when I take it out.

word clue(s): _____

**Lesson Three:
 Locating Information Alphabetically**

Guide words tell you the first and last entries on one page of a dictionary or a phone book. Since the entries are listed alphabetically, you can find the page where your word is located using the guide words. The word you need will fit alphabetically between the two guide words.

job • joke

486

: something done for private advantage b : a criminal act; esp : ROBBERY 3 a : TASK, DUTY (your *job* is to mow the lawn) b : a position at which one regularly works for pay (lost their *jobs*) [perhaps from obsolete *job* "lump"] eyn see TASK — *job-lee* \-lēs\ *adj* — *job-lee-ness* *n*
 2 *job* *vb* *jobbed*; *job-bing* 1 : to do occasional pieces of work for hire 2 : to hire or let by the job
Job \ˈjɒb\ *n* — see *SIBLE* table
Job *action* *n* : a temporary action (as a slowdown) by workers as a protest and means of enforcing demands
job-ber \ˈjɑːb-ər\ *n* 1 : one that buys goods and sells them to other dealers (as retailers) : MIDDLEMAN 2 : one that works by the job
job-holder \ˈjɑːb-,hɔɪ-dər\ *n* : one having a regular job
job lot *n* 1 : a miscellaneous collection of goods for sale as a lot usually to a retailer 2 : a miscellaneous and often inferior collection or group
Job's tears \ˈjɒbz-\ *n* : an Asian grass with large hard pearly white seeds often used as beads
 1 *jock* \ˈjɑːk\ *n* 1 : JOCKEY 1 2 : DISC JOCKEY
 2 *jock* *n* 1 : ATHLETIC SUPPORTER 2 : ATHLETE [short for earlier *jockstrap*]
 1 *jockey* \ˈjɑːk-ē\ *n*, *pl* *jockeys* 1 : one who rides a horse especially as a professional in a race 2 : OPERATOR 1a [*Jockey*, Scottish nickname for *John*]
 2 *jockey* *vb* *jockeyed*; *jockey-ing* 1 : to ride (a horse) as a jockey 2 : to move or maneuver skillfully (*jockey* a truck into a lot) (*jockey* for power) 3 : FINESSE 2a, OUTWIT
lo-cose \lɔːˈkɔːs\ *adj* 1 : given to joking : MERRY 2 : character-

from Middle French *doct*
John Hancock \ˈhɑːn-k\ the prominence of John I of Independence]
John-ny \ˈjɑːn-ē\ *n*, *pl* *jos* back that is used by her name for *John*
John-ny-cake \ˈjɑːn-ē-,kə\ *John-ny-come-late-ly* come-late-ly or John arrival 2 : UPSTART
John-ny-jump-up \,jɑːn-ny-on-the-spot\ : any of various other sr that is on hand and reac
Johnny Reb \-ˈreb\ *n* : *rebel*
John-oo-ni-en \jɑːn-ˈso-teristic of Samuel Johns
jote *de vi-vre* \,zhwɑːd- [French, literally, "joy of
 1 *join* \ˈjɔɪn\ *vb* 1 a : to be contact (*Join hands*) b : come or bring into close in marriage) 3 : to come lunch) 4 e : to come to *join* to form compounds : to take part in a coll French *joindre*, from La

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 759-2544
 345-4404

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 FRACTURING
 &**

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 Victory Resources Inc 601 Greensboro Av .. 759-1037
 Wheatley Natural Gas Secur Bank Bldg 345-8654

Oil Land Leases

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 Petroleum Land Management Inc
 411 McFarland Blvd W Northport 333-9737

Oil Operators

Lewis Operating Company Inc
 1701 Mon Rd NE 553-9343

Oil Paintings

See Art Galleries, Dealers & Consultants

Oil Refiners

Hunt Refining Co
 Refinery 1855 Fairlawn Rd 391-3300
 Emergency 1855 Fairlawn Rd 391-0721

BEST COPY AVAILABLE



Exercise 3.a

Here are several pairs of guide words. Draw a line connecting each pair of guide words to the vocabulary word that would be included on that page of a dictionary or phone book.

Guide Words

Vocabulary Words

want -- watch

creel

mangle -- mysterious

waste

chain -- collect

multimixer

cope -- cozy

choke

foil -- fill

air

kumquat -- lemon

cotton

aim -- alienate

fiber

crank -- creep

lay-down

**Supplementary Materials:
 Section Four, Carding Technical**

Exercises	Competencies (from Ala. Scope and Sequence)	TABE Correlations (Steck-Vaughn)
4.1.a 4.1.b	W.7.1 W.7.2	Level E ----- Vocabulary Connections (Level C) Level M ----- Language Exercises (Levels D, F) Level D ----- Language Experience (levels G, H, Review) Language in Daily Living (Phrases/Clauses, Punctuation/Capitalization) English Essentials Level A ----- Steck-Vaughn GED Series (Writing, Complete GED Prep) Writing Skills -- Conventions of English Developmental Skills Series -- Writing
4.2.a	R.2.3.4 R.2.3.5	Level E ----- Reading For Today -- Books 1-5 Vocabulary Connections -- Level C, D Spotlight Series (Sports Stars, Movie Stars, TV Stars, Music Stars, Rock Stars) Comprehension Skills Series

4.3.a	R.4.1 R.4.4	note: these skills -- using guide words and alphabetizing words - - are not covered in TABE materials. See CASAS correlation chart.

<i>Exercises</i>	<i>Competencies (from Ala. Scope and Sequence)</i>	<i>TABE Correlations (Contemporary)</i>
------------------	----------------------------------------------------------------	-----------------------------------------

4.1.a 4.1.b	W.7.1 W.7.2	<p>Level E -----</p> <p>Building Basic Skills in Writing (Book 2)</p> <p>The Write Stuff -- Lifeskills Writing</p> <p>Level M -----</p> <p>New Pre-GED Series -- Writing/Language Skills</p> <p>Building Basic Skills in Writing -- Book 2</p> <p>Level D -----</p> <p>New Pre-GED Series -- Writing/Language Skills</p> <p>Grammar Write Away -- Book 2</p> <p>The Write Stuff -- Paragraphs</p> <p>Level A -----</p> <p>Real Writing</p> <p>New GED Comprehensive Text</p> <p>New GED Satellite Program -- Writing Skills</p> <p>GED Exercise Book -- Writing</p> <p>Grammar Write Away -- Book 2</p> <p>Writing Skills Workbook Series -- Book 3</p>
----------------	----------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

4.2.a	R.2.3.4 R.2.3.5	<p>Level E -----</p> <p>(none)</p> <p>Level M -----</p> <p>Reader's Choice (Insights, Connections, Discoveries)</p> <p>New Pre-GED Series (Critical Reading, Social Studies, Science)</p> <p>Building Basic Skills (Book 1 -- Reading)</p> <p>Level D -----</p> <p>Reader's Choice (Discoveries)</p> <p>New Pre-GED Series (Critical Reading Skills, Social Studies, Science)</p> <p>From Pictures to Passages</p> <p>Level A -----</p> <p>(none)</p>
4.3.a	R.4.1 R.4.4	<p>note: these skills -- using guide words and alphabetizing words - - are not covered in TABE materials. See CASAS correlation chart.</p>

<i>Exercises</i>	<i>Competencies (from Ala. Scope and Sequence)</i>	<i>CASAS Correlations</i>
4.1.a	W.7.1	note: these skills -- write a sentence and write a paragraph -- are applicable throughout all CASAS materials
4.1.b	W.7.2	note: these skills -- utilize context and recognize content-related vocabulary -- are applicable throughout all CASAS materials
4.2.a	R.2.3.4 R.2.3.5	note: these skills -- utilize context and recognize content-related vocabulary -- are applicable throughout all CASAS materials
4.3.a	R.4.1 R.4.4	Hunzeker, Donna et al. <u>Survival Sourcebook. A Living Skills Guide</u> . Contact, Inc.: Lincoln, Nebraska, 1982.

**Workplace Education Curriculum:
Lesson 4
Carding Technical Vocabulary**

developed for
Dr. Jo Smith

**VED 695F
Practicum in Adult Education
Auburn University
Summer Quarter, 1994**

CARDING TECHNICAL VOCABULARY

LESSON 4

TABLE OF CONTENTS

<u>Section</u>	<u>Page</u>
Vocabulary Words	2
Instructor Guideline	3
Exercise (Worksheets)	
Alphabetizing Words - Exercise 1, 2	5
Context Clues, Main Ideas - Exercise 3	7
Capitalizing Sentences, Proper Names - Exercise 4, 5	9
Answer Key	11
Readability	13
Supplementary Materials	14

VOCABULARY WORDS

Lesson 4

JOB TASKS INSTRUCTIONAL MATERIALS
RUSSEL CORPORATION
LESSON 4 - CARDING TECHNICAL VOCABULARY

VOCABULARY WORDS

card - a machine for carding (combing) fibers

drawing - a sliver, or rope like form of fibers

doff - to take off, or remove

blend - to achieve a homogeneous fiber ratio or to combine two fibers

weight - grain weight or number of grains per yard of sliver

bale - fibers compressed into a rectangular shape

INSTRUCTOR GUIDELINES

Lesson 4

JOB TASKS INSTRUCTIONAL MATERIALS
RUSSEL CORPORATION
LESSON 4 - CARDING TECHNICAL VOCABULARY

SUGGESTED INSTRUCTION GUIDELINES

Introduction

Job specific vocabulary words are given to students auditorily in sentences, visually on chalk board or flip charts and kinesically in writing or underlining exercises. Definitions are read aloud and meaning discussed. Each student's perception of the vocabulary terms is solicited, in order to match definitions with information and experience he/she already possesses.

A. Direct Instruction/Guided Practice (small group)

Alphabetical order is the order that words would appear if they were lined up like letters of the alphabet.

Divide learners into teams of two. Distribute to each group a set of shuffled alphabet cards. Have students place in order. Next, hand out a set of cards with words that begin with each letter of the alphabet (art, better, chair, etc.) to each group. Let students place them in order. Discuss the fact that when two words begin with the same letter, the second letter of the word determines that words' order. Example: words beginning with "ca" would come before words beginning with "co". Finally, hand out cards with the words: *card, choke, cotton, cent, cut, and cider*. Allow time for students to arrange. Remind students if the first two letters are alike, then the third letter must be considered.

Briefly review definitions of vocabulary words: card, drawing, doff, blend, weight, bale.

Applied Practice

Have students complete exercise 1, 2.

Evaluation/Reteaching

Learners discuss answers and self correct, if necessary.

B. Introduction

Discuss brief history of the textile industry. Then allow students to contribute thoughts, since many will be from second or third generation textile families. Have students keep a list of words that sound unfamiliar to them. Then at the end of the discussion these are written on the board and clarified. After discussion is completed, ask individuals to decide the main topic of this discussion.

Obtain hand held cotton or linen cards and allow students to **card** raw fiber and form it into a **sliver**. **Draw** this sliver tight to feel how it thins and strengthens, then is moved off (**doff**) to later become thread. Be sure to include in this discussion how **blends** have improved the textile industry.

JOB TASKS INSTRUCTIONAL MATERIALS
RUSSEL CORPORATION
LESSON 4 - CARDING TECHNICAL VOCABULARY

SUGGESTED INSTRUCTION GUIDELINES

B. Direct Instruction/Guided Practice (continued)

Give students definition of context clues and main idea. Hand out cards to selected students. On each card will be a very short paragraph, and after it is read aloud, other students will identify the main idea. Each card will also contain a vocabulary word and context clue to describe or rename it, and students can identify these in a second round of discussion.

Example: After cotton is cleaned it is put into a bale, which is several hundred pounds of fiber compressed into a rectangular shape. Bales are shaped like giant rectangular boxes so that they can be stacked easily.

Main Idea - A bale is rectangular storage form for fibers.
Context Clue - bale - compressed fibers in rectangular shape

Applied Practice
Do exercise 3.

Evaluation/Reteaching
Discuss exercise answers. Self correct, if necessary.

C. Capitalization

Introduction /Direct Instruction

Review rules of capitalization with students. Ask each student to write a paragraph about his/her job requirements. Discuss the importance of capitalization in writing legible reports. Trade papers with other students. Allow them to express why or why they do not understand the report, and decide if sentences began with capitals contribute to this understanding.

Practice
Exercise 4, 5.

Evaluation/ Reteaching
Allow students to self correct and discuss.

EXERCISES (WORKSHEETS)

Lesson 4

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RUSSEL CORPORATION
LESSON 4 - CARDING TECHNICAL VOCABULARY

Alphabetizing means that words are placed in order in the same way as letters of the alphabet. For example, words beginning with "a" come first, those beginning with "b" come second, and so on. Alphabetizing is a way to keep words organized so that you can locate them more easily.

Exercise 1

Arrange the following words in alphabetical order:

- | | |
|---------|-----------|
| card | 1. _____ |
| bobbin | 2. _____ |
| drawing | 3. _____ |
| grains | 4. _____ |
| doff | 5. _____ |
| sliver | 6. _____ |
| blend | 7. _____ |
| weight | 8. _____ |
| skein | 9. _____ |
| bale | 10. _____ |

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RUSSEL CORPORATION
LESSON 4 - CARDING TECHNICAL VOCABULARY

Exercise 2

Look at the following list. Three words are not in alphabetical order. Write the list again to make it correct.

- | | |
|---------|-----------|
| bale | 1. _____ |
| bobbin | 2. _____ |
| blend | 3. _____ |
| drawing | 4. _____ |
| card | 5. _____ |
| doff | 6. _____ |
| grains | 7. _____ |
| sliver | 8. _____ |
| skein | 9. _____ |
| weight | 10. _____ |

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RUSSEL CORPORATION
LESSON 4 - CARDING TECHNICAL VOCABULARY

Exercise 3

Reading can be made easier. One of the ways you can read better is to learn to pick out context clues. Since you may not know the meaning of a word, context clues are words that tell you what other words mean. Context clues describe or rename other words.

Another way to make reading easier is to learn to look for the main idea of a paragraph of passage. The main idea just tells you what the passage is about.

Read the question section, but do not answer questions yet. Next, read the short story. After you have read the short story, answer the questions.

(Short story found on following page)

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RUSSEL CORPORATION
LESSON 4 - CARDING TECHNICAL VOCABULARY

Long ago, leaves, seed and trash were picked out of cotton fibers by hand. After these were removed, the fiber were straightened and laid side by side with hand-held wooden paddles called cards. These paddles usually had a covering of leather with short fine wires run through it, and the fibers were straightened as they were pulled through the fine wires.

A modern card is a machine which separates, aligns and delivers the fiber in a sliver form, and also removes impurities. A card has three rolls, or cylinders, The surface of these are covered by many fine wires or metal teeth, which straighten the fibers.

People are now able to use machinery to produce more fibers in a shorter time. Because of this, more yarn and more cloth can be produced.

Questions

1. Write the words from paragraph two which tell you why a card is used.

2. Would a carding machine be used to knit cloth? Yes _____ No _____
Why? _____

3. Which do you think would be the main idea of this passage?

- a. Rubber is a better card cover than leather
- b. People had hard times with cotton long ago.
- c. A card is a device which straightens fibers.
- d. Modern carding machines allow to process more yarn than older hand methods did.

4. What are the words in paragraph one which tell you what align means?

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LESSON 4 · CARDING TECHNICAL VOCABULARY

Exercise 4

Notes and reports that you write are easier to read if you use capital letters correctly. Capitals are used in several ways. One of these is to begin a sentence. Another way capital letters are used is to begin the name of a specific person, place or thing.

Choose a capital or small letter to place in these blanks.

1. C c arding is a process where fibers are straightened.
2. A a drawing sliver is a loose rope of fibers.
3. T t o doff means to take off, or remove
4. B b lending is the mixing of fibers.
5. W w hen fibers are compressed into a rectangular shape, they are baled.
6. W w eight means the number of grains per yard of sliver.
7. A place where fabric and clothing is made is R r ussell Corporation.
8. One of the brands of clothing made by Russell Corporation is J j erzees.

**JOB TASKS INSTRUCTIONAL MATERIALS
RUSSEL CORPORATION
LESSON 4 - CARDING TECHNICAL VOCABULARY**

Exercise 5

In these sentences you will find mistakes. Change the letters to make them correct.

- 1. drawn slivers are doffed from the card machine when the canister is full.**
- 2. fibers are brought into the plant in bales.**
- 3. Machine operators at russell corporation must be trained and skilled.**
- 4. two fibers are mixed together to make a blend.**
- 5. the weight of a yard of sliver should be 53 grains when it comes from the card.**

ANSWER KEY

Lesson 4

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RUSSEL CORPORATION
LESSON 4 - CARDING TECHNICAL VOCABULARY

ANSWER KEY

EXERCISE 1

1. bale
2. blend
3. bobbin
4. card
5. drawing
6. doff
7. grains
8. skein
9. sliver
10. weight

EXERCISE 2

Three words out of order

1. bobbin
2. card
3. skein

EXERCISE 3

1. separates fibers
aligns fibers
removes impurities
delivers fibers in sliver form
2. No,
A card is used to align fibers (*answers will vary*)
3. D.
4. laid side by side

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LESSON 4 - CARDING TECHNICAL VOCABULARY

ANSWER KEY

EXERCISE 4

1. Carding
2. A
3. T
4. B
5. W
6. W
7. R
8. J

EXERCISE 5

1. Drawn
2. Fibers
3. Russell Corporation
4. Two
5. The

READABILITY

Lesson 4

**JOB TASKS INSTRUCTIONAL MATERIALS
RUSSEL CORPORATION
LESSON 4 - CARDING TECHNICAL VOCABULARY**

READABILITY

READING LEVEL: 7.0

SOURCE OF EVALUATION: Fry Readability Graph

METHOD: Selected three 100-word passages for the worksheets; plotted on the graph the average number of sentences per passage (8) and the average number of syllables per passage.

SUPPLEMENTARY MATERIALS

Lesson 4

**JOB TASKS INSTRUCTIONAL MATERIALS
RUSSEL CORPORATION
LESSON 4 - CARDING TECHNICAL VOCABULARY**

COMPETENCY VOCABULARY	TABE CORRELATION CONTEMPORARY LEVELS E,M,D,A	TABE CORRELATION STECK-VAUGHN LEVELS E,M,D,A	CASAS CORRELATION LEVELS A, B
R2.3.4 Utilize Context Clues	READER'S CHOICE <u>Insights</u> (E, M) <u>Connections</u> (E, M) <u>Discoveries</u> (M,D) NEW PRE-GED SERIES <u>Critical Reading Skills</u> (M, D) BUILDING BASIC SKILLS <u>Reading Book 1</u> (M)	GREAT SERIES (E) VOCABULARY CONNECTIONS <u>Level C</u> (E) <u>Level D</u> (E) <u>Level E</u> (M) <u>Level F</u> (M) READING FOR TODAY <u>Books 1-5</u> (E)	
R3.3 Main Idea	Reading and Critical Thinking in the Content Areas	Developmental Skills Series: EMDA	
R4.1 Alphabetize Words		READING FOR TOMORROW <u>Book 1</u> (M)	
LANGUAGE MECHANICS			
W4.0 Demonstrate use of Capitalization Level II: Editor's Handbook	<u>Building Basic Skills in Writing</u> Bks 1, 2 (E) <u>Grammar Write Away</u> Bk 1 (M)	<u>Language Exercises</u> Levels A, B, C (E)	
LANGUAGE EXPRESSION			
PRACTICAL ENGLISH			
USE REFERENCE MATERIALS (DICTIONARY)			
MATHEMATICS COMPUTATION			
MATHEMATICS CONCEPTS AND APPLICATION			

**Workplace Education Curriculum:
Carding Technical Vocabulary
Lesson 4**

**VED 695F
Practicum in Adult Education
Auburn University
Summer Quarter, 1994**

CARDING TECHNICAL VOCABULARY

LESSON 4

TABLE OF CONTENTS

<u>Section</u>	<u>Page</u>
Readability	1
Exercises (Worksheets)	
Using Guide Words	2
Using Dictionary Entries	4
Comparing and Contrasting	6
Word Mapping (For Guided Writing)	8
Answer Key	10
Instruction Guideline	12
Supplementary Materials	15

vocabulary words

air	hopper	dust house
blow down	ear plug	dust mask

EXERCISES (WORKSHEETS)

Lesson 4

READING LEVEL: 7.0

SOURCE OF EVALUATION: Fry Readability Graph

METHOD: Selected four 100-word passages from the worksheets; plotted on the graph the average number of sentences per passage (8) and the average number of syllables per passage (145.75).

JOB TASKS INSTRUCTIONAL MATERIALS
RUSSELL CORPORATION
LESSON 4 - CARDING TECHNICAL VOCABULARY

Using Guide Words

Most dictionaries have two *guide words* at the top of each page. The guide words help you find the word you are looking for. The guide word at the top left is the first entry on the page. The guide word at the top right is the last entry on that page.

In each box are guide words that appear on pages in a dictionary. Below each group of boxes is a word you are looking for in a dictionary. Select the box which has the guide words that would appear on the page where you would find the word. Draw a line from the word to the correct box of guide words.

1.

akin / Albany	ain / Ajax	ask / aspire
---------------	------------	--------------

air

2.

hotshot / householder	Hoover / horn	hood / hootowl
-----------------------	---------------	----------------

hopper

3.

dump / dye	duty / dyke	drugstore / dud
------------	-------------	-----------------

dust house

4.

birthright / black	blind / blue	bluff / body
--------------------	--------------	--------------

blow down

5.

east / echo	eagle / earth	empire / enclose
-------------	---------------	------------------

earplug

6.

duplex / dwell	dump / duplicate	dogfight / double
----------------	------------------	-------------------

dust mask

JOB TASKS INSTRUCTIONAL MATERIALS
RUSSELL CORPORATION
LESSON 4 - CARDING TECHNICAL VOCABULARY

Using Dictionary Entries

When you look in a dictionary, you learn many things about a word. First, you learn how to pronounce the word correctly. Then you find the meaning of the word and how it functions in a sentence (a noun, verb, etc.)

If the word is a noun, you'll see an *n.* before the definition. If the word is a verb, you'll see a *v.t.* or *v.i.* before the definition. A word may function as more than one part of speech.

You may find that one word has many meanings. A number (1, 2, 3) in dark type comes before each meaning.

Each word below includes its dictionary entry. Study the meaning of each word. Write an original sentence for each word that shows you understand the meaning of the word as you use it in the carding department.

1. air (er, ar) *n.* 1 the invisible mixture of gases that surrounds the earth; atmosphere
2 movement of air; breeze, wind 3 energy used to move stock fibers and control pneumatic valves

2. hop-per (hop'er) *n.* 1 a person or thing that hops 2 a box, tank, etc. often funnel-shaped, from which the contents can be emptied slowly and evenly 3 a machine that opens bale stock (fibers)

3. **dust house** (dust hous) *n.* part of the air cleaning system

4. **blow down** (blo down) *vi.* using compressed air to clean machines

5. **earplug** (ir-plug) *n.* noise suppressant to protect from hearing loss

6. **dust mask** (dust mask) *n.* face covering used to prevent inhalation of cotton dust

JOB TASKS INSTRUCTIONAL MATERIALS
RUSSELL CORPORATION
LESSON 4 - CARDING TECHNICAL VOCABULARY

Comparing and Contrasting

Comparing means showing how two things are the same. *Contrasting* means showing how two things are different. For example, you can *compare* cotton and peanuts by saying both are harvested from plants. You can *contrast* them by saying peanuts can be eaten while cotton cannot.

1. (a) Name two ways a *dust mask* and an *earplug* are the same.

- (b) Name two ways a *dust mask* and an *earplug* are different.

2. (a) Name two ways a *dust house* and a *dust mask* are the same.

- (b) Name two ways a *dust house* and a *dust mask* are different.

3. (a) Name one way *a blow down* and *air* are the same.

- (b) Name one way *a blow down* and *air* are different.

4. (a) Name one way a *hopper* and *air* are the same. (Clue: Think about how air is used in machines.)

- (b) Name one way a *hopper* and *air* are different.

JOB TASKS INSTRUCTIONAL MATERIALS
 RUSSELL CORPORATION
 LESSON 4 - CARDING TECHNICAL VOCABULARY

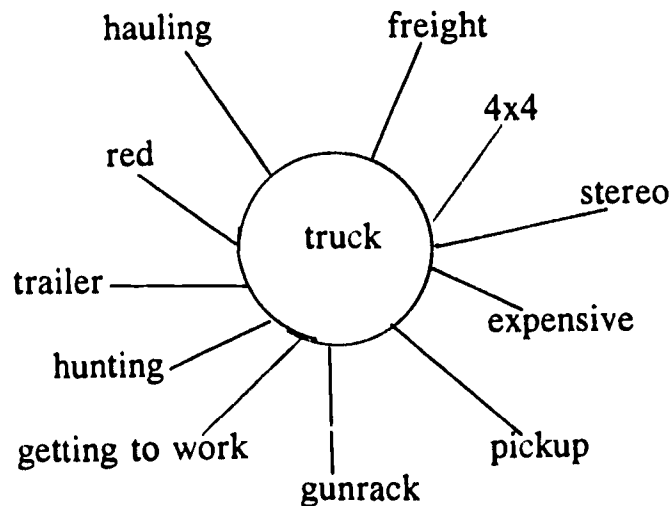
**Word Mapping
 (For Guided Writing)**

A *word map* is a chart to help you list and organize your thoughts about a word or topic of interest. Constructing a *word map* is a good way to expand the meaning of a word or to explore related ideas and issues for writing about a topic.

To begin, write the word or the topic in the center of a sheet of paper. Draw a circle around the word or phrase. As you think about the word or topic, other words or phrases will come to mind. Write all these words or phrases on the paper. They may be words or phrases that describe characteristics, describe use, words that mean the same, etc. For example, the word "truck" may bring to mind other words and phrases like "red", "4x4", "hauling", "hunting", "getting to work", "expensive", etc.

Next, draw a connecting line from each word or phrase to the circled word in the center of the page. This completes your chart (or word map) of words and phrases that are related to the original word or topic. (See the word map below.)

Now, you are ready to write a paragraph about the topic or word. The word map gives you ideas for a topic sentence and supporting information about the topic.



1. For a "warm-up" practice, think about the meaning of each word listed below. Beneath each word write words or phrases that come to your mind as you think of it. Write at least three words or phrases for each vocabulary word.

dust house

blow down

earplug

dust mask

air

hopper

2. Work with a partner. Choose one of the vocabulary words above. Construct a word map using that vocabulary word. Begin by writing the word in the center of a sheet of paper. Then brainstorm with your partner to think of words and phrases related to the vocabulary word. Be sure to use the three words you have already listed in exercise #1 above.

In the space below write a short paragraph using words and ideas from the word map.

ANSWER KEY

Lesson 4

ANSWER KEY

WORKSHEET: *Using Guide Words*

1. aim / Ajax
2. hood / hootowl
3. dump / dye
4. blind / blue
5. eagle / earth
6. duplex / dwell

WORKSHEET: *Using Dictionary Entries*
(examples of sentences)

1. When lint accumulates, **air** is used to blow down the machines.
2. Instead of using a **hopper** to open and move bale stock, some mills laydown the bales stock where the fibers are picked up by a machine.
3. The **dust house** must operate 24 hours a day in order for the mill to meet the federal industrial clean air regulations.
4. Compressed **air** is used to **blow down** the machines to remove lint.
5. **Ear plugs** are not required in all areas of the mill, but they must be used where there is excessive noise.
6. Employees are required to wear **dust masks** in areas of the mill where there is a high level of lint in the air.

WORKSHEET: *Comparing and Contrasting*
(possible responses)

1. (a) Both are used to meet safety regulations.
Both are items to be worn by employees.
(b) A dust mask is worn outside the body, covering the nose and mouth; an ear plug is worn on the inside of the ear, completely filling the outer ear canal.
A dust mask filters the lint from the air entering the nose and mouth; an ear plug suppresses the noise entering the ear.
2. (a) Both are used to filter cotton lint from the air.
Both are used to meet safety regulations.
(b) A dust house is part of a machine; a dust mask is an item worn by employees.
A dust house cleans and recirculates the air in the mill; a dust mask serves only to filter the air before it enters the body.
3. (a) Both are involved in cleaning lint off equipment in the mill.
(b) A blow-down is primarily to clean lint off equipment; air has many uses in the mill--for example, compressed air works pneumatic valves and is used to move fibers and lint.
4. (a) Both are used to move cotton fibers.
(b) A hopper is a machine; air is the energy used to control pneumatic valves in machines.

WORKSHEET: *Word Mapping (for Guided Writing)*

(Variable answers)

**SUGGESTED
INSTRUCTION GUIDELINE
Lesson 4**

RUSSELL CORPORATION
SUGGESTED INSTRUCTION GUIDELINE

Lesson 4

Introduction of Concepts

Vocabulary development is much more than just connecting words with their meanings or definitions. Words are actually labels for concepts; that is, words represent ideas that are connected to each other in a variety of ways. Each time learners hear or see a new word, they integrate that word into ideas or concepts that are part of their own prior knowledge and background of experience. If learners just memorize definitions and do not develop concepts with words, these words will soon be forgotten because they did not become part of the learners' thinking and life experience. Thus, vocabulary activities should always include useful, relevant words as well as work on concept development

Introduction of Vocabulary Words

Choose job-specific vocabulary words that learners use in their work experience. Use the vocabulary words in sentences. Write the sentences on the board or flipchart; underline the vocabulary words.

vocabulary words		
air	hopper	dust house
blow down	ear plug	dust mask

(possible sentences):

1. When lint accumulates, air is used to blow down the machines.
2. The dust house must operate 24 hours a day in order for the mill to meet the federal industrial clean air standards; however, dust masks are also necessary for individual employees.
3. Ear plugs are not required in all areas of the mill, but they must be used where there is excessive noise.
4. Instead of using a hopper to open and move bale stock, some mills laydown the bale stock where the fibers are picked up by a machine.

Ask the learners to define each word based on the context of the sentence. Remind them to use, also, their prior knowledge and experience in defining the word. Encourage discussion to arrive at a consensus for a definition.

Instruct the learners to begin a word bank of vocabulary cards by writing each vocabulary word on an index card (3x5). Encourage learners to expand their concept of the word by later adding more information to the cards (such as definitions, pronunciation, syllabication helps, root words, prefixes, suffixes, antonyms, etc.). Suggest that learners add other words to their vocabulary work bank. The cards can be as detailed or as simple as the learner desires. The cards can be filed in a small box or secured with a rubber band.

Direct Instruction

Review the utilization of alphabetical order in using a dictionary. Refer to Writing for Success (pre-GED), (Steck-Vaughn), p. 116.) Direct the learners to the Work Specific Dictionary located at the end of Lesson 4. Instruct learners to apply their knowledge of alphabetical order to find the vocabulary words **air, hopper, dust house, blow down, ear plug, and dust mask**; put a check mark by the words. Ask a learner to orally read the definition of each word. Guide the group to compare this definition with the definition the group agreed on in the introduction to this lesson.

Practice Exercises

Exercise #1 (Individual, Small groups)

Refer to worksheet, "Using Guide Words", pp. 2-3. Review the use of guide words to find words in a telephone book or dictionary. Instruct learners to select the guide words that would appear on the page where the vocabulary word would be found.

State that entries in the Work Specific Dictionary may differ slightly from the entries in a general dictionary; the Work Specific Dictionary will define the word as it relates to the workplace. Other dictionaries may include several meanings of words.

Refer to worksheet, "Using Dictionary Entries", pp. 4-5. Review the types of information that may be found in a dictionary entry (pronunciation, word meaning, grammar). Instruct learners to write original sentences using the vocabulary words on the worksheet.

When learners complete the assignment, instruct them to rewrite the sentences (out of numerical order) on a piece of paper. Instruct them to erase the vocabulary words in the sentences and exchange papers with another learner. Each will read the sentences they received in the exchange and write in the vocabulary words as appropriate. Then they will return the papers and work together to clarify the sentences as needed.

Instruct learners to add definition and any additional information to their vocabulary cards. (See "Introduction of Vocabulary Words".)

Exercise #2 (Groups)

Comparing and contrasting words is an activity that expands the basic definition of a word and enhances the concept of vocabulary development. Introduce this activity by asking learners to tell about a job they had before they worked in their present job. Guide learners to tell how the two jobs are alike (compare) and how they are different (contrast).

Refer to worksheet, "Comparing and Contrasting", pp. 6-7. Divide learners into groups of 3 or 4. Instruct learners to select a group leader and to work with their group to complete the worksheet. After the assignment is completed, assemble all the groups and ask each group leader to report on the results of comparing and contrasting the vocabulary words. Encourage the class to question and clarify any results.

Exercise #3 (Small Groups, Individuals)

Word mapping (sometimes called semantic mapping, webbing or clustering) is another way to expand learners' vocabulary. It provides a visual representation of the relationship between a vocabulary word and other words and concepts. Maps can be used in a variety of ways--before, during, and after reading activities, and to give students a structure in preparing to write about a topic. Word maps can be as detailed or as simple as the learner wishes.

Refer to worksheet, "Word Mapping", pp. 8-9. Demonstrate on the board the example of the word map for "truck". Guide learners to add their words or phrases to the "map"; write these words on the board. Instruct learners to groups classify or group the words; for example, which words describe the truck? Which words describe how the truck is used? Explain how this helps learners distinguish main ideas and details to be used to write a paragraph about the topic.

Instruct learners to complete the "warm-up" practice at #1 and to work with a partner to complete the brainstorming part of the exercise at #2. Then each learner will write a short paragraph and read it to his/her partner.

Exercise #4 (Group)

Password is an excellent game for vocabulary development and it is a useful culminating activity. It can be played with two teams of two or more players each.

Give one player on each team a card with a "secret word" on it that is not seen by the other partner. (Select vocabulary words from this lesson and previous lessons.) Players with the secret words take turns calling out to their partners one-word clues to help them guess the word. Teams should alternate in starting, and players should alternate in giving clues. The winning team can be the one that guesses the most secret words or accumulate the most points. (five points for getting a word on the first clue, four points on the second, etc.)

08/05/94
S. Yeager

SUPPLEMENTARY MATERIALS

Lesson 4

RUSSELL CORPORATION
LESSON 4 - CARDING TECHNICAL VOCABULARY

SUPPLEMENTARY MATERIALS

<p style="text-align: center;">COMPETENCY</p> <p style="text-align: center;">ALABAMA ADULT EDUCATION CURRICULUM (BASIC SKILLS)</p>	<p style="text-align: center;">TABE CORRELATION LEVELS E, M, D, A</p> <p style="text-align: center;">* CONTEMPORARY</p>	<p style="text-align: center;">TABE CORRELATION LEVELS E, M, D, A</p> <p style="text-align: center;">** STECK-VAUGHN</p>	<p style="text-align: center;">CASAS CORRELATION LEVELS A, B</p>
<p>VOCABULARY (DEVELOP VOCABULARY - R.2.3.0)</p>			
<p>Use synonyms, antonyms, homonyms (R.2.3.2)</p>	<p>READER'S CHOICE <u>Insights</u> (E, M) <u>Connections</u> (E, M) <u>Discoveries</u> (M, D) NEW PRE-GED SERIES <u>Critical Reading Skills</u> (M, D) BUILDING BASIC SKILLS <u>Reading Book 1</u> (M) <u>Reading & Critical Thinking</u> (A) <u>Vocabulary Builder</u> (A)</p>	<p>VOCABULARY CONNECTIONS <u>Level C</u> (E) <u>Level D</u> (E) <u>Level E</u> (M) <u>Level F</u> (M) READING FOR TODAY <u>Book 4</u> (E) READING FOR TOMORROW <u>Book 2</u> (M) <u>Book 3</u> (M) READING SKILLS FOR ADULTS <u>Blue Book</u> (E) <u>Red Book</u> (E) <u>Brown Book</u> (M, D) <u>Green Book</u> (M) LANGUAGE EXERCISES FOR ADULTS <u>Level A</u> (E) <u>Level B</u> (E) <u>Level C</u> (E) <u>Level D</u> (M) <u>Level E</u> (M) <u>Level F</u> (M) DEVELOPING READING STRATEGIES <u>Summits</u> (M) <u>Challenges</u> (M) PRE-GED <u>Writing</u> (M, D) <u>Literature & the Arts</u> (M, D) GED SERIES <u>Writing Skills</u> (A)</p>	

Utilize context clues (R.2.3.4)	<p>READER'S CHOICE <u>Insights</u> (E, M) <u>Connections</u> (E, M) <u>Discoveries</u> (M, D)</p> <p>NEW PRE-GED SERIES <u>Critical Reading Skills</u> (M, D)</p> <p>BUILDING BASIC SKILLS <u>Reading Book 1</u> (M) <u>Reading & Critical Thinking</u> (A) <u>Vocabulary Builder</u> (A)</p>	<p>GREAT SERIES (E) VOCABULARY CONNECTIONS <u>Level C</u> (E) <u>Level D</u> (E) <u>Level E</u> (M) <u>Level F</u> (M)</p> <p>READING FOR TODAY <u>Books 1-5</u> (E)</p> <p>READING SKILLS FOR ADULTS <u>Blue Book</u> (E) <u>Red Book</u> (E) <u>Brown Book</u> (M, D) <u>Green Book</u> (M)</p> <p>DEVELOPING READING STRATEGIES SERIES (M) STRATEGIES FOR SUCCESS SERIES (M, D) PRE-GED SERIES (M, D) WINNERS SERIES (M) COMPREHENSION SKILLS SERIES <u>Context, Levels D, E, F</u> (E)</p> <p>LANGUAGE EXERCISES FOR ADULTS <u>Level D</u> (M) <u>Level E</u> (M) <u>Level F</u> (M)</p> <p>READING FOR TOMORROW SERIES (M) GED SERIES (A)</p>	
Compare/contrast information (R.3.9)	<p>READER'S CHOICE <u>Insights</u> (E, M) <u>Connections</u> (E, M) <u>Discoveries</u> (M, D) <u>Writing and Reading the Essay</u> (D, A)</p>	<p>READING FOR TOMORROW SERIES (M) STRATEGIES FOR SUCCESS SERIES (M, D) PRE-GED SERIES <u>Lit. & the Arts</u> (D) GED SERIES (A)</p>	
LANGUAGE EXPRESSION (DEMONSTRATE COMPOSITION SKILLS - W.7.0)			
Write a sentence (W.7.1)	<p><u>Building Basic Skills in Writing</u> (E) THE WRITE STUFF <u>Shaping Sentences</u> (E, M) <u>Writing for a Purpose</u> (A) <u>Putting It in a Paragraph</u> (M, D)</p> <p>THE NEW GED SERIES <u>Writing and Language Skills</u> (M, D)</p> <p>GRAMMAR WRITE AWAY <u>Book One</u> (M)</p> <p>BUILDING BASIC SKILLS <u>Writing Book Two</u> (M)</p> <p>GED SATELLITES <u>Writing Skills Test</u> (A)</p> <p>WRITING SKILLS WORKBOOK SERIES <u>Book III</u> (A)</p>	<p>LANGUAGE EXERCISES FOR ADULTS <u>Level A</u> (E) <u>Level B</u> (E) <u>Level C</u> (E) <u>Level D</u> (M) <u>Level E</u> (M) <u>Level F</u> (M) <u>Level G</u> (D) <u>Level H</u> (D)</p> <p>ENGLISH ESSENTIALS (D) STRATEGIES FOR SUCCESS <u>Writing</u> (M)</p> <p>READING FOR TOMORROW <u>Book 2</u> (M) <u>Book 3</u> (M)</p> <p>GED SERIES (A) GED EXERCISE BOOKS <u>Writing Skills 1</u> (A)</p>	

Write a paragraph (W.7.2)	<u>Building Basic Skills in Writing</u> (E) THE WRITE STUFF <u>Shaping Sentences</u> (E, M) <u>Writing for a Purpose</u> (A) <u>Putting It in a Paragraph</u> (M, D) THE NEW GED SERIES <u>Writing and Language Skills</u> (M, D) GRAMMAR WRITE AWAY <u>Book One</u> (M) BUILDING BASIC SKILLS <u>Writing Book Two</u> (M) GED SATELLITES <u>Writing Skills Test</u> (A) WRITING SKILLS WORKBOOK SERIES <u>Book III</u> (A)	READING FOR TODAY SERIES <u>Communication for Today Books 1-5</u> (E) PRE-GED <u>Writing</u> (M) STRATEGIES FOR SUCCESS <u>Writing</u> (M) LANGUAGE EXERCISES FOR ADULTS <u>Level B</u> (E) <u>Level C</u> (E) <u>Level D</u> (M) <u>Level E</u> (M) <u>Level F</u> (M) <u>Level G</u> (D) <u>Level H</u> (D) <u>Review</u> (D) ENGLISH ESSENTIALS (D) GED SERIES (A) GED EXERCISE BOOKS <u>Writing Skills 1</u> (A)	
Topic sentence -- identify and develop (W.7.3)	GRAMMAR WRITE AWAY <u>Book One</u> (M) BUILDING BASIC SKILLS <u>Writing Book Two</u> (M)	LANGUAGE EXERCISES FOR ADULTS <u>Level B</u> (E) <u>Level C</u> (E) <u>Level D</u> (M) <u>Level E</u> (M) <u>Level F</u> (M) <u>Level G</u> (D) <u>Level H</u> (D) <u>Review</u> (D) PRE-GED <u>Writing</u> (D, M) GED SERIES <u>Complete GED Prep.</u> (A) GED EXERCISE BOOKS <u>Writing Skills 2</u> (A)	
PRACTICAL ENGLISH (APPLY STUDY SKILLS - R.4.0)			
Alphabetize words (R.4.1)		READING FOR TOMORROW <u>Book 1</u> (M)	
Locate information -- dictionary (R.4.4)		READING FOR TOMORROW <u>Book 1</u> (M) <u>Book 3</u> (M)	

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**JOB TASKS INSTRUCTIONAL MATERIALS
RUSSELL CORPORATION
LESSON 5 - COMBING VOCABULARY**

SUGGESTED INSTRUCTION GUIDELINE

The instructional audio tape and its accompanying text sheets and exercise sheets, cover the following SCANS competencies:

**Reading
Writing
Listening
Speaking
Self Management**

The tape script, text sheets, and exercise sheets are about seventh grade reading level based on the Fry Readability Index. In the absence of available tape recorders, the tape script may be read to students for the instructional process.

Students can also be encouraged to make their own audio tape of the vocabulary words and their meanings. Their tapes can be used in place of side two of the instructional audio tape.

**JOB TASKS INSTRUCTIONAL MATERIALS
RUSSELL CORPORATION
LESSON 5 - COMBING VOCABULARY**

<u>COMPETENCIES</u>	<u>TABE CORRELATION CONTEMPORARY</u>	<u>TABE CORRELATION STECK-VAUGHN</u>	<u>CASAS CORRELATION</u>
Reading	Breakthroughs in Critical Reading Skills pp. 123 - 127	Reading For Today Book 6 pp. 8 - 11	
Listening		Reading For Today Book 3 pp. 31 - 25	
Speaking	All Spelled Out Book C pp. 1 -3		
Self Management	Ready/Set/Study pp. 6 - 7	Life Skills for Today's World Personal Health pp. 26 - 33	Work-Wise Tactics for Job Success pp. 80 - 84
Sequencing	Bridges to Critical Thinking Nonfiction pp. 45 - 53	Reading For Today Book 5 pp. 43 - 46	

**JOB TASKS INSTRUCTIONAL MATERIALS
RUSSELL CORPORATION
LESSON 5 - COMBING VOCABULARY**

Side 1 Tape Script: Job Task Instructional Materials, Russell Corporation, Lesson 5 - Combing Vocabulary.

Locate the sheet with the Roman Number 1 in the center. Listen as I say all of the words two times each.

Combing--Combing/Lap--Lap/Feed Roll-- Feed Roll

Nipper Bar--Nipper Bar/Half Lap--Half Lap

Comber Noils--Comber Noils/Detaching Rolls--Detaching Rolls

This time I will say the words one at a time. Say each word after I say it.

Combing--(pause) Lap--(pause) Feed Roll--(pause)

Nipper Bar--(pause) Half Lap--(pause) Comber Noils--(pause)

Detaching Rolls--(pause)

Now, locate the sheet with the Roman Number II in the Center.

This time I will say the words and their meanings. Read along with me.

Combing- the process of removing the short fibers.

Lap- roll of drawing prepared by lap winder and fed into comber where short fibers are combed from lap.

Feed Roll - rolls that feed the lap to the nipper which holds the fibers while they are being combed.

Nipper Bar - metal blade that holds fibers while they are being combed

Comber Noils - short fibers that are combed out.

Detaching Rolls - set of rolls rotating back and forth that take the longer fibers left after combing, and carries them to the calendar section.

I'll say these again (tape repeats the above words and meanings).

Great! Let's move on. Locate the sheet with the Roman Number III in the center. Listen as I tell you the order of these words in the combing process.

FIRST the **LAP** is brought to the **COMBING** machine. **SECOND** the **FEED ROLL** feeds the lap to the **NIPPER BAR** which holds it for combing. **THIRD** the **HALF LAP** combs the **COMBER NOILS** from the fibers. **FOURTH** the **DETACHING ROLLS** take the longer fibers left after combing to the calendar section.

Let me say that once more (repeat above word order)

Great, now turn this tape over and listen to the other side.

Side 2 Tape Script:

This side of the tape is for listening only. It has no sheets that go with it. You can listen to it anywhere, for instance in the car. Let's begin, first I'll say the words twice.

(tape repeats above section where words are said twice)

Now I'll say the words and their meanings.

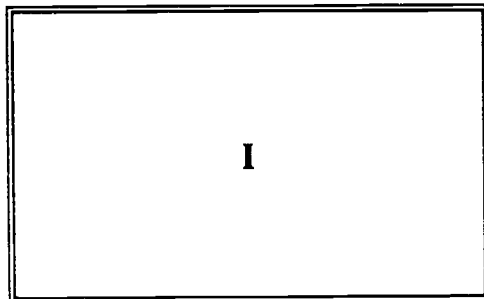
(tape repeats section where words and meanings are said)

Finally, I'll tell you the order of these words in the combing process. (tape repeats section where combing word order is said)

This is the end of this tape. If you are in class tell your instructor you have listened to both sides of the tape.

If you are away from class, return this tape to your instructor as soon as you are finished with it. Happy Combing.

**JOB TASKS INSTRUCTIONAL MATERIALS
RUSSELL CORPORATION
LESSON 5 - COMBING VOCABULARY**



Combing

Lap

Feed Roll

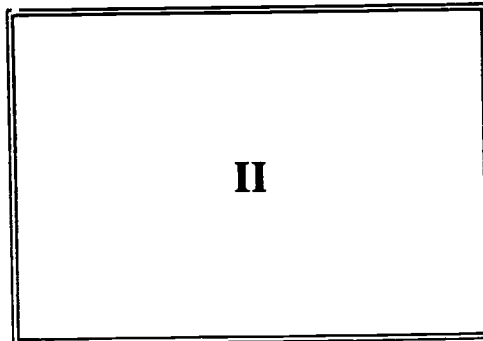
Nipper Bar

Half Lap

Comber Noils

Detaching Rolls

**JOB TASKS INSTRUCTIONAL MATERIALS
RUSSELL CORPORATION
LESSON 5 - COMBING VOCABULARY**



- Combing-** the process of removing the short fibers
- Lap-** a roll of drawing prepared by lap winder and fed into comber where short fibers are combed from lap.
- Feed Roll-** rolls that feed the lap to the nipper which holds the fibers while they are being combed.
- Nipper Bar-** metal blade that holds fibers while they are being combed.
- Half Lap-** large roll which has teeth and combs the short fibers from the lap.
- Comber Noils-** short fibers that are combed out.
- Detaching Rolls-** set of rolls rotating back and forth that take the longer fibers left after combing and carries them to the calendar section.

**JOB TASKS INSTRUCTIONAL MATERIALS
RUSSELL CORPORATION
LESSON 5 - COMBING VOCABULARY**

III

FIRST the LAP is brought to the COMBING machine. **SECOND** the FEED ROLL feeds the lap to the NIPPER BAR which holds it for combing. **THIRD** the HALF LAP combs the COMBER NOILS from the fibers. **FOURTH** the DETACHING ROLLS take the longer fibers left after combing the calendar section.

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LESSON 5 - COMBING VOCABULARY

The following words are hidden in the letters below.
The words are written either horizontally or vertically.
See if you can find them.

LAP	SKEIN	PNEUMAFIL
FEED ROLL	STRENGTH	HUMIDITY
COMBER NOILS	DOUBLING	LAYDOWN
HALF LAP	COMBING	NIPPER BAR
FIBERS	DETACHING ROLLS	

E T O P R C O M B E R N O I L S O
F R G O M L T V C O R T X U K D R
L D O U B L I N G A N P R T M E S
P T K U R V S G P F I F L A P T P
N M E G C D K L R T P G F O E A W
E X W F B T E O R M P Q I W F C K
U W T H R I I D C O E I B G U H P
M O H J Q M N G O N R H E K T I H
A H A L F L A P M L B B R W X N E
F J A U I N H G B S A R S M W G T
I C R O T A Q L I D R O S V Q R E
L L A Y D O W N N U G E D F G O W
J P U T D D G R G R Y P N A M L G
F E D L U Q H U M I D I T Y I L S
G M O T N P I U A T X D L C K S R
I H F E E D R O L L G W A O B M C
J P C R I M T D S T R E N G T H I

JOB TASKS INSTRUCTIONAL MATERIALS
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LESSON 5 - COMBING VOCABULARY

WORD SCRAMBLE

**Unscramble the following general vocabulary words.
You may look back at the preceding pages.**

1. EDFE OLRL _____
2. PREPIN ABR _____
3. AFHL ALP _____
4. BCMROE LIONS _____
5. MOIGBNC _____
6. LPA _____
7. THIDGENCA LOLR _____

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LESSON 5 - COMBING VOCABULARY

**Draw a line from the words in the first column
to the correct definition in the second column.
One has been done for you.**

Lap	metal blade that holds fibers while they are being combed.
Feed Roll	large roll which has teeth and combs the short fibers from the lap.
Detaching Rolls	roll of drawing prepared by lap winder and fed into comber where short fibers are combed from lap.
Nipper Bar	short fibers that are combed out.
Half Lap	set of rolls rotating back and forth that takes the longer fibers left after combing and carries them to the calender section.
Comber Noils	rolls that feed the lap to the nipper which holds the fibers while they are being combed.
Combing	a process which removes short fibers.

Russell Corporation

Lesson 6 -Drawing

Basic Competency Skills

Basic Competency Skills

Based on Alabama Adult Education Curriculum
Basic Skills - Scope and Sequences

Reading

- R.2.2.1 Recognize root words
- R.2.3.0 Develop vocabulary
- R.2.3.4 Utilize context clues
- R.3.8 Develop sequences
- R.3.9 Compare/contrast information
- R.3.18 Utilize context clues
- R.4.2 Follow directions

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Lesson 6 -Drawing

Individualized Education Plan

**RUSSELL CORPORATION
INDIVIDUALIZED EDUCATION PLAN**

NAME _____

SOCIAL SECURITY NUMBER _____

SECTION Vocabulary LEVEL _____

PLANT AND LOCATION _____

LESSONS ON VOCABULARY SECTION	DATE STARTED	DATE COMPLETED	# CORRECT/TOTAL	INSTRUCTOR COMMENTS	INITIAL
LESSON 1 General Vocabulary					
LESSON 2 Carding General Vocabulary					
LESSON 3 Carding Common Vocabulary					
LESSON 4 Carding Technical Vocabulary					
LESSON 5 Combing Vocabulary					
LESSON 6 Drawing Vocabulary					
LESSON 7 Roving Vocabulary					
LESSON 8 Spinning Common Vocabulary					
LESSON 9 Winding Vocabulary					
EVALUATION LESSONS 1-9	DATE OF EVALUATION	Mastery Level: 80% Standard #correct/total	Instructor Recommendation:		
SECTION EVALUATION					

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Lesson 6 - Drawing

Suggested Instruction Guideline

RUSSELL CORPORATION
SUGGESTED INSTRUCTION GUIDELINE
LESSON 6 - DRAWING

Ice-Breaker/Warm-up Exercise (Group)

Give everyone a copy of the brain teasers page. Explain that each item is a common phrase or thing. Do #1 as a class (the answer is sandbox). Ask participants to try to figure out the rest of the brain teasers.

Answers

- | | |
|------------------------------|----------------------------|
| 1. Sandbox | 11. Knee on lights |
| 2. Man Overboard | 12. Circles under the eyes |
| 3. I Understand | 13. High Chair |
| 4. Reading between the lines | 14. Paradise |
| 5. Long Underwear | 15. Touchdown |
| 6. Cross Roads | 16. 6 feet under ground |
| 7. Down Town | 17. Mind over matter |
| 8. Tri-cycle | 18. He's beside himself |
| 9. Bi-level | 19. Backwards Glance |
| 10. 3 degrees below zero | 20. Life after death |

Exercise 1 (Group)

Explain how to determine root words. Using a flip chart differentiate the root word from the suffix or prefix by using different colors (for example write the word Draw in blue letters and the suffix 'ing' in red letters).

Write the word teach on the board/flip chart. Ask the participants how this root word can be changed. (The word teach can be changed to reteach, teacher, teaching, etc.)

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SUGGESTED INSTRUCTION GUIDELINE
LESSON 6 - DRAWING

Exercise 1 (continued)

Ask each class member to write four work-related root words on a piece of notebook paper. Class members should switch papers with one another and pencil in either a suffix or prefix. Make a list of the root words and how they were changed on the board. Point out root words that were changed in different ways (i.e. the word card may have been changed to cards or carding).

Exercise 2 (Group)

Explain the concept of understanding through context. Write the following statements on the board:

1. Drawing is an important part of processing cotton.
2. The child made a drawing of his parents.
3. He has been drawing water from that well since he was a boy.

Ask the participants what the word drawing means in each statement. Ask the participants how they knew the meaning. Circle the words in each statement that give the best clues to the meaning.

Ask the participants to get into small groups (3-4 people per group). Each group member should write one word that has multiple

RUSSELL CORPORATION
SUGGESTED INSTRUCTION GUIDELINE
LESSON 6 - DRAWING

meanings on a piece of paper. Each member should take turns sharing their word with their group. As a group, each team should try to come up with as many meanings for each member's word as possible. Each member should record on his/her paper the different meanings that the group lists. Next to each meaning the group should list a couple of words that would help give a clue to the meaning. Put the following example on the board.

Drawing

<u>Meaning</u>	<u>Context Clues</u>
1. A step in processing cotton	cotton; process
2. Getting water from a well	water; well
3. A picture	picture; pen

Exercise 3 (Individual)

Ask each participant to find an article in a Russell Corporation publication (manual, newsletter, etc.) that uses a word that has different meanings. Ask each class member to underline the word in their article that has different meanings. Each participant should try to determine the meaning from the context. Ask each participant to

RUSSELL CORPORATION
SUGGESTED INSTRUCTION GUIDELINE
LESSON 6 - DRAWING

Exercise 3 (continued)

bring his/her article to class. Members of the class should trade articles and try to determine the meaning of the underlined word from the context.

Exercise 4 (individual)

Discuss the difference between comparing and contrasting. Ask each participant to list two things they use at work on a piece of paper. Each class member should then write two ways in which the items are similar and two ways in which the items differ.

Exercise 5 (group)

Ask the class to divide themselves into five groups. Each group will be responsible for presenting one step of the drawing process to the class. Groups should be encouraged to make visual aids, handouts, overheads, etc. to help them with their presentation.

The first group should explain how the sliver is fed into the draw frame. (They may need to explain where the sliver comes from)

RUSSELL CORPORATION
SUGGESTED INSTRUCTION GUIDELINE
LESSON 6 - DRAWING

Exercise 5 (continued)

The second group should explain how the sliver passes through the drafting system. They will need to explain how the pressure is applied downward on the rolls to control the fibers.

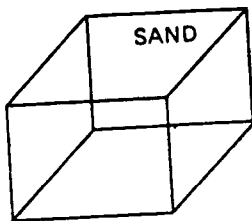
The third group should explain how the web is formed from the drafting system.

The fourth group should explain the function of the trumpet.

The fifth group should explain the delivery. They should also briefly discuss where the delivery goes after it leaves the drawing process.

BRAIN TEASERS

1.



2.

MAN BOARD
3. STAND
I

4. |R|E|A|D|I|N|G|

5. WEAR LONG

6. ROAD
R
A
D

7.



8.

CYCLE
CYCLE
CYCLE

9.

LE
VEL

10.

0
M. D.
B. A.
PH. D.

11.

KNEE
LIGHT

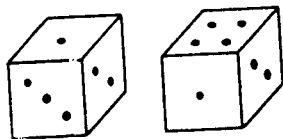
12.

i
o
o
o
o

13.

CHAIR

14.



15.



16.



17.

MIND
MATTER

18.

HE'S / HIMSELF

19. ECNALG

20.

DEATH LIFE

Russell Corporation

Lesson 6 -Drawing

Drawing Vocabulary

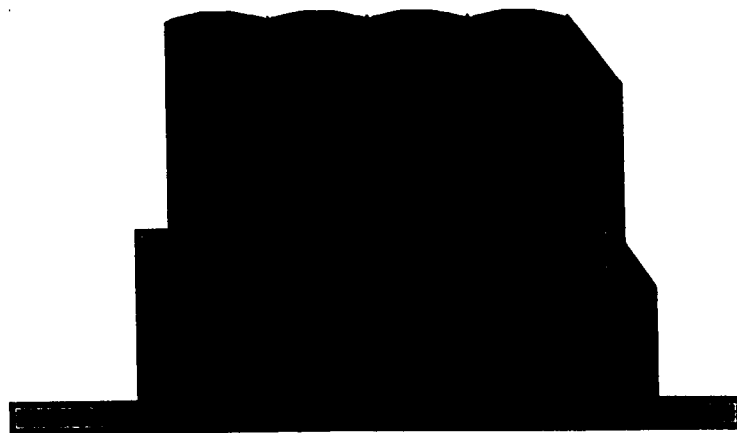
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RUSSELL CORPORATION
LESSON 6 - DRAWING

Note to Workplace Education Participant

Participant Information

A work specific dictionary is
located at the end of each lesson.

It may be used as a reference.



Drawing Words

Drafting System - a part of the draw frame that is a series of rolls over rolls.

Clearer - a part of the drafting system located on the bottom of the front rolls. It keeps the rolls free from lint and dust.

Web - thin sheets of fiber formed from the drafting system.

Trumpet - a cone shaped part of the draw frame which forms sliver

Delivery - the sliver that comes out of the draw frame

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LESSON 6 - DRAWING

A root word is the simplest form of related words. For example, *act* is the root word of active, actor, react, and acting.

Write the root word of each word listed below.

1. drafting _____

2. drawing _____

3. twisting _____

4. delivery _____

5. clearer _____

6. doubling _____

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LESSON 6 - DRAWING

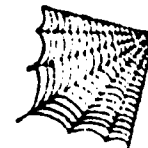
Many words have more than one meaning.

For example, the word rock might mean :

- a.) to move back and forth
- b.) music with a heavy beat
- c.) a stone

Directions Write more than one meaning for the words listed below. (Hint: you may use the work specific dictionary)

1. Web _____



2. Delivery _____



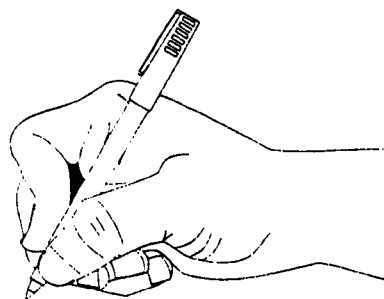
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LESSON 6 - DRAWING

Directions Write four meanings for the word
draft. (Hint: use the work specific dictionary and the pictures)



1. _____

2. _____



3. _____

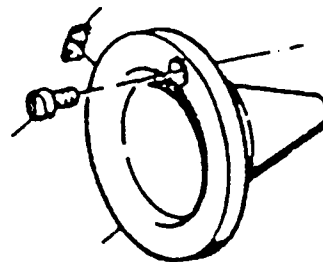


4. _____

Comparing and Contrasting

Comparing - how things are alike

Contrasting - how things are different

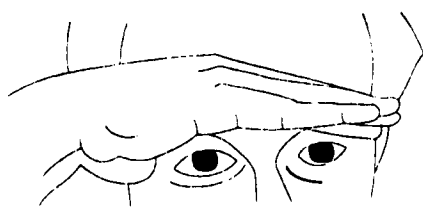


Compare the trumpets. List two ways they are alike.

Contrast the trumpets. List two ways they are different.

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LESSON 6 - DRAWING

Words have meaning as they relate to other words in a sentence. The spoken or written passage in which a word occurs is called the *context*.



Look at the words or sentences surrounding a new word. They may help you figure out the new word's meaning.

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LESSON 6 - DRAWING

Using Context Clues

Read the sentence in the box. It was taken from the newspaper article. You do not need to read the whole article.

The Colts, with two No. 1 picks and eight *draft* choices, top the NFL with a rookie pool.

With rookie pool, 'every dollar counts'

By Larry Weisman
USA TODAY

As training camps continue to open, the signal for the teams and their No. 1 draft picks to conduct serious business grows ever stronger.

Nine of the 29 first-round picks are signed, and New York Jets cornerback Aaron Gleason has agreed to terms.

A poky pace apparently needed only the impetus of missed practices to get earnest negotiations rolling from the player side while clubs pored over their ledgers and focused on making the hard monetary decisions.

"People are struggling with the (salary) cap within a cap and looking for new ways to do deals," says agent Kevin Scanlon, who has two unsigned No. 1s: Philadelphia tackle Bernard Williams and Houston defensive end Henry Ford.

The cap within a cap? That's the rookie pool, which allows specific dollars to each club depending on its number of draft picks and their order, and the overall salary cap of \$24.6 million. A team may elect to spend all of its rookie pool on rookies but can commit the dollars to veteran players instead.

"Right now, the rookie pool is a ceiling," says Los Angeles

Rams senior vice president Jay Zygmunt, who has signed all but his No. 1 pick, tackle Wayne Gandy. "Last year, everyone was looking to use every dollar. This year, people are making choices. Every dollar counts."

In some instances, how to parcel out the money for the No. 1 pick is less clear because there's more than one. San Francisco, Minnesota, Indianapolis and Cleveland had two No. 1s. Minnesota has signed both, cornerback Dewayne Washington and tackle Todd Steusle, but the other clubs are still talking.

Dallas' No. 1 pick, defensive end Shante Carver, wanted to be in camp on time and had plenty of incentive to join the club Saturday. Through a careful structuring of his deal, he received \$1.1 million in signing and rosters bonuses and a four-year package average of \$777,500. Both eclipse those paid defensive lineman Tim Bowens of Miami, chosen four slots ahead.

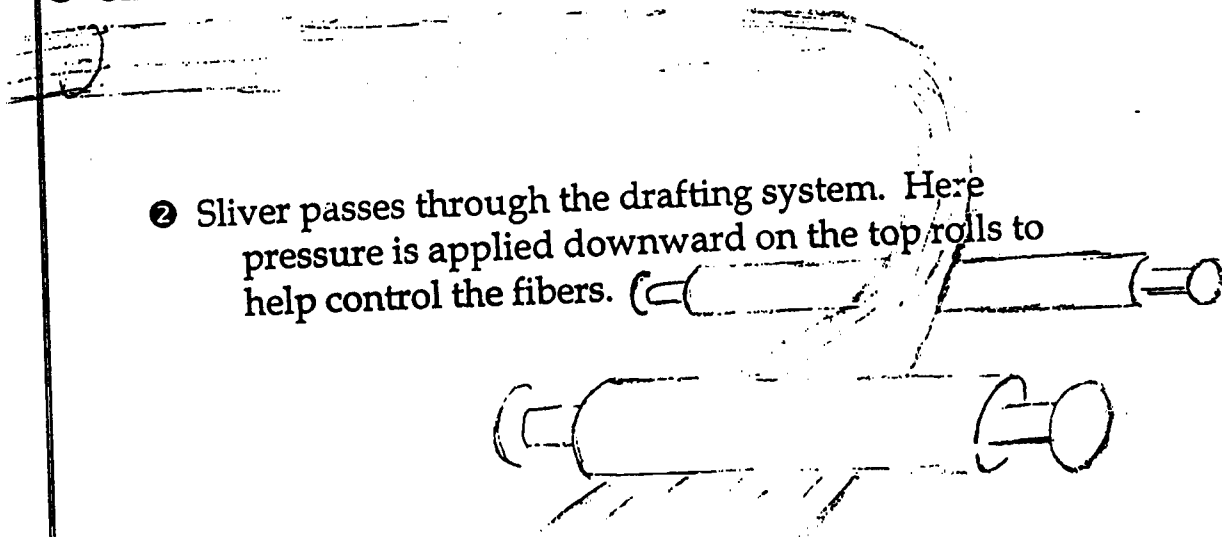
The Colts, with two No. 1 picks (second and fifth overall) and eight total draft choices, top the NFL with a rookie pool of \$3.99 million. Denver, with no No. 1 and five total picks, (three in the last round), holds the lowest pool, \$982,000.

1. What does the word *draft* mean in the box above?

2. Circle the words in the box that helped you figure out the meaning.

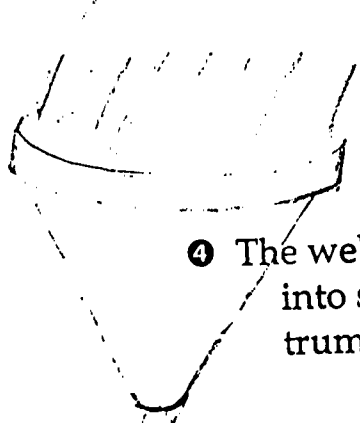
Steps in the drawing process

① Sliver is fed into the draw frame.



② Sliver passes through the drafting system. Here pressure is applied downward on the top rolls to help control the fibers.

③ A web is formed from the drafting system.



④ The web is formed into sliver at the trumpet.

⑤ Delivery
(sliver from the draw frame)

Steps in the drawing process

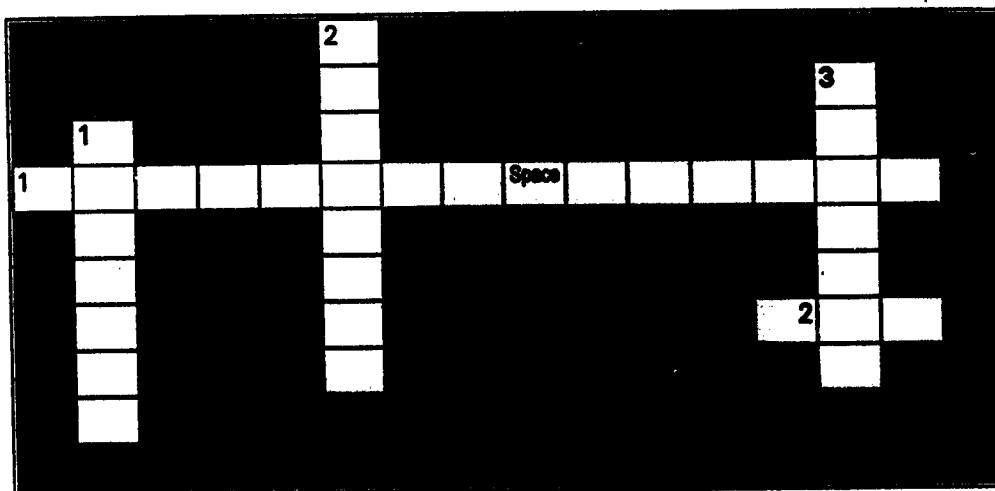
Directions:

- Read the preceding page.
- The first step has been done as an example.
- Write a 2 in the box next to the second step in the drawing process. Continue placing the steps in order.

- Sliver passes through the drafting system.
- Delivery comes out of the draw frame as sliver.
- 1 Sliver is fed into the draw frame.
- A web is formed into sliver at the trumpet.

JOB TASKS INSTRUCTIONAL MATERIALS
RUSSELL CORPORATION
LESSON 6 - DRAWING

Complete the crossword puzzle below. The word space is a separation between words.



ACROSS

1. A part of the draw frame that is a series of rolls over rolls.
2. Thin sheets of fiber that are formed into sliver at the trumpet.

DOWN

1. A cone shaped part of the draw frame.
2. The sliver that comes out of the draw frame.
3. A device that keeps rolls free from lint or dust.

Russell Corporation

Lesson 6 -Drawing

Answer Key

A root word is the simplest form of related words. For example, act is the root word of active, actor, react, and acting.

Write the root word of each word listed below.

1. drafting draft
2. drawing draw
3. twisting twist
4. delivery deliver
5. clearer clear
6. doubling double

Many words have more than one meaning.

For example, the word rock might mean:

- a.) to move back and forth
- b.) music with a heavy beat
- c.) a stone

Directions Write more than one meaning for the words listed below. (Hint: you may use the work specific dictionary)

1. Web _____
Answers will vary



2. Delivery _____
Answers will vary



Directions Write four meanings for the word **draft**. (Hint: use the work specific dictionary and the pictures)



Answers may vary

1. craft beer

2. a written draft of a document



3. *drafting a check
*a drafting system for drawing cotton
* a sports draft



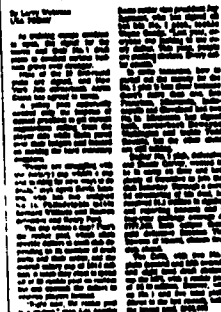
4. the military draft

Using Context Clues

Read the sentence in the box. It was taken from the newspaper article. You do not need to read the whole article.

With rookie pool, 'every dollar counts'

The Colts, with two No. 1 picks and eight draft choices, top the NFL with a rookie pool.



1. What does the word draft mean in the box above?
a selection process & answers may vary
2. Circle the words in the box that helped you figure out the meaning.
Answers may vary

Comparing and Contrasting

Comparing - how things are alike
Contrasting - how things are different



Answers may vary

Compare the trumpets. List two ways they are alike.

*They both have wide narrow openings.
 They are both made of metal.*

Contrast the trumpets. List two ways they are different.

*One is used in manufacturing, while the other is used to make music.
 One makes noise, the other does not.*

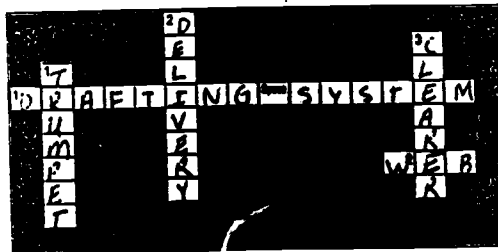
Steps in the drawing process

Directions:

- > Read the preceding page.
- > The first step has been done as an example.
- > Write a 2 in the box next to the second step in the drawing process. Continue placing the steps in order.

- 2 Sliver passes through the drafting system.
- 4 Delivery comes out of the draw frame as sliver.
- 1 Sliver is fed into the draw frame.
- 3 A web is formed into sliver at the trumpet.

Complete the crossword puzzle below. The word space is a separation between words.



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Russell Corporation

Lesson 6 -Drawing

**Readability Test for Vocabulary
Words and Definitions**

READABILITY TEST FOR VOCABULARY
WORDS AND DEFINITIONS
RUSSELL CORPORATION
LESSON 6 - DRAWING

Readability

Gunning's Fog Index, Flesch-Kincaid,
Flesch Reading Ease, and Flesch Grade Level

Gunning's Fog Index

indicates how difficult the document is to read, based on the averages for sentence lengths and the number of multi-syllable words in sentences. The higher the index, the harder the document is to read.

Flesch-Kincaid

indicates the Fog Index as a grade level. The higher the score, the more difficult the document is to read.

Flesch Reading Ease Score

indicates how easy it is to read and understand the document, based on the average number of words per sentence and the average number of syllables per 100 words. The higher the score, the easier the document is to read and understand.

The highest score is 100, which indicates the document is very easy to read and understand. An average score is between 60 and 70. A low score is between 0 and 30, which indicates the document is very difficult to read and understand.

Flesch Reading Ease Grade Level

indicates the Flesch Reading Ease Score as a grade level. A fourth grade level corresponds to a score between 90 and 100. An eighth grade level corresponds to a score between 60 and 70. A college education corresponds to a score between 0 and 30.

READABILITY TEST FOR VOCABULARY
WORDS AND DEFINITIONS
RUSSELL CORPORATION
LESSON 6 - DRAWING

Readability Statistics

Counts:

Words	565
Characters	2,722
Paragraphs	102
Sentences	59

Averages:

Sentences per Paragraph	0.6
Words per Sentence	9.6
Characters per Word	4.8

Readability:

Passive Sentences	16%
Flesch Reading Ease	85.8
Flesch Grade Level	6.4
Flesch-Kincaid	2.8
Gunning's Fog Index	4.7

Russell Corporation

Lesson 6 -Drawing

Supplementary Materials

**JOB TASKS INSTRUCTIONAL MATERIALS
LESSON 6 - DRAWING VOCABULARY SECTION
SUPPLEMENTARY MATERIALS**

Competency	TABE Correlation Contemporary	TABE Correlation Steck-Vaughn	CASAS Correlation
<p>Words in Context</p>	<p>Reader's Choice -Insights (E,M) -Connections (E,M) -Discoveries (M,D)</p> <p>GED EXercise Book Series -Literature and the Arts (A) - Social Studies (A)</p> <p>Vocabulary Builder (A)</p>	<p>Great Series -Great Disasters (E) -Great Rescues (E) -Great Escapes (E) -Great Mysteries (E) -Great Adventures (E) -Great Firsts (E) -Great Heroes (E) -Great Challenges (E)</p> <p>Language Exercises for Adults -Level A (E) -Level B (E) -Level C (E) -Level D (M) -Level E (M) -Level F (M)</p> <p>Winners -Halls of Fame (E) -Olympic Games (E) -Nobel Prize (E)</p> <p>Comprehension Skills Series (E)</p> <p>Reading Skills for Adults -Blue Book (E) -Red Book (E) -Brown Book (D)</p> <p>Steck-Vaughn Pre-GED - Writing (M,D) - Literature & the Arts (M,D,A) -Social Studies (A) -Science (A) -Complete GED Preparation (A)</p> <p>Reading for Tomorrow -Book 1 (MO) -Book 2 (M) -Book 3 (MO)</p> <p>Stragegies for Success -Reading (DO) -Social Studies (DO) -Science (DO)</p> <p>Steck-Vaughn Pre-GED 2000 Software Programs -Reading (D) -Writing (D)</p>	

**JOB TASKS INSTRUCTIONAL MATERIALS
LESSON 6 - DRAWING VOCABULARY SECTION
SUPPLEMENTARY MATERIALS**

Competency	TABE Correlation Contemporary	TABE Correlation Steck-Vaughn	CASAS Correlation
Comprehension	Levels E, M, D, A	Levels E, M, D, A	Levels A, B
Passage Details (when, sequencing)	Reader's Choice -Insights (E,M) -Connections (E,M) -Discoveries (M,D) Reading and Critical Thinking (D, A) New GED Satellite Program - Literature and the Arts Test (A) The New GED (comprehensive text) (A) LifeScenes (A)	Great Series -Great Disasters (E) -Great Rescues (E) -Great Escapes (E) -Great Mysteries (E) -Great Adventures (E) -Great Firsts (E) -Great Heroes (E) -Great Challenges (E) Reading for Today -Book 4 (E) -Book 5 (E) Winners -Halls of Fame (E) -Olympic Games (E) -Nobel Prize (E) Comprehension Skills Series (E) Reading Skills for Adults -Blue Book (E) -Red Book (E) -Brown Book (D) Steck-Vaughn Pre-GED - Writing (M,D) - Literature & the Arts (M,D,A) -Social Studies (A) -Science (A) -Complete GED Preparation (A) Reading for Tomorrow -Book 1 (M) -Book 2 (M) -Book 3 (M) Strategies for Success -Reading (D) -Social Studies (D) Steck-Vaughn Pre-GED 2000 Software Programs -Reading (D)	

**JOB TASKS INSTRUCTIONAL MATERIALS
LESSON 6 - DRAWING VOCABULARY SECTION
SUPPLEMENTARY MATERIALS**

Competency	TABE Correlation Contemporary	TABE Correlation Steck-Vaughn	CASAS Correlation
Essay Development	Levels E, M, D, A	Levels E, M, D, A	Levels A, B
Comparisons	Building Basic Skills in Writing -Book 2 (E,M) The Write Stuff -Shaping Sentences (E) -Putting It In Paragraphs (M,D) -Test and Essay Writing (M,D,A) The New GED - comprehensive text (A) - Writing Skills Test (A)		

**JOB TASKS INSTRUCTIONAL MATERIALS
LESSON 6 - DRAWING VOCABULARY SECTION
SUPPLEMENTARY MATERIALS**

Competency	TABE Correlation Contemporary	TABE Correlation Steck-Vaughn	CASAS Correlation
Vocabulary	Levels E, M, D, A	Levels E, M, D, A	Levels A, B

Homonyms	Reader's Choice -Insights (E,M) -Connections (E,M) -Discoveries (M,D)	Language Exercises for Adults -Level A (E) -Level B (E) -Level C (E) -Level D (M) -Level E (M) -Level F (M) Steck-Vaughn Pre-GED - Writing (M,D,A) Steck-Vaughn Pre-GED 2000 Software Programs -Writing: Mechanics Tool Box (D)	
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Affixes	Reader's Choice -Insights (E,M) -Connections (E,M) Vocabulary Builder (A)	Language Exercises for Adults -Level C (E) -Level D (M) -Level E (M) -Level F (M) Reading Skills for Adults -Blue Book (E) -Red Book (E) Reading for Tomorrow -Book 1 (M) -Book 2 (M) -Book 3 (M) Steck-Vaughn GED Series -Writing Skills (A)	
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