

Deaf Literacy Skills for the Workforce

Practitioners' Guide



**Deaf Literacy
Initiative**

Learners who have personal independence goals at the moment can complete these activities as they are transferable across different goal paths.

1. Building Vocabulary



a) Word Search

Teaching Approach

This activity is intended for learners to become familiar with words that will be used in the rest of the resource and *workwrite - Volume 1, Book 1: Organizing Information*. The activity is designed for group and independent work.

Resources Needed

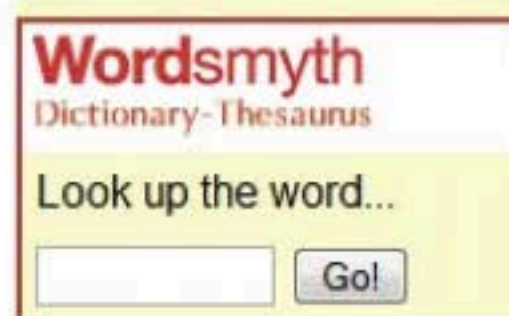
- provide learners with the following list of vocabulary and vocabulary sheets from the Appendix for this activity, as well as a dictionary
- the words below were selected from the following documents in *workwrite - Volume 1, Book 1: Organizing Information*

list	product	extension	receptionist
accessory	compress	sufficient	memo
apparel	repair	tidy	schedule
automotive	portable	appropriate	invoice
customer	manufacturers	representative	pension
directory	provide	department	human resources
leisure	depot	float	organize
service	support	warehouse	payroll

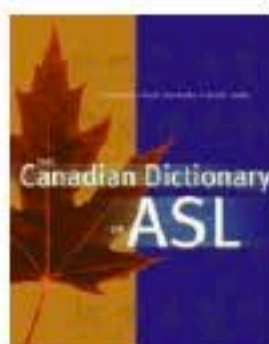
If learners are looking for plain-language descriptions for the vocabulary words, the following visual and plain-language resources are recommended



www.ldoceonline.com



www.wordsmyth.net



<http://www.ccsdeaf.com/indexe.html>



www.lifeprint.com

Teaching Strategy:

Place the above terms into context, considering where these words would be seen in the workforce and in everyday life.

For example, the word "product" can be used in various ways

- That company makes different products for Sears. ← **workforce application**
- She likes to organize food products in her cupboard/pantry by name. ← **everyday application**

Briefly discuss the various words with the learners in a group, asking where the words would be seen at work and in everyday situations. Then organize the learners into pairs, and discuss scenarios where these words could be used.

Instruct the learners to look up the words using the above resources. If learners are unable to successfully complete this task, it is recommended