

READING HELP WANTED ADS

Student/Class Goal

Students need to be able to read classified ads in order to successfully enter the workforce.

Outcome *(lesson objective)*

Students will read classified ads in order to find an appropriate job.

Time Frame

2 hours

Standard *Read with Understanding*

NRS EFL 2-4 (ESOL Focus)

Purpose	Benchmarks	Word Knowledge	Benchmarks	Comprehension	Benchmarks
Purpose for reading	2.1, 3.1, 4.1	Decoding skills	2.3, 3.3, 4.3	Strategy use	2.11, 3.11, 4.11
Select text		Word parts		Text structural elements	2.12, 3.12
		Context clues	2.5, 3.5, 4.5	Genres	
		Reference materials		Literary analysis	
		Word relationships		Drawing conclusions	2.15, 3.15, 4.15
		Content vocabulary		Making connections	2.16, 3.16, 4.16
		Figurative language			
		Fluency			

Materials

Overhead projector
 Help wanted ads from a newspaper enlarged/copied onto a transparency
 Flash cards with abbreviations
 Scrap paper
 Reading Help Wanted Ads Learning Objects

Learner Prior Knowledge

Students have already learned employment/job/workplace vocabulary. Students have already reviewed the importance of having a job. The student's level of proficiency in their native language affects acquisition of a second language, remember to always build their new learning on their existing skill base.

Instructional Activities

Step 1 - In small groups, students discuss their jobs (Do they work? If so, where? How did they find their current job? How long have they worked there? What are some ways to find a job? etc.) Report back.

Step 2 - Teacher presents a newspaper and explains that students will be using the classified ads to search for jobs. Teacher presents flash cards with common help-wanted ad abbreviations written on them. Identify abbreviations by guessing as a class.

Step 3 - On the overhead projector, teacher shows an enlarged portion of 3-4 help wanted ads from the paper. Students identify common abbreviations that were just learned as a review. Students come to the board and write these abbreviations and their meanings on the board.

Step 4 - In pairs, students scan help wanted ads. Students find a job in the ads that they would want to apply for, and circle the ad. Students then answer discussion questions pertaining to their circled ads.

1. What is the job title?
2. What is the job description?
3. How much does the job pay? (If stated at all)
4. What are the job qualifications?
5. Who must you contact for further information about this job?
6. Why would you enjoy this job?

Students write abbreviations or words that are still unfamiliar on the board and identify these words.

Step 5- Students present and explain their circled ad to the class, using the discussion questions.
For homework as follow-up, students find a help wanted ad in a newspaper, answer the questions, and present to class.

Assessment/Evidence *(based on outcome)*

Students will demonstrate understanding of help wanted ads by choosing an appropriate job listing, answering questions related to that listing, and present it to the class.

Teacher Reflection/Lesson Evaluation

Not yet completed.

Next Steps

Reading Help Wanted Ads Learning Objects will give students additional practice with the job application process.

Technology Integration

Monster Job Search <http://www.monster.com/>

Craig's List Directory & Classified Ads News <http://www.craigs-list-classifieds.com/>

Purposeful/Transparent

The lesson has the purpose of demonstrating how to find a job.

Contextual

Working and having a job are extremely important in the context of everyday life; the lesson demonstrates this importance.

Building Expertise

Students gain useful job hunting skills through the lesson.



<http://www.wisconline.org>

Application Success

Author: Laurie Jarvis

School: Fox Valley Technical College

Description: Students read tips for filling out a job application and complete an online application form.

http://www.wisc-online.com/objects/index_tj.asp?objID=ABC501