

A Classroom Example

Utilization of Employment Ads

Facilitator Copy

Situation: A traditional ABLE/GED classroom

Goal: Using employment ads to find prospective jobs

Through conversations and goal-setting activities with the learners, the teacher finds out that some learners are not clear as to how to effectively use the employment ads in their local newspapers to help them find jobs. Since the learners have long or short-term goals of finding jobs, being able to read employment ads with understanding is an important skill for them to develop.

After doing an interest survey to find out what the learners want in a job, the teacher brings in local newspapers and asks the learners to find jobs that meet their criteria. The teacher notices that the learners are having difficulty deciphering the abbreviated language of the ads and asks the learners to highlight areas that are unclear.

The teacher designs activities using the employment sections of the local newspapers to help the learners strengthen their skills in reading these ads.

EFF Connections:

Purposeful: How does this example meet the purposes of the learner?
As the learner's stated purpose during orientation and goal setting was to find a job, activities such as this one, which help the learner move forward towards this goal, address learner purpose.

Contextual: How is this example applicable in a real-life context?
Reading the local newspaper for actual jobs is a skill the learner will use out of the classroom to locate possible jobs. The learner might also be able to transfer the skill of reading for specific information into other situations such as reading to find an apartment or reading to find a used appliance to buy.

Constructivist: How does this example indicate a constructivist approach?
The teacher observed the learners having difficulty with reading employment ads and had them highlight the areas of confusion. By knowing where the learners are lacking in prior knowledge, the teacher knew where to begin instruction to move the learners forward from that point. By engaging the learner in figuring out what he/she already knows about the skill and about the topic, the learner can understand what needs to be learned and assess their learning as it progresses.

Challenge: Can you identify the primary standard that will be used in this activity?
Read with Understanding

A Classroom Example ***Utilization of Employment Ads***

Situation: A traditional ABE/GED classroom

Goal: Using employment ads to find prospective jobs

Through conversations and goal-setting activities with the learners, the teacher finds out that some learners are not clear as to how to effectively use the employment ads in their local newspapers to help them find jobs. Since the learners have long or short-term goals of finding jobs, being able to read employment ads with understanding is an important skill for them to develop.

After doing an interest survey to find out what the learners want in a job, the teacher brings in local newspapers and asks the learners to find jobs that meet their criteria. The teacher notices that the learners are having difficulty deciphering the abbreviated language of the ads and asks the learners to highlight areas that are unclear.

The teacher designs activities using the employment sections of the local newspapers to help the learners strengthen their skills in reading these ads.

EFF Connections:

Purposeful: How does this example meet the purposes of the learner?

Contextual: How is this example applicable in a real-life context?

Constructivist: How does this example indicate a constructivist approach?

Challenge: Can you identify the primary standard that will be used in this activity?

Afternoon Activity:

How does this classroom example take into account the component of the framework (4 purposes, skill wheel, standards, roles or common activities) you are working on?

A Classroom Example *Utilization of Employment Ads*

Addressing the components of performance (COPs) for the standard

Read with Understanding

<i>Components of Performance</i>	<i>Learner Actions</i>
Determine the purpose for reading	Learners will need to carefully consider the purpose – reading employment ads to find suitable ones requires a different kind of reading than reading a phone book or reading a mystery. How one reads is determined by the purpose for reading. Ability and interest are also considerations.
Select reading strategies appropriate to the purpose	Once learners have determined the purpose, they will need to consider strategies or techniques for gathering the information from the reading. Some of these might be to scan for particular kinds of ads, apply prior knowledge to identify words, determine what is important in the text, self-questioning, making predictions, and visualizing.
Monitor comprehension and adjust reading strategies.	The learners will need to identify comprehension problems when they occur and employ appropriate strategies to repair them, such as rereading, using a dictionary or asking for help.
Analyze the information and reflect on its underlying meaning.	Learners apply new knowledge of abbreviations to decipher unfamiliar ads or generate questions about further information they might need about a particular job.
Integrate it with prior knowledge to address reading purpose.	Learners should relate what they learn about new jobs to their experience or knowledge about other jobs to make personal connections and associations with the suitability of particular jobs for them. The learners use all this information to judge how well they have met their goals in using employment ads to find jobs.