# LESSON PLAN TEMPLATE

| Instructor: Randi L. Blauth | Class: ESL 2 |
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| Date: 11-1-15 Lesson Revision | Length of Lesson: 3 45 min. sessions |
| Standards Addressed: R I.1.1, RI 2.1, 4.1, RI 1.4, RI 3.4, RI2.5, RI3.5, RI 5.4 | Grade Level of Text: |

| | At the end of this lesson, students will be able to:<br><br>  Identify information sections on a job application<br><br>  Distinguish between information type required for each section using skimming and scanning.<br><br>  State the types of information required to complete each section.<br><br> Organize this information into categorical sections.<br><br>  Identify patterns by noting current or most recent jobs and education order.<br><br>  Recognize typical vocabulary used in completing a job application.<br><br>  Complete a job application independently. |
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| | I will know that the lesson has been effective when my students can answer the following questions:<br><br>  What information sections are there on a job application?<br><br>  What types of information belong in each section?<br><br>  How is information on work history and education ordered?<br><br>  Should you print in ink?<br><br>  Locating details:<br>    Who is the employee, employer? |

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| | How long did ____ work at the location?  Why did she leave?  When did she start, leave?  Should your references be friends or family?  Why or why not?  The means of assessment and check for understanding will be:  Informal observation Seat work completed correctly Observation of student proofing Final project-completing a job application independently either on paper or online. |
| **Pre-teaching** <br> • How will I introduce the objectives? <br> • How will I make a connection between my content and my students? <br> • How will I draw on prior knowledge? <br> • How will I provide purpose for using the strategy? | Discussion concerning jobs:  How many students Are working now?  How many are looking for jobs? Who has worked in the past?  What did you need to do to get your job?  What information was required?  Do you need to fill -out job applications in your countries? Why is this necessary?  What information do you need to complete this form?  Tell us about a time you filled-out a job application.  Was it easy..difficult…annoying?  Why or why not?  These types of questions are KWL, especially for me for guidance in what they need to know.  Watch video: *How to Fill Out a Job Application Form-* About.com |
| **Teaching** <br> <br> **Instruction/Modeling** <br> • How will I deliver the information so | 1. Explain what forms are and that each has a different purpose. <br> 2.  Discuss Bold Print/Headings/Sections <br> 3. Practice scanning for the types of information required –using headings. |

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| that students are engaged?<br>• How will I describe the strategy, provide purpose, model it, and/or provide examples?<br><br>**Guided Practice**<br>• How will I provide opportunities for students to practice in the classroom so I know they understand?<br>• How will I make sure they understand process, structure, and application of mathematical concepts?<br>• **How will I explicitly target 1 or 2 of the mathematical practices?**<br><br>**Independent Practice**<br>• How will I help students extend what they learned so they can complete the task without my help? | a. set the purpose for the reading<br>b. discuss the arrangement of the information on a job application<br>c. using your hand or finger is helpful<br>d. keep key words in mind when using your eyes<br><br>4. Model with form on page 182 of <u>Life Skills and Test Prep 3.</u><br><br><br><br>I will ask specific questions regarding anchor applications to be answered both orally and in writing.<br><br>I will have a manipulative activity with headings and information for students to correctly categorize.<br><br>Students will complete handouts and do a final full application independently.  They will start a jobs folder in which to keep their completed job application and school transcripts, recommendations, etc.  So, all information is available when looking for a job.<br><br><br><br><br><br>The students will complete at least three job applications before they leave class.<br><br>Students will work with a partner to proof each other's first complete job application.<br><br>The students will create a jobs folder.<br><br>Those looking for jobs currently will complete an application online in the computer lab, which I will guide, if needed. |
| **Post-Teaching** | |

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| • How will I check for understanding? <br> • How will I bring closure and provide opportunities for reflection? | Reflection:  What do you know now that you didn't know before this lesson? (The L part of KWL.)  How confident are you to fill out a job application independently now? <br><br> This will first be conversation, then writing. |
| **Vocabulary/Terms and their academic levels** | Fill-in, fill-out, current, recent, previous, employee, employer, N/A, enroll, department, duties, skills, references, negotiable, from-to, available, desired <br><br> Tier 1 and 2 |
| **Text and Materials** <br> • Anchor text <br> • Supplemental Texts <br> • Websites <br> • Videos <br> • Apps <br> • Teacher Created Materials | *Life Skills and Test Prep 2 and 3* <br> Job applications from various companies. <br> *You Tube*:  Completing a Job Application, B. Haan <br> *About.com*:  How to Fill Out a Job Application Form <br> Teacher-created manipulatives |