

Lesson Plan Module 6: Session 12

Module 2 Library Services and Workforce	Unit 6 – Session 12 Jobs and Employment
Standards Alignment	
<p>Speaking and Listening:</p> <ul style="list-style-type: none"> • <u>CCSS.ELA-LITERACY.SL.5.1</u>: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly. • <u>CCSS.ELA-LITERACY.SL.5.1.A</u>: Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. <p>Reading:</p> <ul style="list-style-type: none"> • <u>CCSS.ELA-LITERACY.RF.4.4.A</u>: Read grade-level text with purpose and understanding. <p>Writing:</p> <ul style="list-style-type: none"> • <u>CCSS.ELA-LITERACY.W.4.1.C</u>: Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>). <p>Language:</p> <ul style="list-style-type: none"> • <u>CCSS.ELA-LITERACY.L.5.1.B</u>: Form and use the perfect verb tenses. 	
Goals and Objectives (SWBAT)	
<ul style="list-style-type: none"> • Discuss preferences related to work • Respond to questions with “have you ever” • Use qualifications, experience, and skills to talk about employment 	
Technology Needs and Presentation/Handouts	
Technology Needs <ul style="list-style-type: none"> • Projector, laptop, and speakers • Tablets (if available) • Internet connection • Access to Ventures arcade (see link under resources) 	Presentation Needs & Handouts <ul style="list-style-type: none"> • <i>Ventures 3</i> <p>Each item listed below will be available in PDF format:</p> <ul style="list-style-type: none"> • True/false about American Resumes • Resume template • Resume checklist • Sample resume • Sample cover letter
Vocabulary Focus	
<p>Current, hire, strengths</p>	
Grammar Focus	
<ul style="list-style-type: none"> • Present perfect • Comparisons using conjunctions 	

Introduction/Warm-Up/Review (15 min)

Warm-Up

- Go over agenda
- Review homework

Lesson Plan Activities

Activity 1: Interview role plays (55 min)

1. Review the interview that was watched as homework. If not enough Ss watched it, you will need to replay parts of it now. Review greetings and closings in the interview. Elicit suggestions and write on board (e.g. proper greetings and closings, eye contact).
2. Turn to a partner: practice greeting and closing.
3. Tell Ss they will now practice the full interview with a partner. Make sure that they include greetings and closings.
4. Introduce the rubric on p107 of *Ventures 3*, or devise a similar rubric.
5. Ask a volunteer to interview you. Make some mistakes) Ask the class to evaluate you based on the rubric.
6. Have the learners work in groups of 3: One interviewer, one interviewee, one observer who takes notes using the rubric and giving feedback. Continue until all have done all three roles. Note: for lower level learners: give them role play cards. Let Ss read the cards and then take away the cards before Ss role play in front of the class. Examples:
 - *You are looking for a job as a childcare assistant in a daycare center. You do not have work experience, but you were a volunteer in your child's school. You also took care of your 4 younger brothers and sisters. You are patient, hardworking, and reliable.*
 - *You are looking for a job as an administrative assistant. You were a bookkeeper in your country. You have good computer skills. You are hardworking, organized and good with computers.*

Wrap Up/Assessment

- Monitor as they role-play to assess. To wrap up, ask for a few volunteers to role play for the class.

Activity 2: Resumes and Cover letters (100 min)

(Note: if possible, invite a Queens Library JBA representative to assist or conduct this portion.)

1. Have learners work with a partner to answer the True/False questions about resumes. Check as a class.
2. Using a sample resume, point out the key components. Stress what information is NOT included (e.g. Health status, marital status, age).
3. Talk about a summary of qualifications. Using yourself or a class member as an example, provide some possible ideas.
4. Provide learners with statistics and background for an individual (You can use "Claudia" from the *Addventures* lesson). Give them a resume template, and ask them to work with a partner to produce the resume.
5. Handout and read through the resume checklist.
6. Allow learners to work independently or in pairs on a resume. Walk around to assist.
7. If time permits, show a sample cover letter, and explain how it is usually included via email.

Wrap Up/Assessment

- Ask learners what was new information for them about resumes. Ask them to assess how confident they feel about producing their own resume.

Overall Wrap Up: Vocab/ Review and Assessment (10 min)

1. Ask: Did you learn anything new today that would help you find a job? What did you like best today?
2. Assign homework.

Homework/Project (Extension Activity)

- **Reading/Writing:** *AddVentures 3 Interview*. Put the interview in order, if not done previously. Complete resume and/or cover letter.
- **Listening:** Watch an interview again; practice answering the interview questions they can send it to you via <http://vocaroo.com/>, or as a voice text.

- **Vocab:** practice words

Online Resources

- www.newsinlevels.com/
- www.elcivics.com/
- <http://www.cambridge.org/us/esl/venturesadulted/venturesarcade/>
- <http://esol.britishcouncil.org/content/teachers/lessons-and-activities/lesson-plans/job-interview>
- www.vocaroo.com
- <http://esol.britishcouncil.org/content/teachers/lessons-and-activities/lesson-plans/presenting-personal-history>

See additional resources in Unit 5 Session 9