

ACTIVITY: BRAINSTORMING FOR JOBS

Competency Area:

Employment

Objective:

Students interpret Help Wanted ad abbreviations.

Newspaper section:

Classified section

Required Class Time:

30 minutes

Target Vocabulary:

Sample abbreviations list: PT, FT, exp., wknd., sal., morn., shft., evng., pm., am., hrs., wk., qual., flex., mgr., mgmt., temp., bnfts, reqd (see Appendix for additional abbreviations)

Grammar points:

None

Materials List:

Newspapers, help wanted abbreviations handout

In-Class Procedure

1. **Warm-up:** Brainstorm different jobs that students (their families and friends) have experienced. Put list on the board for everyone to see. Ask students how they found their jobs. Mention the use of help wanted ads in the newspaper.
2. Hand out abbreviations worksheet. Review and fill out the abbreviations sheet (you can review the entire sheet with higher proficiency learners or select a subset for lower level learners). Allow for questions. Survey students' understanding of the words on abbreviations list.
3. Put students into pairs or groups of three. Give students newspapers. Assign each group a specific job title (or titles) from the brainstorming session.
4. Each group finds their assigned job title in the help wanted ads and counts the number of "want ads" for that job listed in the paper.
5. Each group deciphers the abbreviations and then rewrites one or two of the want ads in complete words, NOT using abbreviations.
6. While groups are working, draw the outline of a bar graph on the board, with names of the jobs across the bottom and numbers on the vertical axis.
7. When groups finish, ask each group how many ads they found for their assigned job title. Chart the results on the bar graph. Discuss
8. Then ask each group to read/describe their re-written ad(s) and share any additional information they learned from the want ads about their assigned job.

SPL Level:

2 – 4

Language

Skills:

R W L S

CASAS

4.1.6

TAKE-HOME ACTIVITIES:

For adult learner:

Students take home their abbreviations chart and one advertisement to decipher at home.

For learner and child(ren):

Ages 2-5: Have parents to sit with their children and point to pictures of people working and ask what does s/he do? Use a child's favorite book or one from the library.

Grades 1-4: Ask the child what they may want to be when they are grown and why. Have the parent and child discuss the schooling needed to achieve the goal.

Tips and Options:

None

HELP-WANTED ADS ABBREVIATIONS LIST



am.	<i>morning, from after midnight-to-noon</i>
bnfts	
evng.	
exp.	
flex.	
FT,	
hrs.	
mgmt.	
mgr.	
morn.	
pm.	
PT	
qual.	
reqd.	
sal.	
shft.,	
temp.	
wknd.	
Other abbreviations found	

ACTIVITY: HELP WANTED ABBREVIATIONS

Competency Area:

Employment

Newspaper section:

Classified Section/Help Wanted Ads

Required Class Time:

30 minutes

SPL Level:

4 – 5, 6+

Language

Skills:

R W

CASAS

4.1.6

Target Vocabulary:

benes./bnft. = benefits

BS/BA/MS/MA = University

degrees

comms. = commissions

Excel = excellent

Exp. = experience

Exp'd = experienced

F/T = full-time

Gd = good

HS grad = high school

graduate

imm. = immediate

indv. = individual

min = minimum

ofc. = office

oppty. = opportunity

P/T = part-time

perm = permanent

pos. = position

pref = preferred

qualif. = qualified

rep. = representative

reqd. = required

temp = temporary

typg. = typing

w/ = with

wpm = words per minute

yrs. = years



Grammar points:

None

Materials List:

Newspaper Classified/Help Wanted sections, worksheets, pen/highlighter/pencil, scissors, tape, baby wipes for hands

In-Class Procedure

1. **Warm up:** Ask students if they know what "abbreviation" means. Give an example. Write as many of the employment abbreviations from the Target Vocabulary section above on the board as are suited to your students' level of proficiency. See if the students can guess the meanings of the abbreviations. What they don't understand, help them out or give them clues. [Refer to the Appendix for a complete list.]
2. After they understand the meaning of the abbreviation have them say the complete word three times while only looking at the abbreviations.
3. Have students open their newspapers to the Classified/Help Wanted Sections of the newspaper. Have students scan a selection of ads and circle the abbreviations they just reviewed and learned.
4. After they have found all or most of the employment abbreviations have the students cut out 5-10 new ads where they have NOT circled any abbreviations.
5. Then have the students tape the ads in their notebook or on the worksheet and write the abbreviations and their meanings under the ads. If they've found new abbreviations, add them to the list on the board.

TAKE HOME ACTIVITIES:

For adult learner:

Using the worksheet, students repeat the in-class activity using help wanted ads for jobs they personally are interested in.

For learner and child(ren):

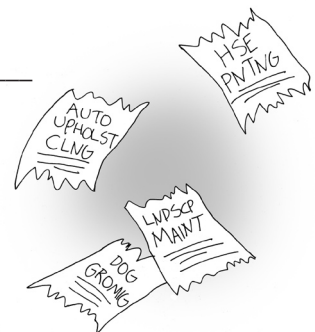
Grades 1-4: Help child(ren) write their home addresses. Discuss the abbreviations in the address (Ave., St., Dr., Apt., N., S., E., W., CO, WI, IL, etc.)

Tips and Options:

Play BINGO using employment abbreviations. On a 4 x 4 grid, students write the abbreviations in random order. Call out the full words. Students place X's or markers (dry beans) on the correct abbreviations. When a student gets a BINGO, she/he must read back the words to demonstrate understanding of the abbreviations. Don't stop playing after the first BINGO; play until all or almost all abbreviations are used.

ABBREVIATIONS IN THE HELP WANTED ADS

Cut out a help wanted ad for a job you would like to apply for. Tape the ad in the box below. Circle all the employment abbreviations in the ad. Rewrite the ad, using full words instead of abbreviations.



ACTIVITY: THE JOB TEST

Competency Area:

Employment

Objective:

Students interpret help wanted ads.

Newspaper section:

Employment classifieds

Required Class Time:

30 minutes

Target Vocabulary:

Help wanted abbreviations. (See Appendix for list of help wanted abbreviations.)

Grammar points:

None

Materials List:

Newspapers, worksheets

In-Class Procedure

1. **Before class:** Cut out enough want ads for one per student. Ads should include previously studied vocabulary and abbreviations. Copy enough worksheets for one per student. Glue one ad to each worksheet.
2. **Warm-up:** Conduct a brief review of previous lessons' job vocabulary and help wanted ad abbreviations.
3. Explain to students that they will do a brief check of their knowledge of help wanted ads from previous lessons.
4. Give each student a worksheet. Give students sufficient time to complete the worksheet.

SPL Level:

2 – 4

Language

Skills:

R W

CASAS

4.1.6

EMPLOYMENT

TAKE-HOME ACTIVITIES:

For adult learner:

Ask students to create their own "quiz" for fellow students using one of the ads they find in the newspaper.

For learner and child(ren):

None

Tips and Options:

Higher level learners may work independently. Lower level learners may want to complete the quiz in pairs.

THE JOB TEST

Name _____

Look at this help-wanted ad:

Answer these questions about the ad.

1. What is the job?
2. How many hours per week is the job?
3. Write all the abbreviations in the ad.
4. Write 5 of the abbreviations in complete words.
5. What experience and training are required for this job?
Are you qualified for the job?
6. Would you like this job? Why or why not?



ACTIVITY: LOOKING GOOD ON THE JOB

Competency Area:

Employment

Objective:

Students decide what special clothing, if any, is needed for different jobs.

Newspaper section:

Help wanted classifieds

Required Class Time:

30 minutes

Target Vocabulary:

Job words, types of work or protective clothing (uniform, hard hat, work boots, gloves, etc.), help wanted ad abbreviations. (See appendix for list of help wanted ad abbreviations)

Grammar points:

None

Materials List:

Newspapers, worksheets, glue, scissors

In-Class Procedure

1. **Warm-up:** Ask students to describe what they wear on the job each day. List any special clothing or safety equipment on the board. Elicit words in the target vocabulary section.
2. Give students newspapers and a worksheet. Have students search the paper for a job that interests them. Students cut out the ad and glue it on their worksheet.
3. Have students complete the worksheet using vocabulary from the list on the board.
4. Put students in groups of 3 to share their job ad and the clothing or equipment needed for it.

SPL Level:

3 – 4

Language

Skills:

R W S

CASAS

4.4.1

TAKE-HOME ACTIVITIES:

For adult learner:

Students write a paragraph describing their job duties. Share in class the next day.

For learner and child(ren):

Ages 2-5: Have children search the paper for clothing with a special purpose such as gloves, helmets, or coats. They cut out the pictures and have adults or older children label them.

Grades 1-4: Have children find pictures of clothing with a special purpose. Ask children to explain the purpose of the clothing. Have children describe their own clothing for special purposes.

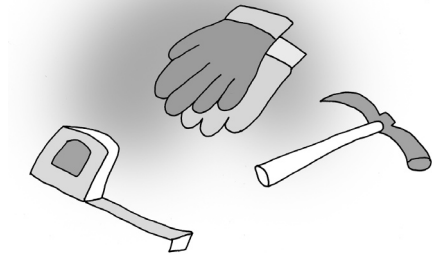
Tips and Options:

None

LOOKING GOOD ON THE JOB

Name: _____

Glue the want ad here:



List the abbreviations in the ad.

What special clothing do you need for this job?

What special equipment do you need for this job?

Does this job have any other special requirements such as licenses or transportation?

ACTIVITY: OCCUPATIONS AND OBITUARIES

Competency Area:

Employment

Objective:

Students find occupation words in obituaries, study suffixes and sort occupations into categories

Newspaper Section

Obituary page

Required Class Time:

45 minutes

Target Vocabulary:

Names of occupations. Skills required for certain occupations.

Grammar points:

Noun suffixes -er/or, -ist, -ian
Simple present tense: am, is, are
Third person singular -s.

Materials:

Newspaper obituary page

In-Class Procedure

1. **Before class:** Preview the obituary page. Look for short feature articles in addition to the brief obituary notices. In each article circle all the occupation words.
2. **Warm up:** Ask learners what their job titles are and what fields encompass the jobs. (Example: "I'm a housekeeper in the hospitality industry.") Write their results on the board. Ask them about jobs held by other family members and friends and continue the list of their results. Don't erase.
3. Give learners the newspaper obituary pages and the worksheet. Ask them to scan the obituaries quickly, circling words that indicate job titles/occupations and writing the words on their worksheets. Add the results to the occupations already written on the board. Discuss word meanings.
4. Ask learners to circle the last three letters of each occupation word. Discuss the findings. (Many occupation words end in the suffixes -er/or, -ist, -ian.) Ask learners to contribute any more occupation words they know that end in the suffixes.
5. Put learners in groups of three. Ask learners to sort the occupation nouns according to the categories on the worksheet.
6. Share the groups' results as a whole class. When differences arise in which category is best, let learners justify their group's decisions.
7. Ask groups to choose one occupation from each of the six boxes on the worksheet and to write a list of skills and education required for those jobs.

SPL Level:

2 – 4

Language

Skills:

R W L S

CASAS

4.1.8

TAKE HOME ACTIVITIES:

For adult learner:

Scan the newspaper, looking at headlines and photo captions. Clip headlines and captions that include an occupation word. Write a list of job skills required for each occupation.

For learner and child(ren):

Grades 1-3: Find photos in the newspaper that show people at work. Ask the child to name the job and describe what a person in that occupation does at work each day.

Tips and Options:

If the obituary page has short feature articles, learners can read the articles in class or at home. Prepare comprehension and/or discussion questions for the next day.

If the obituary page has notices of deaths around the world, let learners look for notices from their home countries. Let learners share their knowledge about the person.

OCCUPATIONS AND OBITUARIES

1. Scan the obituary notices. Circle the occupation words. Then write the words in the box below.

2. Circle the last three letters of each occupation word. What do you see about the endings of occupation words?

3. Put each occupation word into the box below that you think is the best.

Office occupations.	Outdoor occupations.	Artistic, creative occupations.
Service occupations.	Health occupations.	Other occupations.

4. Chose one occupation from each box. With your group, write a list of skills and education required to do that job.

ACTIVITY: OCCUPATIONS BINGO

Competency Area:

Employment

Objective:

Students find occupation words in the employment classified ads and play BINGO.

Newspaper section:

Classified/Help Wanted Section

Required Class Time:

1 hour

Target Vocabulary:

Firefighter, Police Officer, Doctor, Nurse/RN, Secretary/Administrative Assistant/Office Worker/Clerical Personnel, Real Estate Agent, Artist, Assembler, Cashier, Painter, Plumber, Driver/Truck Driver, Gardener/Landscaper, Janitor/Maintenance Worker/Custodian, Housekeeper/Maid, Electrician, Teacher/Instructor, Daycare Worker/Care Giver/Babysitter, Carpenter, Waiter/Waitress/Waitperson, Carpenter, Teacher's Aide, Manager, Office Manager, Photographer, Cook, Hairdresser, Mechanic, Engineer, Social Worker, any other occupations that are appropriate for your students

Grammar points:

None

Materials List:

Newspaper classified ad sections, scissors, BINGO grids, glue stick or tape, BINGO markers (dried beans)

In-Class Procedure

1. **Warm up:** From the target vocabulary list above select 16-18 occupation words relevant to your students and appropriate for their proficiency level. In your core-text book or in the Oxford Picture Dictionary review the chosen occupation words with the students.
2. Give students the newspapers, scissors, tape and a BINGO grid. Demonstrate for the whole class how to quickly scan the job listings, looking only at the job title, not reading the entire ad. Demonstrate how to cut out the ad and affix it to the BINGO grid in a random pattern.
3. Have students look through the Classified/Help Wanted Sections and find ads for the different types of jobs. You might want to choose some learners to start their search on the first page of the help wanted ads with job titles beginning with "A", others to begin at "H" and a final group to begin at "P" so all jobs are more likely to be covered.
4. Students circle the job title in the ads, then clip out the ads and glue or tape them randomly onto the 4 x 4 bingo grid until the grid is full. Emphasize to students that each grid should be different.
5. When all students' grids are complete, give each student a handful of dried beans to use as markers. Explain how to play BINGO for students who are new to the game.
6. Randomly call out the job titles and have students play BINGO. Do not stop playing after the first BINGO; continue until many or all students have gotten a BINGO. Each time a student calls BINGO, have them read back their job titles to monitor their pronunciation.

SPL Level:

2 – 3

Language

Skills:

R W L S

CASAS

4.1.3, 4.1.8

TAKE HOME ACTIVITY

For adult learner:

None

For learner and child(ren):

Grades 1-4: Children can make a 3 x 3 or 4 x 4 BINGO grid writing occupations they are familiar with from family members or friends - teacher, principal, truck driver, mother, waitress, store clerk, etc. Parents can call out the job words or descriptions of the job duties, (e.g. This person brings your food to your table at a restaurant. Who am I? (waitress))

Tips and Options:

For added challenge, instead of calling out the job title, call out a description of the job duties (e.g.: This person repairs sinks, showers and toilets. Who am I? (Plumber))

HELP WANTED ADS BINGO

Find ads for jobs. Circle the name of the job. Cut out the ads. Put one ad in each square. Play BINGO with your teacher and classmates.

ACTIVITY: ON-THE-JOB TASKS

Competency Area:

Employment

Objective:

Students find pictures, comic strips, or words representing typical job tasks

Newspaper section:

Entire newspaper, comic strips

Required Class Time:

45 minutes

Target Vocabulary:

Present Participle Verbs: Cleaning, cooking, driving, delivering, making, doing, manufacturing, preparing, working, typing, speaking, answering phones/using a multi-line phone system, taking messages, using a computer, using the Internet, completing tasks, completing tasks in a timely manner, being punctual/on time, being organized, organizing, using a copy machine, using a fax machine, being able to lift up to 20lbs.

Grammar points:

Use the present participle with the present and past continuous with the verb "to be"

Present Continuous

I am cooking

S/he is cooking

You/We/They are cooking

Past Continuous

I was cooking

S/he was cooking

You/We/They were cooking

Materials List:

Newspaper, pen/marker/pencil, scissors, tape

In-Class Procedure

1. **Warm up:** Ask students to describe some typical tasks of people who work in offices and factories. Write their suggestions on the board or use an overhead projector. Add any words from the target vocabulary section that students didn't suggest.
2. Have your students write the words in their notebooks. Say each of the words and have the students repeat after you.
3. If possible, have pictures with the target vocabulary words. If not possible, act out the meaning of the target vocabulary.
4. Have the students imitate or mime you while saying the target vocabulary words at the same time.
5. Give each student a newspaper and ask them to search for pictures of people doing the target vocabulary verbs. Comic strips set in office environments can be a good source for this task.
6. Have the students cut out the pictures and tape them in their notebooks or on a separate sheet of paper.
7. Have students write the present and past continuous of the verb that is going on in the picture they have chosen.

SPL Level:

4 – 5

Language

Skills:

R W

CASAS

EMPLOYMENT

TAKE-HOME ACTIVITIES:

For adult learner:

Take the newspaper home and read through 2-4 articles. Highlight/circle the present and past continuous verb forms-especially from the target vocabulary section.

For learner and child(ren)

Ages 2-5: Students show their in-class pictures of people doing various activities to their child(ren). Ask the child(ren), "What are the people in the picture doing?" or "What is he/she doing?" Adults can write a caption for the picture.

Grades 1-4: Repeat the adult activity with the child and adult together. Have the child select the pictures themselves of interest to them.

Tips and Options:

Have the students look for the specific target vocabulary verbs in articles throughout the newspaper. Then have them cut out the words and put them in their notebook.

ACTIVITY: PICTURE THAT JOB!

Competency Area:

Employment

Objective:

Students find pictures of people doing different types of jobs.

Newspaper section:

All

Required Class Time:

30-45 minutes

Target Vocabulary:

Firefighter, Policeman/Policewoman, Doctor, Nurse/RN, Secretary/Administrative Assistant/Office Worker/ Clerical Personnel, Real Estate Agent, Artist, Assembler, Cashier, Painter, Plumber, Driver/Truck Driver, Gardener, Janitor/Maintenance Worker/Custodian, Housekeeper, Teacher/Instructor, Daycare Worker/Care Giver/Babysitter, Waiter/Waitress/Waitperson, Carpenter, Teacher's Aide, Manager, Office Manager, Photographer, Cook, Hairdresser, Mechanic, Engineer, Car Salesman

Grammar points:

Present tense "be" verb.

Materials List:

Newspaper, scissors, tape, baby wipes for hands

In-Class Procedure

1. **Warm up:** In your core-text book or in Oxford Picture Dictionary review the names of different occupations. On the board or overhead projector review the employment positions in the "Target Vocabulary Section". Note: Use the vocabulary as it pertains to your level of class Beginning-Intermediate.
2. Have your students look through the newspaper and find pictures of people doing different types of jobs.
3. Have students cut out 5-10 of the pictures/photos of people doing the aforementioned jobs from the newspaper and tape them in their notebook or on a separate piece of paper.
4. After they have found 5-10 of the employment positions have the students write the position or job that the person is doing in the picture/photo.
5. Break the students into small groups and have them share their pictures/photos with their group. The student needs to show or point to their picture/photo and say the name of the job/position. "She is a teacher." "He is a car salesman."

SPL Level:

2 – 3

Language

Skills:

W S

CASAS

4.1.8

TAKE-HOME ACTIVITIES:

For adult learner:

Have students use the newspaper at home to find a picture of a job that interests them.

For learner and child(ren) :

Ages 2-5 years: Ask the child what he/she wants to be when grown up and why. Have them find a picture/photo in the newspaper and cut out.

Grades 1-4: Have the child select a picture of what he/she would like to be as an adult. They can write a short sentence about why they would like that job.

Tips and Options:

Have students use newspapers from different days of the week for the in-class procedure so each pair/group finds a different selection of photos. When finished, the class can make a bar graph on the whiteboard, classifying the different jobs into categories and indicating how many pictures are found of jobs in different categories. Some categories might be: construction jobs, office jobs, retail jobs, outdoor jobs, health careers, political jobs, entertainment, sports, etc.

ACTIVITY: SCANNING FOR JOBS

Competency Area:

Employment

Objective:

Students scan the newspaper for occupation words.

Newspaper sections

All - headlines, photo captions, classified help wanted ads.

Required Class Time:

30 minutes

Target Vocabulary:

Common occupation words

Grammar points:

None

Materials List:

Newspapers

In-Class Procedure

1. **Warm up:** Generate a list of common occupation words with the students' help. Write the occupation words in one column on the board.
2. Give each student or each pair of students a section of the newspaper.
3. Set a time limit - possibly 15 minutes. Students scan the newspaper and circle any occupation words they find. Potential places for students to search are: headlines, photo captions, classified ads, obituaries and news articles. Not all occupation words generated in Step 1 may be found in the paper. Conversely, students may find additional occupation words not already written on the board.
4. As each job word is found, students write the newspaper section name and page number on the board next to the job word.
5. Students present their findings to the class. They explain why the word appears in the paper. (Example: "This job is in a help wanted ad." "There is a picture of a _____.")

SPL Level:

2 - 3

Language

Skills:

R L S

CASAS

4.1.3

TAKE-HOME ACTIVITIES:

For adult learner:

Adult student selects 2-5 job titles and, using a different newspaper from the one used in class, searches for items (ads, photos, articles) connected to the job titles. Student cuts out the items and/or makes a report listing the occupation word, the newspaper section and page.

For learner and child(ren):

Grades 1-4: Adult student cuts out 6-8 job words found in the newspaper. Student and child read the words aloud. Student and child put the words in alphabetical order. Student asks the child which job he/she would like to have when grown up and asks the child to explain why.

Tips and Options:

None

ACTIVITY: THE WORLD OF WORK

Competency Area:

Employment

Objective:

Students read an employment article, write and answer comprehension questions

Newspaper section:

Employment/Business Section

Required Class Time:

45-60 minutes

Target Vocabulary:

Question words

Grammar points:

Vocabulary extensions, writing and answering questions

Materials List:

Newspaper, scissors, tape, pen or pencil, baby wipes for hands

In-Class Procedure

1. Hand out a newspaper to each student and have them turn to the Employment/Business Section of the Newspaper.
2. Have your students SCAN/SKIM the Employment/Business Section for articles on: finding on job; writing a resume; articles about people doing different types of jobs; how to find a better job; How to get along with your co-workers; how to succeed in the workplace; how to make your job more exciting; how to make more money; etc. (essentially any article that has to do with work.)
3. After finding 1-2 articles have your students cut out the articles and tape them in their notebooks or on separate sheets of paper.
4. Then have the students scan their articles and underline or circle words that they don't know or don't understand. Monitor the room to see if any students have any questions about their article(s) or words within their articles. See if they can understand the meaning of certain words through the context of the sentence or article.
5. After skimming through the article have the students read the article and then write six questions about the article: WHO? WHAT? WHEN? WHERE? WHY? HOW? All of the questions should refer to the article they are reading. The students need to write a complete question sentence about the article they have read. E.g., Who is this article about? What happened to this person when they tried to get a better job? Etc...
6. After the students have completed their questions break the students into pairs or small groups and have them exchange their WHO? WHAT? WHEN? WHERE? WHY? HOW? QUESTIONS with each other.
7. Now with their partners or in their groups they should be holding another student's questions. Have the students ask their partner's the questions they have just exchanged. In this manner, the student who has read the article and written the questions then answers his/her own questions.

SPL Level:

5 – 6

Language

Skills:

R W L S

CASAS

4.1.2, 4.1.3,
4.1.5, 4.1.6,
4.1.7

TAKE-HOME ACTIVITIES:

For adult learner:

Think about a job that you would like to have or do. Take the paper home and find the your job in the Classified/Help Wanted section of the newspaper.

For learner and child(ren) :

Ages 2-5: Using a simple but descriptive picture from the newspaper, ask the child to answer the 5 W questions about it. Let the child be imaginative to create a story behind the picture.

Grades 1-4: Have the child select a picture from the paper and write the 5 W questions about it. Have the adult answer them. Exchange places with the adult selecting the picture and the child reading the questions and creating answers to match the picture.

Tips and Options:

None

ACTIVITY: WRITING A RESUME

Competency Area:

Employment

Objective:

Students choose a classified ad and begin writing their own resumes

Newspaper section:

Classified/Help Wanted Section

Required Class Time:

1 Hour

Target Vocabulary:

Objective, Experience, Education, Skills/Computer Skills, Interests, References

Grammar points:

None

Materials List:

Newspapers, sample resume (in core textbook, on an overhead transparency, or paper copies to hand out), baby wipes, scissors, tape

In-Class Procedure

1. **Warm up:** Ask students how people usually find jobs in their home countries. Ask them how they found their current jobs in the U.S. Talk about ways people find jobs in the U.S., including using the Help Wanted ads in newspapers and writing resumes. Ask what jobs students would like to have.
2. Hand out the newspaper to students and have them turn to the Classified/Help Wanted section. Explain that jobs are listed in alphabetical order.
3. Have students find a classified ad for a job that they could do or a job that they might not ordinarily choose that they would enjoy doing. Have students cut out the job ad and tape it in their notebook or on a separate sheet of paper.
4. Show the students examples of a basic resume either from your core-curriculum texts or from your own or internet examples.
5. Point out on the resume the words in the target vocabulary section and write them on the board. Say the words and have the students repeat after you. Ask students to define the words; clarify any words they don't know.
6. Have the students write the words on the left hand side of the paper where they have taped the job ad.
7. Have the students begin writing their resumes in their notebooks where they have taped their chosen job from the classified section. Help students craft their resume according to the classified ad they chose. (Note: It's important that the student chooses their job-it is then more personalized and has more meaning and serves a purpose for them, if not now then possibly in the future.

SPL Level:

4 – 5, 6+

Language

Skills:

R W L S

CASAS

4.1.2, 4.1.3

8. After the students have taken 10-15 minutes to briefly write and outline their resumes according to the jobs that they have chosen break the students up into groups (2-3 people per group) and have them read and review their resumes with each other. They can help each other make corrections and share ideas.

TAKE-HOME ACTIVITIES:

For adult learner:

If the adult learner has a computer at home they can type out their resume at home and revise what they have already written in class. If the adult learner does not have a computer at home they can use the library computer usually at no fee.

For learner and child(ren):

Ages 2-5: Have children think about possible careers. Play a pantomime game of guessing what they want to be. Make sure adults take a turn to act out a potential career.

Grades 1-4: Ask your child what they want to be when they grow up/get older. Help them find the position they have chosen in the Classified section of the newspaper. Talk about the job and look for books about it at the public library during the next visit.

Tips and Options:

If your school has computers you can have the students type out their resume on the school computers and continue to work on it throughout your school semester/term/year.

SAMPLE RESUME

CARLY SALAZAR

98765 N 12th Street
Denver, Colorado 98682
(303) 555-3210

OBJECTIVE Trainee position as Paralegal and Receptionist

Skills:

- Highly intelligent: consistently score in the 95th percentile on aptitude tests.
- Passion for words, top speller, broad vocabulary.
- Willing and eager to learn more about family law and brief editing.
- Mature, reliable and industrious.
- Worked continuously since age 17, as employee, entrepreneur, student.
- Rarely miss a day of work; get along well with co-workers.

EXPERIENCE

Spring 1998 Clerk Trainee, YWCA - Aurora, Colorado

- Took on a new position and learned to operate fax, copy machine, mail machine and word processor.
- Accurately typed 35 wpm using WordPerfect with Windows 2000.

EDUCATION

Winter 1997 Student, Denver Community College -Adult Education Program

- Returned to school and earned a GED, earning top scores in a 6-month program, which covered:
 - Computer skills • Social Sciences (99%)
 - Writing (97%) • Math (93%)

PREVIOUS WORK HISTORY

- Co-managed a small 20-acre family farm for several years, while raising a family.
- Provided nurse-aide services on a part-time basis.

References - Provided on Request

