CLB 1L

Reading Task Exemplar

Food Labels

Directions for this task:

- 1. Cut out the food cards.
- 2. Explain the task to learners and make sure they understand the indicators of success.
- 3. Have learners match the food label to the photograph of the food package.
- 4. Have learners point to the best before date and say the month.
- 5. Guide learners through the reflection.
- 6. Complete *Instructor's feedback* and discuss with each learner.

Assessment information				
Level: CLB 1L Reading				
Competency Area: Getting Things Done				
Task: Read a simplified food label to identify contents and best before date				
Indicators of success for this task:				
- Learner identified important numbers.				
- Learner identified key words in the label.				
- Learner matched 9–12 cards and said the names of the months.				
- Learner had some help or worked independently.				
Assessment for further learning:				
- Learner matched food label to the photograph:/6				
- Learner pointed to the date and said the month:/6				



Milk

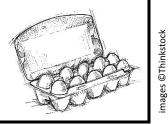


Best Before: JA 31 2017

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Eggs



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Rice



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Bread



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Noodles



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Learning reflection:				
Reading:	hard sc		o-so easy	
Instructor's feedback (discuss with learner):				
Good start 0–5 correct answers	Almost 6–8 correct answers		Successful 9–12 correct answers	
How much help did the learner need?				
Lots of help	Some help		On my own	
Instructor's comments:				
Work on:		Continue:		

CLB 1L Getting Things Done: Reading Food Labels

Task: Read a simplified food label to identify contents and best before date

Building conceptual knowledge

- food labels tell you about contents of a package
- food packages can look different
- best before dates tell you when food is too old and it may make you sick
- dates can have different formats

Developing oral language

- food words
- months

to complete the task?

What skills do learners need

- best before dates

Bread Bast Before: JU 13 2017 Chicken Best Before: NO 27 2017 Noodles

Before the task: skill-building activities

- bring in actual food packages to handle and discuss
- build food vocabulary using pocket charts, matching cards, small whiteboards, and chants
- discuss best before dates:
- what they look like and tell you use same cards for many different activities: matching, listening and pointing, sorting
- build decoding skills by looking at word shapes & first letter, and by counting letters
- practise reading dates and
 two-letter month abbreviations
- create a language experience story about food or a class trip to a grocery store

During the task: scaffolding and support

- model task for the learners using a larger version on the board
- give learners a completed set of cards to copy
- -reduce the number of cards
 give learners extra time
- let learners work with help

After the task: reflection and next steps

- reflect orally: How was it? What strategies did you use?
- guide learners through the learning reflection and discuss instructor feedback
- next activity: copy the words to make list of foods you like and don't like

Reading skills and strategies

- use sight words and first letter recognition to decode
- scan the entire label to identify the best before date
- use picture discrimination to recognize photographs and realistic drawings

Numeracy skills

- dates and format of dates
- reading numbers to 31

Best Before: MA 25 2017

Milk

Eggs

Rice

Presentation of the task

- all language is concrete, relevant to learners, and highly familiar
- task includes manipulatives
- font uses a hand-printed "a" and "g" and no serifs
- font size is very large (18+ point)
- page has plenty of white space
- visual literacy: images are clear, simple photographs and realistic drawings

Cognitive requirements of the task

- task has several different aspects: food vocabulary, decoding, recognizing photographs, recognizing packages, reading dates, recognizing two-letter abbreviations for months; all aspects of the task should be familiar to learners
- label contains three pieces of information: contents, date, and drawing
- task should be familiar and consistent with routines and activities in class

Conditions for completing the task

- instructions for the task are given orally, repeated, and supported by physical modelling
- learners are given many opportunities for success through repetition
- learners can only be assessed on completely familiar tasks
- reading comprehension is demonstrated through matching, pointing, and speaking

How does this task support ESL Literacy learners?

How do I support this task?