

Foundation L

Reading Task Exemplar

Food Labels

Directions for the 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 photograph of the package to the photograph of the food.
4. Have learners match the photograph of the food to the one-word food label.
5. Guide learners through an oral reflection. Was it easy? Was it hard? How did they know what was inside the packages?
6. Complete *Instructor's feedback* and discuss with each learner.

Assessment information

Level: CLB Foundation L Reading

Competency Area: Getting Things Done

Task: Read a one-word food label and match to a photograph of a food package to identify contents

Indicators of success for this task:

- Learner identified key words and images.
- Learner answered 9–12 questions.
- Learner had some help or worked independently.

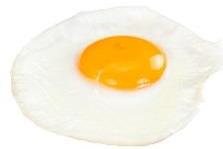
Assessment for further learning:

- Learner matched food package to the food: _____ /6
- Learner matched food label to the photograph: _____ /6



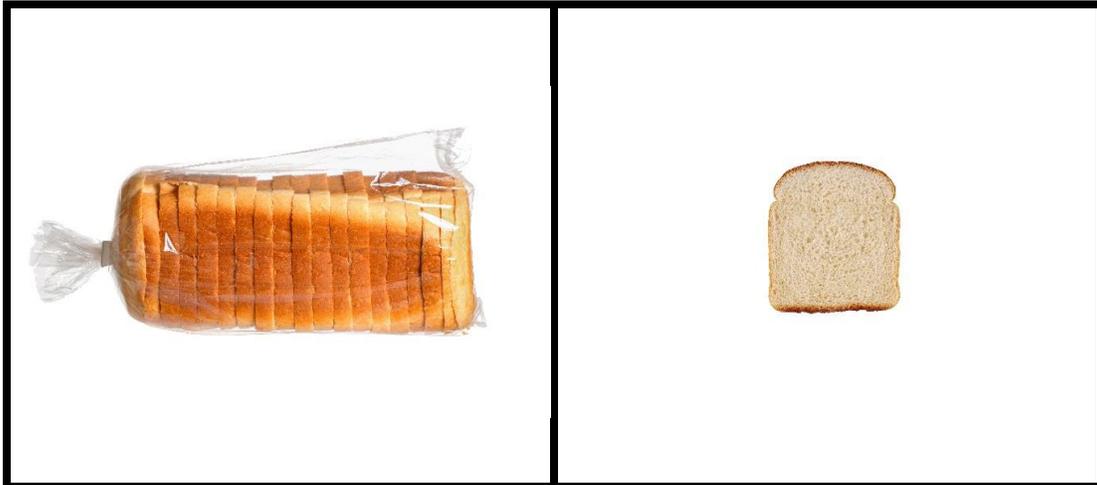
milk

images © Thinkstock



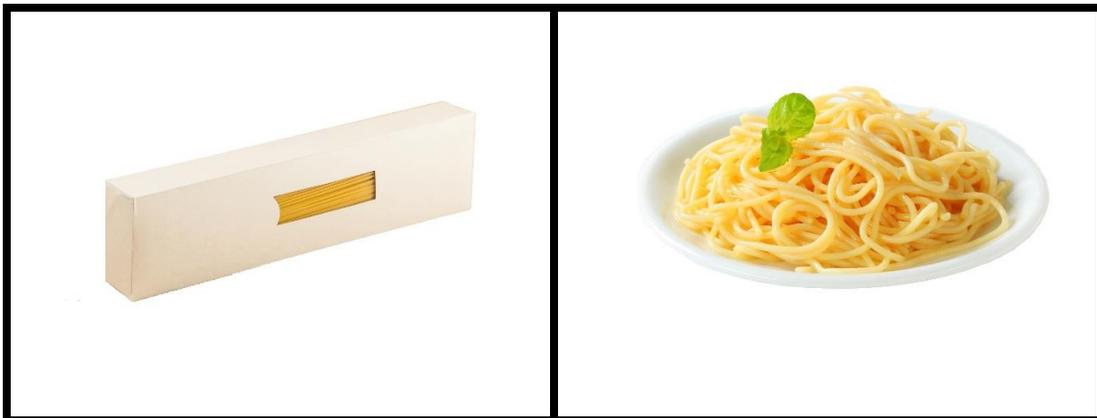
eggs

images © Thinkstock



bread

images ©Thinkstock



noodles

images ©Thinkstock



rice

images ©Thinkstock



chicken

images ©Thinkstock

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:	

Foundation L Getting Things Done: Reading Food Labels

Task: Read a one-word food label and match to a photograph of a food package to identify contents

What skills do learners need to complete the task?	<p>Building conceptual knowledge</p> <ul style="list-style-type: none"> - food labels tell you about contents of a package - food packages can look different 		<p>Before the task: skill-building activities</p> <ul style="list-style-type: none"> - bring in actual food packages to handle and discuss - discuss food: <i>What do you eat? What do you like?</i> - build food vocabulary using pocket charts, matching cards, and chants - use same cards for many different activities: matching, listening and pointing, sorting - build decoding skills by looking at word shapes, first letter, and counting letters - work with photographs and words together on one card - use a larger set of cards on the board to model - create a language experience story about food or a class trip to a grocery store 	How do I support this task?
	<p>Developing oral language</p> <ul style="list-style-type: none"> - food words 		<p>During the task: scaffolding and support</p> <ul style="list-style-type: none"> - model task for 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 	
	<p>Reading skills and strategies</p> <ul style="list-style-type: none"> - use sight words and first letter recognition to decode - use picture discrimination to recognize the photographs 		<p>After the task: reflection and next steps</p> <ul style="list-style-type: none"> - reflect orally: <i>How was it?</i> - discuss instructor feedback - next activity: copy the words to make a shopping list 	
	<p>Numeracy skills</p> <ul style="list-style-type: none"> - count letters in words 			
<p>Presentation of the task</p> <ul style="list-style-type: none"> - 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 (20+ point) - page has plenty of white space - visual literacy: images are clear simple photographs 	<p>Cognitive requirements of the task</p> <ul style="list-style-type: none"> - task has several different aspects: food vocabulary, decoding, recognizing photographs, and recognizing food packages; all aspects of the task should be familiar to learners - labels contain one piece of information - task should be familiar and consistent with routines and activities in class 	<p>Conditions for completing the task</p> <ul style="list-style-type: none"> - 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 		
<p>How does this task support ESL Literacy learners?</p>				