CLB 1L Reading Task Exemplar

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
Bread
Best Before: JU 13 2017

Chicken
Best Before: NO 27 2017

Noodles
Best Before: DE 27 2017
### Learning reflection:

**Reading:**
- hard
- so-so
- easy

### Instructor's feedback (discuss with learner):

<table>
<thead>
<tr>
<th>Good start</th>
<th>Almost</th>
<th>Successful</th>
</tr>
</thead>
<tbody>
<tr>
<td>0–5 correct answers</td>
<td>6–8 correct answers</td>
<td>9–12 correct answers</td>
</tr>
</tbody>
</table>

### How much help did the learner need?

<table>
<thead>
<tr>
<th>Lots of help</th>
<th>Some help</th>
<th>On my own</th>
</tr>
</thead>
</table>

### Instructor's comments:

<table>
<thead>
<tr>
<th>Work on:</th>
<th>Continue:</th>
</tr>
</thead>
</table>
### CLB 1L Getting Things Done: Reading Food Labels

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

<table>
<thead>
<tr>
<th>Building conceptual knowledge</th>
<th>Before the task: skill-building activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>- food labels tell you about contents of a package</td>
<td>- bring in actual food packages to handle and discuss</td>
</tr>
<tr>
<td>- food packages can look different</td>
<td>- build food vocabulary using pocket charts, matching cards, small whiteboards, and chants</td>
</tr>
<tr>
<td>- best before dates tell you when food is too old and it may make you sick</td>
<td>- discuss best before dates: what they look like and tell you</td>
</tr>
<tr>
<td>- dates can have different formats</td>
<td>- use same cards for many different activities: matching, listening and pointing, sorting</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Developing oral language</th>
<th>During the task: scaffolding and support</th>
</tr>
</thead>
<tbody>
<tr>
<td>- food words</td>
<td>- model task for the learners using a larger version on the board</td>
</tr>
<tr>
<td>- months</td>
<td>- give learners a completed set of cards to copy</td>
</tr>
<tr>
<td>- best before dates</td>
<td>- reduce the number of cards</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reading skills and strategies</th>
<th>After the task: reflection and next steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>- use sight words and first letter recognition to decode</td>
<td>- reflect orally: How was it? What strategies did you use?</td>
</tr>
<tr>
<td>- scan the entire label to identify the best before date</td>
<td>- guide learners through the learning reflection and discuss instructor feedback</td>
</tr>
<tr>
<td>- use picture discrimination to recognize photographs and realistic drawings</td>
<td>- next activity: copy the words to make list of foods you like and don’t like</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Numeracy skills</th>
<th>Cognitive requirements of the task</th>
<th>Conditions for completing the task</th>
</tr>
</thead>
<tbody>
<tr>
<td>- dates and format of dates</td>
<td>- 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</td>
<td>- instructions for the task are given orally, repeated, and supported by physical modelling</td>
</tr>
<tr>
<td>- reading numbers to 31</td>
<td>- label contains three pieces of information: contents, date, and drawing</td>
<td>- learners are given many opportunities for success through repetition</td>
</tr>
</tbody>
</table>

### How does this task support ESL Literacy learners?
- CLB: ESL FOR ALL: SUPPORT KIT