

CLB 4L

Reading Task Exemplar

Food Labels

Directions for the task:

1. Explain the task to learners and make sure they understand the indicators of success.
2. Have learners read the label.
3. Have learners answer the questions.
4. Discuss *Thinking about the reading* questions to connect the reading with what they know.
5. Guide learners through the reflection.
6. Complete *Instructor's feedback* and discuss with each learner.
7. Note that *Thinking about the reading* questions are not assessed.

Assessment information

Level: CLB 4L Reading

Competency Area: Getting Things Done

Task: Read a food label to identify and interpret information

Indicators of success for this task:

- Learner identified the purpose of the label.
- Learner scanned the label to find specific information.
- Learner made inferences based on the label.
- Learner answered 6–8 questions (which include literal and interpretive questions).
- Learner had some help or worked independently.

Note:

- Learner may answer orally, in several words, or in a complete sentence.
- Learner may use invented spelling.

Assessment for further learning:

- Learner answered literal questions (questions 1–5): _____ /5
- Learner answered interpretive questions (questions 6–8): _____ /3

Read the label. Answer the questions.

Grandma Kate's Oatmeal Muffin Mix

Makes 24 delicious muffins

750 g

Contains oats, a natural source of fibre!

32 g of sugar per serving

May contain traces of nuts

Best Before: AU 12 2017



Ingredients: flour, sugar, oats, oil, corn starch, baking soda, salt, spices

Directions:

1. Heat the oven to 350°F.
2. Grease a muffin pan.
3. Pour the mix into a bowl and add 2 eggs and 1 cup water.
4. Stir with a spoon.
5. Pour the mix into the muffin pan.
6. Bake for 18–20 minutes.



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Understanding the reading:

1. What kind of muffins does this mix make?
2. How many muffins can you make?
3. How much sugar is there in one serving of muffins?
4. Look at the ingredients. What is the first ingredient in the mix?
5. What two things do you need to add to the mix when you make it?
6. Why are there directions on the package?
7. If your friend is allergic to nuts, can he eat these muffins? Why or why not?
8. Is this muffin mix still good to use on December 20, 2017? Why or why not?

Thinking about the reading:

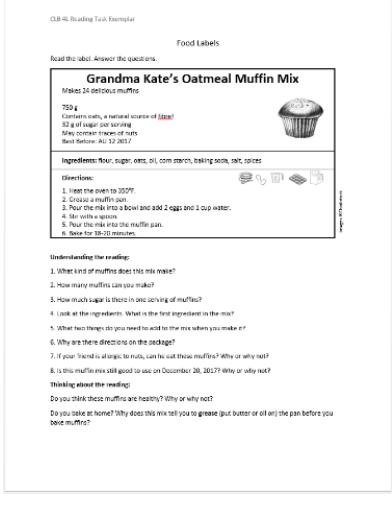
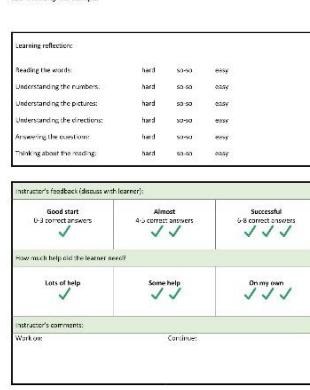
Do you think these muffins are healthy? Why or why not?

Do you bake at home? Why does this mix tell you to **grease** (put butter or oil on) the pan before you bake muffins?

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Learning reflection:			
Reading the words:	hard	so-so	easy
Understanding the numbers:	hard	so-so	easy
Understanding the pictures:	hard	so-so	easy
Understanding the directions:	hard	so-so	easy
Answering the questions:	hard	so-so	easy
Thinking about the reading:	hard	so-so	easy

Instructor's feedback (discuss with learner):		
Good start 0-3 correct answers 	Almost 4-5 correct answers 	Successful 6-8 correct answers
How much help did the learner need?		
Lots of help 	Some help 	On my own
Instructor's comments:		
Work on:	Continue:	

<h2 style="text-align: center;">CLB 4L Getting Things Done: Reading Food Labels</h2>			
What skills do learners need to complete the task?	Task: Read a food label to identify and interpret information		
	<p>Building conceptual knowledge</p> <ul style="list-style-type: none"> - food labels tell you about contents and nutrition, but need to be interpreted - a mix can be used for baking - best before dates tell you when food is too old and it may make you sick - food can be measured in grams - people can have food allergies - ingredients are listed in decreasing order of amount <p>Developing oral language</p> <ul style="list-style-type: none"> - food words - measurement words - label words: best before, may contain, traces, ingredients, serving <p>Reading skills and strategies</p> <ul style="list-style-type: none"> - use decoding skills and sight words - scan for information to answer literal questions - read with comprehension to answer interpretive questions - use knowledge of format to read label in chunks - use picture discrimination to recognize stylized images <p>Numeracy skills</p> <ul style="list-style-type: none"> - dates and format of dates - ordering dates (months and numbers) - reading numbers to 750 - measuring in grams - measuring in cups 		<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 labels: <i>What information do they give us? What is the format?</i> - discuss ingredients, quantities, and best before dates - discuss nutritional information such as allergy warnings and sugar per serving - elicit food vocabulary and build using matching cards, games, and finding images - make directions authentic by baking muffins or using measuring cups in class - practise reading dates and two-letter month abbreviations
			<p>During the task: scaffolding and support</p> <ul style="list-style-type: none"> - give learners a word bank - read questions out loud - encourage reading strategies, such as using pictures to understand the directions - give learners extra time - let learners work with help - prompt on two-part questions (<i>Did you answer why?</i>)
			<p>After the task: reflection and next steps</p> <ul style="list-style-type: none"> - reflect orally: <i>How was it? What strategies did you use?</i> - guide learners through the learning reflection and discuss instructor feedback - consider how learners did on literal & interpretive questions - next activity: describe a simple recipe
	<p>Presentation of the task</p> <ul style="list-style-type: none"> - language is relevant to learners and familiar - task can be paper-based and is close to authentic - font is clear but authentic - font size and white space are authentic (12 point) - visual literacy: images are stylized drawings 	<p>Cognitive requirements of the task</p> <ul style="list-style-type: none"> - task has many layers of complexity: food vocabulary, decoding, recognizing drawings, recognizing food packages, reading amounts, reading dates, recognizing two-letter abbreviations for months, navigating formats, and reading directions; only one layer of complexity can be new at one time - label contains many pieces of information and directions 	<p>Conditions for completing the task</p> <ul style="list-style-type: none"> - instructions for the task are read and given orally - learners are given opportunities for success through repetition - learners should be assessed on familiar tasks - reading comprehension is demonstrated orally or in writing
	How does this task support ESL Literacy learners?		
	How do I support this task?		