

## Guided Reading Lesson: Applying for a Job

### Goals (30 minute lesson)

The student will learn to:

- identify and comprehend the main problem in a story, and its solution
- interpret and infer characters' thoughts, feelings and actions
- make and discuss connections between the text and other sources (e.g., personal experiences, other texts, background knowledge)
- make predictions about the story
- apply a variety of strategies to solve unknown vocabulary (e.g., rereading, self-monitoring, searching pictures and text, making multiple attempts, self-correction)
- use and cross-check sources of information to unlock the text (e.g., context cues, picture cues, language structures, letter/sound/cluster analysis)
- read in a phrased and fluent manner

### Before Reading - Book Introduction/Picture Walk (5-10 minutes)

**Note:** Review the M/S/V chart found on the inside cover of the book and identify any features specifically needed by **this particular group** of students, to support their learning. The **teacher holds the book** and turns the pages, giving the students the opportunity to look at the pictures. Students do not yet have a copy.

- a. Engage students by connecting their experiences/knowledge to the new text. See the 'Think and Talk' section on the back cover of the book:

*Do you know what it means to apply for a job?*

*Have you applied for a job?*

*What do you need to do to apply for a job?*

- b. Show the cover and read the title, *Applying for a Job*
- c. Share the main idea of this text.  
For example: *In this story, two friends learn that they have to do more than just say they 'want a job', in order to get someone to hire them.*
- d. Lead the students through a picture walk. As a guide, use the **Meaning** column of the M/S/V chart found on the inside cover of the text.
  - p. 1 *This story begins when the two friends, Nay Moo and Htee Gre, decide to apply for a job. Why do you think they want a job? Can you tell from the picture where they went first to apply?*
  - p. 2 *There are no jobs available at the movie theatre. Nay Moo and Htee Gre were disappointed, but they learned an important lesson from the man behind the counter.*
  - p. 3 *Can you see where they went next to look for a job? (Candy store)*
  - p. 4 *In this store, Htee Gre asked politely if there were any job openings. The man said there might be and told Htee Gre to leave his resume. Can you read what Htee Gre told the man?*
  - p. 6 *When the boys found out that they needed to have a resume when applying for a job, they decided to wait before going to any more stores.*
  - p. 8 *Nay Moo and Htee Gre prepared their resumes. Two weeks later they went to apply for jobs again. What is Nay Moo doing in this picture? (giving the store manager his resume)*
  - p. 9/10 *While Nay Moo was applying at the sports store, Htee Gre went to the food court to apply.*
  - p. 11 *The manager at the food court took Htee Gre's resume and gave him an interview time. Can you tell from the calendar when his interview is going to be? (Friday, the 8<sup>th</sup>, at 2:30 p.m.)*

**(Stop the picture walk at this point)**

- e. Using the M/S/V chart found on the inside cover of the text again, the teacher will highlight any **Structural** or **Visual** information necessary to help their students access this text.
- f. Invite the students to:
- Read to find out, the lessons that May Moo and Htee Gre learned about applying for a job, and how they were feeling at the end of the story!**

## During Reading (5-10 minutes)

**Note:** In order to avoid the students chorale reading, you may choose to use a staggered start (i.e., one student begins at the front cover, another begins on the title page, another on page 1 of the story.

**NEVER** allow a student to begin beyond this point, as they need an opportunity to read the whole text.)

For useful prompts, see *The Fountas & Pinnell Prompting Guide 1: A Tool for Literacy Teachers*, by Irene C. Fountas and Gay Su Pinnell,(2008).

- Give each student one copy of text to read independently.
- Students whisper read the entire text at their own pace.
- Teacher observes and supports individual students as they negotiate their way through the text (e.g., prompt for strategies, explain concepts and vocabulary, interpret illustrations, model/encourage phrasing and fluency, etc.).
- Students who finish before others, should be encouraged to reread the text.

## After Reading (5-15 minutes)

### 1. Discussion of Meaning

- Have students respond to the “**read to find out**” idea.

*What lessons did Nay Moo and Htee Gre learn about applying for a job?*

*How did they feel at the end of the story? Explain your answer.*

- Deepen their **understanding of the story** and **financial literacy** by discussing a topic of interest. (e.g., *What is the purpose of a resume in applying for a job? What do you think needs to be on a resume? Have you ever seen a resume? Do you have one?*)

### 2. Word Work

- Focus on one aspect of word analysis found under **Reinforcing Decoding Skills** listed on the inside cover of the text. Additional word work activities could be done later as a follow-up.

**For example:**

- **Multisyllabic words:** Have students write multisyllabic words from text using a different colour for each syllable.  
Clapping the syllables may be helpful.
- **Synonyms:** Make a list entitled ‘said’. Have students work with a partner to find as many words as possible in the text that mean the same as ‘said’.

### 3. Writing

- Make three checklists you could use to help you write your own resume.  
Use these headings: **Personal Skills and Aptitudes, Extra-Curricular Activities, and Education.**