

Am I the Right Person for the Job?

Essential Question

Does my work experience and background qualify me for a job?

Standards

ELA(RI.16.) Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. [RI.5.7]

ELA(W.25.) Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. [W.5.4]

ELA(W.27.) With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. [W.5.6]

ELA(29.) Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. [W.5.8]

Engage/Activate Prior Knowledge

Give the students a Ziplock bag full of Legos that make an object. Include a set of directions in Spanish. Tell the students that a company will pay the library \$2.00 for each object produced in a day. Ask the students to use the directions to put together the pieces in order to produce the object. (Allow 5 minutes for the students to work.)

Ask- What skills do you need to make the object? Do you have the background or the work experience to make the products for the company?

Lead into a discussion about the importance of applying for a job that you have the experience or knowledge to complete. Discuss the importance of ethics in completing an application or writing a resume. (Why should you only include accurate information on your resume?)

Examine Relevant Vocabulary

resume	work experience	qualifying Skills	reference	education
hobbies	objective	contact Information	applicant	employer
employee	application			

Give the students a vocabulary graphic organizer to use through the lesson for recording their definitions and questions about the key words.

Explain through Lecture/Modeling

Explain that a resume helps the employers know if an applicant has the necessary knowledge or skills to do the job that they need fulfilled. Show an example of a resume and discuss the parts of the resume.

Explore through Guided Practice

In a whole group setting, place an outline of a resume on the Smart Board, document camera, etc. Using a character from this week's read-aloud book, talk about the experiences and skills the character possesses to use on a resume. Allow the students to help fill out the resume template.

For example, in ***Sarah Plain & Tall***, the following information could be used as an example to help guide the students in creating the resume. Source: ReadWriteThink

Sarah Elisabeth Wheaton
987 Seaside Lane
Sea Coast, Maine 12345
Home Phone (678) 555-2468

Objective

To relocate from the East, finding a position which highlights my strength of working with people and animals.

Qualifications

Strong
Hard-working
Willing to travel
Strong willed
Skilled in carpentry
Experienced swimmer
Master gardener

Education

Educated in mathematics and writing
Self-taught about marine life

Experience

Housekeeper for brother and his wife-to-be
Caretaker of elderly aunts

References

William Wheaton, brother
Harriet Wheaton, Mattie Wheaton, Lou Wheaton, aunt

Information from this resume taken from Sarah, Plain and Tall by Patricia MacLachlan
Newspaper advertisement discussed on page 9; other correspondence on pages 11-12, 13, 15.
Miscellaneous information taken throughout the book.

Elicit response through critical thinking

Pair students, ask them to generate a list of general questions that could be used to gather information for the resume. Allow students time to discuss and if necessary research with their partner the information needed to produce a quality resume. The students should answer the questions they develop to use as an outline for their personal resume.

Evaluate in writing

Schedule computer lab or library time for the class. Using the website, www.careerkids.com click on the My First Resume tab. Students should use their outline information to complete the on-line questionnaire to produce a personal resume. Allow students to save and print their resumes. After looking at their resumes, students should be able to answer the essential question.

Extend

Have the students review their personal skills and experiences. Schedule library time to explore careers that match their personal skills etc.

Students should find at least one person in their chosen career to interview. Students should prepare questions to ask about the career. Questions could include: Do you spend the majority of your day inside or outside? Is your work more physical or mental? Answers should be compiled in a Career Notebook along with the resume.

Resources

www.ReadWriteThink.org

www.careerkids.com

<http://alex.state.al.us/>

<http://www.dailyteachingtools.com/free-graphic-organizers-s.html>

Name _____ Date _____ Class Period _____

Vocabulary Cluster Map 1

Directions: Place the required information in the areas as indicated.

Word 1:	Definition:	Synonyms:
Part of Speech:		Antonyms:
Use in a Sentence of Your Own:		

Word 2:	Definition:	Synonyms:
Part of Speech:		Antonyms:
Use in a Sentence of Your Own:		

Word 3:	Definition:	Synonyms:
Part of Speech:		Antonyms:
Use in a Sentence of Your Own:		

Word 4:	Definition:	Synonyms:
Part of Speech:		Antonyms:
Use in a Sentence of Your Own:		