Lesson Plan

Continuous Learning and Adaptability: A Close Reading

Virginia's CTE Resource Center

Objectives:

The student will be able to recognize and define key vocabulary in the task statement and definition. The student will be able to analyze the task definition to identify the key components by applying close-reading strategies.

Workplace Readiness Skill: **Demonstrate continuous learning and adaptability.**

Demonstration includes

- *describing the importance of continuous learning*
- *identifying resources for continuous learning (e.g., publications, trade organizations, professional networking, workshops/classes)*
- *modifying work performance based on feedback (i.e., being coachable)*
- *acquiring industry-related professional skills and knowledge (e.g., credentials/certifications)*
- *adapting to changing job requirements.*

Correlations to Other Workplace Readiness Skills:

- Demonstrate critical thinking and problem solving.
- Collaborate with team members.
- Demonstrate reading and writing skills.
- Demonstrate listening and speaking skills.

Correlations to Virginia Standards of Learning (SOL):

- English: 6.C, 6.DSR, 6.RI, 6.W, 6.LU, 7.C, 7.DSR, 7.RI, 7.W, 7.LU, 8.DSR, 8.RI, 8.W, 8.LU, 9.DSR, 9.RI, 9.W, 9.LU, 10.C, 10.DSR, 10.RI, 10.W, 10.LU, 11.DSR, 11.RI, 11.W, 11.LU, 12.DSR, 12.RI, 12.W, 12.LU
- History and Social Science: WHI.3, WHI.4, WHI.6, WHII.1, WHII.9, WHII.10, VUS.3, VUS.5, VUS.11, VUS.14, VUS.15, VUS.16, GOVT1, USII.3, USII.5, USII.6, USII.7, USII.8, CE.1, CE.11

Instructional Steps:

1. ***Define the task and definition.*** Introduce students to the WRS task statement and definition: Demonstrate continuous learning and adaptability.

2. ***There's a lot to learn.*** Tell students that when the task definitions are being written, they have to be kept brief—each word is carefully chosen to convey a particular meaning or more than one meaning! Distribute the *Continuous Learning and Adaptability: The Definition* handout and tell students you'll be taking a close look at the definition to figure out what it means in the context of the workplace (which will be different in some ways from how it applies to hobbies and personal interests discussed in the previous lesson).

3. ***Lead a close reading.*** Students will:

a. Initially read the text to themselves, with the purpose of the text in mind. The purpose of the definition is to outline what continuous learning and adaptability are in the context of the workplace and how these can be demonstrated.
b. Use colored pencils or highlighters to note important and/or unfamiliar words or phrases.
c. Discuss the meanings of unfamiliar words and words and phrases identified as important, explaining why particular words might have been chosen.
d. Re-read the text and then work together to paraphrase each bulleted item. Space is provided beneath each bulleted item on the handout so that students can record ideas.
e. Re-read the text a final time, and discuss what new knowledge has been gained from the close reading. Have students use evidence from the text to support their statements.
f. Complete the prompts on the back of the handout.

4. ***What's next?*** Ask students why they think it is important for workers to continuously learn and adapt. Discuss.

Formative Assessment:

- Pay close attention to students' responses as you lead the close reading or as you observe students reading in groups. Look for signs of misconceptions or weak understanding. Similarly, review the handouts after class to identify any concepts or vocabulary you may need to clarify.
- Make note of any misconceptions and questions that appear in students' responses to the first two questions on the exit ticket.
- Use students' responses to the last two questions on the exit ticket to gauge their existing knowledge of how continuous learning and adaptability applies to the field related to your course.

Options for Adaptation/Differentiation:

- Lead the close reading as a whole-class activity or have students work in groups or pairs and then discuss as a class.
- Discuss adaptability. Why might an employer particularly value this characteristic in its workers?
- To extend the activity, ask students to use the Internet to research continuous-learning opportunities in their areas of interest.

Suggestions for Follow-up:

- Post the definition, annotated with the meanings of unfamiliar words and the paraphrases of the bullet points, in the classroom for easy reference.
- Create a wall chart of key vocabulary and concepts derived from the close reading.
- Use the vocabulary from the definition when talking with students and when creating handouts and quizzes. As students become more familiar with the terminology in your classroom, they will be more likely to recognize and understand it on the WRS Assessment.

Teacher Resources:

- Workplace Readiness Skills (WRS) Assessment: Virginia Overview (https://www.ctecs.org/virginia/virginia-overview), Career and Technical Education Consortium of States (CTECS).
- Workplace Readiness Skills (https://www.cteresource.org/resources/workplace-readiness-skills/), Career and Technical Education (CTE) Resource Center.

Activity

Continuous Learning and Adaptability: The Definition

Demonstrate continuous learning and adaptability.

Demonstration includes

- describing the importance of continuous learning

Paraphrase (in my own words):

- identifying resources for continuous learning (e.g., publications, trade organizations, professional networking, workshops/classes)

Paraphrase (in my own words):

- modifying work performance based on feedback (i.e., being coachable)

Paraphrase (in my own words):

- acquiring industry-related professional skills and knowledge (e.g., credentials/certifications)

Paraphrase (in my own words):

- adapting to changing job requirements.

Paraphrase (in my own words):

Exit Ticket

1. What is one thing you learned about continuous learning and adaptability from participating in a close reading of the definition?

2. What is one question you still have?

3. What is an example of knowledge or a skill you might need in a career related to this CTE course?

4. How do you think you could acquire or improve that knowledge or skill?