

# Laubach Literacy Ontario



## Task-Based Activities for the LWR Series

### Laubach Way to Reading (LWR) Book 4

LWR+ Task-Based Activities are aligned with the competencies and task groups within the Ontario Adult Literacy Curriculum Framework (OALCF) including level indicators and performance descriptors. They can also be used as stand-alone activities for learners at (IALS) Levels 1 and 2 who are not using Laubach Way to Reading skill books.



## *Laubach Literacy Ontario Task-Based Activities for LWR Book #3*

### **INTRODUCTION**

#### **LWR+ Task-Based Activities**

Each of the task-based activities linked to the Laubach Way to Reading four-book series were developed using the criteria outlined by the Ontario Adult Literacy Curriculum Framework (OALCF).

The goal of this project was to create Canadian curriculum for International Adult Literacy Survey (IALS) Level 1 and 2 learners. Because the OALCF is linked to Canada's Essential Skills and loosely tied to IALS levels, these resources will have applicability across Canada.

The task-based activities, while ***connected to*** each lesson in the Laubach Way to Reading series, can also be **used as a stand-alone activity** without the need for using the series. Each activity is also posted on our website, as a free download.

If you wish to purchase printed and bound LWR+ booklets, you can place your order in our online bookstore at <http://www.laubach-on.ca/bookstore/llo-publications>.

Please refer to the **Task Based Activities Chart showing OALCF Competencies and Task Groups** covered, as well as the **Practitioner Guide** on the following pages, for more detail.

Literacy practitioners have permission from the publisher to make copies of LWR+ for classroom and tutoring use.

#### **Laubach Way to Reading (LWR) Series**

Laubach Way to Reading is a basic reading and writing series developed primarily for adults with little or no reading ability. The series consists of four levels with student skill books, workbooks and correlated readers for learner use. The teacher's edition for each level gives detailed instructions and lesson plans. Each lesson plan contains reading, writing, spelling and comprehension, as well as a "Meeting Individual Needs" section. The series is published by New Readers Press, a division of Pro-Literacy International. Laubach Literacy Ontario is a Canadian Distributor of New Readers Press material. For more information about the Laubach Literacy Bookstore, or to place orders, please visit <http://www.laubach-on.ca/bookstore>.

#### **Member Support**

This project was developed in response to member agency requests for Canadian resources that support Level 1 and 2 learners, and that can be easily understood and used by volunteer tutors.

#### **Member Quotes**

"These new task-based activities will be used by the staff and tutors to teach the students skills that will lead towards their actual goals."

"Having Canadian material to use with our learners, that would provide our practitioners with a bank of materials referenced to the OALCF, would be extremely useful not only to our program, but to all of the literacy agencies in Ontario."

## ACTIVITIES CHART

### OALCF Competencies and Task Groups

	Competencies	Find and Use Information			Communicate Ideas and Information				Understand and Use Numbers				Use Digital Technology	Page #
Lesson #	Activity Description	Read continuous text	Interpret documents	Extract info from films, broadcasts, etc.	Interact with others	Write continuous text	Complete and Create Documents	Express oneself creatively	Manage money	Manage time	Use measures	Manage Data		
	Task Group #	A1	A2	A3	B1	B2	B3	B4	C1	C2	C3	C4	D	
1	Interpret a Software Table		.2											4
2	Write a personal letter	.2				.2								11
3	Complete a Change of Address Form						.1a							16
4	Identifying Dates and Using a Calendar		.1				.1a						2	24
5	Interpret a City Garbage Collection Flyer		.3											31
6	Childcare Form	.2					.2a							38
7	Read a Newspaper Article	.3				.1							1	46
8	Magazine Table of Contents		.3											52
9	Interpret a small town map		.2											59
10	Measuring length and distance	.2	.1								.1			66
11	Filling out a bank account application		.2				.2a							72
12	Complete an invoice for fence materials		.2						.2		.1			81
13	Hockey Hall of Fame research		.2						.2				.2	87
14	Interpret a bus schedule		.2							.1				93
15	Watch an apprenticeship video						.2a							100
16	Interpreting a yard sale advertisement		.2											106
17	Create a Christmas party poster	.1					.2b	x						112
18	Understanding voting procedures	.2											2	118
19	Complete a Health History Form						.2a							124
20	Reading a brochure to understand the GED	.2	.2											130
21	Online Word Quest		.2										1	140
22	Terry Fox Research Report	.3				.3							3	145

## **PRACTITIONER GUIDE FOR LWR 4 TASK-BASED ACTIVITIES**

The booklet provides practitioners with high interest activities that relate to the Laubach Way to Reading Series. The goal is to produce task-based activities that have a “connection” to the lessons. The connection may be related to vocabulary or topics in the material. The task-based activities are not necessarily related to the objectives of the lessons which are skill-based. Not all learners will be interested in all activities. They are simply meant to help practitioners and learners make connections between skills-based “in-class” learning and real life tasks they may encounter.

Learners who are working through **LWR Skill Book 4** may find some of the activities challenging as they may not yet have all of the foundational skills to complete the tasks. Skills may need to be taught prior to having learners complete the activities. In many cases the skills needed to complete the task-based activities will exceed the current ability of some learners and they may need support from the practitioner.

Inputs are provided with the activities. The materials are meant to represent what a learner would encounter in the “real-world” as closely as possible while remaining as neutral as possible to ensure widespread applicability. It is always best practice to use real material when engaging learners in task-based activities. If you have access to local or “real” material that can be substituted – please do it! The more relevant the material to the learner’s world, the more engaged they will be with the activity.

Most activities include a “new words” section to help the practitioner and learner understand what words have not been covered in the skill books. Many of the words will be new for the learner. Practitioners can use a variety of methods to introduce the words to the learners. For example, flash cards or word matching exercises can be used to help introduce learners to new vocabulary. Keep in mind that the task-based activities are focused on the task itself as opposed to providing the foundational skills building. The practitioner needs to utilize his/her expertise to decide if a task-based activity is appropriate for a learner.

Each task-based activity has an overview chart in this guide. The overview chart includes the following sections:

- The name of the task-based activity
- The skill book and lesson number to which the task-based activity relates
- The Ontario Adult Literacy Curriculum Framework (OALCF) link
- The goal path(s) to which the task-based activity is most related
- The authentic material utilized in the activity
- Prior learning discussion and introduction to the activity
- New words discussion
- Activity instructions
- Learner self-assessment discussion
- Extension activities (in some cases)

## Task-Based Activity: Interpret a Software Table

**Laubach Connection:** Laubach Way to Reading (LWR) Book 4, Lesson 1

### OALCF Link

#### Relevant Goal Paths

Apprenticeship, Employment, Independence, Postsecondary, Secondary School Credit

**Rationale:** Learners on the Apprenticeship, Employment, Independence, Postsecondary and Secondary School Credit Paths will need to read tables for a variety of different reasons.

**Task-Based Activity Description:** The learner will interpret a simple document (table) to locate and connect information **(A2.2)**.

#### Competency, Task Group and Level Indicators

(See Assessment page for performance descriptors)

#### A: Find and Use Information

##### A2: Interpret documents

- **A2.2:** Interpret simple documents to locate and connect information

#### Materials Required

- Pen or pencil and eraser
- Question sheets

## Overview

### Activity Introduction

This task uses a simple table describing different software for a computer. The learner will analyze the table and answer the questions.

### New words

Determine any new words that you think are being introduced in the activity and review those words with the learner.

### Instructions

1. Have the learner fill in their name and the date.
2. Have the learner complete the pre self-assessment.
3. Have the learner complete the task-based activity.
4. After completing the activity, have the learner complete the post self-assessment.
5. After the learner has completed the task-based activity, complete the assessment section and review the results with the learner.

### Extension activities

- Have the learner use one software of their choice and explore its features

## Task-Based Activity: Interpret a Software Table





Learner Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Pre self-assessment

I need to improve my skills at locating information in a table:

- ☐ Yes
- ☐ No

## Activity

Program	Features
 <b>Write It</b>	<p>Save time writing text and make changing text easier and more flexible.</p> <p>Basic Features:</p> <ul style="list-style-type: none"> <li>• Store documents for later use</li> <li>• Store in many formats (e.g., RTF, PDF, HTML)</li> <li>• Erase and insert text</li> <li>• Search and replace</li> <li>• Move or copy text</li> <li>• Word wraparound</li> </ul>
 <b>Axis</b>	<p>Make spreadsheets and charts with mathematical equations.</p> <p>Basic Features:</p> <ul style="list-style-type: none"> <li>• Built in formulas</li> <li>• Pivot tables</li> <li>• Chart</li> <li>• Sorting and filtering data</li> </ul>
 <b>Notebook</b>	<p>Jot down your ideas, capture web clippings and research, in one place to stay organized.</p> <p>Basic Features:</p> <ul style="list-style-type: none"> <li>• Different content types on one page</li> <li>• Drag and drop pictures</li> <li>• Share with others</li> </ul>
 <b>Publish It</b>	<p>Make flyers, reports, newsletters, brochures, and student handouts more attractive and professional looking.</p> <p>Basic Features:</p> <ul style="list-style-type: none"> <li>• Alignment</li> <li>• Change styles/appearance</li> <li>• Insert automatic headers, footers, and pagination</li> <li>• Insert graphics</li> <li>• Insert colors and shading. Insert tables</li> <li>• Insert text boxes</li> <li>• Insert drawn figures</li> </ul>



1. If you needed to write a short paragraph for work, which software would you use?  
\_\_\_\_\_
2. You are brainstorming ideas for your mom's 50<sup>th</sup> birthday party. You need a place to put pictures and ideas. Which software could you use?  
\_\_\_\_\_
3. Which software has charts, built-in formulas and pivot tables?  
\_\_\_\_\_
4. You are making a flyer for your neighborhood's Canada Day barbeque. Which software should you use and why?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. Which software can you use to erase and insert text, store documents in many formats, store documents for later use and move or copy text?  
\_\_\_\_\_

## Post self-assessment

I think my skills have improved as a result of completing this activity.

☐ Yes

☐ No

Learner comments:

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## Assessment

### Task-Based Activity: Interpret a Software Table

Learner Name: \_\_\_\_\_ Date: \_\_\_\_\_

Practitioner Name: \_\_\_\_\_

Performance Descriptors	Needs Work	Improving	Excellent
<b>A2.2: Interpret simple documents to locate and connect information</b> <ul style="list-style-type: none"><li>• performs limited searches using one or two search criteria</li><li>• extracts information from tables and forms</li><li>• locates information in simple graphs and maps</li><li>• uses layout to locate information</li><li>• makes connections between parts of documents</li><li>• makes low-level inferences</li><li>• begins to identify sources and evaluate information</li></ul>			

**The learner needs to work on the following:**

**This task was successfully completed \_\_\_\_ This task needs to be tried again \_\_\_\_**

**Practitioner Comments:**

**Learner Comments:**

## Task-Based Activity: Write a personal letter

**Laubach Connection:** Laubach Way to Reading (LWR) Book 4, Lesson 2

### OALCF Link

#### Relevant Goal Paths

Independence

**Rationale:** Learners on the Independence Path may want to write personal letters for a variety of different reasons.

**Task-Based Activity Description:** The learner will read a brief text (a personal letter) and write a response to the letter.

#### Competency, Task Group and Level Indicators

(See Assessment page for performance descriptors)

##### A: Find and Use Information

###### A1: Read continuous text

- **A1.2:** Read texts to locate and connect ideas and information

##### B: Communicate Ideas and Information

###### B2: Write continuous text

- **B2.2:** Write texts to explain and describe information and ideas

#### Materials Required

- Pen or pencil and eraser
- Question sheets
- More Stories 4

## Overview

### Activity Introduction

In this task the learner will write a personal letter.

In lesson two, a family reunion is described. The corresponding story found in More Stories 4 is from one of the reunion participants. Describe with the learner if they have ever written a personal letter before. Discuss the importance of understanding how to write a letter.

### New words

Determine any new words that you think are being introduced in the activity and review those words with the learner.

### Instructions

Have the learner fill in their name and the date. Have the learner complete the pre self-assessment. Have the learner read the story and compose the letter. When they have completed the activity, have the learner complete the post self-assessment. After the learner has completed the task-based activity, complete the assessment section and review the results with the learner.

### Extension activities

- Write the letter as an email
- Write letters to peers

## Task-Based Activity: Write a personal letter

Learner Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Pre self-assessment

I need to improve my skills at reading and writing letters:

☐ Yes

☐ No

### Activity

1. Read the letter “Hugh Writes to his Sister” found on p.12 in “More Stories 4”. On a separate sheet of paper, write a 3-5 paragraph personal letter back to Hugh from Ann.

### Post self-assessment

I think my skills have improved as a result of completing this activity.

☐ Yes

☐ No

Learner comments:

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## Assessment

### Task-Based Activity: Write a personal letter

Learner Name: \_\_\_\_\_ Date: \_\_\_\_\_

Practitioner Name: \_\_\_\_\_

Performance Descriptors	Needs Work	Improving	Excellent
<p><b>A1.2: Read texts to locate and connect ideas and information</b></p> <ul style="list-style-type: none"><li>• scans text to locate information</li><li>• locates multiple pieces of information in simple texts</li><li>• makes low-level inferences</li><li>• makes connections between sentences and between paragraphs in a single text</li><li>• follows the main events of descriptive, narrative and informational texts</li><li>• obtains information from detailed reading</li><li>• begins to identify sources and evaluate information</li></ul> <p><b>B2.2: Write texts to explain and describe information and ideas</b></p> <ul style="list-style-type: none"><li>• writes texts to explain and describe</li><li>• conveys intended meaning on familiar topics for a limited range of purposes and audiences</li><li>• begins to sequence writing with some attention to organizing principles (e.g. time, importance)</li><li>• connects ideas using paragraph structure</li><li>• uses limited range of vocabulary and punctuation appropriate to the task</li><li>• begins to select words and tone appropriate to the task</li><li>• begins to organize writing to communicate effectively</li></ul>			

**The learner needs to work on the following:**

**This task was successfully completed \_\_\_\_\_ This task needs to be tried again \_\_\_\_\_**

**Practitioner Comments:**

**Learner Comments:**



## Task-Based Activity: Complete a Change of Address Form

**Laubach Connection: Laubach Way to Reading (LWR) Book 4, Lesson 3**

### OALCF Link

#### Relevant Goal Paths

Employment, Independence

**Rationale:** Learners on the Employment and Independence Paths will need to fill out simple forms for a variety of different reasons.

**Task-Based Activity Description:** The learner will complete a simple form (change of address form).

#### Competency, Task Group and Level Indicators

(See Assessment page for performance descriptors)

#### B: Communicate Ideas and Information

##### B3: Complete and create documents

- **B3.1a:** Make straightforward entries to complete very simple documents

#### Materials Required

- Pen or pencil and eraser
- Question sheets

## Overview

### Activity Introduction

This task uses a simple change of address form.

In lesson three, Kitty gets a job and moves into her first apartment. Discuss with the learner if they have ever moved before. Discuss the importance of notifying people that you have changed your address when you move.

### New words

Determine any new words that you think are being introduced in the activity and review those words with the learner.

### Instructions

1. Have the learner fill in their name and the date.
2. Have the learner complete the pre self-assessment.
3. Have the learner complete the task-based activity.
4. After completing the activity, have the learner complete the post self-assessment.
5. After the learner has completed the task-based activity, complete the assessment section and review the results with the learner.

### Extension activities

- Look up how to change your email address and contact information for online bills you receive.

## Task-Based Activity: Complete a Change of Address Form

Learner Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Pre self-assessment

I need to improve my skills at completing forms:

☐ Yes

☐ No

### Activity

1. Use the following information to complete the Change of Address cards. There are two cards. Each card has two sides. Fill out both sides of the change of address cards. Put an “X” on the spot where you would place a stamp.

John Green lives at:

162 Maple Street  
Elmhurstville, Ontario  
T6K 121

His telephone number is (111) 888-1212. His telephone number is not changing when he moves.

John is moving on October 10, 2014 to:

34 Park Lane  
Elmhurstville, Ontario  
T6L 3E3

John needs to send a change of address card to a friend named Jody Clark who lives at:

66 Talbot Street  
Ambleton, Ontario  
K2M 4Z4

He also needs to send a change of address card to his doctor:

Dr. Pendleton  
150 Cedar Hill Ave.  
Unit #6  
Elmhurstville, Ontario  
T6K 1F5



Affix    Affranchir  
Postage

Name                      Nom

Address                      Adresse

City                      Ville                      Province

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
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**Change of Address  
Announcement**

**Annonce de  
changement d'adresse**

Name                      Nom

Please  
change my  
address  
effective on:

Veillez  
changer  
mon adresse à  
compter du:

Year/An

Month/Mois

Day/Jour

Account/Subscription No.

No. de compte ou d'abonnement

Old Address

Ancienne Adresse

Street No., Apt. No., P.O. Box or R.R. No.

N° de Rue, N° d'app., No. de Cp ou de R.R.

City

Ville

Province

Old Postal  
Code

Ancien Code  
Postal

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Telephone/Téléphone       -       -       -

New Address

Nouvelle Adresse

Street No., Apt. No., P.O. Box or R.R. No.

No. de rue, No d'app., No. de Cp or de R.R.

City

Ville

Province

New Postal  
Code

Nouvelle Code  
Postal

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Telephone/Téléphone       -       -       -

Y/A

M

D/J

Signature

Date

Canada Post Corporation

Société Canadienne des postes



Affix    Affranchir  
Postage

Name                      Nom

Address                  Adresse

City                      Ville                      Province

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**Change of Address  
Announcement**

**Annonce de  
changement d'adresse**

Name                      Nom

Please  
change my  
address  
effective on:

Veuillez  
changer  
mon adresse à  
compter du:

Year/An

Month/Mois

Day/Jour

Account/Subscription No.

No. de compte ou d'abonnement

Old Address

Ancienne Adresse

Street No., Apt. No., P.O. Box or R.R. No.

N° de Rue, N° d'app., No. de Cp ou de R.R.

City

Ville

Province

Old Postal  
Code

Ancien Code  
Postal

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
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Telephone/Téléphone       -       -       -

New Address

Nouvelle Adresse

Street No., Apt. No., P.O. Box or R.R. No.

No. de rue, No. d'app., No. de Cp or de R.R.

City

Ville

Province

New Postal  
Code

Nouvelle Code  
Postal

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
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Telephone/Téléphone       -       -       -

Y/A

M

D/J

Signature

Date

Canada Post Corporation

Société Canadienne des postes

## Post self-assessment

I think my skills have improved as a result of completing this activity.

☐ Yes

☐ No

Learner comments:

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## Assessment

### Task-Based Activity: Complete a Change of Address Form

Learner Name: \_\_\_\_\_ Date: \_\_\_\_\_

Practitioner Name: \_\_\_\_\_

Performance Descriptors	Needs Work	Improving	Excellent
B3.1a: Make straightforward entries to complete very simple documents <ul style="list-style-type: none"><li>• makes a direct match between what is requested and what is entered</li><li>• makes entries using familiar vocabulary</li></ul>			

The learner needs to work on the following:

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This task was successfully completed \_\_\_\_\_ This task needs to be tried again \_\_\_\_\_

Practitioner Comments:

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Learner Comments:

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## Task-Based Activity: Identifying Dates and Using a Calendar

**Laubach Connection:** Laubach Way to Reading (LWR) Book 4, Lesson 4

### OALCF Link

#### Relevant Goal Paths

Apprenticeship, Employment, Independence, Postsecondary

**Rationale:** Learners on the Apprenticeship, Employment, Independence and Postsecondary Goal Paths will need to mark dates on calendars for a variety of different reasons.

**Task-Based Activity Description:** The learner will interpret a very simple document (list) to locate specific details (**A2.1**) and perform multi-step digital tasks to research the information in the list (**D.2**).

#### Competency, Task Group and Level Indicators

(See Assessment page for performance descriptors)

##### A: Find and Use Information

##### A2: Interpret documents

- **A2.1** Interpret very simple documents to locate specific details

##### B: Communicate Ideas and Information

##### B3: Complete and create documents

- **B3.1a:** Make straightforward entries to complete very simple documents

##### D: Use Digital Technology

##### D2: Perform well-defined, multi-step digital tasks

#### Materials Required

- Pen or pencil and eraser
- Question sheets

## Overview

### Activity Introduction

In lesson four, Canada Day and American holidays are discussed. This task uses a yearly calendar and a simple list and table. The learner will review the list of holidays and special occasions, and then perform an internet search to find the correct dates. Discuss the fact that different provinces may have different holidays, and ensure they fill out the calendar according to the holiday dates in their province. Have them circle all of the dates on the calendar provided.

### New words

Determine any new words that you think are being introduced in the activity and review those words with the learner.

### Instructions

1. Have the learner fill in their name and the date.
2. Have the learner complete the pre self-assessment.
3. Have the learner complete the task-based activity.
4. After completing the activity, have the learner complete the post self-assessment.
5. After the learner has completed the task-based activity, complete the assessment section and review the results with the learner.

### Extension activities

- Have the learner research two to three holidays that interest them and write a small summary about each holiday.

## Task-Based Activity: Identifying Dates and Using a Calendar

Learner Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Pre self-assessment

I need to improve my skills at filling in calendars:

- ☐ Yes
- ☐ No

### Activity

It is important to know when major Canadian holidays and special occasion days are during the year.

1. Use the Internet to research what day the listed holidays fall on this year. Write the date beside the holiday in the table.
2. Circle each holiday on the calendar provided.

<b>Holiday or Special Occasion</b>	<b>Date</b>
• New Year's Day	
• Family Day	
• Valentine's Day	
• St. Patrick's Day	
• Good Friday	
• Easter Sunday	
• Mother's Day	
• Victoria Day	
• Father's Day	
• Canada Day	
• Civic Holiday	
• Labour Day	
• Thanksgiving Day	
• Remembrance Day	
• Halloween	
• Christmas Day	
• Boxing Day	

JANUARY						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

FEBRUARY						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

MARCH						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

APRIL						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

MAY						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

JUNE						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

JULY						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

AUGUST						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

SEPTEMBER						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

OCTOBER						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

NOVEMBER						
S	M	T	W	Th	F	S
30						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

DECEMBER						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

## Post self-assessment

I think my skills have improved as a result of completing this activity.

- ☐ Yes  
☐ No

Learner comments:

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## Assessment

### Task-Based Activity: Identifying Dates and Using a Calendar

Learner Name: \_\_\_\_\_ Date: \_\_\_\_\_

Practitioner Name: \_\_\_\_\_

Performance Descriptors	Needs Work	Improving	Excellent
<p><b>A2.1:</b> Interpret very simple documents to locate specific details</p> <ul style="list-style-type: none"><li>• scans to locate specific details</li><li>• interprets brief text and common symbols</li><li>• locates specific details in simple documents, such as labels and signs</li><li>• identifies how lists are organized (e.g. sequential, chronological, alphabetical)</li><li>• requires support to identify sources and to evaluate and integrate information</li></ul>			

<p><b>B3.1a:</b> Make straightforward entries to complete very simple documents</p> <ul style="list-style-type: none"> <li>• makes a direct match between what is requested and what is entered</li> <li>• makes entries using familiar vocabulary</li> </ul> <p><b>D.2:</b> Perform well-defined, multi-step digital tasks</p> <ul style="list-style-type: none"> <li>• selects and follows appropriate steps to complete tasks</li> <li>• locates and recognizes functions and commands</li> <li>• makes low-level inferences to interpret icons and text</li> <li>• begins to identify sources and evaluate information</li> <li>• performs simple searches using keywords (e.g. internet, software help menu)</li> </ul>			
<p><b>The learner needs to work on the following:</b></p>			
<p><b>This task was successfully completed _____ This task needs to be tried again _____</b></p>			
<p><b>Practitioner Comments:</b></p>			
<p><b>Learner Comments:</b></p>			

## Task-Based Activity: Interpret a City Garbage Collection Flyer

**Laubach Connection:** Laubach Way to Reading (LWR) Book 4, Lesson 5

### OALCF Link

#### Relevant Goal Paths

Employment, Independence

**Rationale:** Learners on the Employment and Independence Paths will need to read flyers for a variety of different reasons.

**Task-Based Activity Description:** The learner will read a somewhat complex document (flyer) to connect, find and integrate information (**A2.3**).

#### Competency, Task Group and Level Indicators

(See Assessment page for performance descriptors)

#### A: Find and Use Information

**A2:** Interpret documents

- **A2.3** Interpret somewhat complex documents to connect, evaluate, and integrate information

#### Materials Required

- Pen or pencil and eraser
- Question sheets



## Overview

### Activity Introduction

In lesson five you are introduced to Lewis Burns who works for the public works department of the city. This task uses a flyer sent out from the city explaining the waste collection protocol for the upcoming year. The learner will read the flyer and locate specific pieces of information about the local garbage collection program. They will use that information to answer questions.

### New words

Determine any new words that you think are being introduced in the activity and review those words with the learner.

### Instructions

1. Have the learner fill in their name and the date.
2. Have the learner complete the pre self-assessment.
3. Have the learner complete the task-based activity.
4. After completing the activity, have the learner complete the post self-assessment.
5. After the learner has completed the task-based activity, complete the assessment section and review the results with the learner.

### Extension activities

- Have learners analyze other types of flyers such as a garage sale or a community music concert
- Have learners create a flyer

## Task-Based Activity: Interpret a City Garbage Collection Flyer

Learner Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Pre self-assessment

I need to improve my skills at interpreting information from flyers.

- ☐ Yes
- ☐ No

## Activity

# City Garbage Collection

Garbage Collection: (555) 477-8989

Recycling Collection: (555) 446-9999

Bulk Pick-up: (555) 445- 8822

## Yard Waste Collection

**Spring/Summer Collection,  
April 3 – September 27**

Maximum 8 bags

**Fall Collection,  
September 29 – November 28**

Maximum 25 bags

Plastic bags are not accepted for city yard waste collection.

## Need a bulk material pick-up?

For bulk materials (mattresses, couches, etc.) to be collected please call **555-445- 8822** to arrange a pick-up date.



## Weekly Garbage Pick-up

A maximum of six containers or bags will be collected each week. Each container or bag must weigh less than 22 kg to be collected. Please place garbage on the curb by 7:30 a.m. every Thursday.

## Weekly Recycling Pick-up

Acceptable items for pick-up:

- Plastic tubs and lids
- All plastic bottles with twist off caps
- Paper, milk and juice cartons
- Cardboard
- Metal cans, aluminum foil, glass bottles and jars
- Newspapers and magazines

1. If you wanted to ask a question about garbage collection, which telephone number would you call?

---

2. What day and what time should you bring your garbage to the curb?

---

3. What is the maximum number of bags or containers allowed on garbage collection day?

---

4. When does the fall yard waste collection take place?

---

5. What does the city not accept for yard waste collection?

---

6. How would you get bulk materials picked up from your house?

---

---

## Post self-assessment

I think my skills have improved as a result of completing this activity.

- ☐ Yes  
☐ No

Learner comments:

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---

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## Assessment

### Task-Based Activity: City Garbage Collection

Learner Name: \_\_\_\_\_ Date: \_\_\_\_\_

Practitioner Name: \_\_\_\_\_

Performance Descriptors	Needs Work	Improving	Excellent
<b>A2.3: Interpret somewhat complex documents to connect, evaluate and integrate information</b> <ul style="list-style-type: none"><li>• performs complex searches using multiple search criteria</li><li>• manages unfamiliar elements (e.g. vocabulary, context, topic) to complete tasks-integrates several pieces of information from documents</li><li>• uses layout to locate information</li><li>• identifies the purpose and relevance of documents</li></ul>			

<ul style="list-style-type: none"> <li>• makes inferences and draws conclusions from information displays</li> <li>• identifies sources, evaluates and integrates information</li> </ul>			
--	--	--	--

**The learner needs to work on the following:**

**This task was successfully completed \_\_\_\_ This task needs to be tried again \_\_\_\_**

**Practitioner Comments:**

**Learner Comments:**

## Task-Based Activity: Childcare Form

**Laubach Connection:** Laubach Way to Reading (LWR) Book 4, Lesson 6

### OALCF Link

#### Relevant Goal Paths

Apprenticeship, Employment, Independence, Postsecondary

**Rationale:** Learners on the Apprenticeship, Employment, Independence and Postsecondary Paths will need to fill in forms for a variety of different reasons.

**Task-Based Activity Description:** The learner will read a text (situation) to connect ideas and information (**A1.2**). Next, the learner will use a layout to determine where to make entries and will fill out the form with the information from the situation they read (**B3.2**).

#### Competency, Task Group and Level Indicators

(See Assessment page for performance descriptors)

##### A: Find and Use Information

A1: Read continuous text

- **A1.2:** Read texts to locate and connect ideas and information

##### B: Communicate Ideas and Information

##### B3: Complete and create documents

- **B3.2a:** Use layout to determine where to make entries in simple documents

#### Materials Required

- Pen or pencil and eraser
- Question sheets

## Overview

### Activity Introduction

This task uses a two-paragraph situation and a blank childcare form. The learner will begin by reading the situation about Tom and Sammy. Then, they will use the information from the situation to fill out the childcare form. Have the learner re-read the situation at least once; the majority of information for the form does not appear in chronological order.

### New words

Determine any new words that you think are being introduced in the activity and review those words with the learner.

### Instructions

1. Have the learner fill in their name and the date.
2. Have the learner complete the pre self-assessment.
3. Have the learner complete the task-based activity.
4. After completing the activity, have the learner complete the post self-assessment.
5. After the learner has completed the task-based activity, complete the assessment section and review the results with the learner.

### Extension activities

- If the learner has a child, have him/her fill out the form using their own information
- Research the cost of various daycare options



## Task-Based Activity: Childcare Form

Learner Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Pre self-assessment

I need to improve my skills at reading texts and filling in forms:

- ☐ Yes
- ☐ No

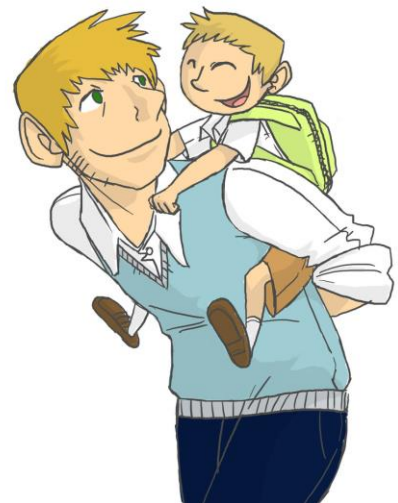
## Activity

Read the following situation to fill out the form below, using the information you read.

Tom is going back to school. He has a three-year-old son named Sammy Fisher who was born on June 10, 2009. Tom is a single dad and cannot take care of his son all day because he wants to complete his high school diploma. Therefore, he looks for day care options. Tom is worried because Sammy has many needs. Sammy is a picky eater. He loves cheese, crackers and fruit but dislikes yogurt and muffins. Sammy loves playing with small building blocks to make castles. He is usually a happy kid but when he gets angry he throws a fit and cries loudly. Tom disciplines Sammy by placing him in a timeout area. Sammy has been to childcare before and it took about a week for him to adjust. Sammy is a fearless kid who can get into messes but he loves naptime. Tom wants to make sure that Sammy is getting an hour of sleep each afternoon and that he is able to have his stuffed robot during naptime.

Tom is also concerned about the care Sammy will get with his health issues. Sammy has occasional upset stomach, and he has asthma. Tom also has asthma and carries around both his and Sammy's puffers. Sammy also gets frequent sore throats. Luckily, Sammy has never had any other illnesses or any developmental disorders. However, he has been hospitalized when he fractured his arm falling down the front steps of their apartment building. The last time he had a physical exam was January 25, 2014. The last time he had a visit with the dentist was December 5, 2013. Finally, the last time his eyes and ears were checked was May 14, 2014.

Tom expects the childcare centre to meet all of Sammy's daily and medical needs. He also wants Sammy to be having fun all day.



### About Your Child

1. What FOODS does your child especially like? \_\_\_\_\_
2. Especially DISLIKE? \_\_\_\_\_
3. Favorite toys, games, activities? \_\_\_\_\_
4. Is your child TOILET TRAINED? \_\_\_\_\_ What words does your child use for toilet? \_\_\_\_\_
5. How does your child express ANGER or frustration? \_\_\_\_\_
6. Does your child have any special FEARS? \_\_\_\_\_  
Explain \_\_\_\_\_
7. When your child is upset, what helps to COMFORT him/her? \_\_\_\_\_
8. How do you DISCIPLINE your child? \_\_\_\_\_
9. Has your child been taking an afternoon NAP? \_\_\_\_\_ If so, how long? \_\_\_\_\_  
If not, why? \_\_\_\_\_
10. Special toy or blanket for NAP? \_\_\_\_\_
11. Special FAMILY situations? ( *such as custody specifications, problems arising from situations, etc.*)  
\_\_\_\_\_  
\_\_\_\_\_
12. Anticipated ADJUSTMENT problems? \_\_\_\_\_  
\_\_\_\_\_
13. Any disorders/developmental (slow, advanced) diagnosed or suspected? \_\_\_\_\_  
\_\_\_\_\_
14. Previous childcare child has attended: \_\_\_\_\_
15. Any problems at previous daycares? \_\_\_\_\_
16. EXPECTATIONS of Day Care Home \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
17. Other COMMENTS?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Health History

1. Child's name \_\_\_\_\_ Birthdate \_\_\_\_\_

2. Last Physical Examination \_\_\_\_\_

3. Illnesses: (*please circle*)

Does your child have any problems with any of these?

Constipation  
Convulsions  
Diarrhea  
Fainting Spells  
Frequent Colds  
Frequent Ear Infections  
Frequent Sore Throats  
Lice  
Ringworm  
Skin Rash  
Soiling  
Stomach Upsets  
Urinary Problem  
Worms

Has your child had any of these diseases?

Asthma  
Bronchitis  
Chicken Pox  
Diabetes  
Heart Disease  
Hepatitis  
Impetigo  
Measles  
Mumps  
German Measles  
Polio  
Scarlet Fever  
Tuberculosis  
Whooping Cough

Other ILLNESSES? (*besides above*) \_\_\_\_\_

3. Has your child been HOSPITALIZED? (*explain*) \_\_\_\_\_

4. Has your child had INJURIES with fractures or loss of consciousness? (*explain*)

\_\_\_\_\_  
\_\_\_\_\_

5. Last VISION Test Date \_\_\_\_\_ Last HEARING Test Date \_\_\_\_\_

6. Last DENTIST Visit Date \_\_\_\_\_

7. Any other members of your family history of: ASTHMA \_\_\_\_ DIABETES \_\_\_\_ EPILEPSY \_\_\_\_



## Post self-assessment

I think my skills have improved as a result of completing this activity.

☐ Yes

☐ No

Learner comments:

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## Assessment

### Task-Based Activity: Childcare Form

Learner Name: \_\_\_\_\_ Date: \_\_\_\_\_

Practitioner Name: \_\_\_\_\_

Performance Descriptors	Needs Work	Improving	Excellent
<b>A1.2: Read texts to locate and connect ideas and information</b> <ul style="list-style-type: none"><li>• scans text to locate information</li><li>• locates multiple pieces of information in simple texts</li><li>• makes low-level inferences</li><li>• makes connections between sentences and between paragraphs in a single text</li><li>• reads more complex texts to locate a single piece of information</li><li>• follows the main events of descriptive, narrative and informational texts</li><li>• obtains information from detailed reading</li><li>• begins to identify sources and evaluate information</li></ul>			

**B3.2a: Use layout to determine where to make entries in simple documents**

- uses layout to determine where to make entries
- begins to make some inferences to decide what information is needed, where and how to enter the information
- makes entries using a limited range of vocabulary follows instructions on documents

The learner needs to work on the following:

This task was successfully completed \_\_\_\_\_ This task needs to be tried again \_\_\_\_\_

Practitioner Comments:

Learner Comments:

## Task-Based Activity: Read a Newspaper Article

**Laubach Connection:** Laubach Way to Reading (LWR) Book 4, Lesson 7

### OALCF Link

#### Relevant Goal Paths

Apprenticeship, Employment, Independence, Postsecondary, Secondary School Credit

**Rationale:** Learners on all the goal paths will need to read newspaper articles for a variety of different reasons.

**Task-Based Activity Description:** The learner will read a long text (newspaper article) to connect, evaluate and integrate information (A1.3). The learner will answer the questions and write a short summary of the article they choose to read (B2.1). Some learners may choose to perform this task using an online newspaper (D.1)

#### Competency, Task Group and Level Indicators

(See Assessment page for performance descriptors)

#### A: Find and Use Information

**A1:** Read continuous text

- **A1.3:** Read longer texts to connect, evaluate, and integrate ideas and information

#### B: Communicate Ideas and Information

**B2:** Write continuous text

- **B2.1:** Write brief texts to convey simple ideas and factual information

#### D: Use Digital Technology

**D.1:** Perform simple digital tasks according to a set procedure

#### Materials Required

- Pen or pencil and eraser
- Highlighter (optional)
- Local newspaper
- Question sheets

## Overview

### Activity Introduction

This task uses either a paper or an online newspaper. The learner will choose an article they find interesting. They will read the article and highlight, underline or circle important information that they find interesting. They will then use the newspaper and their article to answer the questions.

### New words

Determine any new words that you think are being introduced in the activity and review those words with the learner.

### Instructions

1. Have the learner fill in their name and the date.
2. Have the learner complete the pre self-assessment.
3. Have the learner complete the task-based activity.
4. After completing the activity, have the learner complete the post self-assessment.
5. After the learner has completed the task-based activity, complete the assessment section and review the results with the learner.

### Extension activities

- Use an online newspaper to complete the activity. Note: question 3 will not be applicable.



## Task-Based Activity: Read a Newspaper Article

Learner Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Pre self-assessment

I need to improve my skills at reading newspaper articles:

- ☐ Yes  
☐ No

### Activity

Find an article that interests you in your local newspaper or in an online newspaper. Choose an article that is several paragraphs long. Read the article and highlight, underline or circle key points that interest you. Then use the newspaper to answer the questions below.

1. What is the name of the newspaper?

\_\_\_\_\_

2. What is the front-page headline?

\_\_\_\_\_

3. What page is each of the following sections on?

Sport \_\_\_\_\_ Business News \_\_\_\_\_

Weather \_\_\_\_\_ Crosswords and puzzles \_\_\_\_\_

4. What is the headline of the article you chose?

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5. Who is the author of the article you chose?

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6. In your own words, briefly write out what your article is about.

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### Post self-assessment

I think my skills have improved as a result of completing this activity.

☐ Yes

☐ No

Learner comments:

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## Assessment

### Task-Based Activity: Read a Newspaper Article

Learner Name: \_\_\_\_\_ Date: \_\_\_\_\_

Practitioner Name: \_\_\_\_\_

Performance Descriptors	Needs Work	Improving	Excellent
<p><b>A1.3:</b> Read longer texts to connect, evaluate and integrate ideas and information</p> <ul style="list-style-type: none"><li>• integrates several pieces of information from texts</li><li>• manages unfamiliar elements (e.g. vocabulary, context, topic) to complete tasks</li><li>• identifies the purpose and relevance of texts</li><li>• skims to get the gist of longer texts</li><li>• begins to recognize bias and points of view in texts</li><li>• infers meaning which is not explicit in texts</li><li>• uses organizational features, such as headings, to locate information</li><li>• follows the main events of descriptive, narrative, informational and persuasive texts</li><li>• obtains information from detailed reading</li><li>• identifies sources, evaluates and integrates information</li></ul>			

**B2.1:** Write brief texts to convey simple ideas and factual information

- writes simple texts to request, remind or inform
- conveys simple ideas and factual information
- demonstrates a limited understanding of sequence
- uses sentence structure, upper and lower case and basic punctuation
- uses highly familiar vocabulary

If completed online:

**D.1:** Perform simple digital tasks according to a set procedure

- follows simple prompts
- follows apparent steps to complete tasks
- interprets brief text and icons
- locates specific functions and information
- requires support to identify sources and to evaluate and integrate information
- begins to perform simple searches (e.g. internet, software help menu)

**The learner needs to work on the following:**

**This task was successfully completed \_\_\_\_\_ This task needs to be tried again \_\_\_\_\_**

**Practitioner Comments:**

**Learner Comments:**

## Task-Based Activity: Magazine Table of Contents

**Laubach Connection:** Laubach Way to Reading (LWR) Book 4, Lesson 8

### OALCF Link

#### Relevant Goal Paths

Independence, Postsecondary, Secondary School Credit

**Rationale:** Learners on the Independence, Postsecondary and Secondary School Credit Paths will need to read a table of contents for a variety of different reasons.

**Task-Based Activity Description:** The learner will interpret a somewhat complex document (table of contents) to connect, evaluate and integrate information (A2.3).

#### Competency, Task Group and Level Indicators

(See Assessment page for performance descriptors)

#### A: Find and Use Information

A2: Interpret documents

- A2.3 Interpret somewhat complex documents to connect, evaluate and integrate information

#### Materials Required

- Pen or pencil and eraser
- Question sheets

## Overview

### Activity Introduction

In lesson eight, a table of contents document is introduced. This task uses a more complex table of contents from a magazine. The learner will examine the table of contents and use sub-headings, titles, colour and images to connect information. The learner will then answer the questions.

### New words

Determine any new words that you think are being introduced in the activity and review those words with the learner.

### Instructions

1. Have the learner fill in their name and the date.
2. Have the learner complete the pre self-assessment.
3. Have the learner complete the task-based activity.
4. After completing the activity, have the learner complete the post self-assessment.
5. After the learner has completed the task-based activity, complete the assessment section and review the results with the learner.

### Extension activities

- Have learners use different tables of contents to locate articles in magazines they are interested in.
- Have learners read magazine articles and pick out words and ideas they don't understand. Look up the meanings of the words and discuss the ideas.

## Task-Based Activity: Magazine Table of Contents

Learner Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Pre self-assessment

I need to improve my skills at understanding information in tables format:

- ☐ Yes
- ☐ No

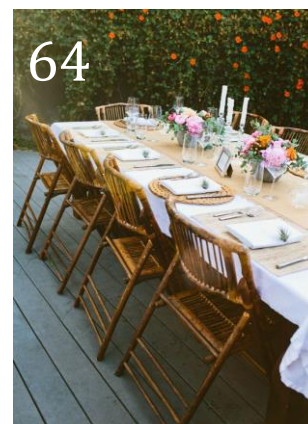
# CANADIAN LIFE

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Five ways to fall back in love with your home.
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How to turn your balcony into a chic garden.
- 30 **Personal Touches**  
Do it yourself decoration ideas.

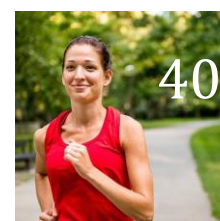


### Health

- 35 **Feel Like a Kid**  
Ten ways to re-energize.
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Tone your legs, core and arms with this easy routine.
- 40 **Try it Tonight: Fitness Trend**  
The health benefits of running in the morning.



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Seven weeknight suppers.
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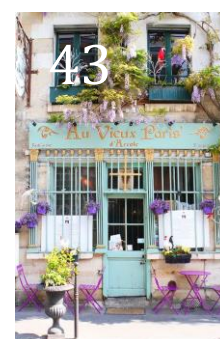


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### IN EVERY ISSUE

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1. What is the name of this magazine?

---

2. What is the volume and issue of this magazine?

---

3. What is in every issue of the magazine?

---

4. What is the name of the article that the picture labeled with the number 64 is referring to?

---

5. On what page would you find the section “8-Minute Workout”?

---

6. What is the most interesting article on the table of contents in your opinion? Explain why?

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## Post self-assessment

I think my skills have improved as a result of completing this activity.

- ☐ Yes  
☐ No

Learner comments:

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## Assessment

### Task-Based Activity: Magazine Table of Contents

Learner Name: \_\_\_\_\_ Date: \_\_\_\_\_

Practitioner Name: \_\_\_\_\_

Performance Descriptors	Needs Work	Improving	Excellent
<b>A2.3: Interpret somewhat complex documents to connect, evaluate and integrate information</b> <ul style="list-style-type: none"><li>• performs complex searches using multiple search criteria</li><li>• manages unfamiliar elements (e.g. vocabulary, context, topic) to complete tasks-integrates several pieces of information from documents</li><li>• compares or contrasts information between two or more documents</li><li>• uses layout to locate information</li><li>• identifies the purpose and relevance of documents</li><li>• makes inferences and draws conclusions from information displays</li><li>• identifies sources, evaluates and integrates information</li></ul>			

**The learner needs to work on the following:**

**This task was successfully completed \_\_\_\_\_ This task needs to be tried again \_\_\_\_\_**

**Practitioner Comments:**

**Learner Comments:**

## Task-Based Activity: Interpret a small town map

**Laubach Connection:** Laubach Way to Reading (LWR) Book 4, Lesson 9

### OALCF Link

#### Relevant Goal Paths

Apprenticeship, Employment, Independence, Postsecondary, Secondary School Credit

**Rationale:** Learners on the Apprenticeship, Employment, Independence, Postsecondary and Secondary School Credit Paths will need to read maps for a variety of different reasons.

**Task-Based Activity Description:** The learner will interpret a simple document (street map) to locate and connect information (**A2.2**).

#### Competency, Task Group and Level Indicators

(See Assessment page for performance descriptors)

#### A: Find and Use Information

A2: Interpret documents

- **A2.2:** Interpret simple documents to locate and connect information

#### Materials Required

- Pen or pencil and eraser
- Question sheets

## Overview

### Activity Introduction

In lesson nine, a street map is introduced. This task uses a town street map with a legend. The learner will examine the map and use it to answer the questions.

### New words

Determine any new words that you think are being introduced in the activity and review those words with the learner.

### Instructions

1. Have the learner fill in their name and the date.
2. Have the learner complete the pre self-assessment.
3. Have the learner complete the task-based activity.
4. After completing the activity, have the learner complete the post self-assessment.
5. After the learner has completed the task-based activity, complete the assessment section and review the results with the learner.

### Extension activities

- Have learners trace a day of activities on the map
- Use a local community map to complete a similar task-based activity
- Have learners draw a map of the local neighbourhood

## Task-Based Activity: Interpret a small town map

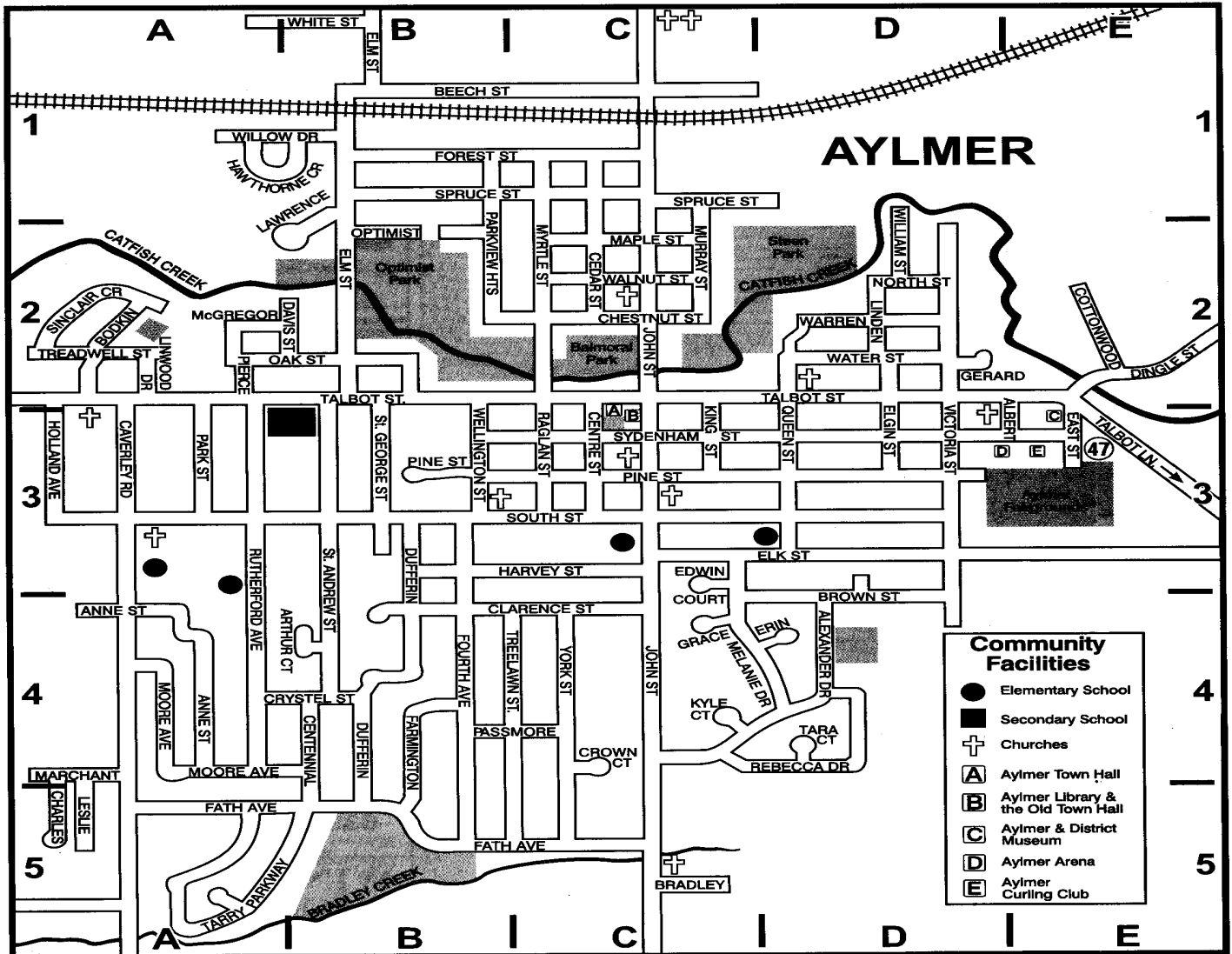
Learner Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Pre self-assessment

I need to improve my skills at reading maps:

- ☐ Yes
- ☐ No

## Activity



## STREET INDEX

<b>STREET INDEX</b>	Charles St. .... A5	Erin Court ..... C4	Leslie ..... A5	Parkview Hts. .... B1-2	Talbot St. .... A-E2
Albert St. .... D3	Chestnut St. .... B-C2	Farmington ..... B4-5	Linden ..... D2	Pasmore ..... B-C4	Tara Court ..... D2
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Anne St. .... A4	Cottonwood ..... E2	Forest St. .... B-C1	Maple St. .... C2	Pine St. .... B-D3	Treadwell St. .... A2
Arnold Court ..... B4	Crown Court ..... C4	Fourth Ave. .... B3-5	Marchant ..... A4	Queen St. .... D2-3	Treelawn St. .... B4-5
Beech St. .... B-C1	Crystal ..... B4	Gerard St. .... D2	McGregor ..... A2	Raglan St. .... C3	Victoria St. .... D2-3
Bodkin Ave. .... A2	Davis St. .... A-B2	Grace Court ..... C4	Melanie Dr. .... C4	Rutherford Ave. .... A3-4	Walnut St. .... C2
Bradley ..... C5	Dingle St. .... E2	Harvey St. .... B-C3	Moore Ave. .... A4	Rebecca Dr. .... D4	Warren ..... D2
Brown St. .... C-D4	Dufferin ..... B3-4	Hawthorne Cr. .... A-B1	Murray St. .... C2	St. Andrew St. .... B3-4	Water St. .... D2
Caverley Rd. .... A3-5	East St. .... E3	Holland Ave. .... A3	Myrtle St. .... C1-2	St. George St. .... B3	Wellington St. .... B3
Cedar St. .... C1-2	Edwin Court ..... C4	John St. .... C1-6	North St. .... D2	Sinclair Cr. .... A3	White St. .... B1
Centennial ..... B4	Elgin St. .... D2-3	King St. .... C3	Oak St. .... A-B2	South St. .... A-D3	William St. .... D2
Centre St. .... C3	Elk St. .... C-E3	Kyle Court ..... C4	Optimist ..... B2	Spruce St. .... B-C1	Willow Dr. .... A-B1
	Elm St. .... B1-2	Lawrence Cr. .... B1-2	Park St. .... A3	Sydenham St. .... C-E3	York St. .... C4-5

1. How many churches are there in this town? \_\_\_\_\_
2. What is the name of the street where the high school (secondary school) is found?  
\_\_\_\_\_
3. What is the name of one of the creeks in town?  
\_\_\_\_\_
4. What street are the Arena and the Curling Club on?  
\_\_\_\_\_
5. Give directions from the high school to Hawthorn Crescent.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## Post self-assessment

I think my skills have improved as a result of completing this activity.

- ☐ Yes  
☐ No

Learner comments:

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## Assessment

### Task-Based Activity: Interpret a small town map

Learner Name: \_\_\_\_\_ Date: \_\_\_\_\_

Practitioner Name: \_\_\_\_\_

Performance Descriptors	Needs Work	Improving	Excellent
<b>A2.2:</b> Interpret simple documents to locate and connect information <ul style="list-style-type: none"><li>• performs limited searches using one or two search criteria</li><li>• extracts information from tables and forms</li><li>• locates information in simple graphs and maps</li><li>• uses layout to locate information</li><li>• makes connections between parts of documents</li><li>• makes low-level inferences</li><li>• begins to identify sources and evaluate information</li></ul>			

**The learner needs to work on the following:**

**This task was successfully completed \_\_\_\_\_ This task needs to be tried again \_\_\_\_\_**

**Practitioner Comments:**

**Learner Comments:**

## Task-Based Activity: Measuring length and distance

**Laubach Connection:** Laubach Way to Reading (LWR) Book 4, Lesson 10

### OALCF Link

#### Relevant Goal Paths

Apprenticeship, Employment, Independence, Postsecondary, Secondary School Credit

**Rationale:** Learners on all of the goal paths will need to read texts and make estimates using measures and labels for a variety of different reasons.

**Task-Based Activity Description:** The learner will read a text (short informational paragraphs) to locate and connect ideas (A1.1) and interpret a very simple document (chart) to locate specific details (A2.1). The learner will also measure and make simple comparisons (C3.1).

#### Competency, Task Group and Level Indicators

(See Assessment page for performance descriptors)

##### A: Find and Use Information

**A1:** Read continuous text

- **A1.2:** Read texts to locate and connect ideas and information

**A2:** Interpret documents

- **A2.1:** Interpret very simple documents to locate specific details

##### C: Understand and Use Numbers

**C3:** Use measures

- **C3.1:** Measure and make simple comparisons and calculations

#### Materials Required

- Pen or pencil and eraser
- Question sheets

## Overview

### Activity Introduction

More Stories, lesson ten, story 2 is about length and distance. This task uses the same story, which has been revised to use metric measurements. Learners will read the story and chart to answer questions.

### New words

Determine any new words that you think are being introduced in the activity and review those words with the learner.

### Instructions

1. Have the learner fill in their name and the date.
2. Have the learner complete the pre self-assessment.
3. Have the learner complete the task-based activity.
4. After completing the activity, have the learner complete the post self-assessment.
5. After the learner has completed the task-based activity, complete the assessment section and review the results with the learner.

### Extension activities

- Have the learner estimate and then measure a variety of different objects at the learning centre.

## Task-Based Activity: Measuring length and distance

Learner Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Pre self-assessment

I need to improve my skills at reading short texts and understanding measurement:

- ☐ Yes
- ☐ No

### Activity

#### Measuring Length and Distance

In Canada we use the metric system. Sometimes you want to measure the length of something. Length is usually measured in millimetres, centimetres, decimeters and metres. For example, let's say you need a new blind for a window. You measure the window and find that it is 45 cm one way and 76 cm the other way. You tell the salesperson you need a blind that is 45 by 76 centimetres.

The length of boards is usually still measured using the imperial system. Many boards are 8 feet in length. Some are 12 or 16 feet in length. If boards are measured using the metric system they are measured using metres.

The length of some things is measured in metres. You may need to buy two or three metres of material to make a dress.

Distance is usually measured in metres, decametres or kilometres. The distance from one city to another is measured in kilometres. The distance run in a race may be measured in metres or kilometres. Centimetres and metres are used in sports contests like the high jump.

You'll find that you need to measure length and distance from time to time. The chart below tells you some of the conversions between different units of measurement.

10 millimetres = 1 centimetre  
100 centimetres = 1 metre  
10 decimetres = 1 metre  
10 metres = 1 decametre  
1,000 metres = 1 kilometre

Which metric unit of measure would you most likely use to measure the following items?

1. The height of a wall? \_\_\_\_\_
2. The length of a zipper? \_\_\_\_\_
3. The distance between two cities? \_\_\_\_\_
4. Your waist? \_\_\_\_\_
5. The length of a table? \_\_\_\_\_
6. The porch on a house? \_\_\_\_\_

### Post self-assessment

I think my skills have improved as a result of completing this activity.

- ☐ Yes  
☐ No

Learner comments:

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## Assessment

### Task-Based Activity: Measuring length and distance

Learner Name: \_\_\_\_\_ Date: \_\_\_\_\_

Practitioner Name: \_\_\_\_\_

Performance Descriptors	Needs Work	Improving	Excellent
<p><b>A1.2: Read texts to locate and connect ideas and information</b></p> <ul style="list-style-type: none"><li>• scans text to locate information</li><li>• locates multiple pieces of information in simple texts</li><li>• makes low-level inferences</li><li>• makes connections between sentences and between paragraphs in a single text</li><li>• follows the main events of descriptive, narrative and informational texts</li><li>• obtains information from detailed reading</li><li>• begins to identify sources and evaluate information</li></ul> <p><b>A2.1: Interpret very simple documents to locate specific details</b></p> <ul style="list-style-type: none"><li>• <b>scans to locate specific</b> details</li><li>• interprets brief text and common symbols</li><li>• identifies how lists are organized (e.g. sequential, chronological, alphabetical)</li><li>• requires support to identify sources and to evaluate and integrate information</li></ul>			

**C3.1: Measure and make simple comparisons and calculations**

- recognizes values in number and word format
- understands numerical order
- makes simple estimates
- chooses appropriate units (e.g. metres, inches) and non-standard units (e.g. paces, cupfuls, scoops)
- interprets and represents measures using symbols and abbreviations (e.g. inches as “, centimeters as cm, pounds as lbs, kilograms as kilos or kg)
- follows apparent steps to reach solutions

The learner needs to work on the following:

This task was successfully completed \_\_\_\_\_ This task needs to be tried again \_\_\_\_\_

Practitioner Comments:

Learner Comments:



## Task-Based Activity: Filling out a bank account application

**Laubach Connection:** Laubach Way to Reading (LWR) Book 4, Lesson 11

### OALCF Link

#### Relevant Goal Paths

Apprenticeship, Employment, Independence, Postsecondary

**Rationale:** Learners on the Apprenticeship, Employment, Independence, and Postsecondary Paths will need to fill out application forms for a variety of different reasons.

**Task-Based Activity Description:** The learner will interpret a simple document (profile) to locate information **(A2.2)** or they will use their own personal information. Using the personal information or information from the profile, the learner will complete a simple document **(B1.1)**.

#### Competency, Task Group and Level Indicators

(See Assessment page for performance descriptors)

##### A: Find and Use Information

**A2:** Interpret documents

- **A2.2:** Interpret simple documents to locate and connect information

##### B: Communicate Ideas and Information

**B3: Complete and create documents**

- **B3.2a:** Use layout to determine where to make entries in simple documents

#### Materials Required

- Pen or pencil and eraser
- Question sheets

## Overview

### Activity Introduction

This task uses a profile and a simple bank account application. Discuss with the learner if they have ever had to fill out an application for a bank account before. The learner will fill in the application using the information found in the profile or using their own personal information.

### New words

Determine any new words that you think are being introduced in the activity and review those words with the learner.

### Instructions

1. Have the learner fill in their name and the date.
2. Have the learner complete the pre self-assessment.
3. Have the learner complete the task-based activity.
4. After completing the activity, have the learner complete the post self-assessment.
5. After the learner has completed the task-based activity, complete the assessment section and review the results with the learner.

### Extension activities

- Have the learner complete the form using their own information
- Have the learner bring in forms they need to complete

## Task-Based Activity: Filling out a bank account application

Learner Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Pre self-assessment

I need to improve my skills at filling out simple applications:

- ☐ Yes
- ☐ No

### Activity

Please fill out the bank account application from below using one of the two options.

**Option A:** Use your own information to fill out the application.

OR

**Option B:** Fill out the form for Ralph Demeer using his profile below

# Profile



**Account Type:**  
Chequing/  
Savings Account

Name: Ralph Jack Demeer  
Title: Dr.  
Occupation: Cardiologist  
Place of work: Princeton Hospital  
Date of birth: January 5, 1975

Home address (former): 13 Henry Street  
Home address (current): 6 Lily Boulevard  
City: Princeton  
Province: British Columbia  
Postal Code: T3K 7D2

Home Phone: (724) 556 9898  
Cell Phone: (334) 778 8989  
Business: (456) 338 9801 Ext. 556  
When to call: PM  
What number to call: cell phone

Email: deemer.RJ@gmail.com  
Fax Number: 668- 894- 0293  
Social Insurance Number:  
140 895 6478

## Additional People

Name: Lana Nicole Ringer  
Title: Dr.  
Occupation: Endocrinologist  
Place of work: Princeton Hospital  
Date of birth: June 26, 1977  
Social Insurance Number: 140 890 456  
Home information: Same as Dr. Deemer  
Home Phone: Same as Dr. Deemer  
Cell Phone: (334) 782 6735  
Business: (456) 338 9801 Ext. 690  
When to call: PM  
What number to call: home phone  
Email: ringer.LN@gmail.com  
Fax Number: Same as Dr. Deemer

# Dufferin Trust Bank

## Personal Information

☐ Mr. ☐ Mrs. ☐ Miss ☐ Dr. ☐ Rev.

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*First Name*

*Middle Name*

*Last Name*

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*Date of Birth (mm/dd/yy)*

*Social Insurance Number*

*Occupation or Type of Business*

---

*Home Address (current)*

*City/Province*

*Postal Code*

---

*Home Phone*

*Business Phone*

*Cell Phone*

Best time to call: ☐ AM ☐ PM

Best number to call: ☐ Home ☐ Business ☐ Cell

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*Email Address*

*Fax Number*

## JOINT APPLICATION INFORMATION (IF APPLICABLE)

☐ Mr. ☐ Mrs. ☐ Miss ☐ Dr. ☐ Rev.

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*First Name*

*Middle Name*

*Last Name*

---

*Date of Birth (mm/dd/yy)*

*Social Insurance Number*

*Occupation or Type of Business*

---

*Home Address (current)*  
**(if different from above)**

*City/Province*

*Postal Code*

---

*Home Phone*  
**(if different from above)**

*Business Phone*

*Cell Phone*

Best time to call: ☐ AM ☐ PM

Best number to call: ☐ Home ☐ Business ☐ Cell

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*Email Address (if different from above)*

*Fax Number(if different from above)*

#### AUTHORIZATION

*I state that the information provided is true and accurate. I have read, understand and accept the terms of the membership agreement provided to me. I consent Dufferin Trust Bank to collect, use and disclose my personal information for the purposes identified in the Dufferin Trust Bank privacy statement. I also consent to Dufferin Trust Bank obtaining credit information about me as it may require in connection to any accounts of loans for which I apply.*

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*Applicant's Signature*

*Date*

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*Joint Applicant's Signature(if applicable)*

*Date*



Dufferin Trust Bank

### **Post self-assessment**

I think my skills have improved as a result of completing this activity.

☐ Yes

☐ No

Learner comments:

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## Assessment

### Task-Based Activity: Filling Out a Bank Application

Learner Name: \_\_\_\_\_ Date: \_\_\_\_\_

Practitioner Name: \_\_\_\_\_

Performance Descriptors	Needs Work	Improving	Excellent
<b>A2.2: Interpret simple documents to locate and connect information</b> <ul style="list-style-type: none"><li>• performs limited searches using one or two search criteria</li><li>• extracts information from tables and forms</li><li>• uses layout to locate information</li><li>• makes connections between parts of documents</li><li>• makes low-level inferences</li><li>• begins to identify sources and evaluate information</li></ul> <b>B3.2a: Use layout to determine where to make entries in simple documents</b> <ul style="list-style-type: none"><li>• uses layout to determine where to make entries</li><li>• begins to make some inferences to decide what information is needed, where and how to enter the information</li><li>• makes entries using a limited range of vocabulary</li><li>• follows instructions on documents</li></ul>			

The learner needs to work on the following:

This task was successfully completed \_\_\_\_\_ This task needs to be tried again \_\_\_\_\_



**Practitioner Comments:**

**Learner Comments:**

## Task-Based Activity: Complete an invoice for fence materials

**Laubach Connection:** Laubach Way to Reading (LWR) Book 4, Lesson 12

### OALCF Link

#### Relevant Goal Paths

Apprenticeship, Employment, Independence, Postsecondary, Secondary School Credit

**Rationale:** Learners on the Apprenticeship, Employment, Independence, Postsecondary and Secondary School Credit Paths will need to make calculations with discount rates and measures for a variety of different reasons.

**Task-Based Activity Description:** The learner will interpret a simple document (invoice) to locate and connect **information(A2.2)**. The learner will calculate costs while using rates and discounts **(C1.2)**. While performing the calculations, the learner will use standard and non-standard measures **(C3.2)**.

#### Competency, Task Group and Level Indicators

(See Assessment page for performance descriptors)

##### A: Find and Use Information

##### A2: Interpret documents

- **A2.2:** Interpret simple documents to locate and connect information

##### C: Understand and Use Numbers

##### C1: Manage money

- **C1.2:** Make low-level inferences to calculate costs and expenses that may include rates such as taxes and discounts

##### C3: Use measures

- **C3.1:** Measure and make simple comparisons and calculations

#### Materials Required

- Pen or pencil and eraser
- Question sheets

## Overview

### Activity Introduction

In lesson twelve, Jerry and Bob are having an issue with Bob's dog digging a hole under the fence. They decide to build a stronger fence. This task uses a simple invoice. The learner will read a short scenario. Then, they will make several calculations to complete the invoice for fencing materials.

### New words

Determine any new words that you think are being introduced in the activity and review those words with the learner.

### Instructions

1. Have the learner fill in their name and the date.
2. Have the learner complete the pre self-assessment.
3. Have the learner complete the task-based activity.
4. After completing the activity, have the learner complete the post self-assessment.
5. After the learner has completed the task-based activity, complete the assessment section and review the results with the learner.

### Extension activities

- Have the learner bring in invoices
- Research costs for a variety of different building products

## Task-Based Activity: Complete and invoice for fence materials

Learner Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Pre self-assessment

I need to improve my skills at making calculations with measures and rates:

☐ Yes

☐ No

### Activity

Please complete the invoice below by filling in the shaded areas.

You have a customer who wants to buy materials for a fence. You will need to calculate the cost per item and apply a discount where given. Assume the customer pays the account in 30 days or less and receives an additional 8% discount of the final total.

Item Description	No. of Items	Item Unit Cost	Discount	Total cost for Item
Fence posts	348	\$ 3.38	5%	
Fence wire	650m	\$ 2.62/m	10%	
Pliers	4	\$ 25.30	-	
3mm fencing nails	8 kg	\$ 7.98/kg	-	
Gates	6	\$ 45.72	10%	
Heavy-duty hammers	4	\$ 23.26	5%	
Concrete mix	8 bags	\$ 11.99/bag	10%	
			<b>Total</b>	
			<b>less 8%</b>	
			<b>Final amount</b>	

## Post self-assessment

I think my skills have improved as a result of completing this activity.

- ☐ Yes  
☐ No

Learner comments:

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## Assessment

### Task-Based Activity: Complete and invoice for fence materials

Learner Name: \_\_\_\_\_ Date: \_\_\_\_\_

Practitioner Name: \_\_\_\_\_

Performance Descriptors	Needs Work	Improving	Excellent
<b>A2.2:</b> Interpret simple documents to locate and connect information <ul style="list-style-type: none"><li>• performs limited searches using one or two search criteria</li><li>• extracts information from tables and forms</li><li>• uses layout to locate information</li><li>• makes connections between parts of documents</li><li>• makes low-level inferences</li><li>• begins to identify sources and evaluate information</li></ul> <b>C1.2:</b> Make low-level inferences to calculate costs and expenses that may include rates such as taxes and discounts <ul style="list-style-type: none"><li>• calculates using numbers expressed as whole numbers, fractions, decimals, percentages and integers</li><li>• calculates percentages</li></ul>			

- interprets and applies rates (e.g. \$/kg, \$/1)
- chooses and performs required operation(s); may make inferences to identify required operation(s)
- selects appropriate steps to reach solutions
- represents costs and rates using monetary symbols, decimals and percentages
- makes simple estimates
- interprets, represents and converts amounts using whole numbers, decimals, percentages, ratios and simple, common fractions (e.g.  $\frac{1}{2}$ ,  $\frac{1}{4}$  )
- uses strategies to check accuracy (e.g. estimating, using a calculator, repeating a calculation, using the reverse operation)

**C3.1:** Measure and make simple comparisons and calculations

- adds and subtracts whole number measurements
- recognizes values in number and word format
- understands numerical order
- makes simple estimates
- begins to interpret integers (e.g. temperature, elevation)
- chooses appropriate units (e.g. metres, inches) and non-standard units (e.g. paces, cupfuls, scoops)
- identifies and performs required operation
- interprets and represents measures using whole numbers, decimals and simple, common fractions (e.g.  $\frac{1}{2}$ ,  $\frac{1}{4}$ )
- interprets and represents measures using symbols and abbreviations (e.g. inches as “, centimeters as cm, pounds as lbs, kilograms as kilos or kg)
- follows apparent steps to reach solutions

<ul style="list-style-type: none"> <li>uses strategies to check accuracy (e.g. estimating, using a calculator, repeating a calculation, using the reverse operation)</li> </ul>			
<p><b>The learner needs to work on the following:</b></p>			
<p><b>This task was successfully completed _____ This task needs to be tried again _____</b></p>			
<p><b>Practitioner Comments:</b></p>			
<p><b>Learner Comments:</b></p>			

## Task-Based Activity: Hockey Hall of Fame research

**Laubach Connection:** Laubach Way to Reading (LWR) Book 4, Lesson 13

### OALCF Link

#### Relevant Goal Paths

Apprenticeship, Employment, Independence, Postsecondary, Secondary School Credit

**Rationale:** Learners on the Apprenticeship, Employment, Independence, Postsecondary and Secondary School Credit Paths will need to use websites as research resources for a variety of different reasons.

**Task-Based Activity Description:** The learner will perform multi-step digital tasks (Hockey Hall of Fame website) to research specific questions (**D.2**). The learner will interpret simple documents to locate and connect information (**A2.2**) and will calculate costs using discounts (**C1.2**).

#### Competency, Task Group and Level Indicators (See Assessment page for performance descriptors)

##### A: Find and Use Information

##### A2: Interpret documents

- **A2.2:** Interpret simple documents to locate and connect information

##### C: Understand and Use Numbers

##### C1: Manage Money

- **C1.2:** Make low-level inferences to calculate costs and expenses that may include rates such as taxes and discounts

##### D: Use Digital Technology

##### D.2 Perform well-defined, multi-step digital tasks

#### Materials Required

- Pen or pencil and eraser
- Question sheets
- Internet access
- Calculator



## Overview

### Activity Introduction

Lesson thirteen introduces Jackie Robinson, a famous sports figure. This task uses the Hockey Hall of Fame website. Using a digital device, the learner will access the Hockey Hall of Fame Website and use the layout to locate information; they may need to read documents such as maps, lists and tables. To answer the questions, the learner will either locate information and/or perform calculations.

### New words

Determine any new words that you think are being introduced in the activity and review those words with the learner.

### Instructions

1. Have the learner fill in their name and the date.
2. Have the learner complete the pre self-assessment.
3. Have the learner complete the task-based activity.
4. After completing the activity, have the learner complete the post self-assessment.
5. After the learner has completed the task-based activity, complete the assessment section and review the results with the learner.

### Extension activities

- Research other attractions that are of interest to the learner
- Develop a budget for a group outing to an attraction

## Task-Based Activity: Hockey Hall of Fame research

Learner Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Pre self-assessment

I need to improve my skills at using websites to research information:

- ☐ Yes  
☐ No

### Activity

Using a digital device, search for the Canadian Hockey Hall of Fame website. Answer the questions below using information you find on the website.

1. Where is the Hockey Hall of Fame (city and address)?

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2. When is the museum open?

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3. You are bringing your sixty-seven year-old mother and eleven year-old nephew to the Hockey Hall of Fame. How much will it cost for the three of you to go to the museum?

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4. You are buying two general admission tickets for yourself and your partner. You decide to buy them online. Are there any deals if you pay this way? If so, calculate the cost of the tickets with the deal.

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5. Name three exhibits that you can see at the Hockey Hall of Fame.

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### Post self-assessment

I think my skills have improved as a result of completing this activity.

☐ Yes

☐ No

Learner comments:

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## Assessment

### Task-Based Activity: Hockey Hall of Fame Research

Learner Name: \_\_\_\_\_ Date: \_\_\_\_\_

Practitioner Name: \_\_\_\_\_

Performance Descriptors	Needs Work	Improving	Excellent
<p><b>A2.2:</b> Interpret simple documents to locate and connect information</p> <ul style="list-style-type: none"><li>• performs limited searches using one or two search criteria</li><li>• extracts information from tables and forms</li><li>• uses layout to locate information</li><li>• makes connections between parts of documents</li><li>• makes low-level inferences</li><li>• begins to identify sources and evaluate information</li></ul>			
<p><b>C1.2:</b> Make low-level inferences to calculate costs and expenses that may include rates such as taxes and discounts</p> <ul style="list-style-type: none"><li>• calculates using numbers expressed as whole numbers, fractions, decimals, percentages and integers</li><li>• calculates percentages</li><li>• interprets and applies rates (e.g. \$/kg, \$/1)</li><li>• chooses and performs required operation(s); may make inferences to identify required operation(s)</li><li>• selects appropriate steps to reach solutions</li><li>• represents costs and rates using monetary symbols, decimals and percentages</li><li>• makes simple estimates</li></ul>			

- interprets, represents and converts amounts using whole numbers, decimals, percentages, ratios and simple, common fractions (e.g.  $\frac{1}{2}$ ,  $\frac{1}{4}$  )
- uses strategies to check accuracy (e.g. estimating, using a calculator, repeating a calculation, using the reverse operation)

**D.2:** Perform well-defined, multi-step digital tasks

- selects and follows appropriate steps to complete tasks
- locates and recognizes functions and commands
- makes low-level inferences to interpret icons and text
- begins to identify sources and evaluate information
- performs simple searches using keywords (e.g. internet, software help menu)

**The learner needs to work on the following:**

**This task was successfully completed \_\_\_\_\_ This task needs to be tried again \_\_\_\_\_**

**Practitioner Comments:**

**Learner Comments:**

## Task-Based Activity: Interpret a bus schedule

**Laubach Connection:** Laubach Way to Reading (LWR) Book 4, Lesson 14

### OALCF Link

#### Relevant Goal Paths

Apprenticeship, Employment, Independence

**Rationale:** Learners on the Apprenticeship, Employment and Independence Paths will need to read bus schedules and calculate time for a variety of different reasons.

**Task-Based Activity Description:** The learner will interpret a simple document (label) to locate and connect **information (A2.2)**. The learner will answer questions relating to the chart. Some questions include calculations with **time (C2.1)**.

#### Competency, Task Group and Level Indicators

(See Assessment page for performance descriptors)

#### A: Find and Use Information

##### A2: Interpret documents

- **A2.2** Interpret simple documents to locate and connect information

#### C: Understand and Use Numbers

##### C2: Manage Time

- **C2.1** Measure time and make simple calculations

#### Materials Required

- Pen or pencil and eraser
- Question sheets

## Overview

### Activity Introduction

In lesson fourteen, Lana buys three bus tickets for his daughter and her children to travel to California. This task uses a bus schedule. Discuss with the learner if they have ever taken a bus to get somewhere. Explain the importance of understanding bus schedules. Learners will read the bus schedule and pick out specific details. They will examine the amount of time it takes to get to certain places, where the bus stops are, and when they should catch the bus.

### New words

Determine any new words that you think are being introduced in the activity and review those words with the learner.

### Instructions

1. Have the learner fill in their name and the date.
2. Have the learner complete the pre self-assessment.
3. Have the learner complete the task-based activity.
4. After completing the activity, have the learner complete the post self-assessment.
5. After the learner has completed the task-based activity, complete the assessment section and review the results with the learner.

### Extension activities

- Have learners plan a daily bus route based on their schedule
- Use local transportation schedules with learners

## Task-Based Activity: Interpret a bus schedule

Learner Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Pre self-assessment

I need to improve my skills at reading schedules and understanding time:

☐ Yes

☐ No



## Activity

<b>Bus 15</b> <b>Runs Daily</b>  <b>Cedarcreek Transit</b> <b>North End Route</b>							
Brace Ave.	Fredrick Centre Street	College Street	Stanley Street	Park Mall Hamp Road	Starway Blvd.	York Centre Road	Brace Ave.
1	2	3	4	5	6	7	1
-	-	-	am6:00	6:05	6:10	6:15	6:30
6:35	6:40	6:45	6:50	6:55	7:00	7:05	7:10
7:15	7:20	7:25	7:30	7:35	7:40	7:45	7:50
7:55	8:00	8:05	8:10	8:15	8:20	8:25	8:30
8:35	8:40	8:45	8:50	8:55	9:00	9:05	9:10
9:15	9:20	9:25	9:30	9:35	9:40	9:45	9:50
9:55	10:00	10:05	10:10	10:15	10:20	10:25	10:30
10:35	10:40	10:45	10:50	10:55	11:00	11:05	11:10
11:15	11:20	11:25	11:30	11:35	11:40	11:45	11:50
11:55	pm12:00	12:05	12:10	12:15	12:20	12:25	12:30
12:35	12:40	12:45	12:50	12:55	1:00	1:05	1:10
1:15	1:20	1:25	1:30	1:35	1:40	1:45	1:50
1:55	2:00	2:05	2:10	2:15	2:20	2:25	2:30
2:35	2:40	2:45	2:50	2:55	3:00	3:05	3:10
3:15	3:20	3:25	3:30	3:35	3:40	3:45	3:50
3:55	4:00	4:05	4:10	4:15	4:20	4:25	4:30
4:35	4:40	4:45	4:50	4:55	5:00	5:05	5:10
5:15	5:20	5:25	5:30	5:35	5:40	5:45	5:50
5:55	6:00	6:05	6:10	6:15	6:20	6:25	6:30
6:35	6:40	6:45	6:50	6:55	7:00	7:05	7:10
7:15	7:20	7:25	7:30	-	-	-	-

1. How often does the bus run?

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2. When and where does the bus start every morning?

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3. When and where does the bus end every night?

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4. If you get on the bus at Stanley Street and need to be at Brace Ave. at 8:30 a.m. what time do you need to catch the bus?

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5. You get on the bus at Fredrick Centre Street. You need to be at Park Mall Hamp Road at 4:15 p.m. At what time should you catch the bus? \_\_\_\_\_

6. You will catch the bus at College Street. You need to be at Starway Blvd. At 11:00 a.m.

a) At what time should you catch the bus?

---

b) How long will the ride take you?

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### Post self-assessment

I think my skills have improved as a result of completing this activity.

☐ Yes

☐ No

Learner comments:

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## Assessment

### Task-Based Activity: Interpret a bus schedule

Learner Name: \_\_\_\_\_ Date: \_\_\_\_\_

Practitioner Name: \_\_\_\_\_

Performance Descriptors	Needs Work	Improving	Excellent
<p><b>A2.2:</b> Interpret simple documents to locate and connect information</p> <ul style="list-style-type: none"><li>• performs limited searches using one or two search criteria</li><li>• extracts information from tables and forms</li><li>• uses layout to locate information</li><li>• makes connections between parts of documents</li><li>• makes low-level inferences</li><li>• begins to identify sources and evaluate information</li></ul>			
<p><b>C2.1:</b> Measure time and make simple calculations</p> <ul style="list-style-type: none"><li>• adds, subtracts, multiplies and divides whole numbers and decimals</li><li>• recognizes values in number and word format</li><li>• understands chronological order</li><li>• reads time on analog and digital clocks</li><li>• identifies and performs required operation</li><li>• represents dates and times using standard conventions</li><li>• chooses appropriate units of measurement (e.g. hours, minutes, seconds)</li></ul>			

- interprets and represents time using whole numbers, decimals (e.g. .25, .5) and simple common fractions (e.g.  $\frac{1}{2}$ ,  $\frac{1}{4}$  hour)
- follows apparent steps to reach solutions
- rounds to nearest minute or hour
- uses strategies to check accuracy (e.g. estimating, using a calculator, repeating a calculation, using the reverse operation)

**The learner needs to work on the following:**

**This task was successfully completed \_\_\_\_\_ This task needs to be tried again \_\_\_\_\_**

**Practitioner Comments:**

**Learner Comments:**

## Task-Based Activity: Watch an apprenticeship video

**Laubach Connection:** Laubach Way to Reading (LWR) Book 4, Lesson 15

### OALCF Link

#### Relevant Goal Paths

Apprenticeship, Employment, Independence, Postsecondary, Secondary School Credit

**Rationale:** Learners on all the goal paths will need to watch informational videos for a variety of different reasons.

**Task-Based Activity Description :** The learner will watch a short video to extract information about becoming an apprentice (**A3**). The learner will fill out a simple document (summary sheet) using the information from the video (**B3.2a**).

#### Competency, Task Group and Level Indicators

(See Assessment page for performance descriptors)

##### A: Find and Use Information

**A3: Extract information from films, broadcasts and presentations**

##### B: Communicate Ideas and Information

**B3: Complete and create documents**

- **B3.2a:** Use layout to determine where to make entries in simple documents

#### Materials Required

- Pen or pencil and eraser
- Internet access to watch a video
- Question sheets

## Overview

### Activity Introduction

In lesson fifteen, Roy loses his factory job. This task uses a short, informational video about apprenticeship and a summary sheet. The learner will watch the video and take notes while watching. If necessary, they can watch the video more than once. The learner will fill out the summary sheet.

### New words

Determine any new words that you think are being introduced in the activity and review those words with the learner.

### Instructions

1. Have the learner fill in their name and the date.
2. Have the learner complete the pre self-assessment.
3. Have the learner complete the task-based activity.
4. After completing the activity, have the learner complete the post self-assessment.
5. After the learner has completed the task-based activity, complete the assessment section and review the results with the learner.

### Extension activities

- Look for a variety of videos on apprenticeship for the learner to review
- Research a specific apprenticeship the learner is interested in

## Task-Based Activity: Watch an apprenticeship video

Learner Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Pre self-assessment

I need to improve my skills at understanding information through videos:

- ☐ Yes
- ☐ No

### Activity

“Becoming an Apprentice” by Employment Ontario:

<http://www.videodelivery.gov.on.ca/player/download.php?file=http://www.media.gov.on.ca/fbe1b4dc7721ccc3/en/pages/text.html>

Use the link provided to find and watch the “Becoming an Apprentice” video by Employment Ontario. While you are watching, make notes about information you think is important. Use the information from the video to fill out the summary sheet below.

Note: If the link provided doesn’t work, search for the video using the search terms:

- Becoming an apprentice
- and
- Employment Ontario

## Becoming an Apprentice

What is an apprenticeship?

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---

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List some apprenticeship jobs

- 
- 
- 
- 
- 

There are more than \_\_\_\_\_ skilled trades!

List four ways to become an apprentice

- 1.
- 2.
- 3.
- 4.

Costs...

It costs \$\_\_\_\_\_ to register as an apprentice.

In class instruction is about \$\_\_\_\_\_ for \_\_\_\_\_ weeks.

It is \$ \_\_\_\_\_ to write the Certification of Qualification exam.

The Loans for Tools program offers an \_\_\_\_\_ loan to help newly registered apprentices get the tools they need for their skilled trade.



## Post self-assessment

I think my skills have improved as a result of completing this activity.

☐ Yes

☐ No

Learner comments:

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## Assessment

### Task-Based Activity: Watch an apprenticeship video

Learner Name: \_\_\_\_\_ Date: \_\_\_\_\_

Practitioner Name: \_\_\_\_\_

Performance Descriptors	Needs Work	Improving	Excellent
<p><b><i>A3: The tasks in this task group are not rated for complexity</i></b></p> <p><b>B3.2a: Use layout to determine where to make entries in simple documents</b></p> <ul style="list-style-type: none"><li>• uses layout to determine where to make entries</li><li>• begins to make some inferences to decide what information is needed, where and how to enter the information</li><li>• makes entries using a limited range of vocabulary</li><li>• follows instructions on documents</li></ul>			

**The learner needs to work on the following:**

**This task was successfully completed \_\_\_\_\_ This task needs to be tried again \_\_\_\_\_**

**Practitioner Comments:**

**Learner Comments:**

## Task-Based Activity: Interpreting a yard sale advertisement

**Laubach Connection:** Laubach Way to Reading (LWR) Book 4, Lesson 16

### OALCF Link

#### Relevant Goal Paths

Employment, Independence

**Rationale:** Learners on the Employment and Independence Paths will need to read advertisements for a variety of different reasons.

**Task-Based Activity Description:** The learner will read interpret a simple document (online advertisement) to locate and connect information **(A2.2)**.

#### Competency, Task Group and Level Indicators

(See Assessment page for performance descriptors)

#### A: Find and Use Information

##### A2: Interpret documents

- **A2.2:** Interpret simple documents to locate and connect information

#### Materials Required

- Pen or pencil and eraser
- Question sheets

## Overview

### Activity Introduction

Lesson sixteen is about finding what you need in the newspaper. This task uses an advertisement from a website. The learner will read the advertisement and locate information to answer the questions.

### New words

Determine any new words that you think are being introduced in the activity and review those words with the learner.

### Instructions

1. Have the learner fill in their name and the date.
2. Have the learner complete the pre self-assessment.
3. Have the learner complete the task-based activity.
4. After completing the activity, have the learner complete the post self-assessment.
5. After the learner has completed the task-based activity, complete the assessment section and review the results with the learner.

### Extension activities

- Have the learner look up a variety of local online advertisements

## Task-Based Activity: Interpreting a yard sale advertisement

Learner Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Pre self-assessment

I need to improve my skills at locating information in advertisements:

- ☐ Yes
- ☐ No

## Activity

Review the online yard sale advertisement below to answer the questions.

File Edit View History Bookmarks Window Help

◀ ▶ ↺ +

Q Google

KIMONO

Over 89 002 local ads!


Browse Categories

➔

Search

In

All Ads



Date Listed	19/06/2014
Address	82 Yellowbird Lane, Fell's Falls, ON N8T 9U7
Event Date(s)	27/06/2014
Time(s)	8:00 a.m. to 4:00 p.m.

---

HUGE NEIGHBOURHOOD YARD SALE! High quality items ranging from antiques, home furniture, jewellery, kitchenware, sports equipment, toys, etc.

You do not want to miss this!!! Hundreds of high quality, affordable items from a clean home environment.

Some available items: antique rocking chair, mahogany card table, blown glass perfume bottles, Coleman camping grill, ruby earrings, vintage books, Callaway golf club set, etc.

**First come, first serve!**  
See you there!

1. What website is the yard sale advertisement posted on?

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2. What category of advertisements is this advertisement in?

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3. When was this advertisement posted on the website?

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4. When and what time does the event take place?

---

5. Where does the event take place?

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6. List three things that you will find at this yard sale

1.

2.

3.

7. At the bottom of the ad, the phrase “First come, first serve” is written. What does this mean?

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### Post self-assessment

I think my skills have improved as a result of completing this activity.

☐ Yes

☐ No

Learner comments:

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## Assessment

### Task-Based Activity: Interpreting a yard sale advertisement

Learner Name: \_\_\_\_\_ Date: \_\_\_\_\_

Practitioner Name: \_\_\_\_\_

Performance Descriptors	Needs Work	Improving	Excellent
<b>A2.2:</b> Interpret simple documents to locate and connect information <ul style="list-style-type: none"><li>• performs limited searches using one or two search criteria</li><li>• extracts information from tables and forms</li><li>• locates information in simple graphs and maps</li><li>• uses layout to locate information</li><li>• makes connections between parts of documents</li><li>• makes low-level inferences</li><li>• begins to identify sources and evaluate information</li></ul>			

The learner needs to work on the following:

This task was successfully completed \_\_\_\_\_ This task needs to be tried again \_\_\_\_\_

Practitioner Comments:

Learner Comments:



## Task-Based Activity: Create a Christmas party poster

**Laubach Connection:** Laubach Way to Reading (LWR) Book 4, Lesson 17

### OALCF Link

#### Relevant Goal Paths

Employment, Independence, Secondary School Credit

**Rationale:** Learners on the Employment, Independence, and Secondary School Credit Paths will need to make posters for a variety of different reasons.

**Task-Based Activity Description:** The learner will read a brief text (Instructions and information paragraph for the poster) to locate specific details (A1.1). The learner will create a simple poster to display the information provided in the paragraph (B3.2b). The learner is encouraged to express their individual creativity (B4).

#### Competency, Task Group and Level Indicators

(See Assessment page for performance descriptors)

##### A: Find and Use Information

**A1:** Read continuous text

- **A1.1:** Read brief texts to locate specific details

##### B: Communicate Ideas and Information

**B3:** Complete and create documents

- **B3.2b:** Create simple documents to sort, display and organize information

**B4:** Express oneself creatively

- Express oneself creatively, such as by writing journal entries, telling a story, and creating art

#### Materials Required

- Pen or pencil and eraser
- Question sheets

## Overview

### Activity Introduction

In lesson seventeen, there is an open house at Chris' school. This task uses a blank Christmas poster and an informational paragraph. The learner will read the paragraph to find the information they need to include in the poster. Next, the learner will decide where to place the information. Finally, they will create the Christmas poster. Learners should be encouraged to experiment with their creativity when placing and writing the information.

### New words

Determine any new words that you think are being introduced in the activity and review those words with the learner.

### Instructions

1. Have the learner fill in their name and the date.
2. Have the learner complete the pre self-assessment.
3. Have the learner complete the task-based activity.
4. After completing the activity, have the learner complete the post self-assessment.
5. After the learner has completed the task-based activity, complete the assessment section and review the results with the learner.

### Extension activities

- Create a poster from scratch (without the template provided)
- Create a poster for an alternative event
- Use publishing software to create a poster

## Task-Based Activity: Create a Christmas party poster

Learner Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Pre self-assessment

I need to improve my skills at creating simple documents.

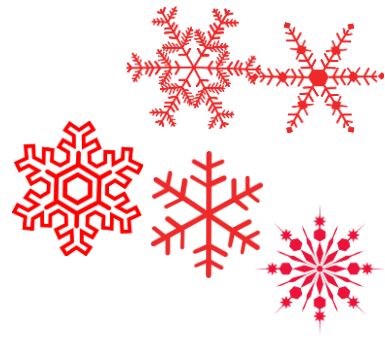
☐ Yes

☐ No

### Activity

Use the information in the paragraph to create a poster for the party. All the information you read about the party should be included on your poster.

Create a Christmas party poster for your adult learning centre. The date is December 18, 2014. The time is 11:00 a.m. to 2:00 p.m. Finally, the place is your adult learning centre. Be sure to mention that Gusto's Italian Cuisine is catering and that there will be many games with exciting prizes. Remind everyone to bring a reusable water bottle.



## Post self-assessment

I think my skills have improved as a result of completing this activity.

☐ Yes

☐ No

Learner comments:

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## Assessment

### Task-Based Activity: Create a Christmas party poster

Learner Name: \_\_\_\_\_ Date: \_\_\_\_\_

Practitioner Name: \_\_\_\_\_

Performance Descriptors	Needs Work	Improving	Excellent
<b>A1.1: Read brief texts to locate specific details</b> <ul style="list-style-type: none"><li>• reads short texts to locate a single piece of information</li><li>• decodes words and makes meaning of sentences in a single text</li><li>• follows the sequence of events in straightforward chronological texts</li><li>• follow simple, straightforward instructional texts</li><li>• identifies the main idea in brief texts</li><li>• requires support to identify sources and to evaluate and integrate information</li></ul>			

**B3.2b: Create simple documents to sort, display and organize information**

- follows conventions to display information in simple documents (e.g. use of font, colour, shading, bulleted lists)
- sorts entries into categories
- displays one or two categories of information organized according to content to be presented
- identifies parts of documents using titles, row and column headings and labels

**B4: Express oneself creatively, such as by writing journal entries, telling a story and creating art**

- the tasks in this task group are not rated for complexity

**The learner needs to work on the following:**

**This task was successfully completed \_\_\_\_\_ This task needs to be tried again \_\_\_\_\_**

**Practitioner Comments:**

**Learner Comments:**

## Task-Based Activity: Understanding voting procedures

**Laubach Connection:** Laubach Way to Reading (LWR) Book 4, Lesson 18

### OALCF Link

#### Relevant Goal Paths

Apprenticeship, Employment, Independence, Postsecondary, Secondary School Credit

**Rationale:** Learners on all the goal paths will need to read information and perform web-based searches for a variety of different reasons.

**Task-Based Activity Description:** The learner will read a brief text (about voting) to locate and connect ideas and information and search for related information in a website.

#### Competency, Task Group and Level Indicators

(See Assessment page for performance descriptors)

#### A: Find and Use Information

##### A1: Read continuous text

- **A1.2:** Read text to locate and connect ideas and information

#### D: Use Digital Technology

- **D.2:** Perform well-defined, multi-step digital tasks

#### D: Use Digital Technology

#### Materials Required

- Pen or pencil and eraser
- Internet access
- Question sheets

## Overview

### Activity Introduction

This task uses an excerpt of text from a website about voting in a federal election.

In lesson eighteen, a voter registration card is filled out. Discuss with the learner if they usually vote in elections. Discuss the importance of voting to make sure opinions and beliefs of the population are represented by the government. Discuss the different levels of government and the fact that there are elections at each level. Explain that this activity is focused on information about federal elections.

### New words

Determine any new words that you think are being introduced in the activity and review those words with the learner.

### Instructions

1. Have the learner fill in their name and the date.
2. Have the learner complete the pre self-assessment.
3. Have the learner complete the task-based activity.
4. After completing the activity, have the learner complete the post self-assessment.
5. After the learner has completed the task-based activity, complete the assessment section and review the results with the learner.

### Extension activities

- In a classroom or small group setting have the learners campaign to be “leader” or “president”
- Hold a mock election



## Task-Based Activity: Understanding voting procedures

Learner Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Pre self-assessment

I need to improve my skills at reading and understanding information:

- ☐ Yes  
☐ No

### Activity

#### Voting Procedures During an Election Period

##### 1. Voter information card

Electors whose information is in the National Register of Electors will receive a voter information card. This confirms that your name is on the voters' list and states when and where you vote



##### 2. I did not get a card

If you do not receive a voter information card, call your local elections office to ensure that you are on the voters' list. If you do not have the number, call Elections Canada, in Ottawa, at **1-800-463-6868**.

##### 3. Advance poll and special ballot

If you cannot or do not wish to vote on election day, you can vote at the advance polls or by special ballot. The dates and location are on your voter information card.

##### 4. On election day

Go to your polling station. The location is on your voter information card. Bring this card and proof of your identity and address to the polling station.

##### 5. Marking the ballot

Mark an "X" in the circle next to the name of the candidate of your choice.

##### 6. Voting is secret

Your vote is secret. You will be invited to go behind the screen to mark your ballot. Once marked, fold it and present it to the poll officials.

##### 7. The ballot box

The poll official will tear off the ballot number and give your ballot back to you to deposit in the ballot box.

##### 8. The election results

When the polls close, every ballot is counted and the results are made public. You can see the results on television or on the Elections Canada website ([www.elections.ca](http://www.elections.ca)).

Source: <http://www.elections.ca>

1. If you do not receive a voter information card, what should you do?

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2. Circle, underline, or highlight the items you need to bring with you to the polling station on Election Day.

3. After you have marked your ballot, what should you do with it?

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4. Search for the Elections Canada website on the Internet. Use your postal code to find your electoral district. Record it here:

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### **Post self-assessment**

I think my skills have improved as a result of completing this activity.

☐ Yes

☐ No

Learner comments:

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## Assessment

### Task-Based Activity: Understanding voting procedures

Learner Name: \_\_\_\_\_ Date: \_\_\_\_\_

Practitioner Name: \_\_\_\_\_

Performance Descriptors	Needs Work	Improving	Excellent
<p><b>A1.2: Read texts to locate and connect ideas and information</b></p> <ul style="list-style-type: none"><li>• scans text to locate information</li><li>• locates multiple pieces of information in simple texts</li><li>• makes low-level inferences</li><li>• makes connections between sentences and between paragraphs in a single text</li><li>• reads more complex texts to locate a single piece of information</li><li>• follows the main events of descriptive, narrative and informational texts</li><li>• obtains information from detailed reading</li><li>• begins to identify sources and evaluate information</li></ul> <p><b>D.2: Perform well-defined, multi-step digital tasks</b></p> <ul style="list-style-type: none"><li>• selects and follows appropriate steps to complete tasks</li><li>• locates and recognizes functions and commands</li><li>• makes low-level inferences to interpret icons and text</li><li>• begins to identify sources and evaluate information</li><li>• performs simple searches using keywords (e.g. internet, software help menu)</li></ul>			

**The learner needs to work on the following:**

**This task was successfully completed \_\_\_\_\_ This task needs to be tried again \_\_\_\_\_**

**Practitioner Comments:**

**Learner Comments:**

## Task-Based Activity: Complete a Health History Form

**Laubach Connection:** Laubach Way to Reading (LWR) Book 4, Lesson 19

### OALCF Link

#### Relevant Goal Paths

Apprenticeship, Employment, Independence, Postsecondary, Secondary School Credit

**Rationale:** Learners on all of the goal paths will need to fill out forms with personal information for a variety of different reasons.

**Task-Based Activity Description:** The learner will complete a health history form.

#### Competency, Task Group and Level Indicators

(See Assessment page for performance descriptors)

#### B: Communicate Ideas and Information

##### B3: Complete and create documents

- **B3.2a:** Use layout to determine where to make entries in simple documents

#### Materials Required

- Pen or pencil and eraser
- Question sheets

## Overview

### Activity Introduction

This task uses a health history form that you might complete when you go to visit a doctor.

In lesson nineteen, having a physical exam with a doctor is introduced. Discuss with the learner if they currently have a family doctor. Discuss the importance of regular check-ups.

### New words

Determine any new words that you think are being introduced in the activity and review those words with the learner.

### Instructions

Have the learner fill in their name and the date. Have the learner complete the pre self-assessment. Have the learner complete the form as fully as possible. They may need to gather additional information to complete the form. Due to the personal nature of this task-based activity you should always make sure the learner is comfortable doing it. When they have finished the activity they should complete the post self-assessment. After the learner has completed the task-based activity, complete the assessment section and review the results with the learner.

### Extension activities

- The BLEST Practitioner Guide and Learner Activities Booklet contain a module related to understanding health care. This activity is taken from that module. There are several other activities that may be of interest to the learner. It can be downloaded from the LLO website at <http://www.laubach-on.ca/bookstore/llo-publications>

## Task-Based Activity: Complete a Health History Form

Learner Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Pre self-assessment

I need to improve my skills at completing forms:

- ☐ Yes
- ☐ No

### Activity

1. When you go to a doctor's office, they may ask you to complete a health history form when you arrive. Complete the health history form on the next page.

## Health History Form

FYI: an accurate health history ensures that you receive proper medical care. All information gathered on this form is confidential. Your written authorization is legally required before any of this information can be released.

### Personal Information

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Email: \_\_\_\_\_  
 Address: \_\_\_\_\_ City: \_\_\_\_\_ Postal Code: \_\_\_\_\_  
 Home Phone: (\_\_\_\_) \_\_\_\_ - \_\_\_\_\_ Work Phone: (\_\_\_\_) \_\_\_\_ - \_\_\_\_\_ Cell Phone: (\_\_\_\_) \_\_\_\_ - \_\_\_\_\_  
 Date of Birth: \_\_\_\_\_ Height: \_\_\_\_\_ Weight: \_\_\_\_\_  
 Health Card Number \_\_\_\_\_ Occupation: \_\_\_\_\_

**List all medicines that you are currently taking** (include medicines such as prescribed drugs, over-the-counter drugs, vitamins, and inhalers):

Name of Drug	Strength	Frequency Taken	Date Started

Are you allergic to any medications? ☐ Yes ☐ No If yes, which ones? \_\_\_\_\_

Previous Major Illnesses, Operations: \_\_\_\_\_

Other Medical Conditions (e.g. hemophilia, diabetes): \_\_\_\_\_

### Lifestyle Questions

Regular Eating Habits? ☐ Yes ☐ No

Do you take vitamins? ☐ Yes ☐ No

Type: \_\_\_\_\_

Frequency: \_\_\_\_\_

Do you smoke? ☐ Yes ☐ No

Do you suffer from stress? ☐ Yes ☐ No

Regular Exercise ☐ Yes ☐ No

Type: \_\_\_\_\_

Frequency: \_\_\_\_\_

Energy Level: ☐ High ☐ Average ☐ Low

Family Medical History			
Family Member	Medical Problem	Age Diagnosed	Age at Death



### Post self-assessment

I think my skills have improved as a result of completing this activity.

☐ Yes

☐ No

Learner comments:

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## Assessment

### Task-Based Activity: Complete a Health History Form

Learner Name: \_\_\_\_\_ Date: \_\_\_\_\_

Practitioner Name: \_\_\_\_\_

Performance Descriptors	Needs Work	Improving	Excellent
<b>B3.2a: Use layout to determine where to make entries in simple documents</b> <ul style="list-style-type: none"><li>• uses layout to determine where to make entries</li><li>• begins to make some inferences to decide what information is needed, where and how to enter the information</li><li>• makes entries using a limited range of vocabulary</li><li>• follows instructions on documents</li></ul>			

The learner needs to work on the following:

This task was successfully completed \_\_\_\_\_ This task needs to be tried again \_\_\_\_\_

Practitioner Comments:

Learner Comments:

## Task-Based Activity: Reading a brochure to understand the GED

**Laubach Connection:** Laubach Way to Reading (LWR) Book 4, Lesson 20

### OALCF Link

#### Relevant Goal Paths

Apprenticeship, Employment, Independence, Postsecondary, Secondary School Credit

**Rationale:** Learners on all the goal paths will need to read brochures for a variety of different reasons. However, this task-based activity will be of particular interest to those learners on the academic goal paths that wish to pursue a GED.

**Task-Based Activity Description:** The learner will read a text (excerpt from a GED brochure) to connect ideas and locate information.

#### Competency, Task Group and Level Indicators

(See Assessment page for performance descriptors)

##### A: Find and Use Information

##### A1: Read continuous text

- **A1.2:** Read texts to locate and connect ideas and information

##### A2: Interpret documents

- **A2.2:** Interpret simple documents to locate and connect information

#### Materials Required

- Pen or pencil and eraser
- Question sheets

## Overview

### Activity Introduction

This task uses an excerpt from a GED brochure.

In lesson twenty, an adult education centre is discussed on a talk-radio show. Discuss with the learner how they learned about your agency. Discuss whether their current goal includes writing the GED. Discuss the importance of having a Grade 12 or equivalency especially for employment. Ask the learner if they have ever had any trouble reading a brochure before.

### New words

Determine any new words that you think are being introduced in the activity and review those words with the learner.

### Instructions

1. Have the learner fill in their name and the date.
2. Have the learner complete the pre self-assessment.
3. Have the learner complete the task-based activity.
4. After completing the activity, have the learner complete the post self-assessment.
5. After the learner has completed the task-based activity, complete the assessment section and review the results with the learner.

### Extension activities

- Have the learner bring in brochures or pamphlets they have received to review

## Task-Based Activity: Reading a brochure to understand the GED

Learner Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Pre self-assessment

I need to improve my skills at reading brochures:

- ☐ Yes
- ☐ No

## Activity

### What are the GED Tests?

GED Tests are a set of five tests in the core high school curriculum areas:

- Language Arts: Reading
- Language Arts: Writing
- Mathematics Part 1 (use of calculator)

Part 2 (no calculator)

- Social Sciences
- Science

The test measures important knowledge and competencies (such as your ability to understand and apply information; to evaluate, analyze and draw conclusions; and to express ideas and opinions in writing) that are usually obtained in a regular high school program of study.

The tests consist of questions that require the use of important ideas. Only a few questions ask for specific details, definitions or facts. Multiple-choice questions are used for each of the five tests. The Language Arts: Writing Test includes an essay component; all candidates must pass this section to obtain a score for the test. The Mathematics test includes the use of standard and coordinate plane grids and a calculator.

The GED Tests are available in French and English. Special editions and accommodations are available to help people with special needs and physical and/or learning disabilities. Please refer to page four for more information.

The tests used in Canada have been developed specifically for Canadians.

## Am I eligible to take the GED Tests?

To write the GED Tests in Ontario, you must meet the following requirements:

1. Be at least 18 years old\*
2. Have not graduated from high school
3. Have been out of the school system for at least one year
4. Be a resident of Ontario

\* Candidates who are 18 years old must provide a date of leaving letter from the last high school they attended. Home-schooled candidates must provide a letter from their Board of Education indicating that they have been home-schooled.

## Why do people write the GED Tests?

Some of the reasons people write their GED Tests are:

- To receive a high school equivalency certificate
- To qualify for employment
- To gain promotion within their own organization
- To apply for admission to an educational or training institution
- To achieve personal satisfaction

## How long do the tests take and what subjects are included in each test?

The five tests take a total of seven hours and five minutes to complete.

Test	Content	No. of Questions	Time
<b>Language Arts: Writing (Part I)</b>	Organization 15% Sentence Structure 30% Mechanics 25% Usage 30%	50	1 hour, 15 minutes
<b>Language Arts: Writing (Part II)</b>	Essay Component	Essay	45 minutes
<b>Language Arts: Reading</b>	Literary Text 75% • Poetry • Drama • Fiction (Pre-1920, 1920-1960, 1960 to present) Non-fiction Text 25% • Non-fiction Prose (Biography, Critical Review of Fine and Performing Arts) • Workplace Documents	40	1 hour, 5 minutes
<b>Mathematics</b>	Numbers, Number Sense and Operations 20-30% Data, Statistics, and Probability 20-30% Geometry, and Measurement 20-30% Algebra, Functions, and Patterns 20-30%	50	1 hour, 30 minutes
<b>Social Studies</b>	History 40% Civics 25% Economics 20% Geography 15%	50	1 hour, 30 minutes



<b>Science</b>	Live Science 45% (Biology and Health) Earth and Space Science 20% Physics Science 35% (Chemistry and Physics)	50	1 hour, 20 minutes
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Source: [http://www.ilc.org/pdfs/ged/ged\\_handbook\\_en.pdf](http://www.ilc.org/pdfs/ged/ged_handbook_en.pdf)

1. How many tests are there in the GED?

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2. What languages is the GED available in Canada?

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3. What is the minimum age to write the GED?

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4. List three reasons why someone might write the GED.

- ---
- ---
- ---

5. Circle, highlight, or underline the number of questions in the social studies section of the GED.

6. What is the total amount of time it would take to complete all five tests?

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### Post self-assessment

I think my skills have improved as a result of completing this activity.

☐ Yes

☐ No

Learner comments:

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## Assessment

### Task-Based Activity: Reading a brochure to understand the GED

Learner Name: \_\_\_\_\_ Date: \_\_\_\_\_

Practitioner Name: \_\_\_\_\_

Performance Descriptors	Needs Work	Improving	Excellent
<p><b>A1.2: Read texts to locate and connect ideas and information</b></p> <ul style="list-style-type: none"><li>• scans text to locate information</li><li>• locates multiple pieces of information in simple texts</li><li>• makes low-level inferences</li><li>• makes connections between sentences and between paragraphs in a single text</li><li>• reads more complex texts to locate a single piece of information</li><li>• follows the main events of descriptive, narrative and informational texts</li><li>• obtains information from detailed reading</li><li>• begins to identify sources and evaluate information</li></ul> <p><b>A2.2: Interpret simple documents to locate and connect information</b></p> <ul style="list-style-type: none"><li>• performs limited searches using one or two search criteria</li><li>• extracts information from tables and forms</li><li>• uses layout to locate information</li><li>• makes connections between parts of documents</li><li>• makes low-level inferences</li><li>• begins to identify sources and evaluate information</li></ul>			

**The learner needs to work on the following:**

**This task was successfully completed \_\_\_\_\_ This task needs to be tried again \_\_\_\_\_**

**Practitioner Comments:**

**Learner Comments:**

## Task-Based Activity: Online Word Quest

**Laubach Connection:** Laubach Way to Reading (LWR) Book 4, Lesson 21

### OALCF Link

#### Relevant Goal Paths

Apprenticeship, Employment, Independence, Postsecondary, Secondary School Credit

**Rationale:** Learners on all goal paths will need to use dictionaries and thesauruses for a variety of different reasons.

**Task-Based Activity Description:** The learner will use the Internet to find definitions, synonym and antonyms; this is a multi-step process.

#### Competency, Task Group and Level Indicators

(See Assessment page for performance descriptors)

A: Find and Use Information

A2: Interpret documents

- **A2.2** Interpret simple documents to locate and connect ideas

#### D: Use Digital Technology

**D.1:** Perform simple digital tasks according to a set procedure

#### Materials Required

- Pen or pencil and eraser
- Question sheets

## Overview

### Activity Introduction

Lesson 21 is about how to use a dictionary. This task uses a word list from book 4 and two online websites. Learners will log-on to a digital device and open a web browser. Next, they will open Google or Yahoo and type “Dictionary.com” in the search bar. Once they enter the website, they will search for their words and copy the definitions on a separate piece of paper. After they are finished, they should open a new browser window and complete the same steps to enter “Thesaurus.com”. Once inside the new website, learners will look up one synonym and antonym for each word and record them.

### New words

Determine any new words that you think are being introduced in the activity and review those words with the learner.

### Instructions

1. Have the learner fill in their name and the date.
2. Have the learner complete the pre self-assessment.
3. Have the learner complete the task-based activity.
4. After completing the activity, have the learner complete the post self-assessment.
5. After the learner has completed the task-based activity, complete the assessment section and review the results with the learner.

### Extension activities

- Have learners use the words they learned in full sentences

## Task-Based Activity: Online Word Quest

Learner Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Pre self-assessment

I need to improve my skills at using dictionaries and thesauruses:

- ☐ Yes
- ☐ No

### Activity

1. Using the website Dictionary.com, look up the words in the list provided. Record the definitions on a separate piece of paper. If there is more than one definition per word write them all.
2. Look up each word on Thesaurus.com to find one synonym and one antonym for each word. Record the antonym and synonym.

### Word List:

1. advertise
2. bugle
3. chapter
4. direction
5. enemy
6. frown
7. huge
8. kneel
9. loaves
10. manager
11. neighbourhood
12. ought
13. power
14. ribbon
15. schedule
16. ticket
17. usually
18. view
19. weigh
20. zoo

## Post self-assessment

I think my skills have improved as a result of completing this activity.

☐ Yes

☐ No

Learner comments:

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## Assessment

### Task-Based Activity: Online Word Quest

Learner Name: \_\_\_\_\_ Date: \_\_\_\_\_

Practitioner Name: \_\_\_\_\_

Performance Descriptors	Needs Work	Improving	Excellent
<b>A2.2: Interpret very simple documents to locate specific details</b> <ul style="list-style-type: none"><li>• performs limited searches using one or two search criteria</li><li>• extracts information from tables and forms</li><li>• uses layout to locate information</li><li>• makes connections between parts of documents</li><li>• makes low-level inferences</li><li>• begins to identify sources and evaluate information</li></ul> <b>D.2: Perform well-defined, multi-step digital tasks</b> <ul style="list-style-type: none"><li>• selects and follows appropriate steps to complete tasks</li><li>• locates and recognizes functions and commands</li></ul>			



- makes low-level inferences to interpret icons and text
- begins to identify sources and evaluate information
- performs simple searches using keywords (e.g. internet, software help menu)

**The learner needs to work on the following:**

**This task was successfully completed \_\_\_\_\_ This task needs to be tried again \_\_\_\_\_**

**Practitioner Comments:**

**Learner Comments:**

## Task-Based Activity: Terry Fox Research Report

**Laubach Connection:** Laubach Way to Reading (LWR) Book 4, Lesson 22

### OALCF Link

#### Relevant Goal Paths

Postsecondary, Secondary School Credit

**Rationale:** Learners on the Postsecondary and Secondary School Credit will need to write research reports in courses required to complete their goal path.

**Task-Based Activity Description:** The learner will read a text (Terry Fox story) and do internet research to write a research report.

#### Competency, Task Group and Level Indicators

(See Assessment page for performance descriptors)

##### A: Find and Use Information

###### A1: Read continuous text

- **A1.3:** Read longer texts to connect, evaluate and integrate ideas and information

##### B: Communicate Ideas and Information

###### B2: Write continuous text

- **B2.3:** Write longer texts to present information, ideas and opinions

##### D: Use Digital Technology

- **D.3:** Experiment and problem-solve to perform multi-step digital tasks

#### Materials Required

- Pen or pencil and eraser
- Internet access
- Access to word processing software
- Question sheets
- People and Places 4

## Overview

### Activity Introduction

One of the topics in lesson twenty-two is Terry Fox: Marathon of Hope. Discuss with the learner if they had ever heard of Terry Fox before. The learner should read the story in the level 4 correlated reader, *People and Places* (p. 19-29) as part of this activity. They will also need to research additional information online. Discuss with the learner the importance of being able to research and write short reports if they want to move on to Secondary School Credit or Postsecondary.

### New words

Determine any new words that you think are being introduced in the activity and review those words with the learner.

### Instructions

1. Have the learner fill in their name and the date.
2. Have the learner complete the pre self-assessment.
3. Have the learner complete the task-based activity.
4. After completing the activity, have the learner complete the post self-assessment.
5. After the learner has completed the task-based activity, complete the assessment section and review the results with the learner.

### Extension activities

- If you are working in a small group or classroom setting, prepare a 5-10 minute presentation on your report.

## Task-Based Activity: Terry Fox Research Report

Learner Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Pre self-assessment

I need to improve my skills at writing reports:

- ☐ Yes
- ☐ No

### Activity

1. Research and write a 2-3 page report on Terry Fox. Make sure that you include the following:
  - Who he is
  - What he did
  - Why he was important
  - Where and when the next closest Terry Fox run is
2. Create a final copy of your report using word processing software.

### Post self-assessment

I think my skills have improved as a result of completing this activity.

- ☐ Yes
- ☐ No

Learner comments:

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## Assessment

### Task-Based Activity: Terry Fox Research Report

Learner Name: \_\_\_\_\_ Date: \_\_\_\_\_

Practitioner Name: \_\_\_\_\_

Performance Descriptors	Needs Work	Improving	Excellent
<p><b>A1.3: Read longer texts to connect, evaluate and integrate ideas and information</b></p> <ul style="list-style-type: none"><li>• integrates several pieces of information from texts</li><li>• manages unfamiliar elements (e.g. vocabulary, context, topic) to complete tasks</li><li>• identifies the purpose and relevance of texts</li><li>• skims to get the gist of longer texts</li><li>• begins to recognize bias and points of view in texts</li><li>• infers meaning which is not explicit in texts</li><li>• compares or contrasts information between two or more texts</li><li>• uses organizational features, such as headings, to locate information</li><li>• follows the main events of descriptive, narrative, informational and persuasive texts</li><li>• obtains information from detailed reading</li><li>• makes meaning of short, creative texts (e.g. poems, short stories)</li><li>• identifies sources, evaluates and integrates information</li></ul>			

**B2.3: Write longer texts to present information, ideas and opinions**

- writes texts to present information, summarize, express opinions, present arguments, convey ideas or persuade
- manages unfamiliar elements (e.g. vocabulary, context, topic) to complete tasks
- selects and uses vocabulary, tone and structure appropriate to the task
- organizes and sequences writing to communicate effectively
- uses a variety of vocabulary, structures and approaches to convey main ideas with supporting details

**D.3: Experiment and problem-solve to perform multi-step digital tasks**

- experiments and problem-solves to achieve the desired results
- manages unfamiliar elements (e.g. vocabulary, context, topic) to complete tasks
- makes inferences to interpret icons and text
- selects appropriate software when required by the task
- identifies sources, evaluates and integrates information
- customizes software interfaces (e.g. toolbar, homepage settings)
- performs advanced searches (e.g. refines search terms, uses advanced search features, cross-refers between websites)

**The learner needs to work on the following:**

This task was successfully completed \_\_\_\_\_ This task needs to be tried again \_\_\_\_\_

**Practitioner Comments:**

**Learner Comments:**

## Acknowledgements:

Researched and Written by: Robyn Cook-Ritchie

Project Managed by: Lana Faessler

Advisory Committee: Diana White  
Stephanie Hobbs  
Helen McLeod  
Carol Risidore

Pilot Sites:

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65 Noecker St., Room 8A  
Waterloo, Ontario, N2J 2R6  
Tel: (519) 743-3309 Fax: (519) 743-7520  
Toll Free: 1-866 608-2574  
Web: [www.laubach-on.ca](http://www.laubach-on.ca)  
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