

## 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>			
<b>B3.2b: Create simple documents to sort, display and organize information</b> <ul style="list-style-type: none"><li>• follows conventions to display information in simple documents (e.g. use of font, colour, shading, bulleted lists)</li><li>• sorts entries into categories</li><li>• displays one or two categories of information organized according to content to be presented</li><li>• identifies parts of documents using titles, row and column headings and labels</li></ul>			

<b>B4: Express oneself creatively, such as by writing journal entries, telling a story and creating art</b> <ul style="list-style-type: none"> <li>the tasks in this task group are not rated for complexity</li> </ul>			
<b>The learner needs to work on the following:</b>			
<b>This task was successfully completed</b>		<b>This task needs to be tried again</b>	
<b>Practitioner Comments:</b>			
<b>Learner Comments:</b>			